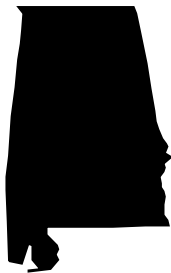


ARMT AND SAT-10

PREPARATION AND PRACTICE WORKBOOK



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

GLENCOE LANGUAGE ARTS GRADE 6

This helpful workbook provides

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

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Introduction

Every spring thousands of Alabama middle school students take two tests. One of them is the Alabama Reading and Mathematics Test, and it's usually called "ARMT." The other test is the Stanford Achievement Test. The current version of that test is the 10th edition, so it's known as the "SAT-10." (Some people call it the "Stan 10" or "Stanford 10.")

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

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

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

ARMT: The Reading Test

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

What ARMT Assesses

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

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

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

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

How the ARMT Reading Test Is Scored

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

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

Responses are scored according to a rubric similar to this:

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

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

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

SAT-10: The Language Arts Test

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

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

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

What SAT-10 Assesses

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

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

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

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

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

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

- **Language Mechanics** includes capitalization, punctuation, and grammar.
- **Language Expression** includes
 - Sentence Structure.** These items ask you to choose between sentences that are clearly written and sentences that contain errors in expression or construction.
 - Prewriting.** These items ask you to plan, organize, and improve writing samples.
 - Content and Organization.** In these items, you decide on appropriate ways to edit short paragraphs.

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

How SAT-10 Is Scored

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

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

Glossary

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

ARMT: Alabama Reading and Mathematics Test

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

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

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

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

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

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

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

passage: a brief written work or part of one

selection: another word for a passage

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

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

strategy: a clever plan or method

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

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

Sample Test Items

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

Sample Reading Vocabulary Items

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

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

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

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

2 Something that is vacant is —

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

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

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

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

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

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

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

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

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

Sample Reading Comprehension Items

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

What Are Caves?

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

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

Use information from the passage to explain your answer.

Write your response in the answer document.

Sample Spelling Item

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

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

A

B

C

D

Sample Language Items

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

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

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

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

8 Peter and me spend twenty minutes walking to school.

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

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

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

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

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

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

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

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

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

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

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

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

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

Dragonflies

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

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

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

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

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

Sample Listening Items

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

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

Your teacher would read:

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

Your test booklet would show only:

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

Your teacher would read:

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

Your test booklet would show only:

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

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

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

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

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

1 Which of these is an opinion?

Your test booklet would show only:

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

2 Why did Carol's father move north?

Your test booklet would show only:

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

Test-Taking Strategies

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

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

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

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

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

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

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

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

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

To find the main idea, ask yourself these questions:

- What is each sentence about?
- Is there one sentence that tells about the whole passage or that is more important than the other sentences?

- If the main idea is not directly stated, what main idea do the supporting details suggest?

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

Strategy 3: Use the Process of Elimination <MC>

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

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

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

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

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

Well, you have improved your chance of guessing correctly to 1 in 2. (The correct answer is printed at the bottom of page 18.)

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

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

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

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

Read Actively

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

Example 1

Step 1 It's hard not to notice the title of the passage, so read it. Then apply Strategy 1, previewing the questions before you read the passage. It's natural to want to read the passage first because it's printed first. However, by previewing the questions, you can learn what you should look for in the passage to help you answer the questions. This example has two questions. Read them and their answer choices. Then come back to Step 2.

Step 2 The title indicates that the passage will be about *sisters*. Question 1 suggests that *children* and *wrote* could be key words. Question 2 asks about the word *untimely*. As you read the passage, watch for forms of these three words.

The Brontë Sisters

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

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

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

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

1 As children, the Brontë sisters wrote stories —

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

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

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

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

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

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

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

Example 2

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

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

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

What Are Caves?

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

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

Use information from the passage to explain your answer.

Write your response in the answer document.

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

Here are two sample responses:

Sample Response 1

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

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

Sample Response 2

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

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

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

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

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

ARMT Note <MC>

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

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

The *rhythm* of a poem is its —

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

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

Additional Tips

- A teacher will read each set of directions. Listen carefully. If you don't understand something, this is the time to ask questions. Read the printed directions carefully. Mark your answers exactly as instructed.
- Questions are *not* in order of difficulty. Also, questions about a passage are *not* necessarily in the order that their answers appear in the passage. <MC><OE>
- Try to restate a confusing question in your own words. <MC><OE>
- Pay special attention to a question that uses the word *except* or *not*. For example:
Which is *not* an option in the passage?
All of these events occur in the story *except* —

With this kind of question, three of the answer choices *are* in the passage, and one is not. You mark the answer choice that is not in the passage. <MC>

- Sometimes you must combine pieces of information from different places in a passage to come up with the correct answer. <MC><OE>
- When a question includes a quotation from the passage, you usually can answer from the quotation alone. Don't spend time looking for it in the passage. <MC><OE>
- Don't get frustrated by a difficult question. If you can't decide on an answer fairly quickly, move on. You can come back to it later. <MC><OE>
- A question might ask you to draw a conclusion from the passage. The answer to such a question is not directly stated in the passage but is always supported by details in the passage. <MC><OE>
- A question might ask about the difference between fact and opinion. Remember that an opinion is based on someone's thoughts or feelings. A fact is information that is true no matter what anyone thinks or feels about it. The correct answer to a fact/opinion question is *always* in the passage. Don't be fooled by a fact and/or an opinion that you recognize but that is not in the passage. <MC><OE>
- Don't rush to finish early. Completing *most* of the questions and getting them right is always better than finishing *all* of the questions and getting many of them wrong. <MC><OE>
- When all else fails, guess. <MC><OE>

The capital of Nepal is Kathmandu.

More Ways to Prepare

Here are things you can do on your own to prepare for ARMT and SAT-10.

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

Tips for Testing Time

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

Before Each Test

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

During Each Test

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

After Each Test

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

ARMT Practice Test Grade 6

DIRECTIONS:

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

The Artist

Marie's father worked as a chef in the house of the great painter Pablo Perez. One day Marie went into the pantry to get some flour that her father needed. To her surprise, she found that she could hear everything Mr. Perez was saying through the thin wall. His words were as clear as a bell. He was teaching an art class in his studio, and Marie was fascinated by what she heard. She took the flour to her father and quickly returned to the pantry to listen.

Mr. Perez described how to use oil paints to create light and shadow, how to make objects appear closer or farther away, and how to make people seem cruel or pleasant. That night Marie lay awake thinking about all that Mr. Perez had said. She wanted to try painting too.

"Dad, may I get some oil paints?" Marie asked at breakfast the next morning.

Her father hesitated. "We can afford a few colors," he said, "but very few. And one brush. And some inexpensive canvas."

"But I want to really *paint*," said Marie. "How can I do that with just a few colors?"

Marie's father smiled. "You can make colors by mixing other colors," he said. "Wait and see."

That afternoon Marie's father purchased a few tubes of oil paint—blue, yellow, red, black, and white. Marie was amazed by the various shades she could create with just these paints. The following day she began "attending" art classes in Mr. Perez's kitchen pantry. It wasn't easy to work in the small, poorly lit space, but she was determined. By late winter, she had a large collection of work. She might have continued her secret education through the spring had it not been for a moment's carelessness.

One day, as she listened through the wall, Marie heard a student grouse about not having the right shade of green to paint new spring grass. "Add some yellow," she heard herself say, right out loud. She clapped her hand over her mouth, but it was too late.

Immediately Mr. Perez was standing at the pantry door. "Why, Marie," he asked in surprise, "what are you doing in here?"

"I'm having my art class," she replied shyly. She then explained how she had mixed her paints and listened in the pantry each afternoon.

Mr. Perez gazed around the pantry. "Come with me at once!" he ordered. He marched her into his studio. "Take a look at this magnificent use of color," he said to the startled students and held up the painting Marie had been working on. "This young lady has mixed all of these shades from just five tubes. She is an *artist*."

Marie was amazed. The great Mr. Perez was not punishing her; he was praising her!

From that day on, Marie attended art class in the studio. She was allowed to use a glorious number of paints. But she still mixed her own colors when she needed an unusual shade. After all, she was an artist.

1. Marie *first* went into the pantry so that she could —

- A hide
- B paint
- C get some flour
- D listen to a lesson

2. Read this sentence from the story.

His words were as clear as a bell.

Which type of figurative language is used in this sentence?

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

3. From information in the story, you can make the generalization that Marie and her father are —

- A great artists
- B really creative
- C very educated
- D quite wealthy

4. Read this sentence from the story.

By late winter, she had a large collection of *work*.

In this sentence, the word *work* refers to —

- A colors
- B chores
- C lessons
- D paintings

5. Which detail from the story supports the idea that Marie is talented?

- A She mixes her own paints.
- B She hides in the kitchen pantry.
- C She lies awake thinking of painting.
- D She listens to Mr. Perez through the wall.

6. The action of the story takes place in —

- A a museum
- B an art school
- C Pablo Perez's house
- D Marie's father's kitchen

7. Which sentence *best* states the main idea of the story?

- A A man does his best to help his daughter.
- B A famous painter teaches oil painting in his studio.
- C A clever girl gets free art classes from a painter.
- D A girl learns to paint by making the most of what is available.

8. Read this sentence from the story.

One day, as she listened through the wall, Marie heard a student *grouse* about not having the right shade of green to paint new spring grass.

As it is used in this sentence, the word *grouse* means —

- A chatter
- B discuss
- C remember
- D complain

9. Read this sentence from near the middle of the story.

She clapped her hand over her mouth, but it was too late.

Which sentence *best* describes Marie's problem at this point in the story?

- A She is sorry for saying something rude to the teacher.
- B She is disappointed in herself for being unable to mix the color.
- C She is worried that she will get caught hiding in the pantry.
- D She is saddened by losing her chance to attend the art class.

10. The climax of the story takes place when —

- A Mr. Perez discovers Marie in the pantry
- B Marie's father buys her some painting supplies
- C Marie decides to hide in the pantry to listen to Mr. Perez
- D Marie attends art class in the studio

11. In the story, which of the following events happens *last*?

- A Mr. Perez calls Marie an artist.
- B Marie asks her father for paints.
- C Mr. Perez finds Marie in the pantry.
- D Marie attends classes in the studio.

12. Use one word or phrase that describes Marie. Explain why that word or phrase describes her accurately.

Use details from the story to support your response.

Write your response in the answer document.

Nature Wreath

This craft is an easy way to enjoy nature anytime, even on a rainy day when you are stuck in the house. Your nature wreath can be a great souvenir of a trip to the beach or a walk through the forest. Just remember to take only those things from nature that have already been discarded. For example, don't pick leaves off of trees, but instead take a leaf that has already fallen.

Materials:

Scissors Glue
Paintbrush Heavy cardboard

Nature treasures such as sticks, sand, seashells, pebbles, or dried seaweed; and grass, leaves, or flowers that have already fallen or been cut

Directions:

1. Collect your items from nature, either by traveling to the beach, walking through the forest, or even strolling around the block.
2. Cut a wreath shape from the heavy cardboard.
3. Spread glue over the wreath shape, using a paintbrush to make sure the glue covers the entire wreath.
4. If making a beach wreath, sprinkle enough sand to cover the entire wreath, and set it aside to dry. If making a forest wreath, skip this step.
5. Glue all of your nature treasures onto the wreath.
6. Let dry and hang.

Get creative as you make this wreath, such as by gluing your nature treasures on in patterns. Make special wreaths for different seasons, such as a fall wreath of changing leaves. You can also try drying berries to make very colorful wreathes. Your imagination is the limit.

13. The author uses fallen leaves as an example of material discarded by nature. Another example is —

- A an egg nestled in a bird's nest
- B a flower blooming in a garden
- C a piece of fruit hanging from a tree
- D a pinecone that has fallen on the ground

14. The *most* likely reason the author suggests using materials that have been discarded by nature is that it will —

- A save you time.
- B be better for the environment.
- C be easier to glue the leaves on.
- D make the wreath more beautiful.

15. Why do you think the author included a numbered list?

- A To tell how many wreaths to make
- B To make the directions easy to follow
- C To make the directions easy to memorize
- D To rate each step in order of importance

16. If you are making a forest wreath, what should you do right after you spread the glue?

- A Let it dry.
- B Attach the items.
- C Sprinkle the sand.
- D Cut out the wreath.

17. Which new title would *best* communicate the main idea of this selection?

- A “How You Can Help Save the Earth”
- B “Crafting Through All Four Seasons”
- C “A Young Hiker’s Guide to Wildlife”
- D “Projects for Kids Who Love the Outdoors”

18. The author includes the last paragraph mainly to —

- A** persuade readers to use creativity and imagination
- B** persuade readers to make forest wreaths instead of beach wreaths
- C** inform readers how to recycle materials from the outdoors
- D** explain why readers should use materials only from their own neighborhoods

19. Which of the following is *not* a reason the author gives to persuade readers to make a nature wreath?

- A** You can earn money by making and selling wreaths.
- B** The wreath will help you remember your outdoor experiences.
- C** Making the wreath is a simple way to enjoy nature.
- D** You can make a wreath when you are bored and stuck indoors during bad weather.

A Snowy Surprise

Samuel looked out the front door one morning, and his jaw dropped to the floor. His eyes immediately widened. The night before, three feet of beautiful snow had coated his neighborhood! Everything was as white as a cloud.

Samuel dashed up the stairs to his sister's room. "Wake up, Marnie," he shouted. "It snowed last night! Come on!"

Marnie flew from her bed and pulled on her boots, mittens, and winter coat. Then she and her brother burst out the front door into the white blanket that frosted the lawn. They made snow angels.

Marnie decided to toss a snowball at Samuel. It exploded on his back. He laughed, gathering up some snow of his own. He hurled a snowball back at Marnie, and she screamed with glee. They were as happy as clowns.

Marnie gathered a giant ball of snow, cradling it with both hands.

"Hey! Let's build a snowman!" Samuel yelled, running away from Marnie.

"You're just trying to get out of being hit with my snowball!" Marnie shot back, out of breath.

"You're right!" Samuel yelled back, laughing.

20. The author includes the first two sentences to show that Samuel is —

- A bored
- B terrified
- C confused
- D surprised

23. In the fourth paragraph, the word *glee* means about the same as —

- A joy
- B anger
- C fright
- D scorn

21. In the third paragraph, the word *flew* means—

- A slid across the room
- B glided through the air
- C moved with great speed
- D threw with great strength

24. When Samuel does not want to be hit with Marnie’s snowball, he first tries to —

- A run inside the house
- B throw a snowball at her
- C suggest a different activity
- D make an even bigger snowball

22. Which sentence from the story contains a metaphor?

- A They were as happy as clowns.
- B Everything was as white as a cloud.
- C Then she and her brother burst out the front door into the white blanket that frosted the lawn.
- D The night before, three feet of beautiful snow had coated his neighborhood!

25. After Marnie makes her giant snowball, Samuel —

- A makes a snow angel
- B throws a snowball at her
- C makes an even bigger one
- D wants to build a snowman

26. The author uses verbs such as *dashed, burst, exploded, and hurled* to help give the story a sense of —

- A peace
- B action
- C horror
- D beauty

29. If the story went on, which of the following would Marnie and Samuel be *most* likely to do next?

- A Push each other
- B Help cook dinner
- C Build a snow fort
- D Have a loud argument

27. In the next-to-last paragraph, the word *shot* means about the same as —

- A ran
- B flew
- C yelled
- D pitched

30. How does the author's writing style express Marnie and Samuel's enjoyment of their snowy surprise? What word choices does the author make to show their enjoyment?

Support your response with at least three details from the story.

Write your response in the answer document.

28. From information in the story, you can make the generalization that Marnie and Samuel —

- A often fight
- B are good athletes
- C enjoy playing together
- D do not like cold weather

Jellyfish

Jellyfish live, swim, and eat throughout Earth's oceans and seas. Despite the fact that they are somewhat common marine animals, many people are uninformed about jellyfish and view them as mysterious creatures.

Jellyfish have existed for more than 650 million years. They lived on Earth even before dinosaurs and sharks. Today there are more than two hundred types of jellyfish living on Earth. Some are as small as a quarter, whereas others are a hundred feet long and eight feet wide. Smaller jellyfish often float together in large groups.

Despite the name, a jellyfish is not a fish. It is an invertebrate, which means it has no backbone. In fact, a jellyfish has no bones, heart, blood, brain, or gills, and most varieties have no eyes. A jellyfish breathes with its entire body. Because the jellyfish is made up almost entirely of water, it is easily harmed by water pollution.

Jellyfish feed on very small plants and shrimp. They use their long, thin tentacles to trap prey. Jellyfish also use their tentacles to swim. By pressing water away from their bodies, they propel themselves backward. Most jellyfish prefer to stay just below the surface of the water.

Most kinds of jellyfish are harmless to human beings, and some people keep jellyfish as pets. But some types of jellyfish produce dangerous stings when they try to capture prey or need to defend themselves. Swimmers should always be careful to avoid jellyfish in the water. Beachgoers should always check with lifeguards before picking up any jellyfish that they might find on the sand.

Some animals, such as the leatherback turtle and the ocean sunfish, eat jellyfish as the main part of their diets. Many people around the world eat jellyfish too. Jellyfish are low in fat, calories, and sodium.

In recent years, scientists have found cures for many human health problems and diseases by studying animals and plants. It has been discovered that several types of jellyfish can be used to treat heart disease. Some varieties of jellyfish can also be used to treat certain cancers.

In addition, some jellyfish offer benefits to other marine life. Often small fish find safety under the central body of a jellyfish or between its tentacles. Furthermore, sea nettle jellyfish help oyster populations by eating one of the oyster's main predators: the comb jellyfish.

Jellyfish enrich our world. Their delicate white, blue, pink, or clear bodies are beautiful. They provide shelter in open waters to certain fish. They are nutritious and offer cures for a variety of illnesses. For these reasons and many more, care should be taken to preserve our jellyfish population.

31. Based on information in this story, you can conclude that the jellyfish is not really a fish because it —

- A has a stinger
- B is made mostly of water
- C does not have eyes
- D does not have a backbone

32. The facts in this passage *best* support the generalization that jellyfish —

- A are dangerous and even deadly
- B are useful but often misunderstood
- C are not a serious threat to swimmers
- D make good pets for children

33. From the passage, you can conclude that a jellyfish's tentacles —

- A cannot hurt humans
- B are pretty but useless
- C can both harm and help other sea life
- D help the jellyfish with eating but not with swimming

34. Which detail supports the idea that jellyfish are a healthy food for humans?

- A Many humans around the world eat jellyfish.
- B Some types of jellyfish eat other jellyfish.
- C Jellyfish are low in fat, calories, and sodium.
- D The leatherback turtle and the ocean sunfish eat jellyfish.

35. As it is used in the next-to-last paragraph, the word *predators* means about the same as —

- A prey
- B victims
- C problem
- D attackers

36. As it is used in the last paragraph, the word *enrich* means to —

- A feed
- B improve
- C make wealthy
- D make dangerous

37. Explain what effect jellyfish can have on important human health problems.

Use at least two specific details from the passage to support your response.

Write your response in the answer document.

38. Would a better title for this selection be “Jellyfish: Misunderstood Creatures”?

Support your opinion with at least three details or examples from the passage.

Write your response in the answer document.

The Story of the Potato

One of the most popular food crops in the world is the potato. Some potatoes are cultivated for their starch, which is used to make fabric stiff and to make some foods thicker. Most potatoes, however, are grown to be eaten. Because much of the potato is made of water, it is easy to digest. In addition, potatoes are rich in vitamins and minerals, including vitamin C and potassium.

The potato most of us know best is the white potato, or Irish potato. The part of the potato plant we eat is called the tuber. It is the swollen end of the plant’s underground stem. These tubers grow buds or “eyes” that become new plants if conditions are right. The potato plant itself bears white or purplish flowers. The skin of a potato can be a variety of colors, from light tan to deep purple. Inside, its flesh ranges from white to yellow but in some cases may be purple. More than five hundred varieties of potatoes are grown across the world.

Potatoes grow best in cool environments and in sandy soil. Plants are usually grown from pieces of the tuber instead of from seeds. For a new plant to develop, each piece must have one or two buds. The new plant will be identical to the one it came from.

Although potatoes are easy to grow, they have many enemies. The Colorado potato beetle, or potato bug, is one of the worst. The bug feeds on the leaves of the plant. Other enemies include worms and fungi.

Botanists believe that the potato first grew in the Andes mountains of Peru and Bolivia. In the 1500s, the Spanish reached this area and saw the native Incas eating potatoes. The Spaniards called the potato *batata*, the word used for sweet potato plants grown in the West Indies. Later the English explorers changed the word *batata* to *potato*.

No one is certain when the potato was introduced to Europe. Europeans were not aware of the potato’s value as a food. For a long time, Europeans did not eat potatoes and rarely, if ever, grew them. French peasants, for example, believed that potatoes caused leprosy and fevers. Scientists and politicians tried to educate people about the potato. To convince people of the advantages of growing and eating potatoes, King Louis XVI of France even wore potato flowers in his buttonhole. By the close of the seventeenth century, potatoes had become a staple food in Ireland. By the eighteenth century, the potato was regularly grown and eaten all over Europe.

Today Idaho and Washington produce most of the potatoes grown in the United States. From potato chips and mashed potatoes to hash browns and french fries, the potato has become a major part of the American diet. Indeed, all of these interesting facts about the potato are enough to make your mouth water!

39. In the first paragraph, the word *cultivated* means —

- A eaten
- B grown
- C disliked
- D appreciated

40. Which heading would *best* describe the main idea of the second paragraph?

- A Growing Potatoes
- B Parts of the Potato
- C Enemies of the Potato
- D Potatoes and Nutrition

41. According to the passage, which group *first* ate potatoes?

- A The Irish
- B The Incas
- C The French
- D The Spanish

42. According to the passage, which of the following would *most* help you grow potatoes successfully?

- A Sandy soil
- B Potato bugs
- C Bright sunlight
- D A warm climate

43. According to the passage, scientists think that potatoes were *first* grown in —

- A Spain
- B Ireland
- C the United States
- D Peru and Bolivia

44. Which detail from the passage *best* supports the idea that the potato was not always a popular food?

- A Potatoes are made mostly of water and are easy to digest.
- B Scientists and politicians taught people about potatoes.
- C Some people thought potatoes caused leprosy and fevers.
- D Idaho and Washington produce most of the potatoes grown in the United States.

45. Which detail *best* supports the idea that potatoes are a healthy food?

- A King Louis XVI wore potato flowers in his coat.
- B The potato has become a major part of the American diet.
- C Potatoes can be mashed, chipped, hashed, or fried.
- D Potatoes contain vitamin C and potassium.

46. Which of the following is the best summary of the passage?

- A The potato has had many names.
- B The potato has many uses and an interesting history.
- C The tuber is the part of the potato plant we eat.
- D Before the potato was brought to Europe, people there were starving.

47. The facts contained in this passage are *mainly* intended to —

- A persuade readers that the potato is interesting and valuable
- B instruct readers how to grow potato plants successfully
- C inform readers about a variety of ways to cook potatoes
- D explain why readers should increase the amount of potatoes in their diets

DIRECTIONS:

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

48. Which sentence contains personification?

- A The birds greeted us cheerfully.
- B Anita could run as fast as a leopard.
- C My grandmother's smile was a warm ray of sunshine.
- D The kitchen smelled like a giant chocolate chip cookie.

49. Read this sentence.

Vincent opened the windows to get rid of the *stale* air in the attic.

The *opposite* of *stale* is —

- A old
- B fresh
- C dusty
- D warm

50. In a story, the struggle between characters or forces in a story is called the —

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

51. Which is the *best* way to find out whether a magazine article would be a good source of information for your research report?

- A Read the entire article very quickly.
- B Find the name of the article's author.
- C Examine the picture on the magazine cover.
- D Preview the article's title, headings, and illustrations.

52. Which would be the *best* chapter to read if you wanted to learn how to spend your money wisely?

- A “Shopping for the Latest Styles”
- B “The Smart Shopper’s Guide to Big Savings!”
- C “Earn Big Money by Selling Your Old Stuff!”
- D “Finding Healthy Foods at the Grocery Store”

53. Read this sentence.

The wind moaned through the ruins of the old castle.

Which type of figurative language is used in this sentence?

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

STOP

SAT-10 Practice Test Grade 6

Reading Vocabulary

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

SAMPLE A

Quirky means —

- A odd
- B new
- C easy
- D wordy

1 Accurate means —

- A gentle
- B seldom
- C correct
- D desirable

2 To proclaim is to —

- A consider
- B refuse
- C assist
- D announce

3 Someone who is objective is —

- A considerate
- B truthful
- C fair
- D affectionate

4 A menace is a —

- A necessity
- B threat
- C treatment
- D courtesy

5 Sensible means —

- A recent
- B courageous
- C dreary
- D reasonable

Reading Vocabulary

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

SAMPLE B

We trust our dog Nikki to guard the house.

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

- A** The guard was on duty for twelve hours.
- B** His comment took me off guard.
- C** They took turns standing guard over the treasure.
- D** It was his job to guard the door.

7 I took note of the street names we passed on the way to school.

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

- A** She had not seen a movie of note in a long time.
- B** He brought home a note from his teacher.
- C** “Make note of the time,” the pilot said as the plane landed.
- D** The singer could not hit the highest note.

6 She gave me a sign to show that she understood what I said.

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

- A** The highway sign told us we had arrived.
- B** He made a sign with his arm to tell me it was safe to come over.
- C** The manager decided to sign the new recruit right away.
- D** At the bottom of a letter, I always sign my name.

8 My stop is the second station on the bus route.

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

- A** Meet me at the train station at 12:00.
- B** The forest ranger couldn’t leave the station until her replacement showed up.
- C** Which radio station do you like the most?
- D** He was very happy with his station in life.

Reading Vocabulary

- 9** The coach will post a list of names for each team.

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

- A** There was a large black bird perched on the fence post.
- B** You can post your announcement on the bulletin board.
- C** The guard had a lookout post on top of the mountain.
- D** I need to check my post office box for mail.

- 10** Cover your mouth before you cough.

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

- A** Please cover the baby with that blue blanket.
- B** The test will cover three chapters in the book.
- C** We will cover a hundred miles each day on our trip.
- D** Will that five dollars cover dinner at the restaurant?

Reading Vocabulary

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

SAMPLE C

Our school has regulations about getting to class on time. Regulations mean —

- A ideas
- B books
- C training
- D rules

13 It is standard practice in our home to make our beds every morning. Standard means —

- A easy
- B usual
- C recommended
- D wise

11 Everyone thinks Colleen is brash because she interrupted our teacher as he explained the homework assignment. Brash means —

- A polite
- B rude
- C fancy
- D smart

14 I think it will be sufficient to write three paragraphs instead of four. Sufficient means —

- A unexpected
- B typical
- C related
- D enough

12 It was dark in the hallway, so I groped around to find the light switch. Groped means —

- A felt
- B moved
- C walked
- D sneaked

15 Rehearsals were so vigorous that the dancers were too exhausted to study or socialize afterward. Vigorous means —

- A energetic
- B lengthy
- C depressing
- D complicated

STOP

Reading Comprehension

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

SAMPLES

The Big Meet

“Hurry up, son!” Mr. Kael called out from the kitchen. “We should have left ten minutes ago.”

“I’m hurrying! I’m hurrying!” Caleb answered from his bedroom. *But first*, he thought, *I have to find my goggles*. His school’s big swim meet was that afternoon. He was to compete in the 100-meter freestyle.

“There they are!” Caleb exclaimed, noticing the goggles sticking out from his drawer. “Now I’m ready.”

Caleb raced down the stairs. His father was standing there, holding his car keys and tapping his foot. Caleb and his father looked at each other and smiled.

“All set, Dad!” Caleb said.

“Finally!” Mr. Kael responded with a grin. “Let’s get moving.”

A You know this passage is fiction because it —

- A** contains facts
- B** reveals a character’s thoughts
- C** is about a swim meet
- D** is about a boy and his father

B You can tell from the passage that Caleb’s father is —

- A** angry
- B** bored
- C** excited
- D** embarrassed

Reading Comprehension

The Discovery

The paleontologist dug around rocks
in the side of the hill by the stream
(the wrong place, she knew, it must seem,
to search for a scientist's dream).
A real rhino bone could not have been
here!
Any scientist knew that was true.
Then other bones came into view!
That one tiny bone had been the right
clue.

1 Which of these *best* describes the paleontologist in this poem?

- A cautious
- B curious
- C confused
- D convincing

2 After reading this poem, the reader can conclude that —

- A a paleontologist is a type of scientist
- B rhino bones are rarely discovered
- C the paleontologist spends most of her time dreaming
- D most animal bones are found by streams

3 The poet *most likely* put lines 3 and 4 in parentheses because they —

- A are not important
- B do not rhyme
- C show the poet's opinion
- D explain the first two lines

4 This poem is mainly about —

- A digging in the wrong place
- B misinterpreting clues
- C studying rocks
- D finding success

5 You can tell that the paleontologist is —

- A surprised by her find
- B unhappy about her work
- C worried about making a discovery
- D disappointed in the clues she finds

Ant Town Instruction Sheet

The Ant Town can be fun and educational for children of all ages.

How to Put Your New Ant Town Together

This kit comes complete with base, front and back windows, lid, soil, and one queen ant. Please follow instructions carefully.

1. Place the large window labeled FRONT into the front slot of the base. Place the back window into the rear slot of the base.
2. Fill the Ant Town with the soil provided. The soil should come up to the line marked on the back window. Gently shake the Ant Town until the soil is level.
3. Snap the lid hinges on the sides into place.
4. Attach the lid to the lid hinges, using the enclosed screws. You will need a screwdriver to do this. Make sure the lid closes tightly.
5. Open the plastic cup containing the queen ant. Place the queen ant into the Ant Town and quickly close the lid.

The queen ant will soon dig herself a tunnel and begin laying eggs. In two to three weeks, you should see several dozen small ants busily digging tunnels and caves for their new nest.

You will be able to watch all of the activity through the front and back windows of your Ant Town.

How to Feed Your New Ants

The best way to feed your ants is to drop a teaspoonful of fruit or vegetables through the feeding slot located on the lid. Be sure to keep the feeding slot closed tightly when it is not being used.

Reading Comprehension

6 The last step to take before finally closing the lid on the Ant Town is to —

- A attach the lid to the hinges
- B fill the Ant Town with soil
- C place the queen ant in the Ant Town
- D shake the Ant Town until the soil is level

7 Which magazine article would most likely contain information related to the instruction sheet?

- A “Insects Can Damage Crops”
- B “The Incredible Edible Ant”
- C “Caring for Insects at Home”
- D “How to Grow Your Own Garden”

8 Why do you think the author of the instruction sheet included a numbered list?

- A To tell the reader how many Ant Towns to make
- B To make the instructions easy to follow
- C To make it easy to memorize the instructions
- D To rate each of the steps on a scale of importance

9 Why does the queen ant dig herself a tunnel in the sand?

- A To lay eggs
- B To find food
- C To locate her babies
- D To hide from predators

10 Which sentence from the passage is an *opinion*?

- A “The Ant Town can be fun and educational for children of all ages.”
- B “Please follow instructions carefully.”
- C “The soil should come up to the line marked on the back window.”
- D “You will need a screwdriver to do this.”

Maya Angelou: A Modern American Legend

Maya Angelou has become a successful poet, historian, actor, playwright, and fiction writer. She is considered one of the most accomplished and influential women in American history.

Angelou was born in St. Louis, Missouri, on April 4, 1928. She and her brother, Bailey, were raised by their grandmother in the rural town of Stamps, Arkansas. Angelou's first role model was her grandmother, a strong African American woman who owned and operated a general store in their small, segregated community. Printed in 1969, Angelou's first book, *I Know Why the Caged Bird Sings*, is a personal account of her childhood.

Angelou attended public schools in both Arkansas and California. In San Francisco, she was one of the first African American women to become a streetcar conductor. About this time, while in her twenties, she began taking lessons in dance and drama. Because of her intelligence, talent, and determination, she landed successful roles in theater and on television.

In the 1960s, Angelou lived in Cairo, Egypt, where she was an editor at the *Arab Observer*, an English-language newspaper. While in Africa, she became an administrator at the School of Music and Drama at the University of Ghana.

Upon returning to the United States, Angelou worked on several television shows as a writer, director, and producer. She was nominated for a best supporting actress award for her role in Alex Haley's *Roots*, a 1977 TV series portraying slavery in America.

Angelou came to admire Dr. Martin Luther King Jr. and worked with him as a civil rights activist in the early 1960s. In 1993, at President Clinton's inauguration, Angelou recited an original poem titled "On the Pulse of Morning." The theme of the poem was the renewal of America's promise of equality for all races.

Reading Comprehension

- 11** Which of these *most* helped Angelou begin her career in television and theater?
- A** her grandmother
 - B** her work as a streetcar conductor
 - C** her dance and drama instruction
 - D** her experience in *Roots*

- 12** Based on the passage, it is reasonable to say that Angelou has —
- A** a large, supportive family
 - B** a history of failure
 - C** a family heritage of writing
 - D** many talents

- 13** In this passage, what is Angelou's most recent accomplishment?
- A** reading a poem at a presidential ceremony
 - B** editing a newspaper
 - C** writing *I Know Why the Caged Bird Sings*
 - D** acting in *Roots*

- 14** This passage is *mainly* about —
- A** overcoming problems
 - B** achieving success
 - C** working for a cause
 - D** feeling proud

- 15** You can tell that the author believes Angelou —
- A** should be respected for her talent
 - B** could have accomplished more in her lifetime
 - C** is a better actress than she is a poet
 - D** was unsure about which career she wanted

Morning in Alaska

Brrr, it sure is cold, Alex thought as he stepped out of bed. It was Saturday morning. He could feel the chill in the air as he walked over to the window. Outside a white blanket of snow had covered the ground as far as he could see. He turned on the small clock radio resting on top of his nightstand. The announcer said that it had snowed all night long and that they were expecting even more snow tonight. This was nothing new to Alex. He lived in Alaska, so he was used to dealing with a lot of snow in the winter.

The first thing Alex did after he was dressed was go outside. He pulled a flat sled behind him as he walked to the mountainous woodpiles in back of the cabin. Last summer he had helped his father build an awning for the woodpiles to keep the snow from accumulating on the split wood. He stacked several pieces of dry firewood on the sled and dragged it back to the small cabin. This was one of his chores. He did this every morning during the winter. In Alaska, winter lasts longer than in most other places. He carried the wood inside and placed a few of the pieces into the fireplace. His father was busy making breakfast. While the eggs sizzled in the pan, Alex poured some fresh food and water for his Siberian husky, Buster. Buster devoured his breakfast greedily.

Alex and his father ate breakfast together. Afterward, while Alex washed the dishes, his father dressed for work. Alex's father was the head of the Snowmobile Rescue Team. After his father left for work, Alex and Buster went outside. Buster had a very thick coat of fur, so he didn't mind being out in the cold snow. They heard the sounds of snowplows in the distance. The snowplows were busy clearing the roads. Alex loaded his sled with ice fishing gear. He and Buster were heading to the lake, which had been frozen solid for months.

"Come on, boy, let's go," Alex called to Buster. Buster readily complied with Alex's command, and the two set off down the road.

In the distance, Alex could see twelve small shacks dotting the lake's surface. The fishermen had set up their shacks earlier that year. They fished through holes they had bored in the ice. Alex and Buster pulled up alongside a red shack. The shack belonged to Alex's father. As Alex unloaded the fishing gear, Buster trotted over to the friends and neighbors who occupied the other shacks. People poked their heads out to wave hello to Alex. They patted and greeted Buster, who was wagging his bushy tail excitedly.

Once in the ice fishing shack, Alex and Buster got down to business. Before noon, Alex's bucket was full of fish. He counted eight fish in all. *I guess it's going to be fish for lunch and dinner!* Alex thought to himself, smiling. Buster looked restless, so Alex loaded the bucket of fish onto the sled and began the short walk home.

Later that day, when Alex's father walked through the door, he was greeted by the warmth of a cozy fire coupled with the smell of fresh fish stew.

Reading Comprehension

16 How did Alex *probably* feel when he was walking home?

- A anxious
- B frightened
- C satisfied
- D surprised

18 It is likely that Alex heard snowplows clearing the roads —

- A almost daily
- B once a week
- C once a month
- D rarely

17 The boxes show some of the important events in this story.

Alex stacked wood on the sled.



Alex ate breakfast.



Alex went fishing.

Which of these belongs in the empty box?

- A Alex listened to the weather report.
- B Alex made breakfast.
- C Alex fed the dog.
- D Alex built a fire.

19 Which of the following sentences would fit best as a new last sentence for the story?

- A Alex put on his wool sweater, coat, and hat to stay warm.
- B Alex put Buster's food away in the cupboard.
- C Buster watched as Alex cleaned and filleted the fish.
- D Alex greeted his father while he finished setting the table for dinner.

20 Which of these *best* describes Alex?

- A serious
- B anxious
- C responsible
- D shy

**from “Why Dogs Are Tame”
by Julius Lester**

Back in the days when people and animals lived on the earth like kinfolk, Brer Dog ran with the other animals. He trotted with Brer Fox and loped with Brer Wolf, and cantered with Brer Coon. He went through all the gaits and had as good a time as the other animals and as bad a time too.

It was after one of them bad times that Brer Dog started thinking. Somewhere between Monday morning and Saturday night Brer Dog was sitting in the shade, scratching and thinking about the winter that had just ended. The wind had carried knives and cut through everything standing in its path. Hungriness built a skyscraper in Brer Dog’s stomach and moved in with all his kin. Brer Dog was so thin he would’ve counted his ribs if he had known his numbers. He didn’t want to go through another winter like that.

21 This passage is a type of —

- A** poem
- B** folktale
- C** drama
- D** nonfiction

23 This story is mainly about —

- A** Brer Dog and his friends
- B** Brer Dog’s trouble in the woods
- C** how Brer Dog feels about winter
- D** how Brer Dog spends his time

22 In the first paragraph, *gaits* means —

- A** types of animals
- B** periods of time
- C** ways of talking
- D** ways of walking

24 One way Brer Dog and the other animals are alike is that they all —

- A** have bad and good times
- B** have grown very thin
- C** gallop with Brer Fox
- D** like to sit in the shade

STOP

Spelling

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

SAMPLE A

It was difficult for us to adjust to the change in whether. No mistake

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

1 John proved very quickly that he was quite capible of doing the job. No mistake

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

2 Rosa chose her profesion based on what she did best. No mistake

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

3 My aunt keeps a collection of importent jazz records in her attic. No mistake

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

4 The students walked to the library to work on there assignment. No mistake

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

5 It was hard for him to admit he was wrong because he was so stubbern. No mistake

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

6 I can recieve the package anytime this afternoon. No mistake

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

Spelling

7 The three children ran toward the playground to join their freinds. No mistake

A B C D

8 Leticia took the oportunity to explain why she wanted the job. No mistake

A B C D

9 The girls were excited to find out if they had made the basketball teem. No mistake

A B C D

10 During their visit to the zoo, the students found the elephents amusing. No mistake

A B C D

11 I feel sure that my cousins will be at the family reunion. No mistake

A B C D

12 What time do we have to be ready to go to the theater tonight? No mistake

A B C D

13 Ed finished work early so he could watch his favrite television show. No mistake

A B C D

14 The teacher concluded the lesson by reading a famous poem. No mistake

A B C D

Spelling

15 Jamal gave a class presintation that was based on his written report. No mistake

A B C D

16 The gated house looked like a fortress up their on the mountain. No mistake

A B C D

17 Please indacate if you can volunteer on Tuesday or Wednesday. No mistake

A B C D

18 We tried hard to catch a glimpse of the newborn calfs. No mistake

A B C D

19 The too girls spent the entire day shoveling gravel onto the driveway. No mistake

A B C D

20 The house we live in is at the junction of two majer highways. No mistake

A B C D

STOP

Language

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

SAMPLE A

I want to build a Model airplane and a Model car.

- A model airplane and a model car.
- B Model airplane and as well a Model car.
- C Model Airplane and Car.
- D *Correct as is*

1 We visited three national parks: Glacier, Yellowstone, and Grand Teton.

- A National Parks: Glacier
- B national parks, Glacier
- C national parks Glacier
- D *Correct as is*

2 Whos the friendliest babysitter you've ever had?

- A Whose
- B Whos'
- C Who's
- D *Correct as is*

3 After breakfast I clears the plates, glasses, and napkins.

- A clear the plates, glasses, and
- B clears the plates glasses and
- C clear: the plates glasses and
- D *Correct as is*

4 My father asked, "did you see which way the dog went?"

- A asked, Did you see
- B asked, "Did you see
- C asked "Did you seen
- D *Correct as is*

5 The speech club was preparing for its first competition.

- A was preparing for it's
- B were preparing for it's
- C was preparing for their
- D *Correct as is*

Language

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

SAMPLE B

Pedro whistled as he walked home. Remembering the song he had just learned.

- A** Pedro whistled. As he walked home, remembering the song he had just learned.
- B** Pedro whistled as he walked home, remembering the song he had just learned.
- C** Pedro whistled remembering the song he had just learned.
- D** *Correct as is*

7 While I was camping in the woods last weekend, I saw a shooting star.

- A** Last weekend, a shooting star I saw while I was camping in the woods.
- B** I saw a shooting star in the woods last weekend while I was camping.
- C** Camping in the woods last weekend, a shooting star was seen by me.
- D** *Correct as is*

6 Last week for a whole hour the president's hand we waited to shake.

- A** Last week we waited for a whole hour to shake the president's hand.
- B** Waiting for a whole hour last week, we shook the president's hand.
- C** We waited to shake the president's hand for a whole hour last week.
- D** *Correct as is*

8 Because Tuesday Reinaldo could not play, he forgot his glove.

- A** Reinaldo could not play Tuesday he forgot his glove.
- B** Reinaldo could not play Tuesday. Having forgotten his glove.
- C** Reinaldo could not play Tuesday because he forgot his glove.
- D** *Correct as is*

Language

9 My dog doesn't bark, but he always whines, and some experts think that's bizarre but I don't.

- A** Rather than bark, my dog always whines, some experts think that's strange, but I don't.
- B** My dog doesn't bark, he always whines. Some experts think that's strange but I don't.
- C** Instead of barking, my dog always whines. Some experts think that's strange, but I don't.
- D** *Correct as is*

11 The children surprised me by waxing the car, washing and drying it.

- A** The children surprised me by washing, drying, and waxing the car.
- B** The children surprised me by washing, drying, and they waxed the car.
- C** The children, washing, drying, and waxing the car surprised me.
- D** *Correct as is*

10 Rhonda looked left and then right, checking for cars before she crossed the street.

- A** Looking left and then right, Rhonda crossed the street checking for cars.
- B** Rhonda, looked left and then right, checking for cars, she crossed the street.
- C** Looking left and then right, Rhonda, checking for cars, crossed the street.
- D** *Correct as is*

Language

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

SAMPLE C

Susan is writing a report about stingrays. Which sentence does *not* belong in her report?

- A Stingrays live in saltwater.
- B Stingrays can grow to be very large.
- C Skates are not stingrays.
- D There are different types of stingrays.

13 Who would *probably* find Benito's report most useful?

- A Students who already belong to a club
- B Students interested in joining a club
- C Parents of students at any of the five schools
- D The editor of the community newspaper

▼ **Benito is conducting a survey to learn which clubs are most popular with students. He asked fifty students from five different schools which clubs they belong to and why. He will write a report based on his findings.**

12 Which question does *not* belong in Benito's survey?

- A How many students are in your club?
- B Why did you join your club?
- C How many years has your club existed?
- D How many years have you belonged to your club?

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

- A The names of students interviewed for the survey
- B The questions asked on the survey
- C The purpose of the survey
- D The purpose of each club

▼ Chanel is writing a report about Louis Armstrong. Here is a rough draft of her report.

Everybody knows that Louis Armstrong was a talented trumpet player. He was one of the first legendary jazz musicians. He had a big influence on musicians who came after him. Jazz is very popular today. Louis Armstrong deserves much of the credit for that.

15 What is the best way to combine Chanel's last two sentences?

- A Jazz is very popular today because Louis Armstrong deserves much of the credit.
- B Jazz and Louis Armstrong deserve much of the credit and are popular today.
- C Louis Armstrong deserves much of the credit for the popularity of jazz today.
- D Louis Armstrong is very popular today, along with jazz.

16 Which of these would fit best between sentences 2 and 3?

- A Armstrong was born in 1901 and became popular in the 1920s.
- B Jazz is especially popular in New Orleans, Armstrong's hometown.
- C Many of these musicians tried to imitate his style.
- D Armstrong died in 1971, but he will never be forgotten.

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

- A Armstrong was also a talented singer.
- B Rock and roll and hip-hop are very popular too.
- C Jazz started in the South and spread throughout the country.
- D Some musicians are remembered long after they pass away.

STOP

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

SAMPLES

Kelly Green

Kelly loves the color green. Even when she was a baby, she clutched her green polar bear and ignored the stuffed animals that weren't green. When she was seven, she wanted her bedroom to be the same color as the leaves on the tree outside her window. Her mother found just the right shade of paint. Now, at the age of twelve, Kelly prefers to eat salads, broccoli, and kiwi, and she always chooses green foods from restaurant menus. Some day Kelly would like to drive a green car, live in a green house, and visit Greenland.

- D** The main idea of this paragraph is that some people —
- A** are easy to please
 - B** get carried away with their favorite things
 - C** like the color green
 - D** eat green foods because they are healthy

- E** Which sentence would go best *after* the second sentence?
- A** Kelly loved stuffed animals, especially polar bears.
 - B** Kelly had stuffed animals in many different colors.
 - C** The polar bear was a gift from Kelly's grandmother.
 - D** The polar bear had a dark green hat, which made Kelly love it even more.

Uncle Henry

My uncle Henry is an incredible person. He lived in Japan for four years, teaching English to high school students. He plays three musical instruments and is now taking tuba lessons. Uncle Henry taught himself how to sew. He also likes to experiment with design. Last weekend he wore a polka-dotted shirt that he had made out of the curtains that once hung in his kitchen. He volunteers at the local hospital, reading mail and newspapers to patients. When one patient told him how much she missed being outside, he brought her a handful of bright flowers. She was so thrilled that tears came to her eyes. My uncle is wonderful, and I love him.

18 Which of these would fit best after the first sentence?

- A** He is a man of many talents.
- B** He played the tuba for many years.
- C** He has volunteered at many other places, too.
- D** He also plays the guitar, the piano, and the clarinet.

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

- A** Uncle Henry is my mother's oldest brother.
- B** Uncle Henry has many different interests.
- C** Uncle Henry loves to help people.
- D** Uncle Henry speaks Japanese as well as English and French.

20 Uncle Henry taught himself how to sew. He also likes to experiment with design.

How could these two sentences *best* be combined?

- A** Uncle Henry likes to experiment with design and teach himself how to sew.
- B** Teaching himself how to sew and experimenting with design are some things Uncle Henry likes to do.
- C** Sewing and designing experiments are things Uncle Henry likes.
- D** Uncle Henry taught himself how to sew, and he likes to experiment with design.

What Are Caves?

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

21 Which would be the *best* topic sentence for this paragraph?

- A** To understand what caves are, it helps to learn how they form.
- B** Many people visit a cave at some time in their lives.
- C** People find caves interesting for many different reasons.
- D** Some caves have many more passages than others.

23 Which of these would be the *best* sentence to add to the end of the paragraph?

- A** Caves are interesting to explore.
- B** People who have visited the great caves probably don't think of them as holes.
- C** Some caves are probably millions of years old.
- D** It is possible to tour many caves around the country and around the world.

22 Which detail does *not* support the idea that caves are more than just holes in hills or mountainsides?

- A** Caves are often networks of passages.
- B** Caves often have interconnected passages.
- C** Cave passages sometimes stretch for miles.
- D** Caves are generally formed by water.

STOP

Listening

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

SAMPLE A

- A long
- B matted
- C smooth
- D brown

- 1
- A lazy
 - B careful
 - C relaxed
 - D necessary

- 2
- A ridiculous
 - B terrible
 - C annoying
 - D secure

- 3
- A supportive
 - B past
 - C nicest
 - D best

- 4
- A angered
 - B helped
 - C changed
 - D tricked

- 5
- A argue with
 - B agree to
 - C arrange for
 - D decide about

Listening

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

SAMPLE B

- A The author was given the ring.
- B The grandmother wore the ring.
- C The mother wore the ring.
- D The grandmother bought the ring.

- 6 A how to behave if you get stuck in quicksand
- B what quicksand is
 - C movies with scenes involving quicksand
 - D where to find quicksand

- 7 A very
- B barely
 - C somewhat
 - D extremely

- 8 A Water is thicker than quicksand.
- B Quicksand is easier to float on than water.
 - C Quicksand is shallower than water.
 - D Quicksand sucks things down, and water does not.

- 9 A relax
- B move about wildly
 - C spread out your body
 - D paddle gently to solid ground

- 10 A Quicksand is a big problem.
- B Most people cannot swim.
 - C Quicksand often kills people.
 - D Movies often do not portray quicksand accurately.

- 11 A why Dave was at the bus stop
- B why Dave shared his umbrella
 - C who arrived first at the bus stop
 - D whether the bus was late

- 12 A a forgetful girl
- B the importance of sharing
 - C waiting in the rain
 - D being prepared

Listening

- 13** **A** clear up confusion
B protest a rule
C settle an argument
D request an action

- 14** **A** get permission
B make a reservation
C be accompanied by a teacher
D be enrolled in a computer class

- 15** **A** The Internet connection is too slow.
B There are not enough teachers.
C There are not enough computers.
D The computers are outdated.

- 16** **A** Jane never sent it.
B The mail carrier never delivered it.
C Lauren lost it.
D Lauren ignored it.

- 17** **A** She wanted Lauren to bring her seashells to the party.
B She was worried that Lauren did not like her.
C She wondered why Lauren was not at the party.
D She wondered why Lauren was at the beach.

- 18** **A** go to Jane's party
B eat lunch
C collect more seashells
D have her own party

STOP

