The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional programs. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for intermediate language arts.
INTERMEDIATE LANGUAGE ARTS
BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

1400 West Maple Avenue
Downers Grove, Illinois 60515
Phone: 312-971-2040

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INTERMEDIATE LANGUAGE ARTS.

BEHAVIORAL OBJECTIVES AND TEST ITEMS

by Dr. Marcus Lieberman, Director
Dr. Les Brown, Project Associate
Mr. William Neidlinger, Project Associate
Mrs. Linda Swansop, Project Associate

Evaluation for Individualized Instruction Project
AN ESEA TITLE III PROJECT
Administered
by
Downers Grove Public School District 99
1971
BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

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LA = Language Arts
MA = Math
SS = Social Studies
SC = Science

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is
not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate—it is rather to say that such a view of measurement is much too constraining. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate: "If I have seen further, it is by standing upon the shoulders of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Someplace Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.
Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective-Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.

2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.

2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.

3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these
objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.
   a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.

b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

\[ % \] is actually ( \\
\[ \pi \] is actually ) \\
\[ 0 \] is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF BEGINNING OUTLINE SKILLS BY IDENTIFYING THE MAIN IDEA IN A PARAGRAPH.

CHOOSE THE MAIN IDEA FOR THE PARAGRAPh.


A. SCIENTISTS TRY OUT A NEW TRICK.
B. A MAN IS BETTER THAN BOXES.
C. A CHIMPANZEE SHOws HIS INTELLIGENCE.
D. BOXES CAN BE USED TO SOLVE MANY PROBLEMS.

CHOOSE THE CORRECT MAIN IDEA.

LEPRECHAUNS %LEP RE KAWS% ARE LITTLE OLD MEN ABOUT A FOOT HIGH WHO LIVE IN IRELAND AND ARE SHOE MAKERS FOR THE FAIRIES. THEY ARE ALWAYS RICH AND VERY CRANKY. IT IS SAID THAT IF YOU CAN SNATCH THE CAP FROM THE HEAD OF A LEPRECHAUN, YOU CAN MAKE HIM GRANT YOU A WISH. LEPRECHAUNS ARE CLEVER, THOUGH, AND OFTEN TURN THE TABLES ON HUMAN BEINGS.

A. LEPRECHAUNS ARE RICH AND CRANKY IRISHMAN.
B. SNATCHING A LEPRECHAUNS CAP GIVES YOU POWER OVER HIM.
C. LEPRECHAUNS ARE A KIND OF IRISH FAIRY.
D. WISHES ARE WILLINGLY GRANTED BY LEPRECHAUNS.

THE PUPIL WILL DEMONSTRATE HIS ABILITY TO ORGANIZE IDEAS BY PLACING ITEMS ON AN OUTLINE NEXT TO THE APPROPRIATE MAIN HEADINGS, SUBHEADINGS, OR DETAILS.

LEARNING ABOUT SEED PLANTS

1. PRODUCTS
   A. VEGETABLE
   B. TINY
   C. PETUNIA
   D. DECIDUOUS LEAVES

2. VEGETABLE
   A. GIANT
   B. EVERGREEN
   C. SEQUOIA
   D. AVOCADO

3. LINEN
   A. COTTON
   B. FLOWERS
   C. PAPER
   D. DECIDUOUS LEAVES

4. WOOD
   A. DECIDUOUS LEAVES
   B. FLOWERS
   C. PAPER
   D. AVOCADO

5. COCONUT
   A. COTTON
   B. PAPER
   C. AVOCADO
   D. DECIDUOUS LEAVES
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF PARAGRAPHING BY CHOOSING THE CORRECT COMPLETION OF GIVEN PARAGRAPHING RULES.

THE FIRST WORD OF A PARAGRAPH MUST ALWAYS BE
A. CAPITALIZED
B. INDENTED
C. A NOUN
* D. BOTH A AND B

THE SENTENCES IN A PARAGRAPH SHOULD BE
A. DIFFERENT FROM EACH OTHER
B. DIFFICULT TO READ
WHICH OF THE FOLLOWING IS A PARAGRAPH?
A. IN SOME PLACES THE WOLF IS HUNTED FOR MONEY. WOLVES MATE FOR LIFE. THE ARCTIC WOLF IS THE LARGEST AND HAS A WHITE COAT.
B. IN SOME PLACES THE WOLF CARRIES A PRICE ON HIS HEAD. WOLF-HUNTERS USE PLANES TO SPOT THEM. THE WOLVES ARE EASILY PICKED OFF ONE BY ONE.
C. THE CUBS JOIN THE FAMILY IN HUNTING WHEN THEY ARE LARGE ENOUGH. OFTEN LAST YEARS LITTER JOINS THEM. THIS GROUP FORMS THE WELL-KNOWN WOLF-PACK.

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PARAGRAPHERG RULES BY IDENTIFYING CHARACTERISTICS OF A PARAGRAPH. 

WHEN WRITING A PARAGRAPH YOU SHOULD
A. INDENT THE FIRST SENTENCE.
B. HAVE AT LEAST FIVE SENTENCES.
C. DEVELOP ONE MAIN IDEA.
D. BOTH A AND B
E. BOTH A AND C

A PARAGRAPH DOES *NOT* INCLUDE
A. A TOPIC SENTENCE.
B. A TITLE.
C. DEVELOPING SENTENCES.
D. PUNCTUATION.
E. *NONE* OF THE ABOVE ARE INCLUDED.

THE SENTENCE WHICH TELLS WHAT THE PARAGRAPH IS ABOUT IS CALLED
A. INDENTATION.
B. DEVELOPER
C. TOPIC SENTENCE.
D. ENDING.
E. SUMMARY.

*1* LONG AGO THERE LIVED A LAZY FARMER. *2* HE COULD HAVE GROWN GOOD CROPS IF HE HAD WORKED ON HIS LAND, BUT HE DIDNT WANT TO WORK. *3* INSTEAD, HE WATCHED HIS WEALTHY NEIGHBORS AND SIGHED. AH! IF ONLY I WERE RICHER *4* THEN ID BE HAPPY. 

THE TOPIC SENTENCE OF THIS PARAGRAPH IS LABELED WITH THE NUMBER
A. 1
B. 2
C. 3
D. 4
E. *NONE ARE TOPIC SENTENCES.

THE FIRST WORD OF A PARAGRAPH IS
A. CAPITALIZED.

************************************************************
THE SENTENCES OF A PARAGRAPH WHICH ARE *NOT* THE TOPIC SENTENCE
A. ALL BEGIN ON A NEW LINE.
B. TELL WHERE THE ACTION TOOK PLACE.
C. TELL ABOUT MANY DIFFERENT SUBJECTS.
D. DEVELOP THE MAIN THOUGHT.
E. BOTH A AND D ABOVE.

THE STUDENT WILL APPLY A KNOWLEDGE OF PARAGRAPHER BY
CHOOSE THE SENTENCE THAT DOES *NOT* BELONG IN A PARAGRAPH,
ORDERING SENTENCES TO FORM A PARAGRAPH.

REARRANGE THE FOLLOWING SENTENCES SO THAT THEY WILL FORM A
LOGICALLY STRUCTURED PARAGRAPH.
A. THEN SLOWLY THE TEACHER FACED THE CLASS AND SAID,"WE WILL
CONTINUE OUR PARTY FOR TEN MORE MINUTES" TILL THE BUS COMES.
B. SUDDENLY, THE TEACHER JUMPED FROM HER CHAIR, RAN TO THE
DOOR, AND LOCKED IT.
C. THE CLASS GAPED IN UTTER HORROR.
D. THE BELL RANG LOUDLY, ANNOUNCING THE END OF CLASS.
E. THE TEACHER EYED THE STUDENTS CAREFULLY AS THEY BEGAN TO
SHUFFLE THEIR FEET AND THEIR BOOKS.

WHICH SENTENCE WOULD COME FIRST? *D
WHICH SENTENCE WOULD COME SECOND? *E
WHICH SENTENCE WOULD COME THIRD? *B
WHICH SENTENCE WOULD COME FOURTH? *C
WHICH SENTENCE WOULD COME FIFTH? *A

NOTE THE SENTENCES ABOVE. WHICH SENTENCE IS THE TOPIC SENTENCE? *A
*THEN SLOWLY...  
*SUDDENLY...THE TEACHER ...
*THE CLASS GAPED ...
*THE BELL RANG ...
*THE TEACHER EYED ...

THE STUDENT WILL ANALYZE FOR VARIETY IN THE STYLE OF WRITING
BEGINNING SENTENCES IN A PARAGRAPH OR COMPOSITION BY
IDENTIFYING EXAMPLES OF VARIOUS WAYS IN WHICH A SENTENCE CAN BE
WRITTEN. *B

SENTENCES CAN BE WRITTEN IN A VARIETY OF WAYS.  DECIDE IF THE
SENTENCES BELOW START IN THE FOLLOWING MANNER.
A. SUBJECT BEFORE VERB
B. SUBJECT AFTER VERB
C. INTRODUCTORY ADJECTIVE OR ADVERB
I. INTRODUCTORY PREPOSITIONAL PHRASE

AFTER THE DANCE, BOB AND GRACE WENT FOR A COKE.  *D  1125
TOM AND JOE DROVE TO THE PARK.  *A  1126
SUDDENLY, THE DOOR FLEW OPEN.  *C  1127
IN THE LIVING ROOM THEY DISCOVERED THE BOOK. *D  1128
FRIGHTENED, THE GIRL RAN OUT OF THE ROOM.  *C  1129
ARE THERE COOKIES IN THE CUPBOARD?  *B  1130
THE PRETTY GIRL COMBES HER HAIR OFTEN.  *A  1131

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THE STUDENT CAN RECOGNIZE VARIOUS METHODS OF PARAGRAPH DEVELOPMENT BY CHOOSING TOPIC SENTENCES WHICH ARE EXAMPLES OF DETAIL, REASON, EXAMPLE, OR COMPARISON.  *70

DETERMINE WHETHER THE FOLLOWING SENTENCES ARE EXAMPLES OF DETAIL, REASON, EXAMPLE, OR COMPARISON BY CHOOSING THE APPROPRIATE LETTER.

A. DETAIL  
B. REASON  
C. EXAMPLE  
D. COMPARISON

ALTHOUGH WATER COVERS SEVENTY PERCENT OF THE EARTH, MUCH OF IT IS NOT AVAILABLE FOR OUR NEEDS.  *A  1118
MARRY OFTEN DRINKS FIVE GLASSES OF WATER A DAY, WHILE SUE DRINKS VERY LITTLE.  *D  1119
WE CANNOT AFFORD TO WASTE WATER EVEN WHEN IT SEEMS PLENTIFUL, FOR A DROUGHT MIGHT OCCUR JUST WHEN WE MOST NEED WATER.  *B  1120
WATER IN THE HOME IS USED FOR MANY THINGS SUCH AS BATHING, WASHING CLOTHES, DRINKING, AND COOKING.  *A  1121
WHILE WE IN THE MIDWEST GET 30 INCHES TO 45 INCHES OF RAINFALL A YEAR, IN PARTS OF CALIFORNIA THEY GET LESS THAN 10 INCHES.  *D  1122
THE EARLY SETTLERS IN OUR COUNTRY DID NOT WORRY ABOUT WATER BECAUSE THERE WAS PLENTY OF IT.  *B  1123
IN NEW YORK CITY, IN 1951, THERE WAS A SERIOUS WATER SHORTAGE, AND THIS SERVED TO POINT OUT HOW IMPORTANT CONSERVATION IS.  *C  1124

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THE STUDENT WILL RECOGNIZE THE VARIOUS WAYS TO END A PARAGRAPH OR Composition BY IDENTIFYING THE DIFFERENT TYPES OF ENDING SENTENCES.  *66

WHICH OF THE WAYS BELOW BEST DESCRIBE THE TYPE OF SENTENCE ENDING FOR EACH ITEM? IT ENDS A. WITH A QUESTION.
D. BY GOING FROM A NEGATIVE TO A POSITIVE.

WATER CONSERVATION IS NOT A PROBLEM FOR THE VOTER, BUT FOR EACH CHILD AND ADULT IN THE UNITED STATES. *D

SHOULDN'T YOU AND I BE SURE THAT WE DON'T WASTE WATER NECESSARILY. *A

WITHOUT WATER, NO PLANT OR ANIMAL CAN EXIST FOR LONG. *C

IF WE ARE NOT CAREFUL, WE MAY SOMEDAY FIND OURSELVES WITHOUT ADEQUATE WATER. *C

EACH AND EVERY ONE OF US MUST SUPPORT LEGISLATION FOR WATER CONSERVATION. *B

FOR THE SAKE OF YOUR OWN FUTURE, YOU MUST DO YOUR PART IN WATER CONSERVATION. *B

*******************************************************************************

THE STUDENT CAN ANALYZE A LIST OF DETAILS BY INDICATING WHICH DETAILS WOULD NOT BELONG WITH THE OTHERS IN A PARAGRAPh. *B

DIRECTIONS

EACH QUESTION IS A LIST OF ITEMS YOU MIGHT PUT IN ONE PARAGRAPH. DECIDE WHICH ITEM DOES *NOT* BELONG WITH THE OTHERS.

A. FISH
B. DOGS
C. BIRDS
D. MY DOGS NAME IS SPOT
E. BOA CONSTRICTORS

A. CAMELS HAVE THICK PADS ON THE BOTTOMS OF THEIR FEET.
B. TIGERS ARE MEAT EATING ANIMALS.
C. MANY NEED LITTLE WATER.
D. SMALL ANIMALS OF THE DESERT ARE SPECIALLY EQUIPPED.
E. KANGAROO RATS CAN GET WATER FROM SEEDS.

A. CAN GO BY TRAIN, PLANE, OR CAR
B. GRAND CANYON
C. NIAGARA FALLS
D. YELLOWSTONE PARK
E. MANY INTERESTING PLACES TO SEE IN OUR COUNTRY

A. ATLANTIC
B. ARCTIC
C. PACIFIC
D. INDIAN
E. MISSISSIPPI

A. BRING LIFE PRESERVERS
B. LAKE MICHIGAN HAS MANY BOATS
C. RULES FOR BOAT SAFETY
D. DON'T STAND
E. NOT TOO MANY PEOPLE IN A BOAT

A. READING

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A. SOAK STRIPS IN WHEAT PASTE.
B. CUT STRIPS OF PAPER.
C. APPLY STRIPS CAREFULLY.
D. PAINT WHEN DRY.
E. SQUEEZE OUT EXTRA PASTE.

A. HUMANS CAN GROW NEW NAILS.
B. CUT THE ARM OFF A STARFISH AND IT WILL GROW A NEW ONE.
C. SOME SALAMANDERS CAN REPLACE LOST LEGS.
D. A BROKEN ARM CAN BE SET IN A CAST.
E. THE PLANARIA WORM WILL GROW BACK ALMOST ANY PART OF ITS BODY.

GIVEN A LIST OF RELATED SENTENCES, THE STUDENT CAN ANALYZE TO FIND THE MAIN IDEA BY CHOOSING THE TOPIC SENTENCE FOR EACH LIST.  

DIRECTIONS
EACH QUESTION HAS A GROUP OF SENTENCES ABOUT ONE SUBJECT. PICK OUT THE TOPIC SENTENCE FOR EACH GROUP.

A. WE SAW DEER IN THE FOREST.
B. MY BROTHER AND I RODE PACK MULES ALONG A NARROW TRAIL.
C. THE BEARS CAME RIGHT TO THE CAR TO GET FOOD.
D. THERE WAS SNOW ON THE MOUNTAINS, ALTHOUGH IT WAS SUMMER.
E. OUR TRIP OUT WEST WAS VERY EXCITING.

F. TURN A GLASSFUL OF WATER UPSIDE AND THE CARDBOARD WILL STAY ON.
B. THERE ARE MANY EXPERIMENTS TO SHOW AIR HAS PRESSURE.
C. DRINKING THROUGH A STRAW IS ONE EXAMPLE.
D. YOU CAN BLOW UP A BALLOON AND SHOW AIR PRESSURE IN DIFFERENT WAYS.
E. A HARD ROILED EGG WILL FALL THROUGH THE MOUTH OF A MILK BOTTLE IN ONE EXPERIMENT.

A. DOGS CAN HEAR SOUNDS PEOPLE CANT HEAR.
B. THEY ALSO HAVE A GOOD SENSE OF SMELL.
C. DEER CAN HEAR FAR AWAY SOUNDS.
D. ANIMALS HAVE SHARP SENSES.
E. FISH CAN SENSE THEIR FOOD EVEN IN THE WATER.

A. GET THE INGREDIENTS READY.
B. PREHEAT THE OVEN.
C. GREASE THE PAN.
D. MIX THE INGREDIENTS THE WAY THE RECIPE TELLS YOU.
E. BAKING A CAKE IS EASY.

A. THE AIR SMELLS FRESH AND CLEAN.
B. SUNRISE IS A BEAUTIFUL TIME OF THE DAY.
C. EVERYTHING SEEMS SO STILL.
D. THE SKY HAS A GORGEOUS COLOR.
E. BIRDS BEGIN CHIRPING.
A. EVERYONE SHOULD DO MORE READING.  
B. BOOKS GIVE YOU MANY HOURS OF PLEASURE.  
C. BOOKS ARE AS NEAR AS THE LIBRARY.  
D. THEY KEEP YOU COMPANY WHEN YOU ARE LONESOME.  
E. YOU CAN TRAVEL TO FAR-AWAY PLACES JUST BY READING.  
F. READ THE PROBLEM CAREFULLY.  
G. DO THE PROBLEM ON PAPER.  
H. WORD PROBLEMS IN MATH REQUIRE CERTAIN STEPS.  
I. CHECK YOUR ANSWER.  
J. DECIDE WHICH OPERATION TO USE.  
K. CHARLOTTE SAVED WILBUR'S LIFE.  
L. CHARLOTTE'S WEB WAS AN EXCITING BOOK.  
M. THE OTHER ANIMALS DIDN'T CARE ABOUT WILBUR.  
N. WILBUR WAS GOING TO BE KILLED.  
O. WHEN WILBUR NEEDED A FRIEND, CHARLOTTE WAS THERE.  

***************OF********************11.*****440.*****,t**********r**

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF TOPIC SENTENCES BY INDICATING THE RELATIONSHIP BETWEEN TOPIC AND DEVELOPMENTAL SENTENCES. 

CHOOSE THE SENTENCE FROM THE SENTENCES BELOW THAT DOES NOT DEVELOP THE TOPIC SENTENCE. 

TOPIC SENTENCE: PIGS ARE DIRTY ANIMALS. 
A. THEY ALSO LIVE IN MUDDY PENS.  
B. FIRST OF ALL THEY EAT ALMOST EVERYTHING.  
C. I START WITH LEFTOVER WOOD.  
D. AND FINALLY, THEY NEVER WASH THEMSELVES.  
E. THAT'S WHY I THINK PIGS ARE DIRTY.  

TOPIC SENTENCE: GRAMPA ONCE WAS A LUMBERJACK. 
A. THE TREES HE CHOPPED FELL INTO THE RIVER.  
B. THEY COOK THE WHALE BLubber TO Melt Down The Oil.  
C. He Worked In The CANADIAN WOODS.  
D. THEN THEY FLOATED TO THE SAMMILL.  
E. MEN K ep THE LOGS MOVING BY PUSHING THEM WITH LONG POLES.  

TOPIC SENTENCE: EACH OF KING ARTHUR'S KNIGHTS HAD AN IVORY HORN. 
A. THE BATTLE TOok PLACE ON A HILLSIDE.  
B. TRAVELING MUSICIANS ENTERTAINED THE PEASANTS.  
C. KING ARTHUR ORDERED THE MAN TO Be LOCKED IN THE TOWER.  
D. THEY HAD BEAUTIFUL DESIGNS CARVED ON THEM.  
E. THEN, THE KNIGHT AIMED HIS CROSSBOW AT THE TARGET.  

TOPIC SENTENCE: AT FIRST CAVEMEN DIDN'T EVEN HAVE FIRE. 
A. THEY HUDDLED TOGETHER IN DARK, COLD CAVES.  
B. An ISLAND OFF THE COAST WAS MADE BY A VOLCANO.  
C. THE RANGER SPOTTED A THIN WISP OF SMOKE.  
D. DRAWINGS OF HORSES WERE FOUND ON THE WALLS.  
E. SPARKS FROM THE WIRE IGNITED THE CURTAIN.  

CHOOSE THE LETTER OF THE STATEMENT WHICH CORRECTLY ANSWERS EACH QUESTION ABOUT THE FOLLOWING GROUP OF SENTENCES. 

**1**. In parts of the world it is warm all year long.

**2**. The trees he chopped fell into the river.

**3**. They cooked the whale blubber to melt down the oil.

**4**. They had beautiful designs carved on them.

**5**. Then, the knight aimed his crossbow at the target.
* Much of the land is covered with thick jungles. *8* The people who lived in such places long ago probably slept in trees.

*4* They may have used branches and grass to make homes like bird nests. *5* He would cook his meat and warm his cave.

**Does this paragraph have a topic sentence?** *If so, which is it?*

A. Yes, 1 is the topic sentence.
B. Yes, 2 is the topic sentence.
C. Yes, 3 is the topic sentence.
D. Yes, 4 is the topic sentence.
E. No, there isn't a topic sentence.

**Do all of the sentences develop one main thought?** *If not, which sentence does not belong in this paragraph?*

A. No, 1
B. No, 2
C. No, 3
D. No, 4
E. Yes

---

The student will recall what a simile is by selecting the correct definition:

- The definition of a simile is:
  - A comparison of two things using *like* or *as*.
  - The word *like* or the word *as*.
  - A comparison of two opposite things.
  - A comparison of two things using *er* and *est.

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The student can judge good clear similes by choosing the best simile to complete a phrase:

**Choose the best simile.**

**As green as a**
- A. pine tree
- B. flower
- C. fall day
- D. crayon

**As quiet as a**
- A. bird
- B. cricket
- C. river
- D. worm

**Slept like a**
- A. little boy
- B. bear in winter
- C. summer evening
- D. owl at night
KICKED LIKE A  
A. BABY COLT  
B. ANGRY MULE  
C. COW BEING MILKED  
D. BARKING DOG

AS BRIGHT AS  
A. THUNDER  
B. A MAPLE TREE  
C. PERFUME  
D. A SHOOTING STAR

AS SHARP AS A  
A. COMBS TOOTH  
B. BIRDS BEAK  
C. PORCUPINE'S QUILL  
D. BEES' STING

ROUND LIKE A %  
A. EGG  
B. STAR  
C. STONE  
D. MARBLE

AS CLEAR AS  
A. SNOW  
B. RAIN WATER  
C. DIAMOND  
D. A BOTTLE

THE STUDENT CAN COMPREHEND ADVERTISING TECHNIQUES BY IDENTIFYING COMMON TECHNIQUES USED TO SELL A PRODUCT.

DIRECTIONS
LOOK AT THE SAMPLE ADVERTISEMENT BELOW, THEN DECIDE WHICH ONE OF THE FOLLOWING TECHNIQUES OR APPEALS HAS BEEN USED. CHOOSE
A. A TESTIMONIAL  
B. APPEAL TO VANITY  
C. JOIN THE CROWD  
D. SCIENTIFIC APPROACH

BLONDIES HAVE MORE Fun, SO USE BLONDOLL AND BE A DOLL. *B

MORE DOCTORS RECOMMEND ALACIN THAN ANY OTHER TABLET, SO TAKE ALACIN AND SURF. *D

PEGGY FLEMING, THE DARLING OF THE ICE RINK, SAYS, BLISTERINE HAS DONE IT FOR ME. *A

BE THE FIRST ON YOUR BLOCK TO OWN THE NEW, DAZZLING, AND FUn FRISBY. ONLY TEN DOLLARS AT KRESGE AND WALGREEN STORES. *C

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF DESCRIPTIVE WORDS BY CHOOSING THE MOST EXACT WORD OR PHRASE TO COMPLETE A GIVEN
*DIRECTIONS* CHOOSE THE MOST *EXACT* OR *DESCRIPTIVE* WORD FOR EACH SENTENCE.

WE HAD **FOR LUNCH**.
A. FOOD
B. FRUIT
C. PEACHES
D. DESSERT

WE FOUND A **IN OUR PICNIC BASKET**.
A. BUG
B. ANIMAL
C. ANT
D. INSECT

LOOK IT UP IN THE
A. BOOK
B. LIBRARY
C. REFERENCE BOOK
D. DICTIONARY

THAT **GOT A TICKET FOR BEING PARKED IN THE WRONG PLACE**.
A. STATIONWAGON
B. VEHICLE
C. AUTOMOBILE
D. CAR

WE HAVE **IN OUR YARD**.
A. A GARDEN
B. TULIPS
C. FLOWERS
D. PLANTS

WE HAVE A PET **
A. ANIMAL
B. CAT
C. POODLE
D. DOG

WE HAVE SOME **IN A FLOWER POT**.
A. DESERT PLANTS
B. PLANTS
C. FLOWERS
D. CACTI

I GOT A **FOR MY BIRTHDAY**.
A. PRESENT
B. TOY
C. GIFT
D. FOOTBALL
THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF DESCRIPTION IN SENTENCES BY INDICATING APPROPRIATE USE OF DESCRIPTIVE WORDS.

DIRECTIONS - IN EACH SET CHOOSE THE LETTER OF THE STATEMENT WHICH ANSWERS THE QUESTION.

THE FRISKY COLT RAN PLAYFULLY AWAY FROM HIS EAGER, YOUNG MASTER.

WHICH WORDS IN THE ABOVE SENTENCE ADD DESCRIPTION TO THE BASIC SENTENCE?

A. FRISKY...COLT...YOUNG
B. FRISKY...PLAYFULLY...MSTR
C. FRISKY...PLAYFULLY...FMR
D. RAN...FMR...YOUNG

HOW WOULD THE BASIC SENTENCE *WITHOUT* DESCRIPTIVE WORDS BE WRITTEN?

A. THE FRISKY COLT RAN AWAY FROM HIS MASTER.
B. THE COLT RAN PLAYFULLY AWAY FROM HIS MASTER.
C. THE COLT RAN FROM HIS EAGER MASTER.
D. THE COLT RAN FROM HIS MASTER.

THE DRAGON LOOKED AT THE CAVE.

HOW COULD THIS SENTENCE BE MADE MORE DESCRIPTIVE?

A. ADD PLURAL ENDINGS TO THE NOUNS.
B. CHANGE THE VERB *LOOKED* TO *AIF*.
C. ADD ADJECTIVES AND ADVERBS.
D. CHANGE THE ORDER OF THE WORDS.

FOOLISH, ANCIENT, AND SCALY ARE WORDS WHICH COULD DESCRIBE THE WORD.

A. LOOKED
B. DRAGON
C. CAVE
D. NONF OF THE AROVF

BRAVELY, QUICKLY, AND HOPEFULLY COULD DESCRIBE THE WORD.
A GROWL IN THE COUGARS THROAT GREW TO A SNARL AS HE PLUNGED OFF THE TREE BRANCH.

WHERE COULD DESCRIPTIVE WORDS BE USED IN THIS SENTENCE?
A. BEFORE GROWL
B. AFTER GREW
C. BEFORE SNARL
D. ALL OF THE ABOVE.

THE STUDENT WILL RECOGNIZE FIGURES OF SPEECH BY IDENTIFYING SIMILES, METAPHORS AND PERSONIFICATION IN A GIVEN SENTENCE.

FOR EACH ITEM, CHOOSE ONE OF THE FOLLOWING.
A. SIMILE
B. METAPHOR
C. PERSONIFICATION

THE SUN LOOKED LIKE A BLAZING BALL OF FIRE.  *A
THE COLORFUL TIGER LILIES GRINNED IN THE GARDEN.  *C
THE SEACOAST IS VIOLENT.  *C
MARGARET, AFTER A DAY AT THE BEACH, WAS RED AS A BEET.  *A
THE STAR IS A DIAMOND IN THE SKY.  *B
HER EYES ARE FASCINATING POOLS OF DEEP BLUE.  *B
JOAN'S HAIR IS STRAIGHT AS A PIN.  *A
THE TREE WAS A GUARD IN THE FOREST, STRETCHING ITS ARMS FOR PROTECTION.  *C
THE LOBBY WAS AS CROWDED AS THE SUBWAY AT RUSH HOUR.  *A
THE MOON IS A BALL OF GOLD.  *B

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF LETTER WRITING STRUCTURE BY CHOOSING THE LETTER IN PROPER STRUCTURE.

WHICH ONE OF THE FOLLOWING LETTERS IS WRITTEN CORRECTLY?
A. 13 OAK STREET
   AKRON, OHIO
   MARCH 10, 1969
   DEAR SIR,
   I AM ENCLOSING MY MONEY.
DEAR SIR,

I AM ENCLOSING MY MONEY. PLEASE SEND MY SEEDS.

YOURS TRULY,
MARK SMITH

13 OAK STREET
AKRON, OHIO
MARCH 10, 1969

THE STUDENT WILL RECOGNIZE THE CORRECT FORM FOR FRIENDLY AND BUSINESS LETTERS BY IDENTIFYING PARTS IN THE FOLLOWING ILLUSTRATIONS.

CHOOSE THE CORRECT HEADING FOR A FRIENDLY LETTER.

A. 435 OREGON STREET
   FALMOUTH, MASSACHUSETTS 05114
   APRIL 15, 1969

B. 435 OREGON STREET
   FALMOUTH, MASSACHUSETTS
   APRIL 15, 1969

CHOOSE THE CORRECT PUNCTUATION FOR A BUSINESS GREETING.

A. COMMA
B. SEMI COLON
C. COLON

DEAR SIR,

I AM ENCLOSING MY MONEY. PLEASE SEND MY SEEDS.

YOURS TRULY,
MARK SMITH

13 OAK STREET
AKRON, OHIO
MARCH 10, 1969
SELECT THE CORRECT CLOSING FOR A FRIENDLY LETTER. * DENOTES FIRST LETTER CAPITALIZED.
A. *YOURS TRULY.
B. **YOURS TRULY.
C. *YOURS TRULY.

SELECT THE CORRECT NUMBER OF PARTS FOR A BUSINESS LETTER.
A. 6
B. 5
C. 7

CHOOSE THE CORRECT FORM FOR A RETURN ADDRESS.
A. 18 OAK STREET
   CHICAGO, ILLINOIS 60631
B. MRS. THOMAS MILLER
   18 OAK STREET
   CHICAGO, ILLINOIS 60631

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THE STUDENT WILL RECOGNIZE THE PROPER FORM OF A BUSINESS LETTER BY IDENTIFYING THE PARTS OF A LETTER AND THE CORRECT FORM OF A LETTER. * DENOTES
READ THE FOLLOWING LIST OF ITEMS FOUND IN A BUSINESS LETTER. IN THE BLANK PROVIDED INDICATE IN WHAT PART OF THE LETTER THE ITEM IS FOUND.
A. THE HEADING
B. THE INSIDE ADDRESS
C. THE GREETING
D. THE BODY
E. THE CLOSE

DEAR SIR *C
SINCERELY YOURS* *E
CORDIALLY, *E
721 HIGH STREET
OXFORD, OHIO
MAY 12, 1969 *A
THANK YOU FOR YOUR COURTESY. *D
GLASS BLOWERS OF AMERICA
612 SOUTH LIVING STREET
BURLINGTON, KANSAS *B

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THE STUDENT RECOGNIZES THE PARTS OF A FRIENDLY LETTER BY IDENTIFYING WHICH PART IS REFERING DESCRIBED. * DENOTES
THE STUDENT WILL APPLY KNOWLEDGE OF PLANNING A REPORT BY ANSWERING QUESTIONS IN REGARD TO CHOOSING A TOPIC, SELECTING A TITLE, USING THE LIBRARY, TAKING NOTES, AND IDENTIFYING THE CORRECT FORM OF AN OUTLINE.

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**THE INCORRECT PROCEDURE WHEN CHOOSING A TOPIC.**

A. *CHOOSE A TOPIC YOU ARE INTERESTED IN.*
B. *CHOOSE A BROAD TOPIC THAT INCLUDES MANY FACTS.*
C. *CHOOSE A TOPIC YOU CAN FIND ENOUGH INFORMATION ON.*
D. *NARROW THE TOPIC.*

**THE TOPIC THAT HAS BEEN NARROWED IN SCOPE.**

A. SFA LIFI
B. SNAILS
C. OCEANS
D. FOOD
E. PLANTS

**THE ITEM THAT IS APPROPRIATE FOR A REPORT.**

A. MAIN INDUSTRIES IN THE MIDDLE ATLANTIC STATES
B. CITIES OF THE UNITED STATES
C. FARMING IN THE UNITED STATES
D. CALIFORNIA

**HOW MAIN TOPICS ARE LABELED.**

A. I, II, III
B. A, B, C
C. 1, 2, 3

**HOW SUBTOPICS UNDER MAIN TOPICS ARE LABELED.**

A. I, II, III
B. A, B, C
C. 1, 2, 3
CHOOSE THE CORRECT EXAMPLE OF AN OUTLINE FORM.

A. 1. __________
    A. __________
    1. __________
    2. __________
    B. __________
    C. __________
    1. __________
    2. __________
    3. __________

B. 1. __________
    A. __________
    1. __________
    2. __________
    3. __________

C. 1. __________
    A. __________
    1. __________
    B. __________
    1. __________
    2. __________

III. __________

CHOOSE THE ITEM THAT IS INDEXED IN A CARD CATALOG.

A. AUTHOR
B. NUMBER OF PAGES
C. PUBLISHER

THE STUDENT CAN DIFFERENTIATE VARIOUS STYLES OF WRITING BY LABELING GIVEN EXAMPLES AS EITHER NARRATIVE, DESCRIPTIVE, OR EXPOSITORY.

DIRECTIONS - THE FOLLOWING PARAGRAPHS ILLUSTRATE NARRATIVE, DESCRIPTIVE, AND EXPOSITORY STYLES OF WRITING. AFTER EACH PARAGRAPH DECIDE WHICH STYLE THAT PARAGRAPH ILLUSTRATES.

THE TREES STOOD TALL AND PROUD IN THE FOREST PRESERVE. GREEN WAS THE PROMINENT COLOR, WITH A LITTLE BROWN, YELLOW, AND BLACK THROWN IN. AS THE GENTLE BREEZE COOLED THE BRANCHES, VARIOUS SOUNDS COULD BE HEARD. QUIET, PEACE, TRANQUILITY PREVAILED.

A. NARRATIVE
B. DESCRIPTIVE
JOHN WALKED INTO THE DRUGSTORE TO BUY A CANDY BAR. STANDING AT
THE COUNTER WAS HIS GOOD FRIEND, JIM MATTHEWS. HE EXCLAIMED, WHAT ARE YOU DOING HERE?
I THOUGHT YOU HAD SUMMER SCHOOL ALL MORNING.

THE MELON FAMILY BELONGS TO THE LARGER FOOD GROUP OF GOURDS.
THERE ARE MANY DIFFERENT KINDS OF MELONS SUCH AS CANTALOPE,
HONEYDEW, AND WATERMELON. A MELON GROWS FROM A SEED INTO A VINE
WHICH HAS BLOSSOMS. THESE BLOSSOMS BECOME THE MELONS.

SAM WAS A LONG, TALL DRINK OF WATER. HIS CLOTHES HUNG FROM HIM,
NEVER SEEMING TO TOUCH HIS BODY FROM HIS SHOULDERS DOWN.
HIS HAIR WAS SANDY COLORED AND RATHER LONG. FRECKLES SPOTTED
ACROSS HIS NOSE.

JANUARY IS THE WETTEST MONTH OF THE YEAR IN LOUISIANA. THE
AVERAGE RAINFALL IS THREE TIMES HIGHER IN JANUARY THAN THAT OF
JULY, THE NEXT WETTEST MONTH.

CRITICAL THINKING
THE CHILD WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN
FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN
SET OF STATEMENTS.

DIRECTIONS - READ EACH SENTENCE. IF IT TELLS A FACT, CROSS OUT F.
IF IT TELLS SOMETHING THAT IS JUST A MATTER OF HOW PEOPLE
THINK ABOUT IT, AN OPINION, CROSS OUT O.

F O* WASHINGTON WAS OUT GREATEST PRESIDENT.
F O* HAWAII IS THE MOST BEAUTIFUL STATE IN THE U.S.
F 0* POLO IS AN EXCITING SPORT.
F O* ARITHMETIC IS A DIFFICULT SUBJECT.
F 0 THERE ARE 50 STATES IN THE U.S.
F O* PEONIES ARE PRETTIER THAN VIOLETS.
F O ORVILL AND WILBUR WRIGHT WERE BROTHERS.
F 0* MY FATHER IS STRONGER THAN YOUR FATHER.
F 0* MILK TASTES BETTER THAN COKE.
F 0* RUTH WAS AN ORPHAN.
F 0* AS PEOPLE GET OLDER, THEY GET SMARTER.
F 0* GENERAL MOTORS CARS ARE BETTER THAN FORD CARS.
F 0* WOMEN GENERALLY LIVE LONGER THAN MEN.
F 0* CHOCOLATE FLAVOR IS BETTER THAN STRAWBERRY.
F 0* GIRLS THINK FASTER THAN BOYS.
F 0* THOSE ARE MORE WOMEN OVER 70 THAN MEN.
F 0* IT'S EASY TO LEARN TO SWIM.
F 0* FISHING IN CANADA IS THE BEST SPOT IN THE WORLD.
F 0* BOYS RUN FASTER THAN GIRLS.
F 0* YELLOW IS A BEAUTIFUL COLOR.
F 0* IT IS FUN TO COLOR.
F 0* FIRE IS HOT.
F 0* CLOCKS HELP US TELL TIME.
F 0* MEN ARE SMARTER THAN WOMEN.
F 0* MOST DOGS MAKE GOOD PETS.
F 0* MUSIC IS MORE FUN THAN ART.
F 0* ADDITION IS HARDER THAN SUBTRACTION.
F 0* FISH LIVE IN WATER.
F 0* SOAP HELPS US GET CLEAN.
F 0* FORDS ARE THE BEST MAKE OF CAR.
F 0* SALLY AND SUE ARE BOTH GIRLS.
F 0* FIRE BURNS PAPER.
F 0* BOOKS ARE FUN TO READ.
F 0* HIPPIES ARE UNATTRACTIVE PEOPLE.
F 0* ELEPHANTS ARE LARGER THAN HORSES.
F 0* PEOPLE NEED WATER IN ORDER TO LIVE.
F 0* BASEBALLS ARE ROUND.
FO* CHOCOLATE CAKE TASTES BETTER THAN WHITE CAKE.

FO* KOOL-AID TASTES GOOD.

FO* SUMMER IS THE REST-TIME OF YEAR.

FO* SOME HOUSES ARE WHITE.

FO* PRESIDENT NIXON IS AN IMPORTANT MAN.

FO* ALL PLANTS NEED WATER.

FO* FLOWERS ARE PRETTY.

FO* BLACK HAIR IS PRETTY.

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THE STUDENT WILL ANALYZE STATEMENTS BY DIFFERENTIATING BETWEEN FACTUAL STATEMENTS AND STATEMENTS OF OPINION. FO*20NO*

IN THE LIST BELOW, SOME OF THE SENTENCES ABOUT CHICAGO ARE STATEMENTS OF FACT, AND OTHERS ARE STATEMENTS OF OPINION. IF YOU BELIEVE THE STATEMENT IS A FACT, CHOOSE *A* IN THE SPACE PROVIDED. IF YOU BELIEVE THE STATEMENT IS AN OPINION, PLACE *B* IN THE SPACE PROVIDED. DO NOT TRY TO DECIDE IF THE STATEMENT IS TRUE OR FALSE, BUT ONLY IF IT IS A STATEMENT OF FACT OR OPINION.

A. FACT

B. OPINION

CHICAGO IS THE SECOND LARGEST CITY IN THE UNITED STATES. *A 2100876

IT IS A VERY BEAUTIFUL CITY. *B 2100877

MORE THAN SIX AND A HALF MILLION PERSONS ENJOY LIVING AND WORKING IN METROPOLITAN CHICAGO. *B 2100878

THIS ENERGETIC CITY IS LOCATED ON THE SHORE OF LAKE MICHIGAN. *A 2100879

CHICAGO IS THE TRANSPORTATION CENTER OF THE UNITED STATES AND IS ONE OF THE WORLD'S LEADING PORTS. *A 2100880

POET CARL SANDBURG CALLED CHICAGO THE CITY OF THE BIG SHOULDERS. *A 2100881

CHICAGO HAS A REPUTATION FOR DOING THINGS IN A BIG WAY. *B 2100882

THE CHICAGO AREA LEADS THE NATION IN STEEL PRODUCTION. *A 2100883

THE NAME CHICAGO COMES FROM THE INDIAN WORD CHEGAGOW. *A 2100884

SOME HISTORIANS SAY THIS WORD MEANS SKUNK OR WILD ONION. *A 2100885

CHICAGO IS OFTEN CALLED THE WINDY CITY. *A 2100886

THIS COULD BE DUE TO THE STRONG GUSTS OF WIND THAT BLOW ACROSS THE CITY FROM THE LAKE. *A 2100887

CHICAGO WAS FOUNDED LESS THAN 175 YEARS AGO. *A 2100889

21
IT RANKS AS THE YOUNGEST OF THE WORLD'S 10 LARGEST CITIES.  
THE GREAT CHICAGO FIRE OCCURRED IN 1871.  
THE PEOPLE REBUILT CHICAGO WITH A VIGOR AND DARING THAT MADE IT A CENTER OF WORLD ARCHITECTURE.
CHICAGO HAS ALWAYS LIVED UP TO ITS MOTTO, "I WILL.
THE CITY EXTENDS ABOUT 22 MILES ALONG THE SOUTHWESTERN SHORE OF LAKE MICHIGAN.
EVERYONE ENJOYS THE MANY LAKE-FRONT FACILITIES.

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THE STUDENT CAN ANALYZE FACT AND OPINION BY INDICATING WHETHER GIVEN QUESTIONS SHOULD BE ANSWERED BY FACT OR OPINION. 0172

DIRECTIONS – DECIDE IF THE QUESTIONS BELOW CAN BE ANSWERED ONLY BY PERSONAL OPINION OR FACT ABOUT THE STORY. CHOOSE

A. FACT
R. OPINION

WHAT WAS THE NAME OF THE LITTLE GIRL THAT VISITED THE BEARS HOUSE?  
HOW MANY BEARS WERE THERE?  
SHOULD SHE HAVE GONE INTO ANOTHER PERSON'S HOUSE WITHOUT BEING INVITED?  
WERE ALL THE CHAIRS THE SAME SIZE?  
DO YOU THINK GOLDILOCKS SHOULD HAVE EATEN THE BEARS SOUP?  
DID GOLDILOCKS MEAN TO BREAK THE CHAIRS?  
WHY WAS GOLDILOCKS SO TIRED?  
HOW MANY BENDS DID GOLDILOCKS SEE?  
WHO AWAKENED GOLDILOCKS?  
DO YOU THINK GOLDILOCKS BECAME A FRIEND OF THE BEARS?

*****************************************************************************

THE CHILD WILL DEMONSTRATE HIS UNDERSTANDING OF THE IMPORTANCE OF FACTS AND OPINIONS BY SELECTING STATEMENTS MOST DIFFICULT TO PROVE.  0301

DIRECTIONS – SELECT THE ONE STATEMENT IN EACH GROUP WHICH WOULD BE MOST DIFFICULT TO PROVE.

A. OUR SCHOOL IS SIX YEARS OLD.
R. OUR SCHOOL HAS FOUR THIRD GRADES.
THE CHILDREN IN OUR SCHOOL ARE WELL BEHAVED.

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WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

A. MRS. SMITH IS A GOOD TEACHER.
B. MRS. SMITH TEACHES FIRST GRADE.
C. MRS. SMITH HAS TAUGHT FOR THREE YEARS.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

A. SCHOOL begins at 8:45 AM.
B. MOST OF OUR CHILDREN RIDE THE BUS.
C. ART IS MORE FUN THAN ARITHMETIC.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

A. WE HAVE A LEARNING CENTER IN OUR SCHOOL.
B. EVERYONE LIKES TO GO TO THE LEARNING CENTER.
C. THE LEARNING CENTER HAS MANY THINGS TO DO.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

A. MR. ROGERS IS OUR PRINCIPAL.
B. HE IS LIKED BY EVERYONE.
C. HE HELPS US GET ON THE BUS.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

A. MRS. WILLET IS THE SCHOOL NURSE.
B. MRS. WEDMORE DOES TYPING AND OFFICE WORK.
C. MRS. WEDMORE DOES MORE WORK THAN MRS. WILLET.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

A. CHILDREN PLAY ON THE PLAYGROUND DURING RECESS.
B. ON RAINY DAYS WE STAY INSIDE.
C. PLAYGROUNDS ARE DANGEROUS.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

A. JOHN SMITH WAS A GOOD MAN.
B. JAMESTOWN WAS FOUNDED IN 1607.
C. THE ENGLISH STAYED IN JAMESTOWN FOR TWO YEARS.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

A. ESKIMOS ARE UNHAPPY IN THE COLD LAND.
B. ESKIMOS LIVE IN NORTHERN REGIONS.
C. ESKIMOS ARE HUNTERS OF BEAR AND WHALE.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

A. MRS. SMITH IS SMALLER THAN MRS. JONES.
B. MRS. SMITH IS SMARTER THAN MRS. JONES.
C. MRS. SMITH IS OLDER THAN MRS. JONES.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

A. IRELAND IS A BEAUTIFUL COUNTRY.
B. FRANCE IS A REPUBLIC.
C. FRANCE IS LARGER THAN BELGIUM.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

A. SCHOOL IS UNINTERESTING.
B. SCHOOL LASTS FOR TWO SEMESTERS.
C. THE LAW REQUIRES ATTENDANCE AT SCHOOL.
Which of the following would be most difficult to prove true or false?

- A. Mr. Smith is a smart principal.
- B. Mr. Black is a member of the board.
- C. Mr. Jackson has been a principal for ten years.

Which of the following would be most difficult to prove true or false?

- A. Mr. Jackson earns $15,000 a year.
- B. Mrs. Johnson likes her job.
- C. Sally attended Wagner School for two years.

Which of the following would be most difficult to prove true or false?

- A. Faster will be early next year.
- B. Christmas comes on a Wednesday this year.
- C. Jack really enjoyed his birthday party.

********************************************************************************

The student will demonstrate his ability to evaluate the potential validity of sources by selecting the best source from a group of choices. 

Directions - Think about each title for a report. Which source of information would you choose to use when finding material for your report? Circle the letter A, B, or C for the best source.

How a Spider spins its web

- A. The story hook *Charlottes Web*.
- B. Encyclopedia listing on spiders.
- C. Ask your father.

How volcanoes are formed

- A. Filmstrip called *A volcano is born*.
- B. Make a model of a volcano.
- C. Read a book written by a pilot who has flown over an active volcano.

What causes water pollution

- A. Ask your teacher.
- B. A science hook called *Air is everywhere*.
- C. A series of articles about water pollution found in the newspaper.

The first airplane

- A. A story written by a boy whose grandfather knew the Wright brothers.
- B. A TV program which tells the story of the Wright brothers.
- C. A book called *How to make a glider*.

First man on the moon

- A. A replay of live television coverage of man’s first steps on the moon.
- B. A story written by a reporter at Cape Kennedy when Apollo II blasted off for the moon.
- C. A photograph of the three astronauts.

How the Romans lived

- A. Read the encyclopedia.

*******************************************************************************
1. A. EXAMINE ITEMS FROM A ROMAN RUINS.
   C. READ A BOOK ABOUT ROMAN GODS.

   HOW TO MAKE A CHOCOLATE CAKE
   A. ASK THE HOME-EC TEACHER.
   *B. FOLLOW THE RECIPE ON THE COCOA BOX.
   C. ASK YOUR MOTHER.

   THE HISTORY OF SLAVERY
   A. ASK A WHITE MAN.
   B. ASK A BLACK MAN.
   *C. READ SLAVE SHIPS RECORDS.

   THE MOON
   A. A 1965 ENCYCLOPEDIA
   B. ASK YOUR SCIENCE TEACHER.
   *C. READ A REPORT BY NEIL ARMSTRONG.

   HOW TO GRIND CORN
   A. ASK YOUR GRANDMOTHER.
   B. READ IN YOUR HISTORY BOOK.
   *C. READ A PIRATE'S DIARY.

********************
THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS
THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO THE SITUATION
OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT PHRASES.

DIRECTIONS - THE CLASS MUST COMPILE A REPORT ON REPTILES. BELOW
ARE SOME PARAGRAPHS. WHICH OF THEM WILL HELP THE CLASS?

CATS ARE NICE ANIMALS. THEY ARE VERY CLEAN AND EASILY TRAINED.
THEY BELONG TO THE ORDER OF MAMMALS.

CIRCLE THE CORRECT ANSWER.
   *A. THIS PARAGRAPH HELPS.
   B. THIS PARAGRAPH DOES NOT HELP.

REPTILES ARE A LARGE GROUP OF BACONED ANIMALS THAT ARE COLD-
COLOURED AND HAVE A DRY, USUALLY SCALY SKIN. THEY INHABIT ALL
PARTS OF THE WORLD EXCEPT SOME ISLANDS AND ALL EXTREMELY COLD
AREAS.

CIRCLE THE CORRECT ANSWER.
   *A. THIS PARAGRAPH HELPS.
   B. THIS PARAGRAPH DOES NOT HELP.

REPTILES LIKE TURTLES AND IGUANAS ARE IMPORTANT ITEMS OF FOOD IN
SOME PARTS OF THE WORLD, AND REPTILE SKINS ARE MADE INTO SHOES,
Purses, AND LEATHER GOODS. MANY REPTILES HELP TO CONTROL PESTS
BECAUSE THEY FEED ON INSECTS AND SMALL RODENTS. SOME KINDS OF
REPTILES ARE KEPT AS PETS.

CIRCLE THE CORRECT ANSWER.
   *A. THIS PARAGRAPH HELPS.
   B. THIS PARAGRAPH DOES NOT HELP.

ST. PATRICK IS SUPPOSED TO HAVE CHASED THE SNAKES OUT OF IRELAND.
We do not know whether he really lived or not. He is the patron of Ireland.

Circle the correct answer.
A. This paragraph helps.
B. This paragraph does not help.

Directions: The class must put on a program for Halloween. Below are some paragraphs. Which of them will help the class?

October is a very nice month. The weather is nice and crisp, with pleasant warm days and cool nights. When October comes, we know that Halloween and Thanksgiving will soon be here.

Circle the correct answer.
A. This paragraph helps.
B. This paragraph does not help.

Halloween is a nonreligious holiday, celebrated with parties, games and entertainments. A popular game is bobbing for apples. Halloween stories about goblins, witches and elves are universal. Mischiefous tricks are played as children go from door to door. Trick or treating.

Circle the correct answer.
A. This paragraph helps.
B. This paragraph does not help.

Witches are quite spooky. We often read of them in fairy tales. Sometimes they change into some other creature. There was a particularly mean witch in 'Hansel and Gretel'.

Circle the correct answer.
A. This paragraph helps.
B. This paragraph does not help.

Children dress up for Halloween. They use goblin, cat, devil, witch, and elf costumes. They carve out pumpkins and put lights inside. In some areas, children decorate windows instead of soap-ing them.

Circle the correct answer.
A. This paragraph helps.
B. This paragraph does not help.

The child will demonstrate his ability to draw inference by evaluating the certainty of selected statements based on evidence in the passage. 0304

Directions: Read the paragraph.

Jack had a box of bird food that he wanted to take to Tim's house to give to Tim's new pet bird. On the way over, the bird food began to come out of its box.

Read each statement. Based on the paragraph circle A if it is probably true, B if it is probably false, C if you can't say.

FRIC
DIRECTIONS - READ THE PARAGRAPH.

WHEN JIM GOT HOME FROM SCHOOL THERE WAS A LOT OF NEW SNOW ON THE SIDEWALK. HE WANTED TO GET IT ALL SHOVELLED OFF BEFORE HIS FATHER CAME HOME. BUT WHEN JIM LOOKED FOR THE SHOVEL, HE COULDN'T FIND IT.

READ EACH STATEMENT BASED ON THE PARAGRAPH CIRCLE A IF IT IS PROBABLY TRUE, B IF IT IS PROBABLY FALSE, C IF YOU CAN'T SAY.

IT WAS WINTER TIME.
* A. PROBABLY TRUE
  B. PROBABLY FALSE
  C. CAN'T SAY

JIM'S FATHER WILL PAY HIM 25 CENTS IF HE SHOVELS THE SIDEWALK.
* A. PROBABLY TRUE
  B. PROBABLY FALSE
  C. CAN'T SAY

JIM WILL SIT DOWN AND CRY BECAUSE HE CAN'T FIND A SHOVEL.
* A. PROBABLY TRUE
  B. PROBABLY FALSE
  C. CAN'T SAY

JIM WILL LOOK FOR ANOTHER SHOVEL.
* A. PROBABLY TRUE
  B. PROBABLY FALSE
  C. CAN'T SAY
BILL SAT QUIETLY UNDER AN OAK TREE. HE HOPED TO GET SOME INTERESTING ANIMAL PICTURES ON HIS CAMPING TRIP. FINALLY HE HEARD SOMETHING MOVING THROUGH THE WOODS NEARBY. BILL WONDERED WHAT IT COULD BE. THEN HE SAW FOUR BABY RACCOONS CLOSELY FOLLOWING BEHIND THEIR MOTHER. BILL KEPT JUST AS STILL AS A MOUSE.

READ THE SENTENCES. BASED ON WHAT YOU JUST READ DECIDE WHETHER THE SENTENCE IS A. PROBABLY TRUE, B. PROBABLY FALSE, C. CAN'T SAY. CIRCLE THE CORRECT LETTER TO SHOW YOUR ANSWER.

BILL IS ON A CAMPING TRIP.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

BILL IS SITTING QUIETLY BECAUSE HE IS TIRED.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

IT IS A VERY HOT SUMMER DAY.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

BILL HAS HIS CAMERA WITH HIM.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

BILL IS SITTING IN THE WOODS.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

BILL TOOK A PICTURE OF THE RACCOON FAMILY.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE RACCOON FAMILY WAS LOOKING FOR FOOD.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

DIRECTIONS - READ THE FOLLOWING PARAGRAPH.

TOM AND BILL FLAG WERE STANDING ON THE CORNER WAITING FOR A BUS. THEY HAD OLD CLOTHES AND WERE CARRYING LUNCH PAILS. JUST BEFORE THE BUS GOT THERE, TOM SAW THAT THEY HAD NOT TAKEN THEIR LUNCH PAILS. HE OFFERED TO TROT BACK AFTER THEM AND COME TO THE CAMP ON THE NEXT BUS.

READ THE SENTENCES. BASED ON WHAT YOU JUST READ DECIDE WHETHER THE SENTENCE IS A. PROBABLY TRUE, B. PROBABLY FALSE, C. CAN'T SAY. CIRCLE THE CORRECT LETTER TO SHOW YOUR ANSWER.

THE BOYS WERE GOING TO SCHOOL.
A. PROBABLY TRUE
THEY WERE WAITING FOR A BUS.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

ANOTHER BUS WOULD COME LATER.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

IT IS JULY.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

TOM AND BILL WERE THE ONLY ONES WAITING FOR THE BUS.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE BUS WOULD TAKE THEM DOWNTOWN.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE BOYS LIVED IN THE CITY.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE BOYS WILL EAT THEIR LUNCH AT THE CAMP.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

TOM RAN BACK TO GET THE BAIT PAILS.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE BOYS CAUGHT MANY FISH AND HAD FUN.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

DIRECTIONS - READ THE PARAGRAPH BELOW.

ONE SUNNY SPRING AFTERNOON JERRY STARTED THROUGH THE WOODS FROM THE LAKE. HE CARRIED A LARGE PAIL FILLED WITH FISH. SUDDENLY JERRY SAW A STRANGE ANIMAL RUN UP A TREE TRUNK. IT SAT ON A LOW BRANCH AND LOOKED DOWN AT HIM WITH ITS FUNNY LITTLE EYES. IT DIDN'T MAKE A MOVE.

READ THE SENTENCES. DECIDE WHETHER ACCORDING TO THE PARAGRAPH THEY ARE A. PROBABLY TRUE, B. PROBABLY FALSE, OR C. CAN'T SAY. CIRCLE YOUR ANSWER.
IT IS SATURDAY OR SUNDAY.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

JERRY HAD BEEN FISHING.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

JERRY WAS ALONE.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

JERRY HAD BEEN SWIMMING, TOO.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

JERRY HAD TO STOP FISHING BECAUSE IT BEGAN TO RAIN.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE STRANGE ANIMAL HE SAW WAS AN OWL.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

JERRY SAT AND WATCHED THE ANIMAL UNTIL IT RUN AWAY.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

DIRECTIONS - READ THE SELECTION.

IN THOSE DAYS PEOPLE DID NOT KNOW HOW TO KEEP FOOD FRESH, SO
THE FOOD THE PILGRIMS TOOK WAS DRIED OR SALTED. THEY DID NOT HAVE
AN OVEN IN THEIR PART OF THE SHIP. THE WOMEN HAD TO BUILD THEIR
COOKING FIRES IN PANS FILLED WITH SAND; THESE FIRES COULD BE LIT
ONLY WHEN THE OCEAN WAS QUIET. MUCH OF THE TIME THE OCEAN WAS NOT
QUIET, AND THE PEOPLE HAD NOTHING TO EAT BUT COLD, SALTED MEAT AND
DRY CRACKERS.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE
WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT IT IS IMPOSSIBLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

THE PILGRIMS ENJOYED THE DRIED OR SALTED FOOD.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE SAND FOR THE PANS WAS KEPT IN A BARREL.
A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THERE WAS AN OVEN IN THE CAPTAIN'S PART OF THE SHIP.
THE PILGRIMS WERE GRATEFUL FOR THE COLD MEAT AND DRY CRACKERS.

* A. PROBABLY TRUE
R. PROBABLY FALSE
C. CAN'T SAY

DIRECTIONS - READ THE SELECTION.

THE SHIP WAS SMALL, AND IT HAD NOT BEEN BUILT TO CARRY PEOPLE. MOST OF THE PILGRIMS WERE CROWDED TOGETHER IN A SPACE RIGHT BELOW THE UPPER DECK. THIS PLACE WAS LESS THAN NINETY FEET LONG AND NOT AS WIDE AS SOME OF OUR SCHOOLROOMS ARE. THROUGHOUT THE TRIP, ALMOST A HUNDRED PEOPLE ATE, SLEPT, AND SPENT THEIR DAYS IN THIS SMALL PLACE.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR IF IT IS IMPOSSIBLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

THE PILGRIMS ENJOYED THE BOAT TRIP.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE PILGRIMS LIVED IN THE MIDDLE DECK.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE PILGRIMS KNITTED AND READ ON THE VOYAGE.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

DIRECTIONS - READ THE PASSAGE.

THE PILGRIMS TRIED TO STAY CLEAN, BUT THEY HAD TO WASH IN BUCKETS OF COLD SALT WATER. THEY COULD NOT WASH THEIR CLOTHES, AND MANY OF THEM WORE THE SAME CLOTHES DAY AFTER DAY FOR NINE WEEKS. THEY ALL WERE GLAD WHEN THEY FINALLY HAD A CHANCE TO WASH CLOTHES.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT IT IS IMPOSSIBLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

THE PILGRIM BOYS WERE GLAD THAT THEY DIDN'T HAVE TO BATHE.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

THE PILGRIMS' CLOTHES LOOKED WRINKLED.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY
The Pilgrims washed their clothes on board the ship.  
A. Probably true  
B. Probably false  
C. Can't say

The Pilgrims looked forward to reaching land.  
A. Probably true  
B. Probably false  
C. Can't say

The student will be able to identify and distinguish between a biased and an unbiased source of information by identifying several examples.  

Directions - For each of the following items, decide whether or not the source of information is biased. Circle B for biased, and C for unbiased.

B. A recording of a live performance of the Beatles.  
B. A story about the Beatles written by a fan.  
B. A tape recording of an argument between Tommy and John.  
A. Tommy's side of the story about an argument he had with John.  
B. A speech about water pollution given by a forest ranger.  
A. A story written by you about your father.  
B. A photograph of your father.  
A. A picture drawn by you of your father.  
B. A photo of a house on fire.  
A. A story Mark wrote about a house he saw on fire.  
B. A letter written by a boy in Vietnam.  
A. A sample of water taken from a polluted stream.  
B. A butterfly collection.  
A. A picture Amy drew of her house.

The child will exhibit his ability to recognize emotional words by correctly identifying them in given sentences.

Directions - Read each sentence carefully. If you read a word that tells about feelings, circle the letter above it.
A R C
LENTIL HAD A HAPPY LIFE EXCEPT FOR ONE THING—HE WANTED TO SING.

A R C
IT WAS MOST EMBARRASSING.

C
WHEN HE OPENED HIS MOUTH TO TRY, ONLY STRANGE SOUNDS CAME OUT.

A B C
LENTAL WAS PROUD OF HIS NEW HARMONICA AND HE DECIDED TO BECOME AN EXPERT.

GIVEN ONLY EXTERNAL FACTS ABOUT A CHARACTER AND HIS SITUATION, THE STUDENT WILL ANALYZE THE CHARACTER BY SELECTING A STATEMENT WHICH DESCRIBES HOW THE CHARACTER MIGHT FEEL.

DIRECTIONS
IN THE FOLLOWING SETS, CHOOSE THE STATEMENT WHICH TELLS HOW THE CHARACTER MIGHT FEEL.

BARBARA STARED AS THE TURNING LIGHTS ON THE HUGE FERRIS WHEEL SHONE LIKE FIRE AGAINST THE BLACKNESS OF THE SUMMER NIGHT.

THF WARM WIND CARRIED THE SMELL OF POPCORN TO HER, AND THE POPCORN'S SALTY TASTE WAS ALREADY IN HER MOUTH. WISPS OF COTTON CANDY CLUNG TO HER FINGERS LIKE STICKY SPIDERwebs. FROM ALL AROUND HER CAME THE SOUNDS OF CHILDREN SHOUTING AND LAUGHING.

A. BARBARA COULDN'T WAIT TO GO HOME.
B. TO BARBARA, THE FAIR WAS AN ENCHANTED WORLD.
C. BARBARA WAS SO TIRED SHE FELT LIKE CRYING.
D. TO BARBARA, THE FAIR WAS BORING.

THE SLIMY, GREEN FROG CRAWLED DOWN PETE'S ARM, AND SLID INTO HIS HAND WHERE IT LOOKED UP AT HIM WITH RULGING EYES. IT'S COLD.

WFT BACK WAS BUMPY. SUDDENLY, THE FROG LEAPED FROM PETE'S HAND ONTO HIS HEAD, DIGGING ITS LONG-WEBBED FEET INTO HIS HAIR.

A. PETE WISHED HIS DAD WOULD TAKE HIM FISHING.
B. PETE FELT HUNGRY FOR A PICKLE.
C. PETE FELT CREEPY AS A CHILL RAN UP HIS SPINE.
D. PETE WAS DELIGHTED WITH HIS NEW PET.


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Feet started sliding out from under him. The Hunter's heavy running could be heard coming closer and closer.

* a. The Cougar was frantic from fear and exhaustion.
 b. The Cougar anxiously looked forward to meeting the Hunter.
 c. Calmly the Cougar looked around for a shady spot to rest.
 d. He was not interested in anything but his next meal.

The student will evaluate the effect of connotative words in statements by indicating how words used for their connotative value can affect our feelings.

Directions:
The following sentences contain connotative words. Depending on the feeling you have after reading a sentence is favorable or unfavorable. Choose a. or b.

- a. Favorable
- b. Unfavorable

We gave Mother some lemon-scented cologne. *a

My car is a lemon. *b

Our darling dog is black and white. *a

Don't be so stingy. *b

Whose mutt is that? *b

I like to try to be thrifty. *a

My sister loves old fashioned jewelry. *a

My teacher is an old battleaxe. *b

Mary is a good leader. *a

Mary is bossy. *b

The mother of the bride wept quietly during the wedding. *a

The mother of the bride blubbered through the ceremony. *b

Directions:
The following statements are incomplete. Choose the most favorable word that best completes each sentence.

Mary is a *girl.

* a. Quiet
 b. Dull
 c. Mousy
 d. Stupid

His perfume has a sweet *smell.

* a. Smell
 b. Odor
 c. Fragrance
THAT LITTLE BOY IS A CHILD.
A. LOUD-MOUTHED
B. FRIENDLY
C. BRATTY
D. DISTURRING

HF IS RATHER
A. SKINNY
B. GAWKY
C. SCRAWNY
D. LEAN

DIRECTIONS.
IN EACH OF THE FOLLOWING SETS OF SENTENCES, CHOOSE THE SENTENCE WHICH GIVES YOU THE LEAST FAVORABLE FEELING.

A. SHE BOUGHT A NEW FROCK.
B. SHE BOUGHT A NEW DRESS.
C. SHE BOUGHT A NEW OUTFIT.

A. SUZY IS A CRYBABY.
B. SUZY IS SENSITIVE.
C. SUZY IS EMOTIONAL.

GIVEN AN AD, THE STUDENT CAN EVALUATE THE USE OF CONNOTATION BY SELECTING THE ADVERTISEMENT WHICH RELIES ON CONNOTATIVE WORDS TO MAKE THE PRODUCT APPEALING.

DIRECTIONS - CHOOSE THE LETTER NEXT TO THE STATEMENT THAT MAKES THE PRODUCT MOST APPEALING.

A. FASHIONS FOR FATTIES ONLY.
B. FASHIONS FOR THE MATURE FIGURE.
C. FASHIONS FOR THE HEAVY SET.

A. ALKY-SELTZER RELIEVES THAT HANGOVER HEADACHE.
B. ALKY-SELTZER RELIEVES LIFE'S LITTLE ACHES AND PAINS.
C. ALKY-SELTZER IS GOOD FOR PEOPLE WHO DRINK TOO MUCH.

A. TAKE A CHANCE BY FLYING ON TVA.
B. FLY TVA FOR THE SCARE OF A LIFETIME.
C. DISCOVER THE THRILL OF FLYING ON TVA.

THE STUDENT CAN ANALYZE THE RELATIONSHIP OF A GIVEN PAIR OF WORDS AND SELECT THE WORD WHICH WILL COMPLETE THE ANALOGY.

THINK ABOUT HOW THE FIRST 2 THINGS ARE RELATED, THEN PICK AN ANSWER THAT WILL MAKE THE LAST 2 THINGS RELATED IN THE SAME WAY.

C. DOG IS TO BARK AS HORSE IS TO
A. COLT
B. WHINNEY
C. STABLE
**AIRPLANE** is to **CAPTAIN** as **AUTOMOBILE** is to **DRIVER**
A. AIRPLANE
B. PASSENGER
C. HIGHWAY
D. BUS

**PAPER** is to **TREE** as **ROOTS** are to **SHOES**
A. SHOES
B. SNOW
C. SHOESTORE
D. RUBBER

**WINTER** is to **WHITE** as **SPRING** is to **RED**
A. RED
B. GREEN
C. LILACS
D. WARM

**DOG** is to **PUPPY** as **ADULT** is to **TEENAGER**
A. TEENAGER
B. DAUGHTER
C. BABY
D. GRANDCHILD

**LEATHER** is to **WALLET** as **GLASS** is to **WASH**
A. WASH
B. WINDOW
C. PLASTIC
D. GLASS

**FOOT** is to **YARD** as **PICT** is to **CUP**
A. CUP
B. QUART
C. MEASURE
D. INCH

**FLOWER** is to **GARDEN** as **TREE** is to **FOREST**
A. FOREST
B. HILL
C. OAK
D. CLIMA

**ALLON** is to **MILK** as **POUND** is to **HAMMER**
A. HAMMER
B. BREAD
C. BUTTER
D. LETTUCE

**AIRPLANE** is to **SKY** as **SHIP** is to **WAVES**
A. WAVES
B. WATER
C. BOAT
D. SAIL

**CARPENTER** is to **NAILS** as **PLUMBER** is to **SINK**
A. NAILS
B. REPAIR
C. TOOLS
D. HOUSE
*Bird* is to *horse* as *gallop*
   A. chirp
   B. romp
   C. fly
   D. air

*Yacht* is to *mansion* as *shack*
   A. boat
   B. ship
   C. sail
   D. raft

*Maple* is to *vanilla* as *ice cream*
   A. sap
   B. wood
   C. syrup
   D. tree

*Cloth* is to *color* as *green*
   A. clothing
   B. wear
   C. sew
   D. silk

*Brain* is to *think* as *stomach* is to
   A. digest
   B. food
   C. eat
   D. chew

*Ripen* is to *fruit* as *cake*
   A. batter
   B. bake
   C. eat
   D. frosting

*Door* is to *gate* as *fence*
   A. house
   B. latch
   C. close
   D. window

*Corn* is to *ear* as *lettuce* is to
   A. leaf
   B. vegetable
   C. head
   D. salad

*Fish* is to *scale* as *porcupine* is to
   A. skin
   B. quill
   C. fur
   D. sharp

*Ranch* is to *farm* as *pig*
   A. rancher
   B. corral
   C. cowboy
   D. steer
GASOLINE IS TO CAR AS FOOD IS TO
A. PERSON
B. EAT
C. RESTAURANT
D. DINNER

MICROSCOPE IS TO EYE AS MICROPHONE IS TO
A. MOUTH
B. LISTEN
C. BEAR
D. SPEAK

GRAIN IS TO SAND AS IS TO WATER
A. POND
B. DROP
C. RFET
D. RAIN

CURE IS TO DOCTOR AS IS TO POLICEMAN
A. PROTECT
B. BADGE
C. SIREN
D. CRIMINAL

COLD IS TO SHIVER AS UNHAPPY IS TO
A. LAUGH
B. HOT
C. SAD
D. WEepy

CLOCK IS TO TIME AS THERMOMETER IS TO
A. DEGREES
B. TEMPERATURE
C. SICKNESS
D. MEASURE

PRESIDENT IS TO COUNTRY AS IS TO SCHOOL
A. TEACHER
B. STUDENT
C. BUILDING
D. PRINCIPAL

SHOE IS TO FOOT AS IS TO HAND
A. RING
B. FINGER
C. GLOVE
D. WASH

ARROW IS TO BOW AS IS TO GUN
A. HILLET
B. RIFLE
C. SHOOT
D. TRIGGER

ETIQUETTE
The student will demonstrate a knowledge of the etiquette of introductions by choosing the correct introduction according to socially accepted procedure.

If you are introducing your brother Jay and your friend to each other, the *best* thing to say is

A. Jay, this is Sue.
B. Jay, meet Sue. Sue, meet Jay, my brother.
C. Sue, this is Jay.
D. Sue, this is Jay, my brother.

If you are introducing a new girl and your class to each other, the *best* thing to say is

A. Class, say hi to Betty.
B. Betty Martin, this is our class.
C. Class, I would like you to meet a new student, Betty Martin.
D. Betty, these are the boys and girls in our fifth grade class.

When you introduce your cousin and your teacher to each other, the *best* thing to say is

A. Robert, I'd like you to meet Mrs. Harris.
B. Mrs. Harris, this is my cousin, Robert.
C. Robert, meet Mrs. Harris, my teacher.
D. Teacher, I'd like you to meet my cousin, Robert.

If you are introducing your father and your teacher to each other, the *best* thing to say is

A. Dad, I'd like you to meet my teacher, Mrs. Harris.
B. Mrs. Harris, this is Mr. Crane.
C. Mrs. Harris, this is my father.
D. Father, I'd like you to meet Mrs. Harris.

Given sample situations, the student will demonstrate a knowledge of social introductions by selecting the proper introduction. Oral explanation shall follow testing.

Directions - Choose the correct introduction.

If you want to introduce your teacher Miss Long and your 3rd grade friend Sally Brown to each other,

A. Miss Long, I'd like you to meet my friend, Sally Brown.
B. Sally, this is Miss Long, my teacher.
C. Sally, I'd like you to meet Miss Long.
D. Miss Long, this is my friend, Sally Brown.

C. Your names are Miss Long and Sally Brown. You both know me. Now you know each other and we all know the other two.

If introducing your mother Mrs. Henrichso to your friends

A. Mother, this is Janie's grandmothers. Mrs. Jones, this is my mom, Mrs. Henrichso.
B. Mrs. Jones, I'd like you to meet my mother, Mrs. Henrichso.
C. Mrs. Jones, Mrs. Henrichso.

If you wish to introduce your brother to the new neighbor girl who
IR. THIS SAME AGES.

A. JIM, THIS IS OUR NEW NEIGHBOR - JEAN JACKS. JEAN, I'D LIKE
YOU TO MEET MY BROTHER, JIM STONE.

B. JIM AND JEAN -- YOU ARE NEIGHBORS NOW. JIM'S LAST NAME
IS STONE. JEAN'S LAST NAME IS JACKS. SAY HELLO TO EACH
OTHER.

C. JEAN, I'D LIKE YOU TO MEET MY BROTHER JIM STONE. JIM, THIS
IS OUR NEW NEIGHBOR, JEAN JACKS.

WHEN INTRODUCING 2 BOYS TO EACH OTHER AND THEY ARE ABOUT THE SAME
AGE, WHICH WOULD YOU DO?

A. SAY THE BLONDE HAIR BOYS NAME FIRST.

B. SAY THE TALLER BOYS NAME FIRST.

C. IT DOESN'T MATTER WHICH ONES NAME YOU SAY FIRST.

WHEN INTRODUCING TWO 5TH GRADE GIRLS TO EACH OTHER, WHICH ONES
NAME WOULD BE MENTIONED FIRST?

A. IT DOESN'T MATTER.

B. THE TALLER ONES NAME FIRST.

C. THE GIRL WITH THE LONGER HAIR SHOULD BE MENTIONED FIRST.

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF TELEPHONE ETIQUETTE BY
SELECTING THE APPROPRIATE RESPONSE.

WHICH SHOULD YOU *NOT* DO WHEN YOU ANSWER THE TELEPHONE?

A. OFFER TO TAKE A MESSAGE FOR THE PERSON WHO IS BEING CALLED.

B. TAKE YOUR GUM OR CANDY OUT BEFORE YOU ANSWER THE PHONE.

C. GIVE YOUR NAME TO THE PERSON WHO IS CALLING.

D. IF THE CALLER HAS THE WRONG NUMBER, ASK HIM TO DIAL MORE
   CAREFULLY NEXT TIME.

WHICH SHOULD YOU *NOT* DO WHEN YOU MAKE A TELEPHONE CALL?

A. GIVE YOUR NAME TO THE PERSON WHO ANSWERS.

B. HAVE A GOOD REASON FOR CALLING.

C. LET THE PHONE RING 3 OR 4 TIMES.

D. TELL WHAT YOU CALLED FOR RIGHT AWAY.

THE BEST TIME TO CALL A FRIEND IS

A. AT MEALTIME, SO YOU ARE SURE TO FIND HIM HOME.

B. AFTER SCHOOL.

C. AT BEDTIME.

D. BEFORE BREAKFAST.

IF YOU HAVE DIALED A WRONG NUMBER YOU SHOULD

A. HANG UP WITHOUT SAYING ANYTHING.

B. SAY YOU ARE SORRY AND HANG UP.

C. INTRODUCE YOURSELF TO THE PERSON WHO ANSWERS.

D. ASK THE PERSON IF HE IS SURE THIS IS THE WRONG NUMBER.

GRAMMAR & USAGE

THE STUDENT CAN RECALL THE MEANING OF THE TERM ADJECTIVE BY
SELECTING THE CORRECT DEFINITION.
THE DEFINITION OF AN ADJECTIVE IS A WORD THAT DESCRIBES OR MODIFIES A/N.

A. NOUN
B. VERB
C. ARTICL
D. ADVERB

AN ADJECTIVE MAY TELL
A. WHERE
B. WHY
C. HOW MANY
D. WHO

AN ADJECTIVE IS SOMETIMES A/N
A. ADVERB
B. SUBJECT
C. NOUN
D. ARTICLE

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF ADJECTIVES BY IDENTIFYING ADJECTIVES IN WRITTEN MATERIAL AND THE NOUN OR PRONOUN EACH ADJECTIVE MODIFIES.

DIRECTIONS FOR EACH SENTENCE BELOW, DECIDE WHICH WORDS ARE THE ADJECTIVES AND WHICH WORDS ARE THE NOUNS BEING MODIFIED.

CONSIDER THE FOLLOWING SENTENCE.
ONE GOOD THING ABOUT SUMMER VACATION IS THAT THERE IS NO SCHOOL.

THE ADJECTIVES ARE
A. ONF AND GOOD
B. SUMMER AND VACATION
C. NO AND SCHOOL
D. ONE AND THING

CONSIDER THE FOLLOWING SENTENCE.
ONF GOOD THING ABOUT SUMMER VACATION IS THAT THERE IS NO SCHOOL.

THE FIRST TWO WORDS MODIFY THE NOUN
A. SUMMER
B. THING
C. SCHOOL
D. GOOD

CONSIDER THE FOLLOWING SENTENCE.
BOYS ARE SOMETIMES LIKE FRISKY PUPPIES.

THE ADJECTIVE IS
A. SOMETIMES
B. LIKE
C. BOYS
D. FRISKY
1. The adjective modifies the noun.
   - Boys
   - Frisky puppies
   - Like
   - Sometimes

2. The adjective modifies the noun.
   - Candy
   - Carol's
   - Chocolate
   - Like

3. The day was dark, rainy, and cold.
   - Dark and rainy
   - Dark, rainy, and cold
   - The day was dark, rainy, and cold

4. Which toy do you want right now?
   - Which
   - Right
   - Want

5. The adjective modifies the noun.
   - You
   - Carol's
   - Chocolate
   - Candy
THE ADJECTIVE MODIFIES THE NOUN

A. WHICH
B. TOY
C. YOU
D. NOW

C

CHOOSE THE WORD THAT IS *NOT* AN ADJECTIVE.

A. RIG
B. BLUE
C. SMALLER
D. SLOWLY

CHOOSE THE WORD THAT IS *NOT* AN ADJECTIVE.

A. FUNNY
B. THREE
C. YESTERDAY
D. THAT

CHOOSE THE WORD THAT IS *NOT* AN ADJECTIVE.

A. MY
B. SECOND
C. THERE
D. QUICK

CHOOSE THE WORD THAT IS *NOT* AN ADJECTIVE.

A. LAMP
B. MANY
C. DARK
D. BRIGHT

CHOOSE THE WORD THAT IS *NOT* AN ADJECTIVE.

A. COLD
B. VERY
C. LOUD
D. RAINY

*****************************************************************

THE STUDENT WILL DEMONSTRATE THE ABILITY TO IDENTIFY
ADJECTIVES FROM CLUES FURNISHED BY POSITION BY CHOOSING THE CLUE
WHICH ENABLES HIM TO KNOW THAT A WORD IS AN ADJECTIVE.

IN THE SPACE PROVIDED, WRITE THE LETTER WHICH INDICATES THAT THE
WORD ENCLOSED BY STARS IS USUALLY AN ADJECTIVE BECAUSE

A. IT COMES BEFORE A NOUN.
B. IT FOLLOWs A LINKING VERB.
C. IT FOLLOWs AN AdJECTIVE MARKER.

ROGER IS *INTELLIGENT*.
THES*TORN* SWEATER BELONGS TO JIM.
THIS BOOK SEEMS *DIFFICULT* TO READ.
MRS. JONES APPEARS MORE *UNDERSTANDING* THAN MR. SMITH.
THAT PICTURE IS *UNUSUAL*.
WHO IS THAT *PRETTY* GIRL?

**********
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE POSITIVE, COMPARATIVE, AND SUPERLATIVE DEGREES OF COMPARISON FOR ADVERBS AND ADJECTIVES BY CHOOSING THE CORRECT ADVERB OR ADJECTIVE FORM FOR A SPECIFIC SENTENCE.  

SELECT THE CORRECT FORM OF THE ADJECTIVE IN PARENTHESES THAT SHOULD BE USED TO COMPLETE THE SENTENCE.  

A. HEAVIEST  
B. HEAVIER  
C. MORE HEAVY  

A. LARGEST  
B. LARGER  
C. MORE LARGE  

A. POPULAR  
B. MOST POPULAR  
C. POPULARIST  

A. SHARPEST  
B. SHARPER  
C. MOST SHARP  

A. MORE LARGE  
B. LARGER  
C. LARGEST  

A. MORE POPULAR  
B. MOST POPULAR  
C. POPULARIST  

A. MORE BEAUTIFUL  
B. MOST BEAUTIFUL  
C. BEAUTIFULLER  

A. MORE SWIFTLY  
B. MOST SWIFTLY  
C. SWIFTER  

A. MORE EARLY  
B. EARLIER  
C. EARLIEST  

A. SOUNDEST  
B. SOONDEST  
C. SOUNDEST
THE STUDENT WILL RECOGNIZE THE PROPER FORM OF COMPARISON OF ADJECTIVES OR ADVERBS BY CHOOSING THE CORRECT WORD TO COMPLETE A GIVEN SENTENCE.

PLACE THE CORRECT WORD IN THE FOLLOWING SENTENCES, USING THE FOLLOWING WORDS TO SHOW YOUR KNOWLEDGE OF HOW TO USE COMPARISON OF ADJECTIVES:

- LARGE
- LARGER
- LARGEST
- CAREFULLY
- MORE CAREFULLY

THE BOY AT

DICK IS THAN TOM.

JOHN DID HIS WORK THAN BILL.

 THAT IS THE BUILDING I HAVE EVER SEEN.

 TEXAS IS A STATE.

PLEASE DO YOUR NEXT PAPER THAN YOU DID THIS ONE.

IS THAT THE SHEET OF PAPER YOU HAVE?

THE GIRL EMBROIDERED THE PILLOW CASE.

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF ADVERBS BY THE SELECTION OF NON-ADVERBS IN A GIVEN LIST OF WORDS.

MARK THE WORD IN EACH GROUP THAT IS NOT AN ADVERB.
The student can recall what an adverb is by selecting the correct definition.

**Definition of an Adverb is a word that tells something about**

- **A. Noun**
- **B. Verb**
- **C. Subject**
- **D. Pronoun**

**Adverbs Tell**

- **A. When, Where, and How.**
- **B. Which, What Kind Of, and How Many.**
- **C. Who or What.**
- **D. When, Where, Which.**

**Adverbs Often End In**

- **A. FD.**
- **B. Ly.**
- **C. Est.**
- **D. Again.**

The student can recall what an adverb is by selecting the correct definition.
GIVEN A LIST OF WORDS, THE STUDENT WILL APPLY KNOWLEDGE OF ADVERB SIGNALS SUCH AS PREFIXES AND SUFFIXES BY CHOOSING THE ADVERB IN THE LIST.

CHOOSE THE ADVERB IN EACH GROUP OF WORDS IN THE FOLLOWING LIST.

A. JOYOUS
B. PRETTY
C. APART
D. INTELLIGENT

A. FOLLOWING
B. QUICKLY
C. IDENTIFY
D. RELATE

A. MODIFY
B. SOMETIME
C. YELLOW
D. TWENTY

A. ABROAD
B. LINKING
C. AMBITIOUS
D. EACH

A. GORGEOUS
B. THAT
C. ANYHOW
D. GIVEN

A. CLEAR
B. SPIRIT
C. THE
D. PROUDLY

A. SOMEWHAT
B. CAREFUL
C. TRIFMENDOUS
D. DELICATE

THE STUDENT WILL RECOGNIZE THE FUNCTION OF ADVERBS BY INDICATING WHETHER ADVERBS IN GIVEN SENTENCES ANSWER THE QUESTION WHEN, WHERE, HOW, ETC.

IN THE FOLLOWING SENTENCES, PLACE THE APPROPRIATE LETTER TO SHOW THAT THE STARRED ADVERB ANSWERS THE QUESTION OF

A. WHEN
B. HOW
C. HOW MUCH OR TO WHAT DEGREE
D. HOW OFTEN

THE FARMER WORKED *HARD* TO GROW A CROP.
DID YOU WASH THAT DRESS THROUGHLY?  C 2100915
THE FOX JUMPED QUICKLY OVER THE FENCE.  C 2100916
HAVE YOU SEEN JOHN LATELY?  A 2100917
SHE PUT THE BOOK THERE ON THE TABLE.  B 2100918
MARY SPOKE FAILS TO HAVE HER LESSON PREPARED.  F 2100919
I WOULD LIKE TO GO THERE.  B 2100920
JESUS IS QUITE INTELLIGENT.  D 2100921

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF ADVERBIALS BY IDENTIFYING THE TWO, TYPES OF ADVERBIALS OF PLACE IN THE FOLLOWING SENTENCES.  990

LOOK FOR THE ADVERBIALS OF PLACE IN THE FOLLOWING SENTENCES AND CHOOSE EITHER
A. ADVERBS ARE SINGLE WORDS THAT TELL WHERE.
B. PREPOSITION PHRASES ARE GROUPS OF WORDS THAT TELL WHERE.

MARY IS IN HER SEAT.  B 2101273
THE DOG IS OUTSIDE.  A 2101274
IT IS ON THE TABLE.  B 2101275
SHE IS HERE.  A 2101276
THE BOAT IS ON THE LAKE.  B 2101277
NANCY IS DOWNSTAIRS.  A 2101278
THE BIRD FLEW AWAY.  A 2101279
THE CAR IS NEAR THE SCHOOL.  B 2101280
THE BOOK IS UNDER HIS ARM.  B 2101282

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INTERJECTIONS BY IDENTIFYING INTERJECTIONS IN A SENTENCE.  926

CHOOSE THE INTERJECTIONS IN THE FOLLOWING SENTENCES.

HURRAH THE TEAM WON THE CHAMPIONSHIP TITLE.
A. WON 2101588
B. CHAMPIONSHIP 2101588
C. HURRAH 2101588

ALAS... I HAVE MET MY DESTINY.
A. DESTINY 2101589
B. ALAS 2101589
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF USING APPROPRIATE CONJUNCTIONS BY CHOOSING THE BEST WAY TO FORM A COMPOUND SENTENCE.

DIRECTIONS: EACH QUESTION HAS 2 SEPARATE SENTENCES. COMBINE THE 2 SENTENCES TO MAKE ONE SENTENCE. CHOOSE THE ANSWER THAT SHOWS THE BEST WAY TO COMBINE THE SENTENCES. KEEP THE MEANING OF THE ORIGINAL SENTENCE THE SAME.

THE DOG ATE HIS DINNER. HE IS STILL HUNGRY.
A. THE DOG ATE HIS DINNER BECAUSE HE IS STILL HUNGRY.  
B. THE DOG ATE HIS DINNER, OR HE IS STILL HUNGRY.  
C. THE DOG ATE HIS DINNER, FOR HE IS STILL HUNGRY.  
D. THE DOG ATE HIS DINNER, BUT HE IS STILL HUNGRY.

JOHN WASN'T ON TIME. I WASN'T ON TIME.
A. EITHER JOHN OR I WEREN'T ON TIME.  
B. JOHN WASN'T ON TIME, OR I WASN'T ON TIME.  
C. JOHN WASN'T ON TIME, NOR WAS I ON TIME.
D. JOHN WASN'T ON TIME, BECAUSE I WASN'T ON TIME.

WE WORE OUR ROOTS. IT WAS SNOWING.
A. IT WAS SNOWING BECAUSE WE WORE OUR ROOTS.  
B. WE WORE OUR ROOTS, BUT IT WAS SNOWING.
C. WE WORE OUR ROOTS, FOR IT WAS SNOWING.  
D. WE WORE OUR ROOTS, OR IT WAS SNOWING.

THE BOY CLIMBED A TREE. HIS FRIEND CLIMBED IT, TOO.
A. THE BOY CLIMBED A TREE AND HIS FRIEND CLIMBED IT, TOO.  
B. THE BOY CLIMBED A TREE, OR HIS FRIEND CLIMBED IT, TOO.  
C. HIS FRIEND CLIMBED IT TOO, AND THE BOY CLIMBED A TREE.  
D. THE BOY CLIMBED A TREE, FOR HE IS STILL HUNGRY.

I RAN ALL THE WAY. I WAS LATE FOR SCHOOL.
A. I RAN ALL THE WAY, FOR I WAS LATE FOR SCHOOL.  
B. I RAN ALL THE WAY, OR I WAS LATE FOR SCHOOL.  
C. I WAS LATE FOR SCHOOL, FOR I RAN ALL THE WAY.  
D. I WAS LATE FOR SCHOOL, OR I RAN ALL THE WAY.

JAMES IS TALL. BOR IS TALLER.
A. BOB IS TALLER, AND JAMES IS TALL.  
B. JAMES IS TALL, FOR BOB IS TALLER.  
C. JAMES IS TALL, BUT BOB IS TALLER.  
D. BOB IS TALLER, OR JAMES IS TALL.

THE TOASTER DIDN'T WORK. THE IRON DIDN'T WORK.
A. THE TOASTER DIDN'T WORK, NOR DID THE IRON WORK.  
B. THE TOASTER DIDN'T WORK, OR DID THE IRON WORK.
C. THE TOASTER DIDN'T WORK, FOR THE IRON DIDN'T WORK.  
D. THE TOASTER DIDN'T WORK, BUT THE IRON DIDN'T WORK.

SHE TURNED OFF THE T.V. THERE WERE NO GOOD PROGRAMS TO WATCH.
A. SHE TURNED OFF THE T.V., BUT THERE WERE NO GOOD PROGRAMS TO WATCH.
B. SHE TURNED OFF THE T.V., OR THERE WERE NO GOOD PROGRAMS TO WATCH.
C. She turned off the T.V. for there were no good programs to watch.
D. She turned off the T.V., and there were no good programs to watch.

The student will recognize determiners by differentiating between determiners and non-determiners in lists and sentences. 50

In the following word groups, which word is *not* a determiner?

A. some
B. this
C. that
D. an

*#A. Herf
B. the
C. our
D. Her*

A. this
B. your
C. my
D. rang

In each of the following groups select the sentence that has the determiner starred.

A. I see the *boat*.
B. *My* brother is tall.
C. The girl is *noisy*.
D. I don't see *any*.

*#A. Please take *some* cake.
B. houses are *large*.
C. *A* lake is *near* the town.
D. Horses *eat* hay.

The student will comprehend articles by picking out articles, telling whether they are definite or indefinite, and telling if the noun they modify is count or noncount. 80

Directions - for the following noun phrases, determine whether the article is *definite* or *nondefinite*. Choose

A. definite
B. nondefinite

THE DFP*H*  *A
AN A*LMATROSS*  *B
THE BEAUTIFUL PEOPLE  *A
AUTOMOBILES  *R
DIRECTIONS - IN THE FOLLOWING NOUN PHRASES, DETERMINE IF THE NOUNS ARE

A. COUNT
B. NONCOUNT

THE FLOWERS A
SOME JAM R
COURAGE B
AUTOMOBILES A

***********************************************;1************************

GIVEN NOUN PHRASES, THE STUDENT WILL RECALL DETERMINERS BY IDENTIFYING THE FIVE KINDS OF DETERMINERS.

DIRECTIONS - FOR THE FOLLOWING NOUN PHRASES, DECIDE WHAT KIND OF DETERMINER EACH CONTAINS AND WRITE IT IN THE SPACE PROVIDED.

A. ARTICLE
B. DEMONSTRATIVE
C. NUMBER
D. QUANTIFIER
E. POSSESSIVE

THIS BOX B
HIS FATHER E
SEVERAL BOYS D
THE COLT A
THREE MEN C
YOUR FRIEND F
AN APPLE A
A FEW HOURS D
THOSE DAYS B
TFN INDIANS C

THE STUDENT WILL RECOGNIZE NOUNS BY IDENTIFYING THEM IN SENTENCES OR LISTS.
SELECT THE NOUN IN THE FOLLOWING GROUPS OF WORDS.

A. RUN
B. PRETTY
C. NOISY
D. GIRL

A. GREAT
B. MAN
C. FAD
D. SHE

A. BILL
B. FAT
C. LIKE
D. BEAUTIFUL

THE STUDENT WILL RECALL WHAT A NOUN IS BY SELECTING THE CORRECT DEFINITION.

SELECT THE BEST DEFINITION OF A NOUN FROM THE LIST BELOW.

A. A WORD THAT SHOWS ACTION
B. A WORD THAT TELLS WHAT KIND OF
C. A WORD THAT NAMES SOMETHING
D. A WORD THAT TELLS HOW

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW A NOUN FUNCTIONS BY INDICATING WHETHER A GIVEN NOUN IS A SUBJECT, DIRECT OBJECT, OR A LINKING VERB COMPLEMENT.

FOR EACH OF THE FOLLOWING SENTENCES, WRITE THE APPROPRIATE LETTER TO SHOW IF THE STARRED NOUN IS USED AS A

A. SUBJECT
B. DIRECT OBJECT COMPLEMENT
C. LINKING VERB COMPLEMENT

DID *TOM* FINISH HIS REPORT? *A

THAT GIRL IS *PRESIDENT* OF HER CLASS. *C

AFTER SNIPPER, THE *CHILDREN* WENT TO BED. *A

THE TEAM WON YESTERDAY'S *GAME* EASILY. *B

WILL AL WRITE THAT *LETTER* TODAY? *B

MR. JONES WAS HIS *TEACHER*. *C

RALPH HAS BEEN A GOOD *STUDENT* THIS YEAR. *C

NO. THAT *DESK* BELONGS TO JIM. *A

---

ERI
THE STUDENT WILL RECOGNIZE NOUNS BY POSITION: AFTER MARKERS, BEFORE THE VERB, AFTER THE VERB-DIRECT OBJECT, AFTER THE VERB-LINKING VERB COMPLEMENT. BY IDENTIFYING EACH IN A SENTENCE. %10%

DIRECTIONS - IN THE FOLLOWING SENTENCES WRITE THE APPROPRIATE LETTER TO DESIGNATE THE CORRECT POSITION OF THE STARRED NOUN.

A. AFTER MARKERS
B. BEFORE THE VERB
C. AFTER THE VERB-DIRECT OBJECT
D. AFTER THE VERB-LINKING VERB COMPLEMENT

PETER PREFERENCES *FICTION* RATHER THAN NON-FICTION. *C

MY BROTHER PLAYS *GOLF* IN HIS SPARE TIME. *C

AFTER THE LECTURE, THE *AUDIENCE* GAVE A STANDING OVATION. *A

*PHOTOGRAPHY AND PAINTING* ARE MY FAVORITE HOBBIES. *R

MY ENGLISH CLASS ENJOYS CREATIVE *WRITING*. *C

SEVERAL *BOOKS* REMAINED ON THE SHELF FOR WEEKS. *A

*MIKE, RALPH AND TOM* RACED THE SAILBOAT IN THE REGATTA. *R

THE STUDENT CAN RECOGNIZE THE FIVE DIFFERENT TYPES OF NOUN PHRASES BY SELECTING THE TYPE OF NOUN PHRASE USED IN THE SUBJECT OF A GIVEN SENTENCE. %10%

IDENTIFY THE NOUN PHRASE USED AS A *SUBJECT* IN THE FOLLOWING SENTENCES.

A. COMMON NOUN AND DETERMINER
B. COMMON NOUN ALONE
C. PROPER NOUN
D. PERSONAL PRONOUN
E. INDEFINITE PRONOUN

NOBODY CAME TO THE PARTY. *F

ORANGES GROW IN FLORIDA. *B

THE GIRL IS VERY LATE. *A

MRS. SMITH IS A TEACHER. *C

WE READ THE BOOK. *D

DOGS OFTEN BITE. *B

ALASKA IS OUR LARGEST STATE. *C

SOME SNOW FELL IN THE NIGHT. *A

SOMEONE IS AT THE DOOR. *F
THEY HEARD A NOISE. *D

**THE STUDENT CAN RECOGNIZE THE FIVE DIFFERENT TYPES OF NOUN PHRASES BY SELECTING THE TYPE OF NOUN PHRASE USED IN THE PREDICATE IN A GIVEN SENTENCE. **10**

IDENTIFY THE NOUN PHRASE USED IN THE PREDICATE IN THE FOLLOWING SENTENCES:
A. COMMON NOUN AND DETERMINER
B. COMMON NOUN ALONE
C. PROPER NOUN
D. PERSONAL PRONOUN
E. INDEFINITE PRONOUN

I SEE BILL. *C
IT IS NOTHING. *E
SHE CANT FIND IT. *D
NANCY SAW THE DOG. *A
SHE LIKES CANDY. *B
MIKE RIDES HORSES. *B
PINEAPPLES CAME FROM HAWAII. *C
I HEARD EVERYTHING. *E
CHILDREN LIKE HER. *D
COME TO OUR HOUSE. *A

**THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF SINGULAR AND PLURAL WORDS BY INDICATING WHETHER GIVEN WORDS ARE SINGULAR OR PLURAL. **15**

CHOOSE
A. SINGULAR
B. PLURAL

CHILDREN *B
MANY *B
ONE *A
FACH *A
BOTH *B
EITHER *A
NYONE *A
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE RULES FOR MAKING NOUNS PLURAL BY MATCHING A PLURAL NOUN WITH THE RULE. 0126

MATCH THE FOLLOWING WORDS WITH STATEMENTS A, B, C, OR D. 0119

A. IN MOST NOUNS ADD S.

B. IF THE NOUN ENDS IN CONSONANT -Y, CHANGE Y TO I BEFORE ADDING ES.

C. IF NOUN ENDS IN CH, SH, S, OR X ADD ES.

D. IN SOME NOUNS THE WORD ITSELF IS CHANGED.

POINES *R

MFN *D

TOYS *A

GLASSES *C

CITIES *R

KFYS *A

FFET *D

FOXES *C

HOOKS *A

HATS *A

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE RULES FOR FORMING PLURALS BY CORRECTLY FORMING PLURALS OF GIVEN NOUNS AND IDENTIFYING CORRECTLY FORMED PLURALS. 0256

FORM THE PLURAL OF THE FOLLOWING WORDS.

CHIEF *A. ADD *S*

2102462

2102462
R. Change the *F* to *V* and add *ES*  
C. Add *ES*

**Valley**  
A. Add *ES*  
B. Add *S*  
C. Change the *Y* to *I* and add *ES*

**Deer**  
A. Add *ES*  
B. Add *ES*  
C. Do not change the word

**Girl**  
A. Add *ES*  
B. Add *ES*  
C. Do not change the word

**Witch**  
A. Add *ES*  
B. Add *ES*  
C. Do not change the word

**Family**  
A. Add *ES*  
B. Add *ES*  
C. Change the *Y* to *I* and add *ES*

**Loaf**  
A. Add *ES*  
B. Change *F* to *V* and add *ES*  
C. Do not change the word

Select the proper plural form:

**Echo**  
A. Echoes  
B. Echoes  
C. Echoes

**Radio**  
A. Radios  
B. Radios  
C. Radio

**Scarf**  
A. Scarves  
B. Scarves  
C. Scarves

**Tax**  
A. Taxes  
B. Taxes  
C. Taxes

**Monkey**  
A. Monkeys  
B. Monkeys  
C. Monkey
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RULES FOR FORMING SINGULAR AND PLURAL POSSESSIVES BY CORRECTLY USING APOSTROPHES IN FORMING PLURALS AND IDENTIFYING CORRECTLY ALL THE RULES FOR FORMING POSSESSIVES. §358

DIRECTIONS - SELECT THE ANSWER THAT TELLS HOW TO MAKE THE GIVEN WORD POSSESSIVE. DO NOT CHANGE THE NUMBER OF SINGULAR OR PLURAL OF THE WORD AS IT IS GIVEN.

BABY
A. IF AN APOSTROPHE S MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

ELF
A. IF AN APOSTROPHE MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

MONKEYS
A. IF AN APOSTROPHE MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

FOX
A. IF AN APOSTROPHE S MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

DORIS
A. IF AN APOSTROPHE S MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

WOMEN
A. IF AN APOSTROPHE S MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

SOLDIERS
A. IF AN APOSTROPHE S MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

LONGFELLOW
A. IF AN APOSTROPHE S MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED

REDCOATS
A. IF AN APOSTROPHE S MUST BE ADDED
B. IF ONLY AN APOSTROPHE MUST BE ADDED
<table>
<thead>
<tr>
<th>Nouns</th>
<th>Possessive Form</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>A: add an 's</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: add an 's</td>
<td>To a singular noun that does not end in s</td>
</tr>
<tr>
<td>Girls</td>
<td>A: add an 's</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: add an 's</td>
<td>To a singular noun that does not end in s</td>
</tr>
<tr>
<td>Wives</td>
<td>A: add an 's</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: add an 's</td>
<td>To a singular noun that does not end in s</td>
</tr>
<tr>
<td>Miss Welch</td>
<td>A: add an 's</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: add an 's</td>
<td>To a singular noun that does not end in s</td>
</tr>
<tr>
<td>Denniss</td>
<td>A: Denniss</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: Denniss's</td>
<td>To a plural noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>C: Denniss</td>
<td>To a plural noun that does not end in s</td>
</tr>
<tr>
<td>Peoples</td>
<td>A: Peoples</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: People</td>
<td>To a singular noun that does not end in s</td>
</tr>
<tr>
<td></td>
<td>C: Peoples</td>
<td>To a plural noun that ends in s</td>
</tr>
<tr>
<td>Fireman</td>
<td>A: Fireman</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: Fireman's</td>
<td>To a plural noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>C: Fireman</td>
<td>To a plural noun that does not end in s</td>
</tr>
<tr>
<td>Wolves</td>
<td>A: Wolves</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: Wolve's</td>
<td>To a plural noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>C: Wolves</td>
<td>To a plural noun that does not end in s</td>
</tr>
<tr>
<td>Women</td>
<td>A: Women</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: Women's</td>
<td>To a plural noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>C: Women</td>
<td>To a plural noun that does not end in s</td>
</tr>
<tr>
<td>Farmers</td>
<td>A: Farmers</td>
<td>To a singular noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>B: Farmer's</td>
<td>To a plural noun that ends in s</td>
</tr>
<tr>
<td></td>
<td>C: Farmers</td>
<td>To a plural noun that does not end in s</td>
</tr>
</tbody>
</table>

**Rules:***
- Add an 's to a singular noun.
- Add an 's to a plural noun that ends in s.
- Add an 's to a plural noun that does not end in s.
- Add an 's to a singular noun that ends in s.
- Add an 's to a singular noun that does not end in s.
- Add an 's to a plural noun that ends in s.
- Add an 's to a plural noun that does not end in s.
- Add an 's to a singular noun that ends in s.
- Add an 's to a singular noun that does not end in s.
- Add an 's to a plural noun that ends in s.
- Add an 's to a plural noun that does not end in s.
- Add an 's to a singular noun that ends in s.
- Add an 's to a singular noun that does not end in s.
- Add an 's to a plural noun that ends in s.
- Add an 's to a plural noun that does not end in s.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**DO**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**HOUSE**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**MAILMEN**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**LEAVES**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**LESLIE**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**MORRIS**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**MIC**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**BALLERINAS**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a plural noun that ends in S.
D. Add an % to a plural that *does not* end in S.

**MOTHER**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
C. Add an % to only to a noun that ends: in S.
D. Add an % to a plural noun that *does not* end in S.

**ELF**

A. Add an % to a singular noun.
B. Add an % to only to a name that ends in S.
THE STUDENT WILL RECALL THE DEFINITIONS OF COMMON AND PROPER NOUNS
BY CHOOSING THE CORRECT STATEMENT TO DEFINE EACH TERM. 

THE DEFINITION OF A PROPER NOUN IS

A. THE NAME OF A PARTICULAR PERSON, PLACE, OR THING.
B. A NOUN THAT SOMETIMES BEGINS WITH A CAPITAL LETTER.
C. A NOUN THAT IS CORRECT PROPER
D. ANY NOUN THAT DOESN'T BEGIN WITH A CAPITAL LETTER.

THE DEFINITION OF A COMMON NOUN IS

A. THE NAME OF A PARTICULAR PERSON, PLACE, OR THING.
B. A NOUN THAT SOMETIMES BEGINS WITH A CAPITAL LETTER.
C. ANY NOUN THAT DOESN'T BEGIN WITH A CAPITAL LETTER.
D. A PLURAL NOUN.

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF PROPER AND COMMON NOUNS BY CHOOSING THE LIST THAT CONTAINS EITHER ALL PROPER OR ALL COMMON NOUNS.

CHOOSE THE LIST THAT CONTAINS EITHER ALL PROPER NOUNS OR ALL COMMON NOUNS.

A. JUNE, JULY, AUGUST, MONTH
B. HOLIDAY, DECEMBER, CHRISTMAS, SANTA CLAUS
C. FASTER, CHRISTMAS, FLAG DAY, HALLOWEEN
D. SUMMER, FALL, WINTER, CHRISTMAS

A. SCHOOL, HIGH SCHOOL, JUNIOR HIGH, BUILDING
**THE STUDENT CAN DISTINGUISH A COMMON NOUN FROM A PROPER NOUN BY CHOOSING THE WORD OR WORDS THAT SHOULD BE CAPITALIZED.**

**DIRECTIONS - CHOOSE THE WORD THAT NEEDS A CAPITAL LETTER.**

A. CITY
B. COUNTRY
C. WASHINGTON
D. STATE

A. POST OFFICE
B. CHICAGO POSTAL INSPECTOR
C. MAILMAN
D. SUBURBAN MAIL CARRIER

A. DENTIST
B. DOCTOR JONES
C. NURSE
D. HEART SURGEON

A. GRANDMOTHER
B. GREAT UNCLE
C. NEPHEW
D. COUSIN RON

A. NIAGARA FALLS
B. RIVER BANK
C. SANDY BEACH
D. WINDING STREAM

**THE STUDENT WILL RECOGNIZE A PREPOSITIONAL PHRASE BY INDICATING WHETHER A GIVEN SENTENCE DOES OR DOES NOT CONTAIN A PREPOSITIONAL PHRASE.**
DIRECTIONS

SOME OF THE FOLLOWING SENTENCES CONTAIN A PREPOSITIONAL PHRASE
AND SOME DO NOT. CHOOSE
A. IF THE SENTENCE CONTAINS A PREPOSITIONAL PHRASE.
B. IF THE SENTENCE DOES *NOT* CONTAIN A PREPOSITIONAL PHRASE.

WE WALKED ON THE TRACKS. *A
SHE SITS IN FRONT OF ME. *A
MY MOTHER DRIVES TOO FAST. *B
IT HAPPENED BEFORE THEIR ARRIVAL. *A
WE HAVE TO GO TO SCHOOL ON SATURDAY. *A
MRS. BROWN GETS HER HAIR DONE EVERY WEEK. *B
THAT ELM TREE IS DISEASED. *B
SHE BROKE HIS PENCIL WHEN SHE HIT HIM. *B
HE CAME HOME AT ABOUT SIX IN THE EVENING. *A
JANES MOTHER WOULD NOT LET HER LEAVE THE HOUSE. *B

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PERSONAL PRONOUNS BY
CHOOSING A GRAMMATICALLY CORRECT PERSONAL PRONOUN. *B

COMPLETE THE SENTENCES BELOW BY PUTTING THE LETTER OF THE CORRECT
WORD IN THE STARS.

***** WERE GOING TO THE PARK.
A. TOMMY
B. YOUR
C. I
D. THEY

HE AND ***** PLAYED BALL.
A. I
B. ME
C. HER
D. THEM

GIVE A DISH OF ICE CREAM TO BILLY AND *****.
A. MINE
B. I
C. ME
D. WE

SEE DAVID AND PAUL, BUT WHO IS THAT WITH *****?
A. US
B. THEY
C. THEM

***** ARE FLYING A KITE.
A. ME AND HIM
B. US
C. THEM

2102091 2102092 2102093 2102094 2102095 2102096 2102097 2102098 2102099 2102100 2100001 2100001 2100001 2100001 2100001 2100001 2100001 2100001 2100001 2100001 2100002 2100002 2100002 2100002 2100002 2100002 2100002 2100002 2100002 2100002 2100003 2100003 2100003 2100003 2100003 2100003 2100003 2100003 2100003 2100003 2100004 2100004 2100004 2100004 2100004 2100004 2100004 2100004 2100004 2100004 2100005 2100005 2100005 2100005 2100005 2100005 2100005 2100005 2100005 2100005 2100005
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF PRONOUNS AS DIRECT OBJECTS BY CHOOSING THE CORRECT WORD OR WORDS TO COMPLETE GIVEN SENTENCES.

DIRECTIONS— IN THE FOLLOWING SENTENCES, WRITE THE APPROPRIATE LETTER TO DESIGNATE THE CORRECT FORM OF THE PRONOUNS.

1. MR. WHITE WROTE BILL AND (FOR SUPPLIES).
   A. I
   B. ME
   C. HIM
   D. HER
   E. I

2. SALLY AND (SAW KATHY AND) (AT THE MOVIES).
   A. SHE, HIM
   B. HER, I

3. JOE AND (ARE GOING HUNTING) (HIS WEEKEND).
   A. HIM
   B. HE

4. WHY DONT YOU TAKE JANE AND (TO THE RACES)?
   A. M.F.
   B. I

5. JOAN AND (ARE READING) (THEIR BOOK REPORTS).
   A. HER
   B. SHE

6. MIKE AND (WERE ASKED TO ATTEND THE MEETING).
   A. HE
   B. HIM

7. MRS. RICHARDS AND (ARE WORKING ON A SURPRISE PARTY).
   A. HER
   B. SHE
THE DOCTOR EXAMINED THE OTHER PATIENTS AND
A. ME
B. I

LATE LAST NIGHT DON AND
A. ME
B. I

JACK, BILL, AND I ARE AVOIDING US THIS MORNING.
A. ME
B. HIM

THE STUDENT WILL RECOGNIZE THE WAY A PRONOUN FUNCTIONS IN A SENTENCE BY IDENTIFYING ITS USE AS SUBJECT, OBJECT, LINKING VERB, COMPLEMENT OR POSSESSIVE.

IN THE SENTENCES BELOW, LETTER THE STARRED PRONOUNS ACCORDING TO THEIR USE AS
A. SUBJECT
B. DIRECT OBJECT COMPLEMENT
C. LINKING VERB COMPLEMENT
D. POSSESSIVE

IT WAS HER FAVORITE FLOWER. *D

THE TEACHER ASKED US TO STAY. *B

THE WINNERS WERE TOM AND SHE. *C

I SAW HER AT THE MOVIES. *B

I WROTE IT IN A HURRY. *B

MRY AND SHE CAME TO THE HOUSE. *A

MAC LEFT HIS HOOK THERE. *D

THEY ARE OUR BEST FRIENDS. *A

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF USING PRONOUNS CORRECTLY BY SELECTING EXAMPLES OF PROPER PRONOUN USAGE.

FLOW-ART PAIRS OF SENTENCES. EACH ONE OF THE PAIR SHOWING EITHER A CORRECT OR INCORRECT USE OF A PRONOUN. FOR EACH PAIR, PLACE THE LETTER OF THE CORRECT SENTENCE IN THE BLANK PROVIDED.

A. TOM AND ME WENT TO THE STORE.
B. I SAW RALPH AND HIM YESTERDAY.

A. MY BEST FRIENDS ARE BETH AND SHE.
B. HENRY, JOHN, AND HIM ARE ON THE TEAM.

A. MY UNCLE GAVE ALICE AND ME A DIMF.
B. STEVE AND THEM WENT SHOPPING.
**A.** IT WAS THEY WHO GAVE US THE MONEY.
**R.** SUE AND ME WENT ON A PICNIC.

**A.** THE BOYS DISLIKED BEN AND US TOO.
**R.** US GIRLS ARE GOING TO DECORATE THE HALL.

A. WE DROVE HIS FRIEND AND WE TO THE STATION.
*B.** WE CHILDREN LOVE THE CIRCUS.

---

**THE STUDENT CAN RECOGNIZE PRONOUNS BY INDICATING THE NUMBER OF PRONOUNS IN GIVEN SENTENCES.**

**CHOOSE THE CORRECT NUMBER OF PRONOUNS FOUND IN THE FOLLOWING SENTENCES.**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>I SEE THEM. DONT YOU? SHE CRIED.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>THEY SAID THAT YOU MUST SEE IT SOON.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>EVERYBODY WANTS THEM TO COME.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NOTHING CAN SCARE US. HE SAID.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>SHE WAS SOMEONE THAT WE HAD MET WITH HIM.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NOTHING IS HERE.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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**THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE SENTENCE BY IDENTIFYING THE NECESSARY COMPONENTS OF A COMPLETE SENTENCE, DIFFERENTIATING BETWEEN COMPLETE SENTENCES AND SENTENCE FRAGMENTS, AND CONSTRUCTING COMPLETE SENTENCES.**
COMPLETE THE FOLLOWING STATEMENTS.

A COMPLETE SENTENCE IS A GROUP OF WORDS CONTAINING A
A. VERB AND IT EXPRESSES A COMPLETE THOUGHT.
B. SUBJECT AND IT EXPRESSES A COMPLETE THOUGHT.
C. SUBJECT AND ITS MODIFIERS AND IT EXPRESSES A COMPLETE
   THOUGHT.
D. VERB AND ITS SUBJECT AND IT EXPRESSES A COMPLETE THOUGHT.

A SENTENCE CONSISTS OF TWO PARTS - THE SUBJECT AND THE
A. PREPOSITIONAL PHRASES.
B. PREDICATE.
C. MODIFIERS.
D. PARTICIPLE.

THE PREDICATE CONTAINS THE
A. SENTENCES VERB.
B. SENTENCES SUBJECT.
C. TRUTH MEANING OF THE SENTENCE.
D. SUBJECT OF THE ACTION.

PART OF EACH OF THE FOLLOWING SENTENCES IS IN PARENTHESES.

CHOOSE
A. IF THE *COMPLETE SUBJECT* IS IN PARENTHESES.
B. IF THE *COMPLETE PREDICATE* IS IN PARENTHESES.

FRANCES *SANG THREE SONGS AT OUR CONCERT*. *B
A TALL MAN* ATTRACTED OUT ATTENTION. *A
UNDER THE PORCH RAN THE *LITTLE KITTENS*. *A
*ISN'T THIS A BEAUTIFUL DAY?* A
THE BIRDS WITH RED *FEATHERS ARE CARDINALS*. *B
*GUN FLASHES* COULD BE SEEN THROUGH THE DARKNESS. *A
*ARE YOU GOING TO THE SHOW WITH US?* A
THREE MEN AND A BOY *WERE LOST IN THE WOODS*. *B

PART OF EACH OF THE FOLLOWING SENTENCES IS IN PARENTHESES.

CHOOSE
A. IF THE *SIMPLE SUBJECT* IS IN PARENTHESES.
B. IF THE *SIMPLE PREDICATE* IS IN PARENTHESES.

HE *HOVERED* FROM PLACE TO PLACE IN THE YARD. *B
EACH OF THE BUSHES WAS A HUGE MONSTER TO HIM. *A
*THEIR LONG ARM-LIKE BRANCHES REACHED FOR HIM*. *B
*IF REEZE BARKING* HOPFULLY SHOWED HIS LACK OF FEAR. *A
*THING* WOULD MAKE THE MONSTERS RETREAT. *B
*THING* WOULD SCARE THEM AWAY. *A
ONE POUNCED HAD THE NEW VICTIM CONQUERED.  
VICTORY IS EASY WITH THE RIGHT ENEMY.

FIND THE SIMPLE SUBJECT OF EACH OF THE FOLLOWING SENTENCES BY ASKING THE VERB IN PARENTHESES. WHO OR WHAT DID IT TO MARK YOUR CHOICE.

JOHN RAN TO THE BUS STOP.  
*A. JOHN  
B. TO  
C. BUS  
D. STOP

DOWN THE BUSY STREET IT CAME.  
*A. DOWN  
B. BUSY  
C. STREET  
D. IT

WHAT WOULD HAPPEN TO HIM NOW?  
*A. WHAT  
B. TO  
C. HIM  
D. NOW

SUDDENLY THERE IN THE GUTTER HE SPIED A QUARTER.  
*A. THERE  
B. GUTTER  
C. HE  
D. QUARTER

CHOOSE  
*A. IF THE FOLLOWING IS A COMPLETE SENTENCE.  
B. IF IT IS A SENTENCE FRAGMENT.

OUR LITTLE BROWN AND WHITE SPANIEL.  
A
ALL AROUND US ROSE THE SNOW-CAPPED PEAKS.  
*A
THE NEW CARS ARE FASTER AND SAFER.  
*A
WENT SWIMMING IN THE SMITHS POOL.  
*B
INTO THE DEEP END WENT THE GIRLS.  
*A
PLEASE SHUT THE DOOR.  
*A
DANCED GRACEFULLY ACROSS THE STAGE WITH HER PARTNER.  
*B
THE NEIGHBORHOOD KIDS WITH ALL THEIR PETS.  
*B
RUNNING SOLDIERS IN FULL BATTLE GEAR.  
*B
WEATHER--BEATEN AND HAPPY WERE THE RETURNING CAMPERS.  
*A

CHOOSE ONE ANSWER FOR EACH OF THE FOLLOWING GROUPS OF WORDS.  
*A. IF IT IS A COMPLETE SENTENCE  
B. IF A SUBJECT IS NEEDED  
C. IF A PREDICATE FOR VERB IS NEEDED.
D. If both a subject and predicate are needed

om called for help. *a

ith all of his strength. *d

n stumbling through the underbrush. *b

he raging fire behind him. *c


ased on his knowledge of the basic simple sentences and the use

- connectors, the student can recognize compound sentences by

entifying which sentence in a group is *not* a compound

entence. %1d

ich of the following is *not* a compound sentence. 2102133

A. Give me that book or I'll hit you.

B. She wouldn't give me the book, so I hit her.

C. When she gave me the book, I hit her.

D. Give me the book and I'll hit you.


given a sentence, the student will recognize that too many

- connectors in a sentence makes writing difficult to read by

hosing the best revision of the sentence. %1d

f went fishing and we caught some perch and they were three

ches long. But we had to throw them back or the game warden

ould have given us a fine.

A. We went fishing and we caught some perch and they were three

ches long. We had to throw them back. The game warden

ould have given us a fine.

B. When we went fishing, we caught some perch that were three

ches long. But we had to throw them back or the game

arden would have given us a fine.

C. We went fishing, caught some perch that were three inches long,

nd threw them back. The game warden would have given us a

ine.


h student can demonstrate a knowledge of using negative words

orrectly in a sentence by choosing the incorrect transformation

of a positive sentence to a negative sentence. %031

irections

or each question, mark the *wrong* way of changing the given

entence to a negative sentence.

here is some water in the bird bath.

A. There isn't any water in the bird bath.

B. There is no water in the bird bath.

C. There isn't no water in the bird bath.

D. No water is in the bird bath.
WE HAVE LIBRARY BOOKS IN OUR ROOM.
A. WE HAVE NO LIBRARY BOOKS IN OUR ROOM.
B. WE HAVE NO LIBRARY BOOKS IN OUR ROOM.
C. WE HAVE NOT ONE LIBRARY BOOK IN OUR ROOM.
D. WE HAVE NOT ONE LIBRARY BOOK IN OUR ROOM.

OUR ROOM WILL BE OPENED SOME TIME TODAY.
A. OUR ROOM WONT BE OPENED ANY TIME TODAY.
B. OUR ROOM WILL NOT BE OPENED ANY TIME TODAY.
C. OUR ROOM ISN'T GOING TO BE OPENED ANY TIME TODAY.
D. OUR ROOM WONT BE OPENED ANY TIME TODAY.

JOE DOES EVERYTHING WELL.
A. JOE DOESNT DO ANYTHING WELL.
B. JOE DOESNT DO EVERYTHING WELL.
C. JOE DOESNT DO NOTHING WELL.
D. JOE DOES NOTHING WELL.

DO THAT AGAIN.
A. DONT DO THAT NEVER AGAIN.
B. DONT FYFR DO THAT AGAIN.
C. NEVER DO THAT AGAIN.
D. NEVER AGAIN DO THAT.

IS THERE ANYTHING LEFT?
A. ISNT THERE ANYTHING LEFT.
B. IS THERE NOTHING LEFT.
C. ISNT ANYTHING NOT LEFT.
D. IS SOMETHING NOT LEFT.

I HAVE TRAVELED BY PLANE.
A. IMAVENT EVER TRAVELED BY kANE.
B. I HAVE NEVER TRAVELED BY NO PLANE.
C. I HAVE NOT EVER TRAVELED BY PLANE.
D. I HAVE NOT TRAVELED BY PLANE EVER.

THAT IS THE RIGHT WAY TO DO IT.
A. THAT ISNT THE RIGHT WAY TO NOT DO IT.
B. THAT IS NOT THE RIGHT WAY TO DO IT.
C. THE RIGHT WAY TO DO IT IS NOT THAT.
D. THAT IS THE INCORRECT WAY TO DO IT.

THE STUDENT WILL RECOGNIZE SENTENCES IN FOUR PATTERNS, N-V, N-V-N, N-LV-ADJ, AND N-LV-N BY IDENTIFYING EACH IN A SENTENCE.

DIRECTIONS - FOR EACH ITEM, SELECT THE APPROPRIATE LETTER TO INDICATE THE CORRECT SENTENCE PATTERN.
A. N-V
B. N-V-N
C. N-LV-ADJ
D. N-LV-N

A GOOD ATHLETE FOLLOWS REGULATIONS.
A. THEIR DAUGHTER ATTENDED A SPANISH WORKSHOP LAST YEAR.
B. ASPIRING PHYSICIANS BEGIN THEIR CAREER IN MEDICAL SCHOOL.
ABLE STUDENTS WORK QUICKLY. *A
SECRETARIES SHOULD BE COURTEOUS, DEPENDABLE, AND SKILLED GIRLS. *C
MOST LAWYERS ARE MEN. *D
MOST COLLEGE GRADUATES HAVE PASSED DIFFICULT EXAMINATIONS. *B
AN ARTIST'S HANDS SHOULD BE STEADY. *C
A TEACHER NEEDS A BACKGROUND IN LIBERAL ARTS. *B
MRS. THOMAS WAS A NURSE. *D

***************

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF SENTENCE PATTERNS BY
IDENTIFYING THE SENTENCE PATTERNS SHOWN IN GIVEN SENTENCES. 0183

READ THE SENTENCES BELOW. DECIDE WHAT SENTENCE PATTERN—IF ANY—THE SENTENCE SHOWS. WRITE THE LETTER OF THE ANSWER YOU
CHOOSE IN THE SPACE PROVIDED.
A. A N-V SENTENCE PATTERN
B. A N-V-N SENTENCE PATTERN
C. NEITHER OF THESE PATTERNS IS CORRECT

THE MAN AT THE QUICKLY. *A
GEORGE AT SLOWLY. *A
HURRY UP. *C
THE CAT CHASED THE DOG. *B
NINE BOYS AND GIRLS DANCED AT THE PARTY. *A
THE TEAM WON THE GAME IN THE LAST INNING. *B
STRONG WINDS DAMAGED THE OLD BARN. *B
GET THE PICNIC BASKET. *C
PLEASE OPEN THE WINDOWS. *C
THE CHOIR SANG FOR THE CHURCH SERVICE. *A

***************

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF SENTENCE PATTERNS
BY SELECTING A SENTENCE FROM A GROUP THAT SHOWS A SPECIFIC
SENTENCE PATTERN. 0184

WHICH OF THE SENTENCES BELOW HAS THE N-V SENTENCE PATTERN

* A. THE MAN HURRIED HOME AFTER THE STORM.
* B. THE WOMEN ATE THE CAKE QUICKLY.
* C. SARAH FOUND A DIME ON THE PATH.
A. CAROL LOST HER BICYCLE AT SCHOOL.
B. THE LEAVES FELL TO THE GROUND.
C. JOE PLAYS FOOTBALL.

* A. PEOPLE WAITED IN LINE.
B. THE MAN WROTE A STORY.
C. HURRY OVER AFTER SCHOOL.

A. THE CHILDREN TOOK SWIMMING LESSONS AFTER SCHOOL.
A. THE MAN SUPPLIED THE CANDY FOR THE PARTY.
C. THE TELEPHONE RANG AFTER BREAKFAST.

* A. THE CANOE CAPSIZED IN THE ROUGH, ROUGH WATERS.
B. THE ARTIST DREW SKETCHES VERY QUICKLY.
C. PASS THE BUTTER PLEASE.

WHICH OF THE SENTENCES BELOW SHOWS THE N-V-N SENTENCE PATTERN?

* A. JOHN SHOUTED LOUDLY.
B. EAT YOUR VEGETABLES NOW.
A. THE REPORTER WROTE A STORY.

A. THE RIVER OVERFLOWED IN THE SPRING.
B. THE CHILDREN MADE A SNOWMAN.
C. BUY THAT TOY NOW.

* A. THE GIRLS ARE MAKING APRONS.
B. THE FIREMEN ARRIVED ON TIME.
C. INDIANS DANCED LATE AT NIGHT.

C. **************************************

GIVEN A SERIES OF SENTENCES, THE STUDENT WILL UNDERSTAND SENTENCE PATTERNS SV, SVO, AND SLVC. BY IDENTIFYING THE PATTERNS AND A SENTENCE WITH A DIFFERENT PATTERN. 

DIRECTIONS

IN THE FOLLOWING GROUPS OF SENTENCES, CHOOSE THE SENTENCE THAT IS DIFFERENT FROM THE REST.

A. JOHN CAUGHT THE CARELESSLY THROWN BALL.
B. MARY LOVES MEAT.
C. HE WATCHED THE CLOUDS.
D. HE FELL.

* A. JAN BOUGHT A CHOCOLATE SODA.
B. THE PIG ATE GREDILY.
C. THE OLD DOG WALKED SLOWLY.
D. SHE SNEEZES LOUDLY.

A. JOHN IS MY BROTHER.
B. HE FEELS ILL.
C. HE WALKED MARY HOME.
D. THE PEACHES WERE JUICY.

* A. SHE WASHED HER HAIR YESTERDAY.
B. THE TEACHER BROKE HIS RULER.
C. HER HAIR IS RED.
D. HE MUST CUT THE GRASS EVERY WEEKEND.
CLASSIFY THE FOLLOWING SENTENCES ACCORDING TO EXAMPLES OF THEIR PATTERNS BY PLACING EACH SENTENCE UNDER THE PROPER GROUPING.

GROUP A SENTENCES
- THE MAN FED THE CAT
- PILL DRIVES FAST
- JIM IS A LEADER

A. GROUP A
B. GROUP B
C. GROUP C

1. HER HAIR IS BROWN
2. SMITH WAITED IMPATIENTLY
3. HIS SOCKS ALWAYS SLIDE INTO HIS SHOE
4. MARY IS THE NEW GIRL IN OUR CLASS
5. THEY PAINTED THE WALLS ORANGE
6. THE SIREN WAILED LOUDLY
7. SHE CRIES EASILY
8. HE RODE HIS NEW BIKE TODAY
9. MY PEN IS BROKEN

CHOOSE THE PATTERN FOR EACH OF THE FOLLOWING STATEMENTS.
A. IF THE PATTERN IS SV
B. IF THE PATTERN IS SVO
C. IF THE PATTERN IS SLVC

10. CAPTAIN SMITH MARRIED POCOHANTAS
11. HIS NAME WAS JOHN
12. THEY LIVED IN ENGLAND FOR MANY YEARS
13. WE PAINTED OUR HOUSE YESTERDAY
14. THIS BOOK IS MOTHERS
15. THE MEN LOST THE GAME
16. THE DOG FELL IN A HEAP ON THE FLOOR
17. THE TEAM IN THE BLUE JERSEYS LOST
18. SHE LOST HER HISTORY BOOK
THE STUDENT WILL RECALL THE CHARACTERISTICS OF FOUR KINDS OF SENTENCES BY MATCHING THEM WITH THE CORRECT DEFINITIONS.

A. A DECLARATIVE SENTENCE
B. AN INTERROGATIVE SENTENCE
C. AN IMPERATIVE SENTENCE
D. AN EXCLAMATORY SENTENCE
E. MORE THAN ONE OF THE ABOVE

A SENTENCE THAT ASKS A QUESTION IS *B
A SENTENCE THAT MAKES A STATEMENT IS *A
THE SUBJECT USUALLY COMES AFTER THE VERB, OR BETWEEN THE HELPING VERB AND THE MAIN VERB IN *B
A SENTENCE THAT SHOWS STRONG FEELING OR EMOTION IS *D
THE SUBJECT USUALLY COMES BEFORE THE VERB IN *E
A COMMAND OR A REQUEST IS *C
A SENTENCE THAT ENDS IN A PERIOD IS *F
THE SUBJECT OF THE SENTENCE IS YOU UNDERSTOOD IN *C

THE STUDENT WILL RECOGNIZE THE DISTINCTION BETWEEN DECLARATIVE, IMPERATIVE, INTERROGATIVE AND EXCLAMATORY SENTENCES BY IDENTIFYING THE CORRECT SENTENCE TYPE FOR A GIVEN SENTENCE.

DIRECTIONS
SELECT FROM THE FOLLOWING LIST THE APPROPRIATE DEFINITION.

A. DECLARATIVE
B. IMPERATIVE
C. INTERROGATIVE
D. EXCLAMATORY

THE STUDENT WILL BE DISMISSED EARLY. *A
THE RAIN CANCELLED THE PLANS FOR THE OUTING. *A
DO YOU REMEMBER WHO CALLED LAST NIGHT? *C
I DEMAND THAT YOU COME HERE. *B
MANY BOOKS WERE PURCHASED FOR THE LIBRARY. *A
HOW MANY TIMES HAVE I TOLD YOU THAT? *C
WATCH OUT! *D
CLOSE THE DOOR. *B
The coat was purchased last year.

The student will recognize the four types of sentences by choosing correct ending punctuation.

Complete the following statements by choosing the correct answer.

1. The end of an interrogative sentence
   A. An exclamation mark is needed.
   B. A period is needed.
   C. A question mark is needed.

2. The end of an imperative sentence
   A. An exclamation mark is needed.
   B. A period is needed.
   C. A question mark is needed.

3. The end of an exclamatory sentence
   A. An exclamation mark is needed.
   B. A period is needed.
   C. A question mark is needed.

Even a thought to convey and a situation, the student will analyze sentence type usage by choosing the most appropriate type.

Read each situation below. Decide which one of the four types of sentences could best convey the thought in that given situation.

A. Command
B. Question
C. Exclamation
D. Statement

Man is looking out his window and sees a truck about to hit a little boy on a bicycle. He shouts a warning out the window. *C

The only clock in the room is not working and the teacher does not have a watch. She wants to know what time it is. *B

John wants to tell his friend how many runs his team made at the game last Friday. *D

Mrs. Smith notices the front door is open. She tells her daughter to close it. *A

Mr. Jones has been told that he has several jobs to do this Saturday morning. His first job was to mow the yard. He has finished this and wants to know what his next job will be. *B

Sue has just moved into a new neighborhood. She meets Carol, who asks Sue where she lived before. Sue tells her that she lived in five different cities. *D

Mr. Brown has just planted grass.
MARY MISSED THREE PROBLEMS ON HER ARITHMETIC PAPER. SHE DOES NOT UNDERSTAND WHY THEY WERE MARKED INCORRECT. SHE WANTS TO KNOW WHY THEY WERE MARKED WRONG. *B

THEIR TEAM WAS TIED FOR FIRST PLACE. THEY HAD A PLAY-OFF GAME. HIS TEAM WON THE CHAMPIONSHIP. HE RAN ALL THE WAY HOME TO TELL HIS PARENTS THAT HIS TEAM HAD WON. *C

TOMMY HAD LEFT HIS TOYS AND BICYCLE ON THE FRONT YARD. HIS FATHER CAME HOME FROM WORK AND TOLD TOMMY TO PICK UP HIS TOYS AND BICYCLE BEFORE DINNER. *A

FURTHER DIRECTIONS = DECIDE HOW THE STARRED WORD OR WORDS IS USED IN THE SENTENCE AND MARK THE CORRECT ANSWER.

**THE STUDENT WILL RECOGNIZE SENTENCE PARTS BY IDENTIFYING A GIVEN WORD IN A SENTENCE AS EITHER A SUBJECT, OBJECT OF A VERB OR PREPOSITION, OR COMPLEMENT.**

THEY SAW IT FROM *A RIDGE*.

A. SUBJECT  
B. OBJECT OF A VERB  
C. OBJECT OF A PREPOSITION  
D. COMPLEMENT

HENSON HELPED *HIM*.

A. SUBJECT  
B. OBJECT OF A VERB  
C. OBJECT OF A PREPOSITION  
D. COMPLEMENT

* PARRY REACHED HIS GOAL.

A. SUBJECT  
B. OBJECT OF A VERB  
C. OBJECT OF A PREPOSITION  
D. COMPLEMENT

THEY USE *DOGS*.

A. SUBJECT  
B. OBJECT OF A VERB  
C. OBJECT OF A PREPOSITION  
D. COMPLEMENT

THE FOOD WAS ON *THE SLED*.

A. SUBJECT  
B. OBJECT OF A VERB  
C. OBJECT OF A PREPOSITION  
D. COMPLEMENT

HIS FATHER IS *A POLICEMAN*.

A. SUBJECT  
B. OBJECT OF A VERB  
C. OBJECT OF A PREPOSITION  
D. COMPLEMENT
<table>
<thead>
<tr>
<th>HIS CAR IS IN <em>THE ALLEY</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. SUBJECT</td>
</tr>
<tr>
<td>B. OBJECT OF A VERB</td>
</tr>
<tr>
<td>C. OBJECT OF A PREPOSITION</td>
</tr>
<tr>
<td>D. COMPLEMENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THESE ANIMALS* ARE WOOD CHUCKS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. SUBJECT</td>
</tr>
<tr>
<td>B. OBJECT OF A VERB</td>
</tr>
<tr>
<td>C. OBJECT OF A PREPOSITION</td>
</tr>
<tr>
<td>D. COMPLEMENT</td>
</tr>
</tbody>
</table>

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF SUBJECT AND VERB AGREEMENT BY CHOOSING A VERB TO AGREE IN NUMBER WITH A GIVEN SUBJECT.

DIRECTIONS - DECIDE WHICH OF THE VERBS SHOULD BE USED TO AGREE WITH A GIVEN SUBJECT.

<table>
<thead>
<tr>
<th>CHILDREN</th>
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</tr>
</thead>
<tbody>
<tr>
<td>*A. ASK</td>
<td>2102278</td>
</tr>
<tr>
<td>B. ASKS</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANY</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A. HAS</td>
<td>2102278</td>
</tr>
<tr>
<td>B. HAVE</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ONE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>*A. SEEM</td>
<td>2102278</td>
</tr>
<tr>
<td>B. SEEKS</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EACH</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A. BELIEVE</td>
<td>2102278</td>
</tr>
<tr>
<td>B. BELIEVES</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOTH</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A. PLAY</td>
<td>2102278</td>
</tr>
<tr>
<td>B. PLAYS</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EITHER</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A. WAS</td>
<td>2102278</td>
</tr>
<tr>
<td>B. WERE</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANYONE</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A. LEAVE</td>
<td>2102278</td>
</tr>
<tr>
<td>B. LEAVES</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOOKS</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A. APPEAL</td>
<td>2102278</td>
</tr>
<tr>
<td>B. APPEALS</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NO ONE</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A. APPEAR</td>
<td>2102278</td>
</tr>
<tr>
<td>B. APPAREARS</td>
<td>2102278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. GO</th>
<th>2102278</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. GOES</td>
<td>2102278</td>
</tr>
</tbody>
</table>
WOMEN
A. IS
*R. APF

WHETHER
A. LOOK
*R. LOOKS

SEVERAL
*A. USE
R. USES

SOMEbody
A. WORK
*R. WORKS

ANYbody
A. LOSE
*R. LOSES

********************************************

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE THAT MOST COMPOUND SUBJECTS TAKE PLURAL VERBS BY SELECTING THE CORRECT VERB FORMS TO BE USED WITH SELECTED COMPOUND SUBJECTS. 

DIRECTIONS - DECIDE WHICH OF THE VERBS SHOULD BE USED TO AGREE WITH THE COMPOUND SUBJECT IN EACH OF THE FOLLOWING SENTENCES:

HE AND JOE FIGHTING.
A. WAS
*R. WERF

THE CAR AND THE TRAIN NOT YET OUTMODED.
*A. ARE
R. IS

THE BEGINNING AND THE END OF YOUR STORY INTERESTING.
A. IS
*R. ARF

THE PRESIDENT AND THE SECRETARY OF OUR CLUB TO US FOR CO-
OPERATION.
*A. APPEAL
R. APPEALS

MRS. SMITH AND HER DAUGHTER UPSET BY THE NEWS.
*A. SIFEM
R. SEEMS

********************************************

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING THAT SINGULAR SUBJECTS JOINED BY AND OR NOR ARE SINGULAR AND TAKE SINGULAR VERBS BY SELECTING THE CORRECT VERB FORM. 

DIRECTIONS - DECIDE WHICH OF THE VERBS SHOULD BE USED TO AGREE...
WITH THE SUBJECT IN EACH OF THE FOLLOWING SENTENCES.
MARK THE LETTER OF YOUR CHOICE IN THE SPACE PROVIDED.

EITHER FRED OR JERRY COMING.
*A. IS
R. ARF

NEITHER HELEN NOR JANE HERE.
*A. WORK
*B. WORKS

NEITHER THE PRESIDENT NOR HIS SECRETARY HIGHLY OF THE CAND- 1DATE.
*A. SPEAKS
R. SPEAKS

EITHER THE DOG OR THE CAT WHEN YOU OPEN THE COOKIE JAR.
*A. COME
R. COMES

NEITHER THE BOYS NOR THE GIRLS CARROTS.
*A. EAT
R. EATS

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE PREDICATE OF A SENTENCE BY INDICATING WHETHER A GIVEN SENTENCE HAS A CORRECT SEPARATION OF THE SUBJECT AND PREDICATE. 0191

READ THE SENTENCES BELOW. DECIDE IF THE SLASH MARK SEPARATING THE SUBJECT AND THE PREDICATE IS CORRECTLY PLACED OR NOT. IF YOU THINK IT IS CORRECTLY PLACED USE ANSWER **A** IN THE SPACE PROVIDED. IF YOU THINK THE SLASH IS **INCORRECTLY** PLACED, MARK **R** IN THE SPACE PROVIDED.

A. SENTENCE IS CORRECT AS WRITTEN.
R. SENTENCE IS **INCORRECT** AS WRITTEN.

BANANAS / GROW ONLY IN HOT WET LANDS.  *A* 2101933
LITTER COVERED / THE BACKYARD.  *B* 2101934
THE INDIANS TRADED / FURS FOR FIREARMS.  *B* 2101935
THE ASTRONAUT / WALKED IN SPACE.  *A* 2101936
A BOBCAT WAS / CAUGHT IN THE TRAP.  *B* 2101937
LITTLE JOE / GRINNED AT EVERYBODY.  *A* 2101938
THE BIG DOOR / SLAMMED NOISILY BEHIND HIM.  *A* 2101939
THE NEW RED TRUCK CARRIED / LONG STEEL BEAMS TO THE CITY  *B* 2101940
JOHN AND BETTY RODE / HOME TOGETHER.  *B* 2101941

N / CUT DOWN TREES IN THE PARK.  *A* 1942
THE STUDENT WILL RECOGNIZE STRUCTURE WORDS (DETERMINERS, CONNECTORS, PREPOSITIONS AND SOMETIMES, PRONOUNS) IN SENTENCES BY INDICATING WHETHER A GIVEN SENTENCE CONTAINS STRUCTURE WORDS.

DIRECTIONS

SOME OF THE FOLLOWING STATEMENTS CONTAIN STRUCTURE WORDS AND SOME DO NOT CONTAIN STRUCTURE WORDS.

CHOOSE

A. IF THEY DO CONTAIN STRUCTURE WORDS.
B. IF THEY DO NOT CONTAIN STRUCTURE WORDS.

THEY GREW PEAS, CORN, POTATOES. *B

THEY ALSO GREW FLOWERS AND PLANTS. *A

JIM IS A BOY SCOUT. *A

SHE WENT HOME EARLY. *B

CAN YOU EXPLAIN? *B

THE STUDENT CAN DEMONSTRATE COMPREHENSION OF THE SIMPLE SUBJECT OF A SENTENCE BY SELECTING IT IN A SENTENCE.

FIND THE SIMPLE SUBJECT IN EACH SENTENCE:

JANES UNCLE SENT HER A PRESENT.

A. JANE
B. UNCLE
C. PRESENT
D. JANES UNCLE
E. SENT HER A PRESENT

THE COWS WERE GRAZING IN THE FIELD ALL DAY.

A. THE COWS
B. FIELD
C. COWS
D. ALL DAY

THE FAN BLEW COOL AIR ALL OVER THE ROOM.

A. FAN
B. AIR
C. COOL AIR
D. ROOM

IS JENNY HAVING ANOTHER PIECE OF PIE?

A. PIE
B. PIECE
C. JENNY
D. PIECE OF PIE

ARE YOUR NEIGHBORS TAKING THEIR VACATION NEXT WEEK?

A. VACATION
B. WEEK
C. TAKING
D. NEIGHBORS
THE STUDENT WILL DEMONSTRATE COMPREHENSION OF THE SUBJECT OF A SENTENCE BY IDENTIFYING THE SUBJECT IN A GIVEN SENTENCE.

READ THE SENTENCES BELOW AND DECIDE WHICH OF THE WORD OR WORDS IS THE SUBJECT. SELECT THE BEST ANSWER FROM THE CHOICES BELOW EACH SENTENCE.

1. NINE BOYS RACED ACROSS THE FIELD TO THE LOCKER ROOM.
   A. FIELD
   B. RACED
   C. NINE
   D. BOYS

2. CHILDREN PLAYED IN THE STREET AND ON THE SIDEWALKS DURING THE SUMMER.
   A. STREET
   B. CHILDREN
   C. SIDEWALKS
   D. SUMMER

3. JUNE 14 IS FLAG DAY.
   A. FLAG
   B. DAY
   C. JUNE 14
   D. IS

4. TERRY AND I HAVE GIVEN MONEY AND GIFTS TO THE RED CROSS.
   A. MONEY AND GIFTS
   B. RED CROSS
   C. HAVE GIVEN
   D. TERRY AND I

5. OUR TEACHER READ THE BOOK *THE MYSTERY OF THE DIAMOND NECKLACE* TO THE CLASS LAST YEAR.
   A. TEACHER
   B. READ
   C. BOOK
   D. CLASS

6. THE IRISH WEAR GREEN ON ST. PATRICKS DAY.
   A. WEAR
   B. IRISH
   C. GREEN
   D. ST. PATRICKS DAY

7. THE MISSISSIPPI RIVER IS JOINED BY MORE THAN 250 OTHER STREAMS AND RIVERS.
   A. JOINED
   B. STREAMS
   C. RIVERS
   D. MISSISSIPPI RIVER

8. DR. JOHNSON AND HIS NURSE HELPED THE PATIENT GET INTO THE WHEEL CHAIR.
   A. WHEEL CHAIR
   B. PATIENT GET
   C. DR. JOHNSON AND HIS NURSE

   2101923
   2101923
   2101923
   2101923

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   2101930
   2101930
   2101930
D. DP, "JOHNSON LIBRARY BOOKS AND NEWS MAGAZINES ARE FUN TO READ."
A. LIBRARY BOOKS
B. FUN
C. NEWS MAGAZINES
D. BOOKS AND MAGAZINES
THE SUIT CAME BACK FROM THE CLEANERS ON FRIDAY.
A. FRIDAY
B. CLEANERS
C. SUIT
D. CAME BACK

************
THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF SUBJECTS, PREDICATES, OBJECTS OF VERBS, OBJECTS OF PREPOSITIONS, AND COMPLEMENTS BY CATEGORIZING SPECIFIED WORDS IN SENTENCES.
CHOOSE HOW THE STARRED WORDS ARE USED IN THE FOLLOWING GROUPS OF SENTENCES.

IT IS *THE DESK*.
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

*THE DESK* IS OLD.
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

IT IS IN *THE DESK*.
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

HE PAINTS *THE DESK*.
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

HE ATE *THE APPLE*.
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

A WORM IS IN *THE APPLE*.
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

*THE APPLE* IS GOOD.
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**IT IS THE APPLE.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**HE PLAYED FOR HIS TEAM.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**THEY BEAT HIS TEAM.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**IT WAS HIS TEAM.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**HIS TEAM WON THE GAME.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**NOTES ARE IN SONGS.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**THEY ARE SONGS.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**WE SING SONGS.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT

**SONGS ARE LOVELY.**
A. SUBJECT
B. OBJECT OF A VERB
C. OBJECT OF A PREPOSITION
D. COMPLEMENT
THE STUDENT WILL COMPREHEND THE FUNCTION OF PARTS OF SPEECH IN A PARTICULAR POSITION IN A SENTENCE BY INDICATING THE PART OF SPEECH NEEDED TO COMPLETE A GIVEN SENTENCE.

DIRECTIONS
THE FOLLOWING SENTENCES CONTAIN BLANKS FOR MISSING WORDS. CHOOSE THE LETTER NEXT TO THE FORM CLASS THAT WOULD FUNCTION IN THE BLANK.

A. NOUN
B. VERB
C. ADJECTIVE
D. ADVERB

1. THE MAN IS COMING DOWN THE STREET. *C
   THEY WALKED THIS MORNING AND WILL WALK HOME TONIGHT. *D
   THE LEATHER NEXT TO THE FORW. CLASS. THAT WOULD FUNCTION IN THE BLANK.
   WAS ABSENT TODAY. *A
   THE CARS SPED ON THE HIGHWAY. *D

THE STUDENT CAN RECOGNIZE WORDS AS SPECIAL PARTS OF SPEECH BECAUSE THEY CAN CHANGE FORM BY CHANGING SPELLING OR BY ADDING PARTS BY INDICATING THE TYPES THAT SHOW CHANGES IN NUMBER, TIME, AND COMPARISON.

CHOOSE THE LETTER NEXT TO THE WORD THAT BEST COMPLETES THE STATEMENT.

NOUNS CHANGE FORM TO SHOW CHANGES IN
A. TIME.
B. NUMBER AND POSSESSION.
C. COMPARISON.

VERBS CHANGE FORM TO SHOW CHANGES IN
A. TIME.
B. NUMBER AND POSSESSION.
C. COMPARISON.

ADJECTIVES AND ADVERBS CHANGE FORM TO SHOW
A. TIME.
B. NUMBER AND POSSESSION.
C. COMPARISON.

IN THE FOLLOWING SENTENCES, DECIDE WHETHER THE STARRED WORDS SHOW CHANG IN NUMBER, TIME, OR COMPARISON.

I HAD ONE *ORANGE* FOR LUNCH AND TWO *ORANGES* FOR DINNER.
A. TIME
B. NUMBER
C. COMPARISON

IF WALKED THIS MORNING AND WILL WALK HOME TONIGHT.
A. TIME
B. NUMBER
C. COMPARISON
She has a *nice* voice, but Mary's is *nicer*.  
A. *time*  
B. *number*  
C. *comparison*

****************************

The student will recognize that a word can perform more than one function and can belong to more than one form class by indicating whether given words change function or form class.  

DIRECTIONS

Choose the letter next to those words that could *not* change their function to fill another position in a new sentence.

A. *swim*  
B. *Mary*  
C. *love*  
D. *stitch*  

A. *hotdog*  
B. *swing*  
C. *ret*  
D. *smell*

A. *rip*  
B. *catch*  
C. *dance*  
D. *dinner*

Select the word in each of the following sentences that is *not* a *noun*. Choose one of the words listed beneath sentence.

Mary singer was singing a song.  
A. *singer*  
B. *Mary*  
C. *singing*  
D. *song*

Select the word from the sentence below that is *not* an *adjective*. Choose one of the words listed below the sentence.

The hairy, slimy, filthy pig sat in muddy, smelly water.  
A. *hairy*  
B. *slimy*  
C. *pig*  
D. *muddy*  

Select the word from the sentence below that is *not* an *adverb*. Choose one of the words listed below the sentence.

The slowly rising sun, quietly and bravely showed its smiling face to the world.  
A. *slowly*  
B. *rising*  
C. *quietly*  
D. *bravely*
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF THE USE OF VERBS INCLING *BE* BY CORRECTLY COMPLETING USAGE RULES.

A FORM OF THE WORD *HE* OR A VERB MUST BE PART OF THE:
- A. SUBJECT.
- B. ADVERBIAL OF PLACE.
- C. NOUN PHRASE.
- D. PREDICATE.

EVERY SENTENCE MUST HAVE:
- A. AN ADJECTIVE.
- B. A SUBJECT.
- C. A PREDICATE.
- D. BOTH SUBJECT AND PREDICATE.

WHICH RULE DO THESE SENTENCES ILLUSTRATE?
- A. IF A FORM OF THE WORD *BE* IS USED IN A PREDICATE, IT MUST HAVE SOMETHING ELSE AFTER IT.
- B. IF A VERB IS USED IN A SENTENCE, IT CAN STAND ALONE IN THE PREDICATE.

WE ARE HUNGRY. *A
SHE SMILED. *B
THE BOYS RAN. *B
SHE IS HOME. *A

PICK THE WORD THAT IS A VERB IN EACH OF THE FOLLOWING GROUPS.

- A. SONG
- B. SMALL
- C. TOY
- D. RAN

- A. HERE
- B. HEAR
- C. CAR
- D. LARGE

THE STUDENT WILL RECALL WHAT A VERB IS BY SELECTING THE CORRECT DEFINITION.

SELECT THE BEST DEFINITION OF A VERB FROM THE LIST BELOW.

- A. A WORD USED IN A SENTENCE TO TELL HOW.
- B. A WORD USED IN A SENTENCE THAT SHOWS ACTION.
- C. A WORD USED IN A SENTENCE THAT TAKES THE PLACE OF A NOUN.
- D. A WORD THAT TELLS WHAT KIND OF.

THE STUDENT CAN RECALL TYPES OF VERBS BY CHOOSING A CORRECT LIST OF ACTION VERBS.
A LIST OF ACTION VERBS MIGHT CONTAIN:
A. SING, DANCE, GO, BE TALL
B. TRY, WIN, WAS, LOOK, COME
C. AM, BE, WERE, ARE, WAS
D. BECAUSE, FOLLOW, TRY, MET, TOLD
E. WORK, FINISHED, WENT, SHOW, COME

THE STUDENT WILL RECOGNIZE THE TWO KINDS OF VERBS, ACTION VERBS, AND LINKING VERBS, BY IDENTIFYING EACH IN A SENTENCE.

DIRECTIONS: FOR EACH ITEM, INDICATE THE BEST ANSWER FOR THE STARRED VERB.
A. ACTION VERB
B. LINKING VERB

THE WOmen *FORMED* A BRIDGE CLUB. *A
THE TRACK TEAM *WON* FIRST PLACE IN THE ATHLETIC EVENTS. *A
HE *ACHIEVED* MANY HONORS AT THE UNIVERSITY. *A
A PARTY *WOULD BE* FUN. *B
THE CLASS *SOUNDED* ENTHUSIASTIC ABOUT THE PLANS. *B

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF THE USE OF SPECIAL VERBS AS AUXILIARIES AND AS MAIN VERBS BY INDICATING WHEN SUCH A VERB IS USED AS A MAIN VERB IN GIVEN PAIRS OF SENTENCES.

IN EACH PAIR OF THE FOLLOWING SENTENCES, THERE IS AN UNDERLINED VERB, USED AS EITHER A MAIN VERB OR AUXILIARY. FOR EACH PAIR, INDICATE WHETHER SENTENCE *A* OR SENTENCE *B* CONTAINS A MAIN VERB BY PLACING *A* OR *B* ON THE BLANK PROVIDED.

*A. BOB *HAS* A NEW SHIRT.
B. TOM *HAS* STUDIED HIS SCIENCE.

A. JILL *IS* WRITING TO HER MOTHER.
B. THAT PIZZA *IS* TOO HOT.

*A. BOB AND DEBBIE *WERE* THE CLASS LEADERS.
B. THE BOYS *WERE* CHOSEN BY THE CLASS.

*A. I *AM* SORRY YOU ARE ILL.
B. I *AM* GOING TO SEND HER A GIFT.

*A. HE *HAD* EVERYTHING HE NEEDED.
B. HE *HAD* BEEN A SOLDIER IN HIS YOUTH.

*A. WE *ARE* LEAVING TODAY.
B. THEY *ARE* UNUSUAL PICTURES.
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF IRREGULAR VERBS BY CHOOSING CORRECT FORMS TO COMPLETE SENTENCES IN A GIVEN PARAGRAPH.

CHOOSE THE BEST FORM OF THE VERB, AND INSERT IT IN THE BLANK HAVING THE SAME NUMBER.

NANCY IMMEDIATELY ***1*** TO START THE FIRE. SHE WAS NEARLY ***2*** AFTER HER LONG SWIM, WHICH WASN'T SURPRISING SINCE SHE HAD ***3*** A FULL MILE TO THE ISLAND. SHE HAD PLANNED TO ***4*** THE DISHES OUT BEFORE ***5*** DOWN FOR A SHORT NAP. CLUMSILY SHE DROPPED A DISH AND FOUND THAT SHE HAD ***6*** IT. SHE ***7*** THAT SHE WAS TOO TIRED TO CARE WHAT FOOD WAS TO BE ***8*** FOR DINNER, AND REMEMBERED THAT TOM OFTEN ***9*** SOMETHING HOME TO EAT, SO SHE DECIDED TO ***10*** DOWN FOR A NAP.

WORD 1
*A. Began
B. Begun

WORD 2
*A. Frozen
B. Froze

WORD 3
*A. Swam
B. Swum

WORD 4
*A. Sit
B. Set

WORD 5
*A. Laying
B. Lying

WORD 6
*A. Broke
B. Broke

WORD 7
*A. Seen
B. Saw

WORD 8
*A. Chosen
B. Chose

WORD 9
*A. Brang
B. Brought

WORD 10
*A. Lay
B. Lied

**********************************************************************************

THE STUDENT WILL RECOGNIZE VERBS BY POSITION AFTER THE SUBJECT NOUN AND AFTER THE AUXILIARY BY INDICATING THE LOCATION OF EACH
IN A SENTENCE.  %100

DIRECTIONS — IN THE FOLLOWING SENTENCES WRITE THE APPROPRIATE LETTER TO DESIGNATE THE CORRECT POSITION OF THE VERB.
A. AFTER THE SUBJECT NOUN
B. AFTER THE AUXILIARY

ARTISTS NEED GOOD PERSPECTIVE AND AN APPRECIATION OF BEAUTY.  *A  0146
MODERN MACHINERY HELPS INDUSTRY.  *A
WEATHERMEN ARE FORECASTING RAIN FOR TOMORROW.  *B
A SPELUNKER EXPLORES CAVES FOR SCIENTIFIC INFORMATION.  *A
THE WIND WAS BLOWING A GENTLE BREEZE THROUGH THE WINDOW.  *B
HE IS ENTERING HIS PAINTING IN THE ANNUAL ART FAIR.  *B
SINCE THE CLOCK STOPPED, CLASS DISMISSED EARLY.  *A
SOME PEOPLE LIVE IN APARTMENT BUILDINGS.  *A
THERE WILL BE DISCUSSION AFTER THE EDUCATIONAL FILM.  *B
SOME DOCTORS CAN BE CALLED ANY HOUR OF THE NIGHT.  *B

*************************************************************************

GIVEN A SENTENCE, THE STUDENT WILL RECOGNIZE VARIOUS VERB PHRASE STRUCTURES BY IDENTIFYING THESE STRUCTURES AS EITHER VERB, VERB AND OBJECT, OR VERB AND ADVERBIAL OF PLACE.  %44

DIRECTIONS
IN EACH OF THE FOLLOWING SENTENCES, CHOOSE THE LETTER BY THE CORRECT NAME FOR THE STRUCTURE OF THAT VERB PHRASE.
A. VERB
B. VERB AND OBJECT
C. VERB AND ADVERBIAL OF PLACE

JOHN ATE A SANDWICH.  *B  2102301
MARY AND SARAH ARRIVED.  *A  2102302
THEY RUINED THE CAR.  *B  2102303
TRUCKS ROARED OVER THE HIGHWAY.  *C  2102304

*************************************************************************

GIVEN A SENTENCE, THE STUDENT WILL RECOGNIZE VERB POSITION BY INDICATING WHETHER A VERB IS FIXED AFTER A SUBJECT NOUN OR FOLLOWS AN AUXILIARY IN A VERB PHRASE.  %70

IN THE FOLLOWING SENTENCES, PLACE AN *A* WHEN THE MAIN VERB IS IN FIXED POSITION AND A *B* WHEN AN AUXILIARY PRECEDES THE MAIN VERB, MAKING A VERB PHRASE.
PICNICS ARE LOTS OF FUN. **A**

THE DOCTOR WILL BE COMING SOON. **B**

THE MOVIE CAN BE SEEN AT ANY TIME. **A**

THE CHILDREN SHOULD HAVE BEEN HOME BY NOW. **B**

THE POLICEMAN HAS MANY DUTIES. **A**

SALLY MAY HAVE BEEN CALLED TO THE PHONE. **B**

THAT BOY DID HIS WORK. **A**

| THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF VERB TENSE BY INDICATING WHICH VERB TENSE TO USE IN A GIVEN INCOMPLETE SENTENCE. **310** |
| WE | OUR DINNER EARLY. |
| A. EATEN. | 2100287 |
| B. HAS EATEN | 2100287 |
| C. ATE | 2100287 |
| D. HAVE ATE | 2100287 |
| CHARLES HIS ROOK REPORT. |
| A. BEGAN | 2100288 |
| B. BEGIN | 2100288 |
| C. BEGIN | 2100288 |
| D. HAS BEGAN | 2100288 |
| THE WIND THE SHUTTERS OFF. |
| A. HAS BLOWN | 2100289 |
| B. BLOWED | 2100289 |
| C. HAS BLEW | 2100289 |
| D. BLOWN | 2100289 |
| THE GLASS |
| A. IS BROKE | 2100290 |
| B. HAS BROKE | 2100290 |
| C. HAS BROKEN | 2100290 |
| D. IS BROKEN | 2100290 |
| I YOU A PRESENT. |
| A. HAS BROUGHT | 2100291 |
| B. BRANG | 2100291 |
| C. BRUNG | 2100291 |
| D. HAVE BRUNG | 2100291 |
| E. HAVE BROUGHT | 2100291 |
| WE EARLY. |
| A. HAS COME | 2100292 |
| B. HAVE COME | 2100292 |
| C. HAS CAME | 2100292 |
| D. HAVE CAME | 2100292 |
| WE THE SUBJECT FOR OUR REPORT YESTERDAY. |
| A. HAVE CHOSEED | 2100293 |
| B. CHOOSE | 2100293 |
**C.** HAVE CHOSEN  
**D.** WILL CHOOSE

**THE BOYS**  
*A.** HAVE DONE  
**B.** HAS DONE  
**C.** HAVE DID  
**D.** DONE

**A GLASS OF MILK**  
*A.** DRUNK  
**B.** HAVE DRUNK  
**C.** HAVE DRANK  
**D.** HAVE DRUNKEN

**THF PICTURE**  
*A.** DREW  
**B.** WAS DRFW  
**C.** WAS DRAWN  
**D.** WAS DRAWED

**MY SISTER**  
*A.** HAS DRIVED  
**B.** HAS DROVE  
**C.** HAS DROVEN  
**D.** HAS DRIVEN

**THE BIRDS**  
*A.** HAD FLOWN  
**B.** HAVE FLEW  
**C.** HAVE FLEIED  
**D.** FLIED

**WE**  
*A.** WERE GAVE  
**B.** GIVED  
**C.** WERE GAVEN  
**D.** WERE GIVEN

**THE RUDS**  
*A.** GREW  
**B.** HAVE GREW  
**C.** HAVE GROWED  
**D.** GROWN

**THEY**  
*A.** ARE KNOWN  
**B.** ARE KNOWN  
**C.** ARE KNEW  
**D.** IS KNOWN

**PLEASE**  
*A.** DO LEARN  
**B.** TAUGHT  
**C.** TEACH  
**D.** LEARN

**HE**  
*A.** LET  
**B.** LEAVED  
**C.** HAS LEFT

**WE HAVE AN ICE CREAM BAR**  
*A.** DO LEARN  
**B.** TAUGHT  
**C.** TEACH  
**D.** LEARN
D. LEAVE
SHOULD ROOK DOWN.
A. LIED
B. LIED
C. LAIN
* D. LAYS

THE CLASS
A. HAVE RUN
B. HAVE RAN
C. HAS RUN
D. RUNNED

THE HOY SCOUTS
A. HAVE RAISED
B. HAVE RISED
C. RISED
*D. RAISED

THE BELL
A. RUNG
B. HAS RANG
*C. HAS RUNG
D. HAS RANGED

YOU OVER THERE.
*A. HAVE SEEN
B. HAVE SEED
C. SEEN
D. HAVE SAW

THE ROOKS ON THE TABLE.
A. SEAT
B. SIT
C. SET
D. SAT

THE MONEY
A. STOLEN
B. WAS STOLED
C. WAS STEALED
*D. WAS STOLEN

ENGLISH
A. IS SPOKE
B. IS SPEAKED
C. IS SPOKE
*D. IS SPOKEN

SHE
A. HAS SWIM
* B. HAS SWIMMED
C. HAS SWAM
D. "SWIMMED"

THE CHILDREN
A. WERE TOOK
B. WERE TAKED
C. WERE TAKEN
D. WERE TOOKED
MY DRESS
A. HAS TEARED
* B. HAS TORN
C. HAS TORED
D. HAS TORF

WE HOME EARLY.
A. GOED
B. HAVE WENT
C. GONE
* D. WENT

THE BOOK IN 1950.
A. WAS WRITTEN
B. WAS WROTE
C. WAS WRITED
D. WAS WRITTEN

HE THE BALL FAR.
A. THROWN
B. HAS THROWN
C. THRONED
D. HAS THROWN

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THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF VERB TENSE BY IDENTIFYING THE CORRECT PRESENT, PAST, AND PAST PARTICIPLE TENSE OF A VERB.

DIRECTIONS - CHOOSE THE LETTER THAT HAS *ALL* THE VERBS CORRECT.

A. I DRINK, I DRANK, I HAVE DRANK
B. I DRINK, I DRANKED, I HAVE DRUNK
*C. I DRINK, I DRANK, I HAVE DRUNK
D. I DRINK, I DRUNK, I HAVE DRUNK

*A. YOU RUN, YOU RAN, YOU HAVE RUN
B. YOU RUN, YOU RAN, YOU HAVE RAN
C. YOU RUN, YOU RUNNED, YOU HAVE RUNNED
D. YOU RUN, YOU RUNNED, YOU HAVE RAN

A. THEY SING, THEY SINGED, THEY HAVE SINGED
B. THEY SING, THEY SANG, THEY HAVE SANG
*C. THEY SING, THEY SANG, THEY HAVE SUNG
D. THEY SING, THEY SANG, THEY SUNG

A. WE STAND, WE STANCED, WE HAVE STOOD
*B. WE STAND, WE STOOD, WE HAVE STOOD
C. WE STAND, WE STOOD, WE HAVE STOODED
D. WE STAND, WE STOOD, WE HAVE STANDED

A. IT BRINGS, IT BRANG, IT HAS BRUNG
B. IT BRINGS, IT BROUGHT, IT HAS BRUNG
*C. IT BRINGS, IT BRINGED, IT HAS BRANG
D. IT BRINGS, IT BROUGHT, IT HAS BROUGHT

A. HE FORGETS, HE FORGOT, HE HAS FORGOT
B. HE FORGETS, HE FORGOT, HE HAS FORGOTTEN
THE STUDENT WILL RECOGNIZE VERB TENSE BY INDICATING WHETHER IT IS PRESENT, PAST, OR FUTURE TENSE.

FLOW ARE PHRASES — EACH ONE HAS SOMETHING HAPPENING IN THE PRESENT, OR THE FUTURE.

CHOOSE
A. IF THE ACTION IS IN THE PRESENT
B. IF THE ACTION IS IN THE PAST
C. IF THE ACTION IS IN THE FUTURE
D. IF THERE IS *NO* ACTION WORD IN THE SENTENCE

I WILL TAKE OUT THE GARBAGE. *C
DID YOU WRITE YOUR STORY? *B
I SPOKE TO THE CLASS. *B
SHE IS WALKING TO SCHOOL. *A
THE BRIGHT STAR IN THE SKY. *D
HE HAS CLIMBED A TREE BEFORE. *B
HE DID HIS WORK IN A SLOPPY WAY. *B
WHO BROUGHT YOU HOME? *B
A LONG WALK THROUGH THE WOODS. *D
HE IS RUNNING AROUND THE BLOCK. *A
HE WORKS AT THE DRUGSTORE. *A
I'LL BE SEEING YOU. *C
LITERATURE

THE STUDENT CAN RECALL THE CHARACTERISTICS OF A FABLE BY INDICATING WHAT DISTINGUISHES A FABLE AS A SPECIAL FORM OF LITERATURE.

THE CHARACTERS IN A FABLE USUALLY
A. ARE ANIMALS.
B. ARE CHILDREN.
C. HAVE NAMES.
D. ARE ADULTS.

WHAT DO ALL FABLES HAVE IN COMMON?
A. THEY HAVE A HAPPY ENDING.
B. THEY HAVE A SILLY ENDING.
C. THEY TEACH A LESSON.
D. THEY ARE NON-FICTION.

FABLES USUALLY SHOW
A. WISE BEHAVIOR SO YOU WILL LEARN SOMETHING.
B. FOOLISH BEHAVIOR TO MAKE YOU LAUGH.
C. WISE AND FOOLISH BEHAVIOR SO YOU CAN SEE THE DIFFERENCE.
D. DANGEROUS BEHAVIOR TO MAKE YOU AFRAID.

THE STUDENT CAN RECOGNIZE TYPES OF BOOKS BY IDENTIFYING TITLES IN A LIST AS FICTION OR NON-FICTION.

BELOW IS A LIST OF BOOKS. CHOOSE IF THE BOOK MENTIONED IS
A. FICTION
B. NON-FICTION

CINDERELLA *A
THE THREE BEARS  *A
ABRAHAM LINCOLN  *B
PETER RABBIT  *A
THE WORLD BOOK ENCYCLOPEDIA  *B
THE UGLY DUCKLING  *A
THE GERMAN PEOPLE AND HOW THEY LIVE  *B
WHOS WHO IN AMERICA  *B
PETER PAN  *A
THE STUDENT WILL DISTINGUISH BETWEEN FICTION AND NONFICTION BY IDENTIFYING EXAMPLES AND USES IN WRITTEN FORM.

DIRECTIONS - CHOOSE THE LETTER BEFORE THE CORRECT ANSWER IN EACH SET.

TODAY THERE IS A BASE AT THE SOUTH POLE. IT IS CALLED THE AMUNDSEN-SCOTT STATION. AT THIS STATION, INFORMATION ABOUT THE CONTINENT IS BEING COLLECTED. AIRPLANES BRING FOOD AND MAIL TO THE STATION. COPPER AND COAL DEPOSITS ARE FOUND THERE. SOMEDAY MEN MAY MINE THESE MINERALS. HOWEVER, THE COST OF BUILDING AND SUPPLYING A TOWN THERE WOULD BE VERY HIGH. FEW PEOPLE WOULD WANT TO LIVE THERE, AS THERE IS ALWAYS A FROZEN CRUST OF ICE ACROSS THE LAND.

WHAT TYPE OF PARAGRAPH IS THIS?
A. FICTION
B. NON-FICTION
C. TALL-TALE
D. MYSTERY

WHICH OF THE FOLLOWING WOULD USE THIS STYLE OF WRITING?
A. FAIRY TALE
B. GEOGRAPHY REPORT
C. COMIC STRIP
D. STORY BOOK

LONG, LONG AGO, THERE WAS NO ONE TO TAKE CARE OF ANYONE WHO WAS SICK. ALL THE BIRDS GATHERED TOGETHER AROUND THE BIG PINE TREE AND HELD A COUNCIL. THEY DECIDED TO CHOOSE A MEDICINE MAN. THEY TALKED FOR A LONG TIME ABOUT WHICH BIRD WOULD BE BEST. THEY FINALLY AGREED THAT HUMMING BIRD WAS THE WISEST. EVEN THOUGH HE WAS SO TINY, HUMMING BIRD WAS VERY PROUD, FOR HE FELT THAT BEING A MEDICINE MAN WAS A GREAT HONOR. HE WENT TO WORK RIGHT AWAY, MAKING MEDICINE FROM FLOWER NECTAR AND STORING IT IN ACORN CUPS.

WHAT TYPE OF PARAGRAPH IS THIS?
A. FICTION
B. NON-FICTION
C. SCIENTIFIC
D. TRUE

WHICH OF THE FOLLOWING WOULD USE THIS STYLE OF WRITING?
A. SCIENCE REPORT
B. HISTORY BOOK
C. TALL-TALE
D. TRAVEL FOLDER
THE GOOD PEOPLE, THE LITTLE PEOPLE, LIVE ON THE EMERALD ISLAND, AND CHIEF AMONG THEM IS THE LEPRECHAUN. WHEN MEN SEE HIM, AND THEY OFTEN DO SEE HIM BECAUSE HE Chooses TO BE AMONG THEM AND NOT INVISIBLE, THEY SEE AN OLD MAN NO TALLER THAN A TOADSTOOL HIGH, AND ALL WRINKLED, AND WEARING AN OLD-FASHIONED PEA-GREEN COAT AND A COCKED HAT AND LEATHER SHOES WITH GREAT RUCKLES UPON THEM.

WHAT TYPE OF PARAGRAPH IS THIS?
A. FICTION
B. NON-FICTION
C. MYSTERY
D. DRAMA

WHICH OF THE FOLLOWING PHRASES ARE A DIRECT CLUE TO THE ANSWER OF THE QUESTION ABOVE?
A. ...LIVE IN THE EMERALD ISLAND...
B. ...HE Chooses TO BE AMONG THEM...
C. ...WRINKLED, AND WEARING AN OLD-FASHIONED PEA-GREEN COAT...
D. ...AN OLD MAN NO TALLER THAN A TOADSTOOL...

PIONEERS ON THE OREGON TRAIL TRAVELED BY WAGON. THEY USED STURDY WAGONS COVERED WITH CLOTH TOPS TO HELP KEEP OUT THE SUN AND DUST. THEIR WAGONS BECAME KNOWN AS COVERED WAGONS OR PRAIRIE SCHOONERS.

WHAT TYPE OF PARAGRAPH IS THIS?
A. FICTION
B. NON-FICTION
C. INFORMATIVE
D. BOTH B AND C

WHICH OF THE FOLLOWING PHRASES ARE A DIRECT CLUE TO THE ANSWER OF THE QUESTION ABOVE?
A. PIONEERS ON THE OREGON TRAIL...
B. THEY USED...
C. WAGONS BECAME KNOWN AS...
D. ALL OF THE ABOVE

SUPPOSE IT IS 1849 AND YOU ARE ENROUTE TO CALIFORNIA TO DIG FOR GOLD. OR SUPPOSE YOU ARE TRAVELING THE OREGON TRAIL IN A COVERED WAGON. YOU ARE CREEPING ALONG SLOWLY IN A DUSTY CARAVAN. YOU ARE THINKING OF THE BROAD GRASSLANDS THAT YOU MUST TRAVEL ACROSS BEFORE YOU COME TO CALIFORNIA.

THE ABOVE PARAGRAPH IS AN EXAMPLE OF
A. FICTION
B. NON-FICTION
WHILE SEVERAL REAL PLACES ARE MENTIONED, WHICH OF THE FOLLOWING WORDS GIVES A CLUE AS TO THE TYPE OF PARAGRAPH THE ABOVE IS?

A. CALIFORNIA
B. GOLD
C. SUPPOSE
D. TRAVEL

GIVEN A CHOICE OF ALTERNATIVES THE STUDENT WILL APPLY A KNOWLEDGE OF PARAGRAPH DEVELOPMENT BY SELECTING A LOGICAL OR ILOGICAL COMPLETION FOR AN EXAMPLE OF FICTION OR NON-FICTION.

DIRECTIONS - COMPLETE EACH PARAGRAPH BY CHOOSING THE LETTER BEFORE THE CORRECT STATEMENT.

IN EARLY TIMES CHILDREN DIDN'T GO TO SCHOOL. THEY LEARNED FROM THEIR MOTHERS OR FATHERS, OR FROM SOMEONE IN THEIR TRIBE. AMERICAN INDIANS TAUGHT THEIR CHILDREN IN THIS WAY FOR HUNDREDS OF YEARS. WHEN A FATHER TOOK HIS SON HUNTING, THE BOY LEARNED MANY THINGS. FOR EXAMPLE, HE LEARNED:

A. TO WATCH FOR PILES OF EMPTY NUTSHELLS ON THE GROUND BY A TREE.
B. HOW TO SKIN THE HIDES OF THREE HUNDRED BUFFALO IN ONE STROKE.
C. TO RUN FAST BY RACING WITH A CYCLONE ACROSS TWO STATES IN ONE MORNING.
D. TO KILL A MOUNTAIN LION JUST BY STARING AT HIM.

ORIMBO WASN'T WORKING VERY HARD. HE SAT ON HIS AIR PILLOW IN THE VTRONICS BUBBLE. HE LOOKED AT THE FLASHING LIGHTS ON THE PANEL IN FRONT OF HIM. HE KNEW HE SHOULD BE WORKING. INSTEAD HE:

A. READ ABOUT PRESIDENT NIXON'S SPEECH GIVEN AT THE DINNER FOR THE ASTRONAUTS.
B. PHONED HIS WIFE EMILY AND TALKED OVER PLANS FOR THEIR BARBECUE ON SUNDAY.
C. KEPT WATCHING THE HFINGERLINGS FLYING AROUND OUTSIDE.
D. SEWED A BUTTON ON HIS GRAY FLANNEL SUITCOAT.

THE ONLY SOUNDS ONE HEARS ON MARS ARE VOICES AND COLORS. COLORS ARE MUCH NOISIER THAN VOICES. EACH COLOR HAS ITS OWN SOUND. IF A MARTIAN DOESN'T CARE FOR THE SOUND OF PURPLE, HE NEVER PLANTS A PURPLE VINE BesIDE HIS FRONT DOOR. PURPLES SOUND IS PHMMMM, PHMMMM. ALL MARTIANS LIKE THE SOUND OF ORANGE, WHICH
A. Florida citrus growers look forward to a large crop.
B. They go to concerts to hear it.
C. Bicycles are painted twice a year.
D. Halloween comes once every four years.

Once upon a time, in a country that doesn't exist anymore, there lived a curious king named Glom. Glom was curious about everything, and he kept everything he got curious about. Every room in Glom's palace was full of the things he had collected, stacked to the ceiling in shaky piles. There were:

A. Flower boxes along the second floor windows.
B. Servants on duty in the main hall of the palace.
C. Members of his family practicing their music lessons.
D. Old shoes, half a canoe, four-and-twenty blackbirds, old wads of bubble-gum, and who knows what else.

Cattle, wheat, and oil from the Great Plains supply the nation with food and fuel. This is the land that the scout and the rancher won inch by inch from buffalo and Indian, over these endless plains the wagons of the pioneers pushed west day after day. Some of the settlers:

A. Died of thirst and hunger or under the tomahawk right beside these wagons.
B. Fought the moon god, Luna, with magic bows and arrows.
C. Used giant green oxen to pull a mile-wide plow, and clear the land.
D. Could sing and dance so loudly they were heard back in Boston.

The people of the United States did not want to get into the war in Europe. They wanted to carry on trade with both sides.

Woodrow Wilson was the President in those days. President Wilson promised the American people that he would:

A. Support France and England.
B. Begin negotiations at once.
C. Do everything possible to keep our country out of war.
D. Begin building submarines and tanks.

Directions: Choose the one response in each set that could not correctly complete that paragraph.

By 1920 people knew that automobiles were here to stay.
However, cars were still not very comfortable. They bounced up
AND DOWN BADLY. TIRES WERE NOT WELL MADE, AND THEY KEPT BLOWING OUT. THE GLASS WAS NOT SHATTERPROOF. WHEN A CAR WAS IN AN ACCIDENT IN THOSE DAYS, THE PASSENGERS

*A.* WERE HARDLY EVER INJURED SERIOUSLY.
*B.* WERE OFTEN HURT BY FLYING GLASS.
*C.* COULD EASILY BE THROWN THROUGH THE WINDSHIELD.
*D.* WOULD HAVE BEEN SMART TO PROTECT THEIR FACES WITH THEIR ARMS.

DIRECTIONS - CHOOSE THE ONE RESPONSE IN EACH SET THAT COULD *NOT* CORRECTLY COMPLETE THAT PARAGRAPH.

WHEN MUCH OF OUR COUNTRY WAS SETTLED, FARMERS COULD NOT LONGER MOVE ON TO NEW LAND WHEN THEIR OWN LAND WORE OUT. THEY LOOKED AROUND FOR WAYS OF STOPPING EROSION. AS A RESULT, THEY TRIED NEW WAYS OF FARMING. FOR EXAMPLE, THEY

*A.* LEARNED TO PLOW AROUND THE HIGHER PLACES, FOLLOWING THE NATURAL SHAPE OF THE LAND.
*B.* DIVIDED A FIELD INTO STRIPS WITH SOD BETWEEN THE CROPS.
*C.* TRIED GROWING FRUIT THAT WAS ALREADY PEELED AND READY FOR CANNING.
*D.* STOPPED PLANTING CROPS IN ROWS THAT WENT UP AND DOWN A HILLSIDE.

DIRECTIONS - CHOOSE THE ONE RESPONSE IN EACH SET THAT COULD *NOT* CORRECTLY COMPLETE THAT PARAGRAPH.

MAURICE SMYTH-WHIPPLE LIKED PARTIES BETTER THAN ANYTHING ELSE. MOST OF ALL, MAURICE LOVED BIRTHDAY PARTIES. HE HAD A PARTY FOR EVERY PRESIDENT WHO EVER HAD A BIRTHDAY, AND ONE FOR EVERY VICE-PRESIDENT. HE HAD SO MANY PARTIES FOR HIS FRIENDS THAT HE SOON RAN OUT OF BIRTHDAYS, SO HE

*A.* HELD PARTIES FOR PEOPLE HE MET ON THE STREET.
*B.* DECIDED TO FILL IN WITH PARTIES FOR HIMSELF.
*C.* CELEBRATED THE ANNIVERSARIES OF ALL OF HIS LAST WEEKS PARTIES.
*D.* DECIDED TO REMODEL HIS BATHROOM WITH CERAMIC TILE.

DIRECTIONS - CHOOSE THE ONE RESPONSE IN EACH SET THAT COULD *NOT* CORRECTLY COMPLETE THAT PARAGRAPH.

ABOUT TWICE A MONTH, JIM'S MOTHER LAYS DOWN THE LAW, AND JIM HAS TO CLEAN HIS ROOM. AFTER SAYING, OH, MOM, A FEW TIMES, JIM FINALLY STARTS SORTING OUT MANY THINGS THAT HE HAS FORGOTTEN HE OWNS. ONCE IN A WHILE AN OBJECT LOOKS SO STRANGE TO HIM THAT HE

*A.* PUTS IT IN A SEPARATE BOX MARKED TOP SECRET.
*B.* CALLS THE F.B.I. TO CHECK IT OUT.
C. Can't even decide which drawer to put it in.
D. Can't remember why he saved it in the first place.

***********************************************************************

The student will demonstrate understanding of fiction and non-fiction by determining whether a book is probably fiction or non-fiction by its title. **8**

Directions. - Sometimes the title of a book gives a clue as to whether the book is fiction or non-fiction. Suppose the following list of titles were available in the school library. Decide whether the title is *probably* fiction or non-fiction.

Choose either A or B.
A. Fiction
B. Non-fiction

Ways of Life Along the Nile **B**
Harvey Smith: Roy Wonder **A**
Tales of the Orient **A**
Insects **B**
Abraham Lincoln **B**
The Golden Egg **A**
Constructions with Paper **B**
Book of Nonsense **B**

***********************************************************************

The student can analyze a reading selection by identifying the main idea, picking out the pertinent parts, discriminating fact from opinion and choosing correct definitions for given vocabulary words. **23**

The Red Fox is probably the most cunning member of the canine family. Many a dog has found himself baffled by the criss-crossing and back-tracking of the fox that he is trailing. The fox is the wizard of the trails, and sometimes he stops to enjoy the confusion he has caused as the foxhounds try to unravel his trail.

However, no matter how close the dogs are to him, he never leaves his own stamping grounds. He must know the land around him in order to escape and outwit the pursuing dogs.

The young fox mates in February for life and sets up housekeeping in a den. The pair will either dig their den or use a hollow log or woodchuck burrow for a home.

Four to nine cubs are born in April. While the vixen cares for her children, her mate furnishes their food. Sometimes the fox will raid a farmer's henhouse, but he makes up for this by bringing home large numbers of rats and mice for his family's dinner.

Sly as a fox, is an old saying. The Red Fox is the
PERFECT EXAMPLE OF THIS FOR HE IS RESOURCEFUL, TRICKY, AND BOLD.

BASED ON AN ARTICLE FOUND IN MARK TRAILS BOOK OF ANIMALS, TAB BOOKS, INC.

CHOOSE THE BEST ANSWER TO COMPLETE THE FOLLOWING STATEMENTS.

THE RED FOX RAFFLES THE DOGS BY
A. HIDING IN HIS DEN.
B. RUNNING VERY FAST AND FAR.
*C. DOUBLING BACK ON HIS TRAIL.
D. TURNING QUICKLY TO ATTACK.

THE FOX OFTEN SEEMS TO BE BY THE DOGS’ CONFUSION.
A. PANIC-STRIKING
B. FRIGHTENED
C. ANGERED
*D. AMUSED

IF THE FOX WERE FORCED TO LEAVE HIS OWN STAMPING GROUNDS, HE MIGHT
A. BECOME FRIGHTENED.
B. GET CAUGHT.
C. GROW TIRED.
D. HURT HIMSELF.

THE MATE THE FOX CHOOSES WILL
*A. STAY WITH HIM FOR A LIFETIME.
B. LEAVE AFTER THE CUBS ARE BORN.
C. FURNISH ALL THE FOOD THAT IS NEEDED
D. STAY WITH HIM FOR A YEAR.

THE MOST IMPORTANT REASON FOR DIGGING A DEN IS TO HAVE A
A. PLACE TO SLEEP.
B. SHELTER FROM THE RAIN.
C. HIDING PLACE FROM THE DOGS.
*D. HOME FOR THE CURS.

THE CURS ARE BORN IN THE
A. WINTER.
B. FALL.
*C. SPRING.
D. SUMMER.

THE NUMBER OF CURS BORN IS
A. FOUR.
B. NO SET NUMBER.
C. NINE.
*D. FOUR TO NINE.

THE FOOD IS FURNISHED FOR THE BABIES BY THE
A. FATHER.
B. CURS.
C. MOTHER.
*D. FARMER.

THE RED FOX HELPS THE FARMER BY
A. RAIDING THE HENHOUSE.
B. RUNNING THE DOGS.
*C. DESTROYING RATS AND MICE.
D. DIGGING HIS DEN IN OLD LOGS.

IF A PERSON IS AS SLY AS A FOX, HE WOULD BE
A. FAST.
B. CUNNING.
C. STRONG.
D. LOYAL.

THE BEST TITLE FOR THIS ARTICLE IS
A. THE CLEVER RED FOX.
B. OUTWITTING THE FOXHOUNDS.
C. A GOOD ANIMAL PARENT.
D. THE FARMERS FRIEND AND FOE.

THE MAIN IDEA OF THE ARTICLE IS THE
A. RESPONSIBILITY THE RED FOX FEELS FOR FEEDING HIS CURS.
B. CHARACTERISTICS, HABITS AND LIKE OF THE RED FOX.
C. LOYALTY THE RED FOX HAS FOR HIS MATE.
D. CLEVER WAY A RED FOX FOOLS THE PURSUING DOG PACK.

IN THIS ARTICLE WHAT DO THE FOLLOWING WORDS MEAN?

HAFFLED
A. Puzzled
B. Angered
C. Frightened
D. Confused

PURSUING
A. Barking
B. Catching
C. Chasing
D. Running

UNRAVEL
A. Separate threads
B. Figure out
C. Pull apart
D. Find a scent

RAID
A. Tearing something apart
B. A powerful insect spray
C. A sudden invasion by police
D. Entering and seizing something

EACH OF THE FOLLOWING STATEMENTS IS BASED ON THE ARTICLE YOU HAVE READ. PLACE EITHER A OR B IN THE SPACE PROVIDED.

FACT
A. The fox is a member of the canine family.
B. The fox is smarter than a dog.
C. A fox can run faster than a dog.
D. The fox never leaves his own territory when he is being chased by dogs.
E. The fox's den is not always well-made.

OPINION
A. The fox is a member of the canine family.
B. The fox is smarter than a dog.
C. A fox can run faster than a dog.
D. The fox never leaves his own territory when he is being chased by dogs.
E. The fox's den is not always well-made.
ALL FARMERS HATE FOXES. *R
NO MORE THAN NINE CURS ARE BORN IN A LITTER. *A

THF STUDENT CAN RECOGNIZE A TOPIC SENTENCE BY IDENTIFYING THE
MAIN IDEA OF A STORY HE HAS READ AND ITS RELATIONSHIP WITH THE
TITLE. *5n

DIRECTIONS - WHICH SENTENCE MOST CLEARLY PRESENTS THE MAIN IDEA
OF THE STORY?

WHY COWBOYS SING IN TEXAS
A. EVERYBODY KNOWS HOW COWBOYS SING TODAY IN TEXAS. 2101758
B. THAT WAS A LONELY TIME, LONG AGO. 2101758
*C. THIS STORY TELLS HOW SONG CAME TO TEXAS COWBOYS. 2101758

PIPPPI FINDS A SPINK
*A. PIPPI COULD DO ALMOST ANY STRANGE AND IMPOSSIBLE THING SHE
THOUGHT OF DOING. 2101759
B. HER HORSE AND MONKEY LIVED WITH HER - BUT NO GROWN-UPS. 2101759
C. WITH PIPPI AROUND, YOU NEVER COULD TELL WHAT WOULD HAPPEN
NEXT. 2101759

PINOCCHIO
A. HE WAS FULL OF FUN, BUT HE OFTEN GOT INTO TROUBLE. 2101760
B. INSTEAD, PINOCCHIO TRAVELED WITH THE FOX AND THE CAT. 2101760
*C. PINOCCHIO WAS A WOODEN PUPPET. 2101760

RAFFY AND THE HONKBEEST
*A. RAFFY WAS BORN IN AFRICA IN A THICKET OF BUSH AND THORN. 2101761
B. ALL DAY LONG THE SUN SHONE DOWN ON THE WIDE PLAINS OF HARD,
DRY EARTH CALLED THE VELDT. 2101761
C. BUT RAFFY DID NOT MIND THE DUST AND HEAT. 2101761

FIRST ADVENTURE WITH THE WORLD
A. OSA JOHNSON LIVED FOR A LONG TIME IN AFRICA, WHERE SHE CAME
TO KNOW MUCH ABOUT LIONS. 2101762
B. THIS IS OSA JOHNSON'S STORY OF THE LION CUB, TARNISH. 2101762
*C. TARNISH LEARNED THAT THE WORLD IS ENORMOUS AND WONDERFUL -
BUT DANGEROUS. 2101762

THE STUDENT CAN INTERPRET THE MORALS THAT ARE OFTEN USED IN
FABLES BY CHOOSING THE CORRECT MEANING FOR A GIVEN MORAL. *5n

DIRECTIONS - EACH QUESTION BELOW IS A MORAL, THE KIND YOU MIGHT
SEE IN A FABLE. FIGURE OUT WHAT THE MORAL MEANS AND
MATCH IT WITH ITS MEANING.

IT IS EASY TO DISLIKE WHAT YOU CANNOT GET.
A. IF YOU CANT GET WHAT YOU WANT, YOU CAN STILL BE HAPPY. 2100616
B. BE HAPPY WITH WHAT YOU HAVE. 2100616
*C. IF YOU CANT GET WHAT YOU WANT, YOU MIGHT SAY YOU NEVER
REALLY WANTED IT. 2100616
D. IF YOU CANT GET WHAT YOU WANT, DONT GIVE UP - KEEP TRYING 2100616

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TO GET IT.

WASTE NOT, WANT NOT.
A. IT IS BEST NOT TO WANT TOO MUCH BECAUSE THEN PEOPLE WILL CALL YOU GREEDY.
B. YOU SHOULDN'T BE WASTEFUL BECAUSE SOMEDAY YOU MIGHT WANT THE THING YOU WASTED.
C. IF YOU NEVER WANT ANYTHING YOU WILL NEVER BE ABLE TO WASTE ANYTHING.
D. NOBODY WANTS YOU IF YOU ARE A PERSON WHO WASTES THINGS.

HE WHO HESITATES IS LOST.
A. DON'T WAIT - ACT BEFORE ITS TOO LATE.
B. IF YOU DON'T ACT QUICKLY, YOU MIGHT GET LOST AND NOT BE FOUND AGAIN.
C. IF YOU GET LOST DON'T HESITATE TO ASK SOMEONE FOR HELP.
D. YOU SHOULD SAVE UP FOR A RAINY DAY OR YOU WILL BE SORRY.

PLEASE ALL, AND YOU WILL PLEASE NONE.
A. ALWAYS REMEMBER TO SAY PLEASE TO EVERYONE.
B. DON'T TRY TO PLEASE ANYBODY BUT YOURSELF.
C. YOU SHOULD TRY TO PLEASE EVERYBODY OR YOU WONT PLEASE ANYBODY.
D. YOU CAN'T PLEASE EVERYBODY ALL THE TIME.

IT IS NOT ONLY FINE FEATHERS THAT MAKE FINE BIRDS.
A. A BIRD CAN BE NICE EVEN IF HIS FEATHERS AREN'T PRETTY.
B. BIRDS THAT HAVE FINE FEATHERS AREN'T ALWAYS THE BEST TASTING BIRDS.
C. IT IS WHAT'S INSIDE A PERSON THAT COUNTS - NOT HIS LOOKS.
D. IF A PERSON IS NOT GOOD LOOKING HE SHOULDN'T WORRY - PEOPLE WILL LIKE HIM ANYWAY.

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THE STUDENT WILL RECOGNIZE HAIKU POETRY FORM BY DETERMINING WHETHER A POEM IS OR IS NOT HAIKU.

BEES HUMMING SOFTLY AMID RAINBOWS OF COLOR. MY GARDEN IS FULL.
A. IT DOESN'T HAVE THE RIGHT SUBJECT.
B. IT IS NOT DIVIDED INTO THE RIGHT NUMBER OF LINES.
C. IT HAS TOO MANY SYLLABLES.
D. IT DOES NOT RHYME.

D. IS NOT A POEM AT ALL;

A POEM THAT HAS THE TITLE 'PEOPLE I KNOW' WOULD PROBABLY
A. NOT BE HAIKU, BECAUSE THE SUBJECT IS WRONG.
B. NOT BE HAIKU BECAUSE HAIKU DOESN'T HAVE A TITLE.
C. NOT BE HAIKU BECAUSE THERE ARE NOT ENOUGH SYLLABLES IN
THE TITLE.

D. AN EXAMPLE OF HAiku.

***********THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF LIMERICK POETRY FORM BY INDICATING WHAT DISTINGUISHES A LIMERICK AS A SPECIAL FORM OF POETRY.**

DIRECTIONS. LOOK AT EACH LIMERICK BELOW. MARK

A. IF THE PUNCTUATION IS WRONG.
B. IF THE LENGTH OF THE LINES IS WRONG.
C. IF THE RHYME PATTERN IS WRONG.
D. IF THE LAST LINE IS NOT A PUNCH LINE.
E. IF THE LIMERICK IS CORRECT AS IT IS.

THERE WAS AN OLD MAN IN A BARGE,
WHOSE NOSE WAS EXCEEDINGLY LARGE
BUT IN FISHING AT NIGHT,
IT SUPPORTED A LIGHT;
SO HE FISHED AND GOT MANY A BITE. *C

A LION EMERGED FROM HIS LAIR
FOR A SHORT SUMMER CUT TO HIS HAIR;
BUT THE BARRIER HE WENT
WHILE HIS CUSTOMERS SLEPT
AND I KNOW MANY PEOPLE IN THERE. *D

AS A BEAUTY, I'M NOT A GREAT STAR,
THERE ARE OTHERS MORE HANDSOME BY FAR.
BUT MY FACE I DONT MIND IT,
BECAUSE I'M BEHIND IT.
TIS THE FOLKS OUT IN FRONT THAT! JAR. *A

SUSANNA, A SWEET LITTLE MISS,
DECLARED ROLLER SKATING WAS BLISS,
BUT HER FATE
A WHEEL OFF THE BOTTOM OF HER SKATE; *B

THERE WAS A YOUNG MAN OF BENGAL
WHO WENT UP TO A FANCY-DRESS BALL.
HE WENT JUST FOR FUN
DRESSED UP AS A BUN.
AND HIS FRIEND SAW HIM DANCE IN THE HALL. *D

THERE WAS A YOUNG MAN WITH A BEARD
WHO SAID, IT WAS JUST AS I THOUGHT
TWO OWLS AND A HEN;
FOUR LARKS AND A WREN
HAVE ALL BUILT THEIR NESTS IN MY BEARD. *C

***********THE STUDENT CAN SHOW COMPREHENSION OF A LIMERICK BY

***********INDICATING WHY A GIVEN LIMERICK IS CORRECT OR INCORRECT IN FORM.**

A LIMERICK USUALLY
A. DEALS WITH ANIMALS.

***********
P. DEALS WITH NATURE
Q. IS HUMOROUS
R. IS SOMETHING BELIEVABLE
A LIMERICK USUALLY HAS
*A. 5 LINES
B. FROM 3 TO 5 LINES
C. FOUR LINES
D. 6 LINES
WHICH LINES RHYME IN A LIMERICK?
A. EVERY OTHER LINE
B. FIRST, SECOND, AND FIFTH ONLY
C. THIRD AND FOURTH ONLY
D. FIRST, SECOND, AND FIFTH
THIRD AND FOURTH
E. FIRST AND SECOND LINE
THIRD AND FOURTH
FIFTH AND SIXTH
THE LAST LINE OF A LIMERICK
A. IS THE SAME LENGTH AS THE FOURTH LINE
B. IS THE PUNCH LINE
C. IS NOT TOO IMPORTANT, SINCE THE MAIN IDEA IS FOUND IN THE OTHER LINES
D. GIVES THE READER SOME KIND OF LESSON OR MORAL
THE RULE FOR THE LENGTH OF THE LINES IN A LIMERICK ARE
A. LINES ARE ALL THE SAME LENGTH
B. FIRST, SECOND, AND THIRD LINES ARE LONGER THAN THE REST
C. FIRST, SECOND, AND FOURTH LINES ARE LONGER THAN THE REST
D. FIRST, SECOND, AND FIFTH LINES ARE LONGER THAN THE REST
E. LENGTH OF THE LINES IS UP TO THE AUTHOR
IN A LIMERICK, CAPITAL LETTERS ARE FOUND
*A. AT THE BEGINNING OF EACH WORD
B. AT THE BEGINNING OF EACH LINE
C. AT THE BEGINNING OF EACH NOUN
D. WHEREVER THE AUTHOR THINKS THEY ARE NEEDED, ACCORDING TO THE RULES OF GRAMMAR AND PUNCTUATION

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THE STUDENT CAN ANALYZE PARTS OF POETRY BY DETERMINING TO WHICH SENSES A POET IS APPEALING

DIRECTIONS
YOU WILL BE GIVEN SOME LINES OF POETRY. DECIDE WHICH SENSE YOU HAVE TO USE TO ENJOY THE POETRY BETTER.
A. HEARING
B. TOUCH
C. TASTE
D. SIGHT
E. SMELL
A BEAUTIFUL BANNER IS STREAMING
SHINING ITS STARS
SPLENDID ITS BARS
UNDER THE SUNLIGHT ARE BEAMING
HELS IN THE COUNTRY,
THEY SING THE HEART TO REST *A

HARD FROM THE SOUTHEAST BLOWS THE WIND
PROMISING RAIN. *B

FOR THE FOOD THAT HE GAVE THE CREW
WAS A NUMBER OF TONS OF HOT-CROSS BUNS
CHOPPED UP WITH SUGAR AND GLUE. *C

FIREFLIES FLY
AND LIGHT THEIR LIGHTS
ON SUMMER NIGHTS. *D

SHE BOUGHT A COLOURED BIRD,
IT SANG THE SWEETEST, SHRILLEST SONG *A

REWARE THE JABBERWOCK, MY SON
THE JAWS THAT BITE,
THE CLAWS THAT CATCH *B

WITH A PIT-A-PIT PAT
WITH A CHURR CHURR A-CHURR
WITH A HO HO HO *A

ON COLD NIGHTS THE FIRE IS WARM *B

COULD IT HAVE BEEN A SHADOW,
RUNNING AWAY ALONEO . *D

THE TALL PINK SMELL OF PEACH TREES,
THE LOW WHITE SMELL OF CLOVER *E

A FARMER WENT TROTTING
UPON HIS GRAY MARE
HE FELT RUMPETY, RUMPETY, RUMP *B

*********************************************************************************************************

THE STUDENT CAN INTERPRET THE MEANING OF A GIVEN POEM BY CHOOSING
THE CORRECT INTERPRETATION OF WHAT THE POEM MEANS. *A

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE
QUESTIONS ABOUT WHAT THE POEM MEANS.

MY DOGS SO FURRY I'VE NOT SEEN
HIS FACE FOR YEARS AND YEARS,
HIS EYES ARE BURIED OUT OF SIGHT
I ONLY GUESS HIS EARS.

WHEN PEOPLE ASK ME FOR HIS BREED;
I DO NOT KNOW OR CARE.
HE HAS THE BEAUTY OF THEM ALL
HIDDEN BENEATH HIS HAIR.

HOW DOES THE BOY FEEL ABOUT HIS DOG?
A. HE WISHES HIS DOG WOULD GET A HAIRCUT.
B. HE WANTS TO GET RID OF HIS DOG.
C. HE LOVES HIS DOG BECAUSE HIS HAIR IS SO PRETTY.
* D. HE LOVES HIS DOG, BUT NOT BECAUSE THE DOG IS GOOD LOOKING.
THE DOG IS PROBABLY A
A. MUTT
B. GERMAN SHEPHERD
C. FRENCH POODLE
D. BOXER

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE QUESTIONS ABOUT WHAT THE POEM MEANS.

1. THE YEARS, AT THE SPRING
2. THE DAYS AT THE MORNING
3. MORNING'S AT SEVEN
4. THE HILLSIDE'S DREW-PEARLED

5. THE LARKS ON THE WING
6. THE SNAILS ON HIS THORN
7. GODS IN HIS HEAVEN
8. ALL'S RIGHT WITH THE WORLD

THE LOCATION WHERE THE POET PROBABLY WROTE THIS POEM IS
A. IN THE PARK
B. UP IN AN AIRPLANE
C. IN CHURCH
D. IN THE MIDDLE OF THE OCEAN

THE MAIN IDEA OF THE POEM IS
A. THE AUTHOR CANT WAIT TO GET TO HEAVEN
B. THE AUTHOR THINKS THE SPRING DAY IS PERFECT
C. THE SNAIL MIGHT GET STRUCK BY A THORN
D. LARKS HAVE WINGS

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE QUESTIONS ABOUT WHAT THE POEM MEANS.

9. SHADOWS CREEP UP THE MOUNTAIN
10. MOUNTAIN GOES BLACK ON THE SKY
11. THE SKY BURSTS OUT WITH A MILLION STARS
12. AND HERE, BY THE CAMPFIRE

THIS POEM DESCRIBES A
A. SUNSET
B. MIDNIGHT
C. SUNRISE
D. NOON

THE POET FEELS
A. AFRAID
B. TIRED
C. SAD
D. PEACEFUL

THE POET IS PROBABLY IN
A. CHICAGO, ILLINOIS
B. MIAMI, FLORIDA
C. YELLOWSTONE PARK, WYOMING
D. EAGLE RIVER, WISCONSIN
YOUR FLAG AND MY FLAG
AND OH HOW MUCH IT HOLDS---
YOUR LAND AND MY LAND---
SECURE WITHIN ITS FOLDS

*YOUR* MEANS THE POET IS TALKING TO
A. HIS FRIEND
B. EVERYONE IN AMERICA
C. EVERYONE IN THE WORLD
D. EVERYONE WHOSE RELIGION IS THE SAME AS HIS

WHAT FEELING IS THE POET TRYING TO EXPRESSO
A. HE LOVES HIS COUNTRY.
B. HE LOVES THE COLORS OF THE FLAG.
C. HE DISLIKES FLAGS OF OTHER COUNTRIES.
D. HE DOESN'T WANT TO SHARE THE FLAG WITH MANY OTHER PEOPLE.

WHEN DID THE POET PROBABLY WRITE THE POEM
A. AT CHRISTMAS TIME
B. ON JULY 4TH
C. AT EASTER TIME
D. ON COLUMBUS DAY

THE POET FEELS
A. PROUD
B. SAD
C. INSECURE
D. FRIENDLY

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE QUESTIONS ABOUT WHAT THE POEM MEANS.

IF YOU EVER, EVER MEET A GRIZZLY BEAR,
YOU MUST NEVER EVER, NEVER ASK HIM WHERE HE IS GOING.
OR *WHAT* HE IS DOING.
FOR IF YOU EVER, EVER DARE
TO STOP A GRIZZLY BEAR,
YOU WILL NEVER MEET ANOTHER GRIZZLY BEAR.

THE POET THINKS BEARS ARE
A. CUTE
B. TALKING ANIMALS
C. DANGEROUS
D. DISAPPEARING FROM OUR COUNTRY.

WHY SHOULDN'T YOU ASK A BEAR WHERE HE'S GOING?
A. HE MIGHT KILL YOU IF YOU GET TOO CLOSE
B. HE COULDN'T ANSWER YOU BECAUSE BEARS DON'T TALK
C. HE MIGHT THINK YOU ARE TOO NOSY
D. HE MIGHT BE AFRAID YOU WOULD FOLLOW HIM

**********

THE STUDENT CAN SHOW UNDERSTANDING OF THE POEM "THE SANDPIPER" BY CHOOSING THE CORRECT MEANINGS FOR WORDS AND PHRASES.

READ THE FOLLOWING POEM CAREFULLY.

THE SANDPIPER
AT THE EDGE OF TIDE
HE STOPS TO WONDER.
RACES THROUGH
THE LACE OF THUNDER.

ON TOOTHPICK LEGS
SWIFT AND BRITTLE,
HE RUNS AND PIPES
AND HIS VOICE IS LITTLE.

BUT SMALL OR NOT,
HE HAS A NOTION
TO OUTSHOUT
THE ATLANTIC OCEAN.

FRANCES FROST

REREAD THE POEM AND COMPLETE THE FOLLOWING STATEMENTS BY CHOOSING
THE CORRECT ANSWER.

THE SANDPIPER IS A
A. DOG.
B. REPTILE.
C. BIRD.
D. CANARY.

THE LACE OF THUNDER MEANS
A. LACE ON A BRIGHT COLORED DRESS.
B. DARK STORM CLOUDS.
C. LIGHTNING.
D. ROLLING WAVES.

THE SANDPIPER IS
A. QUICK.
B. SLOW.
C. SHY.
D. FRIENDLY.

THE WORD THAT BEST DESCRIBES THE SANDPIPER'S LEGS IS
A. SOFT.
B. TOOTHPICK.
C. LITTLE.
D. LACE.

THE SANDPIPER WANTS TO BE LOUDER THAN
A. ANY OTHER BIRD.
B. ALL PEOPLE.
C. THE OCEAN.
D. ANY OTHER SANDPIPER.

THE STUDENT CAN INTERPRET THE MOOD OF A GIVEN POEM BY CHOOSING
THE CORRECT MOOD FROM A LIST. 

DIRECTIONS

BELOW ARE PARTS OF POEMS. READ EACH ONE AND THEN DECIDE WHAT THE
MOOD OF EACH POEM IS. CHOOSE
A. IF THE POEM IS SILLY

A. IF THE POEM IS HAPPY
B. IF THE POEM IS MYSTERIOUS
C. IF THE POEM IS PEACEFUL
D. IF THE POEM IS SAD

THE NIGHT THE GREEN MOTH CAME FOR ME,
HE CAME SO CLOSE THAT I COULD SEE
HIS GOLDEN EYES, AND SWEET AND CHILL,
HIS FAINT BREATH WAVED OVER ME.
COME CHILD, MY BEAUTIFUL, SAID HE. *C

HE WILL NOT SEE ME STOPPING HERE
TO WATCH HIS WOODS FILL UP WITH SNOW.
THE WOODS ARE LOVELY, DARK, AND DEEP. *D

IS A CATERPILLAR TICKLISH?
WELL, IT'S ALWAYS MY RELIEF
THAT HE GIGGLES, AS HE WIGGLES
ACROSS A HAIRY LEAF. *A

A KITE, A SKY, AND A GOOD FIRM BREEZE
AND ACRES OF GROUND AWAY FROM THE TREES,
AND ONE HUNDRED YARDS OF CLEAN, STRONG STRING---
O BOY, O BOY I CALL THAT SPRING *B

HE'S GONE---AND THERE IS NOTHING.
EVEN HIS EMPTY GLOVE AND HAT---ARE NOTHING.
HE'S GONE, AND I AM NOTHING. *E

I LIKE TO WALK
AND HEAR THE BLACK CROWS TALK.
I LIKE TO SEE
CROWS SPILLING FROM A TREE. *B

THIS IS MY ROCK
AND HERE COME I,
BEFORE THE NIGHT HAS SWEPT THE SKY
THIS IS MY ROCK,
THIS IS THE PLACE.
I MEET THE EVENING FACE TO FACE. *D

ISABEL, ISABEL, DIDN'T WORRY.
ISABEL DIDN'T SCREAM OR SCURRY.
SHE WASHED HER HANDS
AND SHE STRAIGHTENED HER HAIR UP.
THEN ISABEL QUIETLY ATE THE BEAR UP. *A

OH, HOW I LOVE TO SKIP ALONE
ALONG THE BEACH IN MOISTY WEATHER
I SKIP ALONG SO BRAVE AND RIG.

LIFE MUST GO ON
THOUGH GOOD MEN DIE.
LIFE MUST GO ON
I FORGET JUST WHY. *E

THE MOON COMES EVERY NIGHT TO PEEP
THROUGH THE WINDOW WHERE I LIE.
BUT I PRETEND TO BE ASLEEP
AND WATCH THE MOON GO
SLOWLY BY, ---
AND SHE NEVER MAKES A SOUND. *D

I NEVER SAW A PURPLE COW
I NEVER HOPE TO SEE ONE.
BUT I CAN TELL YOU ANYHOW
IN RATHER SEF THAN BF. ONE. *A

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THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF MOOD IN POETRY
BY IDENTIFYING THE WORDS USED IN *SILVER* THAT SET THE MOOD
OF THE POEM. *240

CHOOSE THE LETTER BY THE WORD WHICH DESCRIBES THE FEELING OF THE
POEM  *SILVER* 
A. BRIGHT
B. SHINEY
C. SHADOWY
D. GLAREY

TO HELP SET THE MOOD OF  *SILVER* THE POET USED MANY
A. ADJECTIVES.
B. ADVERBIALS.
C. VERBS.
D. ALL OF THE ABOVE.

WHAT WERE YOU PROBABLY DOING AT THE SAME TIME THE POEM  *SILVER*
IS TAKING PLACE
A. EATING SUPPER
B. SLEEPING
C. WORKING
D. PLAYING

*******************************

THE STUDENT CAN RECOGNIZE WORDS THAT RHYME BY CHOOSING THE WORD
THAT RHYMES WITH A GIVEN WORD. *15E

CHOOSE THE WORDS THAT RHYME.

THEFF
A. THY
B. THEY
C. HURRIED
D. LIBERTY

WHITE
*A. TIGHT
B. BROUGHT
C. SIDE
D. WAIT

BOX
A. TAX
B. KNOCKS
C. ROCK
D. BRAKES

CHURCH

*******************************
THE STUDENT WILL ANALYZE THE RHYTHM PATTERN IN GIVEN POEMS BY
CHOOSING THE CORRECT RHYTHM OR BEAT OF EACH POEM. 

DIRECTIONS

YOU WILL BE GIVEN PARTS OF SEVERAL POEMS. READ EACH ONE TO
YOURSELF AND THINK OF THE RHYTHM OR BEAT OF EACH POEM. CHOOSE.
A. IF THE PATTERN IS -- -- -- -- ETC.
B. IF THE PATTERN IS - - - - ETC.
C. IF THE PATTERN IS - - - - ETC.

THE PEACOCK MARCHES PROUDLY, SLOWLY
SURE THAT YOU HAVE NEVER SEEN

CHRISTMAS IS A COMIN
AND THE GEESE ARE GETTIN FAT

THE HOUSE OF THE MOUSE
IS A WEE LITTLE HOUSE

I'M GLAD THAT I
LIVE NEAR A PARK

SOMETHING TOLD THE WILD GEESE
THAT IT WAS TIME TO GO.

LITTLE LUCY LOST HER LOCKET
LOVELY, LUCKY, LITTLE LOCKET

I NEVER SAW A PURPLE COW,
I NEVER HOPE TO SEE ONE

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GIVEN A BRIEF REVIEW, THE STUDENT CAN DEMONSTRATE UNDERSTANDING OF
WRITTEN MATERIAL BY SELECTING AN APPROPRIATE STORY TITLE.

DIRECTIONS - READ EACH BOOK DESCRIPTION GIVEN BELOW. CHOOSE FROM
THE LIST OF TITLES THE ONE YOU FEEL IS MOST FITTING.
A. THE YOUNGEST CAMEL
B. HURRY HOME, CANDY
C. ADVENTURES IN BLACK
D. THE TRIUMPH OF THE SEEING EYE

STORIES ABOUT THE DESERT AND AN OASIS AND CAMEL CARAVANS ARE
RARE, AND THIS BEAUTIFULLY AND SIMPLY WRITTEN STORY OF A CAMEL
AND HIS GROWING UP HAS A RICH AND COLORFUL BACKGROUND. *A

THIS ABSORBING BOOK TELLS THE STORY OF FAMOUS SPIES AND UNDER-
COVER AGENTS WHOSE SECRET ACTIVITIES ARE KNOWN AS BLACK
OPERATIONS. *C

THIS MOVING BOOK TELLS THE STORY OF THE REMARKABLE BREAKTHROUGH
WHICH OCCURS EACH TIME A DOG AND A BLIND MAN ARE BROUGHT
TOGETHER BY THE SEEING EYE. *D

CHOOSE A TITLE THAT YOU FEEL IS MOST FITTING FOR EACH BOOK

A. HARRIET THE SPY
B. WILDERNESS BRIDE
C. BREAKTHROUGH TO THE BIG LEAGUE
D. THE GOLDEN NAME DAY
F. FAR OUT THE LONG CANAL

SET AGAINST THE BACKGROUND OF A MORMON WAGON-TRAIN HEADING FOR UTAH IN 1846, THIS NOVEL TELLS THE STORY OF A YOUNG MORMON GIRL, COREY TREMAINE. THE HARDSHIP OF TRAIL LIFE AND THE ARDUOUS DISCIPLINE OF LIVING UNDER THE COMMANDS OF THE CHURCH FATHERS ARE LIGHTENED FOR HER BY A TENDER ROMANCE WITH YOUNG ETHAN TURNER, ALSO MIGRATING WEST TO UTAH WITH THE MORMONS. *R

COURAGE COMES IN ALL SIZES, SHAPES, AND COLORS. IN THIS ROCKY MOUNTAIN STORY, CHERYL MURPHY TELLS THE STORY OF A YOUNG WOMAN WHO MIGRATES WEST TO UTAH WITH THE MORMONS. *R

WITH HIS USUAL DEFT TOUCH, MEINDERT DEJONG CAPTURES THE ESSENCE OF HOLLAND AND THE MOOD OF A LITTLE BOY IN HIS LATEST HANS BRINKER-LIKE STORY. MOONTA WAS THE ONLY NINE-YEAR OLD IN HIS VILLAGE WHO COULD NOT SKATE. LAST TIME THE ICE CAME, MOONTA WAS SICK, BUT NOW THE ICE WAS COMING AGAIN AND MOONTA WOULD SOON BE SKATING TOWARD THE GREATEST ADVENTURE OF HIS YOUNG LIFE. *E

HARRIET IS NOT A TYPICAL SUGAR AND SPICE HEROINE. BUT RATHER, LIKE A FLESH AND BLOOD GIRL, SHE IS A COMPOSITE OF MANY THINGS. FOREMOST AMONG THESE IS THE INTENSE CURIOSITY WHICH SENDS HARRIET AROUND MANHATTAN NEIGHBORHOOD WRITING DOWN IN A NOTEBOOK EVERYTHING SHE SEES AND HEARS. WHEN THE NOTEBOOK FALLS INTO THE WRONG HANDS, HARRIET'S ALL-TOO-TRUE NOTES GET HER INTO TROUBLE. *A

**CHOOSE A TITLE THAT YOU FEEL IS MOST FITTING FOR EACH BOOK**

A. PILOT DOWN, PRESUMED DEAD
B. FAST CIRCUIT
C. THE STORY OF THE OTHER WISE MAN
D. THE HOUSE OF SIXTY FATHERS

RACING CAR ENTHUSIAST NICK BAILEY IS NOW THE NUMBER ONE DRIVER ON THE WORKS TEAM OF A CARBURETOR MANUFACTURER. IN TRIAL RUNS FOR THE GRAND PRIX, SABOTAGE SERIOUSLY INJURES THE NUMBER TWO DRIVER AND THE TOP SECRET FUEL INJECTOR IS FOUND TO BE MISSING FROM THE WRECKED CAR. AND THEN THE NUMBER TWO DRIVER Mysteriously DISAPPEARS. *C

THE SCENE HERE IS CHINA DURING THE JAPANESE OCCUPATION. YOUNG TIEN PAO IS ALONE WITH A PIG ON HIS FAMILY'S SAMPAN WHEN THE BOAT BREAKS LOOSE AND IS CARRIED BY THE RIVER INTO OCCUPIED TERRITORY. *D

STEVE FERRIS WHILE ON A ROUTINE FLIGHT FROM BAJA CALIFORNIA, MEXICO, TO SAN DIEGO, RUNS INTO A FIERCE STORM AND IS FORCED TO LAND ON A DESERTED ISLAND IN THE PACIFIC. *A

**DIRECTIONS - READ EACH BOOK DESCRIPTION GIVEN BELOW. CHOOSE FROM THE LIST OF TITLES THE ONE YOU FEEL IS MOST FITTING.**

A. THE BIG GOOSE AND THE LITTLE WHITE DUCK
B. AMELIA BEEDELIA
C. HAROLD'S CIRCUS
D. HARRY THE DIRTY DOG
When Amelia Bedelia is left alone in the house on her first day of work, anything can happen, and it does. Amelia Bedelia's list of chores will have young readers and listeners rolling on the floor in hysterics. By Peggy Parish.

The story of how the Big Goose and his friend, the little white duck, gained a permanent home on the farm will please readers today as much as it pleased its fans when it was first published over twenty-five years ago. By Meindert DeJong.

This time Harold and his purple crayon are in command of a large, laughter-filled circus. He knows that the important thing is for a circus audience to be happy - and that is precisely what your third-graders will be.

Poor Harry is a white dog with black spots and when he buries the scrubbing brush he hates bathing he ends up as a very black dog with white spots. His amusing search for identity brings him home again. By Gene Zion.

Choose from the list of titles the one you feel is most fitting.

A. James and the Rain
B. Welcome Home
C. Jennys Bedside Book
D. Prince Bertram the Bad

A MERRY STORY-POEM. THIS IS A SIMPLE COUNTING BOOK. IT IS ABOUT James, who questions the animals he meets on his walks in the rain. By Karla Kuskin.

Here is another Jenny Linsky story. Jenny is convalescent after the flu. Her many friends visit her and she is serenaded by the Cat Club. There is much gossip from friends far and near. Sand Cat finally comes to see her. By Esther Averill.

Once upon a time a Prince a born - so far, so good - but that was the end of goodness, for Prince Bertram grew naughtier and naughtier. Even spankings did no good. One day the prince hit a big, black bird with a stone. The bird turned out to be a witch, and she turned him into a dragon. The story tells how the prince stopped being a beast. By Arnold Lobel.

A sly old fox returns home safe after the yearly holiday hunt. He loves his children and his wife and knows his running for his life. By Ludwig Bemelmans.

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The student can analyze descriptive phrases and relate them to the main characters of the story. By choosing the term or terms that most accurately describe the character given, the student can choose the letter of your choice.

EBENEZER SCROOGE WAS
A. quiet, timid and shy
B. fat, stocky and outspoken
C. miserly, selfish and greedy
D. young, patient and outspoken

******************** Descriptive Phrases
THE STUDENT CAN ANALYZE DESCRIPTIVE PHRASES AND RELATE THEM TO THE MAIN CHARACTERS OF THE STORY. BY CHOOSING THE TERM OR TERMS THAT MOST ACCURATELY DESCRIBE THE CHARACTER GIVEN, THE STUDENT CAN CHOOSE THE LETTER OF YOUR CHOICE.

EBENEZER SCROOGE WAS
A. quiet, timid and shy
B. fat, stocky and outspoken
C. miserly, selfish and greedy
D. young, patient and outspoken

Directions - In each of the following statements there is one that best describes each of the characters. Choose the letter of your choice.
TINY TIM WAS
A. TALL, OUTSPoken AND SELFISH.
*B. CHEERFUL, LAME, UNCOMPLAINING.
C. LITTLE, ANNOYING AND OVERACTIVE.
D. GRABBING, UNFEELING AND IMPATIENT.

ROB CRATCHITT WAS
A. OLD, UNKIND AND STINGY.
B. SPRITELY, GAY AND RICH.
C. SUCCESSFUL, MISERLY AND UNDEPENDABLE.
*D. HARDWORKING, KIND AND HUMBLE.

THE GHOST OF CHRISTMAS PAST WAS
A. OLD.
*B. CHILDLIKE.
C. MANLIKE.
D. JOLLY.

THE GHOST OF CHRISTMAS PRESENT WAS
A. YOUNG.
B. CRUEL.
*C. GENTLE.
D. OLD.

THE GHOST OF CHRISTMAS FUTURE WAS
*A. FRIGHTENING.
B. TINY.
C. SPRITELY.
D. PATIENT.

THE STUDENT CAN RECALL THE MAIN EVENTS OF A STORY BY INDICATING THE ORDER IN WHICH A LIST OF EVENTS OCCURRED. %10

DIRECTIONS - WRITE THE LETTER OF THE STAVE IN THE SPACE PROVIDED THAT TELLS THE MAJOR HAPPENINGS OF THAT SECTION OF THE CHRISTMAS CAROL.
A. STAVE I.
B. STAVE II
C. STAVE III
D. STAVE IV
E. STAVE V

THE GHOST OF CHRISTMAS PAST APPEARS TO SCROOGE. *B.
CHARLES DICKENS GIVES A VIVID DESCRIPTION OF EBENEZER SCROOGE. *A
THE END OF IT IS A FITTING TITLE FOR THIS STAVE. *E
SCROOGE'S DECEASED PARTNER PAYS HIM A VISIT. *A
EBENEZER SCROOGE SEES HIMSELF AS THE LONELY LITTLE BOY HE WAS. *B
THE SPIRIT POINTS TO A TOMBSTONE UPON WHICH SCROOGE SEES HIS NAME. *D
WE FIRST MEET THE HEARWARMING CHARACTER - TINY TIM. *C
TINY-TIM INTONES FOR THE FINAL AND MOST JOYOUS TIME - GOD BLESS
Every one of Bob Cratchett and his family is given. The saddest and most frightening of all the spirits visits Scrooge, the turning point in the story.

After reading Robinson Crusoe, the students will give evidence of having understood Robinson Crusoe's behavior by selecting actions that lead to such behavior.

Directions: Mark the best choice from the given list of alternatives in each question.

The main reason Crusoe vowed that if God would spare him, he would immediately go to his parents and be guided by their advice, was that he

A. Hated island life.
B. Was lonely and homesick.
C. Was afraid of a storm at sea.
D. Had strong religious convictions.

A strong motivating factor in Crusoe's life which caused him to continually plunge into dangerous situations was his tendency to

A. Forget vows when situations became better.
B. Lie about his true feelings and do as he pleased.
C. Crave dangerous adventure whenever it arose.
D. Be loyally dedicated to the idea of island life.

Crusoe's brief religious feeling about being saved from the shipwreck was similar to his feeling on another shipwreck earlier when

A. Wild natives attacked.
B. A terrible storm occurred.
C. A group of slaves revolted.
D. He nearly fell from the mast.

Having been on the island for a week, Crusoe felt more comfortable than he would be expected because

A. Wild goats were a plentiful source of food.
B. Fruit trees were abundant on the island.
C. Supplies from the ship were available.
D. Friday brought supplies from the native camp.

After 12 years of being alone on the island, Crusoe's fear of human life was first triggered when he saw

A. The hull of another wrecked ship.
B. A man he later named Friday.
C. A group of fierce cannibals.
D. A definitely human footprint.

Which of the following was the main factor which motivated Crusoe to leave the island?

A. He finally finished his makeshift raft.
B. He had Friday to accompany him.
C. He learned where the shore line was located.
D. He learned that cannibals were invading the island.
CRUSOE WAS SHOCKED AND DISAPPOINTED UPON HIS RETURN TRIP TO HIS HOME IN ENGLAND PRIMARILY BECAUSE
A. PEOPLE AND TIMES HAD CHANGED.
B. HE HAD BECOME ILL ON HIS LONG RETURN TRIP.
C. OF HIS DISCOVERY THAT HE HAD LEFT HIS REAL HOME, THE ISLAND.
D. HE MISSED FRIDAY, HIS ONLY TRUE FRIEND.

AFTER RETIRING AND THINKING ABOUT HIS LIFE OF ADVENTURE, HE FELT
A. PLEASED WITH HIS ADVENTUROUS EXPERIENCES, BUT DISPLEASED WITH RETIREMENT.
B. SORRY FOR HIS 'L FEW OF ADVENTURE, BUT HAPPY TO SETTLE DOWN IN RETIREMENT.
C. PLEASED WITH THE MEMORY OF ADVENTURE, AND GLAD TO SETTLE DOWN.
D. NOT SORRY FOR NOT ACCOMPLISHING MUCH, AND HAPPY IN OLD AGE.

THE PUPIL WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH THE DIFFERENCE BETWEEN FACT AND OPINION BY CLASSIFYING GIVEN STATEMENTS BASED ON THE NOVEL *ROBINSON CRUSOE*.

DIRECTIONS - CIRCLE THE *A* IF THE STATEMENT BELOW IS A FACT, AND *B* IF IT IS AN OPINION ACCORDING TO DE FOE'S *ROBINSON CRUSOE*.

A. ROBINSON CRUSOE WAS A CREATIVE BUILDER.
B. ROBINSON CRUSOE WAS SOLD INTO SLAVERY BY A TURK.
C. DANIEL DE FOE IS EXCELLENT AT WRITING DESCRIPTION.
D. CRUSOE WAS SURPRISED AND AFRAID WHEN HE SAW THE HUMAN FOOTPRINT.
E. CRUSOE LEARNED THAT THE NATIVES WHO VISITED THE ISLAND WERE CANNIBALS.
F. CRUSOE WAS TOO ADVENTUROUS.
G. CRUSOE WAS BOTH HAPPY AND SAD WHEN HE LEFT THE ISLAND.
H. CRUSOE WOULD HAVE BEEN HAPPIER IF HE HAD STAYED ON THE ISLAND.
I. CRUSOE'S FEELING ABOUT THE VALUE OF MONEY CHANGED.
J. CRUSOE WAS MARRIED AND HAD A FAMILY WHEN HE ARRIVED IN ENGLAND.

AFTER READING ROBINSON CRUSOE, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH WHICH STATEMENTS WOULD BE MOST DIFFICULT TO PROVE BY SELECTING THE PROPER RESPONSE.

DIRECTIONS - WHICH STATEMENT IN EACH GROUP OF FOUR WOULD BE MOST DIFFICULT TO PROVE - TRUE OR FALSE - RECORD YOUR RESPONSE ON THE ANSWER SHEET.
A. *Robinson Crusoe* was published in 1719.
B. *Robinson Crusoe* was written by De Foe.
C. *Robinson Crusoe* is fictional adventure.
D. *Robinson Crusoe* is among the world's 100 best books.

A. Crusoe went to sea at age 19.
B. Crusoe was a poor sailor at first.
C. Crusoe became seasick during the storm.
D. Crusoe was sold into slavery.

A. Crusoe set himself up as a sugar planter.
B. Crusoe discovered fresh water on the island.
C. Crusoe made best use of what was on the island.
D. Crusoe was frightened when he first saw Friday.

A. Crusoe learned that cannibals brought bodies to the island.
B. Crusoe learned that no humans were left alive from the wreck.
C. Crusoe learned that only evil comes from evil advice.
D. Crusoe learned that the mainland could be reached in a raft.

A. Crusoe and Friday killed all but four savages.
B. Crusoe discovered that his mother and father had died.
C. Crusoe finally returned to England on a ship.
D. Crusoe would have been happier without Friday.

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The students will exhibit understanding of human relationships in *Huckleberry Finn* by matching the motivation with the situation.

Directions - Select the best response to the following questions about *Huckleberry Finn*.

After running away from the widow Douglas and Miss Watson, Huck returned mainly because he knew that:

* A. Tom wanted him to return again.
* B. He really should learn his spelling.
* C. He couldn't get his money from Judge Thatcher.
* D. He thought he shouldn't live with his father.

Although the townspeople thought Huck's pop had drowned, Huck agreed because:

* A. The man who drowned did not look like his pop.
* B. He had seen his pop the day before the drowning.
* C. He thought his pop was too smart to drown.
* D. The man who drowned was pushed in by Huck's pop.

When Huck returned to the widow's, his father came through his window and was angry because he thought Huck was:

* A. Not attending school.
* B. Out all night.
* C. Becoming more religious.
* D. Living too rich a life.

Huck wanted it to look as if he had been murdered because he

* A. Did not want Jim to know he was alive.
* B. Did not want his pop to keep looking for him.
C. Knew Injun Joe would try to kill him.
D. Planned to meet Tom on Jackson Island.

The townspeople were quick to post a $300 reward for Jim because they:
A. Knew to be a criminal and they thought he killed Huck.
B. A runaway slave, on whom they wanted to pin Huck’s death.
C. The only man who could lead them to Huck’s father.
D. A slave who would bring a high price on the slave market.

Huck and Jim quickly started down the river because they:
A. Knew that Huck’s father was headed for Jackson Island.
B. Heard the townspeople were going to Jackson Island after Jim.
C. Saw a terrible storm heading toward them.
D. Infuriated the townspeople when Huck dressed as a girl.

Two men ran toward Huck when he stopped the raft to pick berries because:
A. Get help from someone who was after them.
B. Ride to a nearby village to see friends.
C. Rob Huck of his $6,000 reward.
D. Use Huck to cheat people out of money.

Jim was turned in, but finally freed because:
A. Tom and Huck helped him escape in the night.
B. Tom pretended to be sick and lied to Phelps.
C. Miss Watson set Jim free in her will.
D. Jim was now in a free state.

Given the criteria for evaluation and having had some practice, the students will evaluate possible thoughts of important characters by labeling whether a statement attributed to given character is probably true, probably false, or indeterminable as a possible thought of that character in the given situation. Questions are based on *Huckleberry Finn* by Mark Twain.

Directions — After each statement below indicate your feeling as to the possibility of it being thought by the person who said it in the situation given. Indicate your decision by marking *A* if he probably could have thought it, *B* if he probably would not have thought it, *C* if there is insufficient information to choose.

Huck thought, “Me and Tom have enough money from the reward to last us our whole life, as he ran from Miss Watson to get away from schooling.”
A.
B.
C.

As Huck’s pop was yelling at him about schooling he secretly thought, “I really hope he graduates from college and becomes a success.”
A.
B.
C.
WHEN JUDGE THATCHER INVESTED THE $60,000 REWARD MONEY FOR HUCK AND TOM HE THOUGHT THEY WOULD PROBABLY SPEND THE WHOLE AMOUNT WISELY, BUT I WILL SET IT UP SO THEY WILL ONLY GET A DOLLAR EACH DAY.

WHEN THE WIDOW DOUGLAS TOOK CARE OF HUCK, SHE THOUGHT, THIS BOY IS USED TO MORE FREEDOM THAN MY CHILDREN WERE, SO I HAD BETTER NOT BE TOO STRICT.

WHILE LIVING IN THE CABIN ON THE RIVER WITH HIS DAD, HUCK THOUGHT, THIS IS A FUN WAY TO LIVE—I JUST WISH POP WOULDN'T BEAT ME SO MUCH.

WHEN HUCK FIRST LAID EYES ON JIM HE THOUGHT, THERE'S A RUN-AWAY SLAVE WHO I'LL ACT FRIENDLY TO NOW AND TURN IN LATER FOR A REWARD.

WHEN JIM TOLD HUCK THAT THE DEAD MAN WHOM THEY FOUND IN THE FLOATING HOUSE DURING A STORM WAS TOO GRUESOME TO LOOK AT, JIM
REALLY PROBABLY THOUGHT, THIS IS HUCK'S DADDY AND EVEN THOUGH HUCK HATED HIM SOMETIMES IT WOULD BE TOO BIG OF A SHOCK FOR HUCK TO SEE HIM IN THIS SHAPE.

WHEN HUCK SAW THE TWO MEN DRESSED LIKE HUMS RUN TOWARD HIM AS IF PICKED FROM HE THOUGHT, I'M SCARED, BUT MAYBE THEY REALLY DO NEED HELP LIKE THEY SAY.

UPON HEARING HUCK'S STORY ABOUT HOW THE TWO FRAUDS TURNED JIM IN, TOM THOUGHT, I HATE TO FAKE IT AND PRETEND I AM SIV, BUT IF I DON'T HUCK WILL PROBABLY BEAT ME UP.

WHEN HUCK AND TOM FREED JIM AGAIN, JIM THOUGHT, HUCK IS REALLY MY FRIEND AND EVEN THOUGH I DIDN'T WANT TO SHOCK HIM BY TELLING HIM ABOUT HIS FATHER'S DEATH, IT IS BETTER TO TELL FRIENDS THE TRUTH, SO I WILL TELL HIM.

AFTER ALL THE CONFUSION ABOUT JIM BEING TURNED IN AGAIN, TOM EXPLAINED THAT MISS WATSON SET JIM FREE IN HER WILL. JIM THOUGHT, NOW I'M GOING BACK AND HELP OTHER SLAVES REVOLT AND BECOME FREE.

WHEN TOM RECOVERED FROM BEING SHOT IN THE LEG, HE WORE THE BULLET AROUND HIS NECK AND THOUGHT, BOY, AM I PROUD OF THIS - WHEN I GET HOME THE OTHER GUYS WILL REALLY ENVY ME.

HUCK THOUGHT, NOW I HAVE A GOOD CHANCE TO TURN OVER A NEW LEAF SINCE AUNT SALLY IS GOING TO ADOPT ME.

WHEN MARK TWAIN FINISHED WRITING *HUCKLEBERY FINN*, HE MIGHT HAVE THOUGHT, I HOPE PEOPLE LEARN MORE ABOUT THE MINDS AND FEELINGS OF CHILDREN FROM READING THIS, AND I HOPE THEY REALLY ENJOY THE BOOK.

IF AUNT SALLY HAD BEEN ABLE TO READ *HUCKLEBERY FINN* SHE PROBABLY WOULD HAVE THOUGHT, HOW AwFULO
UPON COMPLETION OF "HUCKLEBERRY FINN", TWAIN THOUGHT, HUCK'S LIFE IS EXACTLY LIKE THE ONE I WANTED TO LEAD AS A BOY.

THE STUDENT WILL SHOW COMPREHENSION OF "OLIVER TWIST" BY MATCHING THE CAUSE WITH ITS EFFECT IN THE FOLLOWING EVENTS.

DIRECTIONS - MATCH THE BEST CAUSE AND EFFECT COMBINATION IN THE FOLLOWING MULTIPLE CHOICE ITEMS.

OLIVER KEPT HIS MOTHER'S LOCKET AND RING BECAUSE HE
A. REMEMBERED HIS MOTHER WELL AND LOVED HER DEARLY.
B. THOUGHT HE MIGHT HAVE TO SELL THEM TO PAY FOR FOOD.
C. THOUGHT HE MIGHT HAVE TO SELL THEM TO PAY FOR LODGING.
D. BELIEVED THEY WERE HIS ONLY PROOFS OF IDENTIFICATION.

THE PARISH POSTED A BILL OFFERING ANYONE FIVE DOLLARS IF THEY WOULD TAKE OLIVER BECAUSE HE
A. DARED TO ASK THE WORK-HOUSE MASTER FOR MORE FOOD.
B. WAS HUNGRIER THAN HE HAD EVER BEEN IN HIS LIFE.
C. OPENLY INSULTED THE WORK-HOUSE MASTER IN FRONT OF THE ORPHANS.
D. RAN AWAY OFTEN AND THE ORPHANAGE WAS TIRED OF HUNTING HIM.

OLIVER RAN AWAY FROM THE COFFINMAKER AND UNDERTAKER BECAUSE HE
A. FOUGHT WITH AN OLDER APPRENTICE.
B. HATED BEING AROUND DEAD PEOPLE.
C. WAS PUNISHED AND DISGRACED AFTER FIGHTING.
D. HATED FAKING MOURNING AT FUNERALS OF CHILDREN.

OLIVER JOINED FAGIN'S PICKPOCKET GANG BECAUSE HE DESIRED
A. COMPANIONSHIP OF BOYS,
B. FOOD AND SHELTER,
C. FUN AND GAMES,
D. MORE MONEY.
*E. ALL OF THE ABOVE.

MR. BROWNLOW OFFERED TO TAKE OLIVER HOME WITH HIM BECAUSE HE
A. FALSELY ACCUSED OLIVER OF BEING A PICKPOCKET.
B. KNEW HIS CHILDREN WOULD LIKE TO PLAY WITH OLIVER.
C. SAW OLIVER FAINT IN THE COURTROOM AND HAD COMPASSION.
D. KNEW THAT OLIVER WAS A LONG LOST RELATIVE OF HIS.

BILL SIKFS AND NANCY KIDNAPPED OLIVER BECAUSE THEY
A. KNEW HE WAS AN EXCELLENT THIEF AND THEY WANTED HIM BACK IN THE GANG.
B. WERE AFRAID HE WOULD GIVE BROWNLOW INFORMATION ABOUT THE GANG.
C. HAD TO KEEP THE GANG RULE THAT ANYONE WHO WAS CAUGHT WOULD BE PUNISHED.
D. FAGIN FORCED BILL SIKFS AND NANCY TO GET OLIVER BACK FOR HIM.

NANCY WARNED OLIVER'S FRIENDS ABOUT THE PLOT AGAINST HIM BECAUSE
A. CARED FOR OLIVER AND HAD SECOND THOUGHTS ABOUT HELPING WITH THE KIDNAPPING.
B. DID NOT CARE MUCH ABOUT OLIVER, BUT FELT GUILTY ABOUT THE KIDNAPPING.
C. WAS ANGRY WITH FAGIN AND WOULD DO ANYTHING TO GET BACK AT HIM.
D. WANTED TO TAKE A CHANCE TO BE ACCEPTED INTO HIGH SOCIETY FOR HER HELP.

BILL SIKES DIED BECAUSE HE
A. FELL WHEN TRYING TO ESCAPE ARREST.
B. STARVED TO DEATH IN PRISON.
C. COMMITTED SUICIDE IN FEAR.
D. WAS KILLED BY NANCY AND FAGIN.

CHARLES DICKENS MAIN REASON FOR WRITING *OLIVER TWIST* WAS MOST PROBABLY THAT HE WANTED TO
A. MAKE A FAMOUS NAME FOR HIMSELF.
B. MAKE MONEY SO HE COULD BECOME A WEALTHY ARISTOCRAT.
C. LET PEOPLE KNOW CONDITIONS POOR PERSONS FACE.
D. WRITE A BOOK WHICH WOULD BECOME A FAMOUS MOVIE.
E. GIVE PEOPLE SOME READING FOR THEIR OWN ENJOYMENT.

THE STUDENTS WILL APPLY THEIR KNOWLEDGE OF MAIN CHARACTERS IN *OLIVER TWIST* BY MATCHING GIVEN FICTIONAL STATEMENTS WITH THE MAIN CHARACTER. %nm

INSTRUCTIONS - MATCH THE STATEMENT WITH THE CHARACTER WHO WOULD HAVE BEEN MOST LIKELY TO SAY IT.

1. I WEAR THE LOCKET BECAUSE IT REMINDS ME OF MY MOTHER.
A. OLIVER TWIST
B. ARTFUL DODGER
C. MR. BROWNLOW
D. ROSIE MAYLIE

2. JUST WATCH ME - IT'S EASY. HOW DO YOU THINK US KIDS ARE SUPPOSED TO GET MONEY HERE IN LONDON WITHOUT BEING WORKED TO DEATH OR GET WITH IT?
A. OLIVER TWIST
B. ARTFUL DODGER
C. BILL SIKES
D. FAGIN

3. HOW DARE YOU BE SO INSOLENT AS TO MAKE SUCH A REQUEST. YOU SHOULD THANK THE GOOD LORD FOR WHAT YOU HAVE BEEN GIVEN, CONSIDERING THAT YOU ARE NOTHING BUT AN ORPHAN.
A. THE WORKHOUSE-MASTER
B. THE UNDERTAKER
C. FAGIN
D. MR. BROWNLOW

4. OH, LADY, IF THERE WAS MORE LIKE YOU IN THIS WORLD, THERE WOULD BE LESS LIKE ME IN IT.
A. OLIVER
B. ROSIE MAYLIE
C. MRS. MAYLIE
LOOK, FAGIN, I DON'T CARE WHAT YOU SAY. WE'LL GET THAT, KID, BACK OR I'LL WRING YOUR SCRAWNY NECK!

A. MR. BROWNLOW
B. MONKS
C. BILL SIKES
D. ARTFUL DODGER

BEFORE I GET THE BOOK FOR YOU, I WANT TO TELL YOU, MR. BROWNLOW, THAT I REALLY LIKE TO BE HERE. IT'S BETTER THAN I THOUGHT IT WOULD BE.

A. OLIVER
B. NANCY
C. ROSE
D. MONKS

NOBODY WILL EVER FIND THESE TREASURES TUCKED AWAY IN MY WALLS.

SOON I'LL PLAN MY ESCAPE AND BE AWAY — AND RICH, RICH, RICH!

A. BILL SIKES
B. ARTFUL DODGER
C. FAGIN
D. MONKS

BUT DON'T YOU UNDERSTAND, SIR, I WAS JUST WATCHING. I DIDN'T DO ANY STEALING, PLEASE, SIR, BELIEVE ME!

A. ARTFUL DODGER
B. OLIVER TWIST
C. NANCY
D. FAGIN

THE POOR ROY MUST HAVE BEEN A VICTIM INFLUENCED BY A DEM OF HORRIBLE THIEVES. ALLOW ME TO TAKE HIM HOME, RESTORE HIM TO GOOD HEALTH AND INSTALL WITHIN HIM A HIGHER MORAL CODE.

A. MRS. MAYLIE
B. THE UNDERTAKER
C. OLIVER TWIST
D. MR. BROWNLOW

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF TERMINOLOGY BY SELECTING THE DEFINITIONS OF WORDS FROM THE STORY "THE CONQUEST OF THE NORTH POLE".

DIRECTIONS - SELECT THE WORD OR PHRASE WHICH MOST CLOSETLY DEFINES THE GIVEN WORD:

TECHNIQUE
A. SWIFT ARCTIC TRAVEL
B. METHOD OF PERFORMANCE
C. A GRASS SPREADING MACHINE
D. A GREAT DANGER

HAZARD
A. AN ESKIMO SLED DOG
B. HIGH MEASURE OF AIR POLLUTION
C. HAVING TO DO WITH HIGH TIDE
D. EXPOSURE TO PERIL OR ACCIDENT
IMPASSABLE
A. NOT LIKELY TO HAPPEN
B. NOT GOOD TO FAT
*C. NOT ADMITTING PASSAGE
D. NOT ABLE TO APPROACH

IMMINENT
*A. ABOUT TO OCCUR IMMEDIATELY
B. HIGH SOCIAL STRATA
C. WORTHY OF BEING EMINENT
D. EXTRAORDINARILY EMBARRASSING

GAUGED
A. TEARING A HOLE
B. FILLING WITH GAS
*C. MAKING A JUDGMENT
D. HAPPY AND JOYOUS

SURGE
*A. A SUDDEN RISE
B. MATERIAL FOR A BLUE SUIT
C. NICKNAME FOR AN ARMY MAN
D. A WATERFALL

EXULTATION
A. FRIGHT
*B. EXHILARATION
C. SADNESS
D. TENSION

PRECEDING
A. SIMULTANEOUSLY
B. AFTER
*C. A LITTLE LATE
D. BEFORE

NEGOTIATE
A. TO TURN ASIDE FROM
B. TO ANTICIPATE EARLY
*C. TO SUCCEED IN CROSSING
D. TO AVOID COMPLETELY

MENACE
*A. THREATEN
B. STRENGTHEN
C. ANIMAL-LIKE
D. ANTAGONIZE

SUMMIT
A. ABOVE
*B. TOP
C. BELOW
D. BOTTOM

OBSCURE
A. REVEALED
B. CONSPICUOUS
*C. HIDDEN
D. ORNITHOLOGICAL
THE STUDENT WILL SHOW HIS ABILITY TO ESTIMATE OR PREDICT CONSEQUENCES OF COURSES OF ACTION BY PICKING OUT THE ONE MOST LIKELY TO HAPPEN BASED ON THE STORY *THE CONQUEST OF THE NORTH POLE*.

**DIRECTIONS - SELECT THE MOST LOGICAL CONCLUSION OR CONSEQUENCE BASED ON FACTS GIVEN IN THE SELECTION *THE CONQUEST OF THE NORTH POLE*.

ON THE NEXT TRIP TO THE NORTH POLE PEARY WOULD
- A. BE MORE SKILLFUL IN ARCTIC TRAVEL.
- B. BE LESS SKILLFUL IN TRAVEL TECHNIQUES.
- C. BE UNCHANGED BY HIS PREVIOUS EXPERIENCE.
- D. DEFINITELY NOT ENJOY THE TRIP.

ON FUTURE TRIPS PEARY MIGHT EXPECT
- A. BEAUTIFUL, WARM WEATHER THF ENTIRE TRIP.
- B. GREAT MANY MORE HAZARDS.
- C. SOME DANGER FROM WINDS AND TIDES.
- D. MORE DANGER FROM HUNGRY, MEAN DOGS.

IF THE STRENGTH OF THE NEW ICE WAS NOT GAUGED CORRECTLY
- A. ITS MUSHINESS MIGHT RETARD TRAVEL.
- B. DOGS AND SLEDGES COULD PLUNGE TO THEIR DEATH.
- C. THE TRIP WOULD BE MADE MORE QUICKLY.
- D. THERE WOULD BE NO PROBLEM WHATSOEVER.

ON A FUTURE TRIP PEARY COULD EXPECT THE HIGH PRESSURE RIDGES TO
- A. BE IMPOSSIBLE TO NEGOTIATE.
- B. UNINSURMOUNTABLE BECAUSE OF ICE BUILD-UP.
- C. MELTED BY HEAT OF SUMMER SUN.
- D. NEGOTIATED BY USE OF A GAP OR SLOPE.

PEARY'S TRIP TO GREENLAND IN ALL PROBABILITY OCCURRED
- A. MANY YEARS BEFORE THIS TRIP TO NORTH POLE.
- B. LONG AFTER THIS TRIP TO NORTH POLE.
- C. WITHIN A YEAR OF THIS TRIP.
- D. SHORTLY BEFORE THIS TRIP.

THE BIGGEST MENACE TO THE TRAVELERS WAS INDISTINCTLY
- A. ICE FLOES.
- B. WATER LEADS.
- C. PRESSURE RIDGES.
- D. BITTER WIND.

PEARY FELT THAT HIS SUCCESS IN REACHING THE NORTH POLE
- A. CONTRIBUTED GREATLY TO HIS PERSONAL WEALTH.
- B. GREATLY CONTRIBUTED TO WEALTH OF HIS COUNTRY.
- C. INCREASED HONOR AND PRESTIGE OF HIS COUNTRY.
- D. FULLFILLED HIS 20 YEAR GOAL OF BECOMING FAMOUS.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO PREDICT THE PROBABLE EFFECT ON A SITUATION TAKING INTO ACCOUNT THE CHANGE OF ONE FACTOR BY SELECTING THE MOST LIKELY OUTCOME BASED ON *THE CONQUEST OF THE NORTH POLE*.
DIRECTIONS - SELECT THE MOST LIKELY OUTCOME BECAUSE OF CHANGE IN ONE GIVEN FACTOR.

IF PEARY HAD SET OUT ON THE LAST OF JULY INSTEAD OF THE FIRST OF APRIL
A. THE DISTANCE TRAVELLED WOULD HAVE BEEN GREATER.
B. THEY LIKELY WOULD NOT HAVE BEEN NEAR THE 89TH PARALLEL.
C. THE LIKELIHOOD OF WATER LEADS WOULD HAVE BEEN MUCH GREATER.
D. HE WOULD HAVE NEEDED MORE SUPPLIES.

IF THEIR TRIP HAD BEEN CONCLUDED BEFORE THE COMING OF THE SPRING TIDES
A. THEY WOULD HAVE TRAVELLED UNDER A FULL MOON.
B. THEY WOULD HAVE HAD A MUCH MORE DANGEROUS TRIP.
C. THEY WOULD NOT HAVE HAD TO WORRY ABOUT EXCESSIVE WATER LEADS.
D. THE TRIP WOULD HAVE TAKEN MUCH MORE TIME.

IF THE TEMPERATURE HAD HELD AT MINUS 50 FOR A LONG PERIOD OF TIME, RATHER THAN MINUS 25, THE PRESSURE RIDGES WOULD HAVE BEEN
A. PRACTICALLY THE SAME.
B. MUCH HIGHER THAN 50 FEET.
C. EASIER TO NAVIGATE.
D. MUCH LOWER THAN 50 FEET.

THE STUDENT WILL DEMONSTRATE SKILL IN ANALYSIS BY SELECTING THE RELEVANT ITEM SUPPORTING A GIVEN JUDGMENT. THIS IS BASED ON THE STORY "THE CONQUEST OF THE NORTH POLE".

DIRECTIONS - SELECT THE STATEMENT RELEVANT TO FORMING THE GIVEN JUDGMENT.

WE KNOW PEARY WAS AN EFFICIENT LEADER BECAUSE
A. HE TOOK FIVE MEN WITH HIM.
B. HE HAD DOGS, SLIDES, AND MEN WELL-ORGANIZED.
C. THEY STARTED OUT ON APRIL 2ND.
D. HE KNEW THEY FACED NUMEROUS DANGERS.

THE GREATEST HAZARD FACED BY PEARY AND HIS MEN WAS THE POSSIBILITY THAT THE FULL MOON WOULD REACH THEM BEFORE THEY REACHED THE NORTH POLE. THIS WAS TRUE BECAUSE
A. THE FULL MOON BROUGHT THE TIDES WHICH COULD CAUSE DANGEROUS WATER LEADS.
B. EMOTIONAL INSTABILITIES OFTEN ARE SURFACED AT THE TIME OF THE FULL MOON.
C. THE SLED DOGS OFTEN QUIT WORK AND HOWL AT A FULL MOON.
D. THE FULL MOON WOULD QUICKLY DISAPPEAR AND THEY WOULD BE IN TOTAL DARKNESS.

IT WAS OBVIOUS THE EXHILARATION AND EXULTATION FELT BY PEARY AS HE APPROached THE 89TH PARALLEL LIFTED HIS SPIRITS BECAUSE HE SAID,
A. I FELT THAT AT LAST WE WERE CLOSE TO OUR GOAL.
B. WE SAW THE FLOES WERE LARGE, OLD, HARD, AND LEVEL.
C. I HEADED MY PARTY ACROSS THE LAST GREAT ICE CAP.
D. THE JOY AFFECTED ME LIKE WINE - THE YEARS SEEMED TO DROP FROM ME.
IF KNOW REACHING THE NORTH GEOGRAPHICAL POLE MEANT A GREAT DEAL TO PEARY PERSONALLY BECAUSE:
A. HE PLANTED 5 FLAGS AT THE POLE SITE.
B. HE LEFT A DOCUMENT CLAIMING THE REGION FOR THE U.S.
C. HE SAID, "THE POLE AT LAST. THE PRIZE OF THREE CENTURIES."
D. HE SAID, "I FELT THE KEENEST EXHILARATION, AND EVEN EXULTATION, AS I CLIMBED OVER THE PRESSURE RIDGE."

* STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VOCABULARY USED IN THE SELECTION DAYS AT HARROW BY SELECTING THE WORD SIMILAR IN MEANING TO THE WORD GIVEN.

DIRECTIONS - SELECT THE WORD SIMILAR IN MEANING TO THE WORD GIVEN:

DISCERNMENT
A. DISAPPOINTMENT
B. PERCEPTION
C. AGREEMENT
D. AGGRAVATION

REFLECTION
A. THOUGHT
B. MIRROR
C. REFLECTION
D. SPOTTED

RELEVANT
A. RELATIVES
B. VALUE
C. PERTINENT
D. RELAXING

INCIDENTALLY
A. KENTALLY
B. CIVILLY
C. INCREASINGLY
D. ACCIDENTALLY

INDICATION
A. IMPLANT
B. DICTATION
C. EVIDENCE
D. ILLEGIT

MANIFESTATION
A. MANIFEST
B. FFESTERING
C. NULLIFICATION
D. EXHIBITION

CONSEQUENCE
A. QUESTIONINGLY
B. OUTCOME
C. EVIDENCE
D. SEQUESTER

*********
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Directions - Select the situation where the word given would be most appropriate.

**Entrance**
A. To mark a good fishing hole.
B. At a toll road access point.
C. To identify the fire alarm.
D. The departure point of a one-way drive.

**Discernment**
A. In a situation requiring judgment.
B. In moments of great anger.
C. Eating a hamburger.
D. During sound sleep.

**Reflection**
A. Daydreaming.
B. Walking aimlessly.
C. Studying for a test.
D. Sun-bathing and dozing.

**Scholarship**
A. At a pool hall.
B. At the city dump.
C. In the village tavern.
D. On a college campus.

**Incidentally**
A. Running across something unexpected.
B. Reaching a long-sought goal.
C. Following each step exactly as planned.
D. Following a schedule with no deviation.

**Consequence**
A. Because he lied he was punished.
B. She was bribed to "be a good girl."
C. He was taken to church on Sunday.
D. She learned their names quickly.

**Humility**
A. I'm always right, said Joe.
B. I'm the richest boy in school, he bragged.
C. I may be wrong, Jane said quietly.
D. Watch me, everyone, watch me, called Ernie.

**Unpretentious**
A. We ordered a three-thousand-dollar piano, Mary informed the group.
A. A FOURTEEN-TIER CHANDELIER
B. A CUSTOM BUILT CADILLAC
C. A FOUR-ROOM COTTAGE
D. A DIAMOND RING
E. OWNING A SAIL-BOAT
F. EATING CHICKEN EVERY SUNDAY
G. CLOTHING IN COLD WEATHER

PITHY
A. BE QUIET
B. PLEASE DON'T TALK SO VERY MUCH.
C. COULD YOU POSSIBLY TURN RIGHT HERE?
D. IF YOU DON'T MIND, GO STRAIGHT AHEAD.


WINSTON SPENCER CHURCHILL WAS A GREAT LEADER IN
A. THE SPANISH-AMERICAN WAR.
B. WORLD WAR I.
C. WORLD WAR II.
D. THE WAR OF THE ROSES.

CHURCHILL WAS FAMOUS FOR THE QUOTE
A. CHICKEN IN EVERY POT.
B. WE HAVE NOTHING TO FEAR BUT FEAR ITSELF.
C. OLD ROUGH AND READY.
D. BLOOD, SWEAT, AND TEARS.

CHURCHILL WAS ADMITTED TO HARROW BECAUSE
A. HE SCORED HIGH ON ENTRANCE EXAMS.
B. HE HAD A LOT OF PULL.
C. MR. WELLDON BELIEVED IN HIS ABILITY.
D. HIS UNCLE WAS THE HEADMASTER.

CHURCHILL COPED WITH THE DIFFICULT LATIN EXAM BY
A. CRAMMING ALL THE PREVIOUS NIGHT.
B. WRITING HIS NAME AND LITTLE MORE.
C. FAINTING AND BEING CARRIED OUT.
D. COPYING ANSWERS FROM A FRIEND.

CHURCHILL WAS PLACED IN
A. THE TOP ONE-FOURTH OF THE CLASS.
B. THE LOWEST FORM.
C. A SPECIAL CLASS FOR THE SLOW ONES.
D. THE BOTTOM OF THE MIDDLE GROUP.

CHURCHILL WENT TO HARROW CLOSEST TO THE FOLLOWING YEAR
A. 1887.
B. 1787.
C. 1687.
D. 1587.

MR. SOMERVELL WAS DESCRIBED BY CHURCHILL AS
A. A TOP-NOTCH PHYSICAL EDUCATION INSTRUCTOR.
B. AN EXCELLENT LINQUIST.
C. A SMALL, FAT, JOLLY MAN.
D. A TALENTED ENGLISH TEACHER.

LORD RANDOLPH CHURCHILL WAS WINSTON S.
A. UNCLE.
B. FATHER.
C. BROTHER.
D. GRANDFATHER.

THE HEADMASTER AT HARROW WAS
A. MR. SOMERVELL.
B. LORD RANDOLPH SPENCER.
C. MR. ETON.
D. MR. WELLDON.

CHURCHILL'S FATHER WAS
A. A RENOWNED SURGEON.
B. A NOTORIOUS ROGUE.
C. A NOTED POLITICIAN.
D. A KNOWN REVOLUTIONARY.

THE LOWEST FORMS WERE TAUGHT ENGLISH BECAUSE
A. IT WAS CONSIDERED THE MOST DIFFICULT SUBJECT.
B. THEY WERE ALREADY MATHEMATICALLY PROFICIENT.
C. THEY ALREADY HAD LATIN AND GREEK.
D. THEY WERE CONSIDERED TO BE DUNCES.

MR. SOMERVELL TAUGHT ENGLISH BY USING
A. VARIOUS COLORED CHALK.
B. ROTATION MEMORIZATION.
C. EIGHTEEN DIFFERENT TEXTS.
D. BEGINNERS PHONICS.

CHURCHILL SAID THE ONLY THING HE WOULD WHIP BOYS FOR WAS
A. UNCOUTH NOISES DURING CLASS.
B. NOT KNOWING ENGLISH.
C. SWARING ON SCHOOL GROUNDS.
D. TOO MANY MATHEMATICAL ERRORS.

CHURCHILL WAS EMBARRASSED BECAUSE
A. HE WAS LAST IN THE CLASS.
B. HE WAS FATTER THAN ALL THE OTHERS.
C. HE HAD ECZEMA.
D. HE WAS MUCH OLDER THAN ANYONE ELSE.

CHURCHILL SPENT SIXTY YEARS
A. AS A FIVE-STAR GENERAL.
B. IN THE HOUSE OF COMMONS.
C. AS PRIME MINISTER OF GREAT BRITAIN.
D. WRITING HIS MEMOIRS.

HARROW WAS
A. A COEDUCATIONAL PUBLIC SCHOOL.
B. A CHURCH-SUPPORTED JUNIOR COLLEGE.
C. A BOARDING SCHOOL FOR BOYS.
D. SIMILAR TO A MONASTERY.
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF A BIOGRAPHY BY SELECTING THE DEFINITION. %11

DIRECTIONS - SELECT THE CORRECT ANSWER.

A BIOGRAPHY IS A
1. STORY WRITTEN BY THE AUTHOR TELLING ABOUT HIS LIFE.
2. STORY ABOUT THE LIFE OF A PARTICULAR REAL PERSON.
3. STORY ABOUT A PERSON WHO DOES MANY HEROIC DEEDS.

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF AN ALLEGORY BY SELECTING THE DEFINITION OF AN ALLEGORY. %11

DIRECTIONS - SELECT THE CORRECT DEFINITION.

AN ALLEGORY IS A
1. FAIRY TALE, WHICH HAS ANIMALS AS THE MAIN CHARACTERS.
2. STORY WHICH EXPLAINS OR TEACHES SOMETHING IN LIFE TOLD INDIRECTLY BY A TALE.
3. HUMOROUS STORY IN WHICH ANIMALS CAN TALK AND ACT LIKE HUMANS.

THE STUDENT SHOWS KNOWLEDGE OF SETTING BY ANSWERING QUESTIONS REGARDING THE SETTING OF THE STORY. *REMEMBER THE GOOD THINGS*.

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE RIVER THE TITUS FAMILY TRAVELED ON WAS THE
1. MISSISSIPPI RIVER.
2. MISSOURI RIVER.
3. OHIO RIVER.

THE STATE WHICH WAS NOT IN THE NORTHWEST TERRITORY WAS
1. WISCONSIN.
2. ILLINOIS.
3. IOWA.
4. INDIANA.
5. OHIO.

THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF THE STORY *REMEMBER THE GOOD THINGS* BY SELECTING THE CHARACTER'S REACTION TO AN EVENT.

DIRECTIONS - SELECT THE CORRECT ANSWER.

MR. TITUS DID NOT RESPOND TO THE CALL FOR HELP BY THE MAN ON THE SHORE BECAUSE
1. IT MIGHT BE A TRAP.
2. THEY WERE UNABLE TO GET TO SHORE.
3. THEY DID NOT HEAR HIM.
Esther Ann's reaction to her father's decision in the story was one of:

A. Happiness
B. Bewilderment
C. Anger

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO ANALYZE THE STORY.

*Remember The Good Things* by comparing life in pioneer days with life today by categorizing statements as typical of pioneer days or life today.

DIRECTIONS: Use the following letters before each statement which applies to

A. Life in the pioneer days
B. Life today
C. Life in both pioneer days and today

Difficult decisions have to be made.  *C*
Complex machines play an important part.  *B*
Dangers from wild animals are constantly present.  *A*
Family life is important.  *C*
Children have responsibilities and chores.  *C*
Many things are handmade.  *A*
People have much leisure time for hobbies.  *B*
People are brave and courageous.  *C*
School takes second place to home responsibilities.  *A*
There is a great abuse of natural resources.  *B*

THE STUDENT CAN SHOW COMPREHENSION OF THE STORY.

*Remember The Good Things* by selecting the best alternative title for the story.

DIRECTIONS: Select the correct answer.

Which title might be *best* for the story instead of *Remember The Good Things*?

A. Westward Bound
B. Trouble on the Shore
C. The Great Dilemma

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF NEW VOCABULARY WORDS.
DIRECTIONS - SELECT THE CORRECT DEFINITION.

SIONE MEANS

A. HAVING STRONG RANDS THAT JOIN MUSCLES TO BONE.
B. HAVING AN EXCESS AMOUNT OF FAT.
C. HAVING MANY PARTS PUT TOGETHER.

SHEET IS

A. A TYPE OF BIRD FOUND IN THE FOREST.
B. THE HARD FAT OF CATTLE OR SHEEP.
C. A FINE BLACK SUBSTANCE FOUND IN A CHIMNEY.

AN INTRUDER IS

A. SOMEONE WHO IS VERY TALENTED.
B. SOMEONE WHO COMES UNASKED OR UNWANTED.
C. SOMEONE WHO HAS MANY FRIENDS.

THE STUDENT CAN ANALYZE THE AUTHOR'S PURPOSE FOR INCLUDING CERTAIN ANIMALS IN 'THE INTRUDERS' BY SELECTING THE REASON.

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE AUTHOR SELECTED A DOG AS MAN'S REPRESENTATIVE AT THE MEETING BECAUSE

A. MANY MEN HAVE DOGS FOR PETS TO WHICH THEY CAN TEACH TRICKS.
B. THE MAN CAMPING NEAR THE EDGE OF THE FOREST HAD A DOG FOR COMPANIONSHIP.
C. DOGS ARE AMONG THE ANIMALS MOST CAPABLE OF ADAPTING TO MAN'S WAY OF LIFE.

THE AUTHOR SELECTED THE COUGAR AS THE LEADER OF THE ANIMALS BECAUSE IT REPRESENTED

A. THE LARGEST ANIMAL IN THE STORY.
B. STRENGTH AND SOMETHING UNTAMED BY MAN.
C. AN ANIMAL RESPECTED BY THE OTHER ANIMALS.

THE STUDENT CAN ANALYZE THE REASON FOR THE COUGAR'S DECISION IN 'THE INTRUDERS' BY SELECTING WHAT THE SACRIFICE SYMBOLIZED.

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE COUGAR VOTED AS HE DID BECAUSE

A. HE WANTED TO MAKE FRIENDS WITH MAN.
B. HE KNEW MAN WOULD ULTIMATELY BE THE VICTOR OVER NATURE.
C. HE NO LONGER WANTED TO BE THE LEADER OF THE KINGDOM.

THE STUDENT CAN SHOW KNOWLEDGE OF SPECIFIC FACTS BY SELECTING A FACT TO COMPLETE A GIVEN SENTENCE FROM THE STORY 'TIME CAT'.

** Please note that the text is cut off and not fully legible. **
DIRECTIONS - SELECT THE CORRECT ANSWER.

DON DIEGO BECAME A SOLDIER
A. BY BEING DRAFTED
B. BY ENLISTING
C. BY BUYING A COMMISSION

GARFTH AND JASON WENT BACK IN TIME TO VISIT
A. SPAIN
B. MEXICO
C. PERU

THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF TIME CAP* BY SELECTING THE STATEMENT WHICH SHOWS DON DIEGO'S CHARACTER.

DON DIEGO BECAME AN ADVISOR IN LIMA BECAUSE
A. HIS COMPANY WAS SENT BACK TO SPAIN
B. HE WAS BETTER SUITTED FOR THAT JOB
C. HE WANTED TO TRY SOMETHING NEW AND EXCITING

WHICH WOULD DESCRIBE DON DIEGO?
A. CLUMSY AND CONFUSED
B. WELL-ORGANIZED AND EFFICIENT
C. INDIRECT AND LAZY

THE STUDENT CAN UNDERSTAND THE FIGURATIVE LANGUAGE USED IN TIME CAP* BY SELECTING THE LITERAL MEANING.

WHEN GARFTH SAID, YOU CAN WASH ONLY ONE PAW AT A TIME, HE MEANT
A. THE PERSON BATHING THE CAT CAN WASH ONE PAW AND THEN ANOTHER PAW.
B. ONE CAN ONLY DO ONE THING AT A TIME EFFECTIVELY.
C. IT TAKES MORE THAN ONE PERSON IN ORDER TO DO MORE THAN ONE THING AT A TIME.

WEARING A UNIFORM DOESN'T MAKE A MAN A SOLDIER MEANS
A. ONE SHOULD CHOOSE TO DO SOMETHING FOR WHICH HE IS SUITED
B. ANYONE CAN PUT ON A SOLDIER'S UNIFORM TO LOOK LIKE A SOLDIER
C. ONE CAN DO MANY JOBS IN THE ARMY TO MAKE A MAN A SOLDIER

UNDERSTANDING IS BETTER THAN GOLD MEANS
A. MONEY CANNOT BUY SOME OF THE MOST IMPORTANT THINGS IN LIFE
B. THE VALUE OF GOLD MAY CHANGE AND, THEREFORE, MAY NOT BE VALUABLE SOME DAY.
C. SAYRI TIPAC HAD ENOUGH GOLD AND DIDN'T NEED ANYMORE.
THE STUDENT CAN SPECULATE BEYOND THE STORY CONCLUSION BY SELECTING A POSSIBLE OUTCOME OF THE STORY *TIME CAT.*

DIRECTIONS - SELECT THE CORRECT ANSWER.

AS AN ADVISOR DON DIEGO *PROBABLY*
A. DID AN OUTSTANDING JOB BECAUSE HE WAS WELL SUITED FOR IT.
B. DID AS POORLY AS HE DID WHEN HE WAS A SOLDIER.
C. DID AN ADEQUATE JOB BUT NOTHING SPECTACULAR.

THE STUDENT CAN ANALYZE THE STORY *TIME CAT* BY DISTINGUISHING BETWEEN REAL AND FANCIFUL ITEMS.

DIRECTIONS - MARK THE ITEMS AS REAL OR FANCIFUL BY SELECTING
A. REAL
B. FANCIFUL

THE INCAS WERE A RACE OF INDIANS IN PERU. *A*
GARETH COULD GO BACK IN TIME. *B*
DON DIEGO WAS A SPANISH SOLDIER. *B*
SOLDIER'S BOUGHT COMMISSIONS IN THE ARMY. *A*
SAYRI TUPAC WAS AN INCA LEADER. *A*
PIZARRO WAS A SPANISH CONQUEROR. *A*
JASON WAS CAPTURED BY THE INCAS. *B*
CUZCO WAS THE CAPITAL OF THE INCA EMPIRE. *A*

THE STUDENT WILL SHOW A KNOWLEDGE OF THE STORY *GARRETT MORGAN, MAN OF IDEAS* BY SELECTING SPECIFIC FACTS.

DIRECTIONS - SELECT THE CORRECT ANSWER.

GARRETT MORGAN'S INVENTION-USED IN CLEVELAND WAS
A. A DOUBLE DECKER BUS.
B. TROLLEY CAR TRACKS.
C. A HAND-OPERATED TRAFFIC SIGNAL.

GARRETT MORGAN RECEIVED A GOLD MEDAL BECAUSE OF
A. AN ACT OF BRAVERY IN THE ARMY.
B. SAVING MEN TRAPPED IN A TUNNEL.
C. SAVING CHILDREN FROM A BURNING BUILDING.

THE STUDENT CAN ANALYZE INDIVIDUALS ACTIONS IN THE STORY *GARRETT MORGAN, MAN OF IDEAS* BY SELECTING THE REASON FOR THEIR ACTIONS.
DIRECTIONS - SELECT THE ANSWER.

WHY DID GARRETT MORGAN GO INTO THE TUNNEL TO SAVE THE MAN?
A. BECAUSE HE WANTED TO BE A HERO AND GET A MEDAL
B. BECAUSE HE WANTED TO SEE IF HIS GAS MASK WORKED
C. BECAUSE HE WAS COURAGEOUS AND QUICK THINKING

WHY DO MANY PEOPLE IGNORE OTHERS WHO NEED HELP?
A. BECAUSE THEY DO NOT WANT TO GET INVOLVED
B. BECAUSE THEY DO NOT WANT ANY PUBLICITY
C. BECAUSE THEY ARE IN A HURRY

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF SPECIFIC FACTS BY SELECTING FACTS FROM THE STORY "PIRATES OF YESTERDAY".

DIRECTIONS - SELECT THE CORRECT ANSWER.

BLACKBEARD'S REAL NAME WAS
A. EDWARD BLACKHURST
B. EDWARD TEACH
C. EDWARD EVANS

BLACKBEARD LIVED IN THE EARLY
A. 1600s
B. 1700s
C. 1800s

JEAN LAFITTE LIVED IN THE EARLY
A. 1600s
B. 1700s
C. 1800s

LAFITTE HELPED WIN THE
A. BATTLE OF NEW ORLEANS
B. BATTLE OF FT. Mc HENRY
C. BATTLE OF BULL RUN

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF VOCABULARY WORDS FROM "PIRATES OF YESTERDAY" BY SELECTING THE CORRECT DEFINITIONS.

DIRECTIONS - SELECT THE CORRECT ANSWER.

A CULTUSS IS A
A. SAILING VESSEL
B. DANGEROUS PIRATE
C. SHORT CURVED SWORD

PARDON MEANS
A. TO SET FREE FROM PUNISHMENT
B. TO HAVE SKILL IN PLANNING AND INVENTING
C. TO DO A RISKY OR DARING ACT
THE STUDENT CAN ANALYZE STATEMENTS AND SELECT WHICH ARE FACT AND WHICH ARE OPINION.

DIRECTIONS - READ EACH STATEMENT AND DECIDE WHETHER IT IS FACT OR OPINION.

BLACKBEARD GOT HIS NAME BECAUSE HE HAD A LONG, BLACK, BUSHY BEARD.

* A. FACT
  B. OPINION

BLACKBEARD WAS A DANGEROUS PIRATE.

* A. FACT
  B. OPINION

THE TREASURES OF BLACKBEARD HAVE NEVER BEEN FOUND.

* A. FACT
  B. OPINION

JFAN LAFITTE WAS A CRIEU PIRATE.

* A. FACT
  B. OPINION

JFAN LAFITTE WAS VERY GREEDY.

* A. FACT
  B. OPINION

IN 1815 JEAN LAFITTE HELPED WIN AN IMPORTANT BATTLE.

* A. FACT
  B. OPINION

LAFITTE WAS ORDERED TO LEAVE AN ISLAND NEAR TEXAS.

* A. FACT
  B. OPINION

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF VOCABULARY WORDS FROM THE BOOK "ESKIMO BOY" BY SELECTING THE CORRECT DEFINITION.

DIRECTIONS - SELECT THE CORRECT ANSWER.

A KAYAK IS A

* A. GUN USED BY AN ESKIMO.
  B. CANOE USED BY AN ESKIMO.
  C. HOME OF AN ESKIMO.

AN AMULET IS A

* A. WEAPON USED TO KILL SEALS.
  B. PIECE OF CLOTHING WORN BY AN ESKIMO.
  C. MAGIC CHARM TO WARD OFF EVIL OR HARM.

BAREEN MEANS

* A. SHAKING OR SLIDING OF THE EARTH.
  B. HAVING TREES AND WILD FLOWERS.
  C. NOT CAPABLE OF PRODUCING ANYTHING.

FLINSE MEANS

* A. TO STRIP BLURRE OR SKIN FROM A WHALE OR SEAL.
  B. TO WASH OR CLEAN A SKIN IN THE WATER.
C. TO SEW SKINS TOGETHER TO MAKE CLOTHING.

HUMILANT MEANS
A. TO BE very sad and discouraged.
B. TO BE very happy and glad.
C. TO BE very ill and in grave danger.

PRIME MEANS
A. FIRST IN RANK, THE BEST TIME.
B. OLD AND UNABLE TO WORK.
C. UNIMPORTANT AND EASILY OVERLOOKED.

SINEW IS THE
A. TOUGH, STRONG RANK OR CORD THAT JOINS MUSCLE TO BONE.
B. FINGER PART OF A SEAL WHICH IS GOOD TO EAT.
C. BONE FROM A SEAL USED AS AN INSTRUMENT.

SPECULATE MEANS
A. TO TAKE A VERY SMALL AMOUNT.
B. TO MAKE A GUESS.
C. TO DRILL INTO THE ICE.

NORTHERN LIGHTS MEANS
A. BANK OF LIGHTS APPEARING IN THE SKY IN THE NORTHERN REGIONS.
B. A LIGHT MARKING THE FARDEST POINT NORTH.
C. A DISTRICT IN THE NORTHERN PART OF GREENLAND.

DISTINGUISH MEANS
A. TO HAVE DIFFICULTY DOING A JOB.
B. TO DO SOMETHING FOOLISH WITHOUT THINKING.
C. TO SEE OR HEAR CLEARLY OR MAKE OUT CLEARLY.

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF SPECIFIC FACTS FROM
THE BOOK "ESKIMO BOY" BY SELECTING THE CORRECT ANSWER TO QUESTIONS BASED ON THE STORY.

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE SETTING OF THE STORY IS
A. ALASKA.
B. LABRADOR.
C. GREENLAND.

HOW DOES IVIK'S FATHER DIE?
A. HE HAD FROZEN IN THE SNOW.
B. HE WAS KILLED BY A WALRUS.
C. HE WAS TRAPPED IN THE ICE.

WHAT IS THE ESKIMO CUSTOM WHEN SOMEONE DIES?
A. GOING FIVE DAYS WITHOUT EATING, MOVING, OR SLEEPING
B. PRAYING FOR A NIGHT AND A DAY
C. MOURNING FOR A DAY AND HAVING A CEREMONY

WHAT DOES IVIK FIND ON THE SHORE?
A. A WALRUS
B. A BEAR
C. A SEAL.
What does the family finally have to eat?
A. Vegetables  B. Dogs  C. Blubber

On Ivik's trip to the mainland, what animal does he kill?
A. A Walrus  B. A Rear  C. A Seal

Verify whether the student can demonstrate an understanding of the book "Eskimo Boy" by selecting the correct answers to questions based on the story.

Directions - Select the correct answer.

Why didn't Maryark want his son to help him?
A. Because he was very proud and it would show weakness  B. Because he didn't want to attract the attention of the Walrus and endanger Ivik's life  C. Because he didn't think that he was in any real danger

Why was Ivik handicapped by losing his kayak?
A. He would not be able to hunt for food without it  B. He could not travel to the mainland without it  C. He would not be considered a man without it

Why did Otonia not want to wear dogskin trousers?
A. Because they were bulky and uncomfortable  B. Because others would make fun of him and it was a disgrace  C. Because he had sealskin trousers that he liked better

Why didn't the grown-ups say anything when the children said the dogs had run away?
A. Because the grown-ups knew the meat they had eaten was dog meat  B. Because the grown-ups knew the dogs had died of hunger  C. Because the grown-ups knew the dogs had run away in search of food

It was decided that Ivik would go to the mainland because
A. He was the only one possible, and if he didn't, they would die of hunger  B. Kristernek, the grandfather, didn't want to go on the journey  C. He was chosen by the family and could visit his friends while he was there

Why doesn't Ivik turn back when he is exhausted?
A. Because he has gone too far  B. Because there would be only hunger and cold there  C. Because he does not remember the way

The main idea of the story is:
A. Eskimos have a hard life and they may suffer from hunger, cold weather, and unhappy situations  B. Children of Eskimos have many responsibilities even when they are young
BECUSE OF NECESSITY, A FATHERLESS BOY LEARNS TO MEET THE CHALLENGE OF PROVIDING FOR HIS FAMILY.

THE STUDENT WILL BE ABLE TO APPLY HIS UNDERSTANDING OF QUOTATIONS WHICH HAVE INSPIRED AUTHORS BY SELECTING INCIDENTS FROM "ESKIMO BOY" WHICH ILLUSTRATE THESE QUOTATIONS.

DIRECTIONS - MATCH THE FOLLOWING QUOTATIONS WHICH EXPLAIN INCIDENTS IN THE STORY:

A. NOTHING IN HIS LIFE BECAME HIM LIKE THE LEAVING IT.
   - MACBRTH

B. BUILDING CASTLES IN THE AIR - DON QUIXOTE

C. WE EASILY BELIEVE THAT WHICH WE WISH - LE BARON

D. GREAT PERSONS ARE AFRL TO DO GREAT KINDNESSES - DON QUIXOTE

E. THE OPTIMISM WHICH IS WILL FOR THE FUTURE SHOULD NEVER BE DESPISED, EVEN IF IT PROVED WRONG A HUNDRED TIMES.
   - DIETRICK RONHOFER

IVIK REJOICES TO FIND A SEAL. *C

MARYARK DIES KEEPING THE WALRUS AWAY FROM IVIK. *A

KRITEHERK'S BELIEVES IN LAUGHING WHEN ONE HAS NOTHING. *E

RESCUERS ARE GENEROUS IN THEIR PRAISE. *D

IVIK DREAMS OF BECOMING A HUNTER. *A

THE STUDENT CAN ANALYZE ELEMENTS OF "ESKIMO BOY" BY SELECTING REASONS FOR THE AUTHOR'S STYLE.

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE AUTHOR USED THE PRESENT TENSE THROUGHOUT THE STORY TO

A. HELP THE READER RECOGNIZE THE SENSE OF IMMEDIACY, THAT HEIGHTENS THE EMOTIONAL EFFECT.
B. LET THE READER KNOW THAT THE STORY COULD BE HAPPENING AT THE PRESENT TIME.
C. MAKE THE CHARACTERS SEEM MORE REAL TO THE READER.

WHY DID THE CHARACTERS USE THE IMPERSONAL "ONE" RATHER THAN "I" WHEN SPEAKING OF THEMSELVES?

A. IT SHOWED THAT THE STORY COULD BE HAPPENING TO ANY ESKIMO.
B. IT IS JUST THE WAY THE AUTHOR WANTED TO WRITE THE STORY.
C. IT IS AN ESKIMO IDIOM SUGGESTING HUMILITY.

THE STUDENT CAN SHOW HIS COMPREHENSION OF LITERARY DEVICES BY ANALYZING GIVEN PORTIONS OF "ESKIMO BOY" BY SELECTING THE PORTION WHICH ILLUSTRATES FORESHADOWING AND FLASHBACK.

WHICH PARAGRAPH SHOWS THE AUTHOR'S USE OF FLASHBACK?

A. THESE REMARKS MAKE IVIK FEEL THAT HIS MOTHER AND GRANDFATHER
DO NOT TRUST HIS SKILL AS A PROVIDER. IVIK RESOLVES TO GO HUNTING EVERY CHANCE HE GETS. HE WILL DELIGHT HIS SISTERS AND BROTHERS BY HAULING IN ONE SEAL AFTER ANOTHER BEHIND HIS KAYAK.

**R. IVIK REMEMBERS HOW ADVENTUROUS HE FELT WHEN HIS FAMILY MOVED TO THE ISLAND. IT WAS EXCITING TO MOVE OFF AND LIVE ALONE. HE HAD LOOKED FORWARD TO RETURNING IN THE FALL FULL OF STORIES TO TELL HIS FRIENDS.**

C. IVIK FINDS HE IS NOT FAR FROM THE FIRST ICE CRAG. HE FEELS HE WILL BE STRONGER AND BE ABLE TO WALK FASTER IF HIS THROAT IS NOT SO DRY. HE LOOKS FORWARD TO THE LOVELY SWEET TASTE OF WATER HE WILL SUCK FROM THE ICE SPLINTER.

WHICH LINE ILLUSTRATES THE AUTHOR'S USE OF FORESHADOWING?

**A. IT MAY HAPPEN THAT THE DOGS WILL HAVE TO LEARN THAT THIS CAMP HAS NOT AN ENDLESS SUPPLY OF MEAT.**

R. IF ONLY I COULD GET DOWN OFF THIS CRAG, I'D GO HOME TO MY MOTHER AND GRANDFATHER.

C. IT IS UNDERSTOOD THAT A PERSON CANNOT CATCH A LIVE SEAL WHEN HE HAS LEFT HIS EQUIPMENT AT HOME.

THE STUDENT CAN ANALYZE PHRASES FROM *ESKIMO BOY* TO DETERMINE WHETHER THEY INCLUDE EMOTIONAL WORDS BY CATEGORIZING PHRASES.

**DIRECTIONS - DECIDE WHETHER THE FOLLOWING PHRASES INCLUDE EMOTIONAL WORDS.**

A. USES EMOTION WORDS

B. USES WORDS WITHOUT EMOTION

FRANTIC WITH PAIN **A**

DESPERATELY TRIES TO HELP **A**

EATING RAW MEAT **A**

CRAWLS OUT OF HIS KAYAK **R**

WEERING ON THE SHORE **A**

STROLLING DOWN THE HILL **A**

WALKING ON THE ICE **B**

SPEARING SISTER SHOUTING **A**

A FEARFUL ROAR **A**

Hearing sister shouting **A**

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO ANALYZE HOW THE LIFE OF AN ESKIMO CHILD WOULD COMPARE TO THE LIFE OF AN AMERICAN CHILD IN THE MIDWEST BY CATEGORIZING STATEMENTS AS BEING THE SAME OR DIFFERENT. QUESTIONS ARE BASED ON *ESKIMO BOY*. **10%**
DIRECTIONS - SELECT A. SAME
B. DIFFERENT

IF YOU WENT TO LIVE IN GREENLAND WITH IVIK FOR A YEAR, WHICH
THINGS *COULD* BE THE SAME AND WHICH *COULD* BE DIFFERENT WHEN
COMPARED WITH WHAT YOU USUALLY EXPERIENCE IN ILLINOIS.

WOULD ATTEND SCHOOL *A

FAT WALRUS AND SEAL *B

GO SWIMMING AFTER SCHOOL *B

HELP WITH FAMILY CHORES *A

HAVE A DOG FOR A PETS *A

HAVE GAMES TO PLAY *A

WEAR CLOTHES MADE OF ANIMAL SKINS *B

HAVE A SPEAR FOR A WEAPON *B

FOOD SUPPLY LIMITED TO WHAT FAMILY CATCHES *B

*** THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF NEW VOCABULARY WORDS
FROM THE THE RIVER BY SELECTING THE CORRECT DEFINITION. 0354

DIRECTIONS - SELECT THE CORRECT DEFINITION.

A MACHETE IS
A. A FIERCE, STRONG FISH.
B. A LARGE, HEAVY KNIFE.
C. A HUGE, THICK VINE.

PENETRATE MEANS
A. TO GET INTO OR THROUGH.
B. TO BE VERY BRIGHT AND COLORFUL.
C. TO BE VERY THICK AND OVERGROWN.

MYRIAD MEANS
A. EXTREMELY SMALL.
B. A GREAT NUMBER.
C. COVERED WITH WATER.

*** THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF SPECIFIC FACTS FROM
THE STORY THE RIVER BY SELECTING FACTS FROM THE STORY. 0355

THE RIVER IN THE STORY IS THE
A. CONGO RIVER.
B. AMAZON RIVER.
C. COLORADO RIVER.

A SPHINGERIO IS A
A. BEAUTIFUL BIRD.
A. LONG CARVED KNIFE.
B. RUBBER COLLECTOR.

A SERINGERO IS A
A. A GAY LITTLE BIRD FOUND NEAR RUBBER TREES.
B. A PERSON WHO USED THE RIVER FOR TRANSPORTATION.
C. A TREE THAT IS VERY VALUABLE FOR ITS WOOD.

XINGO AND HIS MOTHER HAD TO GO TO THE ISLAND BECAUSE
A. THE FAMILY NEEDED FOOD.
B. THE FATHER MIGHT BE ILL.
C. XINGO HAD TO PROVE THAT HE WAS BRAVE.

WHAT HAPPENED TO XINGO'S FATHER
A. HE THOUGHT HE HOLED.
B. HIS BOAT GOT AWAY.
C. HE WAS ATTACKED BY WILD ANIMALS.

WHY DIDN'T XINGO MAKE THE TRIP DOWN RIVER?
A. MEN FROM THE TRADING STATION VOLUNTEERED TO GO TO THE NEAREST SETTLEMENT.
B. XINGO DECIDED THAT THE RIVER WAS TOO DANGEROUS FOR HIM TO MAKE THE TRIP.
C. THEY DECIDED THAT A DOCTOR WOULDN'T BE NEEDED FOR XINGO'S FATHER.

WHY DIDN'T XINGO SAY ANYTHING WHEN HIS FATHER SAID HE WAS GLAD
XINGO WASN'T AFRAID
A. BECAUSE HIS FATHER WAS RIGHT AND XINGO WAS NO LONGER AFRAID OF THE RIVER.
B. BECAUSE HE KNEW HE HAD NOT LOST HIS FEAR BUT WOULD TRY HARD TO FORGET THAT FEAR.
C. BECAUSE HE WAS AFRAID OF HIS FATHER AND SO DID NOT SAY ANYTHING.

THE STUDENT CAN ANALYZE STATEMENTS ABOUT THE RIVER AND CATEGORIZE THEM ACCORDING TO FACT OR OPINION.

DIRECTIONS - SELECT THE FOLLOWING
A. FACT
B. OPINION

THE AMAZON RIVER IS THE GREATEST RIVER IN THE WORLD. *B
THERE ARE MANY INSECTS, GULLY COLORED BIRDS, GIANT SNAKES, AND WILD ANIMALS IN THE JUNGLE. *A
IT IS BEAUTIFUL ALONG THE AMAZON RIVER. *B
XINGO WAS A GOOD SON. *B
THE AMAZON RIVER COULD BE VERY DANGEROUS. *A
XINGO'S FATHER WAS PROUD OF HIS SON. *B
XINGO WAS AFRAID OF THE RIVER. *A
THE PIRANHA IS A DANGEROUS FISH. *A
The student can show knowledge of vocabulary words from *Westward Over the Ocean Sea* by selecting the correct definition.

**Directions:** Select the correct definition.

**Monastery**
- A. Public school buildings in Spain
- B. Ship built to carry many passengers
- C. Building in which monks live and work

**Friar**
- A. Man who belongs to one of certain religious brotherhoods of the Roman Catholic Church
- B. Man who works on a ship to get it in sailing order
- C. Man who is a cook at a boarding school for boys

**Arrott**
- A. Man who is in charge of a ship
- B. Man who works for the government
- C. Man who is head of a monastery

**Apprentice**
- A. Person who is put in jail
- B. Person who is learning a trade
- C. Person who runs off to sea

**Caravel**
- A. Group of people traveling together
- B. Small, fast ship of former times
- C. Boys singing together in a group

**Oliay**
- A. A courtyard in a monastery
- B. A valuable Spanish coin
- C. Solid landing place for ships

**Novice**
- A. Person preparing to be a monk or nun
- B. Person working on a sailing vessel
- C. Person experienced in his job

**Boatswain**
- A. Boy on a ship who performs odd jobs
- B. Officer of a ship who has charge of the anchors, ropes, rigging
- C. Young man on a large sailing vessel who helps put up the sails

The student can demonstrate knowledge of specific facts from *Westward Over the Ocean Sea* by selecting the correct answer.

**Directions:** Select the correct answer.
\[\text{THE STUDENT CAN ANALYZE PHRASES FROM \textit{WESTWARD OVER THE OCEANS} AND SELECT THE PHRASES THAT PROVE THE STORY IS HISTORICAL FICTION.} \]

**DIRECTIONS** - SELECT YES IF THE PHRASE PROVES THE STORY IS HISTORICAL FICTION. SELECT NO IF THE PHRASE DOES *NOT* NECESSARILY PROVE IT IS HISTORICAL FICTION.

- **YES**
- **NO**

- **HOYHOOD APPRENTICESHIP** *A*
- **LIMITED NUMBER OF BOOKS** *A*
- **BOYS PLAYING TOGETHER** *B*
- **LOVE OF THE SEA** *B*
- **OCEAN-GOING SHIPS WITHOUT ENGINE POWER** *A*
- **NOVICES IN MONASTERY** *B*
- **LIMITED KNOWLEDGE OF THE NEW WORLD** *A*
- **FEW PEOPLE COULD READ OR WRITE** *A*
- **SEVERE PUNISHMENT FOR WRONG DOING** *A*
- **SHIPS DOCKING** *B*

**THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF \textit{WESTWARD OVER THE OCEAN SEAS} BY SELECTING INFERRED CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY.**
THE TITLE IS REFERRED TO THROUGHOUT BY MENTIONING
A. WESTWARD WIND
B. SEA VOYAGE
C. OCEAN SEAS

WHY DIDN'T JUAN WANT TO TELL DON CRISTOBAL WHY HE LEFT THE
MONASTERY?
A. BECAUSE HE DIDN'T FEEL IT WAS IMPORTANT
B. BECAUSE HE KNEW DON CRISTOBAL WAS A FRIEND OF THE ABBOT
C. BECAUSE HE EXPECTED SEVERE PUNISHMENT

WHY WAS JUAN SO ANXIOUS TO LEAVE THE MONASTERY OF LA RABIDAO
A. BECAUSE HE WAS TREATED CRUELLY AND HAD TO WORK HARD
B. BECAUSE HE LOVED THE SEA AND DIDN'T WANT TO BE A WEAVER'S
   APPRENTICE
C. BECAUSE HE WANTED TO LOOK FOR BURIED TREASURE

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THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY WORDS FROM *CAST-
AWAYS IN SPACE* BY SELECTING THE CORRECT DEFINITION.

DIRECTIONS - SELECT THE CORRECT DEFINITION.

CASTAWAY
A. A MESSAGE SENT IN SPACE
B. THROWN AWAY, CAST ADrift
C. A PLACE TO LAND IN SPACE

CADET
A. A PERSON IN CHARGE OF A SPACE PROGRAM
B. A MAN WHO IS A RULER OF ANOTHER PLANET
C. YOUNG MAN WHO IS TRAINING TO BE AN OFFICER IN THE ARMY, NAVY, OR AIR FORCE

JAGGED
A. VERY HEAVY AND HARD TO CARRY
B. WITH SHARP POINTS STICKING OUT
C. EASILY CRUSHED BY HAND

INGENUITY
A. CLEVERNESS
B. MADNESS
C. HAPPINESS

INCREDIBLE
A. EASY TO UNDERSTAND
B. LONG AND BORING
C. BEYOND BELIEF

REINSTATED
A. PUT BACK IN A FORMER POSITION OR CONDITION
B. SAY SOMETHING AGAIN AND AGAIN
C. MAKE UP ONE'S MIND ABOUT HIS JOB

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THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF SPECIFIC FACTS FROM
"WALK LIKE A PIONEER* BY SELECTING THE CORRECT FACT.* §40

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE WAGON TRAIN WAS GOING TO
A. NEVADA.
B. CALIFORNIA.
C. UTAH.

REN'S FATHER HAD BEEN A
A. SCHOOLTEACHER.
B. STOREKEEPER.
C. FARMER.

THE RIMS CAME OFF THE WAGON WHEELS BECAUSE OF
A. EXTREME DRYNESS OF THE DESERT.
B. THE VERY DEEP SAND.
C. POOR CONSTRUCTION OF THE RIM.

THE WAGON TRAIN WAS CROSSING WHAT MOUNTAIN RANGE IN THE STORY?
A. ALLEGHENY MOUNTAINS
B. ROCKY MOUNTAINS
C. SIERRA NEVADA MOUNTAINS

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THE STUDENT CAN SHOW KNOWLEDGE OF VOCABULARY WORDS FROM "WALK LIKE A PIONEER* BY SELECTING THE CORRECT DEFINITION.* §40

DIRECTIONS - SELECT THE CORRECT DEFINITION.

*KF
*A. ADD, TO INCREASE
B. WALK CAREFULLY, SLOWLY
C. USE A SMALL AMOUNT

CORRAL
A. WAGON TRAIN TRAVELING WEST
B. PEN FOR HORSES, CATTLE, ETC.
C. PIECE OF EQUIPMENT FOR A WAGON

SIERRA NEVADA
A. MOUNTAIN RANGE IN EASTERN CALIFORNIA
B. DESERT IN NORTHERN NEVADA
C. CITY NEAR BORDER OF CALIFORNIA

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THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF "WALK LIKE A PIONEER* BY SELECTING CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY.* §40

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHAT DOES "WALK LIKE A PIONEER* MEAN?
A. TO MOVE ALONG ON FOOT INSTEAD OF RIDING
B. TO LIVE, BEHAVE WITH A PIONEER SPIRIT
C. TO TAKE BIG STEPS WHEN WALKING
WHEN THE PIONEERS HAD TO *RATION* THEIR DRINKING WATER, WHAT DID THEY DO?
A. THREW IT AWAY BECAUSE IT WAS NO GOOD
B. USED ONLY A FIXED AMOUNT DAILY
C. TOOK TURNS FILLING THE WATER BARRELS

HENRY'S FEELING TOWARD THE BOYS FROM THE FARM WAS ONE OF
A. FRIENDLINESS
B. RESENTMENT
C. INDIFFERENCE

HENRY DID NOT WALK LIKE A PIONEER DURING THE WATER SHORTAGE BECAUSE
A. HE DID NOT VOLUNTEER TO GO FOR WATER
B. HE WENT FOR AN EXTRA DRINK
C. HE WASTED A LOT OF THE WATER

HENRY PROVED THAT HE COULD WALK LIKE A PIONEER WHEN
A. HE GAINED STRENGTH AND SKILL
B. HE WALKED ALL DAY BESIDE THE WAGON
C. HE HELPED THE CHILDREN UP THE MOUNTAIN

WHAT IS THE MAIN IDEA OF THE STORY?
A. EVEN THOUGH HENRY AT FIRST HAD NO IDEA OF WHAT WALKING LIKE A PIONEER MEANT AND WAS RESENTFUL AND UNDISCIPLINED, HE LEARNED FROM HIS FAILURE HOW TO WALK LIKE A PIONEER IN HIS OWN WAY.
B. BEN WENT WITH WAGON TRAIN EXPEDITION WEST AND HAD TO WALK SOME OF THE WAY AND RIDE IN THE WAGON SOME OF THE WAY. THEY CAMPED ALONG THE WAY AND HAD SOME HARD TIMES BUT KEPT GOING.
C. BEN WAS NOT EXCITED ABOUT GOING ON THE WAGON TRAIN AND DID NOT ALWAYS FOLLOW DIRECTIONS. HE HAD TO LEARN TO MAKE FRIENDS AND CONTROL HIS TEMPER.

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY.

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHAT WAS THE NAME OF THE STREET THAT HENRY LIVED ON?
A. CHERRY STREET
B. KLICKITAT STREET
C. SCOOTER STREET

WHAT WAS THE BUS COMPANY'S RULE CONCERNING ANIMALS RIDING ON BUSES?
A. NO ANIMAL CAN RIDE ON A BUS UNLESS IT IS ON A LEASH
B. NO ANIMAL CAN RIDE ON A BUS UNLESS IT HAD DOG TAGS
C. NO ANIMAL CAN RIDE ON A BUS UNLESS IT IS INSIDE A BOX

HENRY NAMED HIS DOG RIBSY BECAUSE
A. THE DOG LIKED TO EAT ICE CREAM
B. THE DOG WAS SO THIN YOU COULD SEE HIS RIBS
C. THE DOG HAD FLEAS

HOW DID HENRY FINALLY GET HOME?
A. IN A POLICE CAR

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THE STUDENT WILL SHOW KNOWLEDGE OF UNFAMILIAR WORDS BY SELECTING THE CORRECT DEFINITION FOR EACH WORD. VOCABULARY WORDS ARE FOUND IN THE STORY "HENRY AND RIBSY."

DIRECTIONS - SELECT THE CORRECT DEFINITION FOR EACH WORD.

EXASPERATE
- A. TO MAKE FUN OF
- *B. TO IRRITATE OR ANNOY GREATLY
- C. TO BE VERY HAPPY

GLOAT
- A. TO FEEL A MEAN OR SELFISH KIND OF PLEASURE
- B. TO JUMP UP IN THE AIR
- C. TO LOOK OVER CAREFULLY

WHIMPER
- A. A CRY WITH LOW, BROKEN SOUNDS
- B. TO BREAK SOMETHING
- C. TO ENJOY DOING A JOB

THE STUDENT WILL BE ABLE TO ANALYZE STATEMENTS TO DETERMINE FACT AND OPINION BY CORRECTLY CATEGORIZING EACH STATEMENT. STATEMENTS ARE BASED ON THE STORY "HENRY AND RIBSY."

DIRECTIONS - READ EACH STATEMENT AND DECIDE IF IT IS FACT OR OPINION.

HENRY'S MOTHER WAS OFTEN UPSET BECAUSE OF THINGS HENRY DID.
- *A. FACT
- B. OPINION

HENRY OFTEN DID UNUSUAL THINGS.
- A. FACT
- *B. OPINION

THIS WAS A FUNNY STORY.
- A. FACT
- *B. OPINION

RIBSY WAS VERY THIN AND HUNGRY.
- A. FACT
- B. OPINION

THE STORY HAD A HAPPY ENDING.
- A. FACT
- *B. OPINION

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY.
*THE ROCKETS RED GLARE* BY CHOOSING THE CORRECT ANSWER TO QUESTIONS BASED ON THE STORY.

**DIRECTIONS - SELECT THE CORRECT ANSWER.**

WHY DID DANNY HAVE TO TAKE THE LONG WAY HOME FROM BEAR CREEKO

A. HE WAS AFRAID OF BEING CAPTURED OR SHOT BY THE ENEMY.
B. HE HAD TO STOP AT THE TRADING POST FOR HIS MOTHER.
C. HE WANTED TO STOP AND PLAY WITH A FRIEND.

DANNY WAS CAPTURED BY

A. DR. REAMES.
B. THE BRITISH ON A CLIPPER SHIP.
C. THE SOLDIERS AT FORT MC HENRY.

WHAT WAS FRANCIS SCOTT KEY LOOKING FOR AS HE POINTED HIS TELESCOPE TOWARD FORT MC HENRY?

A. THE AMERICAN FLAG
B. THE ROCKETS
C. THE BRITISH SOLDIERS

THE STUDENT WILL SHOW KNOWLEDGE OF UNFAMILIAR WORDS BY SELECTING THE CORRECT DEFINITION FOR EACH WORD. VOCABULARY WORDS ARE FROM THE STORY *THE ROCKETS RED GLARE.*

**DIRECTIONS - SELECT THE CORRECT DEFINITION FOR EACH WORD.**

**BOMBARDMENT.**

A. A THORNY BUSH
B. TO BE SUCCESSFUL
C. AN ATTACK WITH HEAVY FIRE

**DEFIANT**

A. A WRITTEN AGREEMENT
B. TO BE DISOBEDIENT
C. TO BE SURE, CERTAIN

**SULTRY**

A. COLD AND DRY
B. HOT AND MOIST
C. VERY WINDY

**PERILOUS**

A. DANGEROUS
B. A NARROW STRIP OF WATER
C. A PERSON WHO JOKES

THE STUDENT WILL BE ABLE TO ANALYZE EVENTS IN THE STORY *THE ROCKETS RED GLARE* IN RELATION TO OTHER HISTORICAL EVENTS BY CHECKING TRUE OR FALSE.

**DIRECTIONS - MARK T FOR EACH TRUE STATEMENT OR F FOR EACH FALSE STATEMENT.**

HE BATTLE OF BALTIMORE OCCURRED TOWARD THE BEGINNING OF THE WAR.

( )
OF 1812.
A. TRUE
B. FALSE

FRANCIS SCOTT KEY COULD NOT HAVE KNOWN GEORGE WASHINGTON.
A. TRUE
B. FALSE

FRANCIS SCOTT KEY KNEW THAT HIS POEM WOULD BECOME OUR NATIONAL ANTHEM.
A. TRUE
B. FALSE

THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE POEM "MY FRIEND, LEONA" BY SELECTING THE CORRECT DEFINITION.

DIRECTIONS - CHOOSE THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

GERANIUM
A. A PERSON WHO IS RUNNING AWAY FROM DANGER OR CAPTURE
B. A HOUSE OR GARDEN PLANT WITH FLOWERS OF SCARLET, PINK, OR WHITE
C. A SWEET, SPICY FRAGRANCE FROM CERTAIN AFRICAN OR ASIAN TREES

HELTER-SKELTER
A. WITH HEADLONG, DISORDERLY HASTE
B. BIG AND CLUMSY LOOKING
C. LOOKING OVER VERY CAREFULLY, INSPECTION

WELFARE WORK
A. SECRET ORGANIZATION WORKING AGAINST AN UNPOPULAR GOVERNMENT
B. SCIENTIFIC WORK THAT IS DONE IN A LABORATORY
C. WORK DONE TO IMPROVE THE CONDITIONS OF PEOPLE WHO NEED HELP

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE POEM "MY FRIEND, LEONA" BY SELECTING THE CORRECT ANSWER.

DIRECTIONS - SELECT THE CORRECT ANSWER FOR EACH OF THE FOLLOWING.

WHY WAS LEONA'S MOTHER UNHAPPY WITH HER?
A. LEONA DID NOT CLEAN HER ROOM.
B. LEONA WAS OFTEN LATE FOR SCHOOL.
C. LEONA TOLD LIES.

WHEN DOES LEONA SAY UNTRUE THINGS?
A. WHEN SHE DOESN'T LIKE SOMEONE
B. WHEN LEONA DOESN'T WANT TO SEE LIFE AS IT REALLY IS
C. WHEN SHE DOESN'T GET EVERYTHING SHE WANTS

WHICH OF THE FOLLOWING LINES FROM THE POEM TELL YOU LEONA DOES NOT HAVE THE PRETTY CLOTHES SHE SAY SHE HAS?
A. SHE SAYS HER HOME
IS HUG F AND FAIR
BUT AT PRESENT SHE'S NOT LIVING THERE.
*R. SHE SAYS SHE HAS DRESSES TOO SWEET TO BE SEEN
BUT THE ONES SHE WEARS ARE SCRUMPED AND MEAN.
C. THAT HER FATHER IS THE CAPTAIN
OF A SHIP OFF ON A LONG MYSTERIOUS TRIP . . . .

WHICH OF THE FOLLOWING LINES FROM THE POEM SUGGEST THAT IF YOU REALLY KNEW LEONA YOU MIGHT LIKE HER?

A. LEONA MAKES OVER THINGS SHE CAN'T BEAR ALL UGLY STREETS AND RATTED HAIR.
B. LISTEN TO HER AND YOU'LL SEE EVERYTHING AS IT WANT'S TO BE.
LEONA'S TALL AND HER EYES ARE BLUE AND IF YOU KNEW LEONA YOU'D LOVE HER TOO.
C. JUST ASK LEONA THE WAY TO A PLACE THERE'LL BE NO LIE IN THE MAP SHE'LL TRACE.

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THE STUDENT WILL BE ABLE TO ANALYZE THE MAKE-UP OF A COMPLEX PERSONALITY BY SELECTING THE PROBABLE REASON FOR THE CHARACTER'S ACTION.
THE QUESTION IS BASED ON THE POEM "MY FRIEND, LEONA." %10

DIRECTIONS - SELECT THE BEST ANSWER TO THE FOLLOWING QUESTION:

WHY DOES IT HELP LEONA TO MAKE THINGS OVER IN HER IMAGINATION?

A. LEONA IS A HAPPY CHILD AND SHE WANTS TO SHARE HER HAPPINESS WITH OTHER PEOPLE.
B. LEONA IS VERY UNHAPPY IN REAL LIFE AND FINDS HAPPINESS IN PRETENDING.
C. LEONA IS A MEAN PERSON AND LIKES TO SAY THINGS THAT WILL HURT OTHER CHILDREN.

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THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY "THE GOOD NEIGHBOR" BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. %50

DIRECTIONS - SELECT THE CORRECT ANSWER:

\textbf{JANE ADDAMS WAS BORN IN 1860. 1860 IS IN WHICH CENTURY?}

A. 18TH CENTURY
B. 19TH CENTURY
C. 20TH CENTURY
JANE ADDAMS WAS BORN NEAR
A. DES MOINES, IOWA
B. MADISON, WISCONSIN
*C. CHICAGO, ILLINOIS.

FROM THE TIME JANE WAS VERY SMALL SHE HAD ALWAYS BEEN INTERESTED IN
*A. POOR PEOPLE
B. ANIMALS
C. TRAVELING.

WHEN JANE FOUND HULL HOUSE, IT WAS SURROUNDED BY
A. BEAUTIFUL, CHEERFUL HOMES WITH PRETTY FLOWERS
B. A PEACEFUL, QUIET LAKE IN THE MIDDLE OF A FOREST
*C. DIRTY, WOODEN HOMES WITH TRASH AND GARBAGE ALL AROUND.

IN 1931, MISS ADDAMS RECEIVED THE NOBEL PEACE PRIZE. WHAT IS THE
*A. PRIZES GIVEN EACH YEAR FOR THE PERSON WHO HAS GIVEN THE MOST
MONEY TO WORTHY CAUSES
*B. PRIZES GIVEN EACH YEAR TO THOSE PERSONS WHO HAVE DONE MOST
IN PHYSICS, CHEMISTRY, MEDICINE, LITERATURE AND THE PROMO-
TION OF PEACE
*C. PRIZES GIVEN EACH YEAR TO THE BEST ATHLETE WHO GOES TO
OTHER COUNTRIES TO PROMOTE PEACE.

THE STUDENT WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE
*THE GOOD NEIGHBOR* STORY BY CORRECTLY SELECTING THE MEANING OF EACH WORD OR PHRASE.

DIRECTIONS - CHOOSE THE CORRECT ANSWER.

WHAT DID PEOPLE MEAN WHEN THEY SAID JANE AND ELLEN WERE TOUCHED IN THE HEAD?
A. SMART
B. LAZY
*C. CRAZY

HULL HOUSE WAS DESCRIBED AS A SETTLEMENT HOUSE. WHAT DOES THIS MEAN?
*A. A PLACE WHERE NEIGHBORS COULD HAVE FUN AND LEARN MANY THINGS TOGETHER
*B. A STORE WHERE YOU GO TO BUY FOOD AND CLOTHING
*C. PUBLIC LAND RESERVED FOR SOME PARTICULAR USE SUCH AS FOR INDIANS

WHAT DOES THE WORK APPEALED MEAN IN THE SENTENCE, "THE IDEA OF BEING A DOCTOR APPEALED TO HER."
A. SHE DID NOT LIKE THE IDEA
*B. IT WAS OF INTEREST TO HER
*C. SHE COULD NOT DO IT

WHAT DOES THE WORD FOREIGN MEAN IN THE SENTENCE, "THEY CAME TO"
*A. FROM OTHER COUNTRIES
*B. FROM ONLY ASIA
*C. FROM COLD LANDS
WHAT DOES THE WORD *FLOCKED* MEAN IN THE SENTENCE, *YOUNG FOLKS AND OLD *FLOCKED* TO HULL HOUSE*?
A. TO COME ONLY BY TRAIN  
B. TO GATHER TOGETHER, ASSEMBLE  
C. TO JUMP UP AND DOWN

WHAT DOES THE WORD *STATELY* MEAN IN THE SENTENCE, *HULL HOUSE, WHEN IT WAS BUILT, WAS A BIG *STATELY* MANSION*?
A. DIGNIFIED, GRAND  
B. DIRTY, RUNDOWN  
C. COMPACT, SMALL

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY *AN EXTRA INDIAN* BY MARION HOLLAND BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY.

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHEN JED BLACK JOINED MISS BOWDY'S CLASS, WHAT WAS HAPPENING?
A. THE CHILDREN WERE PREPARING FOR AN EASTER PROGRAM.  
B. THE CHILDREN WERE PREPARING FOR A THANKSGIVING PROGRAM.  
C. THE CHILDREN WERE WORKING HARD ON THEIR MATH AND READING.

JE'D WAS VERY QUIET AND WOULD NOT SPEAK WITH THE OTHER CHILDREN. THE CLASS THOUGHT
A. HE WAS A FOREIGNER AND COULD NOT SPEAK ENGLISH.  
B. HE WAS JUST VERY SHY IN MEETING NEW CHILDREN.  
C. HE DID NOT LIKE THEM AND DID NOT WANT TO BE A PART OF THE CLASS.

WHEN JED HAD NO COSTUME AT THE LAST PRACTICE, JOHNNY SCHMIDT OFFERED TO GET A COSTUME FOR HIM. WHAT DID JOHNNY FIND OUT ABOUT JED?
A. HE WAS UNFRIENDLY AND WOULD NOT ACCEPT HELP FROM JOHNNY.  
B. HE WAS REALLY A FULL-BLOODED INDIAN AND WAS WAITING FOR HIS BROTHER TO SEND A COSTUME.  
C. HE WANTED TO BE IN THE PLAY, BUT DID NOT LIKE THE PART THAT WAS GIVEN HIM AND THEREFORE DID NOT WANT TO COOPERATE WITH THE TEACHER.

WHY DID THE PILGRIMS AND AUDIENCE GASP WHEN THEY SAW JED?
A. THEY SAW JED IN FULL INDIAN DRESS TAKING JOHNNY'S PART AS THE MASSASOIT, THE LEADER OF THE INDIANS.  
B. JED DID NOT HAVE A COSTUME AND HAD COMPLETELY FORGOTTEN HIS LINES.  
C. JED WAS SO SCARED HE STARTED CRYING AND WALKED OFF THE STAGE INSTEAD OF SAYING HIS PART.

WHY DID JOHNNY DECIDE TO GIVE JED HIS PART AS MASSASOIT, THE LEADER OF THE INDIANS?
A. JED LOOKED LIKE A FOREIGNER, BUT DID NOT REALLY WANT TO BE IN THE PLAY.  
B. JED WAS A FULL-BLOODED INDIAN AND LEARNED THE LINES QUICKLY.  
C. JED INSISTED HE HAVE THE PART AND SAID HE WOULD RUIN THE PLAY IF HE DIDN'T GET IT.

WHAT WAS JED'S FULL NAME?
THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE STORY "AN EXTRA INDIAN" BY SELECTING THE CORRECT DEFINITION.

DIRECTIONS - CHOOSE THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

FOREIGNER
A. A PERSON WHO COMES FROM ANOTHER COUNTRY
B. A MEETING OF PEOPLE TO DISCUSS SOME SUBJECT
C. A PERSON THAT WINS FIRST PLACE IN A CONTEST

CUE
A.* EXPLAIN SOMETHING BY USING EXAMPLES, EXPERIMENTS, SHOWING HOW SOMETHING IS DONE
B. DISCONTENT OR ILL WILL AT ANOTHER'S GOOD FORTUNE BECAUSE ONE WISHES IT HAD BEEN HIS - DISLIKES FOR A PERSON WHO HAS WHAT HE WANTS
C. THE LAST WORDS OF AN ACTOR'S SPEECH IN A PLAY WHICH SERVE AS A SIGNAL FOR ANOTHER ACTOR TO SOME ON THE STAGE AND SPEAK

RESERVATION
A.* LAND SET ASIDE FOR A SPECIFIC PURPOSE
B. A CONTEST OF SKILL IN ROPING CATTLE, RIDING HORSES, ETC.
C. A PERSON EMPLOYED TO GUARD A FOREST

KHAKI
A. AN ESKIMO CANOE MADE OF SKINS STRETCHED OVER A FRAME
B. A COLOR OF DUST, FULL YELLOWISH-BROWN
C. A SMALL ANIMAL SOMETHING LIKE A SNAKE, BUT HAVING FOUR LEGS AND A LONG TAIL

THE STUDENT WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE STORY "AN EXTRA INDIAN" BY SELECTING THE CORRECT ANSWER.

DIRECTIONS - READ THE FOLLOWING SENTENCE AND CHOOSE THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS.

MISS GOWDY AND HER CLASS WERE NOT HAVING READING, MATH, AND SPELLING CLASS, BUT THEY STILL WERE USING READING, MATH, AND SPELLING.

HOW HAD MISS GOWDY'S CLASS DONE PLENTY OF READING?
A. BY READING THE DAILY NEWSPAPER
B. BY LOOKING THINGS UP IN THE LIBRARY ABOUT THE FIRST THANKSGIVING
C. BY READING COMIC BOOKS ABOUT THANKSGIVING

HOW HAD MISS GOWDY'S CLASS DONE PLENTY OF MATH?
A. BY FIGURING OUT HOW MANY YARDS OF GOODS IT WOULD TAKE FOR THE PILGRIM'S COSTUMES
B. BY COUNTING THE NUMBER OF PEOPLE WHO ARE GOING TO BE IN THE PLAY
C. BY COUNTING THE NUMBER OF DAYS UNTIL THE CHILDREN WOULD PRESENT THE PLAY

HOW HAD MISS GOWDY'S CLASS DONE PLENTY OF SPELLING
*A. BY WRITING A PLAY ABOUT THANKSGIVING
B. BY PRESENTING A PLAY ABOUT THANKSGIVING
C. BY TELLING A PLAY ABOUT THANKSGIVING

THERE WERE TWO HEROES IN THIS STORY. WHO WAS THE STAR ON STAGE?
A. JOHNNY
B. JED
C. DIANA

WHO WAS THE STAR BEHIND THE SCENES?
A. JOHNNY
B. JED
C. DIANA

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY "ADVENTURE" BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY.

DIRECTIONS: SELECT THE CORRECT ANSWER FOR EACH OF THE FOLLOWING.

WHERE DID PAUL AND DON FISHER GO TO SCHOOL?
A. ON THE ISLAND
B. ON THE MAINLAND
C. AT BIG JERRY'S CABIN

HOW DID THE ROYS GET TO SCHOOL?
A. BY TRAIN
B. BY CAR
C. BY FERRY

WHY DID THE BOYS HAVE TO STAY WITH BIG JERRY?
A. THEIR PARENTS WERE CALLED AWAY SUDDENLY
B. THEIR MOTHER BECAME VERY ILL
C. THEY HAD NO HEAT IN THEIR HOME

WHAT HELPED PAUL AND DON FIND THEIR WAY TO BIG JERRY'S CABIN IN THE SNOW STORM?
A. THEY FOLLOWED FOOTPRINTS
B. THEY FOLLOWED TREES ALONG THE ROAD
C. THEY FOLLOWED POLES ALONG THE RAILROAD

WHEN THE ROYS FOUND BIG JERRY LYING ON THE FLOOR INJURED, WHO FIGURED OUT WHAT TO DO?
A. PAUL
B. DON
C. BIG JERRY

HOW DID THE ROYS SEND THE SOS MESSAGE?
A. THEY USED THE TELEPHONE
B. THEY USED DAD'S STEAM ENGINE
C. THEY SENT A BOAT

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The text above contains questions and answers related to a story about a play and its characters. It also includes a section for recalling specific facts about the story."
WHO HEARD THE BOY’S SOS SIGNAL FOR HELP?
A. THE COAST GUARD BOAT  
B. THE PEOPLE ON THE MAINLAND  
C. THE BOY’S PARENTS

WHAT DID THE DOCTOR FIND WRONG WITH BIG JERRYO?
A. A CUT ON HIS HEAD AND A BROKEN ARM  
B. A BUMP ON HIS HEAD AND A BROKEN LEG  
C. A SCRATCH ON HIS LEG AND A BROKEN FINGER

THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE STORY “SOS ADVENTURE” BY SELECTING THE CORRECT DEFINITION.

DIRECTIONS — CHOOSE THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

DOCK
A. AN ACCOUNT WRITTEN DOWN EACH DAY OF WHAT HAS HAPPENED TO ONE  
B. A PLATFORM BUILT ON THE SHORE OR OUT FROM THE SHORE  
C. A SWINGING METAL ARM IN A FIREPLACE USED TO HOLD A KETTLE OVER THE FIRE

GAUGE
A. AN INSTRUMENT FOR MEASURING SUCH AS MEASURING THE PRESSURE OF STEAM  
B. A LARGE PIPE IN THE STREET FROM WHICH FIREFIGHTERS DRAW WATER  
C. A COVER OR CAGE OF STRAPS OR WIRES TO KEEP ANIMALS’ HEADS FROM RITING OR EATING

SOS
A. A PIECE OF METAL
B. FILLED WITH GREAT FEAR
C. AN URGENT CALL FOR HELP

THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE STORY “BOY WITH A HARPOON” BY SELECTING THE CORRECT DEFINITION.

DIRECTIONS — SELECT THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

HARPOON
A. A LARGE PIPE IN THE STREET FROM WHICH FIREFIGHTERS DRAW WATER  
B. A PADDED MAT FOR KNEELING UPON  
C. A LONG SPEAR HAVING A LINE ATTACHED FOR STRIKING AND KILLING WHALES

TOP-NOTCH
A. NOT COMMON
B. BEST POSSIBLE
C. CAN BE SEEN

KAYAK
A. AN ESKIMO CANOE MADE OF...
FOR A PERSON

A. ANY LARGE VESSEL CARRYING PASSENGERS OR MERCHANDISE FROM ONE PLACE TO ANOTHER
B. A BOAT THAT CAN TRAVEL UNDER THE SURFACE OF THE SEA

SHAFT

A. SOMETHING THAT COVERS OR PROJECTS FROM WEATHER, DANGER, OR ATTACK
B. A LONG, SLENDER STEM OF AN ARROW OR SPEAR
C. A NOOSE FOR CATCHING SMALL ANIMALS AND BIRDS

OOGURG

A. A VERY LARGE BEARDED SEAL
B. A SMALL FRESHWATER FISH, USED FOR FOOD
C. A SMALL MAMMAL THAT CARRIES ITS YOUNG IN A POUCH

PARKA

A. A MAN’S COAT REACHING ABOUT TO THE KNEES
B. A HEAVY FUR JACKET WITH AN ATTACHED HOOD FOR PROTECTION FROM THE COLD
C. A LARGE HORN USED TO INCREASE THE SOUND OF THE VOICE

BLURGER

A. THE FAT OF WHALES AND SOME OTHER SEA ANIMALS
B. A HAIRY, GRAY ANIMAL THAT DIGS HOLES IN THE GROUND TO LIVE IN
C. TUBES THAT CARRY BLOOD FROM THE HEART TO ALL PARTS OF THE BODY

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THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY "BOY WITH A HARPON" BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. 

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHY WAS LITTLE SEAL CALLED FISH AT THE BEGINNING OF THE STORY?

A. HE WAS A VERY FAST AND GOOD SWIMMER LIKE A FISH.
B. HIS KAYAK TIPPED OVER AND HE HAD TO BE FISHED OUT OF THE WATER.
C. HE LIKED TO EAT FISH AT EVERY MEAL.

WHY DID FISH CREEP TOWARD THE OOGURG?

A. HE DID NOT WANT TO BE SEEN BY THE OOGURG.
B. HE WANTED THE OOGURG TO HELP HIM CATCH FISH.
C. HE WANTED ALL HIS FRIENDS TO SEE THE OOGURG.

IT WAS VERY IMPORTANT FOR FISH TO

A. MOVE QUICKLY AND NOISLY.
B. MAKE SOUNDS LIKE AN OOGURG.
C. MOVE QUIETLY AND SLOWLY.

WHEN DID FISH HARPON THE OOGURG?

A. WHEN THE OOGURG CAME OUT OF THE WATER ONTO THE ICE
B. WHEN THE OOGURG WAS SLEEPING ON THE ICE
C. WHEN THE OOGURG WAS IN SWIMMING IN THE WATER
THE LINE.
B. HE CUT THE SLABS OF ICE SO HE COULD PUT THE OOGURUG ON THEM AFTER HE HARPOONED IT.
C. HE CUT THE SLABS OF ICE TO TAKE BACK TO THE VILLAGE WITH HIM.

WHY DID FISH LEAVE THE OOGURUG AND GO BACK TO THE VILLAGE?
A. TO GET SOME EQUIPMENT HE HAD FORGOTTEN TO BRING WITH HIM.
B. TO GET SOMEONE TO HELP HIM CARRY THE SEAL.
C. TO GET BACK TO THE VILLAGE BEFORE DARK.

FISH'S PARENTS
A. SAID THEY WERE VERY UNHAPPY WITH HIS ACTIONS.
B. DID NOT COME TO THE BEACH TO SEE HIS CATCH.
C. WERE VERY PROUD OF HIM BUT SAID NOTHING.

THE STUDENT WILL BE ABLE TO COMPREHEND THE MEANING OF PHRASES TAKEN FROM "BOY WITH A HARPON" BY SELECTING THE CORRECT MEANING OF EACH PHRASE.

DIRECTIONS - SELECT THE CORRECT MEANING FOR EACH PHRASE.

LIVE IT DOWN
A. TO LIVE VERY POORLY.
*B. WIPE OUT THE SHAME OF.
C. TO DO AS ONE PLEAS.

USED HIS WITS
A. USED HIS SKILL AND INTELLIGENCE.
*B. MADE WILD GUESSES.
C. USED HIS EQUIPMENT.

EVERYTHING WAS IN GOOD SHAPE
A. THE EQUIPMENT WAS SHAPED CORRECTLY.
*B. EVERYTHING WAS READY AND IN GOOD CONDITION.
C. THE SEAL WAS SHAPED CORRECTLY.

NOW YOU CAN SLEEP ON THE ICE
A. FISH WAS READY TO SLEEP ALL NIGHT ON THE ICE.
*B. LITTLE SEAL HAD EARNED THE RIGHT TO GO ON WHALE HUNTS.
C. THE OOGURUG WOULD BE LEFT ON THE ICE THE FIRST NIGHT.

MECHANICS

GIVEN A LIST OF WORDS THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER BY INDICATING THE CORRECT ALPHABETICAL ORDER OF THOSE WORDS.

A. BURN.

Which one would come first?
A. Sun  B. Full  C. Bury

Which one would come second?
A. Fun  B. Find  C. Funnier  D. Funnel  E. Funny

Which one would come third?
A. Turn  B. Nothing  C. Turn

Which one would come fourth?
A. Sun  B. Nothing  C. Turn

Which one would come fifth?
A. Sun  B. Nothing  C. Turn
WHICH ONE WOULD COME FIFTHO *R
A. MUSS
B. MUSIC
C. MUTE
D. MULE
E. MULFTRAIN

WHICH ONE WOULD COME FIRST0 *D
WHICH ONE WOULD COME SECONDO *F
WHICH WOULD COME THIRD0 *B
WHICH ONE WOULD COME FOURTH0 *A
WHICH ONE WOULD COME FIFTH0 *C

A. BACK
R. DINNER
C. USEFUL
D. VEGETABLE
E. POT

WHICH ONE WOULD COME FIRST0 *A
WHICH ONE WOULD COME SECONDO *R
WHICH WOULD COME THIRD0 *F
WHICH ONE WOULD COME FOURTH0 *C
WHICH ONE WOULD COME FIFTH0 *D

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THE STUDENT CAN DISTINGUISH A DIRECT QUOTATION FROM AN INDIRECT
QUOTATION BY IDENTIFYING INDIRECT QUOTATIONS. *50

DIRECTIONS - CHOOSE THE LETTER OF THE PHRASE THAT SHOULD *NOT*
HAVE QUOTATION MARKS.

*A. BILL SAID THAT HIS DOG WAS SICK.
B. MY DOG SAID BILL IS SICK.
C. MY DOG IS SICK SAID BILL.
D. BILL SAID MY DOG IS SICK.

A. I WONDER THOUGHT THE TEACHER IF THE TEST WAS EASY.
B. THE TEACHER WONDERED IF THE TEST WAS EASY.
C. WAS THE TEST EASY THE TEACHER WONDERED.
D. I WONDERED WAS THE TEST EASY.

*A. THE WEATHERMAN ANNOUNCED TOMORROWS WEATHER AND HE SAID THAT
IT WOULD BE COLD.
B. IN ANNOUNCING TOMORROWS WEATHER THE WEATHERMAN SAID IT WILL
BE COLD.
C. IT WILL BE COLD TOMORROW ANNOUNCED THE WEATHERMAN.
D. THE WEATHERMAN ANNOUNCED IT WOULD BE COLD TOMORROW.

A. DANNY ANSWERED YES I WILL DO.
B. DANNYS ANSWER WAS YES I WILL GO.
C. YES ANSWERED DANNY I WILL GO.
*D. DANNY ANSWERED THAT HE WOULD GO.

A. DO YOU KNOW THE ANSWER FOR THE QUESTION THAT I ASKED?
B. I WAS ASKING DO YOU KNOW THE ANSWER.
*C. I ASKED HIM TO TELL ME THE ANSWER.
D. I ASKED DO YOU KNOW THE ANSWER.

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THE STUDENT CAN RECOGNIZE COMMONLY USED ABBREVIATIONS BY
MATCHING THE CORRECT ABBREVIATION WITH A GIVEN WORD. %140

DI ct R I O NS - MATCH EACH WORD WITH ITS ABBREVIATION.

MISTER
A. MIS.
*B. MR.
C. MRS.
D. MT.

STREET
A. STR.
B. STE.
*C. ST.
D. STRT.

SENIOR
A. SFN.
B. SOR.
*C. SR.
D. SER.
E. SN.

AVENUE
*A. AVF.
B. AV.
C. AVFN.
D. AVE.

COMPANY
A. COM.
*B. CO.
C. COMP.
D. COMPY.

RAILROAD
* A. R. R.
B. RD.
C. RLD.
D. RRD.
THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF PROPER USAGE OF CAPITALIZATION IN WRITING TITLES BY IDENTIFYING INCORRECTLY CAPITALIZED TITLES. *IN*

WHICH TITLE IS CORRECTLY CAPITALIZED?
NOTE - * IN FRONT OF ANY WORD DENOTES FIRST LETTER IS A CAPITAL.

*A. *THE *MILKMAID AND *HER *COW
*B. THE *LAST OF THE *MÖHICANS
*C. *HOME ON THE RANGE,
*D. *A WRINKLE IN *TIME

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RULES OF CAPITALIZATION BY INDICATING HOW MANY WORDS IN EACH TITLE ARE CAPITALIZED.
SHOULD RE CAPITALIZED. %170

CHOOSE THE CORRECT *NUMBER* OF WORDS IN THE FOLLOWING SENTENCES THAT SHOULDN'T BE CAPITALIZED.

I SAW NANCY IN CHICAGO, ILLINOIS, IN JUNE.
A. 3  
B. 4  
*C. 5  
D. 6  

BILL READ THE BOOK BLACK BEAUTY WHEN HE WAS AT LONGFELLOW SCHOOL.
A. 6  
*B. 5  
C. 7  
D. 4  

MR. AND MRS. SCOTT T. HARPER LIVED AT 603 OAK AVENUE.
A. 5  
*B. 7  
C. 6  
D. 4  

THE COLORADO RIVER HAS ITS SOURCE IN THE ROCKY MOUNTAINS.
*A. 5  
B. 7  
C. 6  
D. 4  

I VISITED ROME, ITALY, LAST JUNE, JULY, AND AUGUST.
A. 5  
B. 7  
*C. 4  
*D. 6  

START YOUR LETTER WITH DEAR SIR AND END IT WITH YOURS TRULY.
A. 5  
B. 3  
*C. 4  
D. 6  

JANE SPENT SPRING AND SUMMER WITH AUNT ALICE.
*A. 3  
B. 5  
C. 4  
D. 6  

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CAPITALIZATION RULES BY CHOOSING THE SITUATION THAT DOES *NOT* REQUIRE THE USE OF CAPITAL LETTERS. %40

SELECT FROM THE SITUATIONS BELOW THE ONE THAT WOULD *NOT* REQUIRE A CAPITAL LETTER.

A. THE FIRST WORD OF A SENTENCE  
B. THE CLOSING TERM OF A SENTENCE  
C. THE BEGINNING OF A QUotation  
D. THE NAME OF A PERSON  

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CAPITA.LIZATION RULES BY CHOOSING THE SITUATION THAT DOES *NOT* REQUIRE THE USE OF CAPITAL LETTERS. %40
A. THE FIRST WORD IN A LINE OF POETRY
B. THE WORD ME
C. THE WORD I
D. THE FIRST WORD OF A SPEAKER IN WRITTEN CONVERSATION.

A. ALL THE WORDS IN A TITLE
B. ALL THE NAMES OF TOWNS
C. ALL THE NAMES OF LAKES
D. ALL THE NAMES OF COUNTRIES

A. TITLES OF PEOPLE
B. MOTHER OR FATHER WHEN USED AS NAMES
C. DOG OR CAT WHEN TALKING ABOUT YOUR PET
D. THE NAMES OF STATES

THE STUDENT WILL APPLY HIS COMPREHENSION OF CAPITALS AND COMMAS IN THE GREETING OF A LETTER BY SELECTING THE PLACEMENT OF CAPITALS AND COMMAS.

FOR EACH ITEM WRITE
A. IF THE GREETING REQUIRES A COMMA.
B. IF THE GREETING REQUIRES A CAPITAL LETTER.
C. IF THE GREETING SHOULD HAVE SOMETHING REMOVED.
D. IF NO CORRECTION IS NEEDED.

* DENOTES THE FIRST LETTER IS A CAPITAL OF THAT WORD.

$DEAR $GRANDMOTHER.
$DEAR AUNT $SUE.
$DEAR AUNT $SUE AND UNCLE $FRED.
$DEAR $IR.
$DEAR $MOM AND $DAD.
$DEAR $CAROLYN $DAN AND $JOHN.
$DEAR $MATTEL TOY COMPANY.
$DEAR $GRANDMA AND $GRANDPA.

FOR EACH ITEM SELECT THE CORRECTION NEEDED IF NECESSARY.

$DEAR $SANTA CLAUS.
A. $B. CAPITAL LETTER
C. $D. CAPITAL LETTER

$DEAR $MR. POLICEMAN.
A. $B. CAPITAL LETTER
C. $D. CAPITAL LETTER

$DEAR $MR. $PRESIDENT.
For each item indicate if the greeting is correct or incorrect.

$DEAR AJITE $DIANA,
A. NO CHANGE NEEDED
B. COMMA NEEDED
C. CAPITAL NEEDED.

The student will demonstrate a knowledge of the use of the comma and the colon by indicating the correct way to punctuate the greeting of any business or friendly letter.

Directions
If you were to write a letter to one of the following, how would you punctuate the greeting in the space provided? Choose
A. If you would use a comma.
B. If you would use a colon.
A LETTER TO GET TICKETS FOR BOZO
A THANK YOU LETTER TO THE PRINCIPAL
A LETTER TO THE MANUFACTURER OF A DEFECTIVE TOY
A LETTER TO YOUR CAMP COUNSELOR
A LETTER OF COMPLAINT TO A TV STATION

THE STUDENT WILL RECOGNIZE THE USE OF THE COMMA IN THE CLOSING OF A LETTER BY SELECTING THE CORRECT CLOSING FROM SEVERAL EXAMPLES.

DIRECTiONs
CHOOSE THE LETTER CLOSINGS IN WHICH COMMAS ARE CORRECTLY USED.
A. CORRECT
B. INCORRECT

LOVE
LOVINGLY,
YOUR FRIEND
YOUR FRIEND
VERY TRULY YOURS
SINCERELY
SINCERELY, YOURS
YOURS SINCERELY
LOVE
YOURS, SINCERELY
VERY TRULY YOURS
YOUR COUSIN
YOUR FRIEND
VERY SINCERELY YOURS
YOURS VERY TRULY
VERY TRULY YOURS
SINCERELY
YOURS, TRULY
FRIEND.
RESPECTFULLY YOURS *B
SINCERELY YOURS *B
VERY TRULY YOURS *B
YOUR FRIEND *A
YOUR FAITHFUL FRIEND *B
YOUR LOVING DAUGHTER *A

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE CORRECT USE OF A PERIOD, EXCLAMATION MARK AND QUESTION MARK BY CHOOSING THE CORRECT PUNCTUATION FOR GIVEN SENTENCES.

DIRECTIONS
FOR EACH ITEM SELECT THE LETTER TO DESIGNATE THE CORRECT PUNCTUATION.
A. PERIOD
B. EXCLAMATION MARK
C. QUESTION MARK

A. DID YOU ENJOY THE PROGRAM LAST NIGHT *C
B. RUNNING DOWN THE STREET JOHN FELL AND SCRAPED HIS KNEE *A
C. OK THE BARN IS ON FIRE *B
D. HEAVENS THE ROOF IS CAVING IN *B
E. WILL YOU PUT LOGS ON THE FIRE *B
F. HARRY TOM AND HILL WERE CHOSEN FOR THE LEAD PARTS *A
G. THE CRUISE WILL LAST THREE WEEKS *A
H. ARE YOU COMING TO THE PICNIC *C
I. THE AMUSEMENT PARK OPENED LAST WEEK *A
J. HAVE YOU RIDDEN ON THE NEW ROLLER COASTER *C
K. WHAT A RIDE THAT IS *F
L. MY BROTHER SHOUTED HANG ON TO YOUR HAT *B
M. DO YOU HAVE A FAVORITE RIDE *C
N. I LIKE THE FERRIS WHEEL *A
O. WHAT A VIEW FROM THE TOP *B

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF APOSTROPHE USAGE BY
SELECTING THE CORRECT RULES THAT APPLY TO ITS USE FROM A LIST OF RULES. %20

SELECT THE SITUATION BELOW THAT WOULD REQUIRE THE USE OF THE APOSTROPHE.

A. AFTER THE GREETING IN A BUSINESS LETTER
B. TO SEPARATE WORDS OR GROUPS OF WORDS IN A SERIES
C. IN A CONTRACTION
D. BETWEEN A NAME AND AN ABBREVIATION

SELECT THE SITUATION BELOW THAT WOULD REQUIRE THE USE OF THE APOSTROPHE.

A. TO SHOW THE EXACT WORDS OF A SPEAKER
B. TO SHOW THE POSSESSIVE FORM OF A NOUN
C. AFTER AN INITIAL
D. BETWEEN THE DAY AND YEAR IN A DATE

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF COLONS BY CORRECTLY USING COLONS IN SPECIFIC EXAMPLES, IDENTIFYING CORRECTLY THE INSTANCES WHERE WHEN COLONS MUST BE USED. %30

WHICH ITEM REQUIRES A COLON

A. DEAR SIR
B. DEAR SUSIE
C. YOURS TRULY
D. A AND B

A COLON MUST BE USED AFTER THE

A. GREETING OF A FRIENDLY LETTER
B. GREETING OF A BUSINESS LETTER
C. CLOSING OF A BUSINESS LETTER
D. B AND C

A COLON MUST BE USED

A. IN A LONG LISTING OF RULES OR FACTS
B. TO CONNECT TWO OR MORE WORDS IN A SINGLE EXPRESSION
C. AFTER WORDS IN A SERIES
D. ALL OF THE ABOVE

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF COMMA USAGE BY INDICATING WHETHER A GIVEN SITUATION DOES OR DOES NOT REQUIRE A COMMA. %15

FROM THE LIST BELOW DECIDE WHETHER EACH SITUATION NEEDS A COMMA OR NOT. THEN SELECT THE CORRECT ANSWER BELOW.

A. SITUATION MUST HAVE A COMMA
B. SITUATION DOES NOT NEED A COMMA

AFTER AN INITIAL *B

AFTER THE GREETING IN A FRIENDLY LETTER *A

BEFORE THE NAME OF A TOWN OR CITY AND A STATE *A

AFTER A STATEMENT.
The student will apply his knowledge of comma usage by indicating correct or incorrect use of the comma in the letter below. %249

Read the letter below. Decide whether the numbered commas are correct or incorrect. Select the *ONE BEST* answer from the choices below.

A. The comma is used correctly.
B. The comma is used *incorrectly*, an apostrophe should be used instead.
C. The comma is used *incorrectly*, a period should be used instead.
D. The comma is used *incorrectly*, no punctuation is needed.

The number behind each comma used will indicate comma in question.

November 7, %1968

Dear Ann, %250

I'm %251 sorry to be so slow in answering your letter. %49

We have been on our vacation to Washington, %50 D.C., %69 and to New York, %70 City. We saw the Empire State Building, %80 the United Nations Building, %90 and the Statue of Liberty. %100

Yes, %110 it was exciting.

In Washington, %120 D.C., %130 we saw our Senator A. J., %140

Born, %150 Jr. He even spoke to us. He said, %160 "Come to the Capital Building tomorrow and I'll %170 show you around." %180
COURSE: WE WENT. WE HAD A GREAT TIME. WE SAW HIS OFFICE MARKED BROWN. A.J. 21.

PLEASE WRITE SOON. I'M ANXIOUS TO HEAR FROM YOU.

YOUR FRIEND, MARY

READ THE SENTENCES BELOW. DECIDE WHICH TYPE OF SENTENCE EACH ONE IS.

| COMMA 1 | A |
| COMMA 2 | A |
| COMMA 3 | B |
| COMMA 4 | C |
| COMMA 5 | A |
| COMMA 6 | C |
| COMMA 7 | D |
| COMMA 8 | A |
| COMMA 9 | A |
| COMMA 10 | C |
| COMMA 11 | A |
| COMMA 12 | A |
| COMMA 13 | C |
| COMMA 14 | C |
| COMMA 15 | A |
| COMMA 16 | A |
| COMMA 17 | B |
| COMMA 18 | C |
| COMMA 19 | D |
| COMMA 20 | A |
| COMMA 21 | C |
| COMMA 22 | D |
| COMMA 23 | B |
| COMMA 24 | A |
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF THE USE OF THE COMMA BY CHOOSING THE CORRECT SEPARATION OF THE DAY, MONTH, AND YEAR.

ONLY *ONE* OF THE FOLLOWING DATES HAS USED THE COMMA CORRECTLY. PUT THE CORRECT LETTER IN THE SPACE PROVIDED.

A. MONDAY, MAY 5, 1969
B. MONDAY MAY 5, 1969
C. MONDAY, MAY 5, 1969
D. MONDAY, MAY 5, 1969

A. MONDAY AND TUESDAY, OCTOBER 15 AND 16, 1969
B. MONDAY AND TUESDAY, OCTOBER 15 AND 16, 1969
C. MONDAY AND TUESDAY, OCTOBER 15, AND 16, 1969
D. MONDAY AND TUESDAY OCTOBER 15 AND 16, 1969


DIRECTIONS - THE FOLLOWING IS AN EXAMPLE OF DIRECT ADDRESS. THIS SENTENCE NEEDS TO BE PUNCTUATED. WHICH OF THE FOLLOWING SENTENCES SHOWS THE CORRECT USE OF THE COMMA? CHOOSE THE CORRECT LETTER.

JOHN, CAN YOU COME TO THE BEACH WITH US?
A. JOHN CAN YOU COME TO THE BEACH WITH US?
B. JOHN, CAN YOU COME TO THE BEACH WITH US?
C. JOHN, CAN YOU COME TO THE BEACH WITH US?
D. NONE OF THE ABOVE IS CORRECT

IS MARY HOME JANEO
A. IS MARY HOME JANEO
B. IS MARY HOME JANEO
C. IS MARY HOME JANEO
D. NONE OF THE ABOVE IS CORRECT

THE STUDENT CAN DEMONSTRATE COMPREHENSION OF THE USE OF THE COMMA BY CHOOSING THE CORRECT WAY TO SET OFF A PARENTHETICAL EXPRESSION FROM THE REST OF THE SENTENCE.

CHOOSE THE LETTER OF THE ITEM THAT CORRECTLY SETS OFF THE PARENTHETICAL EXPRESSION FROM THE REST OF THE SENTENCE.

A. JOHN, THE BOY NEXT DOOR IS A ROY SCOUT.
B. JOHN, THE BOY NEXT DOOR IS A ROY SCOUT.
C. JOHN, THE BOY NEXT DOOR IS A ROY SCOUT.
D. NONE OF THE ABOVE IS CORRECT.

A. MARY, WHO IS FROM CHICAGO IS MY COUSIN.
B. MARY WHO IS FROM CHICAGO IS MY COUSIN.
C. MARY, WHO IS FROM CHICAGO IS MY COUSIN.
D. NONE OF THE ABOVE IS CORRECT.
THE STUDENT CAN DEMONSTRATE UNDERSTANDING OF COMPLEX SENTENCES BY SEPARATING THE DEPENDENT CLAUSE FROM THE INDEPENDENT CLAUSE.

**THE STUDENT WILL APPLY HIS COMPREHENSION OF THE USE OF THE COMMA IN A SERIES BY SELECTING PROPER COMMA USAGE.**

**THE CIRCUS CLOWN HAD BALLOONS OF RED, YELLOW, ORANGE, AND BLUE.**
THE CONVENTION WILL BE HELD IN VARIOUS CITIES - NEW YORK, BOSTON, CHICAGO, MILWAUKEE AND ST. LOUIS.

I Addressed my letter to The Happiness Toy Company, 2936 Central Ave., New York New York.

She visited San Francisco California, Portland Oregon, Seattle Washington and Fargo North Dakota.

The policeman said he ran a stop sign, went too fast for conditions and did not heed the warning signal.

In this game we will sit down, stand up on our toes, squat and stand up.

Dear Dorothy Diana and Dan, "A

Sincerely yours,

Kay, Ernie, Scott and Wayne."C

The student will demonstrate an ability to use the exclamation mark by correctly using exclamation marks in specific examples and identifying correctly the instances when exclamation marks must be used. *A means exclamation mark.*

Which of the following sentences require an exclamation mark as end punctuation?

A. May I come along
B. The grass is green
C. Stop talking at once!
D. None of the above

In which of the following instances is an exclamation mark used correctly?

A. Will you come with me?
B. He quietly repeated the instructions.
C. Hey! Hey! Another home run!
D. All of the above

After which of the following types of sentences is an exclamation mark needed?

A. Declarative sentence
B. Exclamatory sentence
C. Interrogative sentence
D. Imperative sentence

Help! I screamed John.

In which places are exclamation marks used?

A. 1
B. 2
C. 1 and 2
D. None of the above

Which of the following sentences makes correct use of the exclamation mark?

A. Wow! Did you see that?
B. Did George catch the balls?
C. Looks there goes the airplane.

The...
*D. A AND C

AN EXCLAMATION MARK IS MOST OFTEN USED AFTER
A. ACTION VERBS.
B. WORDS EXPRESSING STRONG FEELING.
C. STATEMENTS OF FACT.
*D. A AND B

CHOOSE THE SENTENCE WHICH MAKES CORRECT USE OF THE EXCLAMATION
MARK.
A. MARY SAID PLEASE PASS THE BUTTER.
*R. STOP LESLIE SCREAMED.
C. LET ME PLAY FIRST BASE, SAID OLIVER.
D. HOW THE BOYS CRIED.

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THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE USE OF HYPHENS
BY CORRECTLY USING HYPHENS IN SPECIFIC EXAMPLES AND IDENTIFYING
CORRECTLY ALL OF THE INSTANCES WHEN HYPHENS MUST BE
USED.

WHICH OF THE FOLLOWING WORDS WOULD REQUIRE HYPHENS?
A. FATHER IN LAW
B. ALL AMERICAN
C. HEAVY HEARTED
*D. ALL OF THE ABOVE

CHOOSE THE CORRECTLY HYPHENATED WORD.
A. STEP-MOTHER
*R. HOCUS-Pocus
C. SECOND-Cousin
D. GRAND-FATHER

A HYPHEN MUST BE USED IN THE FOLLOWING INSTANCE.
A. TO CONNECT THREE OR MORE WORDS IN A SINGLE EXPRESSION
*R. TO CONNECT TWO OR MORE WORDS IN A SINGLE EXPRESSION.
C. ALL OF THE ABOVE.
D. NONF OF THE ABOVE

A HYPHEN IS USED TO SEPARATE
A. MULTI-SYLLABIC WORDS
*R. MONO-SYLLABIC WORDS AT THE END OF A LINE
C. MULTI-SYLLABIC WORDS IN THE MIDDLE OF A LINE
D. A AND B

A HYPHEN IS USED CORRECTLY IN ALL BUT ONE OF THE FOLLOWING
SENTENCES. CHECK THE INCORRECT SENTENCE.
*A. MARY WILL BE SIX-TEN ON JUNE 6.
*R. IT WILL BE HER BROTHERS TWENTY-FIRST BIRTHDAY ALSO.
C. THEY WILL PUT THIRTY-SEVEN CANDLES ON ONE BIG CAKE.
D. FIFTY-TWO PEOPLE ARE INVITED TO THEIR PARTY.

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THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE USE OF PERIODS
BY CORRECTLY USING PERIODS IN PUNCTUATING SPECIFIC EXAMPLES AND
IDENTIFYING CORRECTLY ALL OF THE INSTANCES WHEN PERIODS MUST BE USED.
WHICH OF THE FOLLOWING SENTENCES REQUIRES A PERIOD AS END PUNCTUATION?
A. ARE YOU GOING WITH US
B. OUCH, THAT HURT
C. I'LL BE HOME THIS AFTERNOON
D. IS THIS YOUR BOOK

WHICH OF THE FOLLOWING SENTENCES IS CORRECTLY PUNCTUATED?
A. MARY WENT TO THE DENTIST.
B. WOW, WHAT A GAME.
C. ARE YOU COMING.
D. NONE OF THE ABOVE

IN WHICH OF THE FOLLOWING INSTANCES MUST A PERIOD BE USED?
A. AFTER A DECLARATIVE SENTENCE
B. AFTER AN IMPERATIVE SENTENCE
C. ALL OF THE ABOVE
D. NONE OF THE ABOVE

IN WHICH OF THE FOLLOWING INSTANCES SHOULD ADDITIONAL PERIODS BE PLACED?
A. MR. J R SMITH TOOK THE SCOUT TROOP FOR A HIKE.
B. A SPECIAL UN MEETING WAS CALLED THIS MORNING.
C. THE A F OF H IS A LABOR ORGANIZATION.
D. ALL OF THE ABOVE

WHICH OF THE FOLLOWING SENTENCES IS PUNCTUATED COMPLETELY AND CORRECTLY?
A. LAST SEPT. 01 ENTERED A NEW SCHOOL.
B. IN MICH WE DIDN'T START THAT EARLY.
C. MR. COOPER DROVE US ALL THE WAY.
D. WE ARRIVED AT 2 30 PM.

A PERIOD MUST BE USED AFTER
A. A PROPER NOUN.
B. AN ABBREVIATION.
C. AN EXCLAMATION.
D. NONE OF THE ABOVE

IN WHICH OF THE FOLLOWING SENTENCES MUST ADDITIONAL PERIODS BE PLACED?
A. MR. J R SMITH TOOK THE SCOUT TROOP FOR A HIKE.
B. A SPECIAL UN MEETING WAS CALLED THIS MORNING.
C. THE A F OF H IS A LABOR ORGANIZATION.
D. ALL OF THE ABOVE

WHICH OF THE FOLLOWING SENTENCES REQUIRE ADDITIONAL PUNCTUATION?
A. READ PAGE SIX CAREFULLY.
B. J C RAWLINGS IS THE NEW DIRECTOR.
C. THE U S A IS A DEMOCRACY.
D. DR. R. THOMAS IS ON VACATION.

WHICH OF THE FOLLOWING SENTENCES IS PUNCTUATED PROPERLY?
A. WHERE IS R R BURNS RESTAURANTO
B. JOHN A JONES LIVES IN NEW YORK.
C. WHERE DOES THOMAS R SMITH WORK?
D. WE WILL TRAVEL THROUGH THE U N TOMORROW.
B. DICK R. SMITH RAN TO THE OFFICE.
C. THE U.S.S.R. IS IN THE NORTHERN HEMISPHERED
D. NONE OF THE ABOVE

AFTER WHICH OF THE FOLLOWING INSTANCES MUST A PERIOD BE USED?
A. SCIENTIFIC TERMS
B. THE NAMES OF CITIES
C. WRITING HEIGHTS AND WEIGHTS
D. NUMERALS IN A NUMERATED LIST

AFTER WHICH OF THE FOLLOWING INSTANCES MUST A PERIOD BE USED?
A. NUMERALS AND LETTERS IN AN OUTLINE
B. CHEMICAL EQUATIONS
C. NICKNAMES
D. PRIME NUMBERS

THE PUPIL WILL APPLY HIS COMPREHENSION OF THE USE OF THE QUESTION MARK BY SELECTING CORRECT PLACEMENT OF THE QUESTION MARK.

DIRECTIONS - CERTAIN PARTS OF THE FOLLOWING PARAGRAPH ARE NUMBERED. FOR EACH OF THESE PARTS WRITE
A. IF A QUESTION MARK IS NEEDED.
B. IF A QUESTION MARK IS NOT NEEDED.

WHERE ARE YOU GOING *1*? ASKED MOTHER *2*. "I AM GOING TO SUSIES IF IT IS ALRIGHT WITH YOU*3* THATS FINE *4*! SAID MOTHER. "JUST BF SURF YOU ARE HOME BY FIVE OCLOCK, WILL YOU *5* ON MY WAY TO SUSIES HOUSE I SAW A CIRCUS COMING TO TOWN *6* HAVE YOU EVER SEEN CIRCUS PEOPLE GET READY FOR A PERFORMANCE *7*? I HADNT *8* CAN YOU IMAGINE MY EXCITEMENT *9*! WELL *10* I ENDED UP WATCHING THE CIRCUS AND NEVER GOING TO SUSIES *11* WHAT DO YOU THINK OF THAT *12*!

PART 1 *A*
PART 2 *B*
PART 3 *B*
PART 4 *B*
PART 5 *A*
PART 6 *B*
PART 7 *A*
PART 8 *B*
PART 9 *A*
PART 10 *B*
PART 11 *B*
PART 12 *A*
OR THE FOLLOWING SENTENCES CHOOSE THE CORRECT PUNCTUATION MARK NEEDED IN THE STARRED PLACE.

MARYJANE, WHERE ARE YOU GOING?
A. COMMA
B. EXCLAMATION MARK
C. PERIOD
*D. QUESTION MARK

WHAT A TERRIFYING EXPERIENCE THAT WAS!
A. PERIOD
B. EXCLAMATION MARK
C. COMMA
D. QUESTION MARK

SHE ASKED WHERE IN THE STORE SHE COULD FIND US?
A. EXCLAMATION MARK
B. COMMA
C. PERIOD
*D. QUESTION MARK

HOW DO YOU DO? REPLIED HER GUEST.
A. QUESTION MARK
B. PERIOD
C. EXCLAMATION MARK
*D. COMMA

INDICATE WHETHER OR NOT THE QUESTION MARK HAS BEEN USED CORRECTLY.

UPON MOVING INTO HER NEW APARTMENT, AMY DISCOVERED HER NEIGHBORS WERE ALL QUITE FRIENDLY. THIS WAS VERY GOOD NEWS.

AS AMY HAD BEEN TO THIS TOWN ONLY ONCE BEFORE AND SO KNOWN NO ONE.

TO GET ACQUAINTED AMY ASKED HER NEXT DOOR NEIGHBOR IN FOR COFFEE. HOW LONG HAVE YOU BEEN LIVING HERE?

5 WAS AMY'S FIRST QUESTION. DO YOU KNOW WHERE I CAN FIND A GOOD BUY ON ELEPHANT MEAT?

SHE INQUIRED NEXT.

OH YES. SHE ANSWERED HER NEW FRIEND. MY HUSBAND AND I BOTH ENJOY IT SO MUCH THAT I HAD TO FIND A DEPENDARABLE PLACE TO GO TO GET IT.

WELL, WHAT DO YOU THINK?

BEFORE LONG THE TWO GIRLS WERE FAST FRIENDS AND WORKED TOGETHER CREATING ELEPHANT MEAT RECIPES.

QUESTION MARK 1 B
QUESTION MARK 2 B
QUESTION MARK 3 B
QUESTION MARK 4 B
QUESTION MARK 5 A
QUESTION MARK 6 B
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF USING QUOTATION MARKS CORRECTLY BY DIFFERENTIATING BETWEEN DIRECT AND INDIRECT QUOTATION.

IN WHICH OF THE FOLLOWING SENTENCES ARE QUOTATION MARKS NEEDED. CHOOSE

A. QUOTATION MARKS ARE NEEDED
B. QUOTATION MARKS ARE NOT NEEDED

I SEE A STORM COMING. *B
A STORM CRIED MOTHER. *A
MY FRIEND SAID HE CAN COME. *B
THE TEACHER SAID CAN YOU SEE. *A
THE POEM WAS THE TRAVELS OF A FOX. *A

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF QUOTATION MARKS AROUND EXACT WORDS OF A SPEAKER BY INDICATING WHETHER THE PUNCTUATION IS OR IS NOT APPROPRIATE FOR GIVEN SENTENCES. 

IN THE FOLLOWING SENTENCES, WRITE THE APPROPRIATE LETTER TO DESIGNATE IF QUOTATION MARKS SHOULD BE USED.

CHOOSE

A. IF QUOTATION MARKS ARE NEEDED.
B. IF QUOTATION MARKS ARE NOT NEEDED.

PHIL SAID JIM MAY I INTRODUCE MY ROOMMATE TOM. *A
I HOPE WE HAVE A SMOOTH FLIGHT. *B
THE CUSTOMER INSISTED THAT HE WAS RIGHT. *B
HELEN ADDED I'M GOING TO THE MUSEUM TODAY. *A
SHE REPLIED, I AM NOT INTERESTED IN THE CONTROVERSY. *A
THE PARROT SPEAKS CLEARLY EXCLAIMED THE VISITOR TO THE PET SHOP. *A
WOULD YOU PLEASE BE SEATEDO ASKED THE USHER AT THE THEATER. *A

THE INTERPRETER WAS ASKED SEVERAL QUESTIONS BY THE REPORTER. *B

LETS BEGIN, GLENN SUGGESTED FAGERLY. *A

TOM ASKED THE QUESTIONS AND HIS FATHER ANSWERED THEM. *B

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE UNDERLINING IN
BOOK TITLES BY IDENTIFYING THE CORRECT WAY TO UNDERLINE BOOK
TITLES AND IDENTIFYING THE RULE FOR UNDERLINING BOOK TITLES. *2N

IN A SENTENCE CONTAINING THE TITLES -AMERICA THE BEAUTIFUL AND
GONE WITH THE WIND
A. BOTH SHOULD BE UNDERLINED.
B. ONLY AMERICA THE BEAUTIFUL SHOULD BE UNDERLINED.
C. ONLY GONE WITH THE WIND SHOULD BE UNDERLINED.
D. NEITHER SHOULD BE UNDERLINED.

BOOK TITLES MENTIONED IN SENTENCES SHOULD BE SET OFF BY
A. PARENTHESES.
B. QUOTATION MARKS.
C. BRACKETS.
D. UNDERLINING.

THE STUDENT CAN RECOGNIZE CORRECT SPELLING BY CHOOSING THE
CORRECTLY SPELLED WORD FROM A LIST. *4O

A. PEOPLE
B. PPEOPLE
C. PEOPLE
D. PEEPE

A. ACROSS
B. ACCROS
C. ACROSS
D. ACROS

A. PICNICK
B. PICNIC
C. PICKNICK
D. PICINIC

A. AVERY
B. EVERY
C. EVERFY
D. FURY

A. LAGH
B. LAUGH
C. LAF
D. LUAGH

A. WHEATHER
THE STUDENT CAN APPLY HIS KNOWLEDGE OF REFERENCE MATERIALS BY CHOOSING THE BEST REFERENCE TO USE FOR A GIVEN TOPIC. *14*

DIRECTIONS

YOU WILL BE GIVEN A LIST OF SUBJECTS. FOR EACH SUBJECT DECIDE WHERE YOU WOULD GET INFORMATION ABOUT IT. CHOOSE

A. IF YOU WOULD USE A DICTIONARY.
B. IF YOU WOULD USE A ENCYCLOPEDIA.
C. IF YOU WOULD USE A NEWSPAPER.

THE CAUSES OF THE CIVIL WAR *B
YESTERDAYS BASEBALL SCORES *C
HOW TO DIVIDE A WORD INTO SYLLABLES *A
WHAT TRIBE OF INDIANS LIVED IN CHICAGO *B
WHAT DOES THE WORD AMBIDEXTEROUS MEAN *A
THE HISTORY OF VIET NAM *B
WHAT PEANUTS AND HIS GANG ARE DOING *C
WHO IS THE RULER OF JAPAN. *B
HOW TO PUT A LIST OF WORDS IN ALPHABETICAL ORDER *A
HOW MANY PEOPLE WERE HURT IN LAST WEEKS PLANE CRASH *C
HOW MANY SENATORS ARE IN CONGRESS *B
THE WEATHER FORECAST *C

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THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE BIBLIOGRAPHY BY IDENTIFYING THE CORRECT FORM AND USE OF THE BIBLIOGRAPHY. **4**

CHOOSE THE CORRECT STATEMENT.

A. THE BOOK IS UNDERLINED AND THE ENCYCLOPEDIA IS ENCLOSED WITH QUOTATION MARKS.
B. THE BOOK AND ENCYCLOPEDIA ARE UNDERLINED.
C. THE BOOK AND ENCYCLOPEDIA ARE UNDERLINED, AND THE ARTICLE IS ENCLOSED WITH QUOTATION MARKS.

CHOOSE THE CORRECT PUNCTUATION MARK TO SET OFF PARTS OF A BIBLIOGRAPHY.

A. COMMA
B. PERIOD
C. SEMI-COLON
D. COLON

CHOOSE THE CORRECT DEFINITION OF A BIBLIOGRAPHY.

A. A WRITTEN ACCOUNT OF ANOTHER PERSONS LIFE.
B. A LIST OF SOURCE MATERIALS.
C. THE STUDY OF THE GEOGRAPHICAL DISTRIBUTION OF LIVING THINGS.
CHOOSE THE CORRECT ORDER IN WHICH ITEMS IN A BIBLIOGRAPHY ARE ALPHABETICALLY LISTED.
A. BY FIRST NAMES OF AUTHORS
B. BY BOOK TITLES
C. BY LAST NAMES OF AUTHORS

The student can recognize the major parts of a book by matching them with their purposes.

Directions:
Match the list of parts of the book with the description below.
Use each letter only once.
A. Table of Contents
B. List of Illustrations
C. Preface or Introduction
D. Text
E. Glossary

Gives the purpose for which the book was written.

Lists all the sections contained in a given book.

A brief dictionary type list of new or difficult words used in a given book.

A list of illustration headings and the page upon which each illustration can be found.

The main body of the printed matter.

The student can demonstrate a knowledge of dictionary usage by choosing correct terms which explain parts of the dictionary.

The two words at the top of each page of a dictionary are called
A. Definitions
B. Key Words
C. Guide Words
D. Subject Words
E. Helping Words

The words in a dictionary are arranged in
A. Different orders, depending on the dictionary you are using
B. Alphabetic Order
C. Dictionary Order
D. Order of the number of letters a word has

The meaning of a word is its
A. Definition
B. Guide Word
C. Key Word
D. Sentence

Each word in a dictionary is divided into
A. Definitions
B. Syllables
C. PARTS
D. TWO PARTS
E. PHONETIC SPELLING

To find out how to say a word correctly, you would look at the
A. SYLLABLES OF THE WORD
B. DEFINITION FOLLOWING THE WORD
C. PRONUNCIATION OR PHONETIC SPELLING
D. GUIDE WORD

If you wanted to know what this symbol - meant, you would look at
A. ENTRY WORD
B. PHONETIC SPELLING
C. BACK OF THE DICTIONARY
D. PRONUNCIATION KEY

The student can apply his knowledge of using guide words as an
aid in locating words in the dictionary by choosing guide words
to locate a given word. %137

Between which guide words in the dictionary would you find

Row
A. ACCENT - BF
B. HRANCH - CITY
C. BEACH - CAMP
D. BUY - COOK

FLW
A. FLAX - FLIGHT
B. FLAT - FLEET
C. FLEX - FLINT
D. FLAME - FLAW

RAFT
A. QUOTE - RADIO
B. RAGE - RAINROW
C. RAM - RANK
D. RACKET - RAG

The student can apply his understanding of guide words to locate
entry word by selecting the correct entry word. %10a

Directions - select the entry word which would be found on the
page of the guide words given below.

CADET - CORRA
A. CELEBRITY
B. COLONIST
C. COYOTE

CUSCO - DIRECTOR
A. CYLINDER
B. DISASTER
C. CRUCIAL
LIUNGF - MIRE
A. LLAMA
B. MONOTONOUS
C. MAMMOTH

PLASTIC - PUNCTURE
A. PYGMY
B. PRINCIPLE
C. PLANTATION

ROUTINE - SINEW
A. SHELLAC
B. SKEWER
C. ROTATION

OFFEND - PARCH
A. OBVIOUS
B. PARDON
C. OXYGEN

EXCAVATE - FRANTIC
A. FRANTICALLY
B. FOLKLORE
C. EVENTUALLY

ASTEROID - BOLIVIA
A. ASSURE
B. ASTRONOMER
C. ASPHALT

ALLEGHENIES - ASSURE
A. AMPHIBIAN
B. ASTEROID
C. ATMOSPHERE

DISASTER - EVENTUALLY
A. EXPOSE
B. EXCAVATE
C. ENVIOUS

*****************************************************************************

PUPIL WILL SHOW UNDERSTANDING OF HOW TO USE GUIDE WORDS IN THE
DICTIONARY BY SELECTING THE CORRECT PAGE ON WHICH TO FIND THE
UNDERLINED WORD.  

DIRECTIONS - SELECT THE CORRECT PAGE ON WHICH TO FIND THE
UNDERLINED Word.
A. PLUM 502 PLYWOOD
B. POPLIN 507 PORTIA
C. PRESS 517 PRETTY
D. PIJUET SOUND 531 PUN
E. PUSH 531 PYREX

PORTABLE #B
PYRAMID #E
DIRECTIONS - SELECT THE CORRECT PAGE ON WHICH TO FIND THE
UNDERLINED WORD.
A. GAZF 271 GENERATE
B. GORDON 280 GRACE
C. GURGLE 290 HABIT
D. GIRD 275 GLAND
E. GUINEA 289 GUNWALE

GENERAL *A

GLACIER *D

GOUGE *B

GUITAR *E

GLADIATOR *D

GYPSY *C

GOWN *B

GULLY *E

GELATIN *A

GUISE *F

GOUFLASH *P

GITTER *C

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THE STUDENT CAN APPLY HIS UNDERSTANDING OF ENTRY WORDS IN THE
DICTIONARY BY SELECTING THE CORRECT MEANING FOR A WORD AS IT IS
USED IN CONTEXT.  

DIRECTIONS - SELECT THE CORRECT ENTRY FOR THE STARRED WORD.
A. Bear  Carry, endure, keep up one's courage, bring forth, produce, press, drive.

B. Bear  A large, clumsy animal with coarse hair and a very short tail--gruff or surly person.

I can't bear to hear that excuse once more. *A

That umpire is an old bear. *B

She bears up well under the recent death of her child. *A

Please bear down harder on your pencil when you write. *A

******************************************************************************

The student can apply his understanding of dictionary definition by selecting the correct meaning for a word as it is used in context when there is more than one entry for that word. %

Directions - Select the correct meaning for the starred word.


2. Bear  D. a large, clumsy animal with coarse hair and a very short tail. E. gruff or surly person.

I can't bear to hear that excuse once more. *A

That umpire is an old bear. *E

She bears up well under the recent death of her child. *B

Please bear down harder on your pencil when you write. *C

******************************************************************************

The student can apply his knowledge of multiple meanings for one word by selecting the correct meaning for the starred word. %

Directions - Read the following paragraph and select the correct meaning for the starred word.

Maybe I'll play the tuba or the drum, said William, shaking his head. Then he got a faraway look in his eye. He began tapping the desk with his fingers, and even then his beat was off.

Beat

A. defeat, get the better of.  B. mix by stirring or striking with a fork, spoon or other utensil.

C. in music, the division of time or accent.

D. outrdo, surpass.
GIVEN A LIST OF HEADINGS, THE STUDENT CAN APPLY REFERENCE SKILLS FOR CHOOSING PERTINANT TOPICS IN AN ENCYCLOPEDIA BY INDICATING WHICH TOPIC IS NOT PERTINANT. 

DIRECTIONS: EACH QUESTION GIVES A TOPIC FOR A REPORT. THEN THERE ARE 4 POSSIBLE HEADINGS IN AN ENCYCLOPEDIA. MARK THE ONE HEADING YOU WOULD PROBABLY *NOT* LOOK UNDER TO FIND INFORMATION ABOUT THE TOPIC.

**THE POSSIBILITY OF LIFE ON OTHER PLANETS**
- A. PLANETS
- B. LIFE
- C. JUPITER
- D. MARS

**THE WHALING INDUSTRY IN NOVA SCOTIA, CANADA**
- A. WHALING
- B. NOVA SCOTIA
- C. CANADA
- D. INDUSTRY

**HURRICANES IN THE U.S. FROM 1940-1960**
- A. 1940-1960
- B. HURRICANES
- C. WEATHER
- D. STORMS

**CROPS GROWN IN THE MIDDLE WEST**
- A. ILLINOIS
- B. FARMING
- C. MIDDLE WEST
- D. GROWING

**THE HISTORY OF TRANSPORTATION IN AMERICA**
- A. CONESTOGA WAGONS
- B. TRANSPORTATION
- C. HISTORY
- D. RAILROADS

**ANIMALS OF THE ARABIAN DESERT REGION**
- A. ARABIA
- B. REGION
- C. DESERTS
- D. ANIMALS

**THE HISTORY OF INDIANS IN OUR COUNTRY**
- A. COUNTRY
- B. INDIANS
- C. APACHES
- D. SIOUX

**ELECTING THE FIRST PRESIDENT OF THE UNITED STATES**
- A. PRESIDENTS
- B. WASHINGTON
- C. ELECTIONS
- D. GEORGE

**THE INVENTION OF THE TELEPHONE**
- A. BELL, ALEXANDER
- B. TELEPHONE
- C. TRANSPORTATION
THE GERMAN SHEPHERD AS A SEEING EYE DOG
A. GERMANY
B. GERMAN SHEPHERD
C. DOGS
D. BLINDNESS

EXHAUST
A. OCEANS
B. PLANTS
C. WEEDS
D. ALGAE

TRANSPORTATION ON THE MISSISSIPPI RIVER
A. RIVERS
B. TRANSPORTATION
C. MISSISSIPPI RIVER
D. WATER

AIR TRAVEL
A. AIRPLANES
B. SATLLITES
C. SPACE
D. ROCKETS

TYPES OF POETRY
A. POETRY
B. LIMERICKS
C. TYPFS
D. HAIKU

TAKING BUTTER AND CHEESE
A. PRODUCTS
B. DAIRIES
C. BUTTER
D. CHEESE

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE ALPHABET TO HELP HIM LOCATE SPECIFIC INFORMATION IN AN ENCYCLOPEDIA BY CHOOSING THE VOLUME TO LOCATE A GIVEN TOPIC.  0125

IN WHICH VOLUME WOULD YOU FIND INFORMATION ON

LAKE MICHIGAN
A. VOL. 11 - J-K
B. VOL. 13 - M
C. VOL. 12 - L
D. VOL. 20 - W

THE FRENCH AND INDIAN WAR
A. VOL. 19 - I
B. VOL. 17 - F
C. VOL. 20 - W
D. VOL. 18 - T

PRESIDENTS OF THE UNITED STATES
A. VOL. 15 - P
THE STUDENT WILL RECALL WHAT AN INDEX IS BY SELECTING THE CORRECT DEFINITION. 0019

THE DEFINITION OF AN INDEX IS A 2100166

A. BOOK THAT CONTAINS MANY DIFFERENT SUBJECTS. 2100166
B. LIST OF TOPICS AT THE BACK OF A BOOK. 2100166
C. LIST OF TOPICS AT THE FRONT OF THE BOOK. 2100166
D. LIST OF CHAPTERS AND PAGES AT THE FRONT OF A BOOK. 2100166

AN INDEX IS ARRANGED ACCORDING TO 2100167

A. ALPHABETICAL ORDER. 2100167
B. PAGE NUMBERS. 2100167
C. CHAPTERS. 2100167
D. LENGTH OF EACH TOPIC. 2100167

SUBTOPICS ARE FOUND 2100168

A. AT THE TOP OF EACH PAGE. 2100168
B. FOR EACH MAIN TOPIC. 2100168
C. ABOVE THE MAIN TOPIC. 2100168
D. UNDER THE MAIN TOPIC. 2100168

WHERE WILL YOU NOT FIND AN INDEX? 2100169

A. MATH BOOK 2100169
B. FICTION STORY BOOK 2100169
C. SOCIAL STUDIES BOOK 2100169
D. HEALTH BOOK 2100169

GIVEN AN INDEX, THE STUDENT CAN DEMONSTRATE COMPREHENSION OF 0020
INDEXES BY DETERMINING WHERE IN A BOOK TO LOOK FOR PARTICULAR
INFORMATION. 0020

ANIMALS 64

ANTARCTIC, 87-88
ARCTIC, 86-87
DESERT, 134, 135
SEA, 156-157, 176-177

ARCTIC BIRDS, 86, 88-89

RITUMINOUS COAL, 70, 121-123

COAL, PP, 119-123

CLAM, 179

DESERT, 125-143, 146, 158
GORI, 127
MOHAVE, 177
RAIN IN, 139-140
SAHARA, 127, 128

KANGAROO, 268
KANGAROO RAT, 135

MINSALS
DEFINITION OF, 63
KINDS OF, 64, 68-73
PROPERTIES OF, 63, 64

SAND, 26-30

SHELLS, SEA, 174-179
USE THE INDEX ABOVE TO ANSWER THESE QUESTIONS.

IF YOU WANTED TO FIND OUT ABOUT THE MINERAL ANTHRACITE COAL,
YOU WOULD LOOK ON PAGES
A. 70, 121, 122, 123
B. 63, 64, 119 THROUGH 123
C. 119 AND 123
D. 63, 64, 119, 123
E. 119 THROUGH 123

IF YOU WERE DOING A REPORT ON OYSTERS, YOU WOULD LOOK UNDER
A. SEA ANIMALS
B. CLAMS
C. SEA SHELLS
D. 'A AND R
E. A AND C

IF YOU WANTED TO FIND OUT WHERE A KANGAROO RAT LIVES, YOU WOULD NOT LOOK UNDER
A. ANIMALS
B. DESERT
C. KANGAROO
D. KANGAROO RAT

IF YOU WANTED TO LIST THE MAIN DESERTS OF THE WORLD YOU WOULD
LOOK ON PAGES
A. 125-143, 146, 149
B. 125-158
C. 127, 139-140
D. 26-30

IF YOU WANTED TO KNOW IF SAND WAS A MINERAL, YOU WOULD LOOK ON HOW
MANY PAGES
A. 2
B. 4
C. 5
D. 8

IF YOU WANTED TO KNOW ABOUT THE ARCTIC REINDEER, YOU WOULD LOOK UNDER
A. ARCTIC BIRDS
B. ANIMALS: ANARCTIC
C. ANIMALS: ARCTIC
D. ANIMALS: SEA

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF AN INDEX BY IDENTIFYING THE CHARACTERISTICS OF AN INDEX.

WHICH OF THE FOLLOWING IS AN EXAMPLE OF AN INDEX?
A. THE RUSH FOR GOLD.............. 301
B. EARTHQUAKE.................... 319
C. MEXICAN WAR: 170
D. MIDWEST: 15a 29
E. CLING SKLING TO HOLD TIGHTLY: TO STICK

IN A BOOK, THE INDEX IS ALWAYS FOUND
A. ON THE CORNER
B. IN THE FRONT
C. NEAR THE MIDDLE
IN AN INDEX YOU FIND ALL THE INFORMATION IN THE BOOK LISTED
A. PAGE BY PAGE
B. UNDER AUTHOR'S NAME
C. ALPHABETICALLY
D. WITH IMPORTANT THINGS FIRST

THE STUDENT WILL APPLY A KNOWLEDGE OF THE INDEX BY CHOOSING CORRECT LOCATIONS OF MATERIAL USING A SAMPLE INDEX

STUDY THIS INDEX:

SPACE STATIONS
ATOMIC POWER FOR, 151-152
COMMUNITY OF, 152, 154
CONSTRUCTION, 139-153
DESIGN OF, 144
HEATING AND VENTILATION OF, 151
ORBIT OF, 132, 137, 156
WORK IN, 154-164

TELL ON WHICH PAGES IN THE SAMPLE INDEX ABOVE YOU MIGHT LOOK FOR AN ANSWER TO EACH QUESTION. SELECT THE CORRECT ANSWER.

BY WHAT MEANS IS POWER GENERATED FOR THE SPACE STATION?
A. PAGE 144
B. PAGES 151-152
C. PAGES 152, 154
D. PAGES 132-137, 151-156

WHAT OCCUPATIONS WOULD BE FOUND IN A SPACE STATION?
A. 132-136
B. 144
C. 161-164
D. 154-164

WHAT IS THE ARCHITECTURE OF THE SPACE STATION?
A. 144
B. 147-148
C. 154-164
D. 151-152

HOW DOES AIR CIRCULATE IN A SPACE STATION?
A. 132, 137, 156
B. 154-164
C. 151
D. 139-153

FROM WHAT MATERIALS WAS THE SPACE STATION BUILT?
A. 139-153
B. 132-136
C. 154-164
D. 147-148

************************************************************************************************
THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE DEWEY DECIMAL SYSTEM BY CHOSING THE CORRECT CLASSIFICATION FOR A GIVEN BOOK.

The book "Charlotte's Web" could be found under
A. 100-199
B. 200-299
C. 400-499
D. NONE OF THE ABOVE

A book on travel through Africa could be found under
A. 300-399
B. 900-999
C. 930-999
D. 600-699

A book entitled "Beginner Painting" would be found under
A. 920-929
B. 600-699
C. 700-799
D. 200-299

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF THE CARD CATALOG IN THE LIBRARY TO LOCATE BOOKS BY IDENTIFYING INFORMATION FOUND ON EACH CARD.

Read the following example:

921 STEVENSON, ROBERT LOUIS 1850-1894

TROUDFIT, ISABEL MROYC 1898
TREASURE HUNTER, THE STORY OF ROBERT LOUIS STEVENSON, PICTURES BY HORDIE GRAMATKY.
MESSRFR 1939:
206 P ILLUSTR.
THE LIFE OF STEVENSON FOR YOUNG PEOPLE.

BIBLIOGRAPHY PP. 201-206

11-16-51 E H. WILSON CO.

The above card is a
A. TITLE CARD
B. AUTHOR CARD
C. SUBJECT CARD
D. REFERENCE CARD

The numerals 921 indicate that the book has been classified under
A. PHILOSOPHY
B. RELIGION
C. BIOGRAPHY
D. LITERATURE
THE STUDENT WILL RECALL MORPHEMES BY SELECTING THE NUMBER OF MORPHEMES IN GIVEN WORDS.

DIRECTIONS: CHOOSE THE CORRECT NUMBER OF MORPHEMES UNDER EACH OF THE FOLLOWING WORDS.
THE $ represents an apostrophe in the words below.

GIRL$: 
A. 1 
B. 2 
C. 3

MEN$: 
A. 1 
B. 2 
C. 3

WOMEN: 
A. 1 
B. 2 
C. 3

SCISSORS: 
A. 1 
B. 2 
C. 3

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE CORRECT USE OF HOMOGRAPHS, SYNONYMS, AND ANTONYMS BY IDENTIFYING EACH IN A SENTENCE OR LIST.

CHOOSE THE HOMOGRAPH IN THE FOLLOWING LIST.
A. HOMOGRAPH
B. NOT A HOMOGRAPH

IRIS, IRIS: *A
DFSDRT DESERT #A
HAPPY OVERJOYED #B
BEAR BEAR #A
TIRED ENERGETIC #B

CHOOSE THE IDIOMS IN THE FOLLOWING LIST:
A. IDIOM
R. NOT AN IDIOM

ON CLOUD NINE #A
A BIRD IN THE HAND IS WORTH TWO IN THE BUSH. #R
TWO HEADS ARE BETTER THAN ONE. #R
CANT EAT YOUR CAKE AND HAVE IT TOO. #A

CHOOSE THE SYNONYMS IN THE FOLLOWING LIST:
A. SYNONYM
R. NOT A SYNONYM
FRIES - FRENCH FRIED POTATOES #A
NONCONDUCTOR - NOT A CONDUCTOR #B
SNAPSHOT - PHOTOGRAPH #A
MAN - WOMAN #R
CHILD - YOUNGSTER #A

CHOOSE THE ANTONYMS IN THE FOLLOWING LIST:
A. ANTONYM
R. NOT AN ANTONYM
GREENS - GREEN TOPS OF VEGETABLES #B
EXIT - ENTRANCE #A
SKINNY - FAT #A
COLORFUL - DRAB #A
PRETTY - BEAUTIFUL #B

THE STUDENT CAN RECALL THE PRONUNCIATION RULES FOR HARD AND SOFT C AND G BY CHOOSING THE CORRECT RULE OR APPLICATION FOR A GIVEN SITUATION.

A. C# OR G# IS SOF T WHEN IT
A. FOLLOWS AN E, I, OR Y.
#R. IS FOLLOWED BY E, I, OR Y.
C. FOLLOWS A, O, OR U.
A SOFT *C* SOUNDS LIKE
A. K.
B. S.
C. KS.
D. J.

THE WORD *PIECE* HAS
A. A SOFT C BECAUSE IT HAS AN E AFTER IT.
B. A HARD C BECAUSE IT HAS AN E AFTER IT.
C. A SOFT C BECAUSE IT HAS AN E BEFORE IT.
D. A HARD C BECAUSE IT HAS AN E BEFORE IT.

THE WORD *FLAGPOLE* HAS
A. A HARD G BECAUSE IT IS A COMPOUND.
B. A HARD G BECAUSE IT IS FOLLOWED BY A CONSONANT.
C. A SOFT G.

WHICH WORD DOES *NOT* HAVE A SOFT C SOUND?
A. PRACTICE
B. CITY
C. SOME
D. CRIME

WHICH WORD DOES *NOT* HAVE A SOFT *G* SOUND?
A. RANG
B. JELLY
C. RAGE
D. GORGE

WHICH WORD HAS A *HARD* AND A *SOFT* GO
A. GANG
B. GORGEOUS
C. GAPING
D. GINGER

WHICH WORD HAS A *HARD* AND A *SOFT* CO
A. ACCESSORY
B. ACCUMULATE
C. CACTUS
D. CRYPTIC

THE STUDENT WILL RECOGNIZE CONSONANT SOUNDS BY IDENTIFYING THE INITIAL OR FINAL CONSONANT SOUND THAT DOES *NOT* MATCH A GIVEN SOUND.

DIRECTIONS - SAY THE FIRST WORD IN EACH GROUP TO YOURSELF AND LISTEN FOR THE SOUND OF THE LETTER OR LETTERS INDICATED. WHICH WORD BELOW DOES *NOT* HAVE THE SAME SOUND?
THE M IN MAN
A. TOM
B. THEM
C. SAME
*D. HEN

THE N IN NO
A. KNOW
*B. AUTUMN
C. GNAR
D. PINE

---------------------------------------------------

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF ACCENTED SYLLABLES BY
ACCEPTING THE CORRECT SYLLABLE OF A WORD. 25c

DIRECTIONS
THE WORDS BELOW ARE DIVIDED INTO SYLLABLES. DECIDE
WHICH SYLLABLE IS THE ACCENTED SYLLABLE.

CHOOSE
A. IF THE ACCENT IS ON THE FIRST SYLLABLE
B. IF THE ACCENT IS ON THE SECOND SYLLABLE
C. IF THE ACCENT IS ON THE THIRD SYLLABLE

STARRYATION *B
HIPPOPOTAMUS *C
CONQUER *A
ARTICLE *A
OFFICIAL *B
PLATOON *B
REALIZE *A
DE dict *B
REALIZATION *C
THOROUGH *A
MEANWHILE *A
ATACK *B
LENG END *A
REACTION *B
INTEND *B
DORROW *A
DESTROY *B
MEANWHILE *A
THE STUDENT CAN APPLY HIS KNOWLEDGE OF SYLLABICATION BY CHOOSING THE CORRECTLY SYLLABICATED WORD FROM A GROUP OF WORDS.  %100

CHOOSE THE WORD FROM THE GROUPS BELOW THAT IS CORRECTLY DIVIDED INTO SYLLABLES.

A. ACCENT
B. ACCENT
C. ACCENT

A. WINTER
B. WINTER
C. WINTER

A. VISITING
B. VISITING
C. VISITING

A. UNLIKE LY
B. UNLIKE LY
C. UNLIKE LY

A. BEGIN NING
B. BEGIN NING
C. BEGIN NING

A. SECRET
B. SECRET
C. SECRET

A. WHISPRED
B. WHISPRED
C. WHISPRED

A. VACATION
B. VACATION
C. VACATION

A. GRAND MOTHER
B. GRAND MOTHER
C. GRAND MOTHER

A. PRESIDENT
B. PRESIDENT
C. PRESIDENT
THE STUDENT CAN RECOGNIZE FIRST STRESS AND WEAK STRESS SYLLABLES BY IDENTIFYING THEM IN GIVEN WORDS.  %10

DIRECTIONS - IN THE FOLLOWING WORDS CHOOSE THE NUMBER OF THE SYLLABLE WITH THE *FIRST* STRESS.

HASKET
*A. 1
*B. 2

TELEPHONE
*A. 1
*B. 2
*C. 3

ALIVE
*A. 1
*B. 2

LOUDNESS
*A. 1
*B. 2

BEYOND
*A. 1
*B. 2

DIRECTIONS - IN THE FOLLOWING WORDS CHOOSE THE NUMBER OF THE SYLLABLE WITH THE *WEAK* STRESS.

BASKETBALL
*A. 1
*B. 2
*C. 3

UNCERTAIN
*A. 1
*B. 2
*C. 3

RENEWAL
*A. 1
*B. 2
*C. 3

GIVEN A GROUP OF WORDS, THE STUDENT CAN APPLY THE RULE TELLING WHEN A VOWEL IS LONG AND WHEN IT IS SHORT BY CHOOSING THE WORD THAT DOES *NOT* HAVE THE SAME VOWEL SOUND AS THE OTHERS.  %12

DIRECTIONS
PICK A WORD THAT DOES *NOT* HAVE THE SAME VOWEL SOUND AS THE OTHERS IN THE GROUP. THE WORDS ARE NOT ALL REAL WORDS. THE WORDS ARE NONSENSE WORDS, BUT YOU SHOULD SOUND THEM OUT.
THE STUDENT CAN RECALL THE RULES WHICH DETERMINE WHEN A VOWEL IS LONG AND WHEN A VOWEL IS SHORT BY CHOOSING THE CORRECT COMPLETION FOR A GIVEN RULE. %4n

* WHEN A SYLLABLE ENDS IN A VOWEL, THAT VOWEL IS USUALLY
  A. LONG
  B. SHORT
  C. SILENT
  D. THE SCHWA

* WHEN A SYLLABLE ENDS IN A CONSONANT, AND THERE IS ONE VOWEL AT THE BEGINNING OR IN THE MIDDLE OF THE SYLLABLE, THAT VOWEL IS
  A. LONG
  B. SHORT
  C. SILENT
  D. THE SCHWA

* WHEN TWO VOWELS ARE TOGETHER IN A SYLLABLE, USUALLY
  A. THE FIRST ONE IS LONG AND THE SECOND IS SHORT
  B. THE FIRST IS SHORT AND THE SECOND IS LONG
  C. THE FIRST IS SHORT AND THE SECOND IS SILENT
  D. THE FIRST IS LONG AND THE SECOND IS SILENT
  E. BOTH ARE LONG

* IF YOU HAVE THIS PATTERN IN A WORD—VOWEL—CONSONANT AT THE END OF THE WORD USUALLY,
  A. THE FIRST VOWEL IS LONG AND THE E IS SHORT
  B. THE FIRST VOWEL IS SHORT AND THE E IS LONG
  C. THE FIRST VOWEL IS LONG AND THE E IS SILENT
  D. THE FIRST VOWEL IS SHORT AND THE E IS SILENT
  E. BOTH VOWELS ARE LONG

THE STUDENT CAN RECALL THE MEANING OF THE TERM ANTONYM BY SELECTING THE CORRECT DEFINITION. %11n

* THE DEFINITION OF ANTONYMS ARE WORDS THAT
  A. MEAN ABOUT THE SAME THING
  B. MEAN THE OPPOSITE
  C. ARE SPELLED THE SAME BUT SOUND DIFFERENT
  D. HAVE A DIFFERENT DEFINITION

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ANTONYMS BY CHOOSING APPROPRIATE ANTONYMS FROM A GIVEN LIST. %12n

* CHOOSE THE BEST ANTONYM FOR THE GIVEN WORD.

  SMOOTH
  A. SATIN
  B. SOFT
  C. ROUGH

0069

0011

0012
ABOVE
A. AROUND
B. BELOW
C. HIGH
D. LOW

******************************************
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PREFIXES BY CHOOSING THE CORRECT PREFIX FOR THE ROOT WORD. %164

WRITE THE APPROPRIATE PREFIX LETTER FOR EACH OF THE SENTENCES BELOW.
A. UN
B. DIS
C. IM
D. IN

THE COURTEOUS GENTLEMAN DID NOT ACKNOWLEDGE THE OTHER PEOPLE WAITING IN LINE. *B 2101670

THERE WAS NO EXPLANATION FOR HIS PRACTICAL ATTITUDE. *C 2101671

WHY ARE YOU BEING SO COOPERATIVE ASKED JIM. *A 2101672

THE TIME WAS CONVENIENT, BUT WE WENT ANYWAY. *D 2101673

THE DISTANT BELLS WERE DISTINCT BUT CHARMING. *D 2101674

EDUCATED PEOPLE HAVE MORE DIFFICULTY OBTAINING JOBS. *A 2101675

THE SUDDEN NEWS OF HIS DEATH WAS HEARTENING. *B 2101676

HER DRESS WAS APPROPRIATE FOR THE GALA OCCASION. *D 2101677

MORTAL BEINGS ARE FICTIONAL. *C 2101678

THE FURNITURE WAS SUITABLE FOR OUR NEEDS. *A 2101679

******************************************
THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF HOMONYMS, SYNONYMS AND ANTONYMS BY CHOOSING A SYNONYM, HOMONYM OR ANTONYM FOR A GIVEn WORD, SELECTING THE DEFINITION, AND CHOOSING THE CORRECT HOMONYM TO COMPLETE A SENTENCE. %47A

SELECT THE CORRECT HOMONYM FOR EACH STARRED WORD.

*NEW*
A. OLD
B. KNEW
C. UNUSED

*RIGHT*
A. WRITE
B. LEFT
C. WRONG

******************************************
A. MAJOR
B. MINER
C. YOUTH

A. WAR
B. PIECE
C. CALM

Select the correct *SYNONYM* for each underlined word.

A. REPAIR
B. BRAKE
C. DESTROY

A. LOOK
B. PIE R
C. PERF

A. RIGHT
B. LIFT
C. DEPARTED

A. GENUINE
B. IMAGINARY
C. REF.

Select the correct *ANTONYM* for each underlined word.

A. NAUGHTY
B. GOOD
C. BAD

A. CREATED
B. MAID
C. BROKE

A. NIGHTS
B. DAZE
C. AFTERNOONS

A. PLANE
B. FANCY
C. UNADORNED

Identify relationship of word pairs.

SIDE, SIGNED
A. HOMONYMS
B. SYNONYMS
C. ANTONYMS
LOST

FOUND

A HOMONYMS

B. SYNONYMS

C. ANTONYMS

PRETTY. BEAUTIFUL

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

CONQUER

OFF COMING

A

B

NOMONYMS

R

SYNONYMS

C

ANTONYMS

SLENDER

PLUM

A.

B.

NOMONYMS

R

SYNONYMS

C

ANTONYMS

CFA§E

STOP.

A HOMONYMS

R. SYNONYMS

CANTONYMS

HANGAR

HANGER

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

CIF TERM! NED'FC IDE

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

1 mMFDI AMA, LATFR

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

STRENGTH, END. ENEMIES

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

LOOP: CIRCLE

FLY, STACK

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PAIR, PEAR

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PEER, PARK

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

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R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

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R. SYNONYMS

C. ANTONYMS

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R. SYNONYMS

C. ANTONYMS

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R. SYNONYMS

C. ANTONYMS

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R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

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R. SYNONYMS

C. ANTONYMS

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A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

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C. ANTONYMS

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R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

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R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND

A. HOMONYMS

R. SYNONYMS

C. ANTONYMS

PRETEND, DEFEND
*A. HOMONYMS  
B. SYNONYMS  
C. ANTONYMS

**DARK, LIGHT**  
A. HOMONYMS  
B. SYNONYMS  
C. ANTONYMS

**THERE, THEIR**  
A. HOMONYMS  
B. SYNONYMS  
C. ANTONYMS

**LOVE, HATE**  
A. HOMONYMS  
B. SYNONYMS  
C. ANTONYMS

**FAIR, FARE**  
A. HOMONYMS  
B. SYNONYMS  
C. ANTONYMS

**TOO, TWO**  
A. HOMONYMS  
B. SYNONYMS  
C. ANTONYMS

**SELECT THE PROPER DEFINITION.**  
HOMONYMS ARE WORDS THAT  
A. SOUND ALIKE BUT HAVE DIFFERENT MEANINGS.  
B. MEAN NEARLY THE SAME THING.  
C. HAVE OPPOSITE MEANINGS.

SYNONYMS ARE WORDS THAT  
A. MEAN NEARLY THE SAME THING.  
B. SOUND ALIKE BUT HAVE DIFFERENT MEANINGS.  
C. HAVE OPPOSITE MEANINGS.

ANTONYMS  
A. SOUND ALIKE BUT HAVE DIFFERENT MEANINGS.  
B. HAVE OPPOSITE MEANINGS.  
C. MEAN NEARLY THE SAME THING.

**CHOOSE THE PROPER HOMONYM TO COMPLETE THE SENTENCE.**  
WHERE DID YOU *   * THE BICYCLE?  
A. BUY  
B. BY

DID YOU DRIVE *   * OUR HOUSE?  
A. TO  
B. TWO  
C. TOO

HOW DID YOU *   * YOUR BICYCLE?  
A. BRAKE  
B. BREAK
HrNPY WA
THr. *
A. FORTH
* B. FOURTH
HE
t.,SED, A SECOND
A. PEACE
* B. PIECE

HE ROYS PUT
* BOOKS ON THE TOP SHFLF.
* A. THEIR
* B. THERE

NOTICE THE
* OF GOLD IN THE ROCK
A. VANE
* B. VEIN

JOHN TRIED IN
* TO FIND IT
* A. VAIN
* B. VANF

IT IS AGAINST THE LAW TO FIGHT A
* A. DUEL
* B. DUAL

SARAH IS
* HER BLUE DRESS
* A. DYING
* B. DYING

GEORGE HAD A
* PART IN THE PLAY
A. MINER
* B. MINOR

WE HAVE A NEW
* IN OUR SCHOOL
* A. PRINCIPAL
* B. PRINCIPAL

THE STAND FOR THE RECORD PLAYER IS
* A. STATIONERY
* P. STATIONARY

-------------------------------------------------------------

THE STUDENT CAN DIFFERENTIATE BETWEEN WORDS OF "DENOTATION" "CONNOTATION" OR IMPLIED MEANING BY SELECTING WORDS OF "DENOTATION" FROM A GIVEN LIST.  9108

THE "DENOTATION" OF A WORD MEANS ITS SPECIFIC MEANING WITHOUT EMOTION, AS CONTRASTED TO THE "CONNOTATION" OF A WORD WHICH HAS A SUGGESTED FAVORABLE OR UNFAVORABLE MEANING.  CHOOSE THE WORD IN EACH ITEM WHICH IS A WORD OF "DENOTATION".

A. KID
B. CHILD
C. HRAT

A. GROUP
B. GANG
C. MOR

A. CONCEITED
THE STUDENT WILL RECOGNIZE WORDS WITH UNFAVORABLE CONNOTATIONS BY SELECTING THE SENTENCE OF EACH PAIR WHICH CONTAINS STARRED WORDS OF "UNFAVORABLE" CONNOTATION.  

PLACE THE LETTER OF THE SENTENCE WHICH CONTAINS STARRED WORDS OF "UNFAVORABLE" CONNOTATION ON THE BLANK PROVIDED.

A. SHE *GLANCED* AT HIS NOTE.  
B. SHE *SCRUTINIZED* HIS NOTE.  

A. THE BABY WAS *PUT* TO SLEEP.  
B. THE BABY WAS *LULLED* TO SLEEP.  

A. THE MAN *NABBED* THE ROY.  
B. THE MAN *CAUGHT* THE ROY.  

A. THOSE *YOUTHS* LIVE NEXT DOOR.  
B. THOSE *JUVENILES* LIVE NEXT DOOR.  

A. JOHN IS AN *EGGHEAD*.  
B. JOHN IS *INTELLIGENT*.  

A. PAUL *HEAVED* THE CAP AT JOHN.  
B. PAUL *THREW* THE CAP AT JOHN. 

THE STUDENT WILL RECOGNIZE WORDS WITH UNFAVORABLE CONNOTATIONS BY SELECTING THE SENTENCE OF EACH PAIR WHICH CONTAINS STARRED WORDS OF "UNFAVORABLE" CONNOTATION.  

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B. PAUL *THREW* THE CAP AT JOHN.
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF HOMOGRAPHICS BY INDICATING WHETHER A GIVEN WORD IS OR IS NOT A HOMOGRAPH. 10P.

DIRECTIONS - ON THE LIST BELOW, CHOOSE THOSE WHICH:

A. CAN BE USED AS HOMOGRAPHICS.
B. CAN NOT BE USED AS HOMOGRAPHICS.

WIND *A
VEIN *B
BASS *A
ATF *B
TFAR *A
IDLIF *B
LEAD *A
ROSF *A
HYNM *B
FAIR *A

**************

THE STUDENT WILL RECOGNIZE THE CORRECT USE OF TO, TOO, TWO, AND THEIR, THERE, THEY'RE BY IDENTIFYING THE CORRECT USE OF THESE WORDS IN A SENTENCE. 10P.

CHOOSE THE SENTENCES WHERE THE HOMONYMS THERE, THEY'RE AND THEREIR ARE USED CORRECTLY OR INCORRECTLY.

A. CORRECT USE
B. INCORRECT USE

THEIR EXCUSE FOR TARDINESS SOUNDS FANTASTIC, BUT THE BOYS INSIST.
THEIR STORY IS TRUE. *B
THEIR ALARM DID NOT RING, AND THERE WAS NO MILK FOR THEIR BREAKFAST. *A
THEIR LEAVING FOR CHRISTMAS VACATION TOMORROW, AND THEIR SPENDING IT WITH THEYRE GRANDPARENTS. *B
THEIR MOTHERS CAR HAD A FLAT TIRE ON THE HIGHWAY. *A
THEY'RE GOING ON A SLEIGHING PARTY WITH THEIR COUSINS. *A

CHOOSE THE SENTENCES WITH THE CORRECT USE OF TOO, TWO, AND TO.

A. CORRECT USE
B. INCORRECT USE

WHAT YOU SAW THE COWS, TOOD. *A
WE TRAVELED TWO BLOCKS TO GO TO THE DRUGSTORE. *A
We plan on attending the party, too. *A
Two dogs followed them too the corner. *B
We skipped breakfast today, too. *R

******************************************************************************
The student will recognize homographs by identifying the homographs in a given sentence. 0231

Directions - Choose the homograph in each sentence.

Our family makes frequent visits to the country.
A. Family
B. Makes
*C. Frequent
D. To

What products does the United States export to France?
A. Does
B. States
*C. Export
D. To

Does France produce clothes to be shipped abroad?
A. Does
*B. Produce
C. Clothes
D. Abroad

An imprint of a man's shoe was clearly seen on the beach.
A. Imprint
*B. Shoe
C. Seen
D. On

Dave won the relay race in the district track meet.
A. Won
*B. Relay
C. District
D. Track

Remember to conduct yourself with confidence.
A. To
*B. Conduct
C. Yourself
D. Confidence

******************************************************************************
The student will demonstrate a knowledge of prefixes and suffixes by selecting the correct root word for a given word. 0033

Directions
Find the correct root word for each given word.

Impolite
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PREFIXES AND SUFFIXES BY SELECTING THE ROOT WORD WITH THE CORRECT PREFIX OR SUFFIX TO COMPLETE A SENTENCE. 

IF YOU PUT SOMETHING AWAY IN THE WRONG PLACE YOU __ IT.
A. REPLACED
B. MISPLACED
C. DEPLACED
D. UNPLACED

IF YOU ARE FULL OF CHEER YOU ARE
A. CHEERFUL
B. CHERRINESS
C. CHEERFULLY
D. CHEERING

IF YOUR GLASS HAS MORE MILK THAN MY GLASS, MINE IS
A. EMPTY
B. EMPTIER
C. EMPIEST
D. EMPTINESS

A PERSON WHO BUYS IS A
A. BUYER
B. BUY
C. BUYER
D. BUYING

IF PEOPLE LIKE YOU, YOU ARE
A. LIKENESS
B. ALIKE
C. LIKELINESS
D. LIKABLE

IF YOU READ A BOOK TWICE, YOU __ IT.
A. MISREAD
B. RESREAD
C. UNREAD
D. REFREAD
IF YOU IMITATE SOMEONE, YOU DO AN
A. IMITATOR
B. IMITATING
C. IMITATION
D. IMITATIVE

IF THE TABLE CAN BE MOVED IT IS
A. UNMOVED
B. MOVING
C. MOVEFUL
D. MOVABLE

IF SOMEONE USES VIOLENCE HE IS A
A. VIOLENT
B. VIOLFT
C. VIOLATION
D. VIOLENTABLE

IF YOU HEAT THE OVEN BEFORE YOU MAKE THE CAKE YOU
THE OVEN.
A. MISHEAT
B. PREHEAT
C. DISHEAT
D. RFHFEAT

THF STUDENT CAN DEMONSTRATE A KNOWLEDGE OF SYNONYMS BY CHOOSING
THE APPROPRIATE SYNONYM FOR A GIVEN WORD. %120

( HOOSE THE FIRST SYNONYM FOR EACH WORD.

LARGE
A. SMALL
B. TALLER
C. FAT
D. RIG

AFRAID
A. SAD
B. SCARED
C. DARKNESS
D. ANGRY

DROWSY
A. TIRED
B. DROWNING
C. ASLEEP
D. BORED

HOUSE
A. BUILD
B. HOME
C. APARTMENT
D. BASEMENT

ORAL
A. WRITTEN
B. MOUTH
C. SPOKEN
INF "The student will recall the meaning of a synonym by selecting the correct definition and example from those of a synonym, homonym, antonym, and homophone." 2100150

THE STUDENT WILL RECALL THE MEANING OF A SYNONYM BY SELECTING THE
CORRECT DEFINITION AND EXAMPLE FROM THOSE OF A SYNONYM, HOMONYM,
ANTONYM, AND HOMOGRAPH. 2100151

SYNONYMS ARE WORDS THAT:
A. SOUND ALIKE BUT DIFFER IN SPELLING AND MEANING.
B. ARE OPPOSITE IN MEANING.
C. MEAN ALMOST THE SAME THING.
D. ARE ALIKE IN SPELLING, BUT HAVE DIFFERENT MEANINGS.

AN EXAMPLE OF TWO SYNONYMS WOULD BE THE WORDS
A. GAY AND SAD.
B. FAR AND NEAR.
C. WRITE AND SCRIBBLE.
THE STUDENT WILL DIFFERENTIATE AMONG SYNONYMS, HOMONYMS, AND ANTONYMS. BY INDICATING WHICH OF THESE APPLIES TO PAIRS OF WORDS.

DIRECTIONS - MARK THE WORDS BELOW AS PAIRS OF SYNONYMS, HOMONYMS OR HOMOPHONES OR ANTONYMS BY PLACING THE CORRECT LETTER ON THE BLANK PROVIDED.

A. SYNONYMS
B. HOMONYMS OR HOMOPHONES
C. ANTONYMS

| SPACIOUS | SMALL | C | 7101010 |
| AUXILIARY | HELPING | A | 7101011 |
| VICIOUS | FEROUS | A | 7101012 |
| SANE | SEINE | B | 7101013 |
| SATISFIED | DISCONTENTED | C | 7101014 |
| SEER | SEAR | B | 7101015 |
| BRIEF | CONCISE | A | 7101016 |
| COARSE | COURSE | B | 7101017 |
| MOSTLY | VAIN | C | 7101018 |
| DICTIONARY | LEXICON | A | 7101019 |
| PANICKY | FRIGHTENED | A | 7101020 |
| AMICABLE | UNFRIENDLY | C | 7101021 |

A STUDENT CAN DEMONSTRATE COMPREHENSION OF THE GIVEN DEFINITIONS OF A WORD BY CHOOSING WHICH ONE APPLIES IN A GIVEN SENTENCE.

DIRECTIONS - FOR EACH QUESTION, THERE IS A SENTENCE WITH A WORD WITH A STAR IN FRONT AND ONE BEHIND IT. UNDER THE SENTENCE ARE LISTED 3 OR 4 DEFINITIONS OF THE STARRED WORD. CHOOSE THE DEFINITION THAT BEST FITS THE WAY THE WORD IS USED IN THE SENTENCE.

HUNGER IS THE **ABSENCE** OF FOOD.
A. BEING AWAY
B. BEING WITHOUT, LACK
C. TIME OF BEING AWAY

THE **COOK** AT THAT RESTAURANT MAKES DELICIOUS PASTRY.
A. PREPARE FOOD BY USING HEAT
B. UNDERGO COOKING, BE COOKED
C. A PERSON WHO COOKS.
The lamb chops we had for dinner were lean and not very greasy.

A. Not fat, thin
B. Meat having little fat
C. Producing little, scant, a lean harvest.

If will *stiff* our clothes into the suitcase.

A. What a thing is made of; material
B. Worthless material, useless things
C. Pack full, fill
D. Fill the skin of a dead animal to make it look as it did when it was alive.

If buried *treasure* was found.

A. Wealth or riches, valuable things
B. Anything that is much loved or treasured
C. To value highly

If *employ* a knife and fork to cut our meat.

A. Give work and pay for work
B. Use
C. Keep busy

The United States is *rich* in coal and oil deposits.

A. Healthy people
B. Well supplied
C. Having much money, land, goods, etc.
D. Containing plenty of butter, eggs, flavoring, etc.

The factory workers went on *strike*.

A. Hit
B. Find or come upon; gold, oil, etc.
C. Stop work to get better pay, shorter hours, etc.
D. Sound a clock makes

I will *gulp* at my Christmas presents before December 25th.

A. To look through a small or narrow hole or crack
B. To look when no one knows it; a secret look
C. The cry of a young bird

I took a *swallow* of milk and I was finished with dinner.

A. Swallow eagerly or greedily
B. Amount swallowed at one time, mouthful
C. *Gulp* in

*******************************************************************************

A student can comprehend vocabulary words and a given definition by choosing from among alternatives the sentence which uses the word in the specified way. *5*

Directions - You will be given a *word* with one of its definitions. Then there will be 4 sentences using the word. Choose the sentence that fits the given definition.

Grant - allow, give what is asked

A. I grant you are correct.
B. Some children take their parents for granted.
C. I will grant your request for more money.
The government gave land grants to the settlers.

Right - well, healthy, in good condition
A. Your answer was right
B. I will turn right at the next corner.
C. Everything will be done the right way.
D. I feel all right now.

Lap - to move or beat gently; with a lapping sound, splash gently
A. The wave lapped against the rocks.
B. We ran three laps around the field.
C. Some cats lap up their milk.
D. She held the baby on her lap.

Wind - breath, power of breathing
A. The mountain road winds in all directions.
B. The deer, got wind of the hunter.
C. Don't let the teacher get wind of our plan to pass notes.
D. You need plenty of wind to swim several lengths of the pool.

Age - period in history
A. His age is ten.
B. Old age is something I don't look forward to.
C. I haven't seen him for ages.
D. The Ice Age produced many glaciers.

The student can recognize different meanings of a given word by matching a sentence containing the word with its definition.

Place the letter of the correct word meaning in the space provided.

Tumbler a. Tumbler n.
A. A person who performs leaps, acrobat.
B. A drinking glass.
C. Part of a lock.
D. A kind of pigeon.

Bill saw the tumblers at a circus. *A

The door wouldn't unlock because the tumbler had rusted. *C

She placed the tumbler on the sink when she had finished. *B

Race a. Race n.
A. A contest of speed.
B. To run or go swiftly.
C. A class of people with common interests or habits.
D. To revolve too fast.

She read that the German race was hard working and orderly. *C

The two boys ran a race yesterday and Tom won. *A

He was late so he raced home. *B
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF FORMING WORD VARIANTS BY ADDING A PREFIX OR SUFFIX TO THE ROOT WORD BY INDICATING HOW A GIVEN VARIANT WAS FORMED.

A. PREFIX
B. SUFFIX
C. PREFIX AND SUFFIX
D. NONE OF THE ABOVE

MATCH THE FOLLOWING WORDS WITH THE CHOICES ABOVE.

Misery   *A
Unhappily *C
Afraid   *D
Dislike  *A
Intriguing *C
Joyful   *H
Unless   *D
Costly   *H
Disturb  *D
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