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 program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for junior high school language arts. (CK)
JUNIOR HIGH 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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JUNIOR HIGH LANGUAGE ARTS

BEHAVIORAL OBJECTIVES AND TEST ITEMS

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

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

Subject Area

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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 4,500 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 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 constricting. 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 shoulder 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 an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Somewhere 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 differen-
tiating those goals specific to each grade and even to each
student. With the bank at their disposal, teachers are encour-
aged 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 under-
take 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 type-
writer. Thus:

% is actually (  
Ω is actually )
O 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
NOTES TO USERS:

Even though the objectives and test questions included here have undergone numerous editings and proof readings, it is likely that a small number of errors still exist.

If any user reports an error (an incorrect answer, a misspelled word, etc.), the staff will be pleased to compile an errata sheet and make the necessary corrections for all subsequent printings.

In addition:

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

2. The IBM 407 we used does not print all characters exactly as they appear on a typewriter; thus,

   `%` is actually (  
   `0` is actually ')  
   `0` is actually '?' or '!'  
   apostrophes cannot be printed
THE STUDENT WILL ANALYZE A GIVEN PARAGRAPH IN TERMS OF ITS ORGANIZATION: ORDER OF CHRONOLOGY, IMPORTANCE, OR LOCATION.
HE WILL DEMONSTRATE HIS ABILITY TO ANALYZE BY CHOOSING THE METHOD USED FOR OBTAINING COHERENCE IN THE SELECTION.

DIRECTIONS
ANALYZE EACH PARAGRAPH BELOW AND INDICATE WHETHER IT IS ORGANIZED IN ORDER OF: CHRONOLOGY, IMPORTANCE, OR LOCATION.

GLANCING AROUND A LITTLE LEAGUE BALL PARK, ONE CAN OFTEN OBSERVE MANY MOODS. AT THE CENTER OF THE FIELD THE PITCHER, EXHIBITING AN AIR OF CONFIDENCE, EYES THE BATTER. SCATTERED BEHIND HIM HIS TEAM-MATES ANXIOUSLY WAIT, HANDS ON KNEES. THE BATTER, CONSUMED WITH CONCENTRATION, GRIPS THE BAT TIGHTER. AWAITING THEIR TURN, PLAYERS ON THE BENCH RANGE IN MOOD FROM DEJECTION TO EXHILARATION. FROM BEHIND THE FENCE, UNDIGNIFIED SOUNDS ISSUING FROM CONCERNED MOTHERS ASSURE ONE THAT A FEELING OF ANXIETY EXISTS THERE, ALSO.
* A. ORDER OF CHRONOLOGY
B. ORDER OF IMPORTANCE
*C. ORDER OF LOCATION

*A. ORDER OF CHRONOLOGY
B. ORDER OF IMPORTANCE
C. ORDER OF LOCATION

LEFT HANDED PEOPLE SUFFER GRAVE DISADVANTAGES IN OUR SOCIETY. DISCRIMINATION IN THE SUPPLY OF SPORTS EQUIPMENT IS OBVIOUS WHEN ONE NOTES THE LIMITED STYLES OF GOLF CLUBS FROM WHICH A LEFT HANDED PERSON CAN CHOOSE. MORE IMPORTANT, THE EDUCATIONAL SYSTEM OF OUR COUNTRY PROVIDES ONLY RIGHT HANDED PENCIL SHARPENERS AND OCCASIONALLY ONLY RIGHT HANDED DESKS. SINCE FOOD AND DRINK ARE ESSENTIALS FOR THE BODY, ONE WOULD EXPECT IN THIS MOST IMPORTANT AREA TO FIND EQUALITY. BUT EVEN HERE, GRAVY LADLES ENCOURAGE CONSUMPTION OF GRAVY ONLY BY RIGHT HANDERS, AND THE PHYSICAL CONTORTIONS A LEFT HANDER EXHIBITS AT A DRINKING FOUNTAIN ARE UNREASONABLE.
A. ORDER OF CHRONOLOGY
*B. ORDER OF IMPORTANCE
C. ORDER OF LOCATION

THE STUDENT WILL SHOW UNDERSTANDING OF PARAGRAPH DEVELOPMENT BY PLACING IN ORDER THE SCRAMBLED SENTENCES OF A GIVEN PARAGRAPH.
THESE SENTENCES ARE IN A SCRAMBLED ORDER. READ THEM CAREFULLY AND DECIDE WHAT WOULD BE THE *BEST ORDER* IN WHICH TO PUT THEM TO FORM A WELL-ORGANIZED PARAGRAPH. USE *NONE* TO SHOW THAT NO SENTENCE follows your last one.

A. AS A RESULT THE TOPSOIL WAS LEFT TO THE MERCY OF THE WIND AND WATER.

B. WHEN LARGE AREAS OF OUR COUNTRY WERE CLEARED TO MAKE FARMS, THE LAND LOST MUCH OF ITS TOPSOIL.

C. GREAT AMOUNTS OF IT WERE BLOWN, WORN, AND FLOATED AWAY.

D. TODAY, HOWEVER, WE ARE BEGINNING TO REALIZE THAT IT IS OF UTMOST IMPORTANCE TO CONSERVE THE TOPSOIL WE HAVE LEFT.

E. NONE

WHICH SENTENCE DID YOU LIST *FIRST*? *B* 3100491
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE A*? *D* 3100492
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE B*? *C* 3100493
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE C*? *A* 3100494
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE D*? *E* 3100495

THE STUDENT WILL ANALYZE GIVEN PARAGRAPHS IN ORDER TO CHOOSE FROM A GIVEN LIST OF POSSIBILITIES THE METHOD USED BY THE AUTHOR TO OBTAIN UNITY.

DIRECTIONS - IN EACH PARAGRAPH A DIFFERENT METHOD IS USED TO OBTAIN UNITY. DECIDE WHICH METHOD IS USED, AND MARK YOUR ANSWER IN THE SPACES PROVIDED.

GRAFT AND INTRIGUE SWIRLED AROUND HEADQUARTERS. GENERAL CASTERLLON MANAGED TO LEND HIS OWN MONEY AT FOUR PER CENT A MONTH. GENERAL GAONA CORNERED SUPPLIES ALONG THE ROUTE AND SOLD THEM AT 100 PER CENT PROFIT. COLONEL RICARDO DROMUNDO...NEVER TRIED TO ACCOUNT FOR THE MONEY GIVEN TO HIM FOR PROVISIONS.

IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF
A. DETAIL.
B. FACTS.
C. REASONS.
D. AN INCIDENT.
E. EXAMPLES.

ANNABELLE, MY PET TURTLE, IS FOND OF LETTUCE AND ENJOYS IT EVERY DAY. ONE DAY MY MOTHER GAVE HER PARSLEY INSTEAD, BECAUSE SHE WAS OUT OF LETTUCE. ANNABELLE SNIFFED AT IT DIGNIFYINGLY, AND IMMEDIATELY, WITHDREW INTO HER SHELL. SHE CERTAINLY HAS A DISCRIMINATING TASTE.

IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF
IN A COLD WINTER MORNING WHAT IS SO GOOD AS A BREAKFAST OF HOT BUCKWHEAT PANCAKES SWIMMING IN BUTTER AND MAPLE SYRUP. IN SUMMER I RELISH A DISH OF RED RASPBERRIES OR A COOL SLICE OF PALE GREEN MELON. AND HOW ABOUT A HAMBURGER WITH ALL THE TRIMMINGS AFTER A CRISP AFTERNOON AT THE GAME IN THE FALL. BUT THE HEIGHT OF GASTRONOMICAL EXCELLENCE IS SURELY REACHED WITH THE FIRST ASPARAGUS AND STRAWBERRIES IN THE SPRING. I MUST CONFESS THAT I HAVE FAVORITE FOODS FOR ALL SEASONS OF THE YEAR.

IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF
A. DETAILS.
B. FACTS.
C. REASONS.
D. AN INCIDENT.
E. EXAMPLES.

HE WAS A PATHETIC FIGURE AS HE WALKED INTO THE ROOM. HIS SMALL BODY WAS ENCASED IN A WORN-OUT SUIT THREE SIZES TOO LARGE. THERE WERE TRACES OF JAM AROUND HIS MOUTH AND ON HIS NOSE. WISTFULLY HIS GREAT DARK EYES LOOKED INTO MINE AS HE WATCHED ME APPROACH HIM.

IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF
A. DETAILS.
B. FACTS.
C. REASONS.
D. AN INCIDENT.
E. EXAMPLES.

THE STUDENT WILL SHOW HIS COMPREHENSION OF CORRECT PARAGRAPH FORM BY IDENTIFYING THE CORRECTLY WRITTEN PARAGRAPH FROM THE SET BELOW.

READ THE PARAGRAPHS BELOW AND ANSWER EACH QUESTION.

1. ONE OF THE OLDEST AND MOST COMMON OF THE HUMAN QUALITIES IS THAT OF WANTING ANIMALS AS PETS. ALTHOUGH WE THINK OF CHILDREN AS THE PERSONS WHO DESIRE AND NEED PETS, MOST OLDER PERSONS ALSO LOVE PETS. THOSE WHO loose a pet are often very sad until they get another, or until they become accustomed to being without a pet. A small child will hug his toy dog and love it, but he will gladly exchange it for a pet.

2. THOSE WHO loose a pet are often very sad until they get another, or until they become accustomed to being without a pet. Children at an early age learn to love pets. One of the oldest and most common of the human qualities is that of wanting animals as pets. Although we think of children as the persons to desire and need pets, most older persons also love pets. A small child will hug his toy dog and love it, but he will gladly exchange it for a live pet.
ONE OF THE OLDEST AND MOST COMMON OF THE HUMAN QUALITIES IS THAT OF WANTING ANIMALS AS PETS. CHILDREN AT AN EARLY AGE LEARN TO LOVE PETS. A SMALL CHILD WILL HUG HIS TOY AND LOVE IT, BUT HE WILL GLADLY EXCHANGE IT FOR A LIVE PET. ALTHOUGH WE THINK OF CHILDREN AS THE PERSONS WHO MOST DESIRE AND NEED PETS, MOST OLDER PERSONS ALSO LOVE PETS. THOSE WHO LOSE A PET ARE OFTEN VERY SAD UNTIL THEY GET ANOTHER, OR UNTIL THEY BECOME ACCUSTOMED TO BEING WITHOUT A PET.

WHICH OF THE ABOVE PARAGRAPHS ILLUSTRATES UNITY IN A PARAGRAPH?
A. PARAGRAPH 1
B. PARAGRAPH 2
*C. PARAGRAPH 3

AFTER PROOF READING A PARAGRAPH, THE STUDENT WILL BE ABLE TO ANALYZE THE SENTENCES AND CATEGORIZE THEM AS RAMBLING, CHOPPY, FRAGMENTED, OR WELL-WRITTEN SENTENCES. %60

DIRECTIONS
FOR EACH SENTENCE IN THE PARAGRAPH BELOW, CHOOSE ONE OF THE FOLLOWING RESPONSES.
A. RAMBLING SENTENCE
B. CHOPPY SENTENCE
C. FRAGMENTED SENTENCE
D. WELL-WRITTEN SENTENCE
1. OUR ENGLISH LANGUAGE MAKES IT POSSIBLE FOR US TO SAY MANY THINGS IN DIFFERENT WAYS AND MANY TIMES WE DO NOT TAKE ADVANTAGE OF LEARNING THE VARIOUS TECHNIQUES THAT ARE AVAILABLE TO US AND THIS IS A FAULT THAT SHOULD BE CHANGED. 2. WE HAVE A HABIT OF USING THE SHORT WAY OF SAYING THINGS, WHEN IT MAKES OUR MEANING CLEAR. 3. IT IS IMPORTANT THAT STATEMENTS CLEARLY STATED. 4. SENTENCES DO NOT HAVE TO BE LONG TO BE CLEARLY STATED. 5. TAKE IT FROM HERE. 6. PEOPLE SHOULD TAKE ADVANTAGE OF ALL THE VARIOUS MATERIALS THAT ARE AVAILABLE TO IMPROVE OUR LANGUAGE SKILLS.

SENTENCE 1. *A
SENTENCE 2. *D
SENTENCE 3. *C
SENTENCE 4. *D
SENTENCE 5. *B
SENTENCE 6. *D

THE STUDENT WILL ANALYZE A GIVEN INCOMPLETE PARAGRAPH TO DETERMINE THE MAIN IDEA OF THE PARAGRAPH AND CHOOSE FROM AMONG ALTERNATIVE TOPIC SENTENCES THE ONE THAT CONTAINS THE CONTROLLING IDEA FOR THE GIVEN PARAGRAPH. %10

DIRECTIONS
SELECT THE TOPIC SENTENCE THAT CONTAINS THE CONTROLLING IDEA OF
THE INCOMPLETE PARAGRAPH FLOW.

VOTING WAS A PRIVILEGE EXTENDED TO COLONISTS WHO OWNED HOMES, BUT ONLY IF THEY ATTENDED THE CONGREGATIONAL CHURCH. PEOPLE WHO FAILED TO GO TO CHURCH WERE FINED OR PUNISHED IN SOME OTHER WAY. THOSE WITH DIFFERENT RELIGIOUS VIEWS WERE NOT ALLOWED TO START THEIR OWN CHURCHES.

A. LIFE IN THE COLONIES WAS TRYING IN MANY WAYS.
B. HOME OWNERS OF TODAY WOULD CRITICIZE COLONIAL VOTING RULES.
C. RELIGIOUS FREEDOM IS ONE OF OUR INHERENT RIGHTS.
*D. COLONISTS WERE NOT ALLOWED THE FREEDOM OF RELIGION.

THE STUDENT WILL SHOW UNDERSTANDING OF THE MAIN IDEA OF A GIVEN PARAGRAPH BY SELECTING THE MAIN IDEA FROM A LIST OF CHOICES.

READ THE PARAGRAPH AND ANSWER THE QUESTION BELOW.

ILLUSTRATION - 1. WHEN YOU SPEAK OR WRITE, YOU WANT TO EXPRESS YOUR IDEAS IN A CLEAR AND INTERESTING WAY.
2. IDEAS MAY BE EXPRESSED IN WORDS, PHRASES, AND SENTENCES. 3. YOU HAVE LEARNED THAT PHRASES ARE OFTEN USED TO MODIFY THE SIMPLE SUBJECT OR THE PREDICATE VERB OF THE SENTENCE. 4. SUCH MODIFIERS ADD INTEREST TO SENTENCES.

THE RESPONSE THAT BEST IDENTIFIES THE MAIN IDEA IN THE ABOVE PARAGRAPH IS
A. USING PHRASES THAT MODIFY SIMPLE SUBJECTS OR PREDICATE VERBS OF SENTENCES.
B. EXPRESSING IDEAS IN WORDS, PHRASES, AND SENTENCES.
C. ADDING MODIFIERS TO MAKE SENTENCES INTERESTING.
*D. EXPRESSING YOUR IDEAS IN A CLEAR AND INTERESTING WAY.

THE STUDENT CAN ANALYZE A GIVEN STATEMENT AND SELECT FROM AMONG ALTERNATIVES THE MAIN IDEA OF THE STATEMENT.

DIRECTIONS
CHOOSE THE GROUP OF WORDS WHICH *BEST* EXPRESSES THE MAIN IDEA IN EACH SENTENCES BELOW.

THE MAJOR CAUSE OF THE UNDESIRABLE BEHAVIOR OF THE STUDENT BODY AT THE NOON HOUR IS THE RECENTLY SHORTENED LUNCHEON PERIOD.
A. HIRING OF A NEW LUNCH-ROOM ATTENDANT
B. RECENT CIVIL DISORDERS
C. SHORTENED MENUS
*D. INADEQUATE LUNCH PERIOD
E. PHYSICAL EDUCATION PERIOD SHORTENED

A WALL OF FLAMING GASOLINE, EXTENDING HUNDREDS OF FEET IN LENGTH, TURNED THE BLOCK INTO A FIERY FURNACE.
A. A GASOLINE TRUCK
B. BURNING GASOLINE
C. CITY BLOCK
D. BRICK WALL
E. QUIET CITY BLOCK
THE MASTERPIECES OF FRENCH PAINTING HANGING IN HER PARLOR USED TO HANG IN PARIS, FRANCE.
A. FRENCHMEN
B. FRENCH HOMES
*C. ARTISTS WORK
D. PARIS, FRANCE

THE STUDENT WILL SELECT THE SENTENCE THAT CONTAINS THE MAIN TOPIC OF A PARAGRAPH AS BASED ON HIS COMPREHENSION OF TOPIC SENTENCE.

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS AND SELECT THE MAIN IDEA MOST APPROPRIATE FOR THE SELECTIONS.

WATER IS NATURES MOST USEFUL GIFT TO MAN. IT QUENCHES HIS THIRST AND COOKS HIS FOOD. IT PUIS QUI HIS FIRES AND, AS A LIQUID OR ICE, COOLS HIM DURING HOT WEATHER. IT PROVIDES HIM WITH POWER, CLEANS HIS CLOTHING, AND PERMITS HIM TO ENJOY MANY SPORTS.
A. WATER IS USED TO SATISFY MANS HUNGER.
B. MAN CANNOT LIVE WITHOUT FOOD AND DRINK.
*C. WATER IS NATURES MOST USEFUL GIFT TO MAN.
D. MAN USES WATER FOR RECREATION AND FOOD.

THE FIRST AUTOMOBILE WAS VERY STRANGE LOOKING. IT WAS OPEN ON ALL SIDES. IT LOOKED VERY MUCH LIKE A CARRIAGE. WITH MUCH NOISE AND MANY JERKS, IT MOVED SLOWLY AND AWKWARDLY.
A. EARLY AUTOMOBILES MADE LOTS OF NOISE.
B. THE FIRST CARS WERE ENJOYED BY THE PEOPLE USING THEM.
*C. THE FIRST AUTOMOBILE LOOKED STRANGE.
D. AUTOMOBILES WERE TOO CLUMSY AND AWKWARD TO BE USED BY THE PEOPLE.

IN THE LITTLE HONEY-LOVIN SUBURB OF SUGAR CREEK, JOHN SMITH FOUND HAPPINESS. EVERY DAY HE BEGAN HIS THING WITH A SMILE ON HIS PUSS AND A FEW COINS IN HIS BELL BOTTOMS. HE SELDOM MISSED HIS MORNING SNACK WITHOUT GIVING FORTH A THANKFUL YAK. OUR JOHNNIE WAS LIKED BY EVERYONE BECAUSE HE WAS IN ...
A. JOHN ATE A GOOD MEAL.
*B. JOHN SMITH FOUND HAPPINESS.
C. EVERYONE LIKED JOHN SMITH.
D. MONEY AND HAPPINESS WAS JOHNS.

GIVEN AN INCOMPLETE PARAGRAPH, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO APPLY THE CRITERIA FOR A TOPIC SENTENCE BY SELECTING FROM AMONG ALTERNATIVES THE TOPIC SENTENCE WHICH COMPLETES THAT PARAGRAPH.

DIRECTIONS - THE PARAGRAPH BELOW LACKS A TOPIC SENTENCE. CHOOSE FROM THE SENTENCES THAT FOLLOW IT THE ONE WHICH SHOULD SERVE AS THE TOPIC SENTENCE.

ONE ASTRONAUT COMPLETED HIS DAILY QUOTA OF PUSHUPS ON THE
Ceiling of the spacecraft. Another prepared a ham sandwich and, with a flick of his finger, transferred it across the craft to his hungry fellow traveller. Mike Collins held a spoonful of water in front of the camera and removed the spoon, leaving the oplet of water suspended. Finally, who did not chuckle as Neil Armstrong hopped about on the surface of the moon.

A. Before a television camera, an astronaut in space entertained us by suspending his flashlight in mid air.

B. To the delight of earth bound television viewers, astronauts performed many humorous antics in space.

C. As earth gave its undivided attention, astronauts achieved a goal that has intrigued man for centuries.

D. Since people are interested in lunar flights, astronauts are careful to keep us informed via television.

The speed at which most of the cars and trucks travel is dangerous and confusing. Too often I find myself on the right hand side of the road when the exit I am seeking is on the left, with no possible chance of crossing over, because of intervening traffic. But, even worse is the noise, the screeching, thundering, booming, of the trucks, as they roar down the road.

A. Trucks pound along on expressways and toll roads, like raging monsters.

B. Whenever possible I avoid situations which cause me confusion and fear.

C. Toll roads and expressways are marvels of convenience for travelers.

D. Driving on expressways and toll roads is to me a shattering experience.

The student will show his comprehension of the topic sentence of a paragraph by selecting correctly the topic sentences of several given paragraphs. %40

Directions

Select the topic sentence of each paragraph below.

The topic sentence of the paragraph below is

A. Graft and intrigue swirled around headquarters.

B. General Castrillon managed to lend his own money at four per cent a month.

C. General Gaona cornered supplies along the route and sold them at 100 per cent profit.

D. Colonel Ricardo Dromundo... never tried to account for the money given him for provisions.

The topic sentence of the paragraph below is

A. Annabelle, my pet turtle, is fond of lettuce and enjoys it every day.

B. One day my mother gave her parsley instead because she was out of lettuce.

C. Annabelle sniffed at it distainfully and immediately withdrew into her shell.

D. She certainly has a discriminating taste.
THE TOPIC SENTENCE OF THE PARAGRAPH BELOW IS
A. ON A COLD WINTER MORNING WHAT IS SO GOOD AS A BREAKFAST OF
   HOT BUCKWHEAT PANCAKES SWIMMING IN BUTTER AND MAPLE SYRUP.
B. IN SUMMER I RELISH A DISH OF RED RASPBERRIES OR A COOL SLICE
   OF PALE GREEN MELON.
C. AND HOW ABOUT A HAMBERGER WITH ALL THE TRIMMINGS AFTER A
   CRISP AFTERNOON AT THE GAME IN THE FALL.
D. BUT WITH THE FIRST APPEARANCE OF STRAWBERRIES AND ASPARAGUS
   IN THE SPRING THE HEIGHT IS SURELY REACHED.
*E. I MUST CONFESSION THAT I HAVE FAVORITE FOODS FOR ALL SEASONS OF
   THE YEAR.

THE TOPIC SENTENCE OF THE PARAGRAPH BELOW IS
*F. HE WAS A PATHETIC FIGURE AS HE WALKED IN TO THE ROOM.
   HIS SMALL FIGURE WAS ENCASED IN A WORN-OUT SUIT THREE SIZES
   TOO LARGE.
   THERE WERE TRACES OF JAM AROUND HIS MOUTH AND ON HIS NOSE.
   WISTFULLY, HIS GREAT DARK EYES LOOKED INTO MINE.

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE MAIN CHARACTERISTIC OF
THE TOPIC SENTENCE BY SELECTING THAT CHARACTERISTIC FROM A LIST
CONTAINING CHARACTERISTICS COMMON TO SENTENCES IN GENERAL.

DIRECTIONS
READ THE ITEM BELOW AND CHECK THE ONE STATEMENT WHICH IS TRUE
*ONLY* FOR TOPIC SENTENCES.

A TOPIC SENTENCE IS DIFFERENT FROM OTHER SENTENCES IN A PARAGRAPH
THAT A TOPIC SENTENCE.
A. CONTAINS A SIMPLE STATEMENT OF FACT
B. USES CLEAR AND PRECISE WORDS
*C. EXPRESSES THE GENERAL IDEA OF THE PARAGRAPH
D. STATES AN IDEA IN VIVID AND COLORFUL LANGUAGE

THE STUDENT WILL ANALYZE A GIVEN PARAGRAPH IN TERMS OF ITS UNITY,
INDICATING THE SENTENCE WHICH IS *NOT* RELATED TO THE TOPIC
SENTENCE.

DIRECTIONS
INDICATE THE SENTENCE WHICH IS *NOT* RELATED TO THE TOPIC
SENTENCE OF THE PARAGRAPH.

SHOULD THE CRYSTAL STRUCTURE OF ROCK ON THE MOON PROVE TO
CONTAIN WATER, A SIMPLE METHOD COULD BE USED FOR FREEING IT.
FIRST, THE ROCKS WOULD BE PLACED INTO A CONTAINER. A REFLECTOR
WOULD DIRECT THE RAYS OF THE SUN TO THE CONTAINER. SINCE THE
SUPPLY OF SUNLIGHT IS LIMITLESS, IT WOULD BE A CHEAP SOURCE OF
ENERGY. WATER VAPOR WOULD BE FREED FROM THE CRYSTAL STRUCTURE

8 15
BY THE INTENSE HEAT AND PIPED TO A CONDENSER. AFTER BEING
CONDENSED INTO DROPLETS, THE RECLAIMED WATER WOULD BE DRAWN FROM
A FAUCET.

A. FIRST, THE ROCKS WOULD BE PLACED IN A CONTAINER.
B. A REFLECTOR WOULD DIRECT THE RAYS OF THE SUN TO THE
CONTAINER.
*C. SINCE THE SUPPLY OF SUNLIGHT IS LIMITLESS, IT WOULD BE A
CHEAP SOURCE OF ENERGY.
D. AFTER BEING CONDENSED, THE RECLAIMED WATER COULD BE DRAWN
FROM A FAUCET.

GIVEN A TOPIC, THE STUDENT WILL APPLY THE CRITERIA OF UNITY BY
SELECTING FROM A JOT LIST THE DETAILS THAT SHOULD BE CONSIDERED
FOR INCLUSION IN THE PARAGRAPH. %2n

DIRECTIONS - YOU HAVE CHOSEN AS A TOPIC FOR A PARAGRAPH THE
RECENT SCHOOL BASKETBALL GAME. YOUR TOPIC SENTENCE IS -
THE BASKETBALL GAME WITH WHITTIER LAST TUESDAY
WAS ONE OF THE CLOSEST WE HAVE PLAYED THIS YEAR.

IN THE FOLLOWING JOT LIST OF ITEMS ABOUT THE EVENT, WHICH ONE
WOULD YOU PROBABLY OMIT?
*A. TORE MY COAT
*B. FIRST SCORE -- WHITTIER
*C. REAL STAR -- BUZZ WILLIAMS
D. TIE SCORE IN 3RD QUARTER
E. CHEERED AND SANG AT HALF TIME

IN THE FOLLOWING JOT LIST OF DETAILS ABOUT THE EVENT, CHOOSE THE
ONE WHICH IS *NOT* RELATED TO THE TOPIC SENTENCE.
*A. 1ST SCORE -- WHITTIER
B. REAL STAR -- BUZZ WILLIAMS
C. TIE SCORE IN 3RD QUARTER
D. CHEERED AND SANG AT HALF TIME
E. BALL TOPPLED INTO BASKET FOR WINNING POINT

THE STUDENT WILL APPLY HIS KNOWLEDGE OF UNITy IN A PARAGRAPH BY
ELIMINATING ANY IRRELEVANT SENTENCE. %1n

DIRECTIONS IN THE PARAGRAPH BELOW, ONE OF THE SENTENCES IS IRRELEVANT TO THE
GENERAL IDEA OF THE PARAGRAPH. CHOOSE THE ONE THAT DOES *NOT*
BELONG WITH THE OTHERS.

A. DOGS WILL GUARD YOUR HOUSE AND YOUR FAMILY.
B. THEIR LOYALTY IS UNSWERVING.
*C. I THINK DOGS ARE WONDERFUL PETS.
D. MY DOGS NAME IS SALLY.
THE STUDENT WILL SHOW HIS KNOWLEDGE OF DEFINITION OF MASS MEDIA BY SELECTING THE CORRECT DEFINITION.

DIRECTIONS
SELECT THE ANSWER WHICH *BEST* DEFINES THE STARRED WORD.

*MASS MEDIA* IS A
A. MEANS OF COMMUNICATION THAT REACHES ONLY A SMALL PERCENTAGE OF THE POPULOUS.
B. MEANS OF COMMUNICATION THAT REACHES ONLY THE LITERATE.
*C. MEANS OF COMMUNICATION THAT REACHES VERY LARGE NUMBERS OF PEOPLE.
D. MEANS OF COMMUNICATION THAT REACHES A VERY SELECT GROUP OF PEOPLE.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TELEVISION HISTORY BY COMPLETING GIVEN FACTUAL STATEMENTS.

DIRECTIONS
SELECT THE BEST COMPLETION.

*TELEVISION* LITERALLY MEANS
A. TELEPROMPTED PICTURES.
B. TELESCOPIC SIGHT.
*C. SEEING AT A DISTANCE.
D. SOUND AND SIGHT.

THE DISCOVERY OF TELEVISION IS ATTRIBUTED TO
A. MORSE AND EDISON.
B. ORGANIZED SCIENCE.
*C. ACCIDENTAL DISCOVERIES.
D. FOREIGN INVENTION.

TELEVISION CAMERAS USE A PROCESS CALLED *SCANNING*. THIS DEVICE SCANS THE SCENE TO BE TRANSMITTED AND
A. COPIES THE OUTLINES OF THE SCENE.
B. CHANGES LIGHT VALUES INTO ELECTRICAL SIGNALS.
*C. MAGNIFIES THE COMPLETE SCENE.
D. CONVEYS ELECTRICAL SIGNALS TO THE CAMERA.

MODERN TELEVISION CAMERAS USE SEVERAL METHODS OF SCANNING THE PICTURE, BUT MOST CAMERAS USE THE
A. PICTURE TRANSFER.
B. ELECTRON GUN.
C. PHOTOCATHODE.
*D. IMAGE ORTHICON.

ONE OF THE EARLIEST EXHIBITS OF TELEVISION TOOK PLACE IN 1939 AT
A. THE NEW YORK WORLD'S FAIR.
B. THE SMITHSONIAN INSTITUTE.
*C. THE COLUMBIAN EXPOSITION.
D. THE CHICAGO WORLD'S FAIR.

AFTER WORLD WAR II AND ON UNTIL 1952 THE FEDERAL COMMUNICATIONS COMMISSION
A. GRANTED LICENSES TO SEVENTY TELEVISION STATIONS.
B. FAILED TO MEET AND RE-LICENSE EXISTING STATIONS.
C. Imposed a television freeze and refused license requests.
D. Maintained strict control of all network programming.

The term *electromagnetic spectrum* refers to
A. The pathways over which communications such as radio and television are carried.
B. The field of free electrons influencing television transmission.
C. The attraction of one spectre of communication to another.
D. The patterning of electrical impulses on radio and television transmitters.

In the late 50's and early 60's a problem of spectrum space arose. In order to solve this problem the FCC decided to
A. Limit the licensing of stations to ten a year.
B. Consolidate groupings of local television stations.
C. Reorganize the distribution of spectrum space.
*D. Expand the spectrum to ultra high frequency.*

In order to limit variety in color production, the FCC
A. Controlled the experimentation procedures.
B. Selected one method of color transmissions to be used by the networks.
*C. Issued electronics guide rules for color compatibility.*
D. Limited the number of hours of color programming for each network.

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(Student will show his knowledge of the levels of communication by matching the level with its definition.

Directions
Select the best completion.

The communication that takes place within an individual is
A. Internal communication.
*B. Intrapersonal communication.
C. Psychological communication.
D. Thought communication.

The communication that involves one speaking to many is
A. Group communication.
*B. Political communication.
C. Mass communication.
D. Selective communication.

The communication that takes place between two or more people
A. Argumentative communication.
*B. Interpersonal communication.
C. Group communication.
D. Instructional communication.

Cultural communication is concerned with
A. The elements of the culture.
*B. The knowledge of ethnic cultures.
C. The workings of society.
D. The structure of society.
THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE LEVELS OF COMMUNICATION BY SELECTING THE APPROPRIATE LEVEL IN A GIVEN SITUATION.

DIRECTIONS
SELECT THE CORRECT ANSWER FROM THE LIST OF ALTERNATIVES.

A. INTRAPERSONAL
B. INTERPERSONAL
C. MASS
D. CULTURAL

SHERRY IS THINKING ABOUT THIS AFTERNOON. *A

JOHN AND DAN ARE TALKING ABOUT THE GAME. *B

MP. SCHELL IS LISTENING TO THE CAR RADIO. *C

MP. SPHENEN IS WRITING LESSON PLANS. *A

JULIE WOULD NEVER WEAR ANKLETS TO SCHOOL. *D

THE CLASS HAS BEEN DISCUSSING A STORY. *B

FLOYD KALBER IS PLANNING HIS NEWS PROGRAM WITH AN ASSOCIATE. *B

WF WATCH A PRESIDENTIAL SPEECH. *C

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE BASIC PRINCIPLES OF RADIO BY DETERMINING ANALOGIES AND INFERENCES.

DIRECTIONS
SELECT THE BEST COMPLETION.

MANY STATIONS BROADCAST ONLY DURING DAYLIGHT HOURS. THESE STATIONS ARE LIMITED TO DAYLIGHT BROADCASTING BECAUSE

A. MANY STATIONS CANNOT AFFORD THE FINANCIAL BURDEN OF ALL NIGHT BROADCASTING.
B. MANY STATIONS FEEL MORE PEOPLE IN THEIR COMMUNITY LISTEN DURING THE DAY.
C. MORE STATIONS CAN THEN USE THE SAME FREQUENCY.
D. MORE STATIONS COULD BE NEXT TO EACH OTHER ON THE AM BAND.

FREQUENCY IS DEFINED AS THE CYCLE OF ELECTRICAL ENERGY PER SECOND. MANY THINGS OTHER THAN RADIO CAN HAVE A SIMILAR FREQUENCY. ONE EXAMPLE TO HELP EXPLAIN FREQUENCY WOULD BE

A. TO OBSERVE AN ELECTRICAL VOLTAGE METER AND NOTE ITS CHANGES.
B. A VIBRATING PIANO STRING AS IT CAUSES THE SURROUNDING AIR TO VIBRATE AT THE SAME FREQUENCY.
C. TO COUNT THE NUMBER OF STUDENTS WHO WEAR GREEN AT A REGULAR RATE OF FREQUENCY.
D. TO ARRANGE WATER GLASSES FILLED AT DIFFERENT LEVELS AND OBSERVE THE NUMBER OF *AIR BUBBLES* PER SECOND.

SOUND DISTURBS THE NATURAL STILLNESS OF AIR AND CAUSES IT TO MOVE AWAY FROM ITS POINT OF ORIGIN. WE MIGHT SAY THAT AIR CARRIES SOUND IN THE SAME WAY THAT
Electrical energy can travel with the speed of light. Sound travels at 1100 feet per second. To enable sound to travel at the speed of light, engineers would have to:

A. Decrease the rate per second of electrical energy.
B. Convert sound into electrical impulses.
C. Increase the rate per second of sound.
D. Be content with a modified transmitting rate.

The student will show his knowledge of radio history by completing factual statements.

Directions
Select the best completion.

Electrical *radio* engineers of the early 1900's needed to discover:

A. What could house their transmitting sets.
B. How sounds could travel farther than normal.
C. How many sound waves could be used in transmitting.
D. Where transmitting stations could best be housed.

A simple definition of radio is:

A. The creation of sound transmitters in the air.
B. The reverberation of frequencies in the air.
C. The amplification of sound into the air.
D. The generation of electricity into the air.

The early sale of radio receiving sets was controlled by:

A. Radio Corporation of America.
B. General Electric Company.
C. Westinghouse Company.
D. Columbia Broadcasting System.

A M stands for:

A. Advertised messages.
B. Amplitude modulation.
C. Air modification.

F M stands for:

A. Frequency modification.
B. Frequency modulation.
C. Free messages.

The first station broadcast program took place at KDKA, Pittsburgh, in 1920. The short broadcast consisted of:

A. A weather report.
B. Orchestra music.
C. A musical show.
D. Election returns.

The federal communications act of 1934 resulted in the establishment of:

A. The National Association of Broadcasters.
R. THE RADIO CORPORATION OF AMERICA.
C. THE FEDERAL COMMUNICATIONS COMMISSION.
D. THE NATIONAL COMMUNICATION ASSOCIATION.

STATIONS CAN BROADCAST ON THE SAME FREQUENCY BY
A. LIMITING THE POWER AND STATION LOCATION.
B. SCHEDULING PROGRAMMING AT DIFFERENT HOURS.
C. PETITIONING A COMMITTEE OF BROADCASTERS.
D. TRANSMITTING MODIFIED RADIO SIGNALS.

RADIO NETWORKS ARE GROUPS OF STATIONS
A. AFFILIATED WITH TELEVISION STATIONS.
B. LINKED TOGETHER BY TELEPHONE LINES.
C. UNITED TOWARDS BETTER PROGRAMMING.
D. COORDINATED BY THE NATIONAL ASSOCIATION OF BROADCASTERS.

THE FOUR MAJOR NATIONAL NETWORKS ARE
A. NATIONAL BROADCASTING COMPANY, COLUMBIA BROADCASTING SYSTEM,
   AMERICAN BROADCASTING COMPANY, WESTINGHOUSE BROADCASTING
   SYSTEM.
B. WESTINGHOUSE BROADCASTING SYSTEM, AMERICAN BROADCASTING
   COMPANY, NATIONAL BROADCASTING COMPANY, EMERGENCY BROADCAST
   SYSTEM.
C. COLUMBIA BROADCASTING SYSTEM, AMERICAN BROADCASTING COMPANY,
   EMERGENCY BROADCAST SYSTEM, NATIONAL BROADCASTING COMPANY.
* D. NATIONAL BROADCASTING COMPANY, COLUMBIA BROADCASTING SYSTEM,
   MUTUAL BROADCASTING SYSTEM, AMERICAN BROADCASTING COMPANY.

THE AM SYSTEM HAS THE ABILITY TO COVER
A. NARROW AREAS BY FOLLOWING THE CURVATURE OF THE EARTH.
*B. WIDE AREAS BY FOLLOWING THE CURVATURE OF THE EARTH.
C. WIDE AREAS FOLLOWING THE LINE OF SIGHT.
D. NARROW AREAS FOLLOWING THE LINE OF SIGHT.

FM COVERAGE IS LIMITED
A. BY EARTH CURVATURE.
B. BY SOUND FREQUENCY.
*C. TO LINE OF SIGHT.
D. TO RADIO WAVES.

THE EMERGENCY BROADCAST SYSTEM IS DESIGNED
A. TO TAKE OVER IN THE EVENT A RADIO STATION'S POWER FAILS.
*B. TO INFORM PEOPLE OF NATIONAL OR LOCAL EMERGENCIES.
C. TO ACCOMODATE RADIO STATIONS WHILE THEIR LICENSES ARE
   PENDING.
D. BY THE NAB TO TEST, AT REGULAR INTERVAL, THEIR RESERVE
   POWER.

THE RADIO BEGAN TO LOSE ITS POSITION AS A MAIN ENTERTAINMENT
SOURCE IN THE LATE 40'S AND EARLY 50'S. THIS WAS DUE PRIMARILY TO
A. MANAGEMENT CHANGES.
B. PROGRAMMING DIFFICULTIES.
C. TECHNICAL PROBLEMS.
* D. TELEVISION DEVELOPMENT.

WITH THIS CHANGE CAME THE EMERGENCE OF
A. EDITORIAL COMMENTATORS.
B. DISC JOCKEYS.
C. ON-THE-SPOT REPORTS.
D. SERIAL PERSONALITIES.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE CENTRAL IDEA OF A PARAGRAPH BY SELECTING IT AFTER READING A GIVEN SELECTION ABOUT MASS MEDIA.

DIRECTIONS
READ THE FOLLOWING PASSAGES AND COMPLETE THE STATEMENTS WHICH FOLLOW.

IT IS SOMETIMES ARGUED THAT THE DEPICTION OF VIOLENCE HAS NO INFLUENCE ON THE VIEWER, BUT IT IS BECOMING INCREASINGLY CLEAR THAT A NUMBNESS, EVEN AN INDIFFERENCE, TO SUDDEN DEATH IS BECOMING A FRIGHTENING CHARACTERISTIC OF AMERICAN LIFE, AS THOUGH DYING WERE NO LONGER ANY MORE THAN AN INCIDENT AS CASUAL AS IT IS ON THE SMALL SCREEN, WHERE IT MAY BE FOLLOWED IN 5 SECONDS BY A TOOTHPASTE COMMERCIAL.

THE MAIN IDEA IS THAT
A. THE COMMERCIALS ALWAYS COME AT THE WRONG TIME.
B. TOO MANY PROGRAMS SHOW PEOPLE DYING.
C. PEOPLE ARGUE VERY MUCH ABOUT TV VIOLENCE.
D. DEATH IS VIEWED INCREASINGLY WITH INDIFFERENCE.

I WATCHED MR. ROOSEVELT GIVING HIS CELEBRATED FIRESIDE CHATS, THOSE BROADCASTS WHICH DISCLOSED FOR THE FIRST TIME WHAT RADIO COULD DO FOR POLITICS BY PUTTING A PRESIDENT IN IMMEDIATE TOUCH WITH THE WHOLE NATION AT THE SAME TIME.

THE MAIN IDEA IS THAT
A. RADIO HAD A PROFOUND POLITICAL POTENTIAL.
B. PRESIDENT ROOSEVELT ENJOYED THE BROADCASTS.
C. POLITICS WOULD NOT USE RADIO AS MUCH AFTER TELEVISION.
D. PRESIDENT ROOSEVELT WANTED TO ADDRESS THE NATION.

*TV OR NOT TV, THAT IS THE QUESTION.* FOR FIVE YEARS, FROM 1947 TO 1952, THE ANSWER HAD BEEN ABSURDLY NEGATIVE. THEN THE FILM PRODUCERS BEGAN ADOPTING OR ADAPTING SOME OF THE FRENCH PROCESSES, AS WELL AS AN AMERICAN ONE THAT WAS ALMOST 35 YEARS OLD, IN A DESPERATE ATTEMPT TO FIGHT BACK AT THE TINY TELEVISION SCREEN WITH PICTURES THAT WERE WIDE AND DEEP.

THE MAIN IDEA IS TO
A. SHOW THE REACTION OF FILMMAKERS TO TELEVISION.
B. PARODY ONE OF SHAKESPEARE'S QUOTATION.
C. PRESENT THE USE OF FOREIGN PROCESSES IN FILMMAKING.
D. SHOW THE POSITIVE ACTION OF THE FILMMAKERS AGAINST TELEVISION.

CRITICAL THINKING

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS...
INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH
would be *MOST* DIFFICULT TO PROVE. %24n

IN EACH SET OF STATEMENTS, ONE OF THE FOUR ITEMS WOULD BE MORE
DIFFICULT TO *PROVE* THAN THE OTHER THREE. SELECT THE STATEMENT
*MOST* *DIFFICULT* TO PROVE.

A. THE HAPSBURG FAMILY RULED IN AUSTRIA-HUNGARY.
B. THE ASSASSINATION OF THE AUSTRIAN CROWN PRINCE WAS THE CAUSE
OF WORLD WAR I.
C. GERMANY DECLARED WAR ON RUSSIA.
D. GREAT BRITAIN SENT TROOPS TO BELGIUM'S AID.

*A. WOODROW WILSON WAS A BETTER COLLEGE PRESIDENT THAN PRESIDENT
OF THE U. S.*
B. WILSON ADVISED THE AMERICAN PEOPLE THAT THE U. S. MUST
REMAIN NEUTRAL.
C. BECAUSE OF THE PROTESTS OF WILSON, THE GERMANS PLEDGED NOT
to SINK PASSENGER LINERS WITHOUT GIVING WARNING.
D. THE ZIMMERMAN MESSAGE WAS SENT TO THE GERMAN MINISTER IN
MEXICO CITY.

A. AMERICA'S PRODUCTIVE POWER HELPED WIN THE WAR.
B. THE RUSSIAN CZAR WAS OVERTHROWN IN 1917.
*C. GERMANY WAS MORE TO BLAME FOR CAUSING THE WAR THAN ANY OTHER
COUNTRY.*
D. THE LEAGUE OF NATIONS WAS PROVIDED FOR IN THE TREATY OF
VERSAILLES.

*A. CLEMENDEAU HAD A GREATER GRASP OF THE WAR AIMS THAN LLOYD
GEORGE.*
B. THE WAR ON THE GROUND WAS FOUGHT PRIMARILY AS ONE OF TRENCH
WARFARE.
C. RUSSIA SIGNED A SEPARATE PEACE TREATY WITH GERMANY.
D. THERE WERE 124 AMERICANS DROWNED AMONG THE ELEVEN HUNDRED
CASUALTIES FROM THE LUSITANIA.

A. THE U. S. DID NOT SIGN THE VERSAILLES TREATY.
B. PRESIDENT WILSON WANTED A PEACE WITHOUT VICTORY.
C. CONGRESS AND PRESIDENT WILSON DID NOT AGREE ON THE LEAGUE OF
NATIONS.
*D. IF THE U. S. HAD JOINED THE LEAGUE, WORLD WAR II COULD HAVE
BEEN AVOIDED.

A. LLOYD GEORGE OPPOSED WILSON'S PLAN FOR FREEDOM OF THE SEAS.
B. THE ALLIED LEADERS MADE A PEACE TREATY THAT WAS OPPOSED TO
MANY VIEWS HELD BY WILSON.
*C. THE ALLIED ARMIES SHOULD HAVE REMAINED IN GERMANY TO KEEP
THE PEACE.*
D. SENATOR BORAH OPPOSED WILSON REGARDING THE LEAGUE OF
NATIONS.

A. GERMAN SUBMARINES CONTRIBUTED MUCH TO HER NAVAL POWER.
*B. GENERAL PERSHING WAS A BETTER MILITARY LEADER THAN MARSHAL
FOCH.*
C. THE AMERICAN ARMY DID NOT DO MUCH FIGHTING UNTIL 1918.
D. THIS WAS THE FIRST WAR TO USE AIRPLANES AS A FIGHTING FORCE.

*A. PATRIOTISM DECLINED IN AMERICA AFTER WORLD WAR I.*
B. THERE WERE MANY FACTORY CLOSINGS IMMEDIATELY AFTER THE WAR.
C. PROHIBITION %ALCOHOLIC LIQUOR% BECAME A NEW AMENDMENT WHILE
THE BOYS WERE IN EUROPE.

A. THE U. S. HAD MORE MEN UNDER ARMS IN WORLD WAR I THAN IN ANY OTHER WAR UP TO THAT TIME.

B. WE LOST A GREAT PART OF OUR MERCHANT FLEET DURING THE WAR.

C. THE BRITISH BLOCKADE OF GERMAN PORTS WAS VERY EFFECTIVE.

D. GERMANY WOULD LIKELY HAVE WON THE WAR IF SHE HAD DOUBLE THE NUMBER OF SUBMARINES AND OTHER NAVAL VESSELS SHE ORIGINALLY STARTED WITH.

A. THE COLLAPSE OF RUSSIA ENABLED GERMANY TO INCREASE HER MILITARY STRENGTH ON THE WESTERN FRONT.

B. THE AMERICAN SOLDIER WAS A BETTER FIGHTING MAN THAN THE FRENCH SOLDIER.

C. DURING MAY AND JUNE OF 1918 MORE THAN 500,000 AMERICAN SOLDIERS WERE SENT TO EUROPE.

D. THE GREATEST USE OF AMERICAN TROOPS, AS A FIGHTING FORCE, WAS IN THE MEUSE-ARGONNE OFFENSIVE.

A. WOMEN WERE GIVEN THE RIGHT TO VOTE BY THE PASSAGE OF THE 19TH AMENDMENT.

B. THE FIRST RADIO STATION WAS KDCA, PITTSBURGH.

C. WARREN G. HARDING PROVED TO BE A BETTER PRESIDENT THAN WOODROW WILSON.

D. IN 1921 IOWA PASSED A LAW PERMITTING ADULTS TO PURCHASE CIGARETTES.

A. PASSENGER CAR REGISTRATION REACHED 8,225,859 IN 1920.

B. DAILY RADIO BROADCASTING STARTED IN NEW YORK CITY IN 1922.

C. JACK DEMPSEY WAS A BETTER FIGHTER THAN GENE TUNNEY.

D. YES, WE HAVE NO BANANAS WAS A POPULAR SONG IN 1923.

A. BUSINESS WOULD BE BETTER WITHOUT LABOR UNIONS.

B. REGULAR AIR MAIL SERVICE BETWEEN THE EAST AND WEST COASTS STARTED IN 1924.

C. CALVIN COOLIDGE WAS ELECTED PRESIDENT IN 1924.

D. FLORIDA EXPERIENCED A LAND BOOM IN 1925 AND THE VALUE OF LAND ROSE SHARPLY.

A. THE UNVEILING OF FORD'S MODEL A IN MAJOR CITIES CAUSED LARGE CROWDS TO GATHER.

B. THE FIRST SOUND MOVIE: THE JAZZ SINGER, WAS A BIG HIT.

C. CONTRACT BRIDGE WAS INTRODUCED IN 1926.

D. RUDOLPH VALENTINO WAS A BETTER ACTOR THAN JOHN WAYNE.

A. RED GRANGE WAS ONE OF THE GREAT FOOTBALL STARS FROM THE UNIVERSITY OF ILLINOIS.

B. JOHN T. SCOPES, A BIOLOGY TEACHER, VIOLATING A STATE LAW BY TEACHING DARWIN'S THEORY OF EVOLUTION, SHOULD HAVE BEEN JAILED INSTEAD OF BEING FINED $100.

C. LINDBERG WAS THE FIRST TO FLY THE ATLANTIC IN A SOLO FLIGHT.

D. BARE ROTH HIT 60 HOME RUNS IN 1927.

A. STOCK Prices ROSE TO NEW LEVELS IN 1928 - AT & T SOLD FOR $179 A SHARE.

C. ABOUT 500 MURDERS WERE COMMITTED IN CHICAGO IN THE TEN YEARS BEFORE 1930.

D. AT & T SOLD FOR $304 A SHARE IN SEPTEMBER OF 1929.
A. Al Capone was a gang leader in Chicago during the 1920’s.
B. Many banks closed for a period during the depression years of the 1930’s.
C. The WPA was established to employ jobless people.
D. Herbert Hoover and the Republicans were responsible for the depression.
A. FDR’s program was called the New Deal.
B. The Social Security Act provided for unemployment and old-age insurance.
C. The Democrats had better plans and better programs than the Republicans in handling the depression.
D. The TVA was created to develop both the social and economic well-being of the Tennessee Valley region.

A. The Wall Street Bankers and big money interests caused the stock market crash of 1929.
B. John Steinbeck wrote about the depression in his popular book, *The Grapes of Wrath*.
C. In depression days, makeshift shacks that sprang up on the outskirts of cities were called *Hoovervilles*.
D. The word *Okie*, meaning a migrant agricultural worker, especially one from Oklahoma, was a popular expression used to describe down-and-outers.

A. The gross national product in 1933 was 56 billion dollars and in 1940 the GNP was 100.6 billion.
B. The New Deal was an experiment in national socialism.
C. Employment rose from 38.9 million people in 1932 to 47.5 million in 1940.
D. FDR, on the radio in 1932, gave his famous *Forgotten Man* speech.

A. Uncle William had to be brave to fight in the War of 1812.
B. Uncle William fought in the War of 1812.
C. The War of 1812 involved the Americans and the British.
D. The War of 1812 was not the first war involving England and America.
A. People usually have a high fever with yellow fever.
B. Drugs have helped reduce the incidence of some illnesses.
C. All modern day people know more about how to prevent sickness than people who lived long ago.
D. In 1948 there were fewer polio cases than in 1937.

A. Some people call Peacocks the bird of royalty.
B. Peacocks are beautiful birds.
C. Peacocks can make a fan out of their tail feathers.
D. Two peacocks strutted on the grass nearby.
A. The peddler had copper pots and pans hanging on hooks and nails.
B. Copper pans will last a lifetime.
C. Copper is a good conductor of heat.
D. When copper pans oxidize they turn green.

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

IF THE STATEMENT LISTED BELOW IS A FACT, CHOOSE THE LETTER *A*. IF THE STATEMENT CAN NOT BE READILY PROVED OR DISPROVED, CHOOSE THE LETTER *B*.

A SQUARE HAS 4 SIDES. *A
THE BEATLES SOUND GOOD. *B
PURPLE IS MADE OF RED AND BLUE. *A
ROSES SMELL NICE. *B
SALLY AND MARY ARE BOTH GIRLS. *A
JAN IS SHORTER THAN DEAN. *A
SOME HORSES ARE BLACK. *A
CHOCOLATE ICE CREAM IS THE BEST KIND. *B
MARY ALICE IS STUCK UP. *B
WATER IS A CONDUCTOR OF ELECTRICITY. *A
HEAT RISES. *A
MUSTARD TASTES GOOD. *B
BROTHERS CAUSE TROUBLE. *B
FIRE ENGINES ARE USUALLY RED. *A
LIGHTENING IS FRIGHTENING. *B
RED IS A PRIMARY COLOR. *A
A MILE IS LESS THAN 2 MILES TO WALK. *A
CHEVIES ARE BETTER THAN FORDS. *B
KENNEDY WAS A GOOD PRESIDENT. *B
BLACK IS A DARK COLOR. *A
JANE IS WEARING A GREEN DRESS. *A
MARY IS WEARING A PRETTY DRESS. *B
FIFTY CENTS IS NOT MUCH MONEY. *B
IN ENGLISH ALL WORDS CONTAIN VOWELS. *A
PARALLEL LINES NEVER MEET. *A
BROCCOLI TASTES GOOD WITH RUTTER ON IT. *B
SOME CACTI HAVE RED FLOWERS. *A
BLUE IS A NICE COLOR. *B
OUR FAMILY IS BETTER THAN YOUR FAMILY. *B
KENTUCKY IS THE BEST STATE IN THE U.S. *B
HONEY IS SWEET. *A
HONEY TASTES GOOD. *B
CIGARETTES ARE REALLY NEATO *B
NOT ALL SUGAR IS WHITE. *A
CANDLES BURN FAST. *B
PASTA TASTES GOOD. *B
FLOWERS SMELL GOOD. *B
YOU CAN FIND RATTLESNAKES IN TEXAS. *A
ONLY PEOPLE WHO ARE ABLE TO READ AND WRITE SHOULD BE ALLOWED TO VOTE. *B
LINCOLN WAS OUR BEST PRESIDENT. *B
HUBERT HUMPHREY IS A GOOD POLITICIAN. *B
RICHARD NIXON IS A LOGICAL MAN. *B
CHILDREN CAN SUFFER FROM POOR TEACHERS. *A
ALL TEACHERS ARE REPUTABLE. *B
SOME TEACHERS ARE INEFFECTIONAL. *A
BIRTHDAY CAKE IS FATTENING. *A
LUNCH BREAKS ARE ALWAYS FUN. *B
THERE ARE 4 WEEKS IN A MONTH. *A
SOME CHILDREN HATE CANDY. *A
DOGS ARE SMARTER THAN CATS. *B
RAIN IS WET. *A
RAIN IS UNCOMFORTABLE. *B
THE DOLLAR ISN'T WORTH AS MUCH AS IT USED TO BE. *A
BLACK IS A GOOD COLOR. *B
SOME DOGS ARE BROWN. *A
DOGS HAVE FOUR LEGS. *A
YELLOW HOUSES ARE ATTRACTIVE. *B
GOLDFISH MAKE DULL PET'S. *B
COWS EAT GRASS. *A
ALICE'S HAIRDO IS UGLY. *A
GRASSHOPPERS ARE SMALLER THAN BIRDS. *A
ROSES SMELL GREAT. *B
FORD MAKES THE BEST CARS. *B
THE TV PROGRAM WAS INTERESTING. *B
THE DESK WAS PAINTED BLACK. *A
OUR SCHOOL IS THE BEST IN THE TOWNSHIP. *B
HIS TEACHER IS 39 YEARS OLD. *A
ALL MEN SHOULD GET MARRIED. *B
HE ALWAYS PITCHES A GREAT GAME. *B
OUR CLASS WAS DETAINED UNTIL FOUR O'CLOCK. *A
JEAN'S HAIR IS PRETTIER THAN HER NEW WIG. *B
LINCOLN WAS THE FIRST REPUBLICAN PRESIDENT. *A
ELEVEN SOUTHERN STATES MADE UP THE CONFEDERACY. *A
MEADE WAS A FINE GENERAL. *B
LEE WAS A GENERAL OF THE CONFEDERACY. *A
DEMOCRACY GREW BECAUSE OF THE FRONTIER. *B
NEW YORK CITY IS LARGER THAN CHICAGO. *A
SUE DRIVES A PRETTY CAR. *B
MACARTHUR'S IDEAS ON THE KOREAN WAR WERE CORRECT. *B
JOHNSON WAS A BETTER PRESIDENT THAN KENNEDY. *B
EISENHOWER COMMANDED THE NORMANDY LANDING. *A
JOHN IS NICE. *B
MARRY'S HAIR IS RED. *A
STEAK IS BETTER THAN CHICKEN. *B
LABOR DAY IS IN SEPTEMBER. *A
THE CTA IS IN FINANCIAL TROUBLE. *A
THE DRAFT IS IMMORAL. *B
MARY WEARS BEAUTIFUL CLOTHES. *B
MAYOR DALEY IS A GOOD MAYOR. *B

GENERAL WESTMORELAND DID A GOOD JOB IN VIET NAM. *B

PRESIDENT NIXON SHOULD RESIGN HIS OFFICE. *B

MANY OF THE DIME NOVELS GAVE A FICTITIOUS IMAGE TO THE AMERICAN COWBOY. *A

WILLIAM S. HART WAS ONE OF THE FIRST GREAT WESTERN SILENT MOVIE STARS. *A

IF SLAVERY HAD BEEN CONFINED TO THE ORIGINAL SOUTHEASTERN STATES, THE CIVIL WOULD NOT HAVE HAPPENED. *B

THE GOVERNMENT GAVE TOO MUCH FEDERAL LAND TO THE RAILROADS. *B

MANY PIONEER HOMES OF THE PEOPLE LIVING ON THE GREAT PLAINS WERE MADE OF SOD. *A

IN DISCUSSING THE BIG ARGUMENT BETWEEN THE CATTLEMAN AND THE FARMER, MOST AUTHORITIES THINK THE FARMER WAS RIGHT. *B

THE OKLAHOMA TERRITORY SHOULD HAVE REMAINED AN INDIAN RESERVATION. *B

THE TRANSCONTINENTAL RAILROAD WAS COMPLETED AFTER THE CIVIL WAR. *A

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

THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. *401

DIRECTIONS
YOU ARE TRYING TO LEARN WHAT COLUMBUS BELIEVED ABOUT THE SHAPE AND SIZE OF THE EARTH. BELOW ARE SENTENCES FOR YOU TO READ. CHOOSE *A* IF THE SENTENCE PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CHOOSE *B* IF THE INFORMATION IS NOT USEFUL.

THE ANCIENT EGYPTIANS THOUGHT OF THE EARTH AS A GREAT OBLONG BOX.
A. HELPFUL
B. NOT HELPFUL

COLUMBUS WAS NOT THE ONLY EDUCATED MAN TO BELIEVE THE EARTH WAS ROUND LIKE A BALL.
A. HELPFUL
B. NOT HELPFUL

THE GREAT MISTAKE COLUMBUS MADE WAS IN BELIEVING THE EARTH TO BE SMALLER THAN IT IS.
A. HELPFUL
B. NOT HELPFUL

SOME PEOPLE PICTURED THE EARTH AS A LARGE DISC FLOATING ON ENDLESS WATERS.
A. HELPFUL
B. NOT HELPFUL
COLUMBUS DIDN'T KNOW THERE WAS A VAST CONTINENT WHICH WOULD BAR THE WAY TO THE EAST INDIES.
*A. HELPFUL
B. NOT HELPFUL

THOUSAND YEARS BEFORE COLUMBUS THE GREEK SCHOLAR PYTHAGORAS SAID THE EARTH WAS BALL SHAPED.
A. HELPFUL
*B. NOT HELPFUL

THE COMPASS WAS THE MOST IMPORTANT INSTRUMENT COLUMBUS HAD WITH HIM.
A. HELPFUL
*B. NOT HELPFUL

NINETY MEN SAILED WITH COLUMBUS IN THREE SMALL SHIPS.
A. HELPFUL
*B. NOT HELPFUL

WHICH OF THE FOLLOWING THREE STATEMENTS TELLS BEST WHAT YOU WERE READING TO FIND OUT?
A. THE VOYAGE OF COLUMBUS
*B. WHAT COLUMBUS THOUGHT ABOUT THE EARTH'S SHAPE
C. IS THE EARTH ROUND OR FLAT

DIRECTIONS
YOUR TEACHER HAS ASSIGNED YOU A TOPIC FOR A REPORT, *THE EARLIEST KNOWN CIVILIZATIONS WERE BLACK* Below are paragraphs for you to read. Choose *A* if the paragraph provides useful information for that topic. Choose *B* if the information is not useful.

**MAN ORIGINATED IN AFRICA*** ANCIENT EGYPT, WHICH HAS BEEN CALLED THE CRADLE OF CIVILIZATION, WAS AT LEAST ONE-THIRD BLACK. SOME SCHOLARS CONSIDER THE ANCIENT EGYPTIANS TO HAVE BEEN A DISTINCT RACE FORMED BY THE MIXTURE OF PEOPLES FROM ACROSS THE MEDITERRANEAN SEA, TRIBESMEN FROM THE EAST, AND ETHIOPIANS FROM THE SOUTH. SOME ANCIENT GREEK WRITERS SPOKE OF THE EGYPTIANS AS BLACK AND WOOLY-HEADED. MOSAIC MURALS CLEARLY SHOW BLACK, BROWN, AND WHITE EGYPTIANS. SEVERAL PHARAOHS AND THEIR QUEENS WERE BLACK. IF ANCIENT EGYPT WAS INDEED THE CRADLE OF CIVILIZATION, THEN THERE WAS A PRONOUNCED BLACK INFLUENCE UPON THAT CIVILIZATION.
*A. THIS PARAGRAPH HELPS*
B. THIS PARAGRAPH DOES NOT HELP.

WHEN THE PORTUGUESE EXPLORERS FIRST VISITED WEST AFRICA IN 1444, THEY WERE ENCOUNTERING A CIVILIZATION THAT WAS ESSENTIALLY COMPARABLE TO THAT OF EUROPE.
A. THIS PARAGRAPH HELPS.
*B. THIS PARAGRAPH DOES NOT HELP.

GHANA, MALI, AND SONGBAY WERE THE GREAT EMPIRES OF AFRICA, BUT THERE WERE LESSER STATES TO THE EAST AND SOUTH, NOTABLE MOSSI, HAUSA, KANO-ROMA, AND ASHANTI. SOME RETAINED THEIR ENTITIES UNTIL THE 19TH CENTURY, WHEN BRITISH, FRENCH, AND HER COLONIAL POWERS SUBJUGATED THEM.
A. THIS PARAGRAPH HELPS.
*B. THIS PARAGRAPH DOES NOT HELP.
Excavations in the Congo have revealed the existence of the Ishongo people who lived eight thousand years ago and used a primitive abacus or multiplication table. In the Sahara desert diggers discovered beautiful naturalistic paintings of black men and women made three thousand years before Christ, and indicating that life flourished there.

* A. This paragraph helps.
 B. This paragraph does not help.

When the Arabs swept across North Africa they discovered black civilizations that were already thousands of years old. When Europe was mired in the ignorance and isolation of its dark ages, powerful kingdoms flourished in northwest Africa. It is possible that they exceeded the European monarchies in wealth, organization, and intellectual attainment.

* A. This paragraph helps.
 B. This paragraph does not help.

The Africans were certainly on an economic par with Europe. The basis of wealth was agriculture. Despite the problems presented by the jungle and insects, Africans were among the best farmers in the world. They had variety in their crops, used fertilizers, and raised cattle, sheep and chickens.

* A. This paragraph helps.
 B. This paragraph does not help.

Directions
Read each of the following paragraphs and indicate which of them would help show how insurance protects people, their dependents, and their property.

Alma Gubbins lost her husband in a terrible fire accident. Alma's children were able to graduate from high school years later, however, because her husband had taken out a whole life policy three weeks before the accident.

* A. This paragraph helps.
 B. This paragraph does not help.

In a recent analysis conducted by the Consumer Union, the seventeen major automobile insurance agencies were listed in descending order from most acceptable to least acceptable. It was surprising to see how unlike the major companies were.

* A. This paragraph helps.
 B. This paragraph does not help.

The rates of hospital insurance seem to be going up almost faster than the cost of daily hospital rates. It is almost less expensive to be sick than it is to pay the premiums on most major-medical policies.

* A. This paragraph helps.
 B. This paragraph does not help.

Directions
After the given sentences are listed some facts. Study each of these facts and if you believe that it could be used to help prove the general statement, choose the word *yes*. If you believe that the fact does not help to prove the general statement, choose the word *no*.

Samuel Slater was an Englishman who brought to America the secret of the machine weaving of textiles. He built the first
AMERICAN TEXTILE MILL AT Pawtucket, Rhode Island.

SLATER LIVED IN NEW YORK.
A. YES  
B. NO

Pawtucket was chosen because of the available water power to run Slater’s mill.
A. YES  
B. NO

SLATER WORKED AS A BRICK LAYER BEFORE WORKING IN A BRITISH FACTORY.
A. YES  
B. NO

IT WAS AGAINST THE LAW TO TAKE THE BLUEPRINTS OF MACHINERY OUT OF ENGLAND.
A. YES  
B. NO

SLATER WAS OF GERMAN BACKGROUND EVEN THOUGH HE WAS BORN IN ENGLAND.
A. YES  
B. NO

SLATER’S WIFE CAME TO THE U.S. WITH HIM.
A. YES  
B. NO

DIRECTIONS

YOU HAVE BEEN ASSIGNED THE TOPIC THE RISE OF THE MIDDLE CLASS IN EUROPE. READ THE FOLLOWING PARAGRAPHS AND SEE WHICH ONES HELP WITH YOUR REPORT. CHOOSE *A* IF THE PARAGRAPH HELPS. CHOOSE *B* IF THE PARAGRAPH DOES NOT HELP.

MOST EUROPEAN PEOPLE OF THAT DAY BELIEVED IN THE TEACHING OF THE ROMAN CATHOLIC CHURCH. THE POPE WAS THOUGHT OF AS THE SPIRITUAL RULER OF ALL WESTERN EUROPE. EVEN THE KINGS OF EUROPE WERE OBLIGED TO ACCEPT HIS DECISIONS.
A. THIS PARAGRAPH HELPS.  
B. THIS PARAGRAPH DOES NOT HELP.

IN TIME SOME CASTLES DEVELOPED INTO COMMUNITIES CALLED CASTLE TOWNS. EACH CASTLE TOWN NEEDED MEN TO DO SPECIAL JOBS, SUCH AS MAKING SHOES OR CLOTHES. A MAN OR TWO WAS NEEDED TO MAKE ARMOR AND WEAPONS. AS TIME PASSED, SOME OF THESE MEN WHO MADE THINGS FOR OTHERS OPENED LITTLE SHOPS IN THE FRONT ROOMS OF THEIR HOUSES. IN THIS WAY THEY BECAME MERCHANTS AS WELL AS CRAFTSMEN.
A. THIS PARAGRAPH HELPS.  
B. THIS PARAGRAPH DOES NOT HELP.

DURING THE EARLY MIDDLE AGES THERE WERE TWO CLASSES OF PEOPLE IN EUROPE, THE NOBLES, OR RICH MEN, AND THE PEASANTS, OR POOR PEOPLE. THE NOBLES LIVED IN CASTLES AND OWNED THE LAND. WHEN A NOBLE DIED, HIS LAND AND CASTLE PASSED INTACT TO HIS OLDEST SON. SINCE THE OTHER SONS DID NOT INHERIT THEIR FATHER’S PROPERTY, THEY STAYED IN THEIR CLASS BY GETTING THEMSELVES APPOINTED TO MILITARY OR CHURCH OFFICES OR BY MARRYING THE DAUGHTERS OF NOBLES.
A. THIS PARAGRAPH HELPS.  
B. THIS PARAGRAPH DOES NOT HELP.
AS THEIR BUSINESSES GREW, THE BEST CRAFTSMEN WERE ALLOWED TO
TRAIN APPRENTICES AND SO MAKE MORE GOODS TO SELL. BESIDES
SUPPLYING THEIR FELLOW TOWNMEN WITH SHOES OR CLOTH OR ARMOR,
THEY OFTEN MADE SOME TO TRADE FOR OTHER GOODS THEY WANTED. IN
THIS WAY THEY Grew UP A MERCHANT CLASS. IT Was FROM THIS GROUP
THAT TRADERS CAME TO VENICE AND GENOA TO BUY GOODS OF THE FAR
AST FOR THE CASTLE TOWNS. WITH THEM THEY BROUGHT WOOLLEN CLOTH
FOR RESALE IN THE EAST.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

THE MIDDLE AGES %500-1500% WAS A PERIOD OF IGNORANCE AND SUPER-
STITION. VERY FEW PEOPLE EXCEPT THE CLERGY WERE EDUCATED.
PEOPLE WERE WILLING TO BELIEVE FANTASTIC THINGS, EVEN TO THE
EXISTENCE OF GIANTS, DRAGONS, AND TWO HEADED CREATURES. MANY
WERE CONVINCED THAT THE WORLD WAS FLAT AND THAT A SHIP WHICH
SAILED OVER THE EDGE WOULD FALL OFF.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

AS MERCHANTS AND TRADERS MADE MONEY AND IMPROVED THEIR CONDITION,
THEY GRADUALLY FORMED A THIRD SOCIAL CLASS. THE NOBLES, BORN IN-
TO THEIR CLASS, LOOKED DOWN UPON THE MERCHANTS, WHILE THE SERFS
LOOKED UP TO THEM. ANYONE WITH INTELLIGENCE AND THE WILL TO
WORK COULD RISE TO AN IMPORTANT PLACE IN THE MERCHANT CLASS, NO
MATTER HOW LOWLY HIS BIRTH... IT IS IMPORTANT TO NOTE THAT THE
MERCHANTS WEALTH WAS IN MONEY, DOCKS, WAREHOUSES, AND
EQUIPMENT AND NOT IN LAND. BY THE 1400'S THE POSSESSION OF MONEY
MADE A MAN ALMOST AS IMPORTANT AS THE POSSESSION OF LAND AND A
TITLE.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

DIRECTIONS
SELECT THE STATEMENT BELOW THAT WOULD HELP PROVE THE GIVEN
SENTENCE.

THE DEFEAT OF THE SPANISH ARMADA WAS A TURNING POINT IN HISTORY.
A. THE BRITISH SANK THE ARMADA IN 1588.
B. SIR FRANCIS DRAKE FOUGHT FOR THE BRITISH.
*C. THE DEFEAT OF THE ARMADA ALLOWED THE BRITISH TO COLONIZE
NORTH AMERICA.
D. THE DEFEAT OF THE ARMADA WAS A GREAT PERSONAL VICTORY FOR
QUEEN ELIZABETH.

KING HENRY VIII WAS AN IMPORTANT BRITISH KING.
A. HENRY HAD ANN BOLEYN EXECUTED.
B. HENRY WAS THE FATHER OF QUEEN ELIZABETH I.
C. HENRY WAS MARRIED SIX TIMES.
*D. ENGLAND BROKE WITH ROME UNDER HENRY.

DIRECTIONS
YOUR ASSIGNMENT IS THE STORY OF THE OKLAHOMA TERRITORY LAND
RUN. BELOW ARE SEVERAL PARAGRAPHS FOR YOU TO READ CAREFULLY.
CHOOSE **IF THE PARAGRAPH PROVIDES USEFUL INFORMATION FOR THAT
TOPIC. CHOOSE *IF THE PARAGRAPH IS NOT USEFUL.

THEN THEY COMMENCED A WILD TEAR BATTLE OUT EAST, AND EACH MAN, AS
HE FOUND AN UNCLAIMED LOT, PROCEEDED TO STAKE IT OUT AND TO HOLD
IT DOWN. THE PROCESS OF SECURING THE LOTS, AS IN GENERAL ADOPTION, IS SIMPLE IN THE EXTREME. FIRST OF ALL A STAKE IS DRIVEN IN THE GROUND, WITH OR WITHOUT A PLACER ATTACHED, SETTING FORTH THE NAME OF THE CLAIMANT. THEN THE NEW OWNER PACES OFF THE GROUND HE PROPOSES TO OCCUPY FOR A RESIDENCE OR BUSINESS HOUSE.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

THE VOICES OF THE MEN PULSED POWERFULLY AND CHEERFULLY ACROSS THE NARROWING FIELD OF UNREAPED GRAIN, THE PRAIRIE HENS LED FORTH THEIR PROODS TO FEED, AND AT LAST, FATHER’S LONG-DRAWN, AND MUSICAL CRY, TURN OUT TO ALL HANDS TURN OUT TO RANG WITH RESTFUL SIGNIFICANCE THROUGH THE DUSK.
A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

HE WOULD BE A RASH PROPHET WHO SHOULD ASSERT THAT THE EXPANSIVE CHARACTER OF AMERICAN LIFE HAS NOW ENTIRELY CEASED. MOVEMENT HAS BEEN ITS DOMINANT FACT, AND, UNLESS THIS TRAINING HAS NO EFFECT UPON A PEOPLE, THE AMERICAN ENERGY WILL CONTINUALLY DEMAND A WIDER FIELD FOR ITS EXERCISE. BUT NEVER AGAIN WILL SUCH GIFTS OF FREE LAND OFFER THEMSELVES...
A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

FEW OF THE THOUSANDS OF SEEKERS OF SOMETHING FOR NOTHING, WHO HAVE USED THIS CITY AS THEIR LAST HALTING PLACE PRIOR TO MAKING THE RUSH INTO OKLAHOMA, WENT TO BED LAST NIGHT. THEY SPENT THE NIGHT ON THE STREET, AT THE DEPOT, AND IN AND OUT OF HOTEL LOBBIES.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

TWO MEN GOT ON THE COWCATCHER OF THE LOCOMOTIVE IN ORDER TO REACH THE LAND QUICKER BUT HAD TO BE REMOVED. ON A LATER TRAIN, HOWEVER, A MAN RODE THE WHOLE JOURNEY OF EIGHTY-NINE MILES ON THE COWCATCHER. THERE WERE ONLY TWO LADIES ON THE TRAIN.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

THE FOLLOWING ARE SELECTIONS FROM A BOOK CALLED *TOMAS TAKES CHARGE*. READ THEM. YOU ARE TRYING TO FIND OUT WHAT TOMAS LOOKS LIKE. WHICH PARAGRAPHS HELP YOU?

TOMAS WAS ELEVEN AND BEGINNING TO GROW. THE OLD RED STRIPED T-SHIRT WAS TOO SHORT. SO WERE LAST YEARS SUIT PANTS, BUT HIS RUBBER THONG SANDALS, FOUND IN A TRASH CAN, FITTED JUST RIGHT.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

THE EVENING WAS COOL FOR THE 1ST OF JULY—IN FACT PERFECT. SOON THE STREET LIGHTS CAME ON. TOMAS JUMPED TO THE SIDEWALK, GAVE A CRATE A FAREWELL PAT, AND PICKED UP THE ONION AND TWO PIMENTOS HE HAD FOUND. THEY HAD BEEN LYING INSIDE THE CRATES LIKE A PRESENT.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

THE APARTMENT WHERE TOMAS LIVED WAS IN ONE OF THE FEW APARTMENT BUILDINGS LEFT IN THE MARKET. TOMAS CLIMBED THE THREE FLIGHTS OF STAIRS, PUSHED OPEN THE DOOR, AND STEPPED INTO THE KITCHEN. HIS SISTER FERNANDA LOOKED UP. WITHOUT ASKING, HE KNEW WHAT SHE
AANrEu TO KNOW.
A. THIS PARAGRAPH HELPS.
*B. THIS PARAGRAPH DOES NOT HELP.

TOMAS LEANED AGAINST THE ROUGH, NEW- SMELLING BOARDS OF THE CRATE AND CLOSED HIS EYES AGAIN. THIS TIME HE WOULD COUNT TO 50. HIS THICK HAIR WAS DUSTY BLACK, HIS FACE, PALE, EXCEPT FOR THE BROWN- PURPLE SHADOWS UNDER HIS CLOSED EYES. THE SHADOWS WERE FROM HUNGER, A HUNGER WHICH HAD BEEN GROWING FOR DAYS.
*A. THIS PARAGRAPH HELPS.
B. THIS PARAGRAPH DOES NOT HELP.

GIVEN A GROUP OF SENTENCES CONTAINING INCOMPLETED ANALOGIES THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW RELATIONSHIPS BETWEEN STATEMENTS BY CHOOSING THE CORRECT WORD TO COMPLETE THE ANALOGY. %160

DIRECTIONS - AN ANALOGY IS A LIKENESS IN SOME RESPECT BETWEEN THINGS THAT ARE OTHERWISE UNLIKE. FOR EXAMPLE — CAMERA IS TO PHOTOGRAPHER AS TYPEWRITER IS TO SECRETARY. THE SENTENCE BELOW, IF COMPLETED CORRECTLY, STATES AN ANALOGY. FROM THE THREE WORDS AT THE END OF THE SENTENCE, SELECT THE CORRECT ONE.

PEAR IS TO FRUIT AS RASS IS TO -
* A. FISH
B. BAIT
C. WATER

ARROW IS TO BOW AS SPINNER IS TO -
A. TOP
*B. FISHING POLE
C. JEWELRY

PREY IS TO PRAY AS SCENE IS TO -
A. SEEN
B. SCREEN
C. SCENT

NYLON IS TO CLOTH AS MAHOGANY IS TO -
*A. WOOD
B. OAK
C. CARPENTER

LAND IS TO AIRPLANE AS BEACH IS TO A -
A. DOCK
*B. SHIP
C. SAILOR

HAPPY IS TO SAD AS FEAST IS TO -
*A. STARVE
B. FOOD
C. EAT

THAW IS TO SPRING AS FREEZE IS TO -
*A. WINTER
B. ICEBOX
C. FALL
**THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE.**

**DIRECTIONS** - AFTER READING THE PARAGRAPH, READ EACH STATEMENT 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.

**RAM** is a toothless little man who lives in a small village in India. He is a poor tenant farmer. He cannot read or write, but he is in no respect different from millions of others. At 39, he looks and feels like an old man. He and his wife had seven children, but only three, two sons and a daughter, are still alive. Both of his sons are married and live with him. He is worried because his daughter is not yet married.
Read the following passage:

John Smith, who later became President of Jamestown's Council of Seven, realized that the wealth of the land around Jamestown was in the soil, not in gold. There is nothing to be gained here except by hard work, he wrote to the directors of the country.

Read each of the following statements carefully. Then decide whether it is *probably true*, *probably false*, or that you are *unable to say* whether it is true or false from the information provided in the above paragraph. Choose the letter of your choice.

Smith will suggest that more time be spent in planting and caring for crops.
* A. probably true
  B. probably false
  C. can't say

Smith will organize a gold seeking expedition.
* A. probably true
  B. probably false
  C. can't say

Lazy settlers will find themselves in trouble with Smith.
* A. probably true
  B. probably false
  C. can't say

John Smith will urge that newcomers to Jamestown be blacksmiths and carpenters rather than gentleman scholars.
* A. probably true
  B. probably false
  C. can't say

John Smith will carry on trade with the Indians.
* A. probably true
  B. probably false
  C. can't say
IN THE SPRING OF 1542, CORONADO AND HIS MEN RETREATED FROM THE GREAT PLAINS, BACK TO MEXICO WHERE THE EXPEDITION HAD STARTED. THERE WAS NO GOLD CIBOLA OR QUIVERA, OR ANYWHERE ELSE ON THE PLAINS. THERE WAS NOTHING BUT WASTELAND, FIT ONLY FOR INDIANS AND BUFFALO.

CORONADO'S MEN HEADED SOUTH AND THE GRASS BEHIND THEM ROSE BACK IN PLACE LEAVING NO TRACE THAT THESE INVADERS HAD EVER PASSED THAT WAY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS *PROBABLY TRUE*, *PROBABLY FALSE*, OR THAT YOU ARE *UNABLE TO SAY* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE ABOVE PARAGRAPH. CHOOSE THE LETTER OF YOUR CHOICE.
THE LONDON COMPANY WAS MORE INTERESTED IN QUICK PROFITS THAN IN BUILDING A COLONY.

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

CORONADO WILL RETURN TO THE GREAT PLAINS.

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

THE SPANIARDS WERE EQUIPPED TO MAKE A LIVING ON THE PLAINS.

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

CORONADO'S MEN WERE DISCOURAGED.

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

THE PURPOSE OF THE EXPEDITION WAS TO HUNT BUFFALO.

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

LATER VISITORS TO THE GREAT PLAINS WOULD FIND THEM TO BE USEFUL.

FERTILE LANDS.

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

READ THE SELECTION.

HE HAD BEEN STRICKEN WITH TYPHOID FEVER DURING HIS FIRST YEAR OF TEACHING, AND ELLEN CREIGHTON HAD PATIENTLY NURSED HIM BACK TO HEALTH WITH THE SKILL SHE HAD LEARNED OVER THE YEARS. THERE WAS A STRONG TIE OF AFFECTION BETWEEN THE TWO OF THEM. ELLEN COUNTED SHADRACK AS A PART OF HER FAMILY AND LOOKED AFTER HIM AS SHE DID HER OWN, AND SHADRACK YALE, IN TURN, SHOWED A THOUGHTFUL COURTESY FOR HER THAT FEW WOMEN OF THE PRAIRIES RECEIVED FROM THEIR OWN SONS.

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. CHOOSE THE LETTER OF YOUR CHOICE.

SHADRACK YALE LIVED IN THE CREIGHTON CABIN.

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

ELLEN CREIGHTON DIDN'T TAKE GOOD CARE OF HER OWN FAMILY.

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

SHADRACK YALE WAS A SKILLFUL TEACHER.

A. PROBABLY TRUE
**THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION.**

**READ THE FOLLOWING PARAGRAPH.**

*BEFORE THE EUROPEANS ARRIVED NONE OF THE INDIANS HAD LEARNED TO USE WHEELS. MOST OF THEIR HEAVY BURDENS WERE DRAGGED ALONG THE GROUND OR CARRIED ON THEIR BACKS OR IN THEIR CANOES. SOME SOUTH AMERICAN TRIBES USED ALPACAS OR LLAMAS AS BEASTS OF BURDEN. EUROPEANS, ON THE OTHER HAND HAD KNOWN ABOUT WHEELS FOR THOUSANDS OF YEARS. THEY WERE ABLE TO MOVE HEAVY LOADS IN CARTS, GRIND GRAIN IN Grist MILLS, AND DO MANY OTHER JOBS WHICH WERE IMPOSSIBLE FOR THE INDIANS TO DO.*

**SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.**

A. IN SOUTH AMERICA ANIMALS WERE USED TO CARRY BURDENS.

B. THE EUROPEANS BROUGHT THE WHEEL WITH ITS MANY USES TO THE NEW WORLD.

C. IT WAS POSSIBLE TO GRIND GRAIN INTO FLOUR BY USING A FORM OF WHEEL - THE GRIST MILL.

**READ THE FOLLOWING PARAGRAPH.**


**SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.**

A. THE MAIN CAUSE OF THE CIVIL WAR WAS THE ELECTION OF LINCOLN.

B. THERE WERE MANY EVENTS THAT LED TO THE SECESSION OF THE SOUTH FROM THE UNION CULMINATED BY THE ELECTION OF LINCOLN IN 1860.

C. LINCOLN LEFT FOR WASHINGTON AFTER BEING ELECTED PRESIDENT IN 1860.

**READ THE PARAGRAPH BELOW.**

*OUR GOVERNMENT IS NOT THE MASTER BUT THE CREATURE OF THE PEOPLE. THE DUTY OF THE STATE TOWARD THE CITIZENS IS THE DUTY OF THE SERVANT TO ITS MASTER. THE PEOPLE HAVE CREATED...**
IT, THE PEOPLE, BY COMMON CONSENT, PERMIT ITS CONTINUAL EXISTENCE.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

A. BY COMMON CONSENT THE PEOPLE ALLOW THE STATE TO GOVERN WITHOUT MUCH RESTRAINT.
*B. GOVERNMENT IS THE SERVANT OF THE PEOPLE.
C. IT IS THE DUTY OF ALL CITIZENS TO TAKE PART IN GOVERNMENT AFFAIRS.

READ THE PARAGRAPH BELOW:

RECENTLY A CAREFUL STUDY WAS MADE OF THE CONCENTRATION OF BUSINESS IN THE UNITED STATES. IT SHOWED THAT OUR ECONOMIC LIFE WAS DOMINATED BY SOME SIX HUNDRED ODD CORPORATIONS WHO CONTROLLED TWO-THIRDS OF AMERICAN INDUSTRY. TEN MILLION SMALL BUSINESS MEN DIVIDED THE OTHER THIRD. MORE STRIKING STILL, IT APPEARED THAT IF THE PROCESS OF CONCENTRATION GOES ON AT THE SAME RATE, AT THE END OF ANOTHER CENTURY WE SHALL HAVE ALL AMERICAN INDUSTRY CONTROLLED BY A DOZEN CORPORATIONS, AND RUN BY PERHAPS A HUNDRED MEN . . . CLEARLY, ALL THIS CALLS FOR A RE-APPRAISAL OF VALUES.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

* A. OUR ECONOMIC LIFE IS DOMINATED BY A RELATIVELY FEW LARGE CORPORATIONS.
B. SMALL BUSINESS MEN ARE NECESSARY FOR THE DEMOCRATIC GROWTH OF OUR SOCIETY.
C. MANY BUSINESS MEN WILL BE AFRAID TO INVEST IN PRODUCTS AND BUILDINGS.

READ THE FOLLOWING PARAGRAPH.

THE *WHITE BACKLASH* ALREADY HAS BECOME A FACTOR IN ELECTIONS FROM ONE END OF THE COUNTRY TO ANOTHER...AMONG LONG-TIME CIVIL RIGHTS LEADERS...THERE WAS MOUNTING FEAR...THAT THE DAYS OF WIDE NATIONAL SUPPORT FOR CIVIL RIGHTS HAD COME TO AT LEAST A TEMPORARY END...

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

A. THE NEGRO HAS BEEN DENIED HIS RIGHTS FOR MANY YEARS.
B. MANY WHITE LEADERS HAVE WORKED WITH NEGRO GROUPS TO GAIN EQUALITY FOR THE LATTER.
C. NEGROES HAVE NOT SUPPLIED ENOUGH LEADERS FROM THEIR OWN GROUPS. THERE IS TOO MUCH DEPENDENCE ON SYMPATHETIC WHITES.
*D. THE WHITE PEOPLE SEEM TO HAVE LOST SYMPATHY WITH THE DEMANDS OF THE NEGROES.

READ THE FOLLOWING PARAGRAPH.

URBAN RENEWAL PROJECTS ARE HELPFUL WHEN THEY TAKE INTO CONSIDERATION THE NEEDS OF THE PEOPLE AND BUSINESSES IN THE RENEWAL AREAS. THESE PROJECTS HARM SLUM RESIDENTS WHEN SUFFICIENT REPLACEMENT HOUSING IS NOT BUILT, WHEN THE RENTS FOR REPLACEMENT HOUSING ARE TOO HIGH, AND WHEN THE MORE
BASIC CAUSES OF SLUMS ARE NOT UPROOTED AND ELIMINATED.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

A. LAWS SHOULD BE PASSED TO AID SLUM DWELLERS.
B. SLUM DWELLERS SUFFER FROM URBAN RENEWAL.
*C. URBAN RENEWAL PROJECTS CAN BE HELPFUL OR HARMFUL.*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL IDEA BY SELECTING A BEST TITLE FOR IT AFTER READING A GIVEN PARAGRAPH.

READ THE PARAGRAPH BELOW.

THE GEORGE WASHINGTON OF SOUTH AMERICA IS THE NAME GIVEN TO SIMON BOLIVAR. AS A YOUNG MAN, HE SPOKE TO FREE HIS HOME-LAND FROM THE RULE OF SPAIN. HE WON HIS FIRST BATTLE AGAINST THE SPANISH IN 1813, BUT SOON THEREAFTER HE WENT TO EUROPE. IN FRANCE HE MET MIRANDA, ANOTHER REVOLUTIONARY OF VENEZUELA. FILLED WITH THE IDEA OF RIDING SOUTH AMERICA OF SPANISH RULE, HE RETURNED AND GATHERED A NEW ARMY. CROSSING THE ANDES, HE SURPRISED THE SPANISH ARMY AND DEFEATED IT IN COLOMBIA. IN 1821 HE BEAT THE SPANIARDS AGAIN AND FREED VENEZUELA.

CHOOSE THE *BEST* TITLE FOR THE ABOVE PARAGRAPH.

A. THE RULE OF THE SPANISH IN LATIN AMERICA
B. WEAPONS USED IN THE WAR OF INDEPENDENCE
*C. THE REVOLUTIONARY CAREER OF SIMON BOLIVAR*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE STATED AND UNSTATED ASSUMPTIONS BY IDENTIFYING THEM AFTER READING A GIVEN PARAGRAPH.

READ THE FOLLOWING PARAGRAPH.

AS THE DEPRESSION DEVELOPED, MANY PEOPLE BEGAN TO PULL THEIR SAVINGS OUT OF BANKS, THE BANKS HAD LOANED SOME OF THIS MONEY TO INDIVIDUALS AND CORPORATIONS. THEY WERE FORCED TO CALL IN DEBTS. BUT MOST DEBTORS COULD NOT MEET THEIR OBLIGATIONS TO THE BANKS. CONSEQUENTLY THE BANKS COULD NOT MEET THEIR OBLIGATIONS. MANY BANKS CLOSED. PEOPLE WHO DEPOSITED MONEY IN THESE BANKS LOST THEIR SAVINGS.

ITEM— IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE *A*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE *B*.

MANY PEOPLE WITHDREW THEIR SAVINGS FROM BANKS.

*A. STATED
B. UNSTATED*

THE CLOSING OF MANY BANKS HASTENED THE FINANCIAL CRASH.
Banks are essential to the successful operation of the business community. Banks loan money to business corporations.

Read the following paragraph.

Who built America? The answer is immigrants and the sons and daughters of immigrants. The Spaniards were the first immigrants to build a permanent settlement in what is now the United States. The Pilgrims were among the first to arrive in New England. Immigrants have been coming to America ever since. George Washington's ancestors were once immigrants. So, too, were Abraham Lincoln's ancestors. Indeed, all of the Western Hemisphere, including Canada and the countries of Latin America, has been settled by people who moved to the New World from other lands.

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Item — If the statement listed below is a stated assumption in the above paragraph circle the *A*. If the statement is an unstated assumption, circle the *B*.

America is a great country because many different types of people helped build the country.

A. Stated
*B. Unstated

Except for possible Indian ancestry, we are all descendents of immigrants.

A. Stated
*B. Unstated

Canada is part of the New World.

A. Stated
*B. Unstated

The first United States immigrants were Spanish.

A. Stated
*B. Unstated

The New World is in the Western Hemisphere.

A. Stated
*B. Unstated

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It was spring training, 1966, and New Chicago Cub manager Leo Durocher called his troops together for a heart-to-heart.

I'm Leo Durocher, he said, and I'm the manager of this team. I'm tired of the safety-first baseball the Cubs have always play—
ED, WE'RE GOING TO PLAY THE WAY I'D LIKE TO PLAY. WE'RE GOING TO GAMBLE. LEO PAUSED, LOOKED OVER AT TEAM CAPTAIN RON SANTO, WHO HAS NEVER BEEN KNOWN AS A SPEED MERCHANT, AND SAID, THAT MEANS WE'RE GOING TO RUN, EVEN YOU.

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE *A*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE *B*.

LEO DUROCHER IS AN AGGRESSIVE MANAGER.
A. STATED
*B. UNSTATED

RON SANTO WAS NOT A FAST RUNNER.
*A. STATED
B. UNSTATED

DUROCHER THOUGHT THE CUBS COULD WIN BY PLAYING A KIND OF BALL THAT WOULD INVOLVE TAKING CHANCES.
A. STATED
*B. UNSTATED

DUROCHER WOULD DEMAND THAT ALL PLAYERS WOULD WORK EQUALLY HARD TO GET INTO BETTER SHAPE.
A. STATED
*B. UNSTATED

THE CUBS WERE NOT A WINNING TEAM.
A. STATED
B. UNSTATED

READ THE FOLLOWING PARAGRAPH.

HAWAIIAN FARMERS ALSO GROW A NUMBER OF OTHER CROPS -- RICE, COFFEE, BANANAS, NUTS, POTATOES, FRUITS, AND VEGETABLES. THEY ALSO OPERATE A FEW DAIRY FARMS AND POULTRY FARMS AND RAISE BEEF CATTLE. BUT MOST OF THE FARM LAND IS IN THE BIG MONEY CROPS -- SUGAR AND PINEAPPLES. LIKE ALASKA, HAWAII IMPORTS FOOD FROM OTHER STATES.

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE *A*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE *B*.

THE WARM SUNNY CLIMATE ALLOWS HAWAIIANS TO GROW SUGAR AND PINEAPPLE.
A. STATED
*B. UNSTATED

PEOPLE IN ALASKA EAT FOOD PRODUCED IN OTHER STATES.
*A. STATED
B. UNSTATED

DAIRY FARMING IN HAWAII USES LESS LAND THAN PINEAPPLE PLANTATIONS.
*A. STATED
B. UNSTATED

HAWAII HAS MANY PINEAPPLE CANNING FACTORIES.
A. STATED
*B. UNSTATED
GROWING SUGAR IN HAWAII CAN BE PROFITABLE.  
*A. STATED  
B. UNSTATED  

PEAD THE FOLLOWING PARAGRAPh.  

IN THE SPRING OF 1542, CORONADO AND HIS MEN RETREATED FROM THE GREAT PLAINS, BACK TO MEXICO WHERE THE EXPEDITION HAD STARTED. THERE WAS NO GOLD AT CIBOLA OR QUIVERI, OR ANYWHERE ELSE ON THE PLAINS. THERE WAS NOTHING BUT WASTELAND, FIT ONLY FOR INDIANS AND BUFFALO.  
CORONADO'S MEN HEADED SOUTH AND THE GRASS BEHIND THEM ROSE BACK IN PLACE, LEAVING NO TRACE THAT THESE INVADERS HAD EVER PASSED THAT WAY.  

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE *A*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE *B*.  

CORONADO WAS SEEKING GOLD ON THE GREAT PLAINS.  
A. STATED  
B. UNSTATED  

TO CORONADO'S MEN, THE GREAT PLAINS APPEARED USELESS.  
A. STATED  
B. UNSTATED  

CORONADO BEGAN HIS JOURNEY IN MEXICO.  
A. STATED  
B. UNSTATED  

CORONADO AND HIS MEN EXPECTED TO FIND QUIVERA A GOLDEN CITY INSTEAD OF THATCH-ROOFED INDIAN VILLAGE.  
A. STATED  
B. UNSTATED  

SPANIARDS HAD DIFFERENT NEEDS THAN INDIANS.  
A. STATED  
B. UNSTATED  

DISGUST WAS DEEPENING. HUNDREDS OF THOUSANDS OF AMERICAN BOYS WERE RETURNING FROM EUROPE, IRRITATED BY THE GOUGING CHEATING FRENCH SHOPKEEPERS AND MOST FAVORABLY IMPRESSED BY THE BLONDE GERMAN GIRLS. AMERICANS EVERYWHERE WERE SAYING THAT EUROPE COULD JOLLY WELL *STEW IN ITS OWN JUICE*. IN THE FACE OF SUCH WIDESPREAD DISILLUSIONMENT, WILSON WOULD HAVE HIS TROUBLES IN AROUSING THE PEOPLE AGAIN . . .  

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CROSS OFF THE *S*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CROSS OFF THE *U*.  

SOME SOLDIERS HAD DOUBTS AS TO WHETHER OR NOT WE HAD PERHAPS FOUGHT THE WRONG *ENEMY*.  
A. STATED  
B. UNSTATED  

IF COUNTRY WILL NOW RETURN TO *ISOLATIONISM*.  

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THE GERMAN GIRLS WERE MUCH ADMIRED BY THE AMERICAN SOLDIER.

AMERICA HAD BEEN *SOLD DOWN THE RIVER* BY AN IDEALIST.

EUROPE CAN TAKE CARE OF ITS OWN AFFAIRS FROM NOW ON.

THE AMERICAN PEOPLE WILL BE HESITANT TO GET BEHIND THE PRESIDENT AGAIN.

MANY SOLDIERS WERE UNHAPPY THAT THEY HAD ENLISTED.

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN A BIASED AND AN UNBIASED SOURCE OF INFORMATION BY CATEGORIZING EXAMPLES.

DIRECTIONS FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR NOT THE SOURCE OF INFORMATION IS BIASED. CIRCLE A FOR BIASED AND B FOR UNBIASED.

STOCK QUOTATIONS FROM WALL ST. JOURNAL.

ADVERTISEMENT ON TV FOR TRAVEL TO JAMAICA.

NEWSPAPER SPORTS SECTION FOR SCORES OF GAMES.

INSECTICIDE COMPANIES COMMENTS ON POLLUTANTS.

A REPORT ON HEMOGLOBIN COUNT.

GALIC SWORDS FOUND IN SOMF RUINS.

A DEED TO A PROPERTY.
THE CHILD WILL EVIDENCE HIS ABILITY TO PREDICT BIAS BY IDENTIFYING THE *MOST LIKELY* VIEWPOINTS OF GIVEN PEOPLE TOWARD A GIVEN SITUATION.
READ THE FOLLOWING PARAGRAPH.

SEEIN YOUR PA AIN'T HERE TO ANSWER, I WONDER IF YOU'D BE OF A MIND TO TELL US WHERE YORE BROTHER BILL IS THESE DAYS? SOME FOLKS AROUND HERE ALLOWS HE'S DOWN SOUTH SHOOTIN OUR BOYS ALONGSIDE THE REBS. IS IT YORE UNDERSTANDIN THAT THAT'S WHAT HE'S DOIN?

WE AIN'T HEERED FROM BILL SINCE HE LEFT, JETHRO ANSWERED. HIS EYES WERE WIDE IN HIS THIN FACE.

WELL, NOW, THAT'S A PIRTY ANSWER, THE MAN SNEERED. ONLY TROUBLE IS THAT IT DON'T QUITE SATISFY A LOT OF US.

CIRCLE THE LETTER OF THE CORRECT ANSWER

WITH WHICH ONE OF THE FOLLOWING IDEAS WOULD THE FIRST SPEAKER BE MOST LIKELY TO AGREE?

A. JETHRO'S BROTHER BILL IS A BRAVE BOY.
B. JETHRO'S BROTHER BILL IS A TRAITOR.
C. JETHRO'S BROTHER BILL DOESN'T CARE TO WRITE LETTERS.
D. JETHRO IS GOOD AT COMING UP WITH A QUICK ANSWER.

WITH WHICH OF THE FOLLOWING IDEAS WOULD A REBEL SOLDIER-BUDDY OF BILL CREIGHTON'S BE MOST LIKELY TO AGREE, IF HE COULD HAVE HEARD THE CONVERSATION?

A. BILL SHOULD WRITE HOME.
B. BILL'S FAMILY SHOULD BE ASHAMED OF HIM.
C. BILL HAD COURAGE TO LEAVE HIS FAMILY FOR THE REBEL CAUSE.
D. JETHRO SHOULD NOT HAVE ANSWERED THE SPEAKER.

READ THE FOLLOWING PARAGRAPH.

AS THE DEPRESSION DEVELOPED, MANY PEOPLE BEGAN TO PULL THEIR SAVINGS OUT OF BANKS. THE BANKS HAD LOANED SOME OF THIS MONEY TO INDIVIDUALS AND CORPORATIONS. THEY WERE FORCED TO CALL IN DEBTS. BUT MOST DEBTORS COULD NOT MEET THEIR OBLIGATIONS TO THE BANKS. CONSEQUENTLY THE BANKS COULD NOT MEET THEIR OBLIGATIONS. MANY BANKS CLOSED. PEOPLE WHO HAD DEPOSITED MONEY IN THESE BANKS LOST THEIR SAVINGS.

CIRCLE THE LETTER OF THE CORRECT ANSWER.

WITH WHICH ONE OF THE FOLLOWING IDEAS WOULD A DIRECTOR OF A BANK MOST LIKELY AGREE?

A. MANY DEPOSITORS WITHDREW THEIR SAVINGS AS THE DEPRESSION DEVELOPED.
B. MOST LOAN DEPARTMENTS IN BANKS OVEREXTENDED THEMSELVES.
C. MANY CORPORATIONS AND INDIVIDUALS WERE IN A FINANCIAL BIND.
D. MANY PEOPLE LOST THEIR SAVINGS IN BANKS THAT FAILED.

ETIQUETTE

THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY ASSOCIATED WITH PARLIAMENTARY PROCEDURE BY CHOOSING SYNONYMS FOR SPECIFIED WORDS.
DIRECTIONS

CHOOSE THE LETTER OF THE ANSWER THAT BEST DEFINES THE STARRED WORD.

THAT PROCEDURE SEEMS REASONABLE TO ME.
A. EXPLANATION
B. THEORY
C. INTERPRETATION
* D. METHOD

DID THEY ADOPT YOUR RESOLUTION?
A. LISTEN TO
B. AUTHORIZE
C. ACCEPT
* D. REJECT

IF DISPOSED OF THE QUESTION QUICKLY.
A. SETTLED
B. CONSIDERED
C. DISCUSSED
D. DISPROVED

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THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY ASSOCIATED WITH PARLIAMENTARY PROCEDURE BY MATCHING TERMS WITH THEIR DEFINITIONS.

MATCH EACH ITEM WITH THE BEST DEFINITION.

A. PREPARED
B. AGENDA
C. NO PREPARATION
D. MOTION
* F. AMENDMENT

!PROMPTU SPEECH *C

EXTemporaneous speech *C

ADDITION TO A MOTION *E

OUTLINE OF ORDER OF BUSINESS FOR MEETING *B

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

THE STUDENT WILL SHOW UNDERSTANDING OF PARLIAMENTARY PROCEDURE BY PLACING IN CHRONOLOGICAL ORDER THE GIVEN STEPS NECESSARY TO ORGANIZE A CLUB.

THE ENGLISH CLASS OF ROOM 12 WISHES TO ORGANIZE A TRA-CO-DRAM CLUB. REARRANGE THE LIST BELOW IN THE CORRECT ORDER FOR ORGANIZING THE CLUB.
A. NOMINATE AND ELECT A SECRETARY.
B. APPOINT A CONSTITUTION COMMITTEE.
C. NOMINATE AND ELECT A CHAIRMAN.
D. ACTING CHAIRMAN CALLS MEETING TO ORDER.
F. CALL MEETING OF CLASS WITH YOUR TEACHER OR A STUDENT ACTING
THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE RULES FOR WRITING MINUTES OF CLUB MEETINGS BY SELECTING SENTENCES APPROPRIATE TO WELLWRITTEN MINUTES. %418

FOR EACH QUESTION BELOW, SELECT THE ONE SENTENCE MOST APPROPRIATE IN A SECRETARY'S MINUTES.

A. WE DECIDED TO DO IT.
B. THE MOTION PASSED.
C. WE PASSED THE MOTION.
D. WE TALKED ABOUT IT AND ALMOST EVERYBODY AGREED.
E. SHE SAID WE WOULD DO IT.

A. MARGARET MOVED THAT THE CLASS REFUSE TO CONSIDER THE NEW BY-LAWS.
B. MARGARET MADE A MOTION THAT THE CLASS REFUSE TO CONSIDER THE NEW BY-LAWS.
C. MARGARET SAID SHE DIDN'T THINK THE CLASS SHOULD CONSIDER THE NEW BY-LAWS.
D. MARGARET SAID SHE DIDN'T THINK WE SHOULD TALK ABOUT THE NEW BY-LAWS.
E. MARGARET SAID WE SHOULD JUST TALK AND READ INSTEAD OF VOTING ON THE NEW BY-LAWS.

A. MRS. LEVINSON TOLD ANDY TO START THE MEETING AT 2:15 ON TUESDAY, SEPTEMBER 8TH.
B. MRS. LEVINSON TOLD ANDY TO START THE MEETING AT 2:15 P.M.
C. THE PRESIDENT CALLED THE MEETING TO ORDER AT 2:35 P.M. ON TUESDAY, SEPTEMBER 8TH.
D. THESE ARE THE MINUTES OF THE SEPTEMBER 8TH HOME ROOM MEETING.
E. THE MAJORITY VOTED AGAINST IT.

B. MOST OF US VOTED AGAINST IT.
C. WE VOTED NOT TO DO IT.
D. WE DECIDED NOT TO.
E. THE MOTION FAILED.

THE MAJORITY VOTED AGAINST IT.

B. MOST OF US VOTED AGAINST IT.
C. WE VOTED NOT TO DO IT.
D. WE DECIDED NOT TO.
E. THE MOTION FAILED.
THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE DEFINITIONS OF
THE EIGHT BASIC PARTS OF SPEECH BY SELECTING FROM AMONG ALTERNATIVES
THE DEFINITION OF EACH. §15a

DIRECTIONS
SELECT THE STATEMENT THAT DEFINES THE TERM.

A *NOUN*
A. CAN SHOW ACTION.
*R. NAMES A PERSON, PLACE, THING, OR IDEA.*
C. TAKES THE PLACE OF THE NAME OF A PERSON, PLACE, THING, OR
IDEA.
D. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.

A *VERB*
*A. CAN SHOW ACTION.*
B. CAN TELL WHERE, WHEN, OR HOW.
*C. NAMES A PERSON, PLACE, THING, OR IDEA.*
D. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.

AN *ADJECTIVE*
A. CAN TELL WHERE, WHEN, OR HOW.
*B. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.*
C. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD
IN THE SENTENCE.
D. CAN SHOW ACTION.

AN *ADVERB*
A. CAN SHOW ACTION.
B. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.
*C. CAN TELL WHERE, WHEN, OR HOW.*
D. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT, AND SOME OTHER WORD
IN THE SENTENCE.

A *PREPOSITION*
A. IS USED TO SHOW STRONG FEELING.
B. JOINS WORDS OR GROUPS OF WORDS.
*C. CAN TELL WHERE, WHEN, OR HOW.*
D. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD
IN THE SENTENCE.

A *CONJUNCTION*
A. IS USED TO SHOW STRONG FEELING.
B. JOINS WORDS OR GROUPS OF WORDS.
C. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.
D. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD
IN THE SENTENCE.

A *PRONOUN*
A. NAMES A PERSON, PLACE, THING, OR IDEA.
*B. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD
IN THE SENTENCE.*
*C. TAKES THE PLACE OF THE NAME OF A PERSON, PLACE, THING, OR
IDEA.*
D. JOINS WORDS OR GROUPS OF WORDS.
AN *INTERJECTION*
A. JOINS WORDS OR GROUPS OF WORDS.
B. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD IN THE SENTENCE.
*C. IS USED TO SHOW STRONG FEELING.
D. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.

A WORD THAT SHOWS ACTION OR STATE OF BEING IS
A. AN ADVERB.
B. AN ADJECTIVE.
*C. A VERB.
D. A PREPOSITION.

A WORD THAT NAMES A PERSON, PLACE, THING, OR IDEA IS
*A. A NOUN.
B. AN ADVERB.
C. AN ADJECTIVE.
D. A PRONOUN.

A WORD THAT TELLS WHEN, WHERE, OR HOW IS
A. AN ADJECTIVE.
*B. AN ADVERB.
C. A VERB.
D. A PREPOSITION.

A WORD THAT TAKES THE PLACE OF THE NAME OF A PERSON, PLACE, THING, OR IDEA IS
A. A PREPOSITION.
B. AN ADJECTIVE.
C. A NOUN.
*D. A PRONOUN.

A WORD THAT TELLS WHICH ONE, HOW MANY, OR WHAT KIND IS
A. A PREPOSITION.
B. AN ADVERB.
*C. A NOUN.
D. AN ADJECTIVE.

A WORD THAT SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD IN THE SENTENCE IS
*A. A PREPOSITION.
B. AN ADVERB.
C. A NOUN.
D. A CONJUNCTION.

A WORD THAT JOINS WORDS OR GROUPS OF WORDS IS
A. AN ADJECTIVE.
*B. A CONJUNCTION.
C. A PREPOSITION.
D. AN INTERJECTION.

A WORD THAT EXPRESS STRONG FEELING IS
A. A PREPOSITION.
B. A CONJUNCTION.
*C. AN INTERJECTION.
D. AN ADVERB.
THE STUDENT WILL SHOW HIS ABILITY TO DIFFERENTIATE BETWEEN ADVERB AND ADJECTIVE PREPOSITIONAL PHRASES BY CATEGORIZING GIVEN PHRASES IN SENTENCES. %25n

DIRECTIONS
TFLL WHETHER THE STARRED PREPOSITIONAL PHRASE IS USED AS AN
A. ADJECTIVE.
B. ADVERB.

THE PLAYER STEPPED *ON THE BOUNDARY LINE* AND THE CLOCK STOPPED. *B
THE CHORUS SANG *WITH A HARSH SOUND*. *B
THE MAN *WITH THE BROKEN* LEG IS A SKIER. *A
THE GAY PACKAGES *BENEATH THE TREE* WERE INVITING. *A
THE DOG RAN *BESIDE THE CAR* FOR SEVERAL BLOCKS. *B
THE SHELF *ABOVE THE DESK* WAS CLUTTERED. *A
THE BALL SAILED *THROUGH THE WINDOW*. *B
THE TEACHER LOOKED *AROUND THE ROOM* QUICKLY. *B
PICK ME UP *AT MY HOME*. *B
WE DROVE *BEHIND A TRUCK FOR* SEVERAL MILES. *B
JEANNE HAD TO LEAVE *DURING THE PERFORMANCE*. *B
THE DESK *NEAR THE WINDOW* IS MINE. *A
THE GUILTY ROY RAN *DOWNTOWN* THE ALLEY*. *B
*AFTER THE FIRE DRILL* THE CLASS COULDN'T SETTLE DOWN. *B
A STRANGE LOOKING MAN LIVED IN THE APARTMENT *ACROSS THE HALL*. *A
THE ROCKS *BELOW THE CLIFF* WERE JAGGED. *A
TREES *ALONG THE SKI TRAIL* WERE A HAZARD. *A
THE OLD DOG WAS LYING *NEAR THE FIREPLACE*. *B
THE ROBBER STUFFED THE BILLS *INTO A SACK*. *B
JIMMY INCHED *TOWARD SANTA CLAUS*. *B
THE MAYOR *OF CHICAGO* HOLDS A DIFFICULT POSITION. *A
THE BOYS JUMPED *OFF THE ROOFCAR* AS THE TRAIN SLOWED DOWN. *B
THE GIFT *FOR MOTHER* WAS WRAPPED BEAUTIFULLY. *A
THE GOLF BALL FELL *BEYOND THE SAND TRAP*. *B
THE LITTLE LOST BOY RAN *TO HIS MOTHER*. *B.
The student will show his ability to recognize proper adjectives, predicate adjectives, possessive adjectives, comparative adjectives, and superlative adjectives by identifying the use of the adjective in a given sentence.

Select the use of the adjective in each sentence.

The Japanese government is concerned about pollution.

* A. proper adjective
  B. predicate adjective
  C. possessive adjective
  D. comparative adjective
  E. superlative adjective

He was the most troublesome student in the class.

A. proper adjective
B. predicate adjective
C. possessive adjective
D. comparative adjective
* E. superlative adjective

The cat appeared glad to see the family.

A. proper adjective
* B. predicate adjective
C. possessive adjective
D. comparative adjective
E. superlative adjective

The more expensive houses were near the lake.

A. proper adjective
B. predicate adjective
C. possessive adjective
D. comparative adjective
* E. superlative adjective

It smells good.

A. proper adjective
B. predicate adjective
* C. possessive adjective
D. comparative adjective
E. superlative adjective

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF ADJECTIVES BY SELECTING THE WORD USED AS AN ADJECTIVE IN A SENTENCE.

Directions - Select the word that functions as an adjective.

They had climbed an unusually high mountain.

A. climbed
B. had
C. unusually
* D. high

It was a curious object, and he examined it with great care.

A. it
* B. curious
THE OLDER BOYS WERE LIKELY TO BE MORE BOLD THAN THE YOUNGER ONES.
A. BOYS
B. LIKELY
C. THAN
D. YOUNGER

AT ONE SCHOOL CONCERT, HE WAS INVITED TO PLAY THE PIANO SOLO.
A. AT
B. ONE
C. INVITED
D. SOLO

MOTHER ASKED US TO TURN THE NOISY RADIO DOWN.
A. ASKED
B. US
C. NOISY
D. DOWN

WE ARE HOPE TO VISIT AN AUTHENTIC CASTLE WHILE WE ARE IN ENGLAND.
A. ARE
B. AUTHENTIC
C. WHILE
D. IN

A GENTLE BUT CONSTANT BREEZE KEPT THE SAILBOAT GOING.
A. GENTLE
B. BUT
C. KEPT
D. SAILBOAT

WHEN A CUSTOMER COMES IN, MR. SMITH GREET HIM WITH A BIG SMILE.
A. WHEN
B. IN
C. HIM
D. BIG

YOU MAY USE MY NEW CAR ON SATURDAY OR SUNDAY.
A. MAY
B. NEW
C. ON
D. OR

THE BEAUTIFUL FIRE THAT WE BUILT EARLIER IN THE DAY WAS SLOWLY DYING.
A. BEAUTIFUL
B. EARLIER
C. DAY
D. SLOWLY

IT WAS A VERY GOOD EXAMPLE OF MODERN ART.
A. IT
B. VERY
C. GOOD
D. EXAMPLE

SOME MONEY DISAPPEARED FROM THE SCHOOL VAULT LAST NIGHT.
A. SOME
WHILE WE WERE FISHING, A RAGING STORM SWEPT OVER THE BAY.
A. WHILE
B. WERE
*C. RAGING
D. OVER

MOST STUDENTS SPEND A GREAT DEAL OF TIME STUDYING.
*A. MOST
B. DEAL
C. OF
D. TIME

THE MEN WERE SUCCESSFUL IN THEIR ATTEMPT TO CIRCLE THE MOON.
A. MEN
*B. SUCCESSFUL
C. ATTEMPT
D. CIRCLE

HE WAS A SHY PERSON BUT A VERY TALENTED ATHLETE.
A. PERSON
B. VERY
*C. TALENTED
D. ATHLETE

HAS THAT TRAINER BEEN SUCCESSFUL IN LOCATING THE ESCAPED TIGER YETO?
A. TRAINER
*B. SUCCESSFUL
C. TIGER
D. YETO

WF DECORATED THE BALCONY WITH RED STREAMERS AND WHITE LANTERNS.
A. BALCONY
B. STREAMERS
C. AND
*D. WHITE

THE TIRED BUT JUBILANT RACER ACCEPTED THE APPLAUSE OF THE CROWD.
*A. TIRED
B. BUT
C. RACER
D. APPLAUSE

BECAUSE OF THE DEAFENING NOISE, WE WERE UNABLE TO HEAR MARYS CALL.
A. BECAUSE
B. DEAFENING
C. NOISE
D. CALL

THE NEXT INSTALLMENT OF THE STORY WILL APPEAR IN MAY.
A. NEXT
B. INSTALLMENT
C. STORY
D. APPEAR

THE HIDDEN CAVES OF THE BANDITS HAVE BEEN DISCOVERED.
WP HAVE NEVER LOCATED MY FAVORITE GOLD BRACELET.
A. NEVER
B. HAVE
*C. FAVORITE
D. BRACELET

THE TWO STARTLED CHILDREN STUMBLED AND FELL DOWN THE STEEP STAIRS.
A. CHILDREN
B. STUMBLED
*C. DOWN
D. STEEP

THEY WERE VERY LUCKY TO FIND THEIR MISSING PUPPY.
A. THEY
B. VERY
*C. LUCKY
D. PUPPY

BOTH MEN WERE CHOSEN TO REPRESENT THEIR COUNTRY IN THE CONTEST.
*A. BOTH
B. CHOSEN
*C. REPRESENT
D. COUNTRY

MY SON WAS HAVING DINNER AT A FRIENDS HOUSE.
A. SON
B. HAVING
C. AT
*D. FRIENDS

WF OFTEN HAVE MEAT THAT IS TOUGH.
A. OFTEN
B. HAVE
C. MEAT
*D. TOUGH

HAS BEING ALONE EVER MADE YOU FEEL NERVOUS
A. EVER
B. MADE
C. FEEL
*D. NERVOUS

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CONFRONTING A WORD USED AS THREE DIFFERENT PARTS OF SPEECH*
THE STUDENT SHOWS COMPREHENSION OF ADJECTIVES BY SELECTING THE
ONE FUNCTIONING AS AN ADJECTIVE.  %25

DIRECTIONS – SELECT THE GROUP OF WORDS IN WHICH THE STARRED WORD
IS USED AS AN ADJECTIVE.

A. A *PADDLE* FOR THE CANOE
B. A *LARGE* PADDLE* WHEEL
C. TO *PADDLE* THE CANOE

***********
A. BED *BLANKET*
B. A *BLANKET* FACTORY
C. TO *BLANKET* THE CITY

*A. *MOTOR* FUEL
B. *MOTOR* TO THE COUNTRY
C. A NEW *MOTOR*

A. MY BIRTHDAY IS *SUNDAY*.
B. *SUNDAY* ENDS THE WEEK.
C. WHAT A LOVELY *SUNDAY* AFTERNOON.

*A. YOUR *STAMP* BOOK
B. *STAMP* YOUR FEET
C. A FIVE CENT *STAMP*.

*A. THE *TENT* ROPE
B. THE *TENT* FELL
C. THE STURDY *TENT*.

A. MEDICINE FOR THE *COLD*.
B. A *COLD* WAVE
C. HAS A *COLD*.

A. TO *GARDEN* THE LOT
B. PLANT A *GARDEN*
C. A *GARDEN* TOOL.

A. THE *FAIR* THING TO DO
B. A COUNTY *FAIR*
C. THE *FAIR* ATTRACTS

A. TO *PARALLEL* THE LINES OF A FIGURE
B. THE *PARALLEL* LINES OF A FIGURE
C. THE *PARALLEL* OF TWO LINES OF A FIGURE

A. SWEET-SMELLING *AIR*
B. *AIR* A ROOM
C. *AIR* BRAKES ON A TRUCK

*A. A SUMMER *BAND* CONCERT
B. *BAND* THE BIRDS LEG
C. A RUBBER *BAND*.

A. WEAR YOUR *COAT*
B. TO *COAT* THE STOMACH
C. TO GET A *COAT* HANGER

*A. RECEIVE A *TEST* SCORE
B. TO TAKE A *TEST*
C. TO *TEST* A SKILL

A. *STUDY* A BOOK
B. REDECORATE A *STUDY*
C. HAVE A *STUDY* HALL

A. LEARN TO *DANCE* WELL
B. LEARN A *DANCE* STEP
C. LEARN A NEW *DANCE*.
A. TRY TO *PAPER* WALLS
B. WRITE A *PAPER* QUICKLY
*C. MAKE A *PAPER* DOLL

*A. USING A *JUMP* ROPE
B. MAKING A PARACHUTE *JUMP* EASY
*C. TRYING TO *JUMP* WELL

A. *BEACH* THE BOAT
*B. PLAY WITH A *BEACH* BALL
*C. RUN TO THE *BEACH* NOW

A. SLIP ON THE *ICE* ACCIDENTALLY
*B. *ICE* THE CAKE QUICKLY
*C. DROPPED AN *ICE* CUBE FREQUENTLY

*A. FIND AN ANTIQUE *LOVE* SEAT
B. *LOVE* YOUR ENEMIES
*C. A TEENAGE *LOVE*

A. HEAVY *SNOW* PILLED HIGH
*B. A TERRIBLE *SNOW* STORM
*C. WILL *SNOW* SOON

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

THE STUDENT WILL SHOW COMPREHENSION OF ADJECTIVES BY SELECTING
THE ADJECTIVE TO COMPLETE A GIVEN SENTENCE. %10#

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

HE WAS AN .....SENTRY.
*A. ALERT
B. ALERTER
*C. MOST ALERT

WHICH DESSERT IS .....THE ICE CREAM OR THE CAKE?
*A. MOST LARGE
*B. LARGER
*C. LARGEST

JOHN IS THE .....OF THEM ALL.
*A. WORSE
*B. BADDEST
*C. WORST

IT WAS THE .....OF THE TWO EVILS.
*A. LEAST
*B. LESSER
*C. LESS

THE RESTAURANT ON THE CORNER OFFERED THE .....FOOD IN TOWN.
*A. CHEAPEST
*B. CHEAPER
*C. MOST CHEAPEST

*SKIPPY WAS THE .....DOG WF HAD EVER OWNED.
*A. LIVELIER
*B. MOST LIVELIEST
C. LIVELIEST

OF THE TWO GIRLS, JEAN WAS
A. MOST PRETTY
*B. PRETTIER
C. PRETTIEST

OF THE THREE GIRLS, JEAN WAS
A. MOST PRETTY
B. PRETTIER
*C. PRETTIEST

BETWEEN THE TWO WORKERS, DAVID CAN FINISH THE WORK
A. MORE SOON
*B. SOONER
C. SOONEST

WHICH IS FROM CHICAGO - TOLEDO, DETROIT, OR LOUISVILLE
A. FARThER
*B. FARTHEST
C. MORE FAR

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THE STUDENT SHOWS HIS COMPREHENSION OF CERTAIN CONFUSING
ADJECTIVES AND ADVERBS BY CORRECTLY CHOOSING ONE OR THE OTHER FOR
USE IN A SENTENCE.  

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

I FEEL WHEN IVE BEEN SCOLDED.
*A. BAD
B. BADLY

THE FLAG WAS TREATED BY THE REBELS.
*A. BAD
B. BADLY

THE CLENCHED FIST WAS A THREAT.
*A. REAL
B. REALLY

SHE FELT ALTHOUGH SHE HAD THE MEASLES.
*A. GOOD
B. WELL

HE DIDNT DO IN THE BASKETBALL TRYOUTS.
*A. GOOD
B. WELL

HOT CIDER TASTES ON AN AUTUMN DAY.
*A. GOOD
B. WELL

THAT BOOK WAS GOOD.
*A. REAL
B. REALLY

SUCH A SEVERE HAIRSTYLE LOOKS ON SUSAN.
*A. BAD
A. OLD LADY LIVES IN THAT TINY HOUSE.

*BADLY

A. REAL

*REALLY

MY ALLOWANCE IS BIGGER IF I DO A JOB CUTTING THE LAWN.

*A. GOOD

B. WELL

GRANDFATHER CANT SEE, BUT HIS HEARING IS GOOD.

*A. GOOD

*REALLY

IT TURNED OUT TO BE A UNUSUAL PARTY.

*A. REAL

B. REALLY

THE ASSIGNMENT WAS A CHALLENGE.

*A. REAL

B. REALLY

I HOPE SHE IS A GIRL WHEN HER PARENTS ARE GONE.

*A. GOOD

B. WELL

THE CHEESE SMELLED SO WE COULD NOT EAT IT.

*A. BAD

B. BADLY

THE SPOILED LITTLE BOY TREATED HIS DOG BADLY.

*A. BAD

B. BADLY

THE MEAL SHE SERVED WAS A BANQUET.

*A. REAL

B. REALLY

JEFF SKIED ALTHOUGH HE WAS A BEGINNER.

*A. GOOD

B. WELL

A WARM COAT IS A NECESSITY THIS TIME OF YEAR.

*A. REAL

B. REALLY

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THE STUDENT WILL SHOW HIS COMPREHENSION OF NOUN CLAUSES, ADVERBIAL CLAUSES, AND ADJECTIVE CLAUSES BY IDENTIFYING THE KIND OF CLAUSE IN A GIVEN SENTENCE. %60

SELECT THE TYPE OF CLAUSE FOUND IN EACH SENTENCE. %179

ALTHOUGH TORNADO WARNINGS WERE ISSUED, FEW TOOK THEM SERIOUSLY.

*A. NOUN CLAUSE

*B. ADVERBIAL CLAUSE

C. ADJECTIVE CLAUSE

THE STUDENTS WHO REPRESENTED THE JUNIOR HIGH SCHOOL AT THE SCHOOL
COUNCIL OFFICERS CONVENTION GAVE AN ALL SCHOOL ASSEMBLY.

A. NOUN CLAUSE
B. ADVERBIAL CLAUSE
* C. ADJECTIVE CLAUSE

THE MAN WHO CAME TO DINNER STAYED SEVERAL WEEKS.

A. NOUN CLAUSE
B. ADVERBIAL CLAUSE
* C. ADJECTIVE CLAUSE

THEY GAVE TICKETS TO WHOEVER REQUESTED THEM.

* A. NOUN CLAUSE
B. ADVERBIAL CLAUSE
C. ADJECTIVE CLAUSE

WHOEVER ASKED FOR TICKETS TO THE GRADUATION WILL BE GIVEN ONE.

* A. NOUN CLAUSE
B. ADVERBIAL CLAUSE
C. ADJECTIVE CLAUSE

THE NEXT STREET, WHICH HAS A STOP LIGHT, IS A DANGEROUS INTERSECTION.

A. NOUN CLAUSE
B. ADVERBIAL CLAUSE
* C. ADJECTIVE CLAUSE

THE STUDENT WILL SHOW HIS UNDERSTANDING OF COMPARATIVE ADVERBS BY INDICATING THE DEGREE OF GIVEN ADVERBS IN SENTENCES.

SELECT THE DEGREE OF THE STARRED ADVERB IN EACH SENTENCE.

HE WORKS *MORE* EFFICIENTLY THAN JOE.

A. POSITIVE DEGREE
* B. COMPARATIVE DEGREE
C. SUPERLATIVE DEGREE

HE WORKS *LESS* EFFICIENTLY THAN JOE.

A. POSITIVE DEGREE
* B. COMPARATIVE DEGREE
C. SUPERLATIVE DEGREE

HE WAS THE *MOST* EFFICIENT WORKER IN THE GROUP.

A. POSITIVE DEGREE
B. COMPARATIVE DEGREE
* C. SUPERLATIVE DEGREE

THE STUDENT CAN SHOW COMPREHENSION OF ADVERBS BY SELECTING THE WORD THAT IS AN ADVERB IN A GIVEN SENTENCE.

DIRECTIONS - CHOOSE THE ANSWER THAT IDENTIFIES THE ADVERB IN THE SENTENCE.

SHE WAS A VERY LOVELY LADY.

A. LOVELY
* B. VERY
THAT HAS BECOME A POPULAR EXPRESSION LATELY.
A. THAT
B. A
C. POPULAR
D. LATELY

HAVE YOU EVER NOTICED WHAT EXTRAORDINARY SKILL A TRAPEZE ARTIST HAS
A. HAVE
B. WHAT
C. EVER
D. TRAPEZE

ALTHOUGH THE EQUIPMENT CAN BE QUITE EXPENSIVE, GOLF IS A
REWARDING HOBBY.
A. ALTHOUGH
B. QUI TE
C. REWARDING
D. A

ON THIS PARTICULAR OCCASION, THE CHILDREN WERE ALLOWED TO ATTEND
BRIEFLY.
A. PARTICULAR
B. THIS
C. BRIEFLY
D. WERE

OUR LITTLE BOY SPEAKS IN A DISAGREABLY LOUD VOICE.
A. LITTLE
B. A
C. DISAGREABLY
D. LOUD

IN A LITTLE WHILE THE STORM WILL PASS OVER, AND WHILE WE ARE
WAITING, WE CAN PLAY A GAME.
A. LITTLE
B. OVER
C. WHILE
D. A

ENGLISH IS NOT MY EASIEST SUBJECT AT SCHOOL, BUT I TEND TO PREFER
IT ANYWAY.
A. NOT
B. EASIEST
C. TEND
D. IT

A SOMewhat STRANGE THING HAPPENED TO US ON OUR WAY TO THE SHOW.
A. SOMewhat
B. STRANGE
C. OUR
D. THF

SOMETHING FUNNY ALWAYS HAPPENS WHEN MY FAMILY VISITS US AT
CHRISTMAS.
A. FUNNY
B. ALWAYS
C. MY
THE LITTLE GIRL DOWN THE BLOCK PRACTICES THE VIOLIN MORE OFTEN THAN I DO.
A. LITTLE
B. DOWN
*C. MORE
D. THAN

THERE WERE EVEN MORE PEOPLE AT THE GAME THIS WEEK THAN LAST WEEK.
*A. EVEN
B. MORE
C. LAST
D. THIS

A VERY IMPORTANT WRITER WILL BE GIVING A LECTURE AT SCHOOL TONIGHT.
A. A
B. IMPORTANT
C. AT
*D. TONIGHT

HE WAS THE PERSON WHO WAS BEST ABLE TO ANSWER THE QUESTION INTELLIGENTLY.
A. WHO
B. ABLE
C. THE
*D. INTELLIGENTLY

JOAN HAD BEEN SLIGHTLY INTERESTED IN GOING TO THE NEW MOVIE DOWNTOWN.
*A. SLIGHTLY
B. INTERESTED
C. NEW
D. MOVIE

MY ROOM IS NOT TOO NEAT NOW, BUT ILL CLEAN IT THOROUGHLY IN THE MORNING.
A. BUT
B. IT
C. NEAT
*D. TOO

BECAUSE HE STUDIED FOR WEEKS BEFORE THE EXAM, HE MANAGED TO DO WELL ON IT.
A. BECAUSE
B. BEFORE
*C. WELL
D. IT

THE CHILD HAS NOT BEEN WELL, AND YET SHE REFUSES TO TAKE HER MEDICINE.
A. THE
B. BEEN
*C. WELL
D. HER

WE WERE ALMOST READY TO GIVE UP AND GO HOME WHEN THE SKY CLEARED AND THE SUN CAME OUT.
A. WERE
B. ALMOST
Our new house had never been painted, and so we had our summer planned for us.

His offer was very suspicious, and we hesitated to accept it.

The small boy looked hurt when the dog went rapidly by without stopping.

I didn't have any of the dessert because I had eaten too much for dinner.

He was able to handle the problem more intelligently than I because he was older.

Knowing how to explain things clearly and logically is a valuable skill.

Which moves more slowly, a turtle or a worm?

Snow was falling gently on the lawn in front of our house.
ADVERB MODIFIES AN ADJECTIVE, ADVERB, OR A VERB IN GIVEN SENTENCES.

SELECT THE FUNCTION OF THE ADVERB IN EACH SENTENCE.

HE SPOKE CONFIDENTLY TO HIS TEAM.
A. ADJECTIVE MODIFIER
B. ADVERB MODIFIER
C. VERB MODIFIER

HE WAS VERY HAPPY TO BE CALLED.
A. ADJECTIVE MODIFIER
B. ADVERB MODIFIER
C. ADVERB MODIFIER

AN EXTREMELY TALL MAN OPENED THE DOOR.
A. ADJECTIVE MODIFIER
B. ADVERB MODIFIER
C. VERB MODIFIER

THE STUDENT WILL SHOW UNDERSTANDING OF APPOSITIVES BY SELECTING THE SENTENCE WHICH CONTAINS ONE.

DIRECTIONS - CHOOSE THE SENTENCE THAT CONTAINS AN APPOSITIVE.
A. JOHN CALLED THE STUDENT COUNCIL MEETING TO ORDER.
B. ROBERT, THE VICE PRESIDENT, WISHED TO DISCUSS THE MINUTES OF THE PREVIOUS MEETING.
C. REPRESENTATIVES OF THE STUDENT COUNCIL BROUGHT FORTH THE DISCUSSION OF THE COMING ELECTIONS.
D. ELECTIONS FOR FUTURE OFFICERS OF STUDENT COUNCIL WERE DECIDED TO TAKE PLACE NEXT MONTH.

THE STUDENT WILL APPLY HIS KNOWLEDGE OF WORD CLASSIFICATIONS BY CATEGORIZING AS NOUN, VERB, ADJECTIVE, OR ADVERB NONSENSE WORDS IN GIVEN SENTENCES.

DIRECTIONS - NOTICE EACH NONSENSE WORD IS *STARRED*. CHOOSE THE RESPONSE THAT IDENTIFIES ITS WORD CLASSIFICATION.
A. NOUN
B. VERB
C. ADJECTIVE
D. ADVERB

THE *SPAKER* BREathed DEEPLY. *A
HE WAS A VERY *BEAMISH* BOY. *C
HAS ANYONE *SEEN A *BILLITCh*0 *A
WHERE WERE THEY GOING SO *WAPPISHLY*0 *D
IS THE COBRA AS *NUGFUL* AS THE BEARO *C
SOMEONE HAD *WHIFFLED* EACH DESK. *R
WHO LEFT THE MONEY IN THE *SPINGE*O  *A
THEY WERE *SNOOFING* THE CHILDRENS TOYS.  *B
MARK WAS FEELING RATHER *FROBISH*.*C
HE THRUST THE BLADE *FRUMIOUSLY* INTO THE SACK.  *D

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THE STUDENT CAN SHOW HIS ABILITY TO RECOGNIZE THE FOUR FORM
CLASSES—NOUN, VERB, ADJECTIVE, ADVERB—BY USING THE INFLECTIONAL
SUFFIX AS THE PRIMARY CRITERION FOR DETERMINING THE CORRECT FORM
CLASSES OF A LIST OF WORDS. %190

USING THE INFLECTIONAL SUFFIX, IDENTIFY THE FORM CLASS OF EACH
WORD LISTED BELOW. INDICATE THE FORM CLASS BY CHOOSING THE COR-
RECT LETTER.
A. NOUN
B. VERB
C. ADJECTIVE
D. ADVERB

FINALLY *D
PURCHASED *R
MOVIES *A
READS *R
RECORDING *A
WARMEST *C
PURCHASED *B
BUSILY *D
FELLOWS *A
SHORTER *C
NATURALLY *D
SHOES *A
GIRLS *A
LISTED *B
NOTING *B
ORGANIZES *R
TOUGHER *C
COLDEST *C
SINGS *B

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

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF NOUNS AS
THE OBJECTS OF VERBS BY IDENTIFYING SENTENCES WITH Nouns USED AS
OBJECTS OF VERBS. %190

SELECT THE SENTENCE IN WHICH THE STARRED WORD IS AN OBJECT OF A
VERB.
A. THE FLOOD OF 1889 KILLED 2,000 PEOPLE IN JOHNSTOWN, PENN.
B. THE FLOOD OF 1889 KILLED 2,000 PEOPLE IN JOHNSTOWN, PENN.
*C. THE FLOOD OF 1889 KILLED 7,000 PEOPLE IN JOHNSTOWN, PENN.*

GIVEN A SENTENCE IN WHICH A NOUN IS STARRED, THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE DIFFERENT USES OF NOUNS BY SELECTING AS ITS FUNCTION DIRECT OBJECT, INDIRECT OBJECT, PREDICATE NOMINATIVE, OR APPOSITIVE.

MR. WINDSTED WAS ELECTED *PRESIDENT* OF THE NEWLY FORMED BOARD.
A. DIRECT OBJECT
B. INDIRECT OBJECT
*C. PREDICATE NOMINATIVE
D. APPOSITIVE

MY BROther *JACK* BROKE HIS ARM DURING FOOTBALL PRACTICE.
A. SUBJECT
B. OBJECT OF PREPOSITION
C. PREDICATE NOMINATIVE
*D. APPOSITIVE

WHEN HE GRADUATED, HE WAS GIVEN A GOLD WRIST *WATCH* BY HIS PARENTS.
A. SUBJECT
B. DIRECT OBJECT
*C. INDIRECT OBJECT
D. PREDICATE NOMINATIVE

HERE IS GREAT *NEWS* FOR MUSIC LOVERS.
*A. SUBJECT
B. DIRECT OBJECT
C. INDIRECT OBJECT
D. PREDICATE NOMINATIVE

WE GAVE *MISS HEELEY* A TRAVEL BAG TO USE ON HER EUROPEAN TOUR.
A. SUBJECT
B. DIRECT OBJECT
*C. INDIRECT OBJECT
D. PREDICATE NOMINATIVE

WE ASKED THE STUDENT COUNCIL REPRESENTATIVE OF OUR *ROOM* TO RELAY OUR COMPLAINT.
A. PREDICATE NOMINATIVE
B. DIRECT OBJECT
C. INDIRECT OBJECT
*D. OBJECT OF PREPOSITION

MARILYN HAD A HAPPY REUNION WITH KRISTY, HER *COUSIN*, WHO HAD MOVED TO OHIO.
A. DIRECT OBJECT
B. INDIRECT OBJECT
*C. PREDICATE NOMINATIVE
D. APPOSITIVE

THE TALLER BOY WAS A *BULLY* WHO TERRORIZED THE YOUNGER CHILDREN ON THE BLOCK.
A. SUBJECT
READING A BOOK PROVIDES MUCH *ENTERTAINMENT*.

A. DIRECT OBJECT
B. INDIRECT OBJECT
C. OBJECT OF PREPOSITION
D. APPOSITIVE

SIGNS WERE CARRIED DOWN THE STREET IN FRONT OF THE MAYOR'S HOUSE.

A. DIRECT OBJECT
B. INDIRECT OBJECT
C. OBJECT OF PREPOSITION
D. APPOSITIVE

THE VETERINARIAN GAVE OUR *POODLE*, ABIGAIL, A SERIES OF SHOTS.

A. SUBJECT
B. DIRECT OBJECT
C. INDIRECT OBJECT
D. PREDICATE NOMINATIVE

REASON IS THE *LAW* BY WHICH MAN SHOULD LIVE.

A. SUBJECT
B. DIRECT OBJECT
C. INDIRECT OBJECT
D. PREDICATE NOMINATIVE

THEY ENJOYED HIS *COMPANY* SO MUCH HE HATED TO LEAVE.

A. DIRECT OBJECT
B. INDIRECT OBJECT
C. PREDICATE NOMINATIVE
D. SUBJECT

HIS ABILITY TO SOLVE GEOMETRY PROBLEMS MADE HIM A VERY POPULAR PERSON.

A. DIRECT OBJECT
B. INDIRECT OBJECT
C. OBJECT OF PREPOSITION
D. PREDICATE NOMINATIVE

THE ROY SITTING NEAR THE WINDOW IS AN OUTSTANDING *SCHOLAR*.

A. DIRECT OBJECT
B. INDIRECT OBJECT
C. OBJECT OF PREPOSITION
D. PREDICATE NOMINATIVE

MR. SMATHERS, THE RICHEST MAN IN *TOWN*, IS NOT VERY GENEROUS.

A. DIRECT OBJECT
B. OBJECT OF PREPOSITION
C. PREDICATE NOMINATIVE
D. APPOSITIVE

*HONESTY* IS NOT NECESSARILY THE HIGHEST VIRTUE.

A. SUBJECT
B. DIRECT OBJECT
C. INDIRECT OBJECT
D. OBJECT OF PREPOSITION

HERE AND THERE HIGH IN THE CLIFFS WERE SPOTTED THE NATIVE...
MOUNTAIN *GOATS*.  
*A. SUBJECT*  
*B. DIRECT OBJECT*  
*C. INDIRECT OBJECT*  
*D. PREDICATE NOMINATIVE*  

THE WIND AT HIS RACK GAVE THE *ATHLETE* AN ADVANTAGE.  
*A. SUBJECT*  
*B. DIRECT OBJECT*  
*C. INDIRECT OBJECT*  
*D. PREDICATE NOMINATIVE*  

EACH OF THOSE MEN GAVE HIS LIFE FOR HIS *COUNTRY*.  
*A. DIRECT OBJECT*  
*B. INDIRECT OBJECT*  
*C. OBJECT OF PREPOSITION*  
*D. PREDICATE NOMINATIVE*  

THE CLASS CAST ITS *VOTE* AFTER A LENGTHY DISCUSSION.  
*A. DIRECT OBJECT*  
*B. INDIRECT OBJECT*  
*C. OBJECT OF PREPOSITION*  
*D. SUBJECT*  

THIS KIND OF *NOTEBOOK* WILL HOLD PAPERS SECURELY.  
*A. SUBJECT*  
*B. DIRECT OBJECT*  
*C. INDIRECT OBJECT*  
*D. OBJECT OF PREPOSITION*  

THE CROWD ROSE TO ITS FEET AND SHOUTED ITS *APPROVAL* OF THE PLAY.  
*A. DIRECT OBJECT*  
*B. INDIRECT OBJECT*  
*C. PREDICATE NOMINATIVE*  
*D. APPOSITIVE*  

THE CLUB OFFERED ITS *MEMBERS* A SERIES OF LECTURES.  
*A. DIRECT OBJECT*  
*B. INDIRECT OBJECT*  
*C. OBJECT OF PREPOSITION*  
*D. PREDICATE NOMINATIVE*  

THE INSTRUCTOR GAVE TOM AND *CY* THEIR SKI POLES AND TOLD THEM TO TRY AGAIN.  
*A. DIRECT OBJECT*  
*B. INDIRECT OBJECT*  
*C. PREDICATE NOMINATIVE*  
*D. APPOSITIVE*  

THE SMALLEST GIRL IN THE CHOIR SANG AT THE TOP OF HER *VOICE*.  
*A. DIRECT OBJECT*  
*B. INDIRECT OBJECT*  
*C. OBJECT OF PREPOSITION*  
*D. PREDICATE NOMINATIVE*  

MY YOUNGER SISTER, THE *GIRL* WEARING THE RED PARKA, BEGAN SKI LESSONS TODAY.  
*A. SUBJECT*  
*B. DIRECT OBJECT*  
*C. INDIRECT OBJECT*  
*
SUCCESS, THE DREAM OF MOST PEOPLE, IS NOT ALWAYS OBTAINED.

A. SUBJECT
B. DIRECT OBJECT
C. PREDICATE NOMINATIVE
* D. APPOSITIVE

THAT IS NO CONCERN OF YOURS.

A. SUBJECT
B. DIRECT OBJECT
C. INDIRECT OBJECT
*D. PREDICATE NOMINATIVE

WE VISITED THE AMUSEMENT PARK SEVERAL TIMES DURING THE SUMMER.

A. SUBJECT
*B. DIRECT OBJECT
C. INDIRECT OBJECT
D. PREDICATE NOMINATIVE

THE GROUP OF CAROLERS WAITED OUTSIDE THE HOUSE UNTIL THE LIGHTS WENT ON.

* A. SUBJECT
B. OBJECT OF PREPOSITION
C. PREDICATE NOMINATIVE
D. APPOSITIVE

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF SENTENCE COMPLEMENTS BY SELECTING SENTENCES ILLUSTRATING DIRECT OBJECTS, INDIRECT OBJECTS, PREDICATE NOMINATIVES, AND PREDICATE ADJECTIVES.

DIRECTIONS - CHOOSE THE SENTENCE THAT CONTAINS AN EXAMPLE OF EACH OF THE FOLLOWING TERMS.

DIRECT OBJECT
A. HE WAS THE PRESIDENT OF THE COMPANY.
*B. MR. SMITH THREW THE BALL TO HER.
C. THEY RAN RAPIDLY DOWN THE STREET.
D. IT HAD BEEN A LOVELY DAY.

PREDICATE NOMINATIVE
*A. SOME OF THE BOYS ARE HONOR STUDENTS.
B. THE BOYS WANTED TO CLIMB THE MOUNTAIN.
C. THEY SANG SONGS ALL EVENING.
D. WILL YOU BE READY ON TIME?

PREDICATE ADJECTIVE
A. MY FATHER REFINISHED THAT DESK.
B. THEY WANTED TO GET HOME BEFORE DARK.
C. HAVE YOU EVER BELIEVED IN SANTA CLAUS?
*D. IN A FEW MINUTES EVERYONE WAS ASLEEP.

INDIRECT OBJECT
A. RUNNING ON THE ICE, THE BOY SLIPPED AND FELL.
B. JIM BROWN WAS ELECTED PRESIDENT.
*C. SHE SENT HIM HIS CHRISTMAS PRESENT.
D. THIS DESSERT REALLY TASTES GOOD.
IPECT OBJECT
A. HE HIT THE TARGET WITH HIS ARROW.
B. I HAVE NEVER BEEN TO SPAIN.
C. THE DEMONSTRATION TURNED OUT TO BE A RIOT.
D. MY SISTER HAS BEEN A TEACHER FOR MANY YEARS.

REDICATE NOMINATIVE
*A. THAT IS NO CONCERN OF YOURS.
B. THERE WERE ONLY THREE BOYS AT THE PARTY.
C. DID YOU HEAR THAT NOISE?
D. MY ATTEMPTS AT WRITING ARE HORRIBLE.

REDICATE ADJECTIVE
A. HE IS A FARMER.
B. Colds ARE CONTAGIOUS.
C. RUN HOME QUICKLY.
D. PREPARE YOURSELF.

INDIRECT OBJECT
A. IT WAS THE LOVIEST DAY OF THE YEAR.
B. SHE APOLOGIZED FOR TALKING OUT OF TURN.
C. THE BOYS BUILT THEMSELVES A ROARING FIRE.
D. THE THOUGHT OF A TRIP WAS MOST EXCITING.

IPECT OBJECT
*A. BROKEN GLASS ON THE FLOOR CAN BE DANGEROUS.
*B. THE SCIENTIST BURNED HIS HAND ON THE HEATER.
C. THESE BONDS SHOULD BECOME VALUABLE.
D. PAUL IS OUR YOUNGEST SON.

PEDICATE NOMINATIVE
*A. JEAN AND JOAN HAVE BEEN ARTISTS FOR YEARS.
B. DID YOU USE CHALK FOR THAT PICTURE?
C. THE ROOM LOOKED NEAT AND CLEAN.
D. DONT THROW THAT BALL YET.

PEDICATE ADJECTIVE
*A. THE BOAT SEEMS TOO NARROW FOR THE FIVE PEOPLE.
B. HANG THE WET SHEETS ON THE LINE IN THE YARD.
C. HE ALWAYS WANTED TO BE A DOCTOR.
D. THE COUNTRY IS A WONDERFUL PLACE.

INDIRECT OBJECT
A. JEAN CERTAINLY LOOKED GLAMOROUS.
B. THE CAMPERS BUILT A FIRE.
C. MOM POLISHED HER SILVER.
*D. THE MAN OFFERED HER A SEAT.

DIRECT OBJECT
*A. WHEN HE GRADUATED, HE WAS GIVEN A GOLD WRIST WATCH.
B. HERBF IS GREAT NEWS FOR MUSIC LOVERS.
C. THERE WERE TEN PEOPLE COMING FOR DINNER.
D. LAKE TAHOE IS A FAMOUS VACATION AREA.

PEDICATE NOMINATIVE
*A. HE FELT A SHARP PAIN IN HIS BACK.
B. THE INDIANS TAUGHT US HOW TO PLANT CORN.
C. THE FLOOD WATERS HAD BEEN A THREAT TO THE LITTLE TOWN.
D. TAKE YOUR REPORT CARD HOME AND HAVE IT SIGNED.
**PRFIDICATE ADJECTIVE**

A. THE CROWD SHOUTED ITS APPROVAL.
B. OVERNIGHT THE RIVER DRIED UP.
*C. HIS BUSINESS CERTAINLY SEEMS PROSPEROUS.
D. WE GATHERED OUR THINGS TOGETHER.

**INDIRECT OBJECT**

A. EVERYONE IN THE CLASS SENT JOHN A BIRTHDAY CARD.
B. THE COMPANY THAT PRINTS CALENDARS DIDN'T HAVE THEM READY.
C. WE HAVE A NEW LIBRARIAN AT OUR SCHOOL.
D. THAT NEW BOY IS PROBABLY A GOOD WORKER.

**DIRECT OBJECT**

A. THE LETTER WAS THE ONLY MEMENTO WE STILL HAD.
B. THAT NEW BOY IS PROBABLY A GOOD WORKER.
*C. THE CROWD SHOUTED ITS APPROVAL.
D. MISS JONES IS THE FINEST PERSON I'VE EVER KNOWN.

**PRFIDICATE NOMINATIVE**

A. IN HIS YOUTH, MY FATHER WAS A MILKMAN.
B. THE MEAT WAS COOKED TO PERFECTION.
C. TRY TO CLIMB OVER THAT FENCE IF YOU CAN.
D. HE FELT A SHARP PAIN IN HIS BACK.

**PRFIDICATE ADJECTIVE**

A. THE CAMPERS WRIGGLED OUT OF THEIR SLEEPING BAGS.
D. DID YOU HAPPEN TO SEE THE FULL MOON LAST NIGHT?
C. FOUR PEOPLE ATTENDED WHO WERE NOT INVITED.
*D. THE TREE WAS REMARKABLY FRAGRANT.

**DIRECT OBJECT**

A. THE GROCERY BUSINESS CERTAINLY LOOKS PROSPEROUS.
B. THE MEAT WAS NOT WELL COOKED.
C. IN AUGUST, THE MEN HARVESTED THE CORN.
D. SPRING WILL SOON BE HERE.

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**THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF NOUNS AS INDIRECT OBJECTS OF VERBS BY IDENTIFYING SENTENCES WITH NOUNS USED AS INDIRECT OBJECTS.**

**SELECT THE SENTENCE IN WHICH THE STARRED WORD IS AN INDIRECT OBJECT.**

A. THE TEACHER* GAVE THE CLASS A LONG ASSIGNMENT FOR THE NEXT DAY.
B. THE TEACHER GAVE THE CLASS A LONG ASSIGNMENT* FOR THE NEXT DAY.
*C. THE TEACHER GAVF THE CLASS* A LONG ASSIGNMENT FOR THE NEXT DAY.

A. THE BOARD OF TRUSTEES VOTED THEIR MEMBERS A RAISE*.
*C. THE BOARD OF TRUSTEES VOTED THEIR MEMBERS* A RAISE.

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**THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF NOUNS AS INDIRECT OBJECTS OF VERBS BY IDENTIFYING SENTENCES WITH NOUNS USED AS INDIRECT OBJECTS.**

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*C. THE TEACHER GAVF THE CLASS* A LONG ASSIGNMENT FOR THE NEXT DAY.

A. THE BOARD OF TRUSTEES VOTED THEIR MEMBERS A RAISE*.
*C. THE BOARD OF TRUSTEES VOTED THEIR MEMBERS* A RAISE.
PREDICATE NOMINATIVES BY IDENTIFYING SENTENCES WITH NOUNS USED AS PREDICATE NOMINATIVES. %289

SELECT THE SENTENCE IN WHICH THE STARRED WORD IS A PREDICATE NOMINATIVE.

A. MR. SMITH* WAS ELECTED MAYOR OF GEORGETOWN IN A CLOSE ELECTION.
B. MR. SMITH WAS ELECTED MAYOR OF GEORGETOWN IN A CLOSE ELECTION*.
C. MR. SMITH WAS ELECTED MAYOR* OF GEORGETOWN IN A CLOSE ELECTION.

*A. BATISTA WAS A DICTATOR* OF CUBA.
B. BATISTA WAS A DICTOR OF CUBA*.
C. BATISTA* WAS A DICTATOR OF CUBA.

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A PROPER NOUN DISTINGUISHED FROM OTHER NOUNS BY SELECTING THE SENTENCE THAT CONTAINS A PROPER NOUN. %182

DIRECTIONS - CHOOSE THE LETTER IN FRONT OF THE SENTENCE THAT HAS AS ITS SUBJECT A PROPER NOUN.

A. EVERYBODY HAD A GOOD TIME.
B. MISS SULLIVAN ATE AN APPLE.
C. NO ONE SPOKE.
D. SOMETHING MUST HAVE HAPPENED TO HER.

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF NOUNS BY SELECTING THE WORD THAT ACTS AS A NOUN IN A GIVEN SENTENCE. %218

DIRECTIONS - SELECT THE ONE WORD WHICH IS *NOT* A NOUN, FROM THE WORDS BELOW EACH SENTENCE.

THE PUPPY SHOWED HIS AFFECTION FOR JACKIE BY NIPPING AT HER HEELS.
A. PUPPY
B. AFFECTION
C. HER
D. HEELS

CRUELTY TO ANIMALS SHOULD BE A CONCERN OF ALL PEOPLE.
A. CRUELTY
B. ANIMALS
C. CONCERN
D. ALL

HFR COMPLAINTS OFTEN ANNOYED HER FRIENDS AND RELATIVES.
A. COMPLAINTS
B. ANNOYED
C. FRIENDS
D. RELATIVES

A LAWYER'S HELP WAS NEEDED BECAUSE THE DEFENDANT WAS CONFUSING TO
MR. REEM.
A. HELP
B. DEED
*C. CONFUSING
D. MR. REEM

JACKS SPRAINED ANKLE KFPT HIM FROM SKIING IN COLORADO DURING CHRISTMAS VACATION.
A. ANKLE
B. COLORADO
*C. CHRISTMAS
D. VACATION

THE PIECE OF PAPER WITH THE IMPORTANT MESSAGE FLOATED SILENTLY TO THE GROUND.
A. PIECE
B. PAPER
*C. IMPORTANT
D. MESSAGE

A LARGE AMOUNT OF MONEY WAS NEEDED TO RESTORE THE FAMOUS LANDMARK.
A. AMOUNT
B. MONEY
*C. FAMOUS
D. LANDMARK

THE NEED FOR ANOTHER SCHOOL WAS APPARENT WHEN THE NEW SUBDIVISION WAS BUILT.
A. NEED
*R. ANOTHER
*C. SCHOOL
D. SUBDIVISION

AT SOME TIME EVERY PERSON FEELS HAPPINESS AND SADNESS.
*A. SOME
B. TIME
*C. HAPPINESS
D. SADNESS

THE NEED OF THAT FAMILY WAS GREAT SINCE THE FATHER WAS AN INVALID.
A. NEED
B. FAMILY
*C. GREAT
D. INVALID

HF HAD A GREAT DEAL OF PRIDE IN HIS ABILITIES.
A. HF
B. DEAL
*C. PRIDE
D. ABILITIES

A HALF GALLON OF ICE CREAM WAS NOT ENOUGH FOR THAT LARGE CROWD.
A. GALLON
B. ICE CREAM
*C. ENOUGH
D. CROWD

AN APPOINTMENT TO SEE THE DOCTOR COULD NOT BE MADE UNTIL NEXT
ALTHOUGH THE FAKE DIAMOND SPARKLED, JERRY THOUGHT IT WAS NO SUBSTITUTE FOR THE REAL THING.
*A. FAKE
B. JERRY
C. SUBSTITUTE
D. THING

AS TERRY SAT THERE ALONE, HE REMEMBERED HIS HOME HAD ALWAYS BEEN FILLED WITH LAUGHTER.
*A. TERRY
B. ALONE
C. HOME
D. LAUGHTER

THE LITTLE BOY WAS NEVER SURE IF HIS ACTIONS WOULD BRING A REWARD OR A PUNISHMENT.
*A. NEVER
B. ACTIONS
C. REWARD
D. PUNISHMENT

FOR A YOUNG CHILD, TIM HAD A BROAD RANGE OF INTERESTS.
*A. TIM
B. BROAD
C. RANGE
D. INTERESTS

THE COLD BEGAN TO SEEP THROUGH HIS HEAVY COAT, AND JOHN HOPED HE'D GET THERE SOON.
*A. COLD
B. COAT
C. JOHN
D. THERE

THERE WERE MANY STRANGERS IN TOWN THAT DAY, AND A FEELING OF EXCITEMENT HUNG IN THE AIR.
*A. THERE
B. FEELING
C. EXCITEMENT
D. AIR

OUR OUTING WAS CANCELLED BECAUSE OF THE THREAT OF TORNADOES.
*A. OUR
B. OUTING
C. THREAT
D. TORNADOES

HIS TENDENCY TOWARD VIOLENCE IS APPARENT IN HIS ACTIONS.
*A. TENDENCY
B. VIOLENCE
C. APPARENT
D. ACTIONS
GIVEN SEVERAL PHRASES IN WHICH THE SAME WORD APPEARS, THE STUDENT CAN SHOW UNDERSTANDING OF NOUNS BY SELECTING THE PHRASE IN WHICH THE RECURRING WORD IS USED AS A NOUN.

DIRECTIONS - INDICATE IN WHICH PHRASE THE STARRED WORD IS USED AS A NOUN.

* A. THE ANIMAL * FARM *
  B. THE * FARM * ANIMALS
  C. WILL * FARM * THE LAND

* A. BROKE HIS NEW * SKI *
  B. OFF THE * SKI * JUMP
  C. CAN * SKI * WELL

A. THE * STAMP * MACHINE
B. * STAMP * THE LETTER
C. GLUED THE * STAMP * ON IT

A. BROUGHT THE * REPORT * CARD
B. GAVE A * REPORT * TO THE CLASS
C. MUST * REPORT * TO THE CLASS

* A. THE MOTHERS * LOVE * FOR HER CHILD
  B. * LOVE * YOUR ENEMIES
  C. THE ANTIQUE * LOVF * SEAT

A. WALKED * DOWN * THE STAIRS
B. TRIED TO * DOWN * THE FOOTBALL
C. USED * DOWN * TO FILL PILLOWS

* A. THE * TRY * WAS FUTILE.
  B. PLEASE * TRY * AGAIN.
  C. HF WILL * TRY * HARD.

A. TERRIBLE * SNOW * STORM
B. * SNOW * PILED HIGH
C. WILL * SNOW * SOON

* A. WAS * FORCE * NECESSARY
  B. DONT * FORCE * THE LOCK.
  C. * FORCE * HIM TO WORK.

A. * CHEER * THE TEAM
B. THE * CHEER * WAS LOUD
C. TO * CHEER * HER UP

A. FOUND A * CAMP * SITE
B. * CAMP * OUT ON OUR VACATION
C. GONE TO SUMMER * CAMP *

* A. CUTTING * COMMENT *
  B. * COMMENT * ON THAT IDEA
  C. WILL * COMMENT * LATER

* A. HER * DREAM * OF THE FUTURE
  B. SHE WILL * DREAM *
  C. SLEEP AND * DREAM *

* A. BROKE THE WOODEN * PADDLE *
R. CANT *PADDLE* UPSTREAM
C. PLAY *PADDLE* BALL

A. COLORFUL *BEACH* BALL
*B. A ROCKY *BEACH*
C. *BEACH* THE CRAFT

A. *FISH* FOR SALMON
B. A DEEP SEA *FISH*
C. BELIEVE HIS *FISH* STORY

*A. THF *PARALLEL* OF TWO LINES
R. THF *PARALLFL* LINES
C. GYMNASTICS ON *PARALLEL* BARS

A. WILL *ICE* THE BIRTHDAY CAKE
B. FOUND *ICE* ON THE POND
C. MAKES *ICE* CUHES QUICKLY

A. *BLANKET* FACTORY
*B. A *BLANKET* OF SNOW
C. *BLANKET* THE HILLSIDE WITH SNOW

A. DONT *HANDLE* THE KITCHEN
*B. BROKE THE *HANDLE* OFF
C. HIS *HANDLE* BAR

A. THF *HANGING* GARDEN OF BABYLON
R. AM *HANGING* THF PICTURE
*C. A BURLAP WALL *HANGINr,

A. POUND WITH THE *HAMMER*
B. *HAMMER* THE NAIL
C. CAN *HAMMER* HARD

A. *TEST* A SKILL
*B. TO FAIL A *TEST*
C. A HARD *TFST* QUESTI0N

A. WILL *RUN* HOME QUICKLY
*B. IF THE TRIAL *RUN* FAILED
C. *RUN* FASTER THAN YOU

*A. DO HARD *WORK*
B. HAS TO *WORK* HARD
C. THF *WORK* BENCH IN THE GARAGE

*A. COULD NOT KEEP *SCORE*
B. HELP *SCORE* THE TESTS
C. BAD *SCORE* CARD

*A. MADE A *STUDY* OF JUNGLE ANIMALS
R. WILL *STUDY* FOR THF FXAM
C. A NOISY *STUDY* HALL

A. CAREFUL WITH THE *PAPER* CUTTER
B. WILL *PAPER* THE STAIRWELL
*C. READ THE *PAPER* REGULARLY

A. *DANCE* WITH SOMFONF
B. DONT WANT TO *DANCE* TONIGHT

A. 3100642
B. 3100642
C. 3100642

A. 3100643
B. 3100643
C. 3100643

A. 3100644
B. 3100644
C. 3100644

A. 3100645
B. 3100645
C. 3100645

A. 3100646
B. 3100646
C. 3100646

A. 3100647
B. 3100647
C. 3100647

A. 3100648
B. 3100648
C. 3100648

A. 3100649
B. 3100649
C. 3100649

A. 3100650
B. 3100650
C. 3100650

A. 3100651
B. 3100651
C. 3100651

A. 3100652
B. 3100652
C. 3100652

A. 3100653
B. 3100653
C. 3100653

A. 3100654
B. 3100654
C. 3100654

A. 3100655
B. 3100655
C. 3100655

A. 3100656
B. 3100656
C. 3100656

A. 3100657
B. 3100657
C. 3100657
C. CAME TO THE DANCE ALONE
A. CHILD'S AIR RIFLE
* B. AIR* WAS POLLUTED
C. MUST AIR* THE PILLOWS

* A. HEARD THE BAND* PLAY
B. A SUMMER BAND* CONCERT
C. MUST BAND* TOGETHER FOR SAFETY

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF A NOUN AS
A SUBJECT OF A SENTENCE BY IDENTIFYING SENTENCES WITH NOUNS USED
AS SUBJECTS.  %20

SELECT THE SENTENCE IN WHICH THE STARRED WORD IS A SUBJECT.

A. TWO NATIONS SHARE AN ISLAND* IN THE CARIBBEAN.
B. TWO NATIONS* SHARE AN ISLAND IN THE CARIBBEAN.
C. TWO NATIONS SHARE AN ISLAND IN THE CARIBBEAN**.

A. THE TRAIL OF THE JET STREAM MADE A WHITE LINE ACROSS THE
SKY*.
B. THE TRAIL OF THE JET STREAM* MADE A WHITE LINE ACROSS THE
SKY.
C. THE TRAIL** OF THE JET STREAM MADE A WHITE LINE ACROSS THE
SKY.

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THE STUDENT SHOWS KNOWLEDGE OF OBJECTS OF PREPOSITIONS BY
SELECTING THE OBJECT FROM SENTENCES CONTAINING PREPOSITIONAL
PHRASES.  %20

DIRECTIONS - IN EACH SENTENCE BELOW CHOOSE THE WORD THAT IS THE
OBJECT OF THE PREPOSITION IN A PREPOSITIONAL PHRASE.

THE MAN BEHIND THE COUNTER SHOWED US SEVERAL ALBUMS.
A. MAN
B. COUNTER
C. US
D. ALBUMS

THE CARS FENDER HAD BEEN CRUMPLED IN THE ACCIDENT.
A. CARS
B. FENDER
C. CRUMPLED
D. ACCIDENT

WE SPENT A COOL SUMMER BY THE LAKE.
A. WE
B. COOL
C. SUMMER
D. LAKE

THE SIGNAL WAS GIVEN TO THE RUNNERS AND THE RACE BEGAN.
A. SIGNAL
B. RUNNERS

73
C. PACe
D. REGAN

THE REPORT ABOUT THE REVOLUTION SEEMED TOO LONG.
A. REPORT
B. ABOUT
*C. REVOLUTION
D. LONG

THE LITTLE OLD LADY PLANTED FLOWERS IN A STRAIGHT ROW.
A. LADY
B. FLOWERS
C. STRAIGHT
*D. ROW

THE DRAWER WAS FILLED WITH BROKEN PENS AND PENCILS.
A. DRAWER
B. PENS
C. PENCILS
*D. PENS AND PENCILS

THE STRAWBERRY JAM MADE BY GRANDMOTHER WAS DELICIOUS.
A. STRAWBERRY
B. JAM
*C. GRANDMOTHER
D. DELICIOUS

BOOKS AND PAPERS CAME TUMBLING OUT OF HIS LOCKER.
A. BOOKS
B. PAPERS
C. BOOKS AND PAPERS
*D. LOCKER

THE WAITRESS BROUGHT COKES AND HAMBURGERS TO US.
A. WAITRESS
B. COKES
C. HAMBURGERS
*D. US

THE OBEYED CHILD PUT HIS TOYS INTO THE CHEST.
A. OBEYED
B. CHILD
C. TOYS
*D. CHEST

THE GIRL WITH THE SUITCASE AND HATBOX WAITED PATIENTLY.
A. GIRL
B. SUITCASE
C. HATBOX
*D. SUITCASE AND HATBOX

THE DANGEROUS CURVE WAS COVERED WITH ICE AND SNOW.
A. CURVE
B. ICE
*C. SNOW
*D. ICE AND SNOW

AUNT SARA BROUGHT SALLY AND SUE GIFTS FOR THEIR BIRTHDAYS.
A. SARA
B. SALLY AND SUE
C. GIFTS
THE ALARM CLOCK RANG BEFORE SIX O'CLOCK.
A. ALARM
B. CLOCK
C. SIX
*D. O'CLOCK

THE NOISE IN THE HALL DISTRACTS US.
A. NOISE
* B. HALL
C. US
D. HALL, US

GARY Gobbled HIS DINNER IN FIVE MINUTES BECAUSE HE WAS LATE.
A. GARY
B. DINNER
* C. MINUTES
D. HE

I DIDN'T FINISH THE BOOK BECAUSE IT WAS WRITTEN IN A DIFFICULT
STYLE.
A. I
B. BOOK
* C. DIFFICULT
D. STYLE

Our DOG BRINGS THE EVENING PAPER TO DAD.
A. DOG
B. EVENING
C. PAPER
*D. DAD

WE OWE THEM A DEBT FOR THEIR KINDNESS.
A. WE
B. THEM
C. DEBT
*D. KINDNESS

THE STUDENT WILL SHOW UNDERSTANDING OF CASE BY SELECTING SUBJECT
PRONOUN, OBJECT PRONOUN, PREDICATE NOMINATIVE, OR POSSESSIVE
PRONOUN AS NEEDED TO COMPLETE A GIVEN SENTENCE.  0073

FROM THE LIST BELOW, SELECT THE ONE THAT IS NEEDED TO COMPLETE
THE SENTENCE.
A. IF YOU NEED A SUBJECT PRONOUN.
B. IF YOU NEED AN OBJECT PRONOUN.
C. IF YOU NEED A PREDICATIVE NOMINATIVE.
D. IF YOU NEED A POSSESSIVE PRONOUN.

The LIBRARIAN GAVE THE BOY AND A LIST OF BOOKS TO READ.  *B  3100428

MY FATHER AND WERE IN THE BOAT.  *A  3100429

EVERY ONE OF THE SERVANTS HAS WORK TO DO.  *D  3100430

AMERICA IS NOTED FOR THE BEAUTY OF SCENERY.  *D  3100431
DID TOM SPEAKO *H
THE GIRL IN RED IS . *C
THE RUNAWAYS WERF TOM SAWYER AND . *C
ANYONE MAY SUCCEED IF WISHES TO DO SO. *A

THE STUDENT WILL SHOW UNDERSTANDING OF CASE BY CATEGORIZING SPECIFIED PRONOUNS IN SENTENCES AS NOMINATIVE, OBJECTIVE, OR POSSESSIVE. %475

DIRECTIONS
SELECT THE LETTER OF THE ANSWER THAT BEST DEFINES THE STARRED WORD.

BRING *ME* A LIGHT PLEASE.
A. NOMINATIVE 3100463
B. OBJECTIVE 3100463
C. POSSESSIVE 3100463

WHO IS TO GO WITH *US*?0
A. NOMINATIVE 3100464
B. OBJECTIVE 3100464
C. POSSESSIVE 3100464

NO, IT WAS NOT *I*r1
*A. NOMINATIVE 3100465
B. OBJECTIVE 3100465
C. POSSESSIVE 3100465

WHOM DID HE MEET AT *HIS* COUSINS HOUSEO
A. NOMINATIVE 3100466
B. OBJECTIVE 3100466
C. POSSESSIVE 3100466

THE STUDENT CAN SHOW UNDERSTANDING OF PRONOUN CASE BY CHOOSING THE PRONOUN TO COMPLETE A SENTENCE CORRECTLY. %240

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

COURTESIously, DAVID AND LISTENED TO THE OLD MAN. 3100729
A. ME 3100729
B. THEM 3100729
*C. HE 3100729
D. US 3100729

OUR SNOOPY NEIGHBOR WAS WATCHING BOYS. 3100730
*A. US 3100730
B. WE 3100730
C. THEM 3100730

WOULD YOU BRING MERRY AND SOME PAPER. 3100731
*1. ME 3100731
*2. MF 3100731
Will you give and me permission to go?

Show the girls and the way.

The girls and are anxious to leave.

It is Sara and.

The ones that did the damage were.

Girls shopped all afternoon.

I wish you could take sherry and along.

It was Barry and who were caught.

And I examined the ancient landmark.

That was whom we met downtown.

C. HE
D. THEY

A. SHE
*B. HER
C. THEY
D. HE

A. THEY
*B. US
C. HE
D. WE

A. THEY
B. US
C. THEM
D. HIM

A. THEY
B. US
C. THEM
D. HIM

A. US
B. THEM
*C. THEY

A. THEM
B. US
*C. WE
D. THEY

A. I
*B. ME
C. THEY
D. WE

A. HIM
B. THEM
C. ME
*D. HE

*A. SHE
B. HER
C. HIM
D. THEM
THE TEACHER GAVE AND ME A WARNING GLANCE.

A. SHE
B. THEY
C. HE
*D. HIM

THE LITTLE RACCOON WAS SUCH A NUISANCE THAT I HAD TO GIVE TO THE ZOO.

A. HE
*B. HIM
C. SHE

DID YOU KNOW KRISTY AND IN THEIR COSTUMESO

A. HE
B. SHE
*C. HER
D. THEY

OUR CLASS SENT LETTERS TO BARBARA AND WHEN THEY HAD THE MEASLES.

*A. HER
B. SHE
C. HE
D. THEY

MOTHER CALLED TO JIM AND

* A. HIM
B. SHE
C. HE
D. I

IT WAS BOYS OUTSIDE YOUR WINDOW LAST NIGHT.

A. US
*B. WE
C. THEM

WONT YOU CHOOSE OUR FRIENDS AND FIRSTO

A. HE
B. WE
*C. US
D. SHE

GRANDMOTHER SENT CHRISTMAS PACKAGES TO OUR COUSINS AND EARLY.

*A. US
B. WE
*C. THEY
D. SHE

COULD YOU FINISH THIS PAPER FOR

A. THEY
*B. THEM
C. HE
D. SHE

FATHER PAID JERRY AND FOR THEIR WORK.
THE STUDENT WILL SHOW COMPREHENSION OF PRONOUN CASE BY SELECTING THE CASE OF GIVEN WORDS IN SENTENCES.

DIRECTIONS
IDENTIFY THE USE OF THE STARRED PRONOUN IN EACH SENTENCE BELOW BY CHOOSING ONE OF THE LISTED ALTERNATIVES.

A. SUBJECT OF THE VERB
B. PREDICATE NOMINATIVE
C. OBJECT OF A VERB
D. OBJECT OF A PREPOSITION

HAVE YOU SEEN MARY AND *HER* TODAY? *C

THE GIFT WAS GIVEN TO JOE AND *ME*. *D

WILL YOU GO WITH *ME*? *D

MY MOTHER AND *I* WANT TO THANK YOU. *A

WAS IT *YOU* I HEARD AT THE DOOR? *B

BETWEEN YOU AND *ME*, I DON'T BELIEVE THAT STORY. *D

I SENT *HIM* A LETTER. *C

IT MUST HAVE BEEN *THEY*. *B

WE TRIED TO SIT NEAR *YOU* AND HIM WHEN WE WENT TO THE SHOW. *D

WE AND *THEY* HAVE TAKEN MANY TRIPS TOGETHER. *A

DID YOU HIT *HER* ACCIDENTALLY, OR WAS IT ON PURPOSE? *C

BEHIND *HIM* STOOD THE TALL, DARK FIGURE OF A MAN. *D

WHENEVER OUR FAMILY TAKES A TRIP, MY SISTER AND *I* LIKE TO PACK LUNCHES. *A

I HEAR MY MOTHER CALLING MY BROTHER AND *ME*. *C

THE ATTENDENTS WILL RE YOU AND *HE*. *B

SALLY AND *HE* PLANNED TO GO TO THE PARTY LATER. *A

COULD IT HAVE BEEN *SHE*? *B

I NOTICED RECKY AND *HIM* STANDING BY THE POOL. *C

THE STARS OF THE PLAY WERE DEBBY AND *SHE*. *B

YOU AND *I* HAD BETTER GET HOME QUICKLY. *A

THAT MEMBER OF THE SKI PATROL SHOUTED TO *US* AS WE MADE THE WRONG TURN. *D

MY SISTER GREETED JOHN AND *HIM* AT THE DOOR. *C

THE WINNER IS EITHER YOU OR *HE*. *B
my brother and *i* are the only redheads in the family. *a

seven children accompanied john and *me* to the store. *c

miss johnson said the players on the team would be david and *i*. *b

david and *i* would be the players on the team. *a

my neighbor gave *us* two tickets to the football game. *c

have you ever seen john and *him* play on that particular team? *c

the responsibility will have to rest upon you and *her*. *d

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

students will show comprehension of the proper case of personal pronouns by selecting the pronoun to complete given sentences. *0195

directions
select the answer that completes the sentence.

two of the fastest runners are ted and
a. her.
*b. she.*

our neighbors and love to play bridge.
a. us
*b. we*

they lived a block from
a. us.
*b. we.*

the ticket sellers for the game are tom and
a. me.
*b. i.*

the large man sat between jean and
a. me.
*b. i.*

the ball had been thrown to david, barry, allen and
a. me.
*b. i.*

my family, my friend jill, and went to colorado to ski.
*a. us
*b. i.*

that mountain in vail should impress both and you.
*a. him
*b. he*

girls really enjoyed it.
a. us
Have Joe and ever gone skiing
A. Her
B. She

My brother is taller than
A. Me
B. I

I sent to the store.
A. Them
B. They

That's sitting on the bench.
A. Him
B. He

Can Joe and help
A. Her
B. She

I'll buy Chris and some doughnuts for breakfast.
A. Me
B. I

As the counselor took Jerry and through the school, their fears disappeared.
A. Her
B. She

Did you see the Smiths and at the game?
A. Them
B. They

Please don't choose Hank or for the game.
A. Him
B. He

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

The student will demonstrate his ability to distinguish between pronouns used as subjects, predicate nominatives, direct objects of verbs, indirect objects of verbs and objects of prepositions by classifying pronouns in given sentences.

Select the use of the pronoun in each sentence.

Harry brought us some sandwiches.
A. Subject
B. Predicate nominative
C. Direct object of a verb
D. Indirect object of a verb
E. Object of a preposition

The boys chased them down the street.
A. SUBJECT
B. PREDICATE NOMINATIVE
* C. DIRECT OBJECT OF A VERB
D. INDIRECT OBJECT OF A VERB
E. OBJECT OF A PREPOSITION

WHAT SIZE IS THIS?
*A. SUBJECT
B. PREDICATE NOMINATIVE
C. DIRECT OBJECT OF A VERB
D. INDIRECT OBJECT OF A VERB
E. OBJECT OF A PREPOSITION

THE PERSON AT THE DOOR MAY BE HE.
A. SUBJECT
*B. PREDICATE NOMINATIVE
C. DIRECT OBJECT OF A VERB
D. INDIRECT OBJECT OF A VERB
E. OBJECT OF A PREPOSITION

THE CO-CAPTAINS WERE MARY AND I.
A. SUBJECT
B. PREDICATE NOMINATIVE
C. DIRECT OBJECT OF A VERB
D. INDIRECT OBJECT OF A VERB
*E. OBJECT OF A PREPOSITION

THE FAMILY LEFT WITHOUT JOHN AND ME.
A. SUBJECT
B. PREDICATE NOMINATIVE
C. DIRECT OBJECT OF A VERB
D. INDIRECT OBJECT OF A VERB
*E. OBJECT OF A PREPOSITION

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF THE INDEFINITE PERSONAL PRONOUNS BY IDENTIFYING THE CORRECT USAGE IN A LIST OF SENTENCES. *2*

SELECT THE SENTENCE IN WHICH THE INDEFINITE PERSONAL PRONOUN IS CORRECTLY USED.
*A. EVERYONE IS COMING.
B. EVERYONE ARE COMING.
C. EACH OF THEM LOST THEIR SHOES.
D. EACH OF THEM ARE COMING.

A. EVERYONE WILL TAKE THEIR TURN.
*B. FEW ARE LEFT FOR THE FINAL GAME.
C. TOO FEW IS LEFT FOR A GOOD AUDIENCE.

THE STUDENT WILL SHOW UNDERSTANDING OF RELATIVE CLAUSES BY SELECTING THEIR USE IN SENTENCES. *10*

DIRECTIONS
THE CLAUSE IN EACH SENTENCE IS IN PARENTHESES. CHOOSE THE
RESPONSE FROM THE LIST BELOW THAT IDENTIFIES WHAT THE RELATIVE PRONOUN HAS REPLACED.

A. A SUBJECT REFERRING TO A PERSON
B. A SUBJECT *NOT* REFERRING TO A PERSON
C. AN OBJECT REFERRING TO A PERSON
D. AN OBJECT *NOT* REFERRING TO A PERSON

WE DIDN'T RECOGNIZE THE PEOPLE %WHO CAME IN NEXT. *A
THIS IS THE SCHOOL %THAT ROBERT ATTENDS. *D
THE BOY %THAT HE SAW WAS FRIGHTENED. *C
A PERSON %WHOM HE HAD MET SPOKE TO HIM. *C
HE MET A MAN %WHOM HE HAD SEEN IN CHICAGO. *C
HE HAS A FRIEND %THAT CAN READ FRENCH. *A
JOHN HAD A HORSE %THAT COULD RUN ALL DAY. *B
THE FISH %THAT GOT AWAY WAS LARGER. *B
I READ A BOOK %THAT MY TEACHER GAVE ME. *D
THE MEN %WHO DEFENDED THE BOYS WERE POLICEMEN. *A

THE STUDENT WILL SHOW UNDERSTANDING OF THE FOUR TYPES OF SENTENCES BY SELECTING THE SENTENCE FROM AMONG FOUR ALTERNATIVES THAT EXEMPLIFIES A SPECIFIED TYPE. SENTENCES ARE NOT PUNCTUATED. THE FOLLOWING DEFINITIONS MAY BE USED AS CRITERIA FOR IDENTIFICATION.

1. THE DECLARATIVE SENTENCE MAKES A STATEMENT.
2. THE INTERROGATIVE SENTENCE ASKS A QUESTION.
3. AN IMPERATIVE SENTENCE GIVES A COMMAND OR MAKES A REQUEST.
4. AN EXCLAMATORY SENTENCE SHOWS EXCITEMENT OR EXPRESSES STRONG FEELING.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

FROM THE FOUR SENTENCES BELOW SELECT THE IMPERATIVE SENTENCE.
A. SHAKESPEARE WAS BORN IN 1854
B. GIVE ME MY HAT, PLEASE
C. CURIOUSITY IS THE BEGINNING OF KNOWLEDGE
D. JOHNNY IS A FOURTH GRADER

FROM THE FOUR SENTENCES BELOW SELECT THE INTERROGATIVE SENTENCE.
A. THE NERVOUS RADIO ANNOUNCER STAMMERED SEVERAL TIMES
B. GET MY GUN, JIM
C. WILL YOU COME HOME
D. THEY'RE LOST

FROM THE FOUR SENTENCES BELOW SELECT THE DECLARATIVE SENTENCE.
A. CURIOUSITY IS THE BEGINNING OF KNOWLEDGE
B. GET OUT
C. CAN YOU PAINT THE WALL
FROM THE FOUR SENTENCES BELOW SELECT THE EXCLAMATORY SENTENCE.

A. DO YOUR HOMEWORK EVERY NIGHT
B. BLUE IS MY FAVORITE COLOR
*C. FIRE SHE CRIED
D. PLEASE, MAY SHE REPORT LATE

THE STUDENT WILL SHOW COMPREHENSION OF THE FOUR SENTENCE TYPES BY CATEGORIZING GIVEN SENTENCES AS DECLARATIVE, IMPERATIVE, INTERROGATIVE, OR EXCLAMATORY.

SELECT THE ANSWER WHICH BEST DESCRIBES THE FUNCTION OF THE GIVEN SENTENCE.

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

THE STUDENTS ARE REHEARSING A CLASS PLAY. *A
WHAT DID THE CHILDREN BUY AT THE STORE? *C
WHAT A BONFIRE! *D
SHUT THE DOOR. *B
HAS YOUR TEAM WON MANY GAMES? *C
WE WERE SPELLBOUND BY THE GAME. *A

THE STUDENT WILL SHOW KNOWLEDGE OF CLASSIFICATION OF SENTENCES ACCORDING TO FUNCTION BY MATCHING DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY WITH THEIR DEFINITIONS.

DIRECTIONS
MATCH EACH SENTENCE TYPE WITH THE QUESTION THAT DEFINES IT.

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

WHICH SENTENCE TYPE EXPRESS A COMMAND? *C
WHICH SENTENCE TYPE ASK A QUESTION? *B
WHICH SENTENCE TYPE MAKE A STATEMENT? *A
WHICH SENTENCE TYPE EXPRESS SURPRISE OR STRONG EMOTION? *D
PUNCTUATION

DIRECTIONS - MATCH EACH SENTENCE WITH THE SENTENCE TYPE THAT BEST DESCRIBES IT.

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

WHERE IS MY LIBRARY BOOK  *B  3101012
HELP HERE COMES THE MONSTER  *D  3101013
FIND THAT PAPER BEFORE YOU LEAVE CLASS  *C  3101014
DONT GO  *C  3101015
HOW MANY PEOPLE WERE AT THE PARTY  *B  3101016
THE FIRST TRIP AROUND THE MOON WAS SUCCESSFUL  *A  3101017
SHE KEPT GLANCING AT THE BOY ACROSS THE STREET  *A  3101018
WHAT WILL HAPPEN IF I DONT FINISH  *B  3101019
WE HAVE JUST BOUGHT A NEW HOUSE  *A  3101020
OTTO WAS A VERY UNUSUAL CHILD  *A  3101021
LOOK, MOM NO CAVITIES  *D  3101022
WHAT AN UGLY TOAD  *D  3101023
IS THIS THE LATEST STYLE OF SHOES  *B  3101024
CALL ME WHEN YOU GET HOME  *C  3101025
MUST WE INVITE NORMAN  *B  3101026
WE HAD TO INVITE TIM  *A  3101027
INVITE NORMAN  *C  3101028
LOOK BEFORE YOU LEAP  *C  3101029
FOREIGN CARS GIVE GOOD MILEAGE  *A  3101030
I WILL NEVER GO THERE AGAIN  *D  3101031
BE SURE THE DOOR IS CLOSED  *C  3101032
TURN THE RADIO DOWN  *C  3101033
CAN WE CHEW GUM IN CLASS  *B  3101034
WHERE DID YOU LOSE IT  *B  3101035
WHAT A MEAN THING TO SAY  *D  3101036
TRY TO SMILE  *C  3101037
WHAT WOULD BE THE JUST THING TO DO?
I WISH I COULD BUY A NEW COAT
HELP THE ROPE BROKE
WHO KNOCKED ON THE DOOR
BEFORE YOU LEAVE, HANG UP YOUR CLOTHES
MATHEMATICS IS A DIFFICULT SUBJECT FOR ME
AREN'T YOU ASHAMED OF YOURSELF
THE AWKWARD SILENCE WAS BROKEN
NEVER WILL I GO INTO THAT STORE AGAIN
WHEN THE RAIN STOPS, WALK TO THE STORE FOR SOME MILK
WHAT A PLACE FOR A ROLLER SKATE
THE ASSEMBLY DIDN'T INTEREST ME
IF THE PETS A MOUSE
ACCORDING TO THE DICTIONARY, I HAD SPOTTED THE WORD INCORRECTLY
WHY DO YOU WANT TO GO TO COLLEGE
FOLLOW ME
CLEAR THE TABLE, WASH THE DISHES, AND SWEEP THE FLOOR
DON'T THEY PLAY NINE INNINGS
SKATE UNTIL DARK, BUT THEN COME HOME
WHAT BIG TEETH YOU HAVE

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PURPOSES OF SENTENCES: DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY BY SELECTING THE CORRECT PURPOSE OF GIVEN SENTENCE TYPES.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE PURPOSE OF A DECLARATIVE SENTENCE IS TO
A. ASK A QUESTION.
B. MAKE A STATEMENT.
C. DEMAND AN ACTIVITY.
D. EXPRESS STRONG FEELING.

THE PURPOSE OF AN EXCLAMATORY SENTENCE IS TO
A. ASK A QUESTION.
B. MAKE A STATEMENT.
C. DEMAND AN ACTIVITY
D. EXPRESS STRONG FEELING

THE PURPOSE OF AN INTERROGATIVE SENTENCE IS TO
A. ASK A QUESTION.
B. MAKE A STATEMENT.
C. DEMAND AN ACTIVITY.
D. EXPRESS STRONG FEELING.

THE PURPOSE OF AN IMPERATIVE SENTENCE IS TO
A. ASK A QUESTION.
B. MAKE A STATEMENT.
C. DEMAND AN ACTIVITY.
D. EXPRESS STRONG FEELING.

THE STUDENT WILL SHOW UNDERSTANDING OF THE PREDICATE OF A SENTENCE BY SELECTING PHRASES THAT CAN ACT AS PREDICATES.

DIRECTIONS
All of the groups of words in each item can be used as a predicate except one. Select the letter of the one group of words that can *not* be used as a predicate.

*A. A THICK FOG
B. ROSE FROM THE GROUND
C. CAME HOME
D. HAD BEEN GRADUATED

A. CROSS THE VALLEY
B. LIGHT THE WAY
C. RUN TOO FAST
D. THE HIGH MOUNTAIN

A. LANDED SAFELY
B. PHONE ME
C. THE TELEPHONE
D. HAS BEEN SICK

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE SIMPLE PREDICATE IN A SENTENCE BY SELECTING IT FROM A GIVEN SENTENCE.

DIRECTIONS - CHOOSE THE SIMPLE PREDICATE IN EACH OF THE SENTENCES BELOW.

HAVE YOU EVER SEEN A PURPLE COW?
A. HAVE EVER
B. HAVE SEEN
C. SEEN
D. EVER

FOR LUNCH I WILL HAVE A HOT DOG AND A MILKSHAKE.
A. HAVE
B. LUNCH
C. FOR LUNCH
SUDDENLY A LOUD CRASH RESOUNDED THROUGHOUT THE HOUSE.

PLEASE DON'T EAT ANY OF THAT CHOCOLATE CAKE.

THERE WERE SEVERAL THOUSAND PEOPLE ATTENDING MY COUSINS WEDDING.

WHY DID YOU BAKE A CHOCOLATE CAKE?

NEXT TUESDAY OUR CLUB IS NOT PLANNING TO ATTEND A LECTURE AT THE MUSEUM.

THE APOLLO VIII WAS THE FIRST SPACECRAFT TO CIRCLE THE MOON.

THE STONE STEPS IN THE YARD LEAD TO THE SUMMER HOUSE.

HADN'T YOU EVER MET HIM BEFORE THIS?

HAVE YOU NEVER CRITICIZED ONE OF YOUR TEACHERS?

TO ATTRACT PEOPLE WITH SIMILAR INTERESTS, THE STAMP COLLECTORS ADVERTISED IN THE NEWSPAPER.
**ATTRACTION**

C. COLLECTORS

*D. ADVERTISED

SHOULDN'T I HAVE BEEN TOLD ABOUT THAT MATTER?

A. HAVE BEEN

B. HAVE BEEN TOLD

*C. SHOULD HAVE BEEN TOLD

D. SHOULDN'T HAVE BEEN TOLD

HE DID ALL THE WORK ON THE HOUSE HIMSELF.

A. DID

B. ALL

C. WORK

D. ON

AT THIS FACTORY ARE MADE AUTHENTIC PLASTIC MODELS OF SHIPS AND PLANES.

A. ARE

B. MADE

*C. ARE MADE

D. MODELS

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THE STUDENT CAN SHOW COMPREHENSION OF THE SIMPLE SUBJECT AND THE SIMPLE PREDICATE IN A SENTENCE BY CATEGORIZING STARRED WORDS IN THE SENTENCES. %15

DIRECTIONS

CHOOSE THE ANSWER THAT DESCRIBES THE STARRED WORD OR WORDS IN EACH SENTENCE.

A. SIMPLE SUBJECT

B. SIMPLE PREDICATE

*SIT* DOWN. *B

DID *YOU* SEE THAT? *A

SAILING DOWN THE RIVER WERE A *CANOE* AND A *SAILBOAT*. *A

HELP HERE *COMES* A MONSTER. *B

*MARY SMITH* IS A NURSE. *A

I HAVE ALWAYS WANTED TO GO SKIING, BUT THE *OPPORTUNITY* HAS NEVER ARisen. *A

CHOCOLATE CAKE AND VANILLA ICE CREAM *ARE* ON THE TABLE. *B

DIRT AND GREASE FROM THE ENGINE *MADE* HIS CLOTHES DIRTY. *B

UP THE HILL RAN THE *BOY*. *A

*CLOSE* THE WINDOW. *R

A SMALL *COLT* WAS PRESENTED TO THE BOY. *A

*TAKE* TIME TO DO A GOOD JOB. *B
THE STUDENTS CAN SHOW UNDERSTANDING OF SIMPLE AND COMPLETE SUBJECTS AND PREDICATES BY MATCHING THE TERMS WITH THOSE ELEMENTS IN A GIVEN SENTENCE. %4a

DIRECTIONS - DETERMINE WHETHER THE SPECIFIED PORTION OF THE GIVEN SENTENCE IS -

A. THE *COMPLETE SUBJECT*.
B. THE *COMPLETE PREDICATE*.
C. THE SIMPLE SUBJECT.
D. THE SIMPLE PREDICATE.

MARK IT ACCORDINGLY.

MANY PUBLISHED STORIES ABOUT THE SAFETY OF AIRPLANES MAY ENCOURAGE PEOPLE TO FLY. *A

STORIES *B

MAY ENCOURAGE PEOPLE TO FLY. *B

MANY PUBLISHED STORIES ABOUT SAFETY OF AIRPLANES. *A

MAY ENCOURAGE *D

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE THE COMPLETE SUBJECT AND THE COMPLETE PREDICATE IN A SENTENCE BY CATEGORIZING AS SUCH STARRED WORDS IN SENTENCES. %20n

DIRECTIONS - CHOOSE THE ANSWER THAT DESCRIBES THE STARRED WORD OR WORDS IN EACH SENTENCE.

A. COMPLETE SUBJECT
B. COMPLETE PREDICATE
IN THE BACK YARD STOOD *A TREE*. *A

A LARGE FAMILY *HAD JUST MOVED IN*. *B

*THROUGH THE DARK YARD CREPT* TWO SMALL BOYS*B

*OUR NEIGHBORS* OFTEN USE OUR POOL. *A

*LAST NIGHT* WE *WENT TO THE MOVIES*. *B

DOWN THE STREET MARCHED *TWO SMALL GIRLS CARRYING BATONS*. *A

*YESTERDAY* A GOOD FRIEND OF MY MOTHERS *STOPPED BY FOR A VISIT*. *B

MOTIONLESS UPON THE ROCK SAT *A LARGE, GREEN TOAD*. *A

*ANEW HOUSE* WILL BE BUILT UPON THIS LOT. *A

IN THE EVENING *THE OLDER PEOPLE* ENJOY PLAYING CARDS. *A

*THIS WINTER* THE COUNTRY ROADS *SEEM TO BE UNUSUALLY ICY*. *B

*A BUSH OR A SMALL TREE* WOULD LOOK ATTRACTIVE IN THE YARD. *A

RUNNING DOWN THE HILL, HE *LOST HIS BALANCE*. *B

*THAT* IS AN UGLY TOAD. *A

*THATRE* IT *IS*. *B

HAVE *YOU* EVER SEEN A PURPLE COW? *A

*DID* THAT LITTLE OLD LADY* CALLED *A

*FLUTTERING HIGH IN THE SKY* THE KITE* SEEMED TO COME ALIVE*. *A

*IN MY GARDEN ARE* WILD ROSE BUSHES AND SOME SMALL FRUIT TREES. *B

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THE STUDENT WILL SHOW UNDERSTANDING OF COMPLETE SENTENCES BY ELIMINATING FROM A LIST GROUPS OF WORDS THAT DO *NOT* EXPRESS COMPLETE THOUGHTS. *?

DIRECTIONS
FROM THE LISTED GROUPS OF WORDS BELOW, SELECT THE ONE GROUP OF WORDS IN EACH ITEM WHICH DOES *NOT* EXPRESS A COMPLETE THOUGHT.

A. THE HURRICANE LAID THE SOUTH IN RUINS.
B. THE NEWS WIRES WERE JAMMED.
C. THE NEWSPAPER STAFF WORKED LATE.
D. PUTTING OUT A SPECIAL EDITION.

A. OUR COUNTRY HIGH SCHOOL WAS GETTING A NEW ENGLISH TEACHER.
B. WE LOOKED FORWARD TO MEETING MISS CASE.
C. OUR NEW ENGLISH TEACHER.
D. SHE WAS FROM A BIG CITY COLLEGE.
THE STUDENT WILL SHOW UNDERSTANDING OF COMPLETE SENTENCES
BY IDENTIFYING GROUPS OF WORDS THAT CONTAIN A SUBJECT AND
A VERB. *3n

DIRECTIONS
FROM THE GROUPS OF WORDS BELOW, SELECT THE ONE GROUP OF WORDS
THAT IS A COMPLETE SENTENCE.

*A. AT ONE TIME CHINA WAS CALLED CATHAY.
B. STANDING IN THE HALL BY THE FOUNTAIN.
C. AFTER WALKING FOR DAYS ACROSS THE DESERT.
D. READING BY THE LIGHT OF THE FIRE.

A. SINCE THE WEATHER WAS GOOD.
B. WHEN THE SATELLITE WENT INTO ORBIT.
*C. THE ROCKET WAS FIRED.
D. DURING THE LONG WINTER MONTHS WHEN TRAVEL WAS IMPOSSIBLE.

A. WITH HIS HAT PULLED DOWN OVER HIS EYES.
*B. EVERYONE REJOICED.
C. WHICH PERFORMED MANY TRICKS.
D. WORKED FOR DAYS ON THE HOME COMING FLOAT.

STUDENTS CAN DEMONSTRATE ABILITY TO DIFFERENTIATE BETWEEN
COMPLETE, INCOMPLETE, AND RUN-ON SENTENCES BY CATEGORIZING GIVEN
GROUPS OF WORDS. *3n

DECIDE IF THE GROUP OF WORDS EXPRESSES
A. AN INCOMPLETE SENTENCE.
B. A COMPLETE SENTENCE.
C. A RUN-ON SENTENCE.

THERE IS ONLY ONE THING TO DO, THE ROY WOULD HAVE TO JUMP. *C

HAVE YOU EVER BEEN TO CALIFORNIA? *B

AT THE TIME, HE THOUGHT HE WANTED TO BE A HIPPIE. *B

REFERRING TO AN ENCYCLOPEDIA TO FIND INFORMATION ON THE LIFE OF
JONATHAN SWIFT. *A

ON ONE HIGHWAY LEADING TO DEARBORN, MICHIGAN. *A

GOLF IS AN EXPENSIVE BUT ENJOYABLE HOBBY. DON'T YOU AGREE? *C

COVERING THE TURKEY WITH FOIL, SHE RETURNED IT TO THE OVEN. *B

HAVING FOUND THE NECESSARY INFORMATION FOR WRITING THE REPORT. *A

THE NOISE FRIGHTENED ME AND I LOOKED OUT THE WINDOW A DOG I HAD
NEVER SEEN BEFORE SAT ON OUR PORCH. *C

THE RAIN FELL HEAVILY SOON THERE WERE PUDDLES ON THE STREET. *C

HIDDEN JUST BEHIND THE CABIN. *A
AFTER THEY LEFT, WE CLEANED THE BASEMENT. *B
WHENEVER I SEE HIM, I THINK OF SANTA CLAUS HE HAS A WHITE BEARD. *C
BECAUSE HE HAD A WHITE BEARD. *A
HE HAS ALWAYS ENJOYED SUMMER. *B
READ YOUR PAPER ALONE. *B
LOOKING NEITHER TO THE LEFT NOR THE RIGHT, HE PROCEEDED DOWN THE STREET. *B
A MAN OF WIDE LEARNING AND UNUSUAL TALENTS. *A
THF MAN IN THE GAILY FLOWERED SHIRT SITTING IN THE BLEACHERS WATCHING THE BALL GAME. *A
IT WAS EARLY IN THE MORNING EVERYTHING WAS PREPARED FOR THE TRIP. *C
I CAN SEE LITTLE VALUE IN STUDYING GRAMMAR LITERATURE WOULD BE MORE ENJOYABLE. *C
WHY ARE YOU USING THAT GLOVE, ITS MINE. *C
BASEBALL HAS ALWAYS BEEN MY FAVORITE SPORT. *B
IS ROVER YOUR DOG HE CERTAINLY IS A HANDSOME ANIMAL. *C
DIDNT YOU CALL ME? *B
SINCF THE PIANO IS TOO HEAVY. *A
A WARNING OF A HURRICANE. *A
BE CAREFUL WHEN YOU CROSS THE STREET. *B
TAKING A LARGE SUITCASE, I BEGAN TO PACK FOR THE TRIP. *A
SHE LOOKED EVERYWHERE FOR THE MISSING RING, AT LAST SHE CALLED THE POLICE. *C

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FIVE BASIC ENGLISH SENTENCE PATTERNS BY MATCHING THE PATTERNS WITH SENTENCES THAT ILLUSTRATE THEM. %50

DIRECTIONS
SELECT THE SENTENCE PATTERNS THAT BEST DESCRIBES THE GIVEN SENTENCE:
A. SV - SUBJECT - VERB
B. SVO - SUBJECT - VERB - DIRECT OBJECT
C. SVIO - SUBJECT - VERB - INDIRECT OBJECT - DIRECT OBJECT
D. SVN - SUBJECT - VERB - PREDICATE Nominative
E. SVA - SUBJECT - VERB - PREDICATE ADJECTIVE
THOSE WAITRESSES WORK RAPIDLY.  *A
THF TALL, LANKY ROY JOINED THE BASKETBALL TEAM.  *B
MR. SMATHERS IS A MILLIONAIRE.  *D
MISS CURTIS WROTE THE COMPANY A TERSE NOTE.  *C
OUR VACATION WAS BORING.  *E
MY ANKLE SEEMS MORE SWOLLEN NOW.  *E
MY WEALTHY AUNT SENT US EXPENSIVE GIFTS.  *C
THE SPIDERS INTRICATE WEB INTRIGUED ME.  *B
THAT SLIPPERY WALK IS A MENACE.  *D
THE DARK GRAYISH CLOUDS WERE THREATENING.  *E
I RODE TO THE END OF THE LINE.  *A
TELEVISION COMMERCIALS AMUSE ME TREMENDOUSLY.  *B
OUR FAMILY WOULD BE BORED WITHOUT TELEVISION.  *E
COMMERCIALS GLORIFY SOME QUESTIONABLE HABITS.  *B
THE TALL BOY WAS VERY AWKWARD.  *E
I SAW VIOLENCE IN THE STREETS OF SEVERAL LARGE CITIES.  *B
THAT ACTION WAS NOT TYPICAL OF LARRY'S PERSONALITY.  *E
MY MOTHER PAID THE BABYSITTER HER WAGES.  *C
I COMPLAINED TO MY TEACHER ABOUT THE ASSIGNMENT.  *A
DID YOU EVER SEE A BOA CONstrictor?  *B
CLEAR YOUR PLATE BEFORE YOU LEAVE.  *B
EVERY TEENAGE GIRL I KNOW IS ON A DIET.  *A
EYESIGHT IS THE MOST PRECIOUS ASSET IN THE WORLD.  *D
WE GAVF THE QUARTERBACK CREDIT FOR THE WIN.  *C
THE STORY WAS HARD TO FORGET.  *E
THE LECTURER WAS AN EXPERT IN THE FIELD OF BIOLOGY.  *D
YOUR REPORT MUST BE REHEarsed CAREFULLY.  *A
REQUIREMENTS FOR BECOMING A LAWYER ARE STRICT.  *E
THE NEW SINGING GROUP WAS AN INSTANT SUCCESS.  *D
THE POLICEMAN GAVE THE RECKLESS DRIVER A TICKET FOR SPEEDING.  *C
MY MOTHER'S PRESENCE GAVE ME MORAL SUPPORT.  *C
THE PRESIDENTIAL ELECTION WAS HELD LAST YEAR. *A

THE CHEERLEADERS LED THE SPECTATORS IN A NUMBER OF YELLS. *B

DONT LEAVE YOUR SKATEBOARD ON THE STAIRWAY. *B

DONT LEAVE YET. *A

I COMPETED IN THE ANNUAL SAILBOAT REGATTA. *A

I GAVE THE TEACHER MY HOMEWORK LATE. *C

MISS COE IS NOT A VERY STRICT TEACHER. *D

ARE TEENAGE DRIVERS TRAFFIC HAZARDS? *D

THE MAN WITH THE BRIEFCASE HANDED THE CONDUCTOR HIS MONTHLY TICKET. *C

GET THE DOG HIS SUPPER, PLEASE. *C

THAT FIVE-YEAR-OLD CHILD IS A REAL ENTERTAINER. *D

DAD GIVES ME MY ALLOWANCE AT THE BEGINNING OF THE WEEK. *C

MY OLDER BROTHER, STEVE, IS VERY INTELLIGENT. *E

THE DOG WAS TIED TO THE CLOTHESLINE IN THE BACK YARD. *A

YOUR NEW DRESS IS VERY FLATTERING. *E

YOUR SLIGHTEST WISH IS MY COMMAND. *D

THE INTRODUCTION OF THE BOY TO HIS GIRLFRIENDS FATHER WAS Awkward. *E

JACKIE LAUGHED AT THE CLOWN IN THE ARENA. *A

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THE STUDENT WILL SHOW UNDERSTANDING OF SENTENCE PATTERNS BY CATEGORIZING GIVEN SENTENCES. *E*5

DIRECTIONS
SELECT THE SENTENCE WHICH BEST REPRESENTS EACH SENTENCE PATTERN.

SV - SUBJECT-VERB
SVO - SUBJECT-VERB-DIRECT OBJECT
SVIO - SUBJECT-VERB-INDIRECT OBJECT-DIRECT OBJECT
SVN - SUBJECT-VERB-PREDICATE NOMINATIVE
SVA - SUBJECT-VERB-PREDICATE ADJECTIVE

SV
A. DID YOU EVER TASTE A TRUFFLE? 3101860
B. HAVE YOU SEEN LOUIE? 3101860
C. COULD HE RUN RAPIDLY? 3101860
D. WASN'T THAT FUN? 3101860

SVO
*A. I LOVE SPINACH. 162 3101861
B. JOE RAN AWAY.
C. SUGAR IS SWEET.
D. MR. BROWN WAS BUSY.

SVIO
A. HE HAD WANTED TO BE A FARMER.
B. JEAN SENT US A LOVELY GIFT.
C. JEAN SENT A LOVELY GIFT TO US.
D. BESIDE THE STILL WATERS STOOD A FAUN.

SVN
A. TRY TO THROW HIM THE BALL.
B. DONT THROW THAT BALL.
C. THE DESSERT WAS VERY GOOD.
D. IT WAS AN EXCELLENT IDEA.

SV
A. THROW THE DOG A BONE.
B. PLEASE SING A SONG FOR US.
C. THERE WERE FOUR PEOPLE ABSENT.
D. SNAKES ARE DANGEROUS REPTILES.

SVO
A. THE MEETING IS ON THE FIRST OF THE MONTH.
B. THEY THREW A BALL.
C. JOE WANTED TO BE A TEACHER.
D. WALK SLOWLY AND CAREFULLY.

SVIO
A. DONT GIVE HIM THE ANSWER.
B. I ESPECIALLY ENJOYED THAT MOVIE.
C. THAT FARMER IS ALSO AN ENGINEER.
D. ICE CREAM WAS MY FAVORITE DESSERT.

SVN
A. SKIING IS NOT MY FAVORITE SPORT.
B. SOME PEOPLE CAN SKI VERY WELL.
C. UNFORTUNATELY, I AM NOT TOO COORDINATED.
D. PERHAPS I SHOULD JUST READ BOOKS.

SV
A. DO FAT THIS DELICIOUS CAKE.
B. THE STORM WAS FEROCIOUS.
C. KICK THE BALL PAST THE GOAL.
D. THE MATERIALS HAVE BEEN MAILED.

SV
A. IN THE EVENING TEST THE WATER IN THE POOL.
B. SEND THE PACKAGE TO THIS PERSON.
C. THAT MAN BUILDS UNUSUAL BUILDINGS.
D. THE MATERIALS WERE MAILED YESTERDAY.

SVO
A. THE PACKAGE WAS MAILED YESTERDAY.
B. HE MAILED THE PACKAGE IN THE POST OFFICE.
C. THE WATER WAS TOO WARM FOR SWIMMING.
D. THE WATER IN THE POOL WAS SLOWLY EVAPORATING.

SVIO
A. I HAVE NEVER SEEN SUCH A LARGE CAT.
*B. MOTHER MADE US A PIE FOR DESSERT.
C. DAD SHOVELLED A PATH TO THE GARAGE.
D. SHE ISN'T REALLY A REGISTERED VOTER.

SVN
*A. HE WAS A TEACHER.
B. DONT BE ANGRY.
C. THROW THAT AWAY.
D. I LOVE VACATIONS.

SVA
A. I ENJOYED ENGLISH THE MOST.
B. READING IS A TIME-CONSUMING HOBBY.
C. MY BEST FRIEND IS ON THE TEAM.
*D. THE BARK OF THAT DOG IS FRIENDLY.

SV
A. THE GIRL IN THE CABIN WAS SHE.
B. GEORGE WASHINGTON WAS A BRITISH SUBJECT.
*C. MY BEST FRIEND IS ON THE TEAM.
D. THAT ROOM IS THE COLDEST ONE HERE.

SVO
A. THE STORY WAS HARD TO FORGET.
*B. THAT DOCTOR DISCOVERED THE CAUSE OF POLIO.
C. THAT MUST HAVE BEEN THE MAILMAN.
D. SHE CAN PLAY VERY WELL.

SVIO
*A. DONT SEND MARY A BIRTHDAY PRESENT.
B. THE CRIMINAL WOULDN'T SURRENDER.
C. THE CHILDREN BOUGHT A TREAT FOR THE TEACHER.
D. CIRCUSES ARE A GREAT DEAL OF FUN.

SVN
A. SAM SOLD ME A BOX OF COOKIES.
B. IN THE EVENING WE USUALLY SING.
*C. THAT IS THE OLDEST CHAIR IN THE COUNTY.
D. I REALLY DONT CARE FOR VEAL.

SVA
A. SING SOFTLY BUT SWEETLY.
*B. THAT CHAIR IS REALLY OLD.
C. IT IS THE TOURIST SEASON IN JAMAICA.
D. DOWN IN THE VALLEY LIVES A HERMIT.

SV
A. YOU SHOULD BE PERSISTENT IN YOUR STUDIES.
*B. JUMP OVER THE BENCH IN THE YARD.
C. THEIR POOL IS REALLY QUITE SMALL.
D. SATURDAY I PLAY BASKETBALL WITH MARK.

SVO
*A. CLIMB THE TREE IN THE YARD.
B. SEND HIM A CARE PACKAGE.
C. WALK QUIETLY DOWN THE HALL.
D. SING SOFTLY AND SWEETLY.

SVIC
A. THE SCOUTS SOLD FORTY BOXES OF COOKIES.
B. HE WAS A DOCTOR AT OUR HOSPITAL.
C. THE BEST SINGER IN THE CLASS IS SUSAN.
D. THE TEAM AWARDED JIM A MEDAL.

SVN
A. SAM SOLD ME SOME COOKIES.
B. IN MY OPINION HE IS THE BEST DOCTOR.
C. I WILL ATTEND YOUR BIRTHDAY PARTY.
D. BY THAT TREE SITS THE OLDEST MAN IN TOWN.

SVA
A. IN OUR OPINION HE IS THE OLDEST MAN IN TOWN.
B. A WRONG DOES NOT MAKE A RIGHT.
C. MISS GILL TOLD US A STORY THIS MORNING.
D. MR. BROWNS FATHER IS VERY OLD.

SV
A. WALK THE DOG SOFTLY DOWN THE HALL.
B. BE QUIET AND SIT DOWN.
C. COVER THE CAKE WITH FOIL.
D. DON'T JUST SIT THERE.

SVO
A. HAVE YOU EVER PLAYED HOCKEY?
B. DID YOU GO TO THE SHOW?
C. WILL YOU TELL ME A STORY?
D. WERE YOU EVER IN COLLEGE?

SVIO
A. MR. SMITH TEACHES MATH TO NINTH GRADERS.
B. THAT WAS MY FAVORITE STORY.
C. YOU MUST TELL ME THE JOKE.
D. YOUR JOKE WAS NOT TOO FUNNY.

SVN
A. IS JIM'S HOBBY GOLF OR SKIING?
B. HAVE YOU EVER JUMPED OVER A FENCE?
C. IS YOUR PET SNAKE HARMLESS?
D. DID THE DOG BREAK THAT VASE?

SVA
A. THEY WERE THE INITIALS OF FREDDY BROWN.
B. A KID ON A HORSE SEEMS TERRIFYING AT FIRST.
C. YOUR SILLIEST WISH IS MY COMMAND.
D. SEND COPIES OF THE ARTICLE TO ME.

SV
A. THEY WERE SERVED ON THE SUN DECK.
B. PLEASE EAT YOUR DINNER IMMEDIATELY.
C. THAT IS THE SMALLEST DOG IN THE NEIGHBORHOOD.
D. HE INVITED THE GUESTS INTO THE DEN.

SVO
A. MT. FUJI IS LOCATED IN JAPAN.
B. YOUR SILLIEST WISH IS MY COMMAND.
C. PLEASE EAT YOUR DINNER IMMEDIATELY.
D. COLORADO IS A LOVELY VACATION LAND.
A JOE TOLD ME THE STORY OF HIS LIFE.
B. I WENT TO THE STORE ON THAT RAINY DAY.
C. IN THE MOONLIGHT THE HOUSE SEEMED GHOSTLY.
D. WE HAD A GOOD TIME AT EVERY PARTY.

SVN
A. SEND A COPY OF THE BOOK TO HER.
B. DON'T KEEP ANY OLD BOOKS IN YOUR ROOM.
C. THE PINNACLES IS A SKI RESORT.
D. A RIDE ON A HORSE SEEMS TERRIFYING AT FIRST.

SVA
A. A BITE FROM THAT SNAKE IS FATAL.
B. FOUR MEN ATTENDED THE MEETING.
C. I HAVE NEVER LIKED SWEET PICKLES.
D. MY BROTHER IS AN ENGINEER IN MICHIGAN.

THE STUDENT WILL SHOW UNDERSTANDING OF THE SUBJECT OF A SENTENCE
BY CHOOSING PHRASES THAT CAN ACT AS SUBJECTS.

DIRECTIONS
ALL OF THE GROUPS OF WORDS IN EACH ITEM CAN BE USED AS A SUBJECT
EXCEPT ONE. SELECT THE LETTER OF THE ONE GROUP OF WORDS THAT CAN
*NOT* BE USED AS A SUBJECT.

A. MY DATE
B. A BRIGHT TOMORROW
C. ROSE FROM THE GROUND
D. EILEEN A TEENAGER

A. THE BLOOMING FLOWER
B. HAS FLOWERED AND FADED
C. JOHN AND MIKE
D. TWO CROSS-EYED BOYS

A. WON THE GAME
B. AFTER SCHOOL JOHN
C. THE BLACK AND WHITE PUP
D. A FRANK LLOYD WRIGHT HOUSE

A. THE CHAIN OF LAKES
B. WILL JINGLE AND JANGLE
C. A YELLOW MUSTANG
D. BRIGHT BLUE

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF SIMPLE SUBJECTS
BY SELECTING THE SIMPLE SUBJECT IN A SIMPLE OR COMPLEX
SENTENCE.

DIRECTIONS - IDENTIFY THE SIMPLE SUBJECT IN EACH SENTENCE BELOW.
PLEAASE TAKE THE TIME TO DO A GOOD JOB.
A. PLEASE
HAVE YOU EVER SEEN A FLYING SAUCER?
A. SAUCER
B. HAVE
C. YOU
D. SEEN

ON ANY SATURDAY WE CAN FIND HIM WORKING ON HIS CAR.
A. SATURDAY
B. WE
C. HIM
D. CAR

THERE ARE OFTEN SEVERAL THOUSAND PEOPLE ATTENDING OUR FOOTBALL DANCE.
A. PEOPLE
B. DANCE
C. THERE
D. OFTEN

HERE ARE THE PAPERS THAT YOU WANTED.
A. HERE
B. PAPERS
C. THAT
D. YOU

WHY DID YOU RAKE ONLY ONE CHERRY PIE?
A. PIE
B. ONE
C. YOU
D. RAKE

WHERE AND WHEN WAS GOLD DISCOVERED?
A. WHERE
B. WHEN
C. GOLD
D. DISCOVERED

THE LIGHT OF THE MOON FLOODED THE PORCH AND THE YARD.
A. LIGHT
B. MOON
C. PORCH
D. YARD

HERE ARE SEVEN OF THE BEST RECORDS THAT I OWN.
A. HERE
B. SEVEN
C. RECORDS
D. I

AFTER MUCH COAXING, I TASTED THE CRACKERS AND THE CAVIAR.
A. COAXING
B. I
C. CRACKERS
D. CAVIAR

THERE WERE NINE OF THE PRETTIEST GIRLS ATTENDING THE PARTY.
A. THERE
IN MANY UNIVERSITIES THROUGHOUT THE COUNTRY, STUDENTS MAY STUDY ANTHROPOLOGY.

B. PARTY
C. STUDENTS
D. ANTHROPOLOGY

ON SATURDAY JEAN IS PLANNING TO VISIT THE MUSEUM AND THE ART INSTITUTE.

A. SATURDAY
B. JEAN
C. MUSEUM
D. INSTITUTE

ONE OF THE BEST MOVIES I'VE EVER SEEN IS IN TOWN NOW.

A. ONE
B. MOVIES
C. I'VE
D. TOWN

HAVE YOU SEEN JOHN SINCE HE HAS RETURNED TO SCHOOL?

A. SCHOOL
B. JOHN
C. HE
D. YOU

THERE IS VERY LITTLE WASTE IN A MEAT MARKET.

A. THERE
B. WASTE
C. MEAT
D. MARKET

AT THIS STORE ARE SOLD MANY FAMOUS BRANDS OF FURNITURE.

A. STORE
B. MANY
C. BRANDS
D. FURNITURE

THE TOYS THAT I LIKE AT MY GRANDMOTHERS HOUSE ARE VERY OLD.

A. TOYS
B. I
C. GRANDMOTHERS
D. HOUSE

HOW HIGH IS THAT MOUNTAIN IN SOUTH DAKOTA?

A. HOW
B. HIGH
C. MOUNTAIN
D. SOUTH DAKOTA

NEAR THE DOWNTOWN AREA OF CHICAGO STANDS AN OLD WATER TOWER.

A. NEAR
B. AREA
C. CHICAGO
D. TOWER

IN CERTAIN AREAS OF THE CITY THE PEOPLE SPEAK NO ENGLISH.
A. APEAS
B. CITY
C. PEOPLE
D. ENGLISH

THE STONE STEPS IN THE YARD LEAD TO THE SUMMER HOUSE.
A. STEPS
B. YARD
C. SUMMER
D. HOUSE

HE IS THE TYPE OF PERSON WHO REALLY ENJOYS GOLF.
A. HE
B. TYPE
C. PERSON
D. WHO

SEVERAL OF THE BOYS WILL HELP WITH THE WORK WHEN THEY RETURN FROM SCHOOL.
A. THEY
B. BOYS
C. WORK
D. SEVERAL

COPY EACH WORD FROM THE SPELLING LIST AND STUDY THEM.
A. YOU
B. COPY
C. WORD
D. STUDY

IN THIS SPOTLESSLY CLEAN SUPERMARKET THERE ARE MANY UNUSUAL FOODS.
A. THIS
B. SUPERMARKET
C. THERE
D. FOODS

IN AUQUALAND PEOPLE TRAIN AND TAME PORPOISES TO PERFORM FOR AN AUDIENCE.
A. AUQUALAND
B. PEOPLE
C. PORPOISES
D. AUDIENCE

THIS IS A PRIME EXAMPLE OF GOOD PENMANSHIP.
A. THIS
B. PRIME
C. EXAMPLE
D. PENMANSHIP

THE LIGHT IN THE WINDOW WAS MEANT TO ATTRACT TRAVELERS.
A. LIGHT
B. WINDOW
C. MEANT
D. TRAVELERS

TO ATTRACT PEOPLE WITH SIMILAR INTERESTS, THE STAMP COLLECTORS ADVERTISED IN THE NEWSPAPER.
THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE DIFFERENCES BETWEEN A SIMPLE SENTENCE AND A COMPOUND SENTENCE BY SELECTING THE COMPOUND SENTENCE FROM A LIST OF SENTENCES.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH SENTENCE IS A COMPOUND SENTENCE?
A. THE BOYS RAN OUT IN THE PLAYFIELD.
B. THE BOYS AND GIRLS RAN OUT IN THE PLAYFIELD.
C. THE BOYS AND GIRLS RAN AND PLAYED IN THE SCHOOL YARD.
*D. THE BOYS RAN OUT TO THE PLAYFIELD, BUT THEY IGNORED THE GIRLS.

WHICH SENTENCE IS A COMPOUND SENTENCE?
A. THE GUITARIST AND TROMBONE PLAYER WERE FIRST ON THE PROGRAM.
B. THE TWO MUSICIANS, ACCOMPANIED BY THE MASTER OF CEREMONIES, WERE THE FIRST ON THE STAGE, AND THEY WERE GREETED WITH CHEERS.
C. AFTER A LONG WAIT, THE FIRST TWO ENTERTAINERS FINALLY WALKED TO THE STAGE.
D. THE TROMBONE PLAYER AND THE GUITARIST CAME TO THE STAGE AND TUNED UP THEIR INSTRUMENTS.

WHICH SENTENCE IS A COMPOUND SENTENCE?
A. THE PRESIDENT AND VICE PRESIDENT OF COUNCIL WERE GIVEN THE OATH OF OFFICE AND ASSUMED THEIR NEW DUTIES IMMEDIATELY.
B. THE TWO COUNCIL LEADERS TOOK THEIR OATH OF OFFICE.
*C. THE PRESIDENT AND VICE PRESIDENT OF COUNCIL ASSUMED OFFICE, AND THEY SWORE IN THE SECRETARIES AND THE HISTORIAN.
D. THE TWO COUNCIL LEADERS AND THE TWO SECRETARIES SAT ON THE STAGE.

GIVEN A NUMBER OF SENTENCES, THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF SENTENCE STRUCTURE BY CLASSIFYING THEM AS SIMPLE, COMPOUND OR COMPLEX.

MARK THE SENTENCE SIMPLE, COMPOUND OR COMPLEX ACCORDING TO SENTENCE STRUCTURE.
A. SIMPLE
B. COMPOUND
C. COMPLEX

I WROTE TO BILL WHEN HE WAS IN ALASKA. *C
WHY DIDN'T YOU WRITE TO ME? *A
I HAVE A FRIEND WHO WRITES OFTEN. *C
JOHN RECEIVED A LETTER AND IN AN HOUR HIS REPLY WAS IN THE MAIL. *B
MOTHER AND I OFTEN SEND LETTERS BY AIR MAIL. *A
SHE TRIED BUT COULD NOT FIND TIME TO WRITE. *A
EDITH WAS BUSY, BUT KAREN WROTE A LETTER. *B
GENGHIS KHAN, WHO CONQUERED CHINA, RELIED ON HORSEBACK RIDERS. *C
SOME ANCIENT EMPIRES HAD POSTAL SERVICE. *A
CAESAR USED COURIERS, AND HIS MESSAGES WERE DELIVERED PROMPTLY. *B
FROM BRITAIN HE WROTE LETTERS THAT REACHED ROME IN A MONTH. *C
POSTAL SERVICE IS VERY OLD, BUT POST OFFICES ARE MORE RECENT. *B
IN THE UNITED STATES MAIL HAS BEEN MOVED IN VARIOUS WAYS. *A
THE COLONIES SET UP POST OFFICES AND ESTABLISHED MAIL ROUTES. *A
UNTIL 1825 HALF OF OUR MAIL WAS CARRIED BY POSTRIDERS. *A
RIVERS WERE MAIL ROUTES AFTER STEAMBOATS BECAME PRACTICAL. *C
PEOPLE LIKED THE SPEED THAT RAILROADS BROUGHT TO MAIL SERVICE. *C
THE U.S. AIRMAIL SERVICE BEGAN IN 1918. *A
THE GOVERNMENT FURNISHED THE PLANES, AND THE ARMY PILOTS FLEW THEM. *B
THE GOVERNMENT MAKES CONTRACTS WITH THEM FOR POSTAL SERVICE. *A

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THE STUDENT WILL SHOW UNDERSTANDING OF COMPOUND STRUCTURES IN GIVEN SENTENCES BY CATEGORIZING THEM AS COMPOUND SENTENCES, NOUNS, VERBS, ADJECTIVES, OR ADVERBS. %10

DIRECTIONS - NOTICE ALL COMPOUND STRUCTURES ARE STARRED. CHOOSE THE RESPONSE BELOW THAT IDENTIFIES THE COMPOUND STRUCTURE.
A. A COMPOUND SENTENCE
B. A COMPOUND NOUN OR NOUN PHRASE
C. A COMPOUND VERB PHRASE
D. A COMPOUND ADJECTIVE
E. A COMPOUND ADVERBIAL

*ROBERT WALKED THROUGH THE FOREST, AND HE OBSERVED NATURE.** A
HE CAPTURED THE DOG BUT COULDN'T GET IT HOME.** C
*JACK AND NANCY WERE ATTENDING THE PROGRAM.** B
AN ENORMOUS AND FEROUCIOUS DOG ATTACKED SUSAN.** D
*JERRY WAITED FOR ROBERT, AND HE NEVER MADE AN APPEARANCE.** A
THEY RAN ACROSS THE STREET AND INTO THE HOUSE.** E
*SUGAR AND HONEY* ARE SWEET COMBINATIONS. *B

*HE FINISHED HIS HOMEWORK AND HE WENT TO SLEEP.* *A

SHE *SCREAMED FOR HER FATHER BUT COULDN'T GET HIS ATTENTION.* *C

THE STUDENT WILL SHOW UNDERSTANDING OF SENTENCE STRUCTURE BY CLASSIFYING GIVEN SENTENCES AS SIMPLE, COMPOUND, OR COMPLEX. *A

DIRECTIONS - SELECT THE TERM BELOW THAT DESCRIBES THE TYPE OF THE GIVEN SENTENCE.

A. SIMPLE
B. COMPOUND
C. COMPLEX

ELAINE AND I ARE PLANNING A PARTY. *A

PRESENT YOUR THOUGHTS AND IDEAS BRIEFLY. *A

TIME FOR THE GAME HAD COME, BUT THE PLAYERS HAD NOT ARRIVED. *B

SINCE THE PLAYERS DID NOT ARRIVE, THE GAME WAS POSTPONED. *C

THE HUGE DISABLED AIRPLANE LANDED AND THE PASSENGERS DISEMBARKED QUICKLY. *B

WE STOOD NEAR THE GATE WHEN THE PASSENGERS ENTERED THE TERMINAL. *C

GIVEN SENTENCES CONTAINING COORDINATING CONJUNCTIONS, THE STUDENT WILL SHOW UNDERSTANDING OF EQUAL ELEMENTS JOINED BY CONJUNCTIONS BY CATEGORIZING THE ELEMENTS AS COMPOUND NOUNS, VERBS, PHRASES, OR INDEPENDENT CLAUSES. *C

DIRECTIONS.

CHOOSE THE ANSWER THAT TELLS WHAT IS JOINED BY THE STARRED COORDINATING CONJUNCTION.

A. COMPOUND NOUNS
B. COMPOUND VERBS
C. PHRASES
D. INDEPENDENT CLAUSES

DUST FROM THE PASSING CARS *AND* TRUCKS ENVELOPED US. *A

RICHARD NIXON RAN FOR OFFICE *AND* WON THE ELECTION. *B

ON THANKSGIVING MORNING WE WENT OVER THE RIVER *AND* THROUGH THE WOODS. *C

THE PARTY WAS OVER *BUT* NO ONE LEFT. *D

THE TEACHER SET UP THE CHEMISTRY EXPERIMENT *AND* DEMONSTRATED IT. *B

UP THE STAIRS *AND* INTO THE ATTIC SCURRIED THE MOUSE. *C
BEAUTIFULLY DRESSED GIRLS *AND* THEIR NERVOUS DATES ARRIVED AT THE PROM. *A

THE AUDIENCE CLAPPED LOUDER *BUT* THE ENTERTAINER DID NOT REAPPEAR. *D

THE SPEAKERS OPINION *AND* MY VIEWS WERE NOT SIMILAR. *A

DEMONSTRATORS MARCHED DOWN THE STREET *AND* UP TO THE CAPITOL. *C

EVERYONE HOPED THE DAY WOULD BE SUNNY; *FOR* IT WAS THE DAY OF THE FIELD TRIP. *D

NEITHER PROMISES *NOR* THREATS COULD MAKE THE LITTLE GIRL STOP CRYING. *A

HE COULD SPEND THE MONEY NOW *OR* SAVE IT FOR SUMMER VACATION. *B

PUT THE CHRISTMAS TREE NEAR THE FIREPLACE *BUT* BY THE WINDOW. *C

HE DID NOT KNOW IT WOULD BE DIFFICULT TO GET INTO COLLEGE, *OR* HE CERTAINLY WOULD HAVE WORKED HARDER IN HIGH SCHOOL. *D

THE CAR SKIDDED *AND* CAME TO A SCREECHING HALT. *B

I LAUGHED *AND* MY MOTHER MOTIONED ME TO BE QUIET. *D

GOLDFISH CAN BE PURCHASED AT A PET SHOP *OR* AT THE DIME STORE. *C

LOOK *AND* LISTEN BEFORE YOU CROSS THE STREET. *B

THE TEMPERAMENITAL, OUTspoken WOMAN *AND* HER TIMID HUSBAND WERE A STRANGE COMBINATION. *A

THE CHILDREN MIGHT BE HERE *BUT* PROBABLY HAVE LEFT. *B

SITTING IN THE CAR *AND* EATING AN ICE CREAM CONE, THE GIRL WAS STARTLED BY THE NOISE. *C

I CAN *AND* I WILL. *D

MY HEAD ACHED *AND* THROBBED TERRIBLY. *B

SARA AND I UNCOVERED AN OLD, DUSTY BOOK *AND* A FADED BOOKMARK. *A

MOTHER CALLED US HOME *FOR* IT WAS TIME TO GET READY FOR DINNER. *D

THE PRISONER ESCAPED BY RUNNING DOWN THE ALLEY *AND* JUMPING OVER THE FENCE. *B

ASK THAT TALL BOY *OR* THE SHORTER, HEAVIER BOY TO HELP LIFT THE CRATES. *A

THE COLLEGE STUDENT COULD LIVE IN THE DORMITORY *OR* HE COULD TAKE A ROOM IN A PRIVATE HOME. *D

RUNNING DOWN THE BLOCK *AND* TRIPPING OVER THE BRICKS, THE BOY
Ran on, panting. *C

He stayed up very late reading *and* it made his eyes tired. *D

The small crystal bowl *or* the pewter vase will do. *A

Thoreau taught us that we don't need money *or* material goods to be happy. *A

They were allowed to study with the radio on, *but* the television was turned off. *D

The cast on Jim's leg was covered with autographs *and* notes. *A

The student will show comprehension of compound elements in sentences by distinguishing between such elements and the compound sentence. *20%

Directions - In the sentences below, identify the compound elements. Choose
A. Compound Subject
B. Compound Verb
C. Compound Subject and Compound Verb
D. Compound Sentence

The broken cup and saucer were witnesses to the disaster. *A

Class began late and ended early. *B

We whistled to Huck and he quickly climbed the fence. *D

I crept down the stairs and caught my father playing Santa. *B

He and the boys pushed over the flower pots and then felt bad about what they'd done. *C

The new shoes pinched her toes and made blisters on her heels. *B

I laughed but I had no idea why the joke was funny. *D

A case of the flu and a bad cold kept Jennifer home for two weeks. *A

The potatoes chips and peanuts made us thirsty and gave us an excuse to get a coke. *C

Marigold, my eccentric aunt, and her poodle arrived punctually at seven-thirty last night. *A

Does happiness come with wealth or is there some other formula? *D

The coach and the team were worried about the next game and were car' fully considering new plays. *C

Cory, her older sister, and the girl across the street walked home, unaware of what had happened. *A
THE STUDENT CAN SHOW UNDERSTANDING OF THE FOUR BASIC TYPES OF
SENTENCES BY CATEGORIZING SENTENCES AS SIMPLE, COMPOUND, COMPLEX,
OR COMPOUND-COMPLEX.

DIRECTIONS
READ EACH SENTENCE CAREFULLY AND DECIDE WHETHER IT IS
A. SIMPLE.
B. COMPOUND.
C. COMPLEX.
D. COMPOUND-COMPLEX

A SWAN, TALL AND GRACEFUL, SWAM ACROSS THE POND. *A

WHEN EVERYONE HAD FINALLY LEFT, THEY BREATHED A SIGH OF RELIEF. *C

SHE TRIED ALL THE DOORS, BUT NOT ONE WAS UNLOCKED. *B

JOE WANTS TO GO, BUT HE WILL NOT BE ABLE TO UNLESS HE FINISHES
HIS HOMEWORK. *D

THOSE BOYS HAD BEEN SWIMMING IN THAT RIVER ALL AFTERNOON. *A

DINNER WAS READY, AND THE FAMILY AND GUESTS SAT DOWN TO EAT. *B

PLEASE DON'T GO NEAR THE WATER. *A

TURKEY IS DELICIOUS, BUT I PREFER STEAK. *B

I'LL COME EARLY IF I CAN, BUT DON'T EXPECT ME BEFORE LUNCH. *D

WE HAVE BEEN VERY LONELY SINCE ROVER RAN AWAY. *C

WE EACH HAD POPCORN WHEN WE WENT TO THE SHOW. *C

A FEW WEEKS AGO I WAS LOCKED OUT OF MY HOUSE. *A

THAT TALENTED GIRL COULD PLAY THE PIANO, SING FOLK SONGS, AND
DANCE WITHOUT ANY ADVANCE NOTICE. *A
A bell rings, and all the students are dismissed. *B

If you go, I'll go. *C

Everyone who went on the trip was exhausted, and a few people came down with colds. *D

We each had a coke after we left school. *C

The wind whistling through the trees could be heard in our car. *A

A crash was heard, and the dog began to bark. *B

Were Ann and Mary able to attend the party? *A

The telephone lines were not repaired until the storm subsided. *C

Have you ever heard of the stories about Wild Bill Hickock, or have you ever seen him on TV? *B

I want to go, but she doesn't. *B

I talked with a person who had been there. *C

While I was waiting, the sun came out, and the streets began to dry. *D

A heavy truck rumble over the bridge. *A

The Coast Guard noticed a ship in distress and pulled over to help. *A

The boy and his friend pushed, but the car remained in the mud. *B

Where were you going when I saw you last night? *C

Because meat spoils easily, it should be kept in the refrigerator. *C

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

The student will show understanding of subject and verb agreement by choosing the verb that agrees with the subject in number. *20%

Directions - decide if the subject is singular or plural and select the verb that agrees in number.

The pages are torn out of the book. *A

The clerk has left already. *A

The pages are torn. *B

The pages were torn. *C

The pages have been torn. B

The pages were torn.
A. WAS PAINTING
B. WERE PAINTED
C. WAS PAINTED

THE CUSTOMERS TOGETHER WITH THEIR CARTS TO STAND IN THAT AISLE.
A. WAS
B. IS
C. ARE

HER GREATEST WORRY THE UNPAID CHRISTMAS BILLS.
A. IS
B. ARE
C. ARF

THE TINES OF THE SILVER FORK RENT.
A. WAS
B. IS
C. ARE

THE BOX, ALONG WITH ITS CONTENTS, DAMAGED.
A. WAS
B. WERF
C. ARF

THE CAR WITH THE BUCKET SEATS A GREAT DEAL OF MONEY.
A. DOES COSTS
B. COSTED
C. COSTS

WHEN YOU ARE REALLY HUNGRY, COOKIES AND MILK DELICIOUS.
A. TASTE
B. TASTES
C. TASTED

THEREF SEVERAL LETTERS FOR YOU ON YOUR DESK.
A. WAS
B. IS
C. ARE

THEREF ANY COOKIES LEFTO
A. WERF
B. WAS
C. IS

NOW JEAN AND BILL REENO
A. HAVE
B. HAS
C. WERF

WHEREF THE COFFEE AND COOKIES HIDDEN
A. IS
B. ARF
C. WAS

ALL CANDIDATES OR THEIR SPONSORS TO REPORT TO THE OFFICE
A. IS
B. ARE
C. ARF
SHE SAID THAT IT WAS NOT \( \text{MATTER TO HER.} \) 
A. DO
B. DONT
*C. DOESNT

SHE HEAR YOU.
A. DO
B. DONT
*C. DOESNT

THOSE PEOPLE WANT YOU TO LEAVE.
A. DOES NOT
B. DONT
C. DOESNT

**The student will show his comprehension of subject and verb agreement by selecting the sentence with proper agreement of subject and verb. %20**

Select the one sentence from each group that has correct subject and verb agreement.

A. THE EFFECTS OF THE FLOOD WAS COSTLY.
B. THE NEWS IN THE MORNING PAPERS WERE BAD.
C. THERE IS BETTER SEATS IN THE BALCONY.
*D. MATHEMATICS IS NOT AN EASY SUBJECT.

A. EITHER JANE OR HE HAVE THE BOOK.
B. IS YOUR BROTHER AND SISTER COMING, TOO.
*C. THE CASE OF ORANGES IS HERE.
D. THERE WERE AMONG THE TWENTY CONTESTANTS ONLY ONE WINNER.

**The student will demonstrate his ability to distinguish between action verbs and linking verbs by categorizing starred verbs in sentences. %20**

Directions - Determine whether the starred verb is used as an action verb or a linking verb in the sentence. Choose
A. ACTION VERB
B. LINKING VERB

AFTER SHE MOVED, MFRITH *WROTE* LETTERS TO OLD FRIENDS FOR SEVERAL YEARS. *A
CHRIS *WAS* MY BEST FRIEND WHEN WE WERE YOUNGER. *B
MARLA *WAS* SORRY FOR WHAT SHE HAD DONE. *B
I *FELT* BAD ABOUT MY GRADE. *B
THE DICTIONARY *IS* UNCLEAR ABOUT THAT QUESTION. *B
MY SISTER *COULD HAVE HELPED* ME WITH THOSE CHORES. *A
MOTHER USUALLY DEALS FAIR WITH US WHEN WE DISOBEY.  *B 0894
MY COLD IS NOT BROKEN YET.  *B 3100895
JOANN FELT THE FABRIC TO SEE IF IT WAS HEAVY ENOUGH.  *A 3100896
JACK BECAME A GOOD ATHLETE IN SPITE OF HIS SIZE.  *B 3100897
THE CUSTOMER SMELLED THE CHEESE AND QUICKLY PUT IT DOWN.  *A 3100898
THE BUGLE SOUNDS A SHRILL NOTE OFF KEY.  *A 3100899
THE PUPPY TIMIDLY TASTED THE ICE CREAM.  *A 3100900
THE SMALL GIRL DID NOT FEEL WELL.  *B 3100901
THE FAMILY WAS HAPPY EVEN THOUGH IT WAS POOR.  *B 3100902
THE NEXT TIME I SAW RICHARD, HE WAS A PRIVATE IN THE ARMY.  *B 3100903
THE SIGHT THAT FRIGHTENED ME WAS A MOUNTAIN LION TRACK.  *B 3100904
THE STUDENTS WERE RELIEVED WHEN THEY SAW THE EXAM.  *B 3100905
THE LAUGHTER WAS LOUD AND DISTRACTING.  *B 3100906
THAT IS A BEAUTIFUL CAR.  *B 3100907
THAT ANSWER SEEMED STRANGE UNDER THE CIRCUMSTANCES.  *B 3100908
AFTER MUCH COAXING, I TASTED THE CAVIAR.  *A 3100909
THAT GREAT CIVILIZATION LASTED FOR CENTURIES.  *A 3100910
THE MILK DID NOT TASTE FRESH TO ME.  *B 3100911
THE BOYS WHO HAD BEEN FRIENDS SUDDENLY BECAME ENEMIES.  *B 3100912

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THE STUDENT WILL SHOW UNDERSTANDING OF SIX IRREGULAR VERBS BY
CHOOSEING THE CORRECT FORM TO COMPLETE GIVEN SENTENCES.  %15

SELECT THE CORRECT VERB FORM FOR EACH SENTENCE.  0073

WHERE WAS HE
A. LAYING
B. LYING
C. LAIN
D. LIE

HE THE BOXES ON THE TABLE.
A. LAY
B. LIE
C. LAID
D. LAIN

HE SAW A SNAKE NEARBY IN THE GRASS.
A. LIF

3100526
3100526
3100526
3100526

3100527
3100527
3100527
3100527

3100528
3100528
*B. LYING
* * 
A. LAY
D. LAY

D. LAID

YOU MUST YOUR TOYS ON THE TABLE AT ONCE.
A. LAYING
B. LYING
C. LAY
D. LIE

AMERICAN SOLDIERS A MACHINE GUN ON THE SUPPLY TRUCK.
A. SET
B. SIT
C. SAT
D. HAD SAT

BOY SCOUTS BY THE FIRE ROASTING WEINERS.
A. HAD SET
B. HAD SAT
C. SETTING
D. SITS

THAT STUDENT AT THREE DIFFERENT SIZED DESKS TODAY.
A. HAVE SAT
B. WAS SITTING
C. WAS SETTING
D. HAVE SET

WHY YOU SO CLOSE TO THE EDGE OF THE CHAIR?
A. ARE...SITTING
B. DID...SIT
C. ARE...SETTING
D. HAVE...SIT

THE SAILOR ON THE BURNING DECK WHEN THE SHIP BLEW UP.
A. SIT
B. WAS SITTING
C. WAS SETTING

THE SUN AT 6 05 A. M.
A. RISE
B. ROSE
C. WILL RAISE
D. SHALL HAVE RAISED

THE NEW TAX WAS TO THE PRICES ON FOOD.
A. RISE
B. ROSE
C. RAISED
D. RAISE

BILLOWY WHITE WAVES TO A FRIGHTENING HEIGHT ON THE BEACH.
A. HAVE RISEN
B. WILL RAISE
C. HAVE RAISED
THE THIRSTY NATIVES raised their arms in Thanksgiving after the rain.

A. Raised
B. Rose
C. Rise
D. Shall have raised

THE STUDENT WILL SHOW KNOWLEDGE OF THE CORRECT FORM OF IRREGULAR VERBS BY SELECTING THE VERB TO COMPLETE A SENTENCE. 

DIRECTIONS
SELECT THE IRREGULAR VERB THAT CORRECTLY COMPLETES EACH SENTENCE.

THE GUEST WAS awake long before the household had
A. Arise
B. Arisen
C. Arose

WHEN THE SUN left hurriedly, they left hurriedly.
A. Arose
B. Arose
C. Arose

HE HAD the type of person his father was.
A. Become
B. Become
C. Become

SHE was hostile at the suggestion.
A. Become
B. Became
C. Became

HE HAD the dog for barking.
A. Beat
B. Beaten
C. Beaten

CLASS had WHEN I arrived.
A. Begin
B. Begin
C. Begin

ALTHOUGH SHE Fought to hide her emotions, she
A. To cry
B. To cry
C. To cry
A. BEGAN
R. BEGUN
C. BEGUNNE
*D. BEGAN

**II. BEGAN
WE WERE AFRAID THE SHINGLE HAD OFF THE ROOF.
A. BLEW
B. BLOW
C. BLOWN
D. BLOWED

**II. BEGAN
THE WIND HARD ALL NIGHT.
A. BLOW
B. BLEW
C. BLOWN
D. BLOWED

**II. BEGAN
THE TEMPERAMENTAL CHILD SEVERAL TOYS.
A. BROKE
B. BREAK
C. BROKE
D. BREAKED

**II. BEGAN
I WAS UPSET TO HEAR SHE HAD HER PROMISE.
A. BROKE
B. BROKED
C. RROKED
D. BROKEN

**II. BEGAN
I WAS GLAD I HAD MY RADIO.
A. BRANG
B. BRUNG
C. BROUGHT
D. BRINGED

**II. BEGAN
JIM HIS BONGO DRUMS TO SCHOOL TO DEMONSTRATE THEM.
A. BRANG
B. BRUNG
C. BROUGHT
D. BRINGED

**II. BEGAN
THE BALLOON WHEN IT REACHED THE CEILING.
A. BURST
B. BUSTED
C. BUST
D. BURSTED

**II. BEGAN
HER HOPES WHEN SHE SAW THE DREARY ROOM.
A. BURSTED
B. BURSTED
C. BUST
D. BURSTED

**II. BEGAN
THE UNFORTUNATE BOY A COLD DURING THE HOLIDAYS.
A. CATCH
B. CATCHED
C. CAUGHT
D. CAUGHTED

**II. BEGAN
HF RUNNING UP THE WALK, SHOUTING.
A. COME
HF HAD TO WAIT SINCE HE HAD TO WAIT EARLY.
A. COME
B. CAME
C. CAME
D. CAME

HF HAD TO WAIT SINCE HE HAD TO WAIT EARLY.
A. COME
B. CAME
C. CAME
D. CAME

HF HAD TO WAIT SINCE HE HAD TO WAIT EARLY.
A. COME
B. CAME
C. CAME
D. CAME

EVERYONEF HAD HIS OWN CONCLUSION.
A. DRAW
B. DRAWED
C. DRAWN
D. DREW

EVERYONEF HAD HIS OWN CONCLUSION.
A. DRAW
B. DRAWED
C. DRAWN
D. DREW

EVERYONEF HAD HIS OWN CONCLUSION.
A. DRAW
B. DRAWED
C. DRAWN
D. DREW

THE ARTIST QUICKLY.
A. DRAW
B. DRAWED
C. DRAWN
D. DREW

THE ARTIST QUICKLY.
A. DRAW
B. DRAWED
C. DRAWN
D. DREW

THE ARTIST QUICKLY.
A. DRAW
B. DRAWED
C. DRAWN
D. DREW

ALL THE POP WAS BEFORE THE PARTY BEGAN.
A. DRINK
B. DRINKED
C. DRANK
D. DRUNK

ALL THE POP WAS BEFORE THE PARTY BEGAN.
A. DRINK
B. DRINKED
C. DRANK
D. DRUNK

ALL THE POP WAS BEFORE THE PARTY BEGAN.
A. DRINK
B. DRINKED
C. DRANK
D. DRUNK

ALL THE POP WAS BEFORE THE PARTY BEGAN.
A. DRINK
B. DRINKED
C. DRANK
D. DRUNK

WHILE WE SLEPT, FATHER HAD 200 MILES.
A. DRIVE
B. DRIVEN
C. DRIVED
D. DROVE

WHILE WE SLEPT, FATHER HAD 200 MILES.
A. DRIVE
B. DRIVEN
C. DRIVED
D. DROVE

WHILE WE SLEPT, FATHER HAD 200 MILES.
A. DRIVE
B. DRIVEN
C. DRIVED
D. DROVE

IN THE EMERGENCY, HE FAST.
A. DRIVE
B. DRIVEN
C. DRIVED
D. DROVE

IN THE EMERGENCY, HE FAST.
A. DRIVE
B. DRIVEN
C. DRIVED
D. DROVE

IN THE EMERGENCY, HE FAST.
A. DRIVE
B. DRIVEN
C. DRIVED
D. DROVE

HF WAS DROWSY AFTER HE HAD
A. FAT
B. FATTEN
C. ATF
D. FATEN

HF WAS DROWSY AFTER HE HAD
A. FAT
B. FATTEN
C. ATF
D. FATEN

HF WAS DROWSY AFTER HE HAD
A. FAT
B. FATTEN
C. ATF
D. FATEN

HF WAS DROWSY AFTER HE HAD
A. FAT
B. FATTEN
C. ATF
D. FATEN
A. EAT
B. EATED
*C. ATE
D. EATEN

A. FORGET
B. FORGETTED
C. FORGOT
*D. FORGOTTEN

A. FORGIVE
B. FORGIVED
C. FORGAVE
*D. FORGIVEN

A. FROZE
B. FROZED
*C. FROZEN

A. GO
B. GONE
C. WENT
*D. GOING

A. HANG
B. HANGED
*C. HUNG

A. LAY
B. LAID
*C. LIES

A. LAIN
B. LAID
*C. LIES

A. LAY
EACH TIME I LAY THE BABY DOWN, HE STARTS TO CRY.

A. LAY  3100818
B. LAID 3100818
C. LY   3100818
D. LAIN 3100818

DOWN, FATHER COMMANDED THE DOG.

A. LAY  3100819
B. LIF  3100819
C. LAID 3100819
D. LAIN 3100819

YESTERDAY KARI STAYED IN BED SO LONG HE WAS LATE FOR SCHOOL.

A. LAY  3100820
B. LIF  3100820
C. LAID 3100820
D. LAIN 3100820

THE TREASURE HAD LAY ON THE OCEAN FLOOR FOR DECADES.

A. LAY  3100821
B. LIF  3100821
C. LAID 3100821
D. LAIN 3100821

THE CORRECT SPELLING OF THE PAST TENSE OF THE VERB LIE IS

A. LAY. 3100822
B. LAIN.3100822
C. LAID. 3100822
D. LAYED. 3100822

THE CORRECT SPELLING OF THE PAST TENSE OF THE VERB LAY IS

A. LAY. 3100823
B. LAIN.3100823
C. LAID. 3100823
D. LAYED. 3100823

THE CORRECT SPELLING OF THE PAST PARTICIPLE OF THE VERB LIE IS

A. LAY. 3100824
B. LAIN.3100824
C. LAID. 3100824
D. LAYED. 3100824

THE CORRECT SPELLING OF THE PAST PARTICIPLE OF THE VERB LAY IS

A. LAY. 3100825
B. LAIN.3100825
C. LAID. 3100825
D. LAYED. 3100825

THE BELL AS I SLIPPED INTO THE ROOM.

A. RANG 3100826
B. RUNG 3100826
C. RINGED 3100826
D. RANGED 3100826

THE ALARM HAD RINGED FOR SEVERAL MINUTES BEFORE I AWAKENED.

A. RING 3100827
B. RUNG 3100827
C. RINGED 3100827
D. RANGED 3100827
THE OFFICE LEARNED THAT THE BOY HAD RAN AWAY FROM HOME.  
A. RAN  
*B. RUN  
C. RANNED  

HE UNTIL HE REACHED THE RIVER.  
*A. RAN  
B. RUN  
C. RANNED  

MOTHER THE GROCERIES ON THE COUNTER.  
A. SIT  
B. SAT  
*C. SET  
D. SETTED  

JOE HAD STILL NEARLY A MINUTE.  
A. SIT  
*B. SAT  
C. SET  
D. SITTED  

SHE HAD THE VASE IN THE MIDDLE OF THE TABLE.  
A. SIT  
B. SAT  
*C. SET  
D. SITTED  

THE DOG ONLY UNTIL HE SAW THE CAT.  
A. SIT  
*B. SAT  
C. SET  
D. SITTED  

THE LEVIS SO MUCH HE COULDN'T WEAR THEM.  
A. SHRINK  
B. SHRINKED  
*C. SHRANK  
D. SHRUNK  

THE SWEATER HAD FROM THE HOT WATER.  
A. SHRINK  
B. SHRINKED  
C. SHRANK  
*D. SHRUNK  

CHRISTINE HAD NEVER IN AN OPERA BEFORE.  
A. SING  
B. SANG  
*C. SUNG  
D. SINGED  

HE WITH A STRAINED VOICE.  
A. SING  
*B. SANG  
C. SUNG  
D. SINGED
THE SHIP
A. SINK
B. SUNKED
*C. SANK
D. SUNK

WITHIN MINUTES OF THE COLLISION.

OUR SAILBOAT HAD JUST OFF THE DOCK.
A. SINK
B. SUNKED
C. SANK
*D. SUNK

EVERYONE FROM BEHIND CHAIRS, YELLING, SURPRISED
A. SPRING
R. SPRINGED
C. SPRUNG
*D. SPRANG

THE CAT HAD FROM BEHIND THE BUSH.
A. SPRING
R. SPRINGED
*C. SPRUNG
D. SPRANG

HE TO FINISH THE WORK ON TIME.
A. STRIVE
R. STROVE
C. STRIVEN
*D. STRIVED

THE ENTIRE STAFF HAD TO GET THE EDITION READY EARLY.
A. STRIVE
R. STROVE
*C. STRIVEN
D. STRIVED

BOB HAD THE LENGTH OF THE POOL FASTER THAN I.
A. SWIM
B. SWIMMED
*C. SWUM
D. SWAM

LAST YEAR AT CAMP JACK ACROSS THE LAKE.
A. SWIM
B. SWIMMED
C. SWIM
*D. SWAM

THE MONKEY FROM LIMB TO LIMB.
A. SWING
B. SWINGED
C. SWANG
*D. SWUNG

THE OLD MAN HAD THE PACK OVER HIS RACK.
A. SWING
B. SWINGED
C. SWANG
*D. SWUNG

IF LETTER HAD BEEN OUT WITH THE TRASH.
A. THROW
B. THREWED
C. THREW
D. THROWN

THE PITCHER THREW THE BALL WITH INCREDIBLE SPEED.
A. THROW
B. THREWED
C. THREW
D. THROWN

MOTHER ASKED IF WE HAD OUT OUR SWIMSUITS.
A. WRING
B. WRINGED
C. WRANG
D. WRUNG

THE OLD WOMAN OUT THE CLOTHES BY HAND AND HUNG THEM UP.
A. WRING
B. WRINGED
C. WRANG
D. WRUNG

GIVEN SEVERAL PHRASES IN WHICH THE SAME WORD APPEARS, THE STUDENT WILL SHOW COMPREHENSION OF VERBS BY SELECTING THE PHRASE IN WHICH THE RECURRING WORD IS USED AS A VERB.

DIRECTIONS - INDICATE THE PHRASE IN WHICH THE STARRED WORD IS USED AS A VERB.

A. A *FORECAST* OF RAIN
B. WILL *FORECAST* THE WEATHER
C. CHANGED THE *FORECAST*

*A. WILL *BOOK* THE SUSPECT
B. A COLORFUL *ROOK* JACKET
C. WILL READ THE *BOOK* CAREFULLY

A. WAS *SUSPECT* BECAUSE OF HIS ACTIONS
B. FOUND THE *SUSPECT* EASILY
C. IF YOU *SUSPECT* HIM

A. LOST IN *THOUGHT*
B. IF THE *THOUGHT* FRIGHTENED HIM
C. *THOUGHT* FOR HOURS

*A. COULD NOT *PROJECT* HIS VOICE
B. DID FINISH THE *PROJECT*
C. THE *PROJECT* PLANS

A. WAS WARM AS *TOAST*
B. WILL *TOAST* THE BREAD
C. ATE *TOAST* WITH JAM

A. DIDNT DO A *NUMBER* OF THEM
B. DIDNT *NUMBER* SOME OF THEM
C. STARS WITHOUT *NUMBER*
A. AN OLD *OIL* PAINTING
B. THE *OIL* ON THE PONDS SURFACE
C. MUST *OIL* THE MACHINE WELL

A. FADED *COLOR* OF THE UPHOLSTERY
B. USED THE *COLOR* CHART
C. MUST *COLOR* THE CHART

A. THE *BOTTLE* HOLDER
B. *BOTTLE* THE LIQUID
C. THE MILK *BOTTLE*

A. THE *DRAPE* RODS
B. *DRAPE* THE FABRIC
C. HUNG THE *DRAPE*

A. MUST *DRINK* YOUR MILK
B. TOOK A *DRINK*
C. A *DRINK* OF WATER

A. IF YOU *EXERCISE* YOUR VOCAL CORDS
B. IF *EXERCISE* IS ADVISABLE
C. THE *EXERCISE* MACHINE

A. NEW *DRESS* SHOES
B. CAN *DRESS* HERSELF
C. BOUGHT A *DRESS* FOR HERSELF

A. LOST *PART* OF THE INSTRUCTIONS
B. A CROOKED *PART* IN HIS HAIR
C. HOPE WE WILL NEVER *PART*

A. NEVER *(COMPLETE* AN ASSIGNMENT
B. THE *COMPLETE* WORKS OF SHAKESPEARE
C. IF THE LIST WAS *COMPLETE*

A. WONT EVEN *TRY*
B. WAS A NICE *TRY*
C. *TRY* WAS UNSUCCESSFUL

A. BROKE FATHERS *LEVEL*
B. HIS *LEVEL* OF ABILITY
C. MUST *LEVEL* THE PILE

A. WILL *HUMOR* MY BROTHER
B. SEE THE *HUMOR* IN IT
C. SENSE OF *HUMOR*

A. NOT THE CORRECT *ANSWER*
B. CANT *ANSWER* CORRECTLY
C. FOUND THE *ANSWER* SHEET

A. GOT AN *AVERAGE* SCORE
B. WILL *AVERAGE* THE SCORES
C. TAKE THE *AVERAGE* OF THE SCORES

A. A HARD *TEST* QUESTION
B. A *TEST* OF HIS KNOWLEDGE
C. COULD *TEST* HIS ABILITY

A. IF THEY *SKIRT* THE ISSUE
B. USED A *SKIRT* HANGER
C. LENGTHENED THE *SKIRT*
| A. COULD NOT *PHRASE* THE QUESTION PROPERLY | 3100775 |
| B. BEGAN THE SENTENCE WITH A *PHRASE* | 3100775 |
| C. IF THE *PHRASE* WAS NOT CLEAR | 3100775 |
| A. IF SHE APPEARED WITH A *SMILE* | 3100775 |
| B. THE *SMILE* OF AN ANGEL | 3100776 |
| C. CAN *SMILE* IF THINGS GO WRONG | 3100776 |

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**THE STUDENT CAN DEMONSTRATE RECOGNITION OF VERBS BY CORRECTLY IDENTIFYING THEM IN A SENTENCE.**

**DIRECTIONS - SELECT THE *SIMPLE PREDICATE* IN THE SENTENCE.**

| THE DIRECTIONS PRINTED ON THE PAGE COULDN'T BE READ. |
| A. PRINTED | 3101675 |
| B. COULD BE | 3101675 |
| C. COULD NOT BE READ | 3101675 |
| D. COULD BE READ | 3101675 |

**THE STRANGE LITTLE MAN WITH THE RFD HAT WAS AGAIN PEERING OVER MY SHOULDER.**

| A. WAS | 3101676 |
| B. WAS AGAIN | 3101676 |
| C. WAS PEERING | 3101676 |
| D. WAS AGAIN PEERING | 3101676 |

**MY YOUNGEST SISTER, HOWEVER, DID NOT EVER TATTLE ON ME.**

| A. DID TATTLE | 3101677 |
| B. DID NOT EVER TATTLE | 3101677 |
| C. DID EVER TATTLE | 3101677 |
| D. DID NOT TATTLE | 3101677 |

**MR. BROWNS CAREFULLY LAID PLANS FOR A SURPRISE PARTY WERE BETRAYED TO HIS WIFE.**

| A. LAID | 3101678 |
| B. CAREFULLY LAID | 3101678 |
| C. WERF BETRAYFD | 3101678 |
| D. BETRAYED | 3101678 |

**THE PEOPLE LIVING ON THAT BLOCK SHOULD HAVE BEEN WARNED ABOUT THE HALLOWEEN RUSH.**

| A. HAVE BEEN WARNED | 3101679 |
| B. SHOULD HAVE BEEN WARNED | 3101679 |
| C. LIVING | 3101679 |
| D. SHOULD HAVE BEEN | 3101679 |

**THE MAID MIGHT NOT HAVE LEFT YET.**

| A. MIGHT NOT HAVE LEFT | 3101680 |
| B. MIGHT NOT HAVE | 3101680 |
| C. MIGHT NOT LEFT | 3101680 |
| D. MIGHT HAVE LEFT | 3101680 |

**THE PARENTS COULD CERTAINLY HAVE BEEN NOTIFIED OF HIS GRADES SOONER.**

| A. COULD HAVE BEEN NOTIFIED | 3101681 |
| B. CERTAINLY HAVE BEEN NOTIFIED | 3101681 |
| C. HAVE BEEN NOTIFIED | 3101681 |
| D. COULD HAVE BEEN | 3101681 |
I HAVE NEVER READ SMITH'S BEST WORK, A HISTORICAL NOVEL BASED ON THE CIVIL WAR.
A. HAVE NEVER READ
B. HAVE READ
C. BASED
D. HAVE

THE GIRL SITTING NEXT TO ME IS ALWAYS COPYING MY HOMEWORK.
*A. IS COPYING
B. SITTING
C. IS
D. IS ALWAYS COPYING

THE SEVENTH GRADERS, THRILLED WITH THE THOUGHT OF CHRISTMAS, HAVEN'T BEEN PRACTICING THEIR PLAY.
A. THRILLED
B. HAVENT BEEN PRACTICING
C. HAVENT BEEN PRACTICING
D. HAVE BEEN PRACTICING

HAVING SPENT THE DAY AT THE BEACH, THE CHILDREN WERE DELIGHTED TO TAKE A NAP.
A. HAVING SPENT
B. HAVING
C. WERE
D. WERE DELIGHTED

THE PILED STACK OF PENCILS ON HIS DESK HAD NEVER BEEN USED.
A. PILED
B. HAD BEEN
C. HAD NEVER BEEN USED
D. HAD REFN USFD

THE FINGERPRINTS MUST HAVE BEEN WIPEED OFF.
*A. MUST HAVE BEEN WIPED
B. MUST HAVE BEEN
C. HAVE BEEN WIPED
D. HAVE BEEN

WILL THE ROYS HAVE PAID THEIR BILL BY MONDAY?
A. HAVE PAID
*B. WILL HAVE PAID
C. WILL HAVE
D. PAID

WHY SHOULD THE TITLE OF MY COMPOSITION BE CHANGED?
A. WHY SHOULD
B. CHANGED
C. WHY SHOULD BE CHANGED
D. SHOULD BE CHANGED

THE GIRL WEARING THE FANCY COSTUME RAN FOR FOUR BLOCKS AND THEN COLLAPSED.
*A. RAN, COLLAPSED
B. WEARING
C. WEARING, RAN, COLLAPSED
D. RAN

SOME OF THE BATTERED WAR PLANES WERE DISPLAYED AND DEMONSTRATED.
A. DISPLAYED AND DEMONSTRATED

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A. WERE DISPLAYED  
B. BATTERED  
C. WERE DISPLAYED, DEMONSTRATED

WILL YOU BE ALLOWED TO SING AND DANCE AT THE ASSEMBLY?
A. SING, DANCE  
B. ALLOWED  
C. WILL BE ALLOWED  
D. WILL BE ALLOWED, SING, DANCE

THE STUDENT WILL SHOW COMPREHENSION OF VERB TENSE BY CATEGORIZING SENTENCES ACCORDING TO TENSE. %15b

DETERMINE THE TENSE OF EACH VERB AND MARK IT ACCORDINGLY -  
A. PRESENT TENSE  
B. PAST TENSE  
C. FUTURE TENSE  
D. PRESENT PERFECT TENSE

HE SPRANG *B
IT HAS SHRUNK *D
I HIDE *A
WE HAVE EATEN *D
WE SHALL LEAVE *C

DETERMINE THE TENSE OF EACH VERB AND MARK IT ACCORDINGLY -  
A. PAST PERFECT  
B. FUTURE PERFECT  
C. PRESENT PERFECT  
D. NONE OF THESE

CHARLES *GAVE* A REPORT ON THE ATHLETIC EVENTS. *D

THE TEAM *HAD DRIVEN* THROUGH A BLINDING RAIN. *A
SOON, TODAY'S YOUNG AMERICANS *WILL HAVE BECOME* THE LEADERS OF TOMORROW. *B
TRACK AND FIELD EVENTS *HAVE REPLACED* THE LESSER EXCITING SPORTS AMONG THE BOYS. *C
WHAT KIND OF SCORE *HAS BEEN MADE* BY THE CUBSO *C

DETERMINE THE TENSE OF EACH VERB AND MARK IT ACCORDINGLY -  
A. IF IT IS THE PRESENT TENSE*  
B. IF IT IS THE PAST TENSE*  
C. IF IT IS THE FUTURE TENSE*  
D. IF IT IS NONE OF THESE*

THE CHILDREN ARE AWAKE AT AN EARLY HOUR. *A

YOU WILL FIND A LIST OF TROUBLESOME VERBS IN YOUR ENGLISH BOOK.
WHERE HAS THE TIME GONE, TODAY? *D

CHERRY CREEK SWELLED AS A RESULT OF THE HEAVY RAINS. *B

SAVE THE CHILD WHO IS ABOUT TO DROWN. *A

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

THE STUDENT WILL SHOW UNDERSTANDING OF VERB TENSE BY MATCHING THE TENSE WITH A GIVEN VERB IN A SENTENCE.

DIRECTIONS

SELECT THE ANSWER THAT IDENTIFIES THE TENSE OF THE STARRED WORD.

A. PAST
B. PRESENT PERFECT
C. PAST PERFECT
D. PRESENT

*HAVE* YOU *CALLED* HER LATELY? *B

SHE* HAD* NOT *FLOWN* IN A PLANE YET. *C

I *AM ATTENDING* THE PARTY. *D

I *LOVE* CANDY. *D

HE* HAD BEEN CALLING* FOR HOURS. *C

THEY *REGAN* TO SEE THE ANSWER. *A

MY SISTER *HAS BEEN WORKING* THERE ONE YEAR. *B

PLEASE *THROW* THE BALL TO TIMMY. *D

*HAD* YOU *BREAK* THAT VASE? *A

I *HAD TRIED* TO VISIT HER YESTERDAY. *C

THAT MOTORIST *HAS* NOT *BLOWN* HIS HORN. *B

THE SWEATER *HAS SHRUNK*.* B

THE BROWNS *HAD WRITTEN* TO US OFTEN. *C

HFLPO HERF *COMES* THE MONSTER. *D

HE* HAD STOLEN* THE MONEY. *C

THE SUN *IS RISING* BY THEN. *D

WHO *SANG* THE SOLO IN THE CHRISTMAS PROGRAM? *A

I *SWIM* BUT I DONT CARE TO DIVE. *D

*HAVE* YOU *SPOKEN* TO YOUR PARENTS ABOUT THE PARTY? *B

HE* HAS BEEN KNOWN* TO DO THAT. *B

JEAN *HAS RUNG* THE BELL IF YOU ASK HER. *B

127 134
THEY *HAD RUNG* THE SCHOOL BELL A LITTLE LATER THAN USUAL. *C
HE *HAS RUNG* THE SCHOOL BELL A LITTLE LATER THAN USUAL. *B
YOU *HAVE SPOKEN* TO YOUR BROTHER. *B
YOU *SPOKE* TO YOUR BROTHER. *A
I *HAVE* NOT *BEGIN* TO FIGHT. *B
THE SICK ELM TREES *DIED*. *A
THF SICK ELM TREES *WERE DYING*. *A
HASF* SHE EVER *SHOWN* ANY INTEREST IN LAW? *B

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN TRANSITIVE AND INTRANSITIVE VERBS BY CATEGORIZING STARRED VERBS IN SENTENCES. 25%

DIRECTIONS
CHOOSE WHETHER THE STARRED VERB IN EACH SENTENCE IS
A. TRANSITIVE.
B. INTRANSITIVE.

I *WANT* A NEW NOTEBOOK. *A
I *FEEL* IRRITABLE IF I AM ILL. *B
SHERRY *WALKED* QUICKLY BECAUSE SHE WAS FRIGHTENED. *B
THE NERVOUS GIRL *BIT* HER FINGERNAILS INCESSANTLY. *A
THE CURRENT *WAS* TOO SWIFT FOR THE POOR SWIMMER. *B
THE PRESIDENT-ELECT *APPEARED* BEFORE THE CHEERING CROWD. *B
PLEASE DONT *LAY* YOUR COAT THERE. *A
THE STUDENT *DEVELOPED* WRITERS CRAMP WHILE WRITING THE RESEARCH PAPER. *A
THE CHILD'S CONDITION *GREW* WORSE. *B
I *HAD LOST* MY MOTHER'S BRACELET. *A
THE DOG *DEVoured* THE FOOD AS THOUGH HE WERE STARVING. *A
THE HOUSE THAT WE WERE TO MOVE INTO *LOOKED* DISMAL. *B
AMERICA *IS* THE SLAVE OF FOOTBALL. *B
I *COULD SEE* ONLY A SMALL RAY OF LIGHT. *A
THE KINDERGARTEN CHILDREN *BECAME* FRIENDS SLOWLY. *B
TOM SAWYER LIKED HECKY A LITTLE BIT.

HOT APPLE CIDER SMELLED GOOD AFTER THE ICE SKATING PARTY.

THE CHIRPING BIRDS SOUNDED TERRIBLE AT FIVE A.M.

BARRY FASTENED THE ROPE SECURELY AROUND HIS WAIST BEFORE STARTING THE CLIMB.

SUNBATHERS COVERED THE BEACH AS FAR AS WE COULD SEE.

THE INSTANT POTATOES TASTED QUITE PASTY.

OUR PHILODENDRON GREW A NEW LEAF.

THE OLD COUCH WAS TOO DILAPIDATED TO BE GIVEN AWAY.

DAVID'S Hobbies ARE SKIING AND SWIMMING.

I KNOW THE LESSON VERY WELL.

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

THE STUDENT WILL SHOW UNDERSTANDING OF VOICE BY CATEGORIZING SENTENCES AS ACTIVE OR PASSIVE. %5n

CLASSIFY THE VERB OR VERB PHRASE IN EACH SENTENCE AS

A. *ACTIVE VOICE*.
B. *PASSIVE VOICE*.

JOHN WILL HAVE PAINTED THE HOUSE BY NOON TODAY.

THE COLLIE PUPPIES WERE TRAINED BY THE BOYS.

ROSE GARDENS AT THE PALACE HAD BEEN PLANTED BY THE PEONS.

THE CUSTODIAN WILL ARRANGE THE CHAIRS IN THE GYM.

BOB LEAVES THE HOUSE AT AN EARLY HOUR.

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

THE STUDENT WILL SHOW UNDERSTANDING OF VERB PERSON, NUMBER, TENSE, AND VOICE BY DETERMINING THOSE CHARACTERISTICS OF A GIVEN SENTENCE. %d

DIRECTIONS

SELECT THE CHARACTERISTIC THAT IS *NOT* TRUE OF THE FOLLOWING VERBS OR VERB PHRASES.

WE WON THE CHAMPIONSHIP IN FOOTBALL.

A. 1ST PERSON
B. PLURAL NUMBER
C. PRESENT TENSE
D. ACTIVE VOICE

JOHN HAS BEEN DECORATED EXTENSIVELY.

A. SECOND PERSON
B. SINGULAR NUMBER
PRESENT PERFECT TENSE
D. PASSIVE VOICE

IGLES WILL HAVE BEEN SOUNDED AROUND THE COUNTRYSIDE BY MORNING.
A. THIRD PERSON
B. PLURAL NUMBER
C. FUTURE PERFECT TENSE
* D. ACTIVE VOICE

OU HAD STUDIED SPANISH ON YOUR TRIP TO MEXICO.
A. SECOND PERSON
B. SINGULAR NUMBER
C. PRESENT TENSE
* D. ACTIVE VOICE

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

HE STUDENT WILL SHOW HIS COMPREHENSION OF PASSIVE VOICE BY DIRECTLY IDENTIFYING A PASSIVE VOICE SENTENCE IN A LIST OF SENTENCES. *%2a

LECT THE SENTENCE WHICH IS IN THE PASSIVE VOICE.
A. THE CUSTODIAN STACKED THE CHAIRS IN THE TOWER.
B. BY GESTURES THE TEACHER TOLD THE STUDENTS TO BE QUIET.
C. ALTHOUGH THE BELL RANG, SHE DID NOT DISMISS CLASS.
*D. THE CHAIRS WERE STACKED IN THE CORNER BY THE CUSTODIAN.

A. THERE WERE 14 PLACES AT THE TABLE.
*B. FOURTEEN PLACES WERE SET AT THE TABLE.
C. FOURTEEN CHAIRS WERE AROUND THE BIG TABLE.
D. THE TABLE HAD 14 PLACE SETTINGS.

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

HE STUDENT CAN SHOW UNDERSTANDING OF PREPOSITIONAL PHRASES, PARTICIPEAL PHRASES, AND CLAUSES BY CATEGORIZING GIVEN PHRASES AND CLAUSES IN SENTENCES. *%30b

IRECTIONS
IDENTIFY THE STARRED GROUP OF WORDS AS
A. PREPOSITION PHRASE.
B. PARTICIPEAL PHRASE.
C. CLAUSE.

HE MAN *IN THAT BLUE HAT* WAS A PRIVATE DETECTIVE. *A
HE MAN *WEARING THE BADGE* WAS THE PERSON TO SEE. *B
OUR FOXES QUICKLY JUMPED OVER THE BUSH AND DISAPPEARED *INTO THE DODS*. *A
IS A MAN *WHO LIKES GOOD FOOD*. *C
WHILE SHE WAS SCOLDING ME*, ANOTHER GIRL HID THE CHALK. *C
HERF WERE SEVEN BOYS RUNNING *ACROSS THE LAWN*. *A
HE GROUP WALKED FROM HOUSE TO HOUSE *SINGING AS THEY WENT*. *B
THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF THE USE OF THE PRESENT AND PAST PARTICIPLES OF A VERB AS VERBALS BY SELECTING THE SENTENCE CONTAINING A PARTICIPIAL PHRASE. %3m

SELECT THE SENTENCE THAT CONTAINS A PARTICIPIAL PHRASE.

*A. HAVING NO CHANGE IN HIS POCKET, THE DRIVER COULD NOT USE THE EXACT CHANGE BOOTH.*  2089
*B. THE DRIVER WAS HAVING TROUBLE BECAUSE HE DID NOT HAVE THE CORRECT CHANGE.*
*C. BECAUSE HE DID NOT HAVE THE CORRECT CHANGE, THE DRIVER WAS DELAYED FOR A TIME.*

A. THE ROAD UNDER CONSTRUCTION WAS CLOSED TO EXPRESS TRAFFIC.
*B. THE ROAD, BEING UNDER CONSTRUCTION, WAS CLOSED TO EXPRESS TRAFFIC.*
*C. NO EXPRESS TRAFFIC WAS PERMITTED ON THE ROAD BECAUSE OF THE CONSTRUCTION WORK.*

A. ANGRY AT THE DELAY, THE DRIVER HONKED HIS HORN VIGOROUSLY.
*B. HONKING HIS HORN VIGOROUSLY, THE DRIVER INDICATED HIS ANGER.*
*C. THE DRIVER SHOWED HIS ANGER WITH VIGOR.*

*********************************************************************************
THE STUDENT WILL SHOW HIS COMPREHENSION OF THE CORRECT USE OF PARTICIPLES BY IDENTIFYING THE SENTENCE CONTAINING A CORRECTLY USED PARTICIPAL PHRASE. %1m

CHOOSE THE SENTENCE WHICH INCLUDES A CORRECTLY USED PARTICIPIAL PHRASE.

*A. SCOLDING THEM, THE STUDENTS KEPT THEIR EYES AWAY FROM THE TEACHER.*  2137
*B. TRACKING MUD WITH EVERY PAW, I SHOOED THE DOG OUT THE BACK DOOR.*
*C. BARKING AND GROWLING, I INCHED AWAY FROM THE BIG DOG.*
*D. SNAPPING THE LID DOWN QUICKLY, SHE DIDN'T GIVE US A CHANCE TO SEE WHAT WAS INSIDE.*

*********************************************************************************
THE STUDENT WILL SHOW COMPREHENSION OF A GERUND BY SELECTING A SENTENCE IN WHICH ONE APPEARS. %1m

SELECT THE SENTENCE WHICH CONTAINS A GERUND.

*A. ENCOURAGING THE MANUFACTURE OF SILK, GOVERNOR OGLETHORPE OF GEORGIA IMPORTED SILK WORMS FROM THE ORIENT.*  2131
*B. GOVERNOR OGLETHORPE HAD BEEN ENCOURAGING THE GROWTH OF SILK INDUSTRY UNTIL THERE WAS A PRICE DROP.*
*C. ENCOURAGING THE GROWTH OF A SILK INDUSTRY WAS ONE OF GOVERNOR OGLETHORPE'S MAJOR PROJECTS.*
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN GERUNDS USED AS SUBJECTS, OBJECTS OF VERBS, OBJECTS OF PREPOSITIONS, AND PREDICATE NOMINATIVES.

READ THE SENTENCE AND SELECT THE TYPE OF GERUND THAT IS USED.

THE LAWS AGAINST PASSING A STAGE COACH ON THE NATIONAL ROAD WERE USUALLY IGNORED.

- A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

PASSING A STAGE COACH WAS A VIOLATION OF STATE LAWS IN THE DAYS OF THE NATIONAL ROAD.

- A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

PASSENGERS ENDURED THE STAGE COACH RACING.

- A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

A MAJOR CAUSE OF ACCIDENTS ON THE NATIONAL ROAD WAS THE STAGE COACH RACING.

- A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

SOME MOURNED THE PASSING OF THE STAGE COACH.

- A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN AN INFINITIVE AND A PREPOSITIONAL PHRASE BY SELECTING THE SENTENCE WHICH CONTAINS AN INFINITIVE.

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING SENTENCES CONTAINS AN INFINITIVE?

- A. THE GEORGIA COLONISTS WANTED TO ESTABLISH A SILK INDUSTRY.
- B. THE INDUSTRY FLOURISHED UNTIL GOVERNOR OGLETHORPE WENT TO ENGLAND.
- C. WHEN HE RETURNED TO HIS COLONY, HE DISCOVERED THE MACHINERY HAD BEEN DEMOLISHED.

WHICH OF THE FOLLOWING SENTENCES CONTAINS AN INFINITIVE?

- A. THE BOYS TOOK THEIR BIKES TO SCHOOL FOR THE LAST TIME.
- B. THE JAPANESE WANTED TO COMPETE IN THE SMALL CAR FIELD.
- C. THEY PUT OUT THE TOYOTA AS COMPETITION TO THE VOLKSWAGEN.
Which of the following sentences contains an infinitive?

A. Local taxes are not collected on an item if it is shipped to another state.

* B. One volunteer agreed to raise bail for the trio.

C. One defense witness was admitted to the courtroom.

Given a list of sentences containing prepositional, participial, and infinitive phrases, the student will demonstrate his understanding of these phrases by correctly labeling the phrases starred. %10

In each sentence a phrase is starred. Mark each phrase in the following manner.

A. Prepositional
B. Participial
C. Infinitive

Dandelion seeds are often carried far *from the parent plant*. *A

The wings *of maple seeds* carry them far away. *A

They are often seen *to spin dizzyly*. *C

*Buffeted roughly about*, the tumbleweed plants its seeds. *B

Have you ever touched the ripe seed pod *of a milk weed*? *A

Seeds, *floating lightly*, reach the ground and take root. *B

*To toss away an apple core* is a thoughtless gesture. *C

Every year millions of seeds fail *to produce plants*. *C

Acorns, *dropped here and there*, take root where they fall. *B

Squirrels often furnish transportation *for acorns*. *A

The student will show his comprehension of the uses of infinitives by selecting sentences in which infinitives are used as nouns, adverbs, or adjectives. %30

Directions
Select the best answer for the question.

In which sentence is the infinitive used as a noun?

*A. To beg a question is not to answer it.*

B. They went to find him.

C. The city editor is the person to ask.

In which sentence is the infinitive used as an adverb?

A. If he wanted to erase the board.

B. Advice is easy to give.

C. He bit the coin to test it.
IN WHICH SENTENCE IS THE INFINITIVE USED AS AN ADJECTIVE?
A. HE WENT TO THE STORE TO BUY IT.
B. HE HELPED US TO FIND HIM.
C. HE WANTED TO GO THERE.

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

THE STUDENT CAN SHOW HE COMPREHENDS THE DIFFERENCE BETWEEN GERUNDS, PARTICIPLES, AND INFINITIVES BY CATEGORIZING STARRED WORDS IN SENTENCES.

DIRECTIONS

CHOOSE THE ANSWER THAT BEST IDENTIFIES EACH STARRED WORD.
A. INFINITIVE
B. GERUND
C. PARTICIPLE

THE BOYS *BUILDING* THE SAND CASTLE DID NOT NOTICE THE APPROACHING WAVE. *C

*JOGGING* IS A HEALTHFUL RECREATION. *B

WE ENJOYED *SWIMMING* IN THE OCEAN. *B

FIRE DESTROYED THE *DESERTED* BUILDING. *C

*SEEING* IS RELIEVING. *B

JOHN HOPES *TO WIN* THE CONTEST. *A

*TO KNOW* HIM IS A GREAT DELIGHT. *A

THE PUPPY ENJOYED *PLAYING* WITH THE BALL. *B

*SITTING* ON THE COUCH TO BE MORE COMFORTABLE, THE BOY BEGAN TO READ HIS NEW BOOK. *C

THAT IS A GOOD COLOR *TO USE* IN YOUR PICTURE. *A

THE OLD WOMAN SAT ON THE PORCH PATIENTLY *WEAVING* A RUG. *C

*VOTING* IS AN OBLIGATION OF EVERY AMERICAN CITIZEN. *B

THE *WINNING* TEAM RECEIVED A PAID VACATION TO FLORIDA. *C

THE FIRM *REAPING* THAT NAME IS ONE TO BE TRUSTED. *C

THE BOYS ATE THE *BURNED* MARSHMALLOWS. *C

*TRIMMING* THE CHRISTMAS TREE IS PART OF OUR HOLIDAY ACTIVITIES. *B

THE ROWNS WERE THE FIRST PEOPLE ON OUR BLOCK *TO OWN* A TV. *A

MARTHA ENJOYS *READING* STORIES ABOUT ANIMALS. *B

*CLIMBING* QUICKLY TO THE TOP OF THE HILL, THE BOY WAS ABLE TO CATCH SIGHT OF THE SETTING SUN. *C

I LIKE *SPEAKING* IN FRONT OF AN AUDIENCE. *B
JEAN WAS THRILLED *TO MEET* THE AUTHOR OF THE BOOK. *C

STUDYING* MY OLD TESTS AND QUIZZES WAS A GREAT HELP TO ME ON MY EXAM. *B

THE PERSON *TO ASK* IS THE TEACHER. *A

A GOOD *SPANKING* IS WHAT THAT CHILD NEEDS. *B

SHE FOUND IT DIFFICULT *TO ADMIT* THE TRUTH TO HERSELF. *A

*PUZZLED* BY THE DIRECTION*. HE WAS UNABLE TO FIND HIS WAY TO THE PARTY. *C*

*FINISHING* DINNER EARLY IS BECOMING DIFFICULT. *B

WE CALLED JOHN AND JOAN *TO INVITE* THEM TO DINNER. *A

*HAVING SEEN* HIS FACE, I WAS ABLE TO IDENTIFY THE ROBBER. *C

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

HISTORY OF LANGUAGE

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE ORIGINS OF THE AMERICAN ENGLISH LANGUAGE BY IDENTIFYING EXAMPLES. *BB*

DIRECTIONS
CIRCLE THE ANSWER WHICH CORRECTLY COMPLETES THE ITEM ABOUT THE ORIGINS OF THE AMERICAN ENGLISH LANGUAGE.

OUR LANGUAGE IS BASED ON ALL OF THE FOLLOWING *EXCEPT*

A. PERSIAN.
B. JAPANESE.
C. SANSKRIT.
D. GREEK.

MODERN ENGLISH BEGAN ABOUT THE TIME OF THE

A. 12TH CENTURY.
B. 19TH CENTURY.
C. 17TH CENTURY.
D. 20TH CENTURY.

WE FIND MANY SIMILARITIES BETWEEN OUR LANGUAGE AND OTHERS BASED ON THE INDO-EUROPEAN LANGUAGE. SELECT THE LANGUAGE WHICH DOES *NOT* BELONG TO THIS GROUP.

A. ENGLISH
B. SPANISH
C. GREEK
D. CHINESE
E. SANSKRIT
F. POLISH

MIDDLE ENGLISH WAS SPOKEN IN THE

A. 14TH CENTURY.
B. MIDDLE OF THE 19TH CENTURY.
C. 10TH CENTURY.
D. 20TH CENTURY.

MANY FRENCH WORDS WERE PRIMARILY ADDED TO OUR LANGUAGE WHEN
A. FRENCH TOURISTS WENT TO ENGLAND.
B. ENGLISH TEACHERS TAUGHT FRENCH.
*C. NORMAN INVADERS CONQUERED ENGLAND.

DANISH WORDS WERE ADDED TO OUR LANGUAGE BY
A. DANISH TOURISTS.
*B. VIKING RAIDERS.
C. AMERICAN TRAVELERS TO DENMARK.

OLD ENGLISH WAS SPOKEN IN THE
A. 3RD CENTURY AD.
B. 3RD CENTURY BC.
*C. 10TH CENTURY AD.
D. 19TH CENTURY AD.

THERE ARE MANY WAYS OF ADDING NEW WORDS FROM OTHER LANGUAGES TODAY. SELECT THE ONE STATEMENT THAT IS *NOT* A WAY OF ADDING NEW WORDS.
A. NAMES FOR SCIENTIFIC CONTRIBUTIONS ADD ANOTHER LANGUAGE'S WORDS.
*B. FAVORITE FOREIGN WORDS ARE ADDED BY ANY PEOPLE WHO WANT TO ADD WORDS.
C. NAMES OF ARTISTIC CONTRIBUTIONS ADD WORDS OF ANOTHER LANGUAGE.
D. WARS HAVE BROUGHT EXCHANGES OF NEW WORDS.
F. NAMES OF RELIGIONS ADD NEW WORDS.

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

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF GREEK AND LATIN ORIGIN OF WORDS BY CATEGORIZING GIVEN WORDS. %10#

DIRECTIONS
MARK AN X BY GREEK IF THE WORD HAS A GREEK ORIGIN. MARK AN X BY LATIN IF THE WORD HAS A LATIN ORIGIN.

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*A. GREEK
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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ORIGINS OF WORDS OF AMERICAN ENGLISH BY MATCHING WORDS AND THE COUNTRIES FROM WHICH THEY ORIGINATED.  

DIRECTIONS
IDENTIFY THE AREA OF ORIGIN OF THE FOLLOWING WORDS BY PLACING THE LETTER OF THE COUNTRY NEXT TO THE WORD.

A. ENGLAND
B. FRANCE
C. GERMANY
D. GREECE
E. ITALY
F. SPAIN

RuPEAU *R
2798

*TRIENOA *F
2799

DACHSHUND *C
2800

AUTOCRAT *D
2801

SANDWICH *A
2802

dINNER *B
2803

BEFF *B
2804

MICROSCOPE *D
2805

LETTER *E
2806

PATIO *F
2807

MULTIPLY *F
2808

WIENER *C
2809

PIANO *F
2810

Poodif *C
2811

DETERGENT *F
2812

THE STUDENT DEMONSTRATES HIS UNDERSTANDING OF FOREIGN LANGUAGE DERIVATION BY MATCHING WORDS WITH THE COUNTRIES OF THEIR ORIGIN.  

DIRECTIONS
MATCH THE FOLLOWING WORDS WITH THEIR COUNTRY OF ORIGIN.

A. CHINESE
B. JAPANESE
C. GREEK
D. GERMAN
E. DUTCH
MATCH THE FOLLOWING WORDS WITH THE COUNTRY OF THEIR ORIGIN.

A. AFRICAN
B. HINDU
C. AMERICAN INDIAN
D. SPANISH
E. ARABIC

MOCASIN *C
VOODOO *A
ALGEBRA *E
SHAMPOO *R

MATCH THE FOLLOWING WORDS WITH THE COUNTRY OF THEIR ORIGIN.

A. PORTUGUESE
B. FRENCH
C. SPANISH
D. NORWEGIAN
E. PERSIAN

Ski *D
DINNER *B
BANANA *A
RAAAAR *E

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VARIOUS SOURCES OF WORDS IN OUR LANGUAGE BY IDENTIFYING THE SOURCE OF THE GIVEN WORDS. *

DIRECTIONS
PLACE THE LETTER OF THE CORRECT ANSWER NEXT TO THE WORD IT FITS.

A. DERIVED FROM SCIENTIFIC INVENTION
B. COINED WORD
C. MULTIPLE MEANING WORD

LUNAR MODULE *A
POCKETBOOK *C
TACHYON *B
AUTOMOBILE *B
THE CHILD WILL DISTINGUISH BETWEEN AMERICAN ENGLISH AND BRITISH BY CATEGORIZING GIVEN WORDS. %10a

DIRECTIONS
CIRCLE THE AMERICAN ENGLISH WORD IN EACH SET.

*A. COLOR
P. COLOUR
A. HONOUR
*R. HONOR
*A. CENTER
P. CENTRE
*A. TRAVELER
P. TRAVELLER
*A. ENROLLMENT
P. ENROLMENT
*A. CHARACTERIZE
P. CHARACTERISE
A. ORGANISATION
*R. ORGANIZATION
A. DEFENCE
*R. DEFENSE
A. JUDGEMENT
*R. JUDGMENT
*A. CONNECTION
P. CONNEXION

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE INFLUENCE OF FOREIGN SETTLEMENTS DURING THE COLONIAL PERIOD ON DIALECTS BY CLASSIFYING WORDS ACCORDING TO THE PEOPLE WHO CONTRIBUTED THE WORDS. %10a
DIRECTIONS
CLASSIFY THE FOLLOWING WORDS ACCORDING TO THE PEOPLE WHO CONTRIBUTED THE WORD BY SELECTING THE CORRECT LETTER AND WRITING THE LETTER NEXT TO THE WORD.
A. FRENCH
B. INDIANS
C. PENNSYLVANIA GERMANS
D. AFRICANS

SAUERKRAUT *C
OPOSSUM *B
PECAN *B
CHOWDER *A
BANJO *D
BUCCANEER *A
SQUASH *B
GOOBER *D
PRAIRIE *A
SKUNK *B

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE INFLUENCE OF FOREIGN SETTLEMENTS DURING THE POST-REVOLUTIONARY PERIOD ON DIALECTOLOGY BY CLASSIFYING WORDS ACCORDING TO THE PEOPLE WHO CONTRIBUTED THE WORDS. *15a

DIRECTIONS
CLASSIFY THE FOLLOWING WORDS ACCORDING TO THE PEOPLE WHO CONTRIBUTED THE WORD BY SELECTING THE CORRECT LETTER AND WRITING THE LETTER NEXT TO THE WORD.
A. SPANISH
B. FRENCH
C. GERMAN
D. ITALIAN
E. CHINESE

TAMALE *A
DEPOT *B
KARA-KIRI *E
DELICATESSEN *C
FIESTA *A
SHIVARFF *B
MACARONI *D
A DIALECT IS
A. A STRANGE WAY OF SPEAKING.
B. A FOREIGN LANGUAGE.
*C. THE VARIETY OF LANGUAGE OF A SINGLE SPEECH COMMUNITY.
D. THE WAY A PERSON PRONOUNCES A WORD.

THE CORRECT TERM FOR "ONE'S OWN, DIALECT" IS
A. INTELLECT.
*B. IDIOLECT.
C. DIACRITICAL.
D. SLANG.

A DIALECT AREA IS AN AREA FOR
A. STUDYING CUSTOMS OF PEOPLE.
B. EDUCATING PEOPLE IN SPEECH.
*C. STUDYING SPEECH HABITS.
D. TEACHING A FOREIGN LANGUAGE.

WHEN A LINGUISTIC GEOGRAPHER FINDS AN EXPRESSION WHICH IS USED IN A DEFINITE REGION, HE draws a line on the map to show the outside area in which it occurs. This line on the map is called
*A. AN ISOGLASS.
B. A BOUNDARY.
C. AN EXTERIOR LINE.
D. A BARRIER.

A SPEECH COMMUNITY IS A GROUP OF PEOPLE
A. LIVING TOGETHER.
B. WHO SPEAK A FOREIGN LANGUAGE.
C. WHO ARE UNEDUCATED.
*D. WHO SPEAK THEIR OWN DIALECT.

LOCALISM IS
A. A STRANGE WAY OF SPEAKING.
B. A CUSTOM OF DRESS.
*C. A DIALECT FORM.
D. A MANNERISM.

SLANG IS
A. OBSCENE LANGUAGE.
*B. EXTREMELY INFORMAL LANGUAGE.
C. UNEDUCATED LANGUAGE.
D. DULL LANGUAGE.

JARGON IS CHARACTERISTIC OF
A. FOREIGNERS.
B. UNEDUCATED PEOPLE.
C. INTELLIGENT PEOPLE.
*D. A PARTICULAR OCCUPATION.

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HOW TO STUDY
******************************************************************************

LITERATURE

THE STUDENT WILL SHOW COMPREHENSION OF DRAMATIC TECHNIQUE BY IDENTIFYING THE MOST EFFECTIVE PLACEMENT OF THEME. %1n

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE THEME, OR STATEMENT OF TRUTH ABOUT LIFE, IS MOST EFFECTIVE WHEN
A. IT IS STATED BY THE MAIN CHARACTER IN THE EXPOSITION OF THE PLAY.
*B. IT IS IMPLIED BY THE RESULT OF THE CONFLICT.
C. IT IS IMPLIED BY THE ACTION OF THE ANTAGONIST AT THE CONCLUSION OF THE PLAY.
D. IT IS STATED BY A MINOR CHARACTER SEVERAL TIMES THROUGHOUT THE COURSE OF THE PLAY.

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THE STUDENT WILL SHOW KNOWLEDGE OF TERMS RELEVANT TO DRAMA BY IDENTIFYING CHARACTERISTICS OF COMEDY, TRAGEDY, FARCE, AND MELODRAMA. %5n

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

IN WHICH OF THE FOLLOWING PLAYS IS THE MAIN CHARACTER NOT SUCCESSFUL IN OVERCOMING OBSTACLES PLACED BEFORE HIM?
A. COMEDY
*B. TRAGEDY.
C. FARCE
THE MAIN CHARACTER IS LAUGHED AT IN WHICH OF THE FOLLOWING PLAYS?

*a. farce
b. melodrama
c. tragedy

IN WHICH OF THE FOLLOWING PLAYS IS CHARACTERIZATION EMPHASIZED OVER PLOT?

*a. tragedy
b. farce
c. melodrama

IN WHICH OF THE FOLLOWING PLAYS IS PLOT EMPHASIZED OVER CHARACTERIZATION?

*a. comedy
b. tragedy
c. melodrama

WHICH OF THE FOLLOWING PLAYS DOES NOT PRESENT A TRUE MIRROR OF LIFE WITH CHARACTERS ACTING REALISTICALLY IN GIVEN SITUATIONS?

*a. comedy
b. tragedy
c. farce

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

THE STUDENT WILL SHOW KNOWLEDGE OF TERMS RELEVANT TO DRAMA BY IDENTIFYING THE ROLE OF THE PROTAGONIST AND ANTAGONIST. 50%

MATCH THE SENTENCE TO THEIR CLASSIFICATION.

THE CHARACTER THE AUDIENCE HOPES WILL WIN THE CONFLICT.

*a. protagonist
b. antagonist

THE CHARACTER PRESENTED IN AN UNSYMPATHETIC LIGHT.

*a. protagonist
b. antagonist

THE CHARACTER WHO REPRESENTS THE SIDE THE AUDIENCE DOES NOT WANT TO WIN.

*a. protagonist
b. antagonist

THE CHARACTER WHO RECEIVES THE AUDIENCE'S SYMPATHY.

*a. protagonist
b. antagonist

USUALLY THE MAIN CHARACTER.

*a. protagonist
b. antagonist

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THE STUDENT WILL SHOW HIS COMPREHENSION OF FIGURATIVE LANGUAGE BY IDENTIFYING THE FIGURE OF SPEECH USED IN A GIVEN PASSAGE, I.E. METAPHOR, SIMILE, AND PERSONIFICATION. 30%

DIRECTIONS

IN EACH PASSAGE BELOW YOU WILL FIND A FIGURE OF SPEECH. IDENTIFY
THE FIGURE OF SPEECH USED IN THE FOLLOWING MANNER.

A. METAPHOR.
B. SIMILE.
C. PERSONIFICATION.

THE SCARLET OF THE MAPLES CAN SHAKE ME LIKE THE CRY OF BUGLES GOING BY. *B

THERE IS SOMETHING IN OCTOBER SETS THE GYPSY BLOOD ASTIR. WE MUST RISE AND FOLLOW HER. *C

THE FOG COMES ON LITTLE CAT FEET *A

TIME, YOU OLD GYPSY MAN, WILL YOU NOT STAY *C

THE DAY IS DONE, AND THE DARKNESS FALLS FROM THE WINGS OF NIGHT *A

HE WATCHES FROM HIS MOUNTAIN WALLS, AND LIKE A THUNDERBOLT HE FALLS. *B

STILL SITS THE SCHOOL HOUSE BY THE ROAD A RAGGED BEGGAR SLEEPING *A

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF DEVICES USED BY POETS TO ACHIEVE SOUND EFFECTS IN POETRY BY MATCHING THE DEFINITION AND THE DEVICE. %4n

DIRECTIONS

FROM THE ALTERNATIVES LISTED BELOW, SELECT THE ONE THAT DEFINES EACH POETIC DEVICE.

A. THE USE OF WORDS THAT IMITATE NATURAL SOUNDS.
B. REPEITION OF SOUNDS AT THE BEGINNING OF WORDS.
C. RESEMBLANCE OR SIMILARITY IN VOWEL SOUNDS.
D. PARTIAL RHYME IN WHICH FINAL CONSONANTS AGREE BUT PRECEDING VOWELS DO NOT.

CONSONANCE IS *D
ALLITERATION IS *B
ASSONANCE IS *C
ONOMATOPOEIA IS *A

THE STUDENT WILL SHOW UNDERSTANDING OF CERTAIN POETIC DEVICES %ONOMATOPOEIA, ALLITERATION, ASSONANCE, AND CONSONANCE% BY CHOOSING THE POETIC DEVICE EMPLOYED IN A GIVEN PORTION OF POETRY. %4n
DIRECTIONS - SELECT THE POETIC DEVICE USED IN EACH PORTION OF POETRY.

A. ONOMATOPOEIA
B. ALLITERATION
C. ASSONANCE
D. CONSONANCE

A QUIETNESS DISTILLED,
AS TWILIGHT LONG *BEGUN*,
OR NATURE, SPENDING WITH HERSELF
SEQUESTERED *AFTERNOON*,

EMILY DICKINSON

THE STARRED WORDS ARE AN EXAMPLE OF WHICH LITERARY DEVICE?

SPEAK GENTLY, SPRING, AND MAKE NO SUDDEN SOUND,

LEW SARETT

WHICH LITERARY DEVICE IS USED IN THIS LINE OF POETRY?

...AND THE COAST
BLACKENED WITH BIRDS *TOOK* A LAST *LOOK*
AT HIS THRASHING HAIR AND WHALE BLUE EYE,

DYLAN THOMAS

THE STARRED WORDS ARE AN EXAMPLE OF WHICH LITERARY DEVICE?

THE MOAN OF DOVES IN IMMEMORIAL ELMS,
AND MURMURING OF INNUMERABLE BEES.

ALFRED, LORD TENNYSON

WHICH LITERARY DEVICE IS USED IN THIS LINE OF POETRY?

THE STUDENT APPLIES HIS UNDERSTANDING OF ONOMATOPOEIA BY SELECTING EXAMPLES OF THIS DEVICE.

DIRECTIONS

SELECT THE BEST ANSWER FOR EACH QUESTION.

WHICH OF THE FOLLOWING ILLUSTRATES ONOMATOPOEIA?

A. TENNYWEENY
B. MANBEAST
C. BUMBLEBEE
D. MONOMANIA

WHICH OF THE FOLLOWING LINES CONTAINS AN EXAMPLE OF ONOMATOPOEIA?

A. WRAPT IN SPLICED AIRS OF FISH AND TAR.
B. AND MILK COMES FROZEN HOME IN PAILS.
C. FIN THING AND WING THING.
D. THE SNUGGED BOATS CREAK AND SEESAW.

WHICH OF THE FOLLOWING IS AN EXAMPLE OF ONOMATOPOEIA?

A. CLAW
B. SQUEAL
C. STAND
D. RACE
A student can show knowledge of literary terms by selecting the appropriate definition for a given term. 

DIRECTIONS - SELECT THE STATEMENT THAT DEFINES THE TERM.

A Metaphor is
A. An obvious comparison.
B. An implied comparison.
C. A humorous imitation of something serious.
D. Attributing personal characteristics to inanimate objects.
E. A repetition of a sound.

A Simile is
A. An obvious comparison.
B. An implied comparison.
C. A humorous imitation of something serious.
D. Attributing personal characteristics to inanimate objects.
E. A word of similar spelling but different meaning.

Personification is
A. An obvious comparison.
B. An implied comparison between objects, not humans.
C. A humorous imitation of something serious.
D. Attributing personal characteristics to inanimate objects.
E. Personal qualities of a person.

Alliteration is
A. An obvious comparison.
B. An implied comparison.
C. Attributing personal characteristics to inanimate objects.
D. A repetition of a sound.
E. A humorous imitation of something serious.

Given examples of different literary devices, the student can show comprehension of literary devices by selecting the one appropriately describing each example.

DIRECTIONS - CHOOSE THE LETTER OF THE ANSWER WHICH BEST DESCRIBES THE EXAMPLE.
A. Metaphor
B. Simile
C. Personification
D. Alliteration

The silent sea swept over the shore. *D
The diamond was as bright as a star. *B
...lightless, all the sparkles bleared and black and blind *D
Fear clutched his throat. *C
We could hear the sighing of the waves. *C
He is as tall as an oak. *B
HEARTY AND HALE WAS HE.

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THE STUDENT APPLIES HIS UNDERSTANDING OF METAPHOR BY CHOOSING EXAMPLES OF METAPHOR FROM A LIST OF DIFFERENT EXAMPLES OF FIGURATIVE LANGUAGE. %30

DIRECTIONS

MARK THE ONE EXAMPLE OF METAPHOR IN EACH SET OF CHOICES.

A. BRAZEN IMAGE OF A HERO.
B. PAY TRIBUTE TO THE CROWN.
C. HE WORE HIS LIFE LIKE A SKY.
* D. HE WAS A Pinnacle OF VIRTUE.

A. SLASHED CLOUDS LEAK GOLD.
B. ABRASIVE SQUALLS FLAKE SEAGULLS OFF THE SKY.
* C. THE NIGHT WAS A TORRENT OF DARKNESS.
D. MUSHROOMS LIKE SOFT FISTS SCOUR THE LOAM.

A. TALL AS THE TRUTH.
* B. DEAD FISH ARE POLISHED MARBLE.
C. CLOCKWORK MEN.
D. LIGHT WINCED ON THEIR KNIVES.

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THE STUDENT SHOWS COMPREHENSION OF SIMILES BY CHOOSING SIMILES FROM A LIST OF FIGURES OF SPEECH. %31

DIRECTIONS

MARK THE ONE SIMILE IN EACH SET OF CHOICES.

A. HE WAS DOG DIRTY AND LOADED FOR BEAR.
* B. THIS WORLD IS BUT A DARKLING PLACE.
C. THE TRUCKS DRONED BY ON THE STREET BELOW.
D. THE STORM, LIKE A GREAT BEAST, ROSE OVER THE HILL.

A. GUILT WAS HIS CROSS.
* B. THE HAND THAT ROCKS THE CRADLE RULES THE WORLD.
C. AS SOFT AS DOUGH.
D. HER HEART CRIED OUT.

* A. THOUGHTS THAT LIKE A SUNBEAM FLY.
B. HE LIKED THE COLD AS MUCH AS YOU.
C. HE SANG AS HE WORKED.
D. DEATH, HE NOT Proud.

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THE STUDENT APPLIES HIS UNDERSTANDING OF ALLITERATION IN POETRY BY SELECTING INSTANCES OF ALLITRATION IN LINES OF POETRY. %32

DIRECTIONS

SELECT THE BEST ANSWER FOR EACH QUESTION.

WHICH OF THE FOLLOWING PASSAGES IS AN EXAMPLE OF ALLITERATION?

1641

254

2818

2819

2820

2821

2822

2823

2824
A. WHEN TO SESSIONS OF SWEET SILENT THOUGHT I SUMMON UP REMEMBRANCE OF THINGS PAST.
B. CRASHING AND BASHING AND SPLASHING AND DASHING AND RUMBLING AND TUMBLING.
C. BECAUSE IT'S SPRING THINGS DARE TO DO PEOPLE AND NOT THE OTHER WAY ROUND.
D. ADVANCE THE FRINGED CURTAINS OF THY EYES, AND TELL ME WHO COMES YONDER.

WHAT SOUNDS ARE ALLITERATED IN THE FOLLOWING PASSAGE?

I CAUGHT THIS MORNING MORNING'S MINION KINGDOM OF THE DAYLIGHT'S DAUPHIN.

A. C AND I
B. I AND M
*C. D AND M
D. C AND TH

THE STUDENT APPLIES HIS UNDERSTANDING OF PERSONIFICATION BY SELECTING EXAMPLES OF THIS DEVICE FROM EXAMPLES OF SEVERAL POETIC DEVICES.

DIRECTIONS

MARK THE ONE EXAMPLE OF PERSONIFICATION IN EACH SET OF CHOICES.

HE STOOD LIKE A ROCK.
A. IT WAS NIGHT ALONG THE SLURPING WARF.
*A. THE FLOWERS SMILED IN THE SUN.
D. HE DRANK THE SWEET POISON.

A. THE LEAVES DROPPED FROM THE TREES.
B. THE WIND LASHED THE OPEN PRAIRIE.
*C. THE WIND RIPPLED THE GRASS.
D. THE BRICKS RADIATED THE DAY'S HEAT.

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF SOME ELEMENTS OF RHYTHM BY MATCHING THE ELEMENT WITH THE STATEMENT THAT DESCRIBES IT.

DIRECTIONS

SELECT THE LETTER OF THE DEFINITION THAT CORRESPONDS TO THE ELEMENT OF RHYTHM.

A. THE BEAT OF PROSE OR POETRY.
B. A REGULAR PATTERN OF BEATS IN A LINE OF POETRY.
C. A DIVISION OF A LINE OF POETRY USUALLY CONTAINING AT LEAST ONE ACCENTED SYLLABLE.
D. A FOOT THAT CONTAINS TWO SYLLABLES, THE FIRST ONE STRESSED AND THE SECOND UNSTRESSED.

THE DEFINITION OF *METER* IS

**ERIC**
THE DEFINITION OF *IAMB* IS *D*
THE DEFINITION OF *FOOT* IS *C*
THE DEFINITION OF *RHYTHM* IS *A*

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THE STUDENT SHOWS COMPREHENSION OF METER IN POETRY BY SELECTING LINES WITH CONSISTENT METRICAL PATTERNS.

DIRECTIONS

MARK THE ONE PASSAGE IN EACH GROUP OF PASSAGES THAT HAS A REGULAR METER.

A. A BROOM SWISHES OVER THE SIDEWALK LIKE FEET THROUGH LEAVES.
B. I JOINED THE ARMY WHEN I WAS FIFTEEN, AND RETURNED ONLY WHEN MY HAIR WAS GRAY.
C. THE MICROBE IS SO SMALL YOU CANNOT MAKE HIM OUT.
D. I LEANED AT A DECK RAIL WATCHING A MONOTONOUS SEA.

*A. DOUBLE, DOUBLE, TOIL AND TROUBLE
B. CHILD OF WATER, CHILD OF AIR, FUR THING AND WING THING.
C. IN THAT YEAR WE LIVED ON A FARM AND THE RELATIVES LIVED WITH US.
D. CHOPPY WITH WINGS THE RAPIDS OF SHRILL SOUND*

**A. BUTTERFLY ASLEEP, FOODED SOFT ON TEMPLE BELL**
**B. THE CLOCK ON THE BOOKCASE TICKS/THE WATCH ON THE TABLE TICKS**
**C. LOVE AGAIN, SONG AGAIN, NEST AGAIN, YOUNG AGAIN**
**D. MY HOUSE, MY FAIRY PALACE, IS OF PERISHABLE CLAPBOARDS WITH THREFF ROOMS IN ALL.**

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THE STUDENT DEMONSTRATES KNOWLEDGE OF THE USE OF METER IN POETRY BY INDICATING THE EFFECT OF METER ON THE ORAL READING OF POETRY.

DIRECTIONS

SELECT THE BEST ANSWER FOR EACH QUESTION.

IN PRESENTING A POEM WITH REGULAR METER, THE READER SHOULD

A. EMPHASIZE WORDS ACCORDING TO THEIR MEANING ONLY.
B. STRESS EACH ACCENTED SYLLABLE EQUALLY.
C. EMPHASIZE SYLLABLES STRICTLY IN ACCORDANCE WITH THE PREDOMINANT METER OF THE POEM.
D. TRY NOT TO READ THE POEM ACCORDING TO ITS PREDOMINANT METER.

WHEN A WRITER BREAKS THE METER OF A POEM HE DOES IT

A. BY MISTAKE OR UNINTENTIONALLY.
B. ON PURPOSE TO MAKE THE READER PAY ATTENTION.
C. FOR NO PARTICULAR PURPOSE.
D. TO EMPHASIZE THE WORDS THAT ARE NOT IN METER.
GIVEN PASSAGES OF POETRY, THE STUDENT WILL SHOW HIS
COMPREHENSION OF RHYTHM IN POETRY BY SELECTING FROM EXAMPLES THE
ONE WITH IDENTICAL RHYTHM.

DIRECTIONS
READ THE PASSAGE GIVEN BELOW. THEN CHOOSE THE SENTENCE BELOW THE
PASSAGE WHICH HAS THE SAME RHYTHM AS THE PASSAGE.

THE OTHER DAY I CHANCED TO MEET
AN ANGRY MAN UPON THE STREET —

CHOOSE THE SENTENCE BELOW WHICH IS MOST LIKE THE ABOVE PASSAGE IN
RHYTHM.
A. IN THE BEGINNING WAS THE WORD.
B. WHAT MAKES YOU STARE SOO
C. SHALL I COMPARE THEE TO A SUMMERS DAY
D. IT CAME TO ME LAST TUESDAY NIGHT.

I SAW A TINY FROG
HIS COAT WAS SHINY GREEN.

CHOOSE THE SENTENCE BELOW WHICH IS MOST LIKE THE ABOVE PASSAGE IN
RHYTHM.
A. BY THE SHORES OF YONDER WATER
B. THE DAYS OF OLD RETURN
C. PLUCK THE FRUIT FROM OFF THE TREE
D. HALF A MILE RAN THE LAD

HARK THE VOICE OF ENGLAND WAKES HIM AS OF OLD.

CHOICE THE SENTENCE BELOW WHICH IS MOST LIKE THE ABOVE PASSAGE IN
RHYTHM.
A. THERE IS SOMETHING IN THE AUTUMN THAT IS NATIVE TO MY BLOOD.
B. OLD MOTHER HUBBARD WENT TO THE CUPBOARD.
C. TIME TO LET THE BLACKBIRD LIFT A BONNY HEAD.
D. WHEN IN DISGRACE WITH FORTUNE AND MENS EYES

ALL POEMS REFERRED TO IN THE NEXT FIVE OBJECTIVES ARE TAKEN FROM
*POEMS TO REMEMBER*, D. PETILT, ED., MAC MILLAN, NEW YORK, 1964.

THE STUDENT APPLIES COMPREHENSION OF THE DISTINCTION BETWEEN
LYRIC AND NARRATIVE POETRY BY INDICATING THE FORM OF A PARTICULAR
POEM. *POEMS=*MUSHROOM*, *DAYBREAK ON AVENUE C*, AND *I SCOOPED
UP THE MOON*. %3%

DIRECTIONS
SELECT THE BEST ANSWER FOR EACH QUESTION.

*MUSHROOMS* IS WHAT TYPE OF POEM
A. A LYRIC
B. A NARRATIVE
C. AN EPIC
D. A SONNET

*DAYBREAK ON AVENUE C* IS WHAT TYPE OF POEM
A. A NARRATIVE
B. AN EPIC
THE STUDENT SHOWS COMPREHENSION OF POETRY BY SELECTING THE CONCRETE SUBJECT OF A GIVEN POEM. *MUSHROOMS*, *THE CLOCK*, AND *DAYBREAK ON AVENUE C*. DIRECTIONS: SELECT THE BEST ANSWER FOR EACH QUESTION.

WHAT IS THE CONCRETE SUBJECT OF THE POEM *MUSHROOMS*?
A. MUSHROOMS
B. THE FOREST
C. THE INTELLIGENCE OF MUSHROOMS
D. BETRAYAL

THE CONCRETE SUBJECT OF THE POEM *THE CLOCK* IS
A. CLOCKS
B. BOOKCASES
C. THE WORLD
D. POETRY

WHAT IS THE CONCRETE SUBJECT OF THE POEM *DAYBREAK ON AVENUE C*?
A. HOW BIRDS LIVE IN THE CITY
B. NOISE POLLUTION
C. UGLINESS OF THE CITY
D. MORNING IN THE CITY


WHAT IS THE ABSTRACT SUBJECT OF THE POEM *MUSHROOMS*?
A. THE THREAT OF OVERPOPULATION
B. INVASION FROM OUTER SPACE
C. THE GRADUAL DECAY OF CIVILIZATION
D. THE FRIGHTENING ASPECTS OF GROWTH

THE POEM *I SCOOPED UP THE MOON* HAS THE ABSTRACT SUBJECT OF
A. THE BEAUTY OF PATTERNS OF LIGHT AND TRANSPARENCY
B. THE PEACEFULNESS OF NIGHT
C. THE WASTE OF NATURAL RESOURCES BY MAN
D. THE BEAUTY OF THE MOON

WHAT IS THE ABSTRACT SUBJECT OF THE POEM *THE CLOCK*?
A. METHODS OF MEASURING TIME
B. THE INSECT’S NEED FOR FOOD.
*C. THE SHORTNESS OF LIFE.
D. CIVILIZATION IS CRUMBLING.

THE STUDENT ANALYZES POETRY BY STATING THE EFFECT FIGURATIVE DEVICES HAVE ON A PARTICULAR POEM. %POEMS--*MUSHROOMS*, *I SCOOPED UP THE MOON*, *THE CLOCK*, AND *DAYBREAK ON AVENUE C*.

DIRECTIONS
SELECT THE ANSWER THAT CORRECTLY COMPLETES THE SENTENCE.

THE GROWTH OF THE MUSHROOMS IN *MUSHROOMS* IS INTENSIFIED BY IMAGES CONVEYING
A. SIZE.
B. NUMBERS.
*C. MOVEMENT.
D. SOUND.

THE PRIMARY VISUAL IMAGE OF *I SCOOPED UP THE MOON* IS
A. THE MOON.
B. THE GRASS.
C. WATER.
*D. LIGHT.

THE MOOD OF *I SCOOPED UP THE MOON* IS
A. TRUBULENT.
*B. PEACEFUL.
C. TRIUMPHANT.
D. SORROWFUL.

THE SPEAKER IN *THE CLOCK*
A. HAS LOST ALL TRACK OF TIME.
*B. IS VERY CONSCIOUS OF TIME.
C. FEELS THAT INSECTS ARE A BETTER MEASURE OF TIME THAN CLOCKS.
D. FEELS THAT THE WORLD SHOULD STOP MEASURING TIME.

THE POEM *MUSHROOMS* DESCRIBES MUSHROOMS THROUGH
A. THE SOUNDS THEY MAKE.
*B. THEIR APPEARANCE.
C. THEIR ODD SMELL.
D. THEIR TASTE.

THE IMAGERY OF THE POEM *DAYBREAK ON AVENUE C* IS PRIMARILY DRAWN FROM
A. ANIMALS.
B. THE SFA.
*C. MECHANICAL DEVICES.
D. PLANT LIFE.

THE STUDENT APPLIES HIS UNDERSTANDING OF THE AURAL AND FIGURATIVE DEVICES OF POETRY BY SELECTING INSTANCES OF SUCH DEVICES IN A GIVEN POEM. %POEMS--*THE CLOCK*, *MUSHROOMS*, *DAYBREAK ON AVENUE C*.
Directions
Select the answer that correctly completes the sentence.

The main figurative device of *The Clock* is
A. simile
B. alliteration
C. personification
D. metaphor

As a whole, *Mushrooms* is an example of what figurative device?
A. simile
B. onomatopoeia
C. metonymy
D. personification

*Daybreak on Avenue C* is characterized by the wide use of
A. rhyme
B. alliteration
C. simile
D. onomatopoeia

The student will demonstrate his knowledge of literary terms by selecting the group of words that best gives the meaning of the term.

Directions
Select the statement that defines the term.

Conflict
A. the account of a person's life with added imaginary details
B. a striking difference between two things
C. a struggle between forces either outside or within a character

Characterization
A. a technique a writer uses to help the reader become acquainted with a person in the story
B. the combination of traits and circumstances that causes a character to act in a certain manner
C. a description of how people look, in what area of the country they live, and how they behave in certain situations

Fantasy
A. a language which suggests an idea rather than states it
B. fiction that contains impossible situations, characters or events
C. a way a character reacts to a situation

Imagery
A. an illustration in a story
B. concrete words or details that appeal to the senses
C. conclusions drawn from hints or implications

Plot
A. patterns of incidents which make up a story
B. a contrast between what is said and what is meant
C. THE TIME, PLACE AND ENVIRONMENT IN WHICH A WRITING TAKES PLACE.

SATIRE
A. ELEMENT OF ACTION WHICH SHAPES EVENTS.
B. ELEMENT IN WRITING WHICH KEEPS A READER WANTING TO KNOW WHAT HAPPENS NEXT.
*C. ELEMENT THAT RIDICULES PEOPLE, IDEAS, CUSTOMS OR ORGANIZATIONS IN CERTAIN AREAS OF THE COUNTRY.

SYMBOL
*A. ANYTHING THAT HAS A MEANING OF ITS OWN, BUT SUGGESTS OTHER EMOTIONAL MEANINGS.
B. AN AUTHOR'S ATTITUDE TOWARD HIS SUBJECT, BUT NOT CLEARLY STATED.
*C. AN IDEA ABOUT LIFE EXPRESSED IN A LITERARY WORK, BUT IMPLIED ONLY.

THE STUDENT WILL SHOW KNOWLEDGE OF THE TERM *EXTERNAL CONFLICT* BY BEING ABLE TO SELECT APPROPRIATE COMPONENTS OF THE TERM. 

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING IS *NOT* AN ELEMENT OF EXTERNAL CONFLICT?
A. MAN VS. MAN
B. MAN VS. NATURE
*C. MAN VS. CONSCIENCE
D. MAN VS. THE MAJORITY
THE STUDENT WILL SHOW COMPREHENSION OF THE TERM *INTERNAL CONFLICT* BY SELECTING APPROPRIATE EXAMPLES IN GIVEN SITUATIONS.

**DIRECTIONS**

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH ONE OF THE FOLLOWING SITUATIONS GIVES EVIDENCE OF INTERNAL CONFLICT?

A. Dan intentionally knocks Peters books to the floor.
B. The hero of a story is about to freeze to death.
C. Chris is about to copy a friend's completed assignment, but hesitates.
D. A knight in shining armor rescues a damsel in distress.

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE LITERARY TERM FLASHBACK BY SELECTING THE CORRECT DEFINITION OF THE TERM.

**DIRECTIONS**

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

FLASHBACKS REFER TO

A. An author's use of clues about events which will occur later.
B. Events related out of chronological order.
C. A figure of speech called a metaphor.
D. Examples of imagery.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERMS *PLOT*, *CONFLICT*, AND *CLIMAX* BY CHOOSING FROM AMONG ALTERNATIVES THE DEFINITION OF THE TERM.

**DIRECTIONS**

SELECT THE STATEMENT THAT DEFINES THE TERM.

THE STATEMENT THAT DEFINES THE LITERARY TERM *PLOT* IS

A. A detail that prepares the reader for the outcome.
B. An exciting incident told in order of occurrence.
C. A true happening related in order of occurrence.
D. The planned arrangement of events in the story.

THE STATEMENT THAT DEFINES THE LITERARY TERM *CONFLICT* IS

A. A physical or intellectual struggle between two opposing forces in a plot.
B. The final physical struggle between main characters which determines outcome.
C. A struggle which is intellectual and contains no physical contact.
D. The struggle of the main character to achieve his goals after the climax has occurred.

THE STATEMENT THAT DEFINES THE LITERARY TERM *CLIMAX* IS

A. The very end of the story, after which no more action can take place.
B. The turning point in the action where, usually, the readers
INTEREST IS AT THE HIGHEST POINT.
C. THE POINT IN THE STORY WHERE THE READER LEARNS WHO WILL
   WILL CHALLENGE THE MAIN CHARACTER.
D. THE SETTING WITHIN WHICH THE TWO MAIN CHARACTERS CARRY OUT
   THEIR CONFLICT.

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THE STUDENT WILL SHOW HIS COMPREHENSION OF WHAT IS MEANT BY THE
PLOT OF A NOVEL BY SELECTING THE CORRECT STATEMENTS CONCERNING
PLOT FROM GIVEN STATEMENTS.  %2h

ALL THE FOLLOWING STATEMENTS CONCERNING PLOT ARE TRUE EXCEPT ONE.
CHOOSE THE ONE WHICH IS *NOT* TRUE.
A. IT IS PLANNED SO THAT EVENTS AT THE BEGINNING PREPARE FOR
   FUTURE EVENTS IN THE STORY.
*B. IT CONSISTS OF A SERIES OF EVENTS ARRANGED IN CHRONOLOGICAL
   ORDER.
C. IT REFERS TO THE PLAN OR DESIGN OF THE STORY.
D. IT PRESENTS EVENTS WHICH ARE BELIEVABLE FOR THE PARTICULAR
   STORY.

THREE OF THE WORDS BELOW COULD BE USED IN PLACE OF THE WORD
PLOT.  CHOOSE THE ONE WHICH COULD *NOT* BE USED.
A. STRUCTURE
B. SKELETON
*C. DETAIL
D. PATTERN

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE CHARACTERISTIC
ELEMENTS OF FIRST THE THIRD PERSON NARRATIVES BY CORRECTLY
IDENTIFYING PASSAGES WHICH ARE FIRST OR THIRD PERSON NARRATIVES
IN CHARACTER.  %6h

DIRECTIONS
BELOW ARE FOUR PASSAGES, TWO OF WHICH ARE NARRATIVE IN CHARACTER.
IN ORDER TO ANSWER THE QUESTIONS THAT FOLLOW THE PASSAGES, YOU
MUST FIRST IDENTIFY THE NARRATIVE PASSAGES AND SECONDLY DECIDE
WHICH OF THE NARRATIVE PASSAGES IS A FIRST PERSON NARRATIVE AND
WHICH IS A THIRD PERSON NARRATIVE.

A. I DROPPED MY EYES, THEN, TO THE FOOT OF THE WALL--AND I
   LEAPED INTO THE AIR. THERE BEFORE ME, FACING THE LITTLE PRINCE,
   WAS ONE OF THOSE YELLOW SNAKES THAT TAKES JUST THIRTY SECONDS
   TO BRING YOUR LIFE TO AN END. EVEN AS I WAS DIGGING INTO MY
   POCKET TO GET OUT MY REVOLVER, I MADE A RUNNING STEP BACK, BUT,
   AT THE NOISE I MADE, THE SNAKE LET HIMSELF FLOW EASILY ACROSS
   THE SAND LIKE THE DYING SPRAY OF A FOUNTAIN, AND, IN NO AP-
   PARENT HURRY, DISAPPEARED, WITH A LIGHT METALLIC SOUND, AMONG
   THE STONES.  %*THE LITTLE PRINCE*, ANTOINE DE SAINT EXUPERY

B. THIS JOURNEY TOOK PLACE IN A PART OF CANADA WHICH LIES IN
   THE NORTHWESTERN PART OF THE GREAT SPRAWLING PROVIDENCE OF
   ONTARIO. IT IS A VAST AREA OF DEEPLY WOODED WILDERNESS--OF END-
   LESS CHAINS OF LONELY LAKES AND RUSHING RIVERS, THOUSANDS OF
   MILES OF COUNTRY ROADS, ROUGH TIMBER LANES, OVERGROWN TRACKS
   LEADING TO ABANDONED MINES, AND UNMAPPED TRAILS SNAKE ACROSS ITS
LENGTH AND BREADTH. IT IS A COUNTRY OF FAR-FLUNG, LONELY FARMS AND A FEW WIDELY SCATTERED SMALL TOWNS AND VILLAGES OF LONELY TRAPPERS SHACKS AND LOGGING CAMPS.

ADAPTED FROM *THE INCREDIBLE JOURNEY* BY SHEILA BURNFORD

C. THE ROACHBACKS, AS THE GRIZZLIES OF THE BITTERROOT RANGE ARE CALLED, ARE A CUNNING AND DESPERATE RACE. AN OLD ROACHBACK KNOWS MORE ABOUT TRAPS THAN HALF A DOZEN ORDINARY TRAPPERS. HE KNOWS MORE ABOUT PLANTS AND ROOTS THAN A WHOLE COLLEGE OF BOTANISTS. HE CAN TELL TO A CERTAINTY JUST WHEN AND WHERE TO FIND EACH KIND OF GRUB AND WORM; AND HE KNOWS BY A WHIFF WHETHER THE HUNTER ON HIS TRAIL A MILE AWAY IS WORKING WITH GUNS, POISON, DOGS, TRAPS, OR ALL OF THEM TOGETHER.

ADAPTED FROM *RIOGRAPHT OF A GRIZZLY* BY ERNEST THOMPSON SETON

D. A FEW MINUTES LATER TOM WAS WADING TOWARD THE ILLINOIS SHORE. BEFORE THE DEPTH REACHED HIS MIDDLE HE WAS HALFWAY OVER. THE CURRENT WOULD PERMIT NO MORE WADING NOW, SO HE STRUCK OUT TO SWIM THE REMAINING HUNDRED YARDS. HE SWAM UPSTREAM, BUT STILL WAS SWIFT DOWNWARD. HOWEVER HE REACHED THE SHORE finally, AND DRIFTED ALONG TILL HE FOUND A LOW PLACE AND DREW HIMSELF OUT. HE THEN STRUCK THROUGH THE WOODS, FOLLOWING THE SHORE, WITH STREAMING GARMENTS.

ADAPTED FROM *TOM SAWYER* BY MARK TWAIN

WHICH OF THE ABOVE PASSAGES IS A FIRST PERSON NARRATIVE?

A. A
B. B
C. C
D. D

WHICH OF THE ABOVE PASSAGES IS A THIRD PERSON NARRATIVE?

A. A
B. B
C. C
D. D

DIRECTIONS

FOLLOW ARE FOUR PASSAGES, TWO OF WHICH ARE NARRATIVE IN CHARACTER. IN ORDER TO ANSWER THE QUESTIONS THAT FOLLOW THE PASSAGES, YOU MUST FIRST IDENTIFY THE NARRATIVE PASSAGES AND SECONDLY DECIDE WHICH OF THE NARRATIVE PASSAGES IS A FIRST PERSON NARRATIVE AND WHICH IS A THIRD PERSON NARRATIVE.

A. AUNT CORDELIA DIDN'T REALLY HAVE TO TEACH FOR A LIVELIHOOD. THE INCOME FROM THE FARM WAS SUFFICIENT FOR HER NEEDS, AND THE MODEST SALARY SHE RECEIVED FOR EACH MONTH OF THE SCHOOL YEAR WAS NOT THE INCENTIVE WHICH BROUGHT HER BACK TO HER DESK YEAR AFTER YEAR. MY AUNT'S REASON FOR TEACHING WAS ACTUALLY THE BELIEF THAT NO ONE ELSE WOULD DO THE WORK QUITE SO WELL, WOULD UNDERSTAND THE BACKGROUNDS OF THESE CHILDREN WHOSE PARENTS SHE HAD TAUGHT WHEN SHE WAS YOUNG.

*B* UP A ROAD SLOWLY*, IRFNEF HINTH

LICKED THEIR LIPS IN ANTICIPATION. AS HE TOOK DOWN FOUR GOLD-RIMMED PLATES FROM A DRESSER, A CHIPMUNK APPEARED FROM BEHIND A BLUE JUG ON THE TOP SHELF. CHATTERING EXCITEDLY, HE RAN UP THE MAN'S ARM TO HIS SHOULDER, WHERE HE SAT AND SCOLDED THE STRANGERS WITH BRIGHT JEALOUS EYES, HIS LITTLE STRIPED BODY TWITCHING WITH FURY.

*ADAPTED FROM *THE INCREDIBLE JOURNEY* BY SHEILA BURNFORD

C. MANY YEARS AGO A WISE GOVERNMENT SET ASIDE THE HEADWATERS OF THE YELLOWSTONE TO BE A SANCTUARY OF WILDLIFE FOREVER. IN THE LIMITS OF THIS GREAT WONDERLAND PARK THE IDEAL WAS TO BE REALIZED—NONE WERE TO HARM OR MAKE WILD CREATURES AFRAID. NO VIOLENCE WAS TO BE OFFERED TO ANY BIRD OR BEAST, NO AX WAS TO BE CARRIED INTO ITS PRIMITIVE FORESTS, AND THE STREAMS WERE TO FLOW ON FOREVER UNPOLITUTED BY MILL OR MINE. ALL THINGS WERE TO BEAR WITNESS THAT SUCH AS THIS WAS THE WEST BEFORE THE WHITE MAN CAME. *BIOGRAPHY OF A GRIZZLY*, ERNEST THOMPSON SETON

D. AT TWELVE I COULD SKATE ALL DAY, PLAY HOCKEY FOR HOURS, AND CUT SIMPLE FIGURES ON THE ICE. I HAD THOUGHT RASCAL TO BE A LIVING COONSKIN HAT. HE WOULD TAKE A FIRM GRIP ON MY RUCK OF CURLY HAIR, BRACE HIS STRONG HIND PAWS ON THE COLLAR OF MY MACKINAW, AND ENJOY THE WILDEST RIDES HE HAD EVER EXPERIENCED AS WE GLIDED FORWARD AND BACKWARD OVER CULTON'S ICE POND.

SLAMMY STILLMAN, WHO HAD WEAK ANKLES AS WELL AS A WEAK BRAIN, CAME TO CULTON'S POND ONE DAY, CLAMPED ON HIS SKATES AND CAME WOBBLING INTO THE GAY THROHG. RASCAL AND I SAW A CHANCE FOR WELL-DESERVED REVENGE. WITHOUT SO MUCH AS TOUCHING THE TOWN BULLY WE RUSHED HIM AND TURNED ON A DIME, THROWING SHAVED ICE IN HIS UNHANDSOME FACE.

HE WENT DOWN SCREAMING, MAD COON MAD COON I'LL TEACH YOU A LESSON.

BUT THE JEERING LAUGHTER OF FIFTY BOYS AND GIRLS MUST STILL BE RINGING IN HIS EARS. HE NEVER GAVE EITHER OF US ANOTHER MOMENT OF TROUBLE.

*ADAPTED FROM *RASCAL* BY STERLING NORTH

WHICH OF THE ABOVE PASSAGES IS A FIRST PERSON NARRATIVE?

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

WHICH OF THE ABOVE PASSAGES IS A THIRD PERSON NARRATIVE?

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

DIRECTIONS

BELOW ARE FOUR PASSAGES, TWO OF WHICH ARE NARRATIVE IN CHARACTER.

IN ORDER TO ANSWER THE QUESTIONS THAT FOLLOW THE PASSAGES, YOU MUST FIRST IDENTIFY THE NARRATIVE PASSAGES AND SECONDLY DECIDE WHICH OF THE NARRATIVE PASSAGES IS A FIRST PERSON NARRATIVE AND WHICH IS A THIRD PERSON NARRATIVE.

A. GROWN-UPS LOVE FIGURES. WHEN YOU TELL THEM THAT YOU HAVE MADE A NEW FRIEND, THEY NEVER ASK YOU ANY QUESTIONS ABOUT ESSENTIAL MATTERS. THEY NEVER SAY TO YOU, WHAT DOES HIS VOICE SOUND LIKE? WHAT GAMES DOES HE LOVE BEST? DOES HE COLLECT BUTTERFLIES? INSTEAD THEY DEMAND—HOW OLD IS HE? HOW MANY
BROTHERS HAS HEO HOW MUCH DOES HE WEIGH? HOW MUCH MONEY DOES HIS FATHER MAKE? ONLY FROM THESE FIGURES DO THEY THINK THEY HAVE LEARNED ANYTHING ABOUT HIM.

THEY ARE LIKE THAT. ONE MUST NOT HOLD IT AGAINST THEM. CHILDREN SHOULD ALWAYS SHOW GREAT FORBEARANCE TOWARD GROWN-UP PEOPLE.

BUT CERTAINLY, FOR US WHO UNDERSTAND LIFE, FIGURES ARE A MATTER OF INDIFFERENCE.

*ADAPTED FROM *THE LITTLE PRINCE* BY ANTOINE DE SAINT-EXUPERY*

A. ONE PROBLEM THAT PUZZLED ME WAS THEOLOGICAL. I ASKED MYSELF HOW GOD COULD BE ALL-KNOWING, ALL-POWERFUL, AND ALL-MERCIFUL AND STILL ALLOW SO MUCH SUFFERING IN THE WORLD. IN PARTICULAR, HOW COULD HE HAVE TAKEN AWAY MY GIFTED AND GENTLE MOTHER WHEN SHE WAS ONLY FORTY-SEVEN YEARS OLD.

IT SEEMED TO ME UNFAIR THAT SHE COULD NOT HAVE LIVED TO SEE THE PETS I WAS RAISING—RASCAL ESPECIALLY. I COULD IMAGINE HER PLEASED BOTH AS A BIOLOGIST AND AS A MOTHER. SHE WOULD HAVE BEEN INTERESTED IN STUDYING MORE CLOSERLY THE HABITS OF ALL THESE ANIMALS, AND WOULD HAVE HELPED ME SOLVE SOME OF THE DIFFICULT PROBLEMS THEY PRESENTED.

*RASCAL* BY STERLING NORTH

C. THE GROWN-UP PEOPLE WALKED UP AND DOWN AND ACROSS THE STREETS. THEY IGNORED THE THREE CHILDREN ENTIRELY, SEEMING TO BE COMPLETELY INTENT ON THEIR OWN BUSINESS. SOME OF THEM WENT INTO THE APARTMENT BUILDINGS. MOST OF THEM WERE HEADING IN THE SAME DIRECTION AS THE CHILDREN. AS THESE PEOPLE CAME TO THE MAIN STREET FROM THE SIDE STREETS THEY SWUNG AROUND THE CORNER WITH AN ODD, AUTOMATIC STRIDE, AS THOUGH THEY WERE SO DEEP IN THEIR OWN PROBLEMS AND THE ROUTE WAS SO FAMILIAR THAT THEY DIDN'T HAVE TO PAY ANY ATTENTION TO WHERE THEY WERE GOING.

*ADAPTED FROM *A WRINKLE IN TIME* BY MADELEINE L'ENGLE*

D. I DON'T SAY ANYTHING ABOUT CAT. I JUST DIVE IN THE BACK SEAT AND PUT HIM BEHIND A SUITCASE AND HOPE HE'LL BEHAVE. POP DOESN'T SEEM TO NOTICE HIM.

IT'S MIGHTY HOT, AND TRAFFIC THICK, WITH EVERYONE POURING OUT OF THE CITY. BUT AT LEAST WE'RE MOVING ALONG, UNTIL WE GET OUT ON THE HUTCHINSON RIVER PARKWAY WHERE SOME DOPE HAS TO RUN OUT OF GAS.

ALL THREE LANES OF TRAFFIC ARE STOPPED, WE SIT IN THE SUN. POP LOOKS AROUND, HUNTING FOR SOMETHING TO GET SORRY ABOUT, AND SEES THE HACK WINDOWS ARE CLOSED. HE ROARS, CRYING OUT LOUD, CAN'T WE GET SOME AIR, AT LEAST TO OPEN THOSE WINDOWS.

I OPEN THEM AND TRY TO KEEP MY HAND OVER CAT. WE SIT FOR ABOUT TEN MINUTES, AND POP TURNS OFF THE MOTOR. YOU CAN PRACTICALLY HEAR US SWEATING IN THE SILENCE. ENGINES TURN ON AHEAD OF US, AND THERE SEEMS TO BE SOME SIGN OF HOPE. I STICK MY HEAD OUT THE WINDOW TO SEE IF THINGS ARE MOVING. SOMETHING FURRY TICKLES MY EAR, AND IT TAKES ME A SECOND TO REGISTER, THEN I GRAB, BUT TOO LATE. THERE IS CAT, OUT ON THE PARKWAY BETWEEN TWO LANES OF CARS, TRYING TO FIGURE WHICH WAY TO RUN.

WHICH OF THE ABOVE PASSAGES IS A FIRST PERSON NARRATIVE?

A. A  
B. B  
C. C  
D. D
WHICH OF THE ABOVE PASSAGES IS A THIRD PERSON NARRATIVE

A. A
B. B
C. C
D. D

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THE STUDENT WILL APPLY HIS UNDERSTANDING OF THE POSSIBLE PURPOSES FOR AND EFFECTS OF A THIRD PERSON NARRATIVE BY ANALYZING THIRD PERSON NARRATIVE PASSAGES TO DETERMINE WHAT PURPOSES AND EFFECTS THEY ILLUSTRATE.

DIRECTIONS

BELOW ARE FOUR PASSAGES. THE QUESTIONS FOLLOWING THE PASSAGES ASK YOU TO DECIDE WHICH PASSAGE BEST ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO THOUGHTS, EMOTIONS, AND MOTIVATIONS AND WHICH PASSAGE BEST ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO EVENTS.

A. A SOUND LIKE THUNDER CRASHED.

BAMBI FELT A FEARFUL BLOW THAT MADE HIM STAGGER.

MAD WITH TERROR, HE SPRANG BACK INTO THE THICKET AND KEPT RUNNING. HE DID NOT UNDERSTAND WHAT HAD HAPPENED. HE COULD NOT GRASP A SINGLE IDEA. HE COULD ONLY KEEP RUNNING ON AND ON. FEAR GRIPPED HIS HEART SO THAT HIS BREATH FAILED AS HE RUSHED BLINDLY ON. THEN A KILLING PAIN SHOT THROUGH HIM, SO THAT HE FELT HE COULD NOT REAR IT. HE LEFT SOMETHING HOT RUNNING OVER HIS LEFT SHOULDER. IT WAS LIKE A THIN, BURNING THREAD COMING FROM WHERE THE PAIN SHOT THROUGH HIM. *BAMBI*, FELIX SALTEM

B. A FEW MINUTES LATER TOM WAS WADING TOWARD THE ILLINOIS SHORE. BEFORE THE DEPTH REACHED HIS MIDDLE HE WAS HALFWAY OVER. THE CURRENT WOULD PERMIT NO MORE WADING NOW, SO HE STRUCK OUT TO SWIM THE REMAINING HUNDRED YARDS. HE SWAM UPSTREAM, BUT STILL WAS SWEPT DOWNWARD. HOWEVER HE REACHED THE SHORE FINALLY, AND DRIFTED ALONG TILL HE FOUND A LOW PLACE AND DREW HIMSELF OUT. HE THEN STRUCK THROUGH THE WOODS, FOLLOWING THE SHORE, WITH STREAMING GARMENTS.

*ADAPTED FROM *TOM SAWYER* BY MARK TWAIN

C. IT WAS A DARK AND STORMY NIGHT.

IN HER ATTIC BEDROOM, MARGARET MURRY, WRAPPED IN AN OLD PATCHWORK QUILT, SAT ON THE FOOT OF HER BED AND WATCHED THE TREES TOSSED IN THE FRENZIED LASHING OF THE WIND. BEHIND THE TREES CLOUDS SCUDDED FRANTICALLY ACROSS THE SKY. EVERY FEW MOMENTS THE MOON RIPPED THROUGH THEM, CREATING WRAITHLIKE SHADOWS THAT RACED ALONG THE GROUND.

THE HOUSE SHOOK.

WRAPPED IN HER QUILT MEG SHOOK.

THE WINDOW RATTLED MADLY IN THE WIND, AND SHE PULLED THE QUILT CLOSE AROUND HER. CURLLED UP ON ONE OF HER PILLOWS A GRAY FLUFF OF KITTEN YAWNED, SHOWING ITS PINK TONGUE, TUCKED ITS HEAD UNDER AGAIN, AND WENT BACK TO SLEEP.

EVERYBODY WAS SLEEPING. EVERYBODY EXCEPT MEG.

*ADAPTED FROM *A WRINKLE IN TIME* BY MADELEINE L. ENGLE

D. IN FRONT OF ONE OF THE HOUSES STOOD A LITTLE BOY WITH A BALL AND HE WAS BOUNCING IT, BUT HE BOUNCED IT RATHER BADLY AND WITH NO PARTICULAR RHYTHM, SOMETIMES DROPPING IT AND RUNNING AFTER IT.
WITH AWKWARD, FURTIVE LEAPS, SOMETIMES THROWING IT UP INTO THE AIR AND TRYING TO CATCH IT. THE DOOR OF HIS HOUSE OPENED AND OUT RAN ONE OF THE MOTHER FIGURES. SHE LOOKED WILDLY UP AND DOWN THE STREET, SAW THE CHILDREN AND PUT HER HAND TO HER MOUTH AS THOUGH TO STIFLE A SCREAM, GRABBED THE LITTLE BOY AND RUSHED INDOORS WITH HIM. THE BALL DROPPED FROM HIS FINGERS AND ROLLED OUT INTO THE STREET.

"A WRINKLE IN TIME", MADELEINE L'ENGLE

WHICH OF THE ABOVE PASSAGES *BEST* ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO THOUGHTS, EMOTIONS, AND MOTIVATIONS?

A. A
B. B
C. C
D. D

WHICH OF THE ABOVE PASSAGES *BEST* ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO EVENTS?

A. A
B. B
C. C
D. D

THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE POSSIBLE PURPOSES FOR AND EFFECTS OF A FIRST PERSON NARRATIVE BY ANALYZING FIRST PERSON NARRATIVE PASSAGES TO DETERMINE THEIR PURPOSES AND EFFECTS.

DIRECTIONS

BELOW ARE FOUR PASSAGES. THE QUESTIONS FOLLOWING THE PASSAGES ASK YOU TO DETERMINE WHICH PASSAGES BEST ILLUSTRATE CERTAIN PURPOSES FOR AND EFFECTS OF A FIRST PERSON NARRATIVE.

A. FAR AWAY ON THE PATH WE SAW SIR HENRY LOOKING BACK, HIS FACE WHITE IN THE MOONLIGHT, HIS HANDS RAISED IN HORROR, GLARING HELPlessly AT THE FRIGHTFUL THING WHICH WAS HUNTING HIM DOWN. IN FRONT OF US AS WE FLEW UP THE PATH WE HEARD SCREAM AFTER SCREAM FROM SIR HENRY AND THE DEEP ROAR OF THE HOUND. I ARRIVED IN TIME TO SEE THE BEAST SPRING UPON ITS VICTIM, HURL HIM TO THE GROUND, AND ATTACK HIS THROAT. BUT THE NEXT INSTANT HOLMES HAD EMPTIED FIVE BARRELS OF HIS REVOLVER INTO THE CREATURE'S FLANK. WITH A LAST HOWL OF AGONY AND A VICIOUS SNAP IN THE AIR, IT ROLLED UPON ITS BACK, FOUR FEET PAWING FURIOUSLY, AND THEN FELL IMP UPON ITS SIDE. THE HOUND WAS DEAD.

"ADAPTED FROM "THE HOUND OF THE BASKERVILLES" BY SIR ARTHUR CONAN DOYLE"

B. I GAZED UPON THE SCHOOLROOM INTO WHICH HE TOOK ME AS THE MOST FORLORN AND DESOLATE PLACE I HAD EVER SEEN. I SEE IT NOW. A LONG ROOM, WITH THREE LONG ROWS OF DESKS, AND SIX OF FORMS, AND BRISTLING ALL AROUND WITH PEGS FOR HATS AND SLATES. SCRAPS OF OLD COPY-BOOKS AND EXERCISES LITTER THE DIRTY FLOOR. SOME SILKWORMS HOUSES, MADE OF THE SAME MATERIALS, ARE SCATTERED OVER THE DESKS. TWO MISERABLE LITTLE WHITE MICE, LEFT BEHIND BY THEIR OWNERS, ARE RUNNING UP AND DOWN IN A FUSTY CASTLE MADE OF PASTEBOARD AND WIRE; LOOKING IN ALL THE CORNERS WITH THEIR RED EYES FOR ANYTHING TO EAT. A BIRD, IN A CAGE VERY LITTLE BIGGER THAN ITSELF, MAKES A MOURNFUL RATTLE NOW AND THEN IN HOPPING ON HIS
PERCH, TWO INCHES HIGH, OR DROPPING FROM IT, BUT NEITHER SINGS NOR CHIRPS. THERE IS A STRANGE UNWHOLESOME SMELL UPON THE ROOM LIKE MILDEWED CORDUROYS, SWEET APPLES WANTING AIR, AND ROTTEN BOOKS. THERE COULD NOT WELL BE MORE INK SPLASHED ABOUT IT, IF IT HAD BEEN ROOFLESS FROM ITS FIRST CONSTRUCTION, AND THE SKIES HAD RAINED, SNOWED, HAILED, AND BLOWN INK THROUGH THE VARYING SEASONS OF THE YEAR. %*DAVID COPPERFIELD*, CHARLES DICKENS

C. ON CAME THE CRASHING, ROLLING NOISE. NEARER AND NEARER IT APPROACHED. NOW FLASHES OF LIGHT, FORERUNNERS OF THE REVOLVING PILLAR OF FLAME, WERE PASSING LIKE ARROWS THROUGH THE ROSY AIR, AND NOW THE EDGE OF THE PILLAR ITSELF APPEARED. AYESHA TURNED TOWARDS IT, AND STRETCHED OUT HER ARMS TO GREET IT. ON IT ROLLED VERY SLOWLY AND LAPPED HER ROUND WITH FIRE.

OH, HOW BEAUTIFUL SHE LOOKED THERE IN THE FLAME, BUT SUDDENLY AN INDESCRIBABLE CHANGE CAME OVERTHER HER COUNTENANCE. HER FACE—BY HEAVEN,—HER FACE WAS GROWING OLD BEFORE MY EYES. AYESHA WAS SHRIVELLING UP. SMALLER SHE GREW, AND SMALLER YET, TILL SHE WAS NO LARGER THAN A MONKEY. HER SKIN HAD PUCKERED INTO A MILLION WRINKLES, AND ON HER SHAPELESS FACE WAS THE STAMP OF UNUTTERABLE AGE.

%ADAPTED FROM *SHE* BY H. RIDER HAGGARD

D. I MADE JELLY SANDWICHES FOR THE TWO OF US, AND WE CLIMBED THE CLEATS I HAD NAILED TO THE OAK TREE, TAKING WITH US OUR PICNIC LUNCH AND A COPY OF *WESTWARD HO*.

WE ATE AND THEN, WHILE I READ, RASCAL INDULGED IN A FAVORITE PASTIME OF RACOONS, SUNBATHING ON A LOFTY LIMB. HE LAY FLAT ON HIS FAT LITTLE BELLY ON A BRANCH HE COULD COMFORTABLY EMBRACE, LETTING ALL FOUR LEGS DANGLE OVER THE SIDES IN EASY BALANCE. HIS NOZZLE POINTED UPSTREAM ON THE RUGHE, AND HIS HANDSOME RINGED TAIL LAY STRAIGHT BEHIND HIM. AND THERE HE DOZED FOR HOURS, ABSORBING THE HEALING SUNSHINE OF SEPTEMBER AS THOUGH HE WERE STORING UP WARMTH FOR THE LONG, COLD SEASON AHEAD.

%*RASCAL*, STERLING NORTH

ONE POSSIBLE PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE IS INCREASED PLAUSIBILITY. BECAUSE THE NARRATOR APPEARS TO BE RELATING EVENTS OF WHICH HE HAS FIRST-HAND KNOWLEDGE, THE READER FEELS HE IS READING ABOUT ACTUAL EVENTS. WHICH OF THE ABOVE PASSAGES *BEST* ILLUSTRATES THE INCREASED PLAUSIBILITY THAT IS A PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE?

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

ONE POSSIBLE PURPOSE FOR AND EFFECT OF FIRST PERSON NARRATIVE IS AN INCREASED SENSE OF IMMEDIACY. AS THE NARRATOR RELATES EVENTS IN WHICH HE SUPPOSEDLY PARTICIPATED, THE READER RELIVES THOSE EVENTS WITH THE NARRATOR. WHICH OF THE ABOVE PASSAGES *BEST* ILLUSTRATES THE INCREASED SENSE OF IMMEDIACY THAT IS A PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE?

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

DIRECTIONS: BELOW ARE FOUR PASSAGES. THE QUESTIONS FOLLOWING THE PASSAGES ASK YOU TO DETERMINE WHICH PASSAGES BEST ILLUSTRATE CERTAIN
ONE POSSIBLE PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE.

A. TWICE I HAVE WITH MY OWN EARS HEARD THE SOUND WHICH RESEMBLED THE DISTANT BAYING OF A HOUND. SUPPOSE THAT THERE WERE REALLY SOME HUGE HOUND LOOSE UPON THE MOOR. THAT WOULD GO FAR TO EXPLAIN EVERYTHING. BUT WHEREF COULD SUCH A HOUND BE CONCEALED, WHERE DID IT GET ITS FOOD, WHERE DID IT COME FROM, HOW WAS IT THAT NO ONE SAW IT BY DAY?

B. ONE HOT MORNING I WENT TO PICK UP THE MILK OUTSIDE OUR DOOR, AND CAT WAS SLEEPING THERE ON THE MAT. HE DIDN'T EVEN LOOK UP AT ME. AFTER I SCRATCHED HIS FURS AND TALKED TO HIM SOME, HE GOT UP AND HOBLED INTO THE HOUSE.

C. DURING THE AFTERNOON I BEGAN OILING MY MUSKRAT TRAPS FOR THE SEASON AHEAD. RASCAL WAS ALWAYS INTERESTED IN WHATEVER I WAS DOING. BUT WHEN HE CAME TO SNIFF AND FEEL THE TRAPS, A TERRIBLE THOUGHT SLOWED MY FINGERS. PUTTING MY TRAPS ASIDE I OPENED ONE OF THE CATALOGUES SENT TO TRAPPERS BY THE ST. LOUIS FUR BUYERS. THEREF, IN FULL COLOR, ON THE VERY FIRST PAGE WAS A HANDSOME PACCOON, HIS PAW CAUGHT IN A POWERFUL TRAP.


%ADAPTED FROM *THE HOUND OF THE BASKERVILLES* BY SIR ARTHUR CONAN DOYLE

%ADAPTED FROM *SHANE* BY JACK SCHAEFFER

%IT'S LIKE THIS, CAT*, EMILY NEVILLE

%RASCAL*, STERLING NORTH

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An increased sense of involvement, to the extent that the narrator is a positive character and a reliable narrator, the reader identifies with the narrator and adopts the narrator's view of scenes, characters, and events. Which of the above passages best illustrates this increased sense of involvement?

A. A
B. B
C. C
D. D

One possible purpose for and effect of a first-person narrative is increased suspense. The reader makes discoveries only as the narrator makes them and must therefore share the narrator's ignorance or uncertainty, which of the above passages best illustrates this increased suspense?

A. A
B. B
C. C
D. D

The student will demonstrate his knowledge of the purposes for and effects of a first-person narrative by correctly identifying those purposes and effects.

Directions
Select the best answer for the following question.

Which of the following is never a purpose for and effect of a first-person narrative?

A. Increased plausibility—because the narrator appears to be relating actions of which he has first-hand knowledge, the reader feels he is reading about actual events.
B. Increased sense of immediacy—as the narrator relates actions in which he supposedly participated, the reader relives those happenings with the narrator.
C. Increased sense of involvement—to the extent that the narrator is a positive character and a reliable narrator, the reader identifies with the narrator and adopts the narrator's view of scenes, characters, and actions.
D. Increased insight into character—because the narrator delves into the minds of the major characters, the reader knows the thoughts, emotions, and motivations of those characters.
E. Increased suspense—The reader makes discoveries only as the narrator makes them and must therefore share the narrator's ignorance and uncertainty.

The student will demonstrate his knowledge of the purposes for and effects of a third-person narrative by correctly identifying those purposes and effects.

Directions
Select the best answer for the following question.

Which of the following is never a purpose for and effect of a third-person narrative?
THIRD PERSON NARRATIVE

A. THE NARRATOR HAS A COMPLETE KNOWLEDGE OF EVENTS. HE CAN REPORT WHAT IS HAPPENING IN SEVERAL DIFFERENT PLACES AT A GIVEN TIME OR WHAT IS HAPPENING WHEN NO WITNESS IS PRESENT.

B. THE NARRATOR IS FREE TO EXPLORE THE THOUGHTS, EMOTIONS, AND MOTIVATIONS OF ANY OF HIS CHARACTERS.

C. THE NARRATOR APPEARS TO BE GIVING AN UNBIASED VIEW OF EVENTS. HE APPEARS TO LEAVE THE READER FREE TO JUDGE CHARACTERS AND ACTIONS.

D. THE NARRATOR'S SUPPOSED PARTICIPATION IN THE EVENTS HE RELATES GIVES HIS NARRATION GREATER CREDIBILITY.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WHAT CONSTITUTES A FIRST PERSON NARRATIVE BY CORRECTLY IDENTIFYING THE CHARACTERISTIC ELEMENTS OF A FIRST PERSON NARRATIVE.

DIRECTIONS
SELECT THE BEST ANSWERS FOR THE FOLLOWING QUESTIONS.

WHICH OF THE FOLLOWING IS *NEVER* CHARACTERISTIC OF A FIRST PERSON NARRATIVE?

A. A NARRATOR WHO PLAYS SOME PART IN THE ACTIONS HE RELATES.

B. A NARRATOR WHO PLAYS *NO* PART IN THE ACTIONS HE RELATES.

C. A NARRATOR WHO RELATES *ONLY* WHAT HE OBSERVES OR IS TOLD.

D. A NARRATOR WHO IN *NO* WAY INJECTS HIMSELF INTO HIS NARRATIVE.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WHAT CONSTITUTES A THIRD PERSON NARRATIVE BY CORRECTLY IDENTIFYING THE CHARACTERISTIC ELEMENTS OF A THIRD PERSON NARRATIVE.

DIRECTIONS
SELECT THE BEST ANSWERS FOR THE FOLLOWING QUESTION.

WHICH OF THE FOLLOWING IS *NEVER* CHARACTERISTIC OF A THIRD PERSON NARRATIVE?

A. A NARRATOR WHO IS OMNISCIENT.

B. A NARRATOR WHO IS A CHARACTER IN THE STORY HE RELATES.

C. A NARRATOR WHO IS OBJECTIVE.

D. A NARRATOR WHOSE IDENTITY IS NOT REVEALED.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WHAT CONSTITUTES A NARRATIVE BY CORRECTLY IDENTIFYING THE CHARACTERISTIC ELEMENTS OF
A NARRATIVE is defined as a relating of actions performed through time by an agent or agents. A narrative focuses on external rather than internal actions.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE FOLLOWING QUESTIONS.

WHETHER OR NOT SOMETHING IS A NARRATIVE DEPENDS UPON ITS
A. FORM.
*B. CONTENT.
C. LENGTH.
D. POINT OF VIEW.

WHICH OF THE FOLLOWING STATEMENTS IS TRUE
A. A NARRATIVE RELATES *ONLY* PHYSICAL ACTIONS.
B. A NARRATIVE RELATES *ONLY* MENTAL ACTIONS.
*C. A NARRATIVE RELATES PHYSICAL AND MENTAL ACTIONS BUT USUALLY FOCUSES ON PHYSICAL ACTIONS.
D. A NARRATIVE RELATES PHYSICAL AND MENTAL ACTIONS BUT USUALLY FOCUSES ON MENTAL ACTIONS.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
SPECIAL SCHOOLS. THEIR TRAINER WAS CALLED, APPROPRIATELY, THE *LANISTA*, WHICH WAS AN ANCIENT WORD FOR BUTCHER. IN THE ARENA, THE GLADIATORS FOUGHT SOMETIMES IN TEAMS BUT MORE OFTEN IN SINGLE COMBAT. EACH WAS ARMED IN A DIFFERENT WAY. SOME OF THEM HAD SWORDS OR DAGGERS AND SHIELDS, SOME HAD NETS AND TRIDENTS, SOME WORE ARMOR, SOME WERE UNARMED. BUT THE SAME END AWAITED ALL—DEATH ON THE SANDY FLOOR OF THE ARENA.

D. THE MEN IN THE RANKS, THE FOOT SOLDIERS ON WHOM THE ENTIRE ARMY DEPENDED, WERE CALLED LEGIONARIES. THEIR TRAINING CONSISTED OF DAY AFTER DAY OF LONG MARCHES, WITH FULL EQUIPMENT, INSPECTIONS, AND MANEUVERS.

THE LEGIONARY’S FIGHTING EQUIPMENT HAD BEEN DEVELOPED OVER CENTURIES BY TRIAL AND ERROR. HIS WEAPONS WERE TWO EIGHT-FOOT JAVELINS, WHICH HE COULD HURL TWENTY YARDS OR MORE, AND A SHORT-BLANDED SWORD FOR HAND-TO-HAND FIGHTING. HE CARRIED A HUGE RECTANGULAR SHIELD, WHICH COVERED HIM FROM CHIN TO ANKLE, AND HE WORE A TUNIC OF IRON MAIL OR A LEATHER JERKIN COVERED WITH OVERLAPPING IRON SCALES. HIS HEAD WAS PROTECTED BY A HELMET WITH A WIDE NECKPIECE AND HINGED IRON FlAPS THAT COULD BE SWUNG DOWN TO COVER THE SIDES OF HIS FACE.

WHICH ONE OF THE FOLLOWING PASSAGES IS NARRATIVE IN CHARACTER?

THE MATERIAL IN THESE PASSAGES IS ADAPTED FROM FELIX SALTENS *BAMBI*.


B. THE FLUTTERING BUTTERFLIES LOOKED TO BAMBI LIKE GAY FLYING FLOWERS THAT WOULD NOT STAY ON THEIR STEMS BUT HAD UNFASTENED THEMSELVES IN ORDER TO DANCE A LITTLE. THEY LOOKED, TOO, LIKE FLOWERS THAT COME TO REST AT SUNSET, BUT HAVE NO FIXED PLACES AND HAVE TO HUNT FOR THEM, DROPING DOWN AND VANISHING AS IF THEY REALLY HAD SETTLED SOMEWHERE, YET ALWAYS FLYING UP AGAIN, A LITTLE WAY AT FIRST, THEN HIGHER AND HIGHER, AND ALWAYS SEARCHING Farther AND Farther Because All THE GOOD PLACES HAVE ALREADY BEEN TAKEN.

C. WELL, SAID BAMBI’S COUSIN GORO, THE DOGS WOULD HAVE TORN ME TO PIECES BUT HE & THE DOG’S MASTER CAME.

GORO PAUSED. THE OTHERS HARDLY BREATHED.

YES, SAID GORO, HE CAME. HE CALLED OFF THE DOGS AND THEY QUIETED DOWN AT ONCE. HE CALLED THEM AGAIN AND THEY CROUCHED MOTIONLESS AT HIS FEET. THEN HE PICKED ME UP. I SCREAMED BUT HE PATTED ME. HE HELD ME IN HIS ARMS. HE DIDN’T HURT ME. AND THEN HE CARRIED ME AWAY.

D. WHY WERE THE JAYS BOTH SO ANGRY WITH EACH OTHER, MOTHERO BAMBI ASKED. THEY WERE FIGHTING OVER FOOD, HIS MOTHER ANSWERED.

WILL WE FIGHT OVER FOOD, TOO, SOMETIMES? RAMBI ASKED.

NO, SAID HIS MOTHER.
Bambi asked, why not?

Because there is enough for all of us, his mother replied.

Which of the following passages is predominately narrative in character? The material in these passages is adapted from Mark Twain's *Tom Sawyer*.

A. Tom had discovered a great law of human action, without knowing it—namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that work consists of whatever a body is *obliged* to do and that play consists of whatever a body is not obliged to do.

B. Huckleberry Finn, son of the town drunkard, was cordially hated and dreaded by all the mothers of the town, because he was idle and lawless and vulgar and bad—and because all their children admired him so, and delighted in his forbidden society, and wished they dared to be like him. Huckleberry was always dressed in the castoff clothes of full-grown men, and they were in perennial bloom and fluttering with rags. His hat was a vast ruin with a wide crescent lopped out of its brim. His coat, when he wore one, hung nearly to his heels and had the rear-ward buttons far down the back, but one suspender supported his trousers. The seat of the trousers bagged low and contained nothing, the fringed legs dragged in the dirt when not rolled up.

C. Tom pried the cat's mouth open and poured down the pain-killer. Peter sprang a couple of yards in the air, and then delivered a war whoop and set off round and round the room, banging against furniture, upsetting flowerpots, and making general havoc. Next he rose on his hind feet and pranced around, in a frenzy of enjoyment, with his head over his shoulder and his voice proclaiming his unappasable happiness. Then he went tearing around the house again spreading chaos and destruction in his path. Aunt Polly entered in time to see him throw a few double somersets, deliver a final mighty hurrah, and sail through the open window, carrying the rest of the flowerpots with him.

D. Why, you take your cat and go and get in the graveyard long about midnight when somebody that was wicked has been buried, and when it's midnight a devil will come, or maybe two or three, but you can't see 'em, you can only hear something like the wind, or maybe hear 'em talk, and when they're taking that fellow away, you heave your cat after 'em and say, 'Devil follow corpse, cat follow devil, warts follow cat, *I* *m* done with you that'll fetch *any* wart.

The student will apply his knowledge of what constitutes physical action and what constitutes mental action by correctly indicating the kind of action that predominates in selected narrative passages.

Directions: Below are four narrative passages. The questions following the passages ask you to decide in which passage the narrator is...
RELATING ONLY PHYSICAL ACTIONS AND IN WHICH PASSAGE THE NARRATOR IS RELATING ONLY MENTAL ACTIONS.

A. FOR AN HOUR THE OLD MAN HAD BEEN SEEING BLACK SPOTS BEFORE HIS EYES, AND THE SWEAT SALTED HIS EYES AND SALTED THE CUT OVER HIS EYE AND ON HIS FOREHEAD. HE WAS NOT AFRAID OF THE BLACK SPOTS THEY WERE NORMAL AT THE TENSION THAT HE WAS PULLING ON THE LINE. TWICE, THOUGH, HE HAD FELT FAINT AND DIZZY AND THAT WORRIED HIM.

B. THE OLD MAN WOULD HAVE LIKED TO KEEP HIS HAND IN THE SALT WATER LONGER BUT HE WAS AFRAID OF ANOTHER SUDDEN LURCH BY THE FISH AND HE STOOD UP AND BRACED HIMSELF AND HELD HIS HAND UP AGAINST THE SUN. IT WAS ONLY A LINE BURN THAT HAD CUT HIS FLESH, BUT IT WAS IN THE WORKING PART OF HIS HAND. HE KNEW HE WOULD NEED HIS HANDS BEFORE THIS WAS OVER AND HE DID NOT LIKE TO BE CUT BEFORE IT STARTED.

C. HE IS A GREAT FISH, HE THOUGHT, I MUST NEVER LET HIM LEARN HIS STRENGTH NOR WHAT HE COULD DO IF HE MADE HIS RUN. IF I WERE HIM I WOULD PUT IN EVERYTHING NOW AND GO UNTIL SOMETHING BROKE, BUT, THANK GOD, THEY ARE NOT AS INTELLIGENT AS WE WHO KILL THEM, ALTHOUGH THEY ARE MORE NOBLE AND MORE ABLE.

D. HE PICKED THE MAST UP AND PUT IT ON HIS SHOULDER AND STARTED UP THE ROAD. HE HAD TO SIT DOWN FIVE TIMES BEFORE HE REACHED HIS SHACK.

IN WHICH OF THE ABOVE PASSAGES IS THE NARRATOR RELATING *ONLY* PHYSICAL ACTIONS?

A. A
B. B
C. C
D. D

IN WHICH OF THE ABOVE PASSAGES IS THE NARRATOR RELATING *ONLY* MENTAL ACTIONS?

A. A
B. B
C. C
D. D

THE STUDENT WILL SHOW HIS UNDERSTANDING OF TWO CHARACTERISTICS OF DIALOGUE IN A NARRATIVE BY CORRECTLY IDENTIFYING THOSE CHARACTERISTICS. %21

DIRECTIONS
SELECT THE BEST ANSWER FOR THE FOLLOWING QUESTIONS.

WHICH OF THE FOLLOWING STATEMENTS IS TRUE?

A. THE USE OF *I* IN DIALOGUE INDICATES THAT THE NARRATIVE CONTAINING THE DIALOGUE IS A FIRST PERSON NARRATIVE.
B. THE USE OF *I* IN DIALOGUE INDICATES THAT THE NARRATIVE...
CONTAINING THE DIALOGUE IS A THIRD PERSON NARRATIVE.

*C. THE USE OF *I* IN DIALOGUE DOES *NOT* INDICATE WHETHER THE NARRATIVE CONTAINING THE DIALOGUE IS A FIRST OR THIRD PERSON NARRATIVE.

WHICH OF THE FOLLOWING STATEMENTS IS TRUE?
A. DIALOGUE IS *ALWAYS* NARRATIVE IN CHARACTER.
B. DIALOGUE IS *SOMETIMES* NARRATIVE IN CHARACTER.
C. DIALOGUE IS *NEVER* NARRATIVE IN CHARACTER.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE GIVEN SELECTIONS TO DETERMINE THE *MAJOR IDEA* OR *THEME* OF A GIVEN SELECTION BY CHOOSING FROM A LIST OF PLAUSIBLE IDEAS THE THEME OF A PARTICULAR SELECTION. *%30*

READ EACH ITEM BELOW. CHOOSE THE SENTENCE WHICH EXPRESSES THE THEME OR MAJOR IDEA OF THE SELECTION.

IN THE CHARGE OF THE LIGHT BRIGADE BY ALFRED TENNYSON, THE POET IS EXPRESSING THE MAJOR IDEA
A. THAT A FAMOUS CHARGE WAS MADE BY A BRITISH CALVARY UNIT DURING THE CRIMEAN WAR.
B. THAT SUPREME ACTS OF PATRIOTISM ARE WORTHY OF THE HONOR AND THE APPRECIATION OF A NATION.
C. THAT COURAGE IN THE FACE OF DEATH IS THE MARK OF A BRAVE MAN.
D. THAT QUESTIONABLE ORDERS SHOULD BE VETOED OR IGNORED.

IN SEA FEVER BY JOHN MASEFIELD, THE MAJOR IDEA EXPRESSED IS
A. THAT THE SEA CAN BE LONELY LIKE A PERSON.
B. THAT THE REST AT THE VOYAGES END IS PEACEFUL.
C. THAT ENGLISHMEN HAVE A GREAT LOVE FOR THE SEA.
D. THAT LIFE ON THE SEA IS NEVER DULL OR ROUTINE.

IN A VAGABOND SONG BY BLISS CARMAN, THE MAJOR IDEA EXPRESSED IS
A. THAT OCTOBER MAKES HIM WANT TO WANDER TO FIND EXCITEMENT, ADVENTURE, AND FREEDOM.
B. THAT THE INTENSE COLORS OF OCTOBER FILLS HIS SPIRIT WITH EMOTION.
C. THAT OCTOBER CAUSES HIM TO FEEL LIKE A GYPSY OR A VAGABOND.
D. THAT THE MOOD OF OCTOBER MAKES HIM THINK OF MUSIC AND PARADES.

THE STUDENT WILL SHOW KNOWLEDGE OF THE SPECIFIC AREAS OF ACTION ENCOMPASSED IN THE HISTORICAL NOVEL BY SELECTING CONTENT AREAS CHARACTERISTIC OF THIS GENRE. *%20*

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

AN HISTORICAL NOVEL DEVELOPS THE CHOSEN HISTORICAL PERIOD BY INTERPRETING THE
A. POLITICAL ACTION OF THE PERIOD.
B. SOCIAL ACTION OF THE PERIOD.
C. RELIGIOUS ACTION OF THE PERIOD.
THE HISTORICAL NOVEL DEALS WITH
A. HISTORICAL FACT.
B. IMAGINARY SITUATIONS.
C. A MIDDLE POSITION BETWEEN FACT AND IMAGINATION.

THE STUDENT WILL APPLY UNDERSTANDING OF THE CULTURAL VALUES OF ANCIENT GREECE, AS REVEALED IN HERO STORIES AND MYTHS OF THE GODS, BY SELECTING A MODERN PERSONAGE WHO WOULD HAVE BEEN ADMIRE IN THE GREEK CULTURE.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

IF YOU COULD TRAVEL BACK TO ANCIENT GREECE IN A TIME MACHINE AND TAKE THE FOLLOWING TWENTIETH CENTURY PERSONS WITH YOU, WHICH ONE WOULD THE GREEKS *NOT* HAVE ADMIRE?

A. DAVID DELLINGER, PACIFIST MEMBER OF THE CHICAGO 7
B. GENERAL PATTON
C. RAQUEL WELCH, THE MOVIE STAR
D. GALE SAYRES, THE CHICAGO BEARS' FOOTBALL PLAYER
F. BOBBY DYLAN, SINGING STAR

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE GREEK GODS BY MATCHING THE NAMES OF GODS WITH APPROPRIATE SYMBOLS OR OFFICES.

MATCH EACH OLYMPIAN WITH AN ANIMAL CLOSER TO THE GOD HIM OR HER.

A. EAGLE
B. OWL
C. PEACOCK
D. DOVE
E. HORSE

HERA *C
ZEUS *A
ATHENA *B
APHRODITE *D
POSIDON *F

MATCH EACH OLYMPIAN WITH AN ANIMAL CLOSER TO THE GOD HIM OR HER.

A. SHE-BEAR
B. TIGER
C. WOODPECKER
D. MOUSE
F. CRANE
MATCH EACH OLYMPIAN WITH HIS OFFICE.

<table>
<thead>
<tr>
<th>Olympian</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dionysus</td>
<td>E. God of Wine</td>
</tr>
<tr>
<td>Artemis</td>
<td>D. Goddess of the Hunt and of the Moon</td>
</tr>
<tr>
<td>Hera</td>
<td>R. Queen of the Gods</td>
</tr>
<tr>
<td>Ares</td>
<td>A. God of War</td>
</tr>
<tr>
<td>Eros</td>
<td>C. God of Love</td>
</tr>
<tr>
<td>Zeus</td>
<td>C. God of the SEA</td>
</tr>
<tr>
<td>Mercury</td>
<td>C. Messenger of the Gods</td>
</tr>
<tr>
<td>Athene</td>
<td>E. Goddess of Wisdom, Arts, and Defensive War</td>
</tr>
<tr>
<td>Poseidon</td>
<td>A. God of the Sea</td>
</tr>
<tr>
<td>Aphrodite</td>
<td>B. Goddess of Love</td>
</tr>
<tr>
<td>Hades</td>
<td>D. God of the Underworld</td>
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</tbody>
</table>

THE STUDENT WILL SHOW UNDERSTANDING OF COMMON ALLUSIONS TO GREEK MYTHOLOGY BY SELECTING THE CORRECT INTERPRETATION OF GIVEN SENTENCES.

**DIRECTIONS**

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

**THE BABY WAS CARRIED AWAY IN THE ARMS OF MORPHEUS.**

The sentence above means that

A. Someone kidnapped the baby.
B. Morpheus carried the baby away from the house.
C. The baby fell asleep.
D. Morpheus danced with the baby in his arms.
E. The baby died.

HAD A NARCISSUS COMPLEX.
THE SENTENCE ABOVE MEANS THAT
A. HE LOVED NARCISSUS FLOWERS.
B. HE TOOK NARCOTICS.
* C. HE ADMIRE HIMSELF.
D. HE HAD A COMPLEX FLOW GARDEN.

THAT WAS A HERCULean TASK.
THE SENTENCE ABOVE MEANS THAT THE TASK WAS
A. AS DIFFICULT AS HERCULES, TASKS.
B. AS EASY AS HERCULES, TASKS.
C. AS VICIOUS AS HERCULES, ACTS.
D. IMPOSSIBLE OF COMPLETION.
E. A NECESSARY ONE.

HER ROOM LOOKED LIKE THE AUGEAN STABLES.
THE SENTENCE ABOVE MEANS THAT HER ROOM WAS
A. LARGE.
B. DIRTY.
C. POPULAR.
D. FILLED WITH PICTURES OF HORSES.
E. EXPENSIVE.

THE GIRL LOOKED LIKE A GORGON.
THE SENTENCE ABOVE MEANS THAT THE GIRL WAS
A. INNOCENTLY BEAUTIFUL.
B. SEXY-LOOKING.
C. UNATTRACTIVE.
D. BRIGHT AND INTELLIGENT.
E. GORGEOUS.

THE STUDENT WILL APPLY HIS KNOWLEDGE OF TRAITS REPRESENTED BY GREEK GODS BY SELECTING A MODERN COMIC STRIP CHARACTER WHO DISPLAYS SIMILAR TRAITS.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

SUPERMAN IS A MODERN HERO WHO CHARACTER TRAITS AND ABILITIES
MOST CLOSELY RESEMBLING
A. APOLLO.
B. HERCULES.
C. DIONYSUS.
D. ZEUS.
E. POSPIDON.

THE STUDENT WILL SHOW COMPREHENSION OF ALLUSIONS TO GREEK MYTHOLOGY BY SELECTING THE ORIGINS OF VARIOUS ALLUSIONS.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE WORD "TANTALIZED" IS DERIVED FROM THE NAME OF A
A. GREEK CITY.
B. PHRYGIAN KING.
C. MESSENGER OF THE GODS.
D. GREEK GODDESS.
E. GREEK FLOWER.

THE MOON LIGHT ON THE WATER WAS APHRODISIAC.

THE WORD *APHRODISIAC* IS DERIVED FROM THE NAME FOR THE
A. GOD OF THE SEA.
B. GODDESS OF THE MOON.
C. GODDESS OF LOVE.
D. SONS OF ZEUS.
E. RULER OF APHRODUS.

HE WAS A REAL TITAN.
IN GREEK MYTHOLOGY A *TITAN* WAS
A. ANY GIANT.
B. ANY GREAT WARRIOR.
C. HERCULES OR HIS TWIN BROTHER.
D. CRONUS OR ANY OF HIS BROTHERS.
E. ACHILLES OR ANY OF HIS BROTHERS.

EAT YOUR CEREAL.
IN GREEK MYTHOLOGY, CERES WAS THE GODDESS OF
A. HOUSEWIVES.
P. COOKING.
C. HEALTH.
D. AGRICULTURE.
E. TRADE.

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THE STUDENT WILL SHOW HIS COMPREHENSION OF THE VALUES EXPRESSED
IN GREEK TALLS BY SELECTING THE TALE IN WHICH A GIVEN VALUE IS
EXEMPLIFIED.  %4d

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

IN WHAT STORY DID A GREEK HERO SHOW LITTLE RESPECT FOR SOMEONE
A. DAEDALUS AND ICARUS
B. PERSEUS SLAYS THE GARGON
C. HERCULES AND THE CATTLE OF GERYON
D. APOLLO AND PHAETHON

GREEKS BELIEVED IT IMPORTANT TO KEEP THEIR WORD.  ONLY DESPICARLF
CHARACTERS BROKE PROMISES.  IN WHICH STORY DID SOMEONE BREAK HIS
PROMISE?
A. HERCULES AND THE HOUND OF HELL
B. HERCULES, AUBAMBEWELIBBAR STABLES
C. APOLLO AND DEPHNIF

IN WHAT STORY DID A GREEK HERO SUFFER BECAUSE HE DISOBEYED A
A. HERCULES AND THE HOUND OF HELL
B. PROMETHEUS, FIRE
C. THESEUS AND THE MINOTAUR
D. JASON AND THE GOLDEN FLEECE
E. PERSEUS, AND THE MEDUSA'S HEAD.

WHO SHOWED GREAT COWARDICE?
A. PERSEUS
B. JASON
C. ATLAS
D. EURYSTHEUS
E. PROMETHEUS

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF ROMAN MYTHOLOGICAL
FIGURES BY COMPLETING STATEMENTS DESCRIBING THEM.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

HERCULES WAS ALL OF THE FOLLOWING *EXCEPT*
A. REVERENT.
B. CUNNING.
C. LOYAL.
D. STRONG.
*F. COWARDLY.

THE LABORS OF HERCULES REVEALED THAT EURYSTHEUS WAS
A. BRAVE.
B. FORGIVING.
C. GENEROUS.
D. MERCIFUL.
*F. COWARDLY.

ATLAS WAS EXTREMELY
A. STRONG.
B. INTELLIGENT.
C. WEAK.
D. MEAN.

JUPITER WAS
A. CRIEL.
B. UGLY.
C. GENTLE.
D. MERCIFUL.
E. LAZY.

A MYTHOLOGICAL FIGURE *NOT* CONNECTED WITH MUSIC WAS
A. PAN.
B. APOLLO.
C. HERMES.
D. ORPHEUS.
*F. ARACHNE.

AN AMERICAN PRODUCT WHICH IS *NOT* NAMED FOR A ROMAN MYTHOLOGICAL
FIGURE IS THE
A. MERCURY AUTO.
*F. TOPINO CAR.
C. ATLAS TIRE.
D. VENUS PENCIL.
E. MARS CANDY BAR.

**********************************************************************
THE STUDENT WILL SHOW HIS KNOWLEDGE OF GREEK AND ROMAN MYTHOLOGY
MATCHING THE NAMES OF GREEK AND ROMAN GODS.

STUDENT WILL SHOW HIS KNOWLEDGE OF GREEK AND ROMAN MYTHOLOGY
MATCHING THE NAMES OF GREEK AND ROMAN GODS.
MATCH THE NAME OF THE ROMAN GOD OR GODDESS WITH THE CORRESPONDING GREEK GOD OR GODDESS.

ARES *F
HERMES *C
HERA *A
ARTEMIS *E
ZEUS *B
APHRODITE *D
HEPHAESTUS *E
ATHENE *E

THE STUDENT WILL SHOW HIS KNOWLEDGE OF GREEK CONCEPTS OF THE GODS BY SELECTING CHARACTERISTICS FROM ALTERNATIVES.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE GREEKS BELIEVED THAT THEIR GODS AND GODDESSES
*A. QUARRELED THE WAY HUMAN BEINGS DO.
B. HAD NO FAULTS.
C. WERE ALWAYS CALM AND SERENE.
D. BROKE THEIR PROMISES.

THE STUDENT WILL APPLY HIS KNOWLEDGE OF MYTHOLOGICAL SYMBOLS BY DETERMINING WHAT COMPANY A GIVEN SYMBOL REPRESENTS.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

IF YOU WERE SHOWN PICTURES OF EMBLEMS YOU HAD NEVER SEEN BEFORE YOU COULD CORRECTLY GUESS THAT THOSE CONTAINING LAUREL WREATHS REPRESENTED
A. DRESS MANUFACTURES.
B. PUBLISHING COMPANIES.
C. FLORISTS.
D. GASOLINE COMPANIES.
E. FOOD MANUFACTURERS.

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE GRECO-ROMAN GODS BY MATCHING THEM WITH THEIR OFFICES.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.
APOLLO WAS GOD OF ALL THE FOLLOWING *EXCEPT*
   A. POETRY.
   B. MUSIC.
   C. HEALING.
   D. ATHLETICS.
   F. WAR.

THE PATRON GOD OF GOLDSMITHS, JEWELLERS, BLACKSMITHS, MASONs, AND CARPENTERS WAS
   A. PHAETHON.
   B. ATLAS.
   C. VULCAN.
   D. PLUTO.
   F. PROMETHEUS.

THE PATRON GOD OF MERCHANTS, BANKERS, THIEVES, FORTUNETELLERS, AND HERALDS WAS
   A. CUPID.
   B. MERCURY.
   C. ZEUS.
   D. CRONUS.
   F. DIONYSUS.

THE GODDESS OF HUNTING AND OF UNMARRIED GIRLS WAS
   A. JUNO.
   B. ATHENE.
   C. PROSERPINA.
   D. DIANA.
   F. HESTIA.

THE STUDENT WILL EVALUATE THE APPROPRIATENESS OF COMMON MYTHOLOGICAL REFERENCES BY DISTINGUISHING APPROPRIATE FROM INAPPROPRIATE.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE BUSINESS CONCERNS BELOW ARE NAMED FOR VARIOUS GODS. CONSIDERING THE CLASSICAL ACCOUNTS OF THE GOD INVOLVED, THE COMPANY NAMED *MOST INAPPROPRIATELY* IS
   A. MARS CANDY COMPANY.
   B. VENUS SALON OF BEAUTY.
   C. VULCAN WELDING WORKS.
   D. MERCURY MESSFNGER SERVICE, INC.
   F. NEPTUNE CAR WASH COMPANY.

OF THE FIVE ORGANIZATIONS BELOW, THE ONE NAMED *MOST APPROPRIATELY* IS THE
   A. NEPTUNE RECORD COMPANY.
   B. JUPITER HAIR PRODUCTS COMPANY.
   C. MERCURY FOUNDRY AND MACHINE COMPANY.
   D. ATLAS ELECTRIC DEVICES COMPANY.
   F. APOLLO MUSICAL CLUB.

OF THE FIVE ATLAS COMPANIES BELOW, THE ONE *MOST* APPROPRIATELY NAMED IS THE
   A. ATLAS BUSINESS FORMS, INC.
B. ATLAS BAKING COMPANY.
C. ATLAS CALCULATING SERVICES.
*D. ATLAS STEEL COMPANY.
E. ATLAS CHEMICAL INDUSTRIES, INC.

CONSIDERING THE CLASSICAL MYTHOLOGICAL STORIES, A COMPANY NAMED *MOST APPROPRIATELY* IS THE
A. ATLAS FUR CLEANING COMPANY.
B. MIDAS AUTOMATIC TRANSMISSIONS COMPANY.
*C. MIDAS COIN CENTER.
D. APOLLO REALTY COMPANY.
E. ATLAS MUSIC COMPANY.

CONSIDERING THE CLASSICAL ACCOUNTS OF THE GODS INVOLVED, THE COMPANY NAMED *MOST INAPPROPRIATELY* IS THE
A. APOLLO OPERA COMPANY.
*B. NEPTUNE REALTORS.
C. NEPTUNE WORLD WIDE MOVING COMPANY.
D. NEPTUNE CAR WASH COMPANY.
E. HERCULES LABOR SERVICE COMPANY.

********************************************************************************
THE STUDENT WILL SHOW HIS UNDERSTANDING OF LITERARY TERMS BY SELECTING THE TERM THAT DESCRIBES AN ILLUSTRATION OF IT FROM THE PLAY, *THE DIARY OF ANNE FRANK*.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

MRS. VAN DAAN'S STATEMENT THAT PETER'S FATHER WILL KILL HIM IF HE CATCHES HIM IN THERE WITH THAT CAT IS AN EXAMPLE OF
A. PERSONIFICATION.
B. SIMILE.
*C. HYPERBOLE.
D. METAPHOR.

THE PLAYWRIGHTS EXERCISED DRAMATIC LICENSE BY
*A. CONFINING THE CHARACTERS AND THE ACTION TO THE SECRET ANNEX ITSELF.
B. INTRODUCING THE CHARACTER OF MR. DUSSFL.
C. MAKING PETER SIXTEEN INSTEAD OF TEN YEARS OLD.

IN THE OPENING SCENE, WHEN MR. FRANK RETURNS TO THE ANNEX AFTER THE WAR, THE SOUNDS OF A BARREL ORGAN AND CHILDREN AT PLAY CARRY UP FROM BELOW. THIS EFFECT
*A. PROVIDES A DRAMATIC CONTRAST.
B. ILLUSTRATES WHAT IS MEANT BY FORESHADOWING.
C. INDICATES THE POINT OF VIEW.

THE PLAY IS PRESENTED ENTIRELY IN FLASHBACK TECHNIQUE EXCEPT FOR
*A. THE FIRST SCENE.
B. THE LAST SCENE.
*C. THE FIRST AND LAST SCENES.

WHEN THE PLAYWRIGHTS WROTE THE SCRIPT SO THAT AFTER HER NIGHTMARE, ANNE CONFESSED TO HER FATHER THINGS THAT IN REALITY SHE ONLY WROTE IN HER DIARY AND NEVER REVEALED TO ANYONE THROUGH SPEECH, THEY WERE USING
A. HYPERBOLE.
THE STUDENT WILL SHOW KNOWLEDGE OF FACTUAL DETAILS IN THE *DIARY OF ANNE FRANK* BY COMPLETING STATEMENTS WITH THE CORRECT FACT.

**DIRECTIONS**

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

1. **Mr. Frank's business in Holland was**
   A. importing herbs and spices.
   B. practicing medicine.
   C. teaching in a university.
   D. selling furs.

2. Anne received the diary as a birthday gift when she turned
   A. twelve.
   B. fifteen.
   C. thirteen.
   D. eighteen.

3. A disadvantage of the Annex as a hiding place was that the people hidden there
   A. lived in crowded quarters.
   B. had no books to read.
   C. could never talk above a whisper.
   D. had no electricity.

4. The secret Annex was located in
   A. Rotterdam.
   B. Geneva.
   C. Stockholm.
   D. Amsterdam.
   F. Berlin.

5. To celebrate the New Year, Miep brought
   A. cookies.
   B. ice cream.
   C. a cake.
   D. lox and bagel.

6. To get cigarettes, Mr. Van Daan decided to sell
   A. Peter's cat.
   B. his wife's fur coat.
   C. his shares of stock.
   D. a diamond watch.
   F. a painting.

FRANK OFTEN CALLED ANNE
   LIEFJE.
Mr. Dusse...s suggestion that someone had eaten Peter's cat showed his *A. genuine concern.  
B. attempt to solve a problem.  
*C. disagreeable personality.*

Anne called her father  
A. Pop.  
B. Daddy.  
C. Papa.  
*D. Pim.*

From September, 1942, until her arrest, Anne shared a bedroom with  
A. her parents.  
B. Margot.  
*C. Mr. Dusse.  
D. Mrs. Van Daan.*

Mr. Kraler and the inhabitants of the Annex feared that Carl was  
*A. trying to blackmail them.  
B. arrested by the green police.  
C. suffering from malnutrition.  
D. hospitalized.*

Dirk was  
A. Mr. Kraler's son.  
B. Carl's brother.  
*C. Miep's fiancé.  
D. Margot's former boy friend.*

Peter took Anne's cake to  
A. eat it himself.  
B. give it to his mother.  
C. give it to Margot.  
*D. give it to Anne.*

In January of 1944 the inhabitants of the secret Annex cut down on food because  
A. Mr. Kraler was hospitalized and could bring them none.  
B. they were short of money.  
*C. the people who supplied their ration books had been arrested.*

When Mrs. Frank asked Anne to keep the door of Peter's room open when she went in, she said it was because  
A. she wanted to see that Anne was doing nothing wrong.  
*B. she wanted to deny Mrs. Van Daan the opportunity to be unpleasant.  
C. she disapproved of Peter.*

Mr. Frank told Miep that he would leave Amsterdam because  
A. he could not make a living in Amsterdam any more.  
*B. the city held too many memories for him.  
C. he wished to return to the city in Germany from which he emigrated.*
THE CELEBRATION OF HANUKKAH WAS INTERRUPTED BY
A. MIEP'S ARRIVAL.
B. A CRASH FROM BELOW.
C. THE SOUND OF A CAR HALTING AT THE DOOR BELOW.

KEY OBJECTS USED IN THE PLAY WERE A FUR COAT AND A
A. NECKLACE.
B. RING.
C. SCARF.
D. WATCH.

MR. FRANK INVITED THE VAN DAANS TO STAY WITH THE FRANKS IN THE
ANNEX BECAUSE
A. THE VAN DAANS WERE WEALTHY.
B. MRS. VAN DAAN WAS HIS SISTER.
C. HE WAS INDEBTED TO MR. VAN DAAN.
D. ANNE HAD A CRUSH ON PETER.

THE STUDENT WILL DEMONSTRATE THE ABILITY TO COMPREHEND THE
STAGE DIRECTIONS BY COMPLETING DESCRIPTIVE STATEMENTS RELATING
TO THE SETTING.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

MR. AND MRS. VAN DAAN'S ROOM IS
A. THE LARGE ROOM IN THE CENTER.
B. THE ATTIC ROOM ABOVE THE LARGE CENTER ROOM.
C. THE SMALL ROOM TO THE RIGHT OF THE CENTER ROOM AS ACTORS
FACE THE AUDIENCE.
D. THE SMALL ROOM TO THE LEFT OF THE CENTER ROOM AS THE ACTORS
FACE THE AUDIENCE.

THE TOTAL NUMBER OF ROOMS INTO WHICH ONE CAN SEE, IN ALL SCENES
OF THIS PLAY, IS
A. ONE.
B. TWO.
C. THREE.
D. FOUR.
E. FIVE.

TO SIGNAL THAT ANNE IS READING A DIARY ENTRY,
A. THE LIGHTS DIM OUT AND THE CURTAIN FALLS.
B. THE LIGHTS BRIGHTEN AND OTHER ACTORS LEAVE THE STAGE.
C. OTHER ACTORS FREEZE IN THEIR POSITIONS.
D. THERE IS NO CHANGE IN THE LIGHTING OR THE ACTIVITIES OF
OTHER ACTORS ON THE STAGE.

THE STUDENT WILL SHOW ABILITY TO RECALL WHAT HANUKKAH PRESENT
ANNE GAVE EACH OCCUPANT OF THE ANNEX BY MATCHING THE GIFTS TO
THEIR RECIPIENTS.

MATCH THE CHARACTER WITH ANNE'S GIFT TO HIM.
A. EARPLUGS
THE STUDENT WILL SHOW UNDERSTANDING OF THE CHARACTERS IN THE DIARY OF ANNE FRANK BY COMPLETING STATEMENTS BASED ON LOGICAL INFERENCES FROM THE SPEECH OR ACTIONS OF THE CHARACTERS.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

ANNE CANNOT BURN HER STAR OF DAVID BECAUSE
A. IT IS A SYMBOL OF SOMETHING GOOD.
B. SHE IS DISPLEASED WITH PETER.
C. SHE IS AFRAID OF WHAT HER MOTHER WILL SAY.
D. THE LAW REQUIRES HER TO WEAR IT.

MR. VAN DAAN BEGGRUDGES MR. FRANK'S INVITATION TO MR. DUSSEL BECAUSE
A. HE DISLIKES MR. DUSSEL PERSONALLY.
B. HE THINKS MR. DUSSEL IS A SPY.
C. MR. DUSSEL HAS NO MONEY.
D. FOOD IS SCARCE.

ANNE'S NIGHTMARE SHOWS ANNE'S
A. FEAR OF BEING DISCOVERED BY THE NAZIS.
B. FEAR OF MR. VAN DAAN.
C. HATRED OF MR. DUSSEL.
D. HUNGER FOR FOOD.
E. INTEREST IN PETE.

THE ACTIONS IMMEDIATELY FOLLOWING ANNE'S NIGHTMARE SHOW
A. ANNE'S GREAT LOVE OF HER MOTHER.
B. MR. DUSSEL'S ANTI PATHY TOWARD ANNE.
C. CONFLICT BETWEEN MARGOT AND ANNE.
D. PETER'S SHYNESS.

MR. FRANK DID NOT AT FIRST WANT ANNE TO SING THE HANUKKAH SONG BECAUSE HE FEEL THAT
A. IT WOULD OFFEND THE RELIGIOUS SENSIBILITIES OF THE VAN DAANS.
A SONG OF JUBILATION WAS OUT OF PLACE UNDER THE CIRCUMSTANCES.
C. HE DID NOT WANT ANNE TO STAR.
D. ANNE HAD A BAD SINGING VOICE.

MR. FRANK ASSUMED THE TRADITIONAL ROLE OF THE FATHER IN LEADING THE FAMILY IN THE HANUKKAH OBSERVANCE BECAUSE
A. HE HAD STUDIED FOR THE RABBINATE IN HIS YOUTH.
B. PETER DID NOT KNOW HOW.
C. THE VAN DAANS AND MR. DUSSEL WERE HIS GUESTS IN THE ANNEX.
D. MR. VAN DAAN ASKED HIM TO.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO FOLLOW THE TIME SEQUENCE OF THE PLAY "THE DIARY OF ANNE FRANK" BY COMPLETING STATEMENTS INVOLVING THE TIME SEQUENCE.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE TIME SETTING FOR ACT I, SCENE 1 IS THE SAME DAY AND YEAR AS THAT OF
A. ACT I, SCENE 2.
B. ACT I, SCENE 5.
C. ACT II, SCENE 1.
D. ACT II, SCENE 5.

THE FRANKS LIVED IN THE SECRET ANNEX FOR A TOTAL OF ABOUT
A. SIX MONTHS.
B. THREE MONTHS.
C. TWO YEARS.
D. FOUR YEARS.

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE CHARACTERS IN "THE DIARY OF ANNE FRANK" BY COMPLETING SENTENCES THAT SHOW LOGICAL DEDUCTIONS BASED ON ACTIONS OF THE CHARACTERS.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

ANNE THOUGHT THAT ONE DISADVANTAGE OF THE ANNEX AS A HIDING PLACE WAS THAT THE PEOPLE HIDDEN THERE
A. COULD NOT GO OUTDOORS.
B. HAD NO PIANO.
C. COULD NEVER TALK ALOUD.

SELECT ONE ADJECTIVE WHICH DOES NOT CORRECTLY DESCRIBE ANN.
A. SHY
B. PLAYFUL
C. OUTGOING
D. TALKATIVE
E. AMBITIOUS.

PETER'S PRINCIPAL FEELING TOWARD HIS FATHER WAS ONE OF
A. SHAME.
B. PRIDE.
C. FEAR
D. GRATITUDE.

ANNE BECAME MORE INTERESTED IN CLOTHES BECAUSE OF
A. HER GROWING AFFECTION FOR PETER.
B. HER JALOUSY OF MARGOT.
C. HER FATHER’S ATTITUDE.

ONE DIFFERENCE BETWEEN MARGOT AND ANNE WAS THAT
A. MARGOT DISLIKED HER FATHER AND ANNE LIKED HIM.
B. MARGOT GOT ALONG BETTER THAN ANNE WITH HER MOTHER.
C. MARGOT WAS NOISIER THAN ANNE.

MRS. VAN DAAN’S CHARACTER EMERGES AS THAT OF A
A. DISHONEST WOMAN.
B. SPOILED, CHILDISH WOMAN.
C. CRUEL, INCONSIDERATE WIFE.

WHEN MR. DUSSEL FIRST ARRIVES, ANNE
A. TREATS HIM WITH KINDNESS AND GENEROSITY.
B. FEELS ANNOYED THAT SHE HAS TO SHARE HER ROOM WITH HIM.
C. LOOKS UPON HIM AS A SECOND FATHER.

PETER HAS AN EVEN GREATER NEED FOR ANNE'S FRIENDSHIP THAN SHE HAS FOR HIS BECAUSE HE HAS
A. NEVER HAD ANY CLOSE COMPANIONSHIP WITH FRIENDS OR PARENTS.
B. BEEN QUARRELING WITH MARGOT.
C. RECENTLY LOST HIS CAT WHICH MEANT SO MUCH TO HIM.

THE LAST PERSON TO SHOW SIGNS OF BREAKING UNDER TENSION AND THE ONE IN WHOM IT IS THE MOST SURPRISING IS
A. MR. DUSSEL.
B. MRS. FRANK.
C. MARGOT.
D. MRS. VAN DAAN.

MR. DUSSEL SHOWED HIS DISAGREEABLE PERSONALITY BY
A. TELLING ANNE THAT JOPTJE DEWAAL AND HER PARENTS WERE GONE.
B. SAYING HE THOUGHT THE FRANKS WERE IN SWITZERLAND.
C. SAYING WHAT HE DID AFTER ANNE’S NIGHTMARE.

MR. KRALER’S REFUSAL TO EAT CAKE SHOWED HIS
A. RUDENESS.
B. GENEROSITY.
C. DESIRE TO REDUCE DISLIKE OF CAKE.
D. OPINION OF THE BAKER’S ABILITY.

MR. VAN DAAN’S REAL REASON FOR SELLING HIS WIFE’S FUR COAT WAS TO
A. GET MONEY FOR FOOD.
B. GET MONEY FOR CIGARETTES.
C. LET SOMEONE OUTSIDE WHO NEEDED A COAT WEAR IT.
D. RELIEVE HIS ALLERGY.
E. MAKE MORE ROOM IN THE CLOTHES CLOSET.

HAD THE PLAY BEEN BASED ON AN ACCOUNT WRITTEN BY MR. DUSSEL, IT IS PROBABLE THAT THE PERSONALITY TRAITS OF THE CHARACTERS WOULD HAVE BEEN
A. MORE LIKEABLE.
B. LESS LIKEABLE.
C. THE SAME.
THE STUDENT WILL SHOW UNDERSTANDING OF CHARACTERS IN *THE DIARY OF ANNE FRANK* BY SELECTING THE PROBABLE REASONS FOR VARIOUS STATEMENTS MADE BY CHARACTERS IN THE PLAY. %30

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

WHEN ANNE SAID, I NEVER HEARD GROWNUPS QUARREL BEFORE, I THOUGHT ONLY CHILDREN QUARRELED, THIS PROVED THAT
A. SHE WAS LYING.
B. HER PARENTS DID NOT QUARREL IN FRONT OF HER.
C. SHE HAD ATTENDED BOARDING SCHOOL AND NOT LIVED AT HOME MUCH.

WHEN MR. DUSSEL SAID, DID MR. KRALER WARN YOU THAT YOU WON'T GET MUCH TO EAT HERE? YOU CAN IMAGINE. THREE RATION BOOKS AMONG THE SEVEN OF US AND NOW YOU MAKE EIGHT, HE WAS SHOWING HIS
A. SELFISHNESS AND GREED.
B. GENEROSITY.
C. AFFECTION.

WHEN ANNE SAID TO MARGOT, I MEAN, EVERY TIME I GO TO PETER'S ROOM, I HAVE A FEELING I MAY BE HURTING YOU, SHE MEANS THAT SHE MIGHT BE HURTING MARGOT BECAUSE
A. MARGOT ALSO LOVED PETER.
B. MARGOT HAD NO ONE HER OWN AGE TO TALK TO.
C. SHE WAS DISORPHING MARGOT.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PLAY *THE DIARY OF ANNE FRANK* BY IDENTIFYING BOTH SPEAKER AND ADDRESSEE WHEN PRESENTED WITH VARIOUS SPEECHES FROM THE PLAY. %12

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE.

*CHARACTERS IN PLAY*
A. MRS. FRANK
B. MRS. VAN DAAN
C. ANNE
D. PETER
E. MARGOT

YOU KNOW HOW YOUNG PEOPLE LIKE TO FEEL THAT THEY HAVE SECRETS. PETER'S ROOM IS THE ONLY PLACE WHERE THEY CAN TALK.

IN THE ABOVE QUOTATION WHO IS THE SPEAKER? *A*

IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? *B*
WHAT A LOVELY DAY! AREN'T THE CLOUDS BEAUTIFUL? YOU KNOW WHAT I DO WHEN IT SEEMS AS IF I COULDN'T STAND BEING COOPED UP FOR ONE MINUTE MORE? I THINK MYSELF ON A WALK IN THE PARK WHERE I USED TO GO WITH PIM. WHERE THE JONQUILS AND THE CROCUS AND VIOLETS GROW DOWN THE SLOPES.

IN THE ABOVE QUOTATION, WHO IS THE SPEAKER? *C

IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? *D

FOR EACH QUOTATION, INDICATE THE SPEAKER AND ADDRESSEE.

*CHARACTERS IN PLAY*
A. ANNE
B. MR. FRANK
C. MRS. FRANK
D. MR. DISSSEL
E. MR. VAN DAAN

YOU COMPLAIN THAT I DON'T TREAT YOU LIKE A GROWNUP. BUT WHEN I DO, YOU RESENT IT.

IN THE QUOTATION ABOVE, WHO IS THE SPEAKER? *C

IN THE QUOTATION ABOVE, WHO IS THE ADDRESSEE? *A
FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE.

*CHARACTERS IN PLAY*
A. ANNE
B. MR. FRANK
C. MRS. FRANK
D. MR. DUSSEL
E. MR. VAN DAAN

I NEVER HEARD GROWNUPS QUARREL BEFORE. I THOUGHT ONLY CHILDREN QUARRELED.

IN THE QUOTATION ABOVE, WHO IS THE SPEAKER? *A* 2440
IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? *F* 2441

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE.

*CHARACTERS IN PLAY*
A. ANNE
B. MR. FRANK
C. MRS. FRANK
D. MR. DUSSEL
E. MR. VAN DAAN

DID MR. KRALER WARN YOU THAT YOU WON'T GET MUCH TO EAT HERE? YOU CAN IMAGINE... THREE RATION BOOKS AMONG THE SEVEN OF US... AND NOW YOU MAKE EIGHT.

IN THE QUOTATION ABOVE, WHO IS THE SPEAKER? *E* 2442
IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? *D* 2443

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE.

*CHARACTERS IN PLAY*
A. ANNE
B. MR. FRANK
C. MRS. FRANK
D. MR. DUSSEL
E. MR. VAN DAAN

EVERY NIGHT I THINK BACK OVER ALL OF THE THINGS I DID THAT DAY THAT WERE WRONG... LIKE PUTTING THE WET MAP IN MR. DUSSEL'S BED... AND THIS THING WITH MOTHER... I SAY TO MYSELF, THAT WAS WRONG. I MAKE UP MY MIND, I'M NEVER GOING TO DO THAT AGAIN. NEVER. OF COURSE I MAY DO SOMETHING WORSE....

IN THE ABOVE QUOTATION, WHO IS THE SPEAKER? *A* 2444
IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? *B* 2445

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THE STUDENT WILL SHOW UNDERSTANDING OF CHARACTERS IN *THE DIARY OF ANNE FRANK* BY MATCHING THE CHARACTERISTICS WITH THE NAME. 0297

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE PERSON *LEAST* ABLE TO THINK OF OTHERS IN WITHSTANDING THE HARDSHIPS OF LIFE IN THE ANNEX IS A. MR. DUSSEL.
THE PERSON WHOSE GOODNESS, WISDOM, AND STRENGTH OF CHARACTER NEVER FAIL DURING THE YEARS OF HIDING IS

*A. MR. FRANK.
B. MR. VAN DAAN.
C. MR. DUSSEL.*

THE STUDENT SHALL DEMONSTRATE HIS KNOWLEDGE OF PLOT DETAILS IN *ANIMAL FARM* BY CORRECTLY CHOOSING THE DETAIL THAT BEST FITS THE STATEMENT. %14

DIRECTIONS:
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

OLD MAJOR ADVISES THE ANIMALS THAT REVOLUTION IS

A. UNNECESSARY.
*B. INEVITABLE.
C. EVIL.
D. IMPOSSIBLE.

NAPOLEON, SNOWBALL AND SQUEALER TRANSFORMED OLD MAJOR'S SPEECH INTO A POLITICAL PHILOSOPHY THEY CALLED

A. COMMUNISM.
*B. ANIMALISM.
C. COLLECTIVISM.
D. NIHILISM.

WHEN JONES FELT THE ANIMAL REVOLUTION WAS OUT OF CONTROL HE

A. HID IN THE FARM HOUSE.
*B. TRIED TO NEGOTIATE WITH THE ANIMALS.
C. FLED TO THE VILLAGE.
D. SET FIRE TO THE BARN.

SQUEALER ARGUED THAT THE PIGS KEPT THE MILK AND APPLES FOR THEMSELVES BECAUSE

A. NONE OF THE OTHER ANIMALS LIKED THEM.
*B. IT WAS BRAIN FOOD FOR THE PIGS.
C. THAT WAS THE ONLY FOOD THAT THEY COULD DIGEST.
D. IT WOULD SPOIL IF THE PIGS DID NOT EAT IT.

SNOWBALL PAINTED UPON THE FLAG A WHITE

A. HAMMER AND SICKLE.
*B. HOOF AND HORN.
C. HALF MOON AND STAR.
D. HOE AND RAKE.

*AFTEм* THE REVOLUTION THE PIGS DID NOT LEARN TO READ AND WRITE BECAUSE

A. THE DOGS WOULD DO THIS FOR THEM.
*B. THEY THOUGHT THIS TO BE A BAD HUMAN TRAIT.
C. THEY ALREADY KNEW HOW TO READ AND WRITE.
D. THEY COULD NOT HOLD A BOOK IN THEIR TROTTER.

SNOWBALL CONDENSED THE SEVEN COMMANDMENTS INTO THE SIMPLE MAXIM

*A. FOUR LEGS' GOOD, TWO LEGS BAD.\]
NAPOLEON *FIRST* USED HIS DOGS TO
A. INSTILL FEAR INTO ALL THE ANIMALS.
B. HELP PLOW THE FIELDS.
C. PREVENT SNOWBALL FROM TAKING POWER.
D. TEACH THE OTHER ANIMALS THE SEVEN COMMANDMENTS.

THE HENS WERE FORCED TO GIVE UP THEIR EGGS BECAUSE
A. THERE WAS A FOOD SHORTAGE.
B. THEY BECAME ESSENTIAL TO THE DIET OF THE PIGS.
C. THEY WERE SOLD TO HUMANS.
D. THERE WERE TOO MANY CHICKENS IN THE BARN.

THE SECOND BATTLE WITH THE HUMANS WAS CALLED
A. THE BATTLE OF THE WINDMILL.
B. THE BATTLE OF ANIMAL FARM.
C. THE BATTLE OF MANOR FARM.
D. THE BATTLE OF THE COWSHED.

THE WINDMILL WAS USED TO
A. PUMP WATER.
B. GENERATE ELECTRICITY.
C. ELEVATE HAY.
D. MILL CORN.

BOXER'S REWARD FOR HIS HARD WORK WAS THAT HE WAS
A. GIVEN AN ACRE OF PASTURE LAND.
B. PERMITTED A DAILY RATION OF MILK AND APPLES.
C. SENT TO THE KNACKER'S.
D. RIPPED APART BY NAPOLEON'S DOGS.

NEAR THE END OF THE STORY NAPOLEON AND MR. PILKINGTON HAD TROUBLE BECAUSE
A. THE BEER RAN OUT.
B. BOTH PLAYED ACES OF SPADES.
C. BOTH WANTED TO BE THE ROSS.
D. MR. PILKINGTON WANTED THE OTHER ANIMALS TO BE PRESENT.

THE SEVEN COMMANDMENTS HAD BEEN FINALLY REDUCED TO A SINGLE COMMANDMENT WHICH READ
A. FOUR LEGS GOOD, TWO LEGS BETTER.
B. WHATEVER GOES UPON TWO LEGS IS AN ENEMY.
C. COMRADE NAPOLEON IS ALWAYS RIGHT.
D. ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO UNDERSTAND THE CHARACTERS IN *ANIMAL FARM* BY MATCHING A CHARACTER WITH HIS DESCRIPTION. %5

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

IRONICALLY HE SUFFERED UNDER THE PIGS EXACTLY THE SAME FATE THAT MR. MAJOR WARNED HIM HE WOULD SUFFER UNDER JONES IF HE DID NOT
REVOLT.
A. SNOWBALL
*B. BOXER
C. CLOVER
D. MR. JONES

AFTER THE BANISHMENT OF SNOWBALL, HE BECOMES AN INTROVERT AND BUILDS AROUND HIMSELF A MYTH OR PERSONALITY CULT.
A. SNOWBALL
B. BOXER
*C. NAPOLEON
D. MR. JONES

WHICH OF THESE CHARACTERS WOULD BE CONSIDERED A VILLAIN?
A. MR. WYMPER
B. OLD MAJOR
*C. SQUEALER
D. MINIMUS

WHICH OF THESE CHARACTERS CHANGED THE MOST IN THE STORY?
*A. NAPOLEON
B. BOXER
C. SNOWBALL
D. MR. JONES

HE THOUGHT THAT THE ANIMALS WOULD LEAD A SIMPLE BUCOLIC LIFE IN THE POST-REVOLUTION ERA.
A. NAPOLEON
B. BOXER
*C. OLD MAJOR
D. SNOWBALL

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THE STUDENT WILL SHOW THAT HE RECALLS THE VARIOUS CHARACTERS IN *ANIMAL FARM* BY IDENTIFYING THE SPEAKERS OF GIVEN CHARACTERISTIC QUOTATIONS. 0265

MATCH THE QUOTATION WITH ITS SPEAKER.

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LET US FACE IT - OUR LIVES ARE MISERABLE, LABORIOUS AND SHORT. WE ARE BORN, WE ARE GIVEN JUST SO MUCH FOOD AS WILL KEEP THE BREATH IN OUR BODIES AND THOSE OF US WHO ARE CAPABLE OF IT, ARE FORCED TO WORK TO THE LAST ATOM OF OUR STRENGTH, AND THE VERY INSTANCE THAT OUR USEFULNESS HAS COME TO AN END, WE ARE SLAUGHTERED WITH HIDEOUS CRUELTY.
A. SNOWBALL
B. NAPOLEON
*C. OLD MAJOR
D. SQUEALER

NO SENTIMENTALITY, COMRADE! WAR IS WAR. THE ONLY GOOD HUMAN IS A DEAD ONE.
*A. SNOWBALL
B. NAPOLEON
C. CLOVER
D. MOSES

IF COMRADE NAPOLEON SAYS IT, IT MUST BE RIGHT.
A. SNOWBALL
*R. ROXER*  
C. CLOVER  
D. MOSES

A. SNOWBALL  
B. ROXER  
C. SOUFALER  
D. BENJAMIN

IF YOU HAVE YOUR LOWER ANIMALS TO CONTEND WITH, WE HAVE OUR LOWER CLASS SO:  
A. PILKINGTON  
P. MR. JONES  
C. MR. FREDERICK  
D. MR. WHYMPER

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THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION THE LITERARY TERMS IRONY, SATIRE, ALLEGORY, AND TURNING POINT BY SELECTING EVENTS FROM *ANIMAL FARM* THAT ILLUSTRATE THE TERMS. %30

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

THE TURNING POINT IN THIS WORK IS WHICH EVENT?  
A. THE RATTLE OF COWSHED  
B. THE OUSTING OF SNOWBALL  
C. THE RATTLE OF THE WINDMILL  
D. THE SENDING OF ROXER TO THE KNACKER'S

WHICH OF THESE PASSAGES WOULD ILLUSTRATE IRONY?  
*A. THE CAT JOINED THE RE-EDUCATION COMMITTEE AND WAS VERY ACTIVE IN IT FOR DAYS. SHE WAS SEEN ONE DAY SITTING ON A ROOF AND TALKING TO SOME SPARROWS WHO WERE JUST OUT OF HER REACH. SHE WAS TELLING THEM THAT ALL ANIMALS WERE NOW COMRADES AND THAT ANY SPARROW WHO CHOSE COULD COME AND PERCH ON HER PAW.*  
B. THE TWO HORSES HAD JUST LAIN DOWN WHEN A BROOD OF DUCKLINGS, WHICH HAD LOST THEIR MOTHER, FILED INTO THE BARN, CHEEPING FEERLY AND WANDERING FROM SIDE TO SIDE, TO FIND SOME PLACE WHERE THEY WOULD NOT BE TRODDEN ON. CLOVER MADE A SORT OF WALL AROUND THEM WITH HER GREAT FORELEG, AND THE DUCKLINGS NESTLED DOWN INSIDE IT AND PROMPTLY FELL ASLEEP.  
C. WHILE MAJOR WAS SPEAKING, FOUR LARGE RATS HAD CREEP OUT OF THEIR HOLES AND WERE SITTING ON THEIR HINDQUARTERS LISTENING TO THEM. THE DOGS HAD SUDDENLY CAUGHT SIGHT OF THEM, AND IT WAS ONLY BY A SWIFT DASH FOR THEIR HOLES, THAT THE RATS SAVED THEIR LIVES.  
D. IN PAST YEARS, MR. JONES ALTHOUGH A HARD MASTER, HAD BEEN A CAPABLE FARMER, BUT OF LATE, HAD FALLEN ON EVIL DAYS. HE HAD BECOME MUCH DISHARRED AFTER LOSING MONEY IN A LAWSUIT, AND HAD TAKEN TO DRINKING MORE THAN WAS GOOD FOR HIM.

WHICH ONE OF THE FOLLOWING LITERARY TERMS WOULD *NOT* APPLY TO *ANIMAL FARM*?  
*ANIMAL FARM*
A. POLITICAL SATIRE
B. ANTI-UPTOIAN NOVELLETTE
C. TALL-TALE
D. ALLEGORY

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FACTS IN RUSSIAN HISTORY AS A BACKGROUND TO *ANIMAL FARM* BY CHOOSING THE DETAIL THAT BEST FITS THE STATEMENT.  0267

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE FIRST DUMA IMMEDIATELY FOLLOWED
A. THE CRIMEAN WAR.
B. THE EMANCIPATION OF THE SERFS.
C. THE ACCESSION OF CZAR NICHOLAS II TO THE THRONE.
D. THE WAR OF 1905 AGAINST JAPAN.

THE POLITICAL GROUP THAT CALLED FOR REFORM WITHIN THE EXISTING STRUCTURE WERE
A. KADETS.
B. THE BOLSHEVIKISTS.
C. THE MENSHEVIKISTS.
D. THE NIHILISTS.

THE FEBRUARY REVOLUTION 1917 WAS IMMEDIATELY PRECEDED BY
A. THE ACCESSION OF CZAR NICHOLAS TO THE THRONE.
B. THE BRUSILAV OFFENSIVE.
C. THE DEATH OF RASPUTIN.
D. THE BREAD RIOTS IN PETERGRAD.

THE FEBRUARY REVOLUTION 1917 WAS A TAKEOVER BY
A. THE PEASANTS.
B. THE FACTORY WORKERS.
C. THE MIDDLE CLASS.
D. THE RANK AND FILE OF THE ARMY.

CZAR NICHOLAS II WAS MURDERED BY
A. THE KADETS.
B. THE SOCIAL REVOLUTIONARIES.
C. THE BOLSHEVIKISTS.
D. THE MENSHEVIKISTS.

LENIN'S DEATH IN 1924 WAS FOLLOWED BY A POWER STRUGGLE BETWEEN
A. RYKOV.
B. KERENSKY.
C. TROTSKY.
D. MILYUKOV.

DURING THE 1930'S THE *RIGHTISTS* WITHIN THE COMMUNIST PARTY
A. CALLED FOR A RETURN TO CZARDOM.
B. SAID THAT EVERYONE SHOULD HAVE A RIGHT TO CRITICIZE STALIN.
C. VOTED FOR A COMPLETE PURGE OF THE COMMUNIST PARTY.
D. CALLED FOR AN ALL OUT EFFORT FOR WORLD-WIDE REVOLUTION.

THE PARTY PURGE THAT LIQUIDATED THE MOST PEOPLE OCCURRED UNDER
THE LEADERSHIP OF
A. LENIN.
*B. STALIN.
* C. MALYNKOV.
D. ZHUKOVSKY.

AFTER THE EXPULSION OF LEON TROTSKY
A. THE CULT OF STALINISM DECLINED IN IMPORTANCE.
B. THE TROTSKYITES WERE VIGOROUSLY PERSECUTED.
C. STALIN RESIGNED AS SECRETARY GENERAL OF THE COMMUNIST PARTY.
D. STALIN RESIGNED AS PREMIER OF THE SOVIET UNION.

THE CULT OF STALINISM WAS *NOT* CHARACTERIZED BY
A. SUPPRESSION OF DISSSENTING POLITICAL GROUPS.
B. NARROW CONCENTRATION OF POWER.
C. NARROW IDEOLOGICAL VIEWS.
D. CONTINUAL DIVISION OF POWER.

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USING *ANIMAL FARM* AS AN ALLEGORY OF THE RUSSIAN REVOLUTION AND ITS AFTERMATH, THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF THE CHARACTERS IN *ANIMAL FARM* BY MATCHING THE HISTORICAL PERSON OR GROUP WITH THE CORRECT CHARACTER OR GROUP OF CHARACTERS IN *ANIMAL FARM*.

MATCH THE HISTORICAL PERSON WITH THE CHARACTER WHO REPRESENTS HIM IN *ANIMAL FARM*.

CZAR NICHOLAS II
A. MR. JONES
B. MR. WHYMPER
C. MR. PILKINGTON
D. MR. FREDERICK

LEON TROTSKY
A. SOURFAUL
B. BOXER
*C. SNOWBALL
D. CLOVER

KARL MARX
A. NAPOLEON
*B. OLD MAJOR
C. SOURFAUL
D. SNOWBALL

THE COMMUNIST PARTY MEMBERS
A. ALL THE ANIMALS OF THE ANIMAL FARM
B. THE PIGS
C. THE CHICKENS
D. THE DOGS

THE *OGPU*
A. THE SHEEP.
B. THE CHICKENS
*C. THE DOGS
D. THE CART-HORSES

*****************************************************************************************/
USING *ANIMAL FARM* AS AN ALLEGORY OF THE RUSSIAN REVOLUTION AND ITS AFTERMATH, THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF THE IDEAS FROM THE WORK BY MATCHING THEM TO CORRESPONDING EVENTS IN MODERN RUSSIAN HISTORY.

MATCH THE EPISODE IN THE STORY WITH THE CORRECT HISTORICAL EVENT.

MR. JONES ATTEMPTS TO RE-TAKE ANIMAL FARM
A. NAPOLEONIC WAR
B. WORLD WAR I
*C. CIVIL WAR BETWEEN THE REDS AND WHITES
D. WORLD WAR II

THE BUILDING OF THE WINDMILL
A. THE PARTY SPLIT OF 1903
B. THE MOBILIZATION JUST BEFORE WORLD WAR I
*C. THE FIRST FIVE YEAR PLAN
D. THE POLISH WAR OF 1920

THE BATTLE OF THE WINDMILL
A. THE OCTOBER REVOLUTION
B. WORLD WAR I
*C. THE POLISH WAR OF 1920
D. WORLD WAR II

THE HENS REFUSAL TO GIVE UP THE EGGS
A. REVOLUTION OF 1905
B. OCTOBER REVOLUTION
*C. THE KULAK REVOLT
D. THE POLITICAL DEVIAION OF RYKOV AND TOMSKY

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CHARACTERS IN *ANIMAL FARM* BY CORRECTLY CHOOSING THE CHARACTER THAT MIGHT HAVE MADE THE GIVEN STATEMENTS.

SELECT THE CHARACTER MOST LIKELY TO MAKE THE STATEMENT.

I DO THINGS BETTER WHENEVER MY THOUGHTS ARE ON CHAIRMAN NAPOLEONIC WAR
A. SNOWBALL
B. SQUEALER
*C. BOXER
D. MOSES

PRODUCTION IS UP TEN PERCENT BUT WE ARE STILL SHORT OF OUR GOAL. THEREFORE, WE MUST PUT IN TWO MORE HOURS PER WEEK.
A. SNOWBALL
B. SQUEALER
C. BOXER
D. MOSES

WE MUST BE ON THE CONSTANT LOOKOUT FOR COUNTER-REVOLUTIONARIES.
A. SNOWBALL
B. SQUEALER
C. BOXER
D. MOSES
CAPITALISM WILL EVENTUALLY FALL FROM ITS OWN WEIGHT.
*A. OLD MAJOR
B. ROXER
C. CLOVER
D. BENJAMIN

I AM THE STATE.
*A. NAPOLEON
B. SNOWBALL
C. SQUEALER
D. OLD MAJOR

GET RID OF THE CAPITALISTS AND EVERYTHING WILL BE ALL RIGHT.
A. NAPOLEON
B. SNOWBALL
C. SQUEALER
D. OLD MAJOR

THF STUDENT WILL SHOW UNDERSTANDING OF SATIRE IN *ANIMAL FARM* BY
BY SELECTING PROBABLE EXPLANATIONS OF EVENTS IN RUSSIAN HISTORY
THAT ARE PARALLELED BY EVENTS IN *ANIMAL FARM*.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

BEFORE THE RUSSIAN REVOLUTION THE RUSSIAN ORTHODOX CHURCH WAS
A. PERSECUTED BY THE STATE.
B. SEPARATED FROM THE STATE.
*C. UNDER THE PROTECTION OF THE STATE.

KARL MARX GAVE THE COMMON PEOPLE
A. A STEP BY STEP FORMULA FOR REVOLUTION.
*B. THE REASONS WHY THEY SHOULD REVOLT.
C. THE FORMULA FOR CO-EXISTENCE WITH THE RULING CLASSES.

ONE OF THE CHIEF REASONS FOR THE BLOODY PURGES OF THE 1930's WAS THAT
A. THE COUNTER-REVOLUTION MUST BE HALTED.
*B. THE POWER OF THE STATE MUST BE FELT BY THE PEOPLE.
C. THE STATE MUST BE SOLIDIFIED BEFORE A FOREIGN INVASION OCCURS.

IN THE 1920's LEON TROTSKY ARGUED THAT THE COMMUNIST PARTY
SHOULD CONCENTRATE ITS EFFORTS ON
A. BUILDING UP A HUGE DEFENSIVE ARMY.
*B. SPREADING PROPAGANDA FOR A WORLD WIDE REVOLUTION.
C. COMPLETE COOPERATION WITH FASCIST GOVERNMENTS.

THE PURPOSE OF THE FIRST FIVE YEAR PLAN WAS
A. TO BUILD AN EXTENSIVE NAVY.
*B. TO INDUSTRIALIZE THE SOVIET UNION.
C. TO BUILD COOPERATION WITH CAPITALIST COUNTRIES.

IN THE 1930's THE CULT OF *STALINISM* WAS
A. PREACHING COOPERATION WITH DISSIDENT POLITICAL GROUPS.
*B. SOLIDIFYING ITS OWN POSITION.
C. GETTING READY TO STEP DOWN IN FAVOR OF A MORE DEMOCRATIC
FORM OF COMMUNISM.

When the Bolsheviks took over the government of Russia they
A. disbanded the secret police immediately.
*B. changed the name of the secret police but retained its
functions.
C. retained the secret police intact during the 1920's but
disbanded it in the 1930's.

In the Soviet Union
A. only Communist party members hold the high national offices.
B. non-Communist hold about half of the high national offices.
C. only the premier is a Communist. The rest are not.

By 1942 Stalin had become
A. premier of the Soviet union.
B. secretary general of the Communist party.
*C. both premier of the Soviet union and secretary general of
the Communist party.

THE STUDENT WILL DEMONSTRATE COMPREHENS...
SELECT THE CHARACTER BEST DESCRIBED BY THE GIVEN TRAIT.

EGOTISM
A. OLD MAJOR  B. SNOWBALL  *C. NAPOLEON  D. BOXER

GULLIBILITY
A. OLD MAJOR  B. SNOWBALL  C. NAPOLEON  *D. BOXER

DECEITFULNESS
A. OLD MAJOR  B. SQUEALER  C. BENJAMIN  D. CLOVER

SKEPTICISM
A. OLD MAJOR  B. SQUEALER  *C. BENJAMIN  D. CLOVER

FRIVOLOUSNESS
A. CLOVER  B. BOXER  *C. MOLLIE  D. MINIMUS

FAITHFULNESS
A. CLOVER  *B. BOXER  C. MOSES  D. BENJAMIN

MANAGERIAL ABILITY
*A. SNOWBALL  B. SQUEALER  C. BOXER  D. CLOVER

BLIND OBEDIENCE
A. THE HENS  *B. THE SHEEP  C. THE COWS  D. THE PIGS

IDEALISM
*A. OLD MAJOR  B. SNOWBALL  C. SQUEALER  D. NAPOLEON

DIM-WITTEDNESS
A. SNOWBALL  B. SQUEALER  *C. BOXER
D. MOSES

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF *ANIMAL FARM* BY SELECTING THE COMPLETION OF GIVEN QUOTATIONS FROM THE STORY. %6n

SELECT THE STATEMENT THAT COMPLETES THE GIVEN QUOTATION.

YOU YOUNG PORKERS WHO ARE SITTING IN FRONT OF ME, EVERYONE OF YOU WILL SCREAM YOURLIVES OUT AT THE BLOCK WITHIN A YEAR. TO THAT HORROR WE ALL MUST COME - COWS, PIGS, HENS, SHEEP, EVERYONE.

A. YOU, CLOVER, WHEN YOU CAN NO LONGER PULL A CART, JONES WILL GET RID OF YOU.
B. YOU, BOXER, THE VERY DAY THAT THOSE GREAT MUSCLES OF YOURS LOSE THEIR POWER JONES WILL SELL YOU TO THE KNACKER.
C. YOU, MURIEL, WHERE ARE THOSE FOUR KIDS YOU BORE, WHO SHOULD HAVE BEEN SUPPORT AND PLEASURE OF YOUR OLD AGE?

AT THE MEETINGS SNOWBALL OFTEN WON OVER THE MAJORITY BY HIS BRILLIANT SPEECHES, BUT NAPOLEON WAS BETTER AT CANVASSING SUPPORT FOR HIMSELF IN BETWEEN TIMES. HE WAS ESPECIALLY SUCCESSFUL WITH THE SHEEP. OF LATE THE SHEEP HAD TAKEN TO BLEATING

A. *FOUR LEGS GOOD, TWO LEGS BAD.*
B. *LONG LIVE ANIMAL FARM.*
C. *NAPOLEON IS ALWAYS RIGHT.*

CLOVER WARNED HIM SOMETIMES TO BE CAREFUL NOT TO OVERSTRAIN HIMSELF BUT BOXER WOULD NEVER LISTEN TO HER. HIS TWO SLOGANS WERE

A. *I WILL WORK HARDER AND *
B. *LONG LIVE ANIMAL FARM.
C. *NAPOLEON IS ALWAYS RIGHT.*

DAY AND NIGHT WE ARE WATCHING OVER YOUR WELFARE. IT IS FOR YOUR SAKE THAT WE DRINK THAT MILK AND EAT THOSE APPLES. DO YOU KNOW WHAT WOULD HAPPEN IF WE PIGS FAILED IN OUR DUTY?

A. *MR. FREDERICK WOULD TAKE OVER ANIMAL FARM.*
B. *JONES WOULD COME BACK.*
C. *MR. WHYMPER WOULD CHEAT US.*

HE ANNOUNCED THAT, BY A SPECIAL DECREE OF COMRADE NAPOLEON, THE BEASTS OF ENGLAND HAD BEEN ADOPTED. FROM NOW ONWARDS IT WAS FORBIDDEN TO SING IT. IT'S NO LONGER NEEDED, COMRADE, SAID SQUEALER STIFFLY.

A. *IT NOW INFERS THAT WE ARE BENEATH HUMANS.*
B. *BEASTS OF ENGLAND WAS THE SONG OF THE REBELLION. BUT THE REBELLION IS NOW COMPLETED.*
C. *WE NO LONGER NEED A RALLYING CRY SINCE COMRADE NAPOLEON HAS CONSENTED TO DIRECT US.*

FOR ONCE BENJAMIN CONSENTED TO BREAK HIS RULE, AND HE READ OUT TO HER WHAT WAS WRITTEN ON THE WALL. THERE WAS NOTHING THERE NOW EXCEPT A SINGLE COMMANDMENT. IT READ -

A. *NAPOLEON IS ALWAYS RIGHT.*
B. *ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.*
C. *WHATEVER GOES UPON TWO LEGS IS AN ENEMY. WHATEVER GOES UPON FOUR LEGS, OR HAS WINGS IS A FRIEND.*
The student shall demonstrate his knowledge of sequence of events in *Animal Farm* by indicating which of a given series of events occurred first. %5m

Select the event which occurred *first* in *Animal Farm*.

A. The Seven Commandments are placed on the side of the barn.
B. The animals are taught the song "Beasts of England".
C. The various animal committees are formed.
D. Manor Farm is changed to *Animal Farm*.

A. Mollie leaves the farm.
B. Mr. Jones leaves the farm.
C. Snowball leaves the farm.
D. Boxer leaves the farm.

A. Old Major dies.
B. Boxer dies.
C. Mr. Jones dies.
D. Muriel dies.

A. The pigs sleep in beds.
B. The pigs kill other animals.
C. The pigs drink alcohol.
D. The pigs walk on two legs.

A. The animals venerate Old Major’s skull.
B. Napoleon acquires a personal body guard.
C. The pigs begin to change the Seven Commandments.
D. The animals decide to decorate Snowball and Boxer for heroism.

The student can show his knowledge of the plot organization of *April Morning* by selecting the basis for chapter divisions. %1m

Directions
Select the answer that completes the sentence.

The book *April Morning* is organized into chapters based on
A. characterizations.
B. plot incidents.
C. time periods.

The student will show his ability to identify the theme of the book *April Morning* by selecting it from a given list. %1m

Directions
Select the answer that completes the sentence.

The theme of *April Morning* is
A. man vs man.
THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE SETTING IN *APRIL MORNING* BY SELECTING THE TIME AND PLACE FROM ALTERNATIVES. %1

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE SETTING OF *APRIL MORNING* IS
A. BEFORE AND AFTER THE BOSTON MASSACRE IN MASSACHUSETTS.
B. BEFORE AND AFTER THE BATTLE OF LEXINGTON IN MASSACHUSETTS.
C. BEFORE AND AFTER THE BATTLE OF ROLL RUN IN VIRGINIA.

THE STUDENT WILL SHOW THAT HE UNDERSTANDS THE LITERARY TECHNIQUE OF FORESHADOWING BY CHOOSING AN EXAMPLE OF FORESHADOWING IN *APRIL MORNING*. %1

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

A FORESHADOWING EXAMPLE WHICH FAST USED IN *APRIL MORNING* IS
A. LEVI'S NIGHTMARE.
B. ADAM'S INCANTATION AT THE WELL.
C. THE NIGHT HORSEBACK MESSAGE.

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PLOT DETAILS IN THE BOOK *APRIL MORNING* BY HOWARD FAST BY SELECTING ANSWERS TO QUESTIONS BASED ON CHARACTERS AND PLOT INCIDENTS. %9

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

MEMBERS OF ADAM'S IMMEDIATE FAMILY WERE
A. ADAM, GRANNY, RUTH, LEVI, MOSES.
B. ADAM, SARAH, LEVI, RUTH, MOSES.
C. ADAM, SARAH, GRANNY, LEVI, MOSES.

THE WARNING EXPRESS HORSEBACK RIDER STOPPED AT THE COMMON TO TELL THE CROWD
A. THAT THE BRITISH WERE COMING TO PUT AN END TO LOCAL MILITIA DRILLING.
B. THAT THE BRITISH WERE COMING TO SEIZE THE MUSTER BOOK AND TAKE INTO CUSTODY ITS SIGNERS.
C. THAT THE BRITISH WERE COMING TO CAPTURE THE STORES OF AMMUNITION.

THE LEXINGTON MILITIA CHOSE THE REVEREND TO BE THE SPOKESMAN FOR THEM BECAUSE
A. HE CARRIED NO WEAPONS.
B. HE WAS ONE OF THE BEST TALKERS IN THE LEXINGTON AREA.
He was chairman of the local militia.

The Lexington militia numbered

A. under 75 men.
B. between 75 and 100 men.
C. between 100 and 150 men.

The Lexington militia didn't fire on the British because

A. the British outnumbered them.
B. they expected to be able to reason with the redcoats.
C. they realized their squirrel and birdshot guns would be useless.

Adam was

A. 17 years old.
B. 16 years old.
C. 15 years old.

The British commanding officer at Lexington was

A. Gage.
B. Bradford.
C. Pitcairn.

Solomon Chandler said the British were handicapped by

A. poor discipline.
B. poor command.
C. excessively heavy gear.

The British soldiers were former

A. sailors and officers of the British navy.
B. jail inmates and alley sweepings.
C. American Tories.

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The student will show knowledge of *Gulliver's Travels* by selecting answers to questions based on story detail.

**Directions**

Select the answer that completes the sentence.

*Gulliver's Travels* was written

A. about one hundred years ago.
B. fifty years ago.
C. more than two hundred years ago.
D. less than fifty years ago.

The section of *Gulliver's Travels* called *Gulliver in Lilliput* tells about the

A. the author's adventures with pirates.
B. Gulliver's adventures with pirates.
C. the author's adventures as a captain.
D. several adventures of Gulliver.

The author of *Gulliver in Lilliput* was

A. Joseph Swift
B. Jonathan Swift
C. John Higo
D. Jonathan Bean
HIS BUFF JERKIN DESCRIBES AN ARTICLE OF CLOTHING WORN BY GULLIVER. IT WAS MADE OF
A. SILK FROM CHINA.
B. SATIN FROM INDIA.
*C. LEATHER FROM AN OX.
D. COTTON FROM CAIRO, EGYPT.

GULLIVER'S INTENSE HUNGER WAS MADE KNOWN BY
A. A LOUD CRY.
*B. A FINGER IN HIS MOUTH.
C. RUBBING HIS STOMACH.
D. WAVING HIS HANDS AND ARMS.

FINALLY, FOOD WAS BROUGHT TO GULLIVER. IT INCLUDED
A. FRIED CHICKEN.
B. HOT DOGS.
*C. LEG OF LAMB.
D. ROAST DUCK.

HAVING *SEVERAL SLENDER LIGATURES ACROSS MY BODY* IS THE SAME AS
A. HAVING SEVERAL LASHES WITH A SHIP.
B. BEING BOUND BY RANAGES.
C. CROSSING THE BODY WITH LEG IRONS.
*D. BEING RESTRAINED BY STRIPS AND BANDS.

WHAT DOES GULLIVER MEAN WHEN HE SAID FOREBEAR SNEWING MY IMPATIENCE? SELECT IF IT MEANS TO
A. SHOW YOUR FORE-PARENTS.
*B. KEEF FROM SHOWING.
C. CONTINUE TO SHOW.
D. STOP SHOWING ONCE YOU HAVE STARTED.

THE STUDENT WILL SHOW UNDERSTANDING OF "GULLIVER IN LILLIPUT" BY SELECTING ANSWERS TO QUESTIONS BASED ON THE STORY.  

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

THE MAIN THEME OF MOST OF THE WORKS WRITTEN BY JONATHAN SWIFT WAS *NOT* WHICH ONE OF THE ITEMS LISTED BELOW:
A. FOIBLES OF PEOPLE
B. VICES OF PEOPLE
C. FOLLIES OF PEOPLE
*D. BELIEFS OF PEOPLE

GULLIVER'S ENCOUNTER WITH THE LILLIPUTIANS TAUGHT HIM TO
A. RESPECT THE LITTLE PEOPLE SINCERELY.
B. HATE ALL LITTLE PEOPLE VIOLENTLY.
C. LOVE ALL LITTLE PEOPLE DEARLY.
D. TOLERATE ALL LITTLE PEOPLE UNWILLINGLY.

WHICH WOULD YOU CHOOSE AS THE SENTENCE *BEST* STATING THE MAIN IDEA OF THIS SATIREO
A. A SHIPWRECKED SAILOR HIMSELF STRANDED ON A DESERTED ISLAND WITHOUT FOOD OR DRINK.
B. AN ISLAND INHABITED BY PYGMIES IS INVAD ED BY A GIANT WHO DEPLETED THEIR FOOD SUPPLIES.
A HUNGRY SHIPWRECKED SAILOR FINDS HIMSELF CAPTIVE AMONG FRIENDLY NATIVES, WHO FEED HIM.

A LONE SURVIVOR OF A WRECKED SHIP FINDS HIMSELF CAPTIVE ON AN ISLAND AMONG UNFRIENDLY NATIVES.

THE STUDENT CAN SHOW HIS ABILITY TO IDENTIFY POINT OF VIEW IN A NOVEL BY SELECTING THE CORRECT POINT OF VIEW IN *JOHNNY TREMAIN* AND *APRIL MORNING*.

DIRECTIONS
SELECT THE ANSWER THAT Completes THE SENTENCE.

THE POINT OF VIEW IN *JOHNNY TREMAIN* BY ESTHER FORBES AND *APRIL MORNING* BY HOWARD FAST IS
A. TWO MINOR CHARACTERS TELLING THE STORY.
B. THE MAIN CHARACTERS TELLING THE STORY.
C. THE AUTHORS TELLING THE STORY.

THE STUDENT WILL SHOW UNDERSTANDING OF THE SYMBOLISM IN CHAPTER TITLES IN *JOHNNY TREMAIN* BY SELECTING THE CORRECT INTERPRETATION OF A GIVEN CHAPTER TITLE.

DIRECTIONS
SELECT THE ANSWER THAT Completes THE SENTENCE.

IN THE TITLE, *AN EARTH OF BRASS*, THE WORD BRASS SYMBOLIZES,
A. A SHINY, BRIGHT METAL.
B. A LIFE OF MEDIOCRITY.
C. A LOSS OF SELF-CONFIDENCE.
D. A BRAZEN SELF-CONFIDENCE.

THE STUDENT WILL SHOW UNDERSTANDING OF THE PLOTLINE IN *JOHNNY TREMAIN* BY IDENTIFYING THE SUB-PLOT.

DIRECTIONS
SELECT THE HIGHEST ANSWER FOR THE QUESTION.

WHAT IS THE SUB-PLOT OF THE STORY?
A. THE ACTIVITIES OF THE PATRIOTS UNDER THE LEADERSHIP OF SAM ADAMS
B. JOHNNY'S SEARCH FOR HIS TRUE IDENTITY
C. THE FORTUNES AND MISFORTUNES OF THE LAPHAM GIRLS, ISANNAH AND CILLA
D. THE BOSTON TEA PARTY AND THE RESULTANT SEVERE PUNISHMENT ENVOKED ON THE BOSTONIANS BY ENGLAND

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE TECHNIQUE OF THE AUTHOR FOR SHOWING THE SOCIAL INJUSTICES AND SYMPATHY FOR *JOHNNY TREMAIN* BY SELECTING THE ACTION CHOOSEN BY THE AUTHOR TO
HOW DOES THE AUTHOR OF *JOHNNY Tremain* CONVEY THE PROBLEMS OF SOCIAL INJUSTICE THAT EXIST IN BOSTON AT THIS TIME?

A. JOHNNY'S REJECTION BY SOCIETY WHEN HE IS HANDICAPPED AND BECOMES A USELESS MEMBER OF SOCIETY
B. JOHNNY MUST EAT IN THE KITCHEN OF THE AFRIC QUEEN
C. THE COMPLETE DISDAIN SHOWN BY THE LYTE FAMILY WHEN HE INTRODUCED HIMSELF AS JONATHAN LYTE Tremain
D. ALL THREE OF THE ABOVE

HOW DOES THE AUTHOR OF *JOHNNY Tremain* CREATE SYMPATHY FOR JOHNNY?

A. MR. LAPHAM ASSURED JOHNNY HE WOULD ALWAYS HAVE A HOME
B. CILLA ALWAYS SLIPPED FOOD INTO JOHNNY'S POCKET SO HE WOULD NOT GO HUNGRY WHILE JOB HUNTING
C. JOHNNY FLUNG HIMSELF ON HIS MOTHER'S GRAVE AND SOBBED BECAUSE EVEN GOD HAD TURNED AWAY FROM HIM
D. ROB OFFERED JOHNNY A JOB AS DELIVERY BOY FOR THE *OBSERVER*

THE STUDENT WILL SHOW HIS UNDERSTANDING OF CHARACTERS IN *JOHNNY Tremain* BY CHOOSING THE BEST ADJECTIVE TO COMPLETE CHARACTER DESCRIPTIONS.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

MR. LAPHAM MAY BE CHARACTERIZED AS
A. KIND
B. ILL TEMPERED
C. SARCASTIC

JOHNNY MAY BE CHARACTERIZED AS
A. LZY
B. UNDEPENDABLE
C. AUTOCRATIC

DAVE MAY BE CHARACTERIZED AS
A. SURLY
B. TALENTED
C. DEPENDABLE

MRS. LAPHAM MAY BE CHARACTERIZED AS
A. AMBITIOUS
B. UNDERSTANDING
C. WHINING

CILLA MAY BE CHARACTERIZED AS
A. REFINED
B. GENTLE
C. OBEIDENT

ISANNAH MAY BE CHARACTERIZED AS
A. HELPFUL
B. Kind.
*C. Self-centered.

Mr. Lyte may be characterized as

A. Surly.
*B. Understanding.
C. Impolite.

Mr. Lyte may be characterized as

A. Dishonest.
B. Selfish.
C. Forgiveing.

Lavinia Lyte may be characterized as

A. Dominating.
B. Thoughtful.
C. Kind.

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

The student can show his ability to interpret the attitude of a character toward other characters and events by selecting the best alternative from a list of alternatives.

Directions
Select the best answer for the question.

What was Johnny's attitude toward the other apprentices?

A. Sympathetic
*B. Arrogant
C. Kind
D. Helpful

What caused Dave to deliberately give Johnny a cracked crucible to use?

*A. Hatred
B. Stupidity
C. Irresponsibility
D. Thoughtlessness

What is Johnny's immediate attitude toward his handicap?

A. Passivity
B. Futility
*C. Resentment
D. Audaciousness

When he first begins working for Mr. Lorne, what is Johnny's attitude toward the Whig movement?

A. Johnny was fanatically dedicated.
B. Johnny was curious about the intent of the movement.
*C. Johnny was uninterested in the movement.
D. Johnny was gathering information useful to the Tories.

What incident solidified Johnny's attitude by giving him a sufficient philosophical basis for joining the movement?

A. Sam Adams skilled manipulation of the patriots and general populace.
B. Mr. Lyte's antagonism toward the movement.
*C. Rob's complete dedication to the movement.
D. James Otis' statement that the purpose was *that a man can
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF PLOT DETAIL IN *JOHNNY Tremain* BY CHOOSING THE DETAIL WHICH CORRECTLY ANSWERS THE QUESTION.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT WAS THE CHIEF MEANS OF TRANSPORTATION USED IN BOSTON IN 1773?
A. COACH
B. WAGON
* C. HORSEBACK

TO BECOME A MASTER TRADESMAN, HOW LONG DID AN APPRENTICE IN BOSTON HAVE TO SERVE HIS MASTER?
A. 2 YEARS
B. 5 YEARS
*C. 7 YEARS
D. 11 YEARS

WHICH ONE OF THE FOLLOWING OBJECTS WAS *NOT* COMMON TO THIS TIME PERIOD IN BOSTON?
A. TOWN CRIER
*B. SIDEWALKS
C. COBBLESTONE STREETS
D. TOWN PUMP

WHERE WAS THE LAPHAM HOUSE LOCATED?
A. ON NORTH SQUARE
B. ON BEACON STREET
*C. ON HANCOCK'S WHARF
D. BESIDE MILL COVE

WHY DID MR. LAPHAM ASK JOHNNY TO READ THE CHOSEN BIBLICAL PASSAGES?
A. JOHNNY READ EASILY AND WELL.
*B. JOHNNY WAS HELPING CILLA LEARN HOW TO READ.
C. JOHNNY READ THE BIBLE JUST LIKE A PREACHER.
*D. MR. LAPHAM WAS TRYING TO TEACH JOHNNY TO BE MORE HUMBLE AND MODEST BEFORE GOD AND MAN.

WHY DID MR. HANCOCK COME TO THE SILVERSMITH SHOP?
A. HE CAME TO TALK POLITICS WITH MR. LAPHAM.
*B. HE CAME TO ORDER A SUGAR BASIN TO MATCH ONE MR. LAPHAM HAD MADE 4 YEARS AGO.
C. HE CAME TO URGE MR. LAPHAM TO VOTE FOR HIM IN THE NEXT ELECTION.
D. HE CAME TO COLLECT THE RENT DUE ON THE LAPHAM HOUSE.

WHAT SECRET DID JOHNNY SHARE WITH CILLA THE NIGHT THEY TOOK ISANNAH TO THE END OF THE WHARF?
A. JOHNNY TOLD CILLA OF HIS PLANS TO OWN HIS OWN SILVERSMITH SHOP.
*B. JOHNNY TOLD CILLA ABOUT HIS MOTHER.
*C. JOHNNY TOLD CILLA HE WAS RELATED TO THE LYTE FAMILY OF BOSTON.
D. Johnny told Cilla he could not form the handle on the sugar basin.

Why does Johnny ask Paul Revere to help him form the handle on the sugar basin?
- A. Johnny did not think Mr. Lapham could help him perfect it.
- B. Mr. Lapham was too busy working on the body of the sugar basin.
- C. Mr. Lapham was in a hurry to complete the job.
- D. Johnny was a perfectionist and could not be satisfied with his imperfect work.

How did Dave handicap Johnny's efforts to complete the sugar basin on time?
- A. Dave failed to inform Johnny that the charcoal had been depleted.
- B. Dave defied Johnny by wasting valuable time in his efforts to get more charcoal.
- C. Dave brought back inferior charcoal.
- D. All three of the above.

What caused Cilla's surprise when Johnny showed her the silver cup his mother had given him?
- A. It had the crest of the Lyte family engraved on it.
- B. It was so large and so heavy Cilla could hardly lift it.
- C. It was not as beautiful as she had anticipated.
- D. It was unbelievable that Johnny owned such a valuable piece of silver.

The student will show his knowledge of the chronological order of events in the story *Johnny Tremain* by choosing the *first* event that occurred from a selection of events.

- A. After the trial, Johnny immediately
- B. had lunch with Mr. Quincy, Cilla, and Isannah at the Afric Queen.
- C. returned to the Lapham house.

Johnny became involved with the Observer's Club when
- A. he was awaiting his trial.
- B. Sam Adams notified him at the Afric Queen.
- C. he was hired by Mr. Lorne to deliver papers and messages.

The event which caused the finalizing of plans for the Boston Tea Party was
- A. the arrival of the third ship, the Reaner, on December 15th.
- B. the failure of Mr. Ratch to win his appeal to the governor.
- C. the words spoken by Mr. Adams as he concluded the meeting, this meeting can do nothing more to save the country.
Johnny as the story progressed by choosing the *best* answer to questions about his progress toward manhood, based on "Johnny Tremain". 279

**DIRECTIONS**

Select the best answer for the question.

**HOW DOES JOHNNY PORTRAY THE TYPICAL ADOLESCENT BOY AT THE BEGINNING OF THE STORY?**

A. Johnny was quick to accept criticism.
B. Johnny eagerly helped the other apprentices both in and out of the silversmith shop.
C. Johnny daydreamed about his great success by becoming the greatest silversmith of all time.
D. Johnny willingly performed menial tasks such as bringing water from the town pump.

**HOW DOES JOHNNY REACT WHEN HE IS FACED WITH THE NEED TO FIND A NEW JOB AFTER HIS ACCIDENT?**

A. Johnny was scornful and impatient as he barged into shops after shop to seek employment.
B. Johnny was quick to explain his handicap and show his maimed hand.
C. Johnny tried to make a favorable impression on those who interviewed him.
D. Johnny was willing to accept the most menial labor to feel like a productive member of society.

**IN WHAT NEW WAY DOES JOHNNY SHOW HIS IMMATURE AFTER ISANNAH SCREAMED, DON'T TOUCH ME OO?**

A. Johnny withdrew from his friends and became very shy and frightened of people.
B. Johnny treats those he values shabbily by seeking revenge for his imaginary hurts.
C. Johnny becomes completely subservient to those he loves.

**HOW DOES JOHNNY REACT TO HIS COMPLETE FEELING OF DESPAIR AFTER THE LAPHAMS HAVE TURNED HIM AWAY?**

A. He takes the job as paper boy for Mr. Lorne.
B. He takes any job whether menial or otherwise.
C. He turns to Mr. Lyte who has become Johnny's savior in his daydreams.

**WHAT WOULD BE EVIDENCE TO THE READER THAT JOHNNY IS MATURING AFTER HIS TRIAL IS OVER AND JOHNNY IS FREE?**

A. He takes the job as paper boy for the Boston Observer.
B. He develops new interests and new friends.
C. He forgets his bitterness as he works with his idol, Rob.
D. All three of the above.

**WHICH ONE OF THE IMPORTANT MEN INFLUENCED JOHNNY THE MOST DURING THIS PERIOD AFTER THE TRIAL?**

A. Sam Adams
B. James Otis
C. Paul Revere
D. Li* Stranger

**WHAT DOES JOHNNY DISCOVER ABOUT HIMSELF AS THE WAR APPROACHES?**

A. He is a brave hero anxious to be in battle.
B. He has been able to accept Pumpkin's death philosophically.
C. He realizes his accident was caused by his own carelessness.
The student will show his comprehension of warranted and unwarranted conclusions concerning characters by distinguishing between them in a given passage from *Tom Sawyer*.)

**Directions**

Read the passage in the book *Tom Sawyer* pp. 92-93, beginning with "Was threatening the doctor ---- talk won't wash."

Some conclusions are stated below concerning the passage read. Choose the conclusion which is *not* warranted.

A. It is certain that the doctor knocked Injun Joe down on the ground.
B. It is certain that Potter fought with the doctor.
C. It is certain that Injun Joe picked up Potter's knife.
D. It is certain that the doctor was a very frightened man.

Some conclusions are stated below concerning the passage read. Choose the conclusion which is *not* warranted.

A. Injun Joe killed the doctor by stabbing him with a knife.
B. Potter started bleeding when he was injured with a knife.
C. Injun Joe put the knife in Potter's right hand.
D. The boys ran away the moment the clouds came.

---

The student will show understanding of the elements of setting in a story (location, time, and mood) by choosing the particular element illustrated in a given paragraph. *Questions are based on the novel *Tom Sawyer*."

**Directions**

Each of the following statements shows one of the elements of the setting. Select the element illustrated.

A. Location
B. Period of time
C. Mood

His cap was a dainty thing. His close-buttoned blue cloth roundabout was new and natty and so were his pantaloons.

Jim was only human... he put down his pail... and bent over the toe with absorbing interest... in another moment he was flying down the street with his pail and a tingling rear, Tom was whitewashing with vigor, and Aunt Polly was retiring from the field with a slipper in her hand and triumph in her eyes. *C*

They had paddled over to the Missouri shore... landing five or six miles below the village. *A*

A few minutes later Tom was in the shoal water of the bar wading toward the Illinois side. *A*

And behold they were glad they had gone into savagery, for they...
HAD GAINED SOMETHING. THEY COULD NOW SMOKE A LITTLE WITHOUT HAVING TO GO AND HUNT FOR A LOST KNIFE. *C

BRINGING WATER FROM THE TOWN PUMP HAD ALWAYS BEEN HATEFUL WORK.*B

**************************
THE STUDENT WILL SHOW HIS COMPREHENSION OF THE CRITERIA FOR JUDGING CHARACTER BY WHAT THE CHARACTER SAYS, WHAT HE DOES, WHAT OTHERS SAY ABOUT HIM, WHAT HE THINKS, AND WHAT THE AUTHOR SAYS ABOUT HIM. BY ATtributing TO GIVEN QUOTATIONS FROM A CLASS NOVEL THE SPECIFIC CRITERION REPRESENTED BY EACH. BASED ON *TOM SAWYER*. *E

DIRECTIONS

EACH OF THE FOLLOWING QUOTATIONS INDICATES SOMETHING ABOUT THE CHARACTER OF TOM SAWYER OR HUCK FINN. MARK THE CRITERION FOR JUDGING CHARACTER USED IN THE QUOTATION.

A. WHAT THE CHARACTER SAYS
B. WHAT THE CHARACTER DOES
C. WHAT OTHER CHARACTERS SAY ABOUT HIM
D. WHAT THE CHARACTER THINKS
E. WHAT THE AUTHOR SAYS ABOUT HIM

THE NEXT MOMENT HE WAS SHOWING OFF WITH ALL HIS MIGHT—CUFFING BOYS, PULLING HAIR, MAKING FACES—IN A WORD USING EVERY ART TO FASCINATE A GIRL AND WIN HER APPLAUSE. *B

EVERY TIME I LET HIM OFF, MY CONSCIENCE DOES HURT ME SO, AND EVERY TIME I HIT HIM MY OLD HEART MOST BREAKS. *D

I COULD LICK YOU WITH ONE HAND TIED BEHIND ME IF I WANTED TO. *A

IF ONLY HE HAD A CLEAN SUNDAY-SCHOOL RECORD HE WOULD BE WILLING TO GO, AND BE DONE WITH IT. NOW AS TO THIS GIRL, WHAT HAD HE DONE? NOTHING. *D

TOM WAS SUCH A COMFORT TO ME, ALTHOUGH HE TORMENTED MY OLD HEART OUT OF ME. *C

ALL THE CHILDREN ADMIRED HIM SO, AND DELIGHTED IN HIS FORBIDDEN SOCIETY, AND WISHED THEY DARED TO BE LIKE HIM. *E

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

THE STUDENT WILL ANALYZE STATEMENTS CONCERNING CHARACTERS IN ORDER TO DISTINGUISH BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION BY SELECTING FROM A GROUP OF STATEMENTS THE ONE WHICH IS VERIFIABLE. *E

IN THE FOLLOWING GROUPS OF SENTENCES, DISTINGUISH BETWEEN STATEMENTS OF FACT AND STATEMENTS OF OPINION. CHOOSE THE ONE SENTENCE THAT IS STATEMENT OF FACT.

*A. HUCK FINN WAS THE SON OF THE TOWN DRUNKARD.
B. DEAD CATS AND SPIRIT WATER WILL CURE WARTS.
C. HUCK WAS A LONELY BOY.
D. EVERYONE CONSIDERED HUCK A BAD BOY.
A. Tom Sawyer was more fortunate than boys of today.
B. Tom was an ignorant country boy because he didn't like school.
C. Tom called himself the Black Avenger of the Spanish Main.
D. Tom, how could you be so noble, said Becky.

A. Mr. Dobbins, the village school master, was a disappointed man.
B. He took vindictive pleasure in punishing the least shortcoming.
C. The sign painter's boy had gilded his head.
D. It was the most merciless flogging Mr. Dobbins had ever administered.

A. She don't appreciate him, she said. She jest don't know any better... a woman has got to love a bad man once or twice in her life, to be thankful for a good one.
B. Ma Baxter
C. Twink Weatherly
D. Oliver

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE CHARACTERS IN *THE YEARLING* BY RECALLING WHICH CHARACTERS SAID GIVEN QUOTATIONS.

DIRECTIONS
MATCH THE QUOTATION WITH THE SPEAKER.

HOWDY, SIR! I'M RIGHT SMART TOLE SEEIN AS HOW I BE NEAR ABOUT DONE FOR. TRUTH TO TELL, I'D OUGHT TO BE DEAD THIS MINUTE AND GONE TO GLORY, BUT I KEEP PUTTIN IT OFF. SEEMS LIKE I'M BETTER ACQUAINTED HERE.
A. Jody
B. Penny
C. Pa Forrester
D. Lefm

MY BOYS IS ROUGH, I KNOW. THEY DON'T DO WHAT THEY OUGHT. THEY DRINK A HEAP AND THEY FIGHT AND ANY WOMAN WANTS TO GIT AWAY FROM FM, HAS GOT TO RUN LIKE A DOE. BUT I'LL SAY THIS FOR EM - THEY AIN'T NARY ONE OF EM HAS EVER CUSSED HIS MOMMY OR HIS PAPPY AT THE TARLE.
A. Ma Baxter
B. Ma Forrester
C. Twink Weatherly
D. Grandma Hatto

I JEST HADN'T NEVER SET DOWN AND RECKENED THE TIME. THE YEARS HAS SLIPPED BY ME ONE BY ONF, ME NOT HATING OR COUNTIN' EVER SPRING. I'D FIGGER TO GIT YOUR MA A WELL DUG. THEN I'D NEED A OX, OR THE COW'D BOG DOWN AND PERISH, OR ONE O THE YOUNGUNS'D PUT IN AND DIE AND I'D HAVE NO FOR WELL-DIGGIN'. BUT TWENTY YEARS IS TOO LONG TO ASK ANY WOMAN TO DO HER WASHIN ON A SEEPAGE HILLSIDE.
A. Jody
B. Penny
C. Lem
D. Oliver

SHE DON'T APPRECIATE HIM, SHE SAID. SHE JEST DON'T KNOW ANY BETTER... A WOMAN HAS GOT TO LOVE A BAD MAN ONCE OR TWICE IN HER LIFE, TO BE THANKFUL FOR A GOOD ONE.
A. Ma Baxter
B. Ma Forrester
C. Twink Weatherly
*GRANDMA HATTO*

HE SAID TO IT: SOMEDAY I'LL BUILD ME A HOUSE HERE, AND I'LL GIT YOU A DOE, AND WE'LL ALL LIVE HERE BY THE POOL.

*JODY*  
*BUCK*  
*MILL-WHEEL*  
*MY BOYLE*

THE STUDENT WILL SHOW COMPREHENSION OF CHARACTERS IN *THE YEARLING* BY DETERMINING WHAT A GIVEN CHARACTER WOULD DO IN A HYPOTHETICAL SITUATION.

**DIRECTIONS**

SELECT THE BEST COMPLETION.

MA BAXTER IS ALONE IN THE CLEARING. SHE SEES OLD SLEWFOOT CLIMBING THE FENCE. SHE WOULD

A. RUN FOR A GUN.  
*B. SCREAM FOR HELP.*  
C. FAINT FROM FRIGHT.  
D. CHASE THE BEAR WITH HER BROOM.

PENNY BAXTER SEES A STRANGER FALL INTO THE RIVER. HE WOULD

A. RUN FOR HELP.  
*B. JUMP IN AND HELP.*  
C. CALL FOR HELP.  
D. CONTINUE ON HIS WAY.

JODY AS HE IS PRESENTED IN THE FIRST PART OF THE NOVEL IS IN THE CLEARING ALONE AND UNOBSERVED. HE HEARS A BIRD CALLING. HE WOULD

*A. DROP HIS WORK AND RUN TO THE GLEN.*  
A. FINISH HIS WORK IF HIS FATHER INSISTED.  
C. FINISH HIS WORK AND THEN RUN TO THE GLEN.

JODY AS HE IS PRESENTED IN THE FINAL PART OF THE NOVEL IS IN THE CLEARING ALONE AND UNOBSERVED. HE HEARS A BIRD CALLING. HE WOULD

*A. DROP HIS WORK AND RUN TO THE GLEN.*  
B. FINISH HIS WORK IF HIS FATHER INSISTED.  
*C. FINISH HIS WORK THEN RUN TO THE GLEN.*

LEM FORRESTER SEES A RABBIT CAUGHT IN A TRAP BUT NOT DEAD. HE WOULD

A. SHOOT THE RABBIT TO PUT IT OUT IF ITS MISERY.  
B. SHOOT THE RABBIT BECAUSE HE NEEDED FOOD.  
*C. SHOOT THE RABBIT FOR FUN.*  
D. SHOOT THE RABBIT FOR ITS HIDE.

THE STUDENT WILL SHOW KNOWLEDGE OF THE CHRONOLOGICAL ORDER OF EVENTS IN *THE YEARLING* BY PLACING THE ITEMS IN THE CORRECT ORDER.

**DIRECTIONS**
ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 1 IN CHRONOLOGICAL ORDER.

A. JODY RETURN HOME
B. JODY MAKES THE FIRST FLUTTER MILL
C. JODY LEAVES THE HOFING TO GO PLAY
D. JODY WHIRLS HIMSELF INTO DIZZINESS

* A
* B
* D
* C

DIRECTIONS
ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 2 IN CHRONOLOGICAL ORDER.

A. LEM FORRESTER NAMES *PENNY*
B. PENNY GOES OFF TO WAR
C. PENNY MARRIES ORA
D. PENNY MOVES TO THE SCRUB

* C
* D
* B
* A

DIRECTIONS
ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 2 IN CHRONOLOGICAL ORDER.

A. SLEWFOOT KILLS OLD BETSY
B. MA BAXTER SERVES BREAKFAST
C. PENNY DISCOVERS BETSY'S DEATH
D. JODY WORRIES ABOUT BEING UGLY

* A
* D
* C
* B

DIRECTIONS
ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 3 IN CHRONOLOGICAL ORDER.

A. JODY IS CONCERNED ABOUT BEING AFRAID
B. PENNY DECIDES TO HUNT SLEWFOOT
C. THE HUNTERS CROSS THE SAWGRASS
D. JULIA CORNERS OLD SLEWFOOT

* B
* A
* C
* D
ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 3 IN CHRONOLOGICAL ORDER.

A. THE BEAR GETS AWAY
B. JULIA IS HURT
C. THE GUN BACK-FIRES
D. JODY AND PENNY EAT LUNCH

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 5 IN CHRONOLOGICAL ORDER.

A. PENNY AND JODY GO TO THE FORRESTERS
B. THE FORRESTERS DOGS GET INTO A FIGHT
C. FODDERWING SHOWS JODY HIS RACCOON
D. PENNY DECIDES TO TRADE

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 9 IN CHRONOLOGICAL ORDER.

A. JODY EXPRESSES HIS WISH FOR A BABY ANIMAL
B. JODY AND PENNY CLEAN THE SINK-POLE
C. MABAXTER SERVES BREAKFAST
D. PENNY KILLS A WHITE RACCOON

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 10 IN CHRONOLOGICAL ORDER.

A. PENNY AND JODY WATCH THE WHOOPIN CRANE
B. JODY GETS SICK
C. PENNY AND JODY WERE IN A TRANCE FROM SEEING BEAUTY
D. PENNY AND JODY GO FISHING
DIRECTIONS
ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 11 IN CHRONOLOGICAL ORDER.

A. PENNY AND JODY VISIT GRANDMA HUTTO
B. PENNY AND JODY SWIM IN THE RIVER
C. PENNY AND JODY SHOP WITH MR. ROYLES
D. JODY THROWS A POTATO AT FULALIE

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THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN METAPHOR, PERSONIFICATION AND SIMILE WHEN HE IS PRESENTED WITH QUOTATIONS FROM *THE YEARLING*.

DIRECTIONS
DETERMINE WHETHER THE GIVEN PHRASE IS A SIMILE, A METAPHOR, OR AN EXAMPLE OF PERSONIFICATION AND MARK THE CORRECT ANSWER ACCORDINGLY.

YOU GITTIN *SLICK AS A CLAY ROAD IN THE RAIN*.
A. SIMILE
B. METAPHOR
C. PERSONIFICATION

SMALL CLOUDS WERE STATIONARY, *LIKE BALLS OF COTTON*.
A. SIMILE
B. METAPHOR
C. PERSONIFICATION

THE AFTERNOON WAS ALIVE
A. SIMILE
B. METAPHOR
C. PERSONIFICATION

IT *THE SKY* WAS *AS BLUE AS HIS HOMESPUN SHIRT*, DYED WITH GRANDMA HUTTO'S INDIGO.
A. SIMILE
B. METAPHOR
C. PERSONIFICATION

IT WAS AS THOUGHT THE BANKS, *CUPPED GREEN LEAFY HANDS* TO HOLD IT.
A. SIMILE
B. METAPHOR
C. PERSONIFICATION

THEN IT MADE A RIPPLING SOUND, FLOWING PAST HIS *PIPE-STEM LEGS*.
A. SIMILE
B. METAPHOR
C. PERSONIFICATION
THE DISKY GLEN LAID COOL HANDS ON HIM.

A. SIMILE
B. METAPHOR
*C. PERSONIFICATION

A SHAFT OF SUNLIGHT, WARM AND THIN *LIKE A LIGHT PATCHWORK QUILT*, LAY ACROSS HIS BODY.

A. SIMILE
B. METAPHOR
*C. PERSONIFICATION

THE PALM-LEAF PADDLES WERE *FRAIL* BUT *THEY MADE A BRAVE SHOW OF STRENGTH.*

A. SIMILE
B. METAPHOR
*C. PERSONIFICATION

THE CLOUDS ROLLED TOGETHER INTO GREAT *WHITE BILLOWING FEATHER BOLSTERS.*

A. SIMILE
*B. METAPHOR
C. PERSONIFICATION

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THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF TYPES OF POEMS: BALLAD, LYRIC, LIMERICK, SONNET BY MATCHING THE TYPE OF POEM WITH THE STATEMENT THAT DESCRIBES IT.

DIRECTIONS
SELECT THE LETTERS OF THE DEFINITION THAT CORRESPONDS TO THE TYPE OF POEM NAMED.

A. A NARRATIVE POEM, OFTEN MEANT FOR SINGING, CHARACTERIZED BY SIMPLICITY OF LANGUAGE. LOVE, HONOR, OR DEATH ARE USUAL SUBJECTS.
B. A POEM WITH A SINGLE SPEAKER WHO EXPRESSES PERSONAL THOUGHT OR EMOTION ABOUT A SUBJECT.
C. A HUMOROUS OR NONSENSICAL POEM HAVING FIVE LINES.
D. A FOURTEEN-LINE LYRIC POEM, USING RHYME.

THE STATEMENT THAT DESCRIBES A *LYRIC POEM* IS *B*
THE STATEMENT THAT DESCRIBES A *BALLAD* IS *A*
THE STATEMENT THAT DESCRIBES A *SONNET* IS *D*
THE STATEMENT THAT DESCRIBES A *LIMERICK* IS *C*

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THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY RELATED TO READING AND INTERPRETATION OF POETRY BY MATCHING STATEMENTS DESCRIBING
Each type of poem with the terms narrative, lyric, limerick, or choral reading.

Directions - Match the definition with one of the types of poems listed below.

A. Narrative Poem
B. Lyric Poem
C. Limerick
D. Choral Reading

A poem that usually expresses personal thoughts or feelings *B

A poem that usually tells a story *A

A humorous poem with a regular pattern of rhyme and rhythm *C

Poems read aloud with other people *D

Directions
Select the answer that completes the sentence.

Verse having no rhyme or regular rhythm is *D

The basic rhythm of a poem is called *D

Choral reading groups are often divided into *C

In a choral reading group time is kept by *C

Given a *poem*, the student will demonstrate his comprehension of that poem by selecting a statement which best expresses the logical, though possibly implicit, conclusion of the poem.

The Angry Man

*Taken from poem, The Angry Man* by Phyllis McGinley

The other day I chanced to meet
An angry man upon the street --
A man of wrath; a man of war,
A man who truculently bore
Over his shoulder, like a lance,
A BANNER LABELED, TOLERANCE.

AND WHEN I ASKED HIM WHY HE STRODE
THUS SCOWLING DOWN THE HUMAN ROAD,
SCOWLING, HE ANSWERED, I AM HE
WHO CHAMPIONS TOTAL LIBERTY --
INTOLERANCE BEING, MA AM, A STATE
NO TOLERANT MAN CAN TOLERATE.

WHEN I MEET ROGUES, HE CRIED, WHO CHOOSE
TO CHERISH OPPOSITIONAL VIEWS,
LADY, LIKE THIS, AND IN THIS MANNER,
I LAY ABOUT ME WITH MY BANNER
TILL THEY CRY MERCY, MA AM. HIS BLOWS
RAINED PROUDLY ON PROSPECTIVE FOES.
FEARFUL, I TURNED AND LEFT HIM THERE
STILL MUTTERING, AS HE THRASHED THE AIR,
LET THE INTOLERANT BEWARE

DIRECTIONS - WHICH OF THE FOLLOWING STATEMENTS MOST NEARLY
EXPresses THE CONCLUSION OF THE POEM, THE ANGRY
MAN ?

A. LADIES WHO OPPOSE VIEWS HELD BY THE ANGRY MAN SHOULD BE
ASSAILED. 3102034
B. PEOPLE WHO WISH TO PROTECT THEIR VIEWS AGAINST RADICALS
SHOULD CARRY BANNERS. 3102034
C. THE MAN WHO CARRIED A BANNER AROUND TO CONVINCE OTHERS TO
BE TOLERANT WAS HIMSELF INTOLERANT. 2034
D. SIGNS AND BANNERS ARE HELPFUL IN CONVINCING OTHERS TO
BELIEVE. 3102034
SAND OF THE DESERT IN AN HOURGLASS

1. A HANDFUL OF RED SAND, FROM THE HOT CLIME
2. OF ARAB DESERTS BROUGHT,
3. WITHIN THIS GLASS BECOMES THE SPY OF TIME,
4. THE MINISTER OF THOUGHT.

5. HOW MANY WEARY CENTURIES HAS IT BEEN
6. ABOUT THOSE DESERTS BLOWN,
7. HOW MANY STRANGE VICISSITUDES HAS SEEN,
8. HOW MANY HISTORIES KNOWN

9. PERHAPS THE CAMELS, OF THE ISHMAELITE
10. TRAMPLING AND PASSED IT O’ER,
11. WHEN INTO EGYPT FROM THE PATRIARCHS SIGHT
12. HIS FAVORITE SON THEY BORE.

13. PERHAPS THE FEET OF MOSES, BURNT AND BARE,
14. CRUSHED IT BENEATH THEIR TREAD,
15. OR PHAROAHS FLASHING WHEELS INTO THE AIR
16. SCATTERED IT AS THEY SPED,

17. OR MARY, WITH THE CHRIST OF NAZARETH
18. HELD CLOSE IN HER CARESS,
19. WHOSE PILGRIMAGE OF HOPE AND LOVE AND FAITH
20. ILLUMED THE WILDERNESS.

21. OR ANCHORITES BENEATH ENGADDIS PALMS
22. PACING THE DEAD SEA BEACH,
23. AND SINGING SLOW THEIR OLD ARMENIAN PSALMS
24. IN HALF-ARTICULATE SPEECH,

25. OR CARAVANS, THAT FROM BASSORAS GATE
26. WITH WESTWARD STEPS DEPART,
27. OR MECCAS PILGRIMS, CONFIDENT OF FATE,
28. AND RESOLUTE IN HEART,

29. THESE HAVE PASSED OVER IT, OR MAY HAVE PASSED
30. NOW IN THIS CRYSTAL TOWER
31. IMPRISONED BY SOME CURIOUS HAND AT LAST,
32. IT COUNTS THE PASSING HOUR.

33. AND AS I GAZE, THESE NARROW WALLS EXPAND.
34. BEFORE MY DREAMY EYE
35. STRETCHES THE DESERT, WITH ITS SHIFTING SAND,
36. ITS UNIMPEDED SKY.

37. AND BORNE ALOFT BY THE SUSTAINING BLAST
38. THIS LITTLE GOLDEN THREAD
39. DILATES INTO A COLUMN HIGH AND VAST,
40. A FORM OF FEAR AND DREAD.

41. AND ONWARD, AND ACROSS THE SETTING SUN
42. ACROSS THE BOUNDLESS PLAIN,
43. THE COLUMN AND ITS BROADER SHADOW RUN,
44. TILL THOUGHT PURSUES IN VAIN.
45. The vision vanishes so these walls again
46. Shut out the lurid sun.
47. Shut out the hot, immeasurable plain.
58. The half-hours sand is run.

After reading the above poem carefully, choose the correct response to the following questions.

The minister of thought [line 4] is referring to the
A. Climate.
B. Desert.
*C. Sand.
D. Wilderness.

How many histories known [line 8] refers to the
*A. Sands past.
B. Sands future.
C. Sands pain.
D. Sands happiness.

His favorite son they bore [line 12] relates to
A. Moses.
B. Jesus.
C. Abraham.
*D. Joseph.

Whose pilgrimage of hope and love and faith [line 19] refers to
A. Mary's continuous prayers.
B. Mary's numerous worries.
C. Mary's warmth toward Jesus.
*D. Mary's flight into Egypt.

Or Mecca's pilgrims, confident of fate [line 27] refers to the voyage to
A. Bassora.
*B. Mecca.
C. Egypt.
D. Arabia.

The it mentioned in the second stanza [line 29] relates to the
A. Tower.
B. Desert.
*C. Sand.
D. Hourglass.

And as I gaze, these narrow walls expand [line 23] refers to
A. Looking beyond the sky with great thought.
B. Pacing the dead sea beach.
C. Entering into Mecca with great satisfaction.
*D. Looking into the hourglass and seeing what the sands have seen.

These walls again shut out the lurid sun [lines 45 and 46] refers to the
A. Sky and water.
*B. Sun and desert.
C. Hour passing.
D. Walls and shadows.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE STATEMENTS FOR FACT AND OPINION BY CATEGORIZING AS SUCH STATEMENTS FROM *SEALAB II* AND *FROM FORCE TO LAW*. %27%

AFTER READING *SEALAB II*, MARK THE STATEMENT EITHER FACT OR OPINION.
A. OPINION
B. FACT

CARPENTER STAYED UNDER WATER FOR THIRTY DAYS. *B 3100150
THE FOAM-RUBBER SUITS THE DIVERS WORE DID NOT KEEP THE COLD OUT. *B 3100151
IT TOOK LONGER THAN NECESSARY FOR THE MEN TO GET USED TO THE WATER. *A 3100152
DIVERS REACT SLOWLY TO PROBLEMS. *A 3100153
A DIVER HAS TOO MUCH TO THINK ABOUT. *A 3100154
IT IS DANGEROUS FOR A DIVER TO CHANGE WATER PRESSURE TOO QUICKLY. *B 3100155
TU FFY IS THE MOST UNUSUAL PORPOISE THAT EVER LIVED. *A 3100156
TU FFY WAS ABLE TO SAVE DIVERS BY SWIMMING TO THEM WITH SAFETY LINES. *B 3100157
THE MAN WHO TRAINED TU FFY MUST HAVE BEEN A GOOD SWIMMER. *A 3100158
LIFE ON BOARD SEALAB II WAS AS COMFORTABLE AS HOME. *A 3100159
HELIUM IS LIGHTER THAN AIR. *B 3100160
WATER WOULD NOT BOIL IN SEALAB II UNTIL IT WAS HEATED TO OVER THREE HUNDRED DEGREES. *B 3100161
MAN IS HAPPIER UNDER WATER THAN ON LAND. *A 3100162
BEING ABLE TO LIVE UNDER THE SEA IS A GREATER ACCOMPLISHMENT THAN ORBITING IN SPACE. *A 3100163
THERE ARE RESOURCES UNDER THE SEA THAT MAN CAN NOW INVESTIGATE. *B 3100164

DIRECTIONS
AFTER READING *FROM FORCE TO LAW*, MARK THE STATEMENT EITHER FACT OR OPINION.
A. OPINION
B. FACT

DURING THE MIDDLE AGES ORDFAL BY FIRE WAS ONE METHOD USED TO INDICATE GUILT. *B 3100165
THE ORDEAL BY BATTLE WAS FAIRER THAN THE ORDEAL BY WATER. *A 3100166
KING HENRY II BEGAN THE TRAIL BY JURY SYSTEM. *B 3100167
THE PRINCIPLE THAT GOVERNMENT SHOULD BE BASED UPON LAW RATHER THAN FORCE WAS ENGLAND'S GREATEST CONTRIBUTION TO CIVILIZATION. *A

KING JOHN WAS THE WORST RULER ENGLAND EVER HAD. *A

THE WISEST THING THE NOBLES DID WAS TO FORCE JOHN TO SIGN THE MAGNA CARTA. *A

THE MAGNA CARTA STATED THAT PEOPLE HAD CERTAIN RIGHTS AND THAT A KING HAD CERTAIN DUTIES TOWARD HIS PEOPLE. *B

RUNNYMEDE WAS LOCATED ON THE THAMES RIVER. *B

THE EFFORTS OF THE NOBLEMEN DID MORE HARM THAN GOOD. *A

THE BEST MOVE KING JOHN COULD MAKE WAS TO SUBMIT TO THE DEMANDS OF THE BARONS. *A

THE NAME JURORS COMES FROM THE LATIN WORD JURO, MEANING I SWEAR. *B

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

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE TERM *PLOT* BY SELECTING FROM AMONG ALTERNATIVES A BRIEF SUMMARY OF THE PLOT OF *THE GRAVE GRASS QUIVERS*. %

CHOOSE THE ONE SENTENCE THAT SUMMARIZES THE PLOT OF *THE GRAVE GRASS QUIVERS*.

THE PLOT DESCRIBES
*A. THE EXPERIENCES OF HOW A MAN AVENGED THE MURDER OF HIS FATHER AFTER SIXTY YEARS.*
*B. THE EXPERIENCES OF A GHOST IN A CEMETERY.*
*C. THE EXPERIENCES OF A FRONTIER SHERIFF IN CATCHING A MURDERER.*
*D. THE EXPERIENCES OF A YOUNG DOCTOR IN A FRONTIER TOWN WHO TOOK OVER THE PRACTICE OF AN OLD DOCTOR IN THE SAME TOWN.*

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

THE STUDENT WILL ANALYZE SHORT STORY EXCERPTS FROM A GIVEN SHORT STORY TO SELECT THE TECHNIQUES BY WHICH CHARACTER TRAITS ARE PRESENTED BASED ON *THE GRAVE GRASS QUIVERS*. %

BELOW ARE TECHNIQUES USED BY AUTHORS TO IDENTIFY CHARACTER TRAITS.

A. CHARACTER TRAITS CAN BE IDENTIFIED FROM WHAT THE CHARACTER SAYS, DOES, AND THINKS.
B. CHARACTER TRAITS CAN BE IDENTIFIED FROM WHAT OTHER CHARACTERS SAY ABOUT AND HOW THEY TREAT THE CHARACTER.
C. CHARACTER TRAITS CAN BE IDENTIFIED FROM HOW THE AUTHOR DESCRIBES THE CHARACTER.

DIRECTIONS - USING THE CRITERIA ABOVE, SELECT THE CRITERION THAT IS USED BY THE AUTHOR IN THE QUOTE FROM *THE GRAVE GRASS QUIVERS* TO DESCRIBE THE CHARACTER TRAIT OF DR. MARTINDALE.
LONG WITH YOU, ORDERED DOC, FIRMLY. *A

DOCS LIPS WERE THIN AND FIRM BENEATH HIS SCRAGGLY BEARD. *C

ONE THING, I SAID., I CANT UNDERSTAND HOW YOU FOUND THE PLACE. I CAN SEE HOW YOU REASONED OUT THE RESI - - - . *B

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF CHARACTER TRAITS BY IDENTIFYING THOSE CHARACTER TRAITS WHICH DESCRIBE A GIVEN CHARACTER OF THE SHORT STORY, *THE GRAVE GRASS QUIVERS*.

DIRECTIONS

FROM THE LIST OF CHARACTER TRAITS BELOW, SELECT THE LETTER OF THE FOUR CHARACTER TRAITS THAT DESCRIBE THE CHARACTER FROM *THE GRAVE GRASS QUIVERS*.

1. CLEVERNESS  6. KINDLINESS
2. INTEGRITY  7. HONORABLENESS
3. LOYALTY  8. TRUTHFULNESS
4. SELFISHNESS  9. DISHONESTY
5. CRAFTINESS  10. DETERMINATION

THE CHARACTER TRAITS OF DR. MARTINDALE, OLD DOC THAT MADE HIM Avenge His Fathers Murder after Sixty Years Are

A. 1, 2, 3, 10. B. 4, 6, 7, 8. C. 2, 4, 5, 7. D. 5, 6, 7, 8.

THE CHARACTER TRAITS OF ELI GOLBE ARE

A. 1, 2, 5, 9. B. 4, 5, 9, 10. C. 1, 2, 3, 6. D. 6, 7, 8, 9.

THE ONE CHARACTER TRAIT MOST OBSERVED OF YOUNG DOC IN HIS RELATIONSHIP WITH OLD DOC IS


USING HIS KNOWLEDGE OF *THE LADY OR THE TIGER*, THE STUDENT CAN SELECT THE ANSWER THAT COMPLETES AN ANALOGOUS SITUATION IN A MODERN SETTING.

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

IF THE PRESIDENT OF THE UNITED STATES OPERATED THE COUNTRY LIKE THE KING RULED HIS KINGDOM, FROM WHOM WOULD HE SEEK ADVICE?

A. HE WOULD CONSULT HIS DAUGHTER OR SON. B. HIS WIFE WOULD BE ASKED FOR HER OPINION. C. HIS VICE-PRESIDENT AND CABINET WOULD MAKE THE DECISION.
**D. He would ask no one but would make the decision himself.**

What form of modern entertainment would probably interest the kings subjects?

A. A comedy  
B. Stock car races  
* C. A light opera  
D. A track meet

Why would the king not be happy with the result of a modern trial?

* A. The innocent are not rewarded.  
B. The punishment is too severe.  
C. The jury can hand down a decision too quickly.  
D. There is too much chance in the jury's decision.

If a modern teenager were to react to competition the way the barbaric princess did, she would have what emotion if her boy-friend began to date her best friend?

A. Misery  
B. Indifference  
*C. Hatred  
D. Happiness

Which of the following makes this story different from the traditional fairy tale?

* A. The outcome  
B. The theme  
C. The characters  
D. The conflict

In which of the following buildings would a modern audience expect to see the king's form of justice?

A. Court house  
*B. The theater  
C. Penitentiary  
D. Church

*----------------------------------------------*

Using vocabulary words from *The Lady or the Tiger*, the student will analyze the relationship of a given pair of words and select the word which will complete the analogy.

**DIRECTIONS** - Choose the word which best completes the analogies below.

Savage is to tame as *barbarian* is to

A. Timid  
B. Uncivilized  
*C. Civilized  
D. Dangerous

Meager is to insufficient as *exuberant* is to

*A. Excessive  
B. Sufficient  
C. Lacking  
D. Moderate

Sullen is to gloomy as *genial* is to

*225 232
<table>
<thead>
<tr>
<th>A. GRUMPY</th>
<th>B. SPIRITED</th>
<th>C. GLUM</th>
<th>*D. PLEASANT</th>
</tr>
</thead>
</table>

FEAR IS TO COWARD AS *VALOR* IS TO
| A. VILLIAN  | B. HERO  | C. CLOWN  | D. BULLY  |

UNPREJUDICED IS TO NEUTRAL AS *IMPARTIAL* IS TO
| A. INVOLVED  | B. IMPORTANT  | *C. FAIR  | D. UNFAIR  |

CEASE IS TO STOP AS *EMANATE* IS TO
| A. CONTINUE  | B. DECREASES  | *C. EMERGE  | D. FINISH  |

GOOD IS TO EVIL AS *INCORRUPTIBLE* IS TO
| A. MISCHIEVOUS  | B. INNOCENT  | *C. PURE  | D. WICKED  |

FORFEIT IS TO LOSE AS *PROCURE* IS TO
| *A. ACQUIRE  | B. MISLAY  | C. INVENT  | D. PENALIZE  |

DREARY IS TO JOYOUS AS *DOLEFUL* IS TO
| A. SAD  | *B. GAY  | C. SORROWFUL  | D. HILARIOUS  |

LISTLESS IS TO DULL AS *FERTVENT* IS TO
| A. WEAK  | B. TIRED  | C. SAVAGE  | *D. SPIRITED  |

OBILIGATION IS TO DEBT AS *RETRIBUTION* IS TO
| *A. PUNISHMENT  | B. RETIREMENT  | C. OBNOXIOUS  | D. REWARD  |

WHOLE IS TO ALL AS *MOIETY* IS TO
| A. EVERY  | B. NONE  | C. TOTAL  | *D. HALF  |

HUMBLE IS TO MODEST AS *IMPERIOUS* IS TO
| A. MISERABLE  |

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DIRECT IS TO STRAIGHTFORWARD AS *DEVIOUS* IS TO
A. UNSWERVING
* B. WANDERING
C. STEADY
D. DIVIDED

REALITY IS TO FACT AS *REVERIE* IS TO
*A. FANTASY
B. TRUTH
C. FALSEHOOD
D. REFERENCE

MEDITATE IS TO REASON AS *DELIBERATE* IS TO
A. SLOW
B. HASTY
*C. CONSIDER
D. DIRECTION

HAPPINESS IS TO PLEASURE AS *ANGUISH* IS TO
A. CONTENTMENT
B. CHEERFULNESS
C. ARGUMENT
*D. MISERY

DECIDE IS TO CONCLUDE AS *PRESUME* IS TO
A. KNOW
B. SUPPOSE
C. REALIZE
D. PREVENT

VALUABLE IS TO CHEAP AS *FLORID* IS TO
A. COSTLY
B. USELESS
*C. PLAIN
D. FLOWERY

ELEVATE IS TO RAISE AS *SUBORDINATE* IS TO
A. SUBSTITUTE
B. INFERIOR
C. PROMOTE
*D. LOWER

GRUESOME IS TO HIDEOUS AS *AESTHETIC* IS TO
A. HOMELY
B. PLAIN
*C. BEAUTIFUL
D. ATTRACTIVE

RESTRAINED IS TO BOUND AS *UNTRAMMELED* IS TO
*A. FREE
B. HINDERED
C. UNTRAINED
D. CONFINED

********************************************************************
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE PLOT DETAILS OF *THE LADY OR THE TIGER* BY SELECTING ANSWERS TO QUESTIONS BASED ON THE STORY.

**DIRECTIONS**

SELECT THE BEST ANSWER FOR THE QUESTION.

**WHENEVER ANY PROBLEM AROSE, HOW DID THE KING REACT?**

- A. HE BECAME ANGRY AND IMMEDIATELY ORDERED THE PROBLEM TO BE SOLVED.
- B. HE BECAME ANGRY AND IGNORED THE PROBLEM.
- C. HE WAS NOT DISTURBED AND ALLOWED THE PROBLEM TO SOLVE ITSELF.
- D. HE WAS PLEASED AND WELCOMED THE OPPORTUNITY TO SOLVE THE PROBLEM HIMSELF.

**WHAT HAPPENS TO A PERSON ACCUSED OF A CRIME OF WHICH HE IS TRULY INNOCENT?**

- A. HE WAS IMMEDIATELY RELEASED.
- B. HE WAS TRIED BEFORE A JURY.
- C. FATE WOULD DECIDE WHETHER HE WAS REWARDED OR PUNISHED.
- D. HE IS ACQUITTED AND REWARDED WITH A LOVELY MAIDEN.

**WHAT WAS CONSIDERED FAIR ABOUT THIS PARTICULAR FORM OF JUSTICE?**

- A. THE INNOCENT WOULD ALWAYS BE REWARDED WITH A LOVELY MAIDEN.
- B. THE GUILTY WOULD ALWAYS BE PUNISHED WITH A HORRIBLE DEATH.
- C. THE MASSES GAINED A MEANS OF ENTERTAINMENT AND PLEASURE.
- D. THE ACCUSED PERSON FOUND HIMSELF INNOCENT OR GUILTY.

**WHY WOULD THE KING BE SATISFIED WITH THE TRIAL NO MATTER HOW IT ENDED?**

- A. HIS DAUGHTER WOULD STILL MARRY THE YOUTH.
- B. HE WOULD RIDE HIMSELF OF THE YOUTH.
- C. HE WOULD BE ABLE TO MARRY HIS DAUGHTER TO THE NEIGHBORING KING.
- D. HIS SUBJECTS WOULD STILL HAVE HAD THE CHANCE TO MAKE THE DECISION.

**WHY DID THE PRINCESS ATTEND THE TRIAL?**

- A. HER FATHER HAD INSISTED ON HER PRESENCE.
- B. SHE WANTED TO BE POSITIVE THE YOUTH CHOSE THE DOOR WHICH CONCEALED THE MAIDEN.
- C. THE BARBARISM IN HER NATURE WOULD NOT HAVE ALLOWED HER TO STAY AWAY.
- D. SHE WAS REQUIRED BY THE AUDIENCE TO BE PRESENT AT THE TRIAL.

**HOW DID THE PRINCESS DISCOVER THE SECRET OF THE DOORS?**

- A. SHE COAXED HER FATHER INTO TELLING HER.
- B. FROM WHERE SHE WAS SITTING, SHE COULD TELL BEHIND WHICH DOOR WAS THE TIGER.
- C. THE MAIDEN HAD TOLD THE PRINCESS WHICH DOOR SHE WOULD BE BEHIND.
- D. SHE USED MONEY AND INFLUENCE TO FIND OUT.

******************************************************************************
The student will show comprehension of the theme, point of view, and setting of the short story *Man Without a Country* by selecting answers to questions based on the story. *5*

**Directions**
Select the best answer for the question.

**What is narrator's main purpose in telling the story?**
A. He was Nolan's friend.
B. He was sorry for Nolan and felt that the sentence was too harsh.
C. He was to get paid by a Washington newspaper.
D. He wanted to show what happens to people who rebel against their country.

**Who is the narrator?**
A. A friend of Nolan's from the Academy
B. A shipmate who had become a friend of Nolan's
C. The captain of Levant
D. Philip Nolan

**Why did the men on ship seem to avoid Nolan?**
A. They knew he had been a traitor.
B. Nolan was too sullen.
C. His presence cut off all talk of home.
D. They felt that he wanted to be alone.

**When did this story take place?**
A. The early 1800s
B. During the 1860s
C. During the 1930s
D. The early 1900s

**Where did this story take place?**
A. In the United States
B. In Europe
C. On a ship
D. On an island

**The student can demonstrate his knowledge of vocabulary words from *Man Without a Country* by selecting appropriate synonyms.** *10*

**Directions**
Select the appropriate synonym for each starred word.

**An *obscure* article**
A. Obvious
B. Unnoticed
C. Apparent
D. Obtained

**An *allusion* to the U. S.**
A. Reference
B. Illusion
C. Quotation
D. Declaration

**FRIC**
A *MONOTONOUS* SUMMER
A. VARIED
B. ANONYMOUS
*C. DULL
D. STIMULATING

A *LIBEL* ON THOMAS JEFFERSON
A. PRAISE
B. SLANDER
C. LIABLE
D. ACCLAIM

A *FERVENT* SPEECH
A. FERTILE
B. COOL
C. DULL
*D. FIERY

TO *EXECRATE* THE CRIMINALS
A. PRAISE
B. EXECUTE
*C. CURSE
D. BLESS

TO FORGIVE HIS *TRANSGRESSIONS*
*A. SINS
B. TRANSPORTATIONS
C. TRANSFORMATIONS
D. SUSPICIONS

*UNREQUITED* AFFECTION
A. RESTORED
B. UNWANTED
*C. UNRETURNED
D. UNIMAGINABLE

AN *EXPEDIENT* SOLUTION
A. EXPENSIVE
B. ADVISABLE
C. UNWISE
D. UNPROFITABLE

A *PROVINCIAL* TOWN
*A. UNSOPHISTICATED
B. CULTURED
C. PRODUCTIVE
D. PROGRESSIVE

THE STUDENT WILL SHOW UNDERSTANDING OF CERTAIN VOCABULARY WORDS FROM *MAN WITHOUT A COUNTRY* BY ANSWERING QUESTIONS IN WHICH THESE WORDS HAVE THE SAME MEANING AS THEY HAD IN THE STORY. 20

DIRECTIONS
CHOOSE THE CORRECT ANSWER TO EACH QUESTION.
A. YES
B. NO
WOULD YOU BE LIKELY TO SEE A BOOK IN AN *OBSCURE* CORNER OF A BOOKSHELF? *B

IF HER LOVE WAS *UNREQUITED* WOULD A GIRL RECEIVE AN ENGAGEMENT RING? *B

WOULD A *PROVINCIAL* TOWN PROBABLY BE UNSOPHISTICATED? *A

WOULD YOU BE EXCITED BY A *MONOTONOUS* LECTURE? *B

MIGHT A PERSON ABOUT TO BE HANGED BE GRANTED SOME SPECIAL *INDULGENCES* BY THE JAILER? *A

IF YOU THINK YOU SEE SOMETHING, BUT IT IS REALLY ONLY YOUR IMAGINATION, IS IT AN *ALLUSION*? *B

ARE KNIGHTS ASSOCIATED WITH *CHIVALRY*? *A

IS SOMEONE WHO BRAGS OR BOASTS DISPLAYING *BRAGGADOCIO*? *A

IF YOU ARE BOUND OR OBLIGATED TO DO SOMETHING, ARE YOU *LIBEL*? *B

DOES *SOVEREIGNTY* OF THE U.S. REST WITH ITS CITIZENS? *A

IS AN *EXPEDIENT* SOLUTION TO A PROBLEM A PRACTICAL SOLUTION? *A

COULD SMOOTH, RAPID SPEECH BE DESCRIBED AS *VOLUBLE* SPEECH? *A

WOULD A DULL AND LISTLESS PERSON USUALLY SPEAK *FERVENTLY*? *B

IS TREASON AN *INIQUITY*? *A

IF A PERSON WERE TRULY REPENTANT, WOULD HE TRY TO *EXPIATE* HIS GUILTY? *A

HAVE MANY GOVERNMENT BUILDINGS USED *PEDIMENTS* FOR DECORATION? *A

IF THE TASKS OF A DOCTOR ARE *MANIFOLD*, IS HE BUSY? *A

WOULD YOU BE LIKELY TO *EXECRATE* SOMEONE YOU ADMIRE? *B

SHOULD A PERSON RECEIVE ANY FORM OF PUNISHMENT FOR HIS *TRANSGRESSIONS*? *A

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IN *THE MAN WITHOUT A COUNTRY* THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTS OF NOLAN'S CRIME, PUNISHMENT, AND THE REASON FOR THE TYPE OF PUNISHMENT BY SELECTING THE ANSWER TO QUESTIONS BASED ON THE STORY. *3*

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

NOLAN WAS ON TRIAL BECAUSE
A. HIS ATTITUDE WAS POOR.
B. HE DAMNED HIS COUNTRY.
C. HE PARTICIPATED IN TREASON.
D. HE MADE THE JUDGE ANGRY.
E. HE WAS COWARDLY ON THE BATTLEFIELD.

NOLAN RECEIVED HIS PARTICULAR PUNISHMENT BECAUSE
A. HIS ATTITUDE WAS POOR.
*B. HE DAMNED HIS COUNTRY.
C. HE PARTICIPATED IN TREASON.
D. COLONEL MORGAN HAD SERVED IN THE REVOLUTION.
E. HE LAUGHED IN COURT.

WHICH OF THE FOLLOWING STATEMENTS *MOST COMPLETELY* DESCRIBES THE FORM OF NOLANS PUNISHMENT?
A. COURT MARTIAL
B. BANISHMENT TO EUROPE
C. EXECUTION BY HANGING
*D. LIFE IMPRISONMENT ABOARD SHIP
E. LOSS OF VOTING PRIVILEGES

IN *THE MAN WITHOUT A COUNTRY*, THE STUDENT WILL SHOW UNDERSTANDING OF CHARACTER BY SELECTING THE FACTORS THAT INFLUENCE NOLAN'S CHARACTER THROUGHOUT THE STORY.

DIRECTIONS - SELECT THE LETTER OF THE BEST ANSWER FOR EACH ITEM.

NOLAN HAD NOT DEVELOPED AN APPRECIATION OF AMERICA BECAUSE
A. HE HAD NOT ENJOYED ACADEMY LIFE.
B. HE WAS A RICH, YOUNG MAN.
C. AARON BURR FLATTERED HIM AND PROMISED HIM GREAT FORTUNE.
*D. HIS UPBRINGING WAS SUCH THAT THE UNITED STATES WAS NOT REAL TO HIM.

WHAT DID NOLAN FINALLY DECIDE ABOUT THE FAIRNESS OF HIS PUNISHMENT?
A. HE HAD BEEN PUNISHED UNJUSTLY.
B. HIS PUNISHMENT HAD BEEN TOO SEVERE.
*C. HIS PUNISHMENT WAS FAIR AND HE HAD DESERVED IT.
D. HIS PUNISHMENT WAS UNFAIR ALTHOUGH HE HAD DESERVED IT.

IN WHAT WAY DID NOLAN CHANGE AFTER READING SCOTTS POEM?
*A. HE BECAME MORE SHY AND WITHDRAWN.
B. HE BECAME ANGRY WITH HIS SENTENCE.
C. HE TENDED TO LOSE HIS TEMPER MORE OFTEN.
D. HE FINALLY WAS OVERCOME WITH DESPAIR.

WHY WAS THE INCIDENT OF NOLAN TRANSLATING THE SLAVES PLEAS ESPECIALLY IMPORTANT?
*A. HE FELT SO SORRY FOR THEM.
B. HE WAS PAINFULLY REMINDED OF HIS OWN HOMELESSNESS.
C. HE KNEW THEY WOULD NEVER GET BACK TO THEIR HOME.
D. HE HAD THE OPPORTUNITY TO MAKE A FRIEND OF THE NARRATOR.

WHAT DO NOLAN'S LAST REQUESTS REVEAL ABOUT HIS CHARACTER?
A. HE HAD BECOME A BITTER MAN.
B. HE HAD REMAINED UNPATRIOTIC.
*C. HE HAD BECOME HUMBLE AND PATRIOTIC.
D. HE HAD CREATED HIS OWN COUNTRY IN HIS ROOM AND HAD NO NEED FOR AMERICA.

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THE STUDENT CAN DEMONSTRATE UNDERSTANDING OF VOCABULARY WORDS FROM *THE MOST DANGEROUS GAME* BY RICHARD CONNEL BY DETERMINING WHETHER OR NOT THE SPECIFIED WORDS ARE USED CORRECTLY IN THE SENTENCES.

BASED ON YOUR UNDERSTANDING OF THE STARRED WORD, ANSWER EACH QUESTION EITHER YES OR NO.

A. YES
B. NO

**IS A BOOK *TANGIBLE*?**  A

WOULD AN *INDOLENT* PERSON PROBABLY BE VERY ACTIVE?  B

**IS CLEAR GLASS *OPAQUE*?**  B

WOULD A BEE STING PROBABLY BE A *LACERATED* WOUND?  B

WOULD A *BIZARRE* DRESS BE MOST APPROPRIATE FOR A CHURCH SERVICE?  B

WOULD AN *INCREDIBLE* STORY BE BEYOND BELIEF?  A

**IS THE EXPRESSION THANK YOU AN *AMENITY*?**  A

WOULD AN ILL-TEMPERED PERSON BE CONSIDERED *AFFABLE*?  B

WOULD YOU EXPECT AN *ARDENT* ATHLETE TO PRACTICE REGULARLY?  A

WOULD A PERSON IN A HURRY MAKE AN *IMPRUDENT* CHOICE?  A

WOULD *QUARRY* EVER BE EATEN?  A

TO THE PRIVATE INVESTIGATOR, WOULD A CLUE BE CONSIDERED AN *OBSTACLE*?  B

**IS A MAJOR CRIME ALWAYS *CONDONED*?**  B

MIGHT A SIMPLE COUNTRY GIRL TEND TO BE *NAIVE*?  A

IS BULL FIGHTING CONSIDERED BY MANY TO BE A *BARBAROUS* SPORT?  A

DOES A HUNTED CRIMINAL USUALLY TRY TO *ELUDE* THE LAW?  A

ARE WITCHES IN FAIRY TALES OFTEN PICTURED AS *GROTESQUE* CREATURES?  A

WOULD AN *OPIATE* BE USED TO HELP ONE STAY AWAKE?  B

WOULD YOU LIKE TO HAVE A *SALLOW* COMPLEXION?  B

COULD A GRANDFATHER BE CONSIDERED *WIZARLY*?  A

ARE *FUTILE* EFFORTS SUCCESSFUL?  B

**IS DEATH *INEVITABLE* WHEN A PERSON IS BITTEN BY A MAD DOG?**  B
WOULD A PERSON WHO IS LEARNING TO KNIT BE LIKELY TO CHOOSE AN *INTRICATE* PATTERN? *B

WOULD ONE BE LIKELY TO AVOID AN *IMPERATIVE* DUTY? *B

ARE SMALL CHILDREN USUALLY *APPREHENSIVE* ABOUT CHRISTMAS? *B

DOES A LEMON HAVE A *PUNGENT* TASTE? *A

WOULD A NINTH-STORY WINDOW WASHER LIKE TO HAVE A *PRECAUCIOUS* FOOTHOLD? *B

WOULD A CLEAR EXPLANATION BE A *PALPABLE* ONE? *A

WOULD YOU LIKE AN ENJOYABLE PARTY TO BE *PROLONAGED*? *A

WOULD A MATHEMATICS PROFESSOR BE LIKELY TO HAVE AN *ANALYTICAL* MIND? *A

COULD AN OLD MAN'S OVERSIZED SHOES AND THREE CORNERED HAT GIVE HIM A *DROLL* APPEARANCE? *A

ARE MOTHERS USUALLY *SOLICITOUS* ABOUT THEIR CHILDREN'S FUTURES? *A.

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE THE DETAILS OF THE PLOT AND QUALITIES OF MAJOR CHARACTERS IN THE STORY *THE MOST DANGEROUS GAME* BY SELECTING ANSWERS TO QUESTIONS BASED ON THE STORY. %34

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

WHO WAS THE MAIN CHARACTER?
*A. RAINSFORD
 B. WHITNEY
 C. ZAROFF

HOW DID RAINSFORD HAPPEN TO BE ON THE ISLAND?
*A. HIS SHIP WRECKED ON THE SHORE.
 B. HE FELL OVERBOARD AND SWAM TO SHORE.
 C. HE HAD BEEN INTERESTED IN THE ISLAND AND DECIDED TO VISIT IT.

WHY DID THE ISLAND HAVE A MYSTERIOUS QUALITY ABOUT IT?
*A. MEN WHO VISITED THERE SEEMED TO DISAPPEAR.
 B. THERE WERE CANNIBALS ON IT.
 C. IT SEEMED TO HAVE AN ELEMENT OF EVIL.

UPON REACHING THE ISLAND, WHAT WAS RAINSFORD'S IMMEDIATE REACTION?
*A. FEAR
 B. RELIEF
 C. ANGER

WHAT IS THE FIRST THING THAT AROUSES HIS CURIOSITY ABOUT THE ISLAND?
*A. BEFORE REACHING THE ISLAND HE HEARS A VOLLEY OF GUNSHOTS.
 B. HE SEES THE SIGNS OF A STRUGGLE.

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WHAT WORD BEST DESCRIBES GENERAL ZAROFF?
A. SAVAGE
B. CIVILIZED
C. NAIVE

WHEN ZAROFF IS ABLE TO FOLLOW RAINSFORD'S FALSE TRAIL, WHY DOESN'T HE KILL HIM?
A. HE REALLY ISN'T SURE THAT RAINSFORD IS THERE.
B. HE HAS FORGOTTEN A WEAPON.
C. HE DECIDES THAT HE WANTS ANOTHER DAY OF SPORT.

WHAT IS THE RESULT WHEN ZAROFF REACHES THE MALAY MAN CATCHER CONSTRUCTED BY RAINSFORD?
A. IT CATCHES IVAN.
B. ZAROFF RECOGNIZES IT AND STEPS ASIDE.
C. ZAROFF CHANGES COURSE AND DOES NOT COME NEAR IT.

WHAT IS THE RESULT WHEN ZAROFF REACHES THE BURMESE TIGER PIT CONSTRUCTED BY RAINSFORD?
A. ZAROFF FALLS IN BUT IS ONLY WOUNDED.
B. IVAN FALLS INTO IT AND IS KILLED.
C. ONE OF THE DOGS IS KILLED.

WHAT IS THE RESULT WHEN RAINSFORD TRIES A KNIFE TRAP HE LEARNED IN UGANDA?
A. IVAN IS KILLED BY IT.
B. ZAROFF IS WOUNDED BY IT.
C. IT DOESN'T FUNCTION CORRECTLY.

WHAT DOES RAINSFORD FINALLY DO IN AN EFFORT TO SAVE HIMSELF?
A. HE CLIMBS A HIGH TREE.
B. HE DIVES INTO THE WATER.
C. HE ATTEMPTS TO LEAD ZAROFF INTO THE QUICKSAND.

WHY WAS ZAROFF LIVING ON THE ISLAND?
A. HE HAD BEEN EXILED FROM RUSSIA.
B. HE WAS HIDING FROM THE LAW.
C. HE WANTED TO CREATE HIS OWN HUNTING GROUND.

WHERE DID ZAROFF GET THE GAME FOR HIS HUNTING?
A. HE BOUGHT SLAVES AND IMPORTED THEM.
B. HE SET A TRAP FOR PASSING SHIPS.
C. HE USED NATIVES OF THE ISLAND.

WHAT WEAPON WAS THE HUNTED ALLOWED TO HAVE?
A. A ROPE
B. A KNIFE
C. A SMALL PISTOL

WHERE DID RAINSFORD FINALLY CONFRONT ZAROFF?
A. IN DEATH SWAMP
B. IN THE CELLAR
C. IN ZAROFF'S BEDROOM

WHAT WAS THE NAME OF THE ISLAND WHERE RAINSFORD FOUND HIMSELF?
A. SUPERSTITION ISLAND
B. SHIPWRECK ISLAND
C. SHIP TRAP ISLAND
D. CANNIBAL ISLAND
AS A HUNTER, HOW DOES RAINSFORD FEEL TOWARD THE HUNTED ANIMAL?

*A. HE FEELS NO SYMPATHY FOR THEM.*  
*B. HE IS SORRY TO KILL THEM.*  
*C. HE ENJOYS THEIR SUFFERING.*  
*D. HE THINKS THEY ARE DANGEROUS AND MUST BE KILLED.*

IN RAINSFORD'S OPINION, WHITNEY'S ATTITUDE TOWARD THE HUNTED ANIMAL SHOWS HIM TO BE

*A. A REALIST.*  
*B. GETTING SOFT.*  
*C. AFRAID TO HUNT JAGUARS.*  
*D. UNSYMPATHETIC TOWARD GAME ANIMALS.*

WHAT CAUSED RAINSFORD TO FALL OVERBOARD?

*A. HE LUNGED FOR HIS PIPE AND LOST HIS BALANCE.*  
*B. HE SLIPPED ON AN OIL SPILL AND THE WIND BLEW HIM OVER.*  
*C. HE LEAPED ONTO THE RAIL AND THE WIND BLEW HIM OVER.*  
*D. HE TRIED TO HELP A CREW MEMBER AND FELL INTO THE SEA.*

WHAT WAS THE FIRST THING RAINSFORD DID AFTER HE DRAGGED HIMSELF TO SHORE?

*A. HE WENT SEARCHING FOR THE SOURCE OF THE RIFLE SHOTS.*  
*B. HE WENT LOOKING FOR FOOD AND SHELTER.*  
*C. HE FELL FAST ASLEEP FROM EXHAUSTION.*  
*D. HE SAT DOWN AND THOUGHT ABOUT HIS SITUATION.*

WHY DIDN'T IVAN RESPOND WHEN RAINSFORD INTRODUCED HIMSELF?

*A. HE WAS A SAVAGE.*  
*B. HE WAS A DEAF MUTE.*  
*C. HE DID NOT UNDERSTAND ENGLISH.*  
*D. HE WAS STARTLED TO SEE RAINSFORD.*

WHAT WAS IT ABOUT GENERAL ZAROFF THAT FIRST MADE RAINSFORD UNCOMFORTABLE?

*A. HIS HABIT OF APOLOGIZING FOR HIS ELABORATE HOUSE AND FOR ITS ACCOMODATIONS.*  
*B. HIS HABIT OF STUDYING HIS GUEST AND APPRAISING HIM NARROWLY.*  
*C. HIS EMPLOYMENT OF ONLY ONE STRANGE, MAN SERVANT TO DO ALL HIS WORK.*  
*D. HIS PASSION FOR HURTING WILD ANIMALS ALL OVER THE WORLD.*

WHAT IS THE MEANING OF ZAROFF'S STRANGE REMARK, "I HAVE INVENTED A NEW SENSATION"?

*A. NOW HE PREFERS DINING GRACIOUSLY TO HUNTING.*  
*B. NOW INSTEAD OF HUNTING ANIMALS HE PRESERVES THEM.*  
*C. HE HUNTS MEN NOW INSTEAD OF ANIMALS.*  
*D. HE HAS FELT FEAR WITH THE APPEARANCE OF RAINSFORD.*

WHY HAD ZAROFF LEFT RUSSIA?

*A. HE WANTED TO HUNT JAGUARS.*  
*B. HE KILLED A MAN.*  
*C. IT BECAME NECESSARY AFTER THE RUSSIAN REVOLUTION.*  
*D. THERE WERE NO MORE GAME ANIMALS IN RUSSIA.*

THE HUNT IS TO ZAROFF AS -

*A. THE PROBLEM IS TO THE MATHEMATICIAN.*  
*B. THE WINE IS TO THE GOURMET.*  
*C. THE SERVANT IS TO THE MASTER.*  
*D. AS WHITNEY IS TO RAINSFORD.*
WHY IS IT SO IMPORTANT FOR ZAROFF TO CONTINUE HUNTING?
A. TO MAINTAIN HIS REPUTATION AS A HUNTER.
B. HE HAS SO MUCH MONEY INVESTED IN EQUIPMENT.
C. HE RECEIVES SUCH SATISFACTION FROM CATCHING THE ANIMALS.
D. IT IS HIS ONE MAIN PURPOSE FOR LIVING.

ZAROFF'S DISAPPOINTMENT IN HUNTING IS DUE TO HIS REALIZATION THAT
A. HIS PHYSICAL CONDITION ISN'T AS GOOD AS IT WAS.
B. HE HAS HUNTED EVERY POSSIBLE KIND OF ANIMAL.
C. ANIMAL INSTINCT IS NO MATCH FOR HUMAN REASON.
D. HIS ISLAND DOESN'T HAVE ENOUGH HIDING PLACES FOR HUNTED ANIMALS.

FOR ZAROFF, WHAT ARE THE ATTRIBUTES OF THE IDEAL QUARRY?
A. COURAGE, CUNNING, AND REASON
B. COURAGE, STRENGTH, AND CUNNING
C. STRENGTH, SWIFTNESS, AND CUNNING
D. BEAUTY, SWIFTNESS, AND COURAGE

HOW DOES ZAROFF FEEL ABOUT THE GAME HE NOW USES IN HIS HUNTING?
A. THEY PROVIDE AN IDEAL CHALLENGE FOR HIM.
B. BEING WEAK, THEY ARE FAIR GAME FOR THE STRONG.
C. THEY ENJOY THE CONTEST HE PROVIDES.
D. THEY DESERVE HIS HATRED AND REVENGE.

WHAT DOES ZAROFF DO FOR THE HUNTED TO PROVIDE AN ELEMENT OF FAIRNESS IN THE HUNTING?
A. HE PROVIDES THEM WITH A WEAPON AND GIVES THEM A HEAD START.
B. HE HAS A BOAT ON SHORE TO BE USED BY THOSE WHO ESCAPE.
C. HE SEES THAT THEY RECEIVE RIGOROUS PHYSICAL TRAINING.
D. HE LETS THEM GO IF THEY ARE NOT CAUGHT FOR A WEEK.

WHAT CHOICE DOES ZAROFF GIVE TO THE HUNTED?
A. THEY CAN PARTICIPATE OR BE TURNED LOOSE.
B. THEY CAN PARTICIPATE OR BE TURNED OVER TO IVAN.
C. THEY WILL BE THROWN TO THE DOGS OR PARTICIPATE IN THE HUNT.
D. THEY CAN PARTICIPATE IN THE HUNT OR BECOME SERVANTS LIKE IVAN.

WHY DOES ZAROFF SEEM TO BE BORED WITH THE NEW GAME HE IS USING IN THE HUNTING?
A. HE IS FINDING THAT IT TAKES TOO LONG TO HUNT THEM.
B. THEY REFUSE TO PARTICIPATE IN THE HUNT.
C. HE IS BEGINNING TO FEEL SYMPATHY FOR THE HUNTED.
D. THEY ARE UNABLE TO PROVIDE EXCITING CHALLENGES.

WHAT CHOICE IS OFFERED TO RAINSFORD IF HE REFUSES TO HUNTING?
A. HE WILL BE TURNED OVER TO IVAN, ONCE A KNOUTER TO THE CZAR.
B. HE WILL BE RELEASED IF HE AGREES NOT TO MENTION THE ISLAND.
C. HE WILL BE FORCED TO CONTINUE AS ZAROFF'S GUEST.
D. HE WILL HAVE TO TRUST ZAROFF TO DISCUSS HIS FATE WITH HIM LATER.

ONE OF ZAROFF'S MAJOR REGRETS WHEN THE HUNT ENDED WAS
A. THE LOSS OF HIS BEST HUNTING DOG.
B. THAT HE HAD LOST CONTROL OF THE CLIMAX OF THE HUNT.
C. THAT HE WOULD SOMEHOW HAVE TO ACQUIRE NEW GAME.
D. THAT HE HAD LOST A GOOD FRIEND IN RAINSFORD.
THE STUDENT WILL SHOW KNOWLEDGE OF THE PLOT OF THE MOST DANGEROUS GAME* BY ARRANGING IN ORDER GIVEN DETAILS OF THE STORY.

1. GENERAL ZAROFF WAS STILL ON HIS FEET, BUT IVAN WAS NOT.
2. THE DEAD TREE CRASHED DOWN AND STRUCK THE GENERAL A GLANCING BLOW ON THE SHOULDER.
3. THE GENERALS EYES HAD LEFT THE GROUND AND WERE TRAVELING INCH BY INCH UP THE TREE.
4. HE HAD NEVER SLEPT IN A BETTER BED, RAINSFORD DECIDED.

DIRECTIONS
SELECT FROM THE ABOVE THE ORDER IN WHICH THE QUOTATIONS APPEAR IN THE MOST DANGEROUS GAME*.

A. 1, 2, 3, 4
B. 4, 3, 2, 1
C. 2, 3, 1, 4
D. 3, 2, 1, 4

THE STUDENT WILL SHOW COMPREHENSION OF CONFLICT IN A SHORT STORY HE HAS READ BY SELECTING THE TYPE OF CONFLICT WHICH EXISTS BETWEEN GIVEN CHARACTERS. BASED ON THE MOST DANGEROUS GAME*.

THE CONFLICT BETWEEN RAINSFORD AND ZAROFF IS
A. PHYSICAL ONLY.
B. INTELLECTUAL ONLY.
C. PHYSICAL AND INTELLECTUAL.

THE CONFLICT BETWEEN RAINSFORD AND WHITNEY IS
A. PHYSICAL ONLY.
B. INTELLECTUAL ONLY.
C. PHYSICAL AND INTELLECTUAL.

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CLIMAX OF A GIVEN SHORT STORY BY SELECTING ITS CLIMAX FROM A GIVEN LIST. BASED ON THE MOST DANGEROUS GAME*.

THE CLIMAX OF THE MOST DANGEROUS GAME* IS THE POINT AT WHICH
A. RAINSFORD LEAPED FAR OUT INTO THE SEA.
B. THE LAST OF RAINSFORDS TRICKS FAILED.
C. GENERAL ZAROFF GAVE UP THE CHASE.
D. RAINSFORD SLEPT SOUNDLY IN BED.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE THE RELATIONSHIPS OF EVENTS IN *THE NEW KID* BY CORRECTLY SELECTING THE BEST ANSWER TO THE GIVEN QUESTIONS.  %20

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT PROBABLY WOULD HAVE HAPPENED IF THE NEW KID HAD BEEN AN AVERAGE BALL PLAYER?

*A. MARTY WOULD CONTINUE TO BE TEASED BY THE OTHER BOYS.*
*B. THE NEW KID WOULD HAVE BECOME A HERO TO THE GROUP.*
*C. MARTY AND THE NEW KID WOULD HAVE BECOME GOOD FRIENDS.*

WHAT SOLE FUNCTION DOES HOWIE PLAY IN THE SHORT STORY?

*A. HE IS A FOIL FOR MARTY.*
*B. HE IS MARTY'S CHIEF ANTAGONIST.*
*C. HE IS THE LINK BETWEEN MARTY AND THE NEW KID.*

THE STUDENT WILL DEMONSTRATE HIS RECALL OF THE SHORT STORY *THE NEW KID* BY CORRECTLY FINISHING GIVEN STATEMENTS BASED ON THE STORY.  %36

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE AGES OF THE BOYS IN THE GROUP WERE

*A. 8-11.*
*B. 11-14.*
*C. 14-17.*

PUNCHBALL WAS A GAME SIMILAR TO

*A. BASEBALL.*
*B. FOOTBALL.*
*C. BASKETBALL.*

THE SETTING OF THE STORY WAS

*A. RURAL.*
*B. SUBURBAN.*
*C. URBAN.*

MARTY TREATS THE NEW KID ABOUT THE SAME WAY THAT MARTY IS TREATED BY

*A. GELBERG.*
*B. EDDIE.*
*C. HOWIE.*

MARTY IS ANXIOUS TO PLAY BALL BECAUSE

*A. HERE HE MIGHT PROVE TO THE GROUP THAT HE BELONGS.*
*B. HERE HE CAN PROVE TO HIMSELF THAT HE IS THE BEST BALL PLAYER IN THE GROUP.*
*C. HE IS NEW TO THE NEIGHBORHOOD AND THIS IS A WAY OF MEETING PEOPLE.*

DURING THE GAME MARTY CONTINUOUSLY EYES THE NEW KID BECAUSE
A. HE WANTS TO BE FRIENDLY WITH HIM.
B. HE WANTS TO SEE WHETHER THE NEW KID IS A GOOD PLAYER OR NOT.
C. HE WISHES TO TEACH THE NEW KID HOW TO PLAY BALL.

THE STUDENT CAN SHOW HIS KNOWLEDGE OF THE PLOT DETAILS IN THE RANSOM OF RED CHIEF BY O. HENRY BY ANSWERING QUESTIONS BASED ON THE STORY.%10

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

WHY DID BILL AND SAM CHOOSE THE TOWN OF SUMMIT IN WHICH TO STAGE THEIR KIDNAPPING?
A. IT WAS OBVIOUSLY WEALTHY.
B. EVERYONE IN TOWN WAS HARMLESS.
C. IT WAS DOWN SOUTH, IN ALABAMA.
D. THERE WAS A LIMITED POLICE FORCE.

WHAT WAS THE BOYS REACTION WHEN BILL AND SAM FIRST ADDRESSED HIM?
A. HE BEGAN TO CRY.
B. HE FOUGHT THEM.
C. HE TRIED TO RUN INTO THE HOUSE.
D. HE ATTEMPTED TO HIDE UNDER THE PORCH.

ONCE KIDNAPPED AND TAKEN TO THE CAVE, WHAT WAS THE BOYS REACTION?
A. HE SAT IN THE CORNER AND CRIED.
B. HE BEGGED TO GO HOME.
C. HE BEGAN TO BULLY BILL.
D. HE TRIED TO FIND OUT THE KIDNAPPERS PLANS.

WHAT WAS RED CHIEFS ATTITUDE TOWARD GOING HOME?
A. HE DECIDED HE LIKED CAMPING OUT BETTER.
B. HE BEGGED TO BE TAKE HOME.
C. HE MISSED THE FUN HE HAD HAD AT HOME.
D. HE TRIED TO RUN DOWN THE MOUNTAIN TOWARD HOME.

HOW DID THE TOWN REACT TO THE KIDNAPPING?
A. THEY ARMED THEMSELVES WITH PITCHFORKS AND BEGAN HUNTING FOR THE BOY.
B. THEY APPEARED TO BE UNAWARE OF THE KIDNAPPING.
C. THEY PUBLICIZED THE KIDNAPPING IN THE NEWSPAPERS.
D. THEY BEGAN TO DRAG THE CREEK IN AN ATTEMPT TO LOCATE THE BOY.

IN AN EFFORT TO MAKE THE BOY BEHAVE, WHAT THREAT DID SAM FINALLY MAKE?
A. HE WOULD HAVE TO PUNISH HIM.
B. HE WOULD NOT GET IN TOUCH WITH THE BOYS FATHER.
C. HE WOULD SEND THE BOY HOME.
D. HE WOULD TIE HIM TO A CHAIR.

WHY DID SAM AND BILL DECIDE TO CHANGE THE AMOUNT OF RANSOM FROM TWO THOUSAND DOLLARS TO FIFTEEN HUNDRED DOLLARS?
A. THEY WERE AFRAID THE LARGER AMOUNT WOULD DRAW TOO MUCH PUBLICITY.
B. SAM THOUGHT THEY'D HAVE TO WAIT TOO LONG FOR THE LARGER
AMOUNT: 3

1. THEY THOUGHT IT WOULD BE DIFFICULT FOR THE FATHER TO RAISE THE MONEY.

*2. SAM FELT THAT THE FATHER WOULDN'T PAY THE LARGER AMOUNT.

WHY DID BILL ATTEMPT TO SEND THE BOY HOME?

A. RED CHIEF WAS OBVIOUSLY SO UNHAPPY.

*B. HE FELT IT WAS THE ONLY WAY TO PRESERVE HIS SANITY.

C. RED CHIEF KEPT TRYING TO RUN AWAY.

D. HE FELT THAT EBENEZER WAS NOT GOING TO PAY ANYWAY.

WHAT WAS EBENEZER DORSET'S RESPONSE TO THE RANSOM NOTE?

A. HE IMMEDIATELY CALLED THE POLICE.

B. HE SENT ONE THOUSAND DOLLARS TO THE KIDNAPPERS.

*C. HE SUGGESTED THAT THE KIDNAPPERS PAY HIM.

D. HE REFUSED TO PARTICIPATE IN ANY EXCHANGE OF MONEY.

WHY DID SAM AND BILL DECIDE TO PAY EBENEZER THE TWO HUNDRED AND FIFTY DOLLARS?

A. THEY WERE AFRAID OF HAVING TROUBLE WITH THE POLICE.

B. THEY DECIDED IT WAS THE ONLY WAY TO DISCOURAGE THE SEARCHES.

*C. THEY HAD HEARD OF A BETTER DEAL AND WANTED TO GET AWAY QUICKLY.

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF IRONY BY SELECTING THE ANSWER THAT SHOWS THE IRONY OF THE GIVEN SITUATION BASED ON "THE RANSOM OF RED CHIEF* BY O. HENRY." 0169

DIRECTIONS - CHOOSE THE ANSWER THAT BEST SHOWS THE IRONY OF THE SITUATION*

BILL AND SAM KNEW THE DORSETS WOULD BE FRANTIC OVER JOHNNY'S DISAPPEARANCE. IRONICALLY:

A. THEY CALMLY HIRED DETECTIVES.

B. THEY DIDN'T WANT HIM BACK.

C. THEY WOULDN'T TAKE HIM BACK.

D. THEY PAID ONLY HALF THE RANSOM DEMAND.

SAM AND BILL EXPECTED RED CHIEF WOULD WANT TO GO HOME. IRONICALLY:

A. HE RAN AWAY THE FIRST NIGHT.

B. HE WANTED TO GO TO HIS UNCLE'S HOME INSTEAD.

*C. HE WANTED TO STAY WITH THEM.

D. HE WANTED TO GO ON A TRIP WITH THEM.

THE KIDNAPPERS REQUESTED FIFTEEN HUNDRED DOLLARS RANSOM MONEY. IRONICALLY:

A. THE PARENTS ONLY PAID HALF THE DEMAND.

B. THE PARENTS LEFT AN ADDITIONAL FIVE HUNDRED DOLLARS.

C. SAM AND BILL WERE UNABLE TO SEND THE RANSOM NOTE.

D. SAM AND BILL HAD TO PAY TWO HUNDRED AND FIFTY DOLLARS TO RETURN THE BOY.

THE KIDNAPPERS CHOSE SUMMIT BECAUSE IN THE RURAL TOWN THERE WOULD BE INADEQUATE LAW ENFORCEMENT AND PUBLICITY. IRONICALLY:

A. THE DORSETS DIDN'T REPORT JOHNNY'S DISAPPEARANCE.

B. THE NEIGHBORS FORMED A SEARCH PARTY.

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C. THE FBI WAS CALLED IN.
D. THE BLOODHOUNDS WERE EFFICIENT.

A KIDNAPPED CHILD WOULD PROBABLY BE TEARFUL AND FRIGHTENED.
IRONICALLY,
A. RED CHIEF ONLY CRIED THE FIRST NIGHT.
B. RED CHIEF WAS FRIGHTENED OF SAM BUT NOT OF BILL.
C. RED CHIEF WAS ANGRY RATHER THAN FRIGHTENED.
*D. RED CHIEF TERRORIZED THE KIDNAPPERS.

THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY WORDS USED IN 'THE RANSOM OF RED CHIEF' BY O. HENRY BY SELECTING THE SYNONYMS OF SPECIFIED WORDS.

DIRECTIONS - CHOOSE THE SYNONYM OF THE STARRED WORD.

A. *FRAUDULENT* SCHEME
   *A. CHEATING
   B. HONEST
   C. FRIGHTENING
   D. FRANK

THE APPEARANCE OF AN *APPARITION*
A. SUBSTITUTE
B. LIGHT
C. THOUGHT
*D. GHOST

SOME *LACKADAISICAL* BLOODHOUNDS
A. FEROCIOUS
B. LISTLESS
C. ENERGETIC
D. LOYAL

*RECONNOITER* THE LANDSCAPE
A. REPLENISH
B. INCLOSE
C. RECOGNIZE
*D. EXAMINE

*DOTING* PARENTS
A. DEVOTED
B. HATEFUL
C. WEALTHY
D. HALFWITTED

*SOMNOLENT* MOOD
A. ALERT
B. SUSPICIOUS
*C. SLEEPY
D. ANGRY

*COLLABORATE* WITH BILL
A. FIGHT
B. ARGUE
*C. COOPERATE
D. COLLECT
PROCLIVITY TO STUDY
* A. TENDENCY
  B. DESIRE
  C. INTENTION
  D. SCHEME

*SUBJUGATED* BY RED CHIEF
A. SUBMITTED
  B. BOTHERED
  C. OVERCOME
  D. BRAINWASHED

A. *PALATABLE* SUBSTITUTE
  A. TASTY
  B. TASTELESS
  C. BITTER
  D. INADEQUATE

THE STUDENT WILL SHOW KNOWLEDGE OF THE CHARACTERISTICS OF A SHORT STORY BY SELECTING THE DISTINGUISHING CHARACTERISTICS FROM AMONG ALTERNATIVES. %10

BELOW ARE SEVERAL CHARACTERISTICS OF DIFFERENT TYPES OF LITERATURE. READ THEM CAREFULLY.
A. SHORT
  B. LENGTHY
  C. BIOGRAPHICAL
  D. FICTIONAL
  E. CREATING A SINGLE IMPRESSION
  F. ANALYTICAL
  G. INTERPRETATIVE
  H. RHYTHMICAL
  I. THEORETICAL

THERE ARE THREE CHARACTERISTICS IN THE LIST ABOVE THAT DISTINGUISH THE SHORT STORY FROM OTHER FORMS OF LITERATURE. CHOOSE THE NUMBER OF THE THREE CHARACTERISTICS BELOW WHICH IS CORRECT.
* A. A, D* AND E
  B. A, C* AND F
  C. C, D* AND E
  D. C, D* AND B

MECHANICS

THE STUDENT WILL SHOW UNDERSTANDING OF RULES OF CAPITALIZATION BY CHOOSING TO CAPITALIZE OR NOT TO CAPITALIZE WORDS IN GIVEN SENTENCES. %50

DIRECTIONS - SELECT THE ANSWER WHICH SHOWS PROPER CAPITALIZATION
OF THE WORD.
IN THE FOLLOWING SENTENCES THE $ SIGN WILL DENOTE THE FIRST LETTER OF EACH WORD AS A CAPITAL LETTER.

WILL THE GREAT PUMPKIN COME ON 0
A. HALLOWEEN
*B. SHALLOWEEN

CHECK IN AT OUR SCHOOLS WHEN YOU'VE BEEN ABSENT.
*A. OFFICE
B. SOFFICE

THE NUMBER OF PEOPLE ENTERING THE VOCATION OF IS INCREASING.
*A. ENGINEERING
B. ENGINEERING

THE OFFERS MANY FINE SELECTIONS.
A. BOOK-OF-THE-MONTH CLUB
*B. SBOOK-OF-THE-$MONTH $CLUB

THE BROKE WHEN I DROPPED IT.
A. THERMOS BOTTLE
*B. $THERMOS BOTTLE
C. $THERMOS $BOTTLE

THE CLERK RECOMMENDED
A. GENERAL ELECTRIC LIGHT BULBS
B. $GENERAL ELECTRIC LIGHT BULBS
*C. $GENERAL $ELECTRIC LIGHT BULBS
D. $GENERAL $ ELECTRIC $LIGHT BULBS
E. $ GENERAL $ ELECTRIC $LIGHT $BULBS

OUR FOREFATHERS HAS BEEN ALTERED VERY LITTLE.
A. DECLARATION OF INDEPENDENCE
B. SDECLARATION OF INDEPENDENCE
*C. $DECLARATION OF $INDEPENDENCE
D. SDECLARATION SOF $INDEPENDENCE

THE RACES MUST WORK FOR MUTUAL UNDERSTANDING.
*A. BLACK AND WHITE
B. SBLACK AND $WHITE
C. BLACK AND $WHITE
D. $BLACK AND WHITE

AMERICAN WAS FIRST INHABITED BY THE
A. SAMERICAN INDIANS
B. AMERICAN INDIANS
*C. SAMERICAN $ INDIANS
D. AMERICAN $INDIANS

MY BEST FRIEND LIVES ON
A. FIFTY-NINTH STREET
B. SFIFTY-NINTH STREET
*C. SFIFTY-NINTH $TREET
D. SFIFTY-SNINTH $TREET

THE WAS VERY CROWDED WHEN WE SHOPPED THERE.
A. OAK BROOK CENTER
B. SOAK BROOK CENTER
C. SOAK BROOK $CENTER
I met in his office to discuss my term paper.
A. Professor Mackel
B. Professor Smackel
C. Professor Mackel
D. Professor Smackel

The walked into the senate to deliver his address.
A. President
B. President

Hi, O
A. Dad
B. Dad

I'll ask my if he can take us.
A. Dad
B. Dad

I think my Sandra is coming to see the play.
A. Aunt
B. Aunt

Sharon called her to see if she could stay with her.
A. Aunt
B. Aunt

What time should I be home.
A. Mom
B. Mom

Judy, your just called for you.
A. Mom
B. Mom

The was the first manned spacecraft to circle the moon.
A. Apollo VIII
B. Apollo VIII

The last of the luxury ships, the has abandoned the high seas.
A. Queen Elizabeth
B. Queen Elizabeth
C. Queen Elizabeth
D. Queen Elizabeth

Our tour of was the high point of the excursion in Washington, D.C.
A. The White House
B. The White House
C. The White House
D. The White House

What is showing at 0
A. The Victor Theatre
B. The Victor Theatre
C. The Victor Theatre
D. The Victor Theatre

One political party in Eastern Europe that has many followers
IS  
A. COMMUNISM  
*B. $COMMUNISM

ARE THE CONVENTIONS OF THE  
*A. $DEMOCRATS AND $REPUBLICANS  
B. DEMOCRATS AND REPUBLICANS

AMERICANS FEEL FORTUNATE TO LIVE IN A  
*A. DEMOCRACY  
B. $DEMOCRACY

THE AMERICAN REVOLUTIONISTS WERE SERIOUSLY HAMPERED BY THE  
*A. TORIES  
*B. STORIES

THE RELIGIONS HAVE A LARGE NUMBER OF FOLLOWERS.  
A. JEWISH AND MOSLEM  
*B. $JEWISH AND MOSLEM  
C. JEWISH AND $MOSLEM  
*D. SJEWISH AND SMOSLEM

THE BOOK SACRED TO THE JEWS IS  
*A. THE TORAH  
*B. THE STORAH  
C. $THE STORAH

I WAS PROPERLY INTRODUCED TO MY FATHERS EMPLOYER.  
*A. $MR. C. A. FORAM  
B. MR. C. A. $FORAM  
C. MR. SC. A. $FORAM  
D. $MR. SC. A. $FORAM  
*E. SMR. SC. A. $FORAM

CORY IS ON A SWIMMING TEAM AT  
A. THE Y.W.C.A.  
B. THE SY.SW.SC.A.  
*C. THE SY.SW.SC.SA.  
D. $THE SY.SW.SC.SA.

ON THIS DREARY, GLOOMY DAY, MY THOUGHTS TURN TO  
*A. SPRING  
B. $SPRING

SINCE JOANN IS AN AVID SKIER, HER FAVORITE SEASON IS  
*A. WINTER  
B. $WINTER

ALTHOUGH MY IS OLD, HES STILL A GOOD WATCH DOG.  
A. GERMAN SHEPHERD  
*B. $GERMAN SHEPHERD  
C. GERMAN $SHEPHERD  
D. $GERMAN $SHEPHERD

THE MOST POPULAR ANIMAL AT THE PET SHOW WAS THE  
*A. GUINEA PIG  
B. $GUINEA PIG  
C. GUINEA $PIG  
D. $GUINEA $PIG

SMALL, SHIVERING STOOD ON THE DOORSTEP.
A Cocker Spaniel 3101151
B $Cocker Spaniel 3101151
C Cocker $spaniel 3101151
D $Cocker $spaniel 3101151

America's national bird is the
*A. Eagle 3101152
B. $Eagle 3101152

I want to go to the college in the
*A. East 3101153
B. $East 3101153

We'll take your suggestion and travel next summer.
*A. North 3101154
B. $North 3101154

Turn when you get to main street.
*A. South 3101155
B. $South 3101155

The world awaits the outcome of the conflict in
*A. Southeast Asia 3101156
B. $Southeast Asia 3101156
C Southeast $Asia 3101156
D. $Southeast $Asia 3101156

An epidemic of the nearly closed our school.
*A. Asian Flu 3101157
B. Asian $Flu 3101157
C. $Asian Flu 3101157
D. $Asian $Flu 3101157

I caught the from my older brother.
*A. Mumps 3101158
B. $Mumps 3101158

My grandmother lines her window sills with
*A. African Violets 3101159
B. African $violets 3101159
C. $African Violets 3101159
D. $African $violets 3101159

Jimmy accidentally stepped on the when he ran after the ball.
*A. Petunias 3101160
B. $Petunias 3101160

The guests complimented the hostess on the
*A. Beef Stroganoff 3101161
B. Beef $Stroganoff 3101161
C. $Beef Stroganoff 3101161
D. $Beef $Stroganoff 3101161

My little sister incessantly practices her
*A. Clarinet 3101162
B. $Clarinet 3101162

My favorite class, of course, is
*A. Language Arts 3101163
B. Language $Arts 3101163
WE ARE REQUIRED TO TAKE ONE COURSE IN
A. AMERICAN HISTORY
B. AMERICAN HISTORY
*C. $AMERICAN HISTORY
D. $AMERICAN HISTORY

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE STANDARD RULES OF CAPITALIZATION BY SELECTING THE CORRECTLY CAPITALIZED ITEM FROM A GROUP OF WORDS. %2π

DIRECTIONS
SELECT THE ALTERNATIVE THAT IS CORRECTLY CAPITALIZED. THE $ WILL DENOTE THE FIRST LETTER OF THE WORD IS CAPITALIZED.

*A. $INDIANS  
B. $NATIONAL  
C. $RACE  
D. $TRIBE

A. DOCTOR $SMITH  
*B. $DOCTOR $SMITH  
C. A $DOCTOR

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE DIFFERENCES BETWEEN POSSESSIVES AND CONTRACTIONS BY CORRECTLY IDENTIFYING EACH. %4π

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE ONLY POSSESSIVE IN THE FOLLOWING LIST IS
*A. ITS  
B. THERE'S  
C. WHO'S  
D. THEY'RE

THE ONLY POSSESSIVE IN THE FOLLOWING LIST IS
A. IT'S  
B. THERE'RE  
*C. WHOSE  
D. YOU'RE

THE ONLY CONTRACTION IN THE FOLLOWING LIST IS
A. YOURS  
*B. YOU'RE  
C. ITS  
D. WHOSE

THE ONLY CONTRACTION IN THE FOLLOWING LIST IS
A. THEIRS  
B. ITS  
*C. SHE'S
THE STUDENT WILL SHOW HIS COMPREHENSION OF THE USE OF SEMICOLONS
BY SELECTING SENTENCES WHICH ARE CORRECTLY PUNCTUATED WITH SEMICOLONS.

SELECT THE SENTENCE WHICH IS CORRECTLY PUNCTUATED.
NOTE -- A $ SIGN DENOTES A SEMICOLON IN THE FOLLOWING SENTENCES.
A. SOME STUDENTS STUDY LATE AT NIGHTS AND OTHERS GET UP EARLY TO STUDY.
B. SOME STUDENTS STAY UP LATE AND DO THEIR HOMEWORK, WHILE OTHERS GET UP EARLY TO STUDY.
C. SOME STUDENTS STAY UP LATE TO DO THEIR HOMEWORK, HOWEVER, THEY ARE USUALLY SLEEPY IN CLASS THE NEXT DAY.
*D. SOME STUDENTS STAY UP LATE AT NIGHT DOING THEIR HOMEWORKS OTHERS GET UP EARLY TO STUDY.

THE STUDENT WILL SHOW UNDERSTANDING OF RULES FOR PUNCTUATING SUBORDINATE AND INDEPENDENT CLAUSES BY CORRECTLY PUNCTUATING SENTENCES EMPLOYING THEM.

CHOOSE THE ANSWER THAT SHOWS CORRECT PUNCTUATION OF THE SENTENCE GIVEN.
THE $ SIGN WILL DESIGNATE A SEMICOLON IN THE FOLLOWING SENTENCES.

ALTHOUGH DAD LIKES FOOTBALL GAMES MOTHER AND I DONT CARE FOR THEM.
A. ALTHOUGH,
*B. ALTHOUGH DAD LIKES FOOTBALL GAMES,
C. ALTHOUGH, DAD LIKES FOOTBALL GAMES,
D. NO CORRECTIONS

THE GAME ENDED WHEN THE PLAYERS BEGAN TO FIGHT.
A. THE GAME ENDED, WHEN
B. THE GAME ENDED WHEN,
*C. THE GAME ENDED, WHEN,
*D. NO CORRECTIONS

THE NEW STUDENT WALKED IN SHYLY AND ALL THE TALKING CEASED.
*A. THE NEW STUDENT WALKED IN SHYLY, AND
B. THE NEW STUDENT WALKED IN SHYLY AND,
C. THE NEW STUDENT WALKED IN SHYLY, AND,
*D. THE NEW STUDENT WALKED IN SHYLY

HE SPOKE AT GREAT LENGTH WHEN THE LEGISLATURE CONVENER.
A. HE SPOKE AT GREAT LENGTH;
B. HE SPOKE AT GREAT LENGTH WHEN;
*C. HE SPOKE AT GREAT LENGTH, WHEN;
*D. NO CORRECTION

I WALKED QUICKLY TOWARD THE DISTURBANCE THEN I SAW WHAT THE TROUBLE WAS.
A. I WALKED QUICKLY TOWARD THE DISTURBANCE,
B. I WALKED QUICKLY TOWARDS THE DISTURBANCE,
*C. I WALKED QUICKLY TOWARD THE DISTURBANCE,
*D. NO CORRECTION
B. I WALKED QUICKLY TOWARD THE DISTURBANCE THEN.
C. I WALKED QUICKLY TOWARD THE DISTURBANCE THEN.
*D. I WALKED QUICKLY TOWARD THE DISTURBANCES THEN
E. NO CORRECTIONS

SINCE CAMP WAS NOT FAR FROM HOME I DID NOT FEEL LONELY.
*A. SINCE CAMP WAS NOT FAR FROM HOME
B. SINCE CAMP WAS NOT FAR FROM HOME
C. SINCE CAMP WAS NOT FAR FROM HOME
D. NO CORRECTION

BECAUSE LINCOLN IS ADMIREID TODAY WE FORGET THAT SOME PEOPLE IN
HIS OWN TIME DISLIKED HIM.
A. BECAUSE, LINCOLN IS ADMIREID TODAY
B. BECAUSE, LINCOLN IS ADMIREID TODAY
*C. BECAUSE LINCOLN IS ADMIREID TODAY
D. NO CORRECTION

THE BALL GAME WAS OVER AND THE PLAYERS OF OPPOSING TEAMS SHOOK
HANDS.
A. THE BALL GAME WAS OVER AND
*B. THE BALL GAME WAS OVER AND
C. THE BALL GAME WAS OVER AND
D. NO CORRECTIONS

HE WALKED SLOWLY BECAUSE HE WAS VERY TIRED.
A. HE WALKED SLOWLY BECAUSE
B. HE WALKED SLOWLY BECAUSE
C. HE WALKED SLOWLY BECAUSE
*D. NO CORRECTIONS

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF COMMA USAGE BY
CHOOSING THE CORRECT LOCATION FOR COMMAS IN GIVEN SENTENCES. %30

DIRECTIONS - SELECT THE ANSWER THAT SHOWS THE CORRECT PUNCTUA-

**THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF COMMA USAGE BY
CHOOSING THE CORRECT LOCATION FOR COMMAS IN GIVEN SENTENCES. %30**

YES CERTAINLY YOU MAY GO.
A. NO COMMA NEEDED
B. YES, CERTAINLY
C. YES CERTAINLY
D. YES, CERTAINLY

THE MAN WEARING THE BADGE HAS THE INFORMATION YOU NEED.
*A. NO COMMA NEEDED
B. THE MAN, WEARING THE BADGE
C. THE MAN WEARING THE BADGE
D. THE MAN, WEARING THE BADGE

ON NOV. 16 1968 RICHARD NIXON WON THE NATIONAL ELECTION.
A. NO COMMA NEEDED
B. NOV. 16, 1968
C. NOV. 16 1968
*D. NOV. 16, 1968

MR. BROWN OUR SCIENCE TEACHER GAVE US A LONG ASSIGNMENT BECAUSE
HE WAS ANGRY.
A. NO COMMA NEEDED
B. MR. BROWN, OUR SCIENCE TEACHER
*C. MR. BROWN, OUR SCIENCE TEACHER
D. MR. BROWN OUR SCIENCE TEACHER

I VISITED CHICAGO ILLINOIS THIS YEAR.
A. NO COMMA NEEDED
B. CHICAGO, ILLINOIS
*C. CHICAGO, ILLINOIS
D. CHICAGO, ILLINOIS

UNCLE BILL WILLED TWENTY THOUSAND DOLLARS TO JOE JACK AND HARRY
A. NO COMMA NEEDED
B. JOE, JACK AND HARRY
*C. JOE, JACK, AND HARRY
D. JOE, JACK, AND HARRY

OH CRAIG WILL YOU PLEASE LET THE DOG OUT
A. NO COMMA NEEDED
*B. OH, CRAIG WILL YOU PLEASE
C. OH, CRAIG WILL YOU PLEASE
D. OH CRAIG WILL YOU PLEASE

JEAN BAKER WHO IS A MARVELOUS SWIMMER JUST WON ANOTHER MEDAL
*A. JEAN BAKER, WHO IS A MARVELOUS SWIMMER
B. NO COMMA NEEDED
C. JEAN BAKER WHO IS A MARVELOUS SWIMMER
*D. JEAN BAKER, WHO IS A MARVELOUS SWIMMER

HAVING SAVED 104,6812 PENNIES, THEY PLANNED TO DEPOSIT THE MONEY
IN THE BANK
A. NO COMMA NEEDED
*B. 104,6812
C. 10,46812
D. 104,6812

WHENEVER I FEEL DEPRESSED I LIKE TO TAKE A LONG WALK
A. NO COMMA NEEDED
B. WHENEVER, I FEEL DEPRESSED I
C. WHENEVER I FEEL DEPRESSED I
*D. WHENEVER I FEEL DEPRESSED I

CHILDREN SHOULD BE SEEN AND NOT HEARD
A. SHOULD BE SEEN, AND
B. SHOULD BE SEEN AND
C. CHILDREN, SHOULD BE SEEN
*D. NO COMMA NEEDED

UNLESS THE SUN COMES OUT SOON WE WILL NOT BE ABLE TO PLAY OUTSIDE
*A. UNLESS THE SUN COMES OUT SOON
B. UNLESS THE SUN, COMES OUT SOON
C. BE ABLE TO PLAY, OUTSIDE
*D. NO COMMA NEEDED

JIM DOZING IN HIS CHAIR WAS STARTLED BY THE SUDDEN NOISE
A. JIM DOZING IN HIS CHAIR
*B. JIM, DOZING IN HIS CHAIR
C. BY THE SUDDEN NOISE
D. NO COMMA NEEDED
I LOVE TO HAVE STEAK SALAD AND POTATOES FOR DINNER.
A. STEAK, SALAD, AND POTATOES
B. STEAK, SALAD, AND POTATOES.
*C. STEAK, SALAD, AND POTATOES
D. NO COMMA NEEDED

IT HAD BEEN A LONG TEDIOUS RIDE TO COLORADO.
A. IT HAD BEEN,
*B. A LONG, TEDIOUS RIDE
C. A LONG, TEDIOUS, RIDE
D. NO COMMA NEEDED

THERE WAS A SHORT SPUTTER AND THEN THE MOTOR DIED COMPLETELY.
A. SHORT, SPUTTER AND THEN
*B. SHORT SPUTTER, AND THEN
C. SHORT SPUTTER AND THEN
D. NO COMMA NEEDED
JIM AND DAN LIKE TO DANCE AND SING TOO.  
A. JIM AND DAN,  
B. LIKE TO DANCE,  
*C. AND SING, TOO  
D. NO COMMA NEEDED  

THERE WAS A LONG MEANINGFUL SILENCE AFTER HE SAID THAT.  
*A. LONG, MEANINGFUL  
B. LONG, MEANINGFUL,  
C. LONG MEANINGFUL SILENCE,  
D. LONG, MEANINGFUL, SILENCE.  

SHE WAS ABLE TO CAN BERRIES BAKE A PIE AND CLEAN THE HOUSE BEFORE WE GOT HOME.  
A. ABLE TO, CAN THE BERRIES,  
B. CLEAN THE HOUSE,  
*C. BERRIES, BAKE A PIE,  
D. NO COMMA NEEDED  

WE LIVED IN CHICAGO ILLINOIS BEFORE WE MOVED TO DENVER.  
A. IN CHICAGO, ILLINOIS  
B. IN, CHICAGO, ILLINOIS,  
*C. IN CHICAGO, ILLINOIS,  
D. NO COMMA NEEDED  

FEBRUARY 26 1954 WAS HIS BIRTHDAY AND MINE.  
*A. FEBRUARY 26, 1954,  
B. FEBRUARY 26 1954,  
C. WAS HIS BIRTHDAY,  
D. NO COMMA NEEDED  

WHY ARE YOU SO LATE JEANO  
A. WHY, ARE  
B. YOU, SO  
*C. LATE, JEAN  
D. NO COMMA NEEDED  

JOHN WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE WAS UNABLE TO COMPLETE HIS MATH ASSIGNMENT.  
*A. JOHN, WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE,  
B. JOHN WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE,  
C. JOHN, WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE  
D. NO COMMA NEEDED  

THEY LIKED MATH AND SCIENCE AND HISTORY.  
A. MATH, AND SCIENCE  
B. MATH, AND SCIENCE,  
C. MATH AND SCIENCE,  
*D. NO COMMA NEEDED  

BRING THE DISHES AND THE SILVERWARE AND THE NAPKINS.  
A. DISHES, AND THE SILVERWARE  
B. DISHES, AND THE SILVERWARE,  
C. DISHES AND THE SILVERWARE,  
*D. NO COMMA NEEDED  

HAVE YOU SEEN JEAN GEORGE OR JOE0  
A. SEEN, JEAN, GEORGE, OR JOE  
B. YOU, SEEN JEAN, GEORGE,  
*C. JEAN, GEORGE, OR JOE  
D. NO COMMA NEEDED
ONE OF THE MOST INTERESTING DANCES THE HOPI SNAKE DANCE IS HELD EACH YEAR IN AUGUST.

A. DANCES, THE HOPI SNAKE DANCE
B. DANCES, THE HOPI SNAKE DANCE,
C. DANCES THE HOPI SNAKE DANCE,
D. NO COMMA NEEDED

SEND TWENTY-FIVE CENTS TO EL GUMMO COMPANY 14 WEST STICKY STREET POUDUNK MISSOURI.

A. EL GUMMO COMPANY, 14 WEST STICKY STREET, POUDUNK,
B. TO, EL GUMMO COMPANY, 14 WEST STICKY STREET, POUDUNK,
C. TO EL GUMMO COMPANY 14 WEST STICKY STREET POUDUNK,
D. NO COMMA NEEDED

HE LIVES IN CHICAGO ILLINOIS 60634.

A. IN, CHICAGO, ILLINOIS, 60634.
B. IN CHICAGO, ILLINOIS, 60634.
C. IN CHICAGO, ILLINOIS 60634.
D. NO COMMA NEEDED

IS THE ZIP CODE 60634 OR 606350

A. CODE, 60634 OR 60635
B. CODE, 60634, OR 60635
C. CODE 60634, OR 60635
D. NO COMMA NEEDED

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE RULES FOR USING COMMAS BY SELECTING THE CORRECTLY PUNCTUATED SENTENCES II: A GROUP OF SENTENCES. %44

SELECT THE CORRECTLY PUNCTUATED SENTENCE FROM THE LIST OF ALTERNATIVES.

A. JANE IS HAVING TROUBLE, WITH SPELLING.
B. WELL, JANE IS HAVING TROUBLE WITH SPELLING.
C. JANE, IS HAVING TROUBLE WITH SPELLING.

A. JANE IS A SHY, GIRL.
B. JANE, A SHY GIRL, BLUSHES EASILY.
C. JANE, A SHY GIRL BLUSHES, EASILY.

A. IT WAS A BRIGHT, SUNNY DAY.
B. IT WAS A SUNNY BRIGHT DAY.
C. IT WAS A SUNNY BRIGHT, DAY.

GIVEN A LIST OF WORDS, THE STUDENT CAN SHOW KNOWLEDGE OF SPELLING BY SELECTING THE WORD WHICH IS INCORRECTLY SPOTTED. %45

DIRECTIONS - SELECT THE WORD THAT IS SPOTTED INCORRECTLY.

A. ACCIDENTALLY
B. ACCOMPANIMENT
C. ACQUAINT
D. ACQUIRE
E. ACROSS

*A. ALRIGHT
B. ALREADY
C. ALTHOUGH
D. ALWAYS
E. ALL READY

A. AMAZE
B. AMBUSH
C. AMONG
D. AMBITION
E. AMATEUR

A. ANGLE
B. ANXIOUS
C. ANXIETY
*D. ANSVERED
E. ANTECEDENT

A. APPETITE
*B. APPEARANCE
C. APPRECIATE
D. APOLOGY
E. APOLOGIZE

*A. ARGUMENT
B. ASSERCE
C. ARCTIC
D. ARMOR
E. ARRANGEMENT

A. AWKWARD
B. AUTHOR
C. ATTACKED
*D. ATHLETICS
E. ATTACH

A. BEGINNING
B. BELIEF
*C. BENEFIT
D. BELIEF
E. BEGIN

*A. BEFORE
B. BEAUTIFUL
C. BARGAIN
D. BECAUSE
E. BETWEEN

A. BICYCLE
B. BISCUIT
C. BOUNDARY
D. BUILT
*E. BUSINESS

A. CLIMB
B. CHOSE
C. CERTAIN
*D. CALENDER
E. CHARACTERISTIC
| A. | COLLEGE      | 3101206 |
| B. | COLUMN      | 3101206 |
| C. | CONSCIENCE  | 3101206 |
| D. | COMING      | 3101206 |
| E. | COMMITTEE   | 3101206 |
| A. | CUSTOMER    | 3101207 |
| B. | CORDIALY    | 3101207 |
| C. | CRITICIZE   | 3101207 |
| D. | COUSIN      | 3101207 |
| E. | COUNTRY     | 3101207 |
| A. | DECIDE      | 3101208 |
| B. | DECEIVE     | 3101208 |
| C. | DECEITE     | 3101208 |
| D. | DECIDED     | 3101208 |
| E. | DECISION    | 3101208 |
| A. | DEFINITE    | 3101209 |
| B. | DEMOCRACY   | 3101209 |
| C. | DEMOCRATIC  | 3101209 |
| D. | DEPENDANT   | 3101209 |
| E. | DESCEND     | 3101209 |
| A. | DESCRIBE    | 3101210 |
| B. | DESCRIBING  | 3101210 |
| C. | DESCRIPTION | 3101210 |
| D. | DETERMINE   | 3101210 |
| E. | DEVELOPE    | 3101210 |
| A. | DISSAPPEAR  | 3101211 |
| B. | DINING      | 3101211 |
| C. | DIFFERENT   | 3101211 |
| D. | DICTIONARY  | 3101211 |
| E. | DISAPPOINT  | 3101211 |
| A. | DISTRACT    | 3101212 |
| B. | DISTINGUISH | 3101212 |
| C. | DESSERT     | 3101212 |
| D. | DESEASE     | 3101212 |
| E. | DISCIPLINE  | 3101212 |
| A. | ENOUGH      | 3101213 |
| B. | EMBARRASS   | 3101213 |
| C. | EXCEPTLY    | 3101213 |
| D. | EIGHTH      | 3101213 |
| E. | EFFICIENT   | 3101213 |
| A. | EXCELLENT   | 3101214 |
| B. | EXCEPT      | 3101214 |
| C. | EXCEPTION   | 3101214 |
| D. | EXCITING    | 3101214 |
| E. | EXCITEMENT  | 3101214 |
| A. | FAILURE     | 3101215 |
| B. | FAMILIES    | 3101215 |
| C. | FAMILAR     | 3101215 |
| D. | FASCINATING | 3101215 |
| E. | FAVORITE    | 3101215 |
| A. | FEBRUARY | 3101216 |
| B. | FINALLY | 3101216 |
| C. | FOREIGN | 3101216 |
| D. | FORTY | 3101216 |
| E. | FOUR | 3101216 |
| A. | GOVERNMENT | 3101217 |
| B. | GOVERNOR | 3101217 |
| C. | GETTING | 3101217 |
| D. | GEOGRAPHY | 3101217 |
| E. | GASOLINE | 3101217 |
| A. | GUARANTEE | 3101218 |
| B. | GUARD | 3101218 |
| C. | GYMNASIUM | 3101218 |
| D. | GUESSING | 3101218 |
| E. | GRAMMER | 3101218 |
| A. | HANKERCHIEF | 3101219 |
| B. | HEIGHTH | 3101219 |
| C. | HOPING | 3101219 |
| D. | HEALTH | 3101219 |
| E. | HUMOROUS | 3101219 |
| A. | IMMEDIATELY | 3101220 |
| B. | IMAGINE | 3101220 |
| C. | INSTEAD | 3101220 |
| D. | INDIAN | 3101220 |
| E. | INTERESTING | 3101220 |
| A. | LIBRARY | 3101221 |
| B. | LICENSE | 3101221 |
| C. | LIESURE | 3101221 |
| D. | LIEUTENANT | 3101221 |
| E. | LISTEN | 3101221 |
| A. | LOSE | 3101222 |
| B. | LOSING | 3101222 |
| C. | LIGHTNING | 3101222 |
| D. | LITERATURE | 3101222 |
| E. | LOOSE | 3101222 |
| A. | MEDICINE | 3101223 |
| B. | MEDIEVAL | 3101223 |
| C. | MINUTE | 3101223 |
| D. | MISCHIEF | 3101223 |
| E. | MISCHIEVOUS | 3101223 |
| *A. | MOTOR | 3101224 |
| B. | MISSPELLED | 3101224 |
| C. | MODIFY | 3101224 |
| D. | MURMUR | 3101224 |
| E. | MYSTERY | 3101224 |
| A. | NIECE | 3101225 |
| B. | NINETY | 3101225 |
| C. | NINTH | 3101225 |
| D. | NOTICABLE | 3101225 |
| E. | NUISANCE | 3101225 |
| *A. | OCCASIONALLY | 3101226 |
A. OCCUR
B. OCCURRED
C. OCCURRENCE
D. ORIGINAL

A. PARALLEL
B. PERFORM
C. PRESCRIPTION
D. PHYSICAL
E. PICNICKING

A. PNEUMONIA
B. PRIVILEGE
C. PLEASANT
D. PROBABLE
E. PRONUNCIATION

A. PECULIAR
B. PRECEED
C. PROCEED
D. PRINCIPAL
E. PREFERRED

A. RECEIPT
B. REALIZE
C. RECEIVE
D. RECOMMEND
E. RESISTANCE

A. REPETITION
B. RHYTHM
C. RESTAURANT
D. RELIEVE
E. REMEMBER

A. SCHEDULE
B. SANDWICH
C. SCISSORS
D. SCENE
E. SECRETARY

A. SIEZE
B. SEPARATE
C. SERGEANT
D. SHINING
E. SOLDIER

A. SINCERELY
B. SIMILAR
C. SOLITUDE
D. STOMACH
E. STUDYING

A. SUCCEED
B. SUPRISE
C. SUFFICIENT
D. SUMMARY
E. SUGGEST

A. THOUGH
B. THOUGHT
DIRECTIONS – SELECT THE WORD THAT IS SPELLED *INCORRECTLY*.

A. ANSWER
B. ABSENSE
C. ABOUND
D. AROUND

A. ACCEPT
B. AFFECT
C. ACCROSS
D. ALL RIGHT

A. ANGLE
B. AGAIN
C. ALWAYS
D. AMUNG

A. ARGUMENT
B. ATHELETE
C. ARRANGEMENT
D. ABOUT

A. BUISNESS
B. BUSY
C. BELOW
D. BUILT
A. BELIEVE
B. BICYCLE
*C. BENEFITTED
D. BEGINNING

A. CERTAIN
B. CEMETARY
C. COUNTRY
D. COULD

A. CHOOSE
B. COMMITTEE
C. COLUMN
*D. COMING

A. CAPITAL
B. CHOSE
*C. CONSCIENCE
D. COUNTY

*A. DEVELOP
B. DIFFERENT
C. DISAPPEAR
D. DISCIPLINE

A. DECEIVE
*B. DOCTOR
C. DOESNT
D. DISAPPOINT

A. EDUCATION
B. EXCELLENT
*C. EXISTANCE
D. EARLY

A. EXCEPT
B. EFFECT
C. EXPELL
*D. EXERCISE

A. FEBRUARY
B. FINALLY
*C. FRIEND
D. FOUR

A. FAIRLY
*B. FIRST
C. FOREIGN
D. FORTY

A. GOVERNMENT
B. GOVERNOR
*C. GRAMMER
D. GUESS

*A. HAVING
B. HEIGHT
C. HOPE
D. HELPFUL

A. IMMEDIATE
USE OF REFERENCES

Based on his knowledge of library terminology, the student will select the best definition of terms used in library science to identify the parts of a book.

Directions
Select the answer that completes the sentence.

The title page of a book is a right-hand page located
A. at the end of the book, showing the book's author, title, and copyright date.
B. at the beginning of the book, showing the sub-title, the scope of the book, and its author and publisher.
C. near the front of the book, showing the title, author, publisher, and place of publication.

A glossary is a list of
A. books, articles, etc. on a particular subject.
B. special, technical, or difficult words in the book, with explanations or comments.
C. a complete listing of the names of the people who wrote the book and identifying the part they wrote.

The table of contents is a listing of the
A. source material used in the preparation of the book.
B. topics of the book arranged in alphabetical order.
C. chapters, units, or articles in the book, given in the order they appear.

A bibliography is a list of
A. books about a person who is living or has lived.
B. books and articles the author used in gathering information.
C. topics contained in the book, usually in alphabetical order.

A dedication is
A. an unnecessary and humorous part of a book in which a person shows gratitude toward another person.
B. a necessary part of a book -- usually brief and humorous -- expressing the authors source of inspiration.
C. an unnecessary part of a book in which an author shows gratitude to, or affection for, someone or something.

A copyright is granted by
A. the government to protect the publisher regarding duplication of a book.
B. the government to protect the author regarding duplication of a book.
C. the publisher to protect himself and the author regarding duplication of a book.

The copyright date is an important date because it indicates...
A. When a book was printed.
B. When a book was completed by the author.
*C. When a book was completed by the publisher.

A preface may also be called the foreward or the introduction. THIS PART OF A BOOK USUALLY CONTAINS

*A. The intent and aims of the book, and often instructions for its use.
B. A list of the chapters or units in the order in which they appear in the book.
*C. The authors statement of the sources from which he obtained his book information.

An index is an important feature in a factual book because it is A list of

A. Chapters, units, or articles arranged in the order in which they appear in the book.
B. Source material, arranged by subject, which the author used to gather his facts in the book.
*C. Topics in the book, alphabetically-arranged and located in the back of the book.

An appendix is

*A. An additional section, usually in the back of a book, containing materials not really a part of the book but closely related to it.
B. The authors written statement of his intent in writing the book, the aims of the book, and often instructions for using the book.
*C. An unnecessary part of the book in which the author shows gratitude to, or affection for, someone or something.

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

Based on his knowledge of the arrangement of a book, the student will select the location of specific parts of a book. 3100292

Directions
Select the answer that completes the sentence.

A table of contents is located

A. In the back of a book.
B. In the front of a book.
*C. Before each chapter in a book.

An index is a most important feature in a fact book and is found

A. Following each unit in the book.
B. In the front following the title page.
*C. In the back of the book.

A glossary usually appears

A. In the front of the book.
B. In the back of the book.
*C. Following each chapter in the book.

The copyright date of a book generally appears

A. On the bottom of the title page.
B. On the back of the title page.
*C. At the top of the title page.
THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE PARTS OF A BOOK BY IDENTIFYING THE PARTS HE WOULD USE TO OBTAIN INFORMATION FOR CERTAIN SPECIFIED SCHOOL ACTIVITIES.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

YOU ARE SEEKING THE MOST CURRENT INFORMATION ON RICHARD NIXON. TO BE SURE THE INFORMATION IS CURRENT, YOU SHOULD LOOK AT THE
A. INDEX.
B. COPYRIGHT DATE.
C. BIBLIOGRAPHY.
D. TABLE OF CONTENTS.

YOU ARE FOLLOWING WRITTEN DIRECTIONS FOR AN EXPERIMENT AND FIND A MEASURING SYMBOL YOU DO NOT UNDERSTAND. YOU MIGHT EXPECT THE BOOK TO HAVE A TABLE OF WEIGHTS AND MEASURES, AND SO YOU LOOK FOR
A. A BIBLIOGRAPHY.
B. AN INDEX.
C. AN APPENDIX.
D. A PREFACE.

YOU ARE READING A BOOK ON BOATS AND BOATING, AND YOU FIND THE WORD "KEEL" WHICH YOU DO NOT UNDERSTAND. YOU SHOULD CHECK TO SEE IF THE BOOK HAS
A. AN INDEX.
B. A TABLE OF CONTENTS.
C. A FRONTISPIECE.
D. A GLOSSARY.

YOU NEED A POEM TO RECITE FOR A CHRISTMAS PROGRAM. YOU SEE A BOOK CALLED "GRANGERS INDEX TO POETRY". ITS ARRANGEMENT IS VERY CONFUSING. TO FIND OUT HOW TO USE THIS BOOK, YOU SHOULD LOOK IN THE
A. INDEX.
B. INTRODUCTION.
C. GLOSSARY.
D. BIBLIOGRAPHY.

YOU ARE DOING A REPORT ON INDIA, AND THERE IS ONLY ONE BOOK IN YOUR LIBRARY, BUT IT IS A VERY GOOD BOOK. THE AUTHOR HAS MANY REFERENCES TO OTHER BOOKS ON THE SUBJECT WHICH YOU WOULD LIKE TO READ. TO FIND COMPLETE INFORMATION ABOUT HIS SOURCE MATERIAL, YOU WOULD LOOK FOR
A. A GLOSSARY.
B. AN INDEX.
C. A BIBLIOGRAPHY.
D. A BIOGRAPHY.

YOU ARE IN A HURRY TO FIND THE POPULATION OF NEW YORK STATE. ALL THE ENCYCLOPEDIAS ARE IN USE AND THE ONLY BOOK YOU CAN FIND IS ON THE MIDDLE ATLANTIC STATES. THE *QUICKEST* WAY TO FIND THE LOCATION OF INFORMATION ABOUT NEW YORK STATE WOULD BE TO CHECK
A. THE APPENDIX.
B. IN THE INTRODUCTION.
C. THE TABLE OF CONTENTS.
D. THE INDEX.
GIVEN A SPECIFIC GLOSSARY, THE STUDENT WILL SHOW THAT HE HAS
UNDERSTANDING OF THE USE OF A GLOSSARY BY IDENTIFYING SPECIFIED
INFORMATION FROM THAT GLOSSARY. BASED ON *DIMENSIONS*, SCOTT,
FORESMAN AND CO.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

TO LOCATE INFORMATION ABOUT LEONARDO DA VINCI, YOU LOOK UNDER
A. THE LETTER L
*B. THE LETTER D
C. THE LETTER V

THE GLOSSARY HELPS A READER VISUALIZE THE SIZE OF BALI BY
A. SHOWING ITS LOCATION ON A MAP.
B. TELLING ITS AREA IN SQUARE MILES.
*C. SHOWING ITS LOCATION ON A MAP AND GIVING ITS AREA IN SQUARE
MILES.

UBANGI IS THE NAME OF A
A. COUNTRY IN AFRICA.
*B. RIVER IN ASIA.
C. TRIBE OF PEOPLE IN AFRICA.

THE WORD BALINESE CAN BE USED AS
A. AN ADJECTIVE.
B. A NOUN.
*C. EITHER A NOUN OR ADJECTIVE.

THE WORD FRIEZE RHYMES WITH
A. SIZE.
B. GAZE.
*C. TEASE.

IN THE SENTENCE MALVINA HOFFMAN BROUGHT BACK SIX BRONZES, THE
WORD BRONZES HAS THE MEANING GIVEN IN WHICH GLOSSARY ENTRY?
A. DEFINITION 1.
*B. DEFINITION 3.
C. DEFINITION 4.

THE STUDENT CAN APPLY KNOWLEDGE OF THE DICTIONARY BY USING IT TO
SELECT ANSWERS TO QUESTIONS ABOUT A GIVEN WORD.

ANSWER EACH QUESTION BELOW ON THE BASIS OF INFORMATION GIVEN FROM
A DICTIONARY.
RE-SOURCESFUL
ADJ. 1. FULL OF RESOURCES
2. CAPABLE OF MEETING NEW DEMANDS

CHOOSE THE LETTER OF THE BEST ANSWER.

THE WORD *RESOURCESFUL* IS
*A. AN ADJECTIVE.
*B. A NOUN.
C. AN ADVERB.
D. A VERB.

HOW MANY SYLLABLES ARE IN THE WORD RESOURCEFUL?
A. FOUR.
*B. THREE.
C. TWO.
D. ONE.

IN THE PARENTHESES WE FIND THE
A. WORDS MEANING
B. PLURAL FORM OF THE WORD.
*C. WORDS PRONUNCIATION.
D. SYNONYM FOR THE WORD.

WHICH SYLLABLE IS STRESSED?
A. FIRST
*B. SECOND
C. THIRD
D. FOURTH

THE STUDENT WILL SHOW KNOWLEDGE OF TERMS RELATING TO THE DICTIONARY BY MATCHING TERMS AND EXAMPLES.

MATCH THE TERMS AND ABBREVIATIONS BELOW.
A. PART OF SPEECH
B. SOURCE
C. TOP OF PAGE
D. PRONUNCIATION
E. MEANING

KEY WORDS *D
GUIDE WORDS *C
*N* *A
DEFINITION *E
DERIVATION *B

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TERMS COMMONLY USED IN ARRANGING LIBRARY BOOKS BY MATCHING DEFINITIONS WITH TERMS.

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

NOVELS, SHORT STORIES, AND OTHER PROSE WRITINGS THAT TELL ABOUT IMAGINARY PEOPLE AND HAPPENINGS ARE
A. NON-FICTION.
B. FANTASY.
*C. FICTION.
D. BIOGRAPHY.
A BOOK GIVING A FACTUAL ACCOUNT OF A PERSON'S LIFE IS A
A. BIBLIOGRAPHY.
B. BIOGRAPHY.
C. FOLKTALE.
D. NON-FICTION BOOK.

PROSE LITERATURE THAT IS *NOT* A NOVEL, SHORT STORY, OR OTHER FORM OF WRITING BASED ON IMAGINARY PEOPLE AND/OR EVENTS IS
A. FACT.
B. NON-FICTION.
C. FICTION.
D. FANTASY.

A FACTUAL BOOK DESCRIBING THE AUTHOR'S OWN LIFE IS
A. A BIBLIOGRAPHY.
B. A BIOGRAPHY.
C. A COLLECTIVE BIOGRAPHY.
D. AN AUTOBIOGRAPHY.

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

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF LIBRARY ARRANGEMENT BY IDENTIFYING PHRASES WHICH CORRECTLY COMPLETE STATEMENTS RELATING TO
A. SHELF-ARRANGEMENT
B. DIVISION OF BOOK COLLECTION
C. CLASSIFICATION SYSTEM
D. NON-FICTION SPINE MARKINGS
E. ARRANGEMENT METHODOLOGY

DIRECTIONS
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

IN MOST LIBRARIES WHERE BOOKS MAY BE SELECTED FROM OPEN SHELVING, THEY ARE ARRANGED
A. FROM RIGHT TO LEFT AND TOP TO BOTTOM.
B. FROM LEFT TO RIGHT AND TOP TO BOTTOM.
C. FROM RIGHT TO LEFT AND BOTTOM TO TOP.
D. FROM LEFT TO RIGHT AND BOTTOM TO TOP.

PUBLIC LIBRARIES AND SCHOOL LIBRARIES GENERALLY DIVIDE THEIR BOOK COLLECTIONS INTO MAJOR AREAS, NAMELY
A. FICTION, FACT, FANTASY, FOLKTALES, BIOGRAPHY AND REFERENCE.
B. FICTION, FANTASY, AND REFERENCE.
C. FICTION, NON-FICTION, BIOGRAPHY, AND REFERENCE.
D. FICTION, NON-FICTION, BIBLIOGRAPHY, FACT, AND REFERENCE.

THE MOST COMMONLY-USED SYSTEM OF ARRANGING LIBRARY BOOKS IN THE UNITED STATES TODAY IN PUBLIC AND SCHOOL LIBRARIES IS THE
A. PATTERSON COLOR AND BINDING SIZE CLASSIFICATION SYSTEM WITH TEN MAJOR CLASSES.
B. SANDERS SUBJECT CLASSIFICATION SYSTEM WITH FIVE MAJOR CLASSES.
C. DEWEY DECIMAL CLASSIFICATION SYSTEM WITH TEN MAJOR CLASSES.
D. CUTTER AUTHOR CLASSIFICATION SYSTEM WITH FIVE MAJOR CLASSES.

NON-FICTION BOOKS HAVE MARKINGS ON THE SPINE OR BACKBONE OF THE BOOK KNOWN AS THE
A. ACCESSION NUMBER.

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THE SPINE MARKINGS ON A NON-FICTION BOOK HAVE
A. THREE LINES, INDICATING THE CLASSIFICATION NUMBER, THE
   AUTHOR LETTER, AND THE TITLE LETTER.
*B. TWO LINES, INDICATING THE CLASSIFICATION NUMBER, AND THE
   FIRST LETTER OR FIRST FEW LETTERS OF THE AUTHOR'S LAST NAME.
C. ONE LINE, INDICATING THE CLASSIFICATION NUMBER.
D. ONE LINE, INDICATING THE FIRST LETTER OR FIRST FEW LETTERS
   OF THE AUTHOR'S LAST NAME.

FICTION BOOKS ARE ARRANGED
A. ALPHABETICALLY BY THE TITLE OF THE BOOK.
B. ALPHABETICALLY BY THE AUTHOR'S FIRST NAME.
*C. ALPHABETICALLY BY THE AUTHOR'S LAST NAME.
D. NUMERICALLY BY THE NUMBER_ASSIGNED TO THE BOOK.

NON-FICTION BOOKS ARE ARRANGED
A. ALPHABETICALLY BY THE AUTHOR'S LAST NAME.
*B. NUMERICALLY BY THE CALL NUMBER AND THEN ALPHABETICALLY
   BY THE AUTHOR'S LAST NAME.
C. ALPHABETICALLY BY THE TITLE OF THE BOOK.
D. NUMERICALLY BY THE CLASSIFICATION NUMBER AND THEN BY THE
   TITLE OF THE BOOK.

BIOGRAPHY AND AUTOBIOGRAPHY BOOKS ARE ARRANGED
A. ALPHABETICALLY BY THE TITLE OF THE BOOK.
B. NUMERICALLY BY THE CLASSIFICATION NUMBER AND THEN
   ALPHABETICALLY BY THE SUBJECT'S LAST NAME.
*C. ALPHABETICALLY BY THE SUBJECT'S LAST NAME.
D. NUMERICALLY BY THE ACCESSION NUMBER AND THEN ALPHABETICALLY
   BY THE AUTHOR'S LAST NAME.

THE STUDENT WILL APPLY HIS KNOWLEDGE OF LIBRARY ARRANGEMENT
METHODOLOGY BY IDENTIFYING THE CORRECT ARRANGEMENT FOR REPRESENT-
ATIVE GROUPS OF FICTION, NON-FICTION, AND BIOGRAPHY BOOKS.

DIRECTIONS - ANSWER THE QUESTION ABOUT BOOK ARRANGEMENT BASED ON
THE GIVEN DRAWING.

ALMOST
CALL IT
COURAGE

KING
LIKE
SISTERS

HIGH
OF THE
COURAGE

BL
W
HILL

L
E
WILL

BY
BY
BY
BY
BY
THE CORRECT ARRANGEMENT FOR THE ABOVE *FICTION* BOOKS IS

A. 2 - 5 - 1 - 4 - 3 - 6
B. 1 - 2 - 4 - 5 - 3 - 6
C. 4 - 1 - 6 - 2 - 5 - 3
*D. 4 - 2 - 5 - 3 - 6 - 1*
### THE CORRECT ARRANGEMENT FOR THE ABOVE *NON-FICTION* BOOKS IS

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THE CORRECT ARRANGEMENT FOR THE ABOVE BIOGRAPHY BOOK IS

A. 5 - 3 - 4 - 6 - 2 - 1
B. 6 - 1 - 5 - 2 - 3 - 4
C. 3 - 6 - 5 - 2 - 4 - 1
D. 5 - 1 - 2 - 4 - 3 - 6

THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE ARRANGEMENT OF
LIBRARY BOOKS BY SELECTING THE LOCATION FOR IMAGINARY BOOKS
WHOSE CONTENTS ARE DESCRIBED FOR HIM.

A BOOK CALLED "A TRIP TO THE THIRD PLANET IN THE GALAXY* CONCERNS
AN IMAGINARY GROUP OF SPACE TRAVELERS AND THEIR ADVENTURES
ENROUTE TO THE PLANET X05. THIS BOOK SHOULD BE PLACED WITH
A. NON-FICTION BOOKS.
B. FOLKTALE BOOKS.
C. FICTION BOOKS.
D. BIOGRAPHY BOOKS.
E. REFERENCE BOOKS.

A BOOK TITLED "GEORGE WASHINGTON AS FIRST PRESIDENT* WHICH GIVES
A FACTUAL ACCOUNT OF WASHINGTON'S PRESIDENTIAL LIFE SHOULD BE
PLACED WITH
A. REFERENCE BOOKS.
B. BIBLIOGRAPHY BOOKS.
C. NON-FICTION BOOKS.
D. BIOGRAPHY BOOKS.
E. COLLECTIVE BIOGRAPHY BOOKS.

"FLIGHT TO THE MOON* IS A FACTUAL ACCOUNT OF THE 1969 NASA
ACTIVITIES AT CAPE KENNEDY LEADING UP TO THE FIRST LANDING ON THE
MOON. THIS BOOK SHOULD BE PLACED WITH
A. FACT BOOKS.
B. FICTION BOOKS.
C. BIOGRAPHY BOOKS.
D. NON-FICTION BOOKS.
E. FANTASY BOOKS.

*STARS OF THE HOME PLATE* INCLUDES FACTUAL ACCOUNTS OF MEMORABLE EPISODES IN THE LIVES OF SEVERAL BASEBALL *GREATS* INCLUDING LOU GEHRIG, SANDY KOUFAX, AND MICKEY MANTLE. THIS BOOK SHOULD BE PLACED WITH
A. NON-FICTION BOOKS.
B. SPORTS BOOKS.
C. COLLECTIVE BIOGRAPHY BOOKS.
D. BIOGRAPHY BOOKS.
E. FICTION BOOKS.

THE THREE-VOLUME SET OF BOOKS CALLED *ALBUM OF GREAT MEN IN AMERICAN HISTORY* CONTAINS FACTUAL INFORMATION ON APPROXIMATELY 200 MEN WHO HAVE CONTRIBUTED TO THE GROWTH OF THE UNITED STATES. THIS BOOK WOULD BEST BE PLACED WITH
A. BIOGRAPHY BOOKS.
B. FICTION BOOKS.
C. REFERENCE BOOKS.
D. COLLECTIVE BIOGRAPHY BOOKS.
E. NON-FICTION BOOKS.

THE STUDENT WILL SHOW UNDERSTANDING OF A LIBRARY CARD CATALOG BY COMPLETING STATEMENTS WITH REGARD TO KIND, CONTENT, AND DRAWER LOCATION FOR SAMPLE CATALOG CARDS OF VARIOUS KINDS.

DIRECTIONS - ANSWER EACH QUESTION BASED ON THE GIVEN DRAWING OF A SAMPLE CARD FROM THE CARD CATALOG.

**FIREARMS BY WINCHESTER**

683 COLBY, CARROLL BURLEIGH

C. FIREARMS BY WINCHESTER, A PART OF UNITED STATES HISTORY. COWARD- MCCANN

1957

48P. ILLUS

CARROLL BURLEIGH COLBY IS THE
A. CO-AUTHOR.
B. PUBLISHER.
C. AUTHOR.
D. ILLUSTRATOR.

*FIREARMS BY WINCHESTER* IS THE
A. SUBJECT OF THE BOOK.
B. TITLE OF THE BOOK.
C. SUBJECT AND AUTHOR OF THE BOOK.

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D. TITLE AND AUTHOR OF THE BOOK.

IN THE UPPER LEFT HAND CORNER YOU FIND THE NUMBER 683 AND LETTER Co THESE TWO LINES ARE THE
A. BOOK NUMBER.
B. CALL NUMBER.
C. LIBRARY NUMBER.
D. ACCESSION NUMBER.

THE NUMBER IN THE UPPER LEFT HAND CORNER IS DETERMINED BY THE
A. SUBJECT MATTER OF THE BOOK.
B. AUTHORS LAST NAME.
C. TITLE OF THE BOOK.
D. BOOKS COPYRIGHT DATE.

THE LETTER IN THE UPPER LEFT HAND CORNER UNDER THE NUMBER IS
DETERMINED BY THE
A. SUBJECT MATTER OF THE BOOK.
B. AUTHORS LAST NAME.
C. TITLE OF THE BOOK.
D. AUTHORS FIRST NAME.

THIS CATALOG CARD IS
A. A SUBJECT CARD.
B. AN AUTHOR CARD.
C. A TITLE CARD.
D. A CROSS-REFERENCE CARD.

THE BOOK DESCRIBED ON THIS CATALOG CARD IS A
A. NON-FICTION BOOK.
B. FICTION BOOK.
C. GENERAL REFERENCE BOOK.
D. BIOGRAPHY BOOK.

IN WHAT CARD CATALOG DRAWER WOULD THIS CARD BE FILED?
A. C - CH
B. F - FL
C. W
D. CI - CZ

DIRECTIONS - ANSWER EACH QUESTION BASED ON THE GIVEN DRAWING OF A
SAMPLE CARD FROM THE CARD CATALOG.

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

A
ADRIAN, MARY
THE FIREHOUSE MYSTERY. HOUGHTON
1950.
226P.

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

THE BOOK DESCRIBED ON THIS CATALOG CARD IS A
A. NON-FICTION BOOK.
B. FICTION BOOK.
C. BIOGRAPHY BOOK.
D. GENERAL REFERENCE BOOK.

IN WHAT CATALOG DRAWER WOULD THIS CARD BE FILED?

A. A - AM
B. F - FI
C. M - MY
D. T - TE

HOUGHTON ON THIS CARD REFERS TO THE
A. PUBLISHER OF THE BOOK.
B. AUTHOR OF THE BOOK.
C. NAME OF THE CATALOG CARD SUPPLIER.
D. ILLUSTRATOR OF THE BOOK.

1950 IS THE YEAR
A. OF THE AUTHORS BIRTH.
B. THE BOOK WAS PRINTED AND/OR COPYRIGHTED.
C. THE BOOK WAS ADDED TO THE LIBRARY COLLECTION.
D. OF THE AUTHORS DEATH.

THIS CATALOG CARD IS
A. A MYSTERY CARD.
B. A SUBJECT CARD.
C. AN AUTHOR CARD.
D. A TITLE CARD.

DIRECTIONS - ANSWER EACH QUESTION BASED ON THE GIVEN DRAWING OF A SAMPLE CARD FROM THE CARD CATALOG.

FISHES
574.92 MORGAN, ALFRED POWELL
AQUARIUM BOOK FOR BOYS AND GIRLS,
ILLUS. WITH PHOTOGRAPHS.
SCRIBNER, 1959.

209P. ILLUS.

209P - INDICATES THE
A. NUMBER OF PHOTOGRAPHS IN THE BOOK.
B. NUMBER OF PAGES IN THE BOOK.
C. CALL NUMBER.
D. ACCESSION NUMBER.

THE AUTHORS LAST NAME FOR THIS BOOK IS
A. ALFRED.
B. POWELL.
C. MORGAN.
D. ALFRED-POWELL.

THIS CATALOG CARD IS
A. A SUBJECT CARD.
B. AN AUTHOR CARD.
C. A TITLE CARD.

1950.
D. A CROSS-REFERENCE CARD.

IN WHAT CARD CATALOG DRAWER WOULD THIS CARD BE FILED?
A. A - AM
B. F - FI
C. M - MY
D. T - TR

DIRECTIONS - ANSWER EACH QUESTION BASED ON THE GIVEN DRAWING OF A SAMPLE CARD FROM THE CARD CATALOG.

```
FOOD
SEE ALSO
FRUIT
GRAIN
MEAT
POULTRY
VEGETABLES
```

THIS KIND OF CARD IN THE CATALOG IS
A. A SUBJECT CARD
B. A CROSS-REFERENCE CARD.
C. A SUBJECT INDEX CARD.
D. A REFERENCE INDEX CARD.

IN WHAT CATALOG DRAWER WOULD THIS CARD BE FILED?
A. S - SEE
B. FP - FZ
C. FI - FO
D. S - SG

THE STUDENT WILL SHOW KNOWLEDGE OF USE OF THE THESAURUS BY SELECTING USES OF THE BOOK.

SELECT THE ITEM THAT CAN *NOT* BE FOUND THROUGH THE USE OF A THESAURUS.
*A. THE DEFINITION OF THE WORD *SPONTANEOUS*
B. THE ANTONYM OF THE WORD *STABILITY*
C. THE SYNONYM OF THE WORD *SQUAT*
D. THE SLANG EXPRESSION OF THE WORD *SCOLD*

THE STUDENT WILL SHOW KNOWLEDGE OF THE SIMILARITIES BETWEEN A DICTIONARY AND A THESAURUS BY SELECTING THE WAY IN WHICH THEY ARE ALIKE.

SELECT THE SENTENCE THAT STATES A SIMILARLY BETWEEN A DICTIONARY AND A THESAURUS.
A. BOTH REFERENCE BOOKS GIVE THOROUGH DEFINITIONS.
THE STUDENT WILL SHOW HIS COMPREHENSION OF THE MEANING OF THE TERM MORPHEME BY SELECTING THE NUMBER OF MORPHEMES FOR EACH WORD IN A GIVEN LIST OF WORDS. 

YOU ARE TO DETERMINE THE NUMBER OF MORPHEMES IN EACH WORD. INDICATE WHETHER THE WORD CONTAINS - 

A. ONE MORPHEME.  
B. TWO MORPHEMES.  
C. THREE OR MORE MORPHEMES. 

UNCHAIN *B  
SANDY *B  
AFFECTIONATELY *C  
CHILDRENS *C  
HAMMER *A  
KITCHEN *A  
ORIGINALITY *C  
PREDETERMINE *C  
KINDERGARTEN *B  
MOTHER *A  
BECALM *B  
OPERATE *A 

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF SYLLABIFICATION BY SELECTING THOSE WORDS THAT ARE CORRECTLY SYLLABICATED.  

DIRECTIONS - CHOOSE THE LETTER IN FRONT OF THE SENTENCE WHICH CONTAINS THE CORRECTLY SYLLABICATED WORD. 

A. I HAVE NO DE-SIRE TO QUESTION THIS.  
B. THE ANTI-WAR FEELING LEFT JOHN CONFUSED.  
C. ANY DIS-CRIM-INAT-ION WAS QUESTIONED.  
D. MY COMP-AN-ION WAS INJURED YESTERDAY. 

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN HOMONYMS, SYNONYMS, AND ANTONYMS BY CATEGORIZING PAIRS OF WORDS. 

DIRECTIONS: EXAMINE EACH PAIR OF WORDS CAREFULLY. THEN DECIDE WHETHER THEY ARE 

A. ANTONYMS.  
B. SYNONYMS.  
C. HOMONYMS.

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HOT AND COLD *A
BREAK AND BRAKE *C
LIBERTY AND FREEDOM *B
ALTER AND ALTAR *C
FULL AND EMPTY *A
COURSE AND COARSE *C
HONOR AND FAME *B
ALL READY AND ALREADY *C
SMOOTH AND WRINKLED *A
INDUSTRIOUS AND LAZY *A
COUNCIL AND COUNSEL *C
BRAVE AND COURAGEOUS *B
DARK AND DIM *B
THEIR AND THERE *C
JOYFUL AND JOYLESS *A
KNEW AND NEW *C
VELOCITY AND SPEED *B
YOU'RE AND YOUR *C
PLODDED AND GALLOPED *A
CENT AND SENT *C
WISE AND SENSIBLE *B
HUMBLE AND MEEK *B
FEARLESS AND PANICKY *A
DIFFICULT AND EASY *A
DESERT AND DESSERT *C
EMPTY AND VACANT *B
THREW AND THROUGH *C
PEACEFUL AND TURBULENT *A
BARBARIAN AND SAVAGE *B
REFINED AND CIVILIZED *B

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THE STUDENT WILL SHOW KNOWLEDGE OF THE *Cliche* BY BEING ABLE TO IDENTIFY THE DEFINITION OF THE TERM.  

**DIRECTIONS**

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE TERM *Cliche* CAN BE DEFINED AS

A. A COMMONLY USED FOREIGN PHRASE.*
B. A WORN OUT EXPRESSION WHICH HAS LOST ITS ORIGINAL SHARPNESS.*
C. A COLOQUIAL EXPRESSION.*
D. THE INFORMAL LANGUAGE OF A PARTICULAR SOCIETY.

**THE STUDENT WILL SHOW KNOWLEDGE OF THE *Cliche* BY IDENTIFYING APPROPRIATE EXAMPLES.**

**DIRECTIONS**

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING IS *NOT* AN EXAMPLE OF A Cliché?

A. GOOD ENOUGH TO EAT
B. SOFT AS SILK
C. QUICK AS A FLASH
D. THE MAIN POINT IS

WHICH OF THE FOLLOWING WOULD BE AN APPROPRIATE Cliché FOR *VERY COMFORTABLE*?

A. COMFY
B. GROOVIN
C. AS SNUG AS A BUG IN A RUG
D. QUITE RELAXED

**THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE MEANING OF A WORD BY IDENTIFYING THE BEST DEFINITION OF THE WORD AS USED IN A GIVEN SENTENCE. VOCABULARY FROM *DIMENSIONS*, *HERITAGE* UNIT.**

**DIRECTIONS**

SELECT THE LETTER OF THE ANSWER THAT BEST DEFINES THE STARRED WORD.

THE WAY SHE TALKED TO HER MOTHER WAS *APPELLING*.

A. AMUSING
B. CONDESCENDING
C. SHOCKING

BOBS PARENTS *THWARTED* HIS PLANS TO BUY A RADIO.

A. LAUGHED AT
B. SUCCESSFULLY OPPOSED
C. AGREED WITH

CLEANING THE ATTIC WAS *MENIAL* WORK.

A. LOWL
THE *VELLUM* IS ON THE SHELF.
A. A TYPE OF FLAVORING FOR FOOD
B. PARCHMENT
C. RED STONE

HE *ENDURED* THE LONG SPEECH.
A. TOLERATED
B. ENJOYED
C. MISSED

*FRANTICALLY* BETH LOOKED FOR HER HOUSE KEY.
A. CAREFULLY
B. SYSTEMATICALLY
C. VERY EXCITEDLY

THE BOY *WANTONLY* WASTED HIS ALLOWANCE.
A. MISTAKENLY
B. PLEASURABLY
C. WITHOUT REASON

IT WAS AN *EXHILARATING* WALK.
A. LONELY
B. STIMULATING
C. BORING

SOME NOBLES ACCUSED KING JOHN OF BEING *TYRANNICAL*.
A. TRUANT
B. TIRESOME
C. UNJUST

THE TOWN WAS *ANNIHILATED* BY THE STORM.
A. WIPED OUT OF EXISTENCE
B. SEALED OFF
C. FLOODED

HER HAT WAS *CONSPICUOUS*.
A. COLORFUL
B. LARGE
C. EASILY SEEN

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE MEANING OF SPECIFIC VOCABULARY WORDS BY SELECTING THE BEST DEFINITION OF THE WORD.

DIRECTIONS
SELECT THE BEST ANSWER FOR THE QUESTION.

A PERSON WITH AN *INSATIABLE* APPETITE IS
A. SATISFIED.
B. GREEDY.
C. CURIOUS.

A *MELANCHOLY* BOY IS
A. GLOOMY.
B. HAPPY.

**THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE MEANING OF SPECIFIC VOCABULARY WORDS BY SELECTING THE BEST DEFINITION OF THE WORD.**
C. WORRIED.

TO *EMERGE* MEANS TO
A. COME OUT.
B. GO IN.
C. DISCOVER.

A *LABYRINTH* CAN BE DESCRIBED AS BEING
A. STRAIGHT.
B. CONFUSING.
C. EASY TO FOLLOW.

*SIMULTANEOUS* EVENTS HAPPEN
A. AT THE SAME TIME.
B. ONE AFTER ANOTHER.
C. QUICKLY.

*INCREDIBLE* MEANS
A. HASTY.
B. TRUTHFUL.
C. UNBELIEVABLE.

TO *ENVELOPE* IS TO
A. INVOLVE.
B. SURROUND.
C. MAIL.

*PERPETUAL* MEANS
A. SELDOM.
B. YEARLY.
C. CONTINUOUS.

A *CONFIRMED* STATEMENT HAS BEEN
A. PROVED.
B. WHISPERED.
C. EXAGGERATED.

IN A *PLANETARIUM* ONE CAN LEARN ABOUT
A. PLANTS AND INSECTS.
B. ANIMALS AND FISH.
C. STARS AND PLANETS.

AN *ILLUSION* IS
A. A MISLEADING APPEARANCE.
B. AN INDIRECT REFERENCE.
C. A BRIGHT OBJECT.

*POSTERITY* MEANS
A. THE PRESENT GENERATION.
B. PAST GENERATIONS.
C. FUTURE GENERATIONS.

A *NOXIOUS* FLUID IS
A. POISONOUS.
B. BLACK.
C. THICK.

TO BE *AGITATED* IS TO BE
A. CAREFREE.
B. UNDECIDED.
C. DISTURBED.
A *DEFUNCT* NEWSPAPER IS ONE THAT IS
  A. NO LONGER IN EXISTENCE.
  B. DEFICIENT.
  C. WELL-WRITTEN.

IF ONE *RETALIATES* HE
  A. SINGS.
  B. WITHDRAWS.
  *C. PAYS BACK A WRONG.*

IF A PERSON IS *HARASSED* HE IS
  A. HURRIED.
  *B. TORMENTED.*
  C. EMBITTERED.

A CHILD WHO IS *INVENTIVE* IS
  *A. CREATIVE.*
  B. CLUMSY.
  C. NOISY.

A *BENEFACTOR* IS A PERSON WHO IS
  A. HEALTHY.
  B. SELFISH.
  *C. HELPFUL.*

A *SATURATED* CLOTH IS
  *A. SOAKING WET.*
  B. DIRTY GRAY.
  C. FULL OF HOLES.

A *MONOTONOUS* TASK IS
  A. SMALL.
  B. INTERESTING.
  *C. WITHOUT CHANGE.*

A *BURNISHED* GOLD RING IS
  *A. POLISHED.*
  B. TARNISHED.
  C. CARVED.

A *CANDID* ANSWER IS
  A. SLY.
  *B. STRAIGHTFORWARD.*
  C. INSINCERE.

A *CRUCIAL* DECISION IS
  A. PLEASANT.
  B. PAINFUL.
  *C. CRITICAL.*

A *TART* REMARK IS
  A. HUMOROUS.
  *B. SHARP.*
  C. SWEET.

THE STUDENT WILL SHOW UNDERSTANDING OF SHADES OF MEANINGS OF
SYNONYMS BY SELECTING THE REST WORD TO COMPLETE A GIVEN SENTENCE.
DIRECTIONS
READ THESE SENTENCES *CAREFULLY*. SELECT THE WORD THAT *MOST ACCURATELY COMPLETES THE MEANING OF THE SENTENCE*.

THE LAZY BOY, WHO HAD NOTHING TO DO QUITE DOWN THE STREET.
A. WALKED
B. STROLLED
C. STRUTTED
*D. SAUNDERED

THE BOY WHO WAS TAUNTED VIOLENTLY BY THE OTHER BOYS FELT
A. MAD
B. ANGRY
*C. PROVOKED
D. IRRITATED

THE WOMAN WHO HERSELF WAS POOR WAS ALWAYS READY TO GIVE AID TO ANY ONE IN NEED.
A. KIND
*B. UNSELFISH
C. GOOD NATURED
D. SYMPATHETIC

ALTHOUGH THE OLD MAN WAS VERY RICH, HE WAS SO THAT HE LIVED IN A POORLY FURNISHED HUT AND ATE ONLY THE CHEAPEST FOOD STUFFS.
A. CRUEL
B. MEAN
*C. MISERLY
D. STINGY

THE STUDENT WILL SHOW KNOWLEDGE OF PREFIXES MEANING *NOT* BY SELECTING THE PREFIX FOR A GIVEN ROOT WORD THAT WILL FORM AN OPPOSITE OF THAT WORD.

THE PREFIXES DIS, UN, IN AND IM SOMETIMES MEAN *NOT*. NAME THE PREFIX THAT WILL FIT THE FOLLOWING TO FORM AN OPPOSITE FOR EACH.
A. DIS
B. UN
*C. IM
D. IN

PARTIAL *C
FAITHFUL *B
AGREEABLE *A
DEFINITE *D
COMFORT *A
Lucky *B
PROBABLE *C
*ACCESSIBLE *D
THE STUDENT WILL SHOW UNDERSTANDING OF ANTONYMS AND SYNONYMS BY CATEGORIZING GIVEN WORDS AS ANTONYMS OR SYNONYMS OF A SPECIFIED WORD IN A PHRASE.

DIRECTIONS - DETERMINE WHETHER EACH WORD IN THE LIST IS A SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK EACH WORD ACCORDINGLY.

PHRASE - A *GENIAL* WELCOME
A. SYNONYM
B. ANTONYM

CORDIAL *A
GRACIOUS *A
CAUSTIC *B
FRIENDLY *A

PHRASE - REPLIED *DELIBERATELY*
A. SYNONYM
A. ANTONYM

IMPULSIVELY *B
INTENTIONALLY *A
CAREFULLY *A
THOUGHTFULLY *A

PHRASE - *TACTFUL* ANSWER
A. SYNONYM
B. ANTONYM

RUDE *B
DISCREET *A
DIPLOMATIC *A
THOUGHTLESS *B

PHRASE - *AUGMENTED* THE SUPPLY
A. SYNONYM
B. ANTONYM

THOUGHTLESS *B
LESSENED *B
ENLARGED *A
INCREASED *A

DIRECTIONS - DETERMINE WHETHER EACH WORD IN THE LIST IS A
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK
EACH WORD ACCORDINGLY.

PHRASE - *MENACING* LOOK
A. SYNONYM
B. ANTONYM

PEACEFUL *B
THREATENING *A
DANGEROUS *A

DIRECTIONS - DETERMINE WHETHER EACH WORD IN THE LIST IS A
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK
EACH WORD ACCORDINGLY.

PHRASE - TO ONES *DISMAY*
A. SYNONYM
B. ANTONYM

CONSTERNATION *A
DISCOURAGEMENT *A
HORROR *A
HAPPINESS *B

*****************************************************************
THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY WORDS BY SELECTING
FROM AMONG ALTERNATIVES A SYNONYM OF THE GIVEN WORD. %30

WHICH TERM IS THE *BEST* DEFINITION FOR THE STARRED WORD?

THEY SPOKE IN A *HUSHED* TONE.
A. SIBILANT
B. SUBDUE
C. CONTROLLED.
D. RESPECTFUL.

THE SPEAKER MADE A *ROUSING* APPEAL.
A. FERVENT
B. SINCERE
C. STIRRING
D. EMOTIONAL

HE *SCORED* HIS COMPOSITION FOR FULL ORCHESTRA.
A. WROTE
B. UNDERLINED
C. MEMORIZED
D. PUBLISHED
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