



Keystone National Middle School Language Arts Level 6 Placement Exam

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

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

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

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

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

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

What could you gather from this paragraph?

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

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

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

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

Read the following paragraph and answer questions 5 through 7.

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

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

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

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

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

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

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

Read the paragraph and answer questions 8 and 9.

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

8) What could you conclude from this paragraph?

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

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

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

Read the paragraph and answer questions 10 through 12.

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

10) The main idea of this paragraph is:

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

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

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

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

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

Read this paragraph and answer questions 13 through 16.

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

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

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

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

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

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

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

16) In this paragraph, the writer uses bias through

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22) What type of fictional story typically uses animals as characters and teaches a moral?

- a) fable
- b) epic poem
- c) personal narrative
- d) historical fiction

Use the passage below to answer questions 23 through 30.

The Frog Prince

One fine evening a young princess put on her coat, and went out to take a walk by herself in a wood. When she came to a cool pool of water, she sat down to rest. She had her favorite toy with her, a golden ball. She threw it up a few times and caught it, until she threw it up so high that she missed it. The ball bounced away and fell into the pool. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. She began to cry. "I would give away all the riches I own just to get my golden ball back," she sobbed.

At that, a frog put its head out of the water, and said, "Princess, why do you cry so bitterly?"

"Alas!" said she, "My golden ball has fallen into the pool. But why should you care, you nasty thing."

The frog said, 'I don't want your riches, but if you will love me, and let me live with you and eat from off your golden plate, and sleep on your bed, I will bring you your ball again.'

"What nonsense," thought the princess, "He can't even get out of the pool to visit me, though he may be able to get my ball for me, so I will agree to do what he asks." So she said to the frog, "Well, if you will bring me my ball, I will do all you ask."

The frog put his head down, and dove deep under the water; and after a little while he came up again, with the ball in his mouth, and threw it on the edge of the pool. As soon as the young princess saw her ball, she ran to pick it up; she was so overjoyed to have it, that she never thought of the frog, but ran home with it as fast as she could. The frog called after her, "Wait, princess, take me with you as you said." But she did not stop to hear a word.

The next day, just as the princess had sat down to dinner, she heard a strange noise--tap, tap--plash, plash--as if something was coming up the marble staircase: and soon afterwards there was a gentle knock at the door, and a little voice cried out and said:

"Open the door, my princess dear,
Open the door to your true love here!
Remember the words that you and I said
By the little pool, in the greenwood shade."

Then the princess ran to the door and opened it, and there she saw the frog, whom she had quite forgotten. Frightened, she shut the door as fast as she could. The king, her father, seeing that something had frightened her, asked her what was the matter.

She told him what had happened at the pool, and what she had promised the frog. "And now he is outside that door," she said.

While she was speaking the frog knocked again at the door.

Then the king said to the young princess, "You must keep your promise. Go and let him in."

She did so, and the frog hopped into the room, and then --tap, tap--plash, plash-- to the table where the princess sat.

"Please lift me onto a chair," the frog said, "and let me sit next to you." As soon as she did that, he said, "Put your plate close to me so I can eat out of it." Once she did that, he ate until he was full. Then he asked her to carry him upstairs and put him in her bed. She took him up and put him on the pillow of her own bed, where he slept all night long. As soon as it was light he jumped up, hopped downstairs, and went out of the house. "Now, then," thought the princess, "at last he is gone, and I shall be troubled with him no more."

But she was mistaken, for when night came again she heard the same tapping at the door. The frog was back again.

When the princess opened the door the frog came in, and slept upon her pillow as before, till the morning broke. And the third night he did the same. But when the princess awoke on the following morning she was astonished to see, instead of the frog, a handsome prince, gazing on her with the most beautiful eyes she had ever seen, and standing at the head of her bed.

He told her he had been enchanted by a spiteful fairy, who had changed him into a frog, and that he had been fated to stay as a frog until some princess should take him out of the pool, and let him eat from her plate, and sleep upon her bed for three nights. "You," said the prince, "have broken his cruel charm, and now I have nothing to wish for but that you should go with me into my father's kingdom, where I will marry you, and love you as long as you live."

The young princess, you may be sure, was not long in saying "Yes" to all this, and as they spoke a beautiful coach drove up, with eight prancing horses.

They then said good-bye to the king and got into the coach with eight horses, and set out for the prince's kingdom, which they reached safely. There they lived happily a great many years.

23. What would the main conflict of the story best be described as?

- a) person vs. person
- b) person vs. self
- c) person vs. society
- d) person vs. nature

24) The sentence, "There they lived happily a great many years" is considered what part of the plot?

- a) rising action
- b) conflict
- c) climax
- d) resolution

25) When does the climax occur in the story, The Frog Prince?

- a) when the princess first meets the frog
- b) when the king tells the princess she must keep her promise
- c) when the frog shows up to collect on the princess' promise
- d) when the princess and the frog prince ride away in the coach

26) What point of view is the story told in?

- a) first person
- b) second person
- c) third person
- d) fourth person

27) What is the main theme of the story?

- a) freedom is important
- b) keeping promises is important
- c) beauty is hidden inside
- d) cleverness is more important than strength

28) What is the most likely setting of the story?

- a) in the past, in a make-believe land
- b) in the future, in a big city
- c) in present time, in a small town in Pennsylvania
- d) in the past, a top a frozen mountain range

29) What was the motivation for the frog to get the princess' ball?

- a) the frog wanted to marry the princess
- b) the frog wanted to break the curse
- c) the frog wanted to meet the king
- d) the frog wanted to hurt the princess

30) Which part of the story best helps to support the theme?

- a) the personalities of the princess and the servants
- b) the princess walking away from the frog after he got her ball
- c) the frog prince asking the princess to marry him
- d) the frog diving into the pond to bring up the golden ball

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

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

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

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

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

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

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

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

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

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

Read this summary of the passage above:

“Early Stone Age people were nomadic hunters and gatherers of food. They usually lived in caves for protection from weather and animals. They made stone tools for hunting and used animal skins for clothing. The Early Stone Age ended when people stopped wandering from place to place and began to farm crops.” One important element that should have been included in the summary of this passage is:

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

d) Stone Age people raised their children in their cave homes

Read the following six paragraphs and answer questions 33 through 35.

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

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

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

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

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

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

33) This story is told

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

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

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

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

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

Read the following paragraphs and answer questions 36 through 40.

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

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

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

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

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

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

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

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

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

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

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

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

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

Read the following passages and answer questions 41 and 42.

Greek City States and Governments

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

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

Athens

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

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

Girls learned at home from their mothers. They learned how to run a home and how to be good wives and mothers. Boys were also taught at home by their mothers until they were six years old. Once they turned seven, boys went to

school. They memorized Homer's works. They studied theater, public speaking, reading, writing, and math. When they were 18, boys went to military school. The men of Athens met each week to discuss government and city-state issues. They experimented with government. For about 100 years, Athens was a direct democracy!

Sparta

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

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

grew up to be warriors while others became spies.

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

Corinth

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

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

41) The organization of this series of paragraphs is based on

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

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

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

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

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

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

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

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

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

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

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

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

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

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