**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Question 1 of 10** | | | | |
| What is the complete verb phrase in the following sentence?  The children should be finished with their chores before dinner. | | | | |
|  |  |  |  |  |
|  | | A. | should be finished | |
|  | | B. | should | |
|  | | C. | should be | |
|  | | D. | be finished | |
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| **Question 2 of 10** | | | | |
| Which sentence is written correctly? | | | | |
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|  | | A. | Haven't you never been to Disney World? | |
|  | | B. | The driver didn't not stop for any red lights. | |
|  | | C. | Shannon never eats nothing at lunch. | |
|  | | D. | Can't you ever remember to lock the door? | |
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| **Question 3 of 10** | | | | |
| Americans have always been interested in their Presidents' wives. Many First Ladies have been remembered because of the ways they have influenced their husbands. Other First Ladies have made the history books on their own.  At least two First Ladies, Bess Truman and Lady Bird Johnson, made it their business to send signals during their husbands' speeches. When Lady Bird Johnson thought her husband was talking too long, she wrote a note and sent it up to the platform. It read, “It's time to stop!” And he did. Once Bess Truman didn't like what her husband was saying on television, so she phoned him and said,” If you can't talk more politely than that in public, you come right home.”  Abigail Fillmore and Eliza Johnson actually taught their husbands, Millard Fillmore and Andrew Johnson, the thirteenth and seventeenth Presidents. A schoolteacher, Abigail eventually married her pupil, Millard. When Eliza Johnson married Andrew, he could not read or write, so she taught him herself.  It was First Lady Helen Taft's idea to plant the famous cherry trees in Washington, D. C. Each spring these blossoming trees attract thousands of visitors to the nation's capital. Mrs. Taft also influenced the male members of her family and the White House staff in a strange way: she convinced them to shave off their beards!  Shortly after President Wilson suffered a stroke, Edith Wilson unofficially took over most of the duties of the Presidency until the end of her husband's term. Earlier, during World War I, Mrs. Wilson had had sheep brought onto the White House lawn to eat the grass. The sheep not only kept the lawn mowed but provided wool for an auction sponsored by the First Lady. Almost $100,000 was raised for the Red Cross.  Dolly Madison saw to it that a magnificent painting of George Washington was not destroyed during the War of 1812. As the British marched toward Washington, D. C., she remained behind to rescue the painting, even after the guards had left. The painting is the only object from the original White House that was not burned.  One of the most famous First Ladies was Eleanor Roosevelt, the wife of President Franklin D. Roosevelt. She was active in political and social causes throughout her husband's tenure in office. After his death, she became famous for her humanitarian work in the United Nations. She made life better for thousands of needy people around the world.  What is the main idea of this passage? | | | | |
|  |  |  |  |  |
|  | | A. | The Humanitarian work of the First Ladies is critical in American government. | |
|  | | B. | Dolly Madison was the most influential president's wife. | |
|  | | C. | Eleanor Roosevelt transformed the First Lady image. | |
|  | | D. | The First Ladies are important in American culture. | |
|  | | E. | The First Ladies are key supporters of the Presidents. | |
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| **Question 4 of 10** | | | | |
| Our mother collects old cookbooks. Both of our grandmothers collected cookbooks, too. Both grandmother’s recipes are important to Mother. Now she can't find her favorite cookbook! She is very upset and needs our help. As soon as we got home from school she made us start looking everywhere. Under tables, behind things, in cabinets, and in our rooms. When she finally found the book she was looking for, she was the most surprised of all. It was with the other cookbooks. | | | | |
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| How should the spelling error in this sentence be corrected?  *Both grandmother’s recipes are important to Mother.* | | | | |
|  |  |  |  |  |
|  | | A. | both grandmothers' | |
|  | | B. | grandmother's recipes | |
|  | | C. | grandmothers' recipe's | |
|  | | D. | recipes are important | |
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| **Question 5 of 10** | | | | |
| **exceptional** (adj.): brilliant, special, outstanding. | | | | |
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| Which sentence uses an antonym for *exceptional*? | | | | |
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|  | | A. | I have always said that Aunt Laura's oatmeal raisin cookies are excellent. | |
|  | | B. | Nothing much happened today; it was an ordinary Monday. | |
|  | | C. | Anthony marveled at the tiny fingers and toes of his baby sister. | |
|  | | D. | It was unfortunate that Amanda ran into a traffic jam and missed her flight. | |
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| **Question 6 of 10** | | | | |
| American football (which Americans simply call "football") grew out of rugby. College rugby teams gradually changed the rules and equipment. They changed the point system and added pads and helmets to make the game safer. These changes gave us the version of football played in the U.S. today. Football is played at all levels, from peewee leagues for young children to professional adult leagues. It has become one of the nation's most popular sports. Each fall, thousands of players suit up and take the field, and millions of fans cheer them on. | | | | |
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| What is the author's purpose for writing the passage above? | | | | |
|  |  |  |  |  |
|  | | A. | to teach the reader the difference between football and rugby | |
|  | | B. | to persuade the reader that rugby is better than football | |
|  | | C. | to inform the reader of basic facts about the history of football | |
|  | | D. | to teach the reader the rules by which football is played | |
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| **Question 7 of 10** | | | | |
| Your fifth grade teacher assigned an autobiographical sketch to the class. During the revision process, you remember that you must check to ensure that your paragraphs follow a logical sequence in order to create a unified paper. Which of the following would not present a logical autobiographical sketch? | | | | |
|  |  |  |  |  |
|  | | A. | 1. Your birth 2. Your current school 3. Where you grew up 4. Your first grade teacher 5. The goals and dreams you have for your life. | |
|  | | B. | 1. Your first grade play. 2. The lemonade stand you had one summer when you were eight. 3. Your participation on the soccer team in the third grade. 4. Your winning place in last year's school-wide spelling bee 5. The project for which you received an award. | |
|  | | C. | 1. Your participation in the honor society this year. 2. Where you grew up 3. Your favorite teacher in the second grade. 4. How you got your dog for your birthday when you were ten. 5. The results of a poetry contest you entered last month. | |
|  | | D. | 1. Your birth 2. Your pre-school days 3. All the teachers you ever had from first to now. 4. How your mother put you in swimming lessons when you were seven years old. 5. The story about you brother accidentally knocking your front tooth out last sum | |
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| **Question 8 of 10** | | | | |
| Which sentence does **NOT** contain an idiom? | | | | |
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|  | | A. | It was raining cats and dogs, so we did not go outside. | |
|  | | B. | The old oak tree shivered in the cold winter wind. | |
|  | | C. | My dog, Daisy, is the apple of my eye. | |
|  | | D. | Get straight to the point and don't beat around the bush. | |
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| **Question 9 of 10** | | | | |
| Imagine you are writing a report on Theodore Roosevelt, the war hero, naturalist, writer, and American president. What question would be *most* helpful in narrowing the topic? | | | | |
|  |  |  |  |  |
|  | | A. | How many pages does the report need to be? | |
|  | | B. | What year was Roosevelt born, and what year did he die? | |
|  | | C. | What parts of Roosevelt's life or career should the report focus on? | |
|  | | D. | How many books will be needed to provide enough information on Roosevelt? | |
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**Question 10 of 10**

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| **The Wind** Robert Louis Stevenson  I saw you toss the kites on high And blow the birds about the sky; And all around I heard you pass, Like ladies' skirts across the grass-- O wind, a-blowing all day long, O wind, that sings so loud a song!  I saw the different things you did, But always you yourself you hid. I felt you push, I heard you call, I could not see yourself at all-- O wind, a-blowing all day long, O wind, that sings so loud a song!  O you that are so strong and cold, O blower, are you young or old? Are you a beast of field and tree, Or just a stronger child than me? O wind, a-blowing all day long, O wind, that sings so loud a song! | | | | |
|  | | | | |
| What poetic technique is illustrated by the use of the following:  O wind, a-blowing all day long, O wind, that sings so loud a song! | | | | |
|  |  |  |  |  |
|  | | A. | alliteration | |
|  | | B. | repetition | |
|  | | C. | rhyme | |
|  | | D. | onomatopoeia | |
|  | | | | |

Answer Key

1. A
2. D
3. D
4. A
5. B
6. C
7. C
8. B
9. C
10. B