

## Unit 4 Test 1 Reading and Language Arts

Administration Time: 100 minutes  
in two sessions

### Part 1

**Say** The final part of *Scoring High* is called Test Practice. It will give you a chance to practice all the reading, language arts, basic, and mathematics skills you learned in other lessons. The first section of the Test Practice is called Test 1, Reading and Language Arts, Part 1. Turn to page 58 of your book. On your answer sheet, find Test 1 Reading and Language Arts, Part 1. You will mark all your answers on the answer sheet, not in your book.

**Check** to see that the students have found page 58.

**Say** Find Sample A at the top of the page. Read the story and the question. Find the best answer to the question. (pause) The third answer is correct because the campers probably *had to build the fire on ground that was wet or damp*. Fill in the circle for answer C on your answer sheet. Be sure your answer circle is completely filled in with a dark mark and that you have marked the correct answer circle.

**Check** to see that the students have filled in the correct answer circle. Be sure the students know how to mark their answers in the spaces on the answer sheet.

**Say** Move down to Sample B. Read the directions, the paragraph, and the question for Sample B. Which answer is correct? (pause) The second answer is correct because it is the best way to write Sentence 2. Fill in answer circle G for Sample B on your answer sheet. Be sure your answer circle is completely filled in with a dark mark and that you have marked the correct answer circle.

**Check** to see that the students have correctly filled in their answer circle with a dark mark.

## Unit 4 Test Practice

Test 1 Reading and Language Arts Part 1

**Directions:** Use the passage to do Sample A.

You need more than just wood, matches, and marshmallows to make a good campfire. The site of a campfire is also important. And weather is another thing to consider. If it's windy, you may want to wait for a calmer night. If it has been raining, a layer of tree bark at the bottom of the pit makes a nice, dry bed for the kindling and logs.

**Sample A**

**A** If the campers lined their campfire pit with bark, it is probably because they

- A** had trouble finding enough kindling to start the fire.
- B** had to protect or shield the fire from a sudden rainstorm.
- \* C** had to build the fire on ground that was wet or damp.
- D** had peeled the wet bark off the logs so they would burn.

**Directions:** A student wrote a paragraph about an acting experience in English class. There are some mistakes that need correcting.

<sup>1</sup>During English class, we divided into small groups. <sup>2</sup>Taking an important event from the book we just read. <sup>3</sup>We only had five minutes to prepare, and then we performed the event for the class. <sup>4</sup>Our teacher often gives assignments like these.

**Sample B**

**B** Choose the best way to write Sentence 2.

- F** We had took an important event from the book we just read.
- \* G** We took an important event from the book we just read.
- H** Having taken an important event from the book we just read.
- J** Best as it is.



58

**Say** Look at the next page, page 59.

**Check** to be sure the students have found the right page.

**Say** Now you will do more items. Read the directions, then begin working. You can look back at a story to find the answers. There are several different kinds of items in this lesson, so be sure you read the directions for each group of items. If you are not sure which answer is correct, take your best guess. When you see a GO sign at the bottom of page, continue working. Work until you see the STOP sign at the bottom of page 76. Mark your answers on the answer sheet and make sure you fill in your answer circles completely with dark marks. Completely erase any marks for answers at you change. Do you have any questions?

For any questions the students

you may begin. Remember, you can look back at the stories to find the answers. You will have 40 minutes.

40 minutes. Check the items as they work to be sure they are answering all the questions by marking their answers on the correct portion of the answer

## Unit 4

# Test Practice

## Test 1 Reading and Language Arts Part 1

**Directions:** Use the passage to do Sample A.

You need more than just wood, matches, and marshmallows to make a good campfire. The site of a campfire is also important. And weather is another thing to consider. If it's windy, you may want to wait for a calmer night. If it has been raining, a layer of tree bark at the bottom of the pit makes a nice, dry bed for the kindling and logs.

**Sample**

- A** If the campers lined their campfire pit with bark, it is probably because they
- A** had trouble finding enough kindling to start the fire
  - B** had to protect or shield the fire from a sudden rainstorm
  - \* C** had to build the fire on ground that was wet or damp
  - D** had peeled the wet bark off the logs so they would burn

**Directions:** A student wrote a paragraph about an acting experience in English class. There are some mistakes that need correcting.

<sup>1</sup>During English class, we divided into small groups. <sup>2</sup>Taking an important event from the book we just read. <sup>3</sup>We only had five minutes to prepare, and then we performed the events for the class. <sup>4</sup>Our teacher often give assignments like these.

**Sample**

- B** Choose the best way to write Sentence 2.
- F** We had took an important event from the book we just read.
  - \* G** We took an important event from the book we just read.
  - H** Having taken an important event from the book we just read.
  - J** Best as it is





**Directions:** It looked like a routine day, but Kirsten soon found herself in an emergency situation trying to overcome one of her worst fears. Read this story, then do Numbers 1 through 7.

## Big Day on the Slopes

Kirsten was standing at her post, working the chairlift as it shuttled skiers from the lodge below up to the first of the ski slopes. She was at the top of the lift, and it was her job to make sure that the skiers got off the chair safely and out of the way before the next chair arrived. For the most part, Kirsten loved her job.

Today, however, Kirsten found herself getting impatient. Her replacement was supposed to have been there almost an hour ago so she could take a break. Kirsten's cold feet and grumbling stomach only made things worse. Even the chairlift itself was getting on Kirsten's nerves. This particular lift was a dinosaur; it groaned and lurched as it carried its passengers up the hill. Kirsten remembered riding it when she was a young girl. Its sudden, jerky movements were unpredictable back then, and she had quickly learned the importance of hanging on tightly.

Just then, Kirsten heard a child's scream, and her mind raced back to the present. When she saw where the screams were coming from, Kirsten's heart skipped a beat. A young child had slipped off the chairlift and was hanging with one arm from the seat at the highest point of the lift. She pushed the stop button and moved into action.

Kirsten's fear of heights diminished as the adrenaline in her system kicked her into rescue mode. Getting that child to safety was the most important thing, and there was no one else to do it but her. Kirsten grabbed from the lift house a safety harness and a hook apparatus, which she would use to attach herself to the cable.

Kirsten hurried to a 40-foot pole and made her way to the top using the built-in footholds. Once at the top, she took a deep breath but refused to look down, for that could undo her. From there, Kirsten would have to walk across a narrow beam that led to the lift cable. "Thank goodness for all those years of gymnastics," Kirsten thought, as she began stepping her way across the beam. When she finally reached the cable, she grasped it with relief and hooked herself to it with the safety harness.

For the child, the people watching, and Kirsten, the minutes seemed to drag. In actuality, though, from the moment the accident happened until that point, very little time had passed. Kirsten made her way along the cable to the child, a young girl, who had managed to hook her arm through the metal frame supporting the chair.



Kirsten carefully let herself down onto the chair first while maintaining her own safety connection. Then she pulled the girl up to safety and breathed a deep sigh of relief. Everyone on the lift and those staring up from below broke into loud, appreciative applause.

Soon the rickety lift was moving again.

The young girl looked into her rescuer's face and smiled through tear-soaked eyes.

"You were very brave," Kirsten told her.

"Me?" the girl said, her eyes widening with disbelief. "All I did was scream the whole time. Now all I want to do is go home."

Kirsten smiled and said, "You know, when you fall off of a horse, the best thing to do is to get right back on."

"I don't know much about horses, but I did come here to ski," the girl said, looking at the snow-covered slopes below.

"It's settled then," said Kirsten. "We'll ski down together. Then you can see how you feel about getting back on the horse at the bottom of the hill."

**1 Choose the sentence that tells what the passage is mostly about.**

- A A child is afraid to get off a chairlift the first time.
- \* B A girl ignores her own fears to help a child in danger.
- C A child learns it is important to hold on with both hands.
- D A girl wants to get a dangerous chairlift replaced.

**2 According to the passage, "This particular chairlift was a dinosaur; it groaned and lurched as it carried passengers up the hill." This description indicates that the chairlift**

- F is about to be replaced with a newer chairlift.
- G has a shape that reminds people of a dinosaur.
- \* H is old and operates in a rough and noisy manner.
- J has a history of constantly needing repairs.

**3 Which of these causes Kirsten to leave her post?**

- A She wants to look for her replacement operator.
- B A child needs help with her skiing equipment.
- C There is a rescue class she wants to attend.
- \* D A young skier is dangling from the chairlift.

*Directions:* Here is a partially completed chart of the story's plot. Use it to answer Numbers 4 and 5.

- 4 Which belongs in the section labeled "Events of Falling Action"?

- F Kirsten gets out the safety harness stored at her post.
- \* G The onlookers clap after they see what has happened.
- H Kirsten remembers her first experience on the chairlift.
- J The replacement operator is nowhere to be found.

**Events of Rising Action**

Kirsten is running the lift  
Kirsten is impatient  
Kirsten is cold  
Kirsten is hungry

**Most Suspenseful Moment****Events of Falling Action****Outcome**

- 5 Choose the statement that would best fit in the blank labeled "Outcome."

- A Kirsten tells the girl to rest for a while in the lodge.
- B Kirsten blames her replacement for the accident.
- \* C Kirsten persuades the girl to keep on skiing.
- D Kirsten decides to help the girl find her parents.

- 6 What has Kirsten learned about herself by the end of the passage?

- \* F Her desire to help others is stronger than her fears.
- G She is no longer fearful of heights like she used to be.
- H The safety procedures she used were not necessary.
- J She thinks it is foolish to allow yourself to be afraid.



7 How will Kirsten probably be different as a result of her experience?

- A She will do her best to avoid rescues involving heights.
- B She will realize that working at a ski resort is not for her.
- C She will be willing to do her job without a safety harness.
- \* D She will be more skilled and confident for future rescues.

**Directions:** Here is the first part of a student report about a narrow escape from a tornado. There are some mistakes that need correcting.

<sup>1</sup>Cliff Blodget and Derek Lehman are two boys who have experienced firsthand the damage a tornado can cause. <sup>2</sup>Blodget and Lehman live in Illinois, a state known for its extreme weather. <sup>3</sup>After school one day, the boys change and went to football practice. <sup>4</sup>Suddenly, a tornado roared down from the sky, right above the school. <sup>5</sup>Inside the gym's narrow hallway, everyone huddled together. <sup>6</sup>The frightened students eat safely inside and waited as the twister approached.

8 Which is the best way to write Sentence 3?

- F After school one day, the boys change and go to football practice.
- \* G After school one day, the boys changed and went to football practice.
- H After school one day, the boys changed and go to football practice.
- J Best as it is

9 Which sentence would best follow Sentence 4?

- A The students watched as the tornado tore a path through town.
- B Football practice usually consisted of various drills and exercises.
- C Some of the cars in the teachers' parking lot got shifted around.
- \* D Blodget and Lehman, along with the others, rushed to the gym.

**Directions:** Read the second part of the report and do Numbers 10 through 12.

<sup>1</sup>Blodgett and Lehman had never witnessed such a powerful tornado before. <sup>2</sup>It filled the sky with cars, roofs, and sections of fence. <sup>3</sup>The tornado, which were uprooting entire houses, seemed to last forever. <sup>4</sup>Some tornadoes have been known to uproot entire houses. <sup>5</sup>At one point, the tornado even threatened to pull off the roof of the gym. <sup>6</sup>Staying calmly and quietly, the students behaved bravely.

10 Select the best way to write Sentence 3.

- F The tornado, which was uprooting entire houses, seems to last forever.
- G The tornado, which were uprooting entire houses, seeming to last forever.
- \* H The tornado, which was uprooting entire houses, seemed to last forever.
- J Best as it is

11 Choose the best way to write Sentence 6.

- A Staying calm and quietly, the students behaved brave.
- \* B Staying calm and quiet, the students behaved bravely.
- C Staying calmly and quiet, the students behaved bravely.
- D Best as it is

12 Which sentence does not fit with the rest of the paragraph?

- F Sentence 1
- G Sentence 2
- \* H Sentence 4
- J Sentence 5





**Directions:** Read this story about an incident in a fun run and then do Numbers 13 through 17.

### Not So Fun Run

I noticed him right away; in fact, there was no way you could miss him among the other runners. First of all, he was wearing a bright, tie-dyed T-shirt with the name "REX" painted across the back in big, cartoonish letters. I assumed it was the old man's name although there was no way of knowing for sure. The other thing that distinguished him was his gait, or the way he ran. Whereas most runners kept their arms loosely bent at their sides, Rex used his arms to propel himself. He flapped them about like thin, featherless wings, desperately trying to get ahead.

Watching other runners is kind of a hobby of mine. It helps me keep my mind on the race and away from my tired muscles. This day's race was the local university's annual five-kilometer "Fun Run," and I was having fun keeping my eyes trained on Rex.

He looked like he was in his mid-50s and was in pretty good shape. I noticed that in addition to the unusual arm flapping, Rex moved his head forward and back, as if to keep time with a piece of music no one heard except him. "It would be great if I had someone like Rex to concentrate on during every race," I found myself thinking.

Just then, Rex seemed to run out of steam; he stumbled a bit, dropped both arms, and started walking. The runners that overtook him quickly stepped around him, anxious not to lose time. Perhaps because I felt I had somehow developed a relationship with him, I stopped to see what was the matter.

It's easy to get dehydrated when you run, so the first thing I did was ask Rex if he was thirsty. He shook his head weakly, so I told him to sit tight because I'd be back in a jiffy. Dashing to the water station just ahead, I grabbed something I was sure would restore dear old Rex. Sure enough, after he guzzled down the sports drink, he lost the unnaturally deep flush, and his dizziness diminished as well. Before long, Rex was back on his feet and heading for the finish line. And so was I.

- 13 The passage is narrated by someone at the race. Based on the clues in the passage, that person is probably

- |              |             |
|--------------|-------------|
| * A a runner | C a coach   |
| B a judge    | D a teacher |



- 14 According to the passage, Rex flapped his arms like *featherless wings*. This description in the first paragraph probably means that
- F he was as fast and graceful as a bird
  - G he did not take the race very seriously
  - \* H he had an awkward running style
  - J he was trying to attract attention
- 15 In the last paragraph, Rex's "deep flush" was due to his
- A deep embarrassment
  - \* B lack of water
  - C shy but heartfelt gratitude
  - D anger with the other runners
- 16 What reaction do the other runners have to Rex's condition?
- F They are concerned but are unable to turn back.
  - G They move out of his way so he can get a drink.
  - H They think people his age should not be running.
  - \* J They avoid him for fear he might slow them down.
- 17 In the passage, Rex uses his arms to *propel* himself. This probably means that Rex used his arms to
- A prevent himself from falling
  - \* B move himself forward
  - C support his own weight
  - D slow himself down



**Directions:** Here is a map of a city's park and recreation area. A family of runners is visiting the city, and they have come to the park for a run. The family members vary in age and ability, however, so it is important to find a route that works for everyone. Use the map to do Numbers 18 and 19.



- 18 The family wants a run that will take them to the viewing point where they can see the city. Grandfather and Grandmother are a little unstable when they run, but they want to follow along with the others. What would be most important for the family to keep in mind when selecting their route?

- F staying clear of other runners
- G selecting a route with good scenery
- H keeping the run as short as possible
- \* J choosing a route that is smooth

- 19 Based on your answer for Number 18, which route should the family take to get to the city's viewing point?

- A Purple Route
- B Red Route
- \* C Blue Route
- D Yellow Route

**Directions:** Some words are missing in this paragraph about a famous writer. Choose the word that best fills each blank.

### Gary Paulsen

Gary Paulsen's novels are most often about characters and their ability to survive the obstacles and \_\_\_\_\_ (20) \_\_\_\_\_ that life sends their way. Paulsen, whose own growing-up years were far from easy, clearly believes that stories about real life and how \_\_\_\_\_ (21) \_\_\_\_\_ it can be are far more interesting than what he considers to be \_\_\_\_\_ (22) \_\_\_\_\_ stories with perfect characters in ideal circumstances. As a result, readers should not necessarily expect a "happily-ever-after" ending in a Paulsen tale. He is one writer who believes that genuine, open-ended stories are a lot more \_\_\_\_\_ (23) \_\_\_\_\_.

- 30 F requirements
- G explanations
- \* H misfortunes
- J partitions
- 21 A deteriorated
- B arranged
- C musical
- \* D complicated
- 22 F restful
- \* G artificial
- H long-range
- J movable
- 23 \* A realistic
- B specialized
- C ornate
- D pleasant



**Directions:** A student wrote this review of a movie. There are some mistakes in the review that should be corrected.

<sup>1</sup>Backdraft is an action-packed movie, one well worth seeing. <sup>2</sup>The movie takes place in Chicago in 1991 and is about two brothers with a passion for fire fighting. <sup>3</sup>One of the brothers is Brian McCaffrey. <sup>4</sup>Brian McCaffrey has recently become a fire investigator. <sup>5</sup>The story really picks up when Brian begins investigating a series of fires involving something known as "backdraft." <sup>6</sup>A backdraft occurs when a fire gets out of control and burns up all the available oxygen. <sup>7</sup>Then when air enters that area, a terrible explosion happens. <sup>8</sup>In this movie, a backdraft is a fireman's most worst fear.

22 Select the best way to write Sentence 2.

- F The movie takes place in Chicago in 1991 and is about two brothers with a passions for fire fighting.
- G The movie taking place in Chicago in 1991 and is about two brothers with a passion for fire fighting.
- H The movie took place in Chicago in 1991 and are about two brothers with a passion for fire fighting.
- \*J Best as it is



- 25 Which of these best combines Sentences 3 and 4 into one sentence?

- A Brian McCaffrey is one of the brothers, and Brian recently a fire investigator has become.
- B One of the brothers, Brian McCaffrey, and has recently become a fire investigator.
- C Recently becoming a fire investigator is one of the brothers and Brian McCaffrey.
- \* D One of the brothers is Brian McCaffrey, who has recently become a fire investigator.

- 26 Which of these shows the best way to write Sentence 8?

- F In the movie, a backdraft is a fireman's mostly worst fear.
- G In the movie, a backdraft is mostly a fireman's worse fear.
- \* H In the movie, a backdraft is a fireman's worst fear.
- J Best as it is

- 27 Where would this sentence best fit in this review?

*The other brother is Stephen McCaffrey, a working-class firefighter just like the boys' father.*

- A after Sentence 2
- \* B after Sentence 4
- C after Sentence 5
- D after Sentence 7



- 28 Choose the sentences that best support this topic sentence.

*John Ruiz, from San Antonio, Texas, rescued his own father after a whirlpool in the Blanco River capsized their inflatable fishing boat and threatened to pull Mr. Ruiz down.*

- \* F The first thing John did was untangle his father from the underwater reeds. As John struggled with the plants and against the increasing pull of the whirlpool, he kept his father's head above water and finally freed him.
- G Small, inflatable boats are not always the safest, especially in waters that are prone to having whirlpools. Such lightweight, rubber boats are perhaps best used only in peaceful, more predictable waters.
- H Although San Antonio is not what you would call a small town, the news of John's fearless rescue made all of the local papers, and Mr. Ruiz saved all of the clippings. The clippings are now a part of the family scrapbook.
- J John and his father continue to pursue fishing since it is something they enjoy doing together. Sometimes they fish in the Blanco River, but they have lots of other favorite spots as well.

- 29 Choose the sentences that best support this topic sentence.

*Eli Goodner was a fifteen-year-old boy who set out on a 14-mile run in order save his father from freezing.*

- A A 14-mile run is approximately the length of a half-marathon since marathons are 26 miles long. To run even a half-marathon takes a certain amount of training and preparation.
- B When you are cold, exercise is a practical way to warm yourself up. This is largely because exercise gets the blood circulating through the body, and this causes the body's temperature to rise.
- \* C Eli left his disabled father in their broken-down van and sped toward civilization. He was certain that without heat in the zero-degree Idaho weather, the two of them would surely freeze if he did not get help.
- D Eli was not exactly what you would call an athlete. He enjoyed the outdoors, however, and had been scouting for a future camping site with his father when their van suddenly gave up on them.

Directions: Read this poem, then do Numbers 30 through 35.

## Water Cycle

There are the rivers, ponds, and lakes  
Through which each drop of water flows.  
It's a circular journey Nature makes  
Over and over and 'round it goes.  
The starting point, the mighty sea  
Is the great World Ocean, joining three.  
The Pacific, the Atlantic, the Indian—  
Yes, these are water's origin.  
For swimming and boating and surfing, sure  
Sore throats or wounds salt water helps cure  
But for drinking and farming it just will not do.  
The journey of water is not yet through.  
It first must evaporate into the clouds  
Before it can quench Earth's thirsty crowds.



- 30 What does the poet probably mean by the last two lines of the poem?
- F The salt you taste in ocean water comes from the sky.
  - G There is more salt than water in the ocean's waters.
  - H The Earth is thirsty because of shrinking ocean waters.
  - \* J Ocean water loses its saltiness when it becomes rain.
- 31 Which of these does the poet not mention?
- A rivers
  - B lakes
  - \* C springs
  - D oceans
- 32 The best way to find the answer to Number 31 is to
- F reread the beginning of the poem to look for the main idea
  - \* G scan the poem for names of bodies of water
  - H study the patterns for how the words rhyme in the poem
  - J compare the things ocean water is good for and not good for
- 33 Which of these is most like the journey referred to in the poem?
- \* A running around a track
  - B moving from one town to another
  - C climbing to the top of Mt. Everest
  - D seeing a rainbow after a storm
- 34 What appears to be the main purpose of this poem?
- F to compare two things
  - G to entertain with humor
  - \* H to explain a process
  - J to support a point of view
- 35 Which sentence is complete and written correctly?
- \* A After going for a hike, we cooled off in the water.
  - B We rented a room near the beach, it was perfect.
  - C Built the best sandcastle anyone had ever seen.
  - D Going to stay at the same beach next year, too.



**Directions:** What's it like being a marine biologist? Reporter Dena Marsden recently interviewed marine biologist Elise Cloutier. Read the interview. Then do Numbers 36 through 43.

**Dena:** *Would it be accurate to say that a marine biologist is a kind of sea scientist?*

**Cloutier:** It's pretty close, especially if you look at the meanings of the words "marine" and "biologist." Marine means having to do with the sea, and a biologist is someone who studies life or life-forms. To be perfectly accurate then, a marine biologist is a scientist of sea life.

**Dena:** *So, what kind of sea life do you study?*

**Cloutier:** Right now I'm focusing on sea mammals—dolphins, sea lions, whales, and seals, mostly. But our oceans are a virtual treasure trove of plant and animal life, so a marine biologist has a great variety of subjects from which to choose. One biologist I know studies just starfish and sea urchins.

**Dena:** *Have you ever gone swimming with the creatures you were studying?*

**Cloutier:** Yes, in fact, I recently swam alongside some dolphins and whales off the coast of New Zealand. There is nothing more beautiful and breathtaking than being so close to these animals. The only problem is, as a scientist, I want to observe the animal's natural behavior. Swimming with a human is not natural for these animals, so it's not always the best way to study them.

**Dena:** *Does that mean you sometimes have to capture the animals you are trying to study? It doesn't seem like that would allow them to behave naturally either.*

**Cloutier:** You're right, but we do sometimes have to capture an animal to study it. We do this very carefully and only for short periods of time. And we always keep a constant watch on the creature's safety and health. For example, we might capture an animal in order to put a tracking device on it. Or, in my case, to photograph it.

**Dena:** *What is the purpose of photographing an animal?*

**Cloutier:** We use photos of whales to identify and track them over a period of time. Some of the whales in this study have been followed for seven years already. It's almost like we have developed a relationship with them. In the hearts and minds of the scientists studying them, these creatures become like old friends.

**Dena:** *Were you always interested in whales and other sea creatures?*

**Cloutier:** Yes, although getting firsthand knowledge



of the sea didn't happen for me until I was 13. I grew up in the landlocked state of Nebraska, so for most of my childhood years, the sea was as mysterious and unreal as a science-fiction novel.

**Dena:** *What happened when you were 13?*

**Cloutier:** I spent the summer with some relatives who lived in Monterey, California. That's where the famous Monterey Bay Aquarium is, and my cousins had summer passes to the museum. I knew that summer what my future held.

**Dena:** *How did you go about becoming an actual marine biologist?*

**Cloutier:** I went to school, of course, and took lots of science classes. Then I got into a college with a good marine biology program. The next thing I knew I was volunteering in a deep-sea biology group that was studying photos of the seafloor. I couldn't believe that my eyes were the first human ones to see that part of the sea. That experience led to more work, which led to meeting other scientists and eventually getting my current job in New Zealand.

**Dena:** *Is New Zealand a good place for a marine biologist to work?*

**Cloutier:** It doesn't get much better than New Zealand. It's an island with over 3,000 miles of coastline, and the sea life there has so much to teach us. I hope I'm able to work there for a long time. To be

honest, though, there are so many fantastic places for a marine biologist to be. That's one of the benefits of the job—your work can bring you to all corners of the globe. Another benefit, of course, is that scuba diving is not limited to vacations. It's part of the job!

**Dena:** *Do you have any advice for students who might be interested in becoming marine biologists?*

**Cloutier:** It's important to enjoy the work you do because you will spend so much of your life doing it. If the ocean or the ocean's creatures and plants are of interest to you, start reading books on the subject. Find out if there are any nearby aquariums you can visit. Get all of the information and take all of the science classes you can. Then, when you are shopping for a college, choose one near the ocean, one with a good marine biology program. From there, the opportunities will present themselves, and it will be up to you to take advantage of them.

- 36 This article is mostly about
- F a girl who wants to become a marine biologist
  - \* G a woman who works as a marine biologist
  - H the classes needed for becoming a marine biologist
  - J the plant and animal life marine biologists study
- 37 It wasn't easy for Cloutier to pursue her interest in the ocean when she was a child because
- A she did not learn how to swim until she was 13
  - B there were few science classes offered at her school
  - \* C she lived in a state that was far from the ocean
  - D there were few known female marine biologists then
- 38 Cloutier says she wants to "observe the animal's natural behavior." The word *observe* probably means
- F copy and practice
  - G learn and teach
  - \* H watch and study
  - J stop or prevent

- 39 Choose the sentence that best supports your answer for Number 38.

- \* A Swimming with a human is not natural for these animals, so it's not always the best way to study them.
- B I went to school, of course, took lots of science classes and then got into a college with a good marine biology program.
- C I grew up in the landlocked state of Nebraska, so for most of my childhood years, the sea was as mysterious and fictional as a lot of the books I read.
- D It's an island with over 3000 miles of coastline, and the sea life there has so much to teach us.



**Say** We're going to stop now. We will do more reading and language arts items later. Check to see that you have completely filled in your answer circles with dark marks. Make sure that any marks for answers that you changed have been completely erased. Now you may close your books.

**Collect** the students' books and answer sheets. Distribute them again when you continue later in the same day or on a different day.



# Test 1 Reading and Language Arts Part 1

46 A student made the chart below after reading the interview. This chart is designed to

- F compare and contrast ideas
- \* G outline a series of steps
- H identify the main idea
- J pose a problem and a solution

Becoming a Marine Biologist	
read books about ocean life	
spend time at nearby aquariums	
take as many science classes as possible	

47 Select the sentence that best summarizes Cloutier's advice to would-be marine biologists.

- A "Do your best to solve the world's mysteries."
- B "Spend time with scientists you respect."
- \* C "Go out and get all of the experience you can."
- D "It's a lot of hard work, but it's worth it."

48 What can you conclude about an interview?

- F It teaches readers the meaning of marine biology.
- \* G One person usually asks questions and another answers them.
- H An interview is about a career in science.
- J A student asks questions and a teacher answers them.

49 If you wanted to find out where New Zealand was located, which of these resources would be most helpful?

- \* A an atlas
- B an encyclopedia article about marine biology
- C a college dictionary
- D a history book

