

Name _____

Bobcats & Lions Reading Final Exam 2020-2021

VOCABULARY AND CONCEPTS

Directions: Fill in the answer circle in front of the correct answer for each question.

1. Please deactivate the alarm system.

What does the word *deactivate* mean?

- (A) activate again
- (B) the opposite of activate
- (C) wrongly activate
- (D) activate halfway

2. Which root means *good*?

- (A) "mitt" as in **transmittal**
- (B) "sign" as **design**
- (C) "bene" as in **benevolent**
- (D) "ology" as in **zoology**

3. Read the sentence.

Grandfather made this chair from a single block of wood.

In which sentence does the word block mean the same thing as in the sentence above?

- (A) I couldn't life the heavy block of ice.
- (B) Please do not block the emergency exits.
- (C) My best friend lives down the block from me.
- (D) The play's director has yet to block the actor's movements.

4. Read the sentence.

During the hiking trip, my father was always in the lead.

Which of these words in the sentence could be pronounced in two different ways and mean two different things?

- (A) the
- (B) hiking
- (C) always
- (D) lead

VOCABULARY AND CONCEPTS (continued)

5. In which sentence is the underlined *homophone* used **incorrectly**?
 - (A) The farmer carried the milk in a pail.
 - (B) There were four students absent from class.
 - (C) My feat are sore from all that running.
 - (D) There is only one main road in our small town.

6. How are the words *dependable* and *reliable* related?
 - (A) They are synonyms.
 - (B) They are antonyms.
 - (C) They are homophones.
 - (D) They are homographs.

7. In which sentence does the underlined word have the most **positive** connotation?
 - (A) When Bill saw the Grand Canyon, he was interested.
 - (B) When Bill saw the Grand Canyon, he was awestruck.
 - (C) When Bill saw the Grand Canyon, he was pleased.
 - (D) When Bill saw the Grand Canyon, he was impressed.

8. In which sentence does the underlined word have the most **negative** connotation?
 - (A) Gene felt sorry for the elderly man dressed in old clothes.
 - (B) Gene felt sorry for the elderly man dressed in plain clothes.
 - (C) Gene felt sorry for the elderly man dressed in ragged clothes.
 - (D) Gene felt sorry for the elderly man dressed in simple clothes.

COMPREHENSION

Directions: Read each passage. Fill in the answer circle in front of the correct answer for each question.

Hundreds of years ago, different Indian tribes lived in different kinds of dwellings. Each type of "housing" depended to a large extent on the Indians' lifestyle and the area of the country in which they lived. The best dwellings appeared along the Northwest Coast.

The Hopi Indians lived in the Southwest, where hot days were often followed by cold nights, and periods of drought could be broken by heavy rains and flooding. They lived in *pueblos*—adobe houses built next to or even on top of each other. The Hopis used ladders to enter their houses. Hopi families lived in one room, sleeping on blankets rolled out on the floor. The Navajos of the Southwest lived in cone-shaped houses called *hogans*. The hogans were log frames covered with mud or grass. They were built in small, family-sized groups miles apart from each other. Building the hogans far apart was clever because it allowed for privacy.

The Chinooks lived in the Northwest Coast along the Pacific Ocean—an area filled with rivers and forests. Their villages were made up of rows of long wooden houses with no windows. Each house was built partly over a hole in the ground so that some rooms were actually under the ground. Several families lived in each of these *pit houses*. The families in each house belonged to the same clan, which means that they were related to each other. It's easier to live with other families if you're related to them.

The Cherokees lived in the Eastern Woodlands of North America. They made their homes in rich river valleys. Cherokee families had two houses. One house was used for warmth during the winter; the other was used to stay cool during the hot summer months. The winter houses were small, cone-shaped pit houses made of wooden poles covered with earth. The summer houses were larger. They were shaped like boxes and had grass or clay walls and bark roofs. Several families of the same clan lived together in these summer and winter houses. Cherokees built their houses close together to form villages. Sometimes a Cherokee village might have as many as 300–400 houses.

The Kiowas of the Great Plains were nomads, always traveling from place to place. They followed buffalo herds across the flat grasslands. Because they followed the buffalo, the Kiowas built shelters that could be moved quickly and easily. One kind of shelter they lived in was a cone-shaped tent, or *tepee*, made of wooden poles set in a circle and covered with buffalo skins. They also used buffalo skins for their beds and blankets. These skins were probably more comfortable to sleep on than blankets.

COMPREHENSION (continued)

9. One way that the dwellings of the Kiowas were different from those of the Cherokeees is that the dwellings of the Kiowas were _____.
 (A) entered by ladders
 (B) easy to move quickly
 (C) under the ground
 (D) built on top of each other
10. Which of these is an **opinion** from the passage?
 (A) The Navajos of the Southwest lived in cone-shaped houses called *hogans*.
 (B) The Cherokeees' summer houses had grass or clay walls and bark roofs.
 (C) Building the hogans far apart was clever because it allowed for privacy.
 (D) The Kiowas followed buffalo herds across the flat grasslands.
11. Which of these is a **fact** from the passage?
 (A) The best dwellings appeared along the Northwest Coast.
 (B) These skins were probably more comfortable to sleep on than blankets.
 (C) It's easier to live with other families if you're related to them.
 (D) Sometimes a Cherokee village might have as many as 300–400 houses.
12. One way that the dwellings of the Cherokeees and the Chinooks were the same is that they both _____.
 (A) housed several families from the same clan
 (B) were small and shaped like cones
 (C) were built on flat grasslands
 (D) had clay walls and bark roofs
13. The purpose of this passage is to _____.
 (A) persuade
 (B) inform
 (C) entertain
 (D) warn

COMPREHENSION (continued)

A couple of years ago, in 1872, Vance's father had decided to move their family from the East to a 160-acre plot of land on the Great Plains. During the two years since the move, the family had endured many hardships, but they were also beginning to feel at home in their new surroundings. Because trees were scarce, they had built their house out of *sod*, which is earth cut into blocks and held together with grass and roots. The house kept them cool in the summer and warm in the winter, but it was not without its shortcomings. When it rained, water leaked through the roof. In the summer, when it was hot and dry, the roof baked, causing dust and dirt to fall from the ceiling onto the furniture below. Vance's mother said she had her hands full just trying to keep the house clean enough to live in. Still, their corn and potato crops had done well this past year, and they had plenty to eat. Their well also supplied them with plenty of water for drinking and washing. They were comfortably settled in, for now.

This particular hot, late-summer day, Vance's father and mother had left him in charge of the homestead while they made a trek to the closest town to buy supplies. They left at sunrise, warning Vance that they might not make it back home before dark. Vance was to do his chores and stay close to the house.

About three in the afternoon, while Vance was out in the field plucking ears of sweet corn to cook for supper, the sky began to grow dark. A strong wind blew in, and Vance heard thunder rumbling. As he studied the sky, he also saw jagged streaks of lightning in the distance. Gathering up the corn he had picked, he hurried into the house. About fifteen minutes later, Vance stepped back outside. The storm had blown over, and the air was still. Scanning the horizon, Vance spotted an orange glow not too far away. For a moment he couldn't figure out what it was, but suddenly he realized that it was fire. Lightning must have struck the dry prairie grasses, setting them ablaze. The hot summer days with no rain had left the surrounding acres as dry as tinder. The fire would sweep across the plains rapidly. Forcing down panic, Vance's mind raced as he tried to think what he should do to save the house—and himself.

COMPREHENSION (continued)

- 14.** Vance is alone at home on this late-summer day because his parents _____.
 (A) have gone back East to visit relatives
 (B) are helping a neighbor build a sod house
 (C) have gone to town to buy supplies
 (D) are selling their corn and potatoes at a market
- 15.** Why does Vance leave the fields and hurry inside the house?
 (A) He wants to clean the house before his mother gets home.
 (B) He sees a storm that seems to be coming his way.
 (C) He remembers his parents said he was to stay inside.
 (D) He wants to cook supper before it gets dark.
- 16.** What causes the grasses near Vance's home to catch fire?
 (A) Lightning strikes the dry fields.
 (B) A child plays carelessly with matches.
 (C) A camper does not put out his campfire.
 (D) A neighbor burning brush loses control of his fire.
- 17.** The purpose of this passage is to _____.
 (A) persuade
 (B) inform
 (C) entertain
 (D) warn

COMPREHENSION (continued)

The atmosphere surrounding the earth is a thin layer of gases. The atmosphere makes life possible on earth. It allows light to reach the surface of the earth to supply energy and to make photosynthesis possible. It also radiates some heat back to the earth to warm our planet.

The atmosphere is made up of individual layers, one of which is called the *stratosphere*. The stratosphere contains the ozone layer, which protects living things on Earth from the sun's harmful ultraviolet (UV) radiation.

In 1985, a British scientific journal published some alarming information. An article in the journal reported the results of studies conducted by scientists on the coast of Antarctica. Their studies showed that the ozone layer above the South Pole had become at least 50 to 98 percent thinner than it had been twenty years previously. After these results were published, NASA scientists studied data sent back to Earth by a weather satellite that was launched in 1978. The scientists also saw signs of ozone thinning.

This thinning of the protective ozone layer is a serious matter. As the amount of ozone in the stratosphere decreases, more harmful ultraviolet light reaches the surface of the earth. This UV light can cause a host of problems for humans. It can cause skin cancer as well as faster aging. It can cause eye cataracts that blur vision or lead to blindness. Our immune systems can even be weakened by too much ultraviolet light, making it more difficult for us to ward off diseases. Additionally, one-celled organisms living near the surface of the ocean can be killed by too much UV light, which could alter ocean food chains and result in reduced fish harvests. Excessive UV light can also cause lower crop yields by interfering with photosynthesis.

All countries of the earth can be affected by this thinning of the ozone layer. To address the problem, many of the world's countries have agreed to restrict or ban the use of substances that pose a significant danger to the ozone layer. However, harmful substances used years ago can stay active in the stratosphere for as long as 50 to 100 years. It will take many years for the ozone layer to recover.

COMPREHENSION (continued)

You have probably learned in your science classes that there are nine planets, including our own Earth, in orbit around our sun. Astronomers, who study planets and other bodies in space, often divide the planets in our solar system into two groups. The "inner planets" include Mercury, Venus, Earth, and Mars. They are the planets closest to the sun, and they share several common characteristics.

For example, the inner planets are smaller than the other planets (except Pluto). The diameter of Mercury (the smallest of the four inner planets) is about 4,878 kilometers. The diameter of Earth (the largest of the four) is about 12,756 kilometers. These numbers sound big until you compare them to the diameters of the "outer planets," which range from 49,528 kilometers for Neptune to 142,984 kilometers for Jupiter! Pluto's diameter is only about 2,320 kilometers, but Pluto is a "strange duck" in many ways. Some have argued that it isn't even a planet.

Another major difference involves temperature. The surface of Mercury is about 175°C, but Venus is even hotter; Earth's surface is about 15°C, while that of Mars is -55°C. In contrast, temperatures on the outer planets range from -110°C on Jupiter to about -230°C on Pluto.

Still another difference involves the materials the planets are made of. The inner planets, such as Earth, are mostly made of hard materials such as iron and nickel at their cores. The outer planets are apparently made mostly of gases. These planets are less dense than the inner planets even though they are larger.

COMPREHENSION (continued)

18. What is the main idea of this passage?
- (A) The atmosphere surrounding the earth is a thin layer of gases.
 - (B) The thinning of the ozone layer is a serious matter that can cause many problems for humans.
 - (C) The atmosphere allows light to reach the earth to supply energy and radiates heat to warm our planet.
 - (D) The atmosphere is made up of individual layers, one of which is called the *stratosphere*.
19. Which detail could best be added to this passage?
- (A) Ocean currents are caused by winds and the rotation of the earth.
 - (B) Air currents swirling in the troposphere can carry dry, frigid air from the Arctic.
 - (C) Commercial airliners often fly in the lower stratosphere.
 - (D) Exposure to harmful UV light can cause wrinkles and damaged skin.
20. From the facts in this passage, it is reasonable to conclude that _____.
- (A) studies showing that the ozone layer has thinned above the South Pole have little significance for other areas of the earth
 - (B) protection of the ozone layer is a worldwide concern that requires international cooperation
 - (C) scientific journals published in Britain are more reliable than those published in the United States
 - (D) the protective ozone layer could quickly and easily be restored if a few large countries would ban harmful substances
21. The author has given you enough evidence to lead you to believe that _____.
- (A) losing the protective ozone layer could cause serious health problems and reductions in the world's food supply
 - (B) the coast of Antarctica is the only valid place to retrieve data about the ozone layer
 - (C) changes in the thickness of the ozone layer will not affect crop production
 - (D) data showing decreases in the ozone layer are interesting but should not be a cause for serious concern or alarm

COMPREHENSION (continued)

22. What is one way in which all nine planets in our solar system are alike?
- Ⓐ They are equally dense.
 - Ⓑ They are about the same size.
 - Ⓒ They orbit around the sun.
 - Ⓓ They are made of the same materials.
23. One difference between the outer planets and the inner planets is that the outer planets are _____.
- Ⓐ smaller
 - Ⓑ colder
 - Ⓒ more solid
 - Ⓓ closer to Earth
24. Which planet is apparently least like the other nine?
- Ⓐ Mercury
 - Ⓑ Earth
 - Ⓒ Jupiter
 - Ⓓ Pluto

LITERARY RESPONSE AND ANALYSIS

Directions: Read each passage. Fill in the answer circle in front of the correct answer for each question.

Athena, the daughter of Zeus, was the goddess of wisdom. The city of Athens was named after her, and it was her chosen seat—her own city. One of her duties was to preside over the ornamental arts of women, such as spinning, weaving, and needlework.

In the course of her duties, a contest took place. A young maiden named Arachne was quite skilled in the arts of weaving and embroidery. This mortal had achieved great fame for her beautiful works. It was a pleasure to watch how skillfully she did her spinning and weaving. It was as if she had been taught by Athena herself. She could not bear, though, to be thought a pupil, even of a goddess. "Let Athena try her skill with mine," she declared. "If beaten, I will pay the penalty."

Athena heard this and was displeased. She assumed the form of an old woman and visited Arachne to give her some advice. "I have had much experience," she said. "You may challenge your fellow mortals, but do not compete with a goddess. I hope you will not despise my words."

Arachne stopped her spinning and look at the old woman in anger. "Keep your advice. I am not afraid of the goddess; let her try her skill, if she dare." Upon hearing this, Athena threw off her disguise and challenged Arachne to a contest.

They took turns weaving. Athena created a beautiful piece with scenes of the gods and the gods' reactions to mortals who had displeased or defied them. Undaunted, Arachne created an even more beautiful weaving that showed the failings and errors of the gods.

After seeing the beauty of Arachne's labor, Athena flew into a rage. She struck down the loom and touched the forehead of Arachne to make her feel guilt and shame. "Guilty woman," Athena cursed, "you and your descendants will preserve the memory of this lesson." Arachne's form shrank, her head grew smaller, and her fingers cleaved to her side and served as legs. The rest of her became a body out of which she spins her thread. Athena had transformed Arachne into a spider.

LITERARY RESPONSE AND ANALYSIS (continued)

25. This myth most likely takes place in _____.
Ⓐ modern days
Ⓑ ancient times
Ⓒ the Middle Ages
Ⓓ the future
26. Arachne could best be described as _____.
Ⓐ lighthearted and humorous
Ⓑ shy and withdrawn
Ⓒ skillful and stubborn
Ⓓ bold and incompetent
27. What arouses Athena's anger?
Ⓐ Zeus expels her from the city of Athens.
Ⓑ A wise old woman gives her advice.
Ⓒ Somebody steals her weavings.
Ⓓ Arachne thinks she is more skillful than Athena.
28. How is the problem in the myth resolved?
Ⓐ Athena has Arachne continue her spinning in the form of a spider.
Ⓑ Athena rewards Arachne by making her a goddess.
Ⓒ Zeus takes pity on Arachne and saves her from Athena's wrath.
Ⓓ Arachne is forced to stop weaving and to leave Athens forever.

LITERARY RESPONSE AND ANALYSIS (continued)

Directions: Read each sentence. Fill in the answer circle in front of the correct answer for each question.

- 29.** My car intentionally quit working this morning, just to spite me. It must hate me!

This is an example of _____.

- ☐ (A) a metaphor
- ☐ (B) a simile
- ☐ (C) personification
- ☐ (D) hyperbole

- 30.** The high-speed train is like a bullet.

This is an example of _____.

- ☐ (A) a metaphor
- ☐ (B) a simile
- ☐ (C) personification
- ☐ (D) hyperbole

LITERARY RESPONSE AND ANALYSIS (continued)

Directions: Read the passage. Fill in the answer circle in front of the correct answer for each question.

The air was still and hot. My small apartment was an oven. I sat next to an open window, hoping, praying for a breeze to stir the air. My body was like the wilted plant on the windowsill—tired and limp. My wet hair stuck to the sides of my face. I would have slept, but it was too hot. Then, the thin curtains began to move. I saw the flash of lightning, followed by loud thunder. Rain began to fall, and fresh air filled the room. I stuck my head out the window and laughed.

31. Which group of words in this passage is a simile?

- (A) My body was like the wilted plant . . .
- (B) My wet hair . . .
- (C) . . . the thin curtains . . .
- (D) . . . followed by loud thunder.

32. Which group of words in this passage is a metaphor?

- (A) The air was still and hot.
- (B) My small apartment was an oven.
- (C) Rain began to fall . . .
- (D) I stuck my head out the window and laughed.

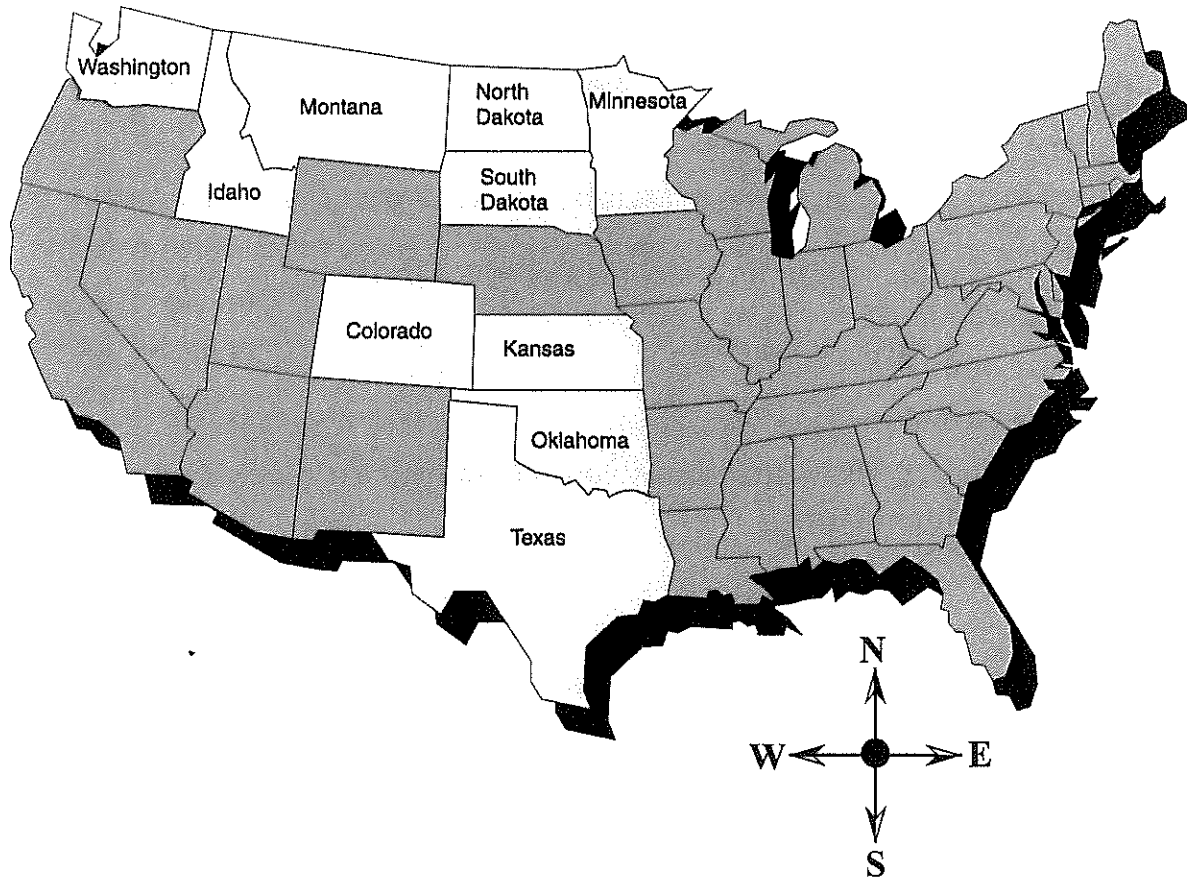
RESEARCH AND INFORMATION SKILLS

Directions: Study the map and table below. Then fill in the answer circle in front of the correct answer for each question.

Top Wheat-Producing States in 1998
(in millions of bushels)

Kansas	494.9
North Dakota	310.7
Oklahoma	198.9
Montana	168.8
Washington	157.4
Texas	136.5
South Dakota	120.8
Colorado	103.7
Idaho	102.4
Minnesota	80.4

Top Wheat-Producing States of 1998



RESEARCH AND INFORMATION SKILLS (continued)

33. The top three wheat-producing states of 1998 are in what part of the country?
- (A) Northeast
 - (B) Central
 - (C) West
 - (D) Southeast
34. Which state listed below is **not** one of the top wheat-producing states of 1998?
- (A) Idaho
 - (B) Colorado
 - (C) Nebraska
 - (D) Texas
35. According to the map, how many of the top wheat-producing states of 1998 are south of Idaho?
- (A) 1
 - (B) 4
 - (C) 10
 - (D) 17
36. How much more wheat did Oklahoma produce in 1998 than South Dakota produced?
- (A) 78.1 bushels
 - (B) 80.4 bushels
 - (C) 78.1 million bushels
 - (D) 414.5 million bushels

LANGUAGE

Directions: Choose the answer that best describes the underlined words in each sentence.

37. If we want to be on time for the movie, we must leave now.

- (A) independent clause
- (B) complex sentence
- (C) compound sentence
- (D) dependent clause

38. The people who attended the street festival left lots of trash, but city workmen quickly cleaned up the mess.

- (A) independent clause
- (B) complex sentence
- (C) compound sentence
- (D) dependent clause

Directions: Choose the form of the **adjective** or **adverb** that best completes each sentence.

39. My parents' suitcases weigh a lot, but mine is the _____ of all.

- (A) most heaviest
- (B) more heavy
- (C) heavier
- (D) heaviest

40. I can barely keep up with my brother because he walks _____ than I do.

- (A) rapidest
- (B) more rapidly
- (C) rapider
- (D) more rapid

LANGUAGE (continued)

Directions: Choose the answer that correctly describes the underlined word in this sentence.

41. The principal gave us a stern lecture about misbehaving in class.

- Ⓐ action verb
- Ⓑ linking verb
- Ⓒ direct object
- Ⓓ indirect object

Directions: The linking verb is underlined in this sentence. Which word renames the subject of the sentence?

42. Alexander the Great was a skilled general who conquered much of the ancient world.

- Ⓐ skilled
- Ⓑ general
- Ⓒ much
- Ⓓ world

LANGUAGE (continued)

Directions: Read each sentence. Then choose the answer that best describes the underlined verb or verb phrase.

43. A crowd gathered in the park to watch the fireworks display.

(A) present
(B) present participle
(C) past
(D) past participle

44. By 6:30 A.M., Roy had delivered most of his newspapers.

(A) present perfect tense
(B) past perfect tense
(C) future perfect tense
(D) future progressive form

45. The members of the drama club will be rehearsing all week.

(A) present perfect tense
(B) past perfect tense
(C) future perfect tense
(D) future progressive form

LANGUAGE (continued)

Directions: Choose the **verb** or **verb phrase** that best completes each sentence.

46. Citizens _____ gathering signatures for a petition to be given to the mayor.
- (A) can
 - (B) is
 - (C) are
 - (D) have
47. We _____ the heavy canoe downriver to avoid the dangerous rapids.
- (A) carries
 - (B) carryed
 - (C) carryied
 - (D) carried
48. Roberto's skill as a writer _____ over the past several months.
- (A) have grown
 - (B) has grown
 - (C) grows
 - (D) will grow

Directions: Choose the word that is the **object** of the preposition in the prepositional phrase in this sentence.

49. The doe and her fawn quickly disappeared into the thick brush.
- (A) quickly
 - (B) into
 - (C) thick
 - (D) brush

LANGUAGE (continued)

Directions: Read this pair of sentences. Then choose the answer that shows the best way to combine the sentences into one sentence that includes the underlined adverb phrase.

50. Kendra received an e-mail. The e-mail was from her cousin.

- Ⓐ Kendra and her cousin received her cousin's e-mail.
- Ⓑ Kendra received an e-mail, it was from her cousin.
- Ⓒ Kendra received an e-mail from her cousin.
- Ⓓ Kendra received an e-mail; her cousin's e-mail.