



International School of Monterrey

Junior High School Trimester 3 Final Exam

9th Grade Literature

Name _____ Date _____ List #1 -

I. DIRECTIONS: Read and answer the questions that follow. (10 pts.)

Changing the Environment

- 1 Sara Hayden discovered her private perch on a large boulder about two weeks after her family moved to Poplar Springs. It was the first Friday in April, and Sara's school had early dismissal. She tossed her jacket over the sofa, dumped her backpack on the floor, and put on her heavy hiking boots. She grabbed a banana and a juice box and hustled out the back door. She still had not made a single friend at her new school; arriving late in the term had been challenging. She felt isolated and alone. As Sara's loneliness at school continued, trekking through the tract of deep woods behind her house relieved the frustration that had built up in her.
- 2 That day Sara chose a particularly mucky route adjacent to Willow Creek. Early spring mud squished beneath her boots like clay and splattered brown specks on her jeans. Through the woods close to Willow Creek, Sara heard the creek splashing down the falls. Pale green buds announced the late-arriving spring.
- 3 About half a mile from the house, Sara noticed something rather peculiar—a whittled, pencil-shaped stump where a tall poplar sapling had stood the previous week. She looked around and saw a narrow path marked by broken branches and crushed leaves. Sara carefully picked her way through the underbrush, snagging her jeans on prickly vines.
- 4 Sara reached Willow Creek and realized immediately what had happened to the poplar sapling. A pair of industrious beavers was actively damming Willow Creek. Sara sat on a boulder about 20 yards from the partially built lodge. As yet, the dam could not stop Willow Creek in full rush, but the beavers had major construction in mind. Sara wondered how long it would take them to finish. One beaver, hauling a heavy branch in its teeth, appeared on the creek bank. For the first time in weeks, Sara was interested in something.
- 5 Over the next few weeks, Sara monitored the progress of the beavers' timber-cutting endeavor. She noticed that poplar, birch, and willow saplings had been gnawed into stumps. The newly clear-cut plots allowed sunlight to reach the forest floor, where wildflowers painted the greenery and vines shimmied up narrow tree trunks.
- 6 The dam increased in size and reduced Willow Creek to a mere trickle. The beavers followed a remarkable work ethic. The dam was never sufficient, never big enough, never strong

enough to suit the active beavers. Sara wondered whether the husky adult beavers had newborn kits in their lodge. If so, the offspring had not yet emerged into the open. She did not expect to see any for several weeks.

- 7 The stone perch gave Sara a front-row seat as the ecosystem engineers converted a rushing stream into a still-pond habitat. Sara scanned the pond daily to see what had changed. It did not occur to her that what had changed the most was her own attitude. She had exchanged loneliness for curiosity, frustration for fascination.
- 8 As the dam changed the pond's environment, the population changed as well. A pair of wood ducks became the first visitors to set up housekeeping. The "whoo-eek, whoo-eek" of the green-headed male echoed through the woods. The female replied with a "crreck, crreck, crreck." Duckweed sprouted around the edges of the pond. Scrawny reeds popped up on the banks, and frogs, salamanders, and a slender snake found their way to the pond. Dragonflies and mayflies buzzed in the warm spring air.
- 9 In school, Sara's science class was studying ecosystems. "Pair up and do a report on habitats. Be prepared to give a presentation two weeks from Friday," said Mr. Hoffinger.
- 10 Seated alphabetically, Sara sat directly behind Kayla Hammond. Kayla turned around in her seat and whispered, "Do you have a partner?" Sara shook her head. "Want to work together?" asked Kayla.
- 11 Sara smiled. "I have an inspiration. Come over to my house after school, and I'll show you."
- 12 The day of the presentation came; Sara and Kayla were ready. Kayla ran the slide show while Sara narrated. "This spring, two ecosystem engineers moved to Willow Creek. These engineers have no college degrees, yet they build elaborate habitats. They are *Castor Canadensis*, American beavers."
- 13 The slides were impressive and, along with the chart, very instructive. The other students had so many questions and comments that both Kayla and Sara talked with almost everyone in class. The beaver dam had changed both the environment of the pond and Sara herself.

1. What does the word adjacent mean in paragraph 2?

- A)** Nearby.
- B)** Far behind.
- C)** Smoothly paved.
- D)** Slightly curving.

___ 2. Which word best describes Sara after her presentation?

- F)** Relaxed.
- G)** Curious.
- H)** Responsible.
- I)** Confident.

3. What may the reader best conclude about Sara and Kayla's science presentation?

4. Based on the last sentence in the story, the reader may best conclude that —.

- F)** Sara will begin to feel comfortable at her new school.
- G)** the beaver dam will become a gathering spot for students.
- H)** the newborn kits will grow into ecosystem engineers.
- I)** Mr. Hoffinger will plan a lesson on beavers.

5. The beavers help Sara by —.

- A)** clearing the forest so she can see more easily.
- B)** making her school appear more inviting.
- C)** giving her an activity to look forward to each day.
- D)** creating a path so she can return home.

6. Willow Creek is important to the plot because Sara —.

- F)** likes to be alone.
- G)** develops a new attitude there.
- H)** is new to the area.
- I)** thinks of ideas for her assignment there.

7. In the story, Sara is best described as

8. Which sentence from the story shows why Sara is frustrated?

- F)** She still had not made a single friend at her new school; arriving late in the term had been challenging.
- G)** Sara carefully picked her way through the underbrush, snagging her jeans on prickly vines.
- H)** Sara reached Willow Creek and realized immediately what had happened to the poplar sapling.
- I)** It did not occur to her that what had changed the most was her own attitude.

9. Which of these is the best summary of the story?

- A)** Sara enjoys hiking to her special spot in Willow Creek to observe nature.
- B)** Sara is assigned a presentation in science class and takes her partner to Willow Creek to prepare.
- C)** Sara makes a new friend after going to Willow Creek to watch nature at work.
- D)** Sara teaches her class about what she has observed at Willow Creek and makes a friend in the process.

10. Which phrase from the story is an example of onomatopoeia?

- F)** Dumped her backpack.
- G)** Pencil-shaped stump.
- H)** Broken branches.
- I)** Whoo-eek, whoo-eek.

II. DIRECTIONS: Read the letter and answer the questions that follow. (8 pts.)

State History or World Gardens?

Jacob Barone, Principal
Sand Hill Middle School
Richmond, VA 23274

Dear Mr. Barone:

1 I am writing on behalf of the seventh-grade class. The traditional seventh-grade spring field trip is to the State History Museum. This year, however, the seventh grade would like to request a change. The class is interested in going to the new World Botanical Gardens located in East Johnsonville. Although this would mean a two-hour bus ride, the benefits of the new field trip would make the extra time worthwhile. The garden hours are from 10:00 A.M. to 6:00 P.M. The class could leave school at 8:00 A.M. and arrive just as the

gardens open. We would have time to explore the gardens, make notes about our favorite exhibits, eat lunch, and return to school by 4:00 P.M.

- 2 Many seventh-grade students have already visited the history museum. Since the museum is so close, students often go there with their families, with scouting troops, or with other groups. We have enjoyed the many interesting exhibits, but this year we are hoping to learn something new.
- 3 The purpose of the new field trip destination is to help students understand the different environments of our planet. The World Botanical Gardens contains the second-largest walk-through Amazon rainforest exhibit in the country. Some of the other popular exhibits are the Giant Flowers, the Arid Deserts, and the Palm Trees Around the World.
- 4 Since seventh-grade students study plants and plant energy in science class, visiting the botanical gardens would be an appropriate and educational field trip. The information we could learn there would be an excellent way to supplement our science studies. We would observe plants growing in special displays that are similar to their natural habitats. Charts located near each display provide information about the plants. This information will help when learning about topics such as how food webs work and how plants respond to light. The botanical gardens also provide educational workshops and presentations to groups.
- 5 In addition, the field trip supports what we are studying in our English class. We are currently reading *Which Way to the Amazon?* This novel, which is set in a rainforest and based on scientific facts, describes the adventures of a fictional archaeological expedition searching for a lost city. The rainforest exhibit at the World Botanical Gardens would better help us understand the novel's setting.
- 6 Please consider this request for the seventh-grade field trip to World Botanical Gardens. Any increase in the traditional field trip expenses, such as the longer bus ride, could be offset by fundraisers such as bake sales and car washes. The class treasurer has suggested a "save the rainforest bake sale." A portion of the money raised could be donated to a foundation that helps preserve the Amazon rainforest. This way the fundraiser could also be a public service event.
- 7 If I can provide additional information, please let me know.
- 8 Thank you very much.

Sincerely,

Robert Burns

Robert Burns
Seventh-Grade Class President
Sand Hill Middle School

___ 11. The word **supplement** in paragraph 4 means —.

- A)** call up.
- B)** bring out.
- C)** add to.
- D)** start up.

___ 12. Which word best describes the author's word choice in paragraph 4?

- F)** Sympathetic.
- G)** Triumphant.
- H)** Humorous .
- I)** Formal.

___ 13. Read this sentence from paragraph 6.

Any increase in the traditional field trip expenses, such as the longer bus ride, could be offset by fundraisers such as bake sales and car washes.

What does traditional mean in the sentence?

- A)** New.
- B)** Many.
- C)** Daily.
- D)** Usual.

___ 14. The purpose of paragraph 7 is to suggest that the letter writer is —.

- F)** calm.
- G)** helpful.
- H)** happy.
- I)** relieved.

15. *Which Way to the Amazon?* is in italics because it is

____ 16. The writer uses the phrase "the seventh grade" instead of the pronoun "I" to —.

- F**) Draw attention to the details of the field trip.
- G**) Show that the students are united about the field trip.
- H**) Encourage other students to write about the field trip.
- I**) Tell that the teachers also support the field trip.

____ 17. Based on the information in the letter, which of these is known?

- A**) The calendar date of the proposed field trip.
- B**) The cost of the proposed field trip.
- C**) The number of students going on the proposed field trip.
- D**) The length of time for the proposed field trip.

____ 18. Which sentence signals that the letter writer will propose a different class trip?

- F**) Since the museum is so close, students often go there with their families, with scouting troops, or with other groups.
- G**) We have enjoyed the many interesting exhibits, but this year we are hoping to learn something new.
- H**) This information will help when learning about topics such as how food webs work and how plants respond to light.
- I**) In addition, the field trip supports what we are studying in our English class.

III. DIRECTIONS: Answer the following questions about "Too Young To Drive". (3 pts.)

____ 19. Journalism graduate students at Boston University investigated teen driving. What is one of the acts they did as part of their investigation?

- A**) They rode around with different teenage drivers.
- B**) They reviewed records from drivers' insurance companies.
- C**) They interviewed driver's education experts.
- D**) They analyzed teenage drivers' arrest records.

____ 20. Read the excerpt from the editorial.

But this debate ignores some harsh truths about two critical failures by

the state. The first is the woeful level of driver's education in Massachusetts. The second is evidence that the state's driver's exam is little more than a formality.

Which word is most opposite in meaning to woeful as it is used in the sentence above?

- F)** Commendable.
- G)** Deplorable.
- H)** Appalling.
- I)** Dreadful.

21. The findings from the Boston University graduate students' study of teen driving raised many questions about how driving is taught to teens in Massachusetts EXCEPT:

- A)** Why isn't there a standard curriculum defining the course of study in any driver's ed class?
- B)** Is instruction better when taking driver's ed in a public high school as opposed to a private driving school?
- C)** Shouldn't there be specific trainings or courses required for someone to become a driver's ed teacher?
- D)** Is it appropriate that driver's tests vary greatly in length?

IV. DIRECTIONS: Write the letter of the word that best fills in the blank. (6 pts.)

A) consistently	B) precaution	C) transform	D) excessive
E) proficiency	F) violate	G) intrusion	H) restrict

There are many ways we can (22) ___ our roads into safer places. First, every driver should have to take a yearly test to prove his or her (23) ___ in driving, and we should (24) ___ the driving privileges of anyone who does poorly on the test. You may think that a yearly test is unfair and (25) ___ but I believe it is a necessary (26) ___ that will prevent harm. The police should also enforce laws (27) ___ and fairly, so that all drivers are treated the same way.