

2017

Practice Midterm Exam

English 7

Mrs. Murray

Answer these questions without notes, study materials, friend/family, or notebooks. This is your chance, without penalty, to see how YOU will do on the actual exam. Good Luck, take your time, read the questions carefully, and **READ THE DIRECTIONS!** You may write on, highlight, cross off answers, etc. on this test.

Grammar Review

Directions: Select the best answer that identifies the underlined sections.

During the year she was ten, Emma begged so hard for a Christmas pet that her parents did relent and did give her the next best thing: a goldfish. Her father had argued for years that money could buy better things than flea collars, that Emma did not need a pet, and that Emma had seen too many Walt Disney movies. Her mother argued that Emma should spend time with her viola, not with an animal. Although it was not a dog, Emma was happy to have the goldfish.

1. The underlined section number 1 is ...

- a. Prepositional phrase
- b. Verb phrase
- c. Independent clause
- d. **Dependent clause**

2. The underlined section number 2 is ...

- a. **Prepositional phrase**
- b. Verb phrase
- c. Independent clause
- d. Dependent clause

3. The underlined section number 3 is ...

- a. Prepositional phrase
- b. **Verb phrase**
- c. Independent clause
- d. Dependent clause

4. The underlined section number 4 is ...

- a. Prepositional phrase
- b. **Verb phrase**
- c. Independent clause
- d. Dependent clause

5. The underlined section number 5 is ...

- a. Prepositional phrase
- b. **Verb phrase**
- c. Independent clause
- d. Dependent clause

6. The underlined section number 6 is ...

- a. Prepositional phrase
- b. **Verb phrase**
- c. Independent clause
- d. Dependent clause

7. The underlined section number 7 is ...

- a. **Prepositional phrase**
- b. Verb phrase
- c. Independent clause
- d. Dependent clause

8. The underlined section number 8 is ...

- a. **Prepositional phrase**
- b. Verb phrase
- c. Independent clause
- d. Dependent clause

9. The underlined section number 9 is ...

- a. Prepositional phrase
- b. Verb phrase
- c. Independent clause
- d. **Dependent clause**

10. The underlined section number 10 is ...

- a. Prepositional phrase
- b. Verb phrase
- c. **Independent clause**
- d. Dependent clause

Research Questions

11. When would you use an atlas to do research?

- a. when researching constellations
- b. when researching whales
- c. when researching Germany

12. What is the purpose of a table of contents?

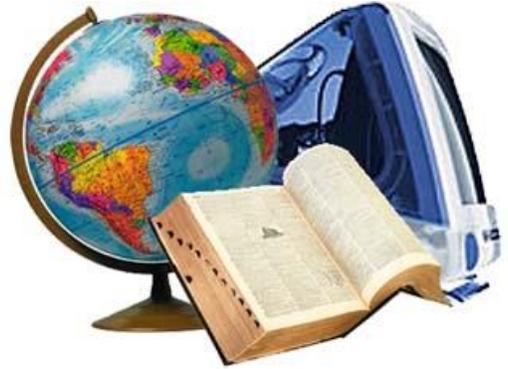
- a. to find a definition
- b. to find the location of a chapter
- c. to find a summary of a chapter
- d. date of publication

13. Which source would have the most reliable information about CONSTELLATIONS?

- a. science journal
- b. student website
- c. newspaper editorial
- d. blog

14. Where would be the best place to find information about Randy Pauch (the author of the *memoir The Last Lecture*)?

- a. online newspaper
- b. online encyclopedia
- c. an editorial article
- d. blog



READING APPLICATION PORTION- Applying Skills

This section asks you to use the language skills and strategies you have learned. Read this excerpt from “Seventh Grade,” and then answer the questions that follow.

Pandora’s Box by James Baldwin

Directions: Read Pandora’s Box by James Baldwin and answer the questions

Paragraph 1

Long ago, there lived two brothers. The older was named Prometheus, and the younger was named Epimetheus. They lived with the gods on Mount Olympus. Prometheus did not want to live with the gods. He wanted to live with humans and help them. One day he went down to Earth. He found the humans living in caves and holes in the ground. On earth, the humans were shivering with cold because there was no fire.

Paragraph 2:

Prometheus went to see Zeus, the king of the gods. He begged Zeus to give the humans fire so that they would not be cold, but Zeus refused.

Prometheus walked away in silence, but he had not given up. As he passed by the seashore he found a tall, dry piece of grass. He took it and carried it to the place of the sun. Prometheus touched the grass to the sun's flames. The grass caught on fire and burned slowly like a candle.

He built a fire for the humans and showed them how to build their own. Soon there was a warm fire in every home. Men and women thanked Prometheus for his gift.

Paragraph 3:

One day Zeus looked down and saw the fires burning. He became very angry and decided to punish Prometheus. But first he wanted to punish the humans.

He told his servant to sculpt a lump of clay into a woman. Zeus gave the woman life. The other gods gave her beauty, a kind heart and curiosity. They called her Pandora.

The god Hermes offered Pandora to Epimetheus. He said that Zeus had sent her to be his wife.

Paragraph 4:

Epimetheus took her home to live with him. Pandora was very happy there. She had brought with her a golden box, which the god Jupiter had given her. The god had told her there were many precious things inside. However, the wise goddess Athena told Pandora not to open it.

One day Pandora became curious. She wanted to look inside the box, but she remembered Athena’s warning. Pandora didn’t know what she should do. She decided to peek inside the box and when she did, all at once strange creatures started flying out. They flew away to the homes of men, bringing pain and sadness. Just a tiny creature named Dread was trapped inside. If Dread had gone out into the world, people would have known from childhood all the troubles they would face in their lives. They would never have had any joy or hope.

Paragraph 5:

Zeus sent his servants to capture Prometheus for **defying** him. They carried Prometheus to a tall mountain and chained him to the rocks.

Many years later, a great hero named Heracles arrived. He climbed to the top of the mountain. Heracles broke the chains of Prometheus and set the old hero free.

15. The reader can conclude that the genre of this story is a _____ because it contains gods and goddesses.
- A. Legend
 - B. **Myth**
 - C. Fable
 - D. Non-fiction
16. What is the main setting in the **exposition** of the story?
- A. Pandora's house
 - B. The seashore
 - C. **Earth**
 - D. All of the above
17. Based on the description in paragraph 2, the reader can infer that Prometheus's character is described as:
- A. Greedy
 - B. **Caring**
 - C. Stingy
 - D. Angry
18. The underlined sentence in Paragraph 2 is an example of a:
- A. Metaphor
 - B. Personification
 - C. **Simile**
 - D. Irony
19. In paragraph 2, what type of conflict exists between Zeus and Prometheus?
- A. Man vs. nature
 - B. **Man vs. man**
 - C. Man vs. self
20. In paragraph 2, what sentence foreshadows that Prometheus will go against Zeus's orders.
- A. Prometheus went to see Zeus, the king of the gods.
 - B. He begged Zeus to give the humans fire so they would not be cold.
 - C. Prometheus walked away in silence, but he had not given up.
21. Which is **not** an effect of Prometheus disobeying Zeus?
- A. Prometheus gets chained to a rock.
 - B. **Prometheus finds humans living in caves on earth.**
 - C. Zeus becomes very angry
 - D. Zeus decides to punish Prometheus
22. By reading the underlined sentence in paragraph 4, one can **infer** some things that starting flying out of Pandora's box are:
- A. Sickness
 - B. misery
 - C. Poverty
 - D. **all of the above**
23. The details in paragraph 5 "Hercules broke the chains of Prometheus and set the old hero free" show the:
- A. Exposition
 - B. rising action
 - C. **Resolution**
 - D. Claim
24. The reader can infer that the word **defying** in paragraph 5 means:
- A. Trusting
 - B. Trapping
 - C. Freeing
 - D. **Disobeying**

READING APPLICATION PORTION- Applying Skills

This section asks you to use the language skills and strategies you have learned. Read this excerpt from “Seventh Grade,” and then answer the questions that follow.

FROM “Seventh Grade”

by Gary Soto

They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, “*Bonjour.*”

“*Bonjour,*” braved a few students.

“*Bonjour,*” Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, “What’s ‘populace’?”

“The people, the people of France.”

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher **beamed** and said, “*Très bien. Parlez-vous français?*”

Victor didn’t know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to **bluff** his way out by making noises that sounded French.

“*La me vava me con le grandma,*” he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

Great rosebushes of red bloomed on Victor’s cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, “*Frenchie oh wewe gee in September.*”

Mr. Bueller asked Victor to repeat what he had said.

“*Frenchie oh wewe gee in September,*” Victor repeated.

Mr. Bueller understood that the boy didn’t know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

“*Le bateau,*” he sang.

“*Le bateau,*” the students repeated.

“*Le bateau est sur l’eau,*” he sang.

“*Le bateau est sur l’eau.*”

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog—anything! I'll be your best student, and I'll clean your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

"Sure, anytime," Victor said.

"I won't be bothering you, will I?"

"Oh no, I like being bothered."

"*Bonjour*," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

"Yeah, right, *bonjour*," Victor said. He turned and headed to his class. The rosebushes of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

He was going to like seventh grade.

Vocabulary Skills- New Words in Context

Each of the underlined words below has also been underlined in the selection. Re-read those passages in which the underlined words appear, and use context clues and prior knowledge to help you select an answer. Select the letter of the word(s) that *best* complete each sentence.

25. If a teacher beamed at a student, he or she would be _____.

a. smiling

b. frowning

c. showing anger

d. showing dismay

26. Someone who tries to **bluff** his or her way out of an awkward situation may _____.

- a. make insulting remarks
- b. blame others
- c. sob loudly
- d. **mislead others**

27. Someone who behaves **sheepishly** is communicating _____.

- a. contentment
- b. hostility
- c. **fear**
- d. embarrassment

28. For a person to **sprint**, he or she must be _____.

- a. performing first aid
- b. **running at top speed**
- c. skipping lightheartedly
- d. traveling in one direction

Comprehension- Understanding What You Have Read

Select the letter of the *best* answer to each of the following items.

29. When Mr. Bueller has a curious expression on his face and asks Victor to speak louder, the reader can predict that

- a. Mr. Bueller will be curious about Victor's interest in Teresa.
- b. **Victor does not know French.**
- c. Teresa will not be interested in Victor.
- d. Mr. Bueller will give a difficult homework assignment.

30. How do Victor's efforts at speaking French affect Teresa?

- a. **She believes his act and asks him to help her with French.**
- b. She finds him ridiculous and laughs at him.
- c. She is upset that he has pretended.
- d. She feels sorry for him and promises to tutor him in French.

31. Why does Victor pretend to understand and speak French?

- a. **He wants to impress Teresa.**
- b. He wants to show the teacher how smart he is.
- c. He wants to be a role model for other seventh-graders.
- d. He wants to show how much French he has learned from movies and books.

32. It is reasonable to assume that Mr. Bueller does not expose Victor in front of Teresa because

- a. Mr. Bueller knows that Victor will flunk French.
- b. **When he was younger, Mr. Bueller was involved in a similar situation.**
- c. Mr. Bueller does not realize that Victor is inventing words.
- d. Mr. Bueller thinks that Victor did the right thing.

33. Why do you think Victor checks out French textbooks from the library?

- a. He wants to be able to go to France and be understood.
- b. He plans to do extra credit to obtain a good grade.
- c. He wants to learn more so that Teresa won't notice his lack of knowledge.
- d. He wants to get an early start on his report.

34. What was Gary Soto's purpose for using dialogue in this piece?

- a. to move the story along
- b. to help character development
- c. both A and B
- d. neither A nor B

Vocabulary

Directions: Use the following dictionary entries to answer the following questions.

35. What is the definition of **relevant** in the following sentence?

*It might be argued that cell phones save time because students use them to look up **relevant** information.*

Relevant (rĕl'ĕ-vĕnt)

- A. Noun- proving or disproving an issue
- B. Adjective- having value or important

36. What is the definition of **grappling** in the following sentence?

*90% of students are just **grappling** with their cell phones for non-school related things.*

Grappling (grăp'lĭng)

- A. Noun- a tool used to hook something
- B. Verb - Gripping or wrestling with

37. What is the definition of **hindrance** in the following sentence?

*Given all this, it's clear that phones are more of a **hindrance** in school than they are helpful.*

Hindrance ('hĭndrĕns)

- A. Noun – prevent or delay progress
- B. A person who prevents something

