**Unit 1 Digital Test Study Guide**                    Student Name_____
**Due:** Nov. 28 (7B,C,D,& E) Nov. 29 (7A)                    **Test Dates:** Nov. 29 (7B,C,D&E) Nov. 30 (7A)

<mark>Reminder: Questions below will be similar to (but not exactly the same as) those you will see on the test. Your test will include four brief reading passages of various genres to analyze. Review your prior HMH quizzes as well to prepare for this test.</mark>

**Directions:** Based on your assigned readings in this unit, select the best answer to the following questions. Write the letter of your answer on the line. **DO NOT JUST CIRCLE THE LETTER.** These kind of questions will be applied to <u>new</u> reading passages on our skills test.

1. _____ In "Rogue Wave," how does the author create <mark>suspense</mark>?
   a. The setting of the selection is far out to sea.
   b. The giant wave flips over the boat early in the selection.
   c. The two characters each wonder how the other is doing.
   d. The fishing boat rescues the two characters from the derelict.

2. _____ In paragraphs 22-25 of "Rogue Wave," what can the reader <mark>infer</mark> about how Sully feels?
   a. He is angry about the mistakes he has made.
   b. He is doubtful that he can contact Scoot.
   c. He is unsure of how to get into the cabin.

3. _____ In "Rogue Wave," what is the most obvious <mark>external conflict</mark>?
   a. A rogue wave overturns the ship and threatens the lives of those on board.
   b. Sully is inexperienced in sailing and does not know how to navigate.
   c. In the galley of the ship, Scoot panics, because she has no idea what to do next.
   d. Scoot and Sully argue with each other about where to go next.

4. _____ Which statement describes a <mark>theme</mark> of "The Flight of Icarus"?
   a. Wisdom grows with time.
   b. Fear is a strong emotion.
   c. People should obey their elders.
   d. People can't escape their destinies.

5. _____ Which statement from "The Flight of Icarus" is part of the story's <mark>climax</mark>?
   a. *"Daedalus managed to escape from the tower "* (p. 1)
   b. *"if you fly too high, the heat will melt the wax"* (p. 5)
   c. *"He was bewitched by a sense of freedom and beat his wings frantically. . . "*(p. 7)
   d. *"he mourned for the birdlike son who had thrown caution to the winds"* (p. 9)

6. _____ Reread the first line of the poem, "Icarus's Flight." Which sentence best describes the <mark>poet's purpose</mark> for beginning the poem this way?
   a. The poet wants to criticize Icarus.
   b. The poet wants to establish sympathy for Icarus.
   c. The poet wants to establish the idea that Icarus was a young boy.
   d. The poet wants to establish that Icarus did not know what he was doing.

7. _____ The poet begins a sentence at the end of each stanza and does not finish it until the first line of the next stanza, as in lines 3–5 of the poem. Why does the poet use this <mark>sentence/line structure</mark> in "Icarus's Flight"?
   a. He uses it to change the rhythm of ideas throughout the poem.
   b. He uses it to make the reader think about what is happening in each stanza.
   c. He uses it to maintain the flow of the poem and the feeling of being drawn downward.
   d. He uses it to make the reader reread the previous stanza to understand the next one.

8. _____ Which line(s) from "Icarus's Flight" best indicate the author's admiring tone? (Select ONE answer)
   a. *"And so he flew. But how could he appreciate"* (L.3)
   b. *"…So he flew upward/ and the sun dissolved the wax and he fell."* (L. 5-6)
   c. *"He flew just far enough. He flew precisely/ to the point of wisdom…"* (L. 10-11)
   d. *"…As a result, flight for him was not/ upward escape, but descent, with his wings…"* (L.14-15)

9. _____ In lines 9-12 of "Icarus's Flight," the alliteration in the words *"far," "flutter,"* and *"flew"* emphasizes —
   a. The slow pace of the poem's events
   b. The quick movement Icarus makes to reach wisdom
   c. The great distance Icarus and his father covered together
   d. The foolishness of Icarus's actions

10. _____ What is the relationship between the themes in "The Flight of Icarus" and "Icarus's Flight"?
    a. Both stories teach that it is important to discover your own limits.
    b. Both stories teach that it is important to follow instructions.
    c. Only "The Flight of Icarus" (myth) teaches us that it is wise to test the limits of our freedom.
    d. The myth teaches us to stay in our place (limits), but the poem encourages us to test our limits.

11. _____ What is the author's purpose for writing "Women in Aviation"?
    a. To show how aviation regulations have made piloting safer
    b. To describe how difficult it was for women to become pilots
    c. To inform readers of the lives of the first women aviators
    d. To explain the process of becoming a female pilot

12. _____ Read the sentence from paragraph 5: *Quimby <u>fired</u> back answers with self-confidence.*
       The connotation of the word <u>fired</u> in this sentence suggests that Quimby —
    a. avoided answering the questions
    b. gradually answered the questions
    c. dismissed the reporters altogether
    d. answered the questions very rapidly

13. _____ Several of Bessie Coleman's accomplishments made significant contributions toward her earning her pilot's license. The list that shows the events in chronological order is —
    a. set her goal to become a pilot, learned French and saved money, graduated from high school
    b. graduated from high school, set her goal to become a pilot, learned French and saved money
    c. graduated from high school, learned French and saved money, set her goal to become a pilot
    d. set her goal to become a pilot, graduated from high school, learned French and saved money

14. _____ What was the main idea presented in paragraph 20 of "Women in Aviation"?
    a. Women and black people lacked mental and physical ability to be good pilots.
    b. Women are actually superior to men when it comes to flying skills.
    c. Critical views of women pilots in the media hurt women's chances of finding jobs as pilots.
    d. Ameila Earhart was the most famous female pilot in aviation history.

15. _____ In "Thank You, M'am," What is one clear character trait of Mrs. Jones?
    a. Generous
    b. Mean
    c. Wealthy

16. _____In "Thank You, M'am," how does the unfamiliar setting first create an internal conflict for Roger?
    a. It makes him think about turning down the offer of food.
    b. It makes him feel ashamed to want new shoes.
    c. It makes him consider escaping Mrs. Jones's house.
    d. It makes him have mixed feelings when he leaves Mrs. Jones's house.

17. _____Read the sentence from paragraph 37 of "Thank You, M'am": *"You might run that comb through your hair so you will look presentable."*

    The suffixes *-able* and *-ible* mean "capable or worthy of." What does the word presentable mean as it is used in this sentence?

    a. Worthy of introduction to others
    b. Capable of adjusting appearance
    c. Worthy of the time of someone else
    d. Capable of combing hair

18. _____Which context clue from paragraph 6 of "A Police Stop Changed This Teenager's Life" helps the reader understand what burdening means?

    a. *"timing belt and an engine valve"*
    b. *"got a few rides"*
    c. *"a lot of people's time"*
    d. *"never told his parents"*

19. _____Which text structure does the author use to organize "A Police Stop Changed This Teenager's Life"?

    a. Descriptive
    b. Chronological
    c. Cause and effect
    d. Problem and solution

20. _____ What shared character trait do both Jourdan from "A Police Stop Changed This Teenager's Life," Roger from "Thank You, M'am," have?
    a. They are both wealthy.
    b. They are both hard-working.
    c. They are both teachable.
    d. They are both appreciative.

**Directions:** Write 3-5 sentences in response to the questions below. You will be required to write at least three sentences of response to two questions on the test.

21. Both "Thank You, M'am" and "A Police Stop Changed This Teenager's Life" begin with a chance meeting between two people. How are the events in these two selections similar? How are they different? Use details from both selections to support your answer.

    _____
    _____
    _____
    _____
    _____
    _____
    _____

**Directions:** Read the passage and choose the best answer to each question below.

(1) Lonnie Johnson could not resist tinkering and fiddling with things while growing up in Mobile, Alabama, in the 1950s and 1960s. (2) Once, he took apart his sister's doll to see what made the eyes close, so at another time, he built a go-kart from junkyard scraps and a lawnmower engine.

(3) Johnson attended an all-Black high school and was told to keep his ambitions in check. (4) However, he was inspired
by the famous African American inventor George Washington Carver. (5) The driven brilliant Johnson did not give up on his dream to become an inventor.

(6) He worked hard on a robot he built from junkyard scraps for a school science fair. (7) He won first prize. (8) He earned a bachelor's degree and a master's degree at Tuskegee University and starts his career as an engineer. (9) He then joined the U.S. Air Force and helped develop the stealth bomber program.

(10) Later in his life, Johnson invented the Super Soaker and it became one of the most popular toys of the past 30 years. (11) This water blaster toy made him wealthy, but another invention of his could help save the world from climate change.

(12) The success of the Super Soaker allowed Johnson to found Johnson Research & Development. (13) At his company, he is leading the development of the Johnson thermoelectric energy converter, which has the potential to convert solar energy into twice as much electricity as other methods convert.

22. _____ What change should be made in sentence 2?
   a. Delete the comma after ***close***.
   b. Delete the comma after ***time***.
   c. Change ***so*** to **and**.
   d. Change ***so*** to **but**.

23. _____ What conjunctive adverb would effectively combine sentences 6 and 7?
   a. besides
   b. nevertheless
   c. specifically
   d. therefore

24. _____ What change, if any, should be made in sentence 8 to show consistent verb tense?
   a. Change ***earned*** to **had earned**.
   b. Change ***starts*** to **started**.
   c. Change ***starts*** to **had started**.
   d. No change should be made.

25. _____ What change, if any, should be made in sentence 13 to show correct capitalization?
   a. Change ***Johnson thermoelectric energy converter*** to **Johnson Thermoelectric Energy Converter**.
   b. Change ***Johnson thermoelectric energy converter*** to **Johnson thermoelectric Energy Converter**.
   c. Change ***Johnson thermoelectric energy converter*** to **Johnson thermoelectric energy Converter**.
   d. No change should be made.