

A Very Unique You

- **Section 1: Reading and Language, pages 6–14**
- **Section 2: Writing, pages 15–18**

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 When you accept something, you —
 - (A) look for it
 - (B) pull it apart
 - (C) try to change it
 - (D) believe it is all right
- 2 When you adapt, you —
 - (F) build
 - (G) scare
 - (H) advise
 - (J) change
- 3 Your character is what you are —
 - (A) really like
 - (B) always doing
 - (C) thinking about
 - (D) strongly against
- 4 When you create something, you —
 - (F) buy it
 - (G) find it
 - (H) carry it
 - (J) make it
- 5 A country's culture is its —
 - (A) size and area
 - (B) customs and beliefs
 - (C) beaches and mountains
 - (D) temperature and climate
- 6 When you decide, you —
 - (F) ask for help
 - (G) deliver something
 - (H) change your looks
 - (J) make up your mind
- 7 To discover means to —
 - (A) speak in a low voice
 - (B) learn something difficult
 - (C) find out for the first time
 - (D) move through a small space
- 8 Enjoy means —
 - (F) return home
 - (G) perform in a play
 - (H) embarrass someone
 - (J) like something very much
- 9 When you express an idea, you —
 - (A) share it
 - (B) ignore it
 - (C) change it
 - (D) criticize it

VOCABULARY, *continued*

- 10 **Features** are part of a person's —
Ⓕ face
Ⓖ habits
Ⓗ family
Ⓙ education
- 11 **When you figure out something, you —**
Ⓐ write about it
Ⓑ keep it a secret
Ⓒ learn how to do it
Ⓓ share it with others
- 12 **When you improve something, you —**
Ⓕ study it
Ⓖ give it back
Ⓗ throw it away
Ⓙ make it better
- 13 **An island is land that has —**
Ⓐ no rain
Ⓑ many people
Ⓒ water on all sides
Ⓓ only a few trees or flowers
- 14 **A portrait is —**
Ⓕ an actor in a movie
Ⓖ a color in a pattern
Ⓗ a picture of a person
Ⓙ a friend of the family
- 15 **A situation is something that —**
Ⓐ moves
Ⓑ grows
Ⓒ breaks
Ⓓ happens

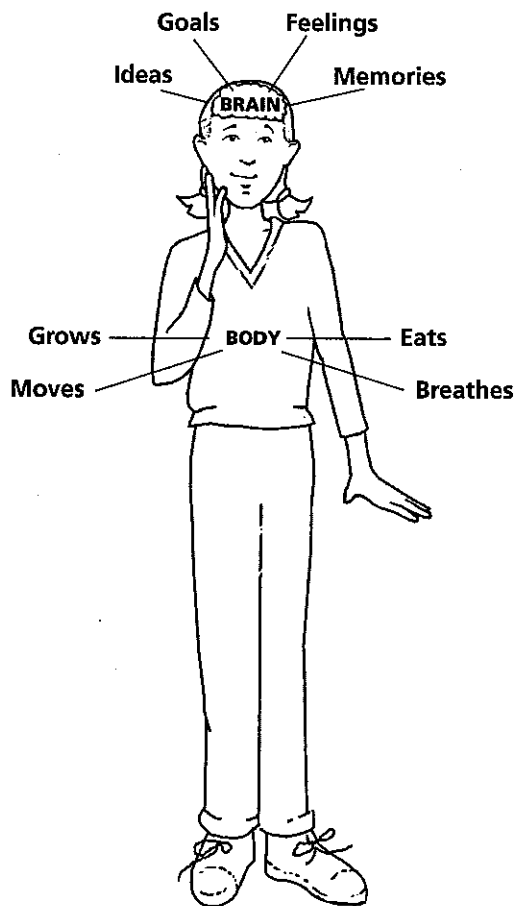
GO ON 

READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Study the picture and the list. Then read each item carefully. Choose the best answer. Mark your answer.

Special Years

- Your body and brain are like machines. You have to take care of them so they work well.
- Your body needs good food and exercise to stay healthy. Your brain needs rest in order to think clearly.
- Your body goes through a lot of growth when you are a teenager. Your emotions may sometimes feel like a bouncing ball. You may feel angry one minute, then happy the next.
- Teenagers need to take good care of themselves as they grow and change.



THE BRAIN

Sets goals
 Thinks
 Has ideas
 Remembers
 Dreams
 Hopes
 Imagines
 Feels
 Creates
 Learns

READING AND LITERARY ANALYSIS, *continued*

- 16 The passage compares your body to —
- (F) a brain
 - (G) a machine
 - (H) a skeleton
 - (J) an emotion
- 17 Your body changes because you are —
- (A) playing
 - (B) growing
 - (C) studying
 - (D) dreaming
- 18 Getting enough rest helps you —
- (F) think clearly
 - (G) bounce a ball
 - (H) eat healthy foods
 - (J) laugh with your friends
- 19 A teenager's feelings are like a bouncing ball because they —
- (A) move slowly
 - (B) grow smaller
 - (C) exercise often
 - (D) change quickly
- 20 When teenagers become young adults, their bodies will probably —
- (F) change less
 - (G) become healthy
 - (H) need less exercise
 - (J) have more muscles

Study this chart.

BRAIN	
Ideas	Grows
Goals	Moves
Feelings	Eats

- 21 Which word is the best heading for column 2?
- (A) BODY
 - (B) SPORTS
 - (C) HEALTH
 - (D) EXERCISE
- 22 Which of these goes with the other words in column 1?
- (F) Foods
 - (G) Bones
 - (H) Muscles
 - (J) Memories
- 23 Which of these goes with the other words in column 2?
- (A) Hopes
 - (B) Thinks
 - (C) Dreams
 - (D) Breathes



READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read about Special Teen Day. Read the poster. Then read each item carefully. Choose the best answer. Mark your answer.

Special Teen Day

Everyone is celebrating Special Teen Day. Karen has chosen to pretend she is Nadja Halilbegovich. She prepared this poster to describe "herself" in class.

Childhood Years

- 0 — born 1979
- loves music

Teen Years

- 10 — is hurt in war
- writes in diary, plays music, and reads poems
- comes to the United States in 1995
- studies and writes
- 20 — works for peace in places such as Ethiopia and Pakistan

HOPE IS EVERYTHING

My name is Nadja. I come from Sarajevo, Bosnia. I love music. Since childhood, music has made me happy.

When I was young, war came to my home. I was sad and scared. I thought I could not do anything. But I did. I used music to give other people hope. I also wrote poetry to cheer people up. I read my poems on radio and television.

Now I live in the United States. I study and write about my experiences. I try to work for world peace.

Nadja Halilbegovich

Personal Profile

Who? Nadja Halilbegovich

What? She studies and writes. She works for peace.


When? Born 1979. Came to U.S. in 1995.

Where? Studied at Butler University, Indiana.

Why? She wants wars to stop.

How? She writes about her war experiences. She talks to people.

Her Traits: intelligent, hard-working, caring, brave



READING AND LITERARY ANALYSIS, *continued*

- 24 Study this chart.

What Nadja Is Like	_____
intelligent	plays music
hard-working	writes
caring	works for peace

Which of these is the best heading for column 2?

- Ⓕ What Nadja Does
 Ⓖ What Nadja Wears
 Ⓗ What Nadja Thinks
 Ⓙ What Nadja Studies
- 25 Nadja lives in the United States now, but she used to live in —
- Ⓐ Bosnia
 Ⓑ Indiana
 Ⓒ Pakistan
 Ⓓ Ethiopia

- 26 How is Nadja's life different today?

- Ⓕ She cannot write poems.
 Ⓖ She no longer works for peace.
 Ⓗ She does not play music anymore.
 Ⓙ She does not live in the middle of a war.

- 27 How was Nadja different when she was a young girl?

- Ⓐ She was caring.
 Ⓑ She was intelligent.
 Ⓒ She was hard-working.
 Ⓓ She was sad and scared.

GO ON 

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

28 Luis is reading an article. Before he reads, he wants to make a prediction. What should he do first?

- (F) Read the article.
- (G) Do some research.
- (H) Take notes about the article.
- (J) Look at the title and pictures.

29 Luis predicts that he will learn how musical people have fun. Preview the article to see if Luis's prediction is correct.



Sal practices the music for his class play.

Music Makers!

People with musical intelligence can have a lot of fun.

Is Luis's prediction correct?

- (A) No, because the picture shows kids practicing for a play.
- (B) No, because the introduction talks about intelligence.
- (C) Yes, because the words and the picture are about people acting in a play.
- (D) Yes, because the words and part of the picture are about having fun with music.

READING AND LITERARY ANALYSIS, *continued*

- 30 Luis reads the next part of the article.

People with musical intelligence can sing and play music. Some people play a musical instrument, such as the guitar. Learning how to play the guitar is fun.

Which of these is the best prediction for Luis to make next?

- (F) The article will describe different violins.
- (G) The article will explain why it is fun to play the guitar.
- (H) The article will give the music and words of a popular song.
- (J) The article will show how to make costumes for a school play.

- 31 Luis reads another part of the article.

Many Kinds of Fun

Musical people like to create music and express their feelings with music. They like to share their music with others.

Which of these is the best prediction for Luis to make next?

- (A) The article will tell how musical instruments are made.
- (B) The article will give information about various music schools.
- (C) The article will describe different ways that people perform music.
- (D) The article will describe different kinds of music from around the world.

GO ON 

LANGUAGE SKILLS

DIRECTIONS Below is part of Ellie's letter to a friend. Read the letter. Then read each item carefully. Choose the best answer. Mark your answer.

Marisol is my good friend. She lives on tyler Street. Marisol looks a lot like my grandmother in mexico. That is why I call her my "grand-friend." Marisol has a very big garden. The garden are full of beautiful flowers and vegetables. Every saturday, we plant flowers and pull weeds.

Sometimes our friend alma helps us. Marisol pick the tomatoes. We eat them for lunch. Marisol takes pictures of me and the garden. She sends them to my grandmother. I is lucky because I have a grandmother and a grand-friend. Now I know a lot about gardens, too!

- 32 In number 1, tyler Street is best written —
- (F) tyler street
(G) Tyler street
(H) Tyler Street
(J) as it is written
- 33 In number 2, my grandmother in mexico is best written —
- (A) my grandmother in Mexico
(B) My grandmother in mexico
(C) my Grandmother in mexico
(D) as it is written
- 34 In number 3, The garden are is best written —
- (F) The garden is
(G) The garden be
(H) The garden am
(J) as it is written
- 35 In number 4, saturday, we plant flowers is best written —
- (A) saturday, We plant flowers
(B) Saturday, we plant flowers
(C) saturday, we plant Flowers
(D) as it is written
- 36 In number 5, our friend alma is best written —
- (F) our friend Alma
(G) our Friend alma
(H) our Friend Alma
(J) as it is written
- 37 In number 6, Marisol pick is best written —
- (A) Marisol picks
(B) Marisol picking
(C) Marisol are picking
(D) as it is written
- 38 In number 7, Marisol takes is best written —
- (F) Marisol take
(G) Marisol taked
(H) Marisol is taking
(J) as it is written
- 39 In number 8, I is is best written —
- (A) I be
(B) I am
(C) I are
(D) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the description Armin plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Armin wants to write a description of a friend. First, she makes a 5Ws chart like this one:

Who?	_____
What?	_____
Where?	_____
When?	_____
Why?	_____

Then she makes a list of colorful adjectives and verbs. After Armin writes her description, she will give it to her friend.

1 The goal of a good description is to —

- (A) share your personal feelings
- (B) persuade your reader to agree with you
- (C) teach your reader how to do something
- (D) help your reader to see what someone or something is like

2 Before Armin starts to write, she should —

- (F) add a picture of her friend
- (G) share her work with others
- (H) choose a person to describe
- (J) correct the spelling of the words in her list

3 The 5Ws chart will help Armin plan her writing because it —

- (A) shows pictures and words
- (B) gives adjectives and nouns
- (C) asks questions and organizes information
- (D) explains revising and proofreading marks

4 Which of these gives the best description of Armin's friend?

- (F) Tushar has brown eyes.
- (G) Tushar tells funny stories.
- (H) Tushar laughs at his own stories.
- (J) When Tushar laughs, his bright eyes shine.

GO ON 

PROCESS AND STRATEGIES, *continued*

DIRECTIONS Read the draft of the description that Armin wrote. Then read each item carefully. Choose the best answer. Mark your answer.

A Funny Friend

(1) My friend is very funny. (2) He love to tell jokes and stories.

(3) When he gets to a funny part, his eyes shine. (4) When he finishes one joke, he asks, "Do want you to hear another one?"

(5) He is especially funny after school. (6) "Listen to this joke," he yels to a crowd of kids. (7) Everyone moves toward him. (8) In a very short time, the whole group is laughing.

(9) He says that he likes to make people laugh because there are a lot of problems in the world. (10) When he gets older, he wants to have a show on TV, like Jerry seinfeld. (11) Then, many people will laugh at his good jokes.

PROCESS AND STRATEGIES, *continued*

5 How should Armin rewrite sentence 1 to tell who the description is about?

- (A) My friend is so silly.
- (B) I have a funny friend. Do you?
- (C) My friend Tushar is very funny.
- (D) I want to describe my funny friend.

6 What change, if any, should be made in sentence 2?

- (F) Change *He* to *he*
- (G) Change *love* to *loves*
- (H) Change *stories* to *storys*
- (J) Make no change

7 In sentence 3, how can Armin improve the description of her friend?

- (A) Change *part* to *line*
- (B) Change *funny* to *very funny*
- (C) Change *shine* to *look different*
- (D) Change *eyes* to *big, brown eyes*

8 What change, if any, should be made in sentence 4?

- (F) Change *hear* to *here*
- (G) Change the question mark to a period
- (H) Change *Do want you* to *Do you want*
- (J) Make no change

9 What change, if any, should be made in sentence 6?

- (A) Change *he* to *she*
- (B) Change *yels* to *yells*
- (C) Change *joke* to *jokes*
- (D) Make no change

10 In sentence 7, Armin wants to show that everyone moves quickly toward her friend. She should replace *moves* with —

- (F) goes
- (G) races
- (H) walks
- (J) comes

11 What change, if any, should be made in sentence 10?

- (A) Change *a* to *an*
- (B) Change *wants* to *want*
- (C) Change *seinfeld* to *Seinfeld*
- (D) Make no change

12 Armin wants to replace the word *good* in sentence 11 with a better adjective. Which one should she choose?

- (F) big
- (G) fine
- (H) nice
- (J) wonderful

STOP

WRITTEN COMPOSITION: DESCRIPTION

DIRECTIONS Read the writing prompt, then write your description on a separate sheet of paper.

WRITING PROMPT

Write a description for your class to read. Tell about a friend or someone in your family.