

# Turning Problems into Solutions

- Section 1: Reading and Language, pages 32–40
- Section 2: Writing, pages 41–44

# Section 1: Reading and Language

## VOCABULARY

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

- 1 A conflict is —  
 (A) a convention  
 (B) an exclamation  
 (C) a disagreement  
 (D) an exaggeration
- 2 A consensus is a —  
 (F) heated discussion  
 (G) general agreement  
 (H) complete explanation  
 (J) personal interpretation
- 3 A defense is —  
 (A) an experimental social program  
 (B) a lesson learned through experience  
 (C) an award for service to the community  
 (D) an argument in favor of someone accused of a crime
- 4 When you are a delegate, you are —  
 (F) treated by a doctor  
 (G) innocent of a crime  
 (H) given power to act for others  
 (J) closed off from communication
- 5 To deliberate about something is to —  
 (A) refuse to discuss it  
 (B) think it over carefully  
 (C) defend it against attack  
 (D) report it to the authorities
- 6 A dispute is —  
 (F) a law  
 (G) a quarrel  
 (H) an answer  
 (J) an election
- 7 To guarantee is to —  
 (A) ignore  
 (B) explain  
 (C) promise  
 (D) remember
- 8 If you intervene, you —  
 (F) welcome everyone at a party  
 (G) interview someone for a report  
 (H) make a list of people attending a meeting  
 (J) come between people to settle an argument
- 9 Liberty means —  
 (A) reason  
 (B) freedom  
 (C) generosity  
 (D) recognition
- 10 When you have powers, you have the —  
 (F) need to question  
 (G) experience to lead  
 (H) desire to complain  
 (J) ability to make decisions
- 11 Merchandise is another word for —  
 (A) laws to follow  
 (B) things for sale  
 (C) apartments for rent  
 (D) cases in a court of law
- 12 Mediation means —  
 (F) making a budget to pay a debt  
 (G) finding helpers to plan an event  
 (H) coming together to settle an argument  
 (J) getting permission to make a change
- 13 Negotiation is —  
 (A) going to a new place  
 (B) understanding a process  
 (C) signing a contract with someone  
 (D) talking together to reach an agreement
- 14 Resolution is another word for —  
 (F) solution  
 (G) resource  
 (H) argument  
 (J) challenge
- 15 A right is something that everyone —  
 (A) will see  
 (B) can buy  
 (C) should have  
 (D) might recall

**VOCABULARY, continued**

**DIRECTIONS** Read the sentence in each box. Then read the item carefully. Choose the best answer. Mark your answer.

16

In the quiet courtroom, the saleswoman testified: "He looks like the man who stole clothing from the store."

To testify in court is to —

- (F) tell an interesting story
- (G) watch a courtroom trial
- (H) say good things about a person on trial
- (J) tell what you know or what you have seen

17

She said that John had concealed clothing in his backpack and walked out of the store with it.

To conceal something is to —

- (A) tear it
- (B) hide it
- (C) change it
- (D) run with it

18

John squirmed and fidgeted nervously in his chair as he waited for the judge's decision.

To fidget is to —

- (F) fall down
- (G) take a nap
- (H) wait patiently
- (J) move around a lot

19

The courtroom erupted with cheers when the judge said to John, "It has all been a mistake. You are free to go."

When something erupts, it happens —

- (A) quietly
- (B) suddenly
- (C) constantly
- (D) beautifully

## READING AND LITERARY ANALYSIS

**DIRECTIONS** Read the essay. Then read each item carefully. Choose the best answer. Mark your answer.

## Sharing Is Easy

Can you imagine going to bed at night without dinner? I think that's terrible. Unfortunately, there are some people in America who experience this. I think that in this country there is enough food to feed everyone, and that people should do whatever they can to help the hungry.

Take, for example, David, who goes to a middle school in Florida. When David heard about *USA Harvest*, a program that collects and distributes food, he realized that there was extra food at his school every day. He talked to his principal about giving this food to people in need. Then he convinced the school board that he had a good plan. David had to solve a lot of problems. He had to figure out how to keep the food from spoiling before it was delivered, and he had to make sure he followed all the health regulations.

Despite the difficulties, David never gave up. After a year, his school began donating food to the hungry each week. Later, because of David's efforts, a bill was passed in Florida encouraging schools to donate their unused food.

You may not be able to do what David did, but there are many other ways to help. For example, you could volunteer to work in an

emergency food center. People in need may depend on getting food from a food center. Volunteers are needed to store and arrange food. Other volunteers fill bags and deliver them to those in need.

You could also volunteer to help set up collection stations or distribute food for food drives. This work requires time and energy, so it is well-suited to young people. If your community does not have a food drive, you could organize one. Have volunteers attach notes to collection bags that tell what kind of food is needed and when the bags will be picked up. People then fill the bags and leave them on their porches for volunteers to collect.

Another idea is to organize a school food drive. Ask students to bring in items such as canned goods, packaged cereals, and other food that will last. These donations can be given to agencies that distribute food to many needy families.

It's important to help hungry people in America. It may seem like a huge task, but it is easy to help. Just get involved like David did! Volunteer to work in a food donation program or organize your own program.

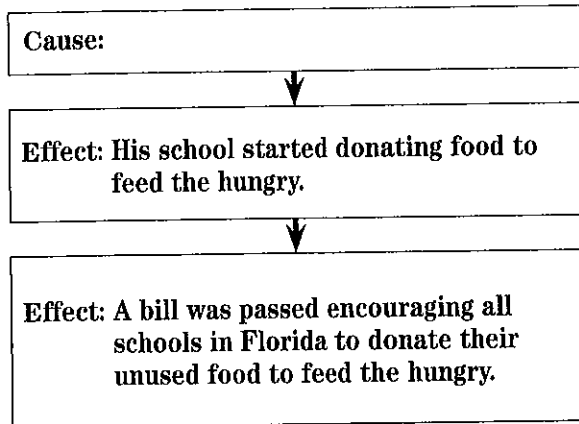
- 20 The author's purpose in writing this essay is to —
- (F) explain health regulations concerning food
  - (G) express emotions about the situation of the hungry
  - (H) persuade individuals to find ways to help feed the hungry
  - (J) entertain the reader by telling about an exciting true event

- 21 Which of the following is a fact that supports the writer's purpose?
- (A) David is an exceptional young man.
  - (B) David found a way to help others in need.
  - (C) Volunteers attach notes to collection bags.
  - (D) Everyone should donate to a food center each week.



**READING AND LITERARY ANALYSIS, continued**

**22** Study the chart.



Which of these best completes the chart?

- (F) David talked to the school board.
- (G) David went to bed without dinner.
- (H) David organized emergency food centers.
- (J) David heard about a program that gives food to those in need.

**23** Because David wanted to help feed the hungry, he —

- (A) joined *USA Harvest*
- (B) found jobs for the poor
- (C) created bills in the state government
- (D) found ways for his school to donate food

**24** According to the essay, the bill was passed in Florida because —

- (F) local politicians saw that David's program worked
- (G) other schools began to participate in David's program
- (H) David worked hard and did not give up on his program
- (J) students joined David to help make his program successful

**25** Do you think the essay makes a strong argument? Why?

- (A) Yes, because the writer gives a lot of opinions.
- (B) No, because the writer does not use enough facts.
- (C) Yes, because the writer shows several ways to help the hungry.
- (D) No, because the writer does not really care about hungry people in America.

**26** Which of these is the strongest argument to add to the essay?

- (F) Individuals can help bring about new laws in their states.
- (G) Many farmers in this country use modern farming techniques.
- (H) Every day schools, restaurants, and hotels throw out surplus food that could be given to the hungry.
- (J) Students can speak to principals and members of the school board about different issues.

Read the chart. Use it to help you answer items 27–28.

Facts	Opinions
<p><b>27</b></p> <hr style="width: 80%; margin: 10px auto;"/> <p>David goes to a middle school in Florida.</p>	<p>People should do what they can to help the hungry.</p> <hr style="width: 80%; margin: 10px auto;"/> <p><b>28</b></p>

**27** Which of these goes on the blank line under Facts?

- (A) Going to bed without dinner is terrible.
- (B) It would be good if every community had a food drive.
- (C) In Florida, a bill was passed to encourage schools to donate food.
- (D) Young people should volunteer to set up food collection stations.

**28** Which of these goes on the blank line under Opinions?

- (F) *USA Harvest* collects and distributes food.
- (G) It's easy to help hungry people in America.
- (H) David talked to his principal about donating food.
- (J) David's school started donating food to the hungry each week.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the two letters to the editor. Then read each item carefully. Choose the best answer. Mark your answer.

# The Daily Times

## Letters to the Editor

**Dear Editor:**

I think kids should be able to drive at 16. If you can drive, you can get a job and earn money. Some people say kids are more likely to be in accidents. I recently saw a bad accident on the interstate and the drivers were at least 50. It doesn't seem fair to blame kids even though they have some accidents.

Kids are asked to babysit, to take SAT tests, and to show up for club meetings and service projects before they are 18. I do my chores even though I don't like to. I think driving is the best way to get kids to make good choices.

Based on this, I think 16-year-olds should be able to drive.

Yours truly,  
Maggie Cho

**Dear Editor:**

I know that what I say will be unpopular with kids my age, but I believe that kids should be 18 years old before they get a driver's license. I'm 16 years old. I would like to drive right now, but reports say that young drivers are more likely to be in accidents. Sure, I want to drive my friends to the movies, but I would like to come home safely, too.

Car wrecks are the leading cause of death for American teenagers. According to statistics, drivers 15–20 years old make up 6.7 percent of all drivers. Yet they are involved in 14 percent of all fatal accidents.

Kids can be good drivers, but they aren't as careful when they are with their friends. In 1997, over 60 percent of kids in fatal accidents weren't wearing seat belts. When we're together, no one asks, "Is your seat belt fastened?" Who wants to sound like a parent?

I want to drive, but I can wait. I can wait until I'm 18, by which time I may not only save enough money for my own car, but I may be mature enough to drive responsibly, too.

Sincerely,  
Carlos Tejada

- 29** Which of the following is not an opinion?
- (A) Anyone who has a job should be able to drive.
  - (B) Driving is the best way to get kids to make good choices.
  - (C) Car accidents are the leading cause of death for American teens.
  - (D) Kids should be 18 years old before they get a driver's license.
- 30** How does the author of the second letter try to convince the reader?
- (F) He gives information about car accidents.
  - (G) He explains what is unpopular with kids his age.
  - (H) He writes a longer letter than the other author does.
  - (J) He mentions that he likes to drive his friends to the movies.
- 31** According to the second letter, accidents involving teenagers are caused mostly by —
- (A) parents that are not nice
  - (B) drivers that are too young
  - (C) friends that are not careful
  - (D) seat belts that are too loose

GO ON 

**READING AND LITERARY ANALYSIS, *continued***

**DIRECTIONS** Skim the paragraph. Then read each item carefully. Choose the best answer. Mark your answer.

## By Cheating, We Only Cheat Ourselves

Teachers and parents all tell us cheating is wrong. However, many times we just haven't had enough time to study for a test. A quick glance at someone else's paper might be all we need to get the few points necessary to pass the exam. "So what?" we say to ourselves. "We're not hurting anyone." Maybe not today, but we may be hurting ourselves or others tomorrow. In the future, when we're in the world of work, we will not be able to look at someone else's paper. We will be judged on what we know, and on what we have really learned. In the end, the only ones we will have cheated will be ourselves.

- 32** Olena wants to figure out why the author wrote this paragraph. Which of the following questions should she **not** ask herself as she reads?
- (F) Is the selection fiction or nonfiction?
  - (G) Does the author enjoy writing articles like this?
  - (H) What kinds of information does the author include?
  - (J) Does the author want to explain a situation, tell a story, or persuade me?
- 33** In this paragraph, the author's purpose is to —
- (A) list steps to prevent cheating in the classroom
  - (B) provide a self-help guide for cheaters who want to stop
  - (C) give the statistics for cheating in American middle schools
  - (D) discourage cheating by arguing that cheating hurts in the long run
- 34** Which of the following statements is true?
- (F) Persuasive writing is more convincing if it is read quickly.
  - (G) In persuasive writing, you should read carefully to determine the author's purpose.
  - (H) You would read a folk tale more slowly than "By Cheating, We Only Cheat Ourselves."
  - (J) Persuasive writing must be read slowly because it is always full of scientific information.
- 35** How would the last sentence change if the author did not feel strongly about his or her position?
- (A) We risk losing our jobs if we cheat in the workplace.
  - (B) In conclusion, it is important to study in school to prepare for a career.
  - (C) In the end, the people we work with will have cheated us if they cheat.
  - (D) However, if you don't know something at work, you could cheat to learn it quickly.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## A Beautiful Idea

“No!” Alma’s mom said. “I don’t want you painting pictures in the house. There’s not enough room. You’ll get paint all over the place. Besides, paints cost money, and we don’t have a lot of that right now.”

“But, Mom,” Alma said, “I really want to enter this art contest. I can’t just submit a pencil drawing. I have to *paint* something—something *colorful*! And if I win, I’ll get fifty dollars!”

Mrs. Aquino plucked a stack of old magazines off the kitchen table. “Put these somewhere,” she said irritably to Alma. “I’ve got to set the table.”

Alma’s shoulders slumped as she took the magazines. Glancing at the bright covers, however, she cheered up. The blues and reds and golds and greens swirled in her head, forming pictures of butterflies, flowers, mountains, and waves.

Suddenly an idea popped into her brain.

After dinner, Alma quickly cleared the table and helped her mother wash the dishes. Then she gathered the magazines, a sheet of drawing paper, scissors, and glue. She put everything on the kitchen table.

Alma’s mind whirled and danced as she cut shapes out of the magazines and pasted them on the paper. Soon a picture of rainbow-colored parrots in a green-and-yellow jungle appeared from the bright bits of paper.

“That’s beautiful,” said her sister Mayra, who had come into the kitchen with her baby brother Alejo.

“Thanks,” Alma answered. “It’s called a *collage*. I’m going to enter it in an art contest.”

A week later, when Alma won, even Mom was pleased. Mrs. Aquino told Alma she could buy some paints with her prize money, but only if she promised to clean up *everything* each time she used them.

- 36** What is Alma’s problem at the beginning of the story?
- (F) She doesn’t know how to paint.
  - (G) She needs to borrow fifty dollars.
  - (H) Her mother won’t let her make a painting for the art contest.
  - (J) Her mother is angry at her because she got paint on the walls.
- 37** Alma needs all of these things except —
- (A) paints
  - (B) drawing pencils
  - (C) a place to paint at home
  - (D) her mother’s permission to paint

- 38** What does Alma do to solve her problem?
- (F) She creates pictures in her head.
  - (G) She makes a picture out of paper.
  - (H) She paints pictures with her mother.
  - (J) She copies a picture from a magazine.
- 39** You know that Alma’s solution worked because —
- (A) Mayra liked her picture
  - (B) Alma won the art contest
  - (C) Mom cleaned up the table
  - (D) her brother learned to paint



## LANGUAGE SKILLS

**DIRECTIONS** Below is part of a story about a problem a teenager has. Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Penny stops in the hallway and stares at her locker. She looks sad. It have happened again. For weeks now, another student have written mean things on the door. The insults has haunted Penny all day.

At first she thought somebody chose her locker randomly. Now it's clear that the person who is writing on her locker has try to hurt her personally. The remarks about her family's beliefs are too specific to be random.

"Who could it be?" Penny worries. "Who could it be?"

40 In number 1, It have happened is best written —

- (F) It happen
- (G) It has happen
- (H) It has happened
- (J) as it is written

41 In number 2, another student have written is best written —

- (A) another student written
- (B) another student have wrote
- (C) another student has written
- (D) as it is written

42 In number 3, has haunted is best written —

- (F) has haunt
- (G) have haunt
- (H) have haunted
- (J) as it is written

43 In number 4, somebody is best written —

- (A) nobody
- (B) something
- (C) everything
- (D) as it is written

44 In number 5, person who is best written —

- (F) person what
- (G) person which
- (H) person whose
- (J) as it is written

45 In number 6, has try is best written —

- (A) has tried
- (B) has trying
- (C) have tried
- (D) as it is written

GO ON 

LANGUAGE SKILLS, *continued*

**DIRECTIONS** Read the rest of the story about Penny's problem. Then read each item carefully. Choose the best answer. Mark your answer.

Penny realizes, pretty much everyone know<sup>1</sup> exactly who locker<sup>2</sup> this is—it's at the very end of the row. Suddenly Penny figures it out. She knows the person which wrote<sup>3</sup> the words. She has seen her friend Tina near her locker, hurrying away as Penny approaches. Then yesterday, anyone<sup>4</sup> saw Tina just around the corner putting a marker<sup>4</sup> in her pocket. "Oh, no," Penny thinks, "it was Tina all along. It is her insults who<sup>5</sup> have caused me all this trouble. Nothing surprise<sup>5</sup> me anymore!"<sup>6</sup>

46 In number 1, everyone know is best written —

- (F) everyone knows
- (G) everyone known
- (H) everyone have known
- (J) as it is written

47 In number 2, who locker is best written —

- (A) whos locker
- (B) who's locker
- (C) whose locker
- (D) as it is written

48 In number 3, person which wrote is best written —

- (F) person who wrote
- (G) person whose wrote
- (H) person which written
- (J) as it is written

49 In number 4, anyone is best written —

- (A) one
- (B) someone
- (C) which one
- (D) as it is written

50 In number 5, insults who is best written —

- (F) insults that
- (G) insults whom
- (H) insults whose
- (J) as it is written

51 In number 6, Nothing surprise is best written —

- (A) Nothing surprises
- (B) Nothing is surprise
- (C) Which thing surprise
- (D) as it is written

**STOP**

# Section 2: Writing

## PROCESS AND STRATEGIES

**DIRECTIONS** Read about the persuasive essay Wasim plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Wasim believes there is a need to help the homeless shelter in his city. He wants to write an essay persuading students to support the clothing drive for the shelter. Wasim will emphasize the needs of the people in the shelter and the importance of helping others.

- 1 In a persuasive essay, you —
  - (A) narrate a story that teaches a lesson
  - (B) research facts to explain a scientific topic
  - (C) use rhyme and rhythm for poetic statement
  - (D) take a position and give strong support for it
  
- 2 What should Wasim do before he begins to write his essay?
  - (F) poll his friends for support
  - (G) make a list of clothes he can donate
  - (H) decide how to state his position and how to order his supporting arguments
  - (J) research, through the library and government agencies, any studies on the cost of clothes
  
- 3 An effective conclusion to Wasim's persuasive essay will best be stated as a —
  - (A) personal experience
  - (B) summary of statistics
  - (C) request to take action
  - (D) dialogue between two lawmakers
  
- 4 A peer conference can help the writer of a persuasive essay in all the following ways except —
  - (E) typing the draft and correcting errors
  - (G) checking details that should be put in or left out
  - (H) reading the draft to determine if it addresses the audience appropriately
  - (J) asking questions about the arguments to check whether they are logical and factual

**PROCESS AND STRATEGIES, *continued***

**DIRECTIONS** Read the draft of the persuasive essay that Wasim wrote. Then read each item carefully. Choose the best answer. Mark your answer.

### Collect Clothes for the Homeless

(1) The Eagle Valley Homeless Shelter, which is having a clothing drive needs your help. (2) If you collect and donate clothes, the shelter will have more money for other services, the residents will have proper clothes, and you'll feel good about yourself.

(3) First of all, if you support the drive, the shelter will not have to buy clothes. (4) The shelter provides food, counseling, and a place to live; however, it has limited funds. (5) It can use more money for these services if you donate good, usable clothing.

(6) In addition, when residents have the proper clothes, they can go to school, training classes for jobs, and job interviews. (7) The clothes really make a difference! (8) Last week I met a man which used to live at the shelter. (9) He explained how some of the donated clothes were helping him.

(10) Finally, collecting and donating clothes is a wonderful thing to do. (11) It will make you feel good about yourself.

(12) Many kids have joining the clothing drive. (13) You should participate, too.

PROCESS AND STRATEGIES, *continued*

- 5** What change, if any, should be made in sentence 1?
- (A) Put a comma after *drive*
  - (B) Change *is having* to *has*
  - (C) Change *Homeless Shelter* to *homeless shelter*
  - (D) Make no change
- 6** What change, if any, should be made in sentence 3?
- (F) Change *by* to *buy*
  - (G) Delete the comma after *all*
  - (H) Change *support* to *supports*
  - (I) Make no change
- 7** Wasim wants to add an example to support his argument. Which sentence should he add after sentence 5?
- (A) For example, the shelter can fix the clothes if they are torn.
  - (B) For example, the shelter didn't get enough clothes last year.
  - (C) For example, people can wear the clothes even if they are too small.
  - (D) For example, the shelter added twenty beds last year because it didn't have to spend money for clothes.
- 8** What change, if any, should be made in sentence 8?
- (F) Change *at* to *of*
  - (G) Change *met* to *meet*
  - (H) Change *which* to *who*
  - (J) Make no change
- 9** What is the best way to rewrite sentence 9?
- (A) He was wearing a donated suit.
  - (B) He said that the donated clothes were helping him a lot.
  - (C) He told me about the clothes he had received, and then he explained how helpful they were to him.
  - (D) He pointed proudly to his suit and said, "Now I can go to job interviews because someone donated this suit."
- 10** Wasim wants to provide evidence to support his argument. Which of these should he add after sentence 11?
- (E) When people are polite, they feel better about themselves.
  - (G) You will also feel good if you exercise and eat healthy foods.
  - (H) Helping others always makes people feel useful and worthwhile.
  - (J) People feel good when they dress in old, comfortable clothes.
- 11** What change, if any, should be made in sentence 12?
- (A) Change *have* to *has*
  - (B) Change *Many* to *Much*
  - (C) Change *joining* to *joined*
  - (D) Make no change
- 12** Wasim wants to encourage the reader to act. Which of these should he add after sentence 13?
- (F) The homeless shelter is located downtown.
  - (G) It doesn't matter if the clothes are old, torn, or out of style.
  - (H) The clothing drive will be going on through February.
  - (J) Collect as much clothing as you can and take it to the shelter.

**WRITTEN COMPOSITION: PERSUASIVE ESSAY**

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

**WRITING PROMPT**

Write a persuasive essay for your classmates. Your essay should state your position on a school or community issue, such as providing more bike lanes or protecting the environment. It should give strong support for your ideas.