Fall Semester Benchmark Review

Read the selection and choose the best answer to each question.

Robot Rumble

1 It was May 21, 2267, and more than ten thousand people were sitting inside the Curiosity Arena, anxiously waiting for the action to begin. The excitement inside the stadium was tangible, and perhaps none of the audience members was more thrilled to be there than Juno and Nova. The friends had spent every spare minute over the past several months building, tinkering with, and perfecting their pair of robots. They felt confident that, with the help of their super-intelligent machines they would win the competition and claim the first-place prize: a seven-day round trip to Mars on a luxury space shuttle.

2 At two minutes before seven o'clock, the host flew into the arena on a hovering circular platform and stood high above the crowd. The lights dimmed, and a 30-foot hologram of the host, who had electric blue hair and wore a shimmering silver suit, appeared.

3 "Welcome, welcome, welcome to our twenty-first annual robot maze contest! It's wonderful to see so many spectators here at our fantastic event. Let's talk a little about tonight's festivities in case some of you are attending for the first time. Beneath me is an extremely difficult maze that would take the average person about six hours to complete. On the other hand, when the robots built by our contestants work together, they can often get through the maze in as little as ten minutes. The winning robot pair will be chosen by our panel of judges based on how quickly they finish the maze and how well they cooperate. Now let's hear it for our first robot creators, Juno and Nova," the host shouted to the cheering audience.

4 The friends' smiling faces briefly appeared on the screens that had been built into the ceiling and every wall. Juno grabbed Nova's arm and crossed her fingers.

5 "This is it," she whispered.

6 "We've got this," Nova whispered back, crossing his fingers.

7 Everyone turned their attention toward the illuminated metal doors close to the front of the maze entrance, and when the massive panels slid open, Sona and Clank walked out on powerful metal legs into the warm green glow, holding hands. The judges smiled approvingly at this show of friendship. The nine-foot robots took a moment to wave to the crowd before making their way to the start of the maze.

8 When Sona and Clank stepped inside and disappeared from view, the hologram of the host was replaced with one showing the robots inside the maze. They were walking at a steady pace but not hurrying and shooting laser beams from their eyes to constantly analyze their surroundings and figure out the correct course. Before long, they arrived at the first junction. They could turn left, go right, or continue on in a straight line.

9 “My data suggests straight is the best course,” Sona said in a mechanical robot voice.

10 “Agree,” Clank said back.

11 A green checkmark momentarily replaced the projected image of the robots.

12 “They’re doing great!” Nova said to Juno, who enthusiastically nodded her head in agreement as she cheered for Sona and Clank.

13 Still holding hands, Sona and Clank soon reached their next decision point. This time their only options were to go left or right. The robots stood motionless for several seconds as their sophisticated data-processing equipment analyzed the collected information.

14 “My data suggests left is the best course,” Clank said.

15 “Do not agree,” Sona said back.

16 The judges raised their eyebrows and furiously began typing notes, while higher up in the stadium Nova and Juno looked at each other in disbelief.

17 “Don’t worry, I’m sure they’ll work it out,” said Juno, although her voice sounded like a kitten pleading for more milk.

18 “My data suggests left is the best course,” Clank said again.

19 “I know what I’m doing. My way is the right way. Why aren’t you listening to me?” Sona said back.

20 The audience was fascinated by the disagreement playing out before their eyes. It was unlike anything they had ever witnessed, and they couldn’t wait to see what was going to happen next. The robots stopped holding hands and locked arms.

21 “This is not good,” Nova whispered.

22 Juno shook her head, and then her eyes grew as large as saucers.

23 “Are they ...wrestling?” she asked in disbelief.

24 Sure enough, Sona had grabbed Clank by the waist and seemed to be trying to lift the robot. The screeching sound of metal on metal echoed through the stadium. The judges scowled, but to Nova and Juno’s surprise, the audience seemed to be loving it. A little boy a few seats down was laughing hysterically, and many people were standing up and cheering for their favorite robot.

25 “I ...said ...left ...is ...b—,” Clank slowly sputtered out, unable to finish the last word.

26 “It’s their circuits. They’re overloaded!” Juno cried.

27 Suddenly, sparks began flying from the robots’ mouths, arms, and legs. There was a strange whirring sound, then a buzz, and finally both robots stopped working altogether and toppled over, crashing into the side of the maze. The judges didn’t look happy, but the other ten thousand people couldn’t have been more excited or delighted.

28 The hologram of the host reappeared, but he simply stood with his mouth hanging open, dumbfounded and speechless.

29 “Why didn’t anybody tell them this wasn’t a robot battle?” Nova said, now laughing along with the rest of the audience.

30 “I don’t know, but you have to admit it was quite a show.” Juno replied. They might not be going to Mars anytime soon, but this was definitely an evening the friends would never forget.

Question 1

The author’s main reason for including the host in the story is to —

- [ ] provide background information
- [ ] relate the resolution
- [ ] introduce two key characters
- [ ] highlight the main conflict

Question 2

Which words from paragraph 7 help the reader understand the meaning of the word *illuminated*?

- [ ] close to the front of the maze entrance
- [ ] when the massive panels slid open
- [ ] on powerful metal legs
- [ ] into the warm green glow

Question 3

How does the time when the story is set contribute to the development of the main conflict in the story?

- [ ] It permits Sona and Clank to be watched by many people indoors.
- [ ] It presents Sona and Clank with a task no robot can complete.
- [ ] It allows Sona and Clank to do things today's robots cannot.
- [ ] It forces Sona and Clank to stop working correctly and shut down.

Question 4

Read the following inference.

> The arena features technology that helps the audience understand whether or not the robots are navigating the maze correctly.

Which sentence from the story best supports this inference?

- [ ] When Sona and Clank stepped inside and disappeared from view, the hologram of the host was replaced with one showing the robots inside the maze.
- [ ] They could turn left, go right, or continue on in a straight line.
- [ ] 'My data suggests straight is the best course,' Sona said in a mechanical robot voice.
- [ ] A green checkmark momentarily replaced the projected image of the robots.

Question 5

How do the audience members mainly affect the reader's understanding of the events described in the story?

- [ ] They help the reader see the humor in the robots' failure to complete their task.
- [ ] They help the reader understand why the annual competition is so popular.
- [ ] They help the reader see why the robots' performance was such a disappointment.
- [ ] They help the reader understand that the annual competition can be dangerous.

Question 6

What is the main theme of the story?

- [ ] Teamwork is the best way to accomplish goals.
- [ ] Things do not always go as planned.
- [ ] Being humble is better than being overly proud.
- [ ] Violence does not solve problems.

Read the selection and choose the best answer to each question.

Balance Food and Activity

What Is "Energy Balance"?

1 Energy is another word for "calories." Your energy balance is the balance of calories consumed through eating and drinking compared to calories burned through physical activity. What you eat and drink is ENERGY IN. What you burn through physical activity is ENERGY OUT.

2 You burn a certain number of calories just by breathing air and digesting food. You also burn a certain number of calories (ENERGY OUT) through your daily routine. For example, children burn calories just being students—walking to their lockers, carrying books, etc.—and adults burn calories walking to the bus stop, going shopping, etc.

3 An important part of maintaining energy balance is the amount of ENERGY OUT (physical activity) that you do. People who are more **physically active** burn **more** calories than those who are not as physically active.

The same amount of ENERGY IN (calories consumed) and ENERGY OUT (calories burned) over time =weight stays the same
More IN than OUT over time =weight gain
More OUT than IN over time =weight loss

4 Your ENERGY IN and OUT don't have to balance every day. It's having a balance **over time** that will help you stay at a healthy weight for the long term. Children need to balance their energy, too, but they're also growing and that should be considered as well. Energy balance in children happens when the amount of ENERGY IN and ENERGY OUT supports natural growth without promoting excess weight gain.

Estimated Calorie Requirements

5 This calorie requirement chart presents estimated amounts of calories needed to maintain energy balance (and a healthy body weight) for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using an equation from the Institute of Medicine (IOM).

Estimated Calorie Requirements (in kilocalories) for Each Gender and Age Group at Three Levels of Physical Activity.				
Gender	Age (years)	Activity Level		
		Sedentary	Moderately Active	Active
Child	2–3	1,000	1,000–1,400	1,000–1,400
Female	4–8	1,200	1,400–1,600	1,400–1,800
Female	9–13	1,600	1,600–2,000	1,800–2,000
Female	14–18	1,800	2,000	2,400
Female	19–30	2,000	2,000–2,200	2,400
Female	31–50	1,800	2,000	2,200
Female	51+	1,600	1,800	2,000–2,200
Male	4–8	1,400	1,400–1,600	1,600–2,000
Male	9–13	1,800	1,800–2,200	2,000–2,600
Male	14–18	2,200	2,400–2,800	2,800–3,200
Male	19–30	2,400	2,600–2,800	3,000
Male	31–50	2,200	2,400–2,600	2,800–3,000
Male	51+	2,000	2,200–2,400	2,400–2,800

6 [Source: HHS/USDA Dietary Guidelines for Americans: 2005]

- **Sedentary** means a lifestyle that includes only the light physical activity associated with typical day-to-day life.
- **Moderately active** means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.
- **Active** means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.

Energy Balance in Real Life

7 Eating just **150 calories more a day** than you burn can lead to an **extra 5 pounds** over **6 months.** That's a **gain of 10 pounds a year.** If you don't want this weight gain to happen, or you want to lose the extra weight, you can either reduce your ENERGY IN or increase your ENERGY OUT. Doing both is the best way to achieve and maintain a healthy body weight.

- Here are some ways to cut 150 calories (ENERGY IN):
  - Drink water instead of a 12-ounce regular soda

    - Order a small serving of French fries instead of a medium, or order a salad with dressing on the side instead
    - Eat an egg-white omelet (with three eggs), instead of whole eggs
    - Use tuna canned in water (6-ounce can), instead of oil
- Here are some ways to **burn** 150 calories (ENERGY OUT), **in just 30 minutes** (for a 150 pound person):
    - Shoot hoops
    - Walk two miles
    - Do yard work (gardening, raking leaves, etc.)
    - Go for a bike ride
    - Dance with your family or friends

Question 7

Which statement best summarizes the main idea of paragraph 2?

- [ ] Burning calories is the same thing as ENERGY OUT.
- [ ] Adults can burn extra calories by walking places instead of driving.
- [ ] The human body burns some calories through our everyday activities.
- [ ] Students' lifestyles lead them to burn more calories than other age groups.

Question 8

The author included the bulleted list below the chart in order to —

- [ ] explain the specifics of the activity-level categories in the chart
- [ ] make connections between the data for children and adults
- [ ] illustrate the mathematical formula for energy balance
- [ ] describe examples of the chart's statistics in real life

Question 9

How does the author support the idea that energy balance leads to weight loss or gain?

- [ ] By using formulas to illustrate results of different energy balance scenarios
- [ ] By creating bulleted lists of common ways to lose weight and common ways to gain weight
- [ ] By creating one section to explain how weight loss happens and one to explain how weight gain happens
- [ ] By including a chart that shows how much weight is gained or lost depending on how many calories are consumed

Question 10

Which generalization is supported by the information in the chart?

- [ ] Active males 19-30 have the highest calorie requirements of all groups.
- [ ] Both males and females begin to need fewer calories after the age of 30.
- [ ] Neither females nor males require over 3,000 calories per day.
- [ ] Females have higher calorie requirements than males do.

Question 11

Read these sentences from paragraph 4.

> *Your ENERGY IN and OUT don't have to balance every day. It's having a balance **over time** that will help you stay at a healthy weight for the long term.*

Which sentence from the selection reinforces this idea?

- [ ] You burn a certain number of calories just by breathing air and digesting food.
- [ ] People who are more **physically active** burn **more** calories than those who are not as physically active.
- [ ] Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.
- [ ] Eating just 150 calories more a day than you burn can lead to an **extra 5** pounds over **6 months**.

Matilda's teacher has asked students to write an historical adventure story. Matilda has always wanted to explore the Amazon rainforest, so she chose to make this the setting for her exciting story. Read the beginning of Matilda's story and look for the revisions she needs to make. Then answer the questions that follow.

Amazon Adventure

1 (1) A long line of dugout canoes went effortlessly down the Amazon as the brown water sloshed rhythmically against the sides. (2) Eerily, it was the only sound on the river at the moment other than the light swish as the natives pushed the boats along in single file.

2 (3) "Ask them to let us off at the peninsula ahead," ordered Captain Remington, the leader of the expedition. (4) He watched as his translator, Willis, conversed with the natives. (5) They looked nervously at each other, but did as they were told.

3 (6) Once the group of explorers was on dry land, they arranged for their gear to be brought along to a previously determined camp. (7) Then Remington, Willis, and a collection of ten other men approached the edge of the jungle.

4 (8) "Machetes and water, gentlemen!" shouted the captain as he placed yet another canteen around his neck. (9) He knew a man could die of thirst in the jungle surrounded by water. (10) The water here made people deathly ill. (11) That's why he had to watch his men carefully. (12) He could not afford to lose any more than he already had!

5 (13) They convened in a small clearing and began to slowly chop their way through the rainforest. (14) A monkey howled from somewhere in the trees, and Remington saw a flash of red and blue as a macaw soared over his head. (15) It was hot, the same as yesterday and the day before that. (16) It was always hot in the Amazon.

6 (17) Anyway, Remington ordered the men to stop for a moment while he took a drink from his canteen and checked the map. (18) It was then that he heard it, a low growling that grew more and more intense with each passing moment. (19) Slowly, he raised his eyes to the source of the sound, somewhere up in the treetops. (20) That's when he saw the terrifying eyes of an angry jaguar, and they were staring directly at him!

7 (21) "Run!" shouted Remington as he crashed into Willis and the other men before stumbling blindly into the vegetation before him. (22) He could hear the big cat quickly gaining ground behind him, and in an act of desperation, he headed toward a cliff that was less than a hundred feet away. (23) Beyond the edge, he saw a waterfall that he hoped would carry him to safety. (24) He just had to make it to the cliff's edge before the jaguar reached him.

8 (25) With each step the cliff grew closer but he still heard the jaguar right behind him and could almost feel its breath on his neck. (26) Now only twenty, now only ten feet away, all that was left to do was hope that he would make it, and leap as high and far as he could!

Question 12

In sentence 1, Matilda wants to replace went with a more precise word. Which of the following is the BEST word to create a more vivid image in this sentence?

- [ ] glided
- [ ] moved
- [ ] passed
- [ ] traveled

Question 13

Matilda has written the following sentence in order to clarify for her audience why the characters are on this adventure.

> *Their objective was to find a long-lost city with untold riches, but all they had with them was a faded, torn ancient map.*

Where is the BEST place to insert this sentence to maintain the coherence of the story?

- [ ] After sentence 1
- [ ] After sentence 4
- [ ] After sentence 7
- [ ] After sentence 8

Question 14

Matilda has noticed that many of the sentences in the fourth paragraph (sentences 8–12) are short and choppy, and she would like to add some sentence variety. What is the most effective way to combine sentences 10–12?

- [ ] The water here made people deathly ill, that's why he had to watch his men carefully, and he could not afford to lose any more than he already had!
- [ ] The water here made people deathly ill, so he had to watch his men carefully because he could not afford to lose any more than he already had!
- [ ] The water here made people deathly ill, and he had to watch his men carefully, so he could not afford to lose any more than he already had!
- [ ] The water here made people deathly ill because he had to watch his men carefully, and so he could not afford to lose any more than he already had!

Question 15

Matilda has included an extraneous sentence in the fifth paragraph (sentences 13–16). Which sentence should Matilda delete from this paragraph?

- [ ] Sentence 13
- [ ] Sentence 14
- [ ] Sentence 15
- [ ] Sentence 16

Question 16

Matilda noticed a weak transition between the fifth paragraph (sentences 13–16) and the sixth paragraph (sentences 17–20). Which transition could BEST replace **Anyway**, at the beginning of sentence 17?

- [ ] After some time
- [ ] Obviously
- [ ] Likewise
- [ ] As a result

Question 17

What is the most effective revision to make in sentence 25?

- [ ] With each step the cliff grew closer, still heard the jaguar right behind him, and could almost feel its breath on his neck.
- [ ] With each step, the cliff grew closer, but he still heard the jaguar right behind him and could almost feel its breath on his neck.
- [ ] With each step, the cliff grew closer, the jaguar was still right behind him, its breath on his neck.
- [ ] No revision is needed in sentence 25.

Vadik wrote a research report on Aesop's fables for English class. Read the following section from Vadik's research report and look for any corrections he needs to make. When you finish reading, answer the questions that follow.

Characteristics of Fables

Characteristics of Fables

(1) Although there are hundreds of them the vast majority of Aesop's fables share certain characteristics. (2) First, they are works of fiction, meaning they did not actually happen. (3) The objects and animals featured in the stories exist, but the events described were created in the writer's imagination.

(4) Second, compared to most other stories, even those written for the youngest children, Aesop's fables are very brief. (5) The fable "The Two Crabs," for example, is just a few sentences long. (6) Because Aesop's fables are so short in length, they tend to focus on a single event involving some sort of conflict. (7) There is little attention given to the development of the setting. (8) There is no room for background information. (9) In the introduction to the book Aesop, Five Centuries of Illustrated Fables, author John J. McKendry describes the plots of Aesop's fables in the following way: "The action [also] is straightforward; there is usually one crucial act of crucial brevity, and there is rarely any great lapse of time."

(10) Finally, several general statements can be made about the characters in Aesop's fables. (11) First, although people do appear in Aesop's tales, the characters are typically animals with many of the same abilities as humans. (12) An article written by John Hogan on the Ancient History Encyclopedia website supports this description, explaining that "The animals display human-like qualities, especially the characteristics of speech and behavior. (13) In effect, the stories are designed to mimic human life."

(14) The cast of characters in an Aesop's fable are usually very small, and consists of two or three animals, people, or objects. (15) The fable "The Old Hound," for example, features three characters: a hound, his master, and a boar. (16) "The Fox and the Crow," as the title suggests, includes just two animal characters.

Purposes of Fables

(17) Children and adults may find Aesop's fables enjoyable to read. (18) However, the main purpose of Aesop's fables unlike stories that are written primarily to entertain is to teach the reader some sort of lesson. (19) This explains why Aesop's fables are often described as moral stories. (20) Many works of fiction subtly convey a lesson; the reader must think about what the author is trying to communicate. (21) This is certainly not the case with Aesop's fables. (22) The theme of the

fable—often stated in a single sentence—is included at the end. (23) The reader is left with little doubt about the fable's message and how the author wants the reader to interpret the characters' actions.

(24) "The Ant and the Grasshopper" is a good example of an Aesop's fable with an obvious message. (25) The story describes the Ant gathering food for winter while the Grasshopper spends its time hopping around and singing. (26) When the frigid winter whether arrives, the Grasshopper has nothing to consume, while the ants in the area have plenty. (27) The Grasshopper realizes "It is best to prepare for the days of necessity," a statement that clearly shows the reader is supposed to view the Ant as having superior qualities.

Question 18

What change should be made to sentence 1?

- [ ] Insert a comma after ***Although***
- [ ] Change ***there*** to ***they're***
- [ ] Insert a comma after ***them***
- [ ] No change should be made to sentence 1

Question 19

What is the correct way to combine sentences 7 and 8?

- [ ] There is little attention given to the development of the setting there is no room for background information.
- [ ] There is little attention given to the development of the setting; there is no room for background information.
- [ ] There is little attention given to the development of the setting, there is no room for background information.
- [ ] There is little attention given to the development of the setting; and there is no room for background information.

Question 20

What is the correct way to write sentence 14?

- [ ] The cast of characters in an Aesop's fable is usually very small, and consists of two or three animals, people, or objects.
- [ ] The cast of characters in an Aesop's fable are usually very small, and consist of two or three animals, people, or objects.
- [ ] The cast of characters in an Aesop's fable is usually very small, and consist of two or three animals, people, or objects.
- [ ] Sentence 15 is correctly written in the student's research report.

Question 21

What is the correct way to write sentence 18?

- [ ] However, the main purpose of Aesop's fables, unlike stories that are written primarily to entertain is to teach the reader some sort of lesson.
- [ ] However, the main purpose of Aesop's fables unlike stories that are written primarily to entertain, is to teach the reader some sort of lesson.
- [ ] However, the main purpose of Aesop's fables unlike stories, that are written primarily to entertain, is to teach the reader some sort of lesson.
- [ ] However, the main purpose of Aesop's fables, unlike stories that are written primarily to entertain, is to teach the reader some sort of lesson.

Question 22

How does sentence 26 need to be changed?

- [ ] Change ***frigid*** to ***fridgid***
- [ ] Change ***whether*** to ***weather***
- [ ] Change ***has*** to ***have***
- [ ] Change ***consume*** to ***connsume***