



New York State Testing Program

English

Language Arts Test

Book 2

Grade

7

January 14–18, 2008

Name _____

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing or writing your response.

Part 1: Listening

*D*irections

In this part of the test, you will listen to an article called “Flights of Fancy.” Then you will answer some questions to show how well you understood what was read.

You will listen to the article twice. As you listen carefully, you may take notes on the article anytime you wish during the readings. You may use these notes to answer the questions that follow. Use the space on Pages 2 and 3 for your notes.

For the multiple-choice questions, you will mark your answer on your answer sheet. For questions 33 and 34, you will write your answers directly in the test book.

Here are some words you will need to know as you listen to the article.

- *Gnorm Gnat* pronounced *norm nat*
- fancy imagination

Go On

Notes

Notes

STOP

29 Why was it hard for Jim Davis to grow up on a farm?

- A** It was dull living in the country.
- B** It was difficult for him to breathe.
- C** It was tough for him to find friends.
- D** It was lonely going to a country school.

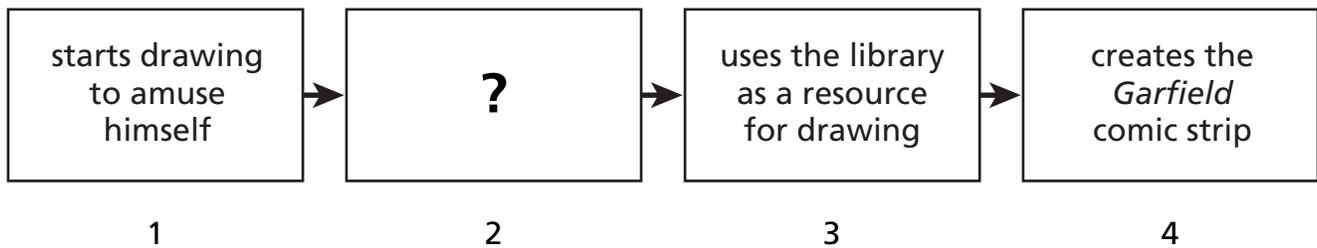
30 Which statement would Jim Davis **most likely** make to a group of students?

- A** Satisfying careers are achieved by doing work you enjoy.
- B** Daydreaming is necessary to becoming a good cartoonist.
- C** Future occupations are determined by where you grow up.
- D** Artistic talent is developed by doodling idly while you work.

31 The ideas for Jim Davis's *Garfield* character **mostly** come from

- A** his cats on the farm
- B** his family members
- C** his own imagination
- D** his former classmates

32 Study the chart below about Jim Davis.



What belongs in Box 2?

- A** takes a correspondence course
- B** creates the *Gnorm Gnat* comic strip
- C** adds humorous captions to his drawings
- D** becomes an assistant to the creator of *Tumbleweeds*

- 33** In the chart below, name one difficult experience in Jim Davis’s childhood. Then explain how he turned that experience into a positive opportunity. Use details from the article to support your answer.

Difficult experience	How Jim Davis turned it into a positive opportunity

- 34** According to the article, Jim Davis has been writing his *Garfield* comic strip for 25 years. Give two reasons why you think Davis has been successful as an artist. Use details from the article to support your answer.

STOP

Part 2: Writing

Sample

In this paragraph, there are some mistakes in grammar, usage, capitalization, and punctuation. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Let's correct the mistakes together. Draw a line through each part that has a mistake, and if a correction needs to be written, write the correction above the mistake.

I like to go to the movies on weekends. I try to get to the theater early so I could buy snacks. My favoritest movies are comedies. They are fun to watch with friends because they make you laugh we are going to see a new movie this Saturday.

STOP

- 35** Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

One day last fall, I decided to investigate the chess club at school. As I enter the classroom where the club met, I was amazed that the place was packed with players and boards, yet it was surprising silent. The club advisor greeted me when I entered. When he learned that I hadn't played chess before he asked one of the club members, Amanda, to explain the rules of the game. Amanda showed me the board and the pieces. She then explained how each player took turns and moved the pieces. Amanda said, "Remember, when the piece called the king has no moves left, it's called checkmate and the game is then over. Because Amanda was such a good teacher, she made the game sound pretty simple. I was ready to try out my new skills, although Amanda suggested we play a game. I agreed and told her not to be too easy on me. She took my advice and beat me in just four moves! Amanda then showed me how she had accomplished this amazing feat I challenged her to another game, and this time I lasted fourteen moves before she yelled, "Checkmate!" As I left the chess club that day, my mind was on fire with moves and strategies to try at next week's meeting.

STOP

Place Student Label Here



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The McGraw-Hill Companies
