



# ***New York State Testing Program***

**English**

**Language Arts Test**

**Book 1**

Grade

**7**

**January 20–23, 2009**

**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.

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**Reading*****D*irections**

In this part of the test, you will do some reading and answer questions about what you have read. For the multiple-choice questions, you will mark your answers on the answer sheet. For questions 27 and 28, you will write your answers directly in the test book.

***Go On***

# Directions

Read this article. Then answer questions 1 through 4.

## Hearing Voices

by Sherrill Kushner

Would you like to be an actor, but aren't the right age or physical type for the part? Don't give up: There may be a place for you in the world of voice-acting.

Twenty-year-old Rickey D'Shon Collins brings Tucker Foley to life in the cartoon *Danny Phantom*. In addition to many appearances on television and in movies, Rickey is a voice-over actor, someone we hear but don't see. Rickey has acted since he was 6, both on and off camera. After school, his grandmother—a manager and acting coach—helped him develop his skills by doing voice exercises and reading aloud.

Voice-over actors do many kinds of acting. They are the voices of cartoon characters on television, in movies and video games, and for interactive toys. In films, they dub conversations, replacing foreign languages with English. They create crowd noises, make commercials, act in radio plays, and record telephone instructions and public announcements. They narrate books on tape, television documentaries, and even recorded museum tours.

Like other actors, voice-over actors need to understand scripts, interpret characters, and breathe correctly. They have to master voice techniques, such as pacing (how fast or slow to speak), volume (how loud or soft), and range (how high or low). Sometimes they use their normal voices; other times they change their voices to create different characters or noises.

Rickey's manager receives his *Danny Phantom* scripts a few days before he tapes



The voice of Tucker Foley

each episode. She writes helpful notes on the script to guide Rickey on speaking his part. Rickey practices, then tapes at the recording studio. He and the other cast members sit in a soundproof booth, acting out their characters as they read their lines into the microphones.

“The cartoon gets created after we record the words, so we have to imagine everything in our mind,” says Rickey. Later, the recorded words, music, and sound effects are combined with the cartoon art to create the cartoon we enjoy on TV.

Sound interesting? Maybe you can have a “voice” in acting after all!

**1** According to the article, Rickey Collins brings the character Tucker Foley “to life.” This means that Rickey

- A** draws the character
- B** names the character
- C** makes the character seem real
- D** decides the future of the character

**2** Which sentence from the article **best** supports the fact that Rickey has been involved with acting most of his life?

- A** “Twenty-year-old Rickey D’Shon Collins brings Tucker Foley to life.”
- B** “In addition to many appearances on television and in movies, Rickey is a voice-over actor.”
- C** “Rickey has acted since he was 6, both on and off camera.”
- D** “Rickey practices, then tapes at the recording studio.”

**3** Information in this article would be **most** valuable to readers who

- A** need to practice voice exercises
- B** want to understand scriptwriting
- C** need to develop their stage-acting skills
- D** want to build a career around their voices

**4** Which sentence from the article **best** supports the idea that being a voice-over actor requires skill?

- A** “Rickey is a voice-over actor, someone we hear but don’t see.”
- B** “They are the voices of cartoon characters on television, in movies and video games, and for interactive toys.”
- C** “Like other actors, voice-over actors need to understand scripts, interpret characters, and breathe correctly.”
- D** “She writes helpful notes on the script to guide Rickey on speaking his part.”

**Go On**

# *Directions*

Read this passage about a young girl named Diondra. Then answer questions 5 through 11.

## Diondra

*by Nikki Grimes*

This passage has not been published on this web site per the copyright holder's request.

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**5** Which statement **best** summarizes this passage?

- A** A girl realizes she has a talent to draw well.
- B** A girl asks her teacher to help her to draw better.
- C** A girl teaches her friend how to draw the human form.
- D** A girl is afraid to draw because she has not had an art class.

**6** This passage is told from the point of view of

- A** Raul
- B** Diondra
- C** Mr. Ward
- D** Diondra's father

***Go On***

**7** Where do the events in this passage **mostly** take place?

- A** in a cafeteria
- B** in a classroom
- C** in a science lab
- D** in a school library

**8** Which statement **best** describes Diondra's attitude toward her art **before** Mr. Ward holds up her book report cover?

- A** She is bored with her drawing.
- B** She thinks her art is really good.
- C** She wants to be in a more advanced class.
- D** She likes to draw but is unsure of her work.

**9** Read this sentence from the passage.

**I looked down at my book cover as if I was seeing it for the first time.**

In this sentence, Diondra means that she

- A** has never noticed the book cover before
- B** is pretending to not recognize the book cover
- C** does not remember what the book cover looks like
- D** is viewing the book cover differently than before



**10** Which sentence from the passage **best** shows that Diondra is embarrassed at first when people look at her drawings?

- A** “I catch his eye and we smile at each other.”
- B** “I guess I should give Tanisha some credit too.”
- C** “I tried evaporating on the spot, I swear.”
- D** “I could do studies of mouths and noses and chins.”

**11** Read this sentence from the passage.

**We only have a bazillion photo albums around my house.**

Which literary device does the author use in this sentence?

- A** flashback
- B** hyperbole
- C** metaphor
- D** personification

***Go On***

# The Beagle Brigade

by Kathiann M. Kowalski

Return to the United States from a trip abroad, and your luggage will get inspected by the U.S. Department of Agriculture’s Beagle Brigade. Working with human canine officer partners, the beagles sniff out potential threats to American agriculture.

An orange or apple, for example, might harbor a Mediterranean fruit fly. Ham could carry a disease such as hog cholera. These and other pests could devastate farmers’ crops and livestock. “Once we introduce something that is not part of the environment, there may not be any controls for it in the environment,” notes USDA’s Lisa Davis at the National Dog Detector Training Center in Orlando, Florida. “The best thing for us to do is to prevent it from coming across the border and becoming established.”

When a beagle sniffs specific food odors, it signals its partner by sitting. The human officer then investigates. When the dog is right—which happens 90 percent of the time—it gets an edible treat.

“The dog is not out there working,” explains Davis. “It’s out there playing. It’s a game to the dog.” The handlers give the beagles plenty of food and loving. They make sure they get first-class medical attention, too. When the dogs finally

retire after 9 to 11 years, the USDA finds caring homes for them. It’s a dog’s life indeed!

Their people partners work and study somewhat harder. As specialized quarantine officers, most hold degrees in the biological sciences or related sciences.

How well does the Beagle Brigade do its job? “On the average,” notes Davis, “each year our 54 teams intercept around 75,000 prohibited, restricted items.” Since even one infested item could cause widespread destruction, that’s a great result for America’s agricultural environment. Let’s hear it for Snoopy!



**12** According to the article, what is a problem with agricultural products brought into the United States by passengers traveling from abroad?

- A** They generate similar types of food odors.
- B** They are difficult to identify, even with trained dogs.
- C** They must be quarantined before being allowed to enter the country.
- D** They may carry something that could harm the agricultural environment.

**13** According to the article, how does the beagle signal that it has found a suspicious food product?

- A** by barking at its partner
- B** by begging for a treat
- C** by sitting next to the item
- D** by playing a game

**14** How is the beagle congratulated for finding a specific food product?

- A** The handler praises it with a hug.
- B** The beagle gets to play for a few hours.
- C** The beagle gets to retire to a caring home.
- D** The handler gives it an edible reward.

**15** In the article, the author supports the use of the Beagle Brigade by

- A** showing that the dogs enjoy discovering prohibited items
- B** providing statistics about the number of items detected by the dogs
- C** pointing out that good homes are found for the dogs when they retire
- D** praising the fact that the dogs work for a government agency

***Go On***

# Directions

Read this interview. Then answer questions 16 through 20.

## Young Author Profile: Amelia Atwater-Rhodes, age 16

by Vicki Hambleton  
and Cathleen Greenwood



What's it like to be a popular teen author? We asked Amelia Atwater-Rhodes, author of *In the Forests of the Night* and *Demon in My View* to find out. At only thirteen, she wrote her first novel, *In the Forests of the Night*, but never dreamed it would be published. On her fourteenth birthday, she found out that her first novel was accepted for publication. What a birthday present! Here's what she has to say about writing:

### Where do you get your inspiration?

Everywhere. Things friends will say, things I see, characters that intrigue me.

### How do you come up with your ideas?

I start with a minor character, then expand on that character. In the first book I ever wrote, I just threw together everyone I knew, scanty<sup>1</sup> plot line, flat characters. I just wrote to pass the time. That book will never *ever* be published (she says, laughing). Eventually, I wanted to know more about the characters I'd created. The first things I wrote weren't very good, but they did get me started writing, which was important.

<sup>1</sup>scanty: not enough

### Have you had anything else published before your first novel?

*In the Forests of the Night* was the first thing I had published. My sister's English teacher, Tom Hart, happened to be a literary agent as well. A friend bragged about me to him and he asked to see my books. He submitted my manuscript to a few houses,<sup>2</sup> and Doubleday took it.

### How has your writing evolved?

Every book I write, I get more into it. History is one of my passions right now. Sometimes I'll take inspiration from characters in Ancient Egypt, Rome, or Mesoamerica. My first characters were flat, but now they're more

<sup>2</sup>houses: companies that publish writing

complex. Some of my characters now I feel I know really well. I know them like best friends, sometimes better.

**How did it feel the first time you were published?**

It came as a shock. The first time I saw my book in print I could barely believe it. I had to tell myself this is real, I'm not dreaming.

**What does your writing space look like?**

I mostly write on the computer in my room (which is, of course, trashed). I can write anywhere as long as it's quiet. I also do writing and character sketches in notebooks.

**How do you make time for your writing?**

Writing is one of those things that you will make time for if you want to do it. When I have something to write, I'll need to write it, whether it's staying up till 3 a.m. or jotting it down in the middle of Physics. If you love writing, you will make time for it.

**Do you think reading helps writing?**

Definitely. I can't understand when people say they like to write, but not read. When you read, you get used to visualizing things in print. I'm not a big television/movie fan, so I always have spent a lot of time reading. You learn to see things in words. You figure out how to express yourself in words. It becomes like another sense. Reading teaches you the mechanics and logistics,<sup>3</sup> like vocab and structure, that are important to writing. You learn the basics, then get the ideas for your writing. It's like people who listen to music a lot, they'll eventually want to sing.

**What's your advice for aspiring kid writers?**

Go out and do it. Find other people who write. When I found other people who wrote, I felt more comfortable about myself. Keep at it! You can always edit. Every author is his or her own worst critic. If you love to write, just do it.

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<sup>3</sup>logistics: managing the details of something

**16** Which word **best** describes Amelia Atwater-Rhodes?

- A** anxious
- B** creative
- C** daring
- D** hesitant

**17** When Amelia first saw her book in print, she was

- A** amazed
- B** critical
- C** confused
- D** inspired

**18** What sentence from the interview **best** supports the idea that reading helps the writing process?

- A** “The first time I saw my book in print I could barely believe it.”
- B** “Writing is one of those things that you will make time for if you want to do it.”
- C** “I also do writing and character sketches in notebooks.”
- D** “When you read, you get used to visualizing things in print.”

**19** Which advice would Amelia **most likely** give someone?

- A** If you want to write, there is no excuse for not writing.
- B** It is easier to start writing when you are young.
- C** The best time to write is before you go to bed.
- D** If you want to be a writer, you should not watch television.

**20** This interview would be **most** valuable to someone who

- A** likes to read about history
- B** has recently published a novel
- C** is interested in becoming a writer
- D** wants to know how to become famous

# Directions

Read this passage. Then answer questions 21 through 28.

## The Herring Choker<sup>1</sup>

by William Kent Krueger  
illustrated by Loren Long



Thirteen-year-old Karl has always wanted to fish for herring like his father. His father has recently been injured in a fall, but is ready to return to fishing. For the first time, he has asked Karl to go along to help him. In this part of the story, they are in the fishing boat. They have caught many herring.

By the time we finished, herring covered the bottom of the boat as deep as my calves. For the first time in days, my father seemed happy.

Then he looked at the western sky, and his smile faded.

They are called Northwesters. They're storms that sweep out of Canada hard and fast. No one can predict their arrival. All fishermen fear them.

"We're going back," my father said.

He started the motor, wincing from the pain as he pulled the cord.

We were only two miles out, but the shoreline looked to me to be as far away as the moon. Over the distant hills, black clouds galloped toward us like wild horses. My father set a course directly for them.

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<sup>1</sup>**herring choker:** a term for a person who fishes for herring, referring to the way the herring are pulled out of the nets

**Go On**

We made it only halfway home before we met the storm.

The wind came first. It lifted the lake in whitecaps. The weight of the herring made us ride low in the water, and the waves broke over our bow. The spray was icy cold, needles against my face. I grasped the gunwales<sup>2</sup> as the boat bucked. In the stern, my father struggled to hold us on course. I'd put on my slicker,<sup>3</sup> but I had no life jacket. Most commercial fishermen don't carry life jackets in their boats. Wrong or right, they figure that if your boat goes down, a life jacket is useless. Even if you don't drown, the cold of the water will quickly kill you.

By the time the rain came, we'd put more distance behind us. Although we were now only half a mile from shore, the rain fell so hard we couldn't see the land. The boat was filling with water. I began to bail.

I was scared, but I saw my father sitting erect in the stern, holding the boat steady into the wind, and I felt hopeful. He didn't look hurt at all.

I was starting to think we were going to make it. That's when the motor died. My father jerked the cord desperately, but the motor wouldn't catch. I saw that the boat was coming about, broadside to the wind. I knew what that meant. We would swamp in no time. We would go down.

My father didn't fight the motor long. He leaped to the middle of the boat, beside me. "Grab an oar," he hollered above the wind.

He always carried two oars for just such an emergency.

We set the oars in the locks and began to pull hard. My father grunted, from pain or effort I couldn't tell. He dug his oar into the churning lake, bringing the boat around, bow into the wind again. With all my strength, I pulled on my own oar.

The wind pushed hard against us. We seemed to be fighting the anger of the whole lake. I was tired. My arms felt heavy and on fire. I didn't know how much longer I could shove that oar through the water.

As if he heard my thinking, my father called to me, "I need you, Karl. Only a little longer."

So I kept stroking.

Just when I thought I had no more strength, I heard it. The sound of waves breaking against the shore. We moved into the shelter of our small cove and rode the swells toward the landing.

My mother rushed through the rain to greet us. "I've been so worried," she said. She hugged me and then my father.

"Nothing to worry about," he assured her. He put his hand on my shoulder. "You did well, son. How do you feel?"

Tired as I was, I managed a smile. "I feel like a herring choker."

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<sup>2</sup>**gunwales:** upper edge of a boat's side

<sup>3</sup>**slicker:** a rain jacket



**21** Where do the events of this passage **mostly** take place?

- A** in a farmhouse
- B** on a fishing boat
- C** in a remote village
- D** on a lake shore

**22** Near the end of the passage, what is the **main** reason Karl keeps rowing, even though he is very tired?

- A** He does not want to lose all the fish.
- B** He knows his mother is waiting on shore.
- C** He does not want to disappoint his father.
- D** He knows the storm is about to end.

**23** The author writes the phrase “black clouds galloped toward us like wild horses” to

- A** describe the sound of thunder
- B** explain how hard the wind is blowing
- C** describe how quickly the storm is moving
- D** explain that there is very little daylight left

**24** Read these sentences from the passage.

**The wind pushed hard against us. We seemed to be fighting the anger of the whole lake.**

In these sentences, the author creates an image of

- A** a fierce struggle
- B** an exciting adventure
- C** an entertaining encounter
- D** a rare opportunity

***Go On***

**25**

Read these sentences from the passage.

**I saw that the boat was coming about, broadside to the wind. I knew what that meant. We would swamp in no time.**

Now read the dictionary entry below.

**swamp** *v.* 1. to be overwhelmed. 2. to become full of water. 3. to remove trees from. 4. to sink in a wet, marshy area.

Which definition is closest to the meaning of “swamp” as it is used in the sentence above?

- A** definition 1
- B** definition 2
- C** definition 3
- D** definition 4

**26**

How does the author support the idea that commercial fishing can be dangerous?

- A** by explaining how long Karl and his father have been at sea
- B** by describing how difficult it is to start the boat’s motor
- C** by implying that cold water conditions make life jackets useless
- D** by telling how Karl and his father are able to row the boat to shore

**27**

Using details from the passage, complete the chart below with one detail that shows Karl's father has physical strength and one detail that shows he has courage.

Qualities of Karl's Father	Supporting Detail
Physical strength	
Courage	

***Go On***

**28**

How do the decisions and actions of Karl's father help them get back to shore safely?  
Use details from the passage to support your answer.

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