

FreedomProject Academy

9TH GRADE ENGLISH PLACEMENT TEST

Instructions:

1. Print the entire test.
2. All work must be completed only by the student. It is imperative for us to see the student's own work for accurate placement. No outside sources are to be used including but not limited to the following: textbooks, notes, text messages, Internet sources, smart phones, tablets, parents, family, or friends.
3. Be sure to include the student's name and note the time it took to complete the test at the top of the first page.
4. The Grammar section of this test should be in manuscript (printed) writing; however, the Literature and Writing sections should be in **cursive**. If the student has not learned cursive, take steps to work on that skill over summer to prepare for school in the fall.
5. Scan completed test and email to tests@fpeusa.org.

Name _____ Date: _____ Time to complete: _____

9TH GRADE ENGLISH PLACEMENT TEST. Please answer all questions. The grammar section should be in manuscript (printing) writing. Place all labels **above** the word(s) wherever no lines are provided.

GRAMMAR

Put S for “Sentence” and F for “Fragment.”

- ___ 1.) When my parents buy stamps.
- ___ 2.) Not all mountains are easy to see.
- ___ 3.) Stamps with pictures of famous animals and people.
- ___ 4.) The journey is long.

Underline the complete subject once and the complete predicate twice. Circle the simple subject and put a box around the simple verb.

- 1.) The high mountains also have been discovered under the ocean.
- 2.) Can you name the world’s highest mountain?
- 3.) The islands of Hawaii are actually the peaks of submerged mountains in the Pacific.

Classify the following sentences as declarative (DEC), interrogative (INT), imperative (IMP), or exclamatory (EXC). Add the appropriate end mark.

- _____ 1.) Isn’t this the right answer to the question__
- _____ 2.) Bring me the map of Paraguay, please__
- _____ 3.) I cannot do that because I am carrying two boxes__
- _____ 4.) What a stunning sunset that is this evening__

Look at the words in italics. Tell whether the word is a noun (N), pronoun (Pro), or adjective (Adj).

- 1.) *Jenna* prepared a *special* breakfast for *them* today.
- 2.) *Each* of the clubs decorated a *float* for the *fall* parade.
- 3.) The *runner* won several *Olympic* medals and wore *them* to the ceremony.

Look at the words in italics. Tell whether it is a verb (V), adverb (Adv), preposition (Prep), or conjunction (Conj).

- 1.) The writings *of* ancient scholars *and* philosophers *interested* him *immensely*.
- 2.) Columbus *apparently* also *had* keen powers *of* observation.
- 3.) He let *neither* doubters *nor* hardships *interfere* substantially *with* his plans.

Identify each italicized word as a direct object (DO), indirect object (IO), predicate nominative (PN), or predicate adjective (PA).

- 1.) My dad has been giving *me* cooking *lessons* since last summer.
- 2.) My first attempt tasted *awful*.
- 3.) My best main dish is chicken *stew*.
- 4.) Jeremy kicked the *ball* all the way down the field.

Identify the following phrases as Prepositional (Prep), Participial (Part), Gerund (Ger), Infinitive (Inf), or Appositive (App).

- 1.) Gina, *my best friend*, and I decided *to go to the mall after school yesterday*.
- 2.) At first Gina suggested *taking the back way*, but I was wearing sandals *instead of sneakers*.
- 3.) Along the way we saw Cathy *sitting on her front porch and swinging her feet*.

Identify each group of italicized words as an Independent Clause (I) or a Subordinate Clause (S) and tell if the Subordinate Clause is used as a noun (n.), adjective (adj.), or adverb (adv.).

- 1.) I dreaded having to register at my new school *after the school year had begun*.
- 2.) *I would be an outsider*, as I knew from experience.
- 3.) Everywhere *that I've gone to school*, some students are friendly.

Identify each incorrect pronoun and give the correct form.

- 1.) To who did you and Marie send flowers?
- 2.) The announcer's voice always irritates my father and I.
- 3.) Us teammates have to stick together, right?
- 4.) May Kim and I sit next to Terrence and he?

Rewrite the following sentences to correct each unclear pronoun reference.

- 1.) When Marie met Becca, she had a cold.
- 2.) Home from the fishing trip, Paul lifted an ice chest full of them out of the truck.

Circle each letter that should be capitalized.

- 1.) could you please tell me how to get to ventura hall on highway 21 and riverside road?
- 2.) the beginnings of today's park system go back to 1872, when congress established yellowstone national park in idaho, montana, and wyoming.

Use correct punctuation in each of the sentences below – underlining (*italics*), quotation marks, apostrophes, hyphens, parentheses, and dashes.

- 1.) I answered all the questions, Todd said, but I think I got number twenty two wrong.
- 2.) Did the band on the Titanic play the hymn, Nearer, My God, to Thee as the ship sank?
- 3.) Ricardos guidebook the one that he ordered last month states that the Suwannee is one of Floridas major rivers.
- 4.) Have you seen the young childrens magazine, Highlights for Children?

Aesop's Fables
"The Fox and the Grapes"

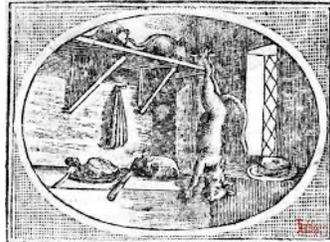


The Fox & the Grapes

A hungry fox saw some fine bunches of grapes hanging from a vine that was trained along a high trellis, and did his best to reach them by jumping as high as he could into the air. But it was all in vain, for they were just out of reach: so he gave up trying, and walked away with an air of dignity and unconcern, remarking, 'I thought those grapes were ripe, but I see now they are quite sour.'



Aesop's Fables **“The Cat and the Mice”**



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AESOP'S FABLES

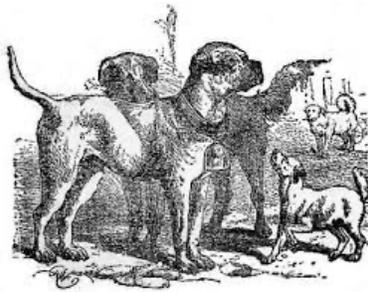
The Cat & the Mice

There was once a house that was overrun with mice. A cat heard of this, and said to herself, ‘That’s the place for me,’ and off she went and took up her quarters in the house, and caught the mice one by one and ate them. At last the mice could stand it no longer, and they determined to take to their holes and stay there. ‘That’s awkward,’ said the cat to herself: ‘the only thing to do is to coax them out by a trick.’ So she considered a while, and then climbed up the wall and let herself hang down by her hind legs from a peg, and pretended to be dead. By and by a mouse peeped out and saw the cat hanging there. ‘Aha!’ it cried, ‘you’re very clever, madam, no doubt: but you may turn yourself into a bag of meal hanging there, if you like, yet you won’t catch us coming anywhere near you.’

Aesop's Fables
“The Mischievous Dog”

The Mischievous Dog

There was once a dog who used to snap at people and bite them without any provocation, and who was a great nuisance to everyone who came to his master's house. So his master fastened a bell round his neck to warn people of his presence. The dog was very proud of the bell, and strutted about tinkling it with immense satisfaction. But an old dog came up to him and said, ‘The fewer airs you give yourself the better, my friend. You don't think, do you, that your bell was given you as a reward of merit? On the contrary, it is a badge of disgrace.’



Aesop's Fables **“The Mice in Council”**



The Mice in Council

Once upon a time all the mice met together in council, and discussed the best means of securing themselves against the attacks of the cat. After several suggestions had been debated, a mouse of some standing and experience got up and said, ‘I think I have hit upon a plan which will ensure our safety in the future, provided you approve and carry it out. It is that we should fasten a bell round the neck of our enemy the cat, which will by its tinkling warn us of her approach.’ This proposal was warmly applauded, and it had been already decided to adopt it, when an old mouse got upon his feet and said, ‘I agree with you all that the plan before us is an admirable one: but may I ask who is going to bell the cat?’

Aesop's Fables **“The Bat and the Weasels”**

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AESOP'S FABLES

The Bat & the Weasels

A bat fell to the ground and was caught by a weasel, and was just going to be killed and eaten when it begged to be let go. The weasel said he couldn't do that because he was an enemy of all birds on principle. 'Oh, but,' said the bat, 'I'm not a bird at all: I'm a mouse.' 'So you are,' said the weasel, 'now I come to look at you'; and he let it go. Some time after this the bat was caught in just the same way by another weasel, and, as before, begged for its life. 'No,' said the weasel, 'I never let a mouse go by any chance.' 'But I'm not a mouse,' said the bat; 'I'm a bird.' 'Why, so you are,' said the weasel; and he too let the bat go.



Aesop's Fables **“The Fox and the Crow”**



The Fox & the Crow

A crow was sitting on a branch of a tree with a piece of cheese in her beak when a fox observed her and set his wits to work to discover some way of getting the cheese. Coming and standing under the tree he looked up and said, ‘What a noble bird I see above me! Her beauty is without equal, the hue of her plumage exquisite. If only her voice is as sweet as her looks are fair, she ought without doubt to be queen of the birds.’ The crow was hugely flattered by this, and just to show the fox that she could sing she gave a loud caw. Down came the cheese, of course, and the fox, snatching it up, said, ‘You have a voice, madam, I see: what you want is wits.’

LITERATURE: VOCABULARY / COMPREHENSION

Answer the comprehension questions after reading the above passages from *Aesop's Fables*. You may refer back to them at any time. (30 pts.)

For the vocabulary section, circle the letter of the correct answer.

1.) "The Fox and the Grapes"

"...so he gave up trying, and walked away with an air of **dignity**..."

In the line above, **dignity** means which of the following? (1 pt.)

- a. pride
- b. humility
- c. shame
- d. indifference

2.) "The Cat and the Mice"

"That's awkward,' said the cat to herself: 'the only thing to do is to **coax** them out by a trick.'"

In the line above, **coax** means which of the following? (1 pt.)

- a. force
- b. persuade
- c. drag
- d. harass

3.) "The Mischievous Dog"

"There was once a dog who used to snap at people and bit them without any **provocation**..."

In the lines above, **provocation** means which of the following? (1 pt.)

- a. feeling
- b. force
- c. prodding
- d. sorrow

4.) "The Mice in Council"

"Once upon a time all the mice met together in **council** and discussed the best means of securing themselves against the attacks of the cat."

In the lines above, **council** means which of the following? (1 pt.)

- a. turmoil
- b. community
- c. guidance
- d. assembly

5.) "The Fox and the Crow"

"Her beauty is without equal, the **hue** of her plumage exquisite."

In the line above, **hue** means which of the following? (1 pt.)

- a. texture
- b. appearance
- c. color
- d. smell

Please answer **all parts** of the remaining comprehension questions in **complete sentences** by hand in **cursive**. Points will be deducted if these directions are not followed.

6.) What is the lesson that readers learn in "The Fox and the Grapes"? (2 pts.)

7.) Give two adjectives that describe the fox in "The Fox and the Grapes." (2 pts)

8.) How did the mice show wisdom in "The Cat and the Mice"? (3 pts.)

9.) In “The Mischievous Dog” explain how the dog misunderstood the bell. What did the bell mean to the dog? What did the bell really mean? (4 pts.)

10.) What is the lesson that readers learn in “The Mice in Council”? (3 pts.)

11.) Write a lesson that the reader can learn from “The Bat and the Weasels.” (4 pts.)

12.) In “The Fox and the Crow” what vice does the crow demonstrate? (3 pts.)

13.) Explain why Aesop used a fox as the main character in “The Fox and the Crow.” How would the fable be different if a different animal had been used? (4 pts.)
