



FSA
ELA & Mathematics
Assessments

Grade 7
FSA ELA Reading
Practice Test Questions

The purpose of these practice test materials is to orient teachers and students to the types of questions on paper-based FSA ELA Reading tests. By using these materials, students will become familiar with the types of items and response formats they may see on a paper-based test. The practice questions and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. The practice test is not intended to guide classroom instruction.

**Directions for Answering the
ELA Reading Practice Test Questions**

If you don't understand a question, ask your teacher to explain it to you. Your teacher has the answers to the practice test questions.

To offer students a variety of texts on the FSA ELA Reading tests, authentic and copyrighted stories, poems, and articles appear as they were originally published, as requested by the publisher and/or author. While these real-world examples do not always adhere to strict style conventions and/or grammar rules, inconsistencies among passages should not detract from students' ability to understand and answer questions about the texts.

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Read the passages “The Spirit of Discontent” and “The Mill Girls,” listen to the audio clip “The Spirit of Discontent,” and then answer Numbers 1 through 7.

Passage 1: The Spirit of Discontent

The following story is from an issue of the Lowell Offering, a monthly magazine of letters, stories, and poetry written by women working in the textile mills in Lowell, Massachusetts, in the mid-1800s.

1 “I will not stay in Lowell any longer; I am determined to give my notice this very day,” said Ellen Collins, as the earliest bell was tolling to remind us of the hour for labor.

2 “Why, what is the matter, Ellen? It seems to me you have dreamed out a new idea! Where do you think of going? and what for?”

3 “I am going home, where I shall not be obliged to rise so early in the morning, nor be dragged about by the ringing of the bell, nor confined in a close noisy room from morning till night. I will not stay here; I am determined to go home in a fortnight.”¹

4 Such was our brief morning’s conversation.

5 In the evening, as I sat alone, reading, my companions having gone out to public lectures or social meetings, Ellen entered. I saw that she still wore the same gloomy expression of countenance, which had been manifested in the morning; and I was disposed to remove from her mind the evil influence, by a plain common-sense conversation.

6 “And so, Ellen,” said I, “you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day. And I think so, too. All this, and much more, is very annoying, no doubt. But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other. If we expect to find all sun-shine and flowers in any station in life, we shall most surely be disappointed. We are very busily engaged during the day; but then we have the evening to ourselves, with no one to dictate to or control us. I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure. You know that in Lowell we have schools, lectures, and meetings of every description, for moral and intellectual improvement.”

¹fortnight: two weeks

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- 7 “All that is very true,” replied Ellen, “but if we were to attend every public institution, and every evening school which offers itself for our improvement, we might spend every farthing of our earnings, and even more. Then if sickness should overtake us, what are the probable consequences? Here we are, far from kindred and home; and if we have an empty purse, we shall be destitute of *friends* also.” . . .
- 8 “You are fully aware, Ellen, that a country life does not exclude people from labor— . . . that people have often to go a distance to meetings of any kind—that books cannot be so easily obtained as they can here—that you cannot always have just such society as you wish—that you”—
- 9 She interrupted me, by saying, “We have no bell, with its everlasting ding-dong.”
- 10 “What difference does it make,” said I, “whether you shall be awaked [sic] by a bell, or the noisy bustle of a farm-house? For, you know, farmers are generally up as early in the morning as we are obliged to rise.”
- 11 “But then,” said Ellen, “country people have none of the clattering of machinery constantly dinning in their ears.”
- 12 “True,” I replied, “but they have what is worse—and that is, a dull, lifeless silence all around them. The hens may cackle sometimes, and the geese gabble, and the pigs squeal”—
- 13 Ellen’s hearty laugh interrupted my description—and presently we proceeded, very pleasantly, to compare a country life with a factory life in Lowell. Her scowl of discontent had departed, and she was prepared to consider the subject candidly. We agreed, that since we must work for a living, the mill, all things considered, is the most pleasant, and best calculated to promote our welfare; that we will work diligently during the hours of labor; improve our leisure to the best advantage, in the cultivation of the mind, —hoping thereby not only to increase our own pleasure, but also to add to the happiness of those around us.

“The Spirit of Discontent” fiction from the *Lowell Offering*. In the public domain.

Passage 2: The Mill Girls

Choices and Changes

- 14 To find workers for their mills in early Lowell, the textile corporations recruited women from New England farms and villages. These “daughters of Yankee¹ farmers” had few economic opportunities, and many were enticed by the prospect of monthly cash wages and room and board in a comfortable boardinghouse. Beginning in 1823, with the opening of Lowell’s first factory, large numbers of young women moved to the growing city. In the mills, female workers faced long hours of toil and often grueling working conditions. Yet many female textile workers saved money and gained a measure of economic independence. In addition, the city’s shops and religious institutions, along with its educational and recreational activities, offered an exciting social life that most women from small villages had never experienced.

Leaving Home

- 15 Most of the women who came to Lowell were from farms and small villages. Some had labored in small textile mills. Others had produced cotton or woolen goods or shoes for merchants who employed men and women in their homes and paid them by the pieces they produced.
- 16 On many farms the father was the property owner and head of household. Family members shared daily and seasonal tasks. In addition to strenuous chores outdoors, mothers and daughters toiled in the home, cooking, cleaning, and making clothes. This hardscrabble life proved increasingly difficult for young women, and by the early 1800s a growing number of Yankee farm families faced severe economic difficulties. For many young, rural women, the decision to leave home for a city like Lowell was often born of necessity. . . .

Life in a Boardinghouse

- 17 The majority of mill girls in Lowell lived in boardinghouses. These large, corporation-owned buildings were often run by a female keeper,

¹Yankee: a person from the northeast region of the United States

or a husband and wife. A typical boardinghouse consisted of eight units, with 20 to 40 women living in each unit.

- 18 For most young women, life in the boardinghouse was dramatically different from life on the farm. Usually they shared a room with three other women, sleeping two to a bed. A fireplace in each room provided warmth in the colder seasons. The keeper prepared three meals a day, and the women dined together in a common room. Women formed many new friendships with other female boarders. The bonds created through daily social intercourse helped new workers adjust to the demands of factory life.

"The Mill Girls." In the public domain. Data retrieved from <http://www.nps.gov/lowe/planyourvisit/upload/mill%20girls.pdf>.

Passage 3 Audio Clip: The Spirit of Discontent



Raise your hand so your test administrator can provide you access to this audio passage.

Listen to this audio clip from "The Spirit of Discontent."

"The Spirit of Discontent" recorded for educational purposes.

Now answer Numbers 1 through 7. Base your answers on the passages “The Spirit of Discontent” and “The Mill Girls” and the audio clip “The Spirit of Discontent.”

1. Select **two** sentences from Passage 1 that show that Ellen is willing to consider another person’s point of view.

- Ⓐ “I saw that she still wore the same gloomy expression of countenance, which had been manifested in the morning; and I was disposed to remove from her mind the evil influence, by a plain common-sense conversation.” (paragraph 5)
- Ⓑ ““I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure.”” (paragraph 6)
- Ⓒ ““What difference does it make,’ said I, ‘whether you shall be awaked [sic] by a bell, or the noisy bustle of a farm-house?’” (paragraph 10)
- Ⓓ “Ellen’s hearty laugh interrupted my description—and presently we proceeded, very pleasantly, to compare a country life with a factory life in Lowell.” (paragraph 13)
- Ⓔ “Her scowl of discontent had departed, and she was prepared to consider the subject candidly.” (paragraph 13)

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2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence states a theme of Passage 1?

- Ⓐ Hard work pays off in the end.
- Ⓑ Country life is better than city life.
- Ⓒ Employers must treat workers with respect.
- Ⓓ It is important to consider both sides of an argument.

Part B

Fill in the bubbles **before two** sentences that support the answer in Part A.

- 6 Ⓐ "And so, Ellen," said I, "you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day. Ⓑ And I think so, too. Ⓒ All this, and much more, is very annoying, no doubt. Ⓓ But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other. Ⓔ If we expect to find all sun-shine and flowers in any station in life, we shall most surely be disappointed. Ⓕ We are very busily engaged during the day; but then we have the evening to ourselves, with no one to dictate to or control us. Ⓖ I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure. Ⓗ You know that in Lowell we have schools, lectures, and meetings of every description, for moral and intellectual improvement."

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3. How do the repeated references to the ringing bell affect the dialogue between the narrator and Ellen throughout Passage 1?
- Ⓐ They show what the narrator has done to improve her life.
 - Ⓑ They add to the tension of the choice Ellen is trying to make.
 - Ⓒ They provide a contrast for the work the women do in the mill.
 - Ⓓ They help readers understand why Ellen wants to stay in the city.

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4. What does the phrase “destitute of *friends*” suggest in paragraph 7?
- Ⓐ that Ellen considers friends unimportant
 - Ⓑ that the women may lose their friendships
 - Ⓒ that the friendships the women make are strong
 - Ⓓ that Ellen is concerned about her friends’ well-being

5. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How is the narrator's point of view different from Ellen's?

- Ⓐ The narrator thinks that the work the women do in the mill is easy.
- Ⓑ The narrator recognizes the benefits of living and working in Lowell.
- Ⓒ The narrator enjoys the sounds of mechanical equipment heard in the city.
- Ⓓ The narrator acknowledges that there is not enough time for leisure in Lowell.

Part B

Select the sentence from Passage 1 that supports the answer in Part A.

- Ⓐ "“And so, Ellen,’ said I, ‘you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day.”” (paragraph 6)
- Ⓑ "“But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other.”” (paragraph 6)
- Ⓒ "“All that is very true,’ replied Ellen, ‘but if we were to attend every public institution, and every evening school which offers itself for our improvement, we might spend every farthing of our earnings, and even more.”” (paragraph 7)
- Ⓓ "“But then,’ said Ellen, ‘country people have none of the clattering of machinery constantly dinning in their ears.”” (paragraph 11)

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6. Passage 1 and Passage 3 present the same story in different formats. Which element of the story is emphasized by listening to the audio clip in Passage 3?
- Ⓐ Ellen's thoughts about living and working on a farm
 - Ⓑ the narrator's experiences working in the mill
 - Ⓒ Ellen's attitude toward living in the mill town
 - Ⓓ the narrator's ideas about life in the country
7. Select **two** facts from Passage 2 that play a role in the story presented in Passage 1.
- Ⓐ The boardinghouses were usually run by a female keeper.
 - Ⓑ Women working in Lowell mills mostly came from farms and small towns.
 - Ⓒ Some women worked in small textile mills in the country before coming to the city.
 - Ⓓ Women who lived in Lowell boardinghouses often shared a bedroom with other women.
 - Ⓔ The cities provided mill workers with many social opportunities they did not have in small towns.

Read the passages "What Is Echolocation?," "Tiger Moths Use Sonic Defense to Trick Bats," and "Bat Sonar and Naval Technology" and then answer Numbers 8 through 14.

Passage 1: What Is Echolocation?

by Elizabeth Hagen

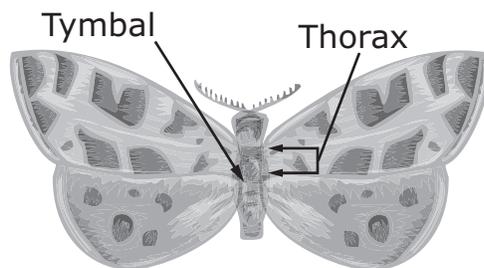
- 1 Echolocation is the use of sound waves and echoes to determine where objects are in space. Bats use echolocation to navigate and find food in the dark. To echolocate, bats send out sound waves from their mouth or nose. When the sound waves hit an object they produce echoes. The echo bounces off the object and returns to the bat's ears. Bats listen to the echoes to figure out where the object is, how big it is, and its shape. Using echolocation, bats can detect objects as thin as a human hair in complete darkness. Echolocation allows bats to find insects the size of mosquitoes, which many bats like to eat. . . .
- 2 Did you know that other animals use echolocation too? Dolphins, whales, shrews and some birds use echolocation to navigate and find food. There are even some blind people that have learned to use echolocation to navigate within their surroundings.
- 3 Humans cannot hear ultrasonic sounds made by echolocating bats. But there are some insects that can hear these ultrasonic sounds. These insects include some moths, beetles, and crickets. When moths hear an echolocating bat, some will turn and fly away. Others will start flying in a zigzag, spiral, or looping pattern to avoid being eaten by the bat. Some crickets and beetles are known to make clicking sounds that startle the bat and scare it off, thus avoiding being eaten.
- 4 Did you know that the scientists that developed the sonar and radar navigation systems used by the military got their idea from studying bat echolocation? Just like bat echolocation, sonar uses sound waves to navigate and determine the location of objects like submarines and ships. Only sonar is used underwater, while bats echolocate in the open air. Radar uses electromagnetic waves to determine the location of objects like planes and ships. Like bat echolocation, radar is also used on open air.

"Bats" by Elizabeth Hagen. © Arizona Board of Regents / ASU Ask A Biologist.
<http://askabiologist.asu.edu/echolocation>.

Passage 2: Tiger Moths Use Sonic Defense to Trick Bats

by Josh Chamot

- 5 As a bat zips through the night sky, it sends out high-pitched squeaks, bouncing sound waves off of objects and unsuspecting prey. While most insect victims would have trouble fighting back, many dive and loop to avoid enemies, and some have the added advantage of being poisonous. Yet, in the dark, the bright warning colors of most toxic insects are lost on predators. Now, some researchers suspect one type of moth may have a way of effectively broadcasting its toxicity—the insect produces high-pitched sounds of its own.



Tiger Moth

- 6 Tiger moths have a special clicker called a tymbal built into their thorax.¹ When they fly, the moths click their tymbal to produce a distinct sound that seems to keep bats at bay. Scientists have proposed a few reasons for the tymbal's success, ranging from its potential to startle a bat to its possible role as a "jammer" that garbles the bats' hunting squeaks.
- 7 [National Science Foundation] researchers William Conner and Nickolay Hristov of Wake Forest University in North Carolina have found preliminary evidence that the tymbal may actually warn the bats: "I'm a tiger moth and I'm toxic." The bat may recognize the clicks from the 11,000 tiger moth species, learning to avoid the critters after an initial bout of food poisoning.

¹thorax: the moth's midsection

- 8 Next summer,² Conner's team will take the research to the Ecology Summer Day Camp at Archbold Biological Station in Lake Placid, Florida. In addition to their summer of field activities, the kids will test out a new "Bats and Bugs" website that includes recorded bat sounds and videos of the in-flight battles.

²Next summer: The research took place during 2002.

"Tiger Moths Use Sonic Defense to Trick Bats" by Josh Chamot. Courtesy: National Science Foundation.

Passage 3: Bat Sonar and Naval Technology

by The Office of Naval Research

This article describes a research program by the Office of Naval Research (ONR). ONR's Bio-Sonar program studies the ability of bats and other creatures to echolocate.

- 9 ONR's Bio-Sonar program supports the bat research of Brown University neuroscientist,¹ Jim Simmons. Bats use sonar to find food and avoid obstacles much the way our military sonar systems would like to find and detect submarines and mines. "Bats make sounds, listen to echoes, and then see objects," notes Simmons. "We want to know what the neurons in the bat's auditory system are doing to process the echoes that allows their brains to 'see' an image. We now know that bats have a method of doing synthetic aperture sonar while flying that not only determines the distance and direction of all the objects in a scene, but also reconstructs one specific object's shape. What's really incredible is that they can do both simultaneously."
- 10 In Simmons' experiments, the bats are trained to differentiate sounds with the time separation of those sounds shortened to test the bats' response. "The bats humor us," says Simmons. "They get mealworms if they behave."
- 11 A major goal of ONR's bio-sonar research program is to duplicate the ability to differentiate between two echoes that arrive at almost the

¹neuroscientist: a scientist who studies the functions of the brain

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same time. Today's electronic sonar processing can differentiate between echoes about 12 millionths of a second apart. Bats have it down to 2 to 3 millionths of a second. Being able to separate such sounds means that bats can tell the difference between objects and shapes that are separated by only about the width of a human hair.

- 12 "ONR would like to get naval sonars, both in listening and in processing the return information, a bit more, well, bat-like," notes ONR's Harold Hawkins.

Excerpt from "Bat Sonar and Anti-Submarine Warfare" by the Office of Naval Research. In the public domain.

Now answer Numbers 8 through 14. Base your answers on the passages "What Is Echolocation?," "Tiger Moths Use Sonic Defense to Trick Bats," and "Bat Sonar and Naval Technology."

8. Select **two** sentences from Passage 2 that support the inference that researchers are unsure of the effect that clicking moths have on bats.
- Ⓐ "As a bat zips through the night sky, it sends out high-pitched squeaks, bouncing sound waves off of objects and unsuspecting prey." (paragraph 5)
 - Ⓑ "While most insect victims would have trouble fighting back, many dive and loop to avoid enemies, and some have the added advantage of being poisonous." (paragraph 5)
 - Ⓒ "Tiger moths have a special clicker called a tymbal built into their thorax." (paragraph 6)
 - Ⓓ "Scientists have proposed a few reasons for the tymbal's success, ranging from its potential to startle a bat to its possible role as a 'jammer' that garbles the bats' hunting squeaks." (paragraph 6)
 - Ⓔ "The bat may recognize the clicks from the 11,000 tiger moth species, learning to avoid the critters after an initial bout of food poisoning." (paragraph 7)

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9. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What are **two** central ideas of Passage 2?

- Ⓐ Bats cannot see colors.
- Ⓑ Bats use echolocation to hunt.
- Ⓒ Many animals use echolocation.
- Ⓓ Scientists study echolocation in moths.
- Ⓔ One type of moth makes a clicking sound to avoid bats.

Part B

How does the author of Passage 2 develop the central ideas in Part A?

- Ⓐ by discussing science experiments on bats
- Ⓑ by explaining what people can learn from animals
- Ⓒ by specifying the similarities between tiger moths and bats
- Ⓓ by describing the relationship between bats and tiger moths

10. Read the following sentence from Passage 2.

“Now, some researchers suspect one type of moth may have a way of effectively broadcasting its toxicity—the insect produces high-pitched sounds of its own.” (paragraph 5)

What is the effect of the word “toxicity” in this sentence?

- Ⓐ It emphasizes the tiger moths’ bright color.
- Ⓑ It highlights the tiger moths’ aggressiveness.
- Ⓒ It shows the danger that tiger moths pose to bats.
- Ⓓ It shows how bats are affected by different noises.

11. How does paragraph 1 of Passage 1 contribute to the development of the author’s ideas?

- Ⓐ By focusing on echolocation in bats, paragraph 1 explains how humans can benefit from studying echolocation.
- Ⓑ By explaining specific uses for echolocation, paragraph 1 gives information about how bats developed the ability to echolocate.
- Ⓒ By giving examples of objects that can be detected through echolocation, paragraph 1 explains how animals can avoid detection.
- Ⓓ By giving a detailed description of how echolocation works, paragraph 1 helps the reader understand how other animals use echolocation.

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12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the purpose of Passage 2?

- Ⓐ to discuss the various animals that use echolocation
- Ⓑ to explain how a certain type of animal can counteract bat echolocation
- Ⓒ to explain that humans have developed military equipment by copying echolocation in bats
- Ⓓ to give examples of the experiments that researchers have conducted to observe bat echolocation

Part B

How does the author of Passage 2 develop the purpose?

- Ⓐ by listing other ways that animals use echolocation
- Ⓑ by explaining a theory for why tiger moths make certain sounds
- Ⓒ by discussing several strategies used by tiger moths to avoid bats
- Ⓓ by giving examples of specific bat behaviors related to echolocation

13. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does Passage 3 support the claim that the U.S. military would like to improve its sonar technology?

- Ⓐ It illustrates how existing technology was developed through specific examples.
- Ⓑ It gives statistical evidence that explains how technology has improved in the past.
- Ⓒ It explains how bats echolocate and gives examples of situations where echolocation might occur.
- Ⓓ It describes how scientists train bats and observe specific behaviors to learn how echolocation works.

Part B

Select **two** sentences from Passage 3 that provide relevant support for the answer in Part A.

- Ⓐ "Bats make sounds, listen to echoes, and then see objects," notes Simmons." (paragraph 9)
- Ⓑ "We now know that bats have a method of doing synthetic aperture sonar while flying that not only determines the distance and direction of all the objects in a scene, but also reconstructs one specific object's shape." (paragraph 9)
- Ⓒ "In Simmons' experiments, the bats are trained to differentiate sounds with the time separation of those sounds shortened to test the bats' response." (paragraph 10)
- Ⓓ "Today's electronic sonar processing can differentiate between echoes about 12 millionths of a second apart." (paragraph 11)
- Ⓔ "Bats have it down to 2 to 3 millionths of a second." (paragraph 11)

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14. Fill in the bubbles to show how the authors of Passages 1 and 3 present information about sonar systems.

	Passage 1	Passage 3	Both Passages
compares bat echolocation to sonar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
presents sonar as a method that is still being developed	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
describes sonar as a previous scientific advancement	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

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Read the passage and then answer Numbers 15 through 17. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Clotilde Arias is the woman behind “El Pendón Estrellado.” That’s the official Spanish-language version of “The Star-Spangled Banner,” the United States’ national anthem. Though Arias’s version was not the first translation, her lyrics most closely fit the sound and meaning of the original song.

Arias was born in Iquitos, Peru, in 1901, but her family moved to New York City in 1923. She arrived at the time of one of the most important art movements in U.S. history: the Harlem Renaissance. Inspired by the creativity of those around her, the city was home to many artistic breakthroughs.

In 1945, the State Department was looking for a new and better translation of “The Star-Spangled Banner.” Existing Spanish-language versions of the anthem couldn’t be sung to the original tune. Arias decided she wanted to try writing her own translation and entered the competition. Arias had an advantage. Since she was both a composer and a translator.

Sitting at the piano, the song slowly came together. Arias thought about the song all the time, even getting up during dinner to write down new ideas. In the end, Clotilde Arias’s “El Pendón Estrellado” was chosen as the winner. It is still the only official translation of the national anthem.

Now answer Numbers 15 through 17. Choose the correct word or phrase for each of the following.

15. Inspired by the creativity of those around her, the city was home to many artistic breakthroughs.

- (A) it was the environment Arias needed to succeed
- (B) a career in the arts came naturally
- (C) Arias flourished as an artist and a writer
- (D) correct as is

16. Part A

Arias decided she wanted to try writing her own translation and entered the competition.

- (A) compitition
- (B) compatition
- (C) computition
- (D) correct as is

Part B

Arias had an advantage. Since she was both a composer and a translator.

- (A) advantage because
- (B) advantage however
- (C) advantage, but
- (D) correct as is

17. Sitting at the piano, the song slowly came together.

- (A) music filled Arias' home
- (B) Arias worked on the translation
- (C) there was constant singing
- (D) correct as is

Read this passage and then answer the questions on the following page. Each underlined section is part of a question.

18 Every year, millions of wildebeest journey through northern Tanzania's Serengeti Plain seeking fresh rainfall. The Serengeti, where natural resources brim, is a large region in Tanzania, a country in Africa. During the Great Wildebeest Migration, these cattle-like creatures search for any fresh grassland brought by rain. Zebras and gazelles follow the wildebeest, hoping to find the same food sources.

The traveling animals move in a circular pattern. Though their yearly route stays the same, the amount of rainfall varies each year. The herds begin their journey on the southern edge of the Serengeti around late November and December. This area is near the massive vibrant conservation area where a volcanic crater helps shelter the wildlife. As the seasons change, the herds push north. Depending on the year, they will brave a dramatic river crossing into Maasai Mara, an area in southwestern Kenya. Another danger wildebeest may face is predators, such as lions or cheetahs.

20 Nature often paints a peaceful image, but the Great Serengeti Wildebeest Migration is the opposite; the fight for essential resources is fierce. The excitement of this journey is what makes it such an amazing sight. Few other events on Earth can match the Great Serengeti Wildebeest Migration's awe-inspiring scale.

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Now answer Numbers 18 through 20.

18. Which sentence uses correct grammar?

- Ⓐ Where natural resources brim, the Serengeti is a large region in Tanzania, a country in Africa.
- Ⓑ The Serengeti is a large region in Tanzania, where natural resources brim, a country in Africa.
- Ⓒ The Serengeti is a large region in Tanzania, a country, where natural resources brim, in Africa.
- Ⓓ correct as is

19. Choose the correct punctuation.

- Ⓐ massive, vibrant conservation area
- Ⓑ massive, vibrant, conservation area
- Ⓒ massive, vibrant, conservation, area
- Ⓓ correct as is

20. Choose the correct spelling.

- Ⓐ esenntial
- Ⓑ esentielle
- Ⓒ essential
- Ⓓ correct as is



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