2006

FCAT

Florida Comprehensive Assessment Test

Student Name

READING

READING
SAMPLE TEST BOOK

999-8243-04-1

FCAT Sample Test Materials

These sample test materials are designed to help you prepare to answer FCAT questions. These materials introduce you to the kinds of questions you will answer when you take FCAT and include hints for responding to FCAT questions. The FCAT Reading sample test materials for Grade 7 are composed of the materials described below:

☑ **Sample Test Book**
Includes sample reading passages, a sample test, a sample answer sheet, and instructions for completing the sample test. (Copies are available for all students in the tested grade.)

☐ **Sample Answer Key**
Includes answers and explanations for the questions in the sample test. (Copies are available for classroom teachers only.)

☑ = This book

Taking the FCAT Reading Sample Test

Hints for Taking the FCAT Reading Test

Here are some hints to help you do your best when you take the FCAT Reading test. Keep these hints in mind when you answer the sample questions.

- ✓ **Read the directions carefully. Ask your teacher to explain any directions you do not understand.**
- ✓ **Read the passages and questions very carefully. You may look back at a passage as often as you like.**
- ✓ **Answer the questions you are sure about first. If a question seems too difficult, skip it and go back to it later.**
- ✓ **Be sure to fill in the answer bubbles correctly. Do not make any stray marks around answer spaces.**
- ✓ **Think positively. Some questions may seem hard, but others will be easy.**
- ✓ **Check each answer to make sure it is the best answer for the question asked.**
- ✓ **Relax. Some people get nervous about tests. It's natural. Just do your best.**

Directions for Taking the Reading Sample Test

The Sample Test contains two reading passages, 16 sample questions, and a sample answer sheet. It should take about 30 to 45 minutes to read the passages and answer all the questions. You will mark your answers on the Sample Answer Sheet on page 15 of this book. If you don't understand a question, just ask your teacher to explain it to you. Your teacher has the answers to the sample questions.

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FCAT Reading Sample Test

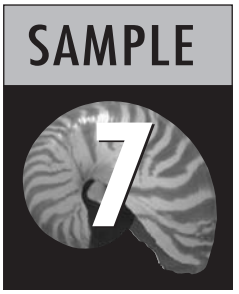


Table of Contents

After you have read each passage, read and answer the questions. Mark your answers on your Sample Answer Sheet found on page 15.

Read "The Story of Clever Hans: The Horse Who Knew All the Answers" before answering Numbers 1 through 8.

The Story of Clever Hans:

The Horse Who Knew All the Answers

By Margaret Davidson

Hans lived with his master in Berlin, Germany. One day Mr. von Osten invited some friends to his house. He led them to a courtyard where the horse was waiting quietly. "Are you ready, Hans?" he asked.

And the horse nodded!

"How much is four plus three?" Mr. von Osten asked. Hans raised his right foreleg and began to tap his hoof on the old stone floor of the courtyard. "One, two, three," he tapped, "four, five, six, seven"—and stopped.

Everyone began to talk at once. Mr. von Osten just smiled—and asked another question.

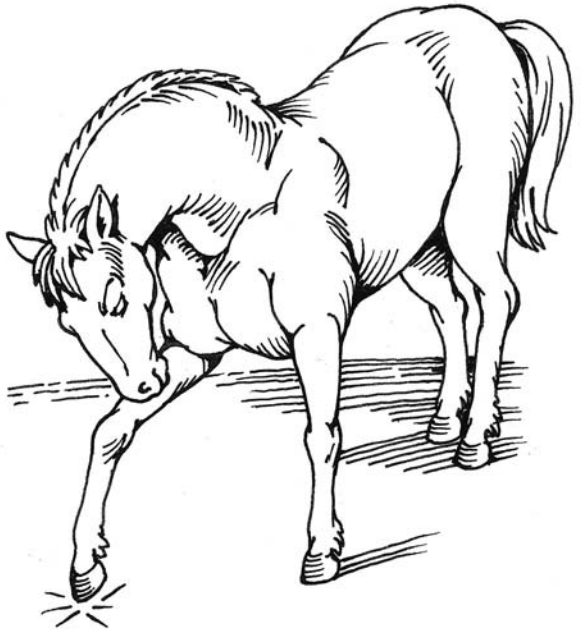
Mr. von Osten spread out six squares of cloth, each a different color. "Pick up the green one," he ordered. Hans walked over and stopped in front of the green square, picked it up in his teeth, and carried it back to his master.

For the next hour, Mr. von Osten asked questions—and Hans answered them. He was right almost every time.

All this happened many years ago, when there was no radio or television. Slowly word of the horse and what he could do spread through Berlin, then all of Germany—and at last into other countries. More and more people came to the von Osten courtyard to see the wonder horse perform.

Almost every day Hans showed his eager audiences some new talent. He could tell all sorts of things apart—even if they were almost the same size or shade or shape. Hans could also give the right answer when asked the time.

Hans had one talent that amazed people more than all the rest. Mr. von Osten could stand in front of the horse



and just *think* of a question. He didn't move his lips or make the slightest sound. Yet Hans would answer the question anyway. Clever Hans could read his master's mind!

But not everyone agreed that Hans was a real thinking horse. Paul Bushe, a circus animal trainer, watched Mr. von Osten very carefully to see if he was sending signals to the horse to give him the right answer. After careful study, Mr. Bushe admitted that Hans was not getting signals from Mr. von Osten.

Still, people had questions. One of these was a scientist named Oskar Pfungst. Other people had studied Hans for a few hours or a few days. Professor Pfungst would work for as long as it took to finally solve the mystery of Clever Hans.

Professor Pfungst started out asking questions, just as other people had done. Hans answered easily. Then one day the scientist thought of something new. He asked the horse a question *he didn't know the answer to himself.* "How far is it from Berlin to London, England?" he asked.

Poor Hans tried again and again to answer that question. But he couldn't do it. The Professor grew more and more excited. He kept asking questions. When he asked a question he knew the answer to, Hans knew the answer. When he asked a question that he didn't know the answer to, Hans didn't either.

Before the day was over, Professor Pfungst knew that Hans couldn't really add or subtract or multiply or divide. He couldn't tell colors or coins or playing cards apart. He couldn't read or tell the time. Hans wasn't a thinking horse at all. He only "knew" as much as the person who was questioning him—and no more!

That meant that the person questioning Hans *was* signaling him. But how? Even the Professor himself must be sending signals—but he had no idea how he was doing it.

Day after day, Professor Pfungst asked Hans questions. He watched as many other people questioned the horse. Little by little, he began to understand.

Most trained animals can follow signals—like a hand movement or a change in the tone of voice. But none of these planned signals had ever been used with Hans. No, Professor Pfungst announced; people who questioned Hans were signaling Hans even though they did not mean to.

First the person asked Hans a question—and naturally he grew a little tense as he waited for the horse's answer. When this happened, many tiny body

changes began to take place—changes the person wasn't trying to make at all. He might swallow a few more times than usual. His lips might tighten. Or one of his eyebrows would give the slightest twitch. These signs of tension told Hans to start giving his answer.

Suppose the person had asked Hans how much five plus five is. With each tap of Hans's hoof, the person got more and more tense. 1—2—3—4—5—6—7—8—9— Then, as Hans tapped 10, the person relaxed.

Now another whole group of tiny changes began to take place. The person might take a slightly deeper breath—or begin to breathe more slowly. His lips might open a little. His skin might even grow a bit pinker. All these tiny signs of relaxation told Hans to stop.

When someone wanted Hans to nod yes, he couldn't help making some kind of upward motion himself. And when someone wanted Hans to walk over to something he couldn't help making some small movement in that direction. Hans would wander around until he happened to pass in front of what the person was thinking about. Then the person would relax—and Hans would stop. He had given the "right" answer again.

So Clever Hans couldn't really think—not the way people do. Yet he was still a very special horse. He had puzzled one expert after another for a long, long while. He might not have been able to read minds—but he was one of the champion *muscle* readers of all time!

Now answer Numbers 1 through 8 on your Sample Answer Sheet on page 15. Base your answers on "The Story of Clever Hans: The Horse Who Knew All the Answers."

1 Which words from the passage have nearly OPPOSITE meanings?

A. question, study
B. naturally, slightly
C. relaxation, tension
D. announced, planned

2 Hans stops tapping his foot when he gets to the correct number because he

F. can read his master's mind.
G. is trained to do so by his master.
H. knows it is time to walk around.
I. senses that the questioner is relaxing.

3 How is Professor Pfungst's breakthrough question different from other questions Hans has been asked?

A. Pfungst does not ask Hans about colors.
B. Pfungst asks Hans to divide a large number.
C. Pfungst does not know the answer to the question.
D. Pfungst stands very still as he thinks of the question.

4 Professor Pfungst can best be described as

F. helpful and kind.
G. pleasant and witty.
H. excitable and nervous.
I. determined and patient.

5 Read these sentences from the passage.

> **His lips might tighten. Or one of his eyebrows would give the slightest twitch. These signs of tension told Hans to start giving his answer.**

What does the word *tension* mean?

A. ability
B. anger
C. anxiety
D. fear

6 How can people signal Hans to nod yes?

F. by walking around
G. by breathing deeply
H. by tapping their feet
I. by raising their heads

7 With which statement would the author most likely agree?

A. Animals are more intelligent than people think.
B. It is a mistake to believe that animals can be trained.
C. It is wrong to trick other people the way von Osten did.
D. Situations are often different from the way they appear to be.

8 The author's tone in this passage can best be described as

F. amazed.
G. annoyed.
H. boastful.
I. serious.

Read the article "Sylvia Earle: 'Her Royal Deepness'" before answering Numbers 9 through 16.

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Sylvia Earle: "Her Royal Deepness"

By Phyllis M. Stanley

Dr. Sylvia Earle, known by her colleagues as "Her Royal Deepness," was full of anticipation as she stepped into *Deep Rover,* the one-person deep ocean vehicle. She knew how the astronauts traveling to the moon must have felt. Sixty miles off the Pacific Coast, she was going where no scientist, explorer, or solo diver had ever gone before—to the deep frontier.

As she closed the domelike top of the vehicle, she checked the control switches for *Rover*'s mechanical arms. Earle then turned on the battery-powered thrusters as the research ship dropped her slowly into the frigid sea. It took an hour for her to reach the record-breaking, three-thousand-foot depth. On the way down, Earle spoke to the topside crew by radio, describing the sea life revealed by *Rover*'s lights. When she reached her destination in the deep wilderness, she turned off the lights and saw what she described as "deep-sea fireworks." The animals illuminated themselves as if on parade before her eyes. "I see a beautiful red octopus, a lantern fish, and a see-through octopus," she told the crew.

Sylvia had always had an unwavering curiosity about the ocean. It started early in her life during her family's two-week vacation each summer at the New Jersey seashore. The tidal-zone sea life was fascinating to her. It was as an eighteen-year-old biology student that Sylvia made her first scuba dive in the Gulf of Mexico. She immediately knew that she would spend her life working in the realm of the sea.

The next year, at Duke University, she specialized in the study of marine plants. At age twenty, she received a master's degree. It was during this time that Earle began a distinguished ten-year study of algae's relationship to food chains. The research led to her doctorate from Duke University in 1966.

Earle learned that everything on earth, whether above or below the water, depends on plants. Life depends on the

sun's energy, which is locked into plants through a process called photosynthesis. This was not a new idea, but she related it specifically to algae and analyzed the deterioration of plant life in Florida's Gulf waters, noting the damage inflicted by pollution.

One outcome of her studies was the idea for marine sanctuaries, which protect some of the ocean waters today. The U.S. Marine Protection, Research and Sanctuaries Act was passed in 1972.

As Earle studied the effects of pollution, she voiced her concerns about Florida's Fenholloway River. She was concerned about the Fenholloway's impact on river life and on the sea-grass meadows as it flowed into the Gulf. She saw creatures she had known as a child—sea horses, puffer fish, pink urchins, basket stars—diminish in numbers, and then disappear.

She also observed the damage to undersea systems caused by the dredging operations in Tampa Bay in the 1950s and 1960s. No one listened to her warnings about ocean damage.

Earle realized that she would have to gain wider experience and become more knowledgeable in the field of marine science before anyone would hear her plea for the oceans. She knew that a major obstacle to ocean research, like space research, would be getting there—going deep enough to discover all the parts of the ocean ecosystem.

In the 1970s, biosphere experiments were being conducted to find out how human beings would react to extended isolation in space and under the sea. The United States government sponsored the Tektite I and II underwater research projects.

In the Tektite II project, Earle headed an all-female team of four other marine scientists living fifty feet underwater for two weeks near a coral reef in the Virgin Islands. The aquanauts lived in a four-room habitat composed of two towers. One tower contained a lockout hatch[1] and support equipment. The other tower contained comfortable living quarters with warm showers and hot meals.

This type of "saturation diving" permitted unhurried observations. Earle classified and cataloged the plants in the

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[1] **lockout hatch:** an airtight door leading outside

Now answer Numbers 9 through 16 on your Sample Answer Sheet on page 15. Base your answers on the article "Sylvia Earle: 'Her Royal Deepness.'"

9 What does the word *deterioration* mean in this sentence from the article?

> **This was not a new idea, but [Sylvia Earle] . . . analyzed the deterioration of plant life in Florida's Gulf waters, noting the damage inflicted by pollution.**

A. widening path
B. worsening condition
C. increased movement
D. crowded environment

10 What was the main purpose of the Tektite II project?

F. to break a world-record diving depth
G. to find new species of plants and animals
H. to study how ocean pollution affects algae and plants
I. to determine how people react to underwater isolation

11 How was Sylvia Earle's trip in the *Deep Rover* similar to her participation in the Tektite II experiment?

A. During each project, she spent about two weeks underwater.
B. Both projects involved teams of scientists working underwater.
C. During each project, she described the organisms she observed.
D. Both projects took place at a depth of about three thousand feet.

12 The recognition Sylvia Earle received following the Tektite II project gave her more opportunities to

F. study deep-ocean life aboard the *Deep Rover*.
G. complete an advanced degree at Duke University.
H. warn the public about the dangers of ocean pollution.
I. write articles about algae's relationship to food chains.

13 The author compares Sylvia Earle to the first astronauts to travel to the moon because, like the astronauts, Sylvia Earle

A. piloted a research ship.
B. studied science in college.
C. reached a record-breaking depth.
D. went to a place no one had been before.

14 According to the article, what is the main reason that marine sanctuaries were first established?

F. to protect sea life from pollution
G. to serve as underwater laboratories
H. to give researchers a place to observe sea life
I. to provide scientists with a place to do team diving

15 With which statement would the author most likely agree?

A. Sylvia Earle's most important work was done in the *Deep Rover*.
B. Sylvia Earle's lifelong curiosity led her to become a marine scientist.
C. The Tektite II project would have failed without Sylvia Earle's leadership.
D. The public became aware of the process of photosynthesis because of Sylvia Earle.

16 This article could best be used as a source for a student research project on

F. causes of ocean pollution.
G. photosynthesis in ocean plants.
H. ways of classifying deep-sea animals.
I. methods for exploring marine ecosystems.

This is the end of the Reading Sample Test.
Until time is called, go back and check your work or answer questions you did not complete. When you have finished, close your Sample Test Book.

FCAT *Reading Sample Answer Sheet*

SAMPLE 7

Name _____

Answer all the questions that appear in the Reading Sample Test on this Sample Answer Sheet.

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	9	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓕ	Ⓖ	Ⓗ	Ⓘ	10	Ⓕ	Ⓖ	Ⓗ	Ⓘ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓕ	Ⓖ	Ⓗ	Ⓘ	12	Ⓕ	Ⓖ	Ⓗ	Ⓘ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓕ	Ⓖ	Ⓗ	Ⓘ	14	Ⓕ	Ⓖ	Ⓗ	Ⓘ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	15	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓕ	Ⓖ	Ⓗ	Ⓘ	16	Ⓕ	Ⓖ	Ⓗ	Ⓘ

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