

STECK-VAUGHN

TEST  
BEST®

Stanford

Tenth Edition





## DIRECTIONS ►

Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

### SAMPLE A

Something that is broad is —

- |               |                |
|---------------|----------------|
| <b>A</b> near | <b>C</b> hard  |
| <b>B</b> wide | <b>D</b> empty |

3

Someone who is prominent is —

- |                 |                      |
|-----------------|----------------------|
| <b>A</b> honest | <b>C</b> progressive |
| <b>B</b> hardy  | <b>D</b> notable     |

1

To acknowledge is to —

- |                  |                  |
|------------------|------------------|
| <b>A</b> attempt | <b>C</b> explain |
| <b>B</b> admit   | <b>D</b> refuse  |

4

To heave something is to —

- |                    |                 |
|--------------------|-----------------|
| <b>A</b> hurl      | <b>C</b> depart |
| <b>B</b> improvise | <b>D</b> hit    |

2

A tariff is a —

- |                   |              |
|-------------------|--------------|
| <b>A</b> contest  | <b>C</b> tax |
| <b>B</b> pamphlet | <b>D</b> law |

5

Gaunt refers to someone's —

- |                    |                     |
|--------------------|---------------------|
| <b>A</b> reactions | <b>C</b> attitude   |
| <b>B</b> feelings  | <b>D</b> appearance |



## Winter Necklace



Hurrying home from school,  
my breath forming clouds before my face,  
I stop to stare at a row of black birds  
huddled on a wire over the street.

- 5** Too numerous to count,  
too still to seem capable of flight,  
they hang above me like beads  
on an endless black necklace.

- Falling from a nearby eave, an icicle  
**10** shatters on pavement.  
A sharp crack startles the air.

As if a necklace string has snapped,  
the birds spill and clatter  
into the gray, felt sky.





1

Which of the following events causes the primary action in the poem?

- A** The speaker walks home from school.
- B** Birds huddle on a wire above the street.
- C** An icicle falls from a nearby eave.
- D** Birds rise and fly into the air.

4

Line 2 describes "breath forming clouds before my face." The use of *b* and *f* sounds is an example of what literary device?

- A** Alliteration
- B** Allusion
- C** Antithesis
- D** Assonance

2

What is the main idea of this poem?

- A** Warmer weather is preferable to colder weather.
- B** Stillness and activity can have surprising contrasts.
- C** Noise pollution in cities is harmful to animals.
- D** Birds and humans share numerous similarities.

5

Why does the speaker stop to stare at the birds?

- A** Fascination
- B** Boredom
- C** Disgust
- D** Sadness

3

A "gray, felt sky" suggests what sort of weather conditions?

- A** Blizzard
- B** Clear
- C** Cloudy
- D** Rainy

6

Why does the poem say the birds "spill and clatter" into the air?

- A** To emphasize the sudden noisiness of their flight
- B** To strengthen the comparison between birds and beads
- C** To show that the birds are creating a messy situation
- D** To highlight the speaker's reaction to the birds' flight



## DIRECTIONS ▶

Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

### SAMPLE A

Something that is constant is —

- |                    |               |
|--------------------|---------------|
| <b>A</b> brief     | <b>C</b> soft |
| <b>B</b> continual | <b>D</b> full |

3

Melancholy means having to do with —

- |                     |                  |
|---------------------|------------------|
| <b>A</b> liveliness | <b>C</b> music   |
| <b>B</b> sadness    | <b>D</b> fortune |

1

To acquire is to —

- |                 |                    |
|-----------------|--------------------|
| <b>A</b> use    | <b>C</b> help      |
| <b>B</b> add to | <b>D</b> omit from |

4

To elevate is to —

- |                |                |
|----------------|----------------|
| <b>A</b> toss  | <b>C</b> heave |
| <b>B</b> value | <b>D</b> lift  |

2

To compete is to —

- |                       |                         |
|-----------------------|-------------------------|
| <b>A</b> include with | <b>C</b> participate in |
| <b>B</b> believe in   | <b>D</b> keep out       |

5

Feminine means having to do with —

- |                      |                       |
|----------------------|-----------------------|
| <b>A</b> functions   | <b>C</b> women        |
| <b>B</b> temperature | <b>D</b> fundamentals |