

Verbal & Reading

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FOSSILS2

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Fossils

Question set [1 - 9]

Fossils are like treasures from a long time ago. They are the remains or traces of plants and animals that lived a very, very long time ago, like dinosaurs! Fossils can be bones, shells, footprints, or even imprints of leaves. They're like nature's time capsules that help us learn about the animals and plants that lived on Earth millions of years ago. What makes fossils so interesting to collect is that they give us a peek into the past. It's like being a detective, finding clues about ancient life. Collecting fossils lets us imagine what the world was like a super long time ago, and each fossil has its own special story to tell. It's like having a piece of history right in your hands!

Ammonites:

Ammonites were incredible sea creatures that lived a very, very long time ago when dinosaurs roamed the Earth. They were like squishy, coiled-up relatives of today's nautilus. Ammonites had a spiral-shaped shell with a unique pattern, like a snail's house. These shells could be small like a coin or as big as a hula hoop! Ammonites swam in the ancient oceans, using their tentacles to catch food. When they passed away, their shells turned into fossils. Finding ammonite fossils helps scientists understand more about life in the seas during the time of dinosaurs.



Trilobites:

Trilobites were amazing creatures that lived a

very long time ago, even before dinosaurs! Imagine a little sea bug with a hard shell, and you've got a trilobite. They had a cool, spiky shape and many legs that helped them swim and crawl on the ocean floor. Trilobites left their fossilized shells behind, and scientists use these fossils to learn about the ancient oceans they once lived in.



Brachiopods:

Brachiopods are like seashells, but they're not the same as the shells you find on the beach today. These creatures lived in the ocean a very, very long time ago. Brachiopod fossils look like two shells joined together, and they come in different shapes and sizes. These fossils teach us about the different animals that once lived in ancient oceans and how they were different from the sea animals we know today.



Crinoids:

Crinoids, also known as sea lilies, were cool ocean creatures that lived a long time ago. They had long stems and feathery arms that reached out in the water. Even though they look like plants, crinoids are animals! We find

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their fossils today, and they help us understand what life was like under the sea a really, really long time ago. Crinoid fossils are like snapshots of ancient ocean life.



Dinosaur Egg Fossils:

Dinosaur egg fossils are like time capsules from when dinosaurs roamed the Earth. Just like birds today, many dinosaurs laid eggs instead of giving birth to live babies. When these eggs turned into fossils, they became like time capsules, holding secrets about dinosaur families. Some eggs are small, like those of tiny dinosaurs, while others are big, like those of giant dinosaurs. Scientists study these fossils to learn about different dinosaur species, how they cared for their eggs, and what their baby dinosaurs might have been like. It's like having a peek into the dino nursery of a long, long time ago!



Vocabulary Words:

Fossils
Imprints
Detective
Ammonites
Nautilus

Trilobites
Brachiopods
Crinoids
Time capsules
Dinosaur Egg Fossils

1. What are fossils?
 - A) Living organisms
 - B) Remains or traces of ancient plants and animals
 - C) Shells found on the beach
2. What is unique about ammonites' shells?
 - A) Flat and smooth
 - B) Spiral-shaped with a unique pattern
 - C) Straight and long
3. What did trilobites leave behind as fossils?
 - A) Feathers
 - B) Shells
 - C) Fossilized shells

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4. Why are dinosaur egg fossils considered time capsules?
 - A) They contain ancient treasures
 - B) They are shaped like capsules
 - C) They hold secrets about dinosaur families
5. How do fossils serve as “nature’s time capsules,” and what do they help us learn about?
6. Describe the physical characteristics of ammonites and explain their significance in understanding the past.
7. How are brachiopod fossils different from the seashells found on today’s beaches, and what do they teach us?
8. Why are dinosaur egg fossils considered “time capsules,” and what information do scientists hope to learn from studying them?
9. Writing Assignment: After reading the passage, which of the following fossil types would most interest you to build your first fossil collection, and why? Where would you store your fossil collection in your home in order to keep it safe? Would you be interested in going on a fossil dig with a guide to find fossils?

SSAT-PR2-293

Question set [10 - 19]

The earliest British settlers who came to what became the United States of America can be divided into two groups. First, there were those like Sir Walter Raleigh, who was intent on using the fertile soil of the area now known as Virginia to raise tobacco. Some of the men who came with Raleigh were “second sons”; according to British law, the eldest son would inherit the bulk of the estate. Second and subsequent sons had to look elsewhere for livelihood.





Some chose to enter the ministry, others came to Virginia, never intending to stay. Captain John Smith is a well-known figure from this era. These men planned to turn tobacco into cash when they came back to Britain with their harvested crops. He and other entrepreneurs came to be known as “planters.” Some even believed that they could easily turn the Native Americans into slaves. The facts, of course, are that none of this fledgling tobacco business was easy. While the area was remarkably arable, clearing the land required time and manpower. Many of the planters did not plan to do the manual labor themselves. They tended, however, to stake claims to huge acres of land. Eventually, a work force was brought in. Some of these workers were convicts; some were indentured servants; some were African natives. This southern area of the New World would eventually become the American South; the beginning of slavery was already in kernel form.

The second group, the earliest arrivals in the North, were mostly British citizens who sought the freedom to practice religion as they wished. This religious group had fled Great Britain and moved to Holland where they lived briefly, but they chose to move to the New World. They landed in the New England area, where the land was rocky and not very fertile. These settlers tended to form small communities because they shared religious beliefs and sought to establish a theocracy, a society in which civil law is the same as religious law. They also feared the wilderness, which was believed to

be the home of Satan. John Bradford, the first governor of this area, recorded much of the early history. These settlers came to America to stay; they worked together to create a community. Because of these qualities, their settlements thrived.

The basic differences in these two groups laid the foundation for the War Between the States, which did not occur until almost 200 years later.

Vocabulary Section

Fertile: (adjective) Able to produce abundant crops or offspring.

Ministry: (noun) The work or vocation of a minister of religion.

Entrepreneur: (noun) A person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so.

Arable: (adjective) Suitable for growing crops; fertile.

Indentured Servants: (noun) People who signed a contract (indenture) to work for a certain number of years in exchange for passage to the New World or other benefits.

Theocracy: (noun) A system of government in which priests rule in the name of God or a god.

Kernel: (noun) The softer, usually edible part contained in the shell of a seed, nut, or the like.

Convicts: (noun) People found guilty of a criminal offense and serving a sentence of imprisonment.

The War Between the States: (noun) Another term for the American Civil War (1861–1865).

Thrive: (verb) To grow or develop well;

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prosper.

10. What was one of the main pursuits of the British settlers in the area now known as Virginia?
 - A) Mining for gold
 - B) Raising tobacco
 - C) Establishing trade routes
 - D) Building cities
11. What was the occupation of “second sons” among the early British settlers like Sir Walter Raleigh?
 - A) Convicts
 - B) Planters
 - C) Entrepreneurs
 - D) Ministry
12. What term was used for entrepreneurs like Captain John Smith who came to raise tobacco in Virginia?
 - A) Planters
 - B) Convicts
 - C) Theocrats
 - D) Indentured servants
13. What was the intended cash crop for the planters who came to Virginia?
 - A) Wheat
 - B) Corn
 - C) Tobacco
 - D) Cotton
14. What was the common characteristic of the settlers in the North who arrived seeking religious freedom?
 - A) Desire to raise cash crops
 - B) Intention to become planters
 - C) Shared religious beliefs
 - D) Fear of wilderness
15. Explain the concept of “second sons” and how it influenced their decision to come to Virginia.
16. Describe the challenges faced by the planters in the southern area of the New World in establishing the fledgling tobacco business.

17. How did the settlers in the North differ from those in the South in terms of their motivations and aspirations?

18. What were some characteristics of the settlers in the New England area that contributed to the thriving of their communities?

19. How did the foundational differences between the two groups of early British settlers contribute to the later occurrence of the War Between the States?

SSAT-PR2-366

***Question set* [20 - 29]**

Some myths are stories told by early civilizations to explain the origins of natural phenomena. The Greek myth that explains the origin of the seasons is about Demeter, the goddess of the harvest. She had a daughter, Persephone, whom she loved very much. Hades, god of the underworld, fell in love with Persephone, and he asked Zeus, the ruler of the gods, to give

Persephone to him as his wife.



Zeus did not want to offend either Hades or Persephone, so he said he would not agree to the marriage, but neither would he forbid it. Hades, therefore, decided to take the girl without permission. As she was picking flowers in a meadow, he seized her and took her to the underworld. When Demeter found out what happened to Persephone, she became so angry that she caused all plants to stop growing. People were in danger of starving. But Demeter swore that no food would grow until Persephone was returned to her.

Zeus, still not wanting to offend Hades, set a condition for Persephone's return. She could go back to her mother if she had not eaten anything while she was in the underworld. Demeter did not know it, but Persephone had eaten several pomegranate seeds in the underworld. When Zeus discovered this, he permitted a compromise. Persephone could spend part of the year with her mother, but because she had eaten the seeds, she must spend part of the year in the underworld. And when Persephone is in the underworld, Demeter is sad, and therefore will not let the crops grow. That is why we have winter, when plants do not grow. When Persephone returns, Demeter is happy, it is spring, and plants begin to grow again.

Vocabulary Section

Phenomena: (noun) Observable facts or events.

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Goddess: (noun) A female deity; a female god.

Underworld: (noun) The world of the dead, imagined as located underground or beneath the surface of the earth.

Offend: (verb) Cause to feel upset, annoyed, or resentful.

Seized: (verb) Took hold of suddenly and forcibly.

Starving: (adjective) Suffering or dying from hunger.

Swore: (verb) Made a solemn statement or promise.

Compromise: (noun) An agreement or settlement of a dispute that is reached by each side making concessions.

Pomegranate: (noun) A red fruit with a tough outer layer and sweet red gelatinous seeds.

Deity: (noun) A god or goddess.

20. Who is the goddess of the harvest in the Greek myth explaining the origin of seasons?
- A) Hades
 - B) Demeter
 - C) Persephone
 - D) Zeus

21. What is the condition set by Zeus for Persephone's return to her mother?
- A) She must marry Hades.
 - B) She must not eat anything in the underworld.
 - C) She must bring flowers to Demeter.
 - D) She must become a goddess of the harvest.

22. Why did Demeter cause all plants to stop growing?
- A) She was sad.
 - B) Hades offended her.
 - C) Persephone was taken to the underworld.
 - D) Zeus forbade the marriage.

23. What is the consequence of Persephone eating pomegranate seeds in the underworld?
- A) She must become a goddess of the harvest.
 - B) She can never return to her mother.
 - C) She must spend part of the year in the underworld.
 - D) She becomes immortal.

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24. What happens when Persephone returns to her mother according to the myth?
A) Summer begins.
B) Winter begins.
C) Spring begins.
D) Fall begins.
25. Explain the role of Zeus in the myth and his decision regarding Persephone's marriage.
26. Describe the compromise made by Zeus for Persephone's return and its consequences.
27. What motivated Demeter's actions when she found out about Persephone being taken to the underworld?
28. Discuss the symbolic connection between Persephone's presence in the underworld and the changing seasons.
29. What might the myth of Demeter, Persephone, and the changing seasons reflect about the human understanding of natural phenomena in ancient civilizations?

Vocab/Latin Roots

Word Bank:

- defiant
- deployment
- electrifying
- employer
- glorifying
- jeopardize
- pettily
- pleasantries
- prepayment
- strategies
- tiptoeing
- undeniable

30. It's trim Tim Tripp _____.

31. Mark Twain once wrote a humorous tale _____ a frog.

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32. Twain seldom received _____ for his early work.
33. In Nevada, Twain's _____ was a newspaper editor.
34. Twain's _____ nature led him to criticize leading citizens.
35. His barbs did not _____ the newspaper's success.
36. "My love of camping is _____," said Tom intently.
37. "This storm is _____ !" said Tom currently.
38. "I have a dog, two cats, and a gerbil," said Tom _____.
39. "I've been exchanging _____ with my dad's dad," said Tom grandly and sunnily.
40. "Did you hear about the army's _____ in the combat zone?" asked Tom warily.
41. "Here are my _____ for getting that player out of the basketball game," said Tom foully.

Review

Word Bank:

- appall
- audible
- authentic
- comical
- heirloom
- intercede
- notorious
- percentage
- philosopher
- seizure
- stability

42. "Alas!" moaned Dorothea, Duchess of Dotson. "My priceless _____—stolen!" The _____ Hittite pinky ring (gold, with an inlaid design of battle-axes) had vanished over the weekend. Police _____ of possible evidence had turned up no clues.

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43. Luckily a famous detective and _____ had agreed to take the case. His _____ of successes was phenomenal. "Either I'll solve this mystery within the week," he announced, "or my name isn't Socrates Sleuth."

- Tawdry
- auditory
- contemporary
- default
- forethought
- glorify
- hydraulic
- inspector
- lawyer
- perforate
- remorse
- saturate
- tangible

44. "I suspect," he said at last, "that this crime proceeds from the den of the _____ felon, I. R. Smartalecky." There was an _____ gasp from behind the door. Sleuth's demeanor changed. "Would it _____ you, Duchess Dotson," he intoned, "to learn that the criminal is in this very house?"

46. _____: related to hearing

47. _____: to honor or praise

48. _____: regret

45. He opened the door to reveal a sight that was almost _____. Sneeps, the butler, was listening at the keyhole. Quickly the parlor maid moved to _____. "He couldn't have stolen the ring!" she cried. "He wasn't even here at eleven on Saturday night!" Her wild eyes showed a lack of emotional _____.

49. _____: attorney

50. _____: planned ahead

51. _____: failure to perform or to pay

52. _____: using water pressure

53. _____ jewelry will not impress anyone.

54. p_____: pierce, drill, puncture

Vocab/Latin Roots

Word Bank:

tawny: of an orange-brown or yellowish-brown color

distraught: distracted; deeply agitated

Word Bank:



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55. _____: touchable, perceived through the senses, real
56. _____: soak, fill to capacity, drench
57. _____: examiner, reviewer, overseer
58. _____: modern, current, of the same era
61. ungainly in reverse: _____ backward
62. vain and scornful Dorothy: _____ Dotty
63. mechanism to make sprinklers work by themselves: irrigation _____

Vocab/Latin Roots

Word Bank:

Write the word from the Word Bank that fits in each “terse verse” rhyme.

- automation
- awkward
- discord
- fraudulent
- fraught
- haughty
- wrought

59. paid no attention to disharmony: ignored _____
60. dishonest purpose: _____ intent
64. The pirate ship is _____ with treasure.
65. The _____ metal will soon be used to construct a new bridge.