

Grade 4 Sample Items



Long ago, cities had walls around them. The walls were strong. They were thick. They were high. The walls protected the cities. The walls had tall towers. They had big gates too. People went in and out through the gates. That is how they _____ **1** _____ the city. That is also how they left it.

- 1** a) ruled b) named
- c) entered d) burned
- e) divided

People came to the city. They came to sell things. They came from far away. Some people rode to the city. Others had to _____ **2** _____. They came all the way to the city on foot. When they got there, they were not able to go right in. First, they had to stop at the gates.

- 2** a) share b) write
- c) hide d) walk
- e) obey

There were guards at the gates. The guards had work to do. They had two _____ **3** _____. First, they had to check each person's things. Then they had to collect a tax from each one. Everyone had to _____ **4** _____. That is how the city earned money.

- 3** a) horses b) flags
- c) jobs d) keys
- e) uniforms

Often there were long lines at the gates. People had to wait. They waited for hours. To pass the time, they talked. They slept. They did not trade while they waited. They kept their goods. They sold them in the city. In time, this changed. People began to sell a few things outside the gates. The trade grew. The market spread. Many customers came to buy. There was a lot of _____ **5** _____. Soon there were stores by each gate.

- 4** a) return b) pay
- c) wash d) explain
- e) finish

Bit by bit, a city took shape outside the wall. People lived there. They worked there. But they were afraid. They had no wall to protect them. They did not feel _____ **6** _____. An enemy could attack them. Up went a new wall.

- 5** a) rain b) clothing
- c) music d) disease
- e) business

The old wall was not needed now. The rooms in its towers were empty. But they did not stay that way for long. A tower seemed like a good place to live. Many people needed _____ **7** _____. So they moved in. They had a new use for the old wall.

- 6** a) clean b) poor
- c) safe d) sick
- e) hungry

- 7** a) wagons b) guns
- c) doctors d) food
- e) homes





All tugboats are working boats, but all tugboats are not alike. The best-known kind is the harbor tug. It does many jobs, but its main work is helping giant ships into and out of port. No other 8 is as important.

When a large ship approaches a harbor, its engines are turned down. This lets the ship move slowly through the crowded port. However, large ships cannot move safely on their own at low speeds. They cannot turn around and dock in tight quarters by themselves. 9 is required. Tugs provide the needed help. They take positions at the front, back, and sides of the large vessel. They 10 it. They push and pull to help the ship squeeze into and out of small docking areas.

The harbor tug is small but strong for its size. The tug needs the extra 11. This allows it to push and pull ships many times its own size. One might think tugs would be damaged hitting the sides of large ships so often. However, thick rope mounted on the sides of the tug takes the force of the blows. This 12 the tug.

Canal tugs are a second kind of tugboat. Most of their working time is spent moving cargo barges along canals. Canal tugs are built low. Their smokestacks are short and their pilot house, where the captain stands, is not very high. They are built this way so small bridges over canals will not block them. The tugs can 13.

Towboats are yet another kind of tugboat. Even though "tow" usually means "pull," towboats do not pull loads behind them. They only push. Towboats are used mostly on rivers. A large one may push as many as 20 or 30 barges at once. Towboats have sides that are straight rather than curved. They have several decks. Towboats do not look like other tugs. They are shorter, flatter, and squarer. This makes them easy to 14.



- 8** a) map b) motor
c) route d) task
e) passenger

- 9** a) Aid b) Wind
c) Oil d) Water
e) Silence

- 10** a) expect b) surround
c) leave d) delay
e) avoid

- 11** a) room b) power
c) light d) shelter
e) service

- 12** a) controls b) frees
c) protects d) cools
e) balances

- 13** a) follow b) stop
c) return d) pass
e) circle

- 14** a) direct b) fix
c) board d) defend
e) recognize



Tornadoes, or cyclones, are among the most feared of storms. One reason is their destructive force. Another is their unpredictability. Although people can be advised that a tornado potential exists, they cannot be told when or where a "twister" will touch down. No such 15 is feasible.

The possibility of controlling these storms has long attracted interest. In 1886, John Atwater patented a device he called a cyclone destroyer. Atwater intended to use it to interrupt a tornado's wind funnel. That was the 16 of the device. This was to be accomplished by exploding strategically placed bombs in a tornado's path.

Atwater's device was a rectangular case packed with explosives. Its sides were stationary, but its bottom was not. In a storm, the wind was supposed to blow against the loose bottom of the case. This would 17 the bottom part. As the bottom moved, it would strike the detonating caps inside. This would ignite the explosives. The whole 18 would then blow up. The explosion was supposed to interrupt the wind funnel.

The cyclone destroyer was meant to be placed high atop a pole, well out of reach. It was important to 19 the device this way. If it were placed lower, passersby or animals might touch it off inadvertently. Atwater recommended installing the devices all around communities or structures that needed safeguarding. Although these places lay in the path of a tornado, the explosions would prevent the full fury of the storm from being unleashed. Therefore, these places would be 20. Damage would be minimal.

There is no evidence that Atwater's invention was ever used. Even if it had been, it could hardly have been effective, for Atwater had grossly underestimated a tornado's force. The actual 21 is far greater than he imagined. Although the exact strength of a tornado is unknown, it is estimated to be many times that of a nuclear bomb. Atwater's cyclone destroyer was unequal to the task.

- 15** a) warning b) fence
c) crop d) machine
e) journey

- 16** a) purpose b) cost
c) size d) color
e) fault

- 17** a) nail b) clean
c) cover d) shake
e) protect

- 18** a) box b) train
c) rock d) town
e) building

- 19** a) paint b) dry
c) test d) open
e) position

- 20** a) flooded b) emptied
c) cooled d) spared
e) connected

- 21** a) silence b) distance
c) power d) light
e) temperature

