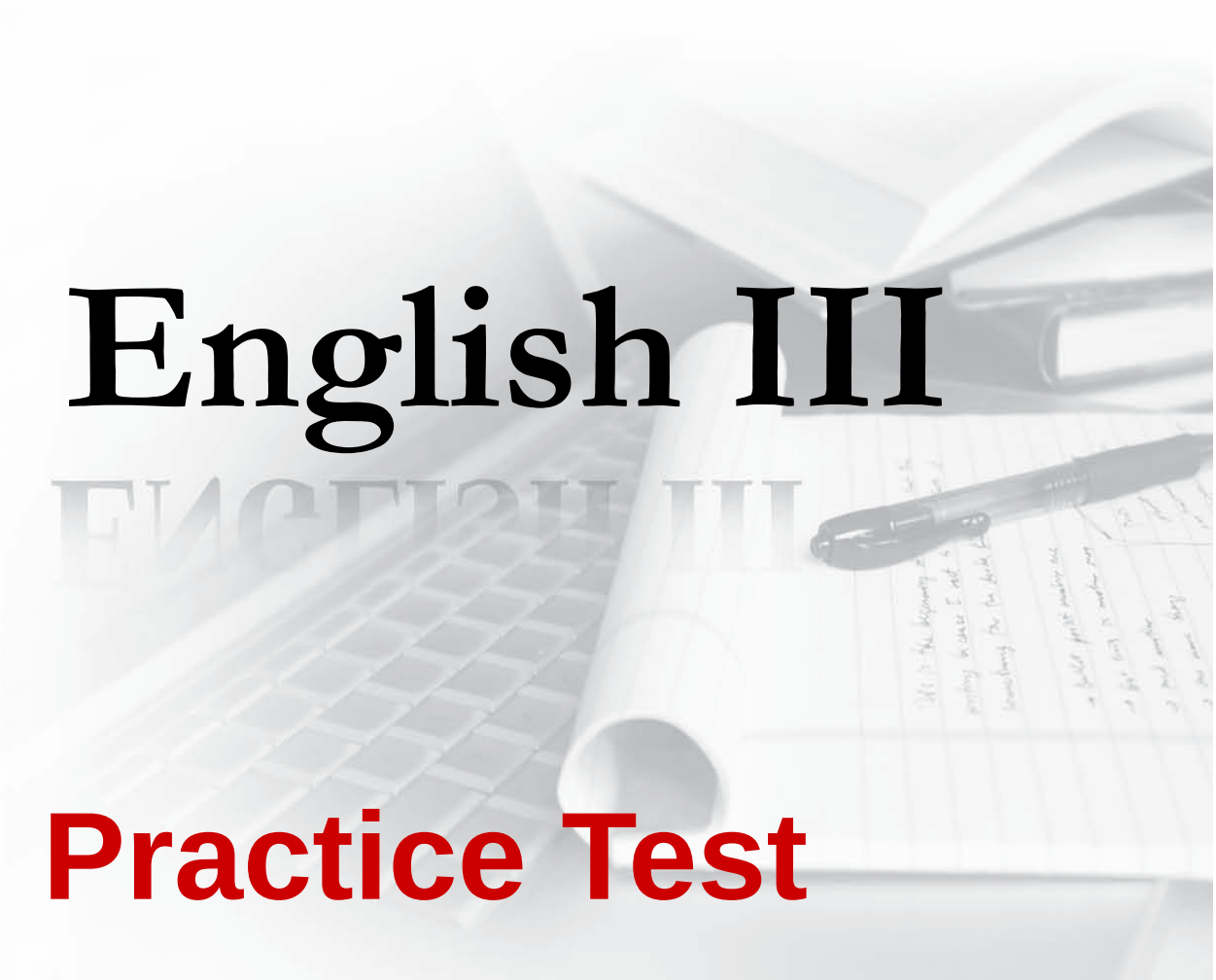
Student Name _____

Teacher Name _____

School _____

System _____



English III

Practice Test

Tennessee End of Course Assessment

English III
Form 1

PEARSON

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Introduction to English III

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, professional item writers experienced in each of the content areas researched and wrote the items. Professional editors and test developers carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately 50% more items as were needed in the final editions of the tests.

After items were field tested, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they are completing courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

This test contains 64 multiple-choice questions.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed. The first 15 minutes are set aside to complete identifying data on the answer sheet.

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times
- Review the Tennessee End of Course Item Sampler for English III located at http://tennessee.gov/education/assessment/sec_samplers.shtml on the Tennessee Department of Education Web site.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in this Practice Test.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Answer Sheet for the Practice Test

1 Ⓐ Ⓑ Ⓒ Ⓓ	14 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	28 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ	54 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ	16 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	42 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	30 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ	56 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ	18 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	44 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	32 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ	58 Ⓐ Ⓑ Ⓒ Ⓓ
7 Ⓐ Ⓑ Ⓒ Ⓓ	20 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	46 Ⓐ Ⓑ Ⓒ Ⓓ	59 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	34 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ	60 Ⓐ Ⓑ Ⓒ Ⓓ
9 Ⓐ Ⓑ Ⓒ Ⓓ	22 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	48 Ⓐ Ⓑ Ⓒ Ⓓ	61 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	36 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ	62 Ⓐ Ⓑ Ⓒ Ⓓ
11 Ⓐ Ⓑ Ⓒ Ⓓ	24 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	50 Ⓐ Ⓑ Ⓒ Ⓓ	63 Ⓐ Ⓑ Ⓒ Ⓓ
12 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	38 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ Ⓓ	64 Ⓐ Ⓑ Ⓒ Ⓓ
13 Ⓐ Ⓑ Ⓒ Ⓓ	26 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	52 Ⓐ Ⓑ Ⓒ Ⓓ	65 Ⓐ Ⓑ Ⓒ Ⓓ

Directions for Taking the Practice Test

In this Practice Test, you will answer different types of English questions. You may write in the open spaces in this book to work the problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose for each question. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, erase the mark you made and make a new mark.

You may turn back to look at the passages as many times as you wish.

You will do the items in this Practice Test by yourself. Remember to read all the directions carefully. When you have finished, you may check for answers.

On your answer sheet, find Number 1. Mark your answers beginning with Number 1.

You may begin. Stop when you have finished the test.

At the end of the Practice Test, make sure that all your marks are heavy and dark and that you have completely erased any marks that you do not want.

Turn to Page 97 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Read the draft essay and answer questions 1 through 7.

The Mystery Behind the Wall

1 What they were about to discover hidden away for decades was something beyond their wildest imaginings. It all started on an ordinary day at Middletown High School, where I have taught English for twenty years, specializing in creative writing classes in which I teach students to write effectively by accessing their unique voices. On reflection, let me revise the previous sentence: In teaching, there is no ordinary day. Each day presents a new problem, a new dilemma, a new drama, because each day my students are twenty-four hours older and searching desperately to discover their own identities and how they fit in the outside world that is approaching like a speeding train. Each day I offer them the same advice: The answer to all you are seeking is locked away inside you. Only you can find the key.

2 That was when the water pipes burst. Let me explain. Middletown High School is old. Our edifice was built in 1897 as a city hall building where the mayor and city officials had spacious offices and meeting rooms. It is four floors of the most ferociously frightening American neo-Gothic architecture the period could muster—all limestone and narrow, arching paned glass windows, with gargoyles over the doorways to, presumably, keep out evil spirits and scare the students into doing their homework. The hardwood floors creak, plaster occasionally falls from the ceiling, and the dark, dank hallways smell of floor wax and time.

3 I was teaching my creative writing class last Friday. I was in the midst of lecturing about the nature of imagination when suddenly we heard a muffled

bang. It came from behind a wall at the rear of the class. We turned to see an impressive stream of water cascading from a newly formed fissure in the ancient plaster. None of us was particularly phazed, as this sort of architectural calamity was a regular feature of our ancient building. I dispatched a student to alert the custodian and the principal and sent several more to seek out buckets and rags. The cavalry and a plumber arrived with sledgehammers and broke a massive crater into the offending wall to reach the water pipes behind it.

4 As further lecturing was impossible, the class watched, mesmerized, as the experts cranked the spigot that staunched the water, then attacked the renegade pipe with wrenches and wrap to effect a temporary fix until a new pipe could be welded in after school. However, what truly arrested our attention was that behind the plaster and lathe of the external wall was an older interior wall and built into that wall was a fairly small antique-looking wall safe. We wondered why there was a safe in this room. Was there anything still inside? I halfheartedly tried to open the safe, but, not surprisingly, its metal door was locked solid, and its combination dial stared back at me impassively.

5 "Maybe this room was the mayor's office," offered one student, "and that's where he kept important documents."

6 "No," argued another student, "the safe is too small for documents. Maybe it contains jewels and gold coins!"

7 Another student reasoned, "A mayor wouldn't need to hide jewels and gold coins, but a bank robber would!" This unleashed a geyser of theories as to what might be locked inside. By the time the leak was halted and the

class was nearly over, the students' imaginations were exploding with ideas, from fanciful to nefarious, as to the contents of the safe. I sent my students home that Friday with the mission to bring back on Monday an essay about their theories of what might be discovered when the safe was unlocked. Later that day I spoke with the principal, who agreed that the safe had inspired my students to write as nothing had before and that it was, therefore, worth hiring a welder to open it.

8 The following Monday, the students read their essays aloud to the class. The essays were sensational and made me glow with pride. The mysterious safe was conjectured to contain such things as secret military plans, the unpublished manuscript of a scandalous literary confession, pirates' treasure, priceless artifacts from the tomb of an Egyptian pharaoh, a time travel device, a black hole leading to a parallel universe, a note reading "Fooled you!" and ironically absolutely nothing.

9 That evening, a welder, hired by the principal, used a blowtorch to cut through the metal door and open the safe. When class convened the next day, I deliberately left the safe door shut as the students rushed into class and took their seats. I announced that the safe had been cracked, that we were about to open it, and that even I did not know what lay inside. We all congregated at the rear of the room and gathered around the safe with tremulous anticipation.

10 "Ready?" I asked to heighten the dramatic tension. The class erupted in cheers and jeers of anxious impatience. Then, slowly, and with delicious theatrical flare, I grasped the safe's dial and began to open the creaky metal door.

11 "I knew it!" shouted a student.

12 "I was right!" someone chimed in.

13 "It's just what I imagined!" affirmed another.

14 And it was.

Read this sentence from Paragraph 2.

Middletown High School is old.

1. **Which revision offers a clear sentence that fits logically within the paragraph?**

A The aging Middletown High School building is in disrepair.

B Middletown High School has served students for generations.

C The dingy hallways have an interesting history at Middletown High School.

D Middletown High School had a different function before students arrived years later.

2. Which sentence from the essay contains a word that is spelled incorrectly?

A It is four floors of the most ferociously frightening American neo-Gothic architecture the period could muster—all limestone and narrow, arching paned glass windows, with gargoyles over the doorways to, presumably, keep out evil spirits and scare the students into doing their homework.

B None of us was particularly phazed, as this sort of architectural calamity was a regular feature of our ancient building.

C As further lecturing was impossible, the class watched, mesmerized, as the experts cranked the spigot that staunched the water, then attacked the renegade pipe with wrenches and wrap to effect a temporary fix until a new pipe could be welded in after school.

D That evening, a welder, hired by the principal, used a blowtorch to cut through the metal door and open the safe.

Read this sentence from Paragraph 8.

The mysterious safe was conjectured to contain such things as secret military plans, the unpublished manuscript of a scandalous literary confession, pirates' treasure, priceless artifacts from the tomb of an Egyptian pharaoh, a time travel device, a black hole leading to a parallel universe, a note reading "Fooled you!" and ironically absolutely nothing.

3. Which revision corrects an error in an underlined part of the sentence?

A such things as;

B scandalous (literary)

C priceless artifacts'

D and, ironically,

Read this sentence from Paragraph 1.

Each day I offer them the same advice: The answer to all you are seeking is locked away inside you.

4. Which verb would make the sentence more vivid while still maintaining the author's meaning?

A provide

B extend

C serve

D hand

5. Read these sentences from Paragraph 3.

I was teaching my creative writing class last Friday. I was in the midst of lecturing about the nature of imagination when suddenly we heard a muffled bang. It came from behind a wall at the rear of the class. We turned to see an impressive stream of water cascading from a newly formed fissure in the ancient plaster.

Which revision correctly combines the sentences to form a longer, more interesting sentence?

A I was teaching my creative writing class last Friday and was in the midst of lecturing about the nature of imagination when suddenly we heard a muffled bang from behind a wall at the rear of the class and turned to see an impressive stream of water cascading from a newly formed fissure in the ancient plaster.

B I was teaching my creative writing class last Friday, but I was in the midst of lecturing about the nature of imagination, and suddenly we heard a muffled bang which came from behind a wall at the rear of the class, therefore causing us to turn to see an impressive stream of water cascading from a newly formed fissure in the ancient plaster.

C I was teaching my creative writing class last Friday, in the midst of lecturing about the nature of imagination, when suddenly we heard a muffled bang from behind a wall at the rear of the class, turning to see an impressive stream of water cascading from a newly formed fissure in the ancient plaster.

D I was teaching my creative writing class last Friday and was in the midst of lecturing about the nature of imagination when suddenly we heard a muffled bang coming from behind a wall at the rear of the class, as we turned to see an impressive stream of water cascading from a newly formed fissure in the ancient plaster.

6. Which sentence from the essay <u>best</u> demonstrates the narrator's playful attitude?

A I halfheartedly tried to open the safe, but, not surprisingly, its metal door was locked solid, and its combination dial stared back at me impassively.

B I sent my students home that Friday with the mission to bring back on Monday an essay about their theories of what might be discovered when the safe was unlocked.

C I announced that the safe had been cracked, that we were about to open it, and that even I did not know what lay inside.

D Then, slowly, and with delicious theatrical flare, I grasped the safe's dial and began to open the creaky metal door.

7. The author's purpose in writing the essay was most likely to

A challenge readers with an amusing puzzle.

B encourage readers to appreciate the past.

C inspire readers to use their imaginations.

D startle readers with a surprise ending.

Read the speech and answer questions 8 through 15.

Gus Ramera, the valedictorian of his senior class of 2012, delivered this speech to classmates, parents, faculty, and administrators during commencement at Caesar High School in Lima, NY.

Diversifying Your Interests: Prospects for a Prosperous Future in Today's Job Market

As we pack our bags for college or prepare to enter the workforce, we find ourselves in a whole new world, much different from the days of our parents' childhood. Companies are downsizing, selling out to foreign investors, hiring temporary employees, doing away with pensions, and even sending American jobs overseas. Many people losing their jobs must change careers in order to survive.

Where does this leave our generation? Do we give up before we have even begun our journey? In order to be ahead of the game, we need to be prepared. We cannot depend on finding a job in our chosen field. We cannot assume we will keep our jobs, even if we excel at what we do. We cannot expect to find a similar job if we lose ours. Every day, greedy companies cut corners by shipping their work out of the country, robbing hardworking Americans of job security. So what can we do to improve our prospects for a prosperous and financially secure future? Diversify our interests.

How often do you hear the phrase "don't put all of your eggs in one basket"? We cannot be closed-minded about our future. Think about your interests, hobbies, skills, and second choices. Wouldn't you rather have another

option if your dream job falls through? The unemployment rate in the United States is high and getting even higher every year.

The August 2011 U.S. Bureau of Labor Statistics report states the loss of jobs reached 9.1 percent in July of that year. Unfortunately, when big companies lay off workers, they tend to do so in batches of fifty employees and more. Imagine competing with forty-nine other people for the same job. If you have marketable skills and experience, you will have an edge over your competitors. Without proper preparation, longer-term unemployment or possibly welfare may be in your future. Wouldn't you rather have another option if your dream job falls through?

When choosing a minor or a second degree at college, think about jobs related to your dream career. Find something that complements your major in college. Look for internships and experience that increase your marketability in the job market. Another great way to diversify your interests is to look for summer jobs that provide real world work experience. The key is not to pigeonhole[1] yourself in a specialized field with few jobs where potential employers will consider people with your degree to be a dime a dozen.

College broadens your opportunities, but what if it is not for you? If you decide to get a job right after high school, pay attention to opportunities that give you experience applicable to multiple disciplines. Where do you want to be in five, ten, and maybe twenty years? If you specialize in only one thing, you will not have the work experience needed to widen your options for other careers. What if there are few jobs available in that one specialty?

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[1]**pigeonhole:** to assign someone or something to a narrow, restrictive category

Once you have a job, make sure to keep your options open. Explore interests and hobbies and take classes if you can. Even community service can help diversify your experience. Every little bit helps to prepare you for the day you may need to search for new employment.

Who knows what the future will bring us? It is better for us to ask "what if" now, instead waiting for misfortune to visit. Ask yourself what qualities or skills you can develop to increase your marketability, and you will have more prospects in today and tomorrow's job markets.

8. Which option <u>best</u> describes the structure of the speech?

A cause-effect

B compare–contrast

C theme–illustration

D proposition–support

9. Which sentence from the passage <u>best</u> reveals the writer's bias about college preparation for employment?

A If you have marketable skills and experience, you will have an edge over your competitors.

B Another great way to diversify your interests is to look for summer jobs that provide real world work experience.

C The key is not to pigeonhole yourself in a specialized field with few jobs where potential employers will consider people with your degree to be a dime a dozen.

D If you decide to get a job right after high school, pay attention to opportunities that give you experience applicable to multiple disciplines.

Read this sentence from the speech.

Who knows what the future will bring us?

10. Which rhetorical device is used in the sentence?

A analogy

B hyperbole

C rhetorical question

D parallelism and repetition

Read this sentence from the speech.

Every day, greedy companies cut corners by shipping their work out of the country, robbing hardworking Americans of job security.

11. Which is the primary persuasive device used in the sentence?

A misuse of statistics

B card stacking

C name-calling

D plain folks

Read this sentence from the speech.

Without proper preparation, longer-term unemployment or possibly welfare may be in your future.

12. What is the logical fallacy in the sentence?

A *ad hominem*

B false analogy

C false authority

D appeal to fear

13. Which sentence gives stated evidence to support the argument?

A In order to be ahead of the game, we need to be prepared.

B The August 2011 U.S. Bureau of Labor Statistics report states the loss of jobs reached 9.1 percent in July of that year.

C If you decide to get a job right after high school, pay attention to opportunities that give you experience applicable to multiple disciplines.

D If you specialize in only one thing, you will not have the work experience needed to widen your option for other careers.

14. Which sentence shows evidence of <u>inductive</u> reasoning?

A Many people losing their jobs must change careers in order to survive.

B If you have marketable skills and experience, you will have an edge over your competitors.

C When choosing a minor or a second degree at college, think about jobs related to your dream career.

D Ask yourself what qualities or skills you can develop to increase your marketability, and you will have more prospects in today's and tomorrow's job markets.

15. Which statement provides the <u>best</u> rebuttal to the writer's viewpoint?

A Diversifying your interests decreases your marketability since most employers look for particular skill sets, and diversifying yourself makes you appear unsure of your career path.

B Choosing to specialize in multiple disciplines would confuse you and your family when someone asks what you plan to do with your life.

C There is no point in planning for a future that may never come, since we make our own futures.

D In the future, we will be our own bosses, so there is no need to worry about job security.

Read these sentences.

Katherine looked over her withered garden and blamed the sporadic rain showers rather than her own neglect for its failure to thrive. Her aunt warned her that a rose garden required consistent watering and tending in this dry climate. Somehow snagging her clothes on thorns and getting mud on her shoes was not high on Katherine's to-do list.

16. Based on the context of this excerpt, what does the word sporadic mean?

A emaciated

B irregular

C relentless

D specific

17. Which topic is the <u>most</u> focused for a student's research paper?

A the relationship between economics and the rise of tyrannical dictators in Europe

B the impact of the La Niña weather pattern on the migration of humpback whales

C the role of social media technology in the culture of modern teenagers

D the effect of eating habits on the health of aging human beings

Read the biography and the journal entries, then answer questions 18 through 26.

Alice Huyler Ramsey

Alice Huyler Ramsey fell in love with automobiles the first time one sped past her New Jersey home. Upon receiving her first car as a birthday present, she began a lifetime connection with cars and the road.

In her early twenties, Alice entered a number of automobile races and other motoring competitions on the eastern seaboard. She handled her automobile with such skill that executives with the Maxwell Motor Company offered her a very enticing opportunity. "I think you're the best natural woman driver I've yet seen," Maxwell–Briscoll sales manager Carl Kelsey told her one evening at a dinner party. "Now do you know what I'm about to predict?" he continued. "You are going to become the first woman to ever drive an automobile across the United States of America." Of course, her journey would be in a Maxwell vehicle, and the journey would be sponsored and paid for by the Maxwell Motor Company. She accepted his offer immediately.

On her journey, Alice was allowed to bring three riding companions so she chose her best friend, Hermine Johns, and her sisters-in-law Nettie Powell and Maggie Atwood. Maxwell hired a "front man" to take care of necessary accommodations before their arrival in each city. They also hired a reporter from the *Boston Globe* to document the women's journey.

The four women departed New York City on June 9, 1909. They traversed approximately 4,500 miles averaging 40 miles per hour. Their fastest speed, near Cleveland, was 42 miles per hour. The roads were paved in the cities. But once the troupe reached the rural areas, they had to drive along unpaved roads that

were dusty in the dry summer heat and horribly muddy after rainstorms. In the heart of the West, there were barely roads at all, mostly just old wagon trails and private pastures.

After fifty-eight adventurous days, the four women aboard the 1909 Maxwell DA-30 completed their journey when they drove into downtown San Francisco on August 7, 1909.

This would not be the last time Alice would take a cross-country trek. Over the next seventy years of her life, she drove from coast to coast thirty times, and even drove throughout most of Europe. She owned more than twenty-five different cars and did not stop driving until she was ninety-five years old. She was an expert driver with an impeccable record. In all her years of driving, she never had an accident and was pulled over only once for a traffic violation (an illegal U-turn). She was named Woman Motorist of the Century at the Automobile Show in Detroit in 1960.

Hermine's Diary

June 9, 1909

Today we started our cross-country expedition. The Maxwell Motor Company contracted my best friend, Alice, to drive one of its brand-new DA-30s from New York City to San Francisco. She invited her two sisters-in-law (Nettie and Maggie) and me to accompany her on the journey. Nettie, Maggie, and I were talking earlier about how we really wished that we knew how to drive because then we could help Alice along the way. Alice is amazing. She just seems to know instinctively about machines—especially automobiles—both driving them and repairing them. She's been driving for more than a year, ever since her husband bought her a Maxwell roadster for her birthday. Since then, she and cars have been inseparable. She has driven us up and down the New Jersey shore and has also entered numerous competitions in the area. That's actually how the folks at Maxwell discovered her. They were impressed by what they saw at one of the races and thought if she drove one of their cars across the country it would be great advertising for them. Once we complete this journey, we'll be the first women to drive across the country!

It rained most of the day today, and we were pretty soaked by the time we reached Poughkeepsie, N.Y. We started our journey on Broadway in Manhattan and then drove north to where we are right now.

June 25, 1909

My plan was to write in my diary every day, but that didn't end up working out. I will recap some of the highlights of our trip so far.

After leaving New York City and traveling through the city of Buffalo, we arrived in the state of Ohio. We cruised near Cleveland at our fastest speed so far: 42 mph. We were birds sailing across the smooth pavement with the wind whipping through our hair, wild and free! It was exuberating. We all laughed when Nettie reminded us that silly doctor's warning in a magazine a couple of years ago that speeds of 15 or 20 miles per hour in a motor car could cause women to suffer mentally. Nope. We didn't experience any of that. Looks like he was wrong!
It was a bit tricky driving through Chicago with all of the railroad tracks we had to cross. Once we made it across the state of Illinois, we crossed the Mississippi River on a rickety bridge. The state of Iowa has seemed to be the most difficult part of our journey so far. That's where we are right now. We approached another river today—at least that's what we thought it was, but we found out later it was just a creek that had overflowed its banks. Alice hoisted her skirts and waded in to see how deep the water was. Unfortunately, she determined it was too deep for the car to drive through—if we did, the car would stall and then we'd really be stuck. So, we just decided we had no choice but to sleep in the car tonight. That's where I'm writing this now, underneath the canopy of stars on the western frontier. It's a glorious sight, but I'm afraid it won't be a very comfortable night with all four of us squeezed into the Maxwell. I sure wish we had brought those pillows with us now!

18. In the last paragraph of "Alice Huyler Ramsey," what does the word <u>impeccable</u> mean?

A professional

B impressive

C historical

D faultless

Read this sentence from the third paragraph of "Alice Huyler Ramsey."

They also hired a reporter from the *Boston Globe* to document the women's journey.

19. The pronoun "they" is used incorrectly because it refers to

A Nettie Powell, which is singular.

B the "front man," which is singular.

C the *Boston Globe*, which is singular.

D the Maxwell Motor Company, which is singular.

20. Which detail from "Hermine's Diary" reveals the overall attitude toward women during the early 1900s?

A the doctor's warnings

B the actions of Alice's husband

C the campaign of the Maxwell Motor Company

D the expedition of the four friends across the country

21. According to "Hermine's Diary," what caused the women to have to sleep one night in their car?

A The front man did not arrange a hotel.

B The roads were completely washed out.

C They had driven too fast on the road in Cleveland.

D They had been soaked by the rain near Poughkeepsie.

22. How does the point of view used in "Hermine's Diary" affect the journal?

A It allows readers to understand why the event was important.

B It allows readers to know the actual experience of a participant.

C It allows readers to feel like they are personally part of the event.

D It allows readers to see the participants through the eyes of an outside observer.

23. What information can be learned by reading "Hermine's Diary" that is not contained in "Alice Huyler Ramsey"?

A Alice's manager was Carl Kelsey.

B Alice's best friend was Hermine Johns.

C Alice's husband gave her a car for her birthday.

D Alice's driving companions did not know how to drive.

24. How does the information in Paragraph 4 of "Alice Huyler Ramsey" contrast with the details found in "Hermine's Diary"?

A "Alice Huyler Ramsey" explains the speed they traveled, while "Hermine's Diary" only talks about the distance they traveled.

B "Alice Huyler Ramsey" describes details about travel in the West, while "Hermine's Diary" does not explain what happens after Iowa.

C "Alice Huyler Ramsey" mentions the conditions of the road, while "Hermine's Diary" only describes how fast they traveled on the smooth pavement.

D "Alice Huyler Ramsey" discusses societal ideas about women during this time period, while "Hermine's Diary" illustrates that women could be successful drivers.

25. Even though "Alice Huyler Ramsey" and "Hermine's Diary" were written on the same topic, they present differing perspectives. What is the <u>main</u> reason for the differences?

A They were written in different forms.

B They were written by different people.

C They were written at different time periods.

D They were written from different points of view.

26. **Read this paragraph.**

I recently read an article titled "Alice Huyler Ramsey" and a diary entry titled "Hermine's Diary." These were interesting pieces of writing because they explained about an event that I had never heard of before. If I had to give a recommendation to a friend about these two pieces of writing, however, I would say that "Hermine's Diary" is definitely better. I liked it because it gave some inside information as to what it was really like to be with the first group of women to traverse the continent in a car. I could really picture what it felt like out on the old highways. It sounded so exciting that I wished I could have been part of it.

Why would this paragraph be considered a <u>critique</u>?

A It gives specific details from a piece of writing.

B It gives an overall synopsis of a piece of writing.

C It gives someone's opinion about a piece of writing.

D It gives the author's main idea from a piece of writing.

Read the Web page and answer questions 27 through 32.

Creek Valley Farm is a twenty-acre organic vegetable farm owned and operated by Julian and Mai Saavedra. Julian is a third-generation farmer who always wanted to know the why and how of farming. His curiosity led him to attain a master of science degree from State University in sustainable agriculture and food production. Though the farm takes up most of his time, Julian finds time to follow his other passion by teaching classes in sustainable farming throughout the region. Mai came to farming through her love of gardening. After studying ecology in college, she became a passionate advocate for sustainable living and is the author of the best-selling *You Too Can Live off the Land.*

Our Mission

Our desire to sustain the land and produce quality organic vegetables for our local community drives everything we do at Creek Valley Farm.

Our Practices

- *Organic farming:* Creek Valley Farm is a certified organic farm. We follow organic farming practices for several reasons. First of all, we believe that organic farming is the most sustainable way to produce food. By using the same organic techniques that existed for centuries, we are able to ensure that this farm will be able to sustain us for generations to come. Conventional farming techniques can have a devastating effect on the land. Poor agricultural practices contributed to the great Dust Bowl of the 1930s. The ensuing drought and wind erosion resulted in millions of acres of formerly fertile land losing almost half a foot of topsoil. To protect our farmland, we adhere to organic farming practices.

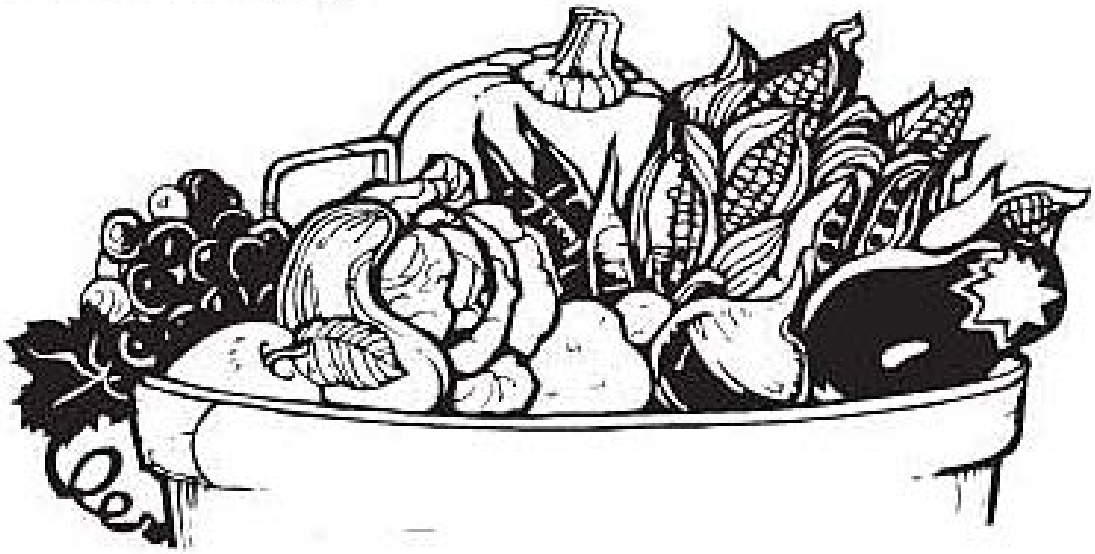
  Secondly, we know that fresh, organic produce is more nutritious than the conventional produce you will find in the grocery store. Not only is it more nutritious, it tastes better. Numerous studies have supported our conclusion, so experience for yourself why our food tastes better. Stop by the farm and sample our tomatoes, watermelon, or carrots; we guarantee you will taste the difference.

Adhering to organic practices means that we do not use chemical fertilizers or pesticides.

- We use our own organic compost to fertilize our crops. By composting our plant clippings, vegetable waste, and manure from our few farm animals, we are able to recycle and replace the nutrients we take from the soil. We also make sure that we take care of our soil by rotating our crops and planting cover crops so that the soil remains rich in the nutrients our plants need.
- We rely on natural pest control measures. For example, we create an environment that welcomes beneficial insects. These beneficial insects are predatory in nature and prey upon pests that could damage our crops. We also use several plants like marigolds and pansies that naturally repel problem insects. Sometimes, however, we just have to remove the problem pests by hand.

- *Biodiversity:* Rarely in nature do you see vast expanses of a single species. Nature relies on diversity, and so do we. Rather than produce a single crop, we produce smaller amounts of a variety of crops in a practice known as polyculture. There are several advantages to this. First of all, planting a variety of crops welcomes a wider array of beneficial insects. These, in turn, protect the health of our crops. Secondly, the different crops use different nutrients from the soil and promote the populations of different soil organisms. This helps protect the health of the soil and therefore the health of the crops. Finally, polyculture helps

protect us as farmers and human beings. Sometimes, despite all of our best efforts, we will lose a crop to a particularly nasty disease or pest. If our tomato crop fails because of disease or pests, we still have other crops to sustain us. When we rely on a single crop, we place ourselves in a precarious position. Nothing illustrates this danger better than the potato famine in Ireland during the mid-nineteenth century.



Soil Conservation: When most people think of farming, they think only of plants. We have come to understand, however, that farming is all about the soil. When you have healthy soil, you have healthy plants. We take care of our soil by rotating crops, using cover crops, and fertilizing with organic compost. We also do not till our soil. Tilling is the common practice of using heavy machinery to turn the soil over to prepare for planting. Tilling interferes with the organisms living in the soil that are vital to the natural decomposition processes of the soil. The decomposition

process provides the nutrients that plants need, so by interfering with that process, farmers increase the rate of soil degradation. This leads to an increased need to fertilize. Tilling also changes the natural structure of the soil by upsetting the natural layers of the soil; furthermore, tilling compresses the soil to form a till or plow pan. This pan layer is denser and less porous than the surrounding soil. Not only does this affect plant health, it makes the top layers of soil more susceptible to erosion. By not tilling our farm, we protect our soil and give our plants a healthy home in which to grow.

27. Which statement from the Web page <u>most</u> supports the conclusion that this Web site has reliable information about farming?

A Julian is a third-generation farmer who always wanted to know the why and how of farming.

B His curiosity led him to attain a master of science degree from State University in sustainable agriculture and food production.

C Our desire to sustain the land and produce quality organic vegetables for our local community drives everything we do at Creek Valley Farm.

D We have come to understand, however, that farming is all about the soil.

28. Which statement presents a philosophy of farming that <u>most</u> opposes the philosophy of Creek Valley Farm?

A We believe in educating the community about our farming practices so that our customers can make informed decisions.

B We believe that plants should be planted during their natural season to reduce the need for intervention to ensure production.

C We believe in cultivating plants that are indigenous to the region and already adapted to the local climate and soil conditions.

D We believe that advances in science and technology will allow us to increase our yields while reducing the amount of land under cultivation.

29. What is the main purpose for including the image of a basket of vegetables near the end of the Web page?

A It provides visual evidence of the effectiveness of the soil conservation policy.

B It provides a visual representation of the main idea of the biodiversity section.

C It demonstrates the benefits of the procedures described in the organic farming section.

D It demonstrates the desired outcome of the philosophy described in the farm's mission statement.

30. According to the information in the soil conservation section, what is an advantage of the no-till method?

A It creates more layers of soil matter.

B It allows plants to get healthy substances.

C It creates a natural protection against disease.

D It allows seeds to be planted at a shallower depth.

Read this paragraph.

Creek Valley Farm follows the natural principle of biodiversity by planting a wide variety of crops. This practice protects the plants by attracting a wide variety of beneficial insects. It also ensures the health of the soil because each plant absorbs different nutrients and contributes different organisms to the soil. Planting a variety of crops also protects farmers in case a particular crop fails by ensuring that the farm will still have some produce.

31. This paragraph's version of the information in the biodiversity section is <u>best</u> characterized as

A a response.

B a summary.

C an analysis.

D an evaluation.

32. What inference is <u>most</u> supported by the picture of Julian and Mai?

A They have a profitable farm.

B They work hard on the farm.

C They enjoy farming together.

D They are knowledgeable farmers.

Read this bulletin.

Consumer Warning

Recently, newspapers have carried a series of advertisements for products that claim to "cure" arthritis. Some of the products are topical treatments, such as creams and skin patches. Others are treatments taken by mouth, such as pills and powders to mix in water and drink. The claims and promises made in these ads are misleading and untrue. Consumers need to understand that there is no cure for arthritis. Sadly, many people suffer from arthritis pain. Any advertisement that promises a cure is not to be trusted. Remember the old adage: If it sounds too good to be true, it is.

33. Which sentence in this bulletin is irrelevant and should be deleted?

A The claims and promises made in these ads are misleading and untrue.

B Consumers need to understand that there is no cure for arthritis.

C Sadly, many people suffer from arthritis pain.

D Remember the old adage: If it sounds too good to be true, it is.

34. How can a phone call communicate a message better than an e-mail?

A A phone call enables a person to use more precise words.

B A phone call can communicate a person's tone of voice.

C A person can later refer back to a phone call.

D A person can make a phone call at any time.

Read the essay and article, then answer questions 35 through 44.

Water, Water Everywhere

A simple look at the globe reveals that water covers the majority of the planet's surface. In fact, water covers nearly three-quarters of the surface of the planet. Despite the large amount of water covering the earth, the amount of water fit for human consumption is relatively small. Only four percent of the earth's water is fresh water, and almost seventy percent of the fresh water is frozen in glaciers and polar ice caps. To paraphrase the poet Samuel Taylor Coleridge, there is water, water everywhere and not a drop to drink.[1] Water scarcity threatens an astonishing number of people and as the world population continues to grow, the importance of a stable water supply becomes more apparent. The desalination process may offer a solution by providing a way to turn salt water into fresh water fit for human consumption.

Desalination takes place every day as part of the water cycle. Salt water from the ocean evaporates into the atmosphere leaving the salt and other minerals in the ocean and forming water vapor. The water vapor eventually comes into contact with cooler air that causes it to precipitate out of the atmosphere in the form of rain or snow that later becomes drinking water. Scientists and engineers have developed a way to mimic this process in a controlled and efficient way. In many parts of the world, desalination plants distill salt water by heating it, trapping the water vapor, and condensing it to form fresh water. These large plants then provide drinking water to communities struggling with water scarcity.

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[1]**from** ***The Rime of the Ancient Mariner***

Another method of desalination involves the reverse osmosis system. Reverse osmosis systems appear in many homes in areas where the water supply contains a high mineral content. The process involves a complex method of filtering to remove the minerals from the water to produce clean drinking water. Development of larger reverse osmosis systems help communities filter large amounts of salt water to remove the salt and other minerals. Currently, this method is the most common method of desalination.

In coastal communities with limited fresh water supplies, desalination offers a solution to water scarcity. Desalination plants are scattered throughout the Middle East, North Africa, and even Australia. The population of these regions continues to grow at an excessive rate. These plants help support the growing populations in these regions by providing drinking water and water to support agricultural production.

However, desalination poses challenges to the environment as well. For example, these plants require large amounts of energy to process water. During an era of energy conservation, the use of fossil fuel energy to power these plants raises concerns about increased levels of greenhouse gases. Another troubling aspect of this process is the waste material created by desalination. Though not technically a hazardous material, the large amounts of salt and minerals removed from the water must be disposed of. In many of the plants, the waste is flushed into the nearby source of salt water. This upsets the local ecology by creating an excessively saline environment that can threaten native species.

Despite its challenges, the desalination process can literally be a lifesaver in regions struggling with water scarcity. In areas where water literally surrounds people that lack adequate drinking water, desalination plants can provide the needed resource to support growing communities. Suddenly, there is water, water everywhere with plenty of water to drink.

Flowing Like a River

After months of planning and anticipation, water from the new Bay Desalination Plant began flowing through the city's water pipes sometime late Monday afternoon. The mayor officially opened the plant Monday morning with a ribbon cutting ceremony at 9:00 am. As part of the ceremony, Mayor Klein drank a glass of water from the plant and pronounced it to be *très bien*. During her speech at the ceremony, Klein stated, "Now when we need water, we can stop looking to the sky and start looking at the ocean."

The plant uses reverse osmosis to process water from the ocean. The plant pumps the seawater through a series of filters to remove the salt and minerals. The end result is fresh, potable water suitable for drinking. The plant will finally free the city from dependence on sporadic regional precipitation for water supply.

In addition to functioning as the city's main water supply, the plant promises to provide a stable, sustainable source of irrigation water for area farmers recently hard hit by unprecedented drought. After massive crop losses over the past two years, the new plant offers farmers some much needed hope for the upcoming planting season.

As water began pumping through the plant, Mayor Klein remarked, "This plant lets us turn the ocean into a river. Now growth and prosperity can flow like a river through our region."

35. Read this sentence from the first paragraph of "Water, Water Everywhere."

Water scarcity threatens an astonishing number of people and as the world population continues to grow, the importance of a stable water supply becomes more apparent.

Which revision of the sentence corrects the punctuation error?

A Water scarcity threatens an astonishing number of people, and as the world population continues to grow, the importance of a stable water supply becomes more apparent.

B Water scarcity threatens an astonishing number of people and as the world population continues to grow the importance of a stable water supply becomes more apparent.

C Water scarcity threatens an astonishing number of people: and as the world population continues to grow, the importance of a stable water supply becomes more apparent.

D Water scarcity threatens an astonishing number of people and as the world population continues to grow; the importance of a stable water supply becomes more apparent.

36. Read this sentence from "Water, Water Everywhere."

In many of the plants, the waste is flushed into the nearby source of salt water.

Which revision of the sentence eliminates the use of the passive voice?

A Many of the plants flush the waste into the nearby source of salt water.

B The waste from many plants is flushed into the nearby source of salt water.

C Waste products are flushed into nearby sources of salt water in many plants.

D The nearby source of salt water of many plants is where the waste is flushed.

37. Which sentence from "Water, Water Everywhere" expresses an <u>opinion</u>?

A The desalination process may offer a solution by providing a way to turn salt water into fresh water fit for human consumption.

B Currently, this method is the most common method of desalination.

C The population of these regions continues to grow at an excessive rate.

D This upsets the local ecology by creating an excessively saline environment that can threaten native species.

38. How does the organizational structure of "Water, Water Everywhere" <u>most</u> aid comprehension?

A by comparing and contrasting the various methods of desalination

B by describing the need for desalination before explaining the process

C by discussing the causes and effects of water scarcity and desalination

D by presenting the procedural steps involved in the process of desalination

39. Read this sentence from "Flowing Like a River."

As part of the ceremony, Mayor Klein drank a glass of water from the plant and pronounced it to be *très bien*.

From which language is the phrase *très bien* borrowed?

A Greek

B Italian

C French

D Spanish

40. Which sentence from "Flowing Like a River" provides the <u>best</u> example of parallelism?

A After months of planning and anticipation, water from the new Bay Desalination Plant began flowing through the city's water pipes sometime late Monday afternoon.

B "Now when we need water, we can stop looking to the sky and start looking at the ocean."

C The plant pumps the seawater through a series of filters to remove the salt and minerals.

D "Now growth and prosperity can flow like a river through our region."

41. Who is the intended audience for the article "Flowing Like a River"?

A people interested in oceanography

B scientists involved in desalination

C members of the local community

D officials in federal government

42. In which mode is "Flowing Like a River" written?

A descriptive

B informative

C narrative

D persuasive

43. How do "Water, Water Everywhere" and "Flowing Like a River" approach the topic of desalination differently?

A "Water, Water Everywhere" explains the benefits of the process, whereas "Flowing Like a River" explains the process.

B "Flowing Like a River" focuses on the hazards of the process, whereas "Water, Water Everywhere" focuses on the benefits.

C "Flowing Like a River" describes the impact of the process, whereas "Water, Water Everywhere" describes the scope of the issue.

D "Water, Water Everywhere" discusses the process in general, whereas "Flowing Like a River" discusses a particular example.

44. Which information is included in both "Water, Water Everywhere" and "Flowing Like a River"?

A Water scarcity is a widespread problem in developing nations.

B Agricultural growth can result from a stable supply of fresh water.

C Desalination can have a negative impact on the local environment.

D Reverse osmosis is a common method for creating potable drinking water.

Read these sentences.

The student body voted Mr. Farrell as the best teacher at Wilson High School. This amazed some people because few students earned As in his classes, and many students, especially those who did not work, earned the lowest grades. Apparently, however, many students recognized that they actually learned a lot from him.

45. Why did it surprise people that the students elected Mr. Farrell for best teacher?

A He was a challenging teacher.

B He was an unpopular teacher.

C Students voted for other teachers.

D Students learned more from other teachers.

A group is trying to save a 300-year-old tree from being cut down to make way for a new parking lot. Read this excerpt from a flier the group has placed on car windows to gain public support.

It is estimated that the oak tree on the corner of First Avenue and Union Street first sprouted the year Benjamin Franklin was born. It stood on that spot when the Declaration of Independence was signed and grew taller still when Lincoln gave the Gettysburg Address. It was a giant when the Wright Brothers took their first flight, and it stood tall and strong through two world wars. Losing this tree means losing our history and wiping out the past to make way for the future. Do you want your children's future to be a treeless parking lot? Where will our children play on a sunny day with no tree to climb? Please contact your local representatives and ask them to prevent the destruction of our city's natural beauty.

46. Which line from the flier represents the weakest argument for saving the oak tree?

A It was a giant when the Wright Brothers took their first flight, and it stood tall and strong through two world wars.

B Losing this tree means losing our history and wiping out the past to make way for the future.

C Do you want your children's future to be a treeless parking lot?

D Where will our children play on a sunny day with no tree to climb?

Read this excerpt from a research paper.

Orca whales have graced the waters of Puget Sound in Washington State for a long time, showing up in the art of Native Americans who have lived along this waterway for centuries. These gentle giants live in groups called pods and spend the vast majority of their time following salmon and other sources of food through the cool northwest waters. On most summer days, groups of whale-watching boats can be seen bobbing near the resident pods. The impact of these vessels is under debate. Many people worry that all the attention from whale-watching boats is a source of stress for these mammals. Kay Bolden, a noted marine biologist who has studied the whales for years, says, "They have a positive impact as well by showing recreational boaters how to behave around the whales and by reporting to the coast guard those boaters who get too close to the pods."

47. Which portion of this excerpt requires a citation?

A Orca whales have graced the waters of Puget Sound in Washington State for a long time, showing up in the art of Native Americans who have lived along this waterway for centuries.

B These gentle giants live in groups called pods and spend the vast majority of their time following salmon and other sources of food through the cool northwest waters.

C The impact of these vessels is under debate.

D Kay Bolden, a noted marine biologist who has studied the whales for years, says, "They have a positive impact as well by showing recreational boaters how to behave around the whales and by reporting to the coast guard those boaters who get too close to the pods."

Read the essay and answer questions 48 through 54

A Magical Place

1 I want to tell you about a special place, a beautiful place, a magical place. In this place, the wilderness is raw, rugged, and pure, unstained by progress; a visit here is like traveling back in time to an era that people only read about in books. It is a dream world, a fantasy, and yet it is as real as your nose. You can travel there, hike there, take pictures there, and bring them home for lasting memories of the dream world that it is.

2 In this place, snow-capped peaks stand as sentinels guarding fingers of ocean that snake their way ten miles inland. Here the mighty ocean has become a salt river whose waters are flat and calm. The pounding of the surf in the open ocean is a distant memory, and the waters are as quiet as snowfall.

3 It is a busy place, but you must look carefully to see the activity, for it is not always obvious. These are nature's skyscrapers, and the fingered ocean is her many wide streets bustling with traffic. In this place, towering cliffs rise up out of the dark salt water, a thousand feet on each side, blocking the sun for most of the day. Over here a group of seals frolic in the water, their dark hides provide camouflage from ordinary eyes. Over there you will see the dance of the dolphins, and they almost invite you to jump in and play with them. Would you like this next dance?

4 In this place, the ocean is thirsty, always drinking, drinking, drinking, yet never satisfied. A chattering river empties into the salt water at the head of a

thick, green valley, singing a natural song, a joyous song of plenty. But it isn't the only water source that finds its way to the sea. White ribbons grace the cliffs all along the water's edge — streams from the snowfields above, streams that flow to the tops of the cliffs and tumble, tumble, tumble to the ocean below, finally slapping the flat water and becoming one with the salty sea. Some are mighty waterfalls, rushing and foaming; others are light mists that land like a feather on the glassy surface of the sea, but everywhere you turn, you find water, and where there is water, there is life.

5 In this place, the valley of the chattering river is lush, decorated with a temperate rainforest, abounding with evergreens and deciduous trees of all types. These provide a green luster to the hills and cliffs, and beneath the canopy, at the feet of the trees, sprout forth ferns in abundance, their leaves dripping with dew.

6 In this place, you can lose yourself; you can stand in marvel at the great mystery called nature and wonder at the secrets it whispers in your ear. This place is not something you can experience anywhere, for the rash of progress has spread across most of the earth, but if you want to see a place where it has not yet touched the virgin land and sea, then the fiords of New Zealand are such a place for you. Try them. You may never want to leave.

Read this excerpt from the essay.

In this place, snow-capped peaks stand as sentinels guarding fingers of ocean that snake their way ten miles inland. Here the mighty ocean has become a salt river whose waters are flat and calm. The pounding of the surf in the open ocean is a distant memory, and the waters are as quiet as snowfall.

48. Which revision, if any, is needed to correct the tense of the underlined verbs in the excerpt?

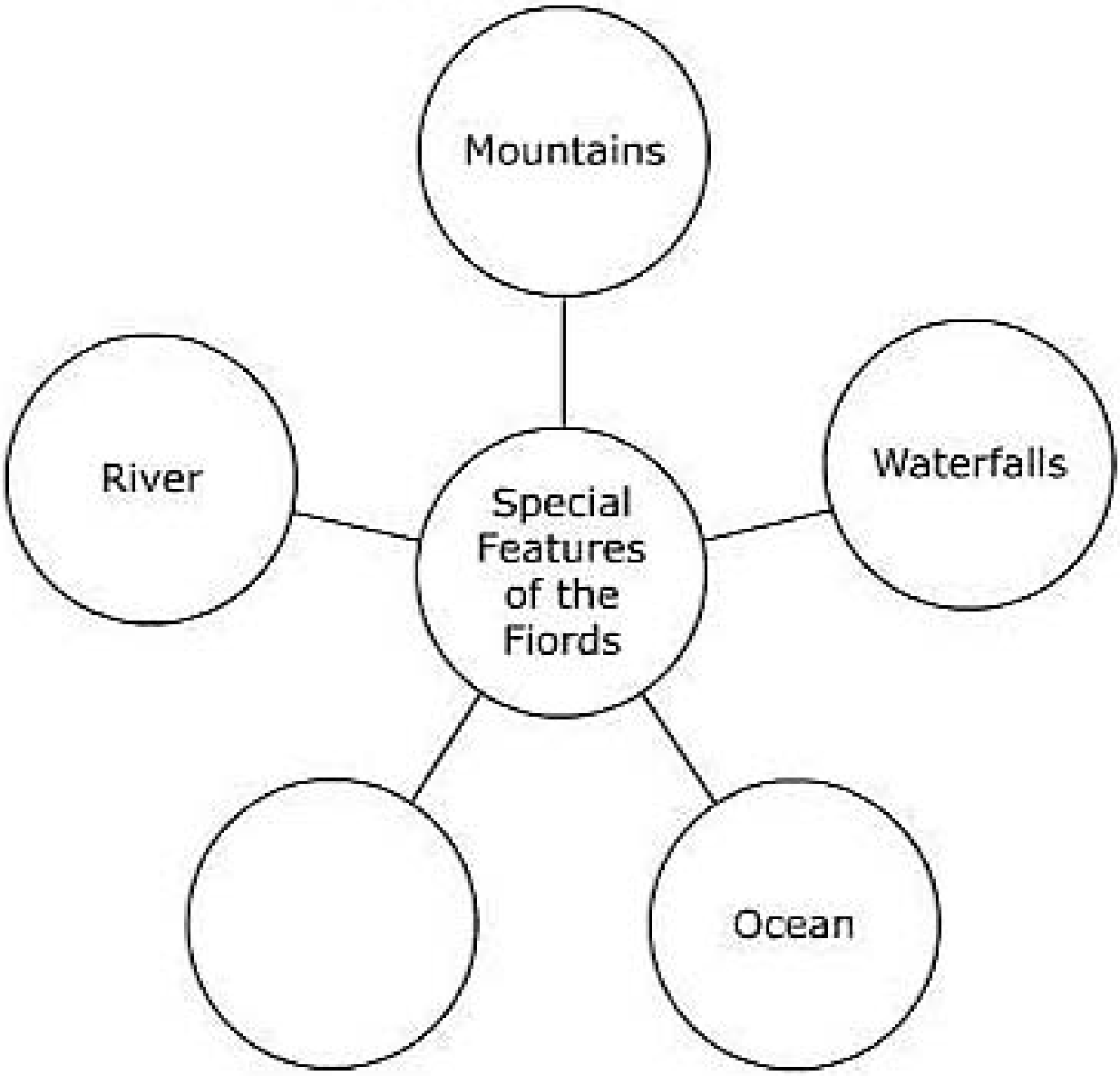
A The pounding of the surf in the open ocean was a distant memory, and the waters were as quiet as snowfall.

B The pounding of the surf in the open ocean are a distant memory, and the waters are as quiet as snowfall.

C The pounding of the surf in the open ocean were a distant memory, and the waters were as quiet as snowfall.

D no change

Look at this graphic organizer.



49. Which title <u>best</u> fits in the empty circle?

A Weather

B Rainforest

C Wilderness

D Environment

Read this sentence from Paragraph 2.

Here the mighty ocean has become a salt river whose waters are flat and calm.

50. Which is the <u>most</u> vivid way to revise the sentence?

A Here the mighty ocean has become a salty river whose waters are flat and calm.

B Here the strong ocean has shifted into a salt river whose waters are flat and calm.

C Here the mighty ocean has changed into a salt river whose waters are flat and quiet.

D Here the mighty ocean has transformed into a salt river whose waters are flat and placid.

Read this excerpt from Paragraph 3 of the essay.

(1) It is a busy place, but you must look carefully to see the activity, for it is not always obvious. **(2)** These are nature's skyscrapers, and the fingered ocean is her many wide streets bustling with traffic. **(3)** In this place, towering cliffs rise up out of the dark salt water, a thousand feet on each side, blocking the sun for most of the day. **(4)** Over here a group of seals frolic in the water, their dark hides provide camouflage from ordinary eyes.

51. Which option shows the <u>most</u> effective order for the sentences in the context of the paragraph?

A 2, 1, 3, 4

B 2, 3, 1, 4

C 3, 2, 1, 4

D no change

52. In this passage, Paragraph 3 should <u>best</u> be placed after

A Paragraph 1.

B Paragraph 4.

C Paragraph 5.

D Paragraph 6.

53. The author refers to the fiords as a "dream world" to

A highlight the fact that they are quite natural.

B explain that they no longer exist as they once did.

C emphasize the fact that they are not easy to access.

D show that they are unlike most places people see today.

54. Considering the ideas presented in the essay, which viewpoint might the author <u>most</u> likely support?

A Nature can be a dangerous place.

B Progress causes harm to the environment.

C Scientists need to research wilderness areas.

D The ocean significantly affects human survival.

Read the play and answer questions 55 through 61

The Three of Us

SETTING: A HIGH SCHOOL HALLWAY

[*We see BRAYDEN, a sixteen-year-old boy, at his locker. Another boy rushes up to him.*]

NICK: [*holding up a handful of tickets*] Hey, dude, look what I got!

BRAYDEN: Tickets?

NICK: For the hockey game! Six of them! Center section. Saturday night!

BRAYDEN: Wow! But how? The game is totally sold out!

NICK: My dad got them free at work. His company is sponsoring the game, so they gave out free tickets at the office. Dad said he'd take me and four of my buddies to the game.

BRAYDEN: Awesome!

NICK: [handing BRAYDEN a ticket] So, my good friend, are you ready for some life-changing hockey action?

BRAYDEN: Man, I'd love to see the game! Thanks! So who else are you going to invite?

NICK: I don't know. I thought you could help me decide.

BRAYDEN: Yeah, sure. There's you, me, and your dad—that's three tickets. So you have three tickets left.

NICK: [*joking sarcastically*] I know, Mr. Math. So who shall we invite?

BRAYDEN: I guess the usual guys.

NICK: Todd.

BRAYDEN: Yeah.

NICK: Jamal.

BRAYDEN: Right.

NICK: And then there's one more ticket.

BRAYDEN: Well, Seth, naturally. I mean, duh.

NICK: What about Adam?

BRAYDEN: Adam? Seth is like our best buddy. He loves hockey.

NICK: I know. I just thought I'd invite someone else.

BRAYDEN: Are you kidding? The three of us have been glued together since first grade.

NICK: I know. But things change. People change. It's not "the three of us" anymore.

BRAYDEN: [*a realization*] I get it. It's the glee club, isn't it?

NICK: What're you talking about?

BRAYDEN: Seth got in the glee club and we *didn't*.

NICK: So?

BRAYDEN: So maybe that bugs you.

NICK: Well, we don't see him after school like we used to.

BRAYDEN: He has rehearsals.

NICK: Or on weekends.

BRAYDEN: They perform at regional contests most Saturdays.

NICK: So?

BRAYDEN: So Seth is a really great singer, and he got in the glee club. That's no reason to be jealous.

NICK: [*a little too defensively*] I'm not *jealous*! I just think if a friend doesn't have time for you anymore, who doesn't call or text anymore, then he's no longer a friend.

BRAYDEN: And I think a friend supports another friend, whether they see them every single day or not. If Seth got hockey tickets, he'd definitely invite us.

NICK: Would he? Or would he invite all those singers in the glee club?

BRAYDEN: No, I'm pretty sure we'd come first. We always have. I think it would really hurt Seth if we go to the game without him.

NICK: [*bitterly*] Well, that'll just give him something sad to sing about, won't it?

[*BRAYDEN seems taken aback by NICK's comment. He thinks a moment.*]

BRAYDEN: [handing the ticket back to NICK] Here.

NICK: Are you kidding?!

BRAYDEN: I don't want to hurt Seth. No game is worth it.

[*BRAYDEN turns and leaves. NICK is dumbstruck, then calls after BRAYDEN.*]

NICK: Hey, wait a minute!

[*BRAYDEN keeps walking.*]

Read the stage directions.

[BRAYDEN keeps walking.]

55. What do these directions suggest about Brayden at the end of the play?

A Brayden is worried about changing his mind.

B Brayden is determined to remain a good friend to Seth.

C Brayden is sorry that his friendship with Nick has finally ended.

D Brayden is angry that he lost the opportunity to attend the game.

Read this line from the play.

NICK: [*a little too defensively*] I'm not *jealous*!

56. Which statement suggests that Nick really is jealous of Seth?

A I just thought I'd invite someone else.

B Well, we don't see him after school like we used to.

C Or would he invite all those singers in the glee club?

D Well, that'll just give him something sad to sing about, won't it?

Read this line from the play.

NICK: [*handing Brayden a ticket*] So, my good friend, are you ready for some life-changing hockey action?

57. Why does Nick use hyperbole in the line?

A to describe the game in an amusing way

B to emphasize the good fortune of having the tickets

C to convince Brayden to come to the game

D to assure Brayden that he will get one of the tickets

58. The rising action is introduced in the play when

A Brayden asks Nick how he got the tickets.

B Nick decides he will invite Jamal and Todd.

C Nick suggests bringing Adam instead of Seth.

D Brayden explains to Nick why Seth is so busy.

59. How does the play present dramatic irony?

A The audience is surprised by Nick's anger toward Seth.

B The audience knows that Nick is making a bad decision.

C Nick relies on sarcasm to cope with awkward situations.

D Nick's attempt to be nice to Brayden causes an argument.

60. Read the first line from the play.

NICK:[*holding up a handful of tickets*]
Hey, dude, look what I got!

Readers can predict from this line that the play

A explores ideas about friendship.

B uses dialogue to describe events.

C takes place during modern times.

D features two male main characters.

61. If "The Three of Us" were transformed into a short story, how would it <u>most</u> likely be different from the play?

A It would present less action.

B It would include less dialogue.

C It would have more characters.

D It would offer more description.

62. **Read the outline.**

I. Influences of the Roman Empire
- A. Language
  - 1. Spoken
  - 2. Written
- B. Government
  - 1. Democracy
  - 2. Senate
- C. Treasury
  - 1. Established currency
  - 2. Minted coins
- D. Architecture
  - 1. Buildings
  - 2. Roads

If a student wanted to include supporting information about how Romans physically connected their conquered territories, under which heading would the student place the information?

A Language

B Government

C Treasury

D Architecture

63. Which sentence is an opinion?

A The highest grossing movie of the year was an animated film.

B Kris told his sister that he will go with her to the mall next week.

C The senator's plan will cost the taxpayers only two billion dollars.

D Robert's new car broke down three times in the first year he drove it.

64. **Look at this illustration.**

What can be inferred from this illustration?

A The man and his dog are lost and a storm is coming.

B The man is enjoying an early morning walk with his dog.

C The man is afraid of water so he brought his dog with him.

D The man and his dog are preparing to go for a swim in the ocean.

English III Form I
Answer Key

Item Number	Correct Answer
1	A
2	B
3	D
4	B
5	A
6	D
7	C
8	D
9	A
10	C
11	C
12	D
13	B
14	B
15	A
16	B
17	B
18	D
19	D
20	A
21	B
22	B

Item Number	Correct Answer
23	D
24	B
25	A
26	C
27	B
28	D
29	B
30	B
31	B
32	C
33	C
34	B
35	A
36	A
37	C
38	B
39	C
40	B
41	C
42	B
43	D
44	D

Item Number	Correct Answer
45	A
46	D
47	D
48	D
49	B
50	D
51	C
52	A
53	D
54	B
55	B
56	C
57	A
58	C
59	B
60	C
61	D
62	D
63	C
64	B
65	

Reporting Categories

Below you will find that each item has been linked to its corresponding Reporting Category. These five Reporting Categories will be used to report scores from the actual test.

You can find the Reporting Categories and their Performance Indicators grouped together in the Tennessee End of Course Item Sampler for English III located on the Tennessee Department of Education Web site at http://tennessee.gov/education/assessment/sec_samplers.shtml.

Item	Reporting Category
1	1 – Language
2	4 – Logic
3	2 – Writing and Research
4	2 – Writing and Research
5	2 – Writing and Research
6	2 – Writing and Research
7	2 – Writing and Research
8	3 – Communication and Media
9	4 – Logic
10	3 – Communication and Media
11	4 – Logic
12	4 – Logic
13	4 – Logic
14	4 – Logic
15	4 – Logic
16	1 – Language
17	2 – Writing and Research
18	1 – Language
19	1 – Language
20	6 – Literature
21	4 – Logic
22	6 – Literature

Item	Reporting Category
23	3 – Communication and Media
24	3 – Communication and Media
25	6 – Literature
26	3 – Communication and Media
27	2 – Writing and Research
28	2 – Writing and Research
29	3 – Communication and Media
30	5 – Informational Text
31	6 – Literature
32	3 – Communication and Media
33	2 – Writing and Research
34	3 – Communication and Media
35	1 – Language
36	1 – Language
37	4 – Logic
38	5 – Informational Text
39	1 – Language
40	2 – Writing and Research
41	2 – Writing and Research
42	2 – Writing and Research
43	3 – Communication and Media
44	5 – Informational Text
45	4 – Logic
46	4 – Logic
47	2 – Writing and Research
48	1 – Language
49	2 – Writing and Research
50	2 – Writing and Research
51	2 – Writing and Research
52	2 – Writing and Research
53	6 – Literature

Item	Reporting Category
54	6 – Literature
55	6 – Literature
56	6 – Literature
57	6 – Literature
58	6 – Literature
59	6 – Literature
60	6 – Literature
61	6 – Literature
62	2 – Writing and Research
63	4 – Logic
64	3 – Communication and Media