Student Name _____

Teacher Name _____

School _____

System _____

ELSA ENGLISH II

PRACTICE TEST

Tennessee End of Course Assessment
English Linguistically Simplified Assessment
English II

ELSA English II

11001-EL-PT

PEARSON

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Contents

Introduction to ELSA English II 4
- TCAP English Linguistically Simplified Assessment (ELSA) 4
- ELSA test questions 4
- Test accommodations 4
- Content of End of Course tests 4
- Test development 5
- Test administration 5

Tips for Taking the Test 6
- Preparing for the test 6
- Before the test 6
- During the test 6

Answer Sheet for the Practice Test 7

Directions for Taking the Practice Test 8

ELSA English II Practice Test 9

Answer Key 48

Reporting Categories 49

Introduction to ELSA English II

TCAP English Linguistically Simplified Assessment (ELSA)

The End of Course English Linguistically Simplified Assessment (ELSA) is the End of Course Assessment in "simplified" English. It is a multiple-choice test designed to measure student achievement in certain skills in two content areas: Algebra I and English II. The questions in this Practice Test are examples of items used in the actual test.

ELSA test questions

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at http://www.state.tn.us/education/curriculum.shtml.

Test accommodations

The End of Course English Linguistically Simplified Assessment may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for Special and English Language Learner (ELL) accommodations.

Content of End of Course 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 certain 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. Students who are Limited English Proficient (LEP) will be tested using the ELSA test form. Tests may be given midyear for block schedules or at the end of the school year.

This test contains 65 multiple-choice questions.

You will have ample time to read and answer each of the questions. The ELSA English II 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.

Go On ▶

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times.
- Review the Tennessee ELSA End of Course Item Sampler for English II 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.

Go On ▶

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 Ⓐ Ⓑ Ⓒ Ⓓ

Go On ▶

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, 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 see the words *Go On* at the bottom of the page, go to the next page. When you come to the word STOP, you have finished this test. When you have finished, you may check your 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 48 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Go On ▶

Directions **Read the passage and answer questions 1 through 7.**

A Great, Big, Beautiful World

by Will Hobbs

Will Hobbs is the author of sixteen novels for upper elementary, middle school, and young adult readers, as well as two picture-book stories. A graduate of Stanford University and a former reading and language arts teacher, Hobbs has been a full-time writer since 1990. He lives with his wife, Jean, in Durango, Colorado.

My two older brothers and I ran in a pack[1]. One of my earliest memories is rounding up box turtles from the woods behind our house in Falls Church, Virginia. We kept them only three days. Catch and release, I guess you could call it. When my brothers learned that some kids down the street were keeping two dozen box turtles, we were outraged. We sneaked into their backyard—when they weren't home, naturally. We let all their turtles go. At the age of four, this made quite an impression on me. Don't try this at home!

We were an Air Force family. Next, we moved to Alaska with its mountains and rivers and bears. By now we had a little sister and brother in tow. Baseball was big. A couple of times we played by the midnight sun. I got hooked on fishing down on the Kenai River, an amazing turquoise gem loaded with trout and salmon. I fell in love with rivers and was in awe of the bear tracks in the mud. During fourth grade, reading grabbed hold of my imagination and took it on one adventure after another. *Call It Courage* was my first favorite book.

We left Alaska on a Navy ship in January of '58. A huge winter storm in the Gulf of Alaska turned us every way but loose. We landed green in the gills[2] in northern California. Terra Linda was a kids' paradise: Little League, paper route, Scouts, and open hillsides to explore. For sixth grade I had the coolest teacher, Mr. Pilch. He knew that I spent a good deal of time looking for gopher snakes, king snakes, and alligator lizards, so he kept a terrarium in the classroom and let me stock it with a snake of the month.

Reptiles came first, but any sort of critter fascinated me, even skunks. When my cousin was visiting, we cornered one against the water tower just to see what would happen. We ran home in a state of high reek. My mother thought we were amusing.

Cardboard sledding was also high on my list. All summer, the wild oats on the hillsides were slick as could be, and they made for thrilling rides on huge flat pieces of cardboard we would cut from refrigerator boxes. Miraculously, no one was maimed.

[1]**pack:** group

[2]**green in the gills:** ill due to seasickness

My baseball career peaked when I struck out the side once on nine pitches.[3] We were huge Giants fans. Our dad took us often to see Number 24 play—the "Say-Hey Kid," Willie Mays.

California, with our Scout troop, was where I first started backpacking, on treks in the high Sierras. We moved to San Antonio, Texas, for my high school years, but I was lucky enough to work four summers as a guide at Philmont Scout Ranch in New Mexico during late high school and college. During my most memorable summer, I had a horse and burros and packed in supplies to a remote camp where I led kids into a long-abandoned gold mine. At the end of the summer I would head back to the Sierras with a brother or friend for backpacking along the John Muir Trail. We once went thirteen days without resupply.

Wilderness had become such a big part of me; I lived from one adventure to the next. I talked my little brother into a ten-day canoe trip on the Bowron Lakes chain in British Columbia. It was rainy, and a two-dollar tube tent didn't serve us well. My meal planning wasn't so great either. We'd live off fish, I told my brother, and supplement it with granola. Well, we proved that you can live off granola for ten days.

When I got married and moved to Colorado, I became even more dedicated to spending time in the wild places. Jean loved where a backpack could take her, and so did our nieces and nephews. I've done over thirty trips in the high country of the Weminuche wilderness, where my early books *Bearstone* and *Beardance* take place. We became serious river rats.[4] We've been lucky enough to take our own raft through the Grand Canyon ten times so far, and that's why I had to write *Downriver*, to take my readers along.

The North keeps calling me back, to adventures in Canada's Yukon and Northwest Territories, and all over Alaska—sea kayaking, running rivers, working on a salmon troller. I just love being there, and sometimes, afterward, I start thinking of a story. I mined my personal experience heavily for *Far North*, *Wild Man Island*, and *Leaving Protection.*

There's a character in one of my books who says, "Life is best lived as an adventure," and you can see where he got that. It's still a great, big, beautiful world out there. Enjoy it; take care of it!

"A Great, Big, Beautiful World" by Will Hobbs, from *Guys Write for Guys*, copyright © 2005 by Will Hobbs. Used by permission.

[3]**struck out the side once on nine pitches:** threw nine strikes in a row for three outs

[4]**river rats:** an expression used to describe people who enjoy spending great amounts of time near a river

Go On ▶

1 **One purpose the author has in this passage is to persuade the reader to live life enthusiastically. Which excerpt from the passage best relates the author's purpose?**

A I fell in love with rivers and was in awe of the bear tracks in the mud.

B During fourth grade, reading grabbed hold of my imagination and took it on one adventure after another.

C My baseball career peaked when I struck out the side once on nine pitches. We were huge Giants fans.

D It's still a great, big, beautiful world out there. Enjoy it; take care of it!

2 **This passage is written from which point of view?**

F first person

G third-person objective

H third-person limited

J third-person omniscient

3 **The author uses a conversational tone in the passage. What mood does this create in the reader?**

A emotional

B serious

C interested

D concerned

4 **At the end of the passage, what does "the North" symbolize to the author?**

F overwhelming danger

G comfortable recreation

H tremendous challenge

J stimulating activity

Go On ▶

5 **Read this sentence.**

We landed green in the gills in northern California.

Which literary device is used in this sentence?

A simile
B personification
C onomatopoeia
D alliteration

6 **Which statement from the passage is a fact?**

F One of my earliest memories is rounding up box turtles from the woods behind our house in Falls Church, Virginia.
G Terra Linda was a kids' paradise: Little League, paper route, Scouts, and open hillsides to explore.
H For sixth grade I had the coolest teacher, Mr. Pilch.
J Miraculously, no one was maimed.

7 **The author's viewpoint is that the pursuit of happiness is worth taking risks. Which of these statements does not support this viewpoint?**

A The weather in the far north is often bitterly cold.
B The technology of today allows people to avoid the natural environment.
C Engaging in thrill-seeking activities occasionally results in serious injury.
D Traveling down fast rivers on rafts can be enjoyable.

Go On ▶

Directions **The passage below is a rough draft of a report. It may contain errors. Read the passage and answer questions 8 through 12.**

The Pyramid of Memphis

1 What makes a city by a river great? Well, if that city is Memphis, the answer is a pyramid. The pyramid of Memphis is one of the Seven Wonders of the Ancient World. It is the only one of the seven wonders still standing. It is over four thousand years old!

2 The original pyramid of Memphis is not located in Tennessee, however, but near the Nile River in Egypt. Memphis is the name of a former city that used to be the capital of ancient Egypt. Now the ruined city once a thriving metropolis is remembered for its pyramids, most notably the Great Pyramid of Cheops.

3 The Great Pyramid of Cheops was built sometime around 2560 B.C. It took over twenty years to build. No one is sure exactly how it was built but, there are some interesting theories. One theory is that a ramp was built that spiraled around the pyramid. The ramp would have been used to move the stones needed to construct the pyramid. It is thought that the workers used a mixture of water and mud to help reduce the friction while pushing and pulling the stones up the ramp.

4 Another theory is that the workers would have used a system of levers and pulleys, simple machines used to move heavy objects. This system of levers and pulleys would have helped the workers move the massive stones to the location that they wanted. In order to move the stones in this way, one end of a rope would have been fastened to the stone. It is easy to see why it took over twenty years to build the pyramid. Then the rope would have been fitted through a pulley, which is a wheel with a groove on the outside that keeps a rope from slipping off the round edge of the wheel. The free end of the rope would have been pulled by a group of workers in order to lift the stone to the desired height.

5 In tribute to the city of Memphis, Egypt, an area of land in Tennessee near the Mississippi River was developed and named Memphis, Tennessee. It was founded and named by Andrew Jackson in 1819. Memphis, Tennessee, also has its own pyramid. It was designed to resemble the Great Pyramid of Cheops in Egypt, and many experts of architecture consider it to be a close replica.

Go On ▶

8 **Read these sentences.**

The pyramid of Memphis is one of the Seven Wonders of the Ancient World. _____, it is the only one of the seven wonders still standing.

Which word provides the best transition between the sentences?

F Nevertheless
G Conversely
H Moreover
J Likewise

9 **Read this sentence.**

Now the ruined city once a thriving metropolis is remembered for its pyramids, most notably the Great Pyramid of Cheops.

What is the correct way to revise the underlined part of the sentence?

A city, once a thriving metropolis, is remembered
B city once a thriving metropolis, is remembered
C city, once a thriving metropolis is remembered
D city once, a thriving metropolis is remembered

10 **Read this sentence.**

No one is sure exactly how it was built but, there are some interesting theories.

What is the correct way to punctuate the underlined part of this sentence?

F built, but there are,
G built but there are
H built, but, there are
J built, but there are

Go On ▶

11 **Read this sentence.**

This system of levers and pulleys would have helped the workers move the massive stones to the location that they wanted.

Which word is the most vivid replacement for the underlined word?

A rearrange
B deposit
C change
D haul

12 **Read these sentences from Paragraph 4.**

(1) In order to move the stones in this way, one end of a rope would have been fastened to the stone. **(2)** It is easy to see why it took over twenty years to build the pyramid. **(3)** Then the rope would have been fitted through a pulley, which is a wheel with a groove on the outside that keeps a rope from slipping off the round edge of the wheel. **(4)** The free end of the rope would have been pulled by a group of workers in order to lift the stone to the desired height.

Which order is best for these sentences?

F 3, 1, 2, 4
G 4, 1, 2, 3
H 1, 2, 4, 3
J 1, 3, 4, 2

Directions **Now answer questions 13 through 18.**

13 **Which sentence uses a pronoun correctly?**

A Honestly, Jason is always earlier to class than I.
B Just between you and I, the homework is hard.
C Lacey says her little brother is as tall as her.
D I am closer to finishing the book than him.

14 **Which sentence uses allusion or illusion correctly?**

F Missy Evans' illusion to our summer reading was quite clever.
G The comment about garlic and oregano was an allusion to Italian cooking.
H The polar bear's transparent hair created an allusion of a bright white coat.
J Lisa noted several illusions to famous Renaissance authors in her reading.

15 **Which strategy should a group use when trying to complete a task?**

A assign the most important task to one person
B choose one person to do most of the work
C break the task down into manageable goals
D compete among one another to finish first

16 **Which Web site is the best choice for information about how to make a quilt?**

F www.homeremediesmadeeasy.org
G www.nationalcraftsincorporated.com
H www.copyrightsandpatents.gov
J www.learncraftsquickly.net

Go On ▶

17 **Which word best completes the analogy?**

Eccentric is to ordinary as diverse is to _____.

A multicultural
B unified
C indifferent
D identical

18 **Look at the photo.**

© Willie B. Thomas/iStockphoto #7147441

What inference can be made from the photo?

F They are sharing a pleasant secret.
G They are making plans for the evening.
H They are classmates.
J They are new friends.

Directions **Read the screenplay and answer questions 19 through 25.**

Viva Zapata!

The Screenplay[1]

by John Steinbeck

Emiliano Zapata was a Mexican revolutionary who fought for the rights of ordinary laborers in Mexico during the 20th century. Zapata was born on August 8, 1879, in the village of Anenecuilco, Morelos (Mexico). His father, an owner of a small plot of land, died when Zapata was eighteen. Zapata had to support his mother and three sisters, which he managed to do quite successfully. The little farm prospered, and Zapata's already respectable status within the village was further elevated. In September of 1909, Zapata was elected to represent the residents of Anenecuilco and defend the community's interests before the President of Mexico, Porfirio Díaz.

List of Characters:

Attendant
Díaz
Lazaro
First Delegate
Second Delegate
Pablo
Elderly Delegate
The Man on the White Horse

Dissolve to:
Interior, Audience Room in Palace
An USHER, *in formal attire, admits the* PEASANTS, *then exits. An* ATTENDANT, *with card and pencil, comes to them.*

ATTENDANT: Your names, please.

After they have given their names, the PEASANTS *look around the room. On one side there is a large throne-like chair. Prominently evident on one wall is a picture of* DÍAZ, *in all his glory. The* PEASANTS *group before this picture and all stare at it.*

VOICE: [*offstage*] Good morning, my children.

[1]**Screenplay:** a format used in the television and film industries, including camera directions, shifts in scene, and the characters' unspoken thoughts in addition to dialogue

Go On ▶

Full Shot—The Audience Room
It is bare, with no chairs except one behind a big desk. The PEASANT DELEGATION*, standing before* DÍAZ's *picture, turns toward the* VOICE*. Standing in the doorway is* DÍAZ*, the President of Mexico. He looks at them briefly, then he moves briskly to his desk, and sits. The* ATTENDANT *gives him the card with the names of the delegation.* DÍAZ *studies it for a moment. Then:*

DÍAZ: [*with a gesture*] Come closer, come closer.

They shuffle in toward his desk.

Medium Shot—Díaz and Delegation

DÍAZ: Now, then, my children . . . what's the problem you have brought me?

The DELEGATES *look at one another, hesitate as to who should speak first.* [THE MAN ON THE WHITE HORSE *remains in the background*.]

DÍAZ: Well, one of you has to tell . . . you must have come for something.

LAZARO: [*a* DELEGATE; *in simple agreement*] Yes, my President. We have come for something.

DÍAZ: [*looking at* ANOTHER DELEGATE] Well, you—you tell me.

FIRST DELEGATE: You know that field, that field with the big white rock in the middle just south of Anenecuilco . . .

SECOND DELEGATE: [*a prepared speech*] My President, our delegation—

PABLO: [*interrupting with great violence*] They took our land away!

DÍAZ: Who took your land away . . . ? My children, when you make accusations, be certain that you have all your facts. Who took your land away?

DELEGATES: [*together*] The big estate there! It's bigger than a kingdom! They have taken the green valley! They have left us only the rocky hillsides! There's a new fence—with barbed wire. We can't feed our cows.

FIRST DELEGATE: You know those three houses by the white rock? They burned those.

SECOND DELEGATE: They're planting sugar cane in our corn land.

DÍAZ: Can you prove you own this field?

LAZARO: [*more calmly*] Our village has owned this land since before history. [*holding up worn leather case*] I have a paper from the Spanish crown. I have a paper from the Mexican republic.

Go On ▶

DÍAZ: If this is true, you have no problem. [*pause*] My children, the courts will settle this. I will send you to my personal attorney. But before you see him, I urge you: Find the boundary stones. And check them against your grants and titles. Verify the boundaries. Facts—facts—

The DELEGATES *break into expressions of acquiescence and gratitude.*

DÍAZ: [*continuing*] Now! I have many other matters to attend to. [*with a smile*] I have been your President for thirty-four years. It is not easy being President.

ELDERLY DELEGATE: Thank you, my President.

Wider Angle
They all back away, leaving THE MAN ON THE WHITE HORSE *standing alone. He just stands there unmoving, looking at the* PRESIDENT *with calculating eyes. The* OTHER DELEGATES*, seeing that he has not moved, stop. When he speaks, his face is expressionless but his voice is soft and pleasant.*

THE MAN ON THE WHITE HORSE: We can't verify the boundaries, my President. The land is fenced, guarded by armed men. At this moment they're planting sugar cane in our corn fields.

DÍAZ: [*starting to speak*] The courts—

THE MAN ON THE WHITE HORSE *holds up his hand with instinctive authority.*

THE MAN ON THE WHITE HORSE: With your permission—the courts! Do you know any land suit that's ever been won by country people?

DÍAZ: Has your land been taken?

THE MAN ON THE WHITE HORSE: My father's land, my President, was taken long ago.

DÍAZ *looks at him a moment. Then he turns and speaks past him to the* OTHER VILLAGERS.

DÍAZ: My children. I am your father, your protector, I am of your blood. Believe me these things take time, you must have patience.

THE MAN ON THE WHITE HORSE: My President, as you know we make our tortillas of corn, not patience. And patience will not cross an armed and guarded fence. To do as you suggest—to verify those boundaries—we need your authority to cross that fence . . .

DÍAZ: I cannot possibly exercise such authority.

THE MAN ON THE WHITE HORSE: But you advised it . . .

DÍAZ: I can only advise.

Go On ▶

THE MAN ON THE WHITE HORSE: Then naturally, my President, we will do as you advise. Thank you, my President. [*he bows*] With your permission?

And only as he turns is there the suggestion of a smile in his eyes. He starts for the door, the OTHER DELEGATES *going along*.

Close Shot—Díaz
His face shows a suspicion that he has been had. Suddenly he calls out.

DÍAZ: You!

Medium Shot—Group at Door
Just inside the exit door THE MAN ON THE WHITE HORSE *stops and half turns. There is a natural insolence about him.*

THE MAN ON THE WHITE HORSE: Yes, my President?

DÍAZ'S VOICE: What's your name?

THE MAN ON THE WHITE HORSE: Zapata.

Another Angle—Including Díaz and Zapata

DÍAZ: What is it . . . ?

ZAPATA: [*pronouncing it carefully*] Emiliano Zapata.

DÍAZ *stares at him briefly, then, for his benefit he carefully writes on a pad, or card*:

Insert—Díaz's Hand, circling the name "Zapata" on the card which the Attendant gave him when he entered the room.

Back to Scene

DÍAZ *looks up at* ZAPATA *to see if he notices the threat involved in the circled name*. ZAPATA *stares back at him. They look at each other for a moment, in a kind of combat; then* ZAPATA *turns, walks toward the* GROUP AT THE DOOR, *leaving Díaz looking after him.*

From *Zapata A Narrative in Dramatic Form of the Life* . . . by John Steinbeck, copyright © 1975, 1991 by Elaine Steinbeck, copyright © 1975 by The Viking Press, Inc. Used by permission of Penguin Group (USA) Inc.

19 **Read this excerpt from the screenplay.**

DÍAZ *looks at him a moment. Then he turns and speaks past him to the* OTHER VILLAGERS.

The excerpt above is an example of

A stage directions.
B dialogue.
C aside.
D soliloquy.

20 **Zapata's character is shown through**

F what he says.
G what he thinks.
H how the delegates react to him.
J how the author describes his appearance.

21 **Which sentence best shows the author's opinion of Zapata?**

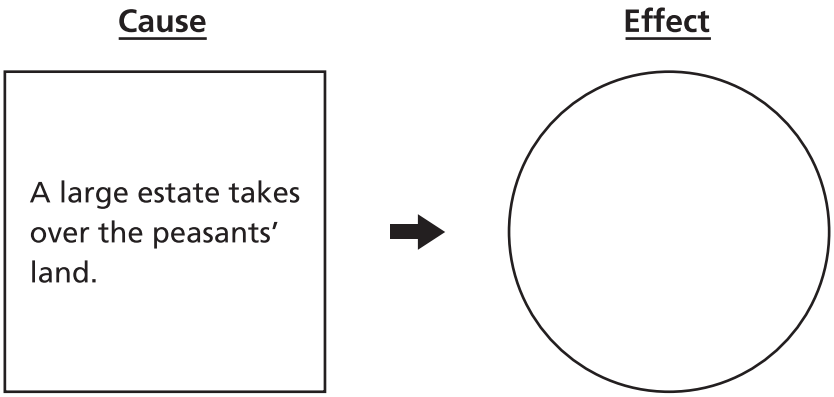
A THE MAN ON THE WHITE HORSE *remains in the background.*
B *When he speaks, his face is expressionless but his voice is soft and pleasant.*
C THE MAN ON THE WHITE HORSE *holds up his hand with instinctive authority.*
D *And only as he turns is there the suggestion of a smile in his eyes.*

22 **Which would provide a student with the most reliable information about the life of Zapata?**

F an interview with the director of *Viva Zapata!*
G research notes used by the author of *Viva Zapata!*
H the biography *Emiliano Zapata and His Contemporaries*
J a historical novel titled *Zapata, My Friend, My Enemy*

Go On ▶

23 **Read this graphic organizer.**



What is the direct effect of the cause?

A The peasants have trouble supporting themselves.
B Zapata leads the peasants in a violent revolt.
C The peasants complain about their burned houses.
D Díaz encourages the peasants to have patience.

24 **Read this excerpt from the screenplay in which Díaz is speaking to the villagers.**

DÍAZ: My children. I am your father, your protector, . . .

Which literary device does this excerpt contain?

F simile
G metaphor
H alliteration
J personification

25 **The palace setting helps present the character of Porfirio Díaz as a man who is**

A intimidating.
B compassionate.
C casual.
D thoughtful.

Go On ▶

Directions **The passage below is a draft of a report. It may contain errors. Read the passage and answer questions 26 through 29.**

Southern Literature

1 In the past, southern literature meant any writings about historical southern themes or life in the South. Most southern literature was written by authors who lived in the South. There were writers like Mark Twain who actually considered themselves southern writers even though they were not from southern states or had long departed the southern states where they were born. What many of the southern authors' stories had in common were themes like family, religion, and community. Some stories also are revolving around unsettling topics such as slavery, the Civil War, and Reconstruction. However, as the country grew and evolved, so did southern literature.

2 By the middle of the 20th century, southern literature included more current events, it covered topics making national news. The writers of this period included Flannery O'Connor, Eudora Welty, and Zora Neale Hurston, among others. The writings dealt with changes in the South after the civil rights movement. At this time, more women and African-American writers were recognized for their contributions to southern literature. Harper Lee's *To Kill a Mockingbird* was a popular southern novel of the time. The book opened the door to greater acclaim and a wider audience for all southern writers.

3 The themes in southern literature are still changing as the South continues to transform. The definition of southern literature is not as firm as it once was. Many southern authors, such as John Grisham, rarely use traditional southern themes in their writing or portray southern characters traditionally.

4 Despite this new focus on less-traditional themes, southern authors continue enjoying some amazing success and to capture new audiences. Because they publish novels in a variety of styles, southern writers like Tom Wolfe, Cormac McCarthy, Anne Rice, and Barbara Kingsolver continue to expand their readership way beyond the South.

26 **Which of these sentences is the thesis statement?**

F However, as the country grew and evolved, so did southern literature.

G The writers of this period included Flannery O'Connor, Eudora Welty, and Zora Neale Hurston, among others.

H At this time, more women and African-American writers were recognized for their contributions to southern literature.

J The book opened the door to greater acclaim and a wider audience for all southern writers.

27 **Which sentence from Paragraph 1 contains a shift in verb tense?**

A In the past, southern literature meant any writings about historical southern themes or life in the South.

B Most southern literature was written by authors who lived in the South.

C What many of the southern authors' stories had in common were themes like family, religion, and community.

D Some stories also are revolving around unsettling topics such as slavery, the Civil War, and Reconstruction.

28 **Read this sentence from Paragraph 2.**

By the middle of the 20th century, southern literature included <u>more current events, it covered topics</u> making national news.

How should the underlined part be revised to correct this run-on sentence?

F more current events, and it covered topics

G more current events it covered topics

H more current events; and it covered topics

J more current events yet it covered topics

Go On ▶

29 **Read this sentence from Paragraph 4.**

Despite this new focus on less-traditional themes, southern authors continue enjoying some amazing success and to capture new audiences.

Which is the best way to write the underlined part of the sentence?

A to enjoy some amazing success and to capture
B to enjoy some amazing success and capturing
C to enjoying some amazing success and to capturing
D no change

Directions **Now answer questions 30 through 35.**

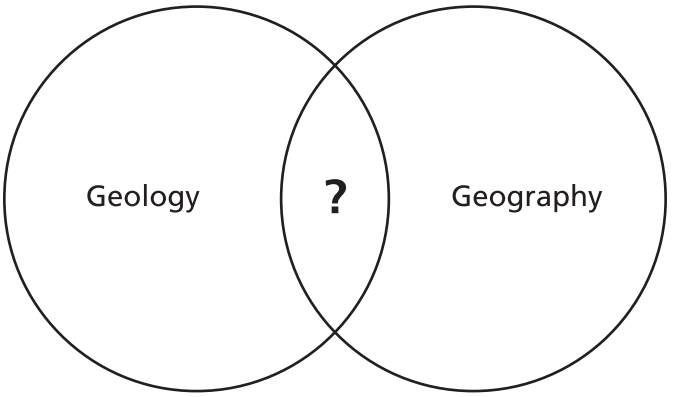
30 **Read this sentence.**

You can tell how much compassion Gina has from the way she leaves food out for the stray cat each night.

What does compassion mean?

F freedom
G knowledge
H confidence
J sympathy

31 **Look at the Venn diagram below.**



Which detail belongs where the question mark is?

A Sun
B Earth
C Water
D Air

Go On ▶

32 **Read these sentences.**

Daniel plays chess at the community center. Daniel learned to play chess when he was seven years old. Margaret taught him how to play chess.

Which statement best combines these sentences?

F When Daniel learned to play chess, he was seven years old, and Margaret taught him how to play chess, but now he plays at the community center.

G Margaret taught Daniel how to play chess when he was seven years old, and now he plays at the community center.

H Learning to play chess when he was seven years old, Daniel now plays at the community center because Margaret taught him how to play chess.

J Daniel learned to play chess when he was seven years old because Margaret taught him how to play, and now he plays at the community center.

33 **Which sentence contains an allusion?**

A With the feet of Mercury, she ran to tell her friends that she had made the team, but they had already received the good news from their coach.

B She was honored to be chosen for the Olympic marathon team for her country and vowed to train hard to make its citizens proud.

C Shakespeare is called "The Bard" because of the vast body of memorable poetry he wrote.

D The Nile River in Egypt has a history filled with colorful stories and legends that have been passed along many generations.

34 **Which research topic is the most specific?**

F the history of naming stars

G the differences between stars and planets

H the life cycle of a star

J the classification of stars and how they differ

35 **Look at the photo.**

The photo will appear on a Web site for an Internet company. What element indicates worldwide access?

A camera angle
B pose of the subject
C background images
D special lighting

Go On ▶

Directions **Read the speech below and answer questions 36 through 48.**

At the time this speech was delivered, Dr. John DeGioia was the president of Georgetown University in Washington, D.C. He delivered this speech to students, faculty, and administrators on February 3, 2003, at the McNeir Auditorium in Washington, D.C.

Principles of Speech and Expression

by John J. DeGioia

Let me begin this forum by arguing two different points of view regarding free speech and expression. This tension has shaped our discourse here, and I hope to do it justice.

The first point of view: Georgetown should curtail speech *because* we believe strongly that ideas matter. Ideas are conveyed in speech, and ideas can be very dangerous. They can upset the status quo; they can be disruptive. Ideas can generate negative reactions, carry hate, wound people, and cause real trauma.

Ideas are powerful. College students are at a formative time in their lives; they are easily persuaded; they may not grasp the complexity of some ideas. If you believe in the power of ideas, then you must consider carefully what ideas are promulgated[1] at Georgetown. Specifically, one must consider that a campus committed to unrestricted speech could, on occasion, appear to provide a legitimate platform for lies, hatred, distortion, and error. As a result, offensive speech appears to acquire legitimacy when it occurs on the grounds of a respected research institution or is uttered by members of that community.

Now let's consider a second viewpoint—that a university should commit itself to free speech and expression.

Universities are predicated[2] on a fundamental trust that permits the broadest possible intellectual freedom and autonomy.[3] Universities are also committed to the idea that the truth is achieved in dialogue. To limit dialogue *a priori*[4] is to show a lack of confidence in the capacity of the individual to discover truth. The university is a catalyst and container of conflict—and there will be conflict. Active debate and discussion of ideas are, in fact, the signs of a healthy intellectual community.

Two points of view. Both matter. Good arguments can be made for both.

The question of what constitutes the appropriate range of speech and expression raises the most difficult and important issues for the academy. We live this tension as a community. At Georgetown, our decision has been to create a framework that supports open fora[5] and free expression.

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[1]**promulgated:** made known by open declaration
[2]**predicated:** established
[3]**autonomy:** independence
[4]**a priori:** without prior study or examination
[5]**fora:** plural of "forum," a public meeting for open discussion

Georgetown has chosen to permit the widest possible discourse, limited only under certain exceptional circumstances, because we believe in three things: the value of intellectual inquiry, the integrity of individuals, and the ability of members of this university community to think rationally about ideas and work toward truth. We cannot be a university dedicated to intellectual excellence and, at the same time, place limits on what might be said and thought and discussed.

Our policy on free speech and expression was developed at Georgetown 14 years ago to provide a framework for our common life together. It does not prohibit speech based on the person presenting ideas or the content of those ideas, nor does it mandate any mechanism by which the institution decides who gets to speak and who doesn't. We don't approve or endorse the speakers that come here. That's known and widely understood.

At the same time, we understand that free speech will cause pain. Open debate can be difficult and uncomfortable. Our trust will, on occasion, be abused.

There can be a tragic element in any pursuit of truthfulness. We can't ignore the tragic dimension of our lives, but we truly believe, by permitting the broadest range of discourse—some of it unpopular, some of it disturbing—that truth will emerge.

"Principles of Speech and Expression" by John J. DeGioia, from *The Reference Shelf—Representative American Speeches 2002–2003*, copyright © 2003 by John J. DeGioia. Used by permission.

36 **Which sentence is the thesis statement?**

F Let me begin this forum by arguing two different points of view regarding free speech and expression.

G Specifically, one must consider that a campus committed to unrestricted speech could, on occasion, appear to provide a legitimate platform for lies, hatred, distortion, and error.

H Universities are predicated on a fundamental trust that permits the broadest possible intellectual freedom and autonomy.

J There can be a tragic element in any pursuit of truthfulness.

Go On ▶

37 **Read this excerpt from the speech.**

The question of what constitutes the appropriate range of speech and expression raises the most difficult and important issues for the academy. We live this tension as a community. At Georgetown, our decision has been to create a framework that supports open fora and free expression.

Which is a paraphrase, not a summary, of the excerpt?

A One of the most critical issues at Georgetown is defining the boundaries of free speech and expression. The university feels a constant pressure to take action, so we developed a plan that provides for the freedom of speech, expression, debate, and ideas.

B One of our most important issues here at Georgetown is the question of what is meant by "appropriate range of speech and expression." This tension is present at Georgetown, as well as in the larger community, so the academy has established a policy that supports "open fora and free expression."

C Our community experienced great tension over the issue of unrestricted free speech and expression. Therefore, we have decided to implement a policy to remediate the problem.

D At Georgetown, our decision has been to create a framework that supports open fora and free expression. We live this tension as a "community." The question of "what constitutes the appropriate range of speech and expression" raises the most difficult and important issues for the academy.

38 **Read this sentence and dictionary entry.**

Universities are also committed to the idea that the truth is achieved in dialogue.

> **di • a • logue** (noun) a conversation between two or more people [Eng. **dialoge**, < Fr. **dialogue**, < L. **dialogus**, < Gk. **dialogos**]

According to this dictionary entry, the word dialogue originates from

F Greek.
G French.
H English.
J Latin.

39 **Read this sentence.**

Our policy on free speech and expression was developed at Georgetown 14 years ago to provide a framework for our common life together.

What can the reader infer from the sentence above?

A There have been a lot of unpopular speakers at Georgetown.
B Georgetown has restricted speech and expression for many years.
C Speech and expression have been a longtime concern at Georgetown.
D Georgetown has only recently allowed students to express themselves.

40 **Which organizational structure is used in this speech?**

F proposition-support
G sequential order
H compare-contrast
J order of importance

Go On ▶

41 **Dr. DeGioia wants to support his argument that "truth is achieved in dialogue." Which sentence should he add to the fifth paragraph?**

A By considering the viewpoints of another individual, one is made aware of the strengths and weaknesses of one's own viewpoint.

B The best way to find out what other people believe is to ask them directly about their thoughts and concerns.

C After all, truth has never been something to which one may point with complete conviction.

D Truth, as they say, is one of the most valuable and rare commodities that can be found in this world of ours.

42 **Which sentence from the speech is an example of parallelism and repetition?**

F Ideas are conveyed in speech, and ideas can be very dangerous.

G College students are at a formative time in their lives; they are easily persuaded; they may not grasp the complexity of some ideas.

H Active debate and discussion of ideas are, in fact, the signs of a healthy intellectual community.

J Open debate can be difficult and uncomfortable.

43 **The speech was written in the**

A informative mode.

B narrative mode.

C process analysis mode.

D creative expression mode.

Go On ▶

44 **What does Georgetown's framework attempt to protect?**

F alpha and omega
G vox populi
H E pluribus unum
J non sequitur

45 **Read this sentence.**

The first point of view: Georgetown should curtail speech *because* we believe strongly that ideas matter.

Dr. DeGioia most likely used this paradox to

A encourage people to prohibit speech they find offensive.
B confuse the audience into agreeing with his opinions.
C convince students to keep their ideas to themselves.
D demonstrate that restricting speech is a barrier to ideas.

46 **Hearing Dr. DeGioia give this speech is more effective than reading it on a Web site because**

F a speech would enable the speaker to reach a much wider audience.
G the audience could experience the emotion of the spoken words.
H students and staff could leave if they disagreed with what was said.
J supporters of free speech and expression could cheer wildly.

Go On ▶

47 **Read this excerpt from a Georgetown student's Internet blog.**

Georgetown's policy is totally irresponsible! New and crazy ideas will result in only two things: conflict and confusion. Everyone should know that! What happens when students start thinking things that are wrong?

How does the tone of the speech compare to that of the blog?

A The tone of the speech is composed; the tone of the blog is disgusted.
B The tone of the speech is aloof; the tone of the blog is sarcastic.
C The tone of the speech is emotional; the tone of the blog is annoyed.
D The tones are the same in both the speech and the blog.

48 **Which image would best reinforce Georgetown's viewpoint on speech and expression?**

F a professor tearing posters off a student bulletin board
G a controversial speaker getting booed out of the auditorium
H a student distributing flyers in the middle of campus
J a group of students yelling in the dining hall

Directions **The passage below is a draft. It may contain errors. Read the passage and answer questions 49 through 54.**

Angel Food Cake and Noodles

1 My grandmother's house will always remind me of hand-sewn quilts, lace curtains, and vegetables straight from the garden. More than anything, though, I remember Grandmother's angel food cake and noodles. I suppose this sounds strange—I know that it did to me, too, when I first visited Grandma years ago. I can still hear my older sister saying, "Oh, Davy, you'll love it." "She always cooks angel food cake and noodles."

2 That first visit proved Emma's story was true, for the minute I walked in I smelled something good—like roasting marshmallows. When I went into Grandma's kitchen, I saw a tall white cake with a slightly browned crust. That was the first time I had ever tasted angel food cake, and I noticed that it even tasted like roasting marshmallows. When I said so to Emma, she agreed, observing that marshmallows and angel food cake were made with the same ingredients, primarily egg whites and sugar.

3 Over the next couple of days, I pondered the fact that we had greens, some noodles, and angel food cake every day. Grandma made the cake from a recipe she found in one of her favorite cookbooks that was given to her by a friend. I accounted for the greens by the fact that I had seen Grandma's garden and knew that she did have a lot of greens right then. But she also served us noodles and angel food cake every day which, even if they were Grandma's favorite foods, seemed a bit excessive.

4 Later that night, for supper, Grandma cooked something I was skeptical of, a dish she called "greens" that looked exactly like spinach. Grandma said she had a lot of greens, so she would give us each a large serving. I suggested she simply buy fewer greens at the store, which started the group around the table laughing so hard we could barely stand it. You see, she grew the greens in her garden, and in the spring she had a lot of them. The greens actually were tasty, but they were nothing compared to what was in the white dish in the center of the table: noodles. The noodles were oddly shaped, but good, and we had angel food cake for dessert.

5 I awoke early one morning and went down to the kitchen where Grandma was already up and cooking. She was cracking eggs, pouring the white part into a measuring cup while dropping the yolks into a large mixing bowl. I could tell that she was making more angel food cakes with the egg whites, but what was the other bowl for? I watched as she mixed the yolks with flour, rolled dough out on the counter, and began cutting those oddly shaped noodles.

Go On ▶

6 Then it hit me: just like with the greens in the garden, she had a lot of eggs from her chickens. What else would she do but use the egg yolks to make noodles and the egg whites to make angel food cake? I smiled, realizing that everything at Grandma's house made perfect sense, and I stepped into the kitchen to learn how to make angel food cake and noodles. Even today they are two of my favorite foods.

49 **Read this sentence from Paragraph 1.**

I can still hear my older sister saying, "Oh, Davy, you'll love it." "She always cooks angel food cake and noodles."

What is the best way to punctuate this sentence?

A I can still hear my older sister saying, "Oh, Davy, you'll love it." "She always cooks angel food cake and noodles".

B I can still hear my older sister saying "Oh, Davy, you'll love it." "She always cooks angel food cake and noodles."

C I can still hear my older sister saying "Oh, Davy, you'll love it." She always cooks angel food cake and noodles.

D I can still hear my older sister saying, "Oh, Davy, you'll love it. She always cooks angel food cake and noodles."

50 **Read this sentence from Paragraph 2.**

That first visit proved Emma's story was true, for the minute I walked in I smelled something good—like roasting marshmallows.

Which is the best replacement for the underlined part of the sentence?

F Emmas'

G Emmas's

H Emmas'es

J no change

51 **Arrange Paragraphs 2, 3, and 4 to be in chronological order.**

A 3, 4, 2
B 4, 3, 2
C 2, 4, 3
D no change

52 **Read this sentence from Paragraph 4.**

I suggested she simply buy fewer greens at the store, which started the group around the table laughing so hard we could barely stand it.

What is the best way to write the underlined part of the sentence to show correct pronoun/antecedent agreement?

F he
G she
H they
J it

53 **When does the climax of the story take place?**

A when the narrator realizes that his grandmother serves the same meals every day
B when the narrator notices that his grandmother's garden contains a lot of greens
C when the narrator awakens early and sees his grandmother cooking in the kitchen
D when the narrator first tastes his grandmother's angel food cake and noodles

Go On ▶

54 **How would the passage be different if it were written as a newspaper article about the grandmother's cooking?**

F There would be more dialogue between the grandmother and the author over the greens in the garden.

G There would be fewer personal feelings of affection expressed regarding the grandmother and her food.

H There would be conflict between the grandmother and the author over the recipes.

J There would be metaphors for the foods that the grandmother cooks for her family.

Directions **Now answer questions 55 through 57.**

55 **Which sentence shows correct subject/verb agreement?**

A Mimi and Ginger, my two hamsters, eats lettuce.
B Naomi Nye, my favorite poet and essayist, lives in Texas.
C The laundry basket next to the pile of clothes are full of socks.
D Glue sticks, pens, markers, and paper was at the top of the supply list.

56 **Which of these is a secondary source of information for learning about robotic engineering?**

F an interview with a member of a robotics engineering team
G a journal written by a former robotics engineer
H a magazine article about robotic engineering and competitions
J an online article about robotic engineering published by a research company

57 **Read this transcript of a radio ad.**

> As most of my "WZYP 101.9" listeners know, I'm always talking about my lawn and garden struggles. I've learned the hard way that not all fertilizers are the same. So, last time the lawn needed a boost, I bought Max-Green Fertilizer. I added Max-Green Fertilizer to the grass, and just a few days later I noticed new growth and fresh, beautiful color. From now on, I'll definitely rely—and my lawn will thrive—on Max-Green Fertilizer. Pick up Max-Green Fertilizer today and try it for yourself. Max-Green Fertilizer is available everywhere garden products are sold. I tried Max-Green Fertilizer and love the results!

Which persuasive device is used in this ad?

A bandwagon
B testimonial
C appeal to emotion
D misuse of statistics

Go On ▶

Directions **This is a draft of a report. It may contain errors. Read the passage and answer questions 58 through 62.**

Frances Perkins: Champion of the American Worker

1 Frances Perkins spent her life helping people as a teacher, a volunteer, and a social worker. By the time she became Secretary of the Department of Labor in 1933, she had already accomplished many of her goals in life.

2 Frances Coralie Perkins was born in Boston on April 10, 1880. Her given name was Fannie, but she later changed it to Frances. She left home in 1898 to attend college at Mount Holyoke College. As part of her studies, she visited factories and wrote about poor working conditions. She became interested in improving social conditions for working class people. Perkins graduated in 1902 she moved to Chicago, Illinois. She taught school at Kerry Hall in Lake Forest. During school breaks, Perkins did volunteer work in the community. In 1907 Perkins moved to Philadelphia, Pennsylvania, to work for the state. As part of her work, she lobbied for safer working conditions in factories. Perkins moved to New York in 1909 where Governor Al Smith hired her to work for the Consumer's League of New York. She focused on obtaining shorter hours for workers with the 54-Hour Bill.

3 In 1912 Franklin D. Roosevelt became the senator of New York. He asked Perkins to work for the New York Commission on Safety. She helped to write thirty-six new labor laws, a noteworthy number that remains to be matched, including workers' compensation to help people who are injured on the job or too sick to work. Later, when Roosevelt became President of the United States in 1933, he wanted Perkins to be the Secretary of Labor. She was the first woman to hold a cabinet office. Perkins convinced Roosevelt to pass the Social Security Act and the Fair Labor Standards Act as part of his New Deal legislation.

4 Perkins left civic life in 1953. She died on May 14, 1965, but her work continues to help many working Americans. The reasons for the celebration of her life are visible in every city and every workplace.

58 **Which sentence is the implied main idea of this passage?**

F Frances Perkins devoted her life to improving labor conditions.
G Through hard work, Frances Perkins rose to the highest ranks in government.
H Frances Perkins found working in government enjoyable.
J Early experiences motivated Francis Perkins to excel in life.

59 **Read this sentence.**

Perkins graduated in 1902 she moved to Chicago, Illinois.

How should this sentence be revised?

A Perkins graduated in 1902, she moved to Chicago, Illinois.
B Perkins, graduated in 1902, she moved to Chicago, Illinois.
C Perkins graduated in 1902 and moved to Chicago, Illinois.
D Perkins graduated in 1902, subsequently, she moved to Chicago, Illinois.

60 **How is Paragraph 3 organized?**

F sequential order
G cause-effect
H order of importance
J problem-solution

Go On ▶

61 **Which sentence from the passage is irrelevant and should be deleted?**

A Frances Perkins spent her life helping people as a teacher, a volunteer, and a social worker.

B Her given name was Fannie, but she later changed it to Frances.

C Perkins moved to New York in 1909 where Governor Al Smith hired her to work for the Consumer's League of New York.

D Perkins convinced Roosevelt to pass the Social Security Act and the Fair Labor Standards Act as part of his New Deal legislation.

62 **Which graphic best supports the information in the passage?**

F a timeline of Perkins' career

G a list of the labor laws Perkins helped write

H a list of President Roosevelt's cabinet appointees

J a diagram of the components of the New Deal

Directions **Now answer questions 63 through 65.**

63 **Which conclusion below shows evidence of inductive reasoning?**

A If Damon is a tennis player, and he plays with excellence, then he has an excellent coach.

B If tennis players use racquets, and Neal is a tennis player, then Neal uses a racquet.

C If Jack writes all of his assignments on his calendar, and Muriel has a calendar, then Muriel also writes her assignments on a calendar.

D If calendars are useful for keeping track of appointments, and Ralph has an appointment, then Ralph needs a calendar.

64 **Read the paragraph.**

Melinda works in a jewelry repair shop and has been searching for a lost bracelet for several days. The bracelet has been in a plain wooden box on the worktable the whole time. Searching the shop in a frenzy because the owner of the bracelet is coming to pick it up that afternoon, Melinda looks over the worktable one more time. She picks up the plain wooden box to look under it, then puts it down and moves on to continue her search.

What type of irony, if any, does the paragraph contain?

F situational irony

G dramatic irony

H verbal irony

J no irony

Go On ▶

65 **Look at the photo.**

© Tamara Bauer/iStockphoto #7579666

What is the primary conflict in the photo?

A person vs. technology
B person vs. person
C person vs. nature
D person vs. self

STOP

Answer Key

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

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

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

Reporting Categories

Below you will find that each item has been linked to its corresponding Reporting Category. These six 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 ELSA End of Course Item Sampler for English II located on the Tennessee Department of Education Web site at http://tennessee.gov/education/assessment/sec_samplers.shtml.

Item	Reporting Category
1	2 – Writing and Research
2	6 – Literature
3	6 – Literature
4	6 – Literature
5	6 – Literature
6	4 – Logic
7	4 – Logic
8	2 – Writing and Research
9	1 – Language
10	1 – Language
11	2 – Writing and Research
12	2 – Writing and Research
13	1 – Language
14	1 – Language
15	3 – Communication and Media
16	2 – Writing and Research
17	4 – Logic
18	3 – Communication and Media
19	6 – Literature
20	6 – Literature
21	4 – Logic
22	2 – Writing and Research
23	4 – Logic
24	6 – Literature
25	6 – Literature
26	2 – Writing and Research
27	1 – Language
28	1 – Language
29	2 – Writing and Research

Item	Reporting Category
30	1 – Language
31	2 – Writing and Research
32	2 – Writing and Research
33	6 – Literature
34	2 – Writing and Research
35	3 – Communication and Media
36	3 – Communication and Media
37	3 – Communication and Media
38	1 – Language
39	4 – Logic
40	3 – Communication and Media
41	4 – Logic
42	3 – Communication and Media
43	2 – Writing and Research
44	1 – Language
45	6 – Literature
46	3 – Communication and Media
47	3 – Communication and Media
48	3 – Communication and Media
49	1 – Language
50	2 – Writing and Research
51	2 – Writing and Research
52	1 – Language
53	6 – Literature
54	6 – Literature
55	1 – Language
56	2 – Writing and Research
57	4 – Logic
58	5 – Informational Text
59	1 – Language
60	5 – Informational Text
61	2 – Writing and Research
62	5 – Informational Text
63	4 – Logic
64	6 – Literature
65	3 – Communication and Media

End of Course Assessment

ELSA

English II

PRACTICE TEST

ELSA

525963 1 2 3 4 5 A B C D E Printed in the USA ISD1095