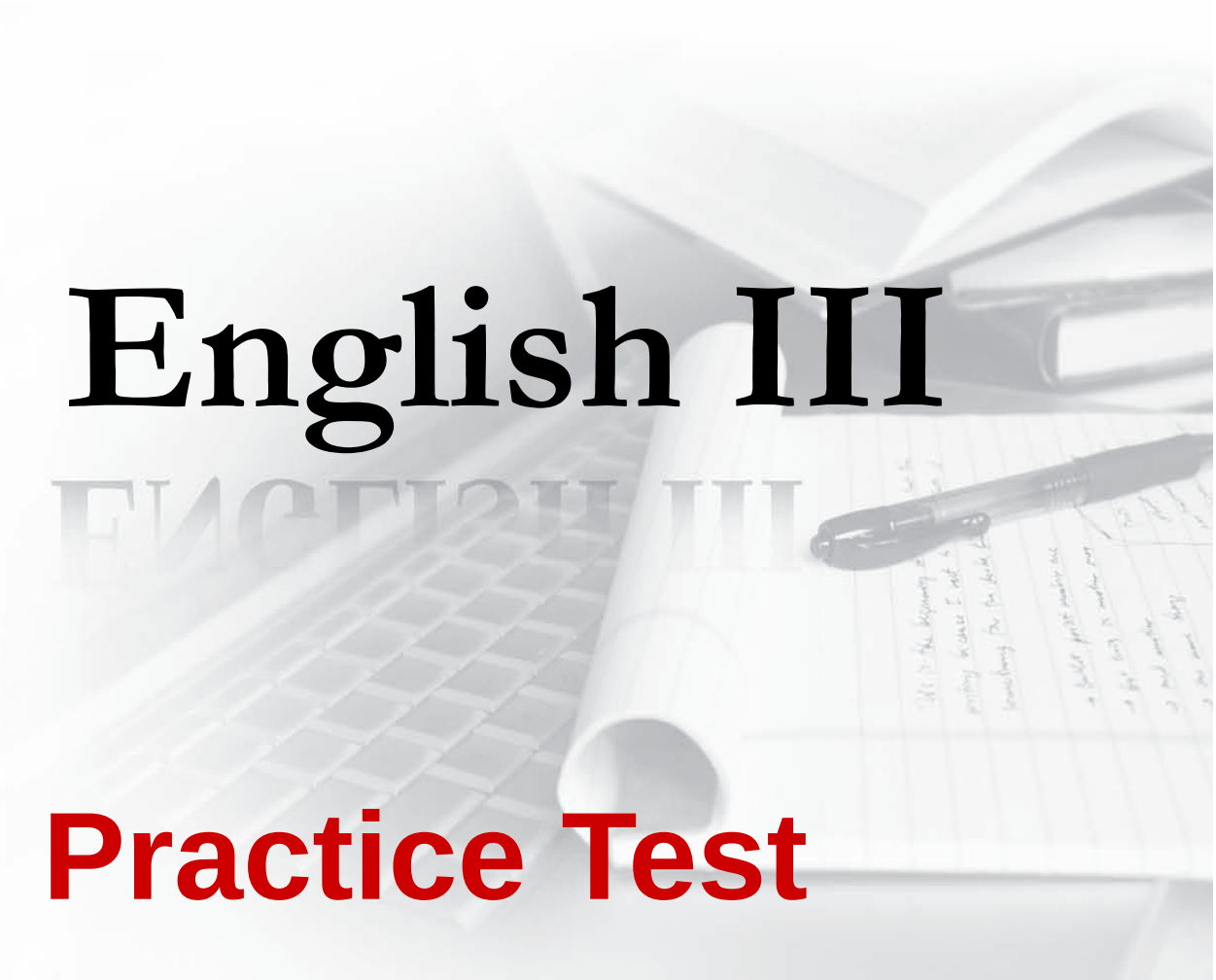
Student Name _____

Teacher Name _____

School _____

System _____



English III

Practice Test

Tennessee End of Course Assessment

English III
Form 2

PEARSON

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Contents

Introduction to English III 4
Content of tests 4
Test development 4
Test administration 4
Tips for Taking the Test 5
Preparing for the test 5
Before the test 5
During the test 5
Answer Sheet for the Practice Test 6
Directions for Taking the Practice Test 7
English III Practice Test 8
Answer Key 88
Reporting Categories 89

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 88 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Read the essay and answer questions 1 through 8.

A Modern Renaissance Person

1 Even before I took my first step on the blue and orange carpet of Westwood High School, I attended informational meetings along with every other incoming freshman, meetings that were intended to start us off on the right foot in our high school career. Many of the lessons we were taught have proved valuable. Using a planner is a wise idea. The first weeks of a semester set the tone for the rest of the semester. Studying for a test is most effective when done over the course of many days, rather than the night before. I am grateful for those lessons.

2 There is one more lesson I wish we had been taught, however. That is the importance of not choosing a track that limits one's development, either academically or in terms of character. In those earlier meetings, we were advised to focus on our "course of study," meaning all of the classes we would take in high school to achieve certain ends. While paying attention to the requirements for graduation is crucial, it can be confining. It causes students today to obsess about planning for life after high school, whether that means more education or direct employment, that everything in high school seems geared for that. Perhaps that would not be so bad, but students who plan on college also tend to obsess about what they will do after college. I know many people who know exactly what they want to study after high school and college, and they subordinate everything to that. The education they will presumably be getting seems almost an afterthought.

3 The world was not always like this, and it does not have to be. Education can be a lifelong event that continues long after high school and college, and it should also be much broader than we usually imagine it. We used to speak glowingly about certain individuals as a "Renaissance" person, one like Leonardo da Vinci, for example, who excelled in a myriad of areas. As the master who created the "Mona Lisa," not only was he one of the greatest painters of all time, but he made pioneering contributions in mathematics, medicine, and engineering. Imagine all that the world would have lost if he had been advised to choose one area and focus on it, instead of wasting his time dallying in areas that were not central to his "course of study."

4 Championing the idea of the Renaissance person would reawaken something very important: intellectual curiosity. Da Vinci was great because he could not be limited to a narrow course of study. His imagination was boundless, so he could not be bound by any one discipline. Might it not be possible to broaden our own courses of study in high school and beyond so that we, too, could be accomplished in many areas? In all likelihood, da Vinci excelled in art precisely because he was interested in areas outside of that discipline. I suspect that those of us who choose to specialize in some particular field would similarly benefit from a greater exposure to the brilliance of all that is beyond the borders of our own "course of study."

5 As I have already been informed by many people at Westwood High School, changing the curriculum in the school is very difficult because of state and federal guidelines. That is not actually what I am proposing. The problem is not with the curriculum as much as it is with the impact it has on our mentality. Focusing on a particular course of study tends to inflict tunnel vision on students. If we plan on majoring in science, we naturally join the

science club. If we plan on being artists, we naturally gravitate toward the visual arts club. There is nothing inherently wrong with such decisions, but imagine what would happen if we shifted our vision a bit. There is no artist whose work would not be improved by grounding in the sciences and no biologist whose work would suffer from an involvement with art . . . or chess . . . or economics. Consider joining a club truly outside of your area, or pick up a book that seems to have nothing whatsoever to do with your future.

6 The world is not like that anymore, some would argue. That time is past. The word "Renaissance" referred to a world hundreds of years ago, and that is where it belongs, in the past, back with Leonardo da Vinci, and all the rest. The Renaissance Person is, in this age of hyper-specialization, an anachronism. In fact, the Renaissance Person may be very much a part of our future. If we are to solve the many problems facing the world, which have grown increasingly complex, we will need leaders whose vision extends beyond disciplinary boundaries. Students at Westwood High School need to broaden their horizons to be a part of that world.

1. **Read this sentence from Paragraph 6.**

The Renaissance Person is, in this age of hyper-specialization, an <u>anachronism</u>.

What is the meaning of the underlined word as it is used in the sentence?

A a practical approach to education

B clarification of a complex situation

C a solution offered too late to be useful

D something outdated or no longer applicable

2. **What is the <u>main</u> evidence the author provides to support the idea that becoming knowledgeable in many areas increases one's success in life?**

A mentioning da Vinci's achievements in art, science, and engineering

B identifying specialization as the dominant attitude of students today

C referring to the Renaissance as a time of great artistic creativity

D discussing the curiosity of students after they go to college

3. **Read this sentence from the essay.**

Focusing on a particular course of study tends to inflict tunnel vision on students.

What is the primary persuasive device used in the sentence?

A transfer

B loaded words

C bandwagon

D misuse of statistics

4. **Read these sentences from Paragraph 2.**

There is one more lesson I wish we had been taught, however. That is the importance of not choosing a track that limits one's development, either academically or in terms of character.

The sentences give implied evidence that

A the writer would feel more prepared for life with a broader education.

B schools are not adequately training their students for future careers.

C teachers are to blame when former students fail to reach their potential.

D identifying what kind of career one wants is not important in high school.

5. **Which statement demonstrates <u>inductive</u> reasoning because its conclusion follows logically from the evidence given?**

A Leonardo da Vinci's art benefited from his training in many areas; therefore, any artist's work would benefit from training in many areas.

B A person skilled in many things will be especially skilled in one area; Leonardo da Vinci was skilled in many things, so he must have been especially skilled in one area.

C Those who plan their careers too narrowly miss out on many opportunities; a person with few outside interests misses out on opportunities, so he or she has planned a career too narrowly.

D Students who enroll in extracurricular activities have higher scores than those who do not; therefore, a member of the Chess Club will experience an increase in overall class performance.

6. **Which sentence from the essay states a false premise?**

A Studying for a test is <u>most</u> effective when done over the course of many days, rather than the night before.

B I know many people who know exactly what they want to study after high school and college, and they subordinate everything to that.

C Championing the idea of the Renaissance Person would reawaken something very important: intellectual curiosity.

D There is nothing inherently wrong with such decisions, but imagine what would happen if we shifted our vision a bit.

7. **Read this sentence from the essay.**

I suspect that those of us who choose to specialize in some particular field would similarly benefit from a greater exposure to the brilliance of all that is beyond the borders of our own "course of study."

Which option refutes the writer's stated viewpoint?

A The boundaries between fields are no longer as impermeable as they once were.

B People who study a variety of disciplines often make connections that lead to advances in their primary field.

C Students today have the benefits of the discoveries made by previous generations, a fact that allows us to proceed still further.

D So advanced have many fields become that anyone hoping to extend our knowledge still further must specialize, and aggressively so.

8. **Which sentence from the essay <u>best</u> supports the argument that students have it in their power to become a "Renaissance Person"?**

A I know many people who know exactly what they want to study after high school and college, and they subordinate everything to that.

B The problem is not with the curriculum as much as it is with the impact it has on our mentality.

C Consider joining a club truly outside of your area, or pick up a book that seems to have nothing whatsoever to do with your future.

D If we are to solve the many problems facing the world, which have grown increasingly complex, we will need leaders whose vision extends beyond disciplinary boundaries.

Read the essay and answer questions 9 through 16.

Learning by Doing

1 Thinking back on the learning experiences I have had thus far in high school, some of the most memorable of them have taken place in the classroom. That situation might not seem surprising, but what is unexpected is the fact that some of these occasions happened when the teacher did not even seem to be teaching. Allow me to explain.

2 Teachers sometimes lecture, often from notes or directly from the book. For some people, that method of teaching seems to be their image of the teacher. While some lecturing is important for providing background information, participating in creative projects in the classroom, such as constructing models of chemical reactions, wearing costumes to dramatize a historical event, and building replicas of pyramids or the Jamestown settlement remain in our minds long after the class ends. We remember those experiences because they can help the subject come alive to us. These activities also happen to be engaging or, even—I hesitate to say it—fun and they do not seem like traditional teaching. In fact, they may be the most vital work a teacher does, and teachers at Summit High School ought to provide more of these learning experiences.

3 The sciences may be the one subject area where the use of creative learning experiences is most prevalent. After all, what would a chemistry class be like without experiments? It seems that in chemistry, as well as biology and physics, teachers understand that practical, hands-on interaction with the scientific processes is crucial to student learning. After all, a student

could sketch out a chemical reaction on a piece of paper. A study group could demonstrate the gain and loss of atoms during a chemical reaction when they combine baking soda with vinegar. However, imagine if that same team puts the materials together in a glass bottle, corks it, and watches what happens when the reaction takes place and the fluids begin giving off carbon dioxide gas, the sound of the cork popping and the sight of it flying across the room help students remember that chemical reactions do not just take place on paper.

4 Other disciplines could benefit from such activities as well. Consider, for example, some of the activities that Mrs. Larcom uses in her Economic class. Students begin with a fake checkbook with a balance of $10.00. Throughout the semester, students use the checks to pay for bills that appear periodically on their desks. They have to balance their checkbooks. If the account gets too low, they have to do extra homework to gain more "money," which they then deposit in the account. It is a real-world experience of tracking one's money, even if it does not involve "actual" money. Many students open their first checking accounts while in high school, so these lessons provide them with practical, hands-on experience.

5 Other projects may span shorter periods than an entire semester. For example, Mr. Barnhill's history students conduct interviews with dignitaries from American history. Working in groups of two, students research such famous Americans as Benjamin Franklin, Dolly Madison, or Frederick Douglass. The guidelines Mr. Barnhill provides require students to find interesting statements these leaders made in letters, speeches, or other writings. Then the students craft the "questions" that fit with these "answers." When I was in Mr. Barnhill's history class, Jeremy Schiller and I

conducted an interview with John Adams, the second president. Jeremy pretended to be the interviewer from News Channel 5, and I dressed up like President Adams. The presentation may have seemed theatrical, but it was also historical. The students learned about the President's attitudes toward everything from foreign relations to the freedom of the press. I believe they will remember it forever; I know I will.

6 Some teachers resist using such activities in the classrooms. They may feel that their efforts are not appreciated. One reason might be, as stated earlier, that students consider these activities to be fun. Indeed, in my informal discussions with people in the Summit High School community, administrators, parents, and even students expressed the view that creative projects distract from the real process of learning. Some teachers even feel that, because they act as observers during some of the projects, they are not really teaching.

7 Whatever the cause of these attitudes, they need to be directly addressed. A plethora of educational research supports the use of creative projects in the classroom. Some teachers know the value of these projects, and they need to persuade all of the stakeholders in the high school to reject traditional lecturing and embrace creativity. For example, they need to convey the value of taking the class outside and using the principles of geometry to survey the high school campus. With a greater emphasis on creative projects in all classes, Summit High School teachers will create a more vital educational environment and make a more lasting impact on student learning.

9. In which mode is the essay written?

A informative

B descriptive

C persuasive

D narrative

10. **The author's intended audience for the essay is**

A teachers at Summit City High School.

B the Summit City High School principal.

C graduates of Summit City High School.

D the Summit City High School seniors.

11. **The author <u>most</u> likely wrote this essay to**

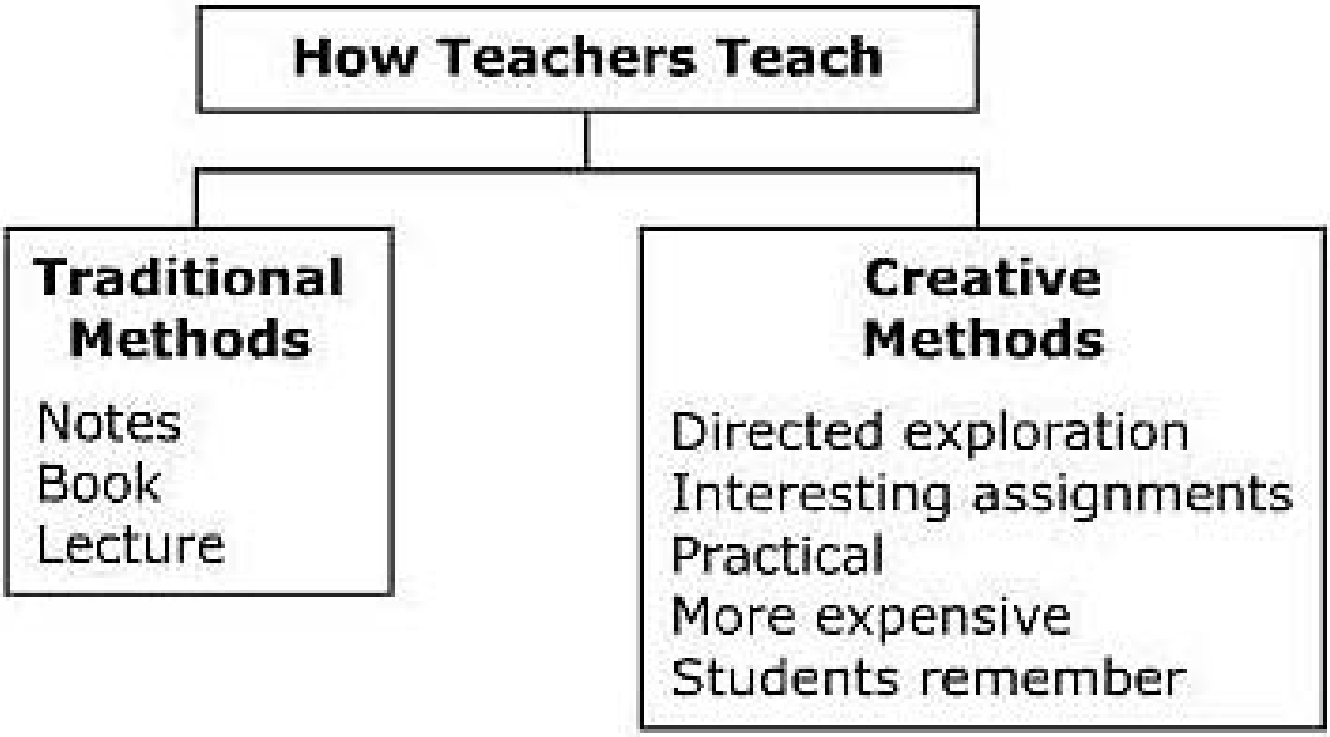
A inform readers about two methods of teaching.

B persuade readers to adopt a certain method of teaching.

C entertain readers with interesting stories about teaching.

D explain to readers the dangers of some innovations in teaching.

12. **The writer created this graphic organizer when brainstorming for this essay.**



Which item is irrelevant and should be removed from the graphic organizer?

A Notes

B Practical

C More expensive

D Students remember

13. **Which sentence from the essay should be revised to achieve parallel construction?**

A While some lecturing is important for providing background information, participating in creative projects in the classroom, such as constructing models of chemical reactions, wearing costumes to dramatize a historical event, and building replicas of pyramids or the Jamestown settlement remain in our minds long after the class ends.

B However, imagine if that same team puts the materials together in a glass bottle, corks it, and watches what happens when the reaction takes place and the fluids begin giving off carbon dioxide gas, the sound of the cork popping and the sight of it flying across the room help students remember that chemical reactions do not just take place on paper.

C The guidelines Mr. Barnhill provides require students to find interesting statements these leaders made in letters, speeches, or other writings.

D For example, they need to convey the value of taking the class outside and use the principles of geometry to survey the high school campus.

14. **Which sentence from the essay <u>best</u> reveals the writer's concept that creative projects have a greater impact on students?**

A After all, a student could sketch out a chemical reaction on a piece of paper.

B I believe they will remember it forever; I know I will.

C One reason might be, as stated earlier, that students consider these activities to be fun.

D Whatever the cause of these attitudes, they need to be directly addressed.

15. **The writer could <u>best</u> strengthen the argument by adding which statement?**

A A teacher in such a class is more of a facilitator than a leader, more of a coach than a dictator.

B Teaching is a profession that requires an unusually high amount of discipline and dedication.

C Learning the teaching skills necessary for more creative lessons can involve a significant time commitment.

D Designing these activities takes time, but it makes the classroom experience more rewarding for both student and teacher.

16. **Read this sentence from Paragraph 7.**

Some teachers know the value of these projects, and they need to persuade all of the stakeholders in the high school to reject traditional lecturing and embrace creativity.

Which logical fallacy is present in the sentence?

A *ad hominem*

B false analogy

C false dilemma

D slippery slope

17. **Read the sentences.**

Mr. Toony spent most of his days hunched over a pile of books, mostly literary and nonfiction texts. He avoided his neighbors and waylaid any attempts of friendship.

In these sentences, the author reveals Mr. Toony's character through what

A the character says.

B the character does.

C other characters say about him.

D other characters think about him.

18. **Read this paragraph.**

Rick and Pietro had been friends ever since Pietro's family had moved next door to Rick when the boys were in kindergarten. They were both good students and enjoyed school, although they had different interests. Rick preferred science, while Pietro loved history. After graduation, they both planned to attend the state college. Rick wanted to major in premedicine. Pietro was going to become a history teacher. The boys were going to live in a dormitory during their first two years at college. After that, they wanted to share an apartment. They were looking forward to the next four years.

Which option is a summary, not a paraphrase, of the paragraph?

A Rick and Pietro were good friends and neighbors who had known each other since childhood. Now that they were about to graduate from high school, they were making plans to go to college together. In college, Rick was going to major in premedicine, and Pietro was going to major in education and be a history teacher. They hoped to live together in an apartment after a couple of years in a dormitory.

B Rick and Pietro lived next door to each other. They had gone to school together, and they were planning to go to college together in the fall. Since Rick had always liked science, he wanted to study to become a doctor. And Pietro, who had always enjoyed history, decided he wanted to teach. They were looking forward to living together during their four years of college.

C Rick and Pietro, who had been friends and neighbors since kindergarten, would be going to state college in the fall. Both good students, they would each follow their own interests. Rick was going to study premedicine and Pietro was going to major in education. After living in a dormitory for the first two years, they would share an apartment.

D Rick and Pietro had been friends all of their lives, and now they were going to college together. They would live together in college, while one studied to be a doctor and the other a teacher. They knew it was going to be a great experience for them.

19. **Look at this photo.**

Which mood does this photo <u>best</u> demonstrate?

A apprehension

B contempt

C frustration

D pessimism

Read the essay and answer questions 20 through 25.

The Great Salt Lake

1 Step back in time to the year 1824. You are assisting mountain man Jim Bridger as he traps beaver on the Bear River. One morning during breakfast, Bridger poses a question to you and your fellow trappers: "Where do you suppose this river ends up?" Bridger is not a man of idle curiosity he is an explorer. So, he builds a makeshift raft out of buffalo hides and floats downstream. When the river dumps him and his raft into a larger body of water, Bridger dips his hand into the water to take a drink and quickly spits it out. It is salty, the saltiest water, in fact, that he has ever tasted. With this discovery, Bridger assumes he has just landed in a portion of the Pacific Ocean—after all, for all he knows that is the first body of saltwater that is located to the west. Later when he explored the area in greater detail, he realized his mistake. Rather than finding an ocean, he had found a lake. While the Native Americans had known about this lake for centuries, Bridger's discovery is believed to be the first European encounter with the body of water that would later be called the Great Salt Lake—the largest body of water west of the Great Lakes, the largest saltwater lake in the entire Western Hemisphere, and a fun and interesting place to visit.

A Salty Sea

2 The Great Salt Lake is found in Utah. It is located by Salt Lake City. You probably guessed that. Measuring seventy-five miles long and thirty-five miles wide, the lake is a remnant of a freshwater ice age lake called Lake Bonneville. So, if the Great Salt Lake was once part of a freshwater lake, why is it salty now?

3 The Great Salt Lake has no outlets, meaning that while rivers and streams flow into the Great Salt Lake, nothing flows out of it. Incoming water carries with it minerals, one of which is salt. As the sun heats the lake, the water evaporates, and the minerals are left behind. Soon, the concentration of minerals is greater than the amount of water in the lake, and the lake becomes salty.

4 So, how does the Great Salt Lake's salinity compare to that of the ocean? The Great Salt Lake is much saltier. Its salinity averages around 12 percent while ocean water averages closer to 3 percent. Because of this, no fish can live in the salty waters of the Great Salt Lake. The only aquatic organisms found in, or near, the lake are brine shrimp, brine flies, and a few species of algae.

Dive Right In

5 While motorboats cannot be used on the lake (the saltiness will rust them out), sailboats and kayaks can definitely float on the blue-green water. You can find more than water craft bobbing on the salty waves, though. People—mainly tourists—enjoy going out to take a dip in the water too because the water's high salinity makes it possible to float right on the top of the water with very little effort. Once you have finished, you can splash off the salt that has collected on your skin in a freshwater shower on the shore.

Visiting the Island

6 Tourists should visit two popular sites while at the Great Salt Lake. The first is Antelope Island, the lake's largest island and a haven for wild buffalo. The second is the Bonneville Salt Flats, famous for motor vehicle land-speed records.

Buffalo or Antelope Island?

7 Antelope Island looks like a brown dirt hill sticking out of the middle of the lake. It can be reached by car via a 7.5-mile causeway. Once there, visitors will find the island's most famous residents, and no, they are not antelope. Do not get too close, though. They are buffalo. They can charge if they are spooked, and if they do, it is unlikely a person would be able to outrun their 40 miles-an-hour pace. Between 500 and 700 buffalo roam the hills and shorelines of the island. The annual Buffalo Roundup in October attracts many visitors to Antelope Island. The buffalo are rounded up and taken to a central location where they are checked for illnesses, and then the healthy ones are released back into the wild.

Revving Up Your Engines

8 The Bonneville Salt Flats is not known for its wildlife, but rather for its motor vehicles because people from all over the world like to bring their racing vehicles to the salt flats and test out their speed. The salt flats' incredibly smooth and almost frictionless surface allows vehicles to travel at their top speeds. To date, the fastest recorded speed at the flats is 630 miles per hour, which was achieved by Gary Gabelich in 1970 in a rocket-powered vehicle called the Blue Flame.

Getting Here

9 The Great Salt Lake is situated in northern Utah near I-15 and I-80. If traveling by air to visit the area, the nearest airport is in Salt Lake City—which is located very near the shores of the lake.

20. **Read this sentence from Paragraph 9 of the essay.**

If traveling by air to visit the area, the nearest airport is in Salt Lake City—which is, <u>however</u>, located very near the shores of the lake.

Which transitional phrase <u>best</u> replaces <u>however</u> in the sentence?

A in fact

B in addition

C in particular

D in conclusion

21. **Which sentence is the thesis of "The Great Salt Lake"?**

A With this discovery, Bridger assumes he has just landed in a portion of the Pacific Ocean—after all, for all he knows that is the first body of saltwater that is located to the west.

B While the Native Americans had known about this lake for centuries, Bridger's discovery is believed to be the first European encounter with the body of water that would later be called the Great Salt Lake—the largest body of water west of the Great Lakes, the largest saltwater lake in the entire Western Hemisphere, and a fun and interesting place to visit.

C Measuring seventy-five miles long and thirty-five miles wide, the lake is a remnant of a freshwater ice age lake called Lake Bonneville.

D Tourists should visit two popular sites while at the Great Salt Lake.

22. **Read these sentences from Paragraph 2.**

The Great Salt Lake is found in Utah. It is located by Salt Lake City. You probably guessed that.

Which option <u>best</u> combines the sentences?

A Located by Salt Lake City, the Great Salt Lake as you probably guessed, is in Utah.

B The Great Salt Lake, found in Utah, is by Salt Lake City, you probably guessed that.

C You can probably guess that the Great Salt Lake is in Utah and it is by Salt Lake City.

D The Great Salt Lake is located—as you would probably guess—near Utah's Salt Lake City.

23. **Read this sentence from the essay.**

Bridger is not a man of idle curiosity he is an explorer.

Which revision of the sentence shows correct punctuation?

A Bridger is not a man of idle curiosity; he is an explorer.

B Bridger, is not a man of idle curiosity, he is an explorer.

C Bridger, is not a man of idle curiosity he is an explorer.

D Bridger is not a man of idle curiosity—he is an explorer.

24. **Read this sentence from Paragraph 7.**

Antelope Island looks like a brown dirt hill <u>sticking</u> out of the middle of the lake.

Which more vivid word <u>best</u> replaces <u>sticking</u> in the sentence?

A curving

B extending

C jutting

D standing

25. **Read these sentences from Paragraph 7.**

(1) Once there, visitors will find the island's most famous residents, and no, they are not antelope. **(2)** Do not get too close, though. **(3)** They are buffalo. **(4)** They can charge if they are spooked, and if they do, it is unlikely a person would be able to outrun their 40 miles-an-hour pace. **(5)** Between 500 and 700 buffalo roam the hills and shorelines of the island.

In which order should these sentences be rearranged?

A 1, 3, 5, 2, 4

B 1, 5, 4, 3, 2

C 4, 3, 1, 2, 5

D 5, 4, 3, 1, 2

Read the essay and answer questions 26 through 33.

The End of the Space Shuttle Era

1 For better or worse, we reached the end of the space shuttle era. After thirty years of missions, the National Aeronautics and Space Administration (NASA) discontinued the Space Shuttle program. We are grounded until NASA develops the next generation of space vehicles.

2 President Dwight D. Eisenhower's administration established NASA during the turbulent times that led up to the Vietnam War and began the space race, which prompted the space program that has flourished and grown over the past fifty years. As humans we were no longer bound to the gravity of our small, blue planet. Later, Neil Armstrong and Buzz Aldrin became the first of twelve men to set foot on the moon on July 20, 1969, and a whole generation of aspiring astronauts was born.

3 In 1981, the scientists at NASA decided they needed a more permanent solution for sending astronauts into space instead of rockets that could be used only once. They developed the Space Shuttle program. Over the following thirty years, the five shuttles collectively made 135 flights and traveled 537,114,016 miles in orbit. Three hundred thirty-five people, comprised of scientists, astronauts from the U.S. and other countries, a congressman, and a senator, flew in these missions. They did not go to the moon again though, since all of the activities involved a low-Earth orbit (LEO), and the wisdom of spending so much American government money for these missions was often a target of skepticism.

4 Many scientific discoveries, both direct and indirect, came out of the shuttle program. Space-exploration-related research led to advancements in aeronautics, health, technology, public safety, military applications, agriculture and environment studies, and medicine. In addition to the research on Earth, NASA scientists and those in the private and corporate sectors developed experiments for astronauts to perform in space. They discovered protein structures were easier to determine in zero gravity, leading to the development of new medicines. Another big breakthrough included the ability to grow organ tissue, which would decrease the need for organ donors. Placing the Hubble Space Telescope in orbit allowed scientists to study distant stars and solar systems. Without the repairs performed by the shuttle crew members, this telescope would still have a misshapen mirror, rendering it useless.

5 The course of the space shuttle program preceded, but not without tragedy. Fourteen lives and two shuttles were lost. On January 28, 1986, America watched as the *Challenger* blew up during liftoff. Then on February 1, 2003, *Columbia* exploded on reentry because of a puncture of foam insulation in one of the wings.

6 Prior to the final shuttle flight, scientists developed a larger space vehicle that would have enabled astronauts to further space exploration and start building an outpost on the moon. In 2004, NASA combined efforts with the George W. Bush administration to roll out the Vision for Space Exploration (VSE) in response to the *Columbia* explosion in 2003. The shuttle missions would continue until the completion of the International Space Station (ISS). The new design would allow longer and deeper space travel.

7 Although shuttle missions have ceased, American astronauts will continue to have an active role on the ISS. President Obama's Vision for Space Exploration included the development of a space vessel NASA could send to the ISS as a cargo transport, which could later return to Earth with human passengers. Instead of utilizing the plan formulated by NASA and the 2004 Bush administration to build a larger spacecraft, NASA will produce a scaled-back capsule. Once launched, the Orion-light pod would dock on the ISS along with other pods on the station, its primary function being a lifeboat.

8 NASA had hoped that by 2015 it could send astronauts into space using a newer and bigger spacecraft that could sustain longer trips farther from Earth. Although talk of an outpost on the moon was a little unclear, President Obama's plans did allow for a trip to a passing asteroid and projected the hope of setting foot on Mars one day.

26. **Read this sentence from Paragraph 7.**

Once launched, the Orion-light pod would dock on the ISS along with other pods on the station, its primary function being a lifeboat.

What is the best way to punctuate this sentence?

A Once launched, the Orion-light pod would dock on the ISS along with other pods on the station—its primary function—being a lifeboat.

B Once launched, the Orion-light pod would dock on the ISS along with other pods on the station—its primary function being a lifeboat.

C Once launched, the Orion-light pod would dock on the ISS along with other pods on the station; its primary function being a lifeboat.

D no change

27. **Read the excerpt from the essay.**

Over the following thirty years, the five shuttles collectively made 135 flights and traveled 537,114,016 miles in orbit. Three hundred thirty-five people, comprised of scientists, astronauts from the U.S. and other countries, a congressman, and a senator, flew in these missions. <u>They</u> did not go to the moon again though, since all of the activities involved a low-Earth orbit (LEO), and the wisdom of spending so much American government money for these missions was often a target of skepticism.

Which word or group of words should replace the underlined pronoun in the excerpt to avoid ambiguity?

A Astronauts from the U.S. and other countries

B Three hundred thirty-five people

C The space shuttles

D Scientists

28. **Read this excerpt from the essay.**

Many scientific discoveries, both direct and indirect, came out of the shuttle program. Space-exploration-related research led to advancements in aeronautics, health, technology, public safety, military applications, agriculture and environment studies, and medicine. In addition to the research on Earth, NASA scientists and those in the private and corporate sectors developed experiments for astronauts to perform in space. They discovered protein structures were easier to determine in zero gravity, leading to the development of new medicines.

What is the clearest, <u>most</u> coherent sentence?

A Many scientific discoveries, both direct and indirect, came out of the shuttle program.

B Space-exploration-related research led to advancements in aeronautics, health, technology, public safety, military applications, agriculture and environment studies, and medicine.

C In addition to the research on Earth, NASA scientists and those in the private and corporate sectors developed experiments for astronauts to perform in space.

D They discovered protein structures were easier to determine in zero gravity, leading to the development of new medicines.

29. **Read this sentence from Paragraph 5.**

The course of the space shuttle program preceded, but not without tragedy.

Which revision, if any, shows the correct use of the underlined words?

A The coarse of the space shuttle program preceded, but not without tragedy.

B The coarse of the space shuttle program proceeded, but not without tragedy.

C The course of the space shuttle program proceeded, but not without tragedy.

D no change

30. **Read the excerpt from the essay.**

Over the following thirty years, the five shuttles collectively made 135 flights and traveled 537,114,016 miles in orbit. Three hundred thirty-five people, comprised of scientists, astronauts from the U.S. and other countries, a congressman, and a senator, flew in these missions. They did not go to the moon again though, since all of the activities involved a low-Earth orbit (LEO), and the wisdom of spending so much American government money for these missions was often a target of skepticism.

Which word or group of words should replace the underlined pronoun in the excerpt to avoid ambiguity?

A Astronauts from the U.S. and other countries

B Three hundred thirty-five people

C The space shuttles

D Scientists

31. **Read these sentences from Paragraph 6.**

(1) Prior to the final shuttle flight, scientists developed a larger space vehicle that would have enabled astronauts to further space exploration and start building an outpost on the moon. **(2)** In 2004, NASA combined efforts with the George W. Bush administration to roll out the Vision for Space Exploration (VSE) in response to the *Columbia* explosion in 2003. **(3)** The shuttle missions would continue until the completion of the International Space Station (ISS). **(4)** The new design would allow longer and deeper space travel.

Choose the correct order for these sentences.

A 1, 2, 4, 3

B 1, 4, 2, 3

C 2, 1, 3, 4

D 2, 3, 1, 4

32. **Which sentence from the essay must contain a citation of a source in the final draft of the essay?**

A As humans we were no longer bound to the gravity of our small, blue planet.

B Over the following thirty years, the five shuttles collectively made 135 flights and traveled 537,114,016 miles in orbit.

C Many scientific discoveries, both direct and indirect, came out of the shuttle program.

D Placing the Hubble Space Telescope in orbit allowed scientists to study distant stars and solar systems.

33. **Which statement from the essay contains an <u>opinion</u>?**

A In 2004, NASA combined efforts with the George W. Bush administration to roll out the Vision for Space Exploration (VSE) in response to the *Columbia* explosion in 2003.

B President Obama's Vision for Space Exploration included the development of a space vessel NASA could send to the ISS as a cargo transport, which could later return to Earth with human passengers.

C Instead of utilizing the plan formulated by NASA and the 2004 Bush administration to build a larger spacecraft, NASA will produce a scaled-back capsule.

D Although talk of an outpost on the moon was a little unclear, President Obama's plans did allow for a trip to a passing asteroid and projected the hope of setting foot on Mars one day.

34. **Read this excerpt from a story.**

The woman watched as the relentless sun beat down upon the inhabitants of the slim boat slicing quietly through the lake water past her home. She slipped into her boat and rowed toward them hopefully, a month's work piled precariously high at her feet. It only took a few moments of haggling, the desire for shade overriding any desire for a bargain. The boats parted ways, the people in both feeling lucky. In a few weeks time, the hats would hang as decoration upon their walls back home, but today, the tourists felt as one with the workers in the rice paddies they paddled past under the broad rims of their pointed bamboo hats.

Which sentence from the excerpt shows the tourists are visiting a country that relies on farming?

A The woman watched as the relentless sun beat down upon the inhabitants of the slim boat slicing quietly through the lake water past her home.

B She slipped into her boat and rowed toward them hopefully, a month's work piled precariously high at her feet.

C It only took a few moments of haggling, the desire for shade overriding any desire for a bargain.

D In a few weeks time, the hats would hang as decoration upon their walls back home, but today, the tourists felt as one with the workers in the rice paddies they paddled past under the broad rims of their pointed bamboo hats.

35. **Read the passage.**

(1) Prior to retirement, my life's work revolved around the search for evidence of extraterrestrial life on asteroids. **(2)** Over the past three decades, dreams of finding something significant enticed me to continue looking to the skies. **(3)** I had the opportunity to work on many projects while analyzing samples brought back from space expeditions. **(4)** My discovery of microbes, similar to biological organisms on Earth, gave us hope that there may be other life out there somewhere.

Which sentence <u>best</u> represents how the author's life experiences relate to the larger historical, social, or cultural context of his work?

A sentence 1

B sentence 2

C sentence 3

D sentence 4

36. **Read this excerpt from a story.**

Looking at the table, it took Gerald several minutes to realize the implication of the carefully stacked sheets of paper on the corner of the table. The essay he had labored over for the contest. He had forgotten to turn it in, and it was due at five. He glanced up at the clock. He might just have enough time. Vaulting past the table, he snagged the essay and was out the door before another tick of the clock.

Which term <u>best</u> fits this part of the plot?

A exposition

B rising action

C climax

D falling action

Read the essay and the article, then answer questions 37 through 45.

Deciding If Dams Should Stay or Go

1 For nearly a century, streams and rivers in the United States have been dammed to create electric power, irrigate crops, and provide drinking water for towns and cities. Dams have created large reservoirs for boating, fishing, recreation, and flood control. Lakes have been created, and crops have been grown in formerly dry regions of the country.

2 At the same time that dams have resulted in many positive outcomes, however, there have been many negative consequences as well. In some cases, the natural ecology of rivers has been dramatically altered. Fish and other wildlife have had long-standing migration patterns disrupted, sometimes with drastic results.

3 At the time most dams were built, those who built these huge structures expected them to be permanent. People assumed the dams would always serve the purposes the builders intended. Over the past several decades, many people have begun to look at dams in a new way. Many environmentalists see dams as temporary structures whose usefulness may end with the passage of time.

4 For this reason, engineers and other experts have begun studying the more than 75,000 dams in this country to assess their continued effectiveness and value. Experts must determine whether removal might be a better option than continuing to use them. Since the 1920s, only about 400 of these 75,000 dams have actually been removed, and only after detailed study and a look at the options.

5 There are three major factors that dam studies examine:

Page 1 of 2

6 First, a dam is studied to see if there are negative aspects to the dam's location. Are a river and its surrounding land hurt by the dam's presence? Are fish or other wildlife negatively impacted?

7 Second, might modern technologies for flood management, crop irrigation, water storage, and power generation make a dam unnecessary?

8 Third, is the dam still structurally sound? Although engineers built dams to be permanent structures, they age just like bridges, buildings, and highways age. They need regular inspections and repair. Some dams can become dangerous and pose safety hazards as they grow older.

9 Downstream from dams, neighborhoods and other man-made development might have taken place since the dam's construction. Restoring the original flow of water in a river might not be possible without flooding these new developments. These considerations must be studied when deciding whether to leave or to remove a dam.

10 At the same time these three factors are considered, studies also evaluate whether the removal of some dams may cause more damage than leaving them alone. In many cases, the rivers running out of dams were forced to leave their natural channels and flow through irrigation canals and other containment viaducts. However, if the dam were removed, the river might try to abandon the man-made channels created when the dam was constructed and re-establish its old channel.

11 Important decisions to retain dams or remove them must be based on detailed studies of present dams. Both the positive and negative effects that could occur with the removal of such a large structure must be considered before making the big decision to remove a dam.

Dam to Be Removed Near Franklin

FRANKLIN, TENN – For nearly 50 years, a dam on the Harpeth River has stored water in a reservoir for use by the city of Franklin.

The six-foot tall, 63-foot long dam, or "division weir" as dam builders call it, will become a thing of the past when it is removed sometime in 2012. The $871,000 cost for the dam's removal will be shared by the state of Tennessee, the U.S. Fish and Wildlife Service, and the city of Franklin.

As for the dam's original purpose—providing water for the city of Franklin—the water from the reservoir created by the dam has never been more than a supplementary source for Franklin's water supply. The city purchases most of its water from the Harpeth Valley Utilities District, which gets the water from the Cumberland River. So, when the dam is gone, Franklin will not be out of water. Also, the plan is to allow the city to continue tapping the Harpeth River for water if needed.

Reasons for the dam's removal are many. For about a half century, fish have been unable to travel upstream of the dam to feed and spawn. Stagnant water has caused ecological concerns downstream, and there has always been a safety concern for boaters just upstream of the dam.

According to Franklin city leaders, a side benefit to the removal of the dam is the recreational potential of a revived river. Anglers will soon have a whole new stretch of river to fish for healthier, more numerous fish. Paddlers will be able to float the entire length of the river rather than being forced to stop just upstream from the dam.

According to Carrie Drury, owner of Franklin Canoe and Kayak Company, people will be able to appreciate the "hidden gem" of a free-flowing, clean river right outside their back door.

37. **Read this excerpt from Paragraph 4 of "Deciding If Dams Should Stay or Go."**

For this reason, engineers and other experts have begun studying the more than 75,000 dams in this country to <u>assess</u> their continued effectiveness and value. Experts must determine whether removal might be a better option than continuing to use them.

In the context of the excerpt, the meaning of <u>assess</u> is to

A establish a connection between

B make a judgment about

C sketch a diagram of

D collect a fee for

38. **Which sentence from "Deciding if Dams Should Stay or Go" states the main idea?**

A For nearly a century, streams and rivers in the United States have been dammed to create electric power, irrigate crops, and provide drinking water for towns and cities.

B Over the past several decades, many people have begun to look at dams in a new way.

C Although engineers built dams to be permanent structures, they age just like bridges, buildings, and highways age.

D Important decisions to retain dams or remove them must be based on detailed studies of present dams.

39. **Read the Paragraphs 9, 10, and 11 of the essay.**

Which is the <u>best</u> sequence for Paragraphs 9, 10, and 11 to support the organizational pattern of "Deciding If Dams Should Stay or Go"?

A 9, 11, 10

B 10, 9, 11

C 11, 9, 10

D 10, 11, 9

40. **If readers want to learn further details about the topic of "Deciding if Dams Should Stay or Go," the source that would provide the <u>least</u> valid information is a**

A book about the engineering, construction, and repair of modern dams.

B magazine article about recreational boating on reservoirs created by dams.

C Web site that highlights the effects of dams on the ecology of particular rivers.

D news article about the construction of new neighborhoods located downstream from existing dams.

41. **Who is the intended audience for the news article "Dam to Be Removed Near Franklin"?**

A citizens who live in Franklin

B voters who live in Tennessee

C customers of the Harpeth Valley Utilities District

D employees of Franklin Canoe and Kayak Company

42. **Read this sentence from the news article, "Dam to Be Removed Near Franklin."**

For nearly 50 years, a dam on the Harpeth River has stored water in a reservoir for use by the city of Franklin.

Which word best replaces the underlined word to provide clarity in the sentence?

A buried

B hoarded

C collected

D inventoried

43. **The author of the news article "Dam to Be Removed Near Franklin" used several resources for his research. Which source is a <u>primary source</u>?**

A a collection of records from the Harpeth Valley Utilities District

B an interview with the owner of Franklin Canoe and Kayak Company

C a series of magazine articles about outdoor life near the city of Franklin

D an article from a recent newspaper about boating safety on the Harpeth River

44. **Which statement <u>best</u> synthesizes the information presented in both the news article and the essay?**

A After the dam near Franklin is removed, the Harpeth River will change its course.

B Due to the expense, the removal of the dam near Franklin will negatively affect the city.

C Due to the negative ecological effects of the dam on the river near Franklin, the removal of the dam is warranted.

D Removing the dam near Franklin will cause slight flooding to new neighborhoods built downstream from the dam.

45. **Read this excerpt from the article "Dam to Be Removed Near Franklin."**

According to Franklin city leaders, a side benefit to the removal of the dam is the recreational potential of a revived river. Anglers will soon have a whole new stretch of river to fish for more numerous, healthier fish. Paddlers will be able to float the entire length of the river rather than being forced to stop just upstream from the dam.

The authors of both the article and "Deciding if Dams Should Stay or Go" make the point that removing dams will

A increase the length of the river.

B restore the natural ecology of rivers.

C create hazardous situations for boaters.

D disrupt the migration patterns of wildlife.

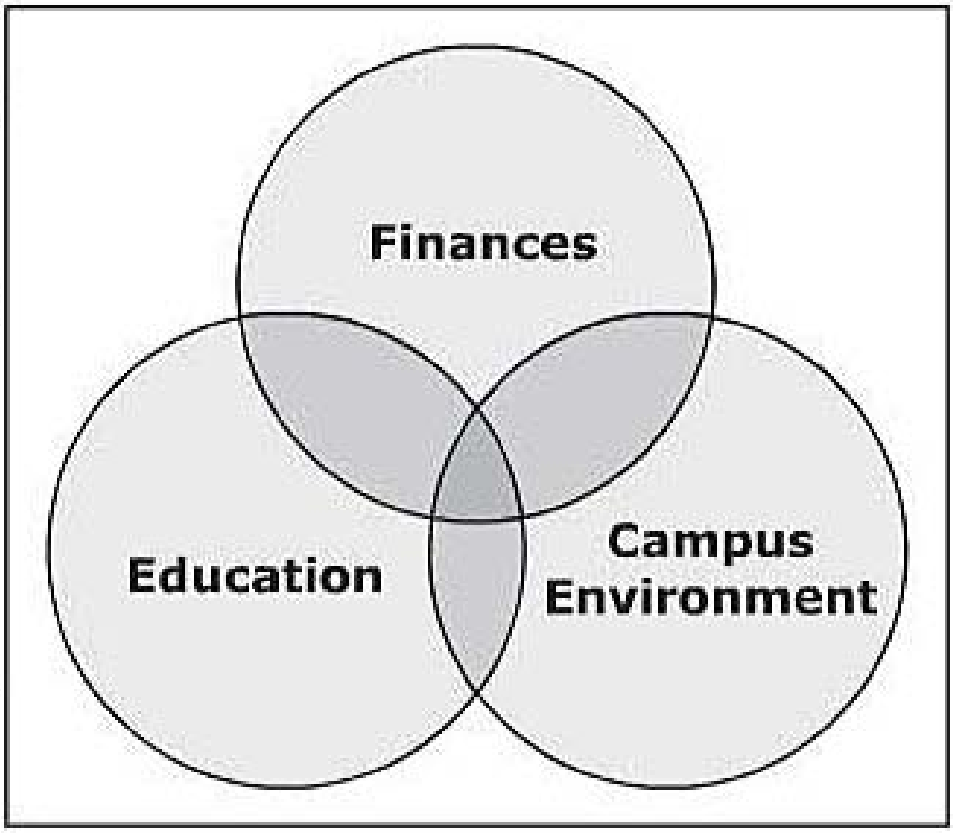
Read the oral report and answer questions 46 through 50.

Choosing the Right College

Hi, I am Ryan Kuykendall, and I am going to talk about two specific factors that people often consider when choosing a college.

The first of these factors is the education. This is, after all, the main purpose of going to college, so you want to think about the kind of education you desire.

If you are certain of what you want to study, that becomes an obvious factor in determining where to go to school. If you want to major in journalism, you must attend a college that offers a degree in journalism. If you know what you want to study, do some research and find out which schools are formidable in that field. You might be surprised at which names appear.



If you are unsure what you want to study, that is all right. Do not force the issue

right now, for many college students change majors in the middle of their course of study because they discover that what they first wanted to learn wasn't so interesting after all. In addition, many people who graduate never actually work in a profession for which they hold a degree. Therefore, if you are uncertain what you want to consider, instead of looking for a college with a particular program, look instead at the overall quality of the education. Remember that smaller and lesser-known universities can provide a quality education; the big reputation does not always equate to a better education.

The second factor to consider is finances, for somehow, someway you are going to have to pay for your college education. For some people, this may mean you need to live at home to save on living expenses. For other people, it may mean you need to take longer than four years and work to help pay for your education. Do not eliminate expensive universities right away. If you like the college, explore the financial options available to pay for it. Many universities offer scholarships or grants, and your final bill equals the initial cost minus the financial aid you receive. Sometimes that expensive university may cost you less in out-of-pocket dollars than an in-state college with a smaller tuition. On the other hand, don't bite off more than you can chew financially. In other words, if you have explored the financial options and you still cannot afford a particular school, you may need to consider choosing another school, or you might think creatively. Work for a year or two, live at home, and store up cash; then try that school again and you might be able to afford it. Avoid debt as much as possible. Debt makes paying for college easy now, but it makes the budget difficult later. You will be glad you avoided debt after graduation, when you do not have the expense of paying off college loans hanging over your head.

I am Amy Carmichael, and I am going to talk about the big picture. Choosing a college is not about finding the best school out there. Rather, it is about finding the best school for you. In that sense, choosing a college is more like finding a good pair of shoes for your feet than finding the most expensive or popular pair of shoes on the market.

Since choosing the right college is about the overall fit, you should consider many factors. Some people may want to stay close to home for family or financial reasons; some people may want to go to school in an urban setting; others in a small town; some people may want to attend a faith-based university; some people want a particular major. In general, most people will have a number of factors that play important roles in deciding where to go to college. Sometimes there may be tradeoffs—you can stay close to home, but you can't get your first choice for a major. Which is more important to you? You may have to make those kinds of decisions, and in doing so, you will need to look at the big picture and consider your situation, personality, dreams, and goals. Here are two things that can help you determine whether a school is a good fit for you.

- Visit your top two or three choices for a college. One of the best ways to determine whether a particular college is your best match is to go there. When you go, sit in on a class in the major you think you're interested in. Talk to students and ask them what they like about the school and what they would change if they could. Ask yourself whether you are comfortable there and whether you could live there. Visiting a college gives you a feel for the place, a feel that you could never get from a Web site or a catalog. If it is at all practical, a visit is highly recommended.

- Talk to close friends and family about your choice. They know you, and because a good fit requires knowledge of you as well as knowledge of the school, they can often provide good insight into what fits. Take your parents with you on your campus visits. They will be other pairs of eyes and will see things you miss.

Remember that the right college is just as much about who you are as it is about the university itself.

46. **How does the oral report illustrate that Ryan and Amy have worked as a team?**

A Ryan looks at details, and Amy looks at the whole.

B Ryan looks at a problem, and Amy looks at a solution.

C Ryan focuses on education, and Amy focuses on finances.

D Ryan focuses on the schools, and Amy focuses on the student.

47. **Based on the oral report, Amy would most likely agree that**

A most people should consider going to college.

B debt can often bring future difficulties.

C it is sometimes wise to take a risk.

D it is often wise to seek advice.

48. **The main point of the oral report would <u>best</u> be represented with a**

A map showing the locations of major colleges in their state.

B listing of degree programs offered by a nearby college.

C table listing important factors for selecting a college.

D sample college application with responses filled in.

49. **Which structure <u>best</u> describes the overall organization of Ryan Kuykendall's portion of the oral report?**

A comparison and contrast

B proposition with support

C order of importance

D cause and effect

50. **Read this excerpt from Amy's part of the oral report.**

Since choosing the right college is about the overall fit, you should consider many factors. Some people may want to stay close to home for family or financial reasons; some people may want to go to school in an urban setting; others in a small town; some people may want to attend a faith-based university; some people want a particular major. In general, most people will have a number of factors that play important roles in deciding where to go to college.

Which rhetorical device does Amy use in the excerpt to show that different people look for different factors when choosing a college?

A simile

B hyperbole

C rhetorical question

D parallelism and repetition

51. **Which sentence uses stationary or stationery correctly?**

A The model stayed in a stationery position for the students.

B While we were at the bookstore, we also looked at stationary.

C The letter I received was handwritten on personalized stationery.

D We bought our school supplies at the stationary store on Main Street.

52. **Read this sentence.**

Lily wrote "as more people move into and build on panther habitat in florida potential conflicts will only increase."

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

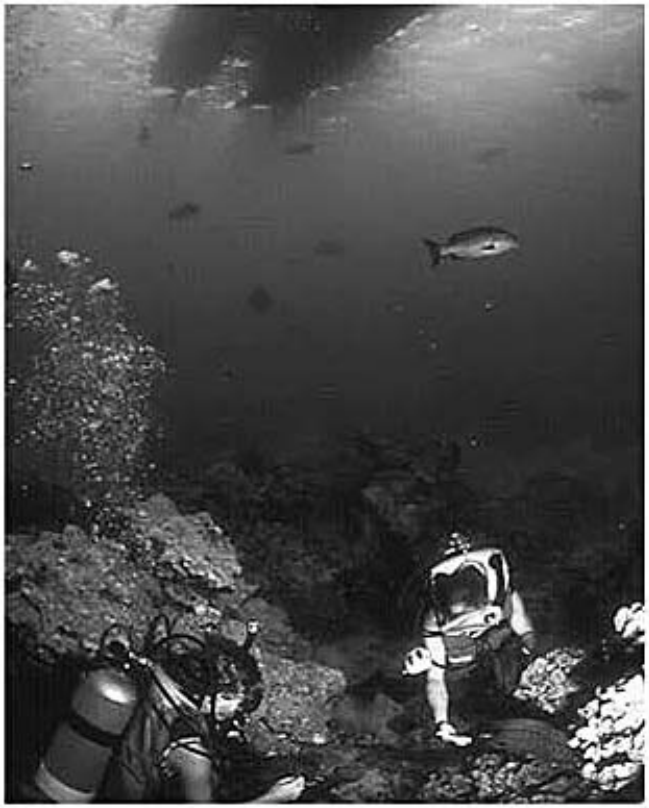
A wrote, "As more people move into and build on panther habitat in Florida, potential

B wrote "As more people move into and build on panther habitat in florida potential

C wrote, "as more people move into and build on Panther habitat, in Florida, potential

D wrote: "as more people move into, and build on panther habitat in florida potential

This photo appears in a magazine advertisement for a summer adventure camp.



53. **Which element in the photo conveys a sense of awe?**

A layout

B camera angle

C lighting

D special effects

Read the tall tale and the memoir, then answer questions 54 through 63.

Survivors of the Great Texas Road Trip of '92

The entire Johnson clan squeezes into the family car, no bigger than a tin can. Our legs and arms are intertwined like branches in tumbleweed ready to blow hundreds of thousands of miles across the great state of Texas for a family reunion.

The sun beats down on the car scorching the stray arms that stick out the windows till they burn bright red. My folks pass the hours singing bone-jarring show tunes, their voices blasting like jet engines until my ear drums burst and the wind whistles through my head.

Epic battles take place over who can look out a window to see the expanse of land that pioneers in the old West once drove wagons across, and whose turn it is to sit squeezed like a flapjack in the middle seat with only a whisper of air to breathe.

As we journey farther west, our car is an island unto itself, for we see no other living being and pass only sun-bleached bones of long-dead cattle. My father, who regularly spends his days trapped in our house, unable to locate the front door, takes every wrong turn in the state, from the Texas Panhandle to the Rio Grande.

Our worst detour takes place when we drive off the highway in search of a gas station. We proceed endlessly for days. Vultures follow our car by the thousands, and this upsets us as our supplies of water, food, and gas continue to dwindle. We often imagine that our sanity is slipping away as well. I feel like Odysseus, driven off course and years from ever reaching our destination.

We wander through every state in the country, but the road finally runs out in Arizona, when we plunge straight into the Grand Canyon, landing with a great thud. Each of us takes a turn trying to push the car up a canyon wall, sweat dripping in waterfalls from our brows, and it seems we will be stuck at the bottom of the canyon for all eternity when we decide to try and push the car out together. Inch by inch, the car creeps up the canyon wall, bumping over boulders all the way. We all have blisters the size of king-sized pillows on our hands and feet by the time the car inches over the canyon lip and we collapse on the ground. We stir quickly enough as the vultures swoop. We clamor back in the car, mercifully finding a gas station and Texas just moments away.

At long last we arrive in El Paso. The great family reunion is a sea of long lost aunts, uncles, and cousins, strangers who remain strangers as the tenuous thread of common ancestry quickly snaps upon our departure. The real reunion takes place in the car among my immediate family. We have emerged survivors of the infamous road trip of '92 and talk fondly of it years after with the camaraderie of people who have stood strong together in the midst of adversity.

Memoir of My Family Reunion

My last summer before I headed off to college, my mother decided before I flew the nest that I needed to connect with "my roots." So my two younger sisters and I crammed into the back of the aqua, well-loved VW bug with the broken air conditioner and our whole family trekked west to our family reunion in El Paso.

The car was crowded and stifling hot. We had all grown quite a bit since my parents had bought that car, and we pressed against one another uncomfortably, the brutal Texas temperatures hovering well over one hundred for the two-day trip. We alternated where we sat, playing rock-paper-scissors to see who had to sit in the middle. Each of my arms was roasted at the end of the trip, the glaring sun intensified by the car's windows.

Two days felt more like two weeks listening to my mother and father belt out show tunes in raspy, but enthusiastic voices. Dad got lost more than once, and we took several detours; we were even stuck in a huge pot-hole before arriving weary and cramped at our destination.

The family reunion was an enjoyable feast, but I'll never see most of those long-lost relatives again. The real family reunion was the one I experienced in the car. It seems without the distractions of phones (no coverage in the middle of nowhere) that we turned inward. My sisters and I bonded over our shared horror at our parents' interminably bad singing and our mutual awe at the vast expanse of space that surrounded us.

Elena confided how torn she felt about having to choose between soccer and drama club—which it seemed were scheduled on the same day. I helped her weigh the pros and cons of each choice. Maria asked my advice about a boy she liked. I shared my equal balance of excitement and terror at the prospect of

Survivors of the Great Texas Road Trip

Memoir of My Family Reunion

leaving for college, and I was surprised to learn that my sisters, despite our bickering, were feeling the impending loss keenly.

The physical closeness of the car brought about an emotional intimacy I had not anticipated; and despite the sunburn and numb legs, it is a trip I will treasure forever, even if I never want to hear another show tune as long as I live.

54. **Read this excerpt from "Survivors of the Great Texas Road Trip of '92."**

Our worst detour takes place when we drive off the highway in search of a gas station. We proceed endlessly for days.

How does the use of first-person point of view affect the main character?

A It establishes the main character as unreliable.

B It helps the reader understand that the main character is to blame for getting lost.

C It shows that the main character is worried about getting to the reunion on time.

D It reveals personal opinions, making the main character seem more believable.

55. **Read this excerpt from "Survivors of the Great Texas Road Trip of '92."**

As we journey farther west, our car is an island unto itself, for we see no other living being and pass only sun-bleached bones of long-dead cattle.

How does the setting in this scene impact the mood in the story?

A The desolate setting reinforces a mood of misery.

B The desert setting highlights the neutral mood of the story.

C The isolated setting contrasts with the cozy mood inside the car.

D The sunny setting supports a mood of hopefulness that the trip will end well.

56. **Which sentence from "Survivors of the Great Texas Road Trip of '92" contains a classical allusion?**

A The entire Johnson clan squeezes into the family car, no bigger than a tin can.

B I feel like Odysseus, driven off course and years from ever reaching our destination.

C We all have blisters the size of king-sized pillows on our hands and feet by the time the car inches over the canyon lip and we collapse on the ground.

D We have emerged survivors of the infamous road trip of '92 and talk fondly of it years after with the camaraderie of people who have stood strong together in the midst of adversity.

57. **Read this excerpt from "Survivors of the Great Texas Road Trip of '92."**

My folks pass the hours singing bone-jarring show tunes, their voices blasting like jet engines until my ear drums burst and the wind whistles through my head.

This excerpt contains an example of

A hyperbole.

B metaphor.

C idiom.

D pun.

58. **Which sentence from "Survivors of the Great Texas Road Trip of '92" shows that this family is connecting to America's adventurous past?**

A Our legs and arms are intertwined like branches in tumbleweed ready to blow hundreds of thousands of miles across the great state of Texas for a family reunion.

B My folks pass the hours singing bone-jarring show tunes, their voices blasting like jet engines until my ear drums burst and the wind whistles through my head.

C Epic battles take place over who can look out a window to see the expanse of land that pioneers in the old West once drove wagons across, and whose turn it is to sit squeezed like a flapjack in the middle seat with only a whisper of air to breathe.

D I feel like Odysseus, driven off course and years from ever reaching our destination.

59. **Read this excerpt from "Memoir of My Family Reunion."**

My last summer before I headed off to college, my mother decided before I flew the nest that I needed to connect with "my roots."

What literary element is used in this excerpt?

A allegory

B flashback

C archetype

D foreshadowing

60. **What does the VW car come to symbolize in "Memoir of My Family Reunion"?**

A the narrator's desire for freedom

B the connection the narrator feels with the past

C the gap that exists between older and younger generations

D the closeness the family experiences as a result of the road trip

61. **Read these excerpts from "Survivors of the Great Texas Road Trip of '92" and "Memoir of My Family Reunion."**

The real reunion takes place in the car among my immediate family.

The physical closeness of the car brought about an emotional intimacy I had not anticipated; and despite the sunburn and numb legs, it is a trip I will treasure forever, even if I never want to hear another show tune as long as I live.

The excerpts contain examples of

A situational irony.

B dramatic irony.

C verbal irony.

D no irony.

62. **How does the use of tall tale in "Survivors of the Great Texas Road Trip of '92" versus the use of memoir in "Memoir of My Family Reunion" affect the meaning of the story about a family road trip?**

A The exaggerated nature of a tall tale allows for more detailed descriptions than the memoir.

B Because of exaggeration, the reunion in the tall tale seems more significant than the reunion in the memoir.

C The exaggeration of the road trip in the tall tale makes it seem more important to the narrator than the trip in the memoir.

D By surviving the exaggerated trials of the road trip the family in the tall tale bonds, while the family in the memoir bonds through conversation during the journey.

63. **How do the portrayals of a road trip to a family gathering in "Survivors of the Great Texas Road Trip of '92" and "Memoir of My Family Reunion" differ?**

A In "Survivors of the Great Texas Road Trip of '92" the trip is described as fun, but in "Memoir of My Family Reunion" the journey is more of a challenge.

B In "Memoir of My Family Reunion" the narrator shares one viewpoint of the trip, but in "Survivors of the Great Texas Road Trip of '92" the narrator shows the opinions and views of several characters.

C In "Survivors of the Great Texas Road Trip of '92" the trip is depicted as a humorous misadventure, while in "Memoir of My Family Reunion" the road trip is depicted as an emotional turning point in a young person's life.

D In "Memoir of My Family Reunion" the narrator illustrates the experience as life-changing,

64. **Look at the photo.**

What type of conflict is represented in this photo?

A person vs. self

B person vs. person

C person vs. technology

D person vs. environment

EOC English III Form 2
Answer Key

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

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

Item Number	Correct Answer
45	B
46	A
47	D
48	C
49	B
50	D
51	C
52	A
53	B
54	D
55	A
56	B
57	A
58	C
59	D
60	D
61	A
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	4 – Logic
4	4 – Logic
5	4 – Logic
6	4 – Logic
7	4 – Logic
8	4 – Logic
9	2 – Writing and Research
10	2 – Writing and Research
11	2 – Writing and Research
12	2 – Writing and Research
13	2 – Writing and Research
14	4 – Logic
15	4 – Logic
16	4 – Logic
17	6 – Literature
18	3 – Communication and Media
19	3 – Communication and Media
20	2 – Writing and Research
21	2 – Writing and Research
22	2 – Writing and Research

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

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	6 – Literature
63	3 – Communication and Media
64	3 – Communication and Media