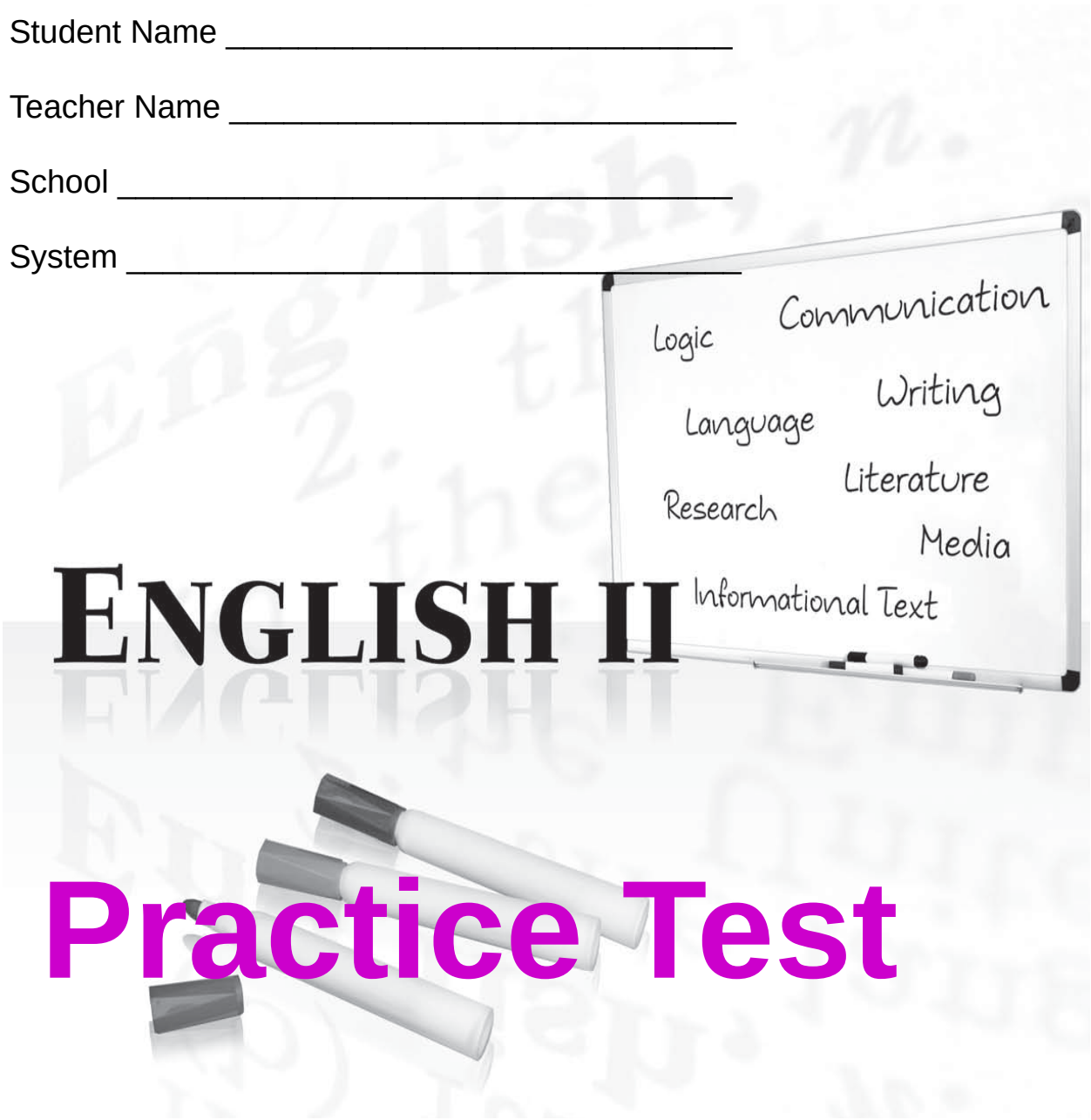
Student Name _____

Teacher Name _____

School _____

System _____



ENGLISH II

Practice Test

Tennessee End of Course Assessment

English II
Form 2

PEARSON

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Contents

Introduction to English II 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 II Practice Test 8
Answer Key 94
Reporting Categories 95

Introduction to English II

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 65 multiple-choice questions.

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

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 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.

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

Read the short story and answer questions 1 through 8. The story may contain errors.

Rocket Science

1 Tracey lay in bed, with a seriously sprained right ankle, visualizing the beam dismount that had put her on crutches three days earlier. In the past three days, Tracey had developed an ability to visualize gymnastics as never before. It had become an almost full-time preoccupation. In her time away from the gym, Tracey analyzed all of the trouble spots in her gymnastics routines. First, she visualized herself doing the movements incorrectly—the way she normally did them—and then she visualized herself performing the movements perfectly. She easily found solutions to each of her technical difficulties. The only trouble spot for which she could not seem to find a solution was her beam dismount, the one that put her on crutches.

2 Three days earlier, she had landed her back dismount from the balance beam leaning forward and twisted her right ankle. The ankle had swollen to the size of a grapefruit before the coach could apply an ice pack. The doctor later told Tracey she had a severe sprain and she would have to stay away from the gym for a solid month. The doctor refused to understand that with the state competition only one month away, Tracey had decided to compete regardless of the doctor's orders. Anyone who questioned her determination put himself at risk, because she would not give in without a fight.

3 On the fourth day after the accident, Tracey confidently swung her way into the gym after school, as though her crutches belonged among the gymnastics apparatus. She smiled at everyone she passed and said her

hellos, but she was on a mission and had no time to gab. She leaned on her crutches next to the coach, who stood beside the beam working with Lasandra.

4 "Great to see you, Tracey"! the coach said. "Looks like you've mastered those crutches." Tracey and Coach watched Lasandra, Tracey's closest competitor, perform her back dismount from the beam and fall forward. Lasandra and Tracey had the exact same problem, an inability to stick their dismounts. "Lasandra," the coach said, "I already have a superstar on the crutches event—stay in that tuck longer!" Tracey smiled at Coach's remark. Wait, she thought—that's it!

5 "Lasandra," Tracey offered, "try reaching your hands to the ceiling before starting your tuck. You need more height before you begin your rotation, and that will give it to you." As Lasandra went to the end of the beam line, Coach said, "When did you get so smart, Tracey?"

6 Tracey smiled. "I've had a lot of free time, Coach, and I've been studying rocket science." The coach chuckled. "I've got something serious to talk about, Coach. The state meet is in less than a month, and the team needs me in order to get into the championship finals. I thought if you would just let me do some bars—no dismounts, just transitional stuff—I could stay in shape and . . ."

7 "The answer is no, Tracey."

8 "But . . ."

9 "Look, I spoke with the doctor myself, and he told me that with the weak muscles around your ankle, it could easily fracture if you don't stay off of it completely. I want to win the championship, too, but not by risking your health."

10 "But," Tracey continued, as though *maybe* were a subset of *no*, "I could be really, really careful and . . ."

11 The coach looked past Tracey. "I don't believe it," he said. Speaking to Lasandra, he exclaimed, "That was the most beautiful beam dismount I've ever seen you do!"

12 "You were right, Tracey!" Lasandra yelled. "I went about a foot higher and landed perfectly!" Tracey smiled.

13 Turning his attention back to Tracey, Coach said, "Look, Tracey—you say you want to help the team win its championship, right?"

14 "Yes," Tracey replied, "and if you would just let me . . ."

15 "Well," he interrupted, "as you know, I lost my assistant to budget cuts, and I can't give everyone on the team the attention they need. Tracey, I'm looking for someone—preferably a rocket-scientist type—to help me work through the trouble spots on the girls' routines. I think you're just the person I need."

16 Tracey smiled shyly. "You want me to help you coach, Coach?"

17 "Between you and I, Tracey, I think you and I would make a great coaching team. The money isn't great—in fact, it's nothing—but I think we could win with your help. Do we have a deal?"

18 Tracey paused for a moment, smiled, and said, "Deal."

19 Coach went to retrieve a couple of chairs for Tracey—one for her to sit on and the other to elevate her foot.

1. **Which sentence from the short story contains a verb-tense shift?**

A Tracey lay in bed, with a seriously sprained right ankle, visualizing the beam dismount that had put her on crutches three days earlier.

B In her time away from the gym, Tracey analyzed all of the trouble spots in her gymnastics routines.

C On the fourth day after the accident, Tracey confidently swung her way into the gym after school, as though her crutches belonged among the gymnastics apparatus.

D She smiled at everyone she passed and said her hellos, but she was on a mission and had no time to gab.

Read this sentence from the short story.

"Between you and I, Tracey, I think you and I would make a great coaching team."

2. **Which option contains correct pronoun usage?**

A "Between you and me, Tracey, I think you and me would make a great coaching team."

B "Between you and I, Tracey, I think me and you would make a great coaching team."

C "Between you and me, Tracey, I think you and I would make a great coaching team."

D "Between me and you, Tracey, I think you and I would make a great coaching team."

Read this sentence from the short story.

Anyone who questioned her determination put <u>himself</u> at risk, because she would not give in without a fight.

3. **Which revision of the underlined word uses correct pronoun–antecedent agreement?**

A his self

B themselves

C themself

D no change

Read this sentence from the short story.

"Great to see you, Tracey"! the coach said. "Looks like you've mastered those crutches."

4. **Which revision uses correct punctuation?**

A "Great to see you, Tracey! the coach said. Looks like you've mastered those crutches".

B "Great to see you, Tracey!" the coach said. "Looks like you've mastered those crutches."

C "Great to see you, Tracey!" the coach said. "Looks like you've mastered those crutches".

D "Great to see you, Tracey! the coach said." Looks like you've mastered those crutches."

Read this excerpt from the story.

She leaned on her crutches next to the coach, who stood beside the beam working with Lasandra.

5. **Which vivid word should replace the underlined word in order to strengthen the description?**

A rested

B stayed

C perched

D remained

6. **From which point of view is the story narrated?**

A first person

B third person

C third-person limited

D third-person omniscient

7. **Which literary element is represented in Paragraph 1 of the story?**

A allegory

B foreshadowing

C parable

D satire

8. **Which part of the plot is represented in Paragraphs 1 and 2 of the short story?**

A exposition

B rising action

C climax

D denouement

Read the draft of an oral report and answer questions 9 through 13.

The Benefits of Sleep

Many of us have pulled an "all-nighter" where we study late into the night in order to prepare for an exam. At the time, it probably seemed like the smart thing to do, but research suggests just the opposite. In fact, more and more people have learned that inadequate sleep actually impairs proper brain function. In fact, studies reveal that sleep-deprived humans and animals perform poorly on memory tests.

Just as we need nutritious food and plenty of water, our overall health and well-being depend on the right amount of sleep. Studies suggest a close connection between our ability to learn and remember and the amount of sleep we get. Moreover if infants and children do not get enough sleep it can affect the way the brain connectors develop. This may have far-reaching impact on their adult brain functions.

Inadequate sleep not only affects brain development but also contributes to behavioral problems in children. One study found that children in preschool who received less than ten hours of sleep tended to become "aggressive, anxious, or depressed." Children also need enough sleep because it releases growth hormones that support the growth patterns of their muscle and skeletal development.

The negative effects of poor sleep habits are clear. But how does proper sleep benefit us? For one thing, it helps keep the heart healthier. Lack of sleep contributes to high blood pressure and elevated cholesterol, two risk factors for heart disease. Sleep also reduces stress, which can also contribute to heart attacks as well as strokes.

Adequate sleep may also prevent cancer. The sleep hormone, melatonin, helps prevent cancer by suppressing the growth of tumors. Having low melatonin levels because of inadequate sleep puts a person at a higher risk of developing cancer.

Sleep helps us feel energized and alert. It enables the body to stay active and healthier. Moreover, sleep can help people lose weight. Research suggests that the lack of sleep disrupts the body's balance of the hormones that affect appetite.

Getting a good night's sleep on a regular basis reduces the risk for depression. The chemical serotonin helps in maintaining a balanced mood and creating a sense of well-being. Getting seven to nine hours of restful sleep can help restore serotonin levels and, thus, help prevent depression.

Finally, the actual act of sleeping helps the body repair itself. This regenerative process mends damage inflicted on the body by stress, chemicals, ultraviolet rays, and other harmful exposures.

When you go to bed tonight, or even grab a "cat nap" this afternoon, do not regard it as a waste of time when you could be doing something more productive or having more fun. Sleep is an essential and healthy process necessary for life. We should value and appreciate it.

Read this sentence from the oral report.

Moreover if infants and children do not get enough sleep it can affect the way the brain connectors develop.

9. **Which revision correctly punctuates the sentence?**

A Moreover, if infants and children do not get enough sleep it can affect the way the brain connectors develop.

B Moreover if infants and children do not get enough sleep, it can affect the way the brain connectors develop.

C Moreover if infants and children, do not get enough sleep, it can affect the way the brain connectors develop.

D Moreover, if infants and children do not get enough sleep, it can affect the way the brain connectors develop.

10. **Elizabeth must participate in a group oral presentation. The other group members are worried about her presentation because she tends to speak softly and lose the attention of her audience. How can her group <u>best</u> help her make an effective presentation?**

A Have another, louder group member read Elizabeth's portion of the presentation.

B Ask the teacher to allow the group to turn in Elizabeth's portion of the project in written form.

C Encourage Elizabeth to practice with the group and let her know which speaking level works best.

D Before beginning the presentation, ask the rest of the class to remain quiet while Elizabeth is speaking.

11. **Two team members have learned they are grouped for an upcoming project with a student who consistently fails to turn in class work. Which strategy should the two group members use to ensure productive teamwork on the project?**

A Express their concerns to the other student and ask for a commitment, agreeing to assist the student with difficult tasks.

B Warn the other student that they will tell the teacher if he or she does not do the work required for the project.

C Assign the easiest tasks to the other student and complete the most challenging work themselves.

D Politely ask the teacher to consider moving the student to another group.

12. **How might watching a documentary program be more effective than reading an article in a science journal for a student studying the topic of sleep?**

A The narrator's voice would keep the student more focused on the topic.

B The visual images would help the student make stronger connections to the information.

C The music in the background would soothe the student, making the study a pleasurable experience.

D The commentary of sleep experts would make the information seem more authoritative to the student.

13. **Raul is writing a research paper about the connection between lack of sleep and depression. Which Web site should give him the <u>most</u> reliable information for his paper?**

A www.nightdreams.org

B www.sleepstudy.gov

C www.dreamsleep.com

D www.goodnightsleep.net

Read this sentence.

The cat looked down in confusion when it <u>springed</u> on the mouse, realizing that the mouse was only a toy.

14. **How should the underlined part of the sentence be revised?**

A sprang

B sprung

C had sprang

D had sprung

Read this sentence.

Aaron the painter who won the art competition recently decided to try sculpting.

15. **Which revision uses commas correctly?**

A Aaron the painter, who won the art competition recently decided to try sculpting.

B Aaron the painter who won the art competition, recently decided to try sculpting.

C Aaron, the painter who won the art competition, recently decided to try sculpting.

D Aaron the painter who won, the art competition, recently decided to try sculpting.

Read this student draft of a book report.

(1) Unfortunately, soon after I began reading the book I was disappointed. **(2)** The characters were unlikable and unrealistic. **(3)** I had initially assumed that Mary Wu's second novel, *The Shadow*, would be as thrilling as her first one. **(4)** Additionally, the plot was very difficult to follow.

16. **Choose the <u>most</u> effective sequence for the sentences.**

A 3, 1, 2, 4

B 1, 3, 4, 2

C 2, 3, 1, 4

D 3, 4, 2, 1

Read this excerpt from a student report.

(1) The brain is an amazing organ that scientists are only beginning to understand. **(2)** Imagine all that you have learned since you were born. **(3)** Studies have shown that the brain constantly develops and grows, even as people age. **(4)** Electrical and chemical changes take place in the brain when people form memories. **(5)** Some animal studies also suggest that when a part of the brain is damaged, other parts change and develop to compensate.

17. **Which sentence from the report gives implied evidence that the brain is constantly changing?**

A Sentence 2

B Sentence 3

C Sentence 4

D Sentence 5

18. **Which type of poetry tells a story and is meant to be sung?**

A epic

B ballad

C lyric poem

D dramatic poem

Read the biography and answer questions 19 through 26.

Lise Meitner

1 Imagine that you have a career path in mind. You know exactly what you want to do with your life. Now suppose that in your society, you have almost no opportunity to have that career. Would you give up your dreams? Or would you try even harder to realize them? If you chose the latter, you have an attitude like that of Lise Meitner, a woman born in 1878 in Vienna, Austria. Meitner was fascinated by the physical world at a time when women were supposed to focus on marriage and family. She decided at a young age that she wanted to be a physicist. She pursued that dream tirelessly and lived her life as a scientist despite society's objections, two world wars, and other difficulties. Her story has the capacity to inspire as few others do.

2 The first obstacle Meitner had to overcome was that in late nineteenth-century Austria, girls' education usually ended at age fourteen. Meitner, uninterested in marriage, wanted to study physics at a university. She made a bargain with her parents: She would first pursue a teaching certificate, which would provide her with a means of support. In return, they would provide her with tutors to teach her the subjects she needed to master to gain admission to a university. Under this arrangement, Meitner probably had to study far harder than her male peers did.

3 Meitner at last entered the University of Vienna to study physics. She obtained her PhD but had a hard time as a woman finding work in that field. She went to Berlin, Germany, in 1907 for more study. There, she met Otto

Hahn, a chemist at Berlin's Chemistry Institute, who later became a collaborator in her life's work. Together they studied radioactivity, or the tendency of elements to decay into other elements by emitting particles from the nuclei of their atoms. France's Marie Curie had recently become famous for her discovery of this property.

4 From 1914 through 1918, World War I slowed Meitner and Hahn's progress, for they both served the war effort. They continued their collaboration when they could meet, and in 1917 they discovered an entirely new element, protactinium. This discovery awakened the academic world into recognizing Meitner as an important figure in the field. Near the end of the war, Berlin's Kaiser Wilhelm Institute chose her to head a physics department.

5 Meitner continued her work on radioactivity throughout the 1920s. Her situation took a precarious turn in the 1930s. Adolf Hitler took control of Germany. She eventually realized that, as a Jew, she was in danger and would have to leave the country. Germany had taken over Austria; she could not return home. A Dutch physicist helped her escape Berlin. With the help of other physicists, she ended up in Sweden.

6 Soon after moving to Sweden, she made the contribution for which she is noted today. Hahn was still conducting experiments in Germany, and he conveyed the results to Meitner. One experiment involved bombarding the radioactive element uranium with particles from atoms' nuclei in an attempt to create new elements with heavier nuclei. The result was the complete opposite of what Hahn expected: The bombardment seemed to yield barium, a lighter element, instead. Hahn wrote to Meitner, "Perhaps you can come up with some sort of fantastic explanation."

7 During a walk with physicist Otto Frisch, she worked out what had happened: The neutron bombardment had split the uranium nucleus in two, creating barium, the element Hahn had found. No one conducting similar experiments had thought to look for lighter elements, only heavier ones. Meitner and Frisch named the process of splitting atoms nuclear fission. Splitting an atom releases huge amounts of energy, Meitner and Frisch realized. The discovery of this energy later enabled the creation of nuclear weapons and electricity-generating nuclear power plants.

8 Meitner informed Hahn what she and Frisch had verified. Unfortunately, Hahn received sole credit for the discovery. He received a Nobel Prize in 1944 for this work. For many years, Meitner's role remained unheralded. She lived quietly in Sweden, continuing her research. Eventually, her contributions received recognition; in 1966 she, along with Hahn and another researcher, won the Enrico Fermi Award, a major U.S. scientific honor. Meitner died in 1968. A far greater honor, one that Meitner herself might have preferred even to a Nobel Prize, came in 1982, when physicists in Germany created a new element. They named it meitnerium.

Read these sentences from the biography.

Meitner continued her work on radioactivity throughout the 1920s. Her situation took a precarious turn in the 1930s. Adolf Hitler took control of Germany.

19. **Which revision <u>best</u> combines the sentences into a single sentence?**

A Meitner continued her work on radioactivity throughout the 1920s, then her situation took a precarious turn in the 1930s, Adolf Hitler took control of Germany.

B Meitner continued her work on radioactivity throughout the 1920s, as her situation was taking a precarious turn in the 1930s, and Adolf Hitler took control of Germany.

C Meitner continued her work on radioactivity throughout the 1920s, but her situation took a precarious turn in the 1930s, when Adolf Hitler took control of Germany.

D Meitner continued her work on radioactivity throughout the 1920s, her situation took a precarious turn in the 1930s, at that time Adolf Hitler took control of Germany.

Read this sentence from the biography and the dictionary entry.

Meitner and Frisch named the process of splitting atoms nuclear <u>fission</u>.

fis-sion (noun) [**L** fission-, *fissio*, **fr**. *findere* to split—more at BITE] 1. A splitting or breaking up into two or more parts; 2. Reproduction by division; 3. The splitting of the nucleus of an atom to release large amounts of energy.

20. **According to the dictionary entry, which word is a synonym of <u>fission</u>?**

A reproduction

B energy

C part

D bite

Read Paragraphs 3, 4, and 5 from the essay.

21. **Which is the <u>best</u> order for Paragraphs 3, 4, and 5 to support the chronological organization of the biography?**

A 3, 5, 4

B 4, 3, 5

C 5, 4, 3

D no change

22. **Which sentence from the biography states an opinion?**

A Her story has the capacity to inspire as few others do.

B Meitner, uninterested in marriage, wanted to study physics at a university.

C Soon after moving to Sweden, she made the contribution for which she is noted today.

D For many years, Meitner's role remained unheralded.

23. What can the reader infer about Otto Hahn from the biography?

A Hahn studied radioactivity with Marie Curie in France and taught Curie's scientific techniques to Meitner.

B Hahn introduced Meitner to the physicists who helped her escape from Berlin and eventually reach Sweden.

C Hahn failed to inform the organization that awards Nobel Prizes of Meitner's role in discovering nuclear fission.

D Hahn discovered several new elements by himself when World War I prevented him and Meitner from working together.

24. **Which sentence from the biography <u>best</u> shows that cultural barriers to Meitner's achievements existed during her lifetime?**

A Meitner, uninterested in marriage, wanted to study physics at a university.

B Under this arrangement, Meitner probably had to study far harder than her male peers did.

C From 1914 through 1918, World War I slowed Meitner and Hahn's progress, for they both served the war effort.

D Hahn was still conducting experiments in Germany, and he conveyed the results to Meitner.

25. **According to the biography, what event led to Meitner's selection to head a physics department at Berlin's Kaiser Wilhelm Institute?**

A Meitner provided an explanation for the result of an experiment involving the bombardment of uranium.

B Meitner earned a teaching certificate before she entered the University of Vienna.

C Meitner received several scientific honors for her work on nuclear fission.

D Meitner worked with Otto Hahn to discover a new element.

Read this excerpt from the biography.

The result was the complete opposite of what Hahn expected: The bombardment seemed to yield barium, a lighter element, instead. Hahn wrote to Meitner, "Perhaps you can come up with some sort of fantastic explanation."

26. **Which information should be included in the excerpt above?**

A a statement attributing the original author of the quoted material

B a parenthetical reference citing source information for Hahn's letter

C a footnote describing Meitner's explanation for the surprising result

D a sentence identifying where the quoted material was first published

Read the Web page and answer questions 27 through 32.

http://www.fitnessrunning.org Search

Fitness Running

Just for Fun | 5K Races | 10K Races | Half-Marathon Races | Marathon Races

Why Run?

If you want to get a great workout, running is perfect. If you are looking to lose some weight, running helps. If your life is too hectic, running burns off stress and renews energy. If you just enjoy being outside or working up a sweat, running is the answer. The habit of running can be one of the best decisions of your life.

Getting Started

These are some basic steps that all new runners should take whether the goal is to qualify as an Olympic marathon runner or simply to get some fresh air and exercise.

Shoes

Selecting the right shoes are important. They are critical to make running comfortable and to reduce injuries.

- Understanding the shape of your feet helps in choosing the correct shoe. Perform the "wet test" by wetting your bare feet and stepping onto a sheet of paper to determine whether you have high-arched, normal, or flat feet. See figure 1.
- High-arched feet need cushioned shoes with a curved shape that allows for foot motion during running while flat feet need firm shoes with a straight shape that supports the feet during running.
- Normal feet can use any type of running shoe that is comfortable.
- Attendants at a shoe store can help you to find a shoe that matches your needs.
- Make sure to try the shoes on and jog a bit in the store to verify that the shoes feel right. Ultimately, you determine which shoe to purchase.

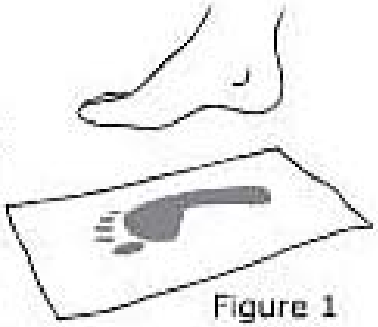

Figure 1

Clothing

You do not need a new wardrobe for running, but certain items will improve the running experience.

• Cotton clothing is undesirable. When cotton gets wet from sweat or rain, it becomes heavy, does not insulate well, and does not dry quickly. Also, the friction of wet cotton irritates the skin.

• Athletic clothing companies have developed materials that wick away moisture from the skin and allow it to evaporate more easily than cotton. Shirts and socks with wicking technology keep a body dry and temperature controlled.

• Stores often have sales on wicking-enhanced items during the summer.

Pick a Path

• Parks with trails often attract runners because of their well-maintained paths and pleasant scenery. Parks with extensive paths frequently have signs marking distances to help you keep track of your mileage.
• Map out a route that starts near your home and loops back to end near your home.
• If you will run on streets or sidewalks, drive a car along the route before you start your run to determine route distances.
• Athletic stores will likely have information about a variety of routes.

Start Slow

A common mistake that new runners make is rushing into intense workouts. Your muscles, cardiovascular system, joints, and ligaments need more time than you assume to adjust to the impact running makes on your body.

• Start with brisk walks for a few weeks to get your body accustomed to the exercise.
• Gradually build up to running long distances.

Design a Training Schedule

After adjusting to the impact of running, many people look to enter local events. There are many 5K (3.1 miles), 10K (6.2 miles), half-marathon (13.1 miles), and marathon (26.2 miles) races throughout the year. Because the distances vary, you must use different training strategies. Here is a sample of a 10K schedule.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Week 1 Distance (miles) /Type	0	1	1	2	1	1.5	3
	rest	normal pace	speed work	normal pace	easy pace	normal pace	speed work
Week 2 Distance (miles) /Type	0	1.5	1.5	3	1.5	2	4
	rest	normal pace	speed work	normal pace	easy pace	normal pace	normal pace
Week 3 Distance (miles) /Type	0	3	2	3.5	2	3.5	5
	rest	normal pace	speed work	normal pace	easy pace	normal pace	normal pace
Week 4 Distance (miles) /Type	0	4	2	3	2	0	6.2
	rest	normal pace	speed work	normal pace	easy pace	rest	race

Normal Pace: This rate of running should involve some effort but not be too uncomfortable.

Speed Work: Running in a public race with so many runners nearby instinctively pushes you to increase your speed. If your body has no practice in running faster than a comfortable pace, you may become exhausted quickly. Speed work alternates between fast and slow running during the workout.

Easy Pace: Your body needs opportunities to recuperate. Taking a day off provides this, but so does running at a leisurely pace. Your body still gets the practice of running without the strain of pushing its limits.

Tapering: The concept of tapering means reducing workout intensity as the race day approaches.

Run for Your Life!

Running is a fun, rewarding hobby that can last a lifetime. It can even extend your lifetime! The most important step in running is the first one. Get started today!

Home | Contact

Read this sentence from the Web page.

Athletic clothing companies have developed materials that <u>wick</u> away moisture from the skin and allow it to evaporate more easily than cotton.

27. **In the context of the sentence, <u>wick</u> means to**

A draw up fuel to burn.

B braid or weave cord.

C absorb or drain fluid.

D make out of wicker.

28. **Which sentence from the Clothing section is irrelevant and should be deleted?**

A When cotton gets wet from sweat or rain, it becomes heavy, does not insulate well, and does not dry quickly.

B Athletic clothing companies have developed materials that wick away moisture from the skin and allow it to evaporate more easily than cotton.

C Shirts and socks with wicking technology keep a body dry and temperature controlled.

D Stores often have sales on wicking-enhanced items during the summer.

29. **Which term <u>best</u> describes the organizational structure of the Web page?**

A sequential

B cause–effect

C problem–solution

D comparison–contrast

Read this excerpt from the Web page.

Parks with trails often attract runners because of their well-maintained paths and pleasant scenery. Parks with extensive paths frequently have signs marking distances to help you keep track of your mileage.

30. **Which is a <u>paraphrase</u>, not a summary, of the excerpt?**

A It is hard to imagine a better place to run than a park with beautiful natural surroundings and convenient distance markers.

B Many runners choose to run at parks because the paths are well kept, the scenery is pleasing, and signs help runners measure distance.

C Parks often have trails with nice scenery and mileage markers, so runners often choose to exercise there.

D Extensive paths, pleasant views, and signs that help you keep track of distance are the reasons parks attract runners.

31. **The manager of an athletic shoe store plans to train the sales staff to offer a "wet test" to customers. This information would <u>best</u> be presented to the sales staff in a**

A memorandum to all staff.

B poster in the store.

C demonstration.

D store Web page.

32. **The Web site suggests that runners training for a 10K race plan to run at an easy pace**

A once every two weeks.

B every other day.

C twice a week.

D once a week.

Read this sentence.

After thinking over the matter for a long time, Rachael appointed Tianna the leader of the club.

33. **Which pattern does the sentence follow?**

A subject – action verb – direct object

B subject – linking verb – subject compliment

C subject – action verb – indirect object – direct object

D subject – action verb – direct object – object compliment

Read this sentence.

Everyone wanted the school garden to look nice unfortunately nobody wanted to volunteer to pull weeds.

34. **Which is the best way to revise the underlined section to correct the run-on sentence?**

A nice, however unfortunately

B nice however; unfortunately

C nice; but, unfortunately,

D nice but, unfortunately,

Read these sentences.

Excited about the camping trip, Jared could hardly wait for a week of hiking and fishing with his family. _____, he looked forward to the long afternoons of swimming in the lake.

35. **Which transitional word correctly completes the second sentence?**

A Moreover

B Therefore

C Meanwhile

D Nevertheless

Read this student review of an art exhibition.

Although not exactly a disaster, the art show leaves a lot to be desired. Most notably, the majority of paintings represent nothing more than blobs of color and wavy lines. Because the artists in the show have worked professionally for many years, I assume they painted blobs and lines on purpose. However, art is supposed to communicate something. Since I could not understand what these artists meant to communicate, I left the exhibition feeling confused and unsatisfied.

36. **Which statement refutes the writer's viewpoint?**

A Many people do not understand art.

B Some artists are more skilled than others.

C Artists should try to please their audience.

D Art means something different to every viewer.

Read the research report and answer questions 37 through 42.

The Monterey Bay Aquarium

Nestled in what used to be an industrial center called Cannery Row sits the world's largest aquarium, a true gem overflowing with countless treasures of the undersea world. Visitors can experience creatures they never imagined existed, and no one leaves without a new perspective on life in all its forms.

The Monterey Bay Aquarium, home to around 620 species of marine life, was constructed on the site of a former sardine cannery on the shore of the Pacific Ocean in Monterey, California. Now, instead of packaging fish for human consumption, the aquarium encourages respect for ocean dwellers.

A wide variety of aquarium programs allow visitors up-close-and-personal access to fish, turtles, sharks, flamingoes, sea otters, and just about every other ocean dweller. The largest tank towers ten meters above viewers, allowing them a glimpse into a dazzling undersea environment. Over 300,000 gallons of filtered ocean water flow into the tank from the Monterey Bay. The aquarium's visitor guide explains that, during the day, the staff filters the water for the viewing pleasure of visitors. At night, the filters are switched off and 2,000 gallons of water are pumped through the tank every minute, carrying plankton[1] to hungry creatures such as mussels and barnacles. The filters also transport seaweed spores and cup corals that can attach and grow on the rocks to make the tank ever more realistic and colorful.

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[1]**plankton:** tiny plants and animals floating in water; they serve as food for larger creatures living in the water

Most of the big rocks at the Monterey Bay Aquarium are not rocks at all. They are actually artificial rocks made of fiberglass-reinforced concrete, also called rockwork. According to the Web log of one aquarium visitor, the majority of the rocks are only an inch or two thick. The mixture of concrete and fiberglass fibers is sprayed onto a screen foundation and molded into a highly realistic backdrop for the real attraction, the sea creatures that grow on them or swim or float around them.

The aquarium boasts two major achievements that surpass those of most other aquariums. The first is its successful effort to grow California Giant Kelp. In order for this unique kelp to grow, the water must move around it constantly, obviously a challenge in a large glass tank. Engineers for the Monterey Bay Aquarium use a large wave machine mounted at the top of the tank combined with the continuous flow of water from the bay and sunlight filtered from above to create conditions suitable for the kelp to grow. In addition, the Monterey Bay Aquarium is the first aquarium in the world to successfully house a great white shark in captivity for an extended period. Between September 2004 and March 2005, the aquarium shattered the previous record of sixteen days by hosting a female great white for 198 days before releasing her back into the open ocean. More than 1 million people visited her during her stay. The aquarium has housed other great whites since then, although for shorter periods. In most cases, sharks are housed in the aquarium to recuperate from injuries suffered when they accidentally become ensnared in the equipment of commercial fishing operations.

The design of the Monterey Bay Aquarium includes several unique features. For example, a two-story tank houses a kelp forest where a multitude of sunfish and sharks play. Sand dabs and sardines are exhibited in shelf-like tanks, which are particularly well suited to these flat fish. Fish swim in an endless circle

in their cylindrical kingdom. Aquarium guests can reach into open tanks to touch velvety bat rays. Jellyfish float peacefully around exhibit tanks called kreisels. These circular tanks have no corners. These tanks are perfect for delicate creatures that might injure themselves in a tank with corners.

The fish and other animals in the exhibits are collected by various methods. Divers collect some specimens using hand nets. Fishermen may use a hook and line to catch other creatures. Some marine life can only be caught by using a special trawl net or trap. Finally, commercial fishermen catch some of the fish, octopi, and other animals and bring them to the aquarium for study and display.

A visit to the Monterey Bay Aquarium is a delightful way to spend a day and learn about a world far different from our own. Packed with adventure and information, it just might change the way people think about our ocean-dwelling neighbors.

Read these sentences from the draft report.

Jellyfish float peacefully around exhibit tanks called kreisels. These circular tanks have no corners. These tanks are perfect for delicate creatures that might injure themselves in a tank with corners.

37. **Which revision <u>best</u> combines the sentences to create a longer, more interesting sentence?**

A Circular tanks are perfect for preventing injuries to delicate jellyfish rather than a tank with corners.

B Kreisels are circular tanks where delicate jellyfish can float peacefully without injuring themselves, as they might in a tank with corners.

C Exhibit tanks called kreisels are circular tanks with no corners and are perfect for delicate creatures that might injure themselves in a tank that does have corners.

D Jellyfish float peacefully around exhibit tanks called kreisels; these circular tanks have no corners and they are perfect for delicate creatures that might injure themselves in a tank with corners.

38. The writer's purpose for writing the report is to

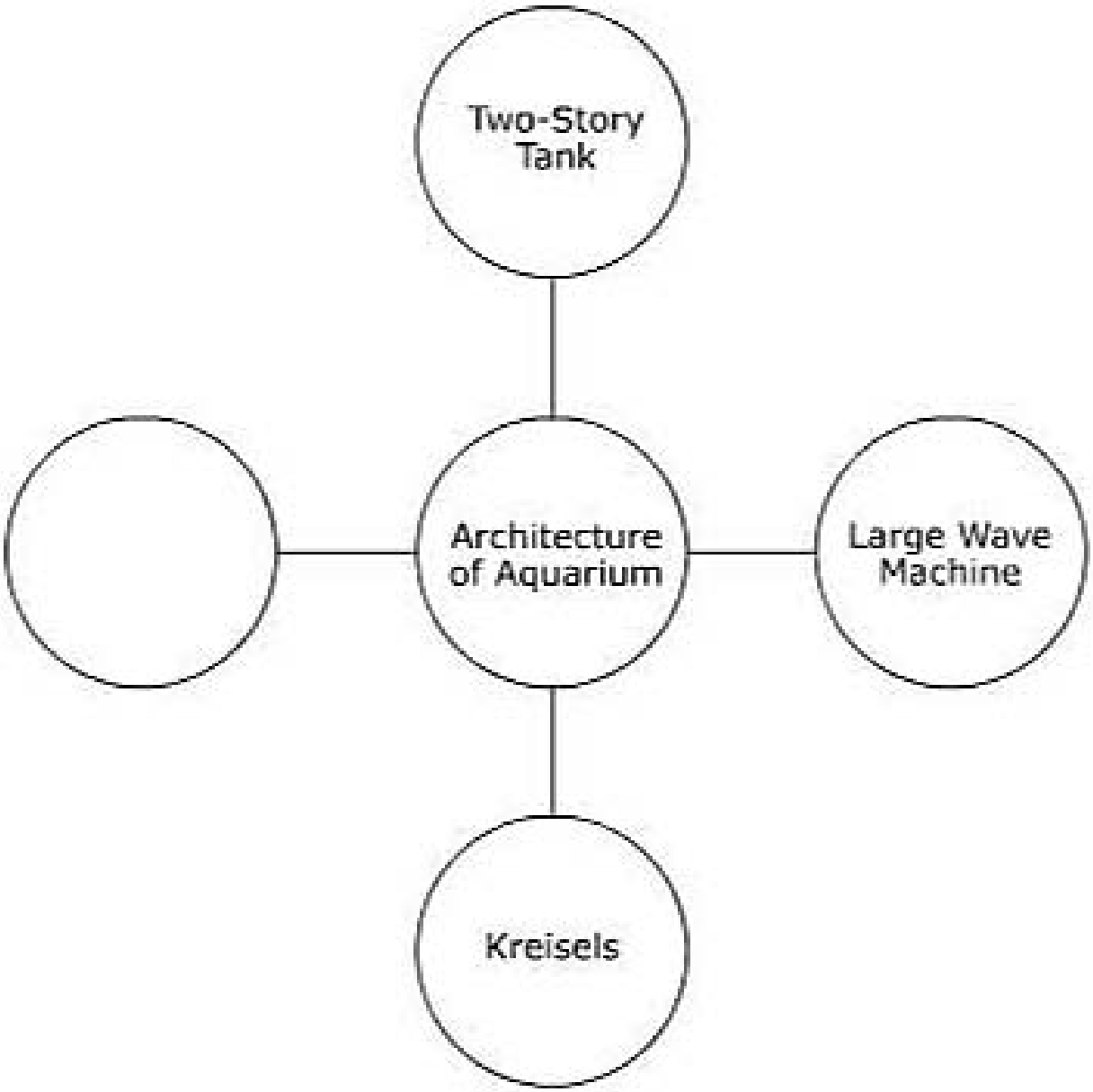
A inform prospective visitors of various features to see at the aquarium.

B persuade readers to support programs sponsored by the aquarium.

C entertain readers with stories of a recent visit to the aquarium.

D warn prospective visitors of certain dangers at the aquarium.

Look at this prewriting graphic organizer.



39. **Which topic belongs in the empty circle?**

A Jellyfish

B Artificial Rocks

C Great White Shark

D Unfiltered Bay Water

40. **Which article would provide the <u>most</u> focused information for further research about commercial aquariums?**

A "Aquatic Life: Through the Glass"

B "Octopus: Our Eight-Legged Friend"

C "Swim with the Fish: Snorkeling Lessons"

D "Saltwater Aquarium Filters: A Homeowner's Guide"

41. **A primary source for information about the Monterey Bay Aquarium is a(an)**

A newspaper article written for the grand opening of the aquarium.

B interview with someone who has researched the aquarium.

C speech by one of the original designers of the aquarium.

D movie about Monterey filmed at the aquarium.

42. **Which Web resource would provide the <u>most</u> valid information for further study of the Monterey Bay Aquarium?**

A a Web log managed by a local citizen of Monterey

B an online encyclopedia posted by multiple users

C a series of social media posts from aquarium visitors

D a Web page managed by marine biologists at the University of California

Read the speech and answer questions 43 through 50.

A Proposition for a Literature Review Committee

Members of the School Board, Administration, Ladies and Gentlemen:

Thank you for this opportunity to speak before the board. As a student in this district, I am very interested in how the curriculum is developed. Much discussion has focused on some of the books chosen for the different English classes. Some people want a very narrow list that requires all students to read the same titles, and other people want to allow students to pick and choose because of personal feelings. I would like to suggest a way to compromise. I propose a book review committee of administrators, teachers, parents, and students that would create a reading choice list. This issue should not be decided by only one of the interested parties. The valid concerns of each group involved—parents, teachers, administrators and students—must be represented in order to make a fair decision about book choice.

This issue has many sides. The administration is responsible for making sure that curriculum materials meet state standards and provide the information students need. Teachers use those materials to develop lessons that will not only teach the students about that particular book but will help them learn about life and the bigger world. Parents hope their children will be well educated but protected from harm. Students want to read interesting and modern books, not old-fashioned and boring ones. We want to read books that say something to us about our lives. Sometimes these concerns may conflict, but I believe that—deep down—every group just wants the best for the students. Since we all want the same thing, the problem can be solved. We just need to keep open minds.

Since members of the administration communicate with the state Department of Education, the school board, parents and taxpayers, faculty, and students every day, it seems it would make the most sense for a member of the administration to chair the committee. Also, administration representatives must be on the committee to make sure the chosen books guarantee that students learn the skills necessary to graduate. If the classes we take do not meet state requirements, then all our hard work will be wasted. It would be tragic to climb all the way to the peak of senior year and find out that we should have been on a different mountain.

The committee must include teachers for several reasons. Classic literature gives students a doorway into other places, times, and viewpoints. Teachers can guide students to understand the lessons recommended books can illuminate. Teachers can help to develop lists of other books that will teach the same lessons. Teachers can also explain how students can become informed and careful readers. Helping students learn to differentiate between good and bad literature is part of a teacher's job.

Parents should certainly be on the committee. As their child's first teachers, they should be involved in their child's education. Most parents want to see their child develop good decision-making skills. Literature can help students do that. Everyone on the committee should read the books under consideration. Those parents on the committee cannot only talk to their own children and to other parents in a knowledgeable way about the books but also propose other books for the lists. Since many parents frequently talk to other parents about school, having informed parents on the committee might stop the spread of harmful rumors.

I am sure everyone can understand why I think students should be represented on this committee. It is obvious. The committee discussions would

be incomplete without student input. Students are the ones on the front line, the ones that have to study these books. Having the opportunity to read well-written books at school enhances our education. Some might argue that outside influences such as books too easily affect students. I do think, however, that students deserve more credit. Most of us can read about bad behavior without then going out and behaving badly. Just ask any student who has studied Shakespeare.

Education is one of the most important gifts a community gives to children. The whole community should be involved in improving that education. The committee I propose would allow all interested groups to join this very important discussion about the benefits of literature. With mutual respect and courtesy, I am sure that we will make good decisions for all the students of our district.

43. **Which term <u>best</u> describes the overall structure of the speech?**

A cause–effect

B sequential order

C problem–solution

D comparison–contrast

44. **This speech is based <u>mainly</u> on the premise that**

A school administrators should lead important decisions about education.

B students allow literature to have too much influence over their decisions.

C parents should take responsibility for the early education of their children.

D community members should work cooperatively to achieve a common goal.

Read this excerpt from the speech.

Also, administration representatives must be on the committee to make sure the chosen books guarantee that students learn the skills necessary to graduate. If the classes we take do not meet state requirements, then all our hard work will be wasted. It would be tragic to climb all the way to the peak of senior year and find out that we should have been on a different mountain.

45. **Which rhetorical device is used in this excerpt?**

A simile

B metaphor

C repetition

D hyperbole

Read this excerpt from the speech.

Parents should certainly be on the committee. As their child's first teachers, they should be involved in their child's education. Most parents want to see their child develop good decision-making skills. Literature can help students do that.

46. **Which persuasive device is used in the excerpt?**

A transfer

B bandwagon

C snob appeal

D loaded words

47. Which sentence from the speech presents the strongest argument for creating a Book Choice committee?

A If the classes we take do not meet state requirements, then all our hard work will be wasted.

B Classic literature gives students a doorway into other places, times, and viewpoints.

C Most parents want to see their child develop good decision-making skills.

D The whole community should be involved in improving that education.

Read this paragraph from the speech.

I am sure everyone can understand why I think students should be represented on this committee. It is obvious. The committee discussions would be incomplete without student input. Students are the ones on the front line, the ones that have to study these books. Having the opportunity to read well-written books at school enhances our education. Some might argue that outside influences such as books too easily affect students. I do think, however, that students deserve more credit. Most of us can read about bad behavior without then going out and behaving badly. Just ask any student who has studied Shakespeare.

48. **Which sentence, if added to the paragraph, would strengthen the argument that students should be included on the committee?**

A One way that students learn is by reading the assigned literature.

B Students need instructions to understand the difference between life and fiction.

C High school students should be capable of choosing their own reading materials.

D Reading and discussing a book with others is much more beneficial than reading it alone.

49. **Which option would <u>most</u> likely contain a <u>summary</u>, not a critique, of the speech?**

A a citizen's rebuttal to the speech in a letter to the editor

B a reporter's article about the speech in the local newspaper

C a teacher's evaluation of the sentence structure of the speech

D a drama coach's comments on the techniques used in the speech

A flier will be prepared to solicit volunteers to serve on the Book Choice committee.

50. **Which visual image would <u>best</u> illustrate the purpose of the committee?**

A a parent and several children browsing in a public library

B formally dressed adults seated around a conference table

C several adults and students clustered around an oversized book

D a circle of high school students and a teacher leading a discussion

Read this excerpt from a short story.

Gina raced around helping to set up the Lincoln High School garage sale. Of course, she expected the sale to be a huge success, but she also looked forward to a special surprise. Famous author (and Lincoln High graduate) Barbara Jackson had left signed copies of her latest novel with Gina to give as gifts to all the volunteers. She made Gina promise not to tell anyone about the surprise.

Gina smiled when she thought about how happy her friend Mike would be. Mike had volunteered to help with the sale. He also loved Jackson's books and could not stop talking about his favorite author after her last visit. However, just as Gina's thought faded, an embarrassed-looking Mike rushed over and told her that he could not volunteer after all. A friend invited him to see a movie instead. Gina was hurt and annoyed, but she did not have time to convince Mike to stay and help. Luckily, another boy volunteered to take Mike's place.

At the end of the sale, all the volunteers were thrilled with Gina's surprise. They were especially pleased that each book was signed, "Thanks for your support of Lincoln High, Barbara Jackson." Gina was looking at her copy later that day when Mike called. "I suppose you are going to ask me if anything exciting happened at the garage sale today," she said as she rolled her eyes.

51. **How does the excerpt illustrate dramatic irony?**

A Gina's big surprise has unintended consequences.

B Readers are aware that Mike is making a mistake.

C Readers are supposed to feel anger toward Mike.

D Gina's statement at the end has a hidden meaning.

Read this poem.

(1) The mosquitoes hum and buzz at dusk.
(2) Finding flesh, they fly and feast,
(3) Making welts on stinging skin.
(4) It is no use to fight the mosquito's bite.

52. **Which line from the poem contains onomatopoeia?**

A Line 1

B Line 2

C Line 3

D Line 4

Read this excerpt from a short story.

(1) Marion imagined herself as a sea captain, setting off on a great adventure. **(2)** However, the ship in her imagination was only a raft in the middle of a swimming pool. **(3)** The children around her jostled and splashed, creating a tempest in the chlorinated water. **(4)** As Marion battled the wind and the lashing waves, she felt like Odysseus on the journey home from Troy.

53. **Sentence 4 contains an example of a(n)**

A pun.

B allegory.

C parable.

D allusion.

Read these lines from a poem.

Autumn leaves have carpeted the forest floor.
Cold descends, and summer is no more.

54. **Which subject for a painting <u>best</u> illustrates the ideas expressed in the poem?**

A a child standing beside a tree while raking her front yard

B trees with colorful foliage reflected on the surface of a lake

C children wearing coats while running underneath bare trees

D a snow-covered field with only an old, twisted tree in the center

Read the essay and the news article, then answer questions 55 through 62.

Hiker Hunger

Walking and hiking, rambling or trekking, what's the difference? You put one foot in front of the other; and then you repeat, sometimes for hours and other times for days. For me, what distinguishes hiking from other forms of locomotion is not the impact on my feet but on my appetite. Whether hiking evokes pleasure or pain depends on how, and how often, I snack.

Last year, Eric and I met in Gatlinburg, Tennessee, to hike a section of the Appalachian Trail. Since he is in college now, we do not see each other often; we celebrated our reunion with an enormous pancake breakfast before starting up the trail. Well fortified, we nevertheless found ourselves digging into the cashew-and-raisin trail mix we brought along within an hour of commencing our two-week hike.

We had plenty for dinner each night, always something in a can accompanied by something else from a box. For breakfasts we ate instant oatmeal or packaged pastries. Well fed, we still found ourselves stopping often to snack. All day long we grazed like mountain goats. We quickly consumed nearly all of our trail mix, dried fruit, and energy bars. We had enough to eat but not enough of what we craved.

I discovered that eating while on the trail has little to do with hunger. I often reached for a snack to reward myself for spotting a nearly hidden trail marker, scaling a challenging height, or traversing a muddy stretch. The sensation of hunger sometimes signaled that it was time to spend a few minutes sharing a snack and some conversation after missing the sound of someone else's boots for a while. At other times, the claim of hunger provided an excuse to stop

and rest awhile, nibble away at a snack, and admire the sunlight streaming through a canopy of leaves.

When we reached the road that led just off the trail to Hot Springs, North Carolina, we headed first to a burger spot for a hot lunch. Next, we stopped at a small grocery for canned and boxed goods. Then, we made our way to the local post office, to which Eric had the foresight to mail an enormous package of food items he was not sure we could find in the local store. After trading news of the trail for news about the outside world, we filled our nearly empty backpacks with food for the next leg of the trip. In my pocket, I stashed a huge bag of trail mix from Eric's parcel—my favorite kind with carob chips and nuts. As soon as we returned to the Appalachian Trail, I pulled out the bag and offered a handful to Eric. Although we would not have our next contact with civilization for four or five days, we had plenty to eat for breakfast and dinner each day and at least enough snack food to satisfy my hiking hunger until we reached the next post office with its waiting package. Then, we continued on our way along the trail once more.

Concern Over Post Office Closings

With e-mail, text messaging, Twitter(SM), and other electronic means of communication readily available, the post office may seem like a thing of the past. Across the country, however, many people will feel the effects of recent and ongoing post office closings. The United States Postal Service (USPS) recently identified over 3,500 locations that it may close because they are underused and unprofitable. The list includes sixty locations in Tennessee. If the USPS continues to have difficulty raising revenue, then farther locations will likely face the chopping block.

The USPS defends its decision by noting that facilities subject to closing do not conduct mail processing. To compensate for the loss of these facilities, the postal service plans to add what it calls "expanded access" locations, sales centers, in places such as grocery stores, government offices, and community centers.

Post offices provide many more services than selling stamps, however. The closure of a local post office deprives nearby residents of a valued resource. Their post office provides a convenient place to catch up with neighbors, pay bills, and check out community notices. Especially for those who do not drive, like the elderly and individuals with disabilities, ease of access to a post office is very important. People who do not have a checking account purchase money orders. Those who want secure mail delivery rent mailboxes there.

A tide of post office closings also concerns people who enjoy hiking as a recreational activity. Each year, a great many people hike along such routes as the 2,650-mile Pacific Crest Trail in the western United States or the 2,175-mile Appalachian Trail in the East. Some of these hikers depend upon rural post offices nearby. Before they set off on their journey, hikers who plan to cover long

distances often send packages of food and supplies to post offices along their route. Loss of this means to resupply food and other necessities is not merely inconvenient; it is dangerous.

Before taking more action, the Postal Regulatory Commission must hold open hearings to solicit public opinion. Those who wish to comment on post office closings can also go to the Commission Web site, http://www.prc.gov/, to submit their comments and concerns.

Twitter(SM) is a registered Service Mark owned by Twitter, Inc.

55. **Which sentence from Paragraph 3 contains a simile?**

A For breakfasts we ate instant oatmeal or packaged pastries.

B Well fed, we still found ourselves stopping often to snack.

C All day long we grazed like mountain goats.

D We had enough to eat, but not enough of what we craved.

56. **The mood of the essay is anticipatory, and the tone is**

A foreboding.

B genial.

C playful.

D resigned.

57. **In which mode is the article written?**

A descriptive

B informative

C narrative

D persuasive

58. **Which statement <u>best</u> expresses the main idea of the article "Concern Over Post Office Closings"?**

A Advances in technology impact the services post offices typically provide.

B The United States Postal Service must respond to economic conditions of the time.

C People around the country depend upon their local post office to supply many different services.

D The public should share their opinions about post office closings with the United States Postal Service.

Read Paragraph 1 of "Concern Over Post Office Closings."

With e-mail, text messaging, Twitter(SM), and other electronic means of communication readily available, the post office may seem like a thing of the past. Across the country, however, many people will feel the effects of recent and ongoing post office closings. The United States Postal Service (USPS) recently identified over 3,500 locations that it may close because they are underused and unprofitable. The list includes sixty locations in Tennessee. If the USPS continues to have difficulty raising revenue, then farther locations will likely face the chopping block.

59. **Which underlined word in the paragraph is misused and should be replaced?**

A past

B effects

C then

D farther

60. **Which statement <u>best</u> combines details from both "Hiker Hunger" and "Concern Over Post Office Closings"?**

A Rural post offices fulfill a variety of needs for locals and visitors alike.

B Post offices in rural areas serve as a means of relaying news about the wider world.

C Obtaining sufficient supplies is one of the great challenges for those who hike long distances.

D Finances are not the only factor that should be considered in the decision to close a post office.

61. **Which statement <u>best</u> conveys a theme shared by both the essay and the news article?**

A You will appreciate more what you have worked to attain.

B People have social needs as well as practical ones.

C It is sometimes important to experience nature.

D People should value the opinions of others.

62. **Which statement <u>best</u> describes the difference between "Hiker Hunger" and "Concern Over Post Office Closings"?**

A The essay was written a long time ago, whereas the news article is very recent.

B The essay relies mostly on descriptive details, whereas the news article relies on facts.

C The essay is written in first person, whereas the news article uses second person.

D The essay expresses a single viewpoint, whereas the news article expresses many viewpoints.

63. **Choose the word that correctly completes the analogy.**

Damage is to destroy as try is to _____.

A abandon

B surrender

C experiment

D accomplish

Look at this photo.

64. **The photo will appear in a brochure for a community soccer program. Which element conveys the idea that soccer is fast-paced and exciting?**

A lighting

B background

C camera angle

D repetition of images

Look at the photograph.

65. **Which is the primary conflict illustrated by the photograph?**

A person vs. self

B person vs. person

C person vs. society

D person vs. technology

EOC English II Form 2
Answer Key

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

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

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

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

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

Item	Reporting Category
54	3 – Communication and Media
55	6 – Literature
56	6 – Literature
57	2 – Writing and Research
58	5 – Informational Text
59	1 – Language
60	5 – Informational Text
61	6 – Literature
62	6 – Literature
63	4 – Logic
64	3 – Communication and Media
65	3 – Communication and Media