Name: \_\_ Date:

Campus (circle one): EE NC SE SW Gulfton NF Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_

YES Prep Public Schools

Trimester 1 Common Assessment

**English II**

October 2011

Multiple Choice Section Time: 75 minutes

***YES Prep Public Schools Honor Code***

YES Prep Public Schools believe that students can take responsibility for establishing and maintaining standards for their own behavior. Honesty, integrity, and respect for each other are expected at YES. Actions or attempted actions that do not uphold these ideals violate the YES Prep Public Schools Honor Code.

♦ A student’s word is expected to be complete truth; therefore, lying and forgery are violations of the Honor Code.

♦ A student’s work is expected to be entirely his/her own, unless properly credited; therefore, plagiarism and cheating are violations of the Honor Code.

♦ The property of others is to be respected; therefore, stealing – no matter how minor – is a violation of the Honor Code.

Students who witness an Honor Code violation are expected to report the action to the Dean of Students. Working together, we can ALL create a community of learners who value hard work, creativity, and commitment to college matriculation. It is crucial that every member of the YES community – students, parents, and staff – understands the importance of the YES Honor Code and strives to maintain its integrity.

I, , have read, signed, and agreed to abide by the YES Prep Public Schools Honor Code. Any Honor Code violations (no matter how small) will be immediately reported to the Dean of Students and will be dealt with according to the YES Prep Public Schools cheating policy.

**Testing Guidelines & Directions**

* You will have 75 minutes to take this reading and mechanics test. This includes reading the passages, answering the 44 questions, and bubbling answers on your scantron.
* You may answer the questions in any order.
* You may use a pen/pencil and a highlighter.
* You may not use any extra resources including dictionaries or thesauruses.
* The test proctor may not answer any questions about the test unless they are about the directions.
* If you finish before the 75 minutes have passed, you may check your work on the test.



**Directions: Read both of the poems below and select the best answer for each question.**

**Section I: Writing Mechanics**

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| **Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer document. |

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| 1. In the passage that is repeated below, which of the underlined words is a present participle?  “*The ducks come on swift, silent wings, gliding through the treetops as if guided by radar, twisting, turning, never*  *(1) (2)*  *touching a twig in that thick growth of trees that surrounded the lake.”*  *(3) (4)*  a. 1  b. 2 and 3  c. 3  d. 4  e. 1 and 3 |
| 2. In the passage that is repeated below, which of the underlined words is a past participle?  *"One January day, thirty years ago, the little town of Hanover, anchored on a windy Nebraska tableland, was*  (1) (2) (3)  *trying not to be blown away.”* (Willa Cather, *O Pioneers!*)  (4)  f.1  g. Both 1 and 3  h. Both 2 and 3  j. Both 2 and 4  k. 4 |
| **Directions:** For each question in this section, consider the sentence and select the *best* revision from among the choices given and fill in the corresponding circle on the answer document. |
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| 3. *Slipping on the wet sidewalk, the keys fell from Amaury’s pocket.*  a. Slipping on the wet sidewalk, the keys fell from Amaury’s pocket.  b. When Amaury slipped on the wet sidewalk, the keys fell from his pocket.  c. The keys slipped on the wet sidewalk and fell out of Amaury’s pocket.  d. The keys fell from Amaury’s pocket when they slipped on the wet sidewalk.  e. When Amaury slipped on the sidewalk, he fell and dropped his keys.  4. *Crying and screaming, Mrs. Williams led three-year old Mindy away from the toy store.*  f. Crying and screaming, Mrs. Williams led three-year old Mindy away from the toy store.  g. Mrs. Williams, crying and screaming, led three-year old Mindy away from the toy store.  h. Three-year old Mindy was led away from the toy store by Mrs. Williams, crying and screaming.  j. Mrs. Williams cried and Mindy screamed as she was led away from the toy store.  k. Mrs. Williams led three-year old Mindy, crying and screaming, away from the toy store. |
| 5. *Attacked by the school bully, the backpack fell from Abner’s shoulder.*  a. Attacked by the school bully, the backpack fell from Abner’s shoulder.  b. When he was attacked by the school bully, Abner’s backpack fell from his shoulder.  c. The school bully dropped his backpack when he attacked Abner after school.  d. The backpack fell from Abner’s shoulder when he was attacked by the high school bully.  e. Both B and D are appropriate corrections. |
| 6. *Although very spicy, Dana managed to finish the enchilada.*  f. Although very spicy, Dana managed to finish the enchilada.  g. Although spicy, Dana managed to finish the enchilada without complaint.  h. Dana managed to finish the enchilada although it was very spicy.  j. Although very spicy, Dana likes to eat and finish enchiladas.  k. Dana, although spicy, managed to finish her enchilada. |
| 7. *The young child walked quietly on the tips of his toes past the very young dog.*  a. The young child walked quietly on the tips of his toes past the very young dog.  b. The young child quietly walked on the tips of his toes past the puppy.  c. The young child walked quietly past the puppy.  d. The toddler tiptoed past the young dog quietly.  e. The toddler tiptoed past the puppy. |
| 8. *We received a free complimentary copy of a book about the past history of education in America from the*  *salesman.*  f. We received a free complimentary copy of a book about the past history of education in America from the salesman.  g. We were given a free book by a passing salesman so we could learn about American history.  h. The salesman gave us a book about the history of American education.  j. We received a free, complimentary copy of a book about American history.  k. We received a complimentary copy of a book about the past history of education in America from the salesman; it was free. |
| 9. *In the early part of the month of April we traveled in our own car to the city of New Orleans in the state of*  *Louisiana.*  a. In the early part of the month of April we traveled in our own car to the city of New Orleans in the state of Louisiana.  b. At the beginning of the month of April we drove our own car to the city of New Orleans, Louisiana.  c. In the early part of the month of April, the beginning, we traveled to New Orleans, in the state of Louisiana.  d. Early in April, we traveled in our own car to the city of New Orleans in Louisiana.  e. We drove to New Orleans, Louisiana in early April. |

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| Directions: Read the following rough draft of a paragraph for a Biology class. Then, choose the *best* answer for the questions that follow. |
| (1) Investigating the problem recently, headaches were found by doctors to attack regularly two thirds of the population almost. (2) The cause is either physical or psychological in nature. (3) A brain tumor is actually the least likely reason for headaches. (4) Of course, a doctor should diagnose the individual case and recommend treatment. (5) However, the sharp pains do occur in some general patterns. (6) One of the most interesting of these is the food-allergy type. (7) Some people have stopped getting attacks by eliminating citrus fruits simply. (8) Others have traced their discomfort to certain vegetables who kept a diary of what they ate. (9) Additional sufferers can blame weekend letdowns. (10) Drugs won’t always help here because the body can build up resistance to frequent doses of pills or powders. (11) The important thing to remember is that something can be done to help a patient with competent medical knowledge. |
| 10. What, if any, is the *best* revision for sentence 1?  f. Investigating the problem recently, headaches were found by doctors to attack regularly two thirds of the population almost.  g. Investigating the problem recently, doctors found headaches to regularly attack two thirds of the population almost.  h. Investigating the problem recently, doctors found headaches to attack regularly almost two thirds of the population.  j. Investigating the problem recently, doctors found headaches to regularly attack almost two thirds of the population.  k. Investigating the problem recently, headaches were found by doctors to regularly attack almost two thirds of the population. |
| 11. What, if any, is the *best* revision for sentence 8?  a. Others have traced their discomfort to certain vegetables who kept a diary of what they ate.  b. Others, who kept a diary of what they ate, have traced their discomfort to certain vegetables.  c. Others have traced their discomfort to certain vegetables.  d. Those who kept a diary of what they ate have traced their discomfort to certain vegetables.  e. Others have traced their discomfort to certain vegetables and who kept a diary of what they ate. |
| 12. Which of the following sentences contains a misplaced modifier?  f. Sentence 2  g. Sentence 3  h. Sentence 4  j. Sentence 9  k. Sentence 11 |

**Section II: Critical Reading**

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| **Directions:** Read the passage, and then, answer the questions that follow. Before you read the passage, preview the questions and think about the best approach to find the answers. |

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| This scene from *Hamlet* includes King Claudius speaking of his recent marriage to his deceased brother’s wife, Gertrude. In this scene, because Hamlet the King has passed away, his son (also named Hamlet) is in a state of grief. |

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| *Enter KING CLAUDIUS, QUEEN GERTRUDE, HAMLET*  **KING CLAUDIUS**  Though yet of Hamlet our dear brother’s death  The memory be green, and that it us befitted  To bear our hearts in grief and our whole kingdom  To be contracted in one brow of woe,  Yet so far hath discretion fought with nature  That we with wisest sorrow think on him,  Together with remembrance of ourselves.  Therefore our sometime sister, now our queen,  The imperial jointress to this warlike state,  Have we, as ‘twere with a defeated joy,--  With an auspicious and a dropping eye,  With mirth[[1]](#footnote-1) in funeral and with dirge[[2]](#footnote-2) in marriage,  In equal scale weighing delight and dole, --  Taken to wife: nor have we herein barr’d  Your better wisdoms, which have freely gone  With this affair along. For all, our thanks…  But now, my cousin Hamlet, and my son,--  **HAMLET**  [Aside] A little more than kin[[3]](#footnote-3), and less than kind.  **KING CLAUDIUS**  How is it that the clouds still hang on you?  **HAMLET**  Not so, my lord; I am too much i’ the sun.  **QUEEN GERTRUDE**  Good Hamlet, cast thy knighted colour off, | (1)  (5)  (10)  (15)  (20)  (25) | And let thine eye look like a friend on Denmark.  Do not for ever with thy vailed[[4]](#footnote-4) lids  Seek for thy noble father in the dust:  Thou know’st ‘tis common; all that lives must die,  Passing through nature to eternity.  **HAMLET**  Ay, madam, it is common.  **QUEEN GERTRUDE**  If it be, Why seems it so particular with thee?  **HAMLET**  Seems, madam! nay it is; I know not ‘seems.’  ‘Tis not alone my inky cloak, good mother,  Nor customary suits of solemn black,  Nor windy suspiration of forced breath,  No, nor the fruitful river in the eye  Nor the dejected ‘havior of the visage,  Together with all forms, moods, shapes of grief,  That can denote me truly: these indeed seem,  For they are actions that a man might play:  But I have that within which passeth show;  These but the trappings and the suits of woe.  **KING CLAUDIUS**  ‘Tis sweet and commendable in your nature, Hamlet,  To give these mourning duties to your father:  But, you must know, your father lost a father;  That father lost, lost his, and the survivor bound  In filial obligation for some term  To do obsequious sorrow: but to persevere | (30)  (35)  (40)  (45)  (50)  (55) |

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| In obstinate condolement is a course  Of impious stubbornness; ‘tis unmanly grief…  As a father: for let the world take note,  You are the most immediate to our throne;  And with no less nobility of love  Than that which dearest father bears his son,  Do I impart toward you. For your intent  In going back to school in Wittenberg,  It is most retrograde to our desire:  And we beseech you, bend you to remain  Here, in the cheer and comfort of our eye,  Our chiefest courtier, cousin, and our son.  **QUEEN GERTRUDE**  Let not thy mother lose her prayers, Hamlet:  I pray thee, stay with us; go not to Wittenberg.  **HAMLET**  I shall in all my best obey you, madam.  **KING CLAUDIUS**  Why, ‘tis a loving and a fair reply:  Be as ourself in Denmark. Madam, come;  This gentle and unforced accord of Hamlet  Sits smiling to my heart: in grace whereof,  No jocund health that Denmark drinks to-day,  But the great cannon to the clouds shall tell,  And the king’s rouse the heavens all bruit again,  Re-speaking earthly thunder. Come away.  *Exeunt all but HAMLET*  **HAMLET**  O, that this too too solid flesh would melt  Thaw and resolve itself into a dew!  Or that the Everlasting had not fix’d  His canon ‘gainst self-slaughter! O God! God!  How weary, stale, flat and unprofitable,  Seem to me all the uses of this world!  …  Must I remember? why, she would hang on him,  As if increase of appetite had grown | (60)  (65)  (70)  (75)  (80)  (85)  (90) | By what it fed on: and yet, within a month—  Le me not think on’t--Frailty[[5]](#footnote-5), thy name is woman!—  A little month or ere those shoes were old  With which she follow’d my poor father’s body,  Like Niobe, all tears:--why she, even shee—  O, God! a beast, that wants discourse of reason,  Would have mourn’d longer—married with my uncle,  My father’s brother, but no more like my father  Than I to Hercules: within a month:  Ere yet the salt of most unrighteous tears  Had left the flushing in her galled eyes,  She married. O, most wicked speed, to post  With such dexterity to incestuous sheets!  It is not nor I cannot come to good:  But break my heart; for I must hold my tongue. | (95)  (100)  (105) |

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| 13. Lines 3-19 are an example of:  I. soliloquy  II. monologue  III. aside  a. I only  b. II only  c. III only  d.I and II only  e.II and III only |
| 14. Lines from 84-107 include:  I. soliloquy  II. monologue  III. stage directions  f. I only  g. II only  h. III only  j. I and II only  k.I and III only |
| 15. The purpose of Hamlet’s lines from 84-107 include all of the following EXCEPT:  a. Develop Hamlet’s character from within, creating psychological depth and highlighting differences between the inner and outer self  b. Attempt to explain why Hamlet was not chosen to be the next king  c. Retell a series of events that happened within Hamlet’s family  d. Provide context for the depth of Hamlet’s sorrow  e. Present a conflicting circumstance which suggests Hamlet’s life is not as it would seem |
| 16. The stage direction “*Exeunt all but HAMLET*” in line 82 serves primarily to:  f. Remind the other actors to step off stage  g. Let the audience know what is about to happen  h. Emphasize Hamlet’s solitary presence on stage  j. Emphasize that Hamlet is the most important character  k. Both h and j |
| 17. Hamlet’s aside in line 21 accomplishes which of the following?  a. To inform the audience of what is about to happen  b. To show conflict between Hamlet and Claudius  c. To make the audience privy, in one quick reference, to Hamlet’s prime emotion  d. To enable Hamlet to have a conversation with the audience  e. To expose Hamlet’s intentions with one quick reference |
| 18. Hamlet’s aside in line 21 could be most closely interpreted to mean:  f. I wish our family was closer to one another  g. You’re more closely related to me than I would like  h. I am lucky to have you (Claudius) as both an uncle and a stepfather  j. It is unacceptable that you (Claudius) married my mother  k. Both f and h |
| 19. All of the following are results of having few explicit stage directions in this drama EXCEPT:  a. Directors have more freedom to interpret and create staging  b. The playwright’s original intentions are implied rather than explicit  c. Interpretations of the pacing of the play can be different  d. Major dramatic elements of the play are subject to change  e. Actors may interpret the characters’ tone with more flexibility |
| 20. Queen Gertrude’s description of Hamlet in lines 27-32 best characterizes him as:  f. agitated  g. disturbed  h. abrasive  j. mournful  k. sympathetic |
| 21. Hamlet’s comment in line 94, “Let me not think on’t—Frailty, thy name is woman!” can best be described as:  a. a negative generalization of women born out of anger  b. a compliment to his mother’s delicate nature  c. a comment designed to be hurtful  d. an insult to his stepfather regarding the weak woman he chose to marry  e. an attempt to build his own esteem at the expense of others |

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| **Directions:** Read the epic poem, “Casey at the Bat” by Ernest Thayer and select the best answer for each question. |

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| The Outlook wasn't brilliant for the Mudville nine that day: The score stood four to two, with but one inning more to play. And then when Cooney died at first, and Barrows did the same, A sickly silence fell upon the patrons of the game.  A straggling few got up to go in deep despair. The rest Clung to that hope which springs eternal in the human breast; They thought, if only Casey could get but a whack at that - We'd put up even money, now, with Casey at the bat.  But Flynn preceded Casey, as did also Jimmy Blake, And the former was a lulu and the latter was a cake; So upon that stricken multitude grim melancholy sat, For there seemed but little chance of Casey's getting to the bat.  But Flynn let drive a single, to the wonderment of all, And Blake, the much despis-ed, tore the cover off the ball; And when the dust had lifted, and the men saw what had occurred, There was Jimmy safe at second and Flynn a-hugging third.  Then from 5,000 throats and more there rose a lusty yell; It rumbled through the valley, it rattled in the dell; It knocked upon the mountain and recoiled upon the flat, For Casey, mighty Casey, was advancing to the bat.  There was ease in Casey's manner as he stepped into his place; There was pride in Casey's bearing and a smile on Casey's face. And when, responding to the cheers, he lightly doffed his hat, No stranger in the crowd could doubt 'twas Casey at the bat.  Ten thousand eyes were on him as he rubbed his hands with dirt; Five thousand tongues applauded when he wiped them on his shirt. Then while the writhing pitcher ground the ball into his hip, Defiance gleamed in Casey's eye, a sneer curled Casey's lip.  And now the leather-covered sphere came hurtling through the air, And Casey stood a-watching it in haughty grandeur there. Close by the sturdy batsman the ball unheeded sped- "That ain't my style," said Casey. "Strike one," the umpire said.  From the benches, black with people, there went up a muffled roar, Like the beating of the storm-waves on a stern and distant shore. "Kill him! Kill the umpire!" shouted someone on the stand; And its likely they'd a-killed him had not Casey raised his hand.  With a smile of Christian charity great Casey's visage shone; He stilled the rising tumult; he bade the game go on; He signaled to the pitcher, and once more the spheroid flew; But Casey still ignored it, and the umpire said, "Strike two."  "Fraud!" cried the maddened thousands, and echo answered fraud; But one scornful look from Casey and the audience was awed. They saw his face grow stern and cold, they saw his muscles strain, And they knew that Casey wouldn't let that ball go by again.  The sneer is gone from Casey's lip, his teeth are clenched in hate; He pounds with cruel violence his bat upon the plate. And now the pitcher holds the ball, and now he lets it go, And now the air is shattered by the force of Casey's blow.  Oh, somewhere in this favored land the sun is shining bright; The band is playing somewhere, and somewhere hearts are light, And somewhere men are laughing, and somewhere children shout; But there is no joy in Mudville - mighty Casey has struck out. | (4)  (8)  (12)  (16)  (20)  (24)  (28)  (32)  (36)  (40)  (44)  (48)  (52) |

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| 22. In the poem, “Casey at the Bat,” which of the following lines best demonstrates Casey’s hubris in the poem?  f.“Ten thousand eyes were on him as he rubbed his hands with dirt” (line 25)  g. “And Casey stood a-watching it in haughty grandeur there” (line 30)  h.“‘Kill him! Kill the umpire!’ shouted someone from the stand” (line 35)  j.“With a smile of Christian charity great Casey’s visage shone” (line 37)  k.“He stilled the rising tumult and he bade the game go on” (line 38) |
| 23. The tone of the poem could best be described as:  a. Overly dramatic for comedic effect  b. Exaggerating the arrogance of the speaker  c. Making a generalization based on one piece of evidence  d. Feigning an elated attitude toward a formal subject  e. Feigning a passive attitude toward a sentimental object |
| 24. Stanza six (lines 21-24) implies that  f. Casey has the highest batting average in the league  g. Casey is a talented player who can be counted on to do well  h. Casey is a mediocre player, but whom the crowd wants to encourage in this game  j. Casey is confident because he has a reputation that precedes him and he is a strong batter  k. None of the above |
| 25. Read line 38 of the poem: “He stilled the rising tumult; he bade the game go on”  In context, the word “tumult” is best interpreted to mean  a. silence  b. fear  c. uproar  d. melody  e. peace |
| 26. Read line 27 of the poem: “Then while the writhing pitcher ground the ball into his hip”   What does the word writhing mean as it is used in this passage?  f. to eloquently gesture  g. to slowly move positions  h. to twist or bend out of shape or position  j. to sharply insult  k. to intensely look at |
| 27. Which of the following selections from the poem is an example of direct characterization?  I. “There was ease in Casey's manner as he stepped into his place;  There was pride in Casey's bearing and a smile on Casey's face.” (21-22)  II. “They saw his face grow stern and cold, they saw his muscles strain,  And they knew that Casey wouldn't let that ball go by again.” (43-44)  III. “The sneer is gone from Casey's lip, his teeth are clenched in hate;   He pounds with cruel violence his bat upon the plate.” (45-46)  a. I only  b. II only  c. III only  d. I and III only  e. I, II, and III |
| 28. The character of Casey in the poem has become a symbol for:  f. the American dream  g. the effect confidence can have on a stranger  h. the important role baseball has played in America’s history  j. the unexpected faltering of an expectant dream  k. the dangers of pride |
| 29. What is the overall theme of the passage?  a. Overconfidence can be a detrimental quality  b. Even the best of athletes fail sometimes  c. The coming of age of a mighty leader is a dangerous time in their life  d. Setting one’s expectations too high can be dangerous  e. Achieving perfection is unattainable yet desirable |
| **Directions:** Carefully read the excerpt from 20th-century writer Ellen Meloy’s essay “Communiqué from the Vortex of Gravity Sports.” Then, select the *best* answer to the questions that follow. |

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| The morning sun, already burning an eighty-degree day, tops a cliff cut with fine strata of red rock and broken at its foot by emerald cottonwoods and a silt-gold river. I don a khaki uniform shirt, shorts, ninety-seven-cent hot pink flip flops and, clipboard in hand, walk from the trailer to a boat ramp plunked down in nearly a million acres of sparsely inhabited desert. This is an act of courage. Courage to face the violation of isolation rather than isolation itself, for I savor the remoteness and the rare times I’m alone on this muscular river in southern Utah, a precious ribbon of wild water between reservoirs and the suck holes of industry and agriculture.  Officially, I’m here to have my peace disturbed. Floaters must have a permit to run this stretch of river. During the peak season a ranger checks lottery-drawn launch dates and a short list of gear related to safety and environmental protection. The permit system allows the federal agency in charge to hold numbers of floaters to a maximum of about 10,000 a year, set in 1979, when use increased 250 percent in just three seasons. Each year since, the actual number of people down the river has hovered close to this ceiling, which the agency believes is the river’s capacity for a “quality wilderness experience.” Socially, if not physically, however, “wilderness experience” seems to have become an illusion if not irrelevant. Right now I’m the voluntary ranger managing both the illusion and the irrelevance.  Most people accept the permit system as a panacea[[6]](#footnote-6) for the explosion in numbers of river runners and the consequences for a fragile riparian[[7]](#footnote-7) corridor. Others find regulation about as painless as an IRS audit. They see the Southwest as a region of federally neutered rivers where a person is no longer free to kill himself in a four-foot rubber ducky pulling an inner tube piled with beans, testosterone, and a small machete. Instead, some geek rangerette at the put-in asks to see his bilge pump. | (5)  (10)  (15)  (20)  (25)  (30)  (35)  (40) | The boat ramp is swarming with people and  vehicles to be shuttled to the take-out. Someone’s dog is throwing up what appears to be rabbit parts.  I’m approached by a pickup driven by a man waving a spray nozzle and hose hooked to a large barrel  of allegedly lethal chemicals. He’s from country weed control, he says. Have I seen the loathsome pepper-weed? Not a leaf, I lie.  Cheerfully I sign the permit of the outfitter who specializes in theme river trips—stress management seminars, outings for the crystal fondlers or fingernail technicians of East Jesus, New Jersey, overcoming, at last, their irrational fear of Nature. Today’s load is priests troubled by a lapsed faith—pale, anxious, overweight fellows in the early stages of heatstroke. I also check gear and answer questions about bugs, snakes, scorpions, camps, rapids and Indians (one side of the river is reservation land). Do I live here full-time? they ask. No, I respond, except for an occasional shift at the put-in, I’m on the river eight days out of sixteen, six months a year. Would I please call their mother in Provo to tell her they forgot to turn off the oven? Am I afraid of being alone when the ax murderer shows up? Did Ed Abbey live in that trailer over there?  Some rafts look as if they barely survived World War II. Others are outfitted with turbodynamic chrome-plated throw lines, heat-welded vinyl dry-bags, cargo nets spun from the fibers of dew-fed arachnids from Borneo, horseshoes, volleyball sets, sauna tents, coffin-sized coolers stuffed with sushi, a small fleet of squirt boats, whining packs of androgynous progeny who prefer to be at home fulfilling their needs electronically. All of this gear is color-coordinated with SPF 14 sunscreen and owned by business majors in Styrofoam pith helmets and Lycra body gloves, in which they were placed at birth. Once loaded, their boats are pieces of personal architecture, stunning but nevertheless stuck on the sandbar six feet out from the boat ramp after a dramatic send-off. | (45)  (50)  (55)  (60)  (65)  (70)  (75)  (80) |
| 30. The speaker of the passage is best described as a  f. chronicler of events of the past  g. dispassionate eyewitness of the scene  h. commentator on contemporary American customs  j. concerned and angry ecologist  k. fictional persona describing imaginary event | | | |
| 31. In the first paragraph, the author uses the reference to her “ninety-seven-cent hot pink flip flops” in order to  I. set a tone of casual and humorous informality  II. show the speaker’s unconcern for the expected ranger uniform  III. exemplify man’s desecration of the natural world  a. I only  b. I and II only  c. I and III only  d. II and III only  e. I, II, and III | | | |
| 32. In the fourth, fifth, and sixth paragraphs (lines 45-85), the author characterizes the rafters by *describing* all of the  following EXCEPT their  f. possessions  g. physical appearance  h. occupations  j. responses to nature  k. dialogue | | | |
| 33. In the course of the passage, the speaker suggests her disapproval of all of the following EXCEPT  a. rafters hostile to government regulations  b. industry and agriculture  c. stress management seminars  d. conspicuous consumers  e. government regulation of the wild rivers | | | |
| 34. In which paragraph is the speaker’s feeling for the landscape revealed most clearly?  f. the first (lines 1-14)  g. the second (lines 15-31)  h. the third (lines 32-41)  j. the fourth (lines 42-49)  k. the sixth (lines 67-74) | | | |
| 35. The speaker’s tone in paragraph 5 (lines 50-66) could best be described as:  a. amused  b. matter-of-fact  c. arrogant  d. acidulous  e. cheerful | | | |
| 36. The primary purpose of the passage is to  f. describe an idyllic scene in nature  g. protest against the loss of the isolated wilderness  h. comment upon a popular misconception about river rafting  j. poke fun at aspects of the back-to-nature movement  k. reveal the erudite personality of the speaker | | | |
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**Section III: Vocabulary**

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| **Directions:** Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole. |

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| 37. In the Galleria, some of the shops stock designer clothes with ------- prices , while other items seem rather  -------.  a. tangible…indolent  b. exorbitant…tawdry  c. debilitating…abrasive  d. subversive…palpable  e. laggard…credible | 41. Losing a scholarship due to poor academic performance can lead to a vast ------- of debt because of the amount of student loans one must take in order to finish school.  a. surfeit  b. haven  c. reprisal  d. intransigent  e. reproach |
| 38. Suitably ------- pictures of dogs and cats affected by neglect and abuse were shown at the animal rights convention.  f. noxious  g. cowering  h. bemused  j. obtrusive  k. lachrymose | 42. The Dean of Students is ------- opposed to academic dishonesty; she will ------- a student’s scores immediately if caught.  f. intrinsically…abrogate  g. abhorrently…hamper  h. covertly…fetter  j. vehemently…nullify  k. rhetorically…eschew |
| 39. Some consider it ------- to tear down that historic building, but most would agree that its rotting structure contributes to urban -------.  a. blasphemy...blight  b. circumspect…enhancement  c. nefarious…abasement  d. counterfeit…reprieve  e. plausible…laceration | 43. The theories of relativity can seem ------- even for people who are well versed in the sciences.  a. immutable  b. recondite  c. replete  d. enfranchised  e. creditable |
| 40. Figuring out a time when all twenty of us can meet next week is a particularly ------- problem; we all have full schedules.  f. placid  g. ensconced  h. knotty  j. trenchant  k. tremulous | 44. While Janet was in the hospital following a major operation, her conniving assistant ------- her position as vice-president.  f. plagiarized  g. bilked  h. usurped  j. impugned  k. enshrouded |

1. Mirth: Gaiety or jollity, especially when accompanied by laughter [↑](#footnote-ref-1)
2. Dirge: A funeral song or tone, or one expressing mourning of the dead [↑](#footnote-ref-2)
3. Kin: a person’s relatives [↑](#footnote-ref-3)
4. Vailed: not openly or directly expressed; masked; disguised; hidden; obscured [↑](#footnote-ref-4)
5. Frailty: the state of being frail, having frail or delicate health [↑](#footnote-ref-5)
6. panacea: a solution or remedy for all difficulties or diseases [↑](#footnote-ref-6)
7. riparian: of, relating to, or situated on the banks of a river [↑](#footnote-ref-7)