

ELA10 EQT 3 Practice Test

Read these poems. Then answer the questions that follow them.

Words

Anne Sexton

Be careful of words,
even the miraculous ones.
For the miraculous we do our best,
sometimes they swarm like insects
5 and leave not a sting but a kiss.
They can be as good as fingers.
They can be as trusty as the rock
you stick your bottom on.
But they can be both daisies and bruises.

10 Yet I am in love with words.
They are doves falling out of the ceiling.
They are six holy oranges sitting in my lap.
They are the trees, the legs of summer,
and the sun, its passionate face.

15 Yet often they fail me.
I have so much I want to say,
so many stories, images, proverbs, etc.
But the words aren't good enough,
the wrong ones kiss me.

20 Sometimes I fly like an eagle
but with the wings of a wren.

But I try to take care
and be gentle to them.
Words and eggs must be handled with care.
25 Once broken they are impossible
things to repair.

“Words” from *The Awful Rowing Toward God* by Anne Sexton. Copyright © 1975 by Loring Conant, Jr., Executor of the Estate of Anne Sexton. Reprinted by permission of Houghton

Reading Comprehension

Use “Words” to answer these questions.

- _____ 1. In lines 3–4, the poet uses a simile to compare “miraculous” words to —
- A. insects
 - B. fingers
 - C. rocks
 - D. daisies

- ___ 2. Which sound devices does the poet use in line 9?
- A. Rhyme and assonance
 - B. Assonance and onomatopoeia
 - C. Onomatopoeia and rhyme
 - D. Alliteration and assonance
- ___ 3. The metaphor in line 9 suggests that words can be —
- A. beautiful and destructive
 - B. descriptive and reflective
 - C. quiet and understated
 - D. pronounced and cruel
- ___ 4. The imagery in the second stanza appeals mainly to the reader's sense of —
- A. hearing
 - B. sight
 - C. smell
 - D. taste
- ___ 5. Lines 18–19 contain an example of —
- A. hyperbole
 - B. simile
 - C. personification
 - D. metaphor
- ___ 6. Which statement best paraphrases the sentence in lines 20–21?
- A. I often try to rise above my circumstances.
 - B. My intentions can be greater than my abilities.
 - C. Success occasionally comes to me out of the blue.
 - D. My imagination rises and soars like the birds.
- ___ 7. The repetition of the word *care* in the last stanza emphasizes the —
- A. poet's love of rhyme
 - B. power of verse
 - C. respect words require
 - D. speaker's playful tone
- ___ 8. Which of the following characteristics best describes the poet's style?
- A. Rigid structure
 - B. Literary allusions
 - C. Rhyming couplets
 - D. Figurative language

9. Which of the following terms best describes the form of this poem?

- A. Sonnet form
- B. Concrete form
- C. Free verse
- D. Ballad form

Read these selections. Then answer the questions that follow them.

Tackling the Great Depression: Franklin Delano Roosevelt's New Deal

- 1 In the early 1930s, the effects of the Great Depression could be felt across the United States. Nearly thirteen million Americans, approximately one quarter of the labor force, struggled to find employment. As a result of the nationwide economic crisis, Americans lost faith in the capitalist system, and some believed that democracy was failing them. Fears of revolution arose as people became increasingly desperate for work and security. The country's only hope lay in strong leadership.
- 2 In 1933, recognizing the need for a new direction in government and fundamental changes in economic policy, Americans overwhelmingly elected Franklin Delano Roosevelt as their 32nd President. He won all but six states. In his inaugural address, Roosevelt's message was one of optimism as he tried to instill hope and banish fears about the current state of the nation. Americans wanted to share this optimism, which resonated in Roosevelt's message of a "new deal" for the citizens of the United States. Roosevelt desired to help men and women make happier lives for themselves and their children by finding and creating practical ways in which they could pursue financial comfort and stability. Roosevelt spoke of "bold, persistent experimentation," and claimed that he would "take a method and try it. If it fails, admit it frankly and try another. But above all, try something." Roosevelt understood the gravity of the Depression economy, but he also projected the confidence and competence of a leader who had bold ideas for change and the will and know-how to execute them.
- 3 Roosevelt's policies, known as the New Deal, focused mainly on economic recovery and reform. Within days of being sworn in, Roosevelt proclaimed a Bank Holiday, closing banks so that he, along with Congress, could pass much-needed legislation enabling banks to function more securely. This legislation, and other banking reform acts that followed, helped restore Americans' faith in the country's economic institutions. By turning his attention to Social Security, labor reform and union rights, unemployment compensation, securities regulation, farm-price supports, reciprocal trade agreements, and public works programs, Roosevelt hoped to initiate changes that would benefit Americans for generations to come.
- 4 To keep Americans informed of the dramatic changes he hoped to bring about, Roosevelt used methods of communication that allowed him to interact with the entire country. Not only did Roosevelt keep in constant contact with Congress and his department heads, he also spoke directly to the press. Press conferences during Roosevelt's time in office were less confrontational than those of past administrations and resulted in a productive exchange of information. By the end of his first press conference, his rapport with reporters was strong and positive. He held candid discussions about the banking crisis and welcomed the dynamic of question-and-answer sessions. By sharing information with the press, who then reported the information in newspapers and print, Roosevelt was able to communicate his message of hope and publicly outline his plans for change.
- 5 On the heels of his success with the press, Roosevelt established his "Fireside Chats," making his most direct contact with the nation. The idea for these chats emerged from Roosevelt's desire for every American to understand his logic in his own words, as if he were speaking personally to them. As there was a radio in nearly every American home at this time, Roosevelt believed this medium would prove a more effective form of communication than print. Radio broadcasts could also reach a larger audience because literacy was not necessary to understand Roosevelt's words when transmitted over radio. By communicating with Americans in this fashion, Roosevelt could reach millions of people of all ages and backgrounds.

- 6 Radios across the country were tuned in to Roosevelt’s first “Fireside Chat.” In his broadcast, Roosevelt offered assurances that the banks were now safe places for Americans to keep their money. Rather than use sophisticated financial terminology, Roosevelt spoke slowly and clearly in words that everyone could comprehend. He knew that entire families were listening to his speech, and he wanted everyone to understand what he was saying and take comfort in his message. He believed that his explanations would encourage Americans to trust financial institutions once again, leading them to reinvest in banks, which would stimulate the economy. Roosevelt was right—Americans listened and took the words of their president to heart. Based on the success of the first “Fireside Chat,” Roosevelt continued to hold these broadcasts to discuss issues of public concern. He offered updates regarding the actions and positions of the U.S. government and outlined steps his administration would take toward meeting its goals. His message resonated with the American public and proved pivotal in restoring the nation’s confidence at a difficult time.

Reading Comprehension

Use “Tackling the Great Depression: Franklin Delano Roosevelt’s New Deal” to answer these questions.

- _____ 10. Which statement best paraphrases the following sentence?
“Fears of revolution arose as people became increasingly desperate for work and security.”
- A. Some people worried that desperate citizens might attempt rebellion.
 - B. People revolted against unfair increases in security taxes.
 - C. Workers rose up against others competing for their jobs.
 - D. Americans feared that rebels would threaten their safety.
- _____ 11. Based on the following sentence, what can the reader infer about Roosevelt’s use of the press conference?
“Press conferences during Roosevelt’s time in office were less confrontational than the past administrations and resulted in a productive exchange of information.”
- A. It was used to shield his activities from scrutiny.
 - B. It was used to communicate information to the public.
 - C. It was used to explain matters of foreign policy.
 - D. It was used to argue against Congressional legislation.
- _____ 12. From the statement that Roosevelt’s radio chats were meant to make Americans feel as though he were “speaking personally to them,” the reader can infer that Roosevelt —
- A. hired an actor to read his radio scripts
 - B. broadcast to only a select group of citizens
 - C. preferred to communicate through print
 - D. explained his ideas in an accessible way

Use context clues and your knowledge of connotation to answer the following questions.

___ 13. What connotation does the word *blasted* have in the following paragraph?

I shall never forget the fields of wheat so blasted by heat that they cannot be harvested. I shall never forget field after field of corn stunted, earless, stripped of leaves, for what the sun left the grasshoppers took. I saw brown pastures that would not keep a cow on fifty acres.

- A. Destruction
- B. Temperature
- C. Flooding
- D. Fertility

___ 14. What connotation does the word *persistent* have in paragraph 2 of “Tackling the Great Depression: Franklin Delano Roosevelt’s New Deal”?

- A. Fair
- B. Uncertain
- C. Aggressive
- D. Determined

___ 15. What connotation does the word *tsarina* have in paragraph 6 of *Bread Givers*?

- A. Thriftiness and business sense
- B. Commitment to old traditions
- C. High and mighty attitude
- D. Taste for the finer things

___ 16. What connotation does the word *scrawling* have in paragraph 13 of *Bread Givers*?

- A. Colorful
- B. Bold
- C. Large
- D. Messy

Use the etymology clues to help you answer the following questions.

___ 17. The Latin word *visu* means “appearance.” Which word best completes the following sentence?

The figure’s _____ haunted her as she tried to sleep.

- A. Silhouette
- B. Voice
- C. Essence
- D. Visage

- ___ 18. The Latin word *emendāre*, means “to correct.” Which word best completes the following sentence?
The author hoped to ___ his work in the next printing.
- A. Expand
 - B. Amend
 - C. Conceal
 - D. Excuse
- ___ 19. The Latin word *marāculum* means “miracle.” Which word best completes the following sentence?
Many considered the patient’s rapid recovery ___.
- A. Fortunate
 - B. Supernatural
 - C. Miraculous
 - D. Superhuman
- ___ 20. The Latin word *verbum* means “word.” Which word best completes the following sentence? There was some good advice amidst his uncle’s familiar ___.
- A. Proverbs
 - B. Predictions
 - C. Poems
 - D. Protests

Revising and Editing

Directions

Read the following cause-and-effect essay and answer the questions that follow.

(1) Most people think of movies as art. (2) Art forms like: dance, music, and literature go back thousands of years. (3) But because the movie camera was invented roughly 100 years ago, the motion picture is in fact a recent art form. (4) The movies we know and love today would not be possible without significant advancements in technology.

(5) The story of motion picture history begins with photography. (6) A movie is simply a long series of still photographs. (7) The objects in the photographs appear to move when the images are projected in rapid succession. (8) This phenomenon is known as “persistence of vision.” (9) It’s the same principle as a flip comic book. (10) Throughout the 1800s, inventors developed various machines to create the illusion of moving pictures. (11) Workers at Thomas Edison’s laboratory developed a camera that could take pictures quickly, one after the other, and a corresponding projector to play the filmstrips back.

(12) These early movies looked like a bunch of junk. (13) These films were silent. (14) They were in black-and-white, often with bad resolution. (15) These limitations would be addressed over the next forty years. (16) The addition of sound to film was tricky. (17) Engineers had to synchronize sound and images so that they would match each other when played back. (18) They printed the soundtrack directly onto the film strip. (19) Then the image frames and the soundtrack could be matched exactly. (20) The first sound film was *The Jazz Singer*. (21) Hollywood changed dramatically. (22) Hollywood stopped hiring actors whose voices didn’t match their looks. (23) The talking picture completely replaced the earlier silent films.

(24) Most talking pictures continued to be made in black-and-white. (25) The

well-known Technicolor process was available as early as the 1920s. (26) Filmmakers disliked the expensive equipment and difficult production methods it required. (27) Cheaper, more flexible methods later made color more attractive to filmmakers. (28) Although color films, like sound films, became the new standard, some directors even today use black-and-white to make an artistic point.

(29) Movement, color, and sound add up to the movies we recognize today. (30) But the technology of film continues to move forward. (31) In the last ten years, computers have increased distribution and improved special effects. (32) Computer effects allow writers and directors to create visions that would cost too much dough to film using real actors and sets. (33) With new high-quality video cameras, directors can shoot and edit films more cheaply than ever. (34) Technology is difficult to predict. (35) We can only guess what the future holds. (36) Still, you can bet that movies will be easier to make and more fascinating to watch.

- ___ 21. The organization of the essay is effective because the writer —
- A. provides examples of influential movies from every decade
 - B. includes quotations from experts who helped contribute to modern technology
 - C. analyzes a different movie in each body paragraph
 - D. describes technological advancements in the order in which they occurred
- ___ 22. Which sentence contains the writer’s thesis statement?
- A. Sentence 2
 - B. Sentence 4
 - C. Sentence 5
 - D. Sentence 23
- ___ 23. What change, if any, should be made to sentence 2?
- A. Delete the colon after *like*.
 - B. Delete the comma after *music*.
 - C. Add a comma after *literature*.
 - D. Make no change.
- ___ 24. Choose the best way to vary sentence lengths in paragraph 2 (sentences 5–11).
- A. Split sentence 5 into two sentences.
 - B. Combine sentences 7 and 8.
 - C. Split sentence 9 into two sentences.
 - D. Combine sentences 10 and 11.
- ___ 25. In paragraph 2, which sentence supports the writer’s thesis?
- A. Sentence 6
 - B. Sentence 9
 - C. Sentence 11
 - D. Sentence 18

- ___ 26. What is the best way to revise sentence 12?
- A. You would have to be silly to see one of these movies.
 - B. To be sure, these early movies often looked like junk.
 - C. The quality of these movies can be summed up in a word: yuck.
 - D. These early movies were primitive by today's standards.
- ___ 27. What is the best way to add detail to sentence 13 using an adverb clause?
- A. These films were silent, and microphones had not yet been invented.
 - B. Microphones had not yet been invented; therefore, these films were silent.
 - C. These films were silent; microphones had not yet been invented.
 - D. Because microphones had not yet been invented, these films were silent.
- ___ 28. What is the best way to combine sentences 18 and 19 into one sentence with a compound predicate?
- A. They printed the soundtrack directly on the filmstrip and they matched it exactly to the images.
 - B. Printing the soundtrack directly on the filmstrip, they matched it exactly to the images.
 - C. They printed the soundtrack directly on the filmstrip and matched it exactly to the images.
 - D. After they printed the soundtrack directly on the filmstrip, they matched it exactly to the images.
- ___ 29. What is the best way to combine sentences 20 and 21 using an adverb clause?
- A. Changing Hollywood dramatically was *The Jazz Singer*, the first sound film.
 - B. After *The Jazz Singer* was released, Hollywood changed dramatically.
 - C. The first sound film was *The Jazz Singer*, and it changed Hollywood dramatically.
 - D. *The Jazz Singer* was the first sound film, changing Hollywood dramatically.
- ___ 30. Choose the best way to vary the structures of sentences 21 and 22.
- A. Hollywood changed dramatically. Actors whose voices didn't match their looks had trouble finding work.
 - B. In Hollywood there were changes. Hollywood stopped hiring actors whose voices didn't match their looks.
 - C. In Hollywood, there were dramatic changes. Hollywood actors whose voices didn't match their looks couldn't find work.
 - D. There were changes in Hollywood. There were actors whose voices didn't match their looks, and they stopped being hired.

ELA10 EQT 3 Practice Test Answer Section

1. ANS: A	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
2. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
3. ANS: A	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
4. ANS: B	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
5. ANS: C	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
6. ANS: B	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
7. ANS: C	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
8. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.4
9. ANS: C	PTS: 1	NAT: CCS.ELA.10.9-10.RL.CAS.5
10. ANS: A	PTS: 1	NAT: CCS.ELA.10.9-10.RI.KID.2
11. ANS: B	PTS: 1	NAT: CCS.ELA.10.9-10.RI.KID.1
12. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.RI.KID.1
13. ANS: A	PTS: 1	NAT: CCS.ELA.10.9-10.L.4
14. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.L.4
15. ANS: C	PTS: 1	NAT: CCS.ELA.10.9-10.L.4
16. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.L.4
17. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.L.4b
18. ANS: B	PTS: 1	NAT: CCS.ELA.10.9-10.L.4b
19. ANS: C	PTS: 1	NAT: CCS.ELA.10.9-10.L.4b
20. ANS: A	PTS: 1	NAT: CCS.ELA.10.9-10.L.4c
21. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.W.TTP.2.a
22. ANS: B	PTS: 1	NAT: CCS.ELA.10.9-10.W.TTP.2.a
23. ANS: A	PTS: 1	NAT: CCS.ELA.10.9-10.L.CSE.2.b
24. ANS: B	PTS: 1	NAT: CCS.ELA.10.9-10.L.KL.3
25. ANS: C	PTS: 1	NAT: CCS.ELA.10.9-10.W.TTP.2.a
26. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.W.TTP.2.e
27. ANS: D	PTS: 1	NAT: CCS.ELA.10.9-10.L.CSE.1.b
28. ANS: C	PTS: 1	NAT: CCS.ELA.10.9-10.L.KL.3
29. ANS: B	PTS: 1	NAT: CCS.ELA.10.9-10.L.CSE.1.b
30. ANS: A	PTS: 1	NAT: CCS.ELA.10.9-10.L.KL.3