



Texas Assessment Practice

ASSESS

Taking this practice test will help you assess your knowledge of these skills and determine your readiness for the Unit Test.

REVIEW

After you take the practice test, your teacher can help you identify any standards you need to review.



READING 1A Determine the meaning of technical academic English words derived from Latin.

1D Analyze and explain how the English language has developed and been influenced by other languages. **2C** Relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time. **3** Understand, make inferences and draw conclusions about the structure and elements of poetry. **7** Understand, make inferences and draw conclusions about how an author's sensory language creates imagery.

WRITING 13C Revise drafts to clarify meaning. **13D** Edit drafts for grammar, mechanics, and spelling. **ORAL AND WRITTEN CONVENTIONS 17B** Use a variety of correctly structured sentences.

For more practice, see **Texas Assessment Practice Workbook**.

Practice
Test



Take it at thinkcentral.com.

KEYWORD: HML12-282

DIRECTIONS Read the following selections and then answer the questions.

from *Beowulf*

- “My people have said, the wisest, most knowing
And best of them, that my duty was to go to the Danes’
Great king. They have seen my strength for themselves,
Have watched me rise from the darkness of war,
5 Dripping with my enemies’ blood. I drove
Five great giants into chains, chased
All of that race from the earth. I swam
In the blackness of night, hunting monsters
Out of the ocean, and killing them one
10 By one; death was my errand and the fate
They had earned. Now Grendel and I are called
Together, and I’ve come. Grant me, then,
Lord and protector of this noble place,
A single request! I have come so far,
15 Oh shelterer of warriors and your people’s loved friend,
That this one favor you should not refuse me—
That I, alone and with the help of my men,
May purge all evil from this hall. I have heard,
Too, that the monster’s scorn of men
20 Is so great that he needs no weapons and fears none.
Nor will I. My lord Higlac
Might think less of me if I let my sword
Go where my feet were afraid to, if I hid
Behind some broad linden shield: my hands
25 Alone shall fight for me, struggle for life
Against the monster. God must decide
Who will be given to death’s cold grip.
Grendel’s plan, I think, will be
What it has been before, to invade this hall
30 And gorge his belly with our bodies. If he can,
If he can. And I think, if my time will have come,
There’ll be nothing to mourn over, no corpse to prepare
For its grave: Grendel will carry our bloody
Flesh to the moors, crunch on our bones
35 And smear torn scraps of our skin on the walls

Of his den. No, I expect no Danes
Will fret about sewing our shrouds, if he wins.
And if death does take me, send the hammered
Mail of my armor to Higlac, return
40 The inheritance I had from Hrethel, and he
From Wayland. Fate will unwind as it must!”

Hrothgar replied, protector of the Danes:
“Beowulf, you’ve come to us in friendship, and because
Of the reception your father found at our court.
45 Edgetho had begun a bitter feud,
Killing Hathlaf, a Wulfing warrior:
Your father’s countrymen were afraid of war,
If he returned to his home, and they turned him away.
Then he traveled across the curving waves
50 To the land of the Danes.”

from **The Canterbury Tales** *by Geoffrey Chaucer*

He had his son with him, a fine young Squire,
A lover and cadet, a lad of fire
With locks as curly as if they had been pressed.
He was some twenty years of age, I guessed.
5 In stature he was of a moderate length,
With wonderful agility and strength.
He’d seen some service with the cavalry
In Flanders and Artois and Picardy
And had done valiantly in little space
10 Of time, in hope to win his lady’s grace.
He was embroidered like a meadow bright
And full of freshest flowers, red and white.
Singing he was, or fluting all the day;
He was as fresh as is the month of May.
15 Short was his gown, the sleeves were long and wide;

GO ON 

- He knew the way to sit a horse and ride.
He could make songs and poems and recite,
Knew how to joust and dance, to draw and write.
He loved so hotly that till dawn grew pale
20 He slept as little as a nightingale.
Courteous he was, lowly and serviceable,
And carved to serve his father at the table.

Reading Comprehension

Use *Beowulf* (pp. 282–283) to answer questions 1–6.

- 1 In lines 1–3, which lofty ideal do Beowulf’s people expect him to uphold?
A Honesty in all situations
B Mercy toward his enemies
C Charity for the less fortunate
D Responsibility toward those in need
- 2 Which phrase is a kenning for the word *sea*?
F *blackness of night* H *hammered / Mail*
G *this noble place* J *curving waves*
- 3 In lines 5–11, Beowulf boasts of his legendary —
A fear and need to overcome it
B pride and tendency to exaggerate
C kindness and desire to do good deeds
D hunting skills and belief in fate
- 4 In lines 11–18, Beowulf identifies the battle with Grendel as one between —
F humans and monsters
G intellect and emotion
H life and death
J good and evil

- 5 Beowulf’s statement in lines 36–37 is ironic because —
A the Danes will not mourn Beowulf
B Beowulf and his men will survive
C there will be no corpses if Grendel wins
D Beowulf does not trust the Danes
- 6 In line 45, the alliteration in “begun a bitter feud” helps to —
F clarify the meaning of words
G create rhythm and unify ideas
H convey a sensory experience
J explain metaphors and similes

Use *The Canterbury Tales* (pp. 283–284) to answer questions 7–12.

- 7 Chaucer develops the Squire’s character by —
A describing his appearance and talents
B comparing him to other young nobles
C showing other characters’ reactions to him
D relating conversations between characters

- 8 In lines 7–14, it is ironic that the Squire is described as “singing he was, or fluting all the day” because —
- F the reader assumes that all cadets receive musical instruction as part of their training
 - G Chaucer suggests that the Squire is more interested in traveling than in pleasing his lady
 - H the reader expects the Squire to be training for battle rather than playing music
 - J Chaucer depicts the Squire first as a wild horseman and then as a polite cadet
- 9 In lines 11–15, the Squire’s style of dress suggests that he is —
- A youthful and vain
 - B timid and scholarly
 - C rugged and unkempt
 - D strange and mysterious
- 10 Which one of the Squire’s character traits emerges in lines 21–22?
- F Bravery
 - G Innocence
 - H Leadership
 - J Respectfulness
- 11 Chaucer’s gently ironic depiction of the Squire comes from the contrast between the young man’s —
- A artistic talents and his well-groomed appearance
 - B occupation as a knight in training and his personal interests
 - C average height and his impressive athletic abilities
 - D love of family and his loyalty to his country

- 12 Which lines in the excerpt characterize the Squire as a well-educated nobleman?

F Lines 1–3

G Lines 4–6

H Lines 7–10

J Lines 16–18

SHORT-ANSWER QUESTIONS

Write three or four sentences to answer each question.

- 13 In line 41, Beowulf exclaims, “Fate will unwind as it must!” What can you infer about his beliefs from this statement?
- 14 List three character traits of the Squire. Cite line references from the excerpt to support your choices.

Write two to three paragraphs to answer each question.

- 15 In lines 19–27, Beowulf says that he, like Grendel, needs no weapons to fight. What can you infer about Beowulf’s character from these lines?
- 16 Chaucer compares the Squire to different things in nature. Identify two of these comparisons and explain what they reveal about the Squire.

Vocabulary

Use context clues and the Latin word definitions to answer the following questions.

- 1 The Latin word *statura* means “an upright posture.” What is the most likely meaning of the word *stature* as it is used in line 5 of the excerpt from *The Canterbury Tales*?
A Physical endurance
B General intelligence
C Height when standing
D Professional reputation
- 2 The Latin word *moderari* means “to keep within measure.” What is the most likely meaning of the word *moderate* as it is used in line 5 of the excerpt from *The Canterbury Tales*?
F Average
G Changeable
H Ideal
J Unusual
- 3 The Latin word *valere* means “to be strong.” What is the most likely meaning of *valiantly* as it is used in line 9 of the excerpt from *The Canterbury Tales*?
A Angrily
B Bravely
C Remarkably
D Tirelessly
- 4 The Latin word *iuxta* means “nearby.” The meaning of *joust* as it is used in line 18 of the excerpt from *The Canterbury Tales* is to —
F tell amusing stories
G engage in close combat
H meet and merge with
J travel over long distances

Use context clues and your knowledge of multiple-meaning words to answer the following questions.

- 5 The word *shield* in line 24 of the excerpt from *Beowulf* means —
A decorative emblem
B large lowland area
C military officer’s badge
D piece of hand-held armor
- 6 Which meaning of *locks* is used in line 3 of the excerpt from *The Canterbury Tales*?
F Lengths or curls of human hair
G Devices operated by keys or combinations
H Sections of a waterway closed off with gates
J Holds used in wrestling and self-defense
- 7 Which meaning of *pressed* is used in line 3 of the excerpt from *The Canterbury Tales*?
A Crowded closely
B Urged to take action
C Squeezed into shape
D Forced into military service
- 8 Which meaning of *grace* is used in line 10 of the excerpt from *The Canterbury Tales*?
F Approval
G Charm
H Exemption
J Short prayer

Revising and Editing

DIRECTIONS Read this passage and answer the questions that follow.

(1) In the mid-14th century, the Black Death swept across Europe. (2) The plague had traveled along North African trade routes and over European trade routes. (3) Its victims suffered from symptoms such as a high fever and bad headaches and usually died. (4) In some cities, corpses were gathered in the streets. (5) The stench of bodies permeated the air. (6) By the year 1400, the awfully plague had killed approximately 25 million Europeans.

- 1 What is the most effective way to revise sentence 2?
 - A For a while, the plague had traveled along North African trade routes and European trade routes.
 - B The plague had traveled along North African trade routes and over European.
 - C The plague had traveled along North African and European trade routes.
 - D The plague had traveled along, over North African and European trade routes.
- 2 What change, if any, should be made in sentence 3?
 - F Insert an apostrophe in *Its*
 - G Insert a comma after *fever*
 - H Change *died* to *dead*
 - J Make no change
- 3 What is the most effective way to combine sentences 4 and 5?
 - A In some cities, corpses were gathered in the streets so that the stench of bodies permeated the air.
 - B In some cities, corpses were gathered in the streets where the stench of bodies permeated the air.
 - C In some cities, corpses were gathered in the streets, the stench of bodies permeated the air.
 - D In some cities, whose corpses were gathered in the streets where the stench of bodies permeated the air.
- 4 What change, if any, should be made in sentence 6?
 - F Change *had killed* to *has killed*
 - G Insert a comma after *killed*
 - H Change *awfully* to *awful*
 - J Make no change
- 5 Where is the best place to insert this sentence?

Nearly two-thirds of the population of many European cities died within the first two years of the epidemic.

 - A At the beginning of the paragraph
 - B After sentence 2
 - C After sentence 3
 - D After sentence 6

