



## 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 2A** Compare and contrast works of literature that express a universal theme.

**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. **8** Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts.

**WRITING 13C** Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization. **13D** Edit drafts for grammar, mechanics, and spelling. **ORAL AND WRITTEN CONVENTIONS 17A** Use and understand the function of different types of clauses and phrases.

**17B** Use a variety of correctly structured sentences. **18** Use appropriate capitalization and punctuation conventions.

For more practice, see Texas Assessment Practice Workbook.

Practice  
Test



Take it at [thinkcentral.com](http://thinkcentral.com).

KEYWORD: HML12-550

**DIRECTIONS** Read the following selections and then answer the questions.

### Sonnet 97 *by William Shakespeare*

- How like a winter hath my absence been  
From thee, the pleasure of the fleeting year!  
What freezings have I felt, what dark days seen!  
What old December's bareness every where!  
5 And yet this time remov'd was summer's time,  
The teeming autumn, big<sup>1</sup> with rich increase,  
Bearing the wanton burthen of the prime,<sup>2</sup>  
Like widowed wombs after their lords' decease:  
Yet this abundant issue seem'd to me  
10 But hope of orphans and unfathered fruit,  
For summer and his pleasures wait on thee,  
And thou away, the very birds are mute;  
Or if they sing, 'tis with so dull a cheer  
That leaves look pale, dreading the winter's near.

1. **big:** pregnant.

2. **wanton burthen of the prime:** crops planted in the spring.

# A Valediction: Of Weeping

*by John Donne*

- Let me pour forth  
My tears before thy face, whilst I stay here,  
For thy face coins them,<sup>1</sup> and thy stamp they bear,  
And by this mintage they are something worth,  
5 For thus they be  
Pregnant of thee;  
Fruits of much grief they are, emblems of more,  
When a tear falls, that thou falls which it bore,<sup>2</sup>  
So thou and I are nothing then, when on a divers shore.
- 10 On a round ball  
A workman<sup>3</sup> that hath copies by, can lay  
An Europe, Afric, and an Asia,  
And quickly make that, which was nothing, all,  
So doth each tear,  
15 Which thee doth wear,  
A globe, yea world by that impression grow,  
Till thy tears mixed with mine do overflow  
This world, by waters sent from thee, my heaven dissolved so.
- O more than moon,  
20 Draw not up seas to drown me in thy sphere,  
Weep me not dead, in thine arms, but forbear  
To teach the sea, what it may do too soon;  
Let not the wind  
Example find,  
25 To do me more harm, than it purposeth;  
Since thou and I sigh one another's breath,  
Whoe'er sighs most, is cruellest, and hastes the other's death.

1. **coins them:** is reflected in them; also gives value to them.

2. **that thou falls which it bore:** The image of the beloved is lost with each falling tear.

3. **workman:** mapmaker, or artist.

**GO ON** 

## Reading Comprehension

Use “Sonnet 97” (p. 550) to answer questions 1–9.

- 1 The rhyme scheme of this sonnet is —  
**A** *abab bcbc cdcd ee*      **C** *abab cdcd efef gg*  
**B** *aabb ccdd eeff gg*      **D** *abba cddc acca ee*
- 2 Which statement best summarizes the first quatrain?  
**F** An entire year has passed while two loved ones are separated.  
**G** The years go by quickly for two loved ones waiting to be reunited.  
**H** Remembering the summer is the best way to spend the lonely winter.  
**J** Being away from a loved one feels like a bleak winter.
- 3 By personifying “old December” in the first quatrain, the speaker conveys the feeling of —  
**A** anxiety      **C** pleasure  
**B** emptiness      **D** weariness
- 4 In the second quatrain the speaker reveals that —  
**F** the time is late summer or early autumn, when crops are ready for harvesting  
**G** although it is now almost autumn, the speaker still misses the loved one who is away  
**H** it is much easier to be apart during the summer when food and sun are plentiful  
**J** the loved ones’ separation will end when summer arrives
- 5 Which season is personified as a mother ready to give birth?  
**A** Autumn      **C** Summer  
**B** Spring      **D** Winter

- 6 Which image in the poem conveys nature’s bounty?  
**F** *From thee, the pleasure of the fleeting year*  
**G** *And yet this time remov’d was summer’s time*  
**H** *The teeming autumn, big with rich increase*  
**J** *And thou away, the very birds are mute*
- 7 The image in lines 9–10 conveys the speaker’s feelings of —  
**A** contentment      **C** melancholy  
**B** expectation      **D** shame
- 8 In the third quatrain, which idea is conveyed by the turn, or shift in thought?  
**F** The lovers’ unhappy separation is reflected in the hot summer weather.  
**G** The speaker cannot experience summer until the lovers are reunited.  
**H** Signs of the changing seasons are visible everywhere to the speaker.  
**J** The season’s harvest will benefit fatherless children.
- 9 In the couplet, Shakespeare evokes the sights and sounds of an approaching winter to emphasize the —  
**A** anticipation of unanswered love  
**B** chaos caused by the change of seasons  
**C** dismay over the loved one’s absence  
**D** unpredictability of true love

Use “A Valediction: Of Weeping” (p. 551) to answer questions 10–16.

- 10 The rhyme scheme in this poem is —  
**F** *ababccded*      **H** *abcbcdfe*  
**G** *aabbbbccc*      **J** *abbacddd*

- 11 In lines 1–9, the poet compares the speaker’s tears to —  
 A reflections of the loved one’s face in water  
 B coins minted with the loved one’s image  
 C fruits preserved as emblems of the summer  
 D the distance that will separate the lovers
- 12 Which statement best summarizes lines 7–9?  
 F The speaker dreads being separated from the lover.  
 G Tears are meaningless to two people who are truly in love.  
 H Distance will help the lovers overcome their unhappiness.  
 J The lovers do not recognize the significance of their separation.
- 13 Which end rhyme is a slant rhyme?  
 A Forth, worth  
 B Be, thee  
 C More, bore  
 D Grow, so
- 14 In lines 10–16, the poet develops the metaphysical conceit by comparing a tear to a —  
 F map worn by the beloved  
 G workman’s fine art  
 H globe of the world  
 J portrait of the beloved
- 15 In lines 19–22, the beloved’s power to cause weeping is compared to the moon’s power to —  
 A illuminate the night sky  
 B reflect off the surface of water  
 C represent universal mystery  
 D control the tides of the sea
- 16 In each stanza, Donne consistently uses exact rhymes in the —  
 F first four lines  
 G last three lines  
 H fifth and sixth lines  
 J first and third lines
- Use both selections to answer question 17.**
- 17 The pain of separation described in “A Valediction: Of Weeping” differs from that described in “Sonnet 97” in that it is —  
 A anticipated rather than experienced  
 B expected to last forever  
 C brought on by astonishing events  
 D emotional rather than analytical
- SHORT-ANSWER QUESTIONS**  
**Write three or four sentences to answer each question.**
- 18 In the couplet of “Sonnet 97,” what human emotion is attributed to the leaves? What does this image suggest about the speaker’s feelings?
- 19 As he develops a metaphysical conceit in “A Valediction: Of Weeping,” Donne likens tears to several physical objects. Name three of these objects and explain what quality they have in common.
- Write two to three paragraphs to answer this question.**
- 20 Compare both poets’ use of nature imagery to express feelings about separation. In your answer, include two examples of nature imagery from each poem.

## Revising and Editing

**DIRECTIONS** Read this passage and answer the questions that follow.

(1) In there search for new symbolic representations, writers and artists often attach a lot of meaning to everyday objects. (2) For example, throughout the ages, flowers have come to represent certain human attributes. (3) In Chinese art and literature, flowers often signify feminine beauty. (4) Flowers frequently symbolize a multiplicity of emotions in Western culture. (5) Writers and artists can't seem to get enough of using flowers as a symbol of love, and the flower they're most taken with is the rose. (6) In his play *All's Well That Ends Well*, Shakespeare uses the rose to associate unrequited love with the pain of youth, saying, "This thorn / Doth to our rose of youth rightly belong." (7) Celebrating passionate love by writing, "O my Luve's like a red, red rose / That's newly sprung in June" in his poem "A Red, Red Rose," Robert Burns employs the rose.

(8) There are other, more sinister, meanings associated with flowers, however. (9) In Shakespeare's play *Hamlet*, Ophelia goes crazy after her father's death, handing out a bunch of flowers to the court. (10) Although she can't blame the king face-to-face for his silly errors, she deals with him instead by saying, "There's fennel for you and columbines." (11) Shakespeare's audience would have been well aware of the meaning of these two gifts. (12) The fennel plant stood for flattery. (13) Ingratitude was implied by the columbines.

- 1 What change, if any, should be made in sentence 1?
  - A Change **objects** to **stuff**
  - B Delete comma
  - C Change **there** to **their**
  - D Make no change
- 2 What is the most effective way to revise sentence 4 so that it is parallel in structure to sentence 3?
  - F Frequently symbolizing a multiplicity of emotions are flowers in Western culture.
  - G In Western culture, flowers frequently symbolize a multiplicity of emotions.
  - H Frequently, flowers symbolize a multiplicity of emotions in Western culture.
  - J Flowers in Western culture frequently symbolize a multiplicity of emotions.

- 3 What is the most effective way to revise sentence 5?
- A Writers and artists traditionally associate flowers with love, and they find the rose to be the most illustrious flower to capture this emotion.
  - B Writers and artists like using flowers to stand for love, and, of all flowers, they're most likely to pick the rose.
  - C A lot of writers and artists use flowers to symbolize love, and they'll usually go for the rose over all the other flowers that they could choose.
  - D When they're looking for a flower that will best symbolize love, writers and artists most often pick the rose.
- 4 What change, if any, should be made in sentence 8?
- F Delete comma after *sinister*
  - G Move , *however* after **are**
  - H Change *meanings* to **meaning**
  - J Make no change
- 5 What is the most effective way to revise sentence 9?
- A In Shakespeare's play *Hamlet*, Ophelia acts out over her dad's death by giving flowers to the court.
  - B In that play about Hamlet, Ophelia gives out flowers to the court because she's feeling bad about her father's death.
  - C In Shakespeare's play *Hamlet*, Ophelia responds to the death of her father by bestowing flowers on members of the court.
  - D In Shakespeare's play about Hamlet, Ophelia reacts to her dad's death by supplying some flowers to the king's court.
- 6 What is the most effective way to revise sentence 13 so that it is parallel in structure to sentence 12?
- F Columbines were the flowers that implied ingratitude.
  - G The columbines implied ingratitude.
  - H Implying gratitude were the columbines.
  - J It was ingratitude that the columbines implied.

