



## 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, Greek, or other linguistic roots and affixes. **1E** Use general dictionaries. **2C** Relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time. **8** Analyze, make inferences and draw conclusions about the author's purpose in cultural and historical contexts. **9A** Summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements. **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 17B** Use a variety of correctly structured sentences.

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

Practice  
Test



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KEYWORD: HML12-742

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

### from **The Poor and Their Betters**

by Henry Fielding

- 1 Of all the oppressions which the rich are guilty of, there seems to be none more impudent<sup>1</sup> and unjust than their endeavor to rob the poor of a title which is most clearly the property of the latter. Not contented with all the honorables, worshipfuls, reverends, and a thousand other proud epithets which they exact of the poor, and for which they give in return nothing but dirt, scrub, mob, and such like, they have laid violent hands on a word to which they have not the least pretense or shadow of any title.
- 2 The word I mean is the comparative of the adjective good, namely better, or as it is usually expressed in the plural number betters. An appellation which all the rich usurp<sup>2</sup> to themselves, and most shamefully use when they speak of, or to the poor: for do we not every day hear such phrases as these: Do not be saucy to your betters. Learn to behave yourself before your betters. Pray know your betters, etc.
- 3 It is possible that the rich have been so long in possession of this, that they now lay a kind of prescriptive claim to the property; but however that be, I doubt not but to make it appear, that if the word better is to be understood as the comparative of good, and is meant to convey an idea of superior goodness, it is with the highest impropriety applied to the rich, in comparison with the poor.
- 4 And this I the rather undertake, as the usurpation which I would obviate,<sup>3</sup> hath produced a very great mischief in society; for the poor having been deceived into an opinion (for monstrous as it is, such an opinion hath prevailed) that the rich are their betters, have been taught to honor, and of consequence to imitate the examples of those whom they ought to have despised; while the rich on the contrary are misled into a false contempt of what they ought to respect, and by this means lose all the advantage which they might draw from contemplating the exemplary lives of these their real betters.
- 5 First then let us imagine to ourselves, a person wallowing in wealth, and lolling in his chariot, his mind torn with ambition, avarice, envy, and every other bad passion, and his brain distracted with schemes to deceive and supplant some other man, to cheat his neighbor or perhaps the public, what a glorious use might

1. **impudent:** (ĩm'pyə-dənt) *adj.*: characterized by offensive boldness.

2. **usurp:** (yōō-sŭrp') *v.*: to seize by force.

3. **obviate:** (ōb'vē-āt') *v.*: to anticipate and prevent.

such a person derive to himself, as he is rolled through the outskirts of the town, by due meditations, on the lives of those who dwell in stalls and cellars! What a noble lesson of true Christian patience and contentment may such a person learn from his betters, who enjoy the highest cheerfulness in their poor condition; their minds being disturbed by no unruly passion, nor their heads by any racking cares!

6 Where again shall we look for an example of temperance? In the stinking kitchens of the rich, or under the humble roofs of the poor? Where for prudence but among those who have the fewest desires? Where for fortitude, but among those who have every natural evil to struggle with?

7 In modesty, I think, there will be little difficulty in knowing where we are to find our betters: for to this virtue there can be nothing more diametrically opposite than pride. Whenever therefore we observe persons stretching up their heads, and looking with an air of contempt on all around them, we may be well assured there is no modesty there. Indeed I never yet heard it enumerated among all the bad qualities of an oyster-woman or a cider-wench, that she had a great deal of pride, and consequently there is at least a possibility that such may have a great deal of modesty, whereas it is absolutely impossible that those to whom much pride belongs, should have any tincture<sup>4</sup> of its opposite virtue.

8 Nor are the pretensions of these same betters less strongly supported in that most exalted virtue of justice, witness the daily examples which they give of it in their own persons. When a man was punished for his crimes the Greeks said that he gave justice. Now this is a gift almost totally confined to the poor, and it is a gift which they very seldom fail of making as often as there is any very pressing occasion. Who can remember to have seen a rich man whipt at the cart's tail! And how seldom (I am sorry to say it) are such exalted to the pillory, or sentenced to transportation! And as for the most reputable, namely the capital punishments, how rarely do we see them executed on the rich! . . .

9 I do not pretend to say, that the mob have no faults; perhaps they have many. I assert no more than this, that they are in all laudable qualities very greatly superior to those who have hitherto, with much injustice, pretended to look down upon them.

10 In this attempt, I may perhaps have given offense to some of the inferior sort, but I am contented with the assurance of having espoused the cause of truth; and in so doing, I am well convinced I shall please all who are really my betters.

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4. **tincture:** (tĭngk'cher) *n.*: slight trace, hint, or tint.

## Reading Comprehension

Use “The Poor and Their Betters” (pp. 742–743) to answer questions 1–17.

- 1 Fielding’s main purpose in this essay is to —
  - A express his opinions about social class
  - B persuade lawmakers to implement reforms
  - C warn people of the danger of class warfare
  - D motivate readers to help poor people
- 2 Fielding achieves his purpose and reinforces his views by using —
  - F a satiric tone
  - G a humorous subject
  - H dramatic dialogue
  - J simple language
- 3 In his essay, Fielding identifies the problem of —
  - A the deterioration of the English language
  - B a lack of respect for poor people
  - C the government’s indifference to people
  - D a breakdown of the accepted social order
- 4 What can you conclude about Fielding’s attitude toward the poor?
  - F He hopes that poor people can learn to coexist with the rich.
  - G He wants the poor to be rewarded for their suffering.
  - H He predicts that one day the poor will rise up against the rich.
  - J He thinks that poor people are more virtuous than the rich.
- 5 Fielding probably titled his essay “The Poor and Their Betters” in order to —
  - A make poor people angry
  - B present an opinion he will refute
  - C justify economic and social inequality
  - D emphasize the problems of poverty
- 6 In paragraph 1, Fielding uses the phrase “dirt, scrub, mob, and such like” to support his claim that —
  - F although poor people can be rude and unruly, they deserve respect
  - G some people respond better to praise than to criticism
  - H rich people use many unflattering words to describe the poor
  - J name-calling is not a good way to solve social problems
- 7 Which statement summarizes the opposing viewpoint presented in paragraph 3?
  - A The wealth and privilege of the rich entitle them to a superior status.
  - B Only the rich understand the true meaning of the term *bettors*.
  - C In calling themselves *bettors*, the rich are upholding a long-standing custom.
  - D Poor people don’t want to be placed above the rich.
- 8 Fielding counters the viewpoint expressed in paragraph 3 by arguing that —
  - F the poor have been tricked into thinking that they are not as good as the rich
  - G it is not fair to compare the rich and the poor because their lives and circumstances are different
  - H because *better* means “higher in quality,” the term should not be used to compare the rich to the poor
  - J there is no evidence to prove that one social class is better or worse than another

- 9 You can conclude from the image in paragraph 5 that Fielding views wealthy people as —  
 A hardworking      C intelligent  
 B immoral      D passionate
- 10 To support his claim that poor people have great patience, Fielding notes in paragraph 5 that they —  
 F are eager to learn from others  
 G choose to live in harsh conditions  
 H refuse to worry about anything important  
 J accept their poverty with good spirits
- 11 In paragraph 6, Fielding contrasts “the stinking kitchens of the rich” with “the humble roofs of the poor” to support his claim that —  
 A the rich live extravagantly, while the poor live simply  
 B the rich are not good cooks, and the poor are not good builders  
 C rich people and poor people both have problems  
 D poor people are happier in life than rich people
- 12 When Fielding notes in paragraph 7 that the rich look on those around them “with an air of contempt,” he is supporting the claim that —  
 F poor people don’t have pride  
 G wealth is a sign of superiority  
 H wealthy people are not modest  
 J everyone deserves to live with dignity
- 13 What might you conclude about justice in 18th-century England from Fielding’s discussion in paragraph 8?  
 A The judicial system favored the rich.  
 B Justice was valued more than other virtues.  
 C Even minor crimes were punished harshly.  
 D Laws were passed to protect the poor.
- 14 In paragraph 9, Fielding counters the view that poor people have flaws by arguing that —  
 F society must learn to overlook the shortcomings of poor people  
 G despite their flaws, the poor are more virtuous than the rich  
 H if rich people were truly virtuous, they would treat poor people with respect  
 J rich people should be punished severely for their crimes
- 15 In paragraph 10, Fielding thinks his essay will please —  
 A inferior people  
 B poor people  
 C proud people  
 D rich people

### SHORT-ANSWER QUESTIONS

**Write three or four sentences to answer this question.**

- 16 List three moral failings that Fielding assigns to the wealthy class. Give one example of support that he offers to back up each claim.

**Write two to three paragraphs to answer this question.**

- 17 Discuss Fielding’s claim in paragraph 3 that by using the term *betters* to describe themselves, rich people have produced “a very great mischief in society.” Give examples of the support he offers for this claim.

## Vocabulary

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

- 1 The word *monster* means “a creature having a strange or hideous appearance.” What is the most likely meaning of the word *monstrous* as it is used in paragraph 4?
  - A Frightful
  - B Lacking in variety
  - C Massive in size
  - D Unadorned
- 2 The word *exemplar* means “one that is a model; ideal.” What is the most likely meaning of the word *exemplary* as it is used in paragraph 4?
  - F Evenly balanced
  - G Full of excitement
  - H Meaningless
  - J Worthy of imitation
- 3 The word *prudent* means “wise in handling practical matters.” What is the most likely meaning of the word *prudence* as it is used in paragraph 6?
  - A Conformity
  - B Good judgment
  - C Kindness
  - D Laziness
- 4 The word *repute* means “the general estimation in which a person or thing is held by the public.” What is the most likely meaning of the word *reputable* as it is used in paragraph 8?
  - F Commonly used
  - G Highly regarded
  - H Physically brutal
  - J Resistant to change

Use the dictionary entry to answer the following questions.

ex•act (ĭg-zăkt') *adj.* **1.** Not having any mistakes. **2.** Characterized by precise measurements. **3.** Very strict. *tr. verb* **1.** To demand and obtain by force or authority. [Latin *exactus*, past participle of *exigere*, to weigh out, demand.] **Synonyms:** *verb:* claim, require, demand —**exactness** *n.*

- 5 Where would you hyphenate *exact* if you had to type it on two lines?
 

|          |          |
|----------|----------|
| A e-xact | C exa-ct |
| B ex-act | D exac-t |
- 6 Which meaning of the word *exact* is used in paragraph 1 of “The Poor and Their Betters”?
  - F Adjective definition 1
  - G Adjective definition 2
  - H Adjective definition 3
  - J Verb definition 1
- 7 The suffix *-ness* means “a condition or quality.” The related word *exactness* in the dictionary entry means a quality of —
 

|                |               |
|----------------|---------------|
| A accuracy     | C measurement |
| B forcefulness | D authority   |
- 8 *Exact* comes from a Latin word that means to —
 

|          |             |
|----------|-------------|
| F adhere | H force     |
| G claim  | J weigh out |
- 9 Which meaning of *exact* is used in the following sentence?
 

*I didn't know the exact number of pages, so I gave an estimate.*

  - A Adjective definition 1
  - B Adjective definition 2
  - C Adjective definition 3
  - D Verb definition 1

## Revising and Editing

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

(1) Bartering the exchange of goods or services, predated the use of conventional money. (2) Around 9000 B.C., people began trading cattle and plant products with each other. (3) Several thousand years later, the Chinese started to use cowrie shells as currency. (4) These shells are still used in some areas. (5) Conventional money in China was not developed until about 1000 B.C. (6) The coins were made out of bronze or copper, and resembled cowrie shells. (7) The Chinese eventually changed the coins' shapes to resemble tools. (8) Turkey, Greece, Persia, and Rome eventually began to use coins, too.

- 1 What change, if any, should be made in sentence 1?
  - A Delete comma after *services*
  - B Change *Bartering* to *Bartering*
  - C Insert comma after *Bartering*
  - D Make no change
- 2 What is the most effective way to combine sentences 3 and 4?
  - F Several thousand years later, the Chinese started to use cowrie shells, which are still used in some areas, as currency.
  - G Several thousand years later, the Chinese started to use cowrie shells although they are still used in some areas.
  - H Several thousand years later, the Chinese started to use cowrie shells; therefore, these shells are still used in some areas.
  - J Several thousand years later, the Chinese started to use cowrie shells as a form of currency, which is still common in parts of China today.
- 3 What change, if any, should be made in sentence 6?
  - A Delete comma
  - B Insert a comma after *bronze*
  - C Change *resembled* to *resembling*
  - D Make no change
- 4 What is the most effective way to revise sentence 7 using a subordinate clause?
  - F The Chinese eventually changed the coins' shapes to resemble tools, such as knives and spades.
  - G The Chinese, who developed these coins, eventually changed the coins' shapes to resemble tools.
  - H The Chinese eventually changed the coins' shapes to resemble tools; they had at one time used tools as a form of money.
  - J The Chinese eventually changed the coins' shapes to resemble sharp, pointed tools.
- 5 What change, if any, should be made in sentence 8?
  - A Delete comma after *coins*
  - B Change *eventually* to *eventually*
  - C Change *began* to *begins*
  - D Make no change

