



## 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. **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 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.

For more practice, see  
Texas Assessment Practice  
Workbook.

Practice  
Test



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KEYWORD: HML12-902

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

### from The Prelude, Book VI

by William Wordsworth

- . . . The brook and road  
Were fellow-travellers in this gloomy Pass,  
And with them did we journey several hours  
At a slow step. The immeasurable height  
5 Of woods decaying, never to be decayed,  
The stationary blasts of water-falls,  
And every where along the hollow rent  
Winds thwarting winds, bewildered and forlorn,  
The torrents shooting from the clear blue sky,  
10 The rocks that muttered close upon our ears,  
Black drizzling crags that spake by the way-side  
As if a voice were in them, the sick sight  
And giddy prospect of the raving stream,  
The unfettered clouds and region of the heavens,  
15 Tumult and peace, the darkness and the light  
Were all like workings of one mind, the features  
Of the same face, blossoms upon one tree,  
Characters of the great Apocalypse,  
The types and symbols of Eternity,  
20 Of first and last, and midst, and without end.

*from* **Hymn to Intellectual<sup>1</sup>**  
**Beauty**     *by Percy Bysshe Shelley*

1

The awful shadow of some unseen Power  
Floats though unseen amongst us,—visiting  
This various world with as inconstant wing  
As summer winds that creep from flower to flower.—  
5 Like moonbeams that behind some piny mountain shower,  
It visits with inconstant glance  
Each human heart and countenance;  
Like hues and harmonies of evening,—  
Like clouds in starlight widely spread,—  
10 Like memory of music fled,—  
Like aught that for its grace may be  
Dear, and yet dearer for its mystery.

2

Spirit of BEAUTY, that dost consecrate  
With thine own hues all thou dost shine upon  
15 Of human thought or form,—where art thou gone?  
Why dost thou pass away and leave our state,  
This dim vast vale of tears, vacant and desolate?  
Ask why the sunlight not forever  
Weaves rainbows o'er yon mountain river,  
20 Why aught should fail and fade that once is shewn,  
Why fear and dream and death and birth  
Cast on the daylight of this earth  
Such gloom,—why man has such a scope  
For love and hate, despondency and hope?

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1. **Intellectual**: not material.

## Reading Comprehension

Use “The Prelude” (p. 902) to answer questions 1–7.

- 1 The contradictory image of “woods decaying, never to be decayed” in line 5 suggests —
  - A harmony and discord
  - B perfection and imperfection
  - C change and permanence
  - D solitude and companionship
- 2 In lines 6–8, assonance and consonance help to convey the sounds of —
  - F water and wind
  - G birds and people
  - H hooves and people’s feet
  - J echoes and whispers in the pass
- 3 Which phrase in the poem presents an image of freedom?
  - A *stationary blasts*
  - B *giddy prospect*
  - C *unfettered clouds*
  - D *blossoms upon one tree*
- 4 Which phrase presents an image of conflicting forces?
  - F *gloomy Pass*
  - G *immeasurable height*
  - H *Winds thwarting winds*
  - J *torrents shooting*
- 5 Wordsworth’s use of personification and onomatopoeia in lines 10–11 helps to —
  - A create a humorous image
  - B convey a sense of harmony
  - C emphasize that nature is alive
  - D illustrate the beauty of nature
- 6 A characteristic of romanticism that is evident in lines 4–15 is the poet’s use of —
  - F supernatural experiences to explain human feelings
  - G descriptions of common people and their daily lives
  - H natural phenomena to find solutions to society’s problems
  - J images that exalt the creative and destructive forces of nature
- 7 The similes in lines 16–20 express the belief that —
  - A all of nature’s variety stems from a single, timeless source
  - B nature is like the mind of a dangerous criminal
  - C ancient texts reveal the true meaning of the laws of nature
  - D the course of friendship is similar to a journey through the mountains

Use “Hymn to Intellectual Beauty” (p. 903) to answer questions 8–15.

- 8 Which image in the first stanza is a metaphor for the “intellectual beauty” of the title?
  - F *The awful shadow*
  - G *This various world*
  - H *summer winds*
  - J *piny mountain*
- 9 In lines 1–4 which quality is Shelley attributing to intellectual beauty in the simile “with as inconstant wing / As summer winds that creep from flower to flower”?
  - A Cheerfulness
  - B Gentleness
  - C Ordinairiness
  - D Unpredictability

- 10** In line 8, the simile that compares the shadow to “hues and harmonies of evening” appeals to the senses of —  
**F** sight and touch  
**G** taste and smell  
**H** hearing and taste  
**J** sight and hearing
- 11** The alliteration in “Like memory of music fled” (line 10) mimics the quality of —  
**A** speed, as when someone runs away  
**B** loss, as when life changes over time  
**C** a musical note, as when someone hums  
**D** irony, as when something is appreciated only after it is gone
- 12** In the first stanza, the poet has created images and similes that describe —  
**F** an idealized summer day in a “various world”  
**G** the nature of the “shadow of some unseen Power”  
**H** the troubles that he will suffer in his “human heart”  
**J** how people respond to the “grace” and “mystery” of life
- 13** Which type of figurative language is used in lines 13–15 when the speaker mournfully questions the “Spirit of Beauty”?  
**A** Apostrophe  
**B** Metaphor  
**C** Personification  
**D** Simile
- 14** The alliteration in “This dim vast vale of tears, vacant and desolate” (line 17) helps convey an image of —  
**F** a meaningless world  
**G** overwhelming emptiness  
**H** a severe rainstorm  
**J** the darkness of winter
- 15** “Hymn to Intellectual Beauty” is characteristic of romantic poetry because Shelley —  
**A** writes about subjective experiences of the individual  
**B** stresses reason and common sense  
**C** conveys a witty and refined view of his world  
**D** comments on human interactions with institutions
- Use both selections to answer question 16.**
- 16** Which statement describes a characteristic of romanticism that is exhibited in both poems?  
**F** The poets recount emotional responses to life in clear, simple language.  
**G** All forces of nature are connected to the poets’ religious beliefs.  
**H** The celebration of love above all other emotions is central to the poem.  
**J** Both poets draw extensively on nature and their imaginations to convey their ideas.
- SHORT-ANSWER QUESTIONS**  
**Write three or four sentences to answer this question.**
- 17** In lines 1 and 2 of “The Prelude,” the speaker calls the brook and the road “fellow-travellers.” What does this metaphor suggest about the speaker’s relationship to nature?
- Write two to three paragraphs to answer this question.**
- 18** What is the main idea that Wordsworth conveys in this stanza excerpted from “The Prelude”? Cite words and phrases from the poem to support your answer.

## Revising and Editing

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

(1) In 1988, unrelenting fires burned about one-third of Yellowstone National Park's 2.2 million acres. (2) Lightning had struck several areas within the park, sparking small fires everywhere. (3) Under normal circumstances, the fires would have expired on their own, but that year the late spring and the summer were very dry. (4) Flames reached heights of up to 200 feet. (5) High afternoon winds blew flaming embers into the sky. (6) These embers, in turn, triggered even more fires. (7) The fires burned through June. (8) Tourists nonetheless continued to visit the park's star attraction the geyser known as Old Faithful. (9) It wasn't until the rain came in September though thousands of firefighters had been valiantly battling the fires since July that the flames finally began to die out. (10) And then the snow came. (11) In the spring the forest started to grow again; wildflowers and pine seedlings gradually sprouted up through the soil. (12) Yellowstone Park had begun its recovery.

- 1 What change, if any, should be made to sentence 1 to incorporate personification?
  - A Change *acres* to **expanse**
  - B Change *burned* to **devoured**
  - C Change *fires* to **flames**
  - D Make no change
- 2 Barbara wants to add this sentence.

*A national treasure was ablaze.*

Where is the best place to insert this sentence?
  - F At the beginning of the paragraph
  - G After sentence 2
  - H After sentence 3
  - J After sentence 4
- 3 What is the most effective way to combine sentences 5 and 6?
  - A High afternoon winds blew flaming embers into the sky, triggering even more fires.
  - B High afternoon winds blew flaming embers into the sky which, in turn, the embers triggered even more fires.
  - C High afternoon winds blew flaming embers into the sky; however, these embers, in turn, triggered even more fires.
  - D High afternoon winds blew flaming embers into the sky because the embers, in turn, triggered even more fires.

- 4 What change, if any, should be made to sentence 8?

**F** Insert comma after *nonetheless*

**G** Insert comma after *attraction*

**H** Change *continued* to *continuing*

**J** Make no change

- 5 What is the best way to revise sentence 9?

**A** It wasn't until the rain came in September; though thousands of firefighters had been valiantly battling the fires since July, that the flames finally began to die out.

**B** It wasn't until thousands of firefighters had been battling the fires since July that the rain came in September that the flames finally began to die out.

**C** Though thousands of firefighters had been valiantly battling the fires since July; it wasn't until the flames finally began to die out the rain came in September.

**D** Though thousands of firefighters had been valiantly battling the fires since July, it wasn't until the rain came in September that the flames finally began to die out.

- 6 Chris wants to add this sentence.

*By early October, Yellowstone was blanketed with snow that later melted, sending water underground to nourish the remaining seeds and roots.*

Where is the best place to insert this sentence?

**F** After sentence 9

**G** After sentence 10

**H** After sentence 11

**J** After sentence 12

