



# 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. **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. **5B** Analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters. **WRITING 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. **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: HML12-1088

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

## Neutral Tones *by Thomas Hardy*

We stood by a pond that winter day,  
And the sun was white, as though chidden of God,<sup>1</sup>  
And a few leaves lay on the starving sod;  
—They had fallen from an ash, and were gray.

- 5 Your eyes on me were as eyes that rove  
Over tedious riddles of years ago;  
And some words played between us to and fro  
On which lost the more by our love.

- 10 The smile on your mouth was the deadest thing  
Alive enough to have strength to die;  
And a grin of bitterness swept thereby  
Like an ominous bird a-wing. . . .

- 15 Since then, keen lessons that love deceives,  
And wrings with wrong, have shaped to me  
Your face, and the God-curst sun, and a tree,  
And a pond edged with grayish leaves.

1. chidden of God: scolded by God.

## *from* **Adam Bede** *by George Eliot*

- 1 It was about three o'clock when Adam entered the farmyard and roused Alick and the dogs from their Sunday dozing. Alick said everybody was gone to church but "th' young missis"—so he called Dinah; but this did not disappoint Adam, although the "everybody" was so liberal as to include Nancy, the dairymaid, whose works of necessity were not unfrequently incompatible with church-going.
- 2 There was perfect stillness about the house: the doors were all closed, and the very stones and tubs seemed quieter than usual. Adam heard the water gently dripping from the pump—that was the only sound; and he knocked at the house door rather softly, as was suitable in that stillness.
- 3 The door opened and Dinah stood before him, coloring deeply with the great surprise of seeing Adam at this hour, when she knew it was his regular practice to be at church. Yesterday he would have said to her without any difficulty, "I came to see you, Dinah: I knew the rest were not at home." But today something prevented him from saying that, and he put out his hand to her in silence. Neither of them spoke, and yet both wished they could speak, as Adam entered, and they sat down. Dinah took the chair she had just left; it was at the corner of the table near the window, and there was a book lying on the table, but it was not open: she had been sitting perfectly still, looking at the small bit of clear fire in the bright grate. Adam sat down opposite her, in Mr Poyser's three-cornered chair.
- 4 "Your mother is not ill again, I hope, Adam," Dinah said, recovering herself. "Seth said she was well this morning."
- 5 "No, she's very hearty today," said Adam, happy in the signs of Dinah's feeling at the sight of him, but shy.
- 6 "There's nobody at home, you see," Dinah said; "but you'll wait. You've been hindered from going to church today, doubtless."
- 7 "Yes," Adam said, and then paused, before he added, "I was thinking about you: that was the reason."
- 8 This confession was very awkward and sudden, Adam felt; for he thought Dinah must understand all he meant. But the frankness of the words caused her immediately to interpret them into a renewal of his brotherly regrets that she was going away, and she answered calmly, "Do not be careful and troubled for me, Adam. I have all things and abound at Snowfield. And my mind is at rest, for I am not seeking my own will in going."
- 9 "But if things were different, Dinah," said Adam, hesitatingly—"if you knew things that perhaps you don't know now . . ."

**GO ON** 

- 10 Dinah looked at him inquiringly, but instead of going on, he reached a chair and brought it near the corner of the table where she was sitting. She wondered, and was afraid—and the next moment her thoughts flew to the past: was it something about those distant unhappy ones that she didn't know?
- 11 Adam looked at her: it was so sweet to look at her eyes, which had now a self-forgetful questioning in them,—for a moment he forgot that he wanted to say anything, or that it was necessary to tell her what he meant.
- 12 “Dinah,” he said suddenly, taking both her hands between his, “I love you with my whole heart and soul.”

## Reading Comprehension

**Use “Neutral Tones” (p. 1088) to answer questions 1–6.**

- 1 Which word best describes the overall tone of this poem?  
**A** Admiring                      **C** Indifferent  
**B** Bleak                          **D** Sarcastic
- 2 Which words from the poem best convey its tone?  
**F** Pond, leaves, winter  
**G** Starving, gray, ominous  
**H** Alive, keen, tedious  
**J** Strength, wrong, white
- 3 In lines 5 and 15, the speaker in the poem is addressing a —  
**A** deceased child  
**B** new spouse  
**C** former love  
**D** younger self
- 4 The speaker of “Neutral Tones” is a —  
**F** distant observer of events in the poem  
**G** voice that talks to the reader  
**H** symbol of the forces of nature  
**J** person who is involved in the experience

- 5 The speaker is reflecting on —  
**A** a failed relationship  
**B** a newfound love  
**C** childhood dreams  
**D** the difficulties of marriage
- 6 You can infer from lines 13–16 that the speaker —  
**F** believes that love is strengthened through separation  
**G** has had other experiences that confirm a pessimistic view of love  
**H** plans to reconcile with the beloved  
**J** has found happiness in a current relationship

**Use “Adam Bede” (p. 1089) to answer questions 7–13.**

- 7 Paragraph 2 illustrates which characteristic of realism?  
**A** A detailed setting that is drawn from real life  
**B** The exposing of society's ills in order to help the oppressed  
**C** A focus on characters' feelings rather than on action  
**D** Dialogue that sounds like everyday speech

- 8 Adam and Dinah are realistic characters because they are —  
**F** certain of what the future holds for them  
**G** symbolic of popular ideas of the era  
**H** complex people shown in everyday circumstances  
**J** two young people who are deeply in love
- 9 In paragraphs 3–5 what can you infer about Adam’s and Dinah’s feelings from this encounter?  
**A** They are angry at each other.  
**B** They are attracted to each other.  
**C** They are confused about their plans.  
**D** They are happy about their upcoming marriage.
- 10 From the information the narrator reveals about Dinah, you can infer that she is —  
**F** arrogant  
**G** secretive  
**H** serious  
**J** unreasonable
- 11 Alick’s expression “th’ young missis” adds realism to the excerpt because it —  
**A** injects humor into a serious scene  
**B** deals with issues of youth and old age  
**C** reflects feelings of social discontent  
**D** captures the sound of everyday speech
- 12 You can tell that this excerpt is written from an omniscient point of view because the narrator is —  
**F** a main character who addresses the reader directly  
**G** an outside voice who reveals the thoughts and feelings of multiple characters  
**H** an observer who relays the emotions of just one character  
**J** a minor character who refers to himself or herself in the first person
- 13 The omniscient point of view helps the author create —  
**A** interesting and complex characters  
**B** a world of fantasy and reality  
**C** exciting and suspenseful action  
**D** sympathy for one character over another
- Use both selections to answer question 14.**
- 14 Which statement accurately compares the themes presented in both selections?  
**F** “Neutral Tones” offers a lighthearted message about love, while *Adam Bede* suggests that love is a somber experience.  
**G** Both selections use nature imagery to convey a message about the fragile beauty of young love.  
**H** “Neutral Tones” contemplates a romantic breakup, while *Adam Bede* describes the hopeful beginning of a romance.  
**J** “Neutral Tones” implies that love grows over time, while *Adam Bede* implies that love fades over time.

### SHORT-ANSWER QUESTIONS

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

- 15 Omniscient narrators of the Victorian era are often described as “intrusive”; they frequently air their own opinions. Is the narrator of *Adam Bede* intrusive? Explain your answer.

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

- 16 What words and images allow each writer’s tone to emerge? Support your answer with examples from each selection.

## Vocabulary

Use context clues to answer the following questions.

- 1 What is the most likely meaning of the word *ominous* as it is used in line 12 of “Neutral Tones”?  
**A** Graceful  
**B** Injured  
**C** Predatory  
**D** Threatening
- 2 What is the most likely meaning of the word *liberal* as it is used in paragraph 1 of the excerpt from *Adam Bede*?  
**F** Broad  
**G** Forceful  
**H** Ironic  
**J** Misunderstood
- 3 The word *abound* in paragraph 8 of the excerpt from *Adam Bede* means —  
**A** well supplied  
**B** tied with ropes  
**C** living quietly  
**D** eager to escape
- 4 What is the most likely meaning of the word *inquiringly* as it is used in paragraph 10 of the excerpt from *Adam Bede*?  
**F** Without embarrassment  
**G** With a suspicious mind  
**H** In a questioning manner  
**J** From a different perspective

Use context clues and the prefixes in the chart to answer the following questions.

<u>Prefix</u>	<u>Meaning</u>
dis-	not; absence of
in-	not
re-	again; in return
un-	not
trans-	across

- 5 What is the meaning of the word *unfrequently* as it is used in paragraph 1 of the excerpt from *Adam Bede*?  
**A** Every Sunday  
**B** Not very often  
**C** Whenever possible  
**D** A single time
- 6 What is the meaning of the word *incompatible* as it is used in paragraph 1 of the excerpt from *Adam Bede*?  
**F** Not allowed  
**G** Not needed  
**H** Cannot occur at the same time  
**J** Cannot happen in the same area
- 7 What is the meaning of the word *renewal* as it is used in paragraph 8 of the excerpt from *Adam Bede*?  
**A** Refusal  
**B** Relapse  
**C** Remembrance  
**D** Repetition

## Revising and Editing

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

(1) At five A.M., Henry and Ann reluctantly awaken and breathing in the damp morning air. (2) The children look through the window of their family's flat. (3) The air looks gray and smoky. (4) The two get dressed and leave. (5) The cotton mill, where they will spend the next 12 hours, awaits. (6) The walk to work is unpleasant. (7) Once arrive at the mill, they will breathe in bad air. (8) The life of a Victorian child is not an easy one.

- 1 What change, if any, should be made in sentence 1?
  - A Insert a comma after *awaken*
  - B Change *reluctantly* to *reluctently*
  - C Change *breathing* to *breathe*
  - D Make no change
- 2 What is the most effective way to combine sentences 2 and 3?
  - F The children look through the window of their family's flat; the air looks gray and smoky.
  - G The children look through the window of their family's flat, but the air looks gray and smoky.
  - H The children look through the window of their family's flat; therefore, the air looks gray and smoky.
  - J The children look through the window of their family's flat which the air looks gray and smoky.
- 3 What is the most effective way to revise sentence 4 using a prepositional phrase?
  - A The two dress by candlelight and leave before sunrise.
  - B After they dress hurriedly, the two leave.
  - C The two dress blindly and leave just as morning breaks.
  - D Still half-asleep, the two dress and leave.
- 4 John wants to add this sentence to the paragraph.
 

*They trudge through dank, filthy streets that are choked with garbage.*

Where is the best place to insert this sentence?

  - F At the beginning of the paragraph
  - G After sentence 5
  - H After sentence 6
  - J After sentence 7
- 5 What change, if any, should be made in sentence 7?
  - A Change *breathe* to *breathed*
  - B Delete comma
  - C Insert *they* after *Once*
  - D Make no change

