

Tennessee Comprehensive
Assessment Program

TCAP

English I
Practice Test
Subpart 1 & Subpart 2

Student Name

Teacher Name



Published under contract with the Tennessee Department of Education by Questar Assessment Inc., 5550 Upper 147th Street West, Minneapolis, MN 55124.
Copyright © 2016 by Tennessee Department of Education. All rights reserved. No part of this publication may be copied, reproduced, or distributed in any form or by any means, or stored in a database or retrieval system, without the prior express written consent of the Tennessee Department of Education and Questar Assessment Inc.

Test Administrator Instructions:

This practice test has Subpart 1 and Subpart 2. It is recommended that you print one copy of this practice test and pull the answer key before copying and distributing the practice test to your students. The answer key is found at the end of the practice test.

This practice test is representative of the operational test but is shorter than the actual operational test. To see the details about the operational test, please see the blueprints located on the Tennessee Department of Education website.

Directions

In this Practice Test, you will read a passage or set of passages and then write a response to a writing task. This task gives you an opportunity to demonstrate how well you can organize and express your ideas in written text.

After reading the passage(s) and writing task, take a few minutes to think about the material and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

Spend about 85 minutes on this essay, including the time you spend reading the passage(s), planning, and writing your essay. If you finish before the allotted time ends, review your work.

Read the passages and write a response to the writing task.

Passage 1
from *The Life and Adventures of Robinson Crusoe*

by Daniel Defoe

In this excerpt, Robinson Crusoe is a young man in 17th-century England whose father has advised him to take up a safe and secure profession rather than seeking adventure. Against his father's advice, he has taken a job as a sailor and begun a dangerous voyage.

- 1 . . . I consulted neither father nor mother any more, nor so much as sent them word of it; but leaving them to hear of it as they might, without asking God's blessing or my father's, without any consideration of circumstances or consequences, and in an ill hour, God knows, on the 1st of September 1651, I went on board a ship bound for London. Never any young adventurer's misfortunes, I believe, began sooner, or continued longer than mine. The ship was no sooner out of the Humber than the wind began to blow and the sea to rise in a most frightful manner; and, as I had never been at sea before, I was most inexpressibly sick in body and terrified in mind. I began now seriously to reflect upon what I had done, and how justly I was overtaken by the judgment of Heaven for my wicked leaving my father's house, and abandoning my duty. All the good counsels of my parents, my father's tears and my mother's entreaties, came now fresh into my mind; and my conscience, which was not yet come to the pitch of hardness to which it has since, reproached me with the contempt of advice, and the breach of my duty to God and my father.
- 2 All this while the storm increased, and the sea went very high, though nothing like what I have seen many times since; no, nor what I saw a few days after; but it was enough to affect me then, who was but a young sailor, and had never known anything of the matter. I expected every wave would have swallowed us up, and that every time the ship fell down, as I thought it did, in the trough or hollow of the sea, we should never rise more; in this agony of mind, I made many vows and resolutions that if it would please God to spare my life in this one voyage, if ever I got once my foot upon dry land again, I would go directly home to my father, and never set it into a ship again while I lived; that I would take his advice, and never run myself into such miseries as these any more. Now I saw plainly the goodness of his observations about the middle station of life,¹ how easy, how comfortably he had lived all his days, and never had been exposed to tempests at sea or troubles on shore; and I resolved that I would, like a true repenting prodigal, go home to my father.

¹ **the middle station of life:** a comfortable life avoiding the risks of either luxury or poverty

- 3 These wise and sober thoughts continued all the while the storm lasted, and indeed some time after; but the next day the wind was abated, and the sea calmer, and I began to be a little inured to it; however, I was very grave for all that day, being also a little sea-sick still; but towards night the weather cleared up, the wind was quite over, and a charming fine evening followed; the sun went down perfectly clear, and rose so the next morning; and having little or no wind, and a smooth sea, the sun shining upon it, the sight was, as I thought, the most delightful that ever I saw.
- 4 I had slept well in the night, and was now no more sea-sick, but very cheerful, looking with wonder upon the sea that was so rough and terrible the day before, and could be so calm and so pleasant in so little a time after. . . . In a word, as the sea was returned to its smoothness of surface and settled calmness by the abatement of that storm, so the hurry of my thoughts being over, my fears and apprehensions of being swallowed up by the sea being forgotten, and the current of my former desires returned, I entirely forgot the vows and promises that I made in my distress. I found, indeed, some intervals of reflection; and the serious thoughts did, as it were, endeavour to return again sometimes; but I shook them off . . .

Excerpt from *The Life and Adventures of Robinson Crusoe* by Daniel Defoe. Transcribed from the 1919 Seeley, Service & Co. edition. In the public domain.

Passage 2
Sea Fever

by John Masefield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sail's shaking,
And a gray mist on the sea's face, and a gray dawn breaking.

5 I must down go to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

10 I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way, where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's² over.

"Sea Fever" from *Salt-Water Poems and Ballads* by John Masefield. In the public domain.

² **trick:** a turn on duty at sea

Writing Task

Write an essay analyzing how **both** authors develop the theme of a person's relationship with the sea. Develop your essay by providing textual evidence from both passages.

Manage your time carefully so that you can

- Plan your essay
- Write your essay

Your written response should be in the form of a multi-paragraph essay.

Write your response to the Writing Task in the space provided.



**This is the end of Subpart 1 of the English I Practice Test.
Proceed to Subpart 2.**

Directions

This Practice Test contains several types of questions. The following samples show the types of test questions used. For all items, mark your answers on the answer sheet provided.

Sample 1: Multiple-choice (one correct response)

1. What does the author mean by Maria’s “radiant personality” in paragraph 4?
- A. She is organized.
 - B. She is a hard worker.
 - C. She is outgoing and likable.
 - D. She is tired and sleepy.

Sample 2: Multiple-select (multiple correct responses)

2. According to passage 1, Mr. Gespy is planting a small garden in his backyard. He wants to know which vegetables will grow best in his garden.

Select **two** sentences that will help Mr. Gespy decide which vegetables to plant in his garden.

- A. Mr. Gespy saw many flowers on his trip to the mountains last year.
- B. The soil in Mr. Gespy’s backyard is very sandy.
- C. Mr. Gespy lives in a large neighborhood.
- D. The winter months are usually cold where Mr. Gespy lives.
- E. Mr. Gespy’s backyard is shady, with little direct sunlight.

Sample 3: Two-part multiple-choice (with evidence responses)

Read the passage and answer the questions that follow.

The State Quarters Program

A profile of our first U.S. president, George Washington, has been featured on the quarter since 1932. While Washington graces the “heads” side, or obverse, of the coin, the reverse has had numerous variations, most notably during the State Quarters program launched by the U.S. government from 1999 to 2008. During this span, each of the 50 states was represented on the reverse with a depiction of its cultural legacy or a significant event in its history. The Delaware quarter depicts Caesar Rodney, an instrumental statesman during the American Revolution. The North Carolina quarter shows the Wright brothers’ first airplane flight. The Tennessee quarter portrays the musical heritage of the Volunteer state, illustrated by a fiddle, a trumpet, and a guitar.

3. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is meant by legacy, as mentioned in the passage?

- A. pause
- B. collection
- C. tradition
- D. instrument

Part B

Which phrase from the passage **best** supports the answer to Part A?

- A. “Washington graces the ‘heads’ side”
- B. “the reverse has had numerous variations”
- C. “program launched by the U.S. government”
- D. “portrays the musical heritage”

Sample 4: Editing Task

Some test items require you to determine if an underlined word or phrase in a passage is used correctly.

There are words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, select the correct replacement.

- 4.** Plastic water bottles and plastic grocery bags have become a major environmental issue in our country. The plastic often used to make many bottles and bags takes hundreds of years to disintegrate, caused unneeded pollution in our waters, parks, and land fields.

Replace disintegrate, caused with

- A.** disintegrate. Caused
- B.** disintegrate, causing
- C.** disintegrate; causing
- D.** disintegrate, caused

Read the passages and mark your answers on the answer sheet provided.

Passage 1
from *Jane Eyre*

by Charlotte Bronte

In this scene, the narrator, Jane Eyre, is taking up a new job as a governess. She has been welcomed by the housekeeper and has spent some time talking with her.

- 1 My heart really warmed to the worthy lady as I heard her talk; and I drew my chair a little nearer to her, and expressed my sincere wish that she might find my company as agreeable as she anticipated.
- 2 “But I’ll not keep you sitting up late to-night,” said she; “it is on the stroke of twelve now, and you have been travelling all day: you must feel tired. If you have got your feet well warmed, I’ll show you your bedroom. I’ve had the room next to mine prepared for you; it is only a small apartment, but I thought you would like it better than one of the large front chambers: to be sure they have finer furniture, but they are so dreary and solitary, I never sleep in them myself.”
- 3 I thanked her for her considerate choice, and as I really felt fatigued with my long journey, expressed my readiness to retire. She took her candle, and I followed her from the room. First she went to see if the hall-door was fastened; having taken the key from the lock, she led the way upstairs. The steps and banisters were of oak; the staircase window was high and latticed; both it and the long gallery into which the bedroom doors opened looked as if they belonged to a church rather than a house. A very chill and vault-like air pervaded the stairs and gallery, suggesting cheerless ideas of space and solitude; and I was glad, when finally ushered into my chamber, to find it of small dimensions, and furnished in ordinary, modern style.
- 4 When Mrs. Fairfax had bidden me a kind good-night, and I had fastened my door, gazed leisurely round, and in some measure effaced¹ the eerie impression made by that wide hall, that dark and spacious staircase, and that long, cold gallery, by the livelier aspect of my little room, I remembered that, after a day of bodily fatigue and mental anxiety, I was now at last in safe haven. The impulse of gratitude swelled my heart, and I knelt down at the bedside, and offered up thanks where thanks were due; not forgetting, ere I rose, to implore aid on my further path, and the power of meriting the kindness which seemed so frankly offered me before it was earned. My couch had no thorns in it that night; my solitary room no fears. At once weary and content, I slept soon and soundly: when I awoke it was broad day.

¹ **effaced:** erased

- 5 The chamber looked such a bright little place to me as the sun shone in between the gay blue chintz window curtains, showing papered walls and a carpeted floor, so unlike the bare planks and stained plaster of Lowood,² that my spirits rose at the view. Externals have a great effect on the young: I thought that a fairer era of life was beginning for me, one that was to have its flowers and pleasures, as well as its thorns and toils.

Excerpt from *Jane Eyre* by Charlotte Bronte. In the public domain.

Passage 2
from “The Fall of the House of Usher”

by Edgar Allan Poe

In this story, the narrator is visiting Roderick Usher, an old friend he has not seen for many years.

- 6 During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. . . .
- 7 A servant in waiting took my horse, and I entered the Gothic archway of the hall. A valet, of stealthy step, thence conducted me, in silence, through many dark and intricate passages in my progress to the studio of his master. Much that I encountered on the way contributed, I know not how, to heighten the vague sentiments of which I have already spoken. While the objects around me—while the carvings of the ceilings, the sombre tapestries of the walls, the ebon blackness of the floors, and the phantasmagoric³ armorial trophies which rattled as I strode, were but matters to which, or to such as which, I had been accustomed from my infancy—while I hesitated not to acknowledge how familiar was all this—I still wondered to find how unfamiliar were the fancies which ordinary images were stirring up. On one of the staircases, I met the physician of the family. His countenance, I thought, wore a mingled expression of low cunning and perplexity. He accosted⁴ me with trepidation⁵ and passed on. The valet now threw open a door and ushered me into the presence of his master.

² **Lowood:** a boarding school where the narrator had previously lived

³ **phantasmagoric:** strange and dreamlike

⁴ **accosted:** spoke to

⁵ **trepidation:** nervousness

- 8 The room in which I found myself was very large and lofty. The windows were long, narrow, and pointed, and at so vast a distance from the black oaken floor as to be altogether inaccessible from within. Feeble gleams of encrimsoned light made their way through the trellised panes, and served to render sufficiently distinct the more prominent objects around; the eye, however, struggled in vain to reach the remoter angles of the chamber, or the recesses of the vaulted and fretted ceiling. Dark draperies hung upon the walls. The general furniture was profuse, comfortless, antique, and tattered. Many books and musical instruments lay scattered about, but failed to give any vitality to the scene. I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all.

Excerpt from "The Fall of the House of Usher" by Edgar Allan Poe. In the public domain.

1. Select **two** ways that the interaction between characters is **different** in the two passages.
- A. Poe's narrator is eager for the doctor to leave, while Jane Eyre wishes the housekeeper would stay longer.
 - B. Jane Eyre hopes the housekeeper will like her, while Poe's narrator is uninterested in how the valet sees him.
 - C. The doctor and Poe's narrator have different opinions, while the housekeeper and Jane Eyre agree with each other.
 - D. The housekeeper talks to Jane Eyre in a friendly way, while the valet does not converse with Poe's narrator.
 - E. The housekeeper asks Jane Eyre many questions, while the valet is curious about Poe's narrator but remains silent.
 - F. The valet tries to prevent Poe's narrator from observing the House of Usher, while the housekeeper shows off her employer's house to Jane Eyre.

2. The following item has two parts. Answer Part A and then answer Part B.

Part A

What does livelier mean in paragraph 4?

- A. more crowded
- B. more active
- C. more cheerful
- D. more spacious

Part B

How does the word livelier develop the author's ideas?

- A. It suggests that the narrator is eager for the company of other people.
 - B. It suggests that the narrator is energized by her room and ready for vigorous activity.
 - C. It suggests that the narrator has been given a room that is surprisingly luxurious and grand.
 - D. It suggests that the narrator is relieved to find that her room is not as gloomy as the rest of the house.
3. Which **best** states the central idea of the passage from "The Fall of the House of Usher"?
- A. The narrator's visit to his old friend brings back melancholy memories of their shared past.
 - B. The gloom of the House of Usher creates feelings of dismay in the narrator.
 - C. The atmosphere of the House of Usher is very different from the narrator's memories of it in the past.
 - D. The people the narrator encounters make the narrator worry about his friend.

4. The following item has two parts. Answer Part A and then answer Part B.

Part A

Which aspect of the passage is **most** emphasized in the excerpt from *Jane Eyre*?

- A. the lack of emotion in dealing with servants
- B. the fearfulness of people living in isolated areas
- C. the large and impersonal houses of wealthy people
- D. the difficulty of running a house in the country

Part B

Select the sentence that **best** supports the correct answer to Part A.

- A. "My heart really warmed to the worthy lady as I heard her talk; and I drew my chair a little nearer to her, and expressed my sincere wish that she might find my company as agreeable as she anticipated."
- B. "I thanked her for her considerate choice, and as I really felt fatigued with my long journey, expressed my readiness to retire."
- C. "First she went to see if the hall-door was fastened; having taken the key from the lock, she led the way upstairs."
- D. "A very chill and vault-like air pervaded the stairs and gallery, suggesting cheerless ideas of space and solitude; and I was glad, when finally ushered into my chamber, to find it of small dimensions, and furnished in ordinary, modern style."

5. The following item has two parts. Answer Part A and then answer Part B.

Part A

How does Poe **mainly** develop suspense in paragraph 7?

- A. by contrasting the narrator's familiarity with the setting with his feeling that something is wrong
- B. by presenting a flashback showing the narrator's memories of the house in the past
- C. by contrasting the strange objects in the house with the narrator's more comfortable home
- D. by establishing the narrator's increasing conflict with the family doctor

Part B

Select the sentence or phrase that **best** supports the correct answer to Part A.

- A. "A servant in waiting took my horse, and I entered the Gothic archway of the hall."
- B. "A valet, of stealthy step, thence conducted me, in silence, through many dark and intricate passages in my progress to the studio of his master."
- C. ". . . the carvings of the ceilings, the sombre tapestries of the walls, the ebon blackness of the floors, and the phantasmagoric armorial trophies which rattled as I strode . . ."
- D. ". . . while I hesitated not to acknowledge how familiar was all this—I still wondered to find how unfamiliar were the fancies which ordinary images were stirring up."
- E. ". . . wore a mingled expression of low cunning and perplexity."

6. What does oppressively mean as used in paragraph 6?
- A. cruelly
 - B. barely
 - C. depressingly
 - D. alarmingly
7. What theme do **both** passages have in common?
- A. Setting can have a strong influence on a person's mood.
 - B. Being a guest is made easier by a hospitable welcome.
 - C. People are often nervous when encountering new situations.
 - D. Hope can be revived after a period of despair.

Read the passage and mark your answers on the answer sheet provided.

To Remember a Lecture Better, Take Notes by Hand

by Robinson Meyer

1 Psych 101 was about to start, and Pam Mueller had forgotten her laptop at home. This meant more than lost Facebook time. A psychology grad student at Princeton, Mueller was one of the class teaching assistants. It was important she have good notes on the lecture. Normally she used her laptop to take notes, but, without it, she'd have to rely on a more traditional approach.

2 So she put pen to paper—and found something surprising.

3 Class just seemed *better*. “I felt like I had gotten so much more out of the lecture that day,” she said. So she shared the story with Daniel Oppenheimer, the professor teaching the class.

4 “I had a similar experience in a faculty meeting the other day,” Mueller remembers him saying. “And we both sort of had that intuition that there might be something different about writing stuff down.”

5 It turns out there is.

6 A new study—conducted by Mueller and Oppenheimer—finds that people remember lectures better when they've taken handwritten notes, rather than typed ones.

7 What's more, knowing how and why typed notes can be bad doesn't seem to improve their quality. Even if you warn laptop-notetakers ahead of time, it doesn't make a difference. For some tasks, it seems, handwriting's just better.

8 The study comes at a ripe time for questions about laptop use in class. Educators still debate whether to allow students to bring their laptops into the classroom. And while researchers have found that laptop use during class-time tends to be distracting—not only do laptop-using students not perform as well academically, but also they're less happy with their education—Mueller and Oppenheimer's research seems to be the first quantitative attempt to compare laptops disconnected from the Internet with plain-old pencil and paper.

9 The study was conducted in three parts. At the beginning of each, students watched video of a lecture or a TED talk,¹ and took notes on it either longhand or on laptops.

¹ **TED Talk:** a speech given at the annual TED (Technology, Entertainment, and Design) conference

- 10 Students watched the video, completed difficult mental tasks for 30 minutes, then took a quiz on the content. In this group, longhand-notetakers outperformed laptop-notetakers on the quiz. Analysis of student notes showed that laptop-notetakers tended to transcribe a lot of the speaker's words verbatim. Mueller and Oppenheimer suspected that this was because those who typed notes were inclined to transcribe lectures, rather than process them. This makes sense: If you can type quickly enough, word-for-word transcription is possible, whereas writing by hand usually rules out capturing every word.
- 11 So students in the second group were given a warning. Before the laptop-users watched the lecture or took any notes on it, the study administrator told some of them:
- 12 People who take class notes on laptops when they expect to be tested on the material later tend to transcribe what they're hearing without thinking about it much. **Please try not to do this as you take notes today.** Take notes in your own words and don't just write down word-for-word what the speaker is saying.
- 13 The warning seemed to have no effect. The quiz showed that longhand-notetakers *still* remembered lecture content better than laptop-notetakers. And analyzing the notes that laptop-using students took, the two authors admit: "The instruction to not take verbatim notes was completely ineffective at reducing verbatim content."
- 14 The final group of students took the quiz a full week after watching a recorded lecture. Some of these students were allowed to study their notes for 10 minutes before taking the quiz. In this last group, longhand-notetakers who had time to study outperformed everyone else. Longhand-notetakers of any sort, in fact, did better on the quiz than laptop-notetakers.
- 15 What's more, if someone took verbatim notes on their laptop, then studying seemed more likely to hinder their performance on the quiz.
- 16 In other words, taking notes on a laptop seems to lead to verbatim notes, which make it tough to study well. And you can't successfully warn someone to keep them from taking verbatim notes if they're using a laptop.
- 17 "We don't write longhand as fast as we type these days, but people who were typing just tended to transcribe large parts of lecture content verbatim," Mueller told me. "The people who were taking notes on the laptops don't have to be judicious in what they write down."
- 18 She thinks this might be the key to their findings: Take notes by hand, and you have to process information as well as write it down. That initial selectivity leads to long-term comprehension.

- 19 “I don’t think we’re gonna get more people to go back to notebooks necessarily,” Mueller said. “Tablets might be the best of both worlds—you have to choose what to write down, but then you have the electronic copy.”
- 20 Incidentally, the two researchers might look at tablet use next. (They didn’t include them in this study.) But they have busy scientific docket outside this work, as neither of them specialize in educational psychology. Mueller researches questions of law and morality, and Oppenheimer tends to focus on decision-making and the psychology of democracy.
- 21 But the two say they’ve appreciated their foray into note-taking research, which stemmed from a real-life problem. “I think,” Mueller said, “that’s where the best research comes from, because the questions resonate with other people.”

“To Remember a Lecture Better, Take Notes by Hand” by Robinson Meyer, from *The Atlantic*, May 2015.

- 8.** How does the author use rhetoric in paragraphs 1–2 to advance his purpose?
- A.** He uses a personal story to explain an unexpected discovery.
 - B.** He uses data and facts to support a position about note-taking.
 - C.** He uses an emotional appeal to emphasize an alarming problem.
 - D.** He uses a metaphor to make his ideas easier to understand.

9. The following item has two parts. Answer Part A and then answer Part B.

Part A

What does intuition mean, as used in paragraph 4?

- A. notation
- B. proof
- C. insight
- D. intention

Part B

How does the use of the word intuition help develop the author's ideas?

- A. by explaining how the scientists came to suspect their research would be productive
- B. by explaining the importance of note-taking to learning in class
- C. by explaining the plans for the experiment described in the passage
- D. by explaining the evidence that supports the scientists' theory about note-taking

- 10.** How does paragraph 16 develop the ideas in paragraphs 13–15?
- A.** Paragraph 16 provides background information that may explain the results described in paragraphs 13–15.
 - B.** Paragraph 16 presents the results of the experimental setup described in paragraphs 13–15.
 - C.** Paragraph 16 presents an alternate perspective on the experiment described in paragraphs 13–15.
 - D.** Paragraph 16 summarizes the conclusions that can be drawn from the results described in paragraphs 13–15.
- 11.** What does foray mean as it is used in paragraph 21?
- A.** search
 - B.** excursion
 - C.** echo
 - D.** collapse

12. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the **primary** claim in paragraph 18?

- A. Students who take notes by hand listen more carefully to lectures, while students who use laptops listen only selectively.
- B. Students who take notes by hand are only able to remember selective information, while students who use laptops can remember much more information.
- C. Taking notes by hand is more effective than taking notes on a laptop because it requires students to process information as they write it down.
- D. Taking notes by hand is less efficient than taking notes on a laptop because it requires students to process information rather than simply write it down.

Part B

How effectively does the author support this claim?

- A. The claim is poorly supported and is contradicted by much of the evidence from the study.
- B. The claim is supported by some evidence from the study, but opposed by other evidence.
- C. The claim is a believable explanation of the study results, but is not the only possible explanation.
- D. The claim is an improbable speculation by the author based on little evidence from the study.

- 13.** What is the **most** credible type of evidence the author uses to support the claims in the passage?
- A.** expert opinion
 - B.** research results
 - C.** a personal narrative
 - D.** quotes from students
- 14.** Select the paragraph from the passage that **best** expresses its central idea.
- A.** "Psych 101 was about to start, and Pam Mueller had forgotten her laptop at home. This meant more than lost Facebook time. A psychology grad student at Princeton, Mueller was one of the class teaching assistants. It was important she have good notes on the lecture. Normally she used her laptop to take notes, but, without it, she'd have to rely on a more traditional approach."
 - B.** "So she put pen to paper—and found something surprising."
 - C.** "Class just seemed *better*. 'I felt like I had gotten so much more out of the lecture that day,' she said. So she shared the story with Daniel Oppenheimer, the professor teaching the class."
 - D.** "'I had a similar experience in a faculty meeting the other day,'" Mueller remembers him saying. "And we both sort of had that intuition that there might be something different about writing stuff down."
 - E.** "It turns out there is."
 - F.** "A new study—conducted by Mueller and Oppenheimer—finds that people remember lectures better when they've taken handwritten notes, rather than typed ones."

There are seven words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, choose the correct replacement and mark your answer sheet.

The poet Samuel Coleridge, in "The Rime of the Ancient Mariner," poetically describes an ironic situation faced by a sailor "Water, water, everywhere, / Nor any drop to drink." The quote also serves as a reminder of the more practical truth that humans need water to live. In fact, most people cannot survive more than two or three days without it. This makes sense when you consider that the human body is made up of about 60% water. Water plays several key roles in physical health; protecting joints, preventing injury and fatigue during exercise, and it helps keep kidneys healthy.

Human cartilage is composed of about 85 percent water. The tough, spongy substance keeps joints lubricated and mobile. The vertebrae of the spinal column rely on cartilage to absorb shock caused by an array of everyday activities from walking to running to lifting as well as when you sit. Cartilage is like a suit of armor that coats the bones beneath our skin, if you didn't have water, it would dehydrate and cause painful friction.

Hydration is also key to healthy exercise. The fluids sweated out during a workout must be replaced in order to prevent muscle cramping and injury. Water restores the fluid balance to muscles and helps the body transport electrolytes to replace those lost during exercise. Staying well-hydrated before, during, and when you are done with exercise can reduce fatigue.

Finally, water is essential to the proper function of kidneys. Those vital organs remove waste from the body, they also help regulate blood pressure and some bodily fluid levels. Without adequate hydration, kidneys are unable to perform their critical functions. Water's valuable role in ensuring human health is difficult to overestimate.

15. Replace sailor "Water, with

- A. sailor: "Water,
- B. sailor; "Water,
- C. sailor "Water,
- D. sailor . . . "Water,

- 16.** Replace health; protecting with
- A.** health protecting
 - B.** health, protecting,
 - C.** health: protecting
 - D.** health, protecting
- 17.** Replace and it helps keep kidneys healthy. with
- A.** and it keeps your kidneys healthy.
 - B.** and it also helps keep kidneys healthy.
 - C.** and also your kidneys will be healthier.
 - D.** and keeping kidneys healthy.
- 18.** Replace as well as when you sit. with
- A.** to sitting.
 - B.** also sitting.
 - C.** to when you sit.
 - D.** and when you sit.
- 19.** Replace if you didn't have water, with
- A.** not having water,
 - B.** but without water,
 - C.** however lacking water,
 - D.** given a shortage of water,

20. Replace when you are done with with

- A.** at the end of
- B.** when finished with
- C.** being done with
- D.** after

21. Replace body, they with

- A.** body: they
- B.** body; they
- C.** body; they,
- D.** body they



This is the end of the test.

This page is intentionally left blank.

Name: _____

Subpart 2 Sample Questions

1. A B C D
2. A B C D E (Select two)
3. **Part A:** A B C D
 Part B: A B C D
4. A B C D

Subpart 2 Practice Test Questions

1. A B C D E F (Select two)
2. **Part A:** A B C D
 Part B: A B C D
3. A B C D
4. **Part A:** A B C D
 Part B: A B C D
5. **Part A:** A B C D
 Part B: A B C D E
6. A B C D
7. A B C D
8. A B C D
9. **Part A:** A B C D
 Part B: A B C D
10. A B C D
11. A B C D
12. **Part A:** A B C D
 Part B: A B C D
13. A B C D

14. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ

15. Ⓐ Ⓑ Ⓒ Ⓓ

16. Ⓐ Ⓑ Ⓒ Ⓓ

17. Ⓐ Ⓑ Ⓒ Ⓓ

18. Ⓐ Ⓑ Ⓒ Ⓓ

19. Ⓐ Ⓑ Ⓒ Ⓓ

20. Ⓐ Ⓑ Ⓒ Ⓓ

21. Ⓐ Ⓑ Ⓒ Ⓓ

Subpart 2 Sample Questions

1. A B C D
2. A B C D E (Select two)
3. **Part A:** A B C D
- Part B:** A B C D
4. A B C D

Subpart 2 Practice Test Questions

1. A B C D E F (Select two)
2. **Part A:** A B C D
- Part B:** A B C D
3. A B C D
4. **Part A:** A B C D
- Part B:** A B C D
5. **Part A:** A B C D
- Part B:** A B C D E
6. A B C D
7. A B C D
8. A B C D
9. **Part A:** A B C D
- Part B:** A B C D
10. A B C D
11. A B C D
12. **Part A:** A B C D
- Part B:** A B C D
13. A B C D
14. A B C D E F
15. A B C D

Answer Key

16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D