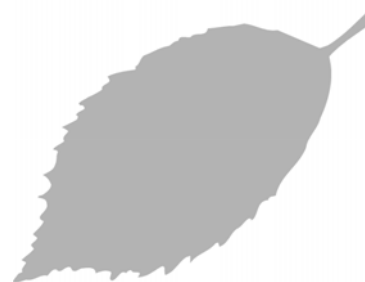


**Massachusetts
Tests for Educator Licensure[®] (MTEL[®])**



English (07)

PRACTICE TEST



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INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) English (07) Online Practice Test. This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice questions. A blank [Response Sheet](#), [Evaluation Information](#), and [Sample Responses and Analyses](#), as well as a [Scoring Rubric](#), are included for the open-response items. Lastly, there is a [Practice Test Score Calculation](#) worksheet.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL English (07) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the [Test Objectives](#) is included in the [Test Information Booklet](#) for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL English (07) test, it is not possible to predict precisely how you might score on an official MTEL English (07) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the [Test Information Booklet](#) for additional information about how to prepare for the test.

**ENGLISH
PRACTICE TEST**

GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
 - A. Worcester
 - B. New Bedford
 - C. Boston
 - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL English (07) test, you will have one four-hour test session in which to complete the test.

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response
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Question Number	Your Response
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MULTIPLE-CHOICE QUESTIONS

1. **Read the excerpt below from "The Story of an Hour" (1894), a short story by Kate Chopin; then answer the question that follows.**

There would be no one to live for her during those coming years: she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Which of the following features characteristic of the works of Chopin is best exemplified in this excerpt?

- A. sensory language that intensifies the authenticity of a Southern setting
- B. a female character whose thoughts and actions defy social conventions
- C. animated dialogue that reproduces a regional speech pattern
- D. a reflective narrator who shows concern about social class relations

2. **Read the poem below, "'Nature' is what we see— . . ." (ca. 1890) by Emily Dickinson; then answer the question that follows.**

"Nature" is what we see—
The Hill—the Afternoon—
Squirrel—Eclipse—the Bumble bee—
Nay—Nature is Heaven—
Nature is what we hear—
The Bobolink—the Sea—
Thunder—the Cricket—
Nay—Nature is Harmony—
Nature is what we know—
Yet have no art to say—
So impotent Our Wisdom is
To her Simplicity.

The style and structure of this poem most clearly reflect which of the following developments in American poetry during the late nineteenth century?

- A. the expression of abstract ideas through concrete imagery
 - B. the experimentation with unusual syntax and rhythmic patterns
 - C. the conversion of the pastoral form into a vehicle for satire
 - D. the use of slant rhyme rather than exact rhyme
3. Which of the following statements best describes a philosophical belief that was closely associated with American transcendentalist writers?
- A. Because an individual's fate is determined by natural forces, it is futile to try to exercise one's free will.
 - B. Suffering great hardship and tragedy will cause an individual to build a strong, moral character.
 - C. The truth about human feelings and behavior can be discovered by using the scientific method.
 - D. Because each individual's soul contains elements of the divine, it is vital to have faith in one's intuition.

4. **Read the excerpt below from "Under the Lion's Paw" (1891), a short story by Hamlin Garland; then answer the question that follows.**

Haskins worked like a fiend, and his wife, like the heroic woman that she was, bore also uncomplainingly the most terrible burdens. They rose early and toiled without intermission till the darkness fell on the plain, then tumbled into bed, every bone and muscle aching with fatigue, to rise with the sun next morning to the same round of the same ferocity of labor.

The eldest boy drove a team all through the spring, plowing and seeding, milked the cows, and did chores innumerable, in most ways taking the place of a man.

An infinitely pathetic but common figure, this boy on the American farm, where there is no law against child labor. To see him in his coarse clothing, his huge boots, and his ragged cap, as he staggered with a pail of water from the well, or trudged in the cold and cheerless dawn out into the frosty field behind his team, gave the city-bred visitor a sharp pang of sympathetic pain. Yet Haskins loved his boy, and would have saved him from this if he could, but he could not.

In this excerpt, Garland explores which of the following aspects of rural life in the United States during the late nineteenth century?

- A. the sense of personal pride derived from making a living off the land
- B. the difficulty of obtaining proper implements for cultivating the land
- C. the fatalistic attitude of farmers toward the hardships they endured
- D. the challenges posed to traditional gender roles by new labor laws

5. Which of the following themes is most characteristic of the literary works of Jonathan Edwards and Cotton Mather during the colonial period?
- A. the justification for governing the colonies democratically
 - B. the celebration of experimentation and innovation as American traits
 - C. the need for strict adherence to Puritan religious beliefs and moral codes
 - D. the admiration for a fearless sense of adventure and joy of discovery
6. The works of which of the following groups of writers contributed significantly to the slave narrative genre of American literature?
- A. Elizabeth Ashbridge, Mary Rowlandson, Edward Taylor
 - B. Harriet Jacobs, William Wells Brown, Olaudah Equiano
 - C. Charles W. Chesnutt, Pauline E. Hopkins, Ida B. Wells-Barnett
 - D. David Walker, Maria W. Stewart, Victor Séjour

Read the excerpt below from *The School Days of an Indian Girl* (1900), a memoir by Gertrude Bonnin (Zitkala-Sa); then answer the two questions that follow.

On the train, fair women, with tottering babies on each arm, stopped their haste and scrutinized the children of absent mothers. Large men, with heavy bundles in their hands, halted near by, and riveted their glassy blue eyes upon us.

I sank deep into the corner of my seat, for I resented being watched. Directly in front of me, children who were no larger than I hung themselves upon the backs of their seats, with their bold white faces toward me. Sometimes they took their forefingers out of their mouths and pointed at my moccasined feet. Their mothers, instead of reproving such rude curiosity, looked closely at me, and attracted their children's further notice to my blanket. This embarrassed me, and kept me constantly on the verge of tears.

I sat perfectly still, with my eyes downcast, daring only now and then to shoot long glances around me. Chancing to turn to the window at my side, I was quite breathless upon seeing one familiar object. It was the telegraph pole which strode by at short paces. Very near my mother's dwelling, along the edge of a road thickly bordered with wild sunflowers, some poles like these had been planted by white men. Often I had stopped, on my way down the road, to hold my ear against the pole, and, hearing its low moaning, I used to wonder what the paleface had done to hurt it. Now I sat watching for each pole that glided by to be the last one.

7. In this excerpt, Bonnin explores which of the following issues of late-nineteenth-century U.S. history?
- A. the impact of new communication technology on residents of geographically isolated areas
 - B. the European American perception of Native Americans as cultural artifacts rather than as living human beings
 - C. the cause-and-effect relationship between U.S. railroad expansion and nationalistic fervor
 - D. the increasing self-determination with which women navigated the patriarchal society
8. In this excerpt, Bonnin most likely intends the personification of the telegraph poles to have which of the following effects?
- A. creating a metaphor for the narrator's failure to communicate
 - B. symbolizing the remnants of Native American culture
 - C. conveying an impression of tremendous speed
 - D. reflecting both the narrator's child-like viewpoint and adult insight

9. **Read the excerpt below from *Going After Cacciato* (1978), a novel by Tim O'Brien; then answer the question that follows.**

Four o'clock, he thought. Ten minutes to four.

He bet himself twenty bucks on it, then knelt down behind the wall of sandbags to check his watch. Eight minutes to four. Twenty easy bucks—he should've joined the circus, a time-teller.

It was colder now. The breeze had become a wind.

An hour till the first glistenings, an hour and a half until dawn.

He could tell time by the way it came. By the cold and the wind, and then later the silver gleaming in the tips of the waves, then a spreading gleaming that would fill the wave troughs and give them shape, wrinkles like the skin of boiled milk, then the birds, then the breaking of the sky. He could tell time by all of this, and by the rhyme of wind and sand, and by the beat of his own heart.

It was a matter of hard observation. Separating illusion from reality. What happened, and what might have happened?

Which of the following stylistic features of this excerpt is most characteristic of contemporary American fiction?

- A. the rendering of vivid and evocative nature images
- B. the use of a direct and sincere-sounding narrative voice
- C. the blending of pragmatic and dreamlike perspectives
- D. the use of an unimposing and unimpressive physical setting

10. **Read the excerpt below from *The Woman Warrior* (1975), a memoir by Maxine Hong Kingston; then answer the question that follows.**

Once in a long while, four times so far for me, my mother brings out the metal tube that holds her medical diploma. On the tube are gold circles crossed with seven red lines each—"joy" ideographs in abstract. There are also little flowers that look like gears for a gold machine. According to the scraps of labels with Chinese and American addresses, stamps, and postmarks, the family airmailed the can from Hong Kong in 1950. It got crushed in the middle, and whoever tried to peel the labels off stopped because the red and gold paint came off too, leaving silver scratches that rust. Somebody tried to pry the end off before discovering that the tube pulls apart. When I open it, the smell of China flies out, a thousand-year-old bat flying heavy-headed out of the Chinese caverns where bats are as white as dust, a smell that comes from long ago, far back in the brain. Crates from Canton, Hong Kong, Singapore, and Taiwan have that smell too, only stronger because they are more recently come from the Chinese.

In this excerpt, Kingston is most likely making which of the following statements about the experience of immigrants in the United States during the twentieth century?

- A. Many first-generation immigrants leave their homeland in order to give their children greater educational opportunities.
- B. While second-generation immigrants share their parents' cultural heritage, these children can often be unaware of its full significance.
- C. Some first-generation immigrants give up material comfort in their homeland to secure personal and political freedom in an adopted land.
- D. The English language often creates a formidable barrier between second-generation immigrants and their parents.

11. **Read the excerpt below from *The Grapes of Wrath* (1939), a novel by John Steinbeck; then answer the question that follows.**

In the morning the tents came down, the canvas was folded, the tent poles tied along the running board, the beds put in place on the cars, the pots in their places. And as the families moved westward, the technique of building up a home in the evening and tearing it down with the morning light became fixed; so that the folded tent was packed in one place, the cooking pots counted in their box. And as the cars moved westward, each member of the family grew into his proper place, grew into his duties; so that each member, old and young, had his place in the car; so that in the weary, hot evenings, when the cars pulled into the camping places, each member had his duty and went to it without instruction: children to gather wood, to carry water; men to pitch the tents and bring down the beds; women to cook the supper and to watch while the family fed. And this was done without command. The families, which had been units of which the boundaries were a house at night, a farm by day, changed their boundaries. In the long hot light, they were silent in the cars moving slowly westward; but at night they integrated with any group they found.

This excerpt most clearly addresses which of the following themes of early-twentieth-century American literature?

- A. the struggle by labor unions to gain legal protection for farm workers from exploitative employment practices
- B. the ways in which forced migration humbled many farming families who had once been proud and self-reliant
- C. the influence of automobile ownership on the development of suburban communities and family life
- D. the moral challenges confronted by young people moving from sparsely populated rural areas to big cities

Read the excerpt below from "A Wagner Matinee" (1905), a short story by Willa Cather; then answer the two questions that follow.

In this excerpt, the narrator listens to an orchestra perform an overture and remembers the prairie landscape where he was raised.

With the battle between the two motifs, with the bitter frenzy of the Venusberg¹ theme and its ripping of strings, came to me an overwhelming sense of the waste and wear we are so powerless to combat. I saw again the tall, naked house on the prairie, black and grim as a wooden fortress; the black pond where I had learned to swim, the rain-gullied clay about the naked house; the four dwarf ash seedlings on which the dishcloths were always hung to dry before the kitchen door. The world there is the flat world of the ancients; to the east, a cornfield that stretched out to daybreak; to the west, a corral that stretched to sunset; between, the sordid conquests of peace, more merciless than those of war.

¹**Venusberg:** A legendary mountain in Germany where Venus, the Roman goddess of love, held court.

12. This excerpt is characteristic of Cather's writing in that it:
- A. clusters images of prairie life to explore themes of war and peace.
 - B. draws parallels to assert the necessity for artists to acknowledge personal adversity in their work.
 - C. endows objects and events with explicit symbolic meanings.
 - D. uses memory to suggest the endurance of pioneers living on the American frontier.
13. In this excerpt, the narrator's attitude toward the setting can best be described as:
- A. nostalgia for the landscape that defined the narrator's childhood.
 - B. a combination of respect and dread for the power of the land.
 - C. regret at failing to appreciate the prairie's underlying beauty.
 - D. veneration of the scale and beauty of the prairie.

14. The Beat generation writers William S. Burroughs, Jack Kerouac, and Allen Ginsberg commonly address which of the following themes in their literary works?
- A. the encouragement of mass public protest as a means of achieving social and political reforms
 - B. the awareness of domestic issues that were revealed during World War II
 - C. the pursuit of enlightenment through exploration of non-Western religions and philosophies
 - D. the creation of utopian communities apart from mainstream U.S. society

Read the poem below, "America" (1921) by Claude McKay; then answer the two questions that follow.

Although she feeds me bread of bitterness,
And sinks into my throat her tiger's tooth,
Stealing my breath of life, I will confess
I love this cultured hell that tests my youth!
Her vigor flows like tides into my blood,
Giving me strength erect against her hate.
Her bigness sweeps my being like a flood.
Yet as a rebel fronts a king in state,
I stand within her walls with not a shred
Of terror, malice, not a word of jeer.
Darkly I gaze into the days ahead,
And see her might and granite wonders there,
Beneath the touch of Time's unerring hand,
Like priceless treasures sinking in the sand.

15. Which of the following significant themes of American literature during the twentieth century is most clearly conveyed in this poem?
- A. the devastating effects of racism on individuals and on the nation
 - B. the temptation to succumb to self-pity or complacency in the face of social injustice
 - C. the emotional conflict felt by many toward a country that offers only hardship to some of its citizens
 - D. the forced abandonment of an ethnic heritage and cultural identity
16. Which of the following statements best describes how a literary device is used in this poem?
- A. A series of metaphors characterize the United States as a powerful beast of prey.
 - B. Personification emphasizes the human aspects of a natural force.
 - C. Foreshadowing is used to create a tone of suspenseful foreboding.
 - D. A series of similes compare the speaker of the poem with a courageous soldier.

17. Which of the following contributions made by Mary Shelley was most significant to the development of the literature of Great Britain?
- A. Her novels *Valperga* and *The Fortunes of Perkin Warbeck* served as prototypes for later works of historical fiction.
 - B. Her notes on poems written by her husband Percy Shelley became standards for literary criticism of the period.
 - C. Her published sketches of Germany and Switzerland revitalized the genre of travel journalism.
 - D. Her novel *Frankenstein* expanded on the gothic tradition by exploring the dangers of misusing science and technology.
18. Which of the following statements best describes a significant development in the literature of Great Britain during the Renaissance?
- A. Women from outside of religious orders published first-person accounts of mystical experiences.
 - B. Existing sonnet and lyric forms were refined and expanded in works of poetry and drama.
 - C. Dramatists based characters on historical figures in order to create a narrative of their national history.
 - D. Serialization of novels in magazines established an interactive relationship between authors and readers.

19. **Read the poem below by an anonymous Irish poet from the ninth century; then answer the question that follows.**

I have tidings for you: the stag bells; winter pours; summer has gone;

Wind is high and cold; the sun low; its course is short; the sea runs strongly;

Bracken is very red; its shape has been hidden; the call of the barnacle-goose has become usual;

Cold has seized the wings of birds; season of ice: these are my tidings.

This poem most clearly exemplifies Irish Gaelic verse from the Anglo-Saxon period in its use of:

- A. a folkloric narrative.
- B. natural imagery.
- C. a reflective tone.
- D. spare, simple diction.

20. **Read the excerpt below from *Le Morte D'Arthur* (1485), a prose epic by Sir Thomas Malory; then answer the question that follows.**

And right thus as they were at their service, there came Sir Ector de Maris that had seven year sought all England, Scotland, and Wales, seeking his brother, Sir Lancelot. And when Sir Ector heard such noise and light in the choir of Joyous Garde, he alight and put his horse from him and came into the choir. And there he saw men sing and weep, and all they knew Sir Ector, but he knew not them. Then went Sir Bors unto Sir Ector and told him how there lay his brother, Sir Lancelot, dead. And then Sir Ector threw his shield, sword, and helm from him, and when he beheld Sir Lancelot's visage, he fell down in a swoon. And when he waked, it were hard any tongue to tell the doleful complaints that he made for his brother.

"Ah, Lancelot!" he said, "thou were head of all Christian knights. And now I dare say," said Sir Ector, "thou Sir Lancelot, there thou liest, that thou were never matched of earthly knight's hand. And thou were the courteoust knight that ever bore shield. And thou were the truest friend to thy lover that ever bestrode horse, and thou were the truest lover, of a sinful man, that ever loved woman, and thou were the kindest man that ever struck with sword. And thou were the goodliest person that ever came among press of knights, and thou was the meekest man and the gentlest that ever ate in hall among ladies, and thou were the sternest knight to thy mortal foe that ever put spear in the rest."

In this excerpt, Malory is most likely making which of the following statements about the role of knights in England during the Middle Ages?

- A. Knights formed an elite military group that enjoyed privileged social and political status.
- B. Knights who showed great moral strength both on and off the battlefield were highly respected.
- C. Knights were obligated to sever ties with their families and devote their lives to championing religious causes.
- D. Knights became famous for their romantic conquests rather than for their military accomplishments.

21. **Read the excerpt below from *Sense and Sensibility* (1811), a novel by Jane Austen; then answer the question that follows.**

Lucy was naturally clever; her remarks were often just and amusing; and as a companion for half an hour Elinor frequently found her agreeable; but her powers had received no aid from education: she was ignorant and illiterate; and her deficiency of all mental improvement, her want of information in the most common particulars, could not be concealed from Miss Dashwood, in spite of her constant endeavour to appear to advantage. Elinor saw, and pitied her for, the neglect of abilities which education might have rendered so respectable; but she saw, with less tenderness of feeling, the thorough want of delicacy, of rectitude, and integrity of mind, which her attentions, her assiduities, her flatteries at the Park betrayed; and she could have no lasting satisfaction in the company of a person who joined insincerity with ignorance; whose want of instruction prevented their meeting in conversation on terms of equality, and whose conduct towards others made every show of attention and deference towards herself perfectly valueless.

In this excerpt, Austen uses characterization to explore which of the following beliefs about women in early-nineteenth-century England?

- A. Women's innate sense of right and wrong would guide them to make sound moral choices.
- B. Young, working-class women would eventually leave their jobs to marry and have children.
- C. Women would participate in intellectual exchanges while privately judging one another's conduct.
- D. Women would choose romantic love over family background or wealth as a basis for marriage.

22. In which of the following ways did the eighteenth-century poets Robert Fergusson, Allan Ramsay, and Robert Burns influence the development of the literature of Great Britain?
- A. Their satiric verses criticizing the English monarchy revealed the power of poetry as a form of political protest.
 - B. Their explorations of themes from Nordic folklore led Irish and Welsh writers to draw on their own folklore for ideas.
 - C. Their use of both English and Lowland Scots dialect revealed the poetic qualities inherent in actual colloquial speech.
 - D. Their revival of ancient Roman verse forms contributed to a renewed public demand in England for classical literature.
23. Which of the following statements describes the influence that the works of the romantic poets, such as Samuel Taylor Coleridge and William Wordsworth, had on the development of the literature of Great Britain?
- A. The spontaneous expression of ideas and emotions in poetry was valued as a manifestation of the creative imagination and the subconscious.
 - B. The poetic genres and verse forms inherited from ancient Greece and Elizabethan England became the models for contemporary poetry.
 - C. The process by which poets conceived and crafted their work became the topic of their poems and the focus of academic study.
 - D. The creation of a *persona* distinct from the poet established the role of speaker in a poem as comparable to that of a narrator in a work of fiction.

24. **Read the excerpt below from "Dover Beach" (1867), a poem by Matthew Arnold; then answer the question that follows.**

The sea is calm tonight.
The tide is full, the moon lies fair
Upon the straits;—on the French coast the light
Gleams and is gone; the cliffs of England stand,
Glimmering and vast, out in the tranquil bay.
Come to the window, sweet is the night-air!
Only, from the long line of spray
Where the sea meets the moon-blanch'd land,
Listen! you hear the grating roar
Of pebbles which the waves draw back, and fling,
At their return, up the high strand,
Begin, and cease, and then again begin,
With tremulous cadence slow, and bring
The eternal note of sadness in.

Which of the following statements best describes how a literary device is used in this excerpt?

- A. Alliteration is used to emphasize the speaker's air of amusement.
- B. Onomatopoeia reproduces the sound of water moving pebbles on the shore.
- C. An irregular metric pattern imitates the uneven rhythm of the waves.
- D. Consonance is used to create a mood of apprehension and foreboding.

25. **Read the excerpt below from *Great Expectations* (1861), a novel by Charles Dickens; then answer the question that follows.**

I saw in this, wretched though it made me, and bitter the sense of dependence and even of degradation that it awakened – I saw in this, that Estella was set to wreak Miss Havisham's revenge on men, and that she was not to be given to me until she had gratified it for a term. I saw in this, a reason for her being beforehand assigned to me. Sending her out to attract and torment and do mischief, Miss Havisham sent her with the malicious assurance that she was beyond the reach of all admirers, and that all who staked upon that cast were secured to lose. I saw in this, that I, too, was tormented by a perversion of ingenuity, even while the prize was reserved for me. I saw in this, the reason for my being staved off so long, and the reason for my late guardian's declining to commit himself to the formal knowledge of such a scheme. In a word, I saw in this, Miss Havisham as I had her then and there before my eyes, and always had had her before my eyes; and I saw in this, the distinct shadow of the darkened and unhealthy house in which her life was hidden from the sun.

In this excerpt, Dickens's repetition of the phrase "I saw in this" is most likely intended to achieve which of the following effects?

- A. underscoring the humorous irony of falling in love at first sight
- B. highlighting the narrator's habit of criticizing human behavior
- C. illuminating the customs associated with romantic courtship
- D. emphasizing the disappointment and dismay felt by the narrator

26. In which of the following ways did Samuel Beckett's play *Waiting for Godot* most significantly influence the development of drama in Great Britain during the twentieth century?
- A. The stylized masks used by performers in the play were based on those from Japanese Noh drama.
 - B. The vernacular language used by characters in the play reflected the dramatic qualities of everyday speech.
 - C. The play's unstructured plot and existential theme introduced absurdism to a general audience.
 - D. The play's unrealistic set reflected the French symbolist philosophy that valued aesthetics over reality.

27. Read the excerpt below from "Easter 1916" (1916), a poem by William Butler Yeats; then answer the question that follows.

Too long a sacrifice
Can make a stone of the heart.
O when may it suffice?
That is Heaven's part, our part
To murmur name upon name,
As a mother names her child
When sleep at last has come
On limbs that had run wild.
What is it but nightfall?
No, no, not night but death;
Was it needless death after all?
For England may keep faith
For all that is done and said.
We know their dream; enough
To know they dreamed and are dead;
And what if excess of love
Bewildered them till they died?
I write it out in a verse—
MacDonagh and MacBride
And Connolly and Pearse¹
Now and in time to be,
Wherever green is worn,
Are changed, changed utterly:
A terrible beauty is born.

¹ **MacDonagh and MacBride and Connolly and Pearse:** names of Irish nationalists who were executed by the British for their roles in the Easter Rebellion of 1916

In this excerpt, Yeats is trying to convey that the Easter Rebellion of 1916 will most likely cause which of the following developments?

- A. a political disagreement between Ireland and Great Britain
- B. a violent civil war between regional factions in Ireland
- C. a sympathy for the Irish from former British colonies
- D. a determination from the Irish to win independence from Great Britain

28. Read the poem below, "Spring and Fall: To a Young Child" (1880) by Gerard Manley Hopkins; then answer the question that follows.

Márgarét, áre you gríeving
Over Goldengrove unleaving?
Leáves, líke the things of man, you
With your fresh thoughts care for, can you?
Áh! ás the heart grows older
It will come to such sights colder
By and by, nor spare a sigh
Though worlds of wanwood leafmeal¹ lie;
And yet you *will* weep and know why.
Now no matter, child, the name:
Sórrów's spríngs áre the same.
Nor mouth had, no nor mind, expressed
What heart heard of, ghost guessed:
It ís the blight man was born for,
It is Margaret you mourn for.

¹**wanwood leafmeal:** leaves scattered on the ground in a forest

In this poem, the poet juxtaposes nature imagery with imagery related to the human heart and mind to suggest that the transition from childhood to adulthood is marked by:

- A. a keen awareness of one's impermanence.
- B. an earnest exploration of new belief systems.
- C. a willful immersion in melancholy moods.
- D. an urgent need to define one's unique identity.

29. **Read the excerpt below from "Monna Innominata" (1881), a work of poetry by Christina Rossetti; then answer the question that follows.**

Youth gone, and beauty gone if ever there
 Dwelt beauty in so poor a face as this:
 Youth gone and beatify, what remains of bliss?
I will not bind fresh roses in my hair,
To shame a cheek at best but little fair.—
 Leave youth his roses, who can bear a thorn,—
I will not seek for blossoms anywhere,
 Except such common flowers as blow with corn.
Youth gone and beauty gone, what doth remain?
 The longing of a heart pent up forlorn,
 A silent heart whose silence loves and longs;
 The silence of a heart which sang its songs
 While youth and beauty made a summer morn,
Silence of love that cannot sing again.

Which of the following themes of Victorian literature appears most prominently in this excerpt?

- A. the rebellion against conventional rites of courtship and marriage
- B. the linking of ideals of physical attractiveness with ideals of love
- C. the use of a love object as the source of artistic inspiration
- D. the attempt to attain personal fulfillment through romance

30. **Read the excerpt below from *The Golden Notebook* (1962), a novel by Doris Lessing; then answer the question that follows.**

All the kitchen is full of good cooking smells; and all at once I am happy, so happy I can feel the warmth of it through my whole body. Then there is a cold feeling in my stomach, and I think: Being happy is a lie, it's a habit of happiness from moments like these during the last four years. And the happiness vanishes, and I am desperately tired. With the tiredness comes guilt. I know all the forms and variations of this guilt so well that they even bore me. But I have to fight them nevertheless. Perhaps I don't spend enough time with Janet—oh, nonsense, she wouldn't be so happy and easy if I wasn't doing it right. I am too egotistical, Jack is right, I should simply be concerned with some sort of work, and not bothered about my conscience—nonsense, I don't believe that. I shouldn't dislike Rose so much—well only a saint wouldn't, she's a terrible woman. I am living on unearned money, because it's only luck that book was a best-seller, and other people with more talent have to sweat and suffer—nonsense, it's not my fault. The fight with my various forms of dissatisfaction tires me; but I know this is not a personal fight. When I talk about this with other women, they tell me they have to fight all kinds of guilt they recognise as irrational, usually to do with working, or wanting time for themselves; and the guilt is a habit of the nerves from the past, just as my happiness a few moments ago was a habit of the nerves from a situation that is finished.

Which of the following themes characteristic of Lessing's work is most clearly addressed in this excerpt?

- A. the desire to live one's life according to a just political philosophy
- B. the psychological and emotional complexity of women's interior lives
- C. the perception that mental illness is actually an alternate form of reality
- D. the effects of modernization on the interdependence of people and nature

31. **Read the excerpt below; then answer the question that follows.**

Amidst all this, I had to listen as well as watch: to listen for the movements of the wild beast or the fiend in yonder side den. But since Mr. Rochester's visit it seemed spellbound: all the night I heard but three sounds at three long intervals,—a step creak, a momentary renewal of the snarling, canine noise, and a deep human groan.

Then my own thoughts worried me. What crime was this, that lived incarnate in this sequestered mansion, and could neither be expelled nor subdued by the owner? —What mystery, that broke out, now in fire and now in blood, at the deadest hours of night? What creature was it, that, masked in an ordinary woman's face and shape, uttered the voice, now of a mocking demon, and anon of a carrion-seeking bird of prey?

And this man I bent over—this common-place, quiet stranger—how had he become involved in the web of horror? and why had the Fury flown at him? What made him seek this quarter of the house at an untimely season, when he should have been asleep in bed?

The style and subject matter of this excerpt are most characteristic of which of the following novelistic genres of the Victorian period?

- A. historical survey
- B. provincial realism
- C. gothic romance
- D. social problem

32. **Read the poem below by Sappho (seventh century B.C.E.); then answer the question that follows.**

Like the very gods in my sight is he who
sits where he can look in your eyes, who listens
close to you, to hear the soft voice, its sweetness
murmur in love and

laughter, all for him. But it breaks my spirit;
underneath my breast all the heart is shaken.
Let me only glance where you are, the voice dies,
I can say nothing,

but my lips are stricken to silence, under-
neath my skin the tenuous flame suffuses;
nothing shows in front of my eyes, my ears are
muted in thunder.

And the sweat breaks running upon me, fever
shakes my body, paler I turn than grass is;
I can feel that I have been changed, I feel that
death has come near me.

Which of the following themes character-
istic of the poetry of Sappho is best
exemplified by this poem?

- A. the power of the goddess Aphrodite
to bestow happiness on her
worshippers
- B. the connection between external
sensory stimuli and internal feelings
- C. the distinctive ways in which each
individual experiences love
- D. the possibility of attaining
immortality through the written
word

33. Read the excerpt below from the *Aeneid* (19 B.C.E.) by Virgil; then answer the question that follows.

Then Romulus, fathered by Mars, will come
To make himself his grandfather's companion,
Romulus, reared by his mother, Ilia,
In the blood-line of Assaracus. Do you see
The double plume of Mars fixed on his crest,
See how the father of the gods himself
Now marks him out with his own sign of honor?
Look now, my son: under his auspices
Illustrious Rome will bound her power with earth,
Her spirit with Olympus. She'll enclose
Her seven hills with one great city wall,
Fortunate in the men she breeds.

This excerpt most clearly reflects which of the following concerns of the Augustan Age in Rome?

- A. the encouragement of architectural innovation
- B. the development of commercial trade routes
- C. the assimilation of culturally diverse citizens
- D. the creation of a unified national identity

34. **Read the excerpt below from *The Nibelungenlied* (ca. 1200 C.E.), a heroic epic by an anonymous poet; then answer the question that follows.**

Etzel and Kriemhild lived together in great splendour, if the truth be known, until the seventh year, in the course of which time the Queen gave birth to a son, making the King as happy as he could possibly be. She insisted on Etzel's son being baptized, and amid rejoicing all over Hungary he was given the name of Ortlieb.

Lady Kriemhild strove unceasingly to acquire the high distinction that Queen Helche had attained, and in this she was instructed by poor Herrat who mourned bitterly in secret for Helche. Kriemhild was renowned among natives and foreigners alike, who declared that no queen had ever reigned in any kingdom more magnanimously or more successfully, a reputation she bore in Hungary till her thirteenth year. By this time she had ascertained that there was none who dared cross her will (as courtiers are still apt to do where a princely consort is concerned) and never did she fail to see a dozen kings in attendance. She brooded on the many wrongs that had been done to her at home and all the honours that had been hers in Nibelungland, but of which Hagen had stripped her by murdering Siegfried, and she wondered whether she could ever make him rue it. 'If I could get him to this country it could be done,' she mused.

Which of the following elements of heroic epics from Europe during the Middle Ages is best represented in this excerpt?

- A. a three-dimensional, morally flawed character
- B. a thematic emphasis on adherence to a strict code of honor
- C. a blending of mythological, supernatural, and historical events
- D. a first-person narrator who comments on the significance of the action

35. **Read the poem below, "Farewell to a Friend" (eighth century) by Li Bo; then answer the question that follows.**

Verdant mountains behind the northern ramparts.
White waters wind around the east city wall.
From this place once parting has ended,
The lone tumbleweed flies a myriad miles.
Floating clouds: a traveler's thoughts.
Setting sun: an old friend's feelings.
Waving hands, you go from here—
Horses neigh gently as they leave.

This poem most clearly exemplifies poetry of the Tang dynasty in its emphasis on which of the following themes?

- A. the fleeting quality of romantic attachments
- B. the application of philosophy to everyday tasks
- C. the divisiveness of internal political power struggles
- D. the reflection in nature of emotions evoked by absence

36. **Read the excerpt below from *The Epic of Gilgamesh* (ca. 1200 B.C.E.) by Sîn-liqe-unninni; then answer the question that follows.**

Supreme over other kings, lordly in appearance,
he is the hero, born of Uruk, the goring wild bull.
He walks out in front, the leader,
and walks at the rear, trusted by his companions.
Mighty net, protector of his people,
raging flood-wave who destroys even walls of stone!
Offspring of Lugalbanda, Gilgamesh is strong to perfection,
son of the august cow, Rimat-Ninsun, Gilgamesh is awesome to perfection.
It was he who opened the mountain passes,
who dug wells on the flank of the mountain.
It was he who crossed the ocean, the vast seas, to the rising sun,
who explored the world regions, seeking life.
It was he who reached by his own sheer strength Utanapishtim, the Far-away,
who restored the sanctuaries that the Flood had destroyed!
Who can compare with him in kingliness?
Who can say like Gilgamesh: "I am King!"?
Whose name, from the day of his birth, was called "Gilgamesh"?
Two-thirds of him is god, one-third of him is human.
The Great Goddess designed the model for his body,
she prepared his form,
beautiful, handsomest of men.

Which of the following elements of this excerpt most clearly represents the significance of the epic of Gilgamesh to the development of ancient world literature?

- A. a protagonist who is part human and part divine
- B. the use of metaphorical language
- C. a narrator who directly addresses the reader
- D. the references to an event that shaped a nation's history

Read the excerpt below from "Àjàpá's Sudden Baldness" (1997), a folktale retold by Oyekan Owomoyela; then answer the two questions that follow.

The Creator might have left Àjàpá deficient in industry, but not in mental agility. Schemes that require considerable coaxing before they form in the minds of lesser creatures, and take even more worrying to develop fully, spring instantly fully formed in Àjàpá's mind when occasion calls for them, sometimes surprising Àjàpá himself. So it was that as soon as Ehoró's figure slipped out of his sight Àjàpá was on his feet, acting on a sudden whim. He stepped briskly to the cooking pot of *èbe*¹ and lifted off the lid, almost swooning from the force and the deliciousness of the aroma that wrapped itself around his head. But it was time for action, not for swooning. He removed the cap from his head, filled it with steaming *èbe* and slapped it on his head.

In his haste he had not considered that the *èbe* was scalding or what it would feel like on his bare head. The sudden realization caused his knees to buckle and his feet to dig into an involuntary dance. Time, he thought, to get out of Ehoró's house and run for a secluded spot where he could save his skull and fill his stomach. He dashed for the doorway, crashing into his returning host. A quick movement of his hand kept the cap and the scalding *èbe* it concealed securely on Àjàpá's head.

The astonished Ehoró was the first to speak.

"Is the house on fire?"

Àjàpá concentrated on ignoring the fire consuming his head, trying to act as normally as he could under the circumstances, but he could not keep his legs from their involuntary dance.

"A sudden ache has gripped my head, a malady that began a short while back. I must rush home. The remedy is at home."

Ehoró was all commiseration.

"Ah, a pity. The ache seems bad."

"It is. I must go!"

¹ *èbe*: yam stew

37. Which of the following elements of this excerpt most clearly exemplifies the genre of the trickster tale?
- A. an omniscient narrative point of view
 - B. a realistic setting that serves as background for outrageous events
 - C. a short-sighted protagonist who survives by his wits
 - D. a humorous tone supported by comedic action
38. Which of the following cultural attitudes is most clearly expressed by the narrator in this excerpt?
- A. Greed causes clever individuals to behave foolishly.
 - B. Hospitality should be extended to friend and stranger alike.
 - C. If one is resourceful, one can overcome any obstacle.
 - D. Planning for the future is prudent, but spontaneity is more fun.

39. **Read the excerpt below from "The Collector of Treasures" (1977), a short story by Bessie Head; then answer the question that follows.**

The colonial era and the period of migratory mining labor to South Africa was a further affliction visited on this man. It broke the hold of the ancestors. It broke the old, traditional form of family life and for long periods a man was separated from his wife and children while he worked for a pittance in another land in order to raise the money to pay his British Colonial poll-tax. British Colonialism scarcely enriched his life. He then became "the boy" of the white man and a machine-tool of the South African mines. African independence seemed merely one more affliction on top of the afflictions that had visited this man's life. Independence suddenly and dramatically changed the pattern of colonial subservience. More jobs became available under the new government's localization program and salaries sky-rocketed at the same time. It provided the first occasion for family life of a new order, above the childlike discipline of custom, the degradation of colonialism. Men and women, in order to survive, had to turn inward to their own resources. It was the man who arrived at this turning point, a broken wreck with no inner resources at all. It was as though he was hideous to himself and in an effort to flee his own inner emptiness, he spun away from himself in a dizzy kind of death dance of wild destruction and dissipation.

In this excerpt, Head is most likely making which of the following statements about a historical trend in South Africa during the twentieth century?

- A. South African independence allowed for a return to traditional tribal values and customs that had been suppressed under British rule.
- B. Colonialism resulted in internalized self-hatred that continued as a type of oppression long after South Africa gained independence.
- C. South African independence produced a political influence vacuum which men were unprepared to fill, thus giving women greater authority.
- D. South African independence provided men and women with the opportunity to take on new roles in their families and in society.

40. Which of the following statements describes a significant way in which the work *Don Quixote* by Miguel de Cervantes Saavedra influenced the development of seventeenth-century European literature?
- A. The work reimagined the narrative of national origin from the thirteenth-century epic poem *Song of My Cid*.
 - B. The work extended the appeal of dramatic comedy to a broader spectrum of the public.
 - C. The work's setting in medieval castles and windswept plains inspired the model of gothic romances.
 - D. The work featured fictional characters who were realistically portrayed as individuals with psychological depth.
41. **Read the poem below by Kobayashi Issa (ca. 1800); then answer the question that follows.**
- A lovely thing to see:
through the paper window's holes
the Galaxy.
- In this poem, Issa explores which of the following themes characteristic of Japanese literature during the late eighteenth and early nineteenth centuries?
- A. the interdependence of humankind and nature
 - B. the contentment to be found in a hermetic existence
 - C. the grief caused by separation and exile from one's homeland
 - D. the presence of profound meaning in mundane details

42. The dramatic works of writers Anton Chekhov and Henrik Ibsen contributed significantly to the development of world literature with their:
- A. plots based on contemporized regional folktales.
 - B. dialogue that echoed the diction and syntax of everyday speech.
 - C. focus on themes exploring Marxist theories.
 - D. naive characters who play out the absurdity of human existence.
43. Which of the following statements best characterizes the contributions of writers Primo Levi and Elie Wiesel to world literature during the twentieth century?
- A. They created biographies of Jewish immigrants to the United States prior to and during World War II.
 - B. They dramatized the political events that led to the creation of the State of Israel following World War II.
 - C. They portrayed individual experiences of European Jews during the Holocaust through personal memoir.
 - D. They translated the original Yiddish texts of traditional Jewish folktales and modern drama into Hebrew.

44. **Read the excerpt below from *Candide* (1759), a novel by Voltaire; then answer the question that follows.**

Pangloss taught metaphysico-theologo-cosmologonigology. He proved admirably that there is no effect without a cause and that in this best of all possible worlds, My Lord the Baron's castle was the best of castles and his wife the best of all possible Baronesses. " 'Tis demonstrated," said he, "that things cannot be otherwise; for, since everything is made for an end, everything is necessarily for the best end. Observe that noses were made to wear spectacles; and so we have spectacles. Legs were visibly instituted to be breeched, and we have breeches. Stones were formed to be quarried and to build castles; and My Lord has a very noble castle; the greatest Baron in the province should have the best house; and as pigs were made to be eaten, we eat pork all the year round; consequently, those who have asserted that all is well talk nonsense; they ought to have said that all is for the best."

In this excerpt, Voltaire uses the character of Pangloss to represent which of the following ideals of the eighteenth-century European Enlightenment?

- A. Science is the sole source of universal truth.
- B. Blind faith in received wisdom is foolish and dangerous.
- C. Every human being possesses inherent moral goodness.
- D. Religious intolerance leads to gross injustices against humanity.

45. **Read the excerpt below from "The Conclusion" (1893), a short story by Rabindranath Tagore; then answer the question that follows.**

The next day Apurba had to inspect the potential bride. She was not far away; the family lived in a neighbouring village. He dressed with some care. Discarding his usual dhoti and chadar, he wore a long silk *chapkan*, a puggree¹ on his head, and his best varnished shoes, and set out at dawn with a silk umbrella in his hand.

The instant he entered the prospective father-in-law's house, he was received with pomp and circumstance. In due time a trembling creature, painted and polished, tinsel round the bun in her hair, and wrapped in a fine colourful sari, was produced before him. She was led silently to a corner, where she remained with her head bent almost to her knees and an elderly maidservant at her back to give her courage. Her small brother Rakhai now concentrated his total attention upon this latest intruder into the family and scrutinized its puggree, gold watch-chain and newly sprouted beard. After stroking this last a few times, Apurba finally asked with a solemn air, "What have you read?" The dumbfounded ornamented bundle made no response. After a few more questions and some encouraging prods in the ribs from the maid, the girl blurted out in a faint voice, "*Charupath-Volume-Two-Grammar-Volume-One-Descriptive-Geography-Arithmetic-History-of-India.*"

¹ **puggree:** turban

In this excerpt, Tagore uses descriptive details and dialogue to examine which of the following social trends in India during the nineteenth century?

- A. Young men sought to become financially independent before beginning married life.
- B. Young people understood that marriage was the logical outcome of any romantic involvement.
- C. Young women were considered marriageable on the basis of their physical beauty and family wealth.
- D. Young people who rebelled against longstanding traditions were ostracized from the community.

46. **Read the excerpt below from "The Force of Luck" (1980), a short story by Rudolfo Anaya; then answer the question that follows.**

Once two wealthy friends got into a heated argument. One said that it was money which made a man prosperous, and the other maintained that it wasn't money, but luck, which made the man. They argued for some time and finally decided that if only they could find an honorable man then perhaps they could prove their respective points of view.

One day while they were passing through a small village they came upon a miller who was grinding corn and wheat. They paused to ask the man how he ran his business. The miller replied that he worked for a master and that he earned only four bits a day, and with that he had to support a family of five.

The friends were surprised. "Do you mean to tell us you can maintain a family of five on only fifteen dollars a month?" one asked.

"I live modestly to make ends meet," the humble miller replied.

The two friends privately agreed that if they put this man to a test perhaps they could resolve their argument.

Which of the following elements characteristic of folk legends is best represented in this excerpt?

- A. a plot that illustrates the origin of a cultural identity
- B. an omniscient narrator who conveys a critical attitude toward society
- C. a character who symbolizes a basic human trait
- D. a setting that combines realism with the supernatural

47. **Read the excerpt below from "Desert Notes" (1976), a work of nonfiction by Barry Lopez; then answer the question that follows.**

To the north the blue mountains go white and the creeks become more dependable though there are fewer of them. There is a sort of swamp here at the edge of the desert where the creeks pool and where grasses and sedges grow and the water takes a considerable time to evaporate and seep into the earth. There are some ducks here, but I do not know where they come from or where they go when the swamp dries up in the summer. I have never seen them flying. They are always hiding, slipping away; you will see their tail feathers disappearing in the screens of wire grass. They never quack.

There are four cottonwood trees here and two black locusts. The cottonwoods smell of balsam, send out seeds airborne in a mesh of exceedingly fine white hair, and produce a glue which the bees use to cement their honeycombs. Only one of the cottonwoods, the oldest one, is female. The leaf stem meets the leaf at right angles and this allows the leaves to twitter and flash in the slightest breeze. The underside of the leaf is a silver green. I enjoy watching this windflash of leaves in strong moonlight.

The style and subject matter of this excerpt best characterize it as which of the following types of nonfiction?

- A. scientific report
- B. newspaper article
- C. descriptive essay
- D. biographical sketch

48. **Read the excerpt below from *The Importance of Being Earnest* (1895), a play by Oscar Wilde; then answer the question that follows.**

CECILY. (*Drawing back.*) A moment, Ernest! May I ask you—are you engaged to be married to this young lady?

ALGERNON. (*Looking round.*) To what young lady? Good heavens! Gwendolen!

CECILY. Yes, to good heavens, Gwendolen, I mean to Gwendolen.

ALGERNON. (*Laughing.*) Of course not! What could have put such an idea into your pretty little head?

CECILY. Thank you. (*Presenting her cheek to be kissed.*) You may. (*ALGERNON kisses her.*)

GWENDOLEN. I felt there was some slight error, Miss Cardew. The gentleman who is now embracing you is my cousin, Mr. Algernon Moncrieff.

CECILY. (*Breaking away from ALGERNON.*) Algernon Moncrieff! Oh! (*The two girls move towards each other and put their arms round each other's waists as if for protection.*)

CECILY. Are you called Algernon?

ALGERNON. I cannot deny it.

CECILY. Oh!

GWENDOLEN. Is your name really John?

JACK. (*Standing rather proudly.*) I could deny it if I liked. I could deny anything if I liked. But my name certainly is John. It has been John for years.

CECILY. (*To GWENDOLEN.*) A gross deception has been practised on both of us.

Which of the following features of this excerpt best characterize it as farce?

- A. the theme of romantic love
- B. a key plot point turning on cases of mistaken identity
- C. stage directions that emphasize physical movement
- D. dialogue that exaggerates formal diction and syntax

49. Which of the following techniques of literary analysis would most likely enhance a reader's understanding of the theme of a poem?

- A. scanning metrical patterns
- B. identifying rhyme schemes
- C. examining figurative language
- D. recognizing sound devices

50. **Read the excerpt below from *The Haunting of Hill House* (1959), a novel by Shirley Jackson; then answer the question that follows.**

No live organism can continue for long to exist sanely under conditions of absolute reality; even larks and katydids are supposed, by some, to dream. Hill House, not sane, stood by itself against its hills, holding darkness within; it had stood so for eighty years and might stand for eighty more. Within, walls continued upright, bricks met neatly, floors were firm, and doors were sensibly shut; silence lay steadily against the wood and stone of Hill House, and whatever walked there, walked alone.

In this excerpt, the author uses details of setting primarily to:

- A. illustrate the manifestations of insanity within Hill House.
- B. explain the architectural design elements of Hill House.
- C. reflect the narrator's admiration for the historic value of Hill House.
- D. suggest that the upright structure of Hill House hides a sinister past.

51. Which of the following methods of analyzing a literary work would be most appropriate to use with a psychoanalytic approach to literary criticism?

- A. comparing the author's treatment of a theme with that of the author's contemporaries
- B. identifying and classifying syntactic patterns employed in the work
- C. interpreting symbolic representations of emotional repression in the work
- D. examining the work for evidence of the author's creative process

52. Which of the following aspects of a nineteenth-century novel would most likely be examined in a work of feminist literary criticism?

- A. the tone of the omniscient narrator
- B. the dialogue spoken by male and female characters
- C. the descriptions of objects used for domestic chores
- D. the nonlinear structure of the plot

53. **Read the excerpt below from "The Myth of Superman" (1972), an essay by Umberto Eco; then answer the question that follows.**

Nevertheless, the image of Superman is not entirely beyond the reach of the reader's self-identification. In fact, Superman lives among men disguised as the journalist Clark Kent; as such, he appears fearful, timid, not overintelligent, awkward, nearsighted, and submissive to his matriarchal colleague, Lois Lane, who, in turn, despises him, since she is madly in love with Superman. In terms of narrative, Superman's double identity has a function, since it permits the suspense characteristic of a detective story and great variation in the mode of narrating our hero's adventures, his ambiguities, his histrionics. But, from a mythopoeic point of view, the device is even subtle: in fact, Clark Kent personifies fairly typically the average reader who is harassed by complexes and despised by his fellow men; though an obvious process of self-identification, any accountant in any American city secretly feeds the hope that one day, from the slough of his actual personality, there can spring forth a superman who is capable of redeeming years of mediocre existence.

This excerpt most clearly reflects which of the following premises of reader-response criticism?

- A. The meaning of a literary text will change according to the context in which it is read.
- B. Readers bring cultural assumptions to a literary text that influence their interpretation of that text.
- C. The content of a literary text can predetermine how readers will respond to the text.
- D. An individual reader's understanding of a literary text is derived from that reader's real-life experience.

54. Medieval Italian poet Dante Alighieri is credited with introducing to the field of literary criticism which of the following premises?
- A. In order for a work of art to be beautiful, it must be based on a beautiful principle.
 - B. Because art merely imitates life, it serves no meaningful purpose other than to temporarily entertain.
 - C. Dramatic dialogue should be written in iambic pentameter because that is the rhythm of natural speech.
 - D. Like the Bible, a work of literature may be interpreted on two levels: the literal and the allegorical.
55. Which of the following theories of literary criticism is most often associated with Aristotle's *Poetics*?
- A. A formally structured plot is of primary importance in a dramatic tragedy, while characters are of secondary importance.
 - B. The reward for any artist resides in an audience's admiration for a work of art, rather than in the inherent artistic merit of the work.
 - C. The setting, characters, and plot in a literary work must retain recognizable elements of reality in order for the work to be understood.
 - D. Rhetorical techniques such as elevated diction and formal sentence structure will ensure that the meaning of a literary work remains unaltered.

56. **Read the excerpt below from "A Defence of Poetry" (1840) by Percy Bysshe Shelley; then answer the question that follows.**

Poetry is the record of the best and happiest moments of the happiest and best minds. We are aware of evanescent visitations of thought and feeling sometimes associated with place or person, sometimes regarding our own mind alone, and always arising unforeseen and departing unbidden, but elevating and delightful beyond all expression: so that even in the desire and the regret they leave, there cannot but be pleasure, participating as it does in the nature of its object. It is as if it were the interpenetration of a diviner nature through our own; but its footsteps are like those of a wind over a sea, which the coming calm erases, and whose traces remain only as on the wrinkled sand which paves it.

Which of the following statements best describes a premise of romantic literary criticism that is exemplified in this excerpt?

- A. Poets possess a unique gift for converting complicated emotions into simple language.
- B. Poetry emerges from a serendipitous mingling of emotion, experience, and inspiration.
- C. The purpose of poetry is to provide readers with a pleasurable escape from everyday concerns.
- D. A poem retains its meaning for as long as the poet recalls the experience that originally inspired the poem.

57. **Read the excerpt below from "April Showers" (1900), a short story by Edith Wharton; then answer the question that follows.**

"But Guy's heart slept under the violets on Muriel's grave."

It was a beautiful ending; Theodora had seen girls cry over last chapters that weren't half as pathetic. She laid her pen aside and read the words over, letting her voice linger on the fall of the sentence; then, drawing a deep breath, she wrote across the foot of the page the name by which she had decided to become known in literature—Gladys Glyn.

A literary analysis of this excerpt that focuses on an examination of the first line as literary text embedded within a literary text would most likely belong to which of the following approaches to literary criticism?

- A. New Historicism
- B. formalism
- C. deconstructionism
- D. structuralism

58. Which of the following types of information would most likely be included in a phonological comparison of the speech of an individual from the United States and an individual from Great Britain?

- A. the placement of auxiliary verbs in tag questions
- B. the different nouns used to refer to the same object
- C. the accepted variations in spelling for certain words
- D. the place and manner of articulation of specific consonants

59. Replacing job titles such as *mailman* and *stewardess* with titles such as *mail carrier* and *flight attendant* most clearly reflects the influence of which of the following political movements on English language usage?

- A. labor rights
- B. women's rights
- C. civil rights
- D. senior citizens' rights

60. Which of the following examples best illustrates how popular culture has influenced English language use in the United States?
- A. the use of the affix *-gate* to mean "political scandal" in the years following the Watergate scandal
 - B. the coinage of the word *zipper* to describe a fastener like those on boots sold under the *Zipper* brand
 - C. the coinage of the word *laser* from the acronym for "light amplification by stimulated emission of radiation"
 - D. the use of the adjectives *groovy*, *square*, and *hip* among people other than jazz musicians.
61. Which of the following statements best describes a primary effect of technology on English language use in the United States during the twenty-first century?
- A. The popularity of national television news broadcasts has led to the standardization of pronunciation across geographic areas.
 - B. The globalization of communication technology has resulted in the increased borrowing into English of words from foreign languages.
 - C. The widespread use of the Internet has increased the rapidity with which newly coined slang is recognized by the public.
 - D. The professional jargon used in computer science and technology has contributed to a lack of public awareness of these fields.
62. Which of the following statements best describes a significant way in which the expansion of the railroad in nineteenth-century Great Britain influenced the development of the English language?
- A. Words from Scottish Gaelic and Welsh were introduced into the English lexicon.
 - B. The universities of Oxford and Cambridge were recognized as authorities on correct English usage.
 - C. Slang expressions used by railroad personnel became part of the English vernacular.
 - D. Regional differences in English word usage and pronunciation became less defined.

63. Which of the following sets of words entered the English language as a result of widespread use of personal computers?
- A. hardware, link, surf
 - B. browser, network, web
 - C. disk, hacker, icon
 - D. interface, byte, login
64. In the United States during the nineteenth century, the words *mustang*, *chaps*, and *stampede* entered American English as a result of interaction between speakers of English and which of the following groups?
- A. Spanish speakers in the Southwest
 - B. German speakers in the Midwest
 - C. Italian speakers in the Northeast
 - D. French speakers in the Southeast
65. A student is developing an informational speech about college scholarship programs for a large group of fellow students. The student would like the speech to adhere to the principle of unity. Given the student's purpose and audience, which of the following strategies would be most effective for the student to use?
- A. making a statement of purpose in the introduction of the speech and including only those main points which support that statement
 - B. including in the body of the speech suggestions for completing only one type of scholarship application
 - C. establishing a conversational tone in the introduction and maintaining the same tone throughout the speech
 - D. using inspirational personal anecdotes from scholarship recipients in the introduction and conclusion of the speech

66. Use the information below to answer the question that follows.

A city council member has been invited to give a speech about a proposed highway construction project to members of a neighborhood association. A week before giving the speech, the council member distributes a questionnaire to members of the neighborhood association. The questionnaire appears below.

1. Total number of automobiles owned by members of your household: _____
2. Hours you spend driving to work or school every day: _____
3. Would you use the proposed highway to commute to work or school? _____ If not, why not? _____
4. Would you support a tax increase to fund current and future highway construction? _____ If not, why not? _____
5. What are your concerns about the proposed highway construction project? (circle all that apply)
Noise Inconvenience Safety Expense Environmental Impact
Other (please explain): _____

This questionnaire will likely be most appropriate for the council member to use when developing which of the following components of the speech?

- A. a summary of evidence that supports the highway project
- B. an estimate of the cost to taxpayers of completing the highway project
- C. an appeal to neighborhood residents' pride in the highway project
- D. a response to possible arguments against the highway project

67. Use the outline below to answer the question that follows.

A student is developing a four-paragraph essay about his hobby of spinning wool into yarn. A draft of the student's outline for the essay appears below.

- I. Introduction: Spinning is an ideal hobby
- II. Personal benefits of spinning wool
 - A. Forming friendships with other spinners
 - B. Creative outlet
 - 1. Experimenting with dyes
 - 2. Designing patterns for knitting
- III. Practical benefits of spinning wool
 - A. Saving money
 - B. _____
- IV. Conclusion: Everyone should try spinning wool

Given this outline, which of the following supporting points would be most appropriate for the student to include in the third paragraph?

- A. Gaining a sense of accomplishment from learning a new skill
- B. Using organic materials to dye wool
- C. Reducing stress by spinning wool
- D. Helping the environment by using natural rather than synthetic fiber

68. Use the information below to answer the question that follows.

A student has written a personal essay about a camping trip. She would like to develop the essay into a speech to be delivered to a small group of her classmates. An excerpt from the student's essay appears below.

I was nine years old when my family went camping for the first time. Although our tent didn't come with a TV or a DVD player, and in spite of the fact that my parents didn't let me bring my portable video games, I was never bored. During the day, we took long hikes up into the mountains, and swam in the same river where we caught fish to cook over an open fire for dinner. I'd get hungry just listening to the trout sizzling and crackling in the pan as its skin changed from the silver of a newly minted dime to the dull brown of an old penny. We had the most fun after dinner, when we roasted marshmallows and sang goofy songs. At night, the sky was so different from what we're used to seeing in the city: the moon was a giant marshmallow, and the stars were diamonds spilled onto black velvet.

Which of the following changes would be most appropriate for the student to make to the essay in order to enhance its effectiveness as a speech?

- A. breaking the long sentences into shorter sentences
- B. using the passive voice rather than the active voice
- C. replacing the colloquial language with formal language
- D. eliminating the metaphors and similes

69. A high school counselor is developing a speech to give to students about the causes and effects of dropping out of school. Which of the following sets of transitional words or phrases would be most appropriate for the counselor to use in the speech?
- A. however, nevertheless, on the contrary
 - B. meanwhile, at first, subsequently
 - C. thus, consequently, therefore
 - D. elsewhere, farther on, adjacent to
70. A manager of a large company is drafting a letter that will be sent to a diverse group of employees for the purpose of encouraging them to enroll in a retirement savings plan. Which of the following brief introductory paragraphs would be most appropriate for the manager to include in the letter?
- A. You may imagine your retirement as a nonstop cruise to tropical islands or as an endless ski vacation in Aspen, Colorado. But how much will trips like those cost by the time you retire?
 - B. Everyone knows that in this country, we are not penny-savers, but credit-card users. Unfortunately, we cannot pay for retirement with credit cards.
 - C. The best interests of our valued employees are our top priority. We can look after your best interests even after you have retired, if you enroll in our retirement savings plan.
 - D. If you think your children will take care of you in your old age, think again. They will be far too busy with their own lives to worry about yours.

71. A writer is developing an article about the economic impact of a rare weather pattern for a financial magazine whose readers are unfamiliar with the weather pattern. Which of the following guidelines would be most important for the writer to observe?
- A. including eyewitness accounts of the weather pattern
 - B. using non-technical language when describing the weather pattern
 - C. focusing on the cause and rarity of the weather pattern
 - D. comparing the weather pattern with more common weather patterns

72. **Read the sentence below; then answer the question that follows.**

A vague buzzword that became popular in the last decade of the twentieth century, "globalization" presents a truly interesting paradox of terminology because part of it is about the positive aspects of exposing people to different cultures around the world, but it is also about how the unique characteristics of cultures might literally vanish because of it.

Which of the following versions of this sentence has been edited to achieve the greatest clarity and economy of expression?

- A. As a term, "globalization," a vague buzzword in the 1990s, is an interesting paradox because on the one hand, it opens things up culturally, but on the other hand, it literally threatens their very existence.
- B. "Globalization," a vague buzzword from the 1990s, presents a truly interesting paradox of terminology by suggesting that cultures around the world are growing and shrinking at the same time.
- C. The term "globalization," a 1990s buzzword, presents an interesting paradox because it simultaneously refers to the positive aspects of cultural integration and the unfortunate possibility that unique cultures will disappear.
- D. "Globalization," a vague buzzword from the 1990s, is a truly interesting paradox in the sense that, culturally speaking, it celebrates accessibility and at the same time suggests demise.

73. **Read the passage below; then answer the question that follows. Note that each sentence in the passage has been individually numbered.**

¹Jhumpa Lahiri is a contemporary American writer of Indian descent whose writing style is characterized by lean, simple sentences. ²Much of her work is short fiction. ³She often writes about her cultural heritage, exploring characters in new surroundings who struggle to hold onto Indian traditions while also trying to adapt to the new culture. ⁴She is particularly interested in the disconnections that can exist between first and second generations of Indian-Americans. ⁵Lahiri has reached a rarified status in the world of contemporary literary fiction because her work has been both critically acclaimed and commercially successful. ⁶Her first collection of short stories, *Interpreter of Maladies*, won the Pulitzer Prize for fiction and has sold more than one million copies. ⁷In it, Lahiri uses spare sentences and explores her cultural background. ⁸She followed *Interpreter* with a novel, *The Namesake*, which received highly favorable reviews and made the *New York Times* Best Sellers list, while her latest collection of stories, *Unaccustomed Earth*, debuted at the top of that list.

Which of the following sentences should be removed from the passage to eliminate a redundancy?

- A. Sentence 3
 - B. Sentence 4
 - C. Sentence 6
 - D. Sentence 7
74. Which of the following approaches to writing the conclusion of a persuasive essay would likely be most effective?
- A. emphasizing what the reader should think or do
 - B. providing a point-by-point summary of the argument
 - C. introducing an important idea not mentioned in the body
 - D. restating the thesis statement word for word

75. A writer develops the topic sentence below for a paragraph in an expository essay about Washington, D.C.

The Washington Monument is the tallest structure in the District of Columbia and the tallest masonry structure in the world.

Which of the following supporting details would be most effective for the writer to use in the paragraph with this topic sentence?

- A. Made of granite and marble, the monument stands 555 feet and 5 inches tall, which is equivalent to the height of about 50 full-size school buses stacked on top of each other.
- B. The Lincoln Memorial, which lies due west of the Washington Monument, is made of limestone and marble and features a 19-foot seated statue of Lincoln.
- C. Beset by political and financial obstacles from the beginning, construction of the monument was finally finished in 1884, some 36 years after construction began.
- D. The first proposed site of the monument was later moved 350 feet, slightly altering the monument's axial relationship with the White House and U.S. Capitol.
76. Which of the following guidelines would improve the organization of most argumentative essays?
- A. ensuring that ideas flow logically from one to the next
- B. maintaining a similar length for paragraphs and sentences
- C. including a bold heading for each new point made
- D. minimizing phrases that transition from one thought to the next
77. Which of the following forms of writing would most likely address a potential counterargument?
- A. a reflective essay
- B. a short story
- C. an editorial
- D. a memorandum

78. Which of the following strategies would most effectively help a writer to identify problems with the rhythm and flow of a composition?
- A. reading the composition aloud from beginning to end
 - B. examining each sentence of the composition for meaning
 - C. reviewing the parts of speech of each sentence in the composition
 - D. replacing long words in the composition with shorter words
79. A high school student is using the spell-checker function of a word processing program to correct errors in a descriptive essay about a recent whale-watching trip. Which of the following sentences from the student's composition contains an error that a spell-checker would *fail* to detect?
- A. We had sandwiches and potatoe chips for lunch.
 - B. A lite rain fell and the sea was rough; several students became ill throughout the day.
 - C. Watching the humpbacks breach was exilerating.
 - D. Some students moved all around the boat to increase there chances of seeing the whales.
80. Which of the underlined words below should be revised to correct an error in usage?
- A. On their way to the meet, the runners ate oranges.
 - B. Everyone of the convention's delegates voted.
 - C. Icy roads affected the drivers' ability to maneuver.
 - D. A bat's sonar is its primary means of locating prey.
81. Which of the following is a compound sentence made up of two independent clauses joined by correct punctuation?
- A. The car has new tires, but the exhaust system needs work.
 - B. They loved the city's atmosphere: the pace, the sounds, and the smells.
 - C. When the ice is at least six inches thick, he will go ice skating.
 - D. I reminded my friend, who lives three hours away, to take her time.

82. In which of the following sentences does the pronoun *agree* with its antecedent?
- A. No one in the audience left their seats during the movie.
 - B. The panel discovered that they had mutual acquaintances.
 - C. The team's captains were selected because they had experience.
 - D. Each collaborator acknowledged their role in the project.
83. Which of the following sentences contains an error in punctuation?
- A. The film is about overcoming pain; in a way, it is a film about hope.
 - B. Sally took the north route; another climber took the south route.
 - C. The valley tends to be hot in the summer; snowy in the winter.
 - D. Tim agreed with the plan; however, he questioned many of the details.
84. Which of the following sentences contains an error in spelling?
- A. The discovery was indeed a rare occurrence.
 - B. It was a commendible position to take.
 - C. There was definitely a lot of snow on the ground.
 - D. The hard work put into the project was noticeable.
85. Which of the following sentences contains a comma splice?
- A. Spectators should bring their umbrellas and galoshes, for it is going to rain.
 - B. The lake is a good place to cool off, although the snapping turtles are a little scary.
 - C. Some people prefer to add cheese to their grits, while other people prefer to add butter.
 - D. It is important to till the soil, this simple part of the process yields big results.

86. Which of the following examples best demonstrates transfer by a Spanish speaker who is in the process of acquiring English as a second language?
- A. The speaker says the word *apple* when pointing to an apple, an orange, and a pear.
 - B. The speaker uses the Spanish word *ventana* rather than the word *window* in an English sentence.
 - C. The speaker applies a rule of Spanish syntax when forming the sentence "I have a pen blue."
 - D. The speaker uses the phrases "he go" and "she go" rather than "he goes" and "she goes."

87. Use the dictionary entry below to answer the question that follows.

ty·rant \ˈtī-rənt\ *n* [ME *tyraunt*, fr. AF *tyran*, *tyrant*, fr. L *tyrannus*, fr. Gk *tyrannos*] (14c) **1 a** : an absolute ruler unrestrained by law or constitution **b** : a usurper of sovereignty **2 a** : a ruler who exercises absolute power oppressively or brutally **b** : one resembling an oppressive ruler in the harsh use of authority or power

Based on the information in this excerpt, the word *tyrant* originated in which of the following languages?

- A. Latin
- B. Anglo-French
- C. Greek
- D. Middle English

88. Use the sentence below to answer the question that follows.

The governor had an immediate answer to the reporter's question about the state budget crisis.

Which of the following synonyms for the word *answer* would most effectively imply that the governor spoke sharply to the reporter?

- A. response
 - B. reply
 - C. reaction
 - D. retort
89. Which of the following statements best describes a research-based theory about the role of phonemic awareness in the reading process?
- A. The transition from phonemic awareness to understanding concepts of print occurs naturally.
 - B. A key sign of phonemic awareness is a reader's ability to decode whole words without processing each individual letter.
 - C. Phonemic awareness is a significant indicator of the ease with which a beginning reader will attain reading fluency.
 - D. The ability to recognize high-frequency sight words exists independently of phonemic awareness.

90. Syllabication would be the most effective strategy for a reader to use for which of the following purposes?

- A. recognizing a high-frequency sight word
- B. decoding a word that contains a base word and an affix
- C. identifying sounds formed by consonant blends
- D. defining within a specific context a word with multiple meanings

91. Skimming chapter headings and sub-headings in a science textbook would likely be the most effective strategy for a reader to use for which of the following purposes?

- A. drawing an analogy between a new concept and a familiar concept
- B. comprehending scientific terminology used in the chapter
- C. relating subject matter in the chapter to the reader's prior knowledge
- D. anticipating main points that will be presented in the chapter

92. Which of the following factors would most likely have a positive impact on a student's fluency during oral reading of an expository text?
- A. visualization of the organizational structure of the text
 - B. familiarity with recall strategies
 - C. focus on increasing reading rate
 - D. prior experience with the text
93. Scanning would be the most appropriate technique for the reader of a newspaper to use for which of the following purposes?
- A. finding an article about a recent scholarship awards ceremony
 - B. distinguishing between statements of fact and opinion in an editorial
 - C. determining whether a piece of text is an article or an advertisement
 - D. identifying the message conveyed by a photograph of a celebrity
94. Which of the following examples of a classroom activity best demonstrates a research-based practice for promoting students' understanding of academic language?
- A. A teacher asks students to read an expository text on their own and to write answers to teacher-generated comprehension questions in class.
 - B. Students read aloud from an expository text, taking turns in round-robin style until each student has read a paragraph.
 - C. Students read silently from an expository text, underlining a sentence in each paragraph that states the main idea.
 - D. A teacher reads aloud from an expository text and pauses to think aloud about concepts and vocabulary presented in the text.

95. Which of the following statements best describes the purpose of using the results of an informal reading inventory to plan reading instruction?
- A. discovering how each student's reading proficiency compares to the national average for students at the same grade level
 - B. determining the independent, instructional, and frustration reading levels for each student
 - C. evaluating each student's attainment of reading proficiency benchmarks described in the state standards
 - D. measuring each student's individual progress toward acquiring and applying specific reading skills
96. Which of the following instructional strategies would most likely promote independent reading by students in a middle school English class?
- A. offering a prize to students who finish reading a specific number of books
 - B. allotting class time for students to read books or magazines of their choice
 - C. inviting students to present oral summaries of their favorite books
 - D. requiring students to visit the school library on a weekly basis

97. Use the information below to answer the question that follows.

A student reads aloud the poem that appears below.

FOG

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

—Carl Sandburg

Next, the teacher asks the student the questions that appear below.

1. What does fog look like?
2. Why do you think the poet compares the fog to a cat instead of to a dog or a bird?
3. How does a cat's fur feel when you touch it?
4. How does a cat move?
5. How does fog move?
6. Does fog make noise?

Based on the teacher's questions about the poem, which of the following strategies for comprehending literary works will this activity most likely promote?

- A. interpreting symbolism
- B. recognizing onomatopoeia
- C. identifying personification
- D. understanding metaphor

Use the information below to answer the two questions that follow.

A high school teacher reads aloud from the first chapter of *Speak* (1999), a novel by Laurie Halse Anderson.

It is my first morning of high school. I have seven new notebooks, a skirt I hate, and a stomachache.

The school bus wheezes to my corner. The door opens and I step up. I am the first pickup of the day. The driver pulls away from the curb while I stand in the aisle. Where to sit? I've never been a backseat wastecase. If I sit in the middle, a stranger could sit next to me. If I sit in the front, it will make me look like a little kid, but I figure it's the best chance I have to make eye contact with one of my friends, if any of them have decided to talk to me yet.

The bus picks up students in groups of four or five. As they walk down the aisle, people who were my middle-school lab partners or gym buddies glare at me. I close my eyes. This is what I've been dreading. As we leave the last stop, I am the only person sitting alone.

98. Which of the following characteristics of this excerpt would most likely motivate students to read the rest of the novel independently?
- A. the simple diction and straightforward syntax
 - B. the recognizable, contemporary setting
 - C. the frank depiction of the narrator's thoughts and emotions
 - D. the authentic use of slang and idiomatic language
99. Which of the following teacher questions about this excerpt would most likely promote inferential comprehension skills?
- A. What is the narrator thinking when she gets on the bus?
 - B. Why do the narrator's middle-school acquaintances glare at her?
 - C. How did you feel on your first day of high school?
 - D. Where does the narrator eventually decide to sit?

Anderson, Laurie Halse. Excerpt from SPEAK by Laurie Halse Anderson. Copyright © 1999 by Laurie Halse Anderson. Reprinted by permission of Farrar, Straus and Giroux, LLC.

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100. Use the information below to answer the question that follows.

As students read the novel *Far North* by Will Hobbs, the teacher has them underline words that are difficult for them to comprehend. One student has underlined words in the excerpt that appears below.

The next day we entered a much deeper canyon. This one towered thousands of feet above us, pitted with caves and broken every mile or two with forested draws that came all the way down to the river. At one point the river narrowed and passed between a sheer wall on the right, which rose a thousand feet or more, and a massive stranded pinnacle on the left that had trees growing from its top.

All the time, our channel of free water in the middle of the river was shrinking as the ice cakes coming down the river adhered to the ice growing along the shores. We pushed on, rowing as hard as we could down the narrowing passage. The river swung slowly through the canyons, bend after bend. Unlike us, it had all the time in the world.

Based on the words underlined in this excerpt, the student would most likely benefit from further instruction in which of the following skills?

- A. using the dictionary and context clues to choose the appropriate meaning of a word
- B. using knowledge of Greek and Latin roots to link related words
- C. using syntactic cues to identify how words function in a sentence
- D. using structural analysis to break down words into base words and affixes

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 150–300 words (1–2 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment.

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write or print your response in the space provided following the assignment.

OPEN-RESPONSE ITEM ASSIGNMENT #1

Read the passage below from *The Awakening* (1899), a novel by Kate Chopin; then complete the exercise that follows.

Most of them walked into the water as though into a native element. The sea was quiet now, and swelled lazily in broad billows that melted into one another and did not break except upon the beach in little foamy crests that coiled back like slow, white serpents.

Edna had attempted all summer to learn to swim. She had received instructions from both men and women; in some instances from the children. Robert¹ had pursued a system of lessons almost daily; and he was nearly at the point of discouragement in realizing the futility of his efforts. A certain ungovernable dread hung about her when in the water, unless there was a hand near by that might reach out and reassure her.

But that night she was like the little tottering, stumbling, clutching child, who of a sudden realizes its powers, and walks for the first time alone, boldly and with over-confidence. She could have shouted for joy. She did shout for joy, as with a sweeping stroke or two she lifted her body to the surface of the water.

A feeling of exultation overtook her, as if some power of significant import had been given her to control the working of her body and her soul. She grew daring and reckless, overestimating her strength. She wanted to swim far out, where no woman had swum before.

Her unlooked-for achievement was the subject of wonder, applause, and admiration. Each one congratulated himself that his special teachings had accomplished this desired end.

"How easy it is!" she thought. "It is nothing," she said aloud; "why did I not discover before that it was nothing. Think of the time I have lost splashing about like a baby!" She would not join the groups in their sports and bouts, but intoxicated with her newly conquered power, she swam out alone.

She turned her face seaward to gather in an impression of space and solitude, which the vast expanse of water, meeting and melting with the moonlit sky, conveyed to her excited fancy. As she swam she seemed to be reaching out for the unlimited in which to lose herself.

¹ **Robert:** Edna's lover

Using your knowledge of literature, write a response in which you:

- identify and discuss one significant theme suggested by the passage; and
- explain how the use of symbolism helps convey this theme.

Be sure to cite specific evidence from the passage in your response.

OPEN-RESPONSE ITEM ASSIGNMENT #2

One common subject of literature is ambition. Select a well-known literary work by a major writer in which this subject plays an important role, and then write a response in which you:

- describe a way in which this subject is developed in the work you have selected; and
- explain how this subject contributes to the overall meaning of the work.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL English (07) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

Multiple-Choice Questions

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

Open-Response Items

Evaluation Information, Sample Responses and Analyses, as well as a Scoring Rubric are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL English (07) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	B		
2	0001	B		
3	0001	D		
4	0001	C		
5	0001	C		
6	0001	B		
7	0001	B		
8	0007	D		
9	0002	C		
10	0002	B		
11	0002	B		
12	0002	D		
13	0002	B		
14	0002	C		
15	0002	C		
16	0007	A		
17	0003	D		
18	0003	B		
19	0003	D		
20	0003	B		
21	0003	C		
22	0003	C		
23	0003	A		
24	0004	C		
25	0004	D		
26	0004	C		
27	0004	D		
28	0004	A		
29	0004	B		
30	0004	B		
31	0004	C		
32	0005	C		
33	0005	D		
34	0005	A		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0005	D		
36	0005	A		
37	0005	C		
38	0005	A		
39	0006	B		
40	0006	D		
41	0006	D		
42	0006	B		
43	0006	C		
44	0006	B		
45	0006	C		
46	0007	C		
47	0007	C		
48	0007	B		
49	0007	C		
50	0007	D		
51	0008	C		
52	0008	B		
53	0008	D		
54	0008	D		
55	0008	C		
56	0008	B		
57	0008	C		
58	0009	D		
59	0009	B		
60	0009	D		
61	0009	C		
62	0009	D		
63	0009	D		
64	0009	A		
65	0010	A		
66	0010	D		
67	0010	D		
68	0010	A		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0010	C		
70	0010	C		
71	0011	B		
72	0011	C		
73	0011	D		
74	0011	A		
75	0011	A		
76	0011	A		
77	0011	C		
78	0012	A		
79	0012	D		
80	0012	B		
81	0012	A		
82	0012	C		
83	0012	C		
84	0012	B		
85	0012	D		
86	0013	C		
87	0013	C		
88	0013	D		
89	0013	C		
90	0013	B		
91	0013	D		
92	0013	D		
93	0013	A		
94	0014	D		
95	0014	B		
96	0014	B		
97	0014	D		
98	0014	C		
99	0014	B		
100	0014	A		

Count the number of multiple-choice questions you answered correctly:

_____ of 100 multiple-choice questions

MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

Subarea I: Literature and Language

Objective 0001: Understand American literature from the colonial period through the end of the nineteenth century.

1B____ 2B____ 3D____ 4C____ 5C____ 6B____ 7B____ _____/7

Objective 0002: Understand American literature from the twentieth century to the present.

9C____ 10B____ 11B____ 12D____ 13B____ 14C____ 15C____ _____/7

Objective 0003: Understand the literature of Great Britain from the Anglo-Saxon period through the Romantic period.

17D____ 18B____ 19D____ 20B____ 21C____ 22C____ 23A____ _____/7

Objective 0004: Understand the literature of Great Britain from the Victorian period to the present.

24C____ 25D____ 26C____ 27D____ 28A____ 29B____ 30B____
31C____ _____/8

Objective 0005: Understand literature from the ancient world to the fifteenth century.

32C____ 33D____ 34A____ 35D____ 36A____ 37C____ 38A____ _____/7

Objective 0006: Understand world literature from the fifteenth century to the present.

39B____ 40D____ 41D____ 42B____ 43C____ 44B____ 45C____ _____/7

Objective 0007: Understand the characteristics of various genres and types of literature.

8D____ 16A____ 46C____ 47C____ 48B____ 49C____ 50D____ _____/7

(continued on next page)

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea I: Literature and Language (continued)

Objective 0008: Understand literary theory and criticism.							
51C	52B	53D	54D	55C	56B	57C	____/7

Objective 0009: Understand the structure and development of the English language.							
58D	59B	60D	61C	62D	63D	64A	____/7

Subarea I (Objectives 0001–0009) Total ____/64

Subarea II: Rhetoric and Composition

Objective 0010: Understand principles of rhetoric as they apply to various forms and purposes of oral and written communication.							
65A	66D	67D	68A	69C	70C		____/6

Objective 0011: Understand the composition process.							
71B	72C	73D	74A	75A	76A	77C	____/7

Objective 0012: Understand written language conventions.							
78A	79D	80B	81A	82C	83C	84B	
85D							____/8

Subarea II (Objectives 0010–0012) Total ____/21

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea III: Reading Theory, Research, and Instruction

Objective 0013: Understand language acquisition, reading processes, and research-based theories relating to reading.

86C____ 87C____ 88D____ 89C____ 90B____ 91D____ 92D____
93A____ _____/8

Objective 0014: Understand effective, research-based reading instruction and the role of children's literature and young adult literature in promoting reading proficiency.

94D____ 95B____ 96B____ 97D____ 98C____ 99B____ 100A____ _____/7

Subarea III (Objectives 0013–0014) Total _____/15

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the [Sample Responses](#) to determine whether your responses are more similar to the strong or weak responses. Also review the [Analyses](#) on those pages and the [Scoring Rubric](#) to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the [Test Information Booklet](#) and [Faculty Guide](#) at www.mtel.nesinc.com and at www.doe.mass.edu/mtel; select "FAQ," then "After the Test."

**OPEN-RESPONSE ITEM
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES**

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TESTS**

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

A significant theme suggested by the passage from The Awakening by Kate Chopin is freedom. Edna has spent the summer trying to learn how to swim. Everyone she knows has tried to teach her, even children, but she has been so afraid of the water that she can only go near it when "there was a hand near by that might reach out and reassure her." One night, Edna suddenly realizes that she can swim and for the first time in her life, she feels free. "She wanted to swim far out, where no woman had swum before." She is so excited about "her newly conquered power" that she swims out alone in the "vast expanse of water." Unfortunately, Edna is so carried away by her new freedom that she becomes "daring and reckless, overestimating her strength." Her wish to "lose herself" may come true in a tragic way if she swims so far out that she is unable to swim back. The author suggests that Edna's joy at being free is really a subconscious wish to die. At the end of the passage, Edna surrenders herself to the ocean, to the "slow, white serpents" of death.

The use of symbolism conveys the theme of freedom in many ways in the passage. The author uses many symbols of freedom. For example, symbols of freedom are evident in the line "She turned her face seaward to gather in an impression of space and solitude, which the vast expanse of water, meeting and melting with the moonlit sky, conveyed to her excited fancy." Edna's ability to swim is a symbol of her freedom to do whatever she wants, but it is also a symbol of death, as are the serpents mentioned in the first paragraph. The author uses symbolism to imply that a woman must die to be truly free of the expectations and demands of others.

**ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE
ITEM ASSIGNMENT #1**

This is an example of a weak response because it is characterized by the following:

Purpose: The purpose of the assignment has been partially achieved. The response identifies the theme of freedom, which is overly broad. Given the content of the passage, a more specific theme such as independence, self-realization, or self-confidence would be more appropriate. The candidate's explanation of how symbolism helps convey the theme of freedom lacks specificity.

Subject Matter Knowledge: The response reflects a limited ability to analyze a literary passage in general and the passage from *The Awakening* in particular. There is little discussion or analysis of how the content of the passage relates to the theme. The response indicates a limited understanding of the way symbolism is used in the passage to relate to the theme of freedom.

Support: While the candidate provides ample direct quotations from the passage, the candidate does not explain how each quotation supports a particular idea. The response would be strengthened by a discussion of how Edna's resemblance to a child relates to the theme. There is no evidence in the passage to support the candidate's statement that Edna has a subconscious wish to die. Given the context of the passage, the comparison of the waves to serpents is most likely intended to reflect Edna's fear of the water rather than to suggest that she desires to die.

Rationale: The response indicates an incomplete understanding of the subject matter in general and the passage in particular. While it is true that Edna experiences freedom by learning to swim, the theme of the passage could be more accurately described as independence, self-awareness, or self-realization, particularly in relation to women. A more comprehensive discussion of the use of symbolism to convey the theme would logically include the comparisons of Edna to a child and the use of water as a symbol of life.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

The theme of this passage from Kate Chopin's The Awakening is that the individual is in constant conflict with nature, but through hard work and perseverance, the individual can overcome the obstacles that nature presents. In the passage, Edna struggles against the forces of the sea. She experiences an "ungovernable dread...when in the water." The sea, then, is fearsome. But Edna strives to one day make the sea her "native element." To conquer the sea, though, she must be able to swim, which she has "attempted all summer to learn." So, Edna is practicing, working hard, and wants to persevere. She is determined to conquer her fears and master the sea. She enlists the help of others, receiving swimming instructions "from both men and women; in some instances from the children." With this help, Edna finally gains "some power of significant import" over the sea. She breaks through it and out into it and overcomes this mighty force of nature. As an individual, then, Edna has faced up to all the obstacles that nature presented, and she has risen above them.

Symbols can be objects (animate or inanimate), actions, gestures, etc., and in this passage, Chopin uses many types of symbols to set up the theme of the individual versus nature. For instance, the sea, or just plain water, is used to symbolize nature. It is the "native element," as Chopin puts it, meaning that it is natural, basic, elemental. The sea also symbolizes danger and even evil. Chopin writes that it "coiled back like slow, white serpents," and serpents are used frequently to symbolize evil. They are an allusion to the serpent of the Bible. The fact that Chopin's serpents are slow and white might also be an allusion to the great white whale in Melville's Moby-Dick, a creature widely considered to symbolize the awesome, unrestrainable power of nature. Another symbol used in the passage is childhood. As Edna learns to swim, she feels like a "tottering, stumbling, clutching child." This clumsiness or ineptitude that is characteristic of a child symbolizes Edna's initial powerlessness in relation to the sea. Fortunately, though, Edna finally swims ably on her own, signifying her emergence from childhood and her readiness to confront the powerful forces of nature.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a weak response because it is characterized by the following:

Purpose: The purpose of the assignment is partially achieved. While the response does identify a significant theme in literature (the individual versus nature), that particular theme is not borne out by evidence in the passage. Additionally, the symbols that are identified, though legitimate, are largely misinterpreted.

Subject Matter Knowledge: The response reflects an inaccurate analysis of the passage. Edna is, in fact, locked in a struggle. But the response offers an interpretation of that struggle that is too literal. The response also incorrectly interprets the sea as a malevolent force ("The sea ... is fearsome." / "The sea ... symbolizes danger and even evil."), when actually, in this passage, it is quite mild.

Support: The response provides a fair number of quotations from the passage, but many of them are inappropriate for or irrelevant to the points being made. For instance, in the second paragraph, "native element" is used to try to support the idea that the water represents nature, but in the passage, this phrase is actually used to show that the water represents life.

Rationale: The response reflects a poorly reasoned argument overall. Although some good connections are made (associating Edna's initial childlike clumsiness with feelings of powerlessness), much of the argument fails to be convincing. Also, in the second paragraph, the response departs, illogically and inappropriately, from a discussion of the use of symbolism to a discussion of the use of allusion.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

A significant theme developed in the passage from Kate Chopin's novel The Awakening is women's control over their own lives. During the late nineteenth and early twentieth centuries, women in the United States were expected to adhere to legal, moral, and social conventions that determined their roles as daughters, wives, and mothers. In the course of the passage, Edna changes from a fearful child to a fearless adult who "wanted to swim far out, where no woman had swum before." She dares to swim out toward the "space and solitude" that will define her new identity as an independent woman who controls her own destiny. Chopin's portrayal of Edna suggests that any woman can find within herself the power to defy convention and control the "working of her body and her soul."

In the passage, comparisons of Edna to a child have positive and negative connotations. Before she realizes she can swim, Edna is like a "tottering, stumbling, clutching child" who suddenly takes her first unassisted steps. After she starts to swim, she chides herself for having wasted so much time "splashing about like a baby." Edna has both yearned for and feared independence. When she realizes she can swim, she loses her fear. Giddy with her newfound power, Edna is still childlike in her joyful exuberance. She becomes "daring and reckless" because she has yet to learn that independence involves risk and even serious danger. She is caught up in the "excited fancy" of her imagination. Like a child who has yet to leave home, Edna cannot fully imagine the real future consequences of seeking space and solitude away from her family.

Symbolism helps convey the theme of the passage. The sea symbolizes life. At the beginning of the passage, Edna watches other people walk into the ocean "as though into a native element," which suggests that she is afraid to fully immerse herself in life. The water's "little foamy crests" are like "slow, white serpents" that are ready to strike at Edna. To Edna, the "vast expanse of water" is unknowable and incomprehensible, a foreign country where she is an unwelcome stranger. When she decides to swim away from the shore, she decides to immerse herself fully in life rather than remain a spectator; she decides to exert control over her life rather than let others dictate how she will experience it.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fully achieves the purpose of the assignment by identifying the theme of women's control over their own lives and discussing how it relates to the passage. The choice of theme is strong, recognizing how Edna's realization that her fear was unfounded gives her new freedom but also comes with responsibility. The response includes an insightful explanation of how the use of symbolism helps convey this theme, recognizing that Edna is taking control of her life in choosing to both conquer her fear and to become independent through the act of learning to swim, thus changing her life both literally and figuratively. No longer fearful, Edna immerses herself in the sea; by doing so, she also immerses herself in her newfound power and identity.

Subject Matter Knowledge: The candidate demonstrates an ability to appropriately apply literary analysis skills and knowledge of historical and social context to a discussion of theme and symbolism in the passage from *The Awakening*. The response indicates an accurate understanding of the use of symbolism in literature in general and in this passage in particular.

Support: The candidate cites a substantial number of high-quality, relevant examples from the passage to support a well-reasoned argument about the identified theme and how symbolism is used to help convey the theme.

Rationale: The response indicates an ably reasoned, comprehensive understanding of how the identified theme of women's control over their own lives relates to the passage. The candidate explains in a logical, thoughtful way how symbolism is used to help convey the theme.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

One significant theme suggested in this passage from Kate Chopin's novel *The Awakening* is the search for self-reliance and individual autonomy. Chopin, writing in the late nineteenth century, when women were reliant on men (not by their choice) and controlled by strict social mores, gives us in Edna, a portrait of a woman who is sadly underdeveloped as a person. Initially, in this passage, Edna appears as timid and fearful as a child. She is attempting to learn to swim but struggling supremely. She is "tottering, stumbling, clutching" like a helpless child, and without the guidance and support from others (the reassurance of "a hand near by"), she is unable to buoy herself in the water. Later in the passage, though, Edna emerges as a fully developed, self-reliant woman who is able to swim far out into the sea alone, "where no woman had swum before." The idea is that by liberating herself, she has also isolated herself--at least to some extent--which is a bittersweet consequence of her striving.

In the passage, the sea is used as a symbol of comfort and acceptance and of renewal and rebirth. Overall, the sea here has generative qualities. In the first paragraph, the sea is portrayed as gentle, benign, almost maternal. It "was quiet . . . and swelled lazily in broad billows that melted into one another and did not break. . . ." The sea is also referred to as "a native element," implying that it is a place of beginnings, of origins, of birth. It is in the sea or through the sea that Edna discovers the real strength and potential in herself; she experiences an overwhelming "feeling of exultation . . . as if some power of significant import had been given her to control the working of her body and soul." For Edna, this transformative experience is invigorating and uplifting and signifies a rebirth, or at least a renewal, of her self.

Also, in the passage, the act of swimming is used as a symbol. The act of swimming is a vigorous, coordinated effort to propel oneself forward deftly and fluidly. By learning to swim, Edna is learning, symbolically, to assert herself, to project herself as a strong, self-assured, self-reliant woman. "With a sweeping stroke . . . she lifted her body to the surface of the water." And as Edna supports herself in the water in this way, she signifies her emancipation from the strictures of society. This unexpected, "unlooked-for achievement" leaves her overjoyed. She experiences self-control, inner strength, and power, and "with her newly conquered power," she is able to swim out alone, in "space and solitude," feeling confident and free.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

Purpose: The purpose of the assignment is fully achieved. The theme of the search for self-reliance and individual autonomy is significant and reflected clearly in the passage. The explanation of how the use of symbolism helps convey this theme is comprehensive and compelling.

Subject Matter Knowledge: The response demonstrates substantial and appropriate application of subject matter knowledge. The two most prominent symbols in the passage (the sea and the act of swimming) are identified and interpreted lucidly. The response identifies and explicates a major theme of U.S. literature from the late nineteenth century.

Support: Many high-quality, relevant examples are provided to support points made in the response. To support the idea that the sea is portrayed as gentle, for instance, the candidate uses the following quote: "[it]was quiet . . . and swelled lazily in broad billows that melted into one another and did not break."

Rationale: The response reflects an ably reasoned argument. The candidate begins by identifying the theme and setting it in the appropriate social and historical context. The candidate then goes on to explain clearly, concisely, and coherently the use of two symbols in the passage.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

The subject of ambition is developed in Charles Dickens's novel Great Expectations through the character of Pip, the novel's narrator and protagonist. Even as a young boy, he is determined to improve himself. Pip is orphaned as a child, so his older sister and her husband Joe raise him. His sister treats Pip and her husband cruelly, but Joe is extremely kind to Pip. Although Joe is happy being a blacksmith, Pip is very ambitious. He wants to get an education, but the village school has little to offer him, so Pip tries to learn everything he can from his classmate Biddy. Biddy comes to take care of Pip's sister after she is attacked by one of her husband's employees. Pip believes he's educated because he knows more than Joe, who only knows the first two letters of his name. But Dickens makes clear to the reader that Pip himself can barely read or write, although later Pip actually becomes a successful businessman. When Pip meets the wealthy Miss Havisham and her adopted daughter Estella, he decides to become a gentleman to win Estella's love. Pip thinks Estella is from a high social class, but later he discovers that she's the daughter of a convicted criminal. Pip's ambition to be a gentleman seems like a foolish fantasy during the years that Pip works for Joe as an apprentice blacksmith, but fantasy becomes reality when an anonymous benefactor gives Pip enough money to become a young man of "great expectations."

The subject of ambition contributes to the overall meaning of the novel because the term "great expectations" refers to Pip's hopes for his future. The novel's title is ironic because none of Pip's great expectations for his future are met. His strong desire for an education is thwarted by the miserable village school he attends. His hopes to marry Estella are dashed when she marries someone else. After Pip decides to marry Biddy instead of Estella, Biddy marries Joe. If Pip had been less ambitious, he would have wasted less time trying to be someone he is not, and he would have been happier.

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a weak response because it is characterized by the following:

Purpose: The purpose of the assignment has been partially achieved. The response focuses primarily on Pip's ambition to be an educated gentleman. The response would be strengthened by a discussion of how Dickens develops the subject of ambition through his characterization of Pip and the events in the novel. The explanation of how the subject of ambition contributes to the novel's overall meaning is incomplete.

Subject Matter Knowledge: The candidate demonstrates some knowledge of the plot of *Great Expectations* as well as of Pip's ambition. While the candidate briefly discusses the irony of the novel's title, the candidate does not address Dickens's purpose in using such irony. The response lacks a discussion of how Dickens develops the subject of ambition in *Great Expectations* to contribute to the novel's criticism of the values of Victorian society and to impart a moral lesson about the importance of friendship and loyalty.

Support: The response includes some relevant examples of Pip's ambition, as well as of its consequences. However, details such as Pip's sister's cruel treatment of Pip and her husband and Biddy's reason for staying with the family are irrelevant to the discussion of ambition and could be eliminated from the response. The response would be strengthened by the use of additional supporting details relevant to the explanation of how the subject of ambition contributes to the overall meaning of the novel.

Rationale: The response reflects a limited knowledge and understanding of how Dickens develops the subject of ambition through his characterization of Pip and events in the novel. The candidate demonstrates limited knowledge of the overall meaning of *Great Expectations*. The structure of the candidate's argument indicates a poorly reasoned understanding of the topic.

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

The subject of ambition is developed in Mary Shelley's novel Frankenstein. The main character, Victor Frankenstein, is ultra-ambitious, as is another character, Robert Walton.

As a young man, Frankenstein has a deep desire to learn things and is interested in the mysteries of the universe. He aspires to know the secret of life. After years of work, he learns all there is to know in his field. But in the process, he has isolated himself from friends and family and has grown increasingly lonely. Nonetheless, he presses on with his obsession, and one day, he does in fact discover the secret of life. He then uses the secret to try to create a human being from body parts that he collects. The result horrifies Victor. He is so repulsed that he abandons, and it goes on to hunt down and destroy people that Victor cares about. The product of Victor's ambition turns out to be a monster that he profoundly regrets having created.

Walton, on the other hand, is not a scientist, but a ship captain and explorer. Like Victor, he is extremely devoted to discovering new things. Walton's ambition is to find a sea passage through the polar region. He embarks on his journey, and after several months of sailing (and years of preparing), finds himself and his ship short of their goal and trapped in the ice. When he is finally able to free the ship, his crew begs him to turn back. Walton refuses, at first, but ultimately decides to return home. So, unlike Victor, Walton is able to check his ambitions and avoid a disastrous outcome.

In Frankenstein, Shelley uses the ambitious pursuits of Victor and Walton to illustrate that the main concern of human beings should be caring for those people who are dearest to us and contemplating those places and things that are closest to us. Ambitious thoughts and undertakings distract people from what is really important: family and friends.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a weak response because it is characterized by the following:

Purpose: The purpose of the assignment is partially achieved. In the response, the candidate provides a superficial look at the causes and effects of Victor's and Walton's ambitious pursuits. The response would be strengthened by describing in-depth some of the personality traits and personal motivations of these characters rather than merely their interests and actions.

Subject Matter Knowledge: The candidate demonstrates limited knowledge of the events of the novel and of the unique nature of each character and each relationship between characters. The candidate could improve the response by explaining more precisely why Victor is repulsed by his creation, how Victor's obsessive nature affects his continued relationship with or encounters with the creature, and how the creature itself views Victor's ambition.

Support: The response provides few relevant examples and little compelling evidence to support the idea that Victor and Walton are similarly, if not equally, ambitious in their pursuit of knowledge. Some discussion, or at least mention, of their encounter with one another aboard Walton's ship and their subsequent exchange(s) of stories and views would likely enrich the response.

Rationale: While the response does draw an appropriate parallel between Victor's and Walton's ambitious pursuits, it fails to explain clearly how the subject of ambition is related to the importance of family and friends. That connection is left strained and tenuous.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

In her play A Raisin in the Sun, Lorraine Hansberry develops the subject of ambition through the character of Walter Lee Younger, a member of an African American family living on the South Side of Chicago sometime after World War II. Walter Lee shares a small, modest apartment with his wife and son, as well as his sister and mother. The play begins soon after the death of Walter Lee's father, when his mother receives a \$10,000 life insurance payment. The money ignites a desperate desire in Walter Lee to quit his job as a chauffeur and start his own business. He believes that owning a business will restore his self-respect as well as ensure that his young son will be able to attend any college he wants and choose any career he wants.

Hansberry initially presents Walter Lee's ambition as a rightful claim to aspects of the American Dream that were off limits to African Americans when his parents were his age. Walter Lee wants to fulfill his potential as a man as well as provide for his family. Unfortunately, his plan for realizing his ambition is flawed, and Walter Lee loses most of the insurance money to a con man. Through this plot development, Hansberry suggests that ambition has made Walter Lee careless and insensitive. The consequences of Walter Lee's ambition threaten to tear apart his family.

At the climax of the play, Walter Lee has decided to accept money from racist neighbors who do not want the Youngers to move into their neighborhood. But Walter Lee realizes that his mother's past sacrifices and his son's future successes will be meaningless without dignity. Walter Lee refuses the money and regains his self-respect. As his mother says, he has finally "come into his manhood." At the play's conclusion, the Youngers share a common goal of moving into their new home. Their future is uncertain, but they can find strength in one another because although they have lost money, they have not lost their dignity.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fulfills the purpose of the assignment by describing how Lorraine Hansberry develops the subject of ambition through the character of Walter Lee in *A Raisin in the Sun* and by explaining how this subject contributes to the overall meaning of the play.

Subject Matter Knowledge: The candidate demonstrates a thorough understanding of the play *A Raisin in the Sun* in general and the character Walter Lee in particular. The candidate explains how Walter Lee's ambition contributes to the play's overall meaning by creating conflict that is resolved by affirming the play's theme of the importance of family and self-respect.

Support: The response is strengthened by the quality and relevance of the supporting details provided. The reasons for Walter Lee's ambition, as well as its consequences, are accurately described and provide relevant support for the candidate's ideas about how Hansberry's development of the subject of ambition contributes to the play's overall meaning.

Rationale: The response demonstrates a thorough knowledge and understanding of how Hansberry develops the subject of ambition through the character of Walter Lee in the play *A Raisin in the Sun*, as well as a well-reasoned, insightful exploration of the ways in which the subject of ambition contributes to the overall meaning of the play.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

In Macbeth, Shakespeare develops the subject of ambition by contrasting two types of characters: those who are inclined toward ambition and succumb to it and those who are wary of it and resist it.

In the first category are Macbeth and Lady Macbeth. At first, Macbeth appears only mildly ambitious. Mainly, he exhibits great physical bravery and, oddly, great mental insecurity. It is this latter quality that makes him vulnerable to the witches' prophecy that he will one day be king. Macbeth accepts the prophecy as fact and begins thinking much more ambitiously about his future. Lady Macbeth appears to be more inherently ambitious, and unlike Macbeth, she possesses, at least early in the play, a strength of character and a steely resolve that Macbeth lacks. Her ambitions are guided by cool calculation and manipulation, whereas Macbeth's grow from distress and desperation. However, both characters, despite whatever strengths they possess (bravery, resolve), are in the end overwhelmed by the tremendous guilt that they experience at having committed monstrous acts. They are unhinged by their ambitions.

In the second category of characters are Banquo and Macduff. They serve as foils for Macbeth and Lady Macbeth. Banquo hears the same prophecy as Macbeth, including the part about Banquo's descendants becoming kings, but Banquo, unlike Macbeth, is suspicious of the witches and their prophecy. Almost immediately, Banquo chooses to let fate run its natural course. Banquo's tempered response to the prophecy is in marked contrast to Macbeth's excited one. Macduff, too, demonstrates an ability to resist acting rashly or ambitiously. In fact, his character is rarely directly involved in the events of the play; he remains on the perimeter, keeping his distance (until the end) from the madness consuming Macbeth and Lady Macbeth. Macduff and Banquo, then, are not unhinged by ambition.

In Macbeth, Shakespeare uses ambition to support the broader examination of good and evil. Ambition itself is not intrinsically bad. However, when individuals act ambitiously without any moral restraint, they disturb the natural order of things, causing an imbalance and leading to disaster. When Macbeth, tempted to evil by the three witches and driven by wild ambition, murders Duncan, he deprives Scotland of its rightful king (natural order) and sets in motion a chain of terrible events that ravage not only the state/kingdom but also friendships, marriages, and families. The result is chaos, confusion, despair, and for Lady Macbeth and Macbeth himself, madness and death.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

Purpose: The purpose of the assignment is fully achieved. The candidate has selected a well-known literary work by a major writer, and the work clearly examines the subject of ambition. The candidate successfully describes how the subject is developed in the work (first three paragraphs) and explains how the subject relates to the overall meaning of the work (fourth paragraph).

Subject Matter Knowledge: The candidate demonstrates full knowledge of the plot and characters in *Macbeth*. The candidate also applies this knowledge accurately and effectively. For instance, the candidate recognizes the importance of the fact that Macbeth and Banquo both hear the witches' initial prophecy and that their different responses to the prophecy reveal their different levels of ambition.

Support: The candidate provides high-quality examples to support points made in the response. Lady Macbeth is more ambitious than her husband and, in fact, spurs him on; Banquo does have a tempered response to the witches' prophecy, unlike Macbeth's. Also, the supporting evidence is detailed and balanced: Macbeth and Lady Macbeth are used to support one point while Banquo and Macduff are used to support another point. The response's final section is particularly effective in using this parallel to support the candidate's points about ambition and its different forms in the play.

Rationale: The response is comprehensive in its understanding and ably reasoned. The idea that the overly ambitious characters in the play become mentally unbalanced ("unhinged")—whereas the mildly ambitious, or cautious, ones do not—leads logically to the final point about there being a "natural order" or balance that moral behavior helps maintain.

PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

SAMPLE

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly: 62

Use Table 1 below to convert that number to the score and write your score in **Box A**: **A:**

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question: 3

Enter the number of points (1 to 4) for your second open-response question: 3

Add those two numbers (Number of open-response question points): 6

Use Table 2 below to convert that number to the score and write your score in **Box B**: **B:**

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: **A + B =**

Practice Test Score Calculation Worksheet: English

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	143	61 to 65	193
26 to 30	149	66 to 70	200
31 to 35	155	71 to 75	206
36 to 40	162	76 to 80	212
41 to 45	168	81 to 85	219
46 to 50	174	86 to 90	225
51 to 55	181	91 to 95	231
56 to 60	187	96 to 100	237

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	31
3	36
4	41
5	46
6	50
7	55
8	60

Print the form below to calculate your estimated practice test score.

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly:

Use Table 1 above to convert that number to the score and write your score in **Box A**: A:

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question:

Enter the number of points (1 to 4) for your second open-response question: =====

Add those two numbers (Number of open-response question points):

Use Table 2 above to convert that number to the score and write your score in **Box B**: B:

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: A + B =

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