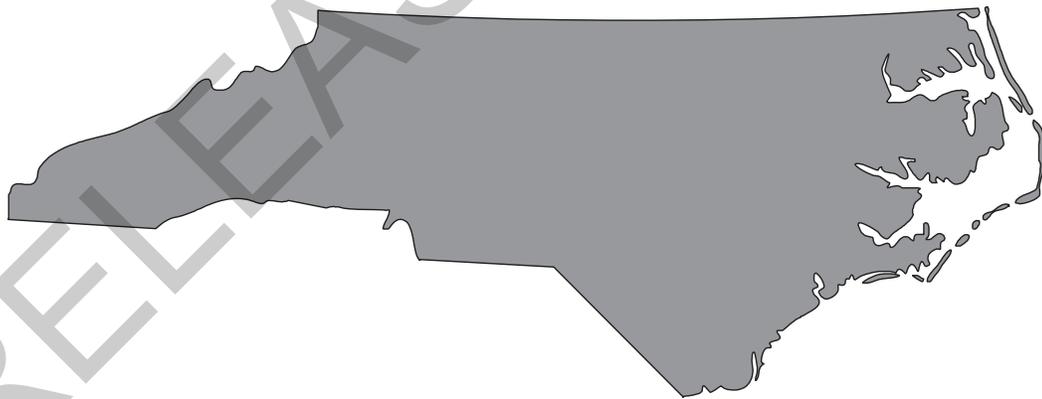


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North Carolina READY End-of-Course Assessment English II



Student Booklet



Academic Services and Instructional Support
Division of Accountability Services



Sample Questions

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STUDENT NAME _____ SCHOOL NAME Form 152 Sample 1 of 4

City night sky
gives itself to me again
when I have so little left to receive it.
I am dark, crumbling
5 and you are rivers and trees away
searching your own night sky for a sign.
The strong gates of your heart
are wide open to me always, but,
if only.
10 So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.
Suddenly,
bamboo, bones, fiber, fences,
15 water, glistening koi,
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder

Which line from the poem describes the speaker's feelings about loving someone?

(A) "when I have so little left to receive it"

(B) "are wide open to me always, but"

(C) "paths and places I hold your memories"

(D) "at the fullness forming"

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STUDENT NAME _____ SCHOOL NAME Form 152 Sample 1 of 4

City night sky
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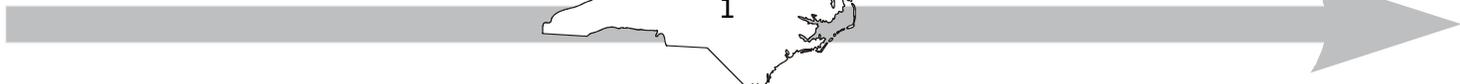
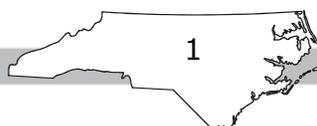
(A) "when I have so little left to receive it"

(B) "are wide open to me always, but"

(C) "paths and places I hold your memories"

(D) "at the fullness forming"

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NCTest

STUDENT NAME SCHOOL NAME Form 152 Sample 2 of 4

Flag

Moonrise

by Jenette Purcell

City night sky
gives itself to me again
when I have so little left to receive it.
I am dark, crumbling

5 and you are rivers and trees away
searching your own night sky for a sign.
The strong gates of your heart
are wide open to me always, but,
if only.

10 So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.
Suddenly,
bamboo, bones, fiber, fences,

15 water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder

20 at the fullness forming

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

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STUDENT NAME SCHOOL NAME Form 152 Sample 3 of 4

Flag ?

Select (click) on the line that conveys the idea of passing time.

City night sky
gives itself to me again
when I have so little left to receive it.
I am dark, crumbling
and you are rivers and trees away
searching your own night sky for a sign.
The strong gates of your heart
are wide open to me always, but,
if only.
So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.
Suddenly,
bamboo, bones, fiber, fences,
Selected:

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STUDENT NAME SCHOOL NAME Form 152 Sample 3 of 4

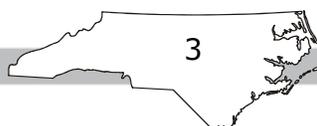
Flag ?

Select (click) on the line that conveys the idea of passing time.

are wide open to me always, but,
if only.
So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.
Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,
all the tiny rooms,
paths and places I hold your memories
Selected:

So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.

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STUDENT NAME SCHOOL NAME Form 152 Sample 4 of 4

Flag ?

Select (by clicking) the synonym that can replace *reverent* in the poem.

Excerpt from Moonrise
by Jenette Purcell

Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, **reverent** wonder
at the fullness forming
on this horizon's edge.

respectful

redundant

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STUDENT NAME SCHOOL NAME Form 152 Sample 4 of 4

Flag ?

Excerpt from Moonrise
by Jenette Purcell

Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, **respectful** wonder
at the fullness forming
on this horizon's edge.

respectful

redundant

amazed

significant

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Test Questions

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STUDENT NAME SCHOOL NAME Form 152 Item 1 of 53

Flag

Geology Fieldnotes: Big Bend National Park, Texas

Park Geology

Big Bend is a special place to study geology. The rocks are clearly exposed, thanks to sparse vegetation and recent erosion. A remarkable array of geologic processes are displayed here, from volcanoes and landslides to fossils and flash floods.

A Land of Constant Change

②

That portion of the earth's surface known as "the Big Bend" has often been described as a "geologist's paradise." In part this is due to the sparse vegetation of the region, which allows the various strata to be easily observed and studied. It is also due to the complex geologic history of the area, presenting a challenge to students and researchers from all over the world. Not all field geologists, however, refer to the Big Bend as a paradise. For some, this land of twisted, tortured rock is a nightmare.

The abundance, diversity and complexity of visible rock outcrops is staggering, especially to first-time observers. From 500-million-year-old

According to the selection, why has "the Big Bend" been described as a "geologist's paradise"?

- (A) because it contains rocks
- (B) because many geologists vacation there
- (C) because sparse vegetation allows easy access to interesting strata
- (D) because there are many jobs for geologists there

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STUDENT NAME SCHOOL NAME Form 152 Item 1 of 53

Flag

Geology Fieldnotes: Big Bend National Park, Texas

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A Land of Constant Change

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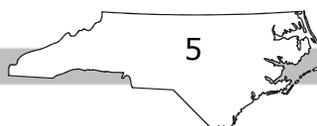
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STUDENT NAME _____ SCHOOL NAME Form 152 Item 2 of 53

Geology Fieldnotes: Big Bend National Park, Texas

Park Geology

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A Land of Constant Change

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The abundance, diversity and complexity of visible rock outcrops is staggering, especially to first-time observers. From 500-million-year-old

What is the effect of the metaphors in the sentences below from paragraph 2?

"Not all field geologists, however, refer to the Big Bend as a paradise. For some, this land of twisted, tortured rock is a nightmare."

- A They compare Big Bend to a contradictory dream world.
- B They emphasize the allure and repulsiveness of the landscape.
- C They explain how Big Bend is entralling to many people.
- D They express how interesting the landscape is to many people.

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STUDENT NAME _____ SCHOOL NAME Form 152 Item 2 of 53

Geology Fieldnotes: Big Bend National Park, Texas

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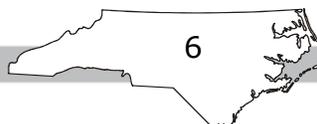
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STUDENT NAME SCHOOL NAME Form 152 Item 3 of 53

Flag ?

Select (click) the synonym that reflects the meaning of the word *proliferation* in the excerpt below.

Geology Fieldnotes: Big Bend National Park, Texas

For almost 10 million years after uplift ended, nonmarine sediments of the Tertiary period constitute the only record of events in the Big Bend. Dinosaurs had long been gone from the land, their places taken by **a proliferation** of mammals, many of whose remains have been found in Big Bend ... horses, rhinos, camels and rodents, as well as fossils of the plants on which they thrived.

All was not to remain quiet for long. Near the present northwest boundary of Big Bend National Park, the first of a long series of volcanic eruptions occurred approximately 42 million years ago.

a decline

a subordination

an increase

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STUDENT NAME SCHOOL NAME Form 152 Item 3 of 53

Flag ?

Select (click) the synonym that reflects the meaning of the word *proliferation* in the excerpt below.

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a decline

a subordination

an increase

an observance

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STUDENT NAME _____ SCHOOL NAME Form 152 Item 4 of 53

Geology Fieldnotes: Big Bend National Park, Texas

Park Geology

Big Bend is a special place to study geology. The rocks are clearly exposed, thanks to sparse vegetation and recent erosion. A remarkable array of geologic processes are displayed here, from volcanoes and landslides to fossils and flash floods.

A Land of Constant Change

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The abundance, diversity and complexity of visible rock outcrops is staggering, especially to first-time observers. From 500-million-year-old

How does the author structure the text?

- A general overview, geographic placement, volcanic highlights, types of creatures found, chronological history
- B general overview, chronological history, geographic highlights, volcanic activity, faults, earthquakes
- C chronological histories by area, details about sediments and findings, earthquake information, and volcanic effects
- D overall history of area, history by specific time periods, descriptions of geologic events, and major discoveries

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STUDENT NAME _____ SCHOOL NAME Form 152 Item 4 of 53

Geology Fieldnotes: Big Bend National Park, Texas

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A Land of Constant Change

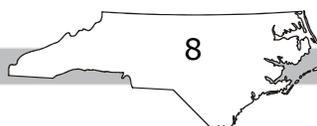
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STUDENT NAME _____ SCHOOL NAME Form 152 Item 5 of 53

Geology Fieldnotes: Big Bend National Park, Texas

Park Geology

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The abundance, diversity and complexity of visible rock outcrops is staggering, especially to first-time observers. From 500-million-year-old

What is the significance of the selection's structure?

- A It clarifies the existing natural boundaries of the area.
- B It highlights the types of living creatures that existed in the area.
- C It emphasizes the constant geological changes that have shaped the area.
- D It provides the reader with an inside look at how geological maps are created.

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STUDENT NAME _____ SCHOOL NAME Form 152 Item 5 of 53

Geology Fieldnotes: Big Bend National Park, Texas

Park Geology

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A Land of Constant Change

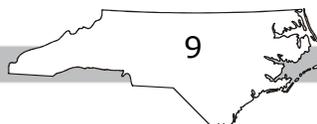
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STUDENT NAME SCHOOL NAME Form 152 Item 7 of 53

Geology Fieldnotes: Big Bend National Park, Texas

Park Geology

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A Land of Constant Change

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The abundance, diversity and complexity of visible rock outcrops is staggering, especially to first-time observers. From 500-million-year-old

Which group of words from the selection conveys the author's attitude about his topic?

(A) remarkable, amazing, dramatic, magnificent

(B) paradise, fortunate, proliferation, thrived

(C) complex, challenge, staggering, nightmare

(D) invaded, retreating, uplifted, erupted

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STUDENT NAME SCHOOL NAME Form 152 Item 7 of 53

Geology Fieldnotes: Big Bend National Park, Texas

Park Geology

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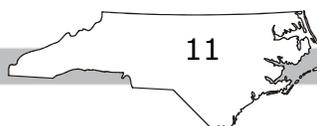
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STUDENT NAME SCHOOL NAME Form 152 Item 9 of 53

Flag

Memories

by Marya Zaturensky

Lower New York City at noon hour

There is a noise, and then the crowded herd
Of noon-time workers flows into the street.
My soul, bewildered and without retreat,
Closes its wings and shrinks, a frightened bird.

5 Oh, I have known a peace, once I have known
The joy that could have touched a heart of stone—
The heart of holy Russia beating still,
Over a snow-cold steppe and on a hill:
One day in Kiev I heard a great church-bell

10 Crying a strange farewell.

And once in a great field, the reapers sowing
Barley and wheat, I saw a great light growing
Over the weary bowed heads of the reapers;
As growing sweeter, stranger, ever deeper,

15 From the long waters sorrowfully strong,
Came the last echoes of the River Song!

Which lines from the poem support the theme?

A "... once I have known / The joy that could have touched a heart of stone—"

B "One day in Kiev I heard a great church-bell / Crying a strange farewell."

C "From the long waters sorrowfully strong, / Came the last echoes of the River Song!"

D "Here in this alien crowd I walk apart / Claspng remembered beauty to my heart!"

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STUDENT NAME SCHOOL NAME Form 152 Item 9 of 53

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C "From the long waters sorrowfully strong, / Came the last echoes of the River Song!"

D "Here in this alien crowd I walk apart / Claspng remembered beauty to my heart!"

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ENGLISH II RELEASED FORM

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STUDENT NAME SCHOOL NAME Form 152 Item 11 of 53

Select (click) the synonym that reflects the meaning of the word *alien* as used in the excerpt below.

Memories
by Marya Zaturensky

And once in a great field, the reapers sowing
Barley and wheat, I saw a great light growing
Over the weary bowed heads of the reapers;
As growing sweeter, stranger, ever deeper,
From the long waters sorrowfully strong,
Came the last echoes of the River Song!

Here in this **alien** crowd I walk apart
Clasping remembered beauty to my heart!

boisterous

unfamiliar

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STUDENT NAME SCHOOL NAME Form 152 Item 11 of 53

Select (click) the synonym that reflects the meaning of the word *alien* as used in the excerpt below.

Memories
by Marya Zaturensky

And once in a great field, the reapers sowing
Barley and wheat, I saw a great light growing
Over the weary bowed heads of the reapers;
As growing sweeter, stranger, ever deeper,
From the long waters sorrowfully strong,
Came the last echoes of the River Song!

Here in this **unfamiliar** crowd I walk apart
Clasping remembered beauty to my heart!

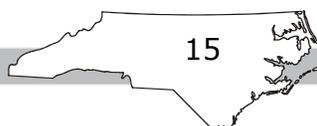
boisterous

unfamiliar

comparable

exuberant

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ENGLISH II RELEASED FORM

NCTest - Mozilla Firefox

STUDENT NAME SCHOOL NAME Form 152 Item 12 of 53

Flag

Memories

by *Marya Zaturensky*

Lower New York City at noon hour

There is a noise, and then the crowded herd
Of noon-time workers flows into the street.
My soul, bewildered and without retreat,
Closes its wings and shrinks, a frightened bird.

5 Oh, I have known a peace, once I have known
The joy that could have touched a heart of stone—
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10 Crying a strange farewell.

And once in a great field, the reapers sowing
Barley and wheat, I saw a great light growing
Over the weary bowed heads of the reapers;
As growing sweeter, stranger, ever deeper,
From the long waters sorrowfully strong,

15 From the long waters sorrowfully strong,
From the long waters sorrowfully strong,
From the long waters sorrowfully strong,

In line 18, what is the meaning of the phrase "clasping remembered beauty"?

(A) imagining future events

(B) recalling past events

(C) creating current events

(D) forgetting past events

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STUDENT NAME SCHOOL NAME Form 152 Item 12 of 53

Flag

Memories

by *Marya Zaturensky*

Lower New York City at noon hour

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STUDENT NAME SCHOOL NAME Form 152 Item 13 of 53

Flag

Memories

by *Marya Zaturensky*

Lower New York City at noon hour

There is a noise, and then the crowded herd
Of noon-time workers flows into the street.
My soul, bewildered and without retreat,
Closes its wings and shrinks, a frightened bird.

5 Oh, I have known a peace, once I have known
The joy that could have touched a heart of stone—
The heart of holy Russia beating still,
Over a snow-cold steppe and on a hill:
One day in Kiev I heard a great church-bell

10 Crying a strange farewell.

And once in a great field, the reapers sowing
Barley and wheat, I saw a great light growing
Over the weary bowed heads of the reapers;
As growing sweeter, stranger, ever deeper,
From the long waters sorrowfully strong,

15 From the long waters sorrowfully strong,
From the long waters sorrowfully strong,
From the long waters sorrowfully strong,
From the long waters sorrowfully strong,

How has the speaker changed between the first and last stanzas of the poem?

(A) She is less meek after remembering beautiful moments from her days in Russia.

(B) She is even more overwhelmed by her hectic surroundings in New York City.

(C) She is more aggressive toward the other people in the street.

(D) She is now confidently intermixing with her fellow walkers.

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Memories

by *Marya Zaturensky*

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Flag

Memories

by *Marya Zaturensky*

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How does the speaker's cultural background affect her perception of the noon-time workers of New York?

(A) The speaker dislikes the country life and is energized by the people of New York.

(B) The speaker's experiences in Russia lead her to expect New York workers to be wealthy and benevolent people.

(C) Because the speaker grew up in a large Russian city, she feels at home among the people of New York.

(D) The speaker's rural Russian upbringing causes her to view the workers of New York as a herd of animals.

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STUDENT NAME SCHOOL NAME Form 152 Item 14 of 53

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STUDENT NAME SCHOOL NAME Form 152 Item 15 of 53

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What does the speaker achieve in the poem with her description of New York?

(A) She forges a connection with the audience's sense of gratitude.

(B) She presents a stark contrast to the beauty of her homeland.

(C) She describes how to pass time during the hectic rush hour.

(D) She confesses her feelings of bitterness and remorse.

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STUDENT NAME SCHOOL NAME Form 152 Item 15 of 53

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STUDENT NAME SCHOOL NAME Form 152 Item 16 of 53

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15 From the long waters sorrowfully strong,
Over the testaments of the River Coast

How does the speaker's point of view affect her impression of the bustle of New York?

(A) The speaker feels welcomed and embraced by the citizens of New York.

(B) The speaker is excited by the differences between home and the new city.

(C) The speaker feels excluded in a strange and frightening place.

(D) The speaker is cautious and curious about life in a large, new city.

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STUDENT NAME SCHOOL NAME Form 152 Item 16 of 53

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by *Marya Zaturensky*

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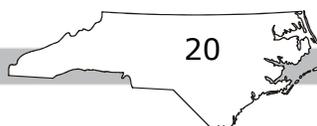
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STUDENT NAME SCHOOL NAME Form 152 Item 17 of 53

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Excerpt from "The Castaway"

by Rabindranath Tagore

Towards evening the storm was at its height. From the terrific downpour of rain, the crash of thunder, and the repeated flashes of lightning, you might think that a battle was raging in the skies. Black clouds waved like the Flags of Doom. The Ganges was lashed into a fury, and the trees of the gardens on either bank swayed from side to side with sighs and groans.

In a closed room of one of the riverside houses at Chandernagore, a husband and his wife were seated on a bed spread on the floor, intently discussing. An earthen lamp burned beside them.

The husband, Sharat, was saying: "I wish you would stay on a few days more; you would then be able to return home quite strong again."

The wife, Kiran, was saying: "I have quite recovered already. It will not, cannot possibly, do me any harm to go home now."

5 Every married person will at once understand that the conversation was not quite so brief as I have reported it. The matter was not difficult, but

How do Sharat's feelings about Nilkanta help develop the theme of the selection?

- A Sharat is pleased by Nilkanta's presence because he will be a diversion for his mother.
- B Sharat is pleased that his family will be able to help Nilkanta.
- C Sharat becomes aggravated by Nilkanta's daily activities and lifestyle.
- D Sharat becomes increasingly jealous of Nilkanta's relationship with his wife.

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STUDENT NAME SCHOOL NAME Form 152 Item 17 of 53

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How does the use of personification in the first paragraph help develop the setting?

- (A) It emphasizes the loudness of the storm.
- (B) It emphasizes the cause of the storm.
- (C) It emphasizes the damage of the storm.
- (D) It emphasizes the severity of the storm.

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What is the meaning of the simile in the sentence below from paragraph 5?
"Like a rudderless boat, the discussion kept turning round and round the same point; and at last it threatened to be overwhelmed in a flood of tears."

(A) It describes two people who are crying because they finally came to a solution.

(B) It describes an endless argument between two people.

(C) It depicts a husband and his wife engaged in a minor argument.

(D) It describes an insolvable argument between a husband and

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Excerpt from "The Castaway"

by Rabindranath Tagore

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What is implied in the sentence below from paragraph 10?

"The village wiseacres thought it shameless for her husband to make so much fuss about a mere wife and even to suggest a change of air, and asked if Sharat supposed that no woman had ever been ill before, or whether he had found out that the folk of the place to which he meant to take her were immortal."

A Sharat is stubborn and refuses to listen to his wife's pleas.

B Sharat has a difficult time making decisions independently without his wife.

C Sharat is unnecessarily overprotective of his wife.

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A Sharat is stubborn and refuses to listen to his wife's pleas.

B Sharat has a difficult time making decisions independently without his wife.

C Sharat is unnecessarily overprotective of his wife.

D Sharat should be more compassionate about his wife's condition.

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Select (by clicking) the synonym that reflects the meaning of *disconsolately* in the excerpt.

Excerpt from "The Castaway"
by Rabindranath Tagore

Kiran was fond of society and amusement; the loneliness of her riverside villa did not suit her at all. There was nothing to do, there were no interesting neighbors, and she hated to be busy all day with medicine and dieting. There was no fun in measuring doses and making fomentations. Such was the subject discussed in their closed room on this stormy evening.

So long as Kiran deigned to argue, there was a chance of a fair fight. When she ceased to reply, and with a toss of her head **disconsolately** looked the other way, the poor man was disarmed. He was on the point of surrendering unconditionally when a servant shouted a message through the shut door.

accidentally _____

unhappily _____

seriously _____

excitedly _____

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STUDENT NAME _____ SCHOOL NAME Form 152 Item 21 of 53

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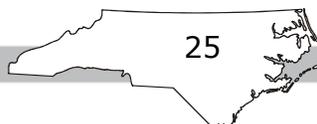
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Excerpt from "The Castaway"
by Rabindranath Tagore

Towards evening the storm was at its height. From the terrific downpour of rain, the crash of thunder, and the repeated flashes of lightning, you might think that a battle was raging in the skies. Black clouds waved like the Flags of Doom. The Ganges was lashed into a fury, and the trees of the gardens on either bank swayed from side to side with sighs and groans.

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What is one possible reason why Kiran takes "a warm interest" in the Brahmin boy?

- (A) He is an actor and can entertain while he is there.
- (B) She uses the Brahmin boy to make Sharat jealous.
- (C) He is handsome and more patient with her than Sharat.
- (D) She has narrowly escaped death too and can relate to his experience.

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Excerpt from "The Castaway"
by Rabindranath Tagore

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What does Kiran's reaction to the arrival of the young boy reveal about her character?

- (A) She is selfish and uncaring about the needs of others.
- (B) She needs to be social and active with others.
- (C) She misses being a mother and being needed.
- (D) She is excited by change and craves challenges.

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Excerpt from "The Castaway"

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Towards evening the storm was at its height. From the terrific downpour of rain, the crash of thunder, and the repeated flashes of lightning, you might think that a battle was raging in the skies. Black clouds waved like the Flags of Doom. The Ganges was lashed into a fury, and the trees of the gardens on either bank swayed from side to side with sighs and groans.

In a closed room of one of the riverside houses at Chandernagore, a husband and his wife were seated on a bed spread on the floor, intently discussing. An earthen lamp burned beside them.

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What does Kiran's reaction to the arrival of the young boy reveal about her character?

- (A) She is selfish and uncaring about the needs of others.
- (B) She needs to be social and active with others.
- (C) She misses being a mother and being needed.
- (D) She is excited by change and craves challenges.

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Excerpt from "The Castaway"

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In the sentence below from the last paragraph, how does the connotation of the words reflect Sharat's attitude toward the boy?

"Moreover, he had got hold of a mongrel village dog which he petted so recklessly that it came indoors with muddy paws, and left tokens of its visit on Sharat's spotless bed."

(A) He feels protective of the young boy.

(B) He is annoyed by the boy's disregard for cleanliness.

(C) He is amused by the boy's activities.

(D) He feels the boy's actions are unhealthy.

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How does the author introduce additional depth to the conflict between the husband and wife?

- A by having Sharat and his mother desiring for the guest to leave
- B by explaining why the wife was very ill
- C by using a stormy evening as the initial setting
- D by describing a character who arrives by unusual circumstances

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How does the author's use of third person point of view reinforce the reader's understanding of Sharat's internal conflict?

- A It describes the motives behind Sharat's initial argument with his wife and why he accepts the boy into their home.
- B It explains why Sharat and his mother ignored the advice of the village wiseacres.
- C It explains what caused Sharat to change his mind about Nilkanta.
- D It describes why Sharat and his wife sometimes argue without a clear solution.

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Excerpt from "Meet the *Moai* of Easter Island"

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② Named by a Dutch explorer who landed there on Easter Sunday, 1722, Easter Island was actually settled centuries earlier, likely by curious Polynesians drifting eastward in catamarans, and later by South American

What is an objective summary of the selection?

- A Very little is known about the *moai*'s history on Easter Island.
- B The *moai* are an integral part of the island's tourist industry.
- C The island is becoming a popular tourist attraction.
- D The island's residents are very hospitable to visitors.

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What is the purpose of beginning the selection with dialogue and then moving to geographical and statistical information?

(A) The reader is not able to comprehend the geographical and statistical information without the dialogue.

(B) Given the geographical and statistical information later on, the reader can relate the information to personal experiences.

(C) The information explaining why the island is such a tourist attraction helps the reader to decide whether he or she wants to visit.

(D) By starting with dialogue and the author's experience at the

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(D) By starting with dialogue and the author's experience at the airport, the reader's interest is captured, and he or she wants to keep reading.

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Select (click) the phrase that reflects the meaning of "solitude built into its DNA" as used in the excerpt below.

Excerpt from "Meet the Moai of Easter Island"
by Gigi Guerra

Named by a Dutch explorer who landed there on Easter Sunday, 1722, Easter Island was actually settled centuries earlier, likely by curious Polynesians drifting eastward in catamarans, and later by South American migrants. Nobody knows for sure. As with most things about this island, from its volatile history involving colonial meddling and an ecosystem collapse to the origins of its hybridized language to the story of the moai, or monolithic lava-rock figures, there's speculation but no consensus. And that's what makes it so fascinating. Not to mention the inherent loneliness of the place, both geographically and culturally: Years of disease, coupled with massively depleted resources, at one point nearly wiped out the population (in the late 1800s, barely 100 islanders were left). It's a destination with **solitude built into its DNA**.

very little influence from other places in the world.

people who are lonely and do not socialize often.

few visitors and the tourist industry is dying.

only tourists who have kept the island populated.

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STUDENT NAME SCHOOL NAME Form 152 Item 29 of 53

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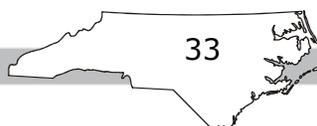
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Excerpt from "Meet the Moai of Easter Island"

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What does the author mean when she describes Easter Island as "a destination with solitude built into its DNA"?

A Her friends would not accompany her to the island.

B Her motivation for leaving was misplaced.

C The island is an unusually lonely place to live.

D The island's natives are different and quirky.

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STUDENT NAME SCHOOL NAME Form 152 Item 31 of 53

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Why does the author include the sentence below from paragraph 3?
"Then, in the distance, I saw the distinct outline of giant heads."

(A) to emphasize the size of the island's population

(B) to create intrigue over the island's most famous feature

(C) to conclude the story with a riddle

(D) to summarize her points about the *moa*i's origins

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What is the significance of the statement below from the last paragraph?

"A theory goes that during the heyday of *moai* construction, all the jungles were felled for wood to create a transport system of rolling logs greased by sweet potato pulp."

(A) It suggests the possibility of how the *moai* were moved to their current locations as well as why all of the forests were destroyed.

(B) It explains why sweet potatoes were at once a massive crop on the island.

(C) It tells the reader why the logs were valuable in the construction of the *moai* found all over the island.

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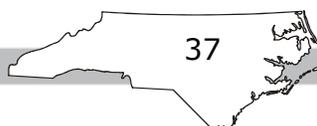
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(D) The men who constructed the *moai* destroyed the forests because they blocked the view of the *moai* from other points on the island.

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How does the author unfold her ideas about Easter Island?

- (A) She explains each thought in the same order as her research.
- (B) She addresses each aspect of the island as she experienced it.
- (C) She uses the *moai* as a metaphor for the island's numerous mysteries.
- (D) She parallels the island's history with travelers' previous encounters.

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STUDENT NAME SCHOOL NAME Form 152 Item 35 of 53

Excerpt from "Meet the *Moai* of Easter Island"
by Gigi Guerra

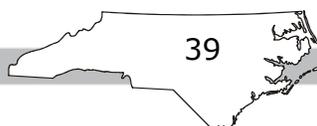
"Welcome to Rapa Nui," said my driver, referring to Easter Island in the vernacular, as we worked our way through the tiny airport on the outskirts of the only town, Hanga Roa. I'd made the two-day journey solo—not a single friend was interested in accompanying me halfway around the world to a place with so little to do, not to mention such steep airfare. That said, I felt far from alone: The airport was astonishingly crowded, especially considering it was near midnight and only a handful of passengers had disembarked. "People hang out to see who arrives," my greeter explained, as I looked around at perhaps a quarter of the island's 4,900 residents. "It's an excuse to socialize." Families, boisterous groups of teens, and even energetic seniors were milling about the parking lot and lawns, chatting and greeting tourists. Tranquility, no—but a warmer welcome than I ever could've imagined.

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The screenshot shows a web browser window titled "NCTest - Mozilla Firefox". The address bar contains "NCTest". The page header includes "STUDENT NAME", "SCHOOL NAME Form 152", and "Item 36 of 53". Below the header are navigation icons: a back arrow, a flag icon, a yellow pencil icon, a black pencil icon, a yellow 'X' icon, and a question mark icon.

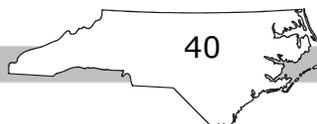
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Named by a Dutch explorer who landed there on Easter Sunday, 1722, Easter Island was actually settled centuries earlier, likely by curious Polynesians drifting eastward in catamarans, and later by South American migrants. Nobody knows for sure. As with most things about this island

How does the author use language to advance her point of view? Use evidence from the selection to support your answer.

At the bottom of the interface are five navigation buttons: "First" with a left arrow, "Back" with a left arrow, "Pause" with a vertical bar, "Next" with a right arrow, and "Review" with a right arrow.



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STUDENT NAME SCHOOL NAME Form 152 Item 37 of 53

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Excerpt from *Anna Karenina*: Chapter 5

by Leo Tolstoy

Stepan Arkadyevitch had learned easily at school, thanks to his excellent abilities, but he had been idle and mischievous, and therefore was one of the lowest in his class. But in spite of his habitually dissipated mode of life, his inferior grade in the service, and his comparative youth, he occupied the honorable and lucrative position of president of one of the government boards at Moscow. This post he had received through his sister Anna's husband, Alexey Alexandrovitch Karenin, who held one of the most important positions in the ministry to whose department the Moscow office belonged. But if Karenin had not got his brother-in-law this berth, then through a hundred other personages—brothers, sisters, cousins, uncles, and aunts—Stiva Oblonsky would have received this post, or some other similar one, together with the salary of six thousand absolutely needful for them, as his affairs, in spite of his wife's considerable property, were in an embarrassed condition.

Half Moscow and Petersburg were friends and relations of Stepan Arkadyevitch. He was born in the midst of those who had been and are the powerful ones of this world. One-third of the men in the government, the older men, had been friends of his father's, and had known him in

How does the description of Stepan Arkadyevitch develop the theme of the selection?

- A It emphasizes how a person's intuitions about others can be a strong attribute.
- B It explains how education can help a person learn how to make friends easily.
- C It offers an insight into the values of foreign politics and its effect on a person.
- D It shows how being shy can hinder a person from accomplishing great things.

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Select the sentence from the excerpt that demonstrates the main character's sense of entitlement. Select only one response.

One-third of the men in the government, the older men, had been friends of his father's, and had known him in petticoats; another third were his intimate chums, and the remainder were friendly acquaintances. Consequently the distributors of earthly blessings in the shape of places, rents, shares, and such, were all his friends, and could not overlook one of their own set; and Oblonsky had no need to make any special exertion to get a lucrative post. He had only not to refuse things, not to show jealousy, not to be quarrelsome or take offense, all of which from his characteristic good nature he never did. It would have struck him as absurd if he had been told that he would not get a position with the salary he required, especially as he expected nothing out of the way; he only wanted what the men of his own age and standing did get, and he was no worse qualified for performing duties of the kind than any other man.

Selected:

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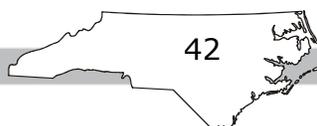
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In the selection, the use of the word *liberalism* to describe Stepan's interactions with others is meant to convey what about his character?

- A his ability to accept all of his friends' wrongdoings
- B his ability to navigate the politics of his time period
- C his ability to befriend people from all walks of life
- D his ability to function despite his excessive complaining

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Based on paragraph 5, what does the author mean when he uses the word *decorum*?

- (A) appropriateness
- (B) diligence
- (C) lightheartedness
- (D) inferiority

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In the selection, what is the purpose of the sentences below from paragraph 9?

" 'If they knew,' he thought, bending his head with a significant air as he listened to the report, 'what a guilty little boy their president was half an hour ago.' And his eyes were laughing during the reading of the report."

(A) to display the humorous tone of the selection as a whole

(B) to explain the atmosphere of the boardroom meeting

(C) to provide visual imagery

(D) to show Stepan's playful attitude

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What can be inferred from the statement below in the last paragraph?

"Oblonsky, with his ready tact, felt that Levin fancied he might not care to show his intimacy with him before his subordinates, and so he made haste to take him off into his room."

- (A) The phrasing demonstrates the cunning employed by Stepan in this scene.
- (B) The phrasing displays how the statement contrasts with the description of Levin in the rest of the selection.
- (C) The phrasing maintains Stepan's characterization as a valiant man.

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- (D) The phrasing builds suspense over Stepan and Levin's relationship and its relevance to the plot.

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What assumptions can the reader make about Levin?

- (A) He is visiting Stepan to give him support and some bad news.
- (B) He is angry and regretful about having to visit Stepan.
- (C) He feels excited and anxious about his visit with Stepan.
- (D) He feels remorseful when he is around Stepan.

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What is the effect of the author's excessive use of optimism in the selection?

- (A) Because the main character is described as being so perfect, the reader anticipates his downfall.
- (B) Because the main character had such a wonderful life, the reader feels that he will be forced to share his wealth.
- (C) Because the main character is president of a government board, the reader expects people to be against him.
- (D) Because the main character is friends with everyone, the reader suspects that he will continue to be successful.

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The screenshot shows a web browser window titled "NCTest - Mozilla Firefox". The address bar contains "NCTest". The page header includes "STUDENT NAME", "SCHOOL NAME Form 152", and "Item 45 of 53". Below the header is a toolbar with icons for "Flag", a yellow diamond, a yellow pencil, a yellow 'X', and a question mark. The main content area features an excerpt from *Anna Karenina* by Leo Tolstoy. The text describes Stepan Arkadyevitch's character and his position in the government. To the right of the text is a question: "Based on paragraph 4, what can be inferred about Stepan Arkadyevitch's character? Use evidence from the selection to support your response." Below the text and question is a large empty rectangular box for the student's answer. At the bottom of the interface are navigation buttons: "First", "Back", "Pause", "Next", and "Review".

Excerpt from *Anna Karenina*: Chapter 5
by Leo Tolstoy

Stepan Arkadyevitch had learned easily at school, thanks to his excellent abilities, but he had been idle and mischievous, and therefore was one of the lowest in his class. But in spite of his habitually dissipated mode of life, his inferior grade in the service, and his comparative youth, he occupied the honorable and lucrative position of president of one of the government boards at Moscow. This post he had received through his sister Anna's husband, Alexey Alexandrovitch Karenin, who held one of the most important positions in the ministry to whose department the Moscow office belonged. But if Karenin had not got his brother-in-law this berth, then through a hundred other personages—brothers, sisters, cousins, uncles, and aunts—Stiva Oblonsky would have received this post, or some other similar one, together with the salary of six thousand absolutely needful for them, as his affairs, in spite of his wife's considerable property, were in an embarrassed condition.

Half Moscow and Petersburg were friends and relations of Stepan Arkadyevitch. He was born in the midst of those who had been and are the powerful ones of this world. One-third of the men in the government, the older men, had been friends of his father's, and had known him in petticoats; another third were his intimate chums, and the remainder were

Based on paragraph 4, what can be inferred about Stepan Arkadyevitch's character? Use evidence from the selection to support your response.

Navigation buttons: First, Back, Pause, Next, Review

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STUDENT NAME SCHOOL NAME Form 152 Item 46 of 53

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Excerpt from *To the Person Leaving* by Alicia Dujovne Ortiz, translated by Amanda Hopkinson

I have emigrated three times in my life. In 1978, I emigrated from Argentina to come to France, because a military dictatorship had taken hold in my country. In 1999, I emigrated from France, where I'd lived for twenty years, in order to return to Argentina, because I missed it so much. And in 2002, I emigrated from Argentina to return to France, because a financial dictatorship had taken hold in my country. This triple experience of emigration from one side of the planet to the other permitted me to compare the two. The Argentines now leaving are not the same as those who left earlier. The earlier émigrés discussed matters as if they understood them. Today's maintain only a perplexed silence.

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Which statement summarizes the central idea of the selection?

- (A) The author wants an émigré to recognize the costs of staying or leaving, realizing that neither is more courageous nor cowardly than the other.
- (B) The author feels that, though life may be lost in Argentina, it is more courageous to remain in one's homeland.
- (C) The author wishes to expose those who leave as cowards, though she herself has fled twice.
- (D) The author wants émigrés to take the story of Argentina into the world and share their grief.

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STUDENT NAME SCHOOL NAME Form 152 Item 46 of 53

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Excerpt from *To the Person Leaving* by Alicia Dujovne Ortiz, translated by Amanda Hopkinson

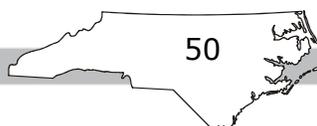
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STUDENT NAME SCHOOL NAME Form 152 Item 47 of 53

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In paragraph 3, what effect does the word *generously* have on the selection?

- (A) It shows that the author feels fortunate to have been safe in Europe.
- (B) It shows that the author includes herself as a member of the intellectual class.
- (C) It shows that the author is being serious when she describes the division of the population as being ridiculous.
- (D) It shows that the author does not agree that most exiles were intellectuals.

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Excerpt from *To the Person Leaving* by Alicia Dujovne Ortiz, translated by Amanda Hopkinson

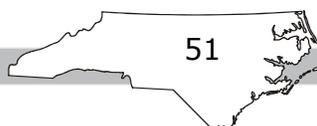
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- (D) It shows that the author does not agree that most exiles were intellectuals.

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Excerpt from *To the Person Leaving*
by Alicia Dujovne Ortiz, translated by Amanda Hopkinson

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What is the effect of the metaphor in the sentence below from paragraph 4?

"Only, at the time, the prestige attached to the journey was such that those who did not leave attempted to justify themselves by discrediting those who did—the long-suffering sippers who had found themselves obliged to swallow the salty caviar of exile."

(A) It shows that the safety of exile was small compared to the costs.

(B) It shows that exile was not a pleasant experience.

(C) It shows that exile was only for special occasions and for those who were wealthy.

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STUDENT NAME SCHOOL NAME Form 152 Item 48 of 53

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(A) It shows that the safety of exile was small compared to the costs.

(B) It shows that exile was not a pleasant experience.

(C) It shows that exile was only for special occasions and for those who were wealthy.

(D) It emphasizes how those individuals who were exiled were ridiculed by those who were not.

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Excerpt from *To the Person Leaving* by Alicia Dujovne Ortiz, translated by Amanda Hopkins

I have emigrated three times in my life. In 1978, I emigrated from Argentina to come to France, because a military dictatorship had taken hold in my country. In 1999, I emigrated from France, where I'd lived for twenty years, in order to return to Argentina, because I missed it so much. And in 2002, I emigrated from Argentina to return to France, because a financial dictatorship had taken hold in my country. This triple experience of emigration from one side of the planet to the other permitted me to compare the two. The Argentines now leaving are not the same as those who left earlier. The earlier émigrés discussed matters as if they understood them. Today's maintain only a perplexed silence.

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What is the effect of the phrase below from paragraph 4 on the overall selection?

"the long-suffering sippers who had found themselves obliged to swallow the salty caviar of exile."

- (A) The allegory demonstrates the perceived importance of some of the people who left.
- (B) The simile exemplifies the repeated use of figurative language as a rhetorical device.
- (C) The metaphor illustrates the idea that some of the people who left savored their special kind of suffering.

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Excerpt from *To the Person Leaving* by Alicia Dujovne Ortiz, translated by Amanda Hopkins

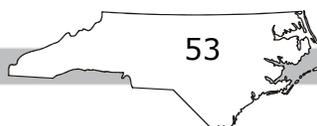
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"the long-suffering sippers who had found themselves obliged to swallow the salty caviar of exile."

- (A) The allegory demonstrates the perceived importance of some of the people who left.
- (B) The simile exemplifies the repeated use of figurative language as a rhetorical device.
- (C) The metaphor illustrates the idea that some of the people who left savored their special kind of suffering.
- (D) The alliteration signals and emphasizes a place deserving special attention from the reader.

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STUDENT NAME SCHOOL NAME Form 152 Item 50 of 53

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Excerpt from *To the Person Leaving* by Alicia Dujovne Ortiz, translated by Amanda Hopkinson

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What is the purpose of the figurative language in the sentence below from the last paragraph?

"In 2002, the difference between those who left and those who stayed no longer attracted capital letters (for we live in a lowercase era, without great pretensions)."

(A) The description of the two eras demonstrates the author's ironic tone while differentiating the change in perception between the time periods.

(B) The description of the two eras shows the importance of language to the author.

(C) The description of the two eras eliminates the possibility that the two time periods were similar in any way.

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(C) The description of the two eras eliminates the possibility that the two time periods were similar in any way.

(D) The description alludes to previous use of analogies and metaphors by the author which demonstrates the similarity between the two time periods.

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Which statement describes the connection between the selection and the oxymoron "both at the same time"?

- (A) The division between the two groups is not as distinct in the more recent, financial crisis as it was during the dictatorship.
- (B) Many of those who stayed, as well as those who left, lost their homes and were exiles.
- (C) Those who left had the freedom to protest, while those who stayed were afraid to protest.
- (D) The author criticizes Argentina, despite her immigration during turbulent times.

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Excerpt from *To the Person Leaving* by Alicia Dujovne Ortiz, translated by Amanda Hopkinson

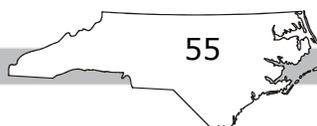
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What can be inferred from the author's focus on Argentina's troubled past and present situation?

- A The people who have left Argentina are better off than those who stayed.
- B The people who have stayed in Argentina are better off than those who left.
- C The Argentinian people as a whole have lost any sense of security.
- D The leaders of Argentina have made life intolerable for all Argentinian citizens.

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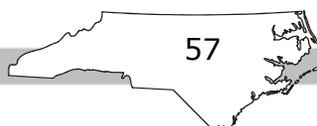
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In the excerpt from *To the Person Leaving*, why does the author choose to end the selection with a rhetorical question? Use examples to support your answer.

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