

HIGH SCHOOL ENGLISH



QUESTION CATALOGUE

English

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1. Spelling**1. Double Letter**

Base your answers to questions **19** through **6019** on the following groups of words. Only one of the words is misspelled. Correctly spell the misspelled word on your answer sheet.

19. saboteur
renovate
irresponsible
superintendency
gruesome
irresponsible

24. agregate
fatality
necessity
glacial
partisanship
aggregate

64. seizing
bureaucracy
accomodation
vaccinate
acreage
accommodation

100. entitled
mantle
analyst
pastime
pursuing
entitled

101. minstrel
commentary
blossoming
appology
innumerable
apology

103. disclininate
syndicate
greeness
aeronautics
accumulate
greenness

140. allegiance
proffessor
unbecoming
snobbery
perennial
professor

142. suddenness
chronicle
skittish
helicopter
illogical
illogical

145. manually
flippant
occasional
adjournment
stratosphere
manually

183. juvenile
ommitted
accusation
vinegar
ellipse
omitted

223. midget
baptize
drapery
definitive
chosing
choosing

228. handicaped
artificial
disadvantageous
attorneys
pennant
handicapped

263. maintenance
undoubtedly
budgeting
beautifuly
promissory
beautifully

269. sophisticated
underrate
piteous
appologetic
delicacy
apologetic

271. customer
analyses
parcel
exceedingly
statute
exceedingly

Base your answers to questions **2556** through **2565** on the passage your teacher will read to you.<speak>[The following passage has been adapted from a speech given by Adlai E. Stevenson at a university.]

It would be presumptuous, and out of character, for me to lecture you about your spirit. That, I must leave to wiser and better people. But perhaps you'll forgive me if I draw on what experiences I have had. I wish to say a word about the intelligence and experience you will need for good judgment and good sense.

Don't be afraid to learn; to read, to study, to work, to try to know, because at the very best, you can know very little. And don't, above all things, be afraid to think for yourself. In my judgment, nothing has been more disheartening about the contemporary scene during the last several years in America than the growth of the popularity of unreason and of anti-intellectualism. One thinks of those chanting, screaming crowds that walked over precipices in Germany – and not so long ago. The conformists abominate thought. Thinking implies disagreement and disagreement implies nonconformity and nonconformity implies heresy and heresy implies disloyalty. So, obviously, thinking must be stopped. This is the routine. But I say to you that yelling is not a substitute for thinking and I say to you that reason is not the subversion but the salvation of freedom. Don't be afraid of unpopular positions, of driving upstream. All progress has resulted from people who took unpopular positions. All change is the result of a change in the contemporary state of mind. Don't be afraid of being out of tune with your environment, and above all, pray that you are not afraid to live, to live hard and fast. To my way of thinking, it is not the years in your life but the life in your years that counts in the long run. You'll have more fun, you'll do more, and you'll get more. You'll give more satisfaction the more you know, the more you have worked, and the more you have lived. For yours is a great adventure at a stirring time in the history of humanity.

"University" is a proud, a noble, an ancient word. Around it cluster all the values and the traditions which civilized people have for centuries prized most highly. The idea which underlies any university is greater than any of its physical manifestations; its classrooms, its laboratories, its clubs, its athletic plant, even the particular groups of faculty and students who make up its human element as of any given time. What is this idea? It is that the highest condition of humans in this mysterious universe is the freedom of the spirit. And it is only truth that can set the spirit free.</speak>

2556. The speaker implies that dedicated study and application can lead to
(1) learning right from wrong (3) being a financial success
(2) **knowing only a little** (4) succeeding in the political world
2557. By referring to events in Germany, the speaker supports his plea to his audience to
(1) **think independently** (3) follow the call for anti-intellectualism
(2) help those who are less fortunate (4) join the establishment
2558. The speaker warns the complete conformist to beware of
(1) economic failure (2) mental instability (3) **self-destruction** (4) popular disapproval
2559. According to the speaker, which group poses a danger to contemporary democratic society?
(1) subversives (2) intellectuals (3) traditionalists (4) **conformists**
2560. Although the speaker disagrees with the idea, he indicates that some individuals identify disloyalty with
(1) chanting and screaming (2) seeking adventure (3) **thinking independently** (4) anti-intellectualism
2561. The speaker indicates his belief that freedom can best be saved by
(1) **reason** (2) equality before the law (3) total nonconformity (4) popular causes
2562. The speaker uses the phrase "of driving upstream" suggest
(1) a sameness of thought (2) an undirected action (3) a definite approach (4) **an unpopular position**
2563. The speaker thinks that progress has always been made by those who
(1) **do not conform** (2) work well with others (3) follow basic principles (4) ignore experience
2564. The speaker describes the audience's era as one which is
(1) bewildering (2) **stirring** (3) satisfying (4) unknowing
2565. According to the speaker, what should each member of the audience seek?
(1) recognition (2) good health (3) contentment (4) **truth**
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1. One Passage with MC Questions

1. Tested in the 80's

Base your answers to questions 2735 through 2740 on the following passage:

Mist continues to obscure the horizon, but above us the sky is suddenly awash with lavender light. At once the geese respond. Now, as well as their cries, a beating roar roils across the water as if five thousand housewives have taken it into their heads to shake out blankets all at one time. Ten thousand housewives.

5 It keeps up-the invisible rhythmic beating of all those goose wings-for what seems a long time, Even Lonnie is held motionless with suspense.

Then the geese begin to rise. One, two, three hundred-then a thousand at a time-in long horizontal lines that unfurl like pennants across the sky. The horizon actually darkens as they pass, It goes on and on like that, flock after flock,
10 for three or four minutes, each new contingent announcing its ascent with an accelerating roar of cries and wingbeats. Then gradually the intervals between flights become longer. I think the spectacle is over, until yet another flock lifts up, following the others in a gradual turn toward the northeastern quadrant of the refuge.

15 Finally the sun emerges from the mist; the mist itself thins a little, uncovering the black line of willows on the impoundment's other side. I remember to close my mouth-which has been open for some time-and inadvertently shut two or three mosquitoes inside. Only a few straggling geese oar their way across the sun's red surface. Lonnie wears an exasperated, proprietary expression, as if he
20 had produced and directed the show himself and had just received a bad review. "It would have been better with more light," he says; "I can't always guarantee just when they'll start moving." I assure him I thought it was a fantastic sight. "Well," he rumbles, "I guess it wasn't too bad."

-ID. C. Schueler

2735. The tone of this passage is conveyed mainly through

- (1) thoughts (2) dialogue (3) contrast (4) **sense images**

2736. In the descriptive phrase, "shake out blankets all at one time" (line 4), the author is appealing chiefly to the reader's

- (1) **hearing** (2) sight (3) emotions (4) thoughts

2737. The mood created by the author is one of

- (1) tranquility (2) **excitement** (3) sadness (4) bewilderment

2738. In line 16, "impoundment" is actually the

- (1) geese's coop (2) observer's post (3) **wildlife preserve** (4) hunter's shooting range

2739. The main idea expressed by the author about the geese is that they

- (1) **are spectacular to watch** (2) are unpredictable (3) disturb the environment (4) produce a lot of noise

2740. Judging from this passage, the reader can conclude that

- (1) the speaker dislikes nature's inconveniences (3) **Lonnie has had the experience before**
(2) the geese's timing is predictable (4) both observers are hunters

1. Composition Using Works of Literature

1. Tested in the 1980's

2857. Write a well-organized essay of about 200-250 words on the following:

Often in literature, situations reach a “point of no return,” a point after which the life of a character in the work can never be the same. From the novels, full-length plays, and biographies you have read, select two in which a point of no return exists. Describe this turning point and explain why the characters can never resume life as it was before. Use specific references. Give titles and authors.

2858. Write a well-organized essay of about 250 words on the following:

Imagine that characters from short stories will be interviewed on a TV show. Choose four characters, each from a different short story, that you would like to see interviewed. For each character:

Explain why you would choose that character.

Point out the importance of the character in the story in which he or she appears.

Indicate two or three questions you would like the interviewer to ask each character.

Give titles and authors.

2922. Write a well-organized essay of about 200-250 words on the following:

From among the novels, full-length plays, and books of true experience you have read, choose two prominent characters, each from a different work, who change significantly. For each character:

Discuss at least one major change which *occurs*.

By making specific references to the work, indicate what reasons the author provides to explain each change.

State why you feel the change is believable or not.

Give titles and authors.

2923. People can experience loneliness when they live alone, but they can also be lonely if their ideas, feelings, or circumstances are different from those around them. From the short stories and poems you have read, choose four selections that deal with loneliness. For each work, show by specific references in what way the central character is lonely and explain how he or she deals with that loneliness. Give titles and authors.

3042. Write a well-organized essay of about 200-250 words on the following:

Imagery and symbolist are devices which authors frequently employ. From the poems, short stories, essays; or one-act plays you have read, choose four in which an image or symbol is effectively used. Using specific references, describe an image or symbol in *each* selection and explain how it works in the context of the selection as a whole. Give titles and authors.

2977. Write a well-organized essay of about 200-250 words on the following:

Although we usually associate bravery with physical combat, we realize that it can take *many* different forms. Novelists and playwrights often place characters in situations which require unusual kinds of bravery. From the novels and full length plays you have read, choose two. Select one character from each work who demonstrates an unusual kind of bravery. By specific references, show the situation in each work which requires bravery and also show the way in which each character displays bravery. Give titles and authors.

2978. Write a well-organized essay of about 200-250 words on the following:

Writers sometimes confront the reader with unexpected events. Sometimes these events are believable and sometimes they are not. From the short stories, one-act plays, poems, and essays you have read, choose four works. For each work, describe the unexpected event that plays an important part in the plot. By using specific examples, indicate why the events do or do not seem believable under the circumstances. Give titles and authors.

3041. Write a well-organized essay of about 200-250 words on the following:

Many authors deal with a special relationship between members of the older and younger generations. From the novels, plays, or short stories you have read, choose two in which there a special relationship between members of different generations. For *each* work, identify the two characters, and, using specific references, describe their relationship and explain how the relationship *benefits* one or both of the characters or how it harms one or both of the characters. Give titles and authors.

3043. Write a well-organized essay of about 250-300 words on the following:

Many places can be very different at two distinctly different times. Think of such a place that is familiar to you. Write a 250-300-word composition in which you describe this place at two distinctly different times. Include vivid details that point up the differences. You may, for example, describe a place you knew as a child and revisited as a young adult, a familiar street during rush hour and early in the morning, or a beach in summer and in winter. You may use these suggestions or you may use your own ideas provided you keep to the assigned topic.