
Tennessee Comprehensive Assessment Program
TCAP

TNReady — English II Part II

PRACTICE TEST

Student Name

Teacher Name



Tennessee Department of Education

Directions

This Practice Test contains several types of questions. The following samples show the types of test questions used. For all items, circle the correct answer(s).

Sample A: Multiple-choice (one correct response)

What does the author mean by Maria’s “radiant personality” in paragraph 4?

- A. She is organized.
- B. She is a hard worker.
- C. She is outgoing and likable.
- D. She is tired and sleepy.

Sample B: Multiple-select (multiple correct responses)

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

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

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

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

Read the passage and answer the questions that follow.

The State Quarters Program

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

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

Part A

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

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

Part B

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

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

Sample D: Editing Task

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

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

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

Replace disintegrate, caused with

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

Answers to Sample Questions											
A	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		C	Part A	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
B	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>		Part B	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
					Select two						
D	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>							

Read the passages and circle the answers for Numbers 1 through 7.

Passage 1
from *The Picture of Dorian Gray*

by Oscar Wilde

Dorian Gray is young aristocrat whose exceptional good looks inspire an artist, Basil Hallward, to paint a portrait of him.

- 1 The studio was filled with the rich odour of roses, and when the light summer wind stirred amidst the trees of the garden, there came through the open door the heavy scent of the lilac, or the more delicate perfume of the pink-flowering thorn. . . .
- 2 In the centre of the room, clamped to an upright easel, stood the full-length portrait of a young man of extraordinary personal beauty, and in front of it, some little distance away, was sitting the artist himself, Basil Hallward, whose sudden disappearance some years ago caused, at the time, such public excitement and gave rise to so many strange conjectures.
- 3 As the painter looked at the gracious and comely form he had so skillfully mirrored in his art, a smile of pleasure passed across his face, and seemed about to linger there. But he suddenly started up, and closing his eyes, placed his fingers upon the lids, as though he sought to imprison within his brain some curious dream from which he feared he might awake.
- 4 "It is your best work, Basil, the best thing you have ever done," said Lord Henry languidly. "You must certainly send it next year to the Grosvenor.¹ The Academy² is too large and too vulgar. Whenever I have gone there, there have been either so many people that I have not been able to see the pictures, which was dreadful, or so many pictures that I have not been able to see the people, which was worse. The Grosvenor is really the only place."
- 5 "I don't think I shall send it anywhere," he answered, tossing his head back in that odd way that used to make his friends laugh at him at Oxford. "No, I won't send it anywhere."
- 6 Lord Henry elevated his eyebrows and looked at him in amazement through the thin blue wreaths of smoke that curled up in such fanciful whorls from his . . . cigarette. "Not send it anywhere? My dear fellow, why? Have you any reason? What odd chaps you painters are! You do anything in the world to gain a reputation. As soon as you have one, you seem to want to throw it away. It is silly of you, for there is only one thing in the world worse than being talked

¹ **the Grosvenor:** famous London art gallery

² **the Academy:** the Royal Academy of Arts, in London

about, and that is not being talked about. A portrait like this would set you far above all the young men in England, and make the old men quite jealous, if old men are ever capable of any emotion.”

- 7 “I know you will laugh at me,” he replied, “but I really can’t exhibit it. I have put too much of myself into it.”

Excerpt from *The Picture of Dorian Gray* by Oscar Wilde. In the public domain.

Passage 2 from *Frankenstein*

by Mary Shelley

As a student of medicine, Victor Frankenstein tirelessly pursues his passion to be a creator, to shape a being and give it the spark of life.

- 8 It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.
- 9 How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white³ sockets in which they were set, his shrivelled complexion and straight black lips.
- 10 The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing⁴ my bed-chamber, unable to compose my mind to sleep. . . .

Excerpt from *Frankenstein* by Mary Shelley. In the public domain.

³ **dun-white:** a grayish color

⁴ **traversing:** moving across or through

1. Which is a central idea of passage 1?
 - A. The artist Basil Hallward is so entranced with a portrait he has painted that he does not want to put it on public display.
 - B. Lord Henry, a patron of the arts, tries to persuade the artist Basil Hallward to change the gallery he works with.
 - C. Basil Hallward's earlier disappearance from London had caused a great deal of excitement in the city.
 - D. Basil Hallward risks his professional reputation by insisting that his work not be displayed.

2. How do Lord Henry's feelings toward Basil Hallward change by the end of passage 1?
 - A. from jealousy to pity
 - B. from admiration to confusion
 - C. from disinterest to wonder
 - D. from concern to hope

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

Part A

Which **best** expresses a central idea of passage 2?

- A. A scientist suffers delusions from long periods of solitude.
- B. A creator feels an unexpected revulsion for his creation.
- C. An ordinary man represses his human emotions in a sterile, scientific environment.
- D. An inventor persists in pursuing his goal despite criticism from peers.

Part B

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

- A. "With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet."
- B. "His limbs were in proportion, and I had selected his features as beautiful."
- C. "The different accidents of life are not so changeable as the feelings of human nature."
- D. "I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart."

4. What do the main characters in the two passages have in common?
- A. They both feel disappointment in a creation.
 - B. They both desire to create an object of beauty.
 - C. They both feel a sense of satisfaction about a creation.
 - D. They both desire to maintain a respectable reputation.
5. The following item has two parts. Answer Part A and then answer Part B.

Part A

In passage 2, which characterizes the narrator's reaction to his creation?

- A. He is surprised that his feelings about his creation have changed so quickly.
- B. Regardless of his horror, he remains proud of his accomplishment.
- C. In spite of himself, he feels loyal to his creature.
- D. He realizes that he has sacrificed companionship for his creation.

Part B

Select the phrase that **best** supports the correct answer in Part A.

- A. "The different accidents of life are not so changeable"
- B. "I had worked hard for nearly two years"
- C. "the sole purpose of infusing life into an inanimate body"
- D. "I had deprived myself of rest and health"
- E. "the beauty of the dream vanished"
- F. "disgust filled my heart"
- G. "I rushed out of the room and continued a long time traversing my bed-chamber"

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

Part A

What is the meaning of inanimate as used in paragraph 10?

- A. gruesome
- B. motionless
- C. unsophisticated
- D. unemotional

Part B

Select the detail that helps the reader interpret the meaning of inanimate.

- A. "accidents of life"
- B. "feelings of human nature"
- C. "infusing life into"
- D. "exceeded moderation"
- E. "breathless horror and disgust"

7. Select **two** central ideas shared by **both** passages.

- A. The creators are selfishly unwilling to share their creation with others.
- B. The process of creating can have unsettling results.
- C. The process of creation is a solitary occupation.
- D. The creators lack self-confidence.
- E. The creators have an obsession with their creations.
- F. The process of creation is more important than the creation itself.

Read the passage and circle the answers for Numbers 8 through 14.

from *The Story of the Pony Express*

by Glenn Danford Bradley

- 1** Time to go! Everybody back! A pause of seconds, and a cannon booms in the distance—the starting signal. The rider leaps to his saddle and starts. In less than a minute he is at the post office where the letter pouch, square in shape with four padlocked pockets, is awaiting him. Dismounting only long enough for this pouch to be thrown over his saddle, he again springs to his place and is gone. A short sprint and he has reached the Missouri River wharf. A ferry boat under a full head of steam is waiting. With scarcely checked speed, the horse thunders onto the deck of the craft. A rumbling of machinery, the jangle of a bell, the sharp toot of a whistle and the boat has swung clear and is headed straight for the opposite shore. The crowd behind breaks into tumultuous applause. Some scream themselves hoarse; others are strangely silent; and some—strong men—are moved to tears. . . .
- 2** The managers of the Central Overland, California and Pike’s Peak Express Company had laid their plans well. Horses and riders for fresh relays, together with station agents and helpers, were ready and waiting at the appointed places, ten or fifteen miles apart over the entire course. There was no guesswork or delay.
- 3** After crossing the Missouri River, out of St. Joseph, the official route of the west-bound Pony Express ran at first west and south through Kansas to Kennekuk; then northwest, across the Kickapoo Indian reservation, to Granada, Log Chain, Seneca, Ash Point, Guittards, Marysville, and Hollenberg. Here the valley of the Little Blue River was followed, still in a northwest direction. The trail crossed into Nebraska near Rock Creek and pushed on through Big Sandy and Liberty Farm, to Thirty-two-mile Creek. From thence it passed over the prairie divide to the Platte River, the valley of which was followed to Fort Kearney. This route had already been made famous by the Mormons when they journeyed to Utah in 1847. It had also been followed by many of the California gold-seekers in 1848–49 and by Gen. Albert Sidney Johnston and his army when they marched west from Fort Leavenworth to suppress the “Mormon War” of 1857–58. . . .
- 4** A large part of this route traversed the wildest regions of the Continent. Along the entire course there were but four military posts and they were strung along at intervals of from two hundred and fifty to three hundred and fifty miles from each other. Over most of the journey there were only small way stations to break the awful monotony. Topographically, the trail covered nearly six hundred miles of rolling prairie, intersected here and there by streams fringed with timber. The nature of the mountainous regions, the deserts, and alkali

plains as avenues of horseback travel is well understood. Throughout these areas the men and horses had to endure such risks as rocky chasms, snow slides, and treacherous streams, as well as storms of sand and snow. The worst part of the journey lay between Salt Lake City and Sacramento, where for several hundred miles the route ran through a desert, much of it a bed of alkali dust where no living creature could long survive. It was not merely these dangers of dire exposure and privation that threatened, for wherever the country permitted of human life, Indians abounded. From the Platte River valley westward, the old route sped over by the Pony Express is today substantially that of the Union Pacific and Southern Pacific Railroads.

- 5** In California, the region most benefited by the express, the opening of the line was likewise awaited with the keenest anticipation. Of course there had been at the outset a few dissenting opinions, the gist of the opposing sentiment being that the Indians would make the operation of the route impossible. One newspaper went so far as to say that it was "Simply inviting slaughter upon all the foolhardy young men who had been engaged as riders." But the California spirit would not back down. A vast majority of the people favored the enterprise and clamored for it; and before the express had been long in operation, all classes were united in the conviction that they could not do without it.
- 6** At San Francisco and Sacramento, then the two most important towns in the far West, great preparations were made to celebrate the first outgoing and incoming mails. On April 3rd, at the same hour the express started from St. Joseph, the eastbound mail was placed on board a steamer at San Francisco and sent up the river, accompanied by an enthusiastic delegation of business men. On the arrival of the pouch and its escort at Sacramento, the capital city, they were greeted with the blare of bands, the firing of guns, and the clanging of gongs. Flags were unfurled and floral decorations lined the streets. . . .

Excerpt from *The Story of the Pony Express* by Glenn Danford Bradley. In the public domain.

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

Part A

What is the relationship between the central ideas in paragraph 1 and paragraph 6?

- A. They both describe the spirit embodied by the Pony Express riders.
- B. They both emphasize the speed and expertise of the riders.
- C. They describe the excitement of citizens at both ends of the route.
- D. They stress that the riders were experts at traveling on water as well as on land.

Part B

Select the detail from **each** paragraph that supports the correct answer in Part A.

Paragraph 1

- A. "A pause of seconds, and a cannon booms in the distance"
- B. "The rider leaps to his saddle and starts."
- C. "A ferry boat under a full head of steam is waiting."
- D. "the boat has swung clear and is headed straight for the opposite shore"
- E. "The crowd behind breaks into tumultuous applause."

Paragraph 6

- F. "the two most important towns in the far West"
- G. "the first outgoing and incoming mails"
- H. "the eastbound mail was placed on board a steamer at San Francisco"
- I. "accompanied by an enthusiastic delegation of business men"

9. How has the author ordered the ideas in the text?
- A. from general to specific
 - B. from least important to most important
 - C. geographically, moving from east to west
 - D. chronologically, from the first event that occurred to the last
10. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the relationship between paragraph 1 and paragraph 2?

- A. Paragraph 1 presents the causes of the effect presented in paragraph 2.
- B. Paragraph 2 offers specific evidence to support the claims made in paragraph 1.
- C. Paragraph 1 offers specific evidence to support the claims in paragraph 2.
- D. Paragraph 2 makes new claims, adding to those made in paragraph 1.

Part B

Select **two** claims in this section of the passage.

- A. "The rider leaps to his saddle and starts. In less than a minute he is at the post office where the letter pouch, square in shape with four padlocked pockets, is awaiting him."
- B. "A ferry boat under a full head of steam is waiting. With scarcely checked speed, the horse thunders onto the deck of the craft."
- C. "Some scream themselves hoarse; others are strangely silent; and some—strong men—are moved to tears. . . ."
- D. "The managers of the Central Overland, California and Pike's Peak Express Company had laid their plans well."
- E. "There was no guesswork or delay."

11. What does the word dissenting mean as it is used in paragraph 5?
- A. disrespectful
 - B. sophisticated
 - C. disagreeing
 - D. responding
12. The following item has two parts. Answer Part A and then answer Part B.

Part A

What is the relationship between paragraph 4 and paragraph 5?

- A. Paragraph 4 gives supporting details to explain why many Californians planned to use the Pony Express.
- B. Paragraph 4 gives supporting details to explain how organized the entire Pony Express system turned out to be.
- C. Paragraph 4 gives supporting details to explain why Californians had conflicting points of view about the enterprise.
- D. Paragraph 4 gives supporting details to explain why Californians were united in their belief that the enterprise was a good thing for their state.

Part B

Select the detail that **best** supports the correct answer in Part A.

- A. "the opening of the line was likewise awaited with the keenest anticipation"
- B. "there had been at the outset a few dissenting opinions"
- C. "But the California spirit would not back down"
- D. "A vast majority of the people favored the enterprise and clamored for it"
- E. "all classes were united in the conviction that they could not do without it"

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

Part A

What does the word privation mean as it is used in paragraph 4?

- A. division
- B. hardship
- C. isolation
- D. stamina

Part B

Select the detail that is **most** useful in determining the answer to Part A.

- A. "four military posts and they were strung along at intervals"
 - B. "only small way stations"
 - C. "six hundred miles of rolling prairie"
 - D. "The nature of the mountainous regions, the deserts, and alkali plains as avenues of horseback travel is well understood."
 - E. "where no living creature could long survive"
 - F. "wherever the country permitted of human life"
14. What is a central idea of the text?
- A. The Pony Express was the first mail delivery system in the United States.
 - B. The Pony Express, despite meeting with some early criticism, became a showcase for American ingenuity.
 - C. The Pony Express, despite the dangers its riders faced, was welcomed by the people of the West as an important addition to their lives.
 - D. The Pony Express was a contributing factor in the increasingly poor relations between Western settlers and Plains Indians.

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

Gardens, both public and private, provide space for relaxation and pleasure. Many people enjoy seeing beautiful gardens, with their manicured, green lawns, bright floral displays, and paths that are both winding and made of stone. Fewer people understand the time and effort necessary to make such pleasing spaces, especially spaces with difficult growing conditions.

Garden design must take several important factors into consideration, light, color, seasonal interest, and soil quality. If the area to be planted is sunny, the plant choices are abundant, however if there is more shade, the plant pool shrinks. Even so, there is a wide variety of colorful shade-loving plants available to produce a beautiful garden.

Gardeners working with the right plants, adding nutrients to the soil, and bloom times can ensure that their garden is lovely to look at for most months of the year. Because shade plants usually produce fewer showy blooms, grouping plants with a variety of leaf types and colors is crucial in adding visual interest. Great gardeners, those whom often do their best work in the most challenging situations, know that shady spots are ideal places to locate water elements which can include a small waterfall, an artificial stream, or an inky black reflecting pool.

While colorful gardens which are filling with blooming flowers are delightful, true garden lovers know that nothing is as soothing as finding a cool, shaded nook on a summer day. There one can sit on a mossy bench and listen to the sound of water gently spilling into a small pool.

- 15.** Replace paths that are both winding and made of stone. with
- A.** made-of-stone winding paths.
 - B.** winding stone paths.
 - C.** stone paths that are winding.
 - D.** stone and winding paths.

- 16.** Replace into consideration, light, color, with
- A.** into consideration, light, color,
 - B.** into consideration; light, color,
 - C.** into consideration, light: color,
 - D.** into consideration: light, color,
- 17.** Replace abundant, however if with
- A.** abundant, however, if
 - B.** abundant; however, if
 - C.** abundant: however, if
 - D.** abundant, however; if
- 18.** Replace and bloom times with
- A.** and bloom times
 - B.** and with thought to blooming times
 - C.** and considering bloom times in their planting
 - D.** and to bloom times
- 19.** Replace those whom often do their best work with
- A.** those whom often do their best work
 - B.** those who often do their best work
 - C.** who often do their best work
 - D.** who are often doing their best work

- 20.** Replace elements which can include with
- A.** elements which can include
 - B.** elements, which can include,
 - C.** elements, which can include
 - D.** elements; which can include
- 21.** Replace which are filling with blooming flowers with
- A.** which are filling with blooming flowers
 - B.** filled with blooming flowers
 - C.** filling with blooming flowers
 - D.** which are filling blooming flowers