

English

Question Sampler



**Standard
Paper**



Aspire
ACT

P L U S

Student Name _____ Proctor Name _____

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English Question Sampler

Directions

This question sampler allows students to experience the types of items presented on the Utah Aspire Plus assessment. Items on the question sampler may not be representative of the level of content knowledge presented in the assessment. The question sampler should not be used to measure students' content knowledge.

This question sampler asks questions about writing in English. Some questions are based on short passages. Read each passage before you answer the questions.

Multiple-choice questions:

- Read the question and then choose the best answer from the answer choices given.
- Some questions refer to specific text. In many cases, you will be given alternatives for this text. Choose the best alternative. If you think the original text is best, choose "NO CHANGE."
- Some questions ask about a section of the passage or about the passage as a whole. Sometimes, the paragraphs or the sentences of a paragraph will be numbered and referred to in these questions.
- If you decide to change your answer, erase your first mark completely.
- It is best to mark an answer for every question even if you are not sure which answer is correct.

Text Entry Questions:

- Write your entire answer inside the box that goes with the question.
- Use your best handwriting as your answers will be entered online by a test administrator.

Please note:

- Any writing in your question sampler booklet will NOT be scored. Your answers in the booklet will be entered online by a test administrator.
- Begin working on the question sampler when you are told to do so.

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Pottery in Motion

The adobe walls of the pottery workshop emitted a cool stillness that contrasted sharply with the heat of the afternoon's red sun. Handwoven tapestries were displayed prominently throughout the room.¹ Cora greeted me warmly when I arrived ¹ for my lesson.

Therefore,² she had prepared the clay. Now she threw a slab of it on the potter's wheel. Setting the wheel in motion with her foot, she centered the clay and molded it into the shape of a beehive. After opening up the center of the clay with her thumbs, her fingers formed it into a low, thick-walled bowl. She raised the sides into a cylinder and slimmed them by exerting pressure with her hands from both inside and outside.

Entranced by the whirling motion of the wheel, I watched with awe as the clay was transformed into an earthenware vase by Cora's artistry. When she was finally satisfied with its delicate shape, she used her small knife to trim away the excess clay, and then she removed the vase for drying.

She pointed to a shelf lined with glass jars and told me to choose the glaze. But the glaze also had

1. At this point, the writer wants to emphasize the pleasing effect of the tapestries in Cora's workshop. Which choice best accomplishes that goal?
 - (A) NO CHANGE
 - (B) had been hung on the walls as decorations.
 - (C) adorned the walls with a multicolored elegance.
 - (D) covered the walls completely.
2.
 - (A) NO CHANGE
 - (B) However,
 - (C) Earlier,
 - (D) Thus,

an almost magical property that would loan the drab clay surface a shimmering quality. I knew that the glaze would waterproof the vase and abbreviate problems with germs and odors. Without hesitation, I chose a cobalt blue shade that reminded me of the color of the evening sky. After the vase was dry, I studied Cora as she applied the glaze with even strokes and then placed it next to ³ other pieces that would be fired in the kiln.

Later, the afternoon dust scattered as the well-worn wheels of an ancient tour bus ⁴ squeaked to a stop in front of the studio. A small group of tourists entered the workshop, reminding me that it was time to go. Filled with eagerness, anticipating ⁵ the next lesson, when I would be the one to control ⁵ the potter's wheel.

3. (A) NO CHANGE
(B) the vase
(C) them
(D) each
4. (A) NO CHANGE
(B) wheels, of an ancient tour bus,
(C) wheels of an ancient, tour bus
(D) wheels of an ancient tour bus,
5. (A) NO CHANGE
(B) anticipating my future lessons,
(C) I anticipated the next lesson,
(D) future lessons anticipated,

Cycling About

[1]

In 1817, Baron von Drais of Germany, tired of walking, tried to come up with an easier way to explore his expansive gardens. He attached two equal-sized wooden wheels to a wooden plank and connected the front wheel to a bar for steering. [A] The baron propelled the device by straddling the plank and running his feet along the ground. While⁶ this *Laufmaschine* (running machine), as von Drais called it, was uncomfortable to ride and nearly impossible to steer. Even so, it inspired the public of transportation a new two-wheeled means to imagine—and encouraged inventors to create just that.

6. (A) NO CHANGE
(B) Regardless of whether this
(C) Considering that this
(D) This

[2]

By the 1860s, French craftsman Pierre⁷ Michaux, had designed a bicycle-like machine that featured⁷ a lightweight iron frame and pedals. But it was not perfect. Called the *vélocipède* or fast foot it became popularly known⁸ as the “boneshaker.” Its stiff, hardwood wheels made for a jarring ride on bumpy cobblestone roads. Only the strongest men could navigate the boneshaker—and even they had to ride slowly. [B]

7. (A) NO CHANGE
(B) craftsman, Pierre Michaux,
(C) craftsman, Pierre Michaux
(D) craftsman Pierre Michaux
8. (A) NO CHANGE
(B) referred
(C) called
(D) said

[3]

Hoping to provide the public a faster, smoother ride, English manufacturers in the 1870s introduced the “high-wheel” bicycle. It included a huge front wheel paired with a tiny back wheel, both with cushiony rubber tires. [C] The problem, though, was that riders had to sit perched high up on these bicycles, creating a dangerous tipping hazard. Most people—with the exception of daring young men—didn’t ride the high-wheel.

[4]

Not until the 1890s, after attempts to make high-wheel bicycles safer had failed, were “safety” bicycles introduced in Europe and the United States. These models varied significantly in price.⁹ American suffragist Susan B. Anthony called the safety the “freedom machine.” [D] Finally, almost everyone could move about with ease on a bicycle—and they did.

9. Given that all the choices are accurate, which one provides the most relevant information at this point in the essay?
- Ⓐ NO CHANGE
 - Ⓑ had two equal-sized wheels, inflatable rubber tires, reliable brakes, and frames that allowed men, women, and children to ride comfortably.
 - Ⓒ led to the formation of groups and clubs such as the League of American Wheelmen (today called the League of American Bicyclists).
 - Ⓓ were made and sold even though many roads were still unpaved and difficult to ride on.

10. The writer is considering adding the following sentence to the essay:

The incredibly large front wheel allowed riders to travel farther and faster with only one rotation of the pedals.

If the writer were to add this sentence, it would most logically be placed at:

- Ⓐ Point A in Paragraph 1
- Ⓑ Point B in Paragraph 2
- Ⓒ Point C in Paragraph 3
- Ⓓ Point D in Paragraph 4

11. There are five underlines in the passage to show which word or phrase may be incorrect. For each underline, write the correction in the box that follows it.

Have you ever wondered how a relatively thin sleeping bag, jacket, or

if you have a comforter

filled with down can be so warm? Down feathers are the light, soft feathers

that they find

beneath

the tougher exterior feathers of birds. Their loose structure allows them to trap air, and this insulation keeps the bird warm. In the same way, humans use down as insulation in many everyday products that keep us warm.

People have been using down feathers in this way since

centuries. Though feathers from a

variety of species of birds were used in the past;

the most common source today is the domestic goose. Most of the supply comes from China, while the rest mostly originates in Europe and Canada.

How do you know whether your jacket or pillow is actually lined with down? The Federal Trade Commission, which promotes consumer protection, mandates that products labeled “100% Down” must contain nothing but down feathers. If you just see “Down” on the label, this indicates there is a mixture of both fiber and

feathers;

a label of “Goose Down”

signifies a composition of at least 90% goose feathers.



Pearson



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