

Example Items

English IV

English IV Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of the [Assessment website](https://assessment.dallasisd.org): <https://assessment.dallasisd.org>.

OR

(2) To submit directly, click “Example Feedback – online form” **after** you click the Example Items link under ACP Resources on the ACP tab on the [Assessment website](#).

First Semester
2020–2021
Code #: 2121

EXAMPLE ITEMS English IV, Sem 1



Read the selection and choose the best answer for each question.

Adapted from **Dead Men's Path**
by Chinua Achebe

- 1 Michael Obi's ambitious hopes were fulfilled significantly earlier than he had originally expected. He was appointed headmaster of Ndume Central School in January, 1949. It, historically, had always been an incredibly unprogressive school in an incredibly unprogressive region, so the Mission authorities decided to designate a young and energetic man to administer it. Obi accepted this tremendous responsibility with enthusiasm; he had many wonderful ideas, and this was an exceptional opportunity to put them into practice. He had had sound secondary school education which designated him a "pivotal teacher" in the official records, and it differentiated him from the other headmasters in the mission field. In addition, he was outspoken in his condemnation of the narrow views of these older, and often less-educated, ones.
- 2 "We shall make a wonderful job of it, shan't we, Nancy?" he asked his young, beautiful wife. When they initially heard the joyful news of his impending promotion, she, despite her best efforts, felt a twinge of conflict.
- 3 "We shall do our best," she replied, gleefully matching his buoyant exuberance. "We shall have such beautiful gardens, and everything will be just modern and delightful..." In their two years of married life, she had, somewhat unknowingly, become entirely and completely infected by his passion for "modern methods" and his denigration¹ of "these old and superannuated² people in the teaching field who would be better employed as traders in the Onitsha market." She began to see herself, already, as the admired wife of the young headmaster, the queen of the school. She would be the celebrated envy of the entire village, an objective that filled her with tremendous trepidation and exhilaration.
- 4 Even more so than expected, Ndume School was impossibly backward in every solitary sense of the word. In sheer determination to effect change, Mr. Obi put his entire life into the work, and his wife had put in hers, too. He had two fundamental aims: an impeccably high standard of teaching was insisted upon, and the school compound was to be turned into a place of extravagant beauty. Before long, Nancy's dream-gardens sprang to life with the coming of the rains; they blossomed in an impressive display of color and elegance. Beautiful hibiscus and allamanda³ hedges in brilliant red and yellow marked out the carefully tended school compound from the rank and neglected neighborhood bushes.
- 5 One evening, near the end of his first month at the school, as Obi was conceitedly admiring his work, he was scandalized and horribly offended to see an old woman from the village hobble right across the compound, through a marigold flower bed and the hedges. Upon further inspection, there he discovered faint, trace signs of an almost disused path, an unswerving beeline route running from the village across the school compound to the bush on the other side.

¹**denigration**: scorn; abuse

²**superannuated**: outdated; obsolete

³**allamanda**: a type of vine with numerous large flowers

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- 6 "It amazes me," said Obi, condescending to one of his teachers who had been three years in the school, "that you people so willingly allowed the villagers to avail themselves of this footpath." He shook his head in disdainful condemnation, and he cast a disconcerting glare as he waited for a response.
- 7 "The path," said the contrite teacher apologetically, "appears to be incredibly important to them; although it is hardly used, it connects the village shrine with their place of burial."
- 8 "And what, exactly, has that got to do with the school?" asked the exasperated headmaster.
- 9 "Well, I don't know," replied the other with an unenthusiastic shrug of the shoulders. "But I most definitely remember there was a terrible row⁴ some time ago when we attempted to barricade it."
- 10 "That was some time ago, but it will not be used now," said Obi decisively as he anxiously paced the room. "What will the Government Education Officer think of this when he comes to inspect the school next week? The villagers might, for all I know, decide to use the schoolroom for a pagan ritual during the inspection." Heavy sticks were planted closely across the path at the two places where it entered and left the school premises, and these were further strengthened with barbed wire.
- 11 Three days later, the village priest of Ani called on the headmaster. A highly-respected member of the community, he was an ancient man and walked with a pronounced stoop, and he carried a stout walking stick, which he usually tapped on the floor, by way of emphasis, each time he made a new point in his argument.
- 12 "I have heard," he said solemnly after the usual exchange of formalities and cordialities, "that our ancestral footpath has recently been closed..."
- 13 "Yes," replied Mr. Obi. "We cannot allow people to make a highway of our school compound." His obstinate tone and single-minded attitude did him no favors with the antiquated priest.
- 14 "Look here, my son," said the priest combatively, bringing down his walking stick to underscore his perspective, "this path existed before you were born and before your father was born. Our deceased relatives depart by it, and our ancestors visit us by it; but most important, it is the path of children coming in to be born..."
- 15 Mr. Obi listened with a satisfied smile on his face, and he only grew increasingly headstrong and unyielding in his response to what he perceived as feeble-minded superstitions. With an overwhelming sense of righteousness, Mr. Obi pressed back, hoping to settle the issue once and for all.
- 16 "The whole purpose of our school," he said condescendingly, "is to eradicate just such beliefs as that; dead men do not require footpaths. The whole idea is just fantastically impossible, and our duty is to teach your children to laugh at such preposterous ideas."

⁴row: fight; quarrel

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- 17 “What you say may be true,” replied the priest, “but we follow the practices of our fathers. If you reopen the path, we shall have nothing to quarrel about. What I always say is: let the hawk perch, and let the eagle perch.” He rose to leave, but Mr. Obi refused to accept the proposal out of hand without considering it for so much as a fraction of a second.
- 18 “I am sorry,” said the bullheaded young headmaster, “but the school compound cannot be a thoroughfare; it is against our regulations. I would suggest your constructing another, alternate path, perhaps skirting our premises. We can even get our boys to assist in building it. I don’t suppose the ancestors will find the minor detour too burdensome.”
- 19 “I have no more words to say,” said the old priest already outside.
- 20 Two days later, a young woman in the village died in childbed. A diviner⁵ was immediately consulted, and he prescribed heavy sacrifices to propitiate⁶ ancestors insulted by the fence.
- 21 Obi woke up the next morning to discover the ruins of his difficult work: the beautiful hedges were torn up not just near the path but right round the school; the flowers trampled to death; and one of the school buildings had been completely pulled down.
- 22 That day, the white Government Education Officer came to inspect the school, and he wrote a scathing, withering report both on the state of the premises and, more seriously, about the “tribal-war situation developing between the school and the village, arising in substantial part from the misguided zeal of the new headmaster.”

⁵**diviner**: a prophet

⁶**propitiate**: appease; pacify

1 In paragraph 3, the author uses the metaphor “infected by his passion” in order to —

- A illustrate how much Nancy loves her husband
- B emphasize the force with which Mr. Obi runs the school
- C show Mr. Obi’s influence on his wife, Nancy
- D highlight the differing opinions between Mr. Obi and Nancy

2 Which word or phrase in paragraph 16 helps the reader determine the meaning of *fantastically*?

- A *purpose*
- B *footpaths*
- C *duty is to teach*
- D *preposterous ideas*

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- 3** How does the priest's dialogue in paragraph 19 influence the story's plot?
- A** It builds suspense about the consequences of Mr. Obi's actions.
 - B** It suggests that Mr. Obi will be resistant to changing his mind.
 - C** It creates an optimistic tone suggesting that Mr. Obi will learn his lesson.
 - D** It supports the idea that Mr. Obi is arrogant but sensitive to others' beliefs.
- 4** Which statement best illustrates the source of Mr. Obi's moral dilemma?
- A** The native beliefs and rituals should be respected.
 - B** The natives' traditional cultural beliefs must be eliminated.
 - C** Old teaching practices must be maintained.
 - D** Old teachers must be fired to allow progress.
- 5** The author most likely uses contrasting cultures to show that it is important to —
- A** build stronger fences to keep out trespassers
 - B** keep everything how it has been in the past
 - C** listen to and have compassion for all people
 - D** always be prepared for inspection by a supervisor
- 6** What is the best key idea of the selection?
- A** A well intentioned teacher shows a village the importance of adapting to changing times.
 - B** A conflict between ambition and reverence for tradition pits contrasting cultures against one another.
 - C** A village priest teaches a stubborn headmaster the origins of their village's ancient religious beliefs.
 - D** A rivalry between the powerful and the weak leads to a village's ultimate destruction.

EXAMPLE ITEMS English IV, Sem 1



Read the selection and choose the best answer for each question.

“Composed upon Westminster Bridge, Sept. 3, 1802”

by William Wordsworth

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty;
This City now doth, like a garment, wear
5 The beauty of the morning; silent, bare,
Ships, towers, domes, theaters, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
10 In his first splendor, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

7 In lines 4 and 5, the poet uses —

- A onomatopoeia to emphasize the sounds he hears
- B analogy to illustrate the city's transformation
- C foreshadowing to show how the bridge will come alive
- D metaphor to highlight the beauty he sees

8 In the selection, the poet celebrates the —

- A bridge
- B river
- C Earth
- D city

EXAMPLE ITEMS English IV, Sem 1



Read the selection and choose the best answer for each question.

The passage is taken from *Macbeth, Act V, scene v.*

Dunsinane. Within the castle.

[*Enter Macbeth, Seyton, and Soldiers, with drum and colors.*]

MACBETH: Hang out our banners on the outward walls.

The cry is still "They come!" Our castle's strength

Will laugh a siege to scorn. Here let them lie

Till famine and the ague¹ eat them up.

5 Were they not forced² with those that should be ours,

We might have met them dareful³, beard to beard,

And beat them backward home.

[*A cry within of women.*]

What is that noise?

SEYTON: It is the cry of women, my good lord. [*Exit.*]

10 **MACBETH:** I have almost forgot the taste of fears:

The time has been, my senses would have cooled

To hear a night-shriek; and my fell⁴ of hair

Would at a dismal treatise⁵ rouse and stir

As life were in't: I have supped full with horrors;

15 Direness, familiar to my slaughterous thoughts

Cannot once start⁶ me.

[*Enter Seyton.*]

Wherefore was that cry?

SEYTON: The queen, my lord, is dead.

MACBETH: She should⁷ have died hereafter;

20 There would have been a time for such a word.⁸

To-morrow, and to-morrow, and to-morrow

Creeps in this petty pace from day to day

To the last syllable of recorded time;

And all our yesterdays have lighted fools

¹**ague:** fever

²**forced:** reinforced

³**dareful:** boldly

⁴**fell:** scalp

⁵**treatise:** story

⁶**start:** startle

⁷**should:** inevitably would

⁸**word:** message

EXAMPLE ITEMS English IV, Sem 1

- 25 The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury
- 30 Signifying nothing.
[Enter a Messenger.]
- Thou com'st to use thy tongue; thy story quickly!
- MESSENGER:** Gracious my lord,
I should report that which I say I saw,
But know not how to do 't.
- 35 **MACBETH:** Well, say, sir.
- MESSENGER:** As I did stand my watch upon the hill,
I looked toward Birnam, and anon, methought,
The wood began to move.
- MACBETH:** Liar and slave!
- 40 **MESSENGER:** Let me endure your wrath, if't be not so:
Within this three mile may you see it coming;
I say a moving grove.
- MACBETH:** If thou speak'st false,
Upon the next tree shalt thou hang alive,
Till famine cling⁹ thee. If thy speech be sooth¹⁰,
I care not if thou dost for me as much.
I pull in resolution, and begin
To doubt the equivocation of the fiend
That lies like truth: "Fear not, till Birnam wood
Do come to Dunsinane": and now a wood
Comes toward Dunsinane! Arm, arm, and out!
If this which he avouches¹¹ does appear,
There is nor flying hence nor tarrying here.
I'gin to be aweary of the sun,
And wish th' estate¹² o' th' world were now undone.
Ring the alarum-bell! Blow wind, come, wrack!
At least we'll die with harness¹³ on our back. [Exit]

⁹**cling:** wither

¹²**estate:** state, condition

¹⁰**sooth:** truth

¹³**harness:** armor

¹¹**avouches:** asserts

9

In line 25, when Macbeth says "Out, out brief candle" one can tell from the context that the "brief candle" represents a —

- A fire he wants to control
- B light of poor quality
- C burning fear of death
- D life that ended too soon

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Read the selection and choose the best answer for each question.

Javier wrote the following paper to inform his readers about shark control. As you read Javier's paper, look for any changes he should make. Then answer the questions that follow.

from **Jacques Cousteau's *The Ocean World***

(1) Several marine laboratories are studying the shark-dolphin relationship with the hope of making the dolphin's behavior useful to man. (2) For example, experements with lemon sharks and bottlenosed dolphins show that, if given the choice, sharks will avoid dolphins. (3) Therefore, the researchers have been training certain species of dolphin to be used for shark control. (4) For instance, one dolphin has been taught to ward off sharks in captivity on a command from a sonic device. (5) The dolphin, on cue, will chase and hit the shark, driving it out of the area. (6) The scientists will soon conduct these experiments in the open sea, with the hope of employing dolphins to defend divers from sharks. (7) Someday, such trained dolphins may help deep sea divers by acting as watchdogs around undersea habitats. (8) They may police coastal beaches warding off sharks and protecting surfers, in addition.

10

What change, if any, should be made in sentence 2?

- A Remove the comma after **example**
- B Change **experements** to **experiments**
- C Remove the comma after **choice**
- D Make no change

11

What is the best way to rewrite sentence 8?

- A In addition, they may police coastal beaches, warding off sharks and protecting surfers.
- B They may police coastal beaches that are warding off sharks and protecting surfers in addition.
- C In addition, they may police coastal beaches, or will be warding off sharks and protecting surfers.
- D They may be policing coastal beaches because warding off sharks and protecting surfers in addition.

EXAMPLE ITEMS English IV Key, Sem 1

Item#	Key	SE	SE Justification
1	C	12.8D	Evaluate how the author's use of language informs and shapes the perceptions of readers
2	D	12.2B	Analyze context to draw conclusions about nuanced meanings
3	A	12.6C	Evaluate how complex plot structures...contribute to and advance the action
4	B	12.6B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme
5	C	12.6D	Evaluate how the historical, social...context of setting influences the...theme
6	B	12.5D	Summarize texts in ways that maintain meaning and logical order
7	B	12.7B	Analyze the effects of sound...in poetry
8	D	12.4F	Make inferences
9	D	12.7C	Analyze...how the relationships among the dramatic elements advance the plot
10	B	12.9D	Edit drafts to demonstrate a command of standard English conventions
11	A	12.9C	Revise drafts to improve clarity