

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](#).

Second Semester
2020–2021
Code #: 2121

EXAMPLE ITEMS English IV, Sem 2



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

Three Ways Cooking Has Changed Over the Last 300 Years

by Amy Guttman, *The Salt*

- 1 Cooking with calf's head and cow heel may not sound like the most palatable way to spend an afternoon, but it's all in a day's work for librarian Judith Finnermore of London's Westminster Archive Centre.
- 2 With help from food historian Annie Gray, Finnermore has been cooking—and blogging—her way through *The Unknown Ladies Cookbook*, a 300-year-old British compendium of family recipes. Jotted down by hand by several different women between 1690 and 1830, the recipes provide insights into the cooking habits of the Georgian and Regency periods. They also tell us quite a bit about how much culinary craft has changed over the centuries.

Inventive Cooking With Carrots

- 3 These garden vegetables feature heavily in the cookbook, and were popular for lots of things beyond salad and carrot cake. Women of the Georgian period used carrots frequently because, like potatoes, carrots have a longer harvest and less spoilage. Cooks of the era also used them inventively, with recipes like carrots mashed with sugar, or carrots boiled, scooped out and filled with dried fruit and sugar, both typically served as a second course. "What we think of today as dessert, they would have served as a second course," Gray tells *The Salt*. "Their third course, or dessert, would be ice cream, biscuits, or fruit. But today, we tend to serve those things at the same time to end a meal."

Brits of Old Were Serious About Eating the Whole Animal

- 4 When people kept their own animals, they were much more conscientious about using as much of them as possible, because they had intimate, first-hand knowledge of what it takes to raise and slaughter their meat source. That ethos is reflected in many recipes that call for offal prepared using slow-cooking techniques to tenderize the tougher cuts. (There's even a recipe for mince pie made with cow's tongue.)
- 5 Gray says in the 20th century, people became more urbanized and squeamish, abandoning rich offal dishes such as bone marrow tart, made with almonds, cream, rosewater, candied fruit, chicken, and marrow in puff pastry. But the habit also died, Gray says, because—as we've previously reported on *The Salt*—World War I and World War II took a heavy toll on the culinary skills in British middle- and upper-class kitchens: "Quite a lot of these offal recipes require a lot of cooking and processing," Gray says. "So when you start to lose a lot of servants during war times, it becomes more difficult. The skill level declines, because people only cook with the ingredients they have access to."

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Incredibly Expanding Eggs

- 6 Some recipes call for as many as 30 eggs to bake a cake; others suggest whisking for an hour. But if you were to try out these recipes today, you'd need to use just two-thirds or even one-half of the eggs indicated, Gray says, because eggs have grown larger over the last century. As eggs began to be classed by quality and weight, farmers culled smaller chickens in favor of larger ones that produced bigger eggs.
- 7 Even in 1940, Gray says, egg cups were much smaller than they are today, indicating a gradual change. While whisking for hours sounds like a workout, with servants to do the actual work, the women running a household wouldn't have minded. Gray says she has actually whisked eggs for a full hour, and it does make a difference in texture. So if you have servants to do it, why not?

1 Which phrase from paragraph 4 helps the reader understand the meaning of the word *intimate*?

- A *their own animals*
- B *much more conscientious*
- C *using as much*
- D *first-hand knowledge*

2 What is the best summary of paragraph 5?

- A Because so many people died during the wars, there were fewer servants available to cook dishes. As a result, British cooking became simpler and lost its reputation for being gross or unpleasant.
- B When World War II broke out, many ingredients such as vegetables were not readily available to citizens at home. To accommodate this shortage, British cooks developed new recipes that used fewer and simpler ingredients.
- C As populations moved into cities, they turned away from dishes requiring more elaborate preparation and unusual ingredients. In addition, there was a shortage of the necessary ingredients and cooking staff as a result of wars.
- D Rich dishes with strange ingredients like bone marrow fell out of favor with the increasingly urban population. Especially after World War II, dishes had to be simplified because few cooks knew how to prepare traditional dishes.

3 The thesis of the article is that —

- A over the past several hundred years food has dramatically improved
- B the food eaten today is different from what was eaten hundreds of years ago
- C the Georgian and Regency periods of history were quite similar to today
- D ancestors' food choices were confusing, frightening, and strange

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- 4** The selection is organized in order to —
- A** show how British cooking habits have changed over time
 - B** highlight the impact of World War II on various cooking methods
 - C** illustrate the clever ways in which cooks today can use ingredients
 - D** compare and contrast British cooking styles in the 18th century
- 5** Based on her observations in the article, food historian Annie Gray would most likely disagree with which statement?
- A** The fast-paced modern lifestyle makes many of these recipes impractical.
 - B** Eating delicious food was unimportant to people hundreds of years ago.
 - C** Ancestors would probably think the food eaten today is very strange.
 - D** Trying out recipes of the past helps people learn about more than just food.

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

from **A Room of One's Own**

by Virginia Woolf

1 Here am I asking why women did not write poetry in the Elizabethan age, and I am not sure how they were educated; whether they were taught to write; whether they had sitting rooms to themselves; how many women had children before they were twenty-one; what, in short, they did from eight in the morning till eight at night. They had no money evidently; according to Professor Trevelyan they were married whether they liked it or not before they were out of the nursery, at fifteen or sixteen very likely. It would have been extremely odd, even upon this showing, had one of them suddenly written the plays of Shakespeare, I concluded, and I thought of that old gentleman, who is dead now, but was a bishop, I think, who declared that it was impossible for any woman, past or present, or to come, to have the genius of Shakespeare. He wrote to the papers about it. He also told a lady who applied to him for information that cats do not as a matter of fact go to heaven, though they have, he added, souls of a sort. How much thinking those old gentlemen used to save one! How the borders of ignorance shrank back at their approach! Cats do not go to heaven. Women cannot write the plays of Shakespeare.

2 Be that as it may, I could not help thinking, as I looked at the works of Shakespeare on the shelf, that the bishop was right at least in this; it would have been impossible, completely and entirely, for any woman to have written the plays of Shakespeare in the age of Shakespeare...Shakespeare himself went, very probably—his mother was an heiress—to the grammar school, where he may have learnt Latin—Ovid, Virgil, and Horace—and the elements of grammar and logic. He was, it is well known, a wild boy who poached rabbits, perhaps shot a deer, and had, rather sooner than he should have done, to marry a woman in the neighborhood, who bore him a child rather quicker than was right. That escapade sent him to seek his fortune in London. He had, it seemed, a taste for the theater; he began by holding horses at the stage door. Very soon he got work in the theater, became a successful actor, and lived in the hub of the universe, meeting everybody, knowing everybody, practicing his art on the boards, exercising his wits in the streets, and even getting access to the palace of the queen.

6 From the selection, the reader can infer that the role of women in the Elizabethan age could be described as —

- A subservient to men
- B rebellious toward authority
- C self-indulgent
- D neglectful of duties

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- 7 In paragraph 2, how does Woolf support the statement that Shakespeare was “a wild boy?”
- A She explains his going to London.
 - B She describes his family background.
 - C She mentions several jobs he held.
 - D She gives examples of his behavior.

- 8 Which line from the selection uses biased language to support the author’s claim about who wrote Shakespeare’s plays?
- A *...I am not sure how they were educated; whether they were taught to write...what, in short, they did from eight in the morning till eight at night.*
 - B *It would have been extremely odd...had one of them suddenly written the plays of Shakespeare...*
 - C *...I thought of that old gentlemen, who...was a bishop...who declared that it was impossible for any woman, past or present...to have the genius of Shakespeare.*
 - D *Shakespeare himself went, very probably...to the grammar school, where he may have learnt Latin...and the elements of grammar and logic.*



Use “Three Ways Cooking Has Changed Over the Last 300 Years” and “A Room of One’s Own” to answer the next question.

- 9 Both selections illustrate —
- A how little the everyday lives of women have changed over time
 - B that one’s understanding of the past is determined only by the present
 - C why women’s roles in society have changed through the centuries
 - D the ways modern culture is different from that of the past

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

Peter wrote a paragraph about the role of air power in World War I. As you read Peter's paper, look for any changes he should make. Then answer the questions that follow.

(1) With the passage of time, legends have arisen over the accomplishments of some of the World War I aces, but most historians agree that the role played by air power during this struggle was more romantic than decisive. (2) The most important missions the airplane carried out were reconnaissance and artillery fire control. (3) And when the war bogged down into static front-line trench warfare and increasingly affective camouflage techniques evolved, aerial reconnaissance became less and less significant. (4) No airplane or Zeppelin sank or even seriously disabled any major naval vessel. (5) No war industry was halted by strategic bombing. (6) By either control of the air or lack of its control no major battle's outcome was decided. (7) And so, even though vast technical progress was made in aviation development during World War I, what one celebrates are the men and not so much the machines.

10

What change should be made in sentence 3?

- A Change **war** to **War**
- B Change **bogged** to **boged**
- C Change **affective** to **effective**
- D Change **became** to **becomes**

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What is the best way to rewrite sentence 6 to clarify its meaning?

- A No major battle's outcome was decided by control of the air or the lack of it.
- B The outcomes of major battles were decided by neither control of the air nor lack of its control.
- C The number of major battles' outcomes decided by control of the air or lack of its control was zero.
- D No control of the air or its control, either, never decided the outcomes of any major battles.

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12 In order to provide a stronger transition from the body of his paragraph to his conclusion, Peter should replace ***And so*** in sentence 7 with —

- A** Eventually
- B** Therefore
- C** However
- D** Ironically

EXAMPLE ITEMS English IV Key, Sem 2

Item#	Key	SE	SE Justification
1	D	12.2B	Analyze context to draw conclusions about nuanced meanings
2	C	12.5D	Summarize texts in ways that maintain meaning and logical order
3	B	12.7Di	Critique and evaluate characteristics and structural elements of informational texts such as clear thesis
4	A	12.7Dii	Critique and evaluate characteristics and structural elements of informational texts such as the relationship between organizational design and author's purpose
5	B	12.8D	Critique and evaluate how the author's use of language informs and shapes the perceptions of readers
6	A	12.4F	Make inferences and use evidence to support understanding
7	D	12.8D	Critique and evaluate how the author's use of language informs and shapes the perceptions of readers
8	C	12.8G	Analyze the effects of rhetorical devices...on the way the text is read and understood
9	D	12.4E	Make connections to...ideas in other texts
10	C	12.9D	Edit drafts to demonstrate a command of standard English conventions
11	A	12.9C	Revise drafts to improve clarity
12	B	12.9C	Revise drafts to improve...development