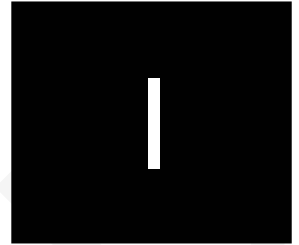


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English I

Form I



North Carolina Test of English I

Public Schools of North Carolina
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State Board of Education
Department of Public Instruction
Division of Accountability Services/North Carolina Testing Program
Raleigh, North Carolina 27699-6314



Summer in Bermuda

(1) The summer I was eight, my parents spent the entire summer at the Bermuda Biological Station for Research (BBSR), and my brother and I went with them. (2) Mom and Dad are marine biologists, and Bermuda has a great location for marine research. (3) Bermuda is a tiny island nation about 650 miles due east of North Carolina in the middle of the Sargasso Sea. (4) BBSR is on the island of St. Georges, and it has laboratories, dormitories, a research boat, and many tropical plants.

(5) Every day while my parents studied the land crabs that swarm the beaches and golf courses of Bermuda, my brother Nate and me swam in the swimming hole and fed grass to the horse behind our house. (6) The sun was so hot and the water was so clear! (7) The temperature was always perfect—in the eighties during the day and cool at night, when the tree frogs sang a beautiful lullaby to serenade us to sleep. (8) One night my parents woke us up to go see the Night-Blooming Cereus that grew nearby. (9) A plant that only blossomed once a year, in midsummer, in the middle of the night! (10) It's fragrance was heavenly.

(11) On weekends, evenings, and afternoons when they wasn't working, my parents took us for special field-trips around the islands. (12) We visited beautiful pink-sand beaches like warm, shallow Tobacco Bay and crowded Horseshoe Bay. (13) Two of my favorite things to do when I was not snorkeling or swimming were to visit the Crystal Caves or the Bermuda Dolphin Show. (14) The Crystal Caves were full of perfectly clear water and beautiful stalagmites and stalactites of limestone. (15) In the Dolphin Show, trained dolphins danced, swam, "talked," and jumped through hoops for us.

(16) My favorite thing to do was to walk along the abandoned railroad line that followed the coast near the BBSR. (17) We often packed picnic dinners and walked the trail to the point at sunset, when the sun was sinking into the water. (18) The trail wound through thickets of wild grape and finally emerged at the point. (19) If the moon was right, we sat there and watched the watery fireworks of spawning ocean worms, which glowed in the dark and made sparkles and swirls of bright green light. (20) This is the kind of unusual entertainment you can expect if you're parents are marine biologists.

1. Which change should be made to correct sentence 5?
- A change *Every day* to *Everyday*
 - B change *parents* to *parents'*
 - C change *me* to *I*
 - D change *swam* to *were swimming*
2. Which change should be made to correct sentence 10?
- A change *It's* to *Its*
 - B change *fragrance* to *fragrances*
 - C change *was* to *is*
 - D change *heavenly* to *Heavenly*
3. Which change should be made to correct sentence 11?
- A change *wasn't* to *weren't*
 - B change *parents* to *parent's*
 - C change *us* to *them*
 - D change *islands* to *Islands*
4. Which change should be made to correct sentence 20?
- A change *This is* to *These are*
 - B change *kind* to *kinds*
 - C change *if* to *because*
 - D change *you're* to *your*
5. Which of the following is a fragment?
- A (4) BBSR is on the island of St. Georges, and it has laboratories, dormitories, a research boat, and many tropical plants.
 - B (6) The sun was so hot and the water was so clear!
 - C (9) A plant that only blossomed once a year, in midsummer, in the middle of the night!
 - D (12) We visited beautiful pink-sand beaches like warm, shallow Tobacco Bay and crowded Horseshoe Bay.

6. Which of the following suggests that the writer enjoyed the summer?
- A (1) The summer I was eight, my parents spent the entire summer at the Bermuda Biological Station for Research (BBSR), and my brother and I went with them.
 - B (7) The temperature was always perfect—in the eighties during the day and cool at night, when the tree frogs sang a beautiful lullaby to serenade us to sleep.
 - C (8) One night my parents woke us up to go see the Night-Blooming Cereus that grew nearby.
 - D (18) The trail wound through thickets of wild grape and finally emerged at the point.
7. How should sentences 1 and 2 **best** be combined to reduce wordiness and increase sentence variety?
- A Spending the entire summer I was eight in Bermuda, my parents took us there—a great location for marine research: the Bermuda Biological Station for Research (BBSR).
 - B The summer I was eight, my parents, who are marine biologists, took my brother and me to spend the entire summer at the Bermuda Biological Station for Research (BBSR), a great location for marine research.
 - C A great location for marine research, the Bermuda Biological Station for Research (BBSR); my parents took my brother and me there for the whole summer I was eight.
 - D My parents took my brother and me, eight, to Bermuda, a great location for marine research at the Bermuda Biological Station for Research (BBSR) for the whole summer.

8. In sentence 19, why did the writer **most likely** include such phrases as “watery fireworks of spawning ocean worms” and “made sparkles and swirls of bright green light”?
- A to elaborate on their beautiful Fourth of July celebration
 - B to express surprise at seeing colorful worms
 - C to better explain the type of work marine biologists do
 - D to engage the reader’s imagination in visualizing the situation
9. Which sentence should be added to the final paragraph to emphasize the main idea of the selection?
- A Ever since that summer in Bermuda, I am reminded of those worms every time I see fireworks.
 - B I have decided to become a marine biologist like my parents.
 - C I still remember all the beautiful, exciting, and interesting experiences of those summer months in Bermuda.
 - D Those sunsets closed another chapter of my life.

A Separate Peace

(1) In *A Separate Peace*, by John Knowles, the main character, Gene, as he grows up, experiences personal crises, adolescent troubles, and a friendship that is put to the test. (2) This novel is a good example of a coming-of-age genre that relates well to what teens are going through now. (3) As the story unfolds its conclusion, Gene's issues can be looked at objectively.

(4) The story unfolds with Gene and Phineas attending the summer session at Devon School. (5) At this point, Gene is described as being introverted and not very harmonious with his own talents as his friend Phineas is. (6) Whenever Phineas asks for something, Gene readily gives in—case in point, the tree. (7) There are five boys together, and as they look upon the majestic tree, Phineas climbs up and prepares himself for the jump. (8) To the applause of the others, Phineas lands easily and coaxes Gene into following. (9) This early in the book, we can see how innocent and loyal Gene is as a young man.

(10) As the story continues, Gene's troubles, such as his jealousy of Phineas's ability to talk himself out of anything, extends to the more personal issue of the fatal accident. (11) When Gene and Phineas are caught skipping dinner, the teacher reprimands them for their actions. (12) Even though Phineas's beautiful eloquence gets them out of trouble, we are left with the sense that the only reason for this rebellion is because of Gene's deep denial of conformity.

(13) Gene's personal evolution from naïve teen to an enlistee in the army are a lot like what adolescents sometimes experience now. (14) The most dramatic time of Gene's years in Devon School is when jumping out of the tree causes his best friend's first accident. (15) Though it may have been a blind impulse, Gene must now live through the guilt that threatens Gene's life. (16) However, the full blow of this action doesn't hit his friend until the trial, where Phineas encounters his fatal mishap. (17) After Phineas dies, Gene comes to a shocking revelation about his inner demons.

(18) Not all readers will have encountered the same kind of trauma. (19) For the ones who have, they, like Gene, may be able to look at life in a new light. (20) For Gene, understanding the true cruelty and justice of nature.

(21) He is able to look back and discover that a person's true worst enemy doesn't have a physical form; it takes its place as emotions of jealousy and pride.

10. Which change should be made to correct sentence 10?
- A change *continues* to *continued*
 - B change *troubles,* to *troubles*
 - C change *extends* to *extend*
 - D change *issue* to *issue:*
11. Which change should be made to correct sentence 13?
- A change *Gene's* to *Genes'*
 - B change *evolution* to *evolutions*
 - C change *enlistee* to *enlisting*
 - D change *are* to *is*
12. Which of the following is a fragment?
- A (4) The story unfolds with Gene and Phineas attending the summer session at Devon School.
 - B (6) Whenever Phineas asks for something, Gene readily gives in—case in point, the tree.
 - C (14) The most dramatic time of Gene's years in Devon School is when jumping out of the tree causes his best friend's first accident.
 - D (20) For Gene, understanding the true cruelty and justice of nature.
13. Which would **best** replace “unfolds” in sentence 3?
- A states in
 - B progresses toward
 - C comes from
 - D twists around
14. How could sentence 5 **best** be rewritten to improve clarity and conciseness?
- A Unlike his friend Phineas, Gene begins the story as introverted and uncomfortable with himself.
 - B In the beginning Gene is introverted and awkward; unlike his friend Phineas.
 - C Gene, in the beginning unlike his friend Phineas, is introverted; even an outcast with himself.
 - D Gene is, at this point, unlike his friend Phineas; introverted and uncertain of his own identity.

Down with Viruses: Use a CompZone Computer

(1) In my family, we're computer rebels. (2) If you walk into my families study, you'll see gleaming, artistic-looking CompZone computers on each person's desk, not the ugly box of some other PC. (3) My older brother has a CompZone laptop to use in his college classes. (4) Last week, when the latest computer virus snarled the Internet, crashing other people's hard drives, and making major company executives tear their hair out, my family kept right on computing. (5) Everybody should switch to CompZone computers.

(6) For one thing, CompZone computers look better. (7) This might seem like a superficial qualification for a better computer, but it's good to have a computer that looks cool. (8) You can see how everyone loves the uPod, with its sleek shape and white or minty colors; CompZone computers have the same artistic flair. (9) While they are more expensive, they come standard with better features than you'll find on a PC off the shelf. (10) Plus, their prices are dropping, and they are now more affordable than ever. (11) The designers who work for CompZone spend long hours trying to make their products stand out, and it shows.

(12) What's even better, the quality of what's inside matches what is outside. (13) People who's PCs run other software have to install anti-virus software, spyware, and security patches every few days or their computers crash and die. (14) This is because some other software is too complex and contains too many loopholes for hackers. (15) CompZone software is simple and easy to use. (16) None of our CompZone computers have ever been infected by a virus or hacked by someone.

(17) Some people say that CompZone computers don't get viruses or hacked because too few people use them. (18) But I am a true computer nerd, and I can say that this is not the case. (19) CompZone computers don't get hacked because it is too hard to do. (20) Although CompZone releases its own security upgrades every now and then, in general, CompZone programs are more stable and secure. (21) Once, some Swedish friends hosted a "Crack a CompZone" computer contest in which they challenged the world to alter the web page they had put up using basic CompZone software and a CompZone server. (22) They offered thousand's of dollars in prize

money, but in two months not one person was able to hack into the web site. (23) The CompZone consistently outperforms its PC competition in security. (24) CompZone computers are a useful, attractive, and reliable addition to any household.

-
15. Which change should be made to correct sentence 2?
- A change *walk* to *walked*
 - B change *families* to *family's*
 - C change *computers* to *Computers*
 - D change *person's* to *persons'*
16. Which change should be made to correct sentence 13?
- A change *who's* to *whose*
 - B change *have* to *had*
 - C change *patches* to *Patches*
 - D change *their* to *his or her*
17. Which change should be made to correct sentence 22?
- A change *thousand's* to *thousands*
 - B change *prize money* to *prize-money*
 - C change *was* to *were*
 - D change *able* to *unable*
18. How should sentences 14 and 15 *best* be combined to improve clarity?
- A Being too complex and containing too many loopholes, hackers easily crash other software, but CompZone software's simplicity makes it easy to use.
 - B The complexity and available loopholes make these measures necessary to keep hackers out of other software; CompZone software—simple and easy to use.
 - C Unlike software that is complex and full of loopholes, CompZone software is safe from hackers because it is simple and easy to use.
 - D This is because hackers find other software too complex and containing too many loopholes, but CompZone software is simple and user-friendly.
-

19. What is the writer indicating in sentence 1 by the term *rebels*?
- A The writer's family is fighting against the political authority of the country.
 - B The writer's family differs from the majority of society in the computers they use.
 - C The writer's family is dissatisfied with large computer corporations.
 - D The writer's family supports people who work to improve computer security.
20. Which would make the *best* concluding sentence for the selection?
- A CompZone computers will always be the best-selling type of computer.
 - B Perhaps someday a computer genius will hack into a CompZone computer, but that day is far off.
 - C Computers have become an essential part of our everyday lives, especially CompZone computers.
 - D I will never use a computer other than a CompZone computer.

The Turtle

by Robert Wallace

“Mom, you almost hit it,” Geri said. “The turtle. There’s a turtle in the middle of the road back there.”

Out of the rearview window, I could see Geri point out the back. “But I did miss it?” I asked.

“I think,” she said. “But—”

“You better turn around, Mom,” Joe said. “If you don’t she’ll have you believing the turtle’s shell is flat against the road.”

“Joe’s right. You could have flipped it, Mom.”

“See,” Joe said, laughing.

I could hear Geri smack Joe with her book.

“I’ll just turn around,” I said. “It won’t take long. We have plenty of time before the carnival starts.”

“There it is!” Geri shouted as we came upon the turtle. “It looks as though it hasn’t moved.”

I pulled over and turned on the flashers. “You two stay in here,” I said.

“It looks smashed,” Joe said.

Geri struck Joe with her book again. “I want to pick it up,” she said.

The turtle straddled the double-white lines. It withdrew its head when I came near.

Using my fingertips, I picked it up along its marginal shield, the very edge a mustard-yellow.

“Is it all right?” Geri asked breathlessly, as if she had run a long way.

“Seems to be,” I said, turning the turtle over. Its forelegs stretched out of the shell, searching for something to grab, and finding only air, receded. “Did you see those claws? This is a freshwater turtle. It must . . .” and realizing we still stood in the middle of the road, I motioned my daughter to the side opposite the car.

“The turtle was going in that direction,” Geri said, pointing to the field across the road. “I’m sure of it.”

“Yes. Well, unless that ditch is full of water, the only water I see is that pond way over there.”

“How do you know there isn’t a pond over the ridge on the other side?” Geri asked.

“I don’t,” I said.

“Then I think we should let it go in the direction it was found. May I?”

I handed the turtle to Geri, who took it gently in the palm of her hand.

②③ “Oh, the underside is so soft.” She turned the turtle over, touched the soft underbelly. “Do you suppose it’s ticklish?”

②④ I laughed. Geri had always assigned human emotions to animals, felt that she could, if given time, communicate with any living thing. Once when she was 6, she caught a frog in the front yard, kept it in the house under a makeshift home made of cardboard and screening. At the time, I wasn’t aware of her confiscation. One day when I was cleaning her room, I found the frog under her bed. She had filled an all-plastic container with water, and the frog sat crouched in the tub; the upper half of its body, including the yellow, bulging eyes, emerging like a ship stuck on a sand bar. I took the frog, box and all, and put it on the front porch. That weekend, to appease Geri, we built a small pond in the back yard, covered the lip of the black plastic tub with flat rocks removed from the hole.

Now, as I watched Geri flip the turtle back over, I am reminded that her frog was killed by the neighbor’s cat. While pulling weeds near the pond, I had found the mutilated body lying on its back, the hind legs extended and bent at the knees, as if ready to leap. I buried the frog in the back,

covered it with a pile of leaves and a large rock. When Geri returned from school, I hadn't the heart to tell her about the frog's death. I could only think to tell her that the frog may have moved on to a bigger pond.

I grabbed the turtle. "I'll walk it over to the pond," I said.

"I'm coming with you," Geri said. She still hadn't fully let the turtle go.

"No. If you want me to take it to the pond, then I'm going to do it alone. Otherwise we let it go right where we stand." Sometimes I can be forceful, though I don't find it easy. I knew if Geri argued further that I would give in. Maybe she knew it, too. "Go back to the car," I said, sternly.

After Geri relinquished the turtle, smilingly, I watched her get in the car before I set off. I held the turtle with the tips of my fingers. Surrounding the pond was a white, wooden fence with three boards attached to each round post and a single wire tethered to the top. From a distance, I couldn't tell if the wire was electrified or barbed.

③⑩ I turned around to make sure Geri wasn't by the side of the road, watching me. The hill rose sharply enough so that I couldn't see the car at all, but I felt a momentary panic seeing traffic come from up the road. I knew the car rested dangerously, the curb being so narrow. I hurried out of the field and onto freshly mowed grass, smelling spicy and sweet. At the fence, I saw that the wire was electrified. Like a child, I felt an impulse to test the wire to see if it was hot. The gaps between the slats of wood measured about two feet, enough room, I thought, to squeeze between. Raising my leg over the second board, I ducked my head under another, but as I arched my back to

slip between the boards, I forgot to swing my trailing arm down, and I scraped against the wire. Instinctively I jerked my arm, dropping the turtle, though, I realized immediately, the wire wasn't hot. Hearing the shell thud against a post, I scrambled to pick it up before it had even fully come to rest on the ground.

I lay on my stomach.

"Oh, turtle," I said, aloud. "Are you all right? Have I broken you?"

Thinking of Geri, I reached out and lightly put a finger to the soft flesh. It felt slick as silk. "Goochy, goochy, goo," I said, laughing. And the head snapped out and snatched an unsuspecting gnat.

I turned the turtle upright, inspected its shell. I noticed a small crack along its central shield, but I chose to believe it had already been there, a result of some other mishap. Carefully, I picked the turtle up and walked it to the pond, letting it go at the edge. The ponderous hind legs slowly emerged, then the front claw legs, and it slipped into the water.

③⑤ Back at the car, breathing heavily, but suddenly refreshed in a way I couldn't explain, I said, "Ready."

"What took you so long, Mom?" Geri asked.

"I couldn't very well run with a turtle in my hand, could I?"

"No. Is everything all right?"

"Yes."

"Thank you, Mom," Geri said.

"On the way back from the carnival, we'll drive by, just to see if we see him again."

But afterward we were tired and sweaty, and we forgot all about the turtle.

21. In what way are the narrator and turtle similar?
- A They are both stuck in dangerous places and are trying to get out.
 - B They are both tough on the outside but have a soft and sensitive side.
 - C They are both respectful of nature and living among diverse creatures.
 - D They are both slowly moving along paths toward their destinations.
22. What do ponds symbolize in the selection?
- A peace and safety
 - B death and destruction
 - C hope and faith
 - D speed and danger
23. How does Joe's dialogue characterize him?
- A He seems hostile.
 - B He seems isolated.
 - C He seems tough.
 - D He seems insensitive.
24. Which action *best* indicates the narrator's desire to protect Geri's feelings?
- A She takes her children to the carnival.
 - B She goes to the pond alone.
 - C She keeps the frog's death a secret.
 - D She climbs the electrified fence.
25. In paragraphs 23 and 24, what does Geri's personification of animals indicate about her character?
- A She is passionate about rescuing all living creatures.
 - B She knows animals have feelings.
 - C She attempts to identify with other living creatures.
 - D She desires to learn about all kinds of animals.
26. In the middle of paragraph 30, what does the simile, "Like a child . . ." emphasize about the narrator?
- A her curiosity and adventurousness
 - B her courage and inexperience
 - C her nervousness and fear
 - D her innocence and purity

27. Based on the context of the story, what is the *most likely* explanation for the narrator's feeling refreshed in paragraph 35?
- A Saving the turtle made her feel invigorated.
 - B Climbing over the electric fence made her feel daring.
 - C Cracking the turtle's shell made her feel remorseful.
 - D Going to the carnival made her feel excited.

In New Jersey Once

by Maria Mazziotti Gillan

In New Jersey once, marigolds grew wild.
Fields swayed with daisies.
Oaks stood tall on mountains.
Powdered butterflies graced the velvet air.

5 Listen. It was like that.
Before the bulldozers.
Before the cranes.
Before the cement sealed the earth.

10 Even the stars, which used to hang
in thick clusters in the black sky,
even the stars are dim.

15 Burrow under the blacktop,
under the cement, the old dark earth
is still there. Dig your hands into it,
feel it, deep, alive on your fingers.

Know that the earth breathes and pulses still.
Listen. It mourns. In New Jersey once, flowers grew.

A City Remembered

by Vernon Scannell

Unlovely city, to which few tourists come
With squinting cameras and alien hats;
Left under a cloud by those who love the sun
And can afford to marry—a cloud of bits
5 Of soot more myriad than gnats, a cloud
Of smoke and rain, an insubstantial threat
Whose colour is the pigment of long wrath,
I think of you, surprised to find my blood
Warmed by a wry desire, a kind of love.
10 I see the trams, like galleons at night,
Go rocking with their golden cargo down
The iron hills; then hearing that bold din
My other senses frolic at a fête
Of phantom guests—the smells of fish and chips,
15 Laborious smoke, stale beer and autumn gusts,
The whispering shadows and the winking hips,
The crack of frosty whips, brief summer's dust.
And in that city through a forked November
Love, like a Catherine-wheel,* delighted me
20 And when it sputtered out, hung charred and somber,
The city flavoured my delicious misery.
And so I guess that any landscape's beauty
Is fathered by associative joys
Held in a shared, historic memory,
25 For beauty is the shape of our desires.
My northern city, then, by many called
Ugly or worse, much like an aged nurse
Tender yet stern who taught one how to walk,
Is dear to me, and it will always have
30 A desolate enchantment that I'll love.

***Catherine-wheel:** a revolving wheel of fireworks

28. Which of the following *best* states the theme of “In New Jersey Once”?
- A Nature matures like people.
 - B Human progress can destroy natural beauty.
 - C People should value environmental changes.
 - D People regret the changes in nature.
29. In the poem “In New Jersey Once,” what is the purpose of lines 9–11?
- A to emphasize the far-reaching effects of the changes
 - B to suggest that our solar system is affected by development
 - C to force the reader to think about the future of the planet
 - D to illustrate the speaker’s confusion about the reasons for change
30. Which of the following lines *best* summarizes the meaning of “A City Remembered”?
- A “Unlovely city, to which few tourists come / With squinting cameras and alien hats;”
 - B “I think of you, surprised to find my blood / Warmed by a wry desire, a kind of love.”
 - C “Love . . . delighted me / And when it sputtered out, hung charred and somber, / The city flavoured my delicious misery.”
 - D “And so I guess that any landscape’s beauty / Is fathered by associative joys / Held in a shared, historic memory,”
31. In “A City Remembered,” what does the simile in lines 26–28 suggest?
- A the importance of following one’s dreams
 - B the importance of caring for one’s environment
 - C that the speaker’s present emotions do not reflect past experiences
 - D that the speaker is fond of a place that helped him years ago

32. Which of the following *best* describes the tone at the end of “A City Remembered”?
- A affectionate
 - B bitter
 - C disillusioned
 - D hopeful
33. What strategy do both poets use to convey their messages?
- A They compare their memories of a place with ideal images.
 - B They personify places to emphasize the inevitability of change.
 - C They contrast current realities with thoughts of the past.
 - D They use images of industry to foreshadow loss of compassion.

Culture Comes to Pearl Street

by Cheryl Hiers

Our street in a small Florida town ran straight and flat as a ruler. No hills. No curves. You could stand at one end and see what was coming from the other. One bright summer Saturday, a white car appeared at the far end of our street and glided toward us. We stopped pedaling and straddled our bikes. A new family was arriving.

A mother and father and two slender young girls emerged from the car. They all had skin the color of a pecan shell. Short and plump, the father was the most ordinary looking of the group. We learned later that Ravi Singh was a doctor, but at the moment he seemed a chauffeur of the exotic.

Clad in a vaporous tunic and pants of sky blue cloth, Mrs. Singh stood before us like a character from *The Thousand and One Nights*.^{*} A small dot marked her forehead, and she wore silver bracelets on her wrists. She seemed a figure impossibly glamorous for our palmettoed Pearl Street.

The girls—slim, lovely beings—wore everyday shorts and blouses and flip-flops, just as we did. Each carried a drawstring purse embedded with bits of mirrors that caught the summer sun and broke it into glints of spangling white. We were hypnotized with envy.

The strangeness of the new family quailed us. We were a street of Southern Baptists and Methodists. We had never encountered Hindus. We stared impolitely, not knowing what to do.

The Singhs' elegant old greyhound, Nanda, broke the ice. She was the last to emerge, uncurling her long legs and

sauntering out of the car like a stiff ballerina. Our own dogs spied the comely newcomer and barreled across the street to investigate. We hollered, dropping our bikes to run after them.

To meet her, Mac smacked his front paws on the ground in a play bow. Nanda bowed back. Then she began to run—running our street faster than any dog I'd ever seen. Mac and Bullet chugged behind, comically outclassed.

"Nanda!" Dr. Singh called, and she came immediately, like a good dog.

"Good Nanda," he said, rubbing his hand along her lovely backbone. When she wasn't running, she moved with the languid gait of a sleepwalker.

Thanks to the opening Nanda had given us, we learned many things that day about our new neighbors. Mrs. Singh delighted in citrus fruit, particularly kumquats. The painted red dot on her forehead was called a *bindi*. Her ravishing blue pantsuit, which she permitted us to touch, was a "Punjabi." The girls were Pari and Habiba, names meaning "fairy" and "beloved." They showed us their small change purses, shaped like fish and covered in sequins.

That night we lay in the bed, saying aloud the names of our new friends. Habiba, Pari, Nanda. The greyhound, we agreed, was a wise and wonderful creature. Earlier that day, Dr. Singh had revealed the meaning of her name.

"Nanda," he said, "means 'joyful.' A good name, yes?" he asked.

Tongue-tied and shy, we nodded vigorously. Not in all the world could we think of a better one.

^{*}*The Thousand and One Nights*: a collection of Arab tales and legends including Ali Baba and Aladdin

34. How is the main idea of the selection reflected in its title?
- A The title tells the reader that Pearl Street is a typical neighborhood.
 - B The title implies that Pearl Street was not diverse until the Singhs moved there.
 - C The title shows that the narrator is against integration of neighborhoods.
 - D The title symbolizes the struggle for wealth and power between families.
35. What is the significance of the author's tone?
- A It causes the reader to doubt the narrator's truthfulness.
 - B It makes the reader afraid for the new family.
 - C It suggests that the moving day was a positive experience.
 - D It implies that the residents of Pearl Street felt joyful.
36. Based on the selection, which statement **best** summarizes the narrator's opinion?
- A The narrator is indifferent to the arrival of the Singhs in her neighborhood.
 - B The narrator believes that cultural diversity will have a positive impact on the neighborhood.
 - C The narrator hopes that the arrival of strangers will reduce tension among neighbors.
 - D The narrator believes that change will cause problems in her neighborhood.
37. What does the description of the setting foreshadow?
- A the contrast of ordinary and exotic
 - B the irony of Nanda's defeat of Bullet and Mac
 - C the allusion to *The Thousand and One Nights*
 - D the conflict among the characters

38. What effect does the author create by including Nanda in the selection?
- A Nanda's speed symbolizes the Singhs' cultural differences.
 - B Nanda's obedience proves that greyhounds make great pets.
 - C Nanda's friendliness helps to unite the residents of Pearl Street.
 - D Nanda's joy serves as a foil for the Singhs' fear.
39. What does the narrator imply when she refers to Dr. Singh as "a chauffeur of the exotic"?
- A Dr. Singh looked different from his family.
 - B Dr. Singh was an ordinary cab driver.
 - C Dr. Singh was a driver in his previous home.
 - D Dr. Singh brought strange, new things to the street.
40. In the last paragraph, the narrator writes, "Not in all the world could we think of a better one." To what is she referring?
- A a neighborhood to live in
 - B a name for Nanda
 - C a word for *greyhound*
 - D a name for Dr. Singh
41. At the end of the selection, what does the dialogue suggest?
- A that there will be a good relationship between Dr. Singh and the neighborhood children
 - B uncertainty about how Nanda will fit into the neighborhood
 - C that Dr. Singh does not prefer to use the English language
 - D concerns about diverse cultures and their treatment of animals

A Growing Coral Crisis

by Thomas Hayden

Overfishing and global warming are killing reefs around the world. Is it too late to save them?

Always wanted to go scuba diving on a coral reef but never quite found the time? You might want to book your flight fast, like right now. Hit hard by pollution, destructive fishing and rapidly warming seas, coral reefs are among the most endangered ecosystems on the planet. How bad is it? According to a report released this week at a meeting of coral-reef scientists in Bali, fully a quarter of the world's reefs are already effectively gone. If global warming continues as expected, says Australian marine biologist Ove Hoegh-Guldberg, "there's a very good probability that coral reefs as we know them now will be gone in 30 to 50 years."

② Reefs are being hammered by a daunting array of really poor resource-management choices. (One example: fishers in Indonesia and the Philippines use cyanide or dynamite to stun live reef fish—highly prized in Cantonese cuisine and the aquarium trade—then smash the reefs apart to pull the comatose animals from the crevices where they hide.) Less than 1 percent of reefs are protected from such practices worldwide, says Jane Lubchenco, a marine ecologist at Oregon State University, making strict "no take" marine reserves "the single most useful action we can take" to preserve them. But all the local conservation efforts in the world—and there are many—may not be enough on their own to save reefs from an even more menacing threat: global warming.

Corals are odd creatures, and that may be their undoing. The tiny animals, living by the millions on the rocky structures they produce, capture single-celled algae, forcing the plants to make their food like galley cooks on a . . . ship. Maybe global warming is the algae's revenge: heat boosts the plants' metabolism, so they generate more oxygen. At about 85 degrees, the

animal cells start to suffer from oxygen poisoning, so they spit out the algae. The corals are left chalky-white—it's called bleaching—and unable to grow. If the water stays warm, the corals eventually die.

In 1998 scientists got a disturbing look at what might lie ahead. The strong El Niño that year warmed tropical waters from Africa through Indonesia and the Philippines and out into the Pacific, leading to the worst bleaching episode on record. Clive Wilkinson, a marine biologist at the Australian Institute of Marine Science and the lead author of the new report, says that with time, 20 to 50 years say, many of the areas hit in 1998 should eventually recover. Unless they're hit by another heat wave or a bad storm first. Given that water temperatures in the tropical Northern Hemisphere have jumped upward by nearly a degree per decade since 1984—10 times the global average—and both El Niños *and* severe storms are expected to be more frequent with global warming, they almost certainly will be. "If you get bleaching mortality every three or four years," says Hoegh-Guldberg, "you simply don't have corals anymore."

⑤ Incomplete scientific data and the fuzzy nature of climate models provide easy ammunition for skeptics, but many scientists are convinced that the crisis is real. "It's all too easy to get lost in a maelstrom of ambiguity," says California State University, Northridge, marine biologist Peter Edmunds. "We need a strong statement to motivate politicians to do something about global warming." Hoegh-Guldberg hopes that's exactly what he'll get from the 1,400 scientists gathering in Bali this week—after sharing their latest data, the group will draft a "clear, near-universal statement" on the connection between global

warming and bleaching. After surveying data collected by thousands of researchers and volunteers, the scientists are ready to

sound the alarm. The question is, will anyone be listening?

-
42. What is the main idea of this selection?
- A Human activities cause global warming and should be regulated.
 - B High temperatures cause coral bleaching, which can discourage growth.
 - C Scuba divers should visit reefs while they still have time.
 - D Global warming and fishing strategies threaten coral reefs.
43. What position does the author appear to take on the subject of global warming?
- A He is indifferent to the political debate about it.
 - B He is against spending money to fight it.
 - C He believes it is a significant scientific problem.
 - D He thinks that it will stop without human intervention.
44. How can warmer waters eventually lead to corals' deaths?
- A Heat causes algae to produce more oxygen, which poisons the coral.
 - B Heat causes algae to turn white, which bleaches the coral.
 - C Heat prevents corals from being able to reproduce.
 - D Heat burns corals and keeps them from growing.
45. Based on the selection, what would be the **most** significant consequence of coral reef extinction?
- A fewer interesting places to scuba dive
 - B more free-floating algae in the ocean
 - C destruction of habitat for reef fish
 - D increased global water temperatures

46. What is the effect of the statistics and research findings provided in the selection?
- A They focus the reader's interest on the real problems facing coral.
 - B They illustrate the depth of the author's knowledge about coral.
 - C They explain important facts about the biology of coral.
 - D They provide supporting details for the rising concern about coral.
47. In paragraph 2, what is the purpose of the description of fishing techniques used in Indonesia and the Philippines?
- A to demonstrate the author's knowledge of unusual fishing methods
 - B to show how reefs are being destroyed
 - C to explain the use of cyanide and dynamite
 - D to blame other countries for the destruction of the reef
48. In paragraph 5, what does "a maelstrom of ambiguity" mean?
- A abrupt weather change
 - B inaccurate hypotheses
 - C clear data results
 - D widespread confusion

A Moment of Genius, Years of Obscurity

by Debbi Gardiner

New Zealanders are celebrating man's first flight—and they're not talking about Wilbur and Orville Wright.

One historical event few Americans will hear about this month is the centennial anniversary of the first flight of New Zealand aviator and inventor Richard Pearse. Most people in this country don't know his name. But many in New Zealand believe Pearse was the first person to fly.

Pearse was a cattle farmer who built and flew a bamboo-framed mono-wing airplane far enough and high enough to crash-land on a lonely country road on top of a 12-foot-high gorse hedge. It was March 31, 1903, historians and witnesses say, eight months before the Wright brothers flew.

At the end of the month, more than 5,000 revelers are expected to join a parade and air show in Timaru, a port town near Pearse's farm. But given the lack of coverage by the American media so far, I doubt many here will notice. While newspaper editors are creating new spins on the Wright brothers' upcoming centennial, Pearse's achievement is not even on their radars. How sad that a brilliant day in world history is being ignored.

My sentiment is partly personal. Pearse is my great-great uncle. I was born on a sheep farm mere miles from where he made his first flight. I was 5 years old when town officials unveiled a monument in Pearse's honor. I can remember my dad, an avid ultra-light pilot, flying overhead in his own plane and the headline that appeared in *The Timaru Herald* the next day: IN THE SHADOW OF A GREAT UNCLE. I am proud to be Pearse's descendant and keen to spread the word. But as a journalist, I'm also motivated by a desire to see all takes on man's first flight reported—not just the American version.

I love the opportunities the United States has given me and Americans' pioneering and positive attitudes. This was what I could not find in beautiful New Zealand and why I left at the age of 22. But for a country so huge and ethnically diverse, I'm surprised by the media's disinterest in international events. The Americans I know travel often and enjoy learning about foreign cultures. It seems editors aren't giving their readers enough credit.

There are a few signs of progress. The number of biographies on Pearse is growing. A few years ago the Lonely Planet travel guides began to include Pearse's history in its New Zealand books. In 1996 the Discovery Channel did a Pearse documentary. The reporter even flew in Dad's plane.

⑦ Otherwise, it is as if Pearse did not exist. When I approach editors with his story I'm usually told that the standard historical account will do. This narrow-minded, isolationist attitude hurts. New Zealanders, like those in most Western countries, watch America's news and sitcoms, acknowledge its holidays on their calendars and eat in its fast-food chains. I don't expect Americans to hear as much about New Zealanders as Kiwis hear about them—after all, my birth country is the size of California; sheep (39 million) far outnumber people (almost 4 million). But the fact that people here have never heard of an accomplishment as big as Pearse's is a signal that the relationship needs to be more reciprocal.

⑧ But the media isn't totally to blame for Pearse's obscurity. He also had the misfortune to make history among people

who couldn't appreciate his contribution.

Waitohi (where Pearse first flew) is a rural community in the middle of nowhere. He was ostracized by local farmers for having crazy hair and being more interested in flying than in raising cows. By the end of his life he was so disheartened that he gave up inventing and died penniless and alone. It was 50 years after his flight that relatives discovered the relics of his plane and experts at the Museum of Transport and Technology shipped them to Auckland.

The Wrights were born in a country that embraced innovation. Their experimental flights in North Carolina were reported in the newspapers of Dayton, Ohio, and Cincinnati. Less than three years after their flight, the U.S. Patent Office granted the brothers a patent for their plane, and in 1909 the U.S. government awarded them a

military contract. Today, there are airports named in their honor. Flight Commission and the Wright Experience, a nonprofit organization, are promoting the Wright brothers' achievement with help from celebrities like John Travolta. The South Canterbury Aviation Heritage Center is doing its best to promote Pearse's big day—but how can it compete with that kind of attention?

The Wright brothers' flight and the belief that it was the world's first is as American as apple pie, one editor told me. I don't wish to convince Americans otherwise. It would be nice, though, if newspapers would at least acknowledge that on March 31 there will be a huge shindig going on thousands of miles away and that another account of aviation history exists.

49. What is the *main* purpose of this selection?
- A to criticize Americans' lack of interest in early aviation
 - B to examine the early years of international flight history
 - C to explain poor communication between New Zealand and the United States
 - D to promote a historical record of New Zealand's first flight

50. What makes the selection's title appropriate?
- A It emphasizes that Pearse was very creative and beloved.
 - B It establishes that international news is not very interesting to Americans.
 - C It emphasizes that Pearse's accomplishment has been largely ignored.
 - D It establishes that the selection will be about an important historical event.

51. In paragraph 7, what does *reciprocal* mean?
- A accurate
 - B lasting
 - C mutual
 - D reported
52. What is the **main** reason Pearse's accomplishments remain essentially unknown?
- A Local New Zealand farmers are still suspicious of his efforts.
 - B Publicity for the Wright brothers has overshadowed his success.
 - C New Zealand is a country that values tradition.
 - D Historical accounts of Pearse's story have not been produced.
53. Why does the author alternate between first and third person?
- A It allows the author to give more information about aviation.
 - B It shows the author has a sense of pride in her country.
 - C It emphasizes the author's sense of family pride and anger at the media.
 - D It helps the author provide objective information as well as her personal opinion.
54. Which statement **best** summarizes the author's opinion about America and its citizens?
- A Americans should be more conscious of world events.
 - B Americans should visit New Zealand so they can better appreciate it.
 - C The media in America is solely to blame for Pearse's obscurity.
 - D America is a wonderful place for writers.

55. In paragraph 8, what do words such as *misfortune*, *ostracized*, and *disheartened* emphasize in the selection?
- A the feelings of New Zealanders for Pearse
 - B the experiences of Pearse throughout his lifetime
 - C the relationship between Americans and New Zealanders
 - D the feelings of the author toward Americans
56. With which statement would the author ***most likely*** agree?
- A Newspapers do not provide enough stories that interest readers.
 - B Journalists are not interested in international news.
 - C Newspaper editors change history by selecting the stories they publish.
 - D Journalists should investigate and fairly report all news.



End of English I Test

ACKNOWLEDGMENTS

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**North Carolina Test of English I
Form I RELEASED Fall 2009
Answer Key**

Item Number	Correct Answer	Goal
1	C	6 — Demonstrate understanding of correct grammar and language usage
2	A	6 — Demonstrate understanding of correct grammar and language usage
3	A	6 — Demonstrate understanding of correct grammar and language usage
4	D	6 — Demonstrate understanding of correct grammar and language usage
5	C	6 — Demonstrate understanding of correct grammar and language usage
6	B	1 — Express reflections and reactions to expressive texts
7	B	6 — Demonstrate understanding of correct grammar and language usage
8	D	1 — Express reflections and reactions to expressive texts
9	C	1 — Express reflections and reactions to expressive texts
10	C	6 — Demonstrate understanding of correct grammar and language usage
11	D	6 — Demonstrate understanding of correct grammar and language usage
12	D	6 — Demonstrate understanding of correct grammar and language usage
13	B	6 — Demonstrate understanding of correct grammar and language usage
14	A	6 — Demonstrate understanding of correct grammar and language usage
15	B	6 — Demonstrate understanding of correct grammar and language usage
16	A	6 — Demonstrate understanding of correct grammar and language usage
17	A	6 — Demonstrate understanding of correct grammar and language usage
18	C	6 — Demonstrate understanding of correct grammar and language usage
19	B	3 — Study argumentation and develop informed opinions
20	D	3 — Study argumentation and develop informed opinions
21	B	5 — Demonstrate understanding and comprehension of literary genres and literary elements
22	A	5 — Demonstrate understanding and comprehension of

North Carolina Test of English I
Form I RELEASED Fall 2009
Answer Key

		literary genres and literary elements
23	D	5 — Demonstrate understanding and comprehension of literary genres and literary elements
24	C	5 — Demonstrate understanding and comprehension of literary genres and literary elements
25	C	4 — Create and use standards to critique different forms of communication
26	A	5 — Demonstrate understanding and comprehension of literary genres and literary elements
27	A	5 — Demonstrate understanding and comprehension of literary genres and literary elements
28	B	5 — Demonstrate understanding and comprehension of literary genres and literary elements
29	A	5 — Demonstrate understanding and comprehension of literary genres and literary elements
30	D	5 — Demonstrate understanding and comprehension of literary genres and literary elements
31	D	5 — Demonstrate understanding and comprehension of literary genres and literary elements
32	A	5 — Demonstrate understanding and comprehension of literary genres and literary elements
33	C	5 — Demonstrate understanding and comprehension of literary genres and literary elements
34	B	4 — Create and use standards to critique different forms of communication
35	C	5 — Demonstrate understanding and comprehension of literary genres and literary elements
36	B	5 — Demonstrate understanding and comprehension of literary genres and literary elements
37	A	5 — Demonstrate understanding and comprehension of literary genres and literary elements
38	C	4 — Create and use standards to critique different forms of communication
39	D	1 — Express reflections and reactions to expressive texts
40	B	5 — Demonstrate understanding and comprehension of literary genres and literary elements
41	A	5 — Demonstrate understanding and comprehension of literary genres and literary elements
42	D	2 — Explain meaning, describe processes and answer research questions using informational materials
43	C	5 — Demonstrate understanding and comprehension of literary genres and literary elements
44	A	2 — Explain meaning, describe processes and answer

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		research questions using informational materials
45	C	2 — Explain meaning, describe processes and answer research questions using informational materials
46	D	4 — Create and use standards to critique different forms of communication
47	B	2 — Explain meaning, describe processes and answer research questions using informational materials
48	D	6 — Demonstrate understanding of correct grammar and language usage
49	D	4 — Create and use standards to critique different forms of communication
50	C	4 — Create and use standards to critique different forms of communication
51	C	6 — Demonstrate understanding of correct grammar and language usage
52	B	4 — Create and use standards to critique different forms of communication
53	D	4 — Create and use standards to critique different forms of communication
54	A	4 — Create and use standards to critique different forms of communication
55	B	3 — Study argumentation and develop informed opinions
56	D	4 — Create and use standards to critique different forms of communication

**North Carolina Test of English I
Form I RELEASED Fall 2009
Raw to Scale Score Conversion**

Raw Score	Scale Score
0	119
1	120
2	120
3	121
4	122
5	123
6	124
7	125
8	126
9	127
10	128
11	129
12	130
13	132
14	133
15	134
16	135
17	135
18	136
19	137
20	138
21	139
22	140
23	140
24	141
25	142
26	143
27	143
28	144
29	145
30	146
31	146
32	147
33	148
34	149
35	149
36	150
37	151
38	152
39	152
40	153
41	154

**North Carolina Test of English I
Form I RELEASED Fall 2009
Raw to Scale Score Conversion**

42	155
43	156
44	157
45	158
46	159
47	160
48	161
49	163
50	164
51	165
52	167
53	169
54	171
55	173
56	176