



**PASSING THE  
LOUISIANA ENGLISH II  
END-OF-COURSE TEST**

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## Diagnostic Test

for they no longer spoke—and when thus awakened he invariably grabbed for his revolver. Then he would sit up in bed, shivering nervously, with the weapon trained on the unconscious dreamer. Cuthfert deemed the man going mad, and so came to fear for his life.

9. His own malady assumed a less concrete form. The mysterious artisan who had laid the cabin, log by log, had pegged a wind-vane to the ridgepole. Cuthfert noticed it always pointed south, and one day, irritated by its steadfastness of purpose, he turned it toward the east. He watched eagerly, but never a breath came by to disturb it. Then he turned the vane to the north, swearing never again to touch it till the wind did blow. But the air frightened him with its unearthly calm, and he often rose in the middle of the night to see if the vane had veered—ten degrees would have satisfied him. But no, it poised above him as unchangeable as fate.

25. In the third paragraph, the word *gluttonous* means GLE 1

- A “sugar coating.” C “excessive eating.”  
B “rich cooking.” D “expensive dining.”

26. What caused the men’s sickness? GLE 15

- A a poor diet C poor hygiene  
B a purple rash D cold weather

27. What mood is evident by the end of the passage? GLE 2

- A excitement  
B suspense  
C anger  
D sarcasm

28. Which statement from the passage is an example of personification? GLE 3

- A The hair of their heads and faces grew long and shaggy...  
B He shrank away from the clammy contact as they drew closer...  
C This Fear was the joint child of the Great Cold and the Great Silence...  
D In the absence of fresh vegetables and exercise, their blood became impoverished...

**Practice 2: Vocabulary in Passages**

GLE 1

Read the following story, and then answer the questions that follow.

**Dance Hall Fight**

1. Two of a kind, Dora and Lillie were locked in a struggle of the heart. Resembling the flower of her name, Lillie was tall and flourished by vigor. She had a grace in her wide-set eyes, serene mouth, and stern forehead. Dora, though barely a year into her womanhood, displayed the health and stature of country stock—lean and solid. She had an untamed spirit and hair to match. Her passion sparkled in amber eyes and flashed through her restless hands.

2. The piano player soared into a jazz piece, enticing more couples onto the floor in an intricate swirl of rough clothes and powdered skin. Dora pushed through them to confront Lillie. She was waiting by the exit, watching the card game in the shadowy hall. Mike crouched on the floor, holding a fine hand of hearts. Lillie’s gaze fixed on his shape, totally unaware of Dora’s demeanor.



3. “Look here, aren’t you in the wrong place?” snapped Dora, fighting the urge to grab Lillie by the arm.

4. “I am where I want to be,” Lillie replied with dignity, “and this is where I’ll stay. I know what you think of me, but...”

5. “I don’t think of you at all. You don’t exist here!” Dora punctuated her words by shoving Lillie back into the doorframe. Lillie, however, had the reach to rend a handful of Dora’s hair as she fell back.

6. The music broke to a ragtime medley that kept time with the jeers and cries of “Fight!” The two overturned a table full of glasses and dishes. Pushing Lillie away, Dora stepped back, glancing into the hallway where Mike had been settling his debts. The game had ended. As Dora and Lillie paused to watch, Mike walked out through the double doors.

1. In the phrase in paragraph 1, “Lillie was tall and flourished by vigor,” the word *flourished* means
 

A “preached.”	C “spoke.”
B “thrived.”	D “provided.”

### Writing Activity

#### Tone

Make a list of five nouns (people, places, things, or ideas). Write a sentence to describe each one. Look at the sentence you wrote, and decide if you showed a negative or positive attitude toward that item. Write a new sentence about each one using the opposite tone of what you used before.

#### Mood

Look through selections you have read in your literature book or some other anthology, and find examples of at least four different moods in written works. Make a list of the titles of the four selections. How did the authors establish the mood in their writing? List some specific examples from each piece of literature.

## PLOT

The sequence of events in a story is the **plot**. If you are reading a book, and a friend asks what the book is about, you would probably begin by talking about the plot. Every story has to have more than setting; something has to happen to the characters!



When we discuss plot, it is generally broken down into several parts. The **introduction**, or exposition, brings the reader into the story. Generally, the author describes the setting, introduces the characters (or at least some of them), and begins to tell the reader about the **conflict**, the main struggle of the characters. The conflict usually begins with an incident that puts the plot into motion. This incident and all the other actions that continue to lead to the story's resolution create the cause and effect relationship of the action.

The next part of the plot is the **rising action**. During the rising action, the writer will continue to build up the conflict by introducing complications. Complications are problems the characters encounter that make the story more complex. The conflict builds up to a **climax**, or turning point in the story. After the climax occurs, the loose ends are tied up, various complications may be resolved, and the conflict begins to be settled. This part of the plot is called the **falling action**.

The **resolution** is the final section of the plot. Usually, the main conflict is ended in some way—a mystery may be solved, problems are worked out, or some other suitable solution to the conflict occurs.

Since a plot undergoes these many changes, it is important for the author to include appropriate transitions. Through words, phrases, and shifts in tense, a transition signals that something new is happening or a turn is being made in the plot.

## Using Information Resources

Some **films** can be useful research tools. Movies today cover many subject areas. Biographical movies like *Gandhi*, *The Aviator* (about Howard Hughes), or *Truman* (about Harry S. Truman) provide information about famous people. Historical movies like *Remember the Titans* (set in the South shortly after the Civil Rights Movement), *The Crucible* (about events leading to the Salem witch trials in 1692), and *Thirteen Days* (about the 1962 Cuban Missile Crisis) bring eras and events to life. Literary movies such as *William Shakespeare's Romeo + Juliet*, Louisa May Alcott's *Little Women*, and J. R. R. Tolkien's trilogy *The Lord of the Rings* dramatize great works of literature. Careful researchers use films to supplement other research done in encyclopedias, biographies, and other sources. Films can present useful information, but they are made primarily to entertain.



**Documentaries** are factual films that focus on political, social or historic topics. They use actual footage and interviews, sometimes accompanied by narration. They can be seen on television, in a movie theater, or online. Many TV stations air documentaries on a large variety of subjects. PBS's *Frontline* and *Nova* are two well-known documentary programs. *Frontline* airs short documentaries on issues such as government, biography, race, and religion. *Nova* deals with a wide range of topics, including history,

nature, science, astronomy, and technology. Documentaries often present different views on controversial topics. Some well-known examples are *Super Size Me* (about the fast food industry), *Why We Fight* (about the military-industrial complex), and *An Inconvenient Truth* (about global warming).

Your school and public libraries are the best sources of information stored on **audio and video**. Many libraries have an audiovisual (AV) department, where resources are available to borrow. The AV department may hold a collection of educational documentaries, audio tapes, video tapes, CDs, and DVDs. Many classic and modern works of literature are also available on tape and CD.

For local research, you can turn to **community and government data**. Resources like statistics can be found on local government Web sites. You can also find local, state, and national laws; maps and geographic data; and facts about businesses. For example, statistics for any country in the world can be found in the CIA World Factbook (Google *cia world factbook*). And, the US Chamber of Commerce has data on businesses and other organizations ([www.uschamber.com](http://www.uschamber.com)).

### Practice 1: Resources

GLE 40

**A. Read the questions, and then choose the best answer for each one.**

1. If Josiah is searching for topographical maps of South America, which source would give him the **best** results?
  - A a documentary
  - B a dictionary
  - C an almanac
  - D an atlas