

Read this student rough draft and answer the questions that follow.

The Power of Words

(1) The words that I think are powerful relate to emotions and intangible things. (2) Love and hatred are at the opposite ends of the spectrum, and they represent extreme feelings.

(3) Love has a lot of meaning behind it. (4) When someone says that they love someone or something, they show strong affection. (5) Hatred, on the other hand, means “intense hostility.” (6) People use such strong words so often that they are losing power, they exaggerate their feelings with those words.

(7) On the contrary, words that are merely sounds to express anger have been given much power. (8) The cusswords today all had different meanings in the past, but people have given them malicious and foul substitutes. (9) Like what Anna Deavere said, “The heart has a memory just as the mind does.” (10) It relates the cusswords with hateful moments, and the mouth reflects the heart by speaking the words. (11) If people made up, random sounds (such as screaming), it would achieve the same effect as saying a foul word.

(12) A third group of potent words are the category of verbs. (13) They paint lively pictures in the reader’s mind. (14) In Queen Margaret’s speech to the Duchess of York, the verbs “hunt,” “crept,” “worry,” “lap,” “reigns,” and “chase” depict the tyranny and cruelty of Richard III. (15) Each verb is unique in its own way. (16) The verbs “amble,” “walk,” “jog,” “run,” and “spring” are all words that describe what legs do. (17) However, each one shows a different level of speed. (18) Using the exact verb in a sentence will make it come alive.

1. Which change should be made to correct sentence 6?
- A change *strong* to *stronger*
 - B change *are losing* to *lost*
 - C change *power,* to *power;*
 - D change *their* to *they're*
2. Which change should be made to sentence 11?
- A change *up,* to *up*
 - B change *sounds* to *sound change*
 - C change *achieve* to *acheive*
 - D change *effect* to *effects*
3. Which change should be made to correct sentence 12?
- A change *A* to *An*
 - B change *potent* to *potently*
 - C change *are* to *is*
 - D change *category* to *categorys*
4. Which of the following is a fragment?
- A (3) Love has a lot of meaning behind it.
 - B (9) Like what Anna Deavere said, "The heart has a memory just as the mind does."
 - C (15) Each verb is unique in its own way.
 - D (18) Using the exact verb in a sentence will make it come alive.
5. How could sentence 10 *best* be rewritten to improve clarity and coherence?
- A Thus, the mouth reflects the heart by speaking cusswords at hateful moments.
 - B While relating to hateful moments of the mouth and heart, it speaks the cusswords.
 - C So, this saying relates cusswords with hateful moments and relates the mouth to the heart, speaking those words.
 - D Relating cusswords and hateful moments to the mouth and the heart, it reflects by speaking the words.

6. How could sentences 16 and 17 **best** be combined to enhance sentence variety?
- A However different levels of speed are shown, all these words “amble,” “walk,” “jog,” “run,” and “spring” show what legs can do.
- B While the words “amble,” “walk,” “jog,” “run,” and “spring” describe what legs do, each one shows a different level of speed.
- C “Amble,” “walk,” “jog,” “run,” and “spring” are all describing what legs do, each one shows a different level of speed.
- D Showing different levels of speed—all these words show what legs do—“amble,” “walk,” “jog,” “run,” and “spring.”

End of Set

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*Answers to
English I Sample Items: Composition Set 3*

| Passage Title | Question Number | Correct Answer | Thinking Skill | Objective Number |
|----------------------|------------------------|-----------------------|-----------------------|-------------------------|
| The Power of Words | 1 | C | Applying | 6.02 |
| The Power of Words | 2 | A | Applying | 6.02 |
| The Power of Words | 3 | C | Applying | 6.02 |
| The Power of Words | 4 | B | Applying | 6.02 |
| The Power of Words | 5 | A | Organizing | 6.01 |
| The Power of Words | 6 | B | Organizing | 6.01 |