

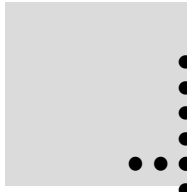


PASSING THE NORTH CAROLINA ENGLISH I END OF COURSE TEST

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North Carolina English I End of Course Test Self-Diagnostic Test

The purpose of this self-diagnostic pretest is to measure your progress in reading comprehension, grammar and critical thinking. This pretest is based on the **North Carolina English I End of Course** test and adheres to the sample question format provided by the North Carolina Board of Education.

General Directions:

1. Read all directions carefully.
2. Read each question or sample. Then choose the best answer.
3. Choose only one answer for each question. If you change an answer, be sure to erase your original answer completely.
4. After taking the test, you or your instructor should score it using the answer key that accompanies this book. Then use the evaluation chart to determine if you are prepared for the reading comprehension, writing, and critical thinking skills tested on the End of Course test.
5. Based on your score on the evaluation chart, read and complete the chapters so you can learn the concepts and skills needed to improve your score.
6. Then take the two practice tests at the end of this book to further prepare for the English I North Carolina End of Course Test.

THE MAIN IDEA

“The **main idea** or central point can be found in two different ways.” That sentence is a good example of a main idea topic sentence — it says in a broad statement what its paragraph will be about. A **topic** is another word for *subject*.

Main ideas are **broad statements about the subject of a paragraph or passage**. Statements of details alone cannot be main ideas. Following are two ways main ideas may be found:

Rule 1. Main ideas may be **directly stated** in a topic sentence. Topic sentences can be found in the title, the introduction, or even the beginning or ending sentence of a paragraph.

Rule 2. Authors may also show the main idea by implying, hinting, or suggesting it through details and facts, not by directly stating it. This is called an **implied main idea**.

THE DIRECTLY STATED MAIN IDEA

In a **directly stated** main idea, the basic thought to be communicated is usually found either in the beginning sentence or among the ending sentences. An author usually supports ideas with **details** — the answers to the 5 Ws and H of journalism: *who?*, *what?*, *where?*, *when?*, *why?*, and *how?* Details both fill in information and explain the main idea.

The example below shows a directly stated main idea in the first sentence:

Mockingbirds are common and popular birds in the eastern and southern regions of the United States. The mockingbird is the state bird for Arkansas, Florida, Mississippi, Tennessee, and Texas. “Mockers,” as they are affectionately called, are known for their ability to mimic other birds, mammals, and insects with song and sounds. Mockingbirds often live close to human homes, nesting in ornamental hedges.



After reading the first sentence, we know that the passage is about mockingbirds. The rest of the paragraph gives details about how the mockingbird is common and why it is popular.

Finding a Stated Main Idea

1. **Read the title.** The main topic of the paragraph or passage is often mentioned in the title.
2. **Read the first and last sentence** of each paragraph. Most of the key words and ideas will be stated in these places.
3. **Choose the answer that is the best statement** or restatement of the paragraph or passage. Your choice should contain the key words mentioned in the title, the first sentence or the last sentence of each paragraph or passage.
4. **Always read the entire passage** to get an overview of what the author is writing about.

the world and the United States had all their expectations met by one man. This man was named Pelé.



Pelé

Pelé was born in 1940 in Tres Coracoes, a poor town in Brazil. His ancestors were African slaves. Pelé began playing soccer professionally at the age of fifteen in 1955 and became a star in the world of soccer by 1958. It was in this year that he played in the World Cup finals, scoring two goals for Brazil against Sweden. Pelé was a great athlete, holding the record for the most goals per game scored in a career. He is also the only person to have scored goals in three winning World Cup games.

Pelé's triumphs on the field, however, pale against his record for promoting peace and soccer throughout the world. He spoke with crowds in America in the 1960s, signing autographs for adoring fans despite high tensions between black and white people over the Civil Rights Movement. In 1977, Pelé met with boxer Mohammed Ali, who, as a black athlete, had not been wholly accepted by American society during the previous two decades. Though popular around the world, including the United States, Pelé stayed loyal to his home country of Brazil until his career ended, refusing offers of millions of dollars from other teams. In his last exhibition game, he played for both teams: one in the first half, the other in the second half. In order to promote soccer in the United States, Pelé signed to play with the New York Cosmos after he retired from the Brazilian team at age 34. His fame, personality, and ability won millions of United States fans for the sport of soccer.

Pelé is now a wealthy man. He still feels the pull of his fans and of the great need for peace around the world. He says that more than wanting children to follow his example on the soccer field, he would like them to follow his example of sportsmanship off the field in the wider world. As a great athlete, Pelé has demonstrated good will and dignity to his legion of fans. That is the wonder of Pelé.

1. What conclusion can be drawn about the game of soccer during the time of Pelé's youth?
 - A. Soccer was known to fans only as futebol.
 - B. The game was wildly popular in almost every country around the world.
 - C. The game was not very interesting to anyone because of low scores.
 - D. Soccer was not very well-known nor popular in the United States.
2. What is most unusual about Pelé's acceptance in the United States in the '60s and '70s?
 - A. Americans did not understand soccer nor the Brazilian language.
 - B. At that time, the United States was still a largely segregated society, with many racial tensions.
 - C. Americans were busy trying to beat Russia in the cold war.
 - D. People in the United States thought Pelé was too young to have received the fame he had.

ARCHETYPAL CHARACTERS



Carl Jung

Sometimes fictional characters - particularly in genre fiction such as mystery, sci-fi, and fantasy, with their emphasis on plot - are not remarkably well-developed. Instead, they only serve a purpose in the story and are familiar because we have seen their types in other work. Such characters are called **archetypes**, and are sometimes derisively referred to as cliché or **stereotyped** players. In reality, however, there is an important difference between the two.

The word *archetype* was coined by Swiss psychologist Carl Jung, who specialized in interpreting dreams. Dr. Jung believed that *idealized* (perfect) versions of ourselves and others often appear out of our subconscious mind, as a means to help us readily identify and deal with unfamiliar ideas.

This concept of an idealized version of something has in entertainment become confused with a **stereotype**, which is a negative satire of a certain archetypal image. Stereotypes often involve generalizations, exaggerations, and simplifications of a character type's personality or habits.

Different Types	
Archetype:	Stereotype:
An idealized, perfect version of a given person or thing.	Personifies the worst qualities of a certain kind of individual or thing.

For example, Captain James Kirk on *Star Trek* is the archetypal outer space adventurer, fearless and compassionate. Contrast that with *Futurama's* Zap Brannigan, who is also a space explorer but sexist and cowardly.



Archetypes often appear in myths and medieval romances. The ancient Greek hero Jason, captain of the Argonauts, was an archetypal hero. In more recent times, the role of archetypal mother and homemaker is possibly best represented by Marge Simpson.

Practice 5: Archetypes

Think of five archetypal characters or stereotypes you have read or seen in books, television, or movies. Consider what made them either perfect to their type or the worst example of their kind. Discuss your conclusions with a classmate, teacher, or mentor.

Read the following two passages about weight loss, and decide whether the arguments are strong or weak.

Rapidly Burn Off Pounds And Inches With SUPER DIET PILL!

You can lose 10, 20, 50, Even 100 pounds! This is it! This is the diet pill researchers around the world have hailed for its powerful, quick-working ingredients that help people shed stubborn fat — fast! Super Diet Pill satisfies the need for fast action without strenuous dieting.



So fast-working, you can see a dramatic difference in just two days, without complicated calorie counting or suffering from biting hunger pains. Even people with long-term weight problems find they can burn off up to a pound of fat and fluid every five hours.

50% Fat Loss In 14 To 21 Days

The longer you use the super diet pill, the more weight you lose. You don't have to stop until you reach the weight that you want. Without making major sacrifices or drastic changes, you can shed as much as 50% of your fat in just 2 or 3 weeks.

Increased Metabolism Means Weight Loss

One-half of the women and one-fourth of the men in the United States are trying to lose weight and become fit. The sad truth is that most of us will regain our original weight in a year or less. What's the real secret for losing weight and keeping it off? The answer is developing and maintaining a healthy metabolism. Metabolism refers to how the body burns energy. A person with a high metabolism burns more calories than a person with a low metabolism. Consequently, the person who burns more calories has an easier time losing weight. Here are some tips for improving your metabolism and melting away that extra fat:

1) Drink plenty of water. Filling up on water decreases the appetite. Three quarts of water each day are ideal. 2) Don't skip meals, especially breakfast. Eat small meals every two to three hours. In this way, carbohydrates and protein will not be converted into fat. 3) Eat fat-burning foods. Raw vegetables, whole grains, fruits, and legumes are your best choices. Consume fruits between meals for extra energy. This healthy snack won't be converted to fat. 4) Exercise regularly. Aerobic exercises like swimming, running, and walking are best. Also try lifting weights — a good muscle builder and fat burner. Exercise before you eat. It will decrease your appetite and increase your metabolism.



Each passage strongly suggests a way to lose weight and provides reasons to support its method of weight loss. But which one is based on valid reasons, and which one is based on falsehoods?

An examination of the evidence shows that the diet pill advertisement offers very limited factual information. Little proof is presented to support its dramatic claims. The ad never mentions the names of the diet pill researchers, the people who lost weight, or where and when the testing was done.

Practice 10: Dangling Modifiers

On a separate sheet of paper, rewrite the following sentences so that they no longer contain dangling modifiers. Write *C* if the modifier is used correctly in a sentence.

1. While fishing in the river, a large piece of driftwood floated by.
2. Left penniless by the taxes, his hunger grew larger.
3. To decide a military action, the long-term outcome must be planned by the generals.
4. While flying high above the Rocky Mountains in the clouds, a flash of lightning hit the front of our plane.
5. Working in this beach side resort for many months, the sunstroke was caught by many lifeguards.

CAPITALIZATION

Capitalization involves the practice of using a mixture of capital (“A”) and lower case letters (“a”). In the early development of English, writers used only capital letters. In modern English, there are rules for capitalizing certain words in order to emphasize their importance. One example is the first word of every sentence; another example of capitalized words are proper nouns, like “Asheville, North Carolina.”

Some common rules for capitalization include:

Rule 1. Capitalize the first word of a sentence.

Example: We went to the candy store.

Rule 2. The first word of a sentence following a colon can begin with a small letter or a capital letter. Be consistent throughout your writing.

Example: Listen to the following announcement: **a**ll people living on planet Earth will now be ruled by aliens.

Example: The aliens are benevolent: **T**hey come from the Polaris system.

Rule 3. Capitalize the first word of a direct quotation that is a complete sentence, even if it is within another sentence. When a quotation is interrupted by words such as *he said*, do not use a capital letter to begin the second part of the quotation.

Example: Mr. White said, “**B**e here next Saturday at 9:00 a.m.”

Rule 4. Capitalize the pronoun *I* and the interjection *O*. Capitalize the word *oh* only when it appears at the beginning of a sentence.

Example: Help us, **O** great one!



CHAPTER 5 REVIEW

1. Special versions of the English language which are found in specific regions or among specific peoples are called

A. slang.	C. roots.
B. dialects.	D. affixes.
2. Building new words from word roots is known as

A. derivation.	C. word mapping.
B. affixion.	D. dialects.
3. Affixes are

A. prefixes and suffixes left to themselves.	C. prefixes and suffixes attached to a root.
B. the root of a word.	D. words dependent on other words.
4. A collection of words that do not express a complete thought are known as

A. compound sentences.	C. affixes.
B. complex sentences.	D. fragments.
5. Suffixes appear at the _____ of a word.

A. beginning	C. definition
B. end	D. derivation

For questions 6–10, write *S* if the sentence is simple, *Cd* if the sentence is compound, *Cx* if the sentence is complex, and *CC* if the sentence is compound-complex.

6. After we finished dinner, we all went out to a movie, and we stopped at Brewster's for ice cream.

7. Natalie stayed up until 3 a.m. and still got up this morning to get to school. _____
8. She was only 20 years old when she graduated from college, her proud parents sitting in the front row. _____
9. The human body is very resilient, but when pushed to extremes for too long a period, it will let you know. _____
10. Antarctica would be the smallest continent if you counted only the actual land. _____

For questions 11–15, tell whether each question is a sentence, run-on, or sentence fragment. If the example is a run-on or a sentence fragment, rewrite it to make it into a proper sentence.

11. The jungle was unusually quiet.
12. People moved quickly there was no time to stop.
13. With one inning left and bases loaded.
14. They hiked the mountain they saw a squirrel.

Read the following passage. Then answer the questions that follow it:

“To Peel Potatoes”

excerpted from *Peace Corps: The Great Adventure*, by John P. Deever

“Life’s too short to peel potatoes,” a woman in the supermarket announced, putting a box of instant mashed potatoes in her cart. When I overheard her, I nearly exploded.

Having recently returned from my Peace Corps stint in the Ukraine, I tend to get defensive about the potato in all its forms: sliced, scalloped, diced, chopped, grated, or julienned; then boiled, browned, french-fried, slow-fried, mashed, baked, or twice-baked —with a dollop of butter or sour cream, yes, thank you.

A large portion of my time in the Ukraine was spent preparing what was, in the winter, nearly the only vegetable available. Minutes and hours added up to days spent handling potatoes. I sized up the biggest, healthiest spuds in the market and bought buckets full, then hauled them home over icy sidewalks.

Winter evenings, when it got dark at four p.m., I scrubbed my potatoes thoroughly under the icy tap — we had no hot water — until my hands were numb. Though I like the rough, sour peel and prefer potatoes skin-on, Chernobyl radiation lingered in the local soil, so we were advised to strip off the skins. I peeled and peeled, pulling the dull knife toward my thumb as Svetlana Adamovna had taught me, and brown-flecked stripe after stripe dropped off to reveal a golden tuber beneath. Finally I sliced them with a “plop” into boiling water or a hot frying pan. My potatoes, my kartopli, sizzled and cooked through, warming up my tiny kitchen in the dormitory until the windows clouded over with steam.



Very often my Ukrainian friends and I peeled and cooked potatoes together, either in my kitchen or in Tanya’s or Misha’s or Luda’s, all the while laughing and talking and learning from each other. Preparing potatoes became for me a happy prelude to food and, when shared with others, an interactive ritual giving wider scope and breadth to my life.

But how could I explain that feeling to the woman in a grocery store in the United States? I wanted to say, “On the contrary, life’s too short for instant anything.”

Back home, I’m pressed by all the “instant” things to do. In the Ukraine, accomplishing two simple objectives in one day — like successfully phoning Kiev from the post office and finding a store with milk — satisfied me pretty well. I taught my classes, worked on other projects, and tried to stay happy and healthy along the way.

Now it takes an hour of fast driving to get to work, as opposed to twelve minutes of leisurely walking. I spend hours fiddling with my computer to send “instant” e-mail. Talking to three people at once during a phone call is efficient — not an accident of Soviet



24. How could the following sentence best be written to improve clarity and reduce wordiness? 5.02

Efforts have been made by international companies to mitigate the exploitation rampant in countries which have “sweatshop” working conditions.

- A. International companies have made efforts to reduce exploitation in sweatshop countries.
 - B. Efforts were made by international companies to mitigate the exploitation rampant in countries which have “sweatshop” working conditions.
 - C. Efforts have been made by international companies to mitigate the exploitation rampant in countries which have “sweatshop” working conditions.
 - D. International companies want to mitigate the exploitation in countries with “sweatshop” working conditions.
25. What change should be made to correct the following sentence? 6.02

While the agreement was a step in a positive direction it remains a voluntary policy.

- A. change *direction* to *direction*,
- B. change *was* to *is*
- C. change *it* to *they*
- D. change *policy* to *Policy*

Read the following passage. Then answer the questions that follow it:

KISS: Keep It Simple and Separate

1. America is the land of free speech and the pursuit of happiness and the free pursuit of knowledge. To answer a question regarding the role of government in the teaching of science, you have to define the overall role of a democratic government, of science, and of religion in our lives. I think government has to take care of people physically; science is meant to find knowledge; religion gives you freedom of faith. None of them need to get mixed up with the others.



2. It would be awful if government, including school boards which are elected, decided to make all the teachers in its schools become members of, say, the Methodist church. History has shown that this sort of government interference with people’s religions turns out poorly. For instance, look at how Afghani women were killed by the Taliban for not wearing religious scarves! OK, that example is pretty brutal, but hey, it shows what can happen.

3. Now, science is the pursuit of knowledge. In order to be proven, that knowledge has to be tested in the same way as all scientific knowledge. Science shouldn’t be used to promote beliefs—unless those beliefs can hold up to the same tests that science does. Think about it: in the early 20th century, white supremacists tried to use science to prove that non-white peoples were genetically inferior. It turned out to be full of holes of course, but we shouldn’t use science that way.

4. Finally, science teachers should be respected. As professionals. They know their stuff. Better than members of school boards, unless they are all biologists. My cousin is on a school board, and he was an English major. Therefore, government should listen to sci-



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