



English II Writing

2011 Released Selections and Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

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

Janie wrote the following paper to persuade her readers to be careful consumers. As you read Janie's paper, look for any revisions she should make. Then answer the questions that follow.



Think Twice About TV Commercials

(1) Television ads interrupt network programming every few minutes. (2) In many cases the ads are creative, colorful, and amusing. (3) Watching commercials can certainly be entertaining, but consumers should learn to view them discerningly. (4) All of us should watch commercials wisely and carefully.

(5) Imagine flipping on the television and seeing a group of young, fit people on a sunny beach. (6) They've just finished a game of volleyball and are reaching for a refreshing soda. (7) You find yourself pondering the soft drink featured in the commercial. (8) But before you head to the store, stop and think twice. (9) You've just been a victim of the bandwagon technique.

(10) Perhaps you're watching a show that's suddenly interrupted by some famous athletes recommending a certain brand of shoes. (11) If these accomplished athletes are wearing the shoes, surely you need to wear them, too,

right? (12) Stop and think twice. (13) Are the shoes really responsible for the athletes' ability and success? (14) You've been led to make this connection by the advertising technique known as transfer. (15) From the ad alone you'll never know or be sure how good the shoes really are. (16) It's also important to keep in mind that the celebrities were paid to endorse the shoes. (17) Do they even believe that the footwear they're promoting is that special? (18) You can never be certain.

(19) Many other propaganda techniques are evident in today's commercials. (20) Some ads use repetition, hoping that a catchy jingle or phrase will stick in your mind and subconsciously compel you to buy a certain product. (21) Other ads use emotional words or situations to make you have strong feelings about a product or service. (22) Learn to recognize the propaganda techniques that are used. (23) Just because a clever jingle about a product is stuck in your head doesn't make that product the best one to buy.

(24) Research groups have tried to determine how many commercial messages the average American sees in a day. (25) Although the number varies widely, most experts agree that a few hundred would be a conservative estimate. (26) Commercials are big business, and it's important to remember that advertisers are well paid for influencing viewers. (27) Don't let yourself be easily swayed. (28) Be a thoughtful consumer who pays attention to the products, not to just what the jingles and celebrities claim.

- 1 Janie does not like the way she expressed her thesis in sentence 4. Which of the following should replace sentence 4 to create a more effective and sophisticated thesis statement?
- A Watching commercials is serious business, and people should be wary of what they allow into their subconscious minds.
 - B Advertisers are busy trying to sell products that you may or may not have a reason to buy.
 - C People shouldn't be blinded by the flashing lights and bright colors that the advertising industry uses to make commercials captivating.
 - D As potential consumers, we must be aware of the propaganda techniques advertisers use to tempt us into purchasing their products.
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- 2 The word **pondering** does not effectively convey Janie's meaning in sentence 7. Which of the following would be the best replacement for **pondering**?
- A touching
 - B craving
 - C carrying
 - D relishing
-
- 3 Janie wants to tell more about the statement she has made in sentence 9. Which of these ideas would best follow and support sentence 9?
- A Wouldn't you love to get on the bandwagon?
 - B The advertisers have convinced you that you will have as much fun as the people on the beach if you drink the same brand of soda.
 - C This means that everyone on the beach should drink soda.
 - D This bandwagon technique is one technique that television and magazine advertisers use to persuade people to buy a certain soft drink.

- 4 What is the most effective revision to make in sentence 15?
- A From the ad alone you'll never know how good the shoes really are, you can't be sure.
 - B From the ad alone you'll never know how good the shoes really are.
 - C From the ad alone you'll never know how good for sure the shoes really are.
 - D No revision is needed in this sentence.
-
- 5 Janie would like to further develop the fourth paragraph (sentences 19–23). Reread the paragraph carefully. Which detail could best be added after sentence 21 to add to the main idea of this paragraph?
- A All of these are known as propaganda techniques, and they are evident in most of the commercials you see on television today.
 - B Emotional words are designed to evoke emotions and make you feel strongly about something.
 - C The role of an advertiser is to convince you that you will not be able to live without a certain product.
 - D Still other ads resort to snob appeal, attempting to convince you that you will appear to have more wealth or a higher social status if you use a certain product.
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- 6 Janie would like to add a sentence to the end of her paper to help bring it to an effective closing. Which of the following would be the best sentence for Janie to add?
- A As you know, commercials are obvious attempts to influence those who participate.
 - B The jingles that celebrities happily sing are part of a much bigger campaign.
 - C The next time you're watching a commercial, stop and think twice.
 - D In the end, they're probably not worth all that much anyway.

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

Bethany wrote this paper about a time she changed her opinion about someone. Read Bethany's paper and look for the corrections she needs to make. Then answer the questions that follow.

March!

(1) For as long as anyone could remember, the marching band at our school had been a joke. (2) Everyone accepted the fact that we were the worst band in the state. (3) Most of us had joined the band for an "easy A" and some built-in friends. (4) But the new band director was determined to change things, his name was Mr. Parker. (5) A year earlier he had moved from Iowa to our little town in Texas. (6) In Iowa he had directed an award-winning marching band for 30 years. (7) When he heard about the opening for a new band director at our school he couldn't help investigating. (8) He applied for the position and was hired immediately.

(9) The first day of Mr. Parker's reign was the end of band life as we knew it. (10) Initially we just laughed at his absurd bow tie and his drill-sergeant ways. (11) But we weren't laughing for long; Mr. Parker hadn't took the band director's job to be funny. (12) He was there to turn us into a respectable band, and nothing—not even a bunch of lazy, flippant teenagers—was going to stop them.

(13) I don't think I'll ever forget band camp that year. (14) Mr. Parker was intent on whipping us into shape with the techniques he had been using for years. (15) Every day we started practice early, ended practice late, and polished our instruments until they shone. (16) We went through our final program so many times that by the end of camp, I probably could have performed it in my sleep. (17) Mr. Parker refused to allow us to settle for anything less than our best. (18) At first there was a lot of grumbling, and a few students were even tempted to quit, after a while, though, we found ourselves somehow rising to Mr. Parker's expectations.

(19) As we marched onto the field at the first football game, I could almost hear a collective breathe of amazement from the crowd. (20) What was once a

disjointed crew of halfway-decent musicians had been transformed into a unified, harmonious team. (21) Everyone could sense the difference, especially those of us in uniform!



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(22) As I look back on that year now, I realize that Mr. Parker is probably the best teacher I've ever had. (23) He combined his thirst for excellence with a compassionate, caring heart. (24) If a band member couldn't get a ride to an early practice, Mr. Parker would find a ride for him. (25) If someone was having a hard time learning a piece of music, Mr. Parker would spend his lunch hour working with the student individually. (26) From the beginning it was obvious that he cared about us, and he had a knack for somehow bringing out the best in everyone. (27) I know that I am both a better musician and a better person for having Mr. Parker in my life. (28) I'm looking forward to learning even more from him next year. (29) I just found out I'll be the head drum major for our band when the new school year starts!

- 1 What is the correct way to write sentence 4?
- A But the new band director who was determined to change things had a name of Mr. Parker.
 - B But the new band director, Mr. Parker, was determined to change things.
 - C But the new band director was determined to change things, named Mr. Parker.
 - D The sentence is written correctly in the paper.
-

- 2 What change, if any, should be made in sentence 7?
- A Insert a comma after ***school***
 - B Change ***couldn't*** to ***couldn't hardly***
 - C Change ***investigating*** to ***investigatting***
 - D No change should be made in sentence 7.
-

- 3 What change needs to be made in sentence 11?
- A Delete the semicolon
 - B Change ***took*** to ***taken***
 - C Change ***director's*** to ***directors'***
 - D Nothing needs to be changed in sentence 11.

- 4 What change should be made in sentence 12?
- A Change ***respectable*** to **respectible**
 - B Delete the comma after ***band***
 - C Change ***was going*** to **were going**
 - D Change ***them*** to **him**
-
- 5 What change needs to be made in sentence 18?
- A Change ***were even tempted*** to **was even tempted**
 - B Change the comma after ***quit*** to a semicolon
 - C Change ***ourselves*** to **ourselves**
 - D Change ***rising*** to **risen**
-
- 6 What change needs to be made in sentence 19?
- A Change the comma to a semicolon
 - B Change ***almost*** to **allmost**
 - C Change ***breathe*** to **breath**
 - D No change is needed.

- 7 What change, if any, should be made in sentence 23?
- A Change ***He combined*** to **Combining**
 - B Change ***excellence*** to **excellent**
 - C Change ***compassionate*** to **compassionate**
 - D Make no change

Read the information in the box below.

Jane Austen (1775–1817) and Franz Kafka (1883–1924) are considered great writers. Their books continue to sell, and they are widely read and studied in schools everywhere. Neither of them, however, received much recognition while they were alive.

Should people do things only to be recognized? Think carefully about this question.

Write an essay explaining whether a person must always be acknowledged in order to have accomplished something.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Read the following quotation.

Authentic patriotism is not about you, what you believe or what you think is right. . . . Authentic patriotism is not an opinion. It is an action.

—*Stephen Kiernan*

Think carefully about the following statement.

Some people define themselves by what they believe, while others allow their actions to speak for them.

Write an essay stating your position on which is more important: what a person thinks or what a person does.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
WRITING Selection 1				
1	5	Supporting	E.16(A)	D
2	5	Readiness	E.13(C)	B
3	5	Supporting	E.16(A)	B
4	5	Readiness	E.13(C)	B
5	5	Supporting	E.16(F)	D
6	5	Supporting	E.16(D)	C
WRITING Selection 2				
1	6	Readiness	E.17(C)	B
2	6	Readiness	E.18(B)	A
3	6	Supporting	E.17(A)	B
4	6	Readiness	E.13(D)	D
5	6	Readiness	E.18(B)	B
6	6	Readiness	E.13(D)	C
7	6	Readiness	E.19(A)	C
Sample Prompt for Expository Writing				
	4	Readiness	E.15(A)	Prompt
Sample Prompt for Persuasive Writing				
	4	Readiness	E.16(A)	Prompt

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