

FreedomProject Academy

1 1TH GRADE ENGLISH PLACEMENT TEST

Instructions:

1. Print the entire test.
2. All work must be completed only by the student. It is imperative for us to see the student's own work for accurate placement. No outside sources are to be used including but not limited to the following: textbooks, notes, text messages, Internet sources, smart phones, tablets, parents, family, or friends.
3. Be sure to include the student's name and note the time it took to complete the test at the top of the first page.
4. The Grammar section of this test should be in manuscript (printed) writing; however, the Literature and Writing sections should be in **cursive**. If the student has not learned cursive, take steps to work on that skill over the summer to prepare for school in the fall.
5. Scan completed test and email to tests@fpeusa.org.

Name _____ Date: _____ Time to complete: _____

11TH GRADE ENGLISH PLACEMENT TEST. Please answer all questions. The grammar section should be in manuscript (printing) writing. Place all labels **above** the word(s) wherever no lines are provided.

GRAMMAR

Look at the words in italics. Label each as a noun (N), pronoun (Pro), adjective (Adj), verb (V), adverb (Adv), preposition (Prep), conjunction (Conj), or interjection (I).

Since the [1] *condition* of the roads prevented [2] *extensive* use of wheeled vehicles, the [3] *most* reliable means of transportation in colonial times was the [4] *saddle* horse. Some [5] *exceptionally* wealthy people kept carriages, but [6] *these* were usually heavy vehicles [7] *that* were pulled by two [8] *or* more horses. Such carriages were [9] *satisfactory* for short trips, [10] *but* they were not practical [11] *for* long journeys. Stagecoaches were introduced in [12] *America* in about 1750. [13] *By* this time roads ran between such major cities as New York and Boston. Although these roads [14] *were* little more than muddy tracks, [15] *most* were wide enough for a four-wheeled coach.

Identify each italicized word or word groups as a subject (S), verb (V), direct object (DO), indirect object (IO), predicate nominative (PN), or predicate adjective (PA).

- 1.) Have *you* ever met a robot?
- 2.) In the field of robotics, *scientists* have built vastly complex *robots*.
- 3.) At the 1939 New York World's Fair, Elektro and Sparko were very popular *attractions*.
- 4.) Elektro was *tall*, more than seven feet high.
- 5.) Electric motors gave *Elektro power* for a variety of amazing tricks.
- 6.) Sparko *could bark* and even *wag* his tail.

Classify the following sentences as declarative (DEC), interrogative (INT), imperative (IMP), or exclamatory (EXC). Add the appropriate end mark.

_____ 1.) Can you picture a robot twenty-five feet tall__

_____ 2.) Step up and say hello to Beetle__

_____ 3.) Perhaps you have heard of CAM, an even more advanced robot__

_____ 4.) What an amazing creation it is__

Identify the following phrases as a Prepositional (Prep), a Participial (Part), a Gerund (Ger), an Infinitive (Inf), or an Appositive (App) phrase.

Susana, [1] *our next-door neighbor*, wanted [2] *to become an attorney*. After she earned a degree [3] *from a four-year college*, she took the Law School Admissions Test and was admitted [4] *to a prominent law school*. [5] *Having completed three full years of law school*, Susana was then awarded a J.D. degree. Before [6] *practicing law*, however, she took the state bar exam, [7] *a test required by the state board of bar examiners*. Only after [8] *passing this exam* had she completed the requirements [9] *to be admitted to the bar* and [10] *to practice law*.

Identify each group of italicized words as an Independent Clause or a Subordinate Clause and tell if the Subordinate Clause is used as a noun, adjective, or adverb.

- 1.) *What impresses many people* who see the Brooklyn Bridge is the strength and beauty of its design.
- 2.) Massive granite towers *that are supported by concrete-filled shafts* are among its remarkable features.
- 3.) *John Roebling injured his foot at the work site*, and as a result, he died of tetanus shortly after construction began.

Identify each sentence as simple (S), compound (CD), complex (CX), or compound-complex (CD-CX).

- _____ 1.) When the bridge was finally completed in 1883, President Chester A. Arthur attended the dedication ceremony.
- _____ 2.) Washington Roebling was unable to attend the ceremonies.
- _____ 3.) The bridge is now more than a century old, and it still stands as monument to the artistry, sacrifice, and determination of all the people who planned and built it.
- _____ 4.) The Brooklyn Bridge has inspired poets and artists, and it has been the subject of numerous photographs and movies over the years.

Identify each incorrect pronoun and write the correct form.

- 1.) Steve showed the photos to Cecilia and I.
- 2.) Us band members have to be at school early to practice marching.
- 3.) Do you remember to who the letter was addressed?
- 4.) Tyson and me went to the skateboard park after school.

Make corrections to the following sentences to show proper subject-verb agreement or pronoun-antecedent agreement.

- 1.) The store, the hotel, and the airport is all in a ten-mile radius of the beach.
- 2.) A hostile crowd gathers outside the courtroom to show their disapproval of the verdict.
- 3.) *Bronzeville Boys and Girls* are a collection of poems by Gwendolyn Brooks.
- 4.) Neither of the candidates has prepared their statement.
- 5.) The members of our team are Jake, Brianna, Kyle, and me.
- 6.) Economics are my favorite subject.

Circle each letter that should be capitalized.

- 1.) one of the cities of the incas, machu picchu, lay hidden among the andes mountains in southern peru and was never discovered by spanish conquerors.
- 2.) in 1983, sally ride became the first american woman in space when the space shuttle challenger was launched from cape canaveral.

Use correct punctuation in each of the sentences below – commas, underlining (italics), quotation marks, semicolons, colons, apostrophes, hyphens, parentheses, and dashes.

- 1.) On June 1 2000 I wrote to the Wisconsin Department of Development at 123 Washington Avenue Madison WI 53702-0645.
- 2.) Why did you buy another sleeping bag? she asked.
- 3.) Instructed to be prompt we arrived at school at 715 A.M. but the doors were locked consequently we had to wait until 730 A.M. to enter the building.
- 4.) James Berry who was born in Jamaica wrote the well received collection of short stories *A Thief in the Village and Other Stories*.
- 5.) The discovery of gold at Sutters Mill brought floods of people settlers miners prospectors and merchants to California in their covered wagons.

LITERATURE: VOCABULARY / COMPREHENSION

11TH GRADE ENGLISH PLACEMENT TEST LITERATURE SELECTION Excerpt from *The Screwtape Letters* by C.S. Lewis

In the excerpt below, C.S. Lewis gives us the correspondence of the worldly-wise old Devil (Screwtape) to his nephew, Wormwood, a novice demon in charge of securing the damnation of an ordinary young man.

My dear Wormwood,

I note what you say about guiding your patient's reading and taking care that he sees a good deal of his materialist friend. But are you not being a trifle *naïve*? It sounds as if you supposed that *argument* was the way to keep him out of the Enemy's clutches. That might have been so if he had lived a few centuries earlier. At that time the humans still knew pretty well when a thing was proved and when it was not; and if it was proved they really believed it. They still connected thinking with doing and were prepared to alter their way of life as the result of a chain of reasoning. But what with the weekly press and other such weapons we have largely altered that. Your man has been accustomed, ever since he was a boy, to have a dozen incompatible philosophies dancing about together inside his head. He doesn't think of doctrines as primarily 'true' or 'false', but as 'academic' or 'practical', 'outworn' or 'contemporary', 'conventional' or 'ruthless'. Jargon, not argument, is your best ally in keeping him from the Church. Don't waste time trying to make him think that materialism is *true*! Make him think it is strong, or stark, or courageous—that it is the philosophy of the future. That's the sort of thing he cares about.

The trouble about argument is that it moves the whole struggle on to the Enemy's own ground. He can argue too; whereas in really practical propaganda of the kind I am suggesting He has been shown for centuries to be greatly the inferior of Our Father Below. By the very act of arguing, you awake the patient's reason; and once it is awake, who can foresee the result? Even if a particular train of thought can be twisted so as to end in our favour, you will find that you have been strengthening in your patient the fatal habit of attending to universal issues and withdrawing his attention from the stream of immediate sense experiences. Your business is to fix his attention on the stream. Teach him to call it 'real life' and don't let him ask what he means by 'real'.

Remember, he is not, like you, a pure spirit. Never having been a human (Oh that abominable advantage of the Enemy's!) you don't realize how enslaved they are to the pressure

of the ordinary. I once had a patient, a sound atheist, who used to read in the British Museum. One day, as he sat reading, I saw a train of thought in his mind beginning to go the wrong way. The Enemy, of course, was at his elbow in a moment. Before I knew where I was I saw my twenty years' work beginning to totter. If I had lost my head and begun to attempt a defence by argument I should have been undone. But I was not such a fool. I struck instantly at the part of the man which I had best under my control and suggested that it was just about time he had some lunch. The Enemy presumably made the counter-suggestion (you know how one can never *quite* overhear what He says to them?) that this was more important than lunch. At least I think that must have been His line for when I said 'Quite. In fact much *too* important to tackle at the end of a morning,' the patient brightened up considerably; and by the time I had added 'Much better come back after lunch and go into it with a fresh mind,' he was already half way to the door. Once he was in the street the battle was won. I showed him a newsboy shouting the midday paper, and a No. 73 bus going past, and before he reached the bottom of the steps I had got into him an unalterable conviction that, whatever odd ideas might come into a man's head when he was shut up alone with his books, a healthy dose of 'real life' (by which he meant the bus and the newsboy) was enough to show him that all 'that sort of thing' just couldn't be true. He knew he'd had a narrow escape and in later years was fond of talking about 'that inarticulate sense for actuality which is our ultimate safeguard against the aberrations of mere logic'. He is now safe in Our Father's house.

You begin to see the point? Thanks to processes which we set at work in them centuries ago, they find it all but impossible to believe in the unfamiliar while the familiar is before their eyes. Keep pressing home on him the *ordinariness* of things. Above all, do not attempt to use science (I mean, the real sciences) as a defence against Christianity. They will positively encourage him to think about realities he can't touch and see. There have been sad cases among the modern physicists. If he must dabble in science, keep him on economics and sociology; don't let him get away from that invaluable 'real life'. But the best of all is to let him read no science but to give him a grand general idea that he knows it all and that everything he happens to have picked up in casual talk and reading is 'the results of modern investigation'. Do remember you are there to fuddle him. From the way some of you young fiends talk, anyone would suppose it was our job to *teach!*

Your affectionate uncle
SCREWTAPE

LITERATURE: VOCABULARY / COMPREHENSION

Answer the questions after reading the separately posted passage from *The Screwtape Letters*, Chapter 1, by C. S. Lewis. You may refer back to it at any time. (30 pts.)

For #1-6 and 10, circle the letter of the correct answer. Please answer **all parts** of the remaining comprehension questions in **complete sentences** by hand in **cursive**. Points will be deducted if these directions are not followed.

1.) “The Enemy, of course, was at his elbow in a moment. Before I knew where I was I saw my twenty years’ work beginning to **totter**.”

In the above sentence, **totter** means which of the following? (1 pt.)

- a. be understood
- b. sway
- c. strengthen
- d. pay off

2.) “...before he reached the bottom of the steps I had got into him an unalterable **conviction** that, whatever odd ideas might come into a man’s head when he was shut up alone with his books, a healthy dose of ‘real life’ (by which he meant the bus and the newsboy) was enough to show him that all ‘that sort of thing’ just couldn’t be true.”

In the above sentence, **conviction** means which of the following? (1 pt.)

- a. question
- b. decision
- c. urge
- d. firm opinion

3.) “He knew he’d had a narrow escape and in later years was fond of talking about ‘that **inarticulate** sense for actuality ...’”

In the above sentence, inarticulate means which of the following? (1 pt.)

- a. unable to express clearly
- b. able to express clearly
- c. instinctive
- d. desired

4.) “...which is our ultimate safeguard against the **aberrations** of mere logic.”

In the sentence above, **aberrations** means which of the following? (1 pt.)

- a. strengths
- b. thoughts
- c. rules
- d. deviations

5.) "If he must **dabble** in science, keep him on economics and sociology ..."

In the sentence above, **dabble** means which of the following? (1 pt.)

- a. read
- b. learn
- c. casually study
- d. gain expertise

6.) How does Screwtape describe Wormwood's supposition that argument was the way to keep his patient away from the Enemy? (1 pt.)

- a. brilliant
- b. naïve
- c. impressive
- d. blind

7.) Screwtape reflects that people's thought and behavior were at one time related in what way? How does this contrast in his view with modern man? (6 pts.)

8.) Why does Screwtape encourage propaganda over argument? (4 pts.)

9.) What is the 'abominable advantage' God has over Satan? (3 pts.)

10.) According to Screwtape, humans, unlike demons who are pure spirit, are enslaved to (1 pt.)

- a. peer pressure
- b. love
- c. the pressure of the ordinary
- d. Satan

11.) What is the 'pressure of the ordinary?' (4 pts.)

12.) When Screwtape was faced with his patient listening to the Enemy, how did Screwtape win the patient's attention back? (2 pts.)
