

Tennessee Comprehensive  
Assessment Program

**TCAP**

English Language Arts  
Grade 5  
Practice Test  
Subpart 1 & Subpart 2

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Student Name

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Teacher Name



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**Test Administrator Instructions:**

This practice test has Subpart 1 and Subpart 2. It is recommended that you print one copy of this practice test and pull the answer key before copying and distributing the practice test to your students. The answer key is found at the end of the practice test.

This practice test is representative of the operational test but is shorter than the actual operational test. To see the details about the operational test, please see the blueprints located on the Tennessee Department of Education website.

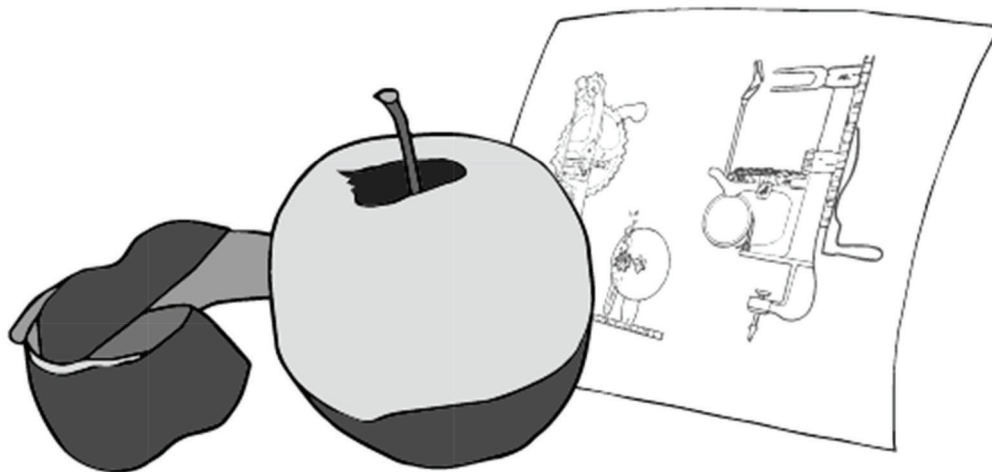
**Directions**

For Subpart 1 of this Practice Test, you will read a passage or set of passages and then write a response to a writing task. You will have 75 minutes to complete Subpart 1 of this Practice Test. This task gives you a chance to show how well you can organize and express your ideas in written text.

After reading the passage(s) and writing task, take a few minutes to think about what you have read and to plan what you want to write before you begin to answer. Do your best to write a clear and well-organized response. Be sure to keep in mind your purpose and audience when developing your response.

If you finish before the allotted time ends, review your work.

Read the passage and write a response to the writing task.



**from "Think Like an Inventor"**

by Therese Heckenkamp

- 1           It was impossible for Steve to think of an idea for invention day with such mouthwatering smells floating in the kitchen. A full stomach would help him think better, he decided.
- 2           "What are you making, Mom?" he asked as he plopped onto a stool at the counter.
- 3           "Too many things," she said with a laugh. "Bread, cake, and apple pies. But no sampling," she warned, waving an apple peeler under his nose. "These are for Sunday's bake sale."
- 4           Steve watched as Mom picked up an apple and turned it deftly in her hands, using the little peeler to shave curls of red skin. "That's going to take forever," he said, eyeing the waiting mountain of apples. Then he swiped an apple, figuring Mom would probably be grateful.
- 5           "Just what I needed—a volunteer," Mom said, turning and handing him the peeler.
- 6           There has to be a better way of doing this, Steve thought as he scraped the blade against an apple. He kept missing spots, the peeler kept slipping in his hand, and he had to work slowly to avoid cutting himself.
- 7           "Inventions are often created as a result of trying to make a task easier," Mrs. Nell had told the class. Peeling apples was a task that definitely needed to be made easier.

- 8 Steve stayed up late that night drawing a diagram of his invention and labeling its parts. The crank handle made it look like a pencil sharpener without a cover. By merely turning this handle, you could make an apple turn round and round underneath a blade until the apple was peeled cleanly from one end to the other. Much easier, thought Steve. He knew Mrs. Nell would be impressed.
- 9 Steve grew so hungry imagining all the apple pies Mom could make if she had a peeler like this that he almost sneaked into the kitchen to snatch a piece of the pie she had baked that afternoon.
- 10 At school the next day, all the kids pinned their drawings on the bulletin board. Steve stood by his diagram, eagerly waiting for Mrs. Nell to congratulate him on his clever idea.
- 11 "Hey," said Jenny, who had been walking around the room pushing her nose practically onto the paper as she examined each drawing. "What's with the old-fashioned apple peeler?"
- 12 "Old-fashioned?" Steve scoffed. "No way. I just invented this yesterday."
- 13 Jenny rolled her eyes. "Boy, are you dumb. That thing's ancient! My grandmother has one. I'll bring it tomorrow and prove it."
- 14 Steve crossed his arms and said, "Huh," as she walked away. He didn't know what else to say. How was he supposed to know someone had stolen his idea 100 years ago? Then his stomach began to feel queasy. Now Mrs. Nell would think he had copied someone else's invention. That was worse than not trying at all.
- 15 To get his mind off this, Steve began looking at the other inventions, but that made him feel worse because they were all so much more impressive than his: a shark-detector swimsuit, a bed that made itself, and a pencil that knew homework answers.
- 16 When it was Steve's turn to describe his invention, he shuffled his feet and tried not to mumble the words he wished he didn't have to say. "After I invented this apple peeler, I found out it had already been invented." He tried to ignore Jenny's smug smile.
- 17 "Don't be discouraged," Mrs. Nell surprised him by saying. "Even though something like this has already been invented, what matters is that you took the assignment seriously and focused on making an everyday task easier. That proves that you truly understood what this assignment was about. In fact," she

said with a chuckle, "I think reinventing something you never knew existed means that you must have the mind of an inventor."

18 Steve grinned. "Maybe I could modernize it with batteries," he suggested.

19 As Mrs. Nell moved on to the next invention, Steve decided that tomorrow he would bring her an apple.

Excerpt from "Think Like an Inventor" by Therese Heckenkamp, from *Boys' Quest*. Copyright © 2006. Published by Bluffton News Publishing.

**Writing Task**

Even though Invention Day did not end the way Steve thought it would, he learned something from his teacher. Write a narrative retelling the story from Mrs. Nell’s point of view. Be sure to use what you have learned about the setting, characters, and plot of the passage. Follow the conventions of standard written English.

Manage your time carefully so that you can

- Plan your response
- Write your response

Your written response should be in the form of a multi-paragraph narrative story.

**Write your response to the Writing Task in the space provided.**









**This is the end of Subpart 1 of the Grade 5 ELA Practice Test.  
Proceed to Subpart 2.**

**Directions**

This Practice Test contains several types of questions. The following samples show the types of test questions used. For all items, mark your answer(s) on the answer document provided.

**Sample 1: Multiple-choice (one correct response)**

1. What does the word cruel mean as it is used in paragraph 6?
- A. happy
  - B. slow
  - C. unkind
  - D. easy

**Sample 2: Multiple-select (multiple correct responses)**

2. **Read this sentence from paragraph 14.**

“Having a dog as a pet is a huge task.”

Select **two** sentences that support this statement.

- A. Dogs show love and affection by licking faces.
- B. Dogs require being fed on a regular schedule.
- C. Dogs often help improve the health of their owners.
- D. Dogs make good companions for many people.
- E. Dogs need supplies and healthcare that can be costly.

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**Sample 3: Two-part multiple-choice (with evidence responses)**

**Read the passage and answer the questions that follow.**

**from *Heidi***

by Johanna Spyri

Heidi, climbing on a chair, took down the dusty book from a shelf. After she had carefully wiped it off, she sat down on a stool.

“What shall I read, grandmother?”

“Whatever you want to,” was the reply. Turning the pages, Heidi found a song about the sun, and decided to read that aloud. More and more eagerly she read, while the grandmother, with folded arms, sat in her chair . . . When Heidi had repeated the end of the song a number of times, the old woman exclaimed: “Oh, Heidi, everything seems bright to me again and my heart is light. Thank you, child, you have done me so much good.”

Heidi looked enraptured<sup>1</sup> at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.

Excerpt from *Heidi* by Johanna Spyri. In the public domain.

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<sup>1</sup> **enraptured:** very pleased

3. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

How does the grandmother feel when Heidi finishes reading?

- A. bored
- B. tired
- C. happy
- D. patient

**Part B**

Which quotation from the passage **best** supports the correct answer to Part A?

- A. "Heidi, climbing on a chair, took down the dusty book from a shelf."
- B. "Turning the pages, Heidi found a song about the sun, and decided to read that aloud."
- C. "More and more eagerly she read, while the grandmother, with folded arms, sat in her chair."
- D. "Heidi looked enraptured at the grandmother's face, which had changed from an old, sorrowful expression to a joyous one."

**Sample 4: Editing Task**

Some test items require you to determine if an underlined word or phrase in a passage is used correctly.

**There are words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement on the answer document provided.**

4. The creator of Mickey Mouse was born December 5, 1901, in Chicago. His name was Walter Disney. He began drawing pictures when he were a young boy. His first drawings were of his neighbor's horse, Rupert.

Replace were with

- A. were
- B. was
- C. am
- D. is

Read the passages and mark your answers on the answer document provided.

**Passage 1**  
**“The Potter and the Washerman”**

by Pam Hopper

1           Once there was a potter who made his living creating beautiful pottery from fine porcelain. Not far from the potter lived a washerman who earned his living making soiled laundry as bright and clean as new.

2           Both did well in their trades. However, the potter became jealous because he worried that the washerman was more successful than he was. He decided on a secret plan to ruin him.

3           The potter traveled to the palace and was granted an audience with the king. “What do you wish, potter?” asked the king.

4           “I have a simple request, Your Majesty,” replied the potter. “My neighbor, the washerman, is very good at what he does. I would like to help my neighbor improve his business.”

5           The king stroked his beard. “Why should the washerman’s business be of any concern to you?” he asked.

6           The potter cleared his throat nervously and said, “Well, he is my neighbor, so naturally I desire what is best for him.”

7           The king looked intently at the potter. “What did you have in mind, potter?”

8           “A challenge, Your Highness. I propose that my neighbor wash one of Your Majesty’s esteemed elephants until it is spotlessly clean. To successfully complete a challenge like that would increase his business a hundredfold, I am certain.”

9           Having revealed his plan, the potter’s heart hammered so loudly he thought all would hear it. He hoped no one would guess the secret part of his plan: that the washerman’s failure to complete such an impossible challenge would ruin his business forever.

10          “I will consider your request,” said the king.

11          A few days later the potter was summoned before the king.

12          “I have just spoken with the washerman,” the king said, “and he is surprised by your concern for his well-being. He is also troubled by one difficulty with



your idea, but knowing you are an accomplished potter, he thought you would be able to help him."

13 Help the washerman ruin himself? This was better than the potter had anticipated. "I am flattered by the washerman's request, Your Majesty."

14 "As you know," continued the king, "in order to clean the soiled article, the washerman puts it into a large porcelain basin with water and soap. The concern of the washerman is finding a porcelain basin large enough to wash an elephant. But then he remembered your exceptional talents as a potter, and he suggested that you create such a container."

15 This was terrible. Create a porcelain basin large enough for an elephant? Impossible. And yet, to refuse could destroy his own reputation. With trembling knees, the potter agreed.

16 After many weeks of work the elephant-sized porcelain bowl was finally ready. On the day of the challenge the king's largest elephant was brought to the courtyard. The basin was carefully unloaded from the wagon and filled with water and soap.

17 The washerman stood ready with his best scrub brushes. The elephant was led up the ramp. Trumpeting, it stepped slowly into the delicate basin.

18 Would the basin hold the elephant?

19 It would not!

20 With a crack, the porcelain basin shattered into a thousand pieces, sending a foamy river from the palace courtyard into the town below.

21 All the people in the courtyard held their breath. What would the king say?

22 The king smiled gently at the potter. "My elephant is waiting to be bathed, and the washerman waits to prove his ability to wash him spotlessly clean. Would you care to go home and create another basin so the washerman can do this?"

23 The potter gave great thought to his options and decided he had only one choice: he quickly left the palace courtyard and was never seen again.

24 As for the washerman, his wisdom so impressed the king that he became one of the most trusted advisers in the royal court.

"The Potter and the Washerman" by Pam Hopper. Reprinted from *Highlights for Children*, June 1998, Vol. 53, No. 6, © Highlights for Children, Inc.

**Passage 2**  
**“The Royal Artists and the Clever King”**

retold by Howard Schwartz and Barbara Rush

25           Once a very rich king ordered his subjects to build a new palace. And when the palace was finished, he wanted the finest artist in all the land to paint beautiful pictures on its walls. But the king did not know which artist was the best.

26           What did he do? He called forth two of the most famous artists in all the land, and he bade each artist to paint one wall of a room in the palace. Between the artists he hung a dark curtain, so that neither one could see what the other was doing.

27           To each of the artists he said, “You have three months in which to paint a beautiful picture on the wall. At the end of that time I will choose the best picture, and the artist who painted that picture will be given the honor of decorating the other walls of my royal home—and he will receive a large bag of gold and jewels as well.”

28           Now one of the artists was talented and hard-working, and he set to work at once. Out came his brushes, his paints, and his palette, and soon he was humming as he worked. This artist hardly slept. . . . Instead he thought only of his painting and of how to please the king.

29           But the other artist was lazy. Each day he remained in bed until noon. . . . And not once did he paint a stroke upon the wall.

30           In this manner three months passed. The hard-working artist painted all day and all night. The lazy one did nothing.

31           But three days before the king was to look at their work, the lazy artist awoke and trembled. “I have done no work. I will be punished,” he stammered. “What should I do?” And from that moment on he could neither eat nor drink nor sleep. One day passed, two, three—and he could not think of a plan.

32           Then, on the night before the arrival of the king, he got an idea. What did he do? The lazy artist brought a large bucket of black shiny oil, and brushed it on every part of the wall until it was shiny as a mirror. Then he went to bed.

33           The next morning the king came to inspect the work of the two men. First he saw the painting of the hard-working artist. How magnificent it was! . . .

34           The king was very pleased. He called upon the other members of his courts, and they too gasped in delight, “We have never seen anything so wonderful!”

- 35            Then the king pulled the curtain and looked at the work of the lazy artist. It was exactly the same as the other, line for line, stroke for stroke. . . . "How can this be?" they gasped.
- 36            But the king, who was not easily fooled, saw at once the difference between the work of the hard-working artist and that of the lazy one. And what did he do?
- 37            He took out just one large sack filled with gold and precious jewels. This he placed near the painting of the hard-working artist. At once all of those present saw the same bag of gold appear by the other wall, beside the lazy man's painting, and they realized it was only a reflection.
- 38            The king declared: "Each of you shall get the payment you deserve. Now, come forward and each of you take the reward you find beside your painting." And they did!

Excerpt from *A Coat for the Moon and Other Jewish Tales*. Copyright ©1999. Published by The Jewish Publication Society.

- 1.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

In passage 1, how is the potter different in the first part of the story, compared to how he is in the second part of the story?

- A.** In the first part of the story, the potter wants to help his neighbor, but in the second part of the story, he no longer is able to.
- B.** In the first part of the story, the potter is selfish, but in the second part of the story, he no longer is.
- C.** In the first part of the story, the potter wants to help the king, but in the second part of the story, he no longer does.
- D.** In the first part of the story, the potter wants to hurt his neighbor, but in the second part of the story, he no longer thinks this is possible.

**Part B**

Select **two** sentences from the passage that support the correct response in Part A.

- A.** "He decided on a secret plan to ruin him."
- B.** "'I have a simple request, Your Majesty,' replied the potter."
- C.** "'I will consider your request,' said the king."
- D.** "After many weeks of work the elephant-sized porcelain bowl was finally ready."
- E.** "With a crack, the porcelain basin shattered into a thousand pieces, sending a foamy river from the palace courtyard into the town below."
- F.** "The potter gave great thought to his options and decided he had only one choice: he quickly left the palace courtyard and was never seen again."

2. In passage 1, which word **best** helps the reader understand the meaning of the word porcelain in paragraph 1?
- A. living
  - B. pottery
  - C. soiled
  - D. business
3. How does the narrator’s statement about the potter never being seen again help reveal the theme of passage 1?
- A. It shows that the potter is willing to start over.
  - B. It shows that the potter will find more work somewhere else.
  - C. It shows that the potter must rethink his plan to hurt the washerman.
  - D. It shows that the potter’s scheme to ruin the washerman only hurts himself in the end.
4. In passage 1, how are the actions of the potter and the washerman alike?
- A. They both work to improve the success of the other.
  - B. They both tell the king the truth.
  - C. They both think of a clever plan.
  - D. They both show the king how wise they are.

- 5.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What is the main theme of passage 2?

- A.** People get the prize they have earned.
- B.** Life has many surprises.
- C.** Change is difficult to deal with.
- D.** Helping others leads to rewards.

**Part B**

Which detail from passage 2 **best** supports the theme?

- A.** "Now one of the artists was talented and hard-working, and he set to work at once."
- B.** "Then, on the night before the arrival of the king, he got an idea."
- C.** "The next morning the king came to inspect the work of the two men."
- D.** "At once all of those present saw the same bag of gold appear by the other wall, beside the lazy man's painting, and they realized it was only a reflection."

6. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which theme in passage 1 is similar to a theme in passage 2?

- A. It is more important to be clever than to be sincere.
- B. Wrongdoing is not usually rewarded.
- C. People cannot be told what to do.
- D. Hard work brings great joy.

**Part B**

What is a major difference in the way the two stories develop that theme?

- A. Passage 1 develops the theme by showing how the bad intentions of a person can be avoided, while passage 2 develops the theme by showing how a person can discover the truth even though it is disguised.
- B. Passage 1 develops the theme by relating the problems between people, while passage 2 develops the theme by showing that it is difficult to prevent being tricked.
- C. Passage 1 develops the theme by explaining how people react to bad news, while passage 2 develops the theme by showing people covering up bad feelings.
- D. Passage 1 develops the theme by focusing on why people interact badly, while passage 2 develops the theme by showing how people get along.

- 7.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Select the line from passage 1 that **best** illustrates the king's **most** important decision.

- A.** "“What did you have in mind, potter?””
- B.** "“I will consider your request,” said the king.”
- C.** "“I have just spoken with the washerman,” the king said, ‘and he is surprised by your concern for his well-being.’”
- D.** "“Would you care to go home and create another basin so the washerman can do this?””

**Part B**

Select the line from passage 2 that **best** illustrates the king's **most** important decision.

- A.** "Between the artists he hung a dark curtain, so that neither one could see what the other was doing.”
- B.** "The next morning the king came to inspect the work of the two men.”
- C.** "Then the king pulled the curtain and looked at the work of the lazy artist.”
- D.** "“Now, come forward and each of you take the reward you find beside your painting.””



Read the passage and mark your answers on the answer document provided.

## from “It’s a Jungle Up There”

by Alison Pearce Stevens

*City roofs have a new color—green*

1 School’s just let out and you’re waiting by the flag pole for your best friend. Leaves on the walls rustle as kids run out the doors. Butterflies flutter among the flowers blooming above the windows. You finally spot your friend. She’s up on the roof! Her class was studying the meadow that grows up there.

2 Although your school probably doesn’t look like this, one day it might. Green roofs and living walls are popping up in cities all over the world. These plant-covered buildings are cool to look at, turning the city into a jungle of sorts, and cool to live around, by keeping temperatures from soaring. And that’s just the beginning of what these city jungles can do.

### Going Green

3 Greening a building isn’t as easy as slapping some plants on a wall. Landscape architects—people who design gardens—have a lot of work to do before the plants can bloom.

4 First comes a waterproof layer and padding to protect the building. Next comes a layer to channel water, so heavy rains don’t drown the plants. Green walls are fitted with tubes that carry water and nutrients right to the plants’ roots. Finally comes dirt for them to grow in. Ordinary dirt is too heavy, so green roofs and walls use special soil that is light and holds water well.

5 Now, finally, it’s time for the plants. Roof and wall gardeners choose their plants very carefully. The plants must be able to stand heat, cold, and high winds, and they should suit the local climate. Most green roofs are planted with wildflowers and hardy plants that can go a long time without rain. One rooftop favorite is sedum, which has thick leaves that store water.

6 What plants are best for a wall? It depends on where the wall is. For sunny walls, petunias or herbs like oregano might be good. Shady walls do better with begonias, ferns, and even lettuce. The possibilities are almost endless: a green wall can support hundreds of types of plants.

### City Buffet

- 7 All that extra green attracts birds, bees, butterflies, and other wildlife. In fact, some green roofs shelter threatened species found almost nowhere else. Even snails have been found up on rooftops.
- 8 Green walls and roofs can even grow food for people! Imagine buying food that was grown just down the street on a local rooftop. It would be super-fresh, and it would also help the environment because it wouldn't have to be driven long distances in big trucks.

### Putting Nature to Work

- 9 City jungles are useful in other ways too. Green roofs trap rainwater, so less flows into the city's sewer system. Storm pipes can overflow during heavy rains—by sucking up extra water, green roofs can help prevent floods. As rainwater sits on a green roof, plants and other organisms also naturally clean the water. Plants make oxygen for us to breathe and clean the air. And a nice thick layer of leaves on the outside of a building can even fight noise pollution, making that wailing ambulance seem a lot quieter.
- 10 Cities can get extra hot in summer. Glass and concrete bounce the sun's rays around, driving up the temperature. But plants release water into the air, which cools things down. It's like when you sweat—as water evaporates, it takes some heat with it.
- 11 In fact, the air outside a building with living walls can be as much as 18°F (8°C) cooler than the air outside a normal building. Green roofs have an even bigger impact. A green roof is usually about the same temperature as the air. Compare that to a regular rooftop, which can be 70°F (21°C) hotter.
- 12 With all the benefits a city jungle has to offer, it's only a matter of time before one sprouts up near you.

Excerpt from "It's a Jungle Up There," by Alison Pearce Stevens. Reprinted from *Ask*, copyright © 2013 by Carus Publishing.

8. Which sentence **best** summarizes the passage?
- A. A city jungle is an inexpensive way to improve life in a city, but it is too difficult for many people to build.
  - B. Greening a building, a complicated process, is becoming popular because of the advantages it can bring.
  - C. A green building can be more beneficial to people than to animals.
  - D. A city jungle can improve the environment by cleaning the air and providing a home to threatened species.
9. Select **two** main ideas of the passage.
- A. There are many steps in greening a building.
  - B. Wildflowers are planted on green roofs.
  - C. Herbs grow well on sunny walls.
  - D. Snails have been found on roofs.
  - E. Green roofs are useful in several ways.
  - F. Students enjoy studying rooftop gardens.

10. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What does to channel mean as it is used in paragraph 4?

- A. to build up
- B. to mix
- C. to take away
- D. to change

**Part B**

Which phrase **best** supports the answer to Part A?

- A. "padding to protect the building"
- B. "so heavy rains don't drown the plants"
- C. "walls are fitted with tubes that carry water"
- D. "that is light and holds water well"

11. What is the relationship between a landscape architect and a roof and wall gardener?
- A. A landscape architect follows the instructions of a roof and wall gardener.
  - B. A landscape architect must complete his or her job before a roof and wall gardener can begin.
  - C. A landscape architect checks to make certain that a roof and wall gardener is ready to work.
  - D. A landscape architect is not as important as a roof and wall gardener.

- 12.** What is **one** benefit of a green building that the author implies but does **not** support with evidence?
- A.** A green building can be educational for students.
  - B.** A green building can keep people drier in rainy weather.
  - C.** A green building can bring the members of a community together.
  - D.** A green building can help people feel good about contributing to the environment.

- 13.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which statement **best** describes the relationship between city jungles and rain?

- A.** City jungles raise the temperature by increasing the amount of water that evaporates.
- B.** City jungles let rainwater flow into sewers.
- C.** City jungles keep certain kinds of wildlife from living on a roof.
- D.** City jungles help control the amount of rain that reaches the ground.

**Part B**

Which statement from the passage **best** supports the answer to Part A?

- A.** "Green walls are fitted with tubes that carry water and nutrients right to the plants' roots."
- B.** "The possibilities are endless; a green wall can support hundreds of types of plants."
- C.** "Storm pipes can overflow during heavy rains—by soaking up extra water, green roofs can help prevent floods."
- D.** "A green roof is usually about the same temperature as the air."

14. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which detail does the author use to show **one** effect of green buildings on cities?

- A. Green buildings can help keep buildings warm.
- B. Green buildings can keep pests from invading buildings.
- C. Green buildings can prevent water from collecting on roofs.
- D. Green buildings can help regulate the temperature.

**Part B**

Which statement from the passage **best** supports the answer to Part A?

- A. "Green walls are fitted with tubes that carry water and nutrients right to the plants' roots."
- B. "All that extra green attracts birds, bees, butterflies, and other wildlife."
- C. "In fact, the air outside a building with living walls can be as much as 18°F (8°C) cooler than the air outside a normal building."
- D. "With all the benefits a city jungle has to offer, it's only a matter of time before one sprouts up near you."

There are five words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement on the answer document provided.

Many students enjoy having a snack after they come home from school and before they start on homework or go to sports practice. Trail mix is a snack choice that is healthy and tasty. This food is also fun and simple to make for yourself.

There are many different kinds of trail mix, but some ingredients are common. Peanuts cashews almonds and other types of nuts are popular. Dried fruit, like raisins, is another favorite part of some trail mixes. Some people add breakfast cereal or sesame sticks, too. Small pieces of chocolate can also be added to trail mix, but be careful. If you allow trail mix with chocolate to get warm, the chocolate will melt and make a mess.

My own recipe for trail mix includes walnuts, dried cranberries, oat cereal pieces, and sunflower seeds. The cereal and fruit taste sweet and the seeds and nuts give a salty crunch. Sounds good doesn't it? You can be as creative as you wish when mixing your own batch. The main idea is to have something easy to carry in a bag and eat with your hands. After all, that is where the name trail mix comes from. Scouts and campers often take the snack along when they were hiking far away from kitchens or restaurants.

Make certain to follow these easy instrucshuns. Before you know it you made your own snack! Then you can enjoy your delicious treat.

- 15.** Replace Peanuts cashews almonds and other types of nuts with
- A.** Peanuts cashews almonds and other types of nuts
  - B.** Peanuts, cashews, almonds, and, other types of nuts
  - C.** Peanuts, cashews almonds and other types of nuts
  - D.** Peanuts, cashews, almonds, and other types of nuts

**16.** Replace Sounds good doesn't it with

- A.** Sounds good doesn't it
- B.** Sounds good, doesn't it
- C.** Sounds, good doesn't it
- D.** Sounds good doesn't, it

**17.** Replace were with

- A.** were
- B.** are
- C.** will have been
- D.** have been

**18.** Replace instrucshuns with

- A.** instrucshuns
- B.** instructsions
- C.** instrucshions
- D.** instructions

**19.** Replace made with

- A.** made
- B.** will have made
- C.** will make
- D.** make



**This is the end of the test.**



Name: \_\_\_\_\_

**Subpart 2 Sample Questions**

1.     A    B    C    D
2.     A    B    C    D    E   (Select two)
3.    **Part A:**    A    B    C    D  
      **Part B:**    A    B    C    D
4.     A    B    C    D

**Subpart 2 Practice Test Questions**

1.    **Part A:**    A    B    C    D  
      **Part B:**    A    B    C    D    E    F   (Select two)
2.     A    B    C    D
3.     A    B    C    D
4.     A    B    C    D
5.    **Part A:**    A    B    C    D  
      **Part B:**    A    B    C    D
6.    **Part A:**    A    B    C    D  
      **Part B:**    A    B    C    D
7.    **Part A:**    A    B    C    D  
      **Part B:**    A    B    C    D
8.     A    B    C    D
9.     A    B    C    D    E    F   (Select two)
10.   **Part A:**    A    B    C    D  
      **Part B:**    A    B    C    D
11.    A    B    C    D

12.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

13.   **Part A:**   Ⓐ   Ⓑ   Ⓒ   Ⓓ

**Part B:**   Ⓐ   Ⓑ   Ⓒ   Ⓓ

14.   **Part A:**   Ⓐ   Ⓑ   Ⓒ   Ⓓ

**Part B:**   Ⓐ   Ⓑ   Ⓒ   Ⓓ

15.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

16.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

17.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

18.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

19.   Ⓐ   Ⓑ   Ⓒ   Ⓓ

**Subpart 2 Sample Questions**

1.     A    B    C    D
2.     A    B    C    D    E   (Select two)
3.    **Part A:**    A    B    C    D  
       **Part B:**    A    B    C    D
4.     A    B    C    D

**Subpart 2 Practice Test Questions**

1.    **Part A:**    A    B    C    D  
       **Part B:**    A    B    C    D    E    F   (Select two)
2.     A    B    C    D
3.     A    B    C    D
4.     A    B    C    D
5.    **Part A:**    A    B    C    D  
       **Part B:**    A    B    C    D
6.    **Part A:**    A    B    C    D  
       **Part B:**    A    B    C    D
7.    **Part A:**    A    B    C    D  
       **Part B:**    A    B    C    D
8.     A    B    C    D
9.     A    B    C    D    E    F   (Select two)
10.   **Part A:**    A    B    C    D  
       **Part B:**    A    B    C    D
11.    A    B    C    D
12.    A    B    C    D
13.   **Part A:**    A    B    C    D  
       **Part B:**    A    B    C    D

## Answer Key

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14. Part A:  A  B  C  D
- Part B:  A  B  C  D
15.  A  B  C  D
16.  A  B  C  D
17.  A  B  C  D
18.  A  B  C  D
19.  A  B  C  D