

## PURPOSE AND TONE: Test B

- A. Eight quotations in the story below are preceded by a blank space. Identify the tone of each italicized quotation by writing in the letter of one of these tones. (Two tone choices will be left over.)

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|----------------|-------------------|----------------|
| A. bewildered  | B. calming        | C. critical    |
| D. grateful    | E. matter-of-fact | F. pessimistic |
| G. praising    | H. remorseful     | I. sorrowful   |
| J. threatening |                   |                |

Tryouts for *The Wizard of Oz* were held Wednesday afternoon. The first student read for the part of Dorothy, the little girl who is swept away, along with her dog Toto, to the land of Oz.

\_\_\_\_\_ 1. "*Toto!*" she read. "*Where are we? Everything looks so strange! I don't think we're in Kansas anymore!*"

\_\_\_\_\_ 2. "*Very nice!*" said the teacher. "*You sound as if you've acted before!*"

Another student stepped up to read the lines of the Wicked Witch of the West.

\_\_\_\_\_ 3. "*Just try to stay out of my way!*" the "witch" hissed at Dorothy. "*I'm going to get you, the ruby slippers, and your nasty little dog, too!*"

Next a student tried out for the part of the Tin Woodman, who wanted a heart more than anything.

\_\_\_\_\_ 4. "*I'm just an empty kettle,*" he said with a sob. "*I am a heart-less piece of metal.*"

While some students were reading for parts, others stood in the back of the room, whispering among themselves.

\_\_\_\_\_ 5. "*That last guy who read for the Cowardly Lion was really terrible,*" said one student.

\_\_\_\_\_ 6. "*I thought I'd try out for the part of Dorothy,*" a girl said, "*but I probably wouldn't have a chance. I never win anything.*"

After all the students who wanted to read had their chance, the drama teacher spoke to them once more before they left the room.

\_\_\_\_\_ 7. "*Thank you all for coming. I really appreciate your interest in the drama department activities,*" she said with a warm smile.

\_\_\_\_\_ 8. As they began to leave, she added, "*My choices for the parts will be posted on the bulletin boards Friday morning.*"

(Continues on next page)

**B.** In the space provided, indicate whether the primary purpose of each passage is to inform (**I**), to persuade (**P**), or to entertain (**E**).

\_\_\_\_\_ 9. <sup>1</sup>Until recently, it was commonly believed by intelligence experts that people reach the height of their intellectual peak by the time they're twenty. <sup>2</sup>Lately, however, scientists have discovered that our minds continue to grow long after we are fully developed physically. <sup>3</sup>In addition, some psychologists are expanding their notion of what makes up intelligence. <sup>4</sup>Dr. Robert Sternberg of Yale University, for example, outlines seven different areas of intelligence, including musical ability and self-knowledge.

\_\_\_\_\_ 10. <sup>1</sup>Cats are allowed to roam just about wherever they please (try and stop them), and even dogs have the run of the house, or at least of a portion of the house. <sup>2</sup>But pet birds are generally limited for most of their lives to the space defined by the four sides of a small cage. <sup>3</sup>Yet birds are born to flap and swoop through wide spaces of sky, unlimited neither by walls nor ceilings. <sup>4</sup>To keep a creature born with wings in a small space, unable to use its major natural means of transportation, is unfair. <sup>5</sup>People who want birds as pets should at least find ways to allow the birds to fly freely within one or two rooms of the house.