

English I

Administered April 2018

RELEASED

WRITING

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

In her English class, Susan was assigned to write a persuasive paper. She would like you to read her paper and suggest any revisions she should make. When you finish reading, answer the questions that follow.



The Importance of Social Networking Offline

(1) Teenagers are learning new communication skills every day. (2) It is important for them to have opportunities to network, or to meet and get to know new people. (3) But online networking promotes short, superficial connections. (4) It is very popular with teens today. (5) Offline networking better encourages meaningful connections that will bolster happiness, develop skills, and open avenues to career opportunity. (6) Teens need to practice more offline networking. (7) It will prepare them to be confident face-to-face communicators in the real world.

(8) Approximately seventy percent of today's teenagers communicate within online social networks, according to the Pew Research Center. (9) A survey of almost 7,000 teens was conducted in 2014 by three Swiss researchers, and they found that many of the surveyed teens believed they were spending too much time on these social networking sites. (10) These teens are starting to realize that online connections can be anonymous, emotionless, and insignificant. (11) Additionally, these teens admitted that they miss spending time with real people. (12) Perhaps these teens are discovering what they have been suggesting for a while: spending

time with others in real life is important. (13) It not only contributes to a stronger sense of identity and a happier mood, but it also gives us the chance to share happiness with other people. (14) In other words, offline networking seems to actually benefit a teen’s emotional health.

(15) Face-to-face communication also gives teens an opportunity to learn to read people. (16) Everyone communicates in person differently than communicating over the phone, through texting, or in online posts. (17) Being face-to-face requires a person to think and respond more quickly—without the safety net of a delete key. (18) And much of our communication is nonverbal anyway. (19) Facial expressions, gestures, and vocal tones are just a few examples. (20) Teens need to have face-to-face interactions so they can learn to read these nonverbal cues, which are sometimes even more important than the words a person is saying.

(21) A time will come when the teen will need to enter the job market, and this usually means a face-to-face interview. (22) A young person needs to be confident and comfortable in this kind of interaction. (23) A teen applying for a job will want to convince the employer that he or she has the skills to handle business relationships. (24) For example, a person will need to be able to interact naturally with customers, hearing and understanding their words as well as their nonverbal cues in many different kinds of businesses. (25) A teenager adept at communicating in person will be much more likely to get hired and to experience success at work.

(26) Dealing with people offline will help teens in a few important ways. (27) That’s why every teen should spend time practicing real-world interactions. (28) And the only way to do that is to unplug from the screen and start connecting with real people.

1 What is the most effective way to combine sentences 3 and 4?

- A But online networking, which is very popular with teens today, promotes short, superficial connections.
 - B But online networking promotes short, superficial connections, it is very popular with teens today.
 - C But online networking that promotes short, superficial connections, it is very popular with teens today.
 - D But online networking promotes short, superficial connections with teens today, which it is very popular.
-

2 How can Susan improve the clarity of sentence 12?

- F Change ***these teens*** to **they**
 - G Change ***they*** to **researchers**
 - H Change ***suggesting*** to **saying**
 - J Change ***a while*** to **some time**
-

3 What is the most effective revision to make in sentence 16?

- A Everyone communicates in person in one way, they communicate in different ways over the phone, through texting, or in online posts.
- B Everyone communicates differently in person than they do when speaking over the phone, sending texts, or writing online posts.
- C Everyone communicates in person differently than they do over the phone, to send texts, or posting online.
- D Everyone communicates in person, over the phone, through texting, or in online posts differently.

4 Susan needs a better transition from the third paragraph (sentences 15–20) to the fourth paragraph (sentences 21–25). Which of the following can be added to the beginning of the fourth paragraph, just before sentence 21, to strengthen this transition?

- F** This ability to communicate in person becomes even more important as teenagers get older.
 - G** In a few short years, most teens in our school will be entering the job market or college.
 - H** Learning to read people’s communication cues will help build opportunities for teens.
 - J** In a business setting, a teen will need to know how to understand his coworkers.
-

5 Sentence 26 does not effectively open the last paragraph (sentences 26–28). Which of the following can replace sentence 26 and help strengthen the concluding paragraph of this paper?

- A** Dealing with people when you are a teen offline will help you in a handful of critical ways.
- B** Offline networking is important because it can improve a teenager’s well-being and help prepare him for the future.
- C** Both online and offline relationships are important in today’s world of instant communication.
- D** Every teen will need to practice offline communication so they can get used to talking with others.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

In response to a class assignment, Anika wrote the following paper about an underground city. Read Anika's paper and think about the revisions she needs to make. When you finish reading, answer the questions that follow.



Dugouts in the Side of a Hill in Coober Pedy

Coober Pedy: Underground City

(1) At first glance, the Australian city of Coober Pedy looks like an abandoned ghost town. (2) It doesn't appear to consist of much more than a few hotels and a peculiar, grassless golf course. (3) As bleak as this may sound, the city of Coober Pedy is actually quite fascinating. (4) There are even people who live here. (5) These people are under ground.

(6) What caused these people to build an underground city in the Australian desert? (7) In 1915 14-year-old Willie Hutchison discovered some rich opal fields in the area. (8) After all, miners from all over the world flooded into the region to seek their fortunes. (9) The miners quickly learned that summer temperatures in the area could escalate to more than 100 degrees and scorch the land for months. (10) In today's world of air conditioning, that may not seem unbearable, but in 1915 it was.

(11) The Coober Pedy miners devised a unique solution to their problem with the heat. (12) Since they were miserable living above ground but were quite comfortable working in the caves, they decided to build dugouts. (13) These are caves dug into the local hillsides. (14) When the dugouts were complete, the miners moved their families and belongings under ground.



A Bedroom in a Coober Pedy Home

(15) Today, most of the citizens of Coober Pedy continue to live in underground homes. (16) Some of these homes are grand and impressive, while others are simple and practical. (17) Vertical shafts are commonplace in these homes because they help keep interior temperatures regulated and comfortable. (18) And like any city, Coober Pedy also has restaurants, hotels, a few museums, and even a handful of gift shops—all under ground.

(19) Windows are the only amenity missing in Coober Pedy homes and businesses. (20) To enhance their surroundings, fake windows with decorative drapes are installed by some people. (21) Others bring artificial light into the dark atmosphere to make it seem more cheerful. (22) Colorful walls also help make some environments brighter and more pleasing to the eye.

(23) The fascinating city of Coober Pedy has become a popular destination for both tourists and filmmakers. (24) The citizens of Coober Pedy have certainly found a creative way to beat the heat, and the world has taken notice.

- 6 Anika has written a weak thesis statement for her paper. Which of the following can replace sentences 4 and 5 and serve as a more effective thesis for this paper?
- F The people who live in Coober Pedy love their special little city. All of these people have made a decision to live in a unique way.
 - G It isn't what you can see that makes this city amazing; it's what you cannot see. There are 3,500 people who call Coober Pedy home, and almost all of them live and work under ground.
 - H Coober Pedy's interesting history includes miners, people living under ground, very hot weather, and media attention. All of this put together makes Coober Pedy an interesting place to me.
 - J It isn't because it's abandoned that Coober Pedy is fascinating; it's because it only looks abandoned since people are really living under ground.
-

- 7 Anika has not used the most effective transition in sentence 8. Which of the following should replace **After all** in this sentence?
- A Soon
 - B Instead
 - C Finally
 - D Otherwise

8 How should sentence 20 be revised?

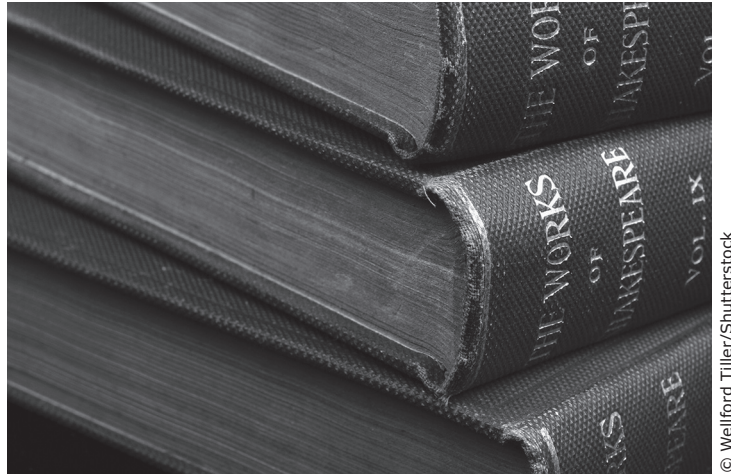
- F** To enhance their surroundings, installing fake windows and decorative drapes helped some people.
 - G** To enhance their surroundings, some people install fake windows and they also use decorative drapes.
 - H** To enhance their surroundings, fake windows with decorative drapes are installed by some people to help them.
 - J** To enhance their surroundings, some people install fake windows with decorative drapes.
-

9 Which of these ideas could best follow and support sentence 23?

- A** More than 150,000 people visit the small town each year, and a host of movies, including *Kangaroo Jack*, *Mad Max Beyond Thunderdome*, and *Opal Dream*, have been filmed there.
- B** Coober Pedy residents now make their livelihood in both the tourism industry and opal-mining industry, and this keeps most of the people working and able to provide for their families.
- C** Today the people in this town get the vast majority of their water from under ground from a source 24 kilometers away that has to be pumped in via an underground pipeline.
- D** Since February of 1915, many of the highest-quality opals in the entire world have been found in Coober Pedy; in fact, Coober Pedy is sometimes even referred to as the opal capital of the world.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

In this paper Emma wants to present an argument for studying classic literature. Read Emma's first draft and look for the corrections she needs to make. When you finish reading, answer the questions that follow.



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The Case for Classics

(1) Many high schoolers groan when they look at a course syllabus for English and see literary assignments that include Shakespearean plays and other pieces of classic literature. (2) Students often wonder why they have to study “ancient” writing that is hard to read and seems so irrelevant. (3) But there are some good reasons why reading the classics is an important part of a twenty-first-century education.

(4) Reading writings from long ago can be like stepping into a time machine. (5) As students explore texts that were written hundreds of years before, you peer through a window into the world as it was in those days. (6) Mark Bayer, an associate professor of English at the University of Texas at San Antonio, notes that Shakespeare’s sixteenth-century audiences enjoyed “the political intrigue, the murder plots, the nations at war.” (7) He adds, “These were things that were on people’s minds at that time.” (8) Also, who better to tell those stories than the people who lived them? (9) Being able to hear those voices from the past is a privilege young people should be grateful to have.

(10) Furthermore, as students examine classic works, they begin to see the fabric of history from a different perspective. (11) Most teens are absorbed with

their own daily activities, they rarely think about the fact that human civilization has been around for a long time. (12) They don't realize their lives are connected to the lives of the people who came before them. (13) The experiences and perspectives of those people can provide important insights into the challenges that teenagers face today. (14) The wording and style may have changed, but the underlying themes that stir the heart, including love, loss, courage, revolution, and humor, are as true today as they were for the authors of these early works. (15) Reading classic literature is one way for students to begin to understand the bigger story of the generations.

(16) One of the most important reasons to study classic literature, however, is to expand one's mind. (17) Research has shown that the human brain has an amazing capacity to learn and that many people barely scratch the surface of their learning potential. (18) Clearly, studying the classics can be challenging, but that's why it is so important. (19) Just as a workout trains the body, learning to appreciate an unfamiliar style of writing can stretch the brain and help it grow stronger. (20) To illustrate this, a group of scientists and English professors came together at the University of Liverpool in England. (21) They gathered volunteers who agreed to have their brains scanned while reading phrases from classic literature, including Shakespeare, in both their original form and in modern translations. (22) The results of the study showed a significant increase in the brain activity of people who were reading the original texts. (23) According to Philip Davis one of the English professors involved in the study, "Serious literature acts like a rocket-booster to the brain." (24) While it might be easier to read modern literature and books that appeal to today's culture and interests, students would miss some important opportunities to think, reason, and flex their brains.

(25) Classic literature is an important part of a high school education. (26) It connects students to the history and values of the broader human community. (27) It challenges their minds with the ideas and words of people who came before them. (28) Therefore, if today's teens are going to grow as readers, writers, and critical thinkers, it is essential that classic literature remain a part of their education.

10 How should sentence 5 be changed?

- F** Change *explore* to **explored**
 - G** Change *were written* to **was written**
 - H** Change *years* to **year's**
 - J** Change *you* to **they**
-

11 What change should be made in sentence 9?

- A** Insert a comma after *past*
- B** Change *is* to **are**
- C** Change *privilage* to **privilege**
- D** Change *grateful* to **gratefull**

12 What is the correct way to write sentence 11?

- F Most teens are absorbed with their own daily activities. Rarely thinking about the fact that human civilization has been around for a long time.
 - G Most teens are absorbed with their own daily activities and rarely think about human civilization. Which has been around for a long time.
 - H Most teens are absorbed with their own daily activities and rarely think about this fact, human civilization has been around for a long time.
 - J Most teens are absorbed with their own daily activities and rarely think about the fact that human civilization has been around for a long time.
-

13 How should sentence 23 be changed?

- A Change **According** to **Acording**
- B Insert a comma after **Davis**
- C Change **Serious** to **serious**
- D Sentence 23 should not be changed.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Caitlyn wrote the following composition about an inspirational figure. She would like you to read her paper and think about any corrections she needs to make. When you finish reading, answer the questions that follow.

A Dream Unrealized

(1) Rafael, or Rafa, Ortiz was born in Mexico City, but his father did not want to raise him in the midst of the city's tall buildings and concrete streets. (2) He wanted his children to be close to nature and animals, so when Rafa Ortiz was about five years old, his father moved his family to a ranch near Veracruz. (3) Rafa Ortiz and his siblings began water rafting in the nearby Filobobos River. (4) Over time Ortiz's early experiences with rafting led him to an extraordinary career in extreme kayaking.

(5) When Ortiz was about 14, his father and sister bought two kayaks. (6) With no instructions or guidance, Ortiz and his sister planned to take their new boats out onto the water. (7) They put on skateboarding helmets and swimming pool life jackets and brought their kayaks to the river. (8) Fortunately, an experienced kayaker saw them and offered some much-needed advice. (9) "You guys need proper life jackets, proper helmets, and proper spray skirts to close the kayaks," he gently told them. (10) "You can visit a website and get all set up." (11) The two siblings did just that, and Ortiz soon became an avid kayaker. (12) He started spending his summers in Canada, where he perfected his skills in freestyle kayaking. (13) As a teen in the junior ranks, Ortiz became the first Mexican of any age to compete in the world freestyle kayak championships.

(14) Ortiz soon grew interested in extreme kayaking and made his first descent down a 40-foot drop over Big Banana Falls in Mexico. (15) He came out of the plunge bleeding and with a broken paddle, but he was hooked nonetheless. (16) After steady practice and a great deal of experience at various waterfalls around the globe, Ortiz improved his skills. (17) Today he is one of the most celebrated extreme kayakers in the world. (18) Among his unparalleled achievements is paddling his kayak over both the Alexander Falls, a 150-foot drop in British Columbia, and the Palouse Falls, a 189-foot drop in the state of Washington.



Rafael Ortiz Kayaking on
Homestake Creek in Vail, Colorado

(19) In recent years Ortiz had been looking forward to conquering the ultimate challenge, the 165-foot plummet of Niagara Falls. (20) He had already conquered a higher drop, but Niagara has the highest flow rate of any waterfall in the world, so Ortiz knew the feat would be more perilous than anything he had attempted before. (21) Still Ortiz dreamed of being the first kayaker to paddle over the falls. (22) Hoping to be as prepared as possible for a challenge that he knew would require an extraordinary amount of skill, he studied the spectacular attraction for three years.

(23) But Ortiz would never conquer that ultimate challenge. (24) On the day that he was supposed to paddle over Niagara Falls, he went to the top and looked down, he said that things just didn't feel right. (25) So in a move that surprised many, he simply walked away. (26) After three years of preparation, Rafa Ortiz left his biggest dream behind. (27) He later explained that he just wasn't confident he would be able to land the kayak safe. (28) "Not often it hurts so much to walk away from a dream," he said. (29) But he added, "I heard once [that] sometimes it takes more courage to walk away from a drop than to run it."

(30) Other extreme kayakers agree and have praised Rafa Ortiz's decision. (31) Fellow kayaker Rush Sturges is one example. (32) "I am proud of Rafa's decision," he commented, and I think it is a great testament to his character and courage."

(33) So for now Rafa Ortiz will have to be happy with all the other amazing feats he has accomplished. (34) As one writer put it, "Surely another waterfall awaits Ortiz—just not Niagara Falls."

14 What change should be made in sentence 6?

- F Change ***With*** to ***Without***
 - G Change ***guidence*** to ***guidance***
 - H Delete the comma
 - J Change ***planned*** to ***planning***
-

15 What change is needed in sentence 13?

- A Change the comma after ***ranks*** to a semicolon
 - B Change ***became*** to ***becomes***
 - C Insert a comma after ***age***
 - D Change ***world freestyle kayak championships*** to ***World Freestyle Kayak Championships***
-

16 What is the correct way to write sentence 24?

- F On the day that he was supposed to paddle over Niagara Falls. He went to the top, looked down, and said that things just didn't feel right.
- G On the day that he was supposed to paddle over Niagara Falls, he went to the top and looked down. He said that things just didn't feel right.
- H On the day that he was supposed to paddle over Niagara Falls, he went to the top and looked down. And said that things just didn't feel right.
- J On the day that he was supposed to paddle. Over Niagara falls, he went to the top, looked down, and said things just didn't feel right.

17 What change, if any, needs to be made in sentence 27?

- A Change ***explained*** to **explains**
 - B Change ***confident*** to **confidant**
 - C Change ***safe*** to **safely**
 - D No change needs to be made in this sentence.
-

18 What change, if any, needs to be made in sentence 32?

- F Insert quotation marks before the first ***and***
- G Change ***I think*** to **we think**
- H Change ***testament*** to **testiment**
- J No change needs to be made in sentence 32.

WRITTEN COMPOSITION: Expository

Read the information in the box below.

In a 2005 marketing research study, teens cited writing as one of their main creative outlets. They also said their “ideal” activity is reading a book, followed by exercising and shopping. Although the teens surveyed said that reading is an “ideal” activity, they admitted that they’re actually much more likely to spend their free time surfing the Internet, watching TV, and listening to music.

Think carefully about the impact technology has on teenagers’ lives.

Write an essay explaining why new technology is so important to teenagers.

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

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

READING

Read the next two selections and answer the questions that follow.

American Apple

by Li Jingwen

- 1 You have to admit that the moon in foreign countries is bigger than the moon in China. I don't even need to bring up the moon landing, spacecraft, UFO studies, and such. Just this apple, no big deal, really. How can the Americans grow such apples? The red ones are so red, green ones so green, shiny, wax like, as if painted on. They are real, but look so artificially made.
- 2 Not to brag about it, but as a small local newspaper reporter, the first time I saw an American apple was in an illustrated foreign magazine in our internal reference room. It looked like a supermarket with piles of apples neatly arranged, a pile of red apples, then a pile of green apples, then a pile of red apples again, and then another pile of green apples, and so on, stretched out like a dragon. Especially the red apples, they looked so red, so surprisingly red, that there wasn't even a hint of green on them.
- 3 In this city of ours where people like to chase whatever is fashionable, many kinds of foreign apples flood in like mad, the most attention-catching of which are American apples. The arrival of American apples added to the sorrow in my heart. I felt like a young lad suffering from unrequited love, who, despite his burning desire, does not dare to do anything bolder than cast furtive glances at his beloved girl from a distance. For a thousand times I had let my reporter's imagination run wild and savored in my mind how sweet and fragrant American apples would taste, but I would not walk close to them. One American apple for 50 *yuan*, more than the price for a whole case of our native "Red Fushi!" Not that my wallet cannot afford a few such American apples. It's just that in my heart I didn't want to waste my money on such hot foreign things.
- 4 On a weekend I took my daughter shopping. Of the tens of thousands of merchandise on display in the grand shopping mall her eyes were attracted to American apples alone. And she wouldn't give me peace until I said yes. I tried all the tricks I knew to divert her attention elsewhere and even bought her her favorite Haha fruit milk, Wang Wang crispy egg rolls, and fruit jelly, but failed in the end. She pouted unhappily the whole day and evening and didn't want to say one word to me. When she woke up the next morning, she still had not forgotten. I had never seen such stubbornness for so long in my daughter, even at her young age. I was shocked. These red American apples had such scary appeal to the young children.
- 5 I figured, no matter how I sliced it, I shouldn't have denied my daughter and dampened her fledgling curiosity about the unknown in the world. That is to say, I should have let my daughter experience what the American apple tasted like. So I burned the midnight oil for a few days, sold a few more stories, made a bit more money, and dashed to the grand mall. There I took out a one-hundred-*yuan* bill and bought two American apples from a young, all-smiling sales girl. When I got home with the two apples, my daughter jumped for joy, but she didn't want to eat them. Instead, she placed the apples

right next to the white rabbit, her favorite toy. Every night before going to bed, she would take one last look and feel the apples in her hand gently. I said: Why don't you eat them. I'll buy you more if you like them so much. She would shake her head, her eyes still fixed on the mouth-watering apples. She didn't have the heart to bite into the apples that looked so perfect in her mind.

6 Not long afterwards, at the end of an important business press conference, the sponsors gave each of us veteran reporters an exquisitely-packaged gift box, each containing four American apples. I was so thrilled with the gift, which felt so heavy in my hands. At my insistence, my daughter finally gave in and agreed to eat an apple. Watched by my daughter's eager eyes I peeled off the beautiful skin of the apple with a knife carefully, almost religiously, but still felt as though I was committing a crime.

7 I had expected my daughter to jump for joy again, yet at the very first bite, she froze, a puzzled look in her vivid eyes. She licked her mouth a few times as if not sure of her own taste. Then, with apparent disappointment, she placed the apple in my hand: Why does it taste like this?

8 I took a bite and my eyebrows furrowed right away, too. Indeed it tasted far worse than "Red Fushi."

9 So we left the exquisite box of American apples untouched and forgot about them for a long time. When we thought about them again, the apples inside were already rotten beyond recognition.

Translation © 2008 Shouhua Qi. Published in *The Pearl Jacket and Other Stories: Flash Fiction from Contemporary China* by Stone Bridge Press, Berkeley, California.

In 1966, Mao Zedong was the communist leader of China, and he started a violent revolution to assert his authority. During this period, many Chinese citizens suffered or were killed. In this excerpt, Ping Fu reflects upon a memory of her grandfather during this time.

from **Bend, Not Break: A Life in Two Worlds**

by Ping Fu

- 1 Every night as I lay in bed trying to fall asleep, I would be haunted by images of my grandfather hovering above me. I would see him in my eight-year-old mind's eye as an elegant aging man at the start of the Cultural Revolution. Spring 1966.
- 2 My grandfather had a collection of traditional Chinese "scholar arts": inkwells from dynasties past, fans hand painted by famous artists, *zitan* wooden brush holders, chicken-blood stamp stones, and rare books of calligraphy. For two months before I was taken away from our Shanghai home, every night before he went to sleep, my grandfather would pull these objects carefully out of their wrapping papers and examine them. He would touch them delicately, as though they were dear old friends. Then he would select one object to keep on the nightstand next to his bed. The following day, a mask of sorrow covering his usually serene face, he would go out into the streets of Shanghai and sell it for a pittance.
- 3 Mao's Red Guard had shut down the farmers' markets and taken control of the city's food supply. Each family was given limited rations of rice, cooking oil, sugar, vegetables, and meat. Sometimes it wasn't enough to feed everyone in my household. A few farmers were selling produce on the black market because they didn't have enough money to support their families. As a merchant-class family, we had always had enough money to eat. But in those days food was increasingly hard to come by. My grandfather knew that if he wasn't willing to part with his precious heirlooms, his family might go hungry. It was a sacrifice he was willing to make.
- 4 Each night when my grandfather took out the valuable pieces that he planned to sell the next day, he would describe to me why he loved them. One night, he showed me a fan that had been painted by a famous Chinese opera singer, Mei Lanfang. As he told me the story of how he'd gotten the fan—it had been a gift from his beloved wife, who had gone to extraordinary lengths to purchase it for his sixtieth birthday—he touched his fingers to it gently. Then he held it up to the light and fanned it out, revealing a picture of plum flowers that sparkled like fairy dust.
- 5 Another evening, my grandfather drew a small gold nugget out of his pocket and massaged it between his fingers as he spoke. Although it was a simple, rough chunk of metal, he had rubbed it so often that it had developed a fine, smooth finish.

- 6 "Once, many years ago," my grandfather explained, "I was walking down the street when I caught notice of a blind man playing the *erhu*"—a traditional Chinese musical instrument. "About three hundred children were gathered around to listen, so I stopped as well. The blind man's music was enchanting. After he finished his song, I left him a few coins, expecting to continue on my way. But the man began tugging at my robe.
- 7 "I want to sell you this gold nugget," the blind man said. "Won't you buy it from me? I need the money to feed my children."
- 8 "No, I don't collect gold nuggets," I replied, refusing to buy this one from the blind man. I said good-bye and walked away.
- 9 "The next day, I saw the same man playing. Once again, I was enchanted by his music and stopped to listen. Once again, the blind man pulled at my robe and asked me to buy his gold nugget, but I refused.
- 10 "It went on like this day after day. Finally, on the fifth day, when the blind man begged me to buy the nugget so that he could feed his children, I caved. I probably paid far more than it was worth because I emptied out my pockets and gave the blind man all my cash. But it wasn't about the value of the gold. I simply felt moved to help this gentle soul who made such beautiful music. I wanted him to be able to care for his family."
- 11 My grandfather sighed heavily. "Tomorrow, I'll sell this nugget to a pawnshop for maybe seventy yuan—about one one-thousandth what I paid for it. What makes me most sorrowful is not the money. It's the fact that I'll be selling my lucky charm. You see, ever since that day when I bought this gold nugget, I've carried it with me in my pocket and rubbed it to bring our family good luck. That's why it has been polished to this glossy sheen."
- 12 At that moment, my grandfather's lips turned up into a heart-breaking smile. "Then again, it seems right, somehow. Buying this nugget was how I once helped a man save his children. Now, in selling it, I'll be saving my own children. I guess this gold nugget has done what it was supposed to do."

From *Bend, Not Break* by Ping Fu with MeiMei Fox. Copyright © 2012 by Ping Fu. Used by permission of Portfolio, an imprint of Penguin Publishing Group, a division of Penguin Random House LLC.

Use “American Apple” (pp. 24–25) to answer questions 19–26. Then fill in the answers on your answer document.

19 Which word in paragraph 3 means “given but not returned”?

- A *savored*
 - B *unrequited*
 - C *furtive*
 - D *sorrow*
-

20 The author uses a simile to describe the apples in paragraph 2 to convey —

- F their mythic appeal
 - G the advertising techniques used in foreign magazines
 - H their universal symbolism
 - J the contrast between Chinese and foreign supermarkets
-

21 Read these sentences from paragraph 4.

She pouted unhappily the whole day and evening and didn't want to say one word to me. When she woke up the next morning, she still had not forgotten.

In these sentences, the author depicts the daughter as —

- A deceptive
- B envious
- C resentful
- D reflective

22 Read this quotation from paragraph 4.

I had never seen such stubbornness for so long in my daughter, even at her young age. I was shocked. These red American apples had such scary appeal to the young children.

What does this quotation reveal about the narrator's conflict?

- F** He is displeased with his daughter's rebellious behavior.
 - G** He is stunned by how easily children are enticed by the appearance of the apples.
 - H** He is uncertain about whether to buy his daughter what she wants.
 - J** He is angry that the American apples are being marketed specifically to children.
-

23 What do the narrator's actions in paragraph 5 reveal about his relationship with his daughter?

- A** He is proud of her determination.
 - B** He is frustrated by her constant demands.
 - C** He is supporting her open-mindedness about other cultures.
 - D** He is perplexed by her regard for inanimate objects.
-

24 Paragraphs 7 and 8 are important to the development of the plot because they —

- F** provide an unexpected ending
- G** signify the point at which the narrator and his daughter understand their conflict
- H** reflect the narrator's past mistakes and lessons he has learned
- J** present the solution to the main problem

- 25** Which sentence best explains the narrator’s reluctance to buy the American apples?
- A** *I had expected my daughter to jump for joy again, yet at the very first bite, she froze, a puzzled look in her vivid eyes.*
 - B** *In this city of ours where people like to chase whatever is fashionable, many kinds of foreign apples flood in like mad, the most attention-catching of which are American apples.*
 - C** *The red ones are so red, green ones so green, shiny, wax like, as if painted on.*
 - D** *It’s just that in my heart I didn’t want to waste my money on such hot foreign things.*
-

- 26** What major theme is explored in the story?
- F** Responsibility is often difficult to accept.
 - G** Appearances can be deceiving.
 - H** Working hard is the best way to accomplish a goal.
 - J** Family bonds are priceless.

Use *Bend, Not Break: A Life in Two Worlds* (pp. 26–27) to answer questions 27–33. Then fill in the answers on your answer document.

27 The author compares the pieces of her grandfather’s collection to “dear old friends” in paragraph 2 to suggest that the grandfather —

- A** had acquired most of the collection as gifts
- B** was aware the collection might help him later in life
- C** feels a strong emotional bond to his collected objects
- D** fondly knew many of the original owners of the objects he collected

28 Paragraph 4 is significant because it highlights the —

- F** emotional impact of the grandfather having to sell his possessions
- G** grandfather’s desire to pass along the story of his life to his granddaughter
- H** reasons why the grandfather was a collector of unusual trinkets
- J** value the grandfather placed upon the arts during his life

29 Read this sentence from paragraph 11.

"Tomorrow, I'll sell this nugget to a pawnshop for maybe seventy yuan—about one one-thousandth what I paid for it."

This sentence helps the reader know that the word *pittance* in paragraph 2 means —

- A a temporary holder of value
 - B an insignificant amount of money
 - C an exchange of goods
 - D a failed investment
-

30 Read this quotation from paragraph 12.

"Buying this nugget was how I once helped a man save his children. Now, in selling it, I'll be saving my own children."

How is irony demonstrated in this quotation?

- F It shows that the grandfather's act of charity is helping him during his own time of need.
- G It shows that each object in the grandfather's collection is worth more than he initially thought.
- H It brings closure to the problem the grandfather faces as a result of political change in his country.
- J It illuminates the reason the grandfather treasures something of little monetary value.

31 Which quotation best conveys the author’s message?

- A** *"The blind man’s music was enchanting. After he finished his song, I left him a few coins, expecting to continue on my way."*
 - B** *My grandfather knew that if he wasn’t willing to part with his precious heirlooms, his family might go hungry. It was a sacrifice he was willing to make.*
 - C** *Each night when my grandfather took out the valuable pieces that he planned to sell the next day, he would describe to me why he loved them.*
 - D** *"I probably paid far more than it was worth because I emptied out my pockets and gave the blind man all my cash."*
-

32 The description of the grandfather in paragraph 12 implies that he —

- F** thinks his decision is causing his family more harm than good
 - G** believes his family will enjoy great wealth by selling the gold nugget
 - H** realizes the insignificance of the gold nugget
 - J** has found peace with the decision he has made
-

33 What does the act of buying and selling the gold nugget represent?

- A** A desire for material riches
- B** Excessive pride
- C** Spiritual peace and tranquility
- D** Making sacrifices to survive

Use “American Apple” and *Bend, Not Break: A Life in Two Worlds* to answer questions 34–38. Then fill in the answers on your answer document.

- 34** Which quotation from “American Apple” best reflects an experience **similar** to that of the grandfather in the excerpt from *Bend, Not Break: A Life in Two Worlds*?
- F** *On a weekend I took my daughter shopping.*
 - G** *So we left the exquisite box of American apples untouched and forgot about them for a long time.*
 - H** *Not to brag about it, but as a small local newspaper reporter, the first time I saw an American apple was in an illustrated foreign magazine in our internal reference room.*
 - J** *Every night before going to bed, she would take one last look and feel the apples in her hand gently.*
-
- 35** What is the **difference** in the way China is described in the two selections?
- A** In “American Apple” products are plentiful, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* wealth is scarce.
 - B** In “American Apple” people rely on economic exchanges, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* people are more self-sufficient.
 - C** In “American Apple” people are suspicious of their government, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* the government is obeyed without concern.
 - D** In “American Apple” corruption is more prevalent in business, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* commerce is centered on fairness.

36 Which statement explains the **difference** between the apples in “American Apple” and the grandfather’s collection in the excerpt from *Bend, Not Break: A Life in Two Worlds*?

- F** The apples represent unreachable goals, while the grandfather’s collection represents true beauty.
 - G** The apples represent the power of determination, while the grandfather’s collection represents the wisdom of experience.
 - H** The apples represent temptations in life, while the grandfather’s collection represents the difficult choices people must make in life.
 - J** The apples represent the danger of materialism, while the grandfather’s collection represents the will to overcome temptation.
-

37 Which statement best describes a **difference** between the two selections?

- A** “American Apple” suggests that it is better to give in to material temptation, while the excerpt from *Bend, Not Break: A Life in Two Worlds* suggests it is better to remove material temptations.
 - B** “American Apple” explores the unexpected disappointment in a physical object, while the excerpt from *Bend, Not Break: A Life in Two Worlds* explores the unexpected usefulness of a physical object.
 - C** “American Apple” suggests that nurturing family relationships requires effort, while the excerpt from *Bend, Not Break: A Life in Two Worlds* suggests that bonds between family comes naturally.
 - D** “American Apple” explores the idea that foreign culture can be good to embrace, while the excerpt from *Bend, Not Break: A Life in Two Worlds* explores the idea that people should embrace their own culture.
-

38 What is one idea explored in **both** “American Apple” and the excerpt from *Bend, Not Break: A Life in Two Worlds*?

- F** People can determine their own future.
- G** Success comes only from hard work.
- H** Love for family compels action.
- J** The greatest rewards come to those who wait.

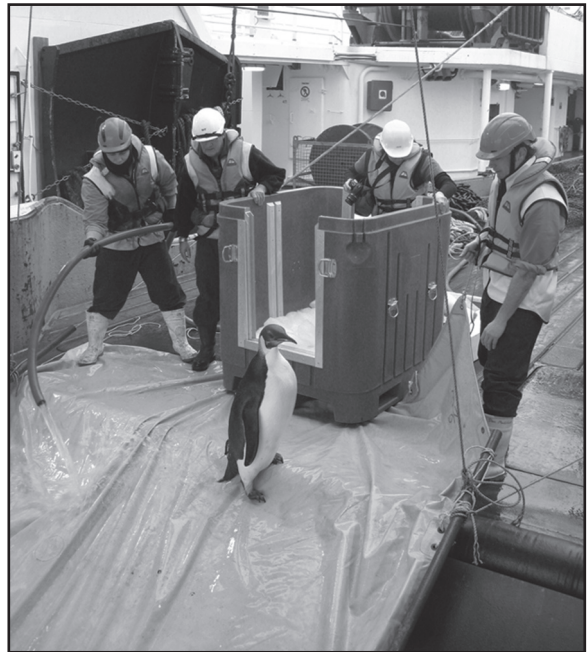
Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Wayward Penguin Released South of New Zealand

Associated Press

September 4, 2011

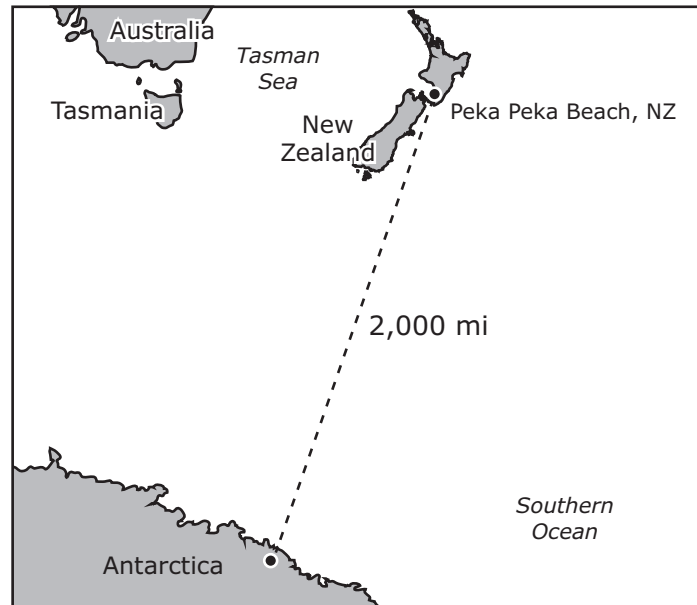
- 1 He needed a little push before speeding backward down a makeshift slide. Once in the water, he popped his head up for one last look. And then he was gone. The wayward emperor penguin known as "Happy Feet" was back home in Antarctic waters after an extended sojourn spent capturing hearts in New Zealand.
- 2 Happy Feet was released into the ocean south of New Zealand on Sunday, more than two months after he came ashore on a beach nearly 2,000 miles from home and became an instant celebrity.
- 3 Speaking from a satellite phone aboard the research vessel *Tangaroa*, Wellington Zoo veterinarian Lisa Argilla said Happy Feet's release went remarkably smoothly given that the boat was being tossed about in 25-foot swells in the unforgiving Antarctic Ocean.
- 4 Argilla said crew members from the boat carried the penguin inside his custom-built crate to the stern of the ship for his final send-off about 50 nautical miles north of remote Campbell Island. The crew had already cut the engines and put in place a canvas slide that they soaked with water from a hose.
- 5 But when they opened the door of the crate, the penguin showed no interest in leaving.
- 6 "I needed to give him a little tap on his back," Argilla said.
- 7 The penguin slipped down the slide on his stomach, bottom first, she said. He resurfaced about 6 feet from the boat, took a look up at the people aboard, and then disappeared beneath the surface.



On board the *Tangaroa*, Happy Feet takes a last look around before his slide into Antarctic waters near Campbell Island. The crate behind him served as his temporary home during the journey.

© Polaris/Newscom

Happy Feet's Journey to New Zealand



Source: *The Australian*

- 8 "I was really happy to see him go," Argilla said. "The best part of my job is when you get to release animals back into the wild where they are supposed to be."
- 9 The 3-foot-tall aquatic bird was found June 20 on Peka Peka Beach, about 40 miles northwest of New Zealand's capital, Wellington. It had been 44 years since an emperor penguin was last spotted in the wild in New Zealand.
- 10 At first, conservation authorities said they would wait and let nature take its course with the penguin. But it soon became clear the bird's condition was deteriorating, as he scooped up beaks full of sand and swallowed, likely mistaking it for snow, which emperor penguins eat for its moisture when in Antarctica.
- 11 With the world watching, authorities finally took action, moving the penguin to the Wellington Zoo four days after he was discovered.
- 12 At the zoo, the 3 1/2-year-old bird underwent numerous stomach flushing procedures to remove sand from his digestive system. He was given a makeshift home in a room that zoo staff kept filled with a bed of ice so he wouldn't overheat.
- 13 A local television station, TV3, set up a webcam and streamed images of the bird around the clock. Soon, Happy Feet had a quarter-million followers.
- 14 And, perhaps befitting of a bird from the Internet age, those followers will be able to keep track of him for a while longer. Happy Feet has been fitted with a GPS tracker, and his movements will be posted online. Argilla expects the tracker to fall off the next time the bird molts.

- 15 Argilla said the final boat journey, which began last Monday and ran into terrible weather, was difficult for her—she got seasick—and the crew. The one who seemed least bothered, she said, was Happy Feet, who rolled with the swells, slept standing up and took nips at the crew when they fed him fresh fish.
- 16 Now that Happy Feet has been nursed back to health, Argilla said his chances are as good as they are for any other penguin in the wild.
- 17 “He swam away, not caring about us anymore,” Argilla said.
- 18 She paused.
- 19 “And that’s a good thing,” she said.

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- 39** What is the primary purpose of the article?
- A** To describe the remarkable qualities of an unusual penguin
 - B** To make an argument for the release of animals from captivity
 - C** To explain how a penguin made an unusual journey
 - D** To detail how a special team of zoologists saves endangered animals
-

- 40** How does the photograph support an important detail in paragraph 4?
- F** By showing the number of crew members on the *Tangaroa*
 - G** By demonstrating how Happy Feet used the slide
 - H** By showing the terrible weather conditions
 - J** By revealing what Happy Feet's custom-built crate looked like
-

- 41** Which sentence from the article suggests that Happy Feet may have become accustomed to living in captivity?
- A** *At first, conservation authorities said they would wait and let nature take its course with the penguin.*
 - B** *The penguin slipped down the slide on his stomach, bottom first, she said.*
 - C** *And, perhaps befitting of a bird from the Internet age, those followers will be able to keep track of him for a while longer.*
 - D** *But when they opened the door of the crate, the penguin showed no interest in leaving.*

42 The author’s use of the nickname “Happy Feet” throughout the selection —

- F** emphasizes that the penguin has been tamed
 - G** makes the penguin seem to have a personality
 - H** reinforces the penguin’s carefree nature
 - J** highlights the popularity of penguins
-

43 The author organizes this article by —

- A** comparing the life of a penguin in captivity with the life of a penguin in the wild
- B** explaining how a penguin became ill, and then interviewing the veterinarian who cared for the penguin
- C** presenting in chronological order the events that led to the penguin becoming a media celebrity
- D** describing the outcome of efforts to rescue a penguin, and then recounting how the penguin was saved

44 What is the main idea of the article?

- F** New Zealanders helped a lost emperor penguin return to the Antarctic.
 - G** A zoo in New Zealand saved the life of an ailing emperor penguin.
 - H** An emperor penguin traveled thousands of miles to reach New Zealand.
 - J** New Zealanders turned an emperor penguin into an instant celebrity.
-

45 What information from the article is highlighted by the map?

- A** The places where other penguins have been found in New Zealand
- B** The location of penguin habitats in Antarctica
- C** The distance from New Zealand to Antarctica
- D** The size of New Zealand in square miles

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Losing Is Good for You

by Ashley Merryman
The New York Times
September 24, 2013

- 1 As children return to school this fall and sign up for a new year's worth of extracurricular activities, parents should keep one question in mind. Whether your kid loves Little League or gymnastics, ask the program organizers this: "Which kids get awards?" If the answer is, "Everybody gets a trophy," find another program.
- 2 Trophies were once rare things—sterling silver loving cups bought from jewelry stores for truly special occasions. But in the 1960s, they began to be mass-produced, marketed in catalogs to teachers and coaches, and sold in sporting-goods stores.
- 3 Today, participation trophies and prizes are almost a given, as children are constantly assured that they are winners. One Maryland summer program gives awards every day—and the "day" is one hour long. In Southern California, a regional branch of the American Youth Soccer Organization hands out roughly 3,500 awards each season—each player gets one, while around a third get two. Nationally, A.Y.S.O. local branches typically spend as much as 12 percent of their yearly budgets on trophies.
- 4 It adds up: trophy and award sales are now an estimated \$3 billion-a-year industry in the United States and Canada.
- 5 Po Bronson and I have spent years reporting on the effects of praise and rewards on kids. The science is clear. Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve.
- 6 Carol Dweck, a psychology professor at Stanford University, found that kids respond positively to praise; they enjoy hearing that they're talented, smart and so on. But after such praise of their innate abilities, they collapse at the first experience of difficulty. Demoralized by their failure, they say they'd rather cheat than risk failing again.
- 7 In recent eye-tracking experiments by the researchers Bradley Morris and Shannon Zentall, kids were asked to draw pictures. Those who heard praise suggesting they had an innate talent were then twice as fixated on mistakes they'd made in their pictures.

- 8 By age 4 or 5, children aren't fooled by all the trophies. They are surprisingly accurate in identifying who excels and who struggles. Those who are outperformed know it and give up, while those who do well feel cheated when they aren't recognized for their accomplishments. They, too, may give up.
- 9 It turns out that, once kids have some proficiency in a task, the excitement and uncertainty of real competition may become the activity's very appeal.
- 10 If children know they will automatically get an award, what is the impetus for improvement? Why bother learning problem-solving skills, when there are never obstacles to begin with?
- 11 If I were a baseball coach, I would announce at the first meeting that there would be only three awards: Best Overall, Most Improved and Best Sportsmanship. Then I'd hand the kids a list of things they'd have to do to earn one of those trophies. They would know from the get-go that excellence, improvement, character and persistence were valued.
- 12 It's accepted that, before punishing children, we must consider their individual levels of cognitive and emotional development. Then we monitor them, changing our approach if there's a negative outcome. However, when it comes to rewards, people argue that kids must be treated identically: everyone must always win. That is misguided. And there are negative outcomes. Not just for specific children, but for society as a whole.
- 13 In June, an Oklahoma Little League canceled participation trophies because of a budget shortfall. A furious parent complained to a local reporter, "My children look forward to their trophy as much as playing the game." That's exactly the problem, says Jean Twenge, author of *Generation Me*.
- 14 Having studied recent increases in narcissism and entitlement among college students, she warns that when living rooms are filled with participation trophies, it's part of a larger cultural message: to succeed, you just have to show up. In college, those who've grown up receiving endless awards do the requisite work, but don't see the need to do it well. In the office, they still believe that attendance is all it takes to get a promotion.
- 15 In life, "you're going to lose more often than you win, even if you're good at something," Ms. Twenge told me. "You've got to get used to that to keep going."

16 When children make mistakes, our job should not be to spin those losses into decorated victories. Instead, our job is to help kids overcome setbacks, to help them see that progress over time is more important than a particular win or loss, and to help them graciously congratulate the child who succeeded when they failed. To do that, we need to refuse all the meaningless plastic and tin destined for landfills. We have to stop letting the Trophy-Industrial Complex run our children's lives.

17 This school year, let's fight for a kid's right to lose.

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46 In paragraph 9, the word *proficiency* means —

- F** curiosity
 - G** investment
 - H** expertise
 - J** discipline
-

47 What is the author’s primary purpose for writing the article?

- A** To convince readers that children will learn valuable life lessons only if they are not rewarded simply for participation
 - B** To describe the types of awards that parents and coaches should give to children for their accomplishments
 - C** To explain to readers the benefits of rewarding children for their participation in competitive activities
 - D** To emphasize the unfairness of organizations that provide awards to all children regardless of merit
-

48 In paragraphs 3 and 4, what kind of argument is the author making?

- F** Logical
- G** Emotional
- H** Ethical
- J** Circular

- 49** Paragraph 14 provides support for the author’s claim that —
- A** adults are responsible for monitoring the learning and emotional development of children
 - B** society as a whole suffers when children assume they will benefit from doing very little
 - C** children and parents alike expect trophies and prizes for doing their best
 - D** trophy and award sales have become a multibillion-dollar industry
-

- 50** Which sentence best expresses the controlling idea of the article?
- F** *But after such praise of their innate abilities, they collapse at the first experience of difficulty.*
 - G** *It adds up: trophy and award sales are now an estimated \$3 billion-a-year industry in the United States and Canada.*
 - H** *Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed.*
 - J** *Trophies were once rare things—sterling silver loving cups bought from jewelry stores for truly special occasions.*

51 Which quotation challenges the idea that children need constant praise?

- A** *Carol Dweck, a psychology professor at Stanford University, found that kids respond positively to praise; they enjoy hearing that they're talented, smart and so on.*
 - B** *Today, participation trophies and prizes are almost a given, as children are constantly assured that they are winners.*
 - C** *In recent eye-tracking experiments by the researchers Bradley Morris and Shannon Zentall, kids were asked to draw pictures.*
 - D** *In life, "you're going to lose more often than you win, even if you're good at something," Ms. Twenge told me. "You've got to get used to that to keep going."*
-

52 Which interpretation of the cartoon best supports the author's position in the article?

- F** The boy is excited about winning a competition.
- G** The boy would like to win more trophies for his collection.
- H** The boy wants to improve his skills so that he will continue to win.
- J** The boy is used to getting trophies simply for participating in activities.



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