



English II

Administered March 2015

RELEASED

WRITING

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

Kayla has written this paper to persuade her classmates to be careful online. Read Kayla's paper and think about the revisions she needs to make. Then answer the questions that follow.



“Friend” Yourself

(1) As access to the Internet has increased, more and more people have become daily participants in social networking. (2) In the past, people could separate their online persona from who they are in real life. (3) However, this is not the way things are now.

(4) Many teens use social networking as their primary form of public communication. (5) It's easy to snap a photo, load it on a website, and a quick synopsis is typed out of where they are and what they're doing. (6) Because the process is so simple and immediate, it can be tempting to post impulsively. (7) But is that behavior wise? (8) The photo a girl posts of a crazy stunt or that negative remark he posts about someone at school might not seem like a big deal now, but it could come back to haunt them later. (9) Did you know that in a survey of college admissions officers at 359 of the country's top schools, about 25 percent said they look at an applicant's social media pages to learn more about the applicant? (10) Furthermore, 12 percent reported that online information negatively affected the applicant's chance of being selected. (11) In addition, a recent survey revealed that 45 percent of employers report checking the social media profiles of the people they're considering hiring. (12) Even a photo or

comment that was posted years ago could provide a potential employer with a reason to choose someone else for the job.

(13) Be careful giving out information too. (14) In 2010 an Indiana couple posted that they would be out for the evening, and their home was burglarized while they were away. (15) An investigation revealed that the burglar was an old acquaintance from whom the woman had recently accepted a friend request. (16) It's important for people to remember that when they let the social-networking world know where they are, they may also be letting thousands of people know where they're not.

(17) Protect yourself now and in the future by thinking twice before you post anything online. (18) If it's not something you would say in front of a college admissions officer or a potential employer, don't post it. (19) If you don't want the world to know where you are at all times, don't post this information. (20) Also, be sure to check your settings on social media sites to make sure your information is as private as possible. (21) Both in real life and online, who you become later is directly related to the decisions you make today is what you need to remember! (22) So "friend" yourself by being aware, intentional, and careful when you use social media.

- 1 Which of the following could replace sentence 3 and better articulate the position Kayla is trying to take in this paper?
- A However, in today's world, where Internet activity is such a common occurrence, an online persona cannot be separated from real-life activities and views.
 - B However, in recent years the line between the two has blurred, making it more important than ever for people to be cognizant of how they present themselves online.
 - C Social networking, through such sites as Facebook, Twitter, and Instagram, is common today among teens, adults, and even the elderly.
 - D People could act and talk a certain way online, but in real life they may be totally different.
-

- 2 What is the most effective revision to make in sentence 5?
- F It's easy to snap a photo, load it on a website, and type out a quick synopsis of where they are and what they're doing.
 - G It's easy to snap a photo and load it on a website, then a quick synopsis is typed out of where they are and what they're doing.
 - H It's easy to snap a photo that loads it on a website to type a synopsis of where they are and what they're doing.
 - J No revision is needed in this sentence.
-

- 3 Sentence 8 contains an indefinite reference that affects the clarity of the sentence. What is the best way to revise this sentence?
- A Change **that** to **some**
 - B Change **he** to **a boy**
 - C Change **someone** to **a person**
 - D Change **them** to **him**

- 4** Kayla wants to provide a stronger transition between the second paragraph (sentences 4–12) and the third paragraph (sentences 13–16). Which of the following could best replace sentence 13 and accomplish this goal?
- F** Some employers will be concerned about information you may have posted many years ago.
 - G** Be cautious as you give out information about other people, too.
 - H** Listen to this story about what happened to one couple.
 - J** There are also dangers in posting other kinds of information on social media.
-

- 5** Kayla wants to add a quotation that will help support the idea presented in sentence 16. Analyze the quotations below. Which of these would be the most effective to insert after sentence 16?
- A** One state official noted, “It’s the same as giving the key to your house to a burglar.”
 - B** The founder of Facebook once said, “When you give everyone a voice and give people power, the system usually ends up in a really good place.”
 - C** “Our head of social media is the customer,” said a spokesperson for one well-known company.
 - D** “We’re all social creatures,” one magazine states.
-

- 6** What is the most effective way to revise sentence 21?
- F** Both in real life and online, remember that who you become later and the decisions you make today are directly related!
 - G** Who you become later, it is directly related both in real life and online to the decisions you make today!
 - H** Remember that who you become later, both in real life and online, is directly related to the decisions you make today!
 - J** Sentence 21 does not need to be revised.

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

Catherine recently heard about a fascinating event. After researching the event and the person responsible for it, she wrote this paper. Read Catherine's paper and think about the revisions she needs to make. Then answer the questions that follow.



© AP Photo/Red Bull Stratos

Fearless Felix

(1) On October 14, 1947, Chuck Yeager, traveling in an experimental plane known as the *X-1*, became the first person to fly faster than the speed of sound.

(2) On that same day 65 years later, Felix Baumgartner also reached supersonic speeds, but he became the first person to accomplish this without traveling in a jet or a spacecraft. (3) Instead, Baumgartner was 24 miles above Earth at the time and jumped.

(4) On the day of the jump, Baumgartner donned a flight suit and helmet that had been specifically designed to protect him from the high altitude. (5) Without this gear he wouldn't be able to survive the awesome temperatures or the thin atmosphere. (6) Next he climbed into a 2,900-pound protective capsule attached to a hot-air balloon that would carry him to the edge of space. (7) After a two-and-a-half-hour trip, he reached his target altitude. (8) Then he ran through an extensive checklist. (9) He then opened the door to the capsule, stepped out onto a small ledge, and saluted. (10) "I'm going home now," Baumgartner announced, and he jumped off the ledge.

(11) More than eight million people watched a live Internet stream that showed Baumgartner plummeting toward Earth. (12) People were able to watch Baumgartner on computers. (13) He spun wildly at first, but fortunately, he soon

regained control. (14) For the next few minutes, anxious viewers watched and held their collective breath. (15) At the 5,000-foot mark, Baumgartner opened a parachute to slow his descent to Earth. (16) A little more than nine minutes after jumping out of the capsule, Baumgartner landed safely in the New Mexico desert and lifted his arms in victory. (17) He had succeeded! (18) Not only had he become the first person to break the sound barrier in a free fall, but he had also broken records for the highest manned balloon flight and the highest skydive.

(19) The jump was the culmination of five years of planning and preparation by Baumgartner and his team. (20) Those who were involved say that they hope the data collected will help future aerospace pioneers. (21) However, information obtained from testing the pressurized flight suit and helmet could be used to help pilots, astronauts, and even space tourists who might one day need to quickly evacuate a damaged space vehicle. (22) As for Felix Baumgartner, he insists that he will now retire from the daredevil business. (23) However, one has to wonder how sincere he really is. (24) His plans for the future include piloting helicopters for mountain rescues and firefighting missions!

- 7 Catherine would like to provide a more detailed thesis statement for her paper. Which of the following could replace sentence 3 and accomplish this goal?
- A Instead, Baumgartner was high above Earth—24 miles to be precise—and jumped without a jet or spacecraft of any kind.
 - B Instead, Baumgartner, who was 24 miles above Earth at the time, jumped out of a capsule and proceeded to free-fall, traveling at speeds of more than 800 miles per hour.
 - C Instead, Baumgartner was 24 miles above Earth at the time, which is quite an amazing distance, and jumped, which is quite an amazing feat.
 - D Instead, Baumgartner was several miles above the beautiful, majestic Earth at the time that he decided to make a magnificent jump.
-

- 8 In sentence 5, **awesome** is not the most effective word to use. Which of the following could replace **awesome** in this sentence?
- F brooding
 - G breathtaking
 - H decisive
 - J extreme
-

- 9 What is the most effective way to combine sentences 7 and 8?
- A After a two-and-a-half-hour trip and after he reached his target altitude, he then ran through an extensive checklist.
 - B After a two-and-a-half-hour trip, he reached his target altitude, then he ran through an extensive checklist.
 - C After a two-and-a-half-hour trip, he reached his target altitude, where he ran through an extensive checklist.
 - D After a two-and-a-half-hour trip where he ran through an extensive checklist, he reached his target altitude.

10 There is a redundant sentence in the third paragraph (sentences 11–18). Which sentence should be deleted from this paragraph?

F Sentence 12

G Sentence 13

H Sentence 14

J Sentence 15

11 Catherine has not used an appropriate transition in sentence 21. Which of these could best replace **However** and create a more appropriate transition between sentences 20 and 21?

A Meanwhile

B Coincidentally

C For example

D Likewise

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

Santiago has written the following paper in response to a history assignment. Read Santiago's paper and look for any corrections he should make. When you finish reading, answer the questions that follow.



USS Constitution

Old Ironsides

(1) In the late 1700s, as a new American nation was creating its first navy shipbuilders were busily constructing a great vessel. (2) Trees from almost every state in the union provided the necessary wood. (3) Silversmith and patriot Paul Revere contributed the copper bolts and spikes. (4) Finally, after three years of work, the beautiful ship was ready. (5) *USS Constitution* entered service in 1797 as one of the fastest and finest ships in the entire naval fleet.

(6) The newly commissioned vessel was initially assigned to defend other U.S. ship's from pirate attacks. (7) After several successful tours of duty, it returned to Washington, D.C., just in time to be refurbished for the War of 1812. (8) *USS Constitution* defeated five British warships, which surprised both the Americans and the British. (9) It was during one of those battles that the famous ship earned the nickname Old Ironsides. (10) While watching shot after shot strike the side of the vessel and fall harmless into the water, one American sailor reportedly shrieked, "Her sides are made of iron! (11) See where the shot fell out!" (12) After each victory at sea, the ship and its sailors returned to Boston and were honored by an adoring public with a parade. (13) The accomplishments of Old Ironsides

helped unite Americans behind the war effort, they boosted morale and ended the myth that Britain's Royal Navy was invincible.

(14) For the next 40 years, the ship continued its career as a central part of U.S. naval defense. (15) It served as a flagship for navy squadrons in the Mediterranean Sea and in the Pacific and Atlantic Oceans. (16) In 1855, Old Ironsides was retired from active military duty but continued to serve as a training ship and later as a museum. (17) By the 1920s the aging ship was in desperate need of restoration. (18) Americans came to the rescue, donating money and materials to repair the beloved vessel so that it could be preserved as a monument to the nation.

(19) In July 1997, after another major restoration, Old Ironsides set sail off the coast of Massachusetts in celebration of its 200th birthday. (20) It was the first time in 116 years that the ship had sailed freely under its own power. (21) Planes flew overhead, and citizens cheered; sailors aboard two modern naval warships stood at attention as they past the historic ship. (22) On that special day Secretary of the Navy John H. Dalton addressed the crowd and described the ship as the "culmination and embodiment of a navy's and a nation's pride and honor, courage, and commitment."

(23) Today Old Ironsides is still a commissioned naval vessel. (24) It is manned by active-duty members of the U.S. Navy, who consider the assignment a special honor. (25) The legendary ship rests at anchor in Boston, Massachusetts, where visitors can tour its decks and learn more about its history.

12 What change, if any, should be made in sentence 1?

- F Insert a comma after *navy*
 - G Change *shipbuilders* to *shipbuilder's*
 - H Change *busily* to *bussily*
 - J Make no change
-

13 How should sentence 6 be changed?

- A Change *commissioned* to *comissioned*
 - B Change *ship's* to *ships*
 - C Change *pirate* to *Pirate*
 - D Sentence 6 should not be changed.
-

14 What change needs to be made in sentence 10?

- F Change *harmless* to *harmlessly*
- G Change the comma after *water* to a semicolon
- H Change *shrieked* to *shreiked*
- J Insert quotation marks at the end of the sentence

15 What is the correct way to write sentence 13?

- A The accomplishments of Old Ironsides helped unite Americans behind the war effort. Boosting morale and ending the myth that Britain’s Royal Navy was invincible.
- B The accomplishments of Old Ironsides helping unite Americans behind the war effort, boosting morale and ending the myth that Britain’s Royal Navy was invincible.
- C The accomplishments of Old Ironsides helped unite Americans behind the war effort by boosting morale. And ending the myth that Britain’s Royal Navy was invincible.
- D The accomplishments of Old Ironsides helped unite Americans behind the war effort, boosting morale and ending the myth that Britain’s Royal Navy was invincible.

16 What change should be made in sentence 21?

- F Delete the semicolon
- G Change ***stood*** to **standing**
- H Change ***they*** to **it**
- J Change ***past*** to **passed**

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

Sabrina wrote the following personal essay in response to a class assignment. Read Sabrina's paper and look for the corrections she needs to make. Then answer the questions that follow.

Looking Up

(1) I can still remember the way my shabby tennis shoes looked as I stared down at them, dreading what was about to take place. (2) It was time for the weekly fifth-grade volleyball game, an inevitable scene of mental anguish for me. (3) It wasn't that I ever expected to be chosen first. (4) I knew I was clumsy and would never be the best player on any team. (5) But every week, I stared at my shoes and simply wished that I wouldn't be picked last. (6) And yet I was last almost every time. (7) No team wanted the girl who dropped the ball, tripped over her own feet, and misses the easy serves.

(8) Years later I realized how much those moments of rejection had affected me. (9) It hadn't been easy being the last one picked, the one the other team members "had" to take. (10) I began to expect the worst in every situation, repeatedly telling myself that I just wasn't good enough. (11) I basically grew up staring at my shoes.

(12) All that began to change during the summer after my freshman year in high school. (13) My mom's oldest sister Aunt Karen, needed some help at her real estate office and offered me a part-time job. (14) I had always looked up to Aunt Karen because she was successful and seemed to lead such a fun, exciting life. (15) Her engaging manner and warm, confident smile couldn't have been more different from the nervous, timid way I approached the world. (16) But that summer she taught me to look at things differently.

(17) Aunt Karen said that the secret to success comes from the inside, not the outside. (18) She described her own adolescence, and I was shocked to learn that her experience had been similar to mine. (19) Notably, she hadn't been good at sports, either! (20) Aunt Karen said she finally realized that what other people thought of her didn't matter nearly as much as what she thought of herself.

(21) She told me that when she started speaking positively to herself and noticing her own good qualities, she stopped being so self-critical.

(22) So that summer I took her advice to heart. (23) I listened to what I was saying to myself and decided to focus more on the good. (24) For example, when I misfiled an important realty document. (25) I reminded myself of all the other documents I had filed correctly. (26) And when Aunt Karen showed me the messy supply closet, I assured myself that I would be great at organizing it. (27) Before long I had learned a valuable lesson. (28) Positive thinking actually works! (29) The more encouragement I gave myself, the better I felt about myself. (30) By the time school started that fall, I was much more confident. (31) I approached people around me with a totally different attitude. (32) My after-school volleyball days were over, but when my Chemistry teacher announced that we should each find a lab partner, instead of looking down at my shoes, I looked up and smiled. (33) And do you know what happened? (34) A very nice girl immediately asked me to be her partner!

17 What change should be made in sentence 2?

- A Delete the comma
 - B Change *inevitable* to **inevitable**
 - C Change *scene* to **seen**
 - D Sentence 2 should not be changed.
-

18 What change needs to be made in sentence 7?

- F Insert a comma after *girl*
 - G Change *tripped* to **she trips**
 - H Change *misses* to **missed**
 - J Change *serves* to **serve's**
-

19 What change, if any, should be made in sentence 13?

- A Insert a comma after *sister*
- B Insert a comma after *help*
- C Insert a comma after *office*
- D Make no change

20 How should sentence 18 be changed?

F Change *adolesence* to **adolescence**

G Delete *and*

H Change *her* to **their**

J Sentence 18 should not be changed.

21 What is the correct way to write sentences 24 and 25?

A For example, when I misfiled an important realty document, I reminded myself. Of all the other documents I had filed correctly.

B For example, I misfiled an important realty document, I reminded myself of all the other documents I had filed correctly.

C For example, when I misfiled an important realty document and reminded myself of all the other documents I had filed correctly.

D For example, when I misfiled an important realty document, I reminded myself of all the other documents I had filed correctly.

22 What change should be made in sentence 32?

F Change *Chemistry* to **chemistry**

G Change *announced* to **announsed**

H Delete the comma after *partner*

J Change the comma after *shoes* to a period

WRITTEN COMPOSITION: Persuasive

Read the information in the box below.

Idealistic people are those who pursue great ideas in the hope of changing the world. Because their plans are often quite ambitious, these people can have difficulty accomplishing smaller, concrete goals. In contrast, practical people concentrate on workable ideas and goals. Their approach is likely to lend itself to tangible solutions, even if these people fail to envision grand ideas.

Source: Copyright © 2011 The College Board, January 2011 SAT® Essay Prompt. Reproduced with permission.

Which approach is more valuable in life: an idealistic one or a practical one? Think carefully about this question.

Write an essay stating your opinion on whether it's better to dream big or to be realistic.

Be sure to —

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

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

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



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THE LINED PAGE IN THE ANSWER DOCUMENT.



READING

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

Helping Others to See

by Ram Dass

- 1 If you are at a point in your life where you are ready to grow, to push yourself a little, to open your heart to a deeper compassion, drop in at the Aravind Eye Hospital in Madurai, India. Offer yourself up as a volunteer—for as long as you are comfortable. Even a week would work, as it did for me. Then watch with awe as Dr. V, or Thulasi, his second-in-command, finds a place just for you.
- 2 In your “free” time, don’t miss 6 A.M. in the waiting room of the hospital when Dr. V walks about in the river of humanity. Hundreds of village folk stand in lines, waiting patiently for inexpensive, often free, outpatient eye care. In an adjoining wing, long lines of the blind and the near-blind, guided by friends and relatives, await the 10-minute miracle of surgery that will give them back their sight.
- 3 Or join Dr. V’s sister, a brilliant eye surgeon in her own right, as she, after six hours of surgery, leads a class of nurses in meditation and song.
- 4 After you have wandered around enough to begin to understand what this hospital is really about, ask Dr. V if you could visit one of his Sunday morning family sessions with his brothers, sisters, nieces, nephews, in-laws and all the children. Each week a different child presents something: it could be one of the holy stories of India through which the Hindu people contemplate their values and incorporate them into their lives. Or a political issue, a world public health issue, an environmental issue, a family issue. After the presentation, all three generations hang out together and discuss the way they can put into practice the values brought forth in the presentation.
- 5 Dr. V is a hero for these people for alleviating preventable and curable blindness in the world. He is a winner of the highest honors, and “chief” of this huge, world-class eye hospital complex. A strangely arresting man—with his gnarled arthritic hands and feet, his gray rumpled suit, his seventy-odd years and a perfect “poster man” at the same time—a brilliant mirror of compassion to all. His work is not only a response to the great need he sees every day. It is motivated by his belief that “intelligence and capability are not enough to solve our problems. There must be a joy of doing something beautiful.”
- 6 In the waiting room scene at sunrise, Dr. V is simultaneously the fellow villager that he once was, and continues to be, and the extraordinary healer he has become. For a moment, his hand rests reassuringly on the arm of a frightened elderly woman. He explains a surgical procedure to a man. He nods to people and keeps the line moving. He cautions the children to be careful of others in their play. He is both village elder and hospital chief. He

is also keeping an eye on the staff, insisting on their impeccability in service—guiding his superbly honed institution of compassion with a glance, a word, a silent presence, a smile. As Gandhi once said, “My life is my message.” So Dr. V’s blend of being and doing is his message. He continually seeks to be an instrument of imbuing the physical world with Living Spirit.

- 7 “India will enter the 21st century with 13 million of her people needlessly blind,” says Dr. V. “If you allow the divine force to flow through you, you will accomplish things far greater than you imagined.”
- 8 Dr. V and his staff perform 92,000 cataract surgeries a year and nearly 850,000 outpatient treatments. That’s over 300 surgeries a day and 2,800 outpatients registered and seen each day. At the Seva Foundation, hundreds of our members help support special people like Dr. V and their noble work in underprivileged communities around the world. The Aravind Clinic has become a factory of caring for human beings. Their tall building of cement and steel and large plate-glass windows is a shining monument to Western technology. But it is also, like Dr. V himself, a blend of being and doing.
- 9 From my experiences with Dr. V and the Aravind family, I have deepened my understanding of a basic tenet of the Seva Foundation—that one need not forgo doing for being, or being for doing. In Madurai I found myself immersed in a demonstration of the successful integration of these two aspects of life—actions involving the best skills and technology balanced with caring hearts rooted in a sweet spiritual presence that is embracing of all fellow souls. It is a great teaching.

“Helping Others to See” by Ram Dass, from *STONE SOUP FOR THE WORLD: LIFE-CHANGING STORIES OF EVERYDAY HEROES*, edited by Marianne Larned. Copyright © 1998 and 2002 by Marianne Larned. Published by Three Rivers Press. Reprinted by permission.

The Aravind Eye-Care System

Dr. G. Venkataswamy, known as Dr. V, founded the Aravind Eye Hospital in 1976. What began as an 11-bed hospital is now the largest eye-care medical organization in the world, with 4,000 beds, seven hospitals, and 36 small satellite eye-care centers in remote regions.

Aravind's guiding philosophy is compassionate, self-sustaining care. One-third of the center's patients pay for their eye care. These funds pay for the other two-thirds, who receive their care at no cost.



© 2011 Aravind Eye Care System



Patients of Aravind After Their Surgeries, Waiting Aboard the Bus That Will Take Them Home

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A Ball to Roll Around

by Robert Allman

This I Believe, *broadcast during the 1950s*

- 1 I lost my sight when I was 4 years old by falling off a boxcar in a freight yard in Atlantic City, New Jersey, and landing on my head. Now, I am 32. I can vaguely remember the brightness of sunshine and what color red is. It would be wonderful to see again. But a calamity can do strange things to people.
- 2 It occurred to me the other day that I might not have come to love life so, as I do, if I hadn't been blind. I believe in life now. I am not so sure that I would have believed in it so deeply, otherwise. I don't mean that I would prefer to go without my eyes. I simply mean that the loss of them made me more appreciate what I had left.
- 3 Life, I believe, asks a continuous series of adjustments to reality. The more readily a person is able to make these adjustments, the more meaningful his own private world becomes. The adjustment is never easy. I was bewildered and afraid, but I was lucky. My parents and my teachers saw something in me—oh, a potential to live you might call it—which I didn't see. And they made me want to fight it out with blindness.
- 4 The hardest lesson I had to learn was to believe in myself. That was basic. If I hadn't been able to do that, I would have collapsed and become a chair rocker on the front porch for the rest of my life. When I say believe in myself, I am not talking about simply the kind of self-confidence that helps me down an unfamiliar staircase alone. That is part of it, but I mean something bigger than that: an assurance that I am, despite imperfections, a real, positive person; that somewhere in the sweeping, intricate pattern of people, there is a special place where I can make myself fit. It took me years to discover and strengthen this assurance. It had to start with the most elementary things.
- 5 When I was a youngster, once a man gave me an indoor baseball. I thought he was mocking me, and I was hurt.
- 6 "I can't use this," I said.
- 7 "Take it with you," he urged me, "and roll it around."
- 8 The words stuck in my head: "Roll it around, roll it around." By rolling the ball, I could listen where it went. This gave me an idea—how to achieve a goal I had thought impossible: playing baseball. At Philadelphia's Overbrook School for the Blind, I invented a successful variation of baseball. We called it groundball.

- 9 All my life, I have set ahead of me a series of goals, and then tried to reach them one at a time. I had to learn my limitations. It was no good to try for something I knew at the start was wildly out of reach, because that only invited the bitterness of failure. I would fail sometimes anyway, but on the average, I made progress.
- 10 I believe I made progress more readily because of a pattern of life shaped by certain values. I find it easier to live with myself if I try to be honest. I find strength in the friendship and interdependence of people. I would be blind, indeed, without my sighted friends. And very humbly, I say that I have found purpose and comfort in a mortal's ambition toward godliness.
- 11 Perhaps a man without sight is blinded less by the importance of material things than other men are. All I know is that a belief in the higher existence of a nobility for men to strive for has been an inspiration that has helped me more than anything else to hold my life together.

"A Ball to Roll Around," written by Robert Allman, part of the This I Believe Essay Collection found at www.thisibelieve.org. Copyright © 2005–2013 by This I Believe, Inc. Reprinted by permission.

Did You Know?



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Facts About Robert Allman (1918–1994):

- At the University of Pennsylvania, Allman was an intercollegiate wrestling champion and captain of the Quaker wrestling squad during his senior year.
- He was the recipient of the Class of 1915 Award, bestowed annually on a member of the senior class who most closely approaches the ideal University of Pennsylvania student-athlete.
- He was believed to be the first blind athlete ever to compete with sighted athletes in any American sport and was the first blind athlete to be awarded a varsity letter at the University of Pennsylvania.
- In 1940 Allman was presented the Most Courageous Athlete Award by the Philadelphia Sports Writers Association.
- He once said, "I have done nothing more than the average American boy. . . . Courage is nothing more than doing the best you can in the good old American Way."
- After college he became a successful lawyer in the Philadelphia area and worked until his death at age 75.

**Use "Helping Others to See" (pp. 24–26) to answer questions 23–28.
Then fill in the answers on your answer document.**

- 23** What can the reader conclude from paragraph 1?
- A** The author is writing for readers who are potential volunteers.
 - B** Aravind Eye Hospital prefers that the people who visit volunteer to help the patients.
 - C** The author spends much of his time volunteering in hospitals.
 - D** Aravind Eye Hospital has a large paid staff and doesn't depend heavily on its volunteers.
-
- 24** The author organizes the selection by —
- F** providing a chronological account of his volunteer activities at the hospital
 - G** summarizing his brief experience with Dr. V and citing some facts about the work of the eye hospital
 - H** noting the improvements in Indian medical care since Dr. V began his practice and describing his plans for expanding into other countries
 - J** comparing the work of the hospital with the work of other hospitals in India
-
- 25** What does the author mean when he writes, "Dr. V is simultaneously the fellow villager that he once was, and continues to be, and the extraordinary healer he has become"?
- A** Despite his success and great importance, Dr. V remains humble.
 - B** People have only recently become aware of Dr. V's extraordinary work.
 - C** It is remarkable that Dr. V functions as both a village leader and medical savior.
 - D** Dr. V's hospital is reminiscent of a village, and he is the leader.

26 Which of these is the best summary of the selection?

- F** India was in the midst of an epidemic of preventable blindness. Fortunately, Dr. V has helped reverse this trend. By treating hundreds of thousands of patients every year, Dr. V and his staff at Aravind Eye Hospital have greatly reduced the incidence of blindness in India.
 - G** While visiting Dr. V at his hospital in India, the author discovered something surprising about the patients who are successfully treated for blindness there. It turns out that patients who undergo surgery at the eye hospital are far more likely to regain their sight if they believe in the possibility of a cure.
 - H** The author spent one week volunteering at an eye hospital in India where thousands of patients regain their sight each year. He was deeply touched by the commitment of Dr. V and his staff to helping their patients. The experience seems to have influenced the author's own outlook on life.
 - J** Traditional treatments for blindness have not worked in India, a country where millions of people have lost their sight. Dr. V established the Aravind Eye Hospital, which has successfully treated many thousands of patients. After hearing about Dr. V's success, the author decided to visit the hospital and observe Dr. V's work in person.
-

27 Which of these best describes the purpose of the selection?

- A** To show differences between the way eye surgery is performed in the East and in the West
 - B** To celebrate the work of an eye surgeon in India and describe the author's experience as a volunteer
 - C** To encourage eye surgeons throughout the world to model their methods after those used by Dr. V
 - D** To describe the success of the technological breakthrough developed by Dr. V at Aravind Eye Hospital
-

28 From the boxed information about the Aravind Eye-Care System, the reader can conclude that —

- F** the system's hospitals are in high demand
- G** Dr. V has expanded into other areas of health care
- H** the hospital needs additional resources
- J** Dr. V no longer practices medicine

**Use "A Ball to Roll Around" (pp. 27–28) to answer questions 29–34.
Then fill in the answers on your answer document.**

- 29** The primary purpose of the selection is to convince readers that —
- A** many blind people are grateful they do not have sight
 - B** the author’s life would have been better if he had kept his sight
 - C** blind people deserve empathy and understanding
 - D** the author experienced something positive as a result of his blindness
-
- 30** In paragraph 4, the expression “chair rocker” refers to someone who —
- F** provides assistance to others
 - G** has experienced hardship
 - H** is mostly inactive
 - J** prefers being outside
-
- 31** How did the gift of a baseball affect the author?
- A** It motivated him to create a game that did not require sight.
 - B** It reminded him of the fun activities that he could no longer enjoy.
 - C** It reinforced his belief that people are often thoughtless.
 - D** It offered him the chance to try playing a traditional game.

32 On which persuasive technique does the author most rely?

- F** Vague generality
 - G** Personal experience
 - H** Emotional appeal
 - J** Scientific evidence
-

33 In paragraph 10, the author suggests that his friends —

- A** have had difficulty understanding his particular struggles
 - B** share many of the same challenges that he faces
 - C** made his invention of groundball possible
 - D** are very important to him
-

34 In the boxed information titled “Did You Know?,” which fact about Robert Allman directly supports the selection’s theme?

- F** *He was the recipient of the Class of 1915 Award, bestowed annually on a member of the senior class who most closely approaches the ideal University of Pennsylvania student-athlete.*
- G** *After college he became a successful lawyer in the Philadelphia area and worked until his death at age 75.*
- H** *He once said, “I have done nothing more than the average American boy. . . . Courage is nothing more than doing the best you can in the good old American Way.”*
- J** *At the University of Pennsylvania, Allman was an intercollegiate wrestling champion and captain of the Quaker wrestling squad during his senior year.*

Use “Helping Others to See” and “A Ball to Roll Around” to answer questions 35–38. Then fill in the answers on your answer document.

35 Read these quotations.

Helping Others to See

He is also keeping an eye on the staff, insisting on their impeccability in service—guiding his superbly honed institution of compassion with a glance, a word, a silent presence, a smile.

A Ball to Roll Around

I find it easier to live with myself if I try to be honest.

Which of these statements best expresses the difference in tone between the quotations?

- A** The first quotation is sincere, while the second is arrogant.
- B** The first quotation is grave, while the second is passionate.
- C** The first quotation is observational, while the second is introspective.
- D** The first quotation is playful, while the second is mocking.

36 What can the reader conclude from the last paragraph of each selection?

- F** One author has been affected by events in the selection more than the other.
- G** Both authors plan to make significant changes in their lives.
- H** One author regrets not having made a more sincere effort to be successful.
- J** Both authors have had meaningful experiences.

- 37** What is one difference between the authors' treatment of their subjects?
- A** While the author of "Helping Others to See" focuses on Dr. V's interest in serving others, the author of "A Ball to Roll Around" focuses on his personal growth.
 - B** While the author of "Helping Others to See" suggests that Dr. V thinks blindness is instructive, the author of "A Ball to Roll Around" suggests blindness limited his options in life.
 - C** While the author of "Helping Others to See" details the way that Dr. V was trained to do his work, the author of "A Ball to Roll Around" suggests that his path in life was fairly random.
 - D** While the author of "Helping Others to See" provides details about the people who inspired Dr. V, the author of "A Ball to Roll Around" indicates that he has not been inspired by anyone.
-

- 38** Read these quotations.

Helping Others to See

After the presentation, all three generations hang out together and discuss the way they can put into practice the values brought forth in the presentation.

A Ball to Roll Around

At Philadelphia's Overbrook School for the Blind, I invented a successful variation of baseball. We called it groundball.

These quotations are similar in that they both discuss —

- F** a sudden change in thinking
- G** the value adults place on the contributions of children
- H** an activity that depends on group participation
- J** why people enjoy being together

SHORT ANSWER #1

DIRECTIONS

Answer the following question in the box labeled "Short Answer #1" on page 4 of your answer document.

How are Dr. V in "Helping Others to See" and the author of "A Ball to Roll Around" similar? Support your answer with evidence from **both** selections.

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

Wind and Rain

by Warren Klassen

- 1 The wind pushed Kana so hard that she could barely walk. It took all the strength her thin bony arms had to keep her umbrella above her head. On windy days like today it felt more like she was living on top of a Japanese Alp rather than in a valley between them.
- 2 Her umbrella slipped out of her hand for the third time and she jumped back to grab it. Over the top of the umbrella she saw a giant shape trudging up the sidewalk with huge, slow steps. She froze. She knew that he was a foreigner. Definitely a foreigner. And not the one that taught at her elementary school. This must be the new high school English teacher. There was no other reason for a foreigner to be in a town this small. Foreigners teach English. That's why they come here.
- 3 Kana tried to walk quickly, but the wind kept her movements slow. She could feel her very bones vibrate like wind chimes after each blast.
- 4 Out of the corner of her eye she could see the giant approaching. He was completely soaked and his wet shaggy beard made her think that he looked like her schnauzer after a bath. Kana wondered why he didn't have an umbrella, but he was a foreigner and it was expected that foreigners be a bit weird. It's not like her umbrella was helping her anyway, since the wind made the rain come as much from the front as from above.
- 5 His huge legs brought him beside her and he slowed his plodding steps. She could feel him eyeing her. Blue eyes looking at you feel different. Not always bad, but just so strange. This gaze of his felt calculating. He was going to say something. Kana knew he would say something. Foreigners like to hear their English and he wasn't going to get the sound of it from anywhere but his own mouth.
- 6 He did speak and his voice sounded like arrhythmic gravel falling from a shovel onto cement.
- 7 Kana could tell that he had asked her a question. He did that rising intonation thing that her Japanese teacher of English had explained to her. She had aced the test where she had listened to a CD of English sentences and had to mark down which ones were questions and which weren't. But that didn't help her much here. The question could be for anything. She would have to fall back to her primary defenses. "No. No English," she squeaked out at him. It was a magical phrase that almost always made foreigners go away.

- 8 He quickened his pace for a moment, just enough to walk in front of her, then slowed back down to match her speed. As soon as he was in front of her she felt that strange calm that comes with getting out of the wind. It was much easier to walk now.
- 9 He was only just ahead of her, and she could smell him. He smelled like freshly microwaved frozen pizza. Maybe what her friend had told her about foreigners eating pizza for breakfast, lunch and dinner was true after all. Still, it was a pleasant and familiar smell. Everyone likes pizza.
- 10 Kana had heard a little about this new English teacher before. The grocery clerk had told her mother that even though he was an adult, he still bought lots of milk to drink. He bought four of the one liter cartons every week when he went to the store. There must be very little room in his fridge for anything else.
- 11 She stiffened and nearly stepped into a gigantic puddle. He was doing something kind for her, and all she could think of were the rumors about him. She needed to be able to show her appreciation somehow.
- 12 With her free hand she reached into her backpack and it made a rustling sound as her hand fell against an old McDonald's cheeseburger wrapper. There was also an empty bento¹ and a math textbook in there. Nothing else. Nothing small she could give him to show her appreciation.
- 13 Her face blushed as she became worried about appearing impolite to the foreigner. Would he think that all Japanese children are so ungrateful? That shame would be too great. She would have to do something.
- 14 She closed her useless umbrella and threw it in her backpack. Then, Kana took out the cheeseburger wrapper and began folding it.
- 15 She finished just as they arrived at her house. She poked the foreigner to let him know that she would be leaving his company. He turned back to look at her and she offered him the paper crane that she had folded from the wrapper. As he took it from her, she stammered out a "thank-you," turned bright red and ran into her home.
- 16 The wind was strong and the rain was heavy, but the foreigner held up one of his massive hands to protect the small gift safely tucked onto the palm of the other. She had recycled his culture, refined it with her own and then given it to him.
- 17 It was just *so* Japanese.

"Wind and Rain" by Warren Klassen, *Every Day Fiction*, Dec. 1, 2011. Reprinted by permission of the author.

¹A bento is a Japanese box with multiple compartments for holding food.

39 Read the following dictionary information about the origin of the word *arrhythmic*.

arrhythmic (adj.): Modern Latin, from Greek *arrhythmos*, from *a-* "not" + *rhythmos*

In paragraph 6, what does the word *arrhythmic* mean?

- A Irregular
- B Inactive
- C Impersonal
- D Illiterate

40 What is the effect of the story's point of view?

- F An objective third-person narrator reveals the plot of the story.
- G Kana's first-person narration captures her particular voice.
- H Kana's thoughts are revealed through third-person limited narration.
- J The foreigner's first-person narration creates a mysterious tone.

41 In paragraph 4, the simile indicates that the foreigner —

- A is imposing
- B needs help finding his way
- C has no protection from the rain
- D walks quickly

42 Which sentence from the story supports the theme of the interconnectedness of humanity?

- F** *Foreigners like to hear their English and he wasn't going to get the sound of it from anywhere but his own mouth.*
- G** *He was doing something kind for her, and all she could think of were the rumors about him.*
- H** *Maybe what her friend had told her about foreigners eating pizza for breakfast, lunch and dinner was true after all.*
- J** *She had recycled his culture, refined it with her own and then given it to him.*

43 How do the stranger's actions in paragraph 8 affect Kana's internal conflict?

- A** His kindness in blocking the wind helps Kana overcome her mistrust of foreigners.
- B** His rudeness in stepping in front of Kana confirms her opinion of foreigners.
- C** His friendly gesture toward Kana causes her to feel even more nervous.
- D** His disregard for Kana validates her beliefs about the superiority of her culture.

- 44** Based on the description of the contents of Kana’s backpack in paragraph 12, the reader can conclude that Kana —
- F** studies more than American students
 - G** values American culture more than her own
 - H** has been influenced by American culture
 - J** has fewer possessions than her peers

-
- 45** Read this sentence from paragraph 16.

The wind was strong and the rain was heavy, but the foreigner held up one of his massive hands to protect the small gift safely tucked onto the palm of the other.

What is the most likely reason why the author includes this description of the foreigner’s actions?

- A** To demonstrate how valuable the gift is to him
- B** To reveal that he is hesitant to accept the gift
- C** To suggest that the wind and rain have isolated him
- D** To illustrate how much he wants to be accepted

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

The Fox

by Faith Shearin



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It was an ordinary morning: November, thin light,
and we paused over our pancakes to watch
something red move outside. Our house is on

5 an untamed patch of land and, across the lagoon,
another house surrounded by trees. On the banks
of their shore, facing us: a fox. We thought

he might be a dog at first for he trotted and sniffed
like a dog but when he turned to us
we knew he was nobody's pet. His face was arranged

10 like a child's face—playful, dainty—and his eyes
were liquid and wild. He stood for awhile, looking out,
as if he could see us in our pajamas, then found

a patch of sand beneath a tree and turned himself
into a circle of fur: his head tucked into his tail.

15 It was awful to watch him sleep: exposed,

tiny, his eyes closed. How can any animal
be safe enough to rest? But while I washed
our dishes he woke again, yawned, and ran

20 away to the places only foxes know. My God
I was tired of being a person. Even now his tail
gestures to me across the disapproving lagoon.

"The Fox" by Faith Shearin, from MOVING THE PIANO, Stephen F. Austin Press, 2011. Used by permission.

- 46** Stanzas 2 through 7 of the poem begin in the middle of a sentence. How does this structure relate to the content of the poem?
- F** It highlights the continuous nature of the action taking place.
 - G** It suggests that the speaker is frequently interrupted.
 - H** It shows that the speaker’s world is disorderly and unpredictable.
 - J** It emphasizes the idea that no task is ever complete.
-

- 47** In the poem, the words “It was an ordinary morning” function as a way of —
- A** indicating that the poem is about everyday events
 - B** contrasting something unexpected that happens in the poem
 - C** suggesting that the speaker leads an uneventful life
 - D** introducing the various routines that occur on normal days
-

- 48** One theme explored in the poem involves —
- F** the impulse to connect with nature
 - G** the faithfulness of an animal companion
 - H** the desire to control nature
 - J** the perceptiveness of wild animals

49 In lines 9 through 17, the poet uses descriptive language that emphasizes —

- A** the fox's joyfulness
- B** the speaker's self-awareness
- C** the fox's vulnerability
- D** the speaker's fears

50 In the poem, the fox is a symbol of —

- F** certainty
- G** courage
- H** mortality
- J** freedom

SHORT ANSWER #2

DIRECTIONS

Answer the following question in the box labeled "Short Answer #2" on page 5 of your answer document.

In "The Fox," how would you describe the speaker's attitude toward the fox? Support your answer with evidence from the selection.

BE SURE YOU HAVE WRITTEN YOUR ANSWER
ON PAGE 5 OF THE ANSWER DOCUMENT.



**STAAR
English II
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