



English I

Administered March 2016

RELEASED

WRITING

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

Alicia wrote the following paper in response to a class assignment. Before she submits it to her teacher, she would like you to read it and look for any revisions she should make. Then answer the questions that follow.

Body Language

(1) The expressions you make and the way you hold your body can say a great deal about your state of mind. (2) People have studied these nonverbal cues for centuries, even as far back as the times of the ancient Greeks and Romans.

(3) You've probably heard that others might draw conclusions about you by observing your body language. (4) But you may not realize that evidence suggests that body language also works in reverse.

(5) In 1988, researchers did a study in which they positioned participants' facial expressions by having them hold a pencil in their mouth. (6) Some people were asked to hold the pencil horizontally in their teeth, which shaped their mouth into something like a smile. (7) Then the participants were shown a series of cartoons and asked to assess how funny they were. (8) Interestingly, the people who were already "smiling" thought the cartoons were funnier than the people who were "frowning" did. (9) This type of study has been repeated on other occasions with similar results. (10) It appears that simply holding your facial muscles in a particular expression sends messages to your brain that can make your feelings reflect your expression.

(11) Evidence also suggests that the way you hold the rest of your body can affect how you feel. (12) Amy Cuddy did a study on how "power poses" affect people. (13) She is a social psychologist at Harvard University. (14) A power pose is a way of holding your body that suggests you're in control of a situation. (15) It's positioning your body in a way that says you have control. (16) Imagine a top executive at a major company leaning back in his chair with his hands behind his head and his feet on the desk. (17) That's a power pose. (18) So is standing tall with your feet slightly apart, your chest out, and your hands on your hips.

(19) Cuddy measured people's hormones after just two minutes of holding poses like these and opposed the results with the hormone levels of people who were slouched

over or standing with their arms crossed. (20) She found that the people holding their body in a position of power had an increase in the hormone associated with dominance and the hormone associated with stress was decreased. (21) This suggests that those who hold their body confidently may actually start to feel more confident.



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Power Poses

(22) Many people know that their body language can affect how others perceive them, but recent studies seem to suggest it can also influence how people perceive themselves. (23) So the next time you need a dose of confidence for a test, an interview, or a difficult conversation, you might want to put on a big smile and strike a power pose. (24) You may gain the self-assurance you need to do your very best.

- 1 Alicia has not provided a thesis for her paper. Which of the following should come after sentence 4 to serve as a thesis statement for this paper?
- A In other words, the facial expressions and body postures you adopt can actually influence how you feel.
 - B However, you've probably already heard that people assess what you're feeling by observing your body language.
 - C Interestingly, the entire concept seems to have been proved to work in reverse as well.
 - D For example, your basic feelings can be attributed to how people perceive you to be holding your body.
-

- 2 Alicia needs to add the following detail to the second paragraph (sentences 5–10).

Others held the pencil between their lips, which shaped their mouth more like a frown.

Where should this sentence be inserted?

- F Before sentence 5
 - G After sentence 5
 - H After sentence 6
 - J After sentence 7
-
- 3 What is the most effective way to combine sentences 12 and 13?
- A Amy Cuddy did a study on how "power poses" affect people she is a social psychologist at Harvard University.
 - B Amy Cuddy did a study on how "power poses" affect people, a social psychologist at Harvard University.
 - C Amy Cuddy, a social psychologist at Harvard University, did a study on how "power poses" affect people.
 - D Amy Cuddy did a study, at Harvard University and with a social psychologist, on how "power poses" affect people.

4 The word **opposed** is not the best choice for sentence 19. Which word should replace **opposed** in this sentence?

- F contrasted
 - G differed
 - H varied
 - J measured
-

5 What is the most effective revision to make in sentence 20?

- A She found that the people had an increase in the hormone associated with dominance and a decrease in the hormone associated with stress who were holding their body in a position of power.
 - B She found that the people holding their body in a position of power had an increase in the hormone associated with dominance, the hormone associated with stress was decreased.
 - C She found that while the people were holding their body in a position of power, the hormones associated with dominance and stress were increased and decreased.
 - D She found that the people holding their body in a position of power had an increase in the hormone associated with dominance and a decrease in the hormone associated with stress.
-

6 There is a redundant sentence in the third paragraph (sentences 11–21). Which of these sentences unnecessarily repeats information and should be deleted?

- F Sentence 14
- G Sentence 15
- H Sentence 18
- J Sentence 21

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

Simon is planning to submit the following paper to his school newspaper. Read Simon's paper and look for any revisions he should make. Then answer the questions that follow.



Should Bicyclists Be Required to Register and License Their Bikes?

(1) We are fortunate to live in a city that encourages bicycling as a means of transportation. (2) In recent years our local government has promoted bicycling by improving bike lanes and increasing the number of them. (3) On the other hand, more people are choosing to cycle instead of drive. (4) The growing number of cyclists, however, brings this question to mind: should bicyclists be required to share the responsibilities of the road? (5) Automobile drivers have to take competency tests, follow established regulations, and accept penalties for breaking rules. (6) The city enforces accountability by requiring drivers to register and license their vehicles. (7) Bicyclists who use public roadways should be held accountable, too.

(8) Let's look at what sharing the road entails. (9) For one thing, it should involve cost sharing. (10) Auto registration and license fees are used, in part, for building and maintaining roadways. (11) It seems only reasonable to ask bicyclists to contribute to transportation funding as well.

(12) More importantly, sharing the road includes accountability. (13) Most commuters are courteous. (14) Unfortunately, however, there are some irresponsible people out there. (15) When drivers ignore the rules of the road, the police and

other motorists have the opportunity to identify them by their license plate number and report their offenses. (16) This isn't true for bicyclists. (17) I've seen riders whack cars as they pull alongside them. (18) I've seen bicyclists dart between lanes. (19) In my part of town, some bikers even ignore red lights and stop signs. (20) Because they show no identification, they feel protected by anonymity. (21) What good would it do to report to the police "I saw a guy on a red bike blow through the stoplight"? (22) I think the simple act of making bicyclists identifiable would encourage safer, more responsible riding.

(23) When people accept responsibility—and yes, put out a little money—they gain a stake in things, a feeling of ownership. (24) Bicycle registration fees could be modest, and the method for displaying a license number could be simple. (25) But requiring cyclists to fulfill these requirements would emphasize their responsibility in sharing the road.

(26) Of course, I've heard arguments against asking cyclists to register and license their bikes. (27) But I think most of them can be addressed. (28) For example, some people might say, "Little kids ride bikes. (29) Would you require a six-year-old rider to take a test and pay a fee?" (30) Obviously, the city could determine an age when cycling would be considered a "means of transportation on public roads." (31) The regulations would apply and be enforced in only those situations. (32) Other people argue that bicycle fees are unfair because bikes don't damage the roadways as cars do.

(33) Research shows that many U.S. cities and towns now mandate bike registration and licensing. (34) A statute from one California town states that "the laws regulating bicycles have a dual purpose, antitheft and safety." (35) It notes that the licensing program not only promotes safety but is also a "deterrence to theft" and a means of enhancing "apprehension and conviction of the responsible person."

(36) As a bike commuter myself, I listen when motorists complain about riders who flout the rules of the road. (37) I'm eager to see more bicyclists on the road, but I'm hoping for riders who take their responsibilities seriously.

7 Simon has used an ineffective transition in sentence 3. Which word or phrase could best replace ***On the other hand*** in this sentence?

- A Similarly
 - B Specifically
 - C In the end
 - D As a result
-

8 Simon's paper needs a position statement. Which of these sentences could best follow sentence 7 and state the position that Simon is taking in this paper?

- F It's time to require cyclists to register and license their bikes.
 - G If they're going to use public roadways, they should own them, too.
 - H They're drivers and should be given the respect that they deserve.
 - J We have many bicyclists on the roadways of our town.
-

9 Which of these sentences could best follow and support sentence 13?

- A They consider others, and they recognize and follow rules.
- B This means that these commuters are usually polite and nice.
- C People don't think about how their actions make others feel.
- D The next time you're on the road, pay attention to those around you.

10 Simon needs to respond to an argument he has suggested that people will make. Which of the following could come after sentence 32 and best accomplish this goal?

- F** With that said, it wouldn't be fair to ask bicyclists to pay to use the roadways.
 - G** Bicyclists just want a place to be certain that they can ride on the roads safely.
 - H** Bikes don't create potholes, and they don't leave grease and gas marks.
 - J** This is true, so I would suggest that bike fees be significantly lower than automobile fees.
-

11 Simon needs a sentence to help close his paper. Which sentence could be added to the very end of this paper to help bring it to an effective conclusion?

- A** If you own or have access to a bicycle, it might just be the perfect time for you to start riding it to school or work.
- B** Bicycling is clearly the most effective form of transportation, and we should encourage all riders to participate actively.
- C** I'm convinced that requiring bicyclists to register and license their bikes would result in safer streets and happier travels for all.
- D** In closing, it's time for us to add some rules and regulations that all bicyclists will be able to follow and that motorists will appreciate.

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

Trevor wrote this reflective essay for his English class. Read Trevor’s paper and look for any corrections he needs to make before submitting it to his teacher. When you have finished reading, answer the questions that follow.

Cool Dude

(1) As any younger brother will tell you, having a big brother involves a lot of walking in someone else’s shadow. (2) It just comes with the territory, especially when you have an older brother, who is the epitome of “cool.”

(3) For years I wanted to do everything Tyson did, but no matter how hard I tried, my legs just weren’t made to run like his. (4) I could never make better than third string on the football team, and I couldn’t hit a three-point basket. (5) I probably would have continued trying to keep up with “Big T” for the rest of my high school career, but when my family moved in the middle of my Freshman year, everything changed. (6) Tyson had already left for college, so I had to start at a new school all by myself. (7) For most kids high school is the worst time in life for a big move; for me it turned out to be exactly what I needed. (8) Transferring to another school gave me an opportunity to redefine myself and discover an entirely new version of “cool.”

(9) I don’t know what made me decide to try some new activities at the new school, but on a whim I showed up for an after-school meeting of the Science Olympiad team. (10) I learned that this team consists of 15 students who train together for regional and national science competitions. (11) Visiting this group was the best thing I’ve ever done! (12) I had always been fascinated with chemistry, biology, and math, but since those interests hadn’t fit Tyson’s definition of cool, I had never pursued it. (13) On this day, for some reason, I did. (14) To my surprise, I discovered a roomful of like-minded people who welcomed me without question or condition.



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(15) In that little room that always smelled a bit like chemistry experiments gone awry, I found a place where I fit in. (16) As we organized teams, prepared resources, practiced answering questions, and trained for the annual tournament, I felt more connected than I ever had to any sports team. (17) I didn't feel as though I needed to keep up with anybody else; I was finally with peers who understood me. (18) It was so good to feel accepted for who I am and affirmed for things that I'm good at. (19) For the first time in my life, I actually felt cool.

(20) I'll admit that it took a while to convince Tyson that the science lab was the best place for me to spend my time. (21) He couldn't understand how I had connected with a crowd that was so totally different from the friends he had had in high school. (22) But this time his questions didn't make me question myself. (23) I finally know who I am! (24) Yes, I'm Tyson's little brother, but that's only part of my identity, I'm a cool guy in my own way, too. (25) I'm relieved to know that "cool" has a much broader definition than what I used to think. (26) And Tyson is coming around, too. (27) He's been telling his friends about his "smart little brother" and has promised to come cheer for me at our practice competition next month.

12 What change should be made in sentence 2?

- F Change **comes** to **come's**
 - G Change **especially** to **specially**
 - H Delete the comma after **brother**
 - J No change should be made.
-

13 What change needs to be made in sentence 5?

- A Delete **but**
 - B Change **Freshman** to **freshman**
 - C Delete the comma after **year**
 - D No change needs to be made in sentence 5.
-

14 How should sentence 12 be changed?

- F Change **fascinated** to **fasinated**
- G Delete the comma after **cool**
- H Change **had never pursued** to **hadn't never pursued**
- J Change **it** to **them**

15 What change should be made in sentence 16?

- A** Change *resourses* to **resources**
 - B** Change the comma after *tournament* to a period
 - C** Change *than* to **then**
 - D** No change should be made.
-

16 What is the correct way to write sentence 24?

- F** Yes, I'm Tyson's little brother, that's only part of my identity, though, I'm a cool guy in my own way, too.
- G** Yes, I'm Tyson's little brother, but that's only part of my identity. Because I'm a cool guy in my own way, too.
- H** Yes, I'm Tyson's little brother, but that's only part of my identity. I'm a cool guy in my own way, too.
- J** Sentence 24 is written correctly in the paper.

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

Anthony's teacher asked him to write about someone who had greatly influenced him. Anthony immediately thought of a person and wrote the following paper. Read Anthony's paper and think about any errors he should correct. Then answer the questions that follow.

Dream On

(1) I started drawing houses at age six. (2) My dream was to build a backyard clubhouse—a dream that wasn't very realistic given that we lived in an apartment. (3) By high school I was still drawing. (4) The designs were more sophisticated, and my dreams had broadened. (5) I wanted to become an architect.

(6) "Do I have a chance?" I asked my older brother.

(7) "Nope," he replied. (8) "Zip. (9) Zilch. (10) That takes a university education.

(11) I knew he was probably right. (12) I had three siblings, and my family couldn't afford that kind of education. (13) Still, I fanned the flame of hope and continued drawing. (14) I studied hard, too. (15) If a chance at college arose, I wanted to make sure I had the grades.

(16) My second favorite pastime after drawing was bowling. (17) I had a part-time job at Bayside Bowl, and I had started saving money. (18) My bank account, however, was growing quite slowly. (19) When I looked at college catalogs, I couldn't imagine how I would ever get there. (20) I drew less and less and finally boxed up my notebooks. (21) "Zip, zilch, not a chance," I told myself. (22) I decided to shrink my dreams to a more realistic size.

(23) Soon after that, a newcomer started frequenting Bayside Bowl. (24) She arrived alone and always toted a pink bag with a ball inside. (25) She would bowl line after line, scoring mostly strikes and spares. (26) The lady was good, but it wasn't her skill that got my attention, it was her age. (27) Her dark, wrinkled skin and curly gray hair made her stand out among our younger clientele. (28) She talked to me whenever I cleaned near her lane, and I soon learned that her name was Bessie. (29) She had been a singer for as long as she could remember. (30) In her 20s she had tried to get a job as a restaurant singer. (31) "Not a chance of

that," she said. (32) "I was a young black woman, and in the early 1950s doors didn't exactly open wide for me. (33) Nope. (34) Zip. (35) Zilch!" she said. (36) As soon as those words came out of her mouth, I knew that I had to hear more of her story.

(37) Bessie and I started bowling together. (38) I admired her ability to pick up a split, but I also appreciated her advise. (39) "Life's like bowling," she would say. (40) "Set your eye on your target and follow through."

(41) Indeed, Bessie had kept her eye on her singing dreams. (42) She hadn't let the "zilches" stop her. (43) She had saved up and enrolled in the Brightwood Music Academy. (44) Eventually, she had hired an agent. (45) It turned out this lady with the pink bowling bag was *the* Bessie Richards, she was a recording artist of the 1960s. (46) When Bessie and I bowled, we talked about her dreams fulfilled and my dreams still unrealized.

(47) Toward the year's end Bessie told me that she was "moving on" to live with her sister, but before leaving, she gave me three things. (48) She left me with a \$50 tip for helping her at the lanes, a reminder to ignore the "zips" and "zilches" in my life, and some lines of poetry she had copied from a book. (49) "They're by Mr. Langston Hughes, a fellow who knew a lot about dreams," Bessie said. (50) "Read this when the going seems tough. (51) It'll help you follow through and reach for your goal." (52) On the page Bessie had written these words:

*Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.*

*Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.*

(53) A year has past since I last bowled with Bessie, and I've resumed my drawing. (54) I'm working and saving money, taking drafting classes, and applying for internships. (55) Whenever I'm discouraged, I reread those lines of poetry.

(56) There'll be no barren field of frozen snow nor zips and zilches for me.

(57) Inspired by Bessie and Langston Hughes, I plan to continue to dream.

17 How should sentence 4 be changed?

- A Change **were** to **are**
 - B Change **sophistacated** to **sophisticated**
 - C Delete **and**
 - D Sentence 4 should not be changed.
-

18 What change, if any, should be made in sentence 10?

- F Change **takes** to **take's**
 - G Change **university** to **University**
 - H Insert quotation marks after the period
 - J Make no change
-

19 What change should be made in sentence 26?

- A Delete **but**
 - B Change **her skill** to **no skill**
 - C Change **my** to **our**
 - D Change the comma after **attention** to a semicolon
-

20 How should sentence 38 be changed?

- F Change **admired** to **admirred**
- G Change the comma to a semicolon
- H Change **advise** to **advice**
- J Sentence 38 should not be changed.

21 What is the correct way to write sentence 45?

- A It turned out this lady with the pink bowling bag was *the* Bessie Richards. Who was a recording artist of the 1960s.
 - B It turned out this lady with the pink bowling bag was *the* Bessie Richards. A recording artist of the 1960s.
 - C It turned out this lady with the pink bowling bag. She was *the* Bessie Richards, a recording artist of the 1960s.
 - D It turned out this lady with the pink bowling bag was *the* Bessie Richards, a recording artist of the 1960s.
-

22 What change, if any, should be made in sentence 53?

- F Change *past* to **passed**
- G Delete *and*
- H Change *resumed* to **resummed**
- J Make no change

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

WRITTEN COMPOSITION: Expository

Read the following quotation.

Don't walk behind me; I may not lead. Don't walk in front of me;
I may not follow. Just walk beside me and be my friend.

—*Anonymous*

What is the best way to maintain a strong friendship? Think carefully about this question.

Write an essay explaining your definition of a true friendship.

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.

A History of Fearlessness

by Jeré Longman
The New York Times
August 24, 2011



University of Tennessee at Martin/USA Basketball



Photo by Doug Benc/Getty Images Sport



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Pat Summitt . . . the Player

Pat Summitt . . . the Coach

Pat Summitt . . . the Citizen

- 1 When Pat Summitt became head coach of the Tennessee Lady Vols in 1974, she drove the team van and began to shift gears on the long uphill climb for women's sports.
- 2 Not until 1982 would the N.C.A.A. begin sponsoring a basketball tournament for women. The gender equity law known as Title IX had been enacted in 1972, but it was force of personality more than federal mandate that forged Summitt's career and those of her contemporaries.
- 3 "Title IX gave us some clout, but it didn't give us our motivation," said Jody Conradt, the Hall of Fame former women's coach at the University of Texas.
- 4 In those early days when female athletes lacked scholarships and widespread respect—at reigning champion Texas A&M, the first women's basketball locker room was a men's dressing room with camouflaging flowers placed in the urinals—Summitt survived at Tennessee on a coaching stipend of \$250 a month and washed the team uniforms.
- 5 Those were the days, Conradt said only half-jokingly, that "if you had a car you made the team because we needed it to go to games."
- 6 Summitt overcame athletic inequality with a stoicism and determination that came from growing up on a farm in Tennessee, chopping tobacco and baling hay as part of her sunup to sundown chores while her father admonished, "Cows don't take a day off." Basketball games were played at night in a hayloft with her three older brothers.
- 7 "They would just run over me," Summitt said in a 2008 interview. "But that was O.K."

- 8 She would not be run over for long. At 22, Summitt became head coach at Tennessee, barely older than her players. Thirty-seven seasons later, she has won eight national titles and more games (1,071) than any major-college basketball coach, man or woman, while avoiding scandal and graduating the vast majority of her players.
- 9 "In modern history, there are two figures that belong on the Mount Rushmore of women's sports—Billie Jean King and Pat Summitt," said Mary Jo Kane, a sports sociologist at the University of Minnesota. "No one else is close to third."
- 10 Her stature made it all the more shocking Tuesday when Summitt announced that she had early-onset Alzheimer's disease at age 59. Fellow coaches were stunned by the diagnosis of dementia but hardly surprised that Summitt approached it the way she confronted everything else—head-on, open, resolute, determined to keep coaching.
- 11 "It might not be curable, but I'm sure she has a plan to deal with this," said Tara VanDerveer, the Hall of Fame coach at Stanford. "All those things she has taught in sports—discipline—could be exactly what she needs. I give her a lot of credit for being so open in sharing this and being so courageous in continuing to coach. A lot of people would say, 'That's it,' and do crossword puzzles. But she's bringing visibility to something that a lot of people have a hard time talking about and dealing with."
- 12 In an athletic context, this is precisely what Summitt has done for nearly four decades, bringing widespread attention to something that made many people uncomfortable—the ascendance of women's sports.
- 13 She attended Tennessee-Martin where, she once told *Time* magazine, her team played three consecutive road games in the same unwashed uniforms because it had only one set. Early in her coaching career, the Lady Vols once slept on mats in an opponent's gym because money for hotels was scarce.
- 14 "We played because we loved the game," Summitt told *Time* in 2009. "We didn't think anything about it."
- 15 Her father, Richard Head, was a stern man, but he moved the family to a neighboring county so that Tricia, as he called her, could play basketball in high school. She played on the 1976 Olympic team and won a silver medal. And when Summitt lost her inaugural game coaching at Tennessee, her father gave her this enduring advice: "Don't take donkeys to the Kentucky Derby."
- 16 By this, he meant, the best teams have the best players. She became a fierce recruiter and motivator, supple enough with Xs and Os to change from a plodding, half-court style to a full-court style built on aggressive defense and rebounding. And she became an ambassador as much as coach, allowing television cameras into the locker room, willing to play almost any team on almost any court.
- 17 She is fearless, tough, even blistering, in her approach. This, after all, is a woman who dislocated her shoulder three years ago while forearming a raccoon off her deck to protect her Labrador retriever. At times, Summitt has had to

have her rings rerounded after pounding them flat on the court. Yet she has also managed to be forceful without being considered shrill or arrogant, avoiding a double standard that often confronts women in the workplace.

- 18 “She was wildly successful but never was she too big for anyone,” said Doris Burke, a former point guard at Providence and now an ESPN commentator. “There’s a humility and groundedness that make her special. That Kipling line, ‘If you can walk with kings and still keep the common touch,’ that captures Pat Summitt.”
- 19 She is not without her critics. Summitt’s refusal in recent seasons to play archrival Connecticut—she was upset by what she considered the improper recruiting of Maya Moore—was met with disapproval even by some of her former players. But the balance of her career swings far in the other direction. Summitt brought record victory to women’s basketball along with something even more valuable—legitimacy. Attitudes changed. Coaching salaries elevated along with general acceptance. She made it O.K. to aspire and perspire.
- 20 “Pat Summitt is our John Wooden¹ in the women’s game,” Baylor Coach Kim Mulkey said, referring to the U.C.L.A. legend. “There may be coaches that win more than Pat, but there will never be another Pat Summitt.”

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¹As head coach at UCLA, John Wooden won 10 NCAA National Championships and coached a record 88 consecutive winning games. He is revered as one of the best coaches in the history of sports.

No Dream Is Impossible

by Julie Adams, *The Bob Edwards Show, NPR*
September 25, 2009

- 1 From the time I can remember, I have wanted to be an actress. No one in my entire family had ever had artistic yearnings, so they looked upon my girlish dreams as a rather silly and impractical phase, which I would surely outgrow and then settle down in Arkansas like my more sensible cousins. But the dreams were still there when I reached the age of twenty, and I came to a rather shaky decision that I had to try it.
- 2 In the years since that day, I've come to realize that whatever part of myself forced me to strike out rather haphazardly for Hollywood is the only real wisdom I possess. That part of me seemed to know that no matter how difficult achieving my goal might be, or even if I never achieved it, I would be happier striving toward my dream than if I tried to find security in a life I was unsuited for. This knowledge and quiet surety came from within me, and yet seemed to have its source far beyond comprehension of my wavering and indecisive personality. It alone kept me from quitting during that first year in which I discovered how right my family was in warning of the difficulties in store for me with no financial backing.
- 3 I found expensive dramatic lessons and living costs left almost nothing from my check as a secretary, with the very necessary clothes for studio interviews. But of course what really made me feel like catching the next bus for Arkansas was that in all the offices I managed to invade, not one casting man had looked at me with sudden interest and exclaimed, "That girl has something." My lovely air castles were quickly shattered, and I was forced to listen to the wiser, inner voice again. This time it had a new message: "Look at yourself honestly." Well this seemed simple enough, but it turned out to be very unpleasant indeed. One honest glance told me that only by unglamorous hard work over quite a few years would this gangling, unsure Arkansas girl be transformed into my dream of a fine actress.
- 4 After I recovered from the first shock of this discovery, to my surprise I began to feel stronger and more hopeful about the future. Since then I've found this inner voice always spoke the truth or made me try to find it for myself. Of course, I wandered away from it at times or rebelled when it said "no" to something I wanted very much at that moment. But these excursions away from my wiser self led only to confusion and unhappiness. Strangely enough, now that I've climbed a couple of rungs of the long ladder up, sometimes I find it harder to



Hulton Archive/Getty Images

listen to the inner voice than when I was alone and struggling. It's a very quiet voice and is easily drowned out by outside babble. But one word from it is worth a book of advice from the best-intentioned friends.

- 5 The voice seems very stern at times, as it makes me accept the responsibility for my failures and shortcomings, instead of excusing them or laying the blame elsewhere. But while it takes away petty egotism and silly pretensions, the voice whispers of things that send my thoughts and imagination soaring. It tells me no dream is impossible because faith in my inner self will guide me to its fulfillment. This belief in my inner self banishes fear and doubt and frees me to live and love and work to the fullest.

"No Dream Is Impossible," written by Julie Adams, part of the This I Believe Essay Collection found at www.thisibelieve.org. Copyright © 2005–2013 by This I Believe, Inc. Reprinted with permission.

A Dream Realized

Born in 1926, Julie Adams grew up dreaming of becoming an actress. Even though many young women hope for success as actresses and are disappointed, Adams listened to her inner voice, followed her dream, and found success. She has acted with some of the greatest stars in Hollywood: John Wayne, James Stewart, Elvis Presley, and Charlton Heston, to name a few. Adams is remembered best for her role in *Creature from the Black Lagoon* (1954) but has acted in movies and television for more than 60 years, most recently in *Lost*, *CSI*, and *Cold Case*.

Use "A History of Fearlessness" (pp. 26–28) to answer questions 23–29.
Then fill in the answers on your answer document.

23 Read the following dictionary entry.

clout \ˈklaʊt\ *n*
1. a significant amount of influence 2. a hard punch 3. a big hit in baseball 4. a target

Which definition most closely matches the use of the word *clout* in paragraph 3?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

24 Read this sentence from paragraph 16.

And she became an ambassador as much as coach, allowing television cameras into the locker room, willing to play almost any team on almost any court.

In this sentence, the author is trying to show that Summitt —

- F frequently sought out opportunities to appear on television
- G was able to pick and choose which teams to play
- H took on a role in women’s sports that went beyond coaching
- J compromised her standards occasionally

25 Why does the author end the article with a quotation?

- A** To show how Pat Summitt will likely be remembered over time
 - B** To suggest that Pat Summitt's accomplishments may soon be eclipsed
 - C** To imply that female coaches will never win as many games as male coaches
 - D** To provide an opinion that differs from those expressed in the rest of the article
-

26 Which of these best summarizes the article?

- F** Throughout her career, Pat Summitt has been an important figure in women's sports. Although it was difficult for her to face the discrimination directed at female players and coaches, she managed to have successful seasons at the University of Tennessee.
 - G** The popularity of women's sports today is largely the result of the enactment of Title IX in 1972. Before that, female athletes like Pat Summitt had little funding or support for their teams. Pat Summitt's success is an example of how Title IX helped women athletes and coaches.
 - H** Although Pat Summitt had been a very successful basketball coach for many years, her primary accomplishment came after she developed Alzheimer's disease. By refusing to hide her diagnosis from the public and vowing to continue coaching, she set a powerful example for others.
 - J** Through her determination to lead and succeed, Pat Summitt has become both a successful coach and an inspiration to female athletes. She applied the work ethic she learned as a child to her playing and coaching career, ultimately winning more games than any other college coach.
-

27 According to the author, Pat Summitt learned important lessons about how to face difficult circumstances from her time spent —

- A** playing on the 1976 Olympic team
- B** dealing with her Alzheimer's diagnosis
- C** working on her family's farm
- D** losing games as a new coach

28 Tara VanDerveer thinks Pat Summitt is equipped to handle her illness because of —

- F** the support from her team
 - G** the availability of good medical care
 - H** her physical conditioning
 - J** her coaching experience
-

29 What is the primary purpose of the photos of Pat Summitt?

- A** To show how she became famous over time
- B** To portray both her successes and failures
- C** To represent different aspects of her career
- D** To highlight differences in her attitude over time

**Use “No Dream Is Impossible” (pp. 29–30) to answer questions 30–34.
Then fill in the answers on your answer document.**

30 The selection is mainly about —

- F** the importance of luck in finding success in Hollywood
- G** the need for adult guidance
- H** the limited career opportunities for women in Arkansas
- J** the importance of trusting oneself

31 Read this sentence from paragraph 3.

One honest glance told me that only by unglamorous hard work over quite a few years would this gangling, unsure Arkansas girl be transformed into my dream of a fine actress.

In this sentence, the author admits that —

- A** her quest would be more difficult than she had thought
- B** Hollywood directors didn’t think she had much talent
- C** it was time to start thinking about a different career
- D** acting was not as much fun as it had once seemed

32 Which line demonstrates the author’s realization that she may have overestimated her abilities?

- F** *But of course what really made me feel like catching the next bus for Arkansas was that in all the offices I managed to invade, not one casting man had looked at me with sudden interest and exclaimed, "That girl has something."*
 - G** *Since then I’ve found this inner voice always spoke the truth or made me try to find it for myself.*
 - H** *No one in my entire family had ever had artistic yearnings, so they looked upon my girlish dreams as a rather silly and impractical phase, which I would surely outgrow and then settle down in Arkansas like my more sensible cousins.*
 - J** *It tells me no dream is impossible because faith in my inner self will guide me to its fulfillment.*
-

33 In paragraph 2, the author suggests that —

- A** she knew she would become a successful actress as long as she worked hard
 - B** failing would be acceptable as long as she had made the effort to succeed
 - C** life in Hollywood was made more difficult by pressure from her family
 - D** it would have been wise to have gotten a good job before pursuing her dream
-

34 The title of the boxed information, "A Dream Realized," best reflects the juxtaposition of which two concepts?

- F** Irrationality and rationality
- G** Good and evil
- H** Ideal and actual
- J** Originality and banality

Use “A History of Fearlessness” and “No Dream Is Impossible” to answer questions 35–38. Then fill in the answers on your answer document.

- 35** Which sentence from “No Dream Is Impossible” connects most closely to a central idea from “A History of Fearlessness”?
- A** *That part of me seemed to know that no matter how difficult achieving my goal might be, or even if I never achieved it, I would be happier striving toward my dream than if I tried to find security in a life I was unsuited for.*
 - B** *The voice seems very stern at times, as it makes me accept the responsibility for my failures and shortcomings, instead of excusing them or laying the blame elsewhere.*
 - C** *This time it had a new message: “Look at yourself honestly.”*
 - D** *After I recovered from the first shock of this discovery, to my surprise I began to feel stronger and more hopeful about the future.*
-
- 36** Unlike Julie Adams in “No Dream Is Impossible,” Pat Summitt in “A History of Fearlessness” is known for —
- F** starting her career without formal training
 - G** finding a balance between work and her personal life
 - H** her ability to avoid controversy in her career
 - J** helping others achieve excellence in her field

- 37** Which sentence states how the authors of each selection support their ideas?
- A** The author of "A History of Fearlessness" uses first-person narration, while the author of "No Dream Is Impossible" provides a third-person historical overview.
 - B** The author of "A History of Fearlessness" depends on quotations from others, while the author of "No Dream Is Impossible" provides a first-person account of her life.
 - C** The author of "A History of Fearlessness" mainly references other articles, while the author of "No Dream Is Impossible" references experts in her field.
 - D** The author of "A History of Fearlessness" relies on his own insights and philosophies, while the author of "No Dream Is Impossible" provides a detailed chronology of her life.
-

- 38** How are Pat Summitt's father in "A History of Fearlessness" and Julie Adams's inner voice in "No Dream Is Impossible" similar?
- F** Both served as obstacles to success.
 - G** Both suggested actions that proved unwise.
 - H** Both would not permit failure.
 - J** Both offered important advice.

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

SHORT ANSWER #1

DIRECTIONS

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

What is one similarity between Pat Summitt in "A History of Fearlessness" and Julie Adams in "No Dream Is Impossible"? Explain your answer and support it with evidence from **both** selections.

BE SURE YOU HAVE WRITTEN YOUR ANSWER
ON PAGE 4 OF THE ANSWER DOCUMENT.

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

The 1928 Packard

by Richard Peck

- 1 The other day I was making a speech somewhere about being a writer. Afterward, an old gent in a slouch hat came up. He'd brought his grandson, who he said was a faithful reader of my books.
- 2 "Do you have time for a story?" the grandfather asked. Of course I had time for a story. I'm a writer. His gaze grew filmy, and his grandson looked like he was about to hear a tale he'd heard before. "At around fourteen I was a handful," the old gent said. "So you know how busy I was around Halloween.
- 3 "My dad drove a 1942 Buick Eight."
- 4 I stirred. I too was from a world where a man was known by what he drove.
- 5 "At the other end of our street, a beat-up old 1928 Packard coupe was always parked at the curb, big as a Tiger tank."¹
- 6 He had my full attention now.
- 7 "I ought to have known better," he said, "but I dearly loved pinning horns." Pinning car horns was a sacred Halloween ritual. If you could get into a car, you jammed one end of a stick into the horn and wedged the other end against the back of the driver's seat. Then you ran like the devil, and the owner had to come out and unstick the horn before the battery ran down. Horns went off all over town on Halloween, like car alarms do every night now.
- 8 "I skulked up the dark street," the old gent said, "and like a miracle the front window of the Packard was down. Why didn't this look too good to be true? I guess because I was fourteen."
- 9 I hung on his every word now, though his grandson's mind was wandering.
- 10 "I had me a stick just the right length. All I had to do was reach in the car window with it. I didn't even have to open the door. When I leaned inside with the stick, a hand shot up from the dark, and a fist the size of a ham grabbed my wrist. My heart stopped. I haven't been that scared since. The Packard's owner sat up in the seat and said, 'What can I do for you, son?'
- 11 "'You can turn me loose,' I said when I could breathe, and in three minutes I was back home in bed. I guess you know who the Packard belonged to."

¹The Tiger was a type of heavy German tank used during World War II.

- 12 I did. It was my dad's. Who else would own a twenty-year-old Hummer-esque Packard coupe for a fishing car? Who but my dad would lie all Halloween evening across the broken springs of its seat, waiting to catch a Halloweener just for the fun of it? And why couldn't the neighborhood kids remember that my dad looked forward to Halloween more than they did?
- 13 It was Skippy Oglesby my dad nabbed that particular Halloween night: Skippy Oglesby, the nearest thing our neighborhood had to a bully. And there he was again all these years and miles later, disguised by time as somebody's doting grandfather, to tell me another story about my dad.
- 14 And why not? My father was the perfect dad; he thought like a kid, but he was bigger than a bully. In fact, he was larger than life, older than the other dads but weirdly young, with a shoulder bugged up in World War I, and a Harley-Davidson he rode to work on mornings the Packard's engine wouldn't turn over. A big guy with a big grin and lures on his fishing hat.
- 15 Everything I write is an homage to him. Some of my stories are woven out of his memories. Some are memories of him. And some are things that didn't happen to him—to us—and I wish they had. But everything I write invites him back. Nobody a writer ever loved is dead.

© 2005 "The 1928 Packard" by Richard Peck from GUYS WRITE FOR GUYS READ: BOYS' FAVORITE AUTHORS WRITE ABOUT BEING BOYS. Reprinted by permission of Wernick & Pratt Agency.

39 In paragraph 2, the word *handful* means someone who is —

- A** difficult to manage
 - B** extremely generous
 - C** useful around the house
 - D** reluctant to help others
-

40 Read the following quotation from paragraph 8.

"Why didn't this look too good to be true? I guess because I was fourteen."

In these sentences, Skippy Oglesby suggests that as a teenager —

- F** he intimidated others
 - G** he was naive
 - H** he liked to fool others
 - J** he often got into trouble
-

41 Which paragraph from the selection provides imagery that gives a sense of the father's personality?

- A** Paragraph 14
- B** Paragraph 11
- C** Paragraph 13
- D** Paragraph 7

42 By asking a series of questions in paragraph 12, the author emphasizes his —

- F** uncertainty about what motivated his father
 - G** belief that his father was unique
 - H** doubts about the details of Oglesby’s story
 - J** hope that others will appreciate his father
-

43 What did young Skippy Oglesby and the author’s father have in common?

- A** Knowledge of motorcycles
 - B** An inclination to bully others
 - C** A love of pranks
 - D** Storytelling skills
-

44 In paragraphs 1 and 15, the author shows —

- F** his realization that some of his memories are exaggerated
- G** his skepticism about the distinction between truth and memory
- H** his desire to be a role model
- J** his awareness of himself as a writer

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

In Bengali tradition children are given two names at birth: an informal name used only at home and a formal name, or "good name," used in public. In this excerpt, Gogol's parents, Ashoke and Ashima, want to give him a good name to use at school.

from **The Namesake**

by Jhumpa Lahiri

1 There is a reason Gogol doesn't want to go to kindergarten. His parents have told him that at school, instead of being called Gogol, he will be called by a new name, a good name, which his parents have finally decided on, just in time for him to begin his formal education. The name, Nikhil, is artfully connected to the old. Not only is it a perfectly respectable Bengali good name, meaning "he who is entire, encompassing all," but it also bears a satisfying resemblance to Nikolai, the first name of the Russian Gogol. Ashoke had thought of it recently, staring mindlessly at the Gogol spines in the library, and he had rushed back to the house to ask Ashima her opinion. He pointed out that it was relatively easy to pronounce, though there was the danger that Americans, obsessed with abbreviation, would truncate it to Nick. She told him she liked it well enough, though later, alone, she'd wept, thinking of her grandmother, who had died earlier in the year, and of the letter, forever hovering somewhere between India and America, containing the good name she'd chosen for Gogol. Ashima still dreams of the letter at times, discovering it after all these years in the mailbox on Pemberton Road, opening it up only to find it blank.

2 But Gogol doesn't want a new name. He can't understand why he has to answer to anything else. "Why do I have to have a new name?" he asks his parents, tears springing to his eyes. It would be one thing if his parents were to call him Nikhil, too. But they tell him that the new name will be used only by the teachers and children at school. He is afraid to be Nikhil, someone he doesn't know. Who doesn't know him. His parents tell him that they each have two names, too, as do all their Bengali friends in America, and all their relatives in Calcutta. It's a part of growing up, they tell him, part of being a Bengali. They write it for him on a sheet of paper, ask him to copy it over ten times. "Don't worry," his father says. "To me and your mother, you will never be anyone but Gogol."

* * *

3 At school, Ashoke and Gogol are greeted by the secretary, Mrs. McNab, who asks Ashoke to fill out a registration form. He provides a copy of Gogol's birth certificate and immunization record, which Mrs. McNab puts in a folder along with the registration. "This way," Mrs. McNab says, leading them to the principal's office. CANDACE LAPIDUS, the name on the door says. Mrs. Lapidus assures Ashoke that missing the first week of kindergarten is not a problem, that things have yet to settle down. Mrs. Lapidus is a tall, slender woman with

short white-blond hair. She wears frosted blue eye shadow and a lemon yellow suit. She shakes Ashoke's hand and tells him that there are two other Indian children at the school, Jayadev Modi in the third grade and Rekha Saxena in fifth. Perhaps the Gangulis know them? Ashoke tells Mrs. Lapidus that they do not. She looks at the registration form and smiles kindly at the boy, who is clutching his father's hand. Gogol is dressed in powder blue pants, red and white canvas sneakers, a striped turtleneck top.

4 "Welcome to elementary school, Nikhil. I am your principal, Mrs. Lapidus."

5 Gogol looks down at his sneakers. The way the principal pronounces his new name is different from the way his parents say it, the second part of it longer, sounding like "heel."

6 She bends down so that her face is level with his, and extends a hand to his shoulder. "Can you tell me how old you are, Nikhil?"

7 When the question is repeated and there is still no response, Mrs. Lapidus asks, "Mr. Ganguli, does Nikhil follow English?"

8 "Of course he follows," Ashoke says. "My son is perfectly bilingual."

9 In order to prove that Gogol knows English, Ashoke does something he has never done before, and addresses his son in careful, accented English. "Go on, Gogol," he says, patting him on the head. "Tell Mrs. Lapidus how old you are."

10 "What was that?" Mrs. Lapidus says.

11 "I beg your pardon, madam?"

12 "That name you called him. Something with a G."

13 "Oh that, that is what we call him at home only. But his good name should be—is"—he nods his head firmly—"Nikhil."

14 Mrs. Lapidus frowns. "I'm afraid I don't understand. Good name?"

15 "Yes."

16 Mrs. Lapidus studies the registration form. She has not had to go through this confusion with the other two Indian children. She opens up the folder and examines the immunization record, the birth certificate. "There seems to be some confusion, Mr. Ganguli," she says. "According to these documents, your son's legal name is Gogol."

17 "That is correct. But please allow me to explain—"

18 "That you want us to call him Nikhil."

19 "That is correct."

20 Mrs. Lapidus nods. "The reason being?"

- 21 "That is our wish."
- 22 "I'm not sure I follow you, Mr. Ganguli. Do you mean that Nikhil is a middle name? Or a nickname? Many of the children go by nicknames here. On this form there is a space—"
- 23 "No, no, it's not a middle name," Ashoke says. He is beginning to lose patience. "He has no middle name. No nickname. The boy's good name, his school name, is Nikhil."
- 24 Mrs. Lapidus presses her lips together and smiles. "But clearly he doesn't respond."
- 25 "Please, Mrs. Lapidus," Ashoke says. "It is very common for a child to be confused at first. Please give it some time. I assure you he will grow accustomed."
- 26 He bends down and this time in Bengali, calmly and quietly, asks Gogol to please answer when Mrs. Lapidus asks a question. "Don't be scared, Gogol," he says, raising his son's chin with his finger. "You're a big boy now. No tears."
- 27 Though Mrs. Lapidus does not understand a word, she listens carefully, hears that name again. Gogol. Lightly, in pencil, she writes it down on the registration form.
- 28 Ashoke hands over the lunch box, a windbreaker in case it gets cold. He thanks Mrs. Lapidus. "Be good, Nikhil," he says in English. And then, after a moment's hesitation, he is gone.
- 29 When they are alone, Mrs. Lapidus asks, "Are you happy to be entering elementary school, Gogol?"
- 30 "My parents want me to have another name in school."
- 31 "And what about you, Gogol? Do you want to be called by another name?"
- 32 After a pause, he shakes his head.
- 33 "Is that a no?"
- 34 He nods. "Yes."
- 35 "Then it's settled. Can you write your name on this piece of paper?"
- 36 Gogol picks up a pencil, grips it tightly, and forms the letters of the only word he has learned thus far to write from memory, getting the "L" backward due to nerves. "What beautiful penmanship you have," Mrs. Lapidus says. She tears up the old registration form and asks Mrs. McNab to type up a new one. Then she takes Gogol by the hand, down a carpeted hallway with painted cement walls. She opens a door, and Gogol is introduced to his teacher, Miss Watkins, a woman with hair in two braids, wearing overalls and clogs. Inside the classroom it's a small universe of nicknames—Andrew is Andy, Alexandra Sandy, William Billy, Elizabeth Lizzy. It is nothing like the schooling Gogol's parents

have known, fountain pens and polished black shoes and notebooks and good names and sir or madam at a tender age. Here the only official ritual is pledging allegiance first thing in the morning to the American flag. For the rest of the day, they sit at a communal round table, drinking punch and eating cookies, taking naps on little orange cushions on the floor. At the end of his first day he is sent home with a letter to his parents from Mrs. Lapidus, folded and stapled to a string around his neck, explaining that due to their son's preference he will be known as Gogol at school. What about the parents' preference? Ashima and Ashoke wonder, shaking their heads. But since neither of them feels comfortable pressing the issue, they have no choice but to give in.

Excerpt from THE NAMESAKE by Jhumpa Lahiri. Copyright © 2003 by Jhumpa Lahiri. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

45 Read these sentences from paragraph 3.

She shakes Ashoke's hand and tells him that there are two other Indian children at the school, Jayadev Modi in the third grade and Rekha Saxena in fifth. Perhaps the Gangulis know them?

These sentences imply that Mrs. Lapidus —

- A has made assumptions about the Gangulis because they are Indian American
 - B wants to reassure the Gangulis that Gogol will feel welcome among his Indian classmates
 - C is familiar with the Indian naming traditions that the Gangulis follow
 - D has worried about how the Gangulis will fit into the Indian American community at school
-

46 In paragraph 26, Ashoke can best be described as —

- F optimistic and irritable
 - G caring and critical
 - H compassionate and stern
 - J insightful and authoritarian
-

47 Which quotation foreshadows the ultimate decision to allow the boy to use the name "Gogol" at school instead of "Nikhil"?

- A *Though Mrs. Lapidus does not understand a word, she listens carefully, hears that name again. Gogol. Lightly, in pencil, she writes it down on the registration form.*
- B *Gogol looks down at his sneakers. The way the principal pronounces his new name is different from the way his parents say it, the second part of it longer, sounding like "heel."*
- C *She bends down so that her face is level with his, and extends a hand to his shoulder. "Can you tell me how old you are, Nikhil?"*
- D *He thanks Mrs. Lapidus. "Be good, Nikhil," he says in English. And then, after a moment's hesitation, he is gone.*

48 Read this sentence from paragraph 1.

She told him she liked it well enough, though later, alone, she'd wept, thinking of her grandmother, who had died earlier in the year, and of the letter, forever hovering somewhere between India and America, containing the good name she'd chosen for Gogol.

The author uses figurative language in this sentence to reveal that —

- F the letter failed to reach Ashima because it was lost in the mail
 - G Ashima was too upset to read the letter when it finally arrived
 - H the letter had expressed the last wish of Ashima's grandmother
 - J Ashima's grandmother had hoped that the letter would unite the two cultures
-

49 The description of the setting in the last paragraph of the story suggests that Gogol will —

- A continue to feel anxious when he speaks to Mrs. Lapidus
 - B have trouble fitting in with his new classmates
 - C change his mind about which name he prefers
 - D become comfortable with the routines of kindergarten
-

50 The descriptions of Mrs. Lapidus and Gogol in paragraph 3 create a contrast between a —

- F professional adult and an ordinary child
- G strict principal and a nervous kindergartner
- H dependable adult and a playful boy
- J busy administrator and a carefree student

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

SHORT ANSWER #2

DIRECTIONS

Answer the following question in the box labeled "Short Answer #2" on page 6 of your answer document.

In the excerpt from *The Namesake*, what is Gogol's primary conflict? Explain your answer and support it with evidence from the selection.

BE SURE YOU HAVE WRITTEN YOUR ANSWER
ON PAGE 6 OF THE ANSWER DOCUMENT.



STAAR
English I
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