



# **Beginning-of-Year Assessment (BOY)**

## **English I Standards**

**This BOY assessment is intended to assess students  
who previously completed English I.**

Congratulations! You worked very hard in school to learn many new things. Taking this English I Standards test is a great way to show your family and school what you learned. It is okay if you do not know all the answers. Just try your best. You are amazing! You are taking this test so adults can learn more about how to help you this year.

You can ask an adult for help if you do not understand the directions. You can use a dictionary and scratch paper for this test.

If you do not know the answer to a question, choose the answer you think might be correct. You must answer the questions on your own.

You are now ready to start. Take your time and remember that trying your best is what is important. You're awesome, and you'll do great!

## BOY Assessment English I Standards

Student \_\_\_\_\_  
Class \_\_\_\_\_  
Date \_\_\_\_\_

**Read the selection and choose the best answer to each question.**

*Candice's science teacher has asked her to write about an important geographical region. Read Candice's paper and think about the revisions that she should make.*

### The Great Barrier Reef

(1) One of nature's most amazing structures is a maze of islands and coral. (2) The Great Barrier Reef, an ecosystem of a combined 3,000 coral reefs, sits off the northeastern coast of Australia in the Pacific Ocean. (3) Located within the much larger Great Barrier Reef Marine Park, the reef is the largest geographical formation of living organisms in the world. (4) It hosts many types of water habitats, making it home to diverse marine life. (5) This colorful reef and its many inhabitants create a spectacular sight. (6) The reef attracts millions of tourists every year. (7) More than just a pretty place, the Great Barrier Reef provides plentiful sea life to study and research. (8) The Great Barrier Reef is all of these things to Australia and so much more.

(9) Although it now covers an area of 135,000 square miles, the Great Barrier Reef started out much smaller. (10) Many years ago, when a low-lying coastal plain was flooded by the rising sea, hills were partially submerged and gradually transformed over time into islands. (11) Intense sunlight flooded the hard island surfaces found within the shallow waters. (12) These surfaces were prime locations for small saclike animals called coral polyps to attach themselves. (13) The coral polyps reproduced and then died, leaving their skeletons behind. (14) Plants, algae, sand, and small organisms began to fill in the spaces around the leftover materials. (15) This process created a foundation where a colony of polyps could repeat the cycle. (16) As the sea and wind continued to bring in new sand and organisms, the coral reef grew. (17) This reef became a linear chain of

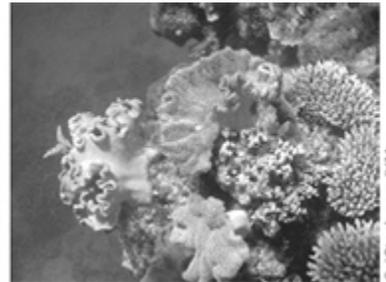
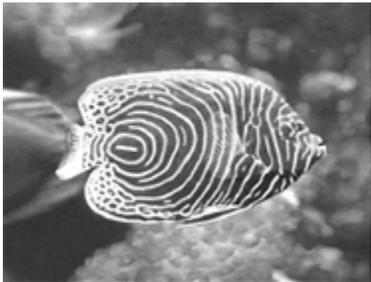
multiple coral reefs, creating a physical barrier that stretches about 1,000 miles along the coast. (18) Bigger than the Great Wall of China and visible from space, this enormous organism is home to many other smaller ones.

(19) Several types of animals attach themselves to the walls of coral as if the animals were part of the reef. (20) Marine animals, including protozoa and sea cucumbers, help secure sand and plant algae to the reef.

(21) Sponges and soft coral living alongside bright red and purple plant algae provide stunning color along the reef.

(22) The water surrounding the reef is teeming with life as well.

(23) Many animals, such as marine insects and about 500 species of worms, swim in areas near the reef. (24) Microscopic plankton float freely and help feed many of the aquatic animals. (25) Larger animals living near the reef include jellyfish, octopuses, and saltwater crocodiles as well as over 1,600 species of fish, over 20 species of seabirds, and about 30 species of marine mammals, including dolphins and whales. (26) Animals large and small live close to the reef.



(27) The Great Barrier Reef provides many environmental and economic benefits. (28) The coral reefs help protect the other coastline ecosystems, which include forested floodplains, freshwater wetlands, and lagoon floors, from storms and erosion. (29) The Great Barrier Reef also provides sources of food for millions of people and serves as a good home to economically important fish species. (30) Among these species are salmon, shark, and mackerel that supply commercial fisheries, big game marlin that fuel sport fishing, and the colorful little clownfish that attract snorkelers and divers.

(31) Humans rely on the coral reefs for food, recreation, and tourism.

(32) The reef's ecosystem is even explored by researchers as a possible source of new medicines. (33) Such explorations highlight that these coral reefs foster some of the most extraordinary underwater systems on the planet.

(34) Because of its global significance, the Great Barrier Reef is classified as one of the seven wonders of the natural world. (35) In conclusion, the Great Barrier Reef of Australia is a very cool feature of nature.

1. What transition would be the most appropriate to use at the beginning of sentence 6?

- A. As a matter of concern
- B. For further evidence
- C. To wipe away any doubt
- D. For this reason among others

2. Candice needs a more effective thesis statement for her paper. Which sentence should replace sentence 8 to serve as the thesis statement?

- A. There are other barrier reefs in the oceans of the world, but only the Great Barrier Reef is so well known.
- B. The Great Barrier Reef of Australia is a supreme example of the mysteries of the natural world because of its wide variety of plant and animal life.
- C. Some scientists believe the Great Barrier Reef first began to grow about 18 million years ago.
- D. A coral reef like the Great Barrier Reef can grow only in shallow, warm water because it needs light from the sun to survive.

3. Candice needs a topic sentence for the third paragraph (sentences 19–21). Which of the following sentences should be inserted before sentence 19 to introduce the ideas in this paragraph?
- A. Over time a vast array of creatures has come to inhabit the Great Barrier Reef.
  - B. Marine animal species that are threatened are protected by the Great Barrier Reef Marine Park Authority.
  - C. The biodiversity of the Great Barrier Reef ensures its long-term existence.
  - D. The waters along the Great Barrier Reef provide a habitat for marine animals that researchers study.
4. Candice may have a redundant sentence in the fourth paragraph (sentences 22–26). Which sentence, if any, should be deleted?
- A. Sentence 24
  - B. Sentence 25
  - C. Sentence 26
  - D. No sentence should be deleted.

5. Candice would like to improve her concluding sentence by summing up the ideas she has presented. Which sentence should she use to replace sentence 35?
- A. Finally, we must protect the Great Barrier Reef from being destroyed so future generations can enjoy it.
  - B. How much still remains to be discovered about the Great Barrier Reef of Australia is anybody's guess.
  - C. Researchers should explore the oceans further to try to find other natural wonders like the Great Barrier Reef.
  - D. Attracting visitors from around the world, the Great Barrier Reef has a beauty that is perhaps unequaled anywhere on Earth.

**Read the selection and choose the best answer to each question.**

*Melody feels that students in her high school should start a mentoring program. She has drafted a persuasive essay that she wants to submit to the school newspaper. Read Melody's essay and look for any revisions she should make.*

## **The Case for a Mentoring Program**

(1) They are continually telling us that we should become more involved in the community by volunteering our time. (2) After thinking about this, I have a suggestion that would not only help high school students get involved but would also help elementary students in our district. (3) It would be helpful for our high school to start a mentoring program.

(4) Many of the students at our high school have excellent academic skills. (5) With a mentoring program, these students could put their skills to use by helping younger students who are struggling academically. (6) My own sister attends one of the elementary schools that feeds into our high school. (7) She is having a hard time in math. (8) Her classroom is crowded, and she can't always get the one-on-one attention that she needs to understand a new concept. (9) She has told me that she has many friends who also need help. (10) A mentoring program in which high school students tutor elementary school students could be the solution. (11) By using a mentoring program, struggling youngsters could get the individual attention they need to master new concepts.

(12) According to an article published in the November 2005 *Education World*, elementary school students raised their reading levels significantly in a short period of time after being tutored by high school students.

(13) Furthermore, volunteering seems to have a positive influence on the high school mentors themselves. (14) As students learn how to be good mentors, they focus on effective communication skills, including how to share and how to listen. (15) Generally speaking, these skills are valuable for everyone. (16) Additionally, mentors get the satisfaction of meaningfully contributing to their community and future generations. (17) What student, at any age, wouldn't be proud to have that kind of influence?

(18) Because mentoring programs have proven to be so successful, they now exist in schools around the country. (19) Some schools pair high school students with elementary students to practice computer skills, to play sports, to learn to play a musical instrument, or to discover how to be a good citizen. (20) I propose that our school begin by setting up a program that focuses on academic tutoring. (21) Fortunately, starting the program would require only a few students available and willing to help others. (22) I believe that many

students would volunteer to be mentors, which would help children at all age levels in our school district. (23) Our high school has an opportunity to allow its students to influence the future today, and it should do so by starting a mentoring program.

6. Melody's opening sentence is unclear. What change should she make in sentence 1 to clarify her introductory paragraph?

- A. Change ***They*** to **Teachers and leaders at our school**
- B. Change ***continually*** to **always**
- C. Change ***telling us*** to **instructing us**
- D. Change ***community*** to **surrounding neighborhood**

7. What is the most effective way to combine sentences 6 and 7?

- A. My own sister is having a hard time in math attending one of the elementary schools that feeds into our high school.
- B. My own sister attends one of the elementary schools that feeds into our high school although she is having a hard time in math.
- C. My own sister, who attends one of the elementary schools that feeds into our high school, is having a hard time in math.
- D. My own sister attends one of the elementary schools that feeds into our high school, she is having a hard time in math.

8. Melody needs a better transition into the third paragraph (sentences 12–17) of her essay. Which of the following could she add before sentence 12 to improve this transition?
- A. In researching mentoring programs, I learned of several promising results.
  - B. As I think about a mentoring program, I have many ideas on how it should work.
  - C. If struggling youngsters get the help they need, it could benefit teachers, too.
  - D. Because I believe in the mentoring concept, I'd like to see it at our school.
9. Melody would like to add the following counterargument to her essay.

*Some students may say that they don't have enough time to participate in a mentoring program because of other activities in which they are involved.*

Where is the best place for her to insert this sentence?

- A. Before sentence 5
- B. Before sentence 10
- C. Before sentence 13
- D. Before sentence 21

## Read the selection and choose the best answer to each question.

*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.*

### 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.

10. What change should be made in sentence 2?

- A. Change **comes** to **come's**
- B. Change **especially** to **specially**
- C. Delete the comma after **brother**
- D. No change should be made.

11. 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.

12. How should sentence 12 be changed?

- A. Change ***fascinated*** to **fasinated**
- B. Delete the comma after ***cool***
- C. Change ***had never pursued*** to **hadn't never pursued**
- D. Change ***it*** to **them**

13. What change should be made in sentence 16?

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

14. What is the correct way to write sentence 24?

- A. 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.
- B. 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.
- C. 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.
- D. Sentence 24 is written correctly in the paper.

**Read the selection and choose the best answer to each question.**

*Andre has written the following paper in response to a class assignment. Before he submits the paper to his teacher, he would like you to read it and look for any corrections he needs to make.*

## **Island Oasis**

(1) If you stood on the east coast of Mozambique in southern Africa and gazed out across the ocean with a pair of super-vision spectacles, you would see an island about 300 miles away. (2) Three hundred miles isn't hardly that far, so you would probably expect the island to be home to the same sorts of plants and animals found on the mainland. (3) But in the case of this island, called Madagascar, those assumptions would be wrong. (4) More than 80 percent of the plants and animals native to Madagascar are found nowhere else in the world.

(5) How is it possible that such a unique island came into existence? (6) Scientists believe that Madagascar was once part of the continent of Africa. (7) A long time ago it separated from the mainland. (8) The island retained whatever plants and animals were living on it at the time, and other animals later migrated to it, some floating on logs or on mats of leaves. (9) Together with the original species of animals on the island, these animals gave rise to the amazing variety of creatures found on Madagascar today.

(10) One of the most well-known animals on Madagascar is the lemur, a long-tailed relative of the monkey. (11) You might have seen a ring-tailed lemur with a black-and-white striped tail in a zoo, but there are about 30 other types of lemurs. (12) The pygmy mouse lemur weighs from one to four ounces and holds the record as the world's smallest primate. (13) The largest lemurs in the world today are close to the size of house cats. (14) However, the fossil record shows evidence of giant lemurs, fairly recently extinct, that were as big as gorillas! (15) Today all of Madagascar's lemurs are considered endangered. (16) Because they exist in only a small area of the world, any threat to their habitat can put them in danger of extinction.



Ring-Tailed Lemur



Chameleon

(17) Another type of animal native to Madagascar is the chameleon.

(18) Almost half the chameleon species on Earth are found only on this island.

(19) These reptiles are known for their ability to change color, but they don't change color to blend in with their surroundings as most people think. (20) A chameleon changes color, sometimes brilliantly, in response to light, temperature, and especially its mood. (21) A stressed chameleon, for example, will look different than a calm chameleon. (22) Chameleons also use color changes as a way to communicate with members of the opposite sex.

(23) Although many of the species that once made their home on Madagascar are now extinct. (24) Scientists are still making discoveries. (25) Just a few years ago, scientists found a new species of Madagascan spider, now known as Darwin's bark spider. (26) This spider can spin a web that is stronger than Kevlar, a material that is used to make body armor. (27) The spider spins webs that cross entire rivers! (28) The widest web discovered so far was 82 feet across.



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Darwin's Bark Spider and Its Massive Web

(29) Madagascar is an island filled with wonderful, one-of-a-kind creatures and plants. (30) It is a place that deserves protection, a true Oasis of life.

15. What change, if any, should be made in sentence 2?

- A. Change **hardly** to **really**
- B. Delete **so**
- C. Insert a comma after **plants**
- D. No change should be made in this sentence.

16. How should sentence 5 be changed?

- A. Change **came** to **comes**
- B. Change **existense** to **existence**
- C. Change the question mark to an exclamation point
- D. Sentence 5 should not be changed.

17. What is the correct way to write sentences 23 and 24?

- A. Many of the species that once made their home on Madagascar are now extinct, scientists, however, are still making discoveries.
- B. Although many of the species that once made their home on Madagascar are now extinct and scientists are still making discoveries.
- C. Many of the species that once made their home on Madagascar are now extinct, but there are scientists. Who are still making discoveries.
- D. Although many of the species that once made their home on Madagascar are now extinct, scientists are still making discoveries.

18. What change, if any, should be made in sentence 30?

- A. Change ***deserves*** to **deserved**
- B. Delete the comma
- C. Change ***Oasis*** to **oasis**
- D. No change should be made in sentence 30.

**Read the next two selections. Then choose the best answer to each question.**

## **American Apple**

*by Li Jingwen*

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

5 I figured, no matter how I sliced it, I shouldn't have denied my daughter and dampened her fledgling curiosity about the unknown in the world. That is to say, I should have let my daughter experience what the American apple tasted like. So I burned the midnight oil for a few days, sold a few more stories, made a bit more money, and dashed to the grand mall. There I took out a one-hundred-*yuan* bill and bought two American apples from a young, all-smiling sales girl. When I got home with the two apples, my daughter jumped for joy, but she didn't want to eat them. Instead, she placed the apples right next to the white rabbit, her favorite toy. Every night before going to bed, she would take one last look and feel the apples in her hand gently. I said: Why don't you eat them. I'll buy you more if you like them so much. She would shake her head, her eyes still fixed on the mouth-watering apples. She didn't have the heart to bite into the apples that looked so perfect in her mind.

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

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

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

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

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

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

*by Ping Fu*

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

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

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**19. Use the first selection to answer the following question.**

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

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

**20. Use the first selection to answer the following question.**

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

- A. their mythic appeal
- B. the advertising techniques used in foreign magazines
- C. their universal symbolism
- D. the contrast between Chinese and foreign supermarkets

**21. Use the first selection to answer the following question.**

Read these sentences from paragraph 4.

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

In these sentences, the author depicts the daughter as —

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

**22. Use the first selection to answer the following question.**

Read this quotation from paragraph 4.

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

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

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

**23. Use the first selection to answer the following question.**

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

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

**24. Use the first selection to answer the following question.**

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

- A. provide an unexpected ending
- B. signify the point at which the narrator and his daughter understand their conflict
- C. reflect the narrator’s past mistakes and lessons he has learned
- D. present the solution to the main problem

**25. Use the first selection to answer the following question.**

Which sentence best explains the narrator’s reluctance to buy the American apples?

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

**26. Use the first selection to answer the following question.**

What major theme is explored in the story?

- A. Responsibility is often difficult to accept.
- B. Appearances can be deceiving.
- C. Working hard is the best way to accomplish a goal.
- D. Family bonds are priceless.

**27. Use the second selection to answer the following question.**

The author compares the pieces of her grandfather's collection to "dear old friends" in paragraph 2 to suggest that the grandfather —

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

**28. Use the second selection to answer the following question.**

Paragraph 4 is significant because it highlights the —

- A. emotional impact of the grandfather having to sell his possessions
- B. grandfather's desire to pass along the story of his life to his granddaughter
- C. reasons why the grandfather was a collector of unusual trinkets
- D. value the grandfather placed upon the arts during his life

**29. Use the second selection to answer the following question.**

Read this sentence from paragraph 11.

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

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

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

**30. Use the second selection to answer the following question.**

Read this quotation from paragraph 12.

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

How is irony demonstrated in this quotation?

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

**31. Use the second selection to answer the following question.**

Which quotation best conveys the author's message?

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

**32. Use the second selection to answer the following question.**

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

- A. thinks his decision is causing his family more harm than good
- B. believes his family will enjoy great wealth by selling the gold nugget
- C. realizes the insignificance of the gold nugget
- D. has found peace with the decision he has made

**33. Use the second selection to answer the following question.**

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

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

**34. Use both selections to answer the following question.**

Which quotation from "American Apple" best reflects an experience **similar** to that of the grandfather in the excerpt from *Bend, Not Break: A Life in Two Worlds*?

- A. *On a weekend I took my daughter shopping.*
- B. *So we left the exquisite box of American apples untouched and forgot about them for a long time.*
- C. *Not to brag about it, but as a small local newspaper reporter, the first time I saw an American apple was in an illustrated foreign magazine in our internal reference room.*
- D. *Every night before going to bed, she would take one last look and feel the apples in her hand gently.*

**35. Use both selections to answer the following question.**

What is the **difference** in the way China is described in the two selections?

- A. In "American Apple" products are plentiful, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* wealth is scarce.
- B. In "American Apple" people rely on economic exchanges, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* people are more self-sufficient.
- C. In "American Apple" people are suspicious of their government, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* the government is obeyed without concern.
- D. In "American Apple" corruption is more prevalent in business, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* commerce is centered on fairness.

**36. Use both selections to answer the following question.**

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

- A. The apples represent unreachable goals, while the grandfather's collection represents true beauty.
- B. The apples represent the power of determination, while the grandfather's collection represents the wisdom of experience.
- C. The apples represent temptations in life, while the grandfather's collection represents the difficult choices people must make in life.
- D. The apples represent the danger of materialism, while the grandfather's collection represents the will to overcome temptation.

**37. Use both selections to answer the following question.**

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

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

**38. Use both selections to answer the following question.**

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

- A. People can determine their own future.
- B. Success comes only from hard work.
- C. Love for family compels action.
- D. The greatest rewards come to those who wait.

Read the selection and choose the best answer to each question.

## How a Demon iPad Stole My Summer Vacation

by Doyle McManus  
Los Angeles Times  
September 1, 2013



- 1 I plan to remember this year's vacation season with just two words: Never again.
- 2 Never again, that is, will I take all my technology along. The Internet has ruined summer vacations.
- 3 When I first visited my in-laws' cabin in Ontario's north woods 35 years ago, there was no such thing as broadband Internet. The nearest telephone was a one-mile canoe paddle down the lake, and we were beyond the reach of television. Our media diet consisted of a battery-powered radio. I know I risk sounding like an aging crank, but it was paradise.
- 4 Now we're cursed with all the riches of modern civilization. The cabin is just close enough to civilization to get a strong cell phone signal, and that goes for data too, via a mobile Wi-Fi hot spot. Our little bit of isolation is no more.

- 5 Instead of browsing dog-eared summerhouse mystery novels, this year we browsed the Internet. Instead of long evenings of Scrabble or Monopoly, we checked our Twitter feeds and updated our Facebook pages.
- 6 And that, of course, is the problem with the Internet: It's so easy that, unless you're equipped with massive self-control, you use it if it's there.
- 7 What did we lose?
- 8 For a news junkie like me, being cut off for a few weeks used to be a good thing. It forced me to stop following what politicians were saying and allowed me to read novels, histories, even old magazine articles carefully set aside all year in a vacation reading box.
- 9 When anyone got bored with reading, we had other pre-modern forms of entertainment: hiking, swimming, canoeing, competitive baking, stargazing and card games. My daughters would never have learned the rules of Texas hold 'em if not for their father's tutelage on summer vacations.
- 10 The path to paradise lost has been gradual. For several years, I kept my Internet addiction under control by using inconvenient technology: a creaky laptop and a slow dial-up connection. But this year, the combination of a new iPad and that nifty Wi-Fi turned out to be fatal.
- 11 The demon iPad beckoned silently from the picnic table: What harm could it be to give the e-mail a quick check? But once that alluring touch screen lights up, who can resist lingering?
- 12 I'm not the first to stumble across this problem, of course. I'm a late adopter, even when it comes to vices.
- 13 As early as 2008, Nicholas Carr, author of *The Shallows: What the Internet Is Doing to Our Brains*, was warning that broadband Internet was reducing our attention spans and making us stupid. The Web, he said, encourages us to lapse into our "natural state of distractedness."
- 14 Even before that, in the pre-broadband Ice Age of 2000, Harvard's Robert Putnam warned that television—and, more broadly, staring into any kind of screen—had reduced the amount of time families spent in social interactions like, well, penny-ante poker at a picnic table.
- 15 And last year, researchers at UC-Irvine reported that employees who were unplugged from their e-mail got more work done—and experienced far less stress.
- 16 Now, I'm not bemoaning the loss of total isolation or advocating unplugging from the Internet entirely. Access to the Web is unquestionably a wonderful thing. I love having a bottomless library at my fingertips; I love having the world's newspapers on my electronic doorstep. I love being able to pay bills and make airplane reservations online. And, thanks to those ugly cell phone towers in the woods, we now have a way to call for help if we need an ambulance or a fire truck.
- 17 It's also nice to have an app that identifies the constellations when you hold the iPad up to the night sky. But then, you have to remember to put the screen down and simply drink in the stars—the original, uncut version.

- 18 And that's the point: It's important not to let the convenience of the Internet get in the way of simpler beauties.
- 19 That's not the Internet's fault. It's ours, for failing to curb the urge to browse.
- 20 I grew to envy our neighbor down the lake who opted to go without Internet access. He didn't cut himself off entirely; whenever he made a trip to town, he sat on the park bench in front of the public library to use the Wi-Fi. But the rest of the time, he stayed unplugged.
- 21 In retrospect, that sounds pretty good. I don't think I'm desperate enough to need a term in the Internet rescue camps of South Korea. And I'm too cheap to shell out 10 bucks for the software that turns your Internet connection off for as many hours as you want. (Bonus tech tip: You can turn it off yourself, for free. Go to "Settings.")
- 22 The first step toward recovery is admitting you have a problem. My problem isn't the Internet, it's learning how to limit the time I spend on it.
- 23 So now I have one more thing to look forward to next summer: More time reading old novels; more time playing Scrabble and chasing frogs.
- 24 Next year, I promise to unplug. Except, of course, when we need to find a new bike trail, or Google a recipe for wild blueberry pie or check whether "qi" is an acceptable word in Scrabble. And, while I'm online, could it hurt to take one little peek at the e-mail?

By Doyle McManus. Copyright © 2013 by the *Los Angeles Times*. Reprinted by permission.

39. Which word from the selection means “supporting” or “recommending”?

- A. *browsing* (paragraph 5)
- B. *lingering* (paragraph 11)
- C. *bemoaning* (paragraph 16)
- D. *advocating* (paragraph 16)

40. What evidence does the author provide to support the claims he makes in paragraphs 5 through 7?

- A. Personal anecdotes and opinions of experts who have studied the Internet
- B. Scientific studies and statistics about Internet use
- C. Historical facts regarding the effects of television and the Internet
- D. Results of opinion polls about Internet use

41. Why is a cartoon an effective accompaniment to the selection?
- A. In the selection, the author notes that the news is always bad.
  - B. The author maintains a lighthearted tone throughout the selection.
  - C. In the selection, the author stresses the importance of preventing boredom.
  - D. The author focuses on the rewards of creativity throughout the selection.
42. In paragraph 11, the author uses personification to show that the computer —
- A. has the power to tempt him
  - B. is capable of evil
  - C. deserves his sympathy
  - D. has its own vulnerabilities

43. Which quotation best supports the main idea of the selection?

- A. *The demon iPad beckoned silently from the picnic table.*
- B. *For several years, I kept my Internet addiction under control by using inconvenient technology: a creaky laptop and a slow dial-up connection.*
- C. *It's important not to let the convenience of the Internet get in the way of simpler beauties.*
- D. *I love having the world's newspapers on my electronic doorstep.*

44. The author's position about the Internet is that —

- A. people should not rely solely on the Internet to provide them with news and other information
- B. although the Internet is often useful, it can become addictive and hamper human interaction
- C. people can have meaningful vacations only if they leave all electronic devices at home
- D. even though there are some good things about the Internet, overall it has affected civilization for the worse

**45.** In the article, paragraph 15 functions as —

- A.** evidence to support a point made in paragraph 13
- B.** a personal anecdote that illustrates an idea in paragraph 14
- C.** a restatement of the author’s main argument
- D.** historical context to allow the reader to understand the article’s setting

**Read the selection and choose the best answer to each question.**

## **A Baseball School for Big-League Dreamers**

*by Robert Benincasa*

*All Things Considered, National Public Radio*

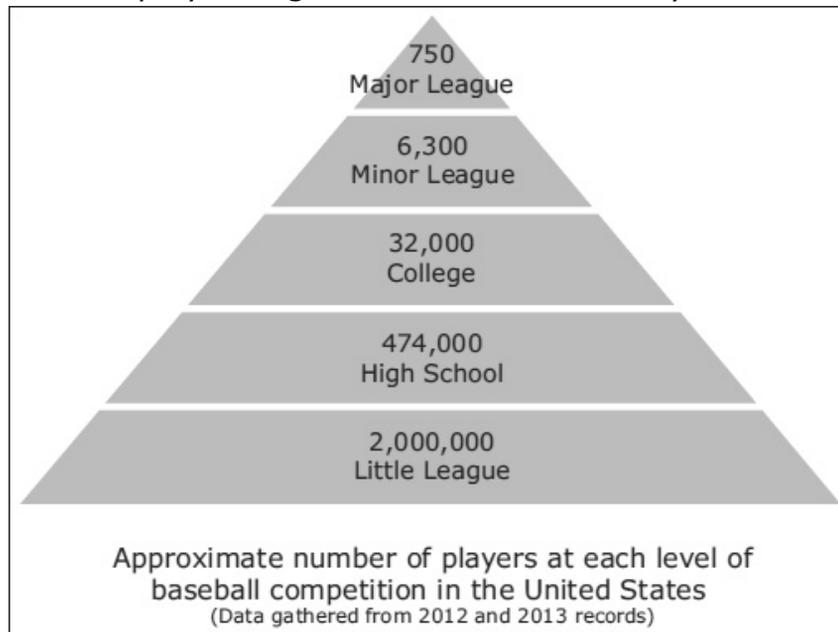
*August 15, 2012*

- 1 If you have ever dreamed of playing big-league baseball, chances are the dream started to fade sometime in high school.
- 2 It gradually becomes clear: You won't be starting in Game 7 of the World Series, and tipping your cap after hitting a walk-off homer. So at some point you go from player to fan—watching others chase greatness on the diamond.
- 3 But not every baseball dreamer is willing to give up so early. And in Bradenton, Florida, there's a place that lies somewhere between the Little League field and Yankee Stadium.
- 4 It's 90 degrees and sunny for an intrasquad game, one of the last of the year at IMG Academies, a private sports school where dreams of baseball glory are nurtured. Ketchum Marsh, a high school senior from Chatham, Massachusetts, looks in from third base as a lanky sophomore teammate winds up on the mound.
- 5 For Ketch, as he's known, a passion for baseball began when he was 8 years old, when his mother offered room and board for some players from college baseball's elite Cape Cod League.
- 6 The players started tossing the ball around with him and soon made him a batboy. Ketch says they were like big brothers to him. Before long, he says, he was captivated.
- 7 He remembers being fascinated by how the players and coaches talked and how fans reacted to the game. "You kind of just don't want to leave the field at the end of the night," he says. "You want to just keep going back. You just want to stay there."

### **Nurturing Potential**

- 8 So, when Ketch was in the eighth grade, his mother sent him here, where students spend half the day in the classroom and the other half on the field.
- 9 IMG baseball chief Ken Bolek says Ketch's school debut was less than stellar.
- 10 "There weren't a lot of things that just came naturally to him as an athlete," Bolek says, chuckling. "His first semester here, the coaches evaluated a successful day by the fact that he wasn't maimed or killed out on the field from a lack of proficiency."

- 11 But four years later, Ketch is bigger and better—5 foot 11 inches and 192 pounds, with massive forearms from his training regimen.
- 12 Bolek says Ketch has surpassed other players who may have had more athletic ability but lacked his work ethic.
- 13 “Ketchum Marsh is one of the most successful stories that will come out of IMG,” Bolek says, focusing not just on baseball, but on life.
- 14 Most players here won’t ever put on a big-league uniform, but they come to IMG trying to find and reach their potential. Virtually all of them want to play college ball—Division I if they can make it.



- 15 The pitcher on Ketch’s team, Cameron Varga, is already headed to Division I. He’ll play for the University of Florida team after he graduates in 2014.
- 16 His fastball is in the low 90s, big-league heat territory.
- 17 As the game gets started, Varga strikes out the side in the first inning and trots to the dugout. Pitching coach Dave Shepard is waiting.
- 18 “You struck out the side, and I’ll give you that,” Shepard tells him, “but as a starting pitcher you’ve got to know what the emphasis down the road for you is going to be.”
- 19 Shepard, who pitched 11 seasons in the minor leagues, says Varga has great potential. Now, Shepard is trying to set him up for the journey.
- 20 “[I’m] looking into the future for big things from him,” Shepard says. “He struck out the side in the first inning, but he threw 20 pitches. As a pitching coach, I’m looking for him to throw six pitches and get three outs and save 14 pitches for later.”

## Going Deeper Than Baseball

- 21 Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to “the show.”
- 22 But IMG is a long way from St. Mary’s Industrial School for Boys, the Baltimore orphanage that produced Babe Ruth.<sup>1</sup> Tuition, room and board here for the combined academic and sports program is about \$70,000 a year.
- 23 Along with the price of admission comes the unvarnished truth about one’s athletic ability and potential.
- 24 The coaches are positive and encouraging, but they don’t sugarcoat their opinions. They don’t want to give any player false hope.
- 25 “We deal with reality on a daily basis,” says baseball chief Bolek. “We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets.”
- 26 And there’s something else: Many of the coaches have given years to the game. They see beyond young men’s dreams and deeper into their lives.
- 27 Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.
- 28 “If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that’s the grand slam for us,” he says.
- 29 Today’s game ends in a one-run loss for Ketch and Cameron’s team. If these young players’ dreams come true, it’s just a footnote in a long career in the national pastime.
- 30 But the odds are long, even for the very best. Just 1,200 players are drafted each year, and major league rosters have only 750 active slots. IMG says it’s had 17 players drafted since 2006.
- 31 Ketch doesn’t think about the numbers. He pursues his goals a day at a time.
- 32 “The chances are, you know, there’s not a lot of kids that are going to be making a living playing this game. If you think about the numbers, the inspiration won’t always be there.”
- 33 Whether or not Ketch is destined for Cooperstown, this fall he’ll be doing what he loves—playing baseball—for the Southwestern University Pirates in Georgetown, Texas.

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<sup>1</sup> Babe Ruth (1895–1948) is considered one of the greatest players in the history of baseball. He led the American League in home runs 12 times and set many long-standing hitting records.

46. Which sentence from "A Baseball School for Big-League Dreamers" best supports the main idea of the article?

- A. *Tuition, room and board here for the combined academic and sports program is about \$70,000 a year.*
- B. *Most players here won't ever put on a big-league uniform, but they come to IMG trying to find and reach their potential.*
- C. *He remembers being fascinated by how the players and coaches talked and how fans reacted to the game.*
- D. *Ketch doesn't think about the numbers.*

47. Based on the article, the coaches at IMG can best be described as —

- A. concerned about the effectiveness of their coaching ability
- B. focused on becoming coaches at a professional level
- C. dismissive of the mistakes students make
- D. caring about the future success of the students

48. Read this quotation from paragraph 13.

*"Ketchum Marsh is one of the most successful stories that will come out of IMG," Bolek says, focusing not just on baseball, but on life.*

What evidence does the author present in the article to support the opinion expressed in this quotation?

- A. A reference to Marsh's work ethic
- B. An anecdote about Marsh's time as a batboy
- C. A description of Marsh's training regimen
- D. Information about Marsh's future plans

49. The author wrote "A Baseball School for Big-League Dreamers" primarily to —

- A. highlight the reasons people pursue a career in sports
- B. persuade readers to support schools that specialize in training student-athletes
- C. inform readers about a unique school and the students who attend it
- D. convince student-athletes to enroll in a specialized school for sports

50. Read paragraph 21.

*Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."*

What does this sentence suggest?

- A. Baseball players understand their potential at an early age.
- B. Determination and grit could get a player to the big leagues.
- C. Legends about baseball frequently inspire players to improve.
- D. Most major-league players come from humble circumstances.

51. What does the graphic best suggest about the different levels of baseball competition?

- A. More athletes prefer playing college baseball than minor-league baseball.
- B. Most Little League baseball players participate in multiple sports when they reach high school.
- C. Playing Little League baseball is necessary to becoming a major-league player.
- D. Baseball leagues become more selective as players advance.

- 52.** What can the reader conclude from the interaction between the pitching coach and Cameron Varga in paragraphs 17 through 20?
- A.** The pitching coach wants his players to always strive to improve.
  - B.** The pitching coach is mainly concerned about winning games quickly.
  - C.** Varga is confident in his ability to succeed in Florida.
  - D.** Varga's number of pitches will decrease as his speed increases.



