



**End-of-Year Assessment**  
**English I**

Congratulations! You worked hard to learn many new things this school year. Taking this English I 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.

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!

## EOY English I

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

Read the following and answer the questions below:

### Should Bicyclists Be Required to Register and License Their Bikes?

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

*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.

1. 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
  
2. 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?
  - A. It's time to require cyclists to register and license their bikes.
  - B. If they're going to use public roadways, they should own them, too.
  - C. They're drivers and should be given the respect that they deserve.
  - D. We have many bicyclists on the roadways of our town.
  
3. 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.

4. 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?
- A. With that said, it wouldn't be fair to ask bicyclists to pay to use the roadways.
  - B. Bicyclists just want a place to be certain that they can ride on the roads safely.
  - C. Bikes don't create potholes, and they don't leave grease and gas marks.
  - D. This is true, so I would suggest that bike fees be significantly lower than automobile fees.
5. 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 following and answer the questions below:

## Coober Pedy: Underground City

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

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



Dugouts in the Side of a Hill in Coober Pedy

## Coober Pedy: Underground City

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

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

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



A Bedroom in a Coober Pedy Home

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

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

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

6. Anika has written a weak thesis statement for her paper. Which of the following can replace sentences 4 and 5 and serve as a more effective thesis for this paper?
- A. The people who live in Coober Pedy love their special little city. All of these people have made a decision to live in a unique way.
  - B. It isn't what you can see that makes this city amazing; it's what you cannot see. There are 3,500 people who call Coober Pedy home, and almost all of them live and work under ground.
  - C. Coober Pedy's interesting history includes miners, people living under ground, very hot weather, and media attention. All of this put together makes Coober Pedy an interesting place to me.
  - D. It isn't because it's abandoned that Coober Pedy is fascinating; it's because it only looks abandoned since people are really living under ground.
7. Anika has not used the most effective transition in sentence 8. Which of the following should replace **After all** in this sentence?
- A. Soon
  - B. Instead
  - C. Finally
  - D. Otherwise

8. How should sentence 20 be revised?

- A. To enhance their surroundings, installing fake windows and decorative drapes helped some people.
- B. To enhance their surroundings, some people install fake windows and they also use decorative drapes.
- C. To enhance their surroundings, fake windows with decorative drapes are installed by some people to help them.
- D. To enhance their surroundings, some people install fake windows with decorative drapes.

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

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

Read the following and answer the questions below:

## Owner's Best Friend

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

*Gabriella's teacher asked her to write a persuasive paper expressing her thoughts about owning a pet. Read her paper and think about any corrections she needs to make. When you finish reading, answer the questions that follow.*

## Owner's Best Friend

(1) Last year my family and I adopted a puppy, and it has been the most rewarding and enjoyable year of my life. (2) I now believe from my own experience that everyone needs a pet, and I am not alone in this belief. (3) In fact, experts believe that by spending just 15 minutes with a pet, people can feel more relaxed and enjoy a restful and peaceful state of mind. (4) Clearly, having a pet is beneficial and can provide people with a healthier and happier life.

(5) According to the Centers for Disease Control and Prevention, pets have a positive influence on people's emotional well-being. (6) James Griffin, an expert in child development, says that when children were asked whom they talk to when they are upset, surprisingly their pet was a common answer. (7) And children are not the only ones to benefit from pets. (8) Pets can be a source of comfort and companionship for people of all ages. (9) People feel safe when confiding in their pets, without being judgmental, a pet will often sit compassionately by its owner's side for as long as is needed.

(10) Not all pets are created equal, though. (11) Although goldfish and parakeets can be entertaining and wonderful pets, those that require more physical interaction from their owners provide greater health-giving benefits. (12) When people own a dog, for example, they are provided with many ways to exercise and stay fit. (13) Since dogs need to be walked and played with throughout the day, owners are actually exercising without even thinking about it.

(14) Caring for a pet also fosters a strong sense of purpose and belonging in a person and can reduce stress. (15) As a result, people who own pets have better heart health and live longer, according to a National Institutes of Health study. (16) Whether separated from their pets for a few moments or many hours, owners can't help but feel needed and accepted when pets greet them enthusiastically.

(17) The effects of owning a pet reach beyond the relationship between the pet and the owner, too. (18) Owning a pet is also a fantastic way for owners within a community to bond with each other. (19) Walking an attention-grabbing dog will provide a person with opportunities to meet people and engage in conversation. (20) Sharing stories about pets creates bonds

between neighbors and friends that can permanently alter their relationships. (21) This is one reason many cities are opening parks and other public areas that are designated specifically for pets and their owners.

(22) Perhaps one of the most convincing reasons for owning a pet is that there is a perfect type of pet for each person. (23) No matter what someone's lifestyle or activity level is, there's an animal friend for everyone. (24) There are 184 different breeds of dogs alone, all with their own unique needs and personalities. (25) Long-haired breeds, like the Siberian husky, are more suited to life in the North, while others, like the Chihuahua, are short haired and do better living in the South. (26) Small dogs that need minimal space are more appropriate, for people who have a small home or yard. (27) People who are away from home for several hours a day need a self-sufficient pet, and a cat may be the perfect fit. (28) Even people who travel for days at a time can enjoy a connection with an aquarium filled with colorful fish.

(29) Owning a pet can be a rewarding experience unlike any other. (30) As French poet Anatole France said, "until one has loved an animal, a part of one's soul remains unawakened." (31) No matter what a person's specific needs or lifestyle may be, there is a pet just waiting to provide him or her with a bounty of joys and benefits.

10. What change, if any, needs to be made in sentence 4?

- A. Change *benefitial* to *beneficial*
- B. Insert a comma after *people*
- C. Change *healthier* to *healthiest*
- D. No change is needed in sentence 4.

11. What is the correct way to write sentence 9?

- A. People feel safe when confiding in their pets; without being judgmental. A pet will often sit compassionately by its owner's side for as long as is needed.
- B. People feel safe when confiding in their pets, without being judgmental; a pet will often sit compassionately by its owner's side for as long as is needed.
- C. People feel safe when confiding in their pets. Without being judgmental, a pet will often sit compassionately; by its owner's side, for as long as is needed.
- D. People feel safe when confiding in their pets; without being judgmental, a pet will often sit compassionately by its owner's side for as long as is needed.

12. What change, if any, needs to be made in sentence 26?

- A. Change *minimal* to **minamal**
- B. Change *are* to **were**
- C. Delete the comma after *appropriate*
- D. No change is necessary.

13. What change should be made in sentence 30?

- A. Change *poet* to **Poet**
- B. Change *until* to **Until**
- C. Change *one's* to **ones'**
- D. Change *remains* to **remained**

Read the following and answer the questions below:

## **Flying to New Heights**

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

*Gena wrote the following essay about an inspiring historical figure. Read Gena's essay and think about any corrections she needs to make. When you finish reading, answer the questions that follow.*

## **Flying to New Heights**

(1) A true test of character is not how well a person can avoid obstacles but how that person reacts when confronted by them. (2) Throughout her life, Elizabeth "Bessie" Coleman was no stranger to societal challenges. (3) Her unstoppable courage and will to persevere led her to become one of the first licensed female pilots in the United States, as well as one of the first licensed African American pilots in the world.

(4) Coleman was born in 1892 in Atlanta, Texas, during a time when gender and race greatly influenced which opportunities were available to a person.

(5) The children of slaves, Coleman's parents were illiterate, limiting how much education she could get at home. (6) To make matters worse, her school was a one-room schoolhouse that lacked essential resources. (7) Regardless, these factors did not stop Coleman from learning. (8) She promised her mother that she would succeed, consequently she walked the four-mile distance daily between her home and school.

(9) In the years after her eighth-grade education, Coleman went to Oklahoma to attend Langston University. (10) Unfortunately, her limited funds have run out after only one year, and she was forced to return home. (11) Afterward Coleman decided to relocate to Chicago to be near her older brother Walter.

(12) In Chicago, Coleman first heard about the pilots fighting in World War I and began to think about how she, too, could become a pilot. (13) However, because Coleman was both a woman and an African American, none of the flight schools that she contacted in the United States would admit her. (14) A friend then urged Coleman to go to France to attend a flight school there.

(15) Coleman studied at the Caudron Brothers School of Aviation for seven months.

(16) After dedicating herself to her studies abroad, Coleman became the first African American woman to earn the school's international pilot's license.

(17) In September of 1921, Coleman, whom was now a proficient pilot, came back to the United States. (18) Upon her return, the media went wild for Coleman and labeled her "a full-fledged aviatrix, the first of her race."

(19) In 1922, Coleman began to do stunt aviation, amazing audiences with fearless flying tricks. (20) The public nicknamed her "Brave Bessie" for the

ease with which she completed these feats. (21) But Coleman's work was not just about earning money through entertainment; she was also making strides toward gender and race equality. (22) She refused to perform at places that would not allow African Americans in the crowd or that required the crowd to be segregated by race.

(23) Coleman relocated to Houston, Texas, in 1925 and began performing mainly around the southern United States. (24) It was Coleman's dream to use her earnings as a stunt pilot to open a school for African Americans, so that they, too, could study aviation in the United States. (25) Tragically, during a Florida performance in 1926, Coleman died when her plane experienced a mechanical failure and crashed.

(26) Although nearly a century has passed since her lifetime, the memory of Coleman remains strong. (27) In her honor, the Bessie Coleman Aero Club was established in 1929 to support the careers of African American pilots. (28) Similar, a group of female African American pilots started the Bessie Coleman Aviators Club in 1977. (29) Then in 1995, the U.S. Postal Service created a Bessie Coleman stamp. (30) In a statement at the time, the Chicago City Council, which led the movement for the stamp, expressed that Bessie Coleman "continues to inspire untold thousands of young persons with her sense of adventure, her positive attitude, and her determination to succeed."

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**14.** What is the correct way to write sentence 8?

- A.** She promised her mother that she would succeed consequently, she walked the four-mile distance daily, between her home and school.
- B.** She promised her mother that she would succeed consequently she walked the four-mile distance daily between her home and school.
- C.** She promised her mother that she would succeed. Consequently, she walked; the four-mile distance daily between her home and school.
- D.** She promised her mother that she would succeed. Consequently, she walked the four-mile distance daily between her home and school.

15. What change, if any, needs to be made in sentence 10?

- A. Change ***have run*** to **ran**
- B. Delete the comma after **year**
- C. Change ***was forced*** to **is forced**
- D. Make no change

16. What change should Gena make in sentence 17?

- A. Insert a comma after ***September***
- B. Change ***whom*** to **who**
- C. Change ***proficient*** to **proficient**
- D. Change ***came*** to **comes**

17. What change, if any, needs to be made in sentence 25?

- A. Insert a comma after ***performance***
- B. Change the comma after **1926** to a semicolon
- C. Change ***mechanical*** to **machanical**
- D. No change should be made.

18. How does sentence 28 need to be changed?

- A. Change ***Similar*** to **Similarly**
- B. Change ***female*** to **females**
- C. Change ***started*** to **would start**
- D. Insert a comma after ***Club***

Read the following and answer the questions below:

## Hunger for Books

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

# Hunger for Books

*by Scott Russell Sanders*

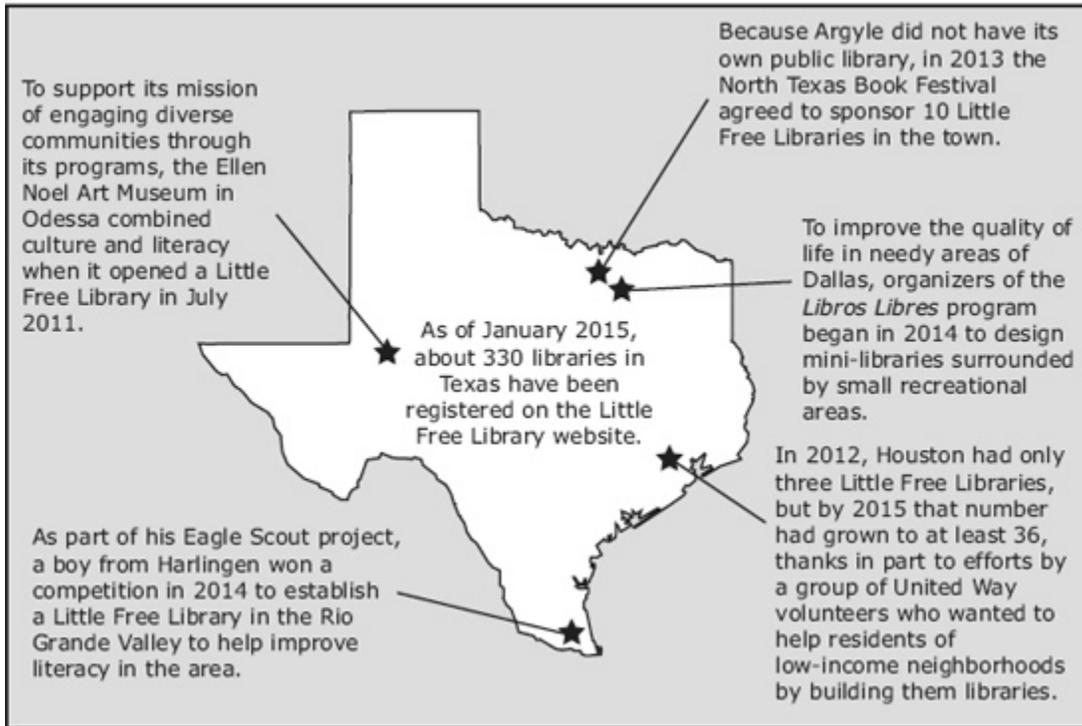
- 1 I visited the library once a week, first with my mother, and then, when Sandra learned to drive, with my sister, and eventually on my own. Early on, I chose my weekly reading downstairs, where the children's books called to me from the midst of banners, mobiles, stuffed animals, and model dinosaurs. Perhaps because of those models, at first I imagined that all of these books had been made ages ago, like fossils, and that all of the people who wrote them had long since died, and that authors, like dinosaurs, were now extinct.
- 2 Then on one of my visits I noticed a shelf labeled "New Books." Curious, I drew out a shiny volume, opened it gingerly, heard the stiff spine creak, ran my fingers over the unblemished pages, lowered my nose to smell the fresh glue and ink. Then I opened another and another. They were indeed brand new. But where had they come from? When I asked the librarian, she explained that authors, unlike dinosaurs, were far from extinct. In fact, she said, thousands of new books were published every year. At that moment, standing in the children's room of the library in Ravenna, Ohio, I realized that if there were still people writing such fresh and fragrant books, then maybe one day I could write some as well.
- 3 All these years later, after making more than twenty books of my own, I still feel the miraculous power in language, whether written or spoken, the same power I felt when I sang a train into motion and I learned the name of *snake* and Sandra taught me the alphabet on the screened porch of our farmhouse in Memphis. How extraordinary, that a few sounds or a few squiggles can rouse up people and voices and landscapes in our minds! Like sunshine, like the urgency of spring, like bread, language is so familiar that we easily forget what an amazing gift it is.
- 4 Today, using a library that contains millions of volumes, I recognize that my childhood library in Ohio, which seemed so enormous, was actually quite small. It seemed enormous to me because, week by week, year by year, I passed through those library doors into the great world of human thought and art and story. Reading the books I found there, I went on adventures; I dived under the sea and climbed mountains; I met explorers and baseball players and scientists; I learned the names of rocks and birds and butterflies; I learned how to build

log cabins, how to launch model rockets, how to trap muskrats; I roved through the past and all over the earth and even beyond the earth; I studied the planets and the stars; I dreamed my way to the beginnings of time and to the ends of the universe.

- 5 A library is a storehouse, preserving what humans have learned, generation by generation, in every land, but it is a storehouse with doors and windows and hallways opening outward to the vast, sprawling, worldwide treasure trove of human knowledge. Surely this is what most clearly distinguishes us as a species, the ability to accumulate knowledge and to pass it on. We pass it on by word of mouth, we pass it on by example, we pass it on in films and tapes and disks, in magazines and newspapers, but above all we pass it on in books.
- 6 Libraries have become, of course, much more than houses for books. They've become knots in the global web of information. However, in this age of new devices for storing and transmitting knowledge—from videotapes to CD-ROMs, from cable television to the Internet—I'm still devoted to the humble book. A book requires no electricity. It is portable, made for the hand and pocket. It invites but does not demand our attention, and it leaves us time to think. We can enter or leave a book just as we choose, and we can interrupt our reading to burp a baby or pay a bill or ponder a cloud. A good book appeals to what is best in us, without trying to sell us anything. Books may become dated, of course, yet never because of some shift in technology or because their parts wear out, and the best of them are more durable than any manufactured product.
- 7 I'm not foolish enough to believe that books will survive merely because I love them, or because I write them, or because they've shaped my life. By comparison with films or videos or computer bulletin boards, a good book requires more from us in the way of intelligence and imagination and memory, and that makes it vulnerable to its glitzy competitors; but a book also rewards us more abundantly. The best books invite us to share in a sustained, complex, subtle effort to make sense of things, to understand some portion of our humanity and our universe. As long as there are people hungry for such understanding, there will be people hungry for books. My own hunger set in long before I could read, back when ink marks on the page were still an impenetrable mystery, and yet even now, after devouring so many thousands of books, I am as ravenous as ever.

"Hunger for Books" © 1999 by Scott Russell Sanders, from his book *The Country of Language* (Milkweed Editions, 1999); reprinted by permission of the author.

## Little Free Libraries Make a Difference Across Texas



### The Low-Tech Appeal of Little Free Libraries

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

## The Low-Tech Appeal of Little Free Libraries

by Margret Aldrich  
The Atlantic  
27-Jul-14

*The "take a book, return a book" boxes are catching on even in places where Kindles and brick-and-mortar libraries abound.*

- 1 When a 36-year-old bibliophile in Daegu, South Korea, sat down at his computer and googled the word "library," he didn't expect to find anything particularly noteworthy. But as DooSun You scrolled through the results, an appealingly anti-tech concept popped up.
- 2 The Internet led him to Little Free Libraries—hand-built boxes where neighbors can trade novels, memoirs, comics, and cookbooks, and connect with each other in the process.



© Margret Aldrich

- 3 The little libraries immediately appealed to DooSun. “Reading books is one of the most valuable things in my life. I think a book is equal to a treasure,” he says. “I hoped to share that feeling with my neighbors—that’s the reason I wanted a Little Free Library.” The website showed pictures of the diminutive structures standing in front yards, on city curbs, and alongside country roads all over the world, along with their GPS locations. “The Little Free Library map was a treasure map,” he says.
- 4 Soon after his online discovery, DooSun built a Little Free Library—the first one in South Korea—in front of his apartment building. Then he built a second at a different spot. Then a third. Slowly, his “take a book, return a book” libraries began bringing people together, garnering book donations and handwritten notes of thanks from strangers. He now pastes a QR code on the front of each library, so passersby can use their smartphones to learn more about them, and he regularly exchanges emails with others who want to build their own. He recently started a Facebook group where other Little Free Library stewards throughout Asia can swap ideas and experiences—as easily as visitors to their libraries swap physical books.
- 5 In 2009, Todd Bol built the first Little Free Library in the Mississippi River town of Hudson, Wisconsin, as a tribute to his mother—a dedicated reader and former schoolteacher. When he saw the people of his community gathering around it like a neighborhood water cooler, exchanging conversation as well as books, he knew he wanted to take his simple idea farther.

- 6 “We have a natural sense of wanting to be connected, but there are so many things that push us apart,” Bol says. “I think Little Free Libraries open the door to conversations we want to have with each other.”
- 7 Since then, his idea has become a full-fledged movement, spreading from state to state and country to country. There are now 18,000 of the little structures around the world, located in each of the 50 states and in 70 countries—from Ukraine to Uganda, Italy to Japan. They’re multiplying so quickly, in fact, that the understaffed and underfunded nonprofit struggles to keep its world map up to date.



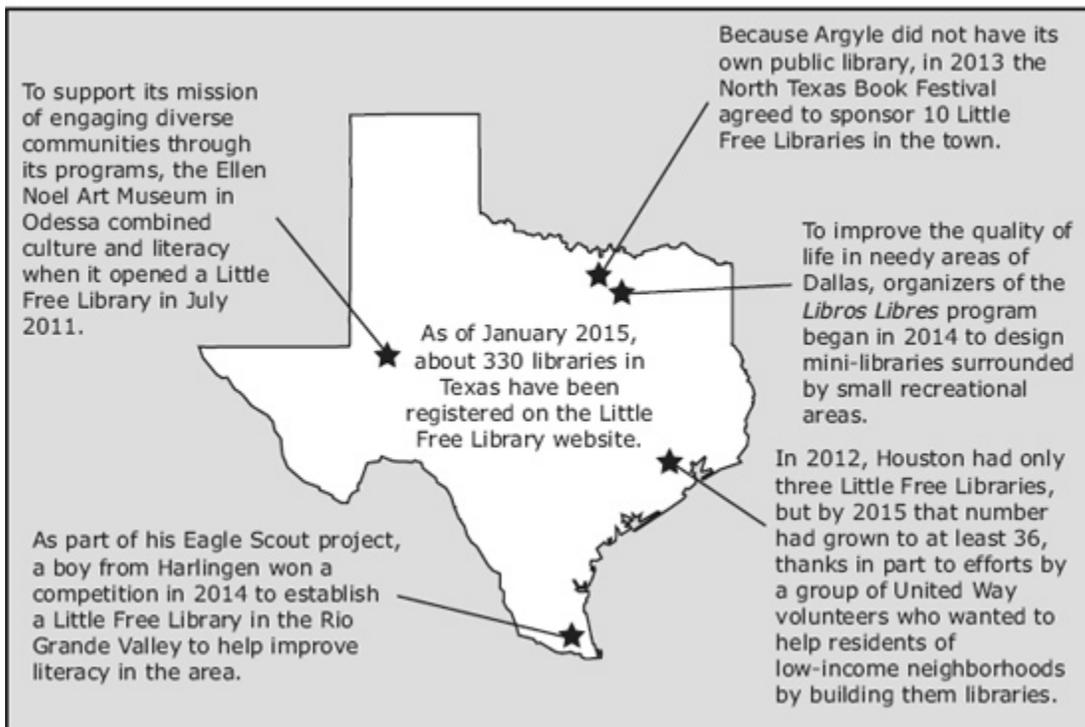
© Penny Yi Wang/Doha News

- 8 Khalid and Yasmin Ansari, who live in Qatar, say they get a special satisfaction out of seeing their six-year-old son Umayr’s Little Free Library represented on the website. “When looking at the LFL world map,” says Khalid, “you almost feel obliged to have one in the neighborhood to fill the gap. It’s like doing your part in your part of the world.”
- 9 In some places, Little Free Libraries are filling a role usually served by brick-and-mortar libraries; the organization’s Books Around the Block program, for example, aims to bring LFLs to places where kids and adults don’t have easy access to books. In North Minneapolis, an area more often in the news for shootings than community engagement, the Books Around the Block initiative set up 40 of the little libraries. Two hundred more sprung up shortly thereafter.
- 10 Last year, Sarah Maxey of Winston-Salem, North Carolina, discovered Little Free Libraries when browsing the crowdfunding site Kickstarter. She was then inspired to launch her own LFL Kickstarter campaign. The response was enthusiastic: By the time the campaign ended, Maxey had raised more than \$10,000 for her cause—enough money to build dozens (and dozens) of little libraries.

- 11 “What happens is, you start the momentum, and then the community—the Lions Club, the Rotary, the churches, the neighbors—steps up and builds more. It just keeps going,” Bol says.
- 12 Individual stewards are using their Little Free Libraries in altruistic ways, too. Tina Sipula of Clare House, a food pantry in Bloomington, Illinois, does more than distribute groceries; she distributes books via an on-site Little Free Library. As she points out, homeless people don’t have addresses—which means they can’t get public library cards. Linda Prout was instrumental in bringing dozens of Little Free Libraries to New Orleans after Hurricane Katrina, and Lisa Heydlauff of Bihar, India, is working to bring a thousand Little Free Libraries to girls’ schools in her country, filling them with books that teach business and entrepreneurial skills.
- 13 “Little Free Libraries create neighborhood heroes,” says Bol. “That’s a big part of why it’s succeeding.”
- 14 Though they owe their spread largely to the Internet, Little Free Libraries often serve as an antidote to a world of Kindle downloads and data-driven algorithms. The little wooden boxes are refreshingly physical—and human. When you open the door, serendipity (and your neighbors’ taste) dictates what you’ll find. The selection of 20 or so books could contain a Russian novel, a motorcycle repair manual, a Scandinavian cookbook, or a field guide to birds.
- 15 For many people—particularly in more affluent areas where libraries abound—this sense of discovery is an LFL’s main appeal. A girl walking home from school might pick up a graphic novel that gets her excited about reading; a man on his way to the bus stop might find a volume of poetry that changes his outlook on life. Every book is a potential source of inspiration.

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## Little Free Libraries Make a Difference Across Texas



19. Use the first passage to answer the following question.

The author uses descriptive examples in paragraph 4 to —

- A. emphasize that libraries contain many types of books
- B. differentiate between childhood expectations and adult experiences
- C. illustrate the power that books have to expand the imagination
- D. reflect on the ways that libraries have changed over the years

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

The author uses similes at the end of paragraph 3 to highlight —

- A. that common things can be taken for granted
- B. the various ways that language affects people
- C. the impact of childhood memories on learning
- D. how children’s books affected the author

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

How does paragraph 6 contribute to the author’s message?

- A. It presents his argument for replacing libraries with modern technology.
- B. It offers a solution to the problem of books becoming outdated.
- C. It details the advantages of books to support his belief about their value.
- D. It explores whether the best source of knowledge is the Internet or libraries.

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

What is the author's tone in this essay?

- A. Determined
- B. Passionate
- C. Remorseful
- D. Humorous

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

Paragraph 7 highlights the author's message by suggesting that books —

- A. will eventually be replaced by other media
- B. offer something deeper than other forms of entertainment
- C. are more appealing to people with academic backgrounds
- D. provide people with knowledge not available elsewhere

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

Which word from paragraph 7 is closest in meaning to “weak”?

- A. *subtle*
- B. *impenetrable*
- C. *sustained*
- D. *vulnerable*

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

Read this sentence from paragraph 5.

*A library is a storehouse, preserving what humans have learned, generation by generation, in every land, but it is a storehouse with doors and windows and hallways opening outward to the vast, sprawling, worldwide treasure trove of human knowledge.*

The author uses a metaphor in this sentence to —

- A. describe the welcoming architecture and practical layout of libraries
- B. highlight the way libraries continually update their collections
- C. emphasize the role libraries play in collecting and sharing information
- D. show the way libraries encourage patrons to learn in different ways

**26. Use the second passage to answer the following question.**

In paragraph 12, people who act in *altruistic* ways are —

- A. selfless
- B. persistent
- C. resourceful
- D. dignified

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

By discussing the various people who use Little Free Libraries, the author —

- A. emphasizes the international appeal of Little Free Libraries
- B. presents opinions that contradict her own
- C. provides support from researchers who have studied Little Free Libraries
- D. clarifies the meanings of terms she uses

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

In cultures around the world, the Little Free Libraries are —

- A. replacing brick-and-mortar libraries
- B. influencing people in positive ways
- C. stocked with books from large libraries
- D. supported by local governments

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

From paragraph 14, the reader can infer that the author —

- A. enjoys reading books by international authors
- B. appreciates the opportunity for discovery provided by Little Free Libraries
- C. thinks e-books fail to offer the same variety of topics as printed books do
- D. understands the limitations of Little Free Libraries

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

Which sentence best states the main idea of the selection?

- A.** Building Little Free Libraries was appealing to DooSun You of South Korea because books are a treasure in his life that he wanted to share with his neighbors.
- B.** Hundreds of Little Free Libraries have been built with funds collected by people who have started fundraising campaigns on the Internet.
- C.** Little Free Libraries are growing in popularity around the world because they bring neighbors together and make books more accessible.
- D.** Little Free Libraries are small wooden boxes that hold a wide variety of books that appeal to many different types of people.

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

The author uses parentheses in paragraphs 10 and 14 to —

- A.** simplify difficult concepts in the article
- B.** insert her own asides into the article
- C.** provide a counterargument to the article
- D.** add credibility to the article

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

Which inference about Little Free Libraries from the article does the map support?

- A. They provide low-tech entertainment.
- B. They appeal primarily to children.
- C. They benefit local communities.
- D. They offer an unusual selection of books.

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

The author organizes the selection by —

- A. presenting individual experiences from people around the world to provide a positive account of Little Free Libraries
- B. comparing Little Free Libraries to brick-and-mortar libraries
- C. providing a chronological account of the development of Little Free Libraries
- D. discussing the advantages and disadvantages of building Little Free Libraries in areas that have experienced natural disasters

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

Read these quotations from the two selections.

**Hunger for Books**

*It [the author's childhood library] seemed enormous to me because, week by week, year by year, I passed through those library doors into the great world of human thought and art and story.*

**The Low-Tech Appeal of Little Free Libraries**

*A girl walking home from school might pick up a graphic novel that gets her excited about reading; a man on his way to the bus stop might find a volume of poetry that changes his outlook on life.*

**Both** of these quotations support the idea that people value —

- A. communities that welcome diversity
- B. the chance to share experiences with others
- C. making the world a better place
- D. the opportunity to learn something new

35. Use both passages to answer the following question.

Read this sentence from paragraph 2 of "Hunger for Books."

*At that moment, standing in the children's room of the library in Ravenna, Ohio, I realized that if there were still people writing such fresh and fragrant books, then maybe one day I could write some as well.*

Which quotation from "The Low-Tech Appeal of Little Free Libraries" expresses a **similar** sentiment?

- A. *When he saw the people of his community gathering around it like a neighborhood water cooler, exchanging conversation as well as books, he knew he wanted to take his simple idea farther.*
- B. *But as DooSun You scrolled through the results, an appealingly anti-tech concept popped up.*
- C. *"Little Free Libraries create neighborhood heroes," says Bol.*
- D. *When you open the door, serendipity (and your neighbors' taste) dictates what you'll find.*

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

**Both** the traditional libraries described in “Hunger for Books” and the Little Free Libraries in the other article are described as —

- A. havens for people who do not like modern technology
- B. repositories of knowledge that offer opportunities for discovery
- C. popular local meeting places where people work together
- D. places that are inexpensive to establish and operate

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

Which quotation from “The Low-Tech Appeal of Little Free Libraries” best supports the message of “Hunger for Books”?

- A. *In some places, Little Free Libraries are filling a role usually served by brick-and-mortar libraries; the organization’s Books Around the Block program, for example, aims to bring LFLs to places where kids and adults don’t have easy access to books.*
- B. *“I hoped to share that feeling with my neighbors—that’s the reason I wanted a Little Free Library.”*
- C. *“We have a natural sense of wanting to be connected, but there are so many things that push us apart,” Bol says. “I think Little Free Libraries open the door to conversations we want to have with each other.”*
- D. *“Reading books is one of the most valuable things in my life. I think a book is equal to a treasure,” he says.*

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

While “Hunger for Books” emphasizes the personal experience of reading, “The Low-Tech Appeal of Little Free Libraries” —

- A.** presents the perspectives of librarians and reading specialists
- B.** depicts reading as an activity that is difficult but rewarding
- C.** suggests that reading is an activity that unites entire communities
- D.** reveals the differences in reading preferences around the world

Read the following and answer the questions below:

from *Antaeus*

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

*T. J. has moved from a rural area to a large city. After meeting the narrator and the narrator's friends on an abandoned rooftop where they regularly spend time together, T. J. suggests they make a rooftop garden to grow watermelons. He hopes the activity will bond them as friends as well as bring a sense of Alabama, where he had his own acre of farmland, to his new home. The boys have established the garden after much hard work.*

## **from *Antaeus***

*by Borden Deal*

- 1 Then an adult voice said behind us: "What are you boys doing up here?"
- 2 It startled us, for no one had ever come up here before, in all the time we had been using the roof of the factory. We jerked around and saw three men standing near the trap door at the other end of the roof. They weren't policemen, or night watchmen, but three men in plump business suits, looking at us. They walked toward us.
- 3 "What are you boys doing up here?" the one in the middle said again.
- 4 We stood still, guilt heavy among us, levied by the tone of voice, and looked at the three strangers.
- 5 The men stared at the grass flourishing behind us. "What's this?" the man said. "How did this get up here?"
- 6 "Sure is growing good, ain't it?" T. J. said conversationally. "We planted it."
- 7 The men kept looking at the grass as if they didn't believe it. It was a thick carpet over the earth now, a patch of deep greenness startling in the sterile industrial surroundings.
- 8 "Yes, sir," T. J. said proudly. "We toted that earth up here and planted that grass." He fluttered the seed catalogue. "And we're just fixing to plant us some watermelon."
- 9 The man looked at him then, his eyes strange and faraway. "What do you mean, putting this on the roof of my building?" he said. "Do you want to go to jail?"

- 10 T. J. looked shaken. The rest of us went silent, frightened by the authority of his voice. We had grown up aware of adult authority, of policemen and night watchmen and teachers, and this man sounded like all the others. But it was a new thing to T. J.
- 11 "Well, you wasn't using the roof," T. J. said. He paused a moment and added shrewdly, "So we just thought to pretty it up a little bit."
- 12 "And sag it so I'd have to rebuild it," the man said sharply. He turned away, saying to a man beside him, "See that all that junk is shoveled off by tomorrow."
- 13 "Yes, sir," the man said.
- 14 T. J. started forward. "You can't do that," he said. "We toted it up here, and it's our earth. We planted it and raised it and toted it up here."
- 15 The man stared at him coldly. "But it's my building," he said. "It's to be shoveled off by tomorrow."
- 16 "It's our earth," T. J. said desperately. "You ain't got no right!"
- 17 The men walked on without listening and descended clumsily through the trap door. T. J. stood looking after them, his body tense with anger, until they had disappeared. They wouldn't even argue with him, wouldn't let him defend his earth-rights.
- 18 He turned to us. "We won't let 'em do it," he said fiercely. "We'll stay up here all day tomorrow and the day after that, and we won't let 'em do it."
- 19 We just looked at him. We knew that there was no stopping it. He saw it in our faces, and his face wavered for a moment before he gripped it into determination.
- 20 "They ain't got no right," he said. "It's our earth. It's our land. Can't nobody touch a man's own land."
- 21 We kept on looking at him, listening to the words but knowing that it was no use. The adult world had descended on us even in our richest dream, and we knew there was no calculating the adult world, no fighting it, no winning against it.
- 22 We started moving slowly toward the parapet and the fire escape, avoiding a last look at the green beauty of the earth that T. J. had planted for us . . . had planted deeply in our minds as well as in our experience. We filed slowly over the edge and down the steps to the plank, T. J. coming last, and all of us could feel the weight of his grief behind us.
- 23 "Wait a minute," he said suddenly, his voice harsh with the effort of calling. We stopped and turned, held by the tone of his voice, and looked up at him standing above us on the fire escape.
- 24 "We can't stop them?" he said, looking down at us, his face strange in the dusky light. "There ain't no way to stop 'em?"
- 25 "No," Blackie said with finality. "They own the building."

- 26 We stood still for a moment, looking up at T. J., caught into inaction by the decision working in his face. He stared back at us, and his face was pale and mean in the poor light.
- 27 "They ain't gonna touch my earth," he said fiercely. "They ain't gonna lay a hand on it! Come on."
- 28 He turned around and started up the fire escape again, almost running against the effort of climbing. We followed more slowly, not knowing what he intended. By the time we reached him, he had seized a board and thrust it into the soil, scooping it up and flinging it over the parapet into the areaway below. He straightened and looked us squarely in the face.
- 29 "They can't touch it," he said. "I won't let 'em lay a dirty hand on it!"
- 30 We saw it then. He stooped to his labor again and we followed, the gusts of his anger moving in frenzied labor among us as we scattered along the edge of earth, scooping it and throwing it over the parapet, destroying with anger the growth we had nurtured with such tender care. The soil carried so laboriously upward to the light and the sun cascaded swiftly into the dark areaway, the green blades of grass crumpled and twisted in the falling.
- 31 It took less time than you would think . . . the task of destruction is infinitely easier than that of creation. We stopped at the end, leaving only a scattering of loose soil, and when it was finally over, a stillness stood among the group and over the factory building. We looked down at the bare sterility of black tar, felt the harsh texture of it under the soles of our shoes, and the anger had gone out of us, leaving only a sore aching in our minds like over-stretched muscles.
- 32 T. J. stood for a moment, his breathing slowing from anger and effort, caught into the same contemplation of destruction as all of us. He stooped slowly, finally, and picked up a lonely blade of grass left trampled under our feet and put it between his teeth, tasting it, sucking the greenness out of it into his mouth. Then he started walking toward the fire escape, moving before any of us were ready to move, and disappeared over the edge while we stared after him.

From "Antaeus" © 1985 University Press Of Mississippi. All rights reserved. "Antaeus" by Borden Deal first appeared in *Southwest Review*. Copyright © 1961 by The Borden Deal Family Trust. Reprinted by permission of the author.

39. What does the point of view used in the excerpt help the reader understand?

- A. How the adults found the garden
- B. How T. J.'s reactions differ from the reactions of the other boys
- C. How long the boys worked on the garden
- D. How the boys agreed to help T. J. plant the garden

40. How is the first sentence of the excerpt important to the plot?

- A. It foreshadows the resolution.
- B. It introduces the main character.
- C. It initiates the main conflict.
- D. It presents an unanswered question.

41. In paragraph 30, what does the word *laboriously* mean?

- A. At great cost
- B. For good reason
- C. Quietly and in secrecy
- D. Slowly and with difficulty

42. Read this quotation from paragraph 20.

*"It's our earth. It's our land. Can't nobody touch a man's own land."*

The irony of this quotation is that it calls attention to —

- A. the love T. J. has for the outdoors while he is on a man-made structure
- B. the rooftop being abandoned and the men still caring about its welfare
- C. the fact that T. J. does not have the right to use the rooftop despite creating the garden
- D. the effort used to create a garden when it can be easily destroyed

43. What is a central theme of the excerpt?

- A. Adults often lose their sense of accomplishment as they age.
- B. People take pride in their work.
- C. People rely on authority figures to maintain order.
- D. It is important to recognize the value of green spaces.

**44.** What does T. J.'s climb back up the fire escape in paragraph 28 reveal about him?

- A.** He has difficulty following rules.
- B.** He enjoys being the leader of a group.
- C.** He behaves in ways that others consider immature.
- D.** He takes action once he makes up his mind.

**45.** In paragraph 25, why does Blackie say, "They own the building"?

- A.** To help the men by supporting their claim
- B.** To rally the boys to go against what T. J. has planned
- C.** To indicate the limitations of what the men can do
- D.** To convince T. J. that it is pointless to resist

**46.** In paragraph 32, what does the blade of grass represent for T. J.?

- A.** A final remnant of something precious
- B.** The harvest he anticipated
- C.** The new home he has found
- D.** His friendship with the other boys

Read the following and answer the questions below:

## Wayward Penguin Released South of New Zealand

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

# Wayward Penguin Released South of New Zealand

*Associated Press*  
*September 4, 2011*

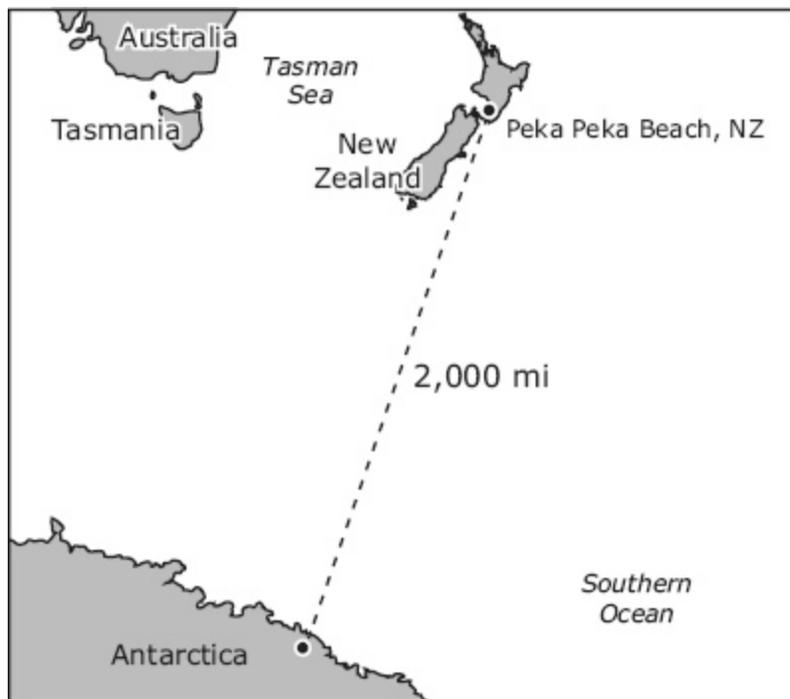
- 1 He needed a little push before speeding backward down a makeshift slide. Once in the water, he popped his head up for one last look. And then he was gone. The wayward emperor penguin known as “Happy Feet” was back home in Antarctic waters after an extended sojourn spent capturing hearts in New Zealand.
- 2 Happy Feet was released into the ocean south of New Zealand on Sunday, more than two months after he came ashore on a beach nearly 2,000 miles from home and became an instant celebrity.
- 3 Speaking from a satellite phone aboard the research vessel *Tangaroa*, Wellington Zoo veterinarian Lisa Argilla said Happy Feet’s release went remarkably smoothly given that the boat was being tossed about in 25-foot swells in the unforgiving Antarctic Ocean.
- 4 Argilla said crew members from the boat carried the penguin inside his custom-built crate to the stern of the ship for his final send-off about 50 nautical miles north of remote Campbell Island. The crew had already cut the engines and put in place a canvas slide that they soaked with water from a hose.



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

© Polaris/Newscom

- 5 But when they opened the door of the crate, the penguin showed no interest in leaving.
- 6 “I needed to give him a little tap on his back,” Argilla said.
- 7 The penguin slipped down the slide on his stomach, bottom first, she said. He resurfaced about 6 feet from the boat, took a look up at the people aboard, and then disappeared beneath the surface.



Source: *The Australian*

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

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

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47. What is the primary purpose of the article?
- A. To describe the remarkable qualities of an unusual penguin
  - B. To make an argument for the release of animals from captivity
  - C. To explain how a penguin made an unusual journey
  - D. To detail how a special team of zoologists saves endangered animals
48. How does the photograph support an important detail in paragraph 4?
- A. By showing the number of crew members on the *Tangaroa*
  - B. By demonstrating how Happy Feet used the slide
  - C. By showing the terrible weather conditions
  - D. By revealing what Happy Feet’s custom-built crate looked like

49. The author's use of the nickname "Happy Feet" throughout the selection —

- A. emphasizes that the penguin has been tamed
- B. makes the penguin seem to have a personality
- C. reinforces the penguin's carefree nature
- D. highlights the popularity of penguins

50. The author organizes this article by —

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

51. What is the main idea of the article?

- A. New Zealanders helped a lost emperor penguin return to the Antarctic.
- B. A zoo in New Zealand saved the life of an ailing emperor penguin.
- C. An emperor penguin traveled thousands of miles to reach New Zealand.
- D. New Zealanders turned an emperor penguin into an instant celebrity.

**52.** What information from the article is highlighted by the map?

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

