

# **English II**

**Administered March 2016**

**RELEASED**



# WRITING

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

*Byron wrote the following paper about a significant archaeological discovery. Read Byron's paper and think about the revisions he should make. Then answer the questions that follow.*

## **Lost City Discovered**

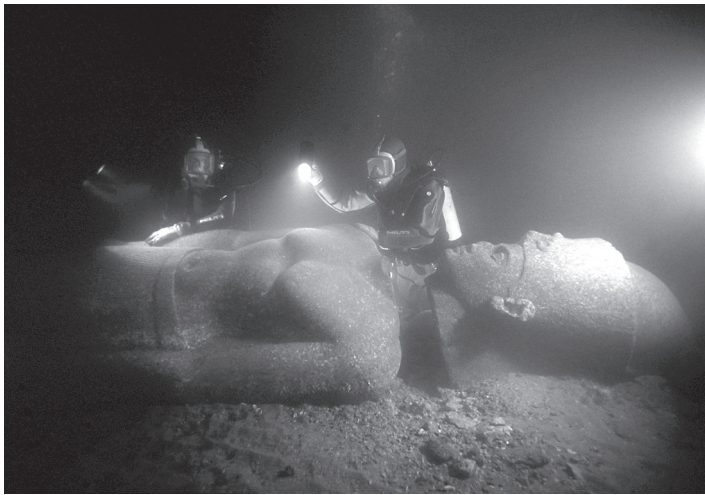
(1) There was once a grand city on the northeast coast of the Mediterranean Sea near Egypt. (2) Known as Thonis to the Egyptians and Heracleion to the Greeks, the metropolis was supposedly one of extraordinary wealth. (3) Some records indicate that Helen of Troy visited the area before the Trojan War. (4) Founded around 700 B.C., it thrived for centuries and then allegedly disappeared into the depths of the ocean. (5) However, because no trace of Thonis-Heracleion had ever been found, it became more of a legend than a reality.

(6) In 2000, French archaeologist Franck Goddio and a team of researchers were meticulously surveying an area in the Mediterranean near the Egyptian shore. (7) They hoped to find proof that the legendary city existed. (8) As divers sifted through layers of sand and mud, they discovered some extraordinarily well-preserved relics of an ancient city. (9) It was Thonis-Heracleion.

(10) In cooperation with the Egyptian Supreme Council of Antiquities, Goddio's team began to carefully survey and excavate the underwater city. (11) The artifacts they discovered revealed a city as grand as its legend. (12) At the center of the city stood a large temple, just as ancient historians had described. (13) A network of canals and channels stretched out from the temple. (14) Researchers believe that Thonis-Heracleion would have been the first stop for foreign merchants at the Egyptian border.

(15) Investigators also discovered three enormous, 16-foot statues lying on the seafloor. (16) One was identified as the Egyptian god Hapi. (17) The other two were thought to be a pharaoh and a goddess. (18) Hundreds of smaller statues and religious charms were found scattered on the seafloor. (19) Perfectly preserved and intact slabs of stone, engraved in both Egyptian and Greek, were also excavated from the site. (20) Writings on the stones confirmed that they had been placed at Thonis-Heracleion. (21) "The archaeological evidence is simply overwhelming,"

remarked Sir Barry Cunliffe, a professor at the University of Oxford. (22) Regarding the wealth of artifacts found, Cunliffe added, "By lying untouched and protected by sand on the seafloor for centuries, they are brilliantly preserved."



© Franck Goddio/Hilti Foundation, photos: Christoph Gerigk



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(23) Scientists aren't sure why Thonis-Heracleion disappeared into the water. (24) There's no certainty regarding this issue. (25) Some think that a rise in sea level combined with unstable sediment might have been the reason. (26) Others suggest that an earthquake was responsible. (27) Still others believe that it might have been a combination of these factors. (28) As the study of the site continues, researchers are learning more and more about this remarkable city and the period in which it thrived.

1 The meaning of sentence 4 is unclear. Byron can improve the clarity of this sentence by changing **it** to —

A the famous Trojans

**B** the magnificent city

C the extreme wealth

D the historical record

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2 Byron would like to add a sentence to the end of the first paragraph (sentences 1–5) to help transition into the ideas in the second paragraph (sentences 6–9). Which sentence can be added after sentence 5 to help accomplish this goal?

F It was difficult to say whether the ancient city was real or had just been a figment of someone’s imagination.

G But one day, as so often happens, everything changed, and it changed rapidly and excitingly and permanently.

H Because no one could definitively prove that it had ever existed, people had trouble believing that it actually had.

J Aside from the historical references mentioned above, Thonis-Heracleion was essentially forgotten—that is, until recently.

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3 Byron has offered a weak thesis for his paper. Which of the following could replace sentence 9 and provide a more effective thesis statement for this paper?

A Before long they realized that they had found the city of Thonis-Heracleion.

B In time they realized that they had actually found what was a very ancient city.

C At first no one knew exactly what had been discovered, but there was plenty of curiosity.

D In the end it just happened to be the place and the city of Thonis-Heracleion.

- 4** Which of these sentences could best follow sentence 13 and provide additional support for the main idea of the third paragraph (sentences 10–14)?
- F** In his research Goddio has collaborated with archaeologists, Egyptologists, historians, geologists, geophysicists, computer engineers, and others.
  - G** The remains of more than 60 ships, at least 700 ancient anchors, gold coins, and bronze, lead, and stone weights indicate that the city was a major trading port in the eastern Mediterranean.
  - H** The city was probably an important entry port for trade into Egypt before it sank into the Mediterranean Sea so many centuries ago.
  - J** Some accounts suggest that both Helen of Troy and her lover, Paris, were stranded on the island for a period of time as they hid from her Greek husband.
- 

- 5** Byron would like to close with a relevant quotation that reiterates the main idea of this paper. Which of these could follow sentence 28 and best accomplish this goal?
- A** Goddio writes, "I knew that I would never be able to undertake an exploration of this scope by myself, and so, in 1987, I founded the European Institute of Underwater Archaeology (IEASM), an independent organization supported by private patronage."
  - B** According to Damian Robinson, director of the Oxford Centre for Maritime Archaeology at the University of Oxford, "It is a major city we are excavating."
  - C** "We are just at the beginning of our research," Goddio remarked. "We will probably have to continue working for the next 200 years for Thonis-Heracleion to be fully revealed and understood."
  - D** "The statuettes allow us to examine their belief system and at the same time have wider economic implications," Oxford researcher Sanda Heinz commented. "These figures were mass-produced at a scale hitherto unmatched in previous periods."
- 

- 6** There is a redundant sentence in the last paragraph (sentences 23–28). Which sentence should be deleted from this paragraph?
- F** Sentence 24
  - G** Sentence 25
  - H** Sentence 26
  - J** Sentence 27

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

*Joe wrote the following paper to tell about his favorite hobby. Read Joe's paper and look for ways he should revise it. When you have finished reading, answer the questions that follow.*



## **Catching a Wave**

(1) On beaches around the world, from early in the morning to late at night, a familiar ritual occurs. (2) Board-toting swimmers head for the water, lie down on their fiberglass surfboards, and paddle far out into the ocean. (3) Once there, they wait patiently for the perfect wave. (4) As soon as it comes, they spring to their feet, balance themselves on their boards, and ride majestically to shore. (5) Then they repeat the trip over and over and over again. (6) Who are these wave riders? (7) They are surfers, and they would probably tell you that the sport isn't as easy as it looks. (8) Surfing requires certain materials, certain waves, and certain personality traits.

(9) Before people can begin riding the waves, they must gather the necessary equipment. (10) A surfboard, which can be selected from a wide range of weights and styles, is needed first. (11) Beginners usually get lighter, more buoyant boards, while experts choose heavier, more maneuverable boards. (12) Next comes surfboard wax, a substance that is rubbed on the board to make it easier to grip. (13) After that, a surfer may want to purchase a surfboard leash, a strap that connects the board to one of the surfer's ankles. (14) That way the board won't get



lost when the surfer falls off. (15) It takes a lot of practice to get really good at surfing and not fall off. (16) And finally, surfers who plan to swim in cold water will usually want to buy or rent a wetsuit to stay warm.



(17) Once surfers have the right equipment, they need to find a good place to surf. (18) Figuring out where the best waves are requires both knowledge and experience. (19) That's because wave conditions change with the tide and weather. (20) Some places, however, are known to be prime surfing spots. (21) These are called breaks, and when surfers find one, they paddle their surfboards out into it and the perfect wave for which they are patiently waiting. (22) Catching that wave at the right time is difficult. (23) If surfers try to get up on a wave too early, they'll fall backward. (24) If they catch the wave too late, it will knock them over. (25) But if they catch it at just the right time, they'll feel the wave lifting them up on top of the water.

(26) When surfers find the right location, balance, and timing, they get to the part of surfing that makes all the effort worthwhile: riding the wave. (27) After much practice they'll learn to stand up on their board, balance it expertly on the wave, and fly gracefully toward the beach.

(28) You might think that a person has to travel to some famous beach in Hawaii or California to enjoy the sport of surfing. (29) That's simply not the case. (30) With more than 500 miles of coastline, people in Texas are offered ample opportunity to surf right here in their home state. (31) And according to Duke Kahanamoku, the man credited for bringing the sport from Hawaii to the U.S. mainland, "The best surfer out there is the one having the most fun."

7 In sentence 5, the word ***trip*** is not the appropriate word to use. Which of the following should replace ***trip*** in this sentence?

- A standard
  - B process
  - C operation
  - D journey
- 

8 Joe would like to replace sentence 8 with a sentence that better articulates the thesis of his paper. Which of the following will accomplish this goal?

- F Surfing requires just the right equipment, careful observation of the waves, and the patience to perfect a difficult skill.
  - G Surfing certainly requires specific materials, identified waves, and various personality traits.
  - H Surfing requires people who are willing to think about the equipment, the waves, and their own personality traits.
  - J Surfing requires people who care about the materials used, waves seen, and variety of personality traits represented.
- 

9 Joe thinks he may have included an extraneous idea in the second paragraph (sentences 9–16). Which sentence, if any, should he delete from this paragraph?

- A Sentence 12
- B Sentence 13
- C Sentence 15
- D No sentence should be deleted from this paragraph.

**10** What is the most effective way to revise sentence 21?

- F** These are called breaks, and when surfers find one, they paddle their surfboards out into it and patiently wait for the perfect wave.
  - G** These are called breaks, and when surfers find one, they paddle their surfboards out into it because of the perfect wave they patiently wait for.
  - H** These are called breaks, and when surfers find one, they paddle their surfboards out into it, they patiently wait for the perfect wave.
  - J** Sentence 21 does not need to be revised.
- 

**11** What is the most effective way to revise sentence 30?

- A** With more than 500 miles of coastline, people in their home state are offered ample opportunity to surf right here in Texas.
- B** With more than 500 miles of coastline, Texas offers ample opportunity for people to surf right here in their home state.
- C** With more than 500 miles of coastline, there is ample opportunity for people to surf right here in their home state and in Texas.
- D** With more than 500 miles of coastline, ample opportunity is offered for people in Texas to surf right here in their home state.

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

*Nicole wrote the following paper in response to a class assignment. Read Nicole's paper and look for any corrections she should make. Then answer the questions that follow.*

## **A Different Kind of Princess**

(1) Like many teenage girls, I had been anticipating my first homecoming dance since elementary school. (2) I had imagined my dress, my flowers, and, of course, my date, dressed in formal wear and ready to carry me off for an evening of dancing and fun. (3) The real-life experience turned out completely different from what I had pictured, although better in a strange sort of way.

(4) As I watched friends find dates for homecoming, I was initially a little discouraged, it looked as though my first homecoming dance would be missing a key character. (5) It seemed that no one was inclined to ask me. (6) But I soon discovered that I wasn't the only kid in school without a date to homecoming. (7) I decided that I wasn't going to allow the situation to ruin my chance of enjoying a traditional High School experience.

(8) So several of my dateless friends and me banded together and decided to go as a big group. (9) My older sister, who's a hair stylist at a local salon, volunteered to help each girl with her hair. (10) She even rounded up a friend to do manicures and pedicures. (11) We girls had an awesome "spa day" with lot's of laughs but none of the pre-date jitters. (12) Before leaving for the evening, I caught a glimpse of myself in a mirror. (13) I noticed a sparkle in my eyes, and I felt absolutely gorgeous.

(14) We met the male members of our group for a delicious dinner at a nice restaurant and then arrived at the dance just after it started. (15) We were soon on the dance floor—alone at times, in pairs at other times, and as one large group by the end. (16) When I had imagined going to the homecoming dance as a little girl, I had pictured a Cinderella night of dancing with Prince Charming. (17) The actual

experience turned out to be a lot more fun than that. (18) I didn't have to stick with one specific person, I was free to mingle and dance with anyone I wanted to! (19) I probably could have figured out a way to bring a date to the dance, but now I'm glad I didn't.



(20) My first homecoming experience taught me an important life lesson.  
(21) I don't always have to do things in a conventional way. (22) I can find my own way to have an unforgettably good time.

**12** What is the correct way to write sentence 4?

- F** As I watched friends find dates for homecoming, I was initially a little discouraged. Because it looked as though my first homecoming dance would be missing a key character.
  - G** As I watched friends find dates for homecoming, I was initially a little discouraged. It looked as though my first homecoming dance would be missing a key character.
  - H** As I watched friends find dates for homecoming. I was initially a little discouraged because it looked as though my first homecoming dance would be missing a key character.
  - J** Sentence 4 is written correctly.
- 

**13** What change, if any, should be made in sentence 7?

- A** Change **that** to **something**
  - B** Change **situation** to **sitaution**
  - C** Change **High School** to **high school**
  - D** Make no change
- 

**14** What change should be made in sentence 8?

- F** Change **me** to **I**
- G** Insert a comma after **together**
- H** Change **decided** to **decide**
- J** No change should be made.

- 15** What change needs to be made in sentence 11?
- A** Change ***We girls*** to **Us girls**
  - B** Change ***lot's*** to **lots**
  - C** Change ***but none*** to **but without none**
  - D** No change needs to be made in this sentence.
- 

- 16** What change, if any, should be made in sentence 18?
- F** Change ***one specific*** to **no specific**
  - G** Change the comma to a semicolon
  - H** Insert a comma after ***mingle***
  - J** Make no change

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

*A teenage hero's courage inspired Wendy to write this paper. This is Wendy's first draft, and she would like you to proofread it before she turns in the final copy. As you read the paper, look for any corrections Wendy should make. Then answer the questions that follow.*



Malala Yousafzai Addressing  
the United Nations

## Malala Speaks Out

(1) "We have too much homework! (2) Classes start too early!" (3) Have you heard teenagers express these sentiments or uttered some of it yourself? (4) Students often complain about the daily grind of public school. (5) They seldom consider how fortunate they are to have free, easily accessible educational opportunities. (6) Whenever you feel frustrated by hard classes or irritated by homework, you should think about those who are denied the benefits of formal schooling. (7) You should remember Malala Yousafzai, a girl who put her life on the line for an education.

(8) Malala was born in Pakistan on July 12, 1997. (9) Raised in a family that highly valued education, she attended a school that her father owned. (10) As Malala was growing up, a group known as the Taliban gained political power in the region where she lived. (11) The Taliban instituted harsh social policies often



inforced by terrorist acts. (12) Their radical views included the belief that women should be kept from all aspects of public life. (13) In January 2009 the Taliban proclaimed that no girl could attend school. (14) Malala and other girls defied this decree, continuing to go to class and study for tests. (15) The 11-year-old also began writing a diary. (16) Which detailed what was happening in her region of Pakistan. (17) The British Broadcasting Corporation soon learned about the diary and helped Malala turn it into an online blog.

(18) As Malala's campaign for girls' education gained global recognition, some members of the Taliban began to see the schoolgirl as a menace. (19) When her father lobbied against the militant group despite receiving death threats, his courage inspired Malala. (20) Although she had always wanted to become a doctor, she decided to focus on politics instead. (21) She wanted to help right societies wrongs, especially the denial of a woman's right to an education. (22) By April 2012 she had organized the Malala Education Foundation, a program aimed at sending poor Pakistani girls to school.

(23) As Malala's voice grew louder, the Taliban grew angrier. (24) Because the group couldn't silence the schoolgirl, who was now 15, its members took drastic and horrible action. (25) On October 9, 2012, terrorists stormed the bus Malala and her friends were riding to school. (26) "Which one of you is Malala?" they demanded. (27) When Malala identified herself to protect the other girls on the bus, one of the gunmen shot her. (28) Fortunately, she recovered, and during her long hospital stay, she continued her campaign.

(29) Malala's story made headlines, and the Taliban's actions shocked the world. (30) The group had hoped to silence Malala but instead amplified her message and created a global hero. (31) In 2013 she became the youngest person ever to be nominated for the Nobel Peace Prize.

(32) On July 12, 2013, which was declared Malala Day by the United Nations, she appeared before the international body, calling for free education for all children. (33) The words of the young girl, spoken on her 16th birthday, will ring loudly among those of history's bravest heroes. (34) "I am the same Malala," she declared. (35) "My ambitions are the same, my hopes are the same, and my dreams are the same." (36) As her fight continues, Malala Yousafzai reminds world leaders "So let

us wage a global struggle against illiteracy, poverty, and terrorism, and let us pick up our books and pens. (37) They are our most powerful weapons.”

**17** What change should be made in sentence 3?

- A** Change *teenagers* to *teenager's*
  - B** Change *sentiments* to *sentaments*
  - C** Change *it* to *them*
  - D** No change should be made.
- 

**18** How should sentence 11 be changed?

- F** Change *instituted* to *instituting*
  - G** Change *policies* to *policy's*
  - H** Change *inforced* to *enforced*
  - J** Sentence 11 should not be changed.
- 

**19** What is the correct way to write sentences 15 and 16?

- A** The 11-year-old also began writing a diary it detailed what was happening in her region of Pakistan.
- B** The 11-year-old also began writing a diary. With details about what was happening in her region of Pakistan.
- C** The 11-year-old also began writing a diary that detailed what was happening in her region of Pakistan.
- D** The sentences are written correctly in the paper.

**20** What change should be made in sentence 21?

- F** Change **societies** to **society's**
  - G** Delete the comma
  - H** Change **woman's** to **womans'**
  - J** No change should be made in sentence 21.
- 

**21** What change needs to be made in sentence 30?

- A** Insert a comma after **Malala**
  - B** Change **amplified** to **amplified**
  - C** Change **global hero** to **Global Hero**
  - D** No change needs to be made in this sentence.
- 

**22** What change should be made in sentence 36?

- F** Change **reminds** to **remind's**
- G** Insert a comma after **leaders**
- H** Change **illiteracy** to **ilitteracy**
- J** Insert quotation marks at the end of the sentence

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS ON THE ANSWER DOCUMENT.
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## **WRITTEN COMPOSITION: Persuasive**

Read the following quotation.

A newspaper columnist once wrote, "Maturity has more to do with what types of experiences you've had, and what you've learned from them, and less to do with how many birthdays you've celebrated."

Is it necessary to have lived a certain number of years to be considered mature? Think carefully about this question.

Write an essay stating your opinion on whether maturity is dependent on a person's age.

Be sure to —

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

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

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

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# READING

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

## *from* **A Train Trip**

*by Ernest Hemingway*

*In the short story "A Train Trip," Jimmy and his father leave their cabin and take a long train trip. In this excerpt, they prepare for their journey.*

1 "I'm all ready."

2 "Where are we going?"

3 "We're going a long way."

4 "Where to?"

5 "Canada."

6 "We'll go there too," he said. We went out to the kitchen. All the shutters were closed and there was a lamp on the table. In the middle of the room was a suitcase, a duffel bag, and two rucksacks. "Sit down at the table," my father said. He brought the frying pan and the coffee pot from the stove and sat down beside me and we ate ham and eggs and drank coffee with condensed cream in it.

7 "Eat all you can."

8 "I'm full."

9 "Eat that other egg." He lifted the egg that was left in the pan with the pancake turner and put it on my plate. The edges were crisped from the bacon fat. I ate it and looked around the kitchen. If I was going away I wanted to remember it and say good-bye. In the corner the stove was rusty and half the lid was broken off the hot water reservoir. Above the stove there was a wooden-handled dish mop stuck in the edge of one of the rafters. My father threw it at a bat one evening. He left it there to remind him to get a new one and afterwards I think to remind him of the bat. I caught the bat in the landing net and kept him in a box with a screen over it for a while. He had tiny eyes and tiny teeth and he kept himself folded in the box. We let him loose down on the shore of the lake in the dark and he flew out over the lake, flying very lightly and with flutters and flew down close over the water and then high and turned and flew over us and back into the trees in the dark. There were two kitchen tables, one that we ate on and one we did dishes on. They were both covered with oilcloth. There was a tin bucket for carrying lake water to fill the reservoir and a granite bucket for well water. There was a roller towel on the pantry door and dish towels on a rack over the stove. The broom was in the corner. The wood box was half full and all the pans were hanging against the wall.

10 I looked all around the kitchen to remember it and I was awfully fond of it.

- 11 "Well," said my father. "Do you think you'll remember it?"
- 12 "I think so."
- 13 "And what will you remember?"
- 14 "All the fun we've had."
- 15 "Not just filling the wood box and hauling water?"
- 16 "That's not hard."
- 17 "No," he said. "That's not hard. Aren't you sorry to go away?"
- 18 "Not if we're going to Canada."
- 19 "We won't stay there."
- 20 "Won't we stay there a while?"
- 21 "Not very long."
- 22 "Where do we go then?"
- 23 "We'll see."
- 24 "I don't care where we go," I said.
- 25 "That's good," he said. "Now you go outdoors and climb up on the ladder and put the bucket on the chimney and I'll lock up."
- 26 I went outside. It was still dark but along the edge of the hills it was lightening. The ladder was leaning against the roof and I found the old berry pail beside the woodshed and climbed the ladder. The leather soles of my shoes felt insecure and slippery on the rungs. I put the bucket over the top of the stove pipe to keep out the rain and to keep squirrels and chipmunks from climbing in. From the roof I looked down through the trees to the lake. Looking down on the other side was the woodshed roof, the fence and the hills. It was lighter than when I started to climb the ladder and it was cold and very early in the morning. I looked at the trees and the lake again to remember them and all around; at the hills in back and the woods off on the other side of the house and down again at the woodshed roof and I loved them all very much, the woodshed and the fence and the hills and the woods and I wished we were just going on a fishing trip and not going away. I heard the door shut and my father put all the bags out on the ground. Then he locked the door. I started down the ladder.
- 27 "Jimmy," my father said.
- 28 "Yes."
- 29 "How is it up there on the roof?"
- 30 "I'm coming down."

- 31        "Go on up. I'm coming up a minute," he said and climbed up very slowly and carefully. He looked all around the way I had done. "I don't want to go either," he said.
- 32        "Why do we have to go?"
- 33        "I don't know," he said. "But we do."

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# from Wild

by Cheryl Strayed

- 1 I am technically fifteen days older than the Pacific Crest Trail. I was born in 1968, on September 17, and the trail was officially designated by an act of Congress on October 2 of that same year. The trail existed in various forms long before that—sections of it having been forged and pieced together since the 1930s, when a band of hikers and wilderness enthusiasts first took interest in creating a Mexico-to-Canada trail—but it wasn't until 1968 that the PCT was designated and not until 1993 that it was complete. It was officially dedicated almost exactly two years before I woke that first morning among the Joshua trees that had stabbed me. The trail didn't feel two years old to me. It didn't even feel like it was about my age. It felt ancient. Knowing. Utterly and profoundly indifferent to me.
- 2 I woke at dawn but couldn't bring myself to so much as sit up for an hour, lingering instead in my sleeping bag while reading my guidebook, still drowsy, though I'd slept for twelve hours—or at least I'd been reclining that long. The wind had awakened me repeatedly throughout the night, smacking against my tent in great bursts, sometimes hard enough so the walls whipped up against my head. It died down a few hours before dawn, but then it was something else that woke me: the silence. The irrefutable proof that I was out here in the great alone.
- 3 I crawled out of my tent and stood slowly, my muscles stiff from yesterday's hike, my bare feet tender on the rocky dirt. I still wasn't hungry, but I forced myself to eat breakfast, scooping two spoonfuls of a powdered soy substance called Better Than Milk into one of my pots and stirring water into it before adding granola. It didn't taste better than milk to me. Or worse. It didn't taste like anything. I might as well have been eating grass. My taste buds had seemingly gone numb. I continued to press the spoon into my mouth anyway. I'd need the nutrition for the long day ahead. I drank the last of the water in my bottles and awkwardly refilled them from my dromedary bag, which flopped heavily in my hands. According to *The Pacific Crest Trail, Volume I: California*, I was thirteen miles away from my first water source: Golden Oak Springs, which, in spite of yesterday's poor showing, I expected to reach by day's end.
- 4 I loaded my pack the way I had the day before in the motel, cramming and wedging things in until nothing more would fit, then attaching the rest by bungee cords to the outside. It took me an hour to break camp and set off. Almost immediately I stepped over a small pile of scat on the trail, a few feet from where I'd been sleeping. It was black as tar. A coyote, I hoped. Or was it a mountain lion? I searched the dirt for tracks, but saw none. I scanned the landscape, ready to see a large feline face among the sagebrush and rocks.
- 5 I began to walk, feeling experienced in a way I hadn't the day before, less cautious with each step in spite of the scat, stronger beneath my pack. That strength crumbled within fifteen minutes, as I ascended and then ascended

some more, pushing into the rocky mountains, walking switchback after switchback. My pack's frame creaked behind me with each step, straining from the weight. The muscles of my upper back and shoulders were bound in tense, hot knots. Every so often, I stopped and bent over to brace my hands against my knees and shift the pack's weight off my shoulders for a moment of relief before staggering on.

- 6 By noon I was up over 6,000 feet and the air had cooled, the sun suddenly disappearing behind clouds. Yesterday it had been hot in the desert, but now I shivered as I ate my lunch of a protein bar and dried apricots, my sweat-drenched T-shirt growing cold on my back. I dug the fleece jacket out of my clothing bag and put it on. Afterwards, I lay down on my tarp to rest for a few minutes and, without meaning to, fell asleep.
- 7 I woke to raindrops falling on my face and looked at my watch. I'd slept for nearly two hours. I hadn't dreamed of anything, hadn't had any awareness that I'd been sleeping at all, as if instead someone had come up behind me and knocked me unconscious with a rock. When I sat up I saw that I was engulfed in a cloud, the mist so impenetrable I couldn't see beyond a few feet. I cinched on my pack and continued hiking through the light rain, though my whole body felt as if it were pushing through deep water with each step. I bunched up my T-shirt and shorts to cushion the spots on my hips and back and shoulders that were being rubbed raw by my pack, but that only made it worse.
- 8 I continued up, into the late afternoon and evening, unable to see anything except what was immediately before me. I wasn't thinking of snakes, as I'd been the day before. I wasn't thinking, *I'm hiking on the Pacific Crest Trail*. I wasn't even thinking, *What have I gotten myself into?* I was thinking only of moving myself forward. My mind was a crystal vase that contained only that one desire. My body was its opposite: a bag of broken glass. Every time I moved, it hurt. I counted my steps to take my mind off the pain, silently ticking the numbers off in my head to one hundred before starting over again. The blocks of numbers made the walk slightly more bearable, as if I only had to go to the end of each one.
- 9 As I ascended, I realized I didn't understand what a mountain was, or even if I was hiking up one mountain or a series of them glommed together. I'd not grown up around mountains. I'd walked on a few, but only on well-trod paths on day hikes. They'd seemed to be nothing more than really big hills. But they were not that. They were, I now realized, layered and complex, inexplicable and analogous to nothing. Each time I reached the place that I thought was the top of the mountain or the series of mountains glommed together, I was wrong. There was still more *up* to go, even if first there was a tiny slope that went tantalizingly down. So up I went until I reached what really was the top. I knew it was the top because there was snow. Not on the ground, but falling from the sky, in thin flakes that swirled in mad patterns, pushed by the wind.
- 10 I hadn't expected it to rain in the desert, and I certainly hadn't expected it to snow. As with the mountains, there'd been no deserts where I grew up, and though I'd gone on day hikes in a couple of them, I didn't really understand what deserts were. I'd taken them to be dry, hot, and sandy places full of

snakes, scorpions, and cactuses. They were not that. They were that and also a bunch of other things. They were layered and complex and inexplicable and analogous to nothing. My new existence was beyond analogy, I realized on that second day on the trail.

11 I was in entirely new terrain.

Excerpt from WILD: FROM LOST TO FOUND ON THE PACIFIC CREST TRAIL by Cheryl Strayed, copyright © 2012 by Cheryl Strayed. Used by permission of Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Random House LLC. All rights reserved.

**Use “A Train Trip” (pp. 26–28) to answer questions 23–28. Then fill in the answers on your answer document.**

**23** What detail is left unresolved at the end of the selection?

- A** Whether the cabin will be secured after Jimmy and his father leave
  - B** Whether Jimmy can fully accept his father’s authority
  - C** Jimmy’s feelings about leaving the cabin
  - D** The final destination for Jimmy and his father
- 

**24** The author most likely includes the anecdote about the bat in paragraph 9 to develop the theme of —

- F** protecting the natural environment
  - G** showing respect for the older generation
  - H** cherishing particular memories
  - J** gaining personal freedom
- 

**25** Read this sentence from paragraph 26.

*The leather soles of my shoes felt insecure and slippery on the rungs.*

The author’s use of the first-person point of view —

- A** reveals Jimmy’s youthful idealism
- B** shows Jimmy’s fearless determination
- C** helps the reader understand that Jimmy is unreliable
- D** allows the reader to identify with Jimmy’s vulnerability



**26** What is Jimmy's primary dilemma?

- F** He must choose between being obedient to his father and being true to himself.
  - G** He must reconcile the difference between his father's cynical worldview and his own beliefs.
  - H** He must accept that he has to leave the cabin despite his strong desire to stay.
  - J** He must resolve his conflicted feelings about what will happen after he leaves the cabin.
- 

**27** Read the dialogue in paragraphs 11 through 24. When considered with this dialogue, which sentence reveals that Jimmy is hiding his true feelings from his father?

- A** *I wished we were just going on a fishing trip and not going away.*
  - B** *I looked all around the kitchen to remember it and I was awfully fond of it.*
  - C** *It was still dark but along the edge of the hills it was lightening.*
  - D** *It was lighter than when I started to climb the ladder and it was cold and very early in the morning.*
- 

**28** In paragraph 9, the description of the kitchen serves to —

- F** emphasize the unpleasantness of Jimmy's living conditions
- G** reveal Jimmy's strong emotional attachment to the cabin
- H** show that Jimmy feels lonely in this remote setting
- J** imply that Jimmy hopes his circumstances are improving

Use *Wild* (pp. 29–31) to answer questions 29–34. Then fill in the answers on your answer document.

29 Read the following dictionary entry.

**tender** \ˈten-dər\ *adj*  
1. showing gentleness and concern or sympathy 2. sensitive to pain  
3. young, immature, and vulnerable 4. requiring tact or careful handling

Which definition best matches the use of the word *tender* in paragraph 3?

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

---

30 In paragraph 8, the author uses glass as a metaphor to show her —

- F intense anger
- G deep personal regret
- H vision problems
- J extreme physical agony

**31** In paragraph 4, the author's attitude about being near wildlife is —

- A** terrified
  - B** pleased
  - C** cautious
  - D** irritated
- 

**32** In which quotation does the author use descriptive language to show her unexpected awe?

- F** *I crawled out of my tent and stood slowly, my muscles stiff from yesterday's hike, my bare feet tender on the rocky dirt.*
- G** *My pack's frame creaked behind me with each step, straining from the weight. The muscles of my upper back and shoulders were bound in tense, hot knots.*
- H** *I knew it was the top because there was snow. Not on the ground, but falling from the sky, in thin flakes that swirled in mad patterns, pushed by the wind.*
- J** *By noon I was up over 6,000 feet and the air had cooled, the sun suddenly disappearing behind clouds.*

**33** Paragraph 10 builds upon the theme of —

- A** discovering how close humans are to nature
  - B** rejecting modernity for a simpler way of living
  - C** finding a sanctuary from society by retreating into nature
  - D** gaining a new perspective by undergoing a challenging experience
- 

**34** In paragraph 1, the author details the history of the Pacific Crest Trail to —

- F** show the sacrifices that were necessary to complete the trail
- G** imply that it took an unreasonable amount of time to create the trail
- H** contrast how new the completed trail is with how old it feels to her
- J** emphasize that the trail's history is not as interesting to her as the trail itself is

Use “A Train Trip” and *Wild* to answer questions 35–38. Then fill in the answers on your answer document.

35 Read these quotations from the two selections.

**A Train Trip**

*“And what will you remember?”  
“All the fun we’ve had.”  
“Not just filling the wood box and  
hauling water?”  
“That’s not hard.”  
“No,” he said. “That’s not hard. Aren’t  
you sorry to go away?”  
“Not if we’re going to Canada.”*

**Wild**

*I began to walk, feeling experienced  
in a way I hadn’t the day before, less  
cautious with each step in spite of the  
scat, stronger beneath my pack.*

In both quotations, the narrators display —

- A** optimism
- B** a need for approval
- C** a lack of self-worth
- D** self-doubt

---

36 What do the narrators of both selections have in common?

- F** They both show signs of being physically exhausted.
- G** They both exhibit some reluctance to proceed on a journey.
- H** They both experience deep feelings of regret.
- J** They both test the limits of their endurance.

**37** In both selections, food is described as something —

- A** the narrators consume out of necessity
  - B** the narrators find completely unappealing
  - C** that represents love and caring
  - D** that is in limited supply
- 

**38** Although the authors of the selections write in different styles, both of them make use of —

- F** short sentences
- G** occasional dialogue
- H** third-person narration
- J** vivid descriptions

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

**SHORT ANSWER #1**

**DIRECTIONS**

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

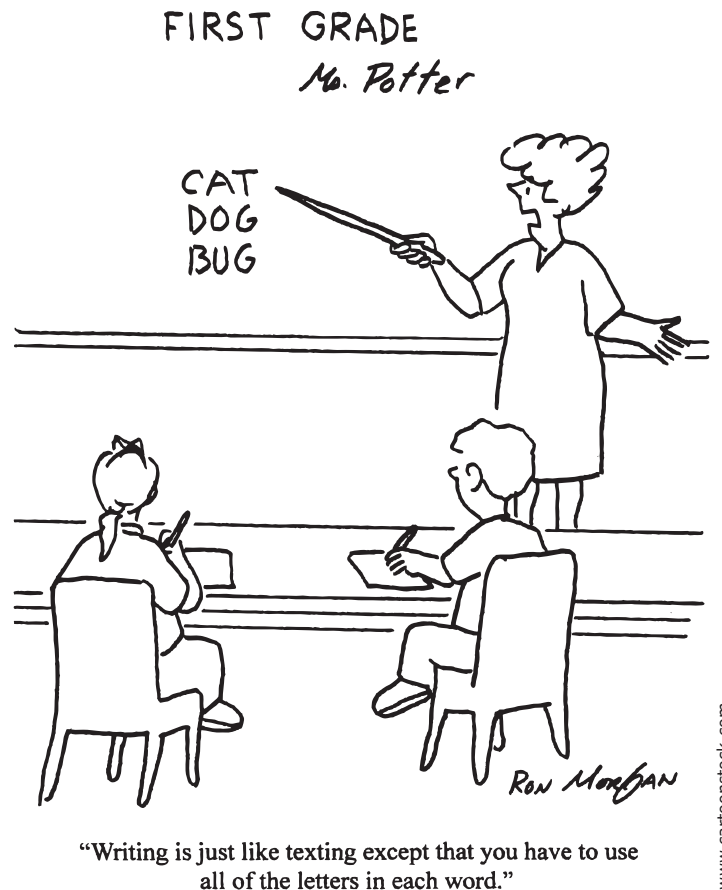
In the excerpts from “A Train Trip” and *Wild*, how do the narrators feel about their journeys? Explain your answer and support it with evidence from **both** selections.

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

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

# Is Texting Killing the English Language?

by John McWhorter  
TIME magazine  
April 25, 2013



- 1 Texting has long been bemoaned as the downfall of the written word, “penmanship for illiterates,” as one critic called it. To which the proper response is LOL. Texting properly isn’t writing at all—it’s actually more akin to spoken language. And it’s a “spoken” language that is getting richer and more complex by the year.
- 2 First, some historical perspective. Writing was only invented 5,500 years ago, whereas language probably traces back at least 80,000 years. Thus talking came first; writing is just an artifice that came along later. As such, the first writing was based on the way people talk, with short sentences. However, while talk is largely subconscious and rapid, writing is deliberate and slow. Over time, writers took advantage of this and started crafting tapeworm sentences such as this one, from *The Decline and Fall of the Roman Empire*: “The whole engagement lasted above 12 hours, till the gradual retreat of the Persians was changed into a disorderly flight, of which the shameful example was given by the principal leaders and the Surenas himself.”



- 3 No one talks like that casually—or should. But it is natural to desire to do so for special occasions, and that’s what oratory is, like the grand-old kinds of speeches that William Jennings Bryan delivered. In the old days, we didn’t much write like talking because there was no mechanism to reproduce the speed of conversation. But texting and instant messaging do—and a revolution has begun. It involves the brute mechanics of writing, but in its economy, spontaneity and even vulgarity, texting is actually a new kind of talking. There is a virtual cult of concision and little interest in capitalization or punctuation. The argument that texting is “poor writing” is analogous, then, to one that the Rolling Stones is “bad music” because it doesn’t use violas.
- 4 Texting is developing its own kind of grammar. Take *LOL*. It doesn’t actually mean “laughing out loud” in a literal sense anymore. *LOL* has evolved into something much subtler and sophisticated and is used even when nothing is remotely amusing. Jocelyn texts “Where have you been?” and Annabelle texts back “LOL at the library studying for two hours.” *LOL* signals basic empathy between texters, easing tension and creating a sense of equality. Instead of having a literal meaning, it does something—conveying an attitude—just like the *-ed* ending conveys past tense rather than “meaning” anything. *LOL*, of all things, is grammar.
- 5 Of course no one thinks about that consciously. But then most of communication operates below the radar. Over time, the meaning of a word or an expression drifts—*meat* used to mean any kind of food, *silly* used to mean, believe it or not, blessed.
- 6 Civilization, then, is fine—people banging away on their smartphones are fluently using a code separate from the one they use in actual writing, and there is no evidence that texting is ruining composition skills. Worldwide people speak differently from the way they write, and texting—quick, casual and only intended to be read once—is actually a way of talking with your fingers.
- 7 All indications are that America’s youth are doing it quite well. Texting, far from being a scourge, is a work in progress.

“Is Texting Killing the English Language?” by John McWhorter, *TIME*, April 25, 2013. Adapted from McWhorter’s talk at TED 2013. Used by permission of the author.

## Teen Texting

Love it or hate it, texting is here to stay. A 2012 survey by the Pew Research Center found that:

- about 75% of teens text, and about 23% of teens have smartphones
- about 63% of teens text family and friends every day, which is a far greater percentage than those who communicate daily by phone, e-mail, or face-to-face conversation
- teens identified as heavy texters, or those who send more than 100 texts per day, are also more likely to talk on their cell phone daily

So what do English teachers think about all this teen texting? Some have tried to turn it to their advantage by incorporating activities such as having students translate literary passages into text messages as a way of demonstrating comprehension.

**39** In paragraphs 6 and 7, the author makes generalizations to suggest that texting —

- A** does not require skill
  - B** causes no harm
  - C** helps build relationships
  - D** should be studied more
- 

**40** In paragraph 3, the author presents a concept. In the next paragraph, the author —

- F** shows how the concept is flawed
  - G** provides reasons why people are skeptical of the concept
  - H** shows how similar the concept is to other concepts
  - J** provides an example that supports the concept
- 

**41** According to the article, what happens to language over time?

- A** Formal writing and spoken language become more similar.
- B** Sentence constructions no longer follow specific rules.
- C** Words develop new definitions.
- D** Spoken language becomes more literal.

**42** Which sentence best expresses the article’s main idea?

- F** *No one talks like that casually—or should.*
  - G** *Texting has long been bemoaned as the downfall of the written word, “penmanship for illiterates,” as one critic called it.*
  - H** *Of course no one thinks about that consciously.*
  - J** *Texting, far from being a scourge, is a work in progress.*
- 

**43** What is the overall message of the boxed information about teen texting?

- A** Teachers are concerned about teen texting.
- B** Teens text on a frequent basis.
- C** Teens prefer texting to other activities.
- D** Texting is interfering with face-to-face interaction among teens.

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

## Hot Bread Kitchen

by Gabbi Chee

Southwest Airlines Spirit Magazine

July 2012



Hot Bread Kitchen's Retail Space in La Marqueta, East Harlem

- 1 At all hours of the day, white-aproned bakers bustle about the cement floor of Hot Bread Kitchen, tossing flour across butcher-block tables, loading metal trays with bulging, hand-shaped loaves, and shifting steaming, fresh bread to cooling racks. The only bodies at rest in this New York City bakery are pans of rising loaves, waiting to be hoisted into the oven. The skilled bakers turn out an eclectic array—around 25 varieties ranging from classic French baguettes to crisp Armenian lavash crackers—which they sell at farmers' markets and gourmet stores across the five boroughs. But Hot Bread Kitchen is more than an artisanal bakery: It's a nonprofit designed to give foreign-born women and minority entrepreneurs the skills and support they need to establish careers in the culinary arts. Overseeing daily operation of the place—and often rolling up her own shirtsleeves to pitch in—is 35-year-old founder and CEO Jessamyn Rodriguez.
- 2 By blending her lifelong passion for social justice and great food, Rodriguez says she has created her dream job. The idea for Hot Bread Kitchen came to her in a slip of the tongue. "I interviewed at a microfinance organization called Women's World Banking," she says. "I was telling a friend about the job, and he heard Women's World Baking." The image of women from around the globe baking bread together remained firmly engrained in her mind for the next decade. And while Rodriguez pursued her career in public service (which included stints with

the Canadian government and the United Nations), that mental picture slowly fermented into reality. She moonlighted at a bakery and earned a master baker certificate. Then, in 2008, she took the leap. "I quit my job and put it all into Hot Bread Kitchen," she says.

- 3 Rodriguez launched the bakery in the small Brooklyn apartment she shared with roommates, hiring two immigrant women as her first bakers. "I was definitely forging new ground, and we faced a lot of skeptics," she says of those early days. "But for every person who questioned it, there were five people who were interested in supporting us." Today, Hot Bread Kitchen employs a staff of 35 and occupies a nearly 5,000-square-foot space (part of which it rents out to entrepreneurs looking to grow their small food businesses) in La Marqueta, a public market in East Harlem.



Staff of Hot Bread Kitchen

© Rebecca McAlpin

- 4 The women who bake and package Hot Bread Kitchen's offerings range in age from 21 to 60. Hailing from lands such as Chad, Haiti, Nepal, and the Dominican Republic, some have lived in the U.S. for as little as a year. Others, including production manager Antonia Garcia, who is originally from Puebla, Mexico, have called America home for more than a decade. These women's diverse homelands are reflected in many of the bakery's products, like heritage tortillas and the wildly popular m'smen, a buttery Moroccan flatbread.
- 5 Since its humble beginnings, Hot Bread Kitchen has trained 27 women from 12 countries. They receive paid, on-the-job experience, as well as courses in kitchen math, bakery sciences, and English as part of a yearlong training program funded by product sales and charitable donations. Several graduates have been promoted to managerial positions at the bakery, where they now supervise incoming trainees. Two have baked at chef Daniel Boulud's three-Michelin-starred restaurant, Daniel.<sup>1</sup>

<sup>1</sup>Michelin issues awards for excellence to restaurants, with three stars being the highest rating.

- 6 The program has far surpassed Rodriguez’s original hopes. “We’ve grown faster than I ever expected,” she says. Hot Bread Kitchen is set to open its very own storefront at La Marqueta this month. But the bakery isn’t finished rising: Rodriguez has plans to expand her organization to five other U.S. cities. “It’s been a lot of hard work,” she says. “Hard work balanced with the most satisfying, amazing moments.”

“Hot Bread Kitchen” by Gabbi Chee, Spirit Magazine, July 2012. Reprinted by permission.

**44** Which phrase has the same meaning as the word *moonlighted* in paragraph 2?

- F** Went back to school
  - G** Started a new career
  - H** Worked a second job
  - J** Pursued a lifelong dream
- 

**45** Which detail best supports the idea that the mission of Hot Bread Kitchen has public support?

- A** Rodriguez had to move the business from her apartment to La Marqueta.
  - B** Charitable contributions help fund the bakery's training program.
  - C** Entrepreneurs rent space from the bakery to run their businesses.
  - D** Some of the bakery's former trainees now hold managerial positions.
- 

**46** Read this sentence from paragraph 1.

*At all hours of the day, white-aproned bakers bustle about the cement floor of Hot Bread Kitchen, tossing flour across butcher-block tables, loading metal trays with bulging, hand-shaped loaves, and shifting steaming, fresh bread to cooling racks.*

The descriptive language in this sentence emphasizes the —

- F** constant activity of skilled workers
- G** complicated process of making fresh baked goods
- H** many different types of equipment used in bakeries
- J** difficult working conditions of bakery employees



**47** The author establishes the cultural diversity of Hot Bread Kitchen by describing —

- A** the bakery's development since 2008
  - B** the backgrounds of the employees
  - C** the courses offered to employees
  - D** the bakery's location at La Marqueta
- 

**48** What is the main idea of the article?

- F** Jessamyn Rodriguez's bakery, Hot Bread Kitchen, is a successful nonprofit business that provides professional opportunities for immigrant women.
- G** The hardworking women at Hot Bread Kitchen have helped it grow from a small nonprofit organization into a large, successful business that will expand into several cities.
- H** Jessamyn Rodriguez created her dream job when she established Hot Bread Kitchen after a long career in public service.
- J** The products of Hot Bread Kitchen, which include many different types of bread, reflect the diverse backgrounds of its employees.

**49** Which sentence best supports Rodriguez’s claim that running Hot Bread Kitchen has been hard work?

- A** *Overseeing daily operation of the place—and often rolling up her own shirtsleeves to pitch in—is 35-year-old founder and CEO Jessamyn Rodriguez.*
  - B** *Rodriguez launched the bakery in the small Brooklyn apartment she shared with roommates, hiring two immigrant women as her first bakers.*
  - C** *And while Rodriguez pursued her career in public service (which included stints with the Canadian government and the United Nations), that mental picture slowly fermented into reality.*
  - D** *By blending her lifelong passion for social justice and great food, Rodriguez says she has created her dream job.*
- 

**50** What does the photograph of the retail space emphasize?

- F** The large size of the area where goods are sold
- G** How the employees are trained
- H** The friendliness of the service provided
- J** How expensive the goods are

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

## SHORT ANSWER #2

### DIRECTIONS

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

In "Hot Bread Kitchen," how does Jessamyn Rodriguez benefit from her work at the bakery? Support your answer with evidence from the selection.

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



**STAAR**  
**English II**  
**March 2016**

