

ENGLISH

COMMON CORE EDITION

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June 2019

Part 1

Multiple-Choice Questions

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple choice questions. Select the best suggested answer to each question and record your answer in the space provided. You may use the margins to take notes as you read.

Reading Comprehension Passage A

- When Marvin was ten years old, his father took him through the long, echoing corridors that led up through Administration and Power, until at last they came to the uppermost levels of all and were among the swiftly growing vegetation of the Farmlands. Marvin liked it here: it was fun watching the great, slender plants creeping with almost visible eagerness towards the sunlight as it filtered down through the plastic domes to meet them. The smell of life was everywhere, awakening inexpressible longings in his heart: no longer was he breathing the dry, cool air of the residential levels, purged of all smells but the faint tang of ozone. He wished he could stay here for a little while, but Father would not let him. They went onwards until they had reached the entrance to the Observatory, which he had never visited: but they did not stop, and Marvin knew with a sense of rising excitement that there could be only one goal left. For the first time in his life, he was going Outside.¹
- There were a dozen of the surface vehicles, with their wide balloon tyres [tires] and pressurized cabins, in the great servicing chamber. His father must have been expected, for they were led at once to the little scout car waiting by the huge circular door of the airlock. Tense with expectancy, Marvin settled himself down in the cramped cabin while his father started the motor and checked the controls. The inner door of the lock slid open and then closed behind them: he heard the roar of the great air-pumps fade slowly away as the pressure dropped to zero. Then the ‘Vacuum’ sign flashed on, the outer door parted, and before Marvin lay the land which he had never yet entered.
- He had seen it in photographs, of course: he had watched it imaged on television screens a hundred times. But now it was lying all around him, burning beneath the fierce sun that crawled so slowly across the jet-black sky. He stared into the west, away from the blinding splendour of the sun — and there were the stars, as he had been told but had never quite believed. He gazed at them for a long time, marvelling that anything could be so bright and yet so tiny. They were intense unscintillating² points, and suddenly he remembered a rhyme he had once read in one of his father’s books:

- Twinkle, twinkle, little star,
How I wonder what you are.

¹Outside — the part of the Moon outside of Marvin’s space habitat

²unscintillating — not sparkling

Well, he knew what the stars were. Whoever asked that question must have been very stupid. And what did they mean by ‘twinkle’? You could see at a glance that all the stars shone with the same steady, unwavering light. He abandoned the puzzle and turned his attention to the landscape
40 around him.

They were racing across a level plain at almost a hundred miles an hour, the great balloon tyres sending up little spurts of dust behind them. There was no sign of the Colony: in the few minutes while he had been gazing at the stars, its domes and radio towers had fallen below the
45 horizon. Yet there were other indications of man’s presence, for about a mile ahead Marvin could see the curiously shaped structures clustering round the head of a mine. Now and then a puff of vapour would emerge from a squat smoke-stack and would instantly disperse.

They were past the mine in a moment: Father was driving with a
50 reckless and exhilarating skill as if — it was a strange thought to come into a child’s mind — he was trying to escape from something. In a few minutes they had reached the edge of the plateau on which the Colony had been built. The ground fell sharply away beneath them in a dizzying slope whose lower stretches were lost in shadow. Ahead, as far as the eye could
55 reach, was a jumbled wasteland of craters, mountain ranges, and ravines. The crests of the mountains, catching the low sun, burned like islands of fire in a sea of darkness: and above them the stars still shone as steadfastly as ever. ...

And now on the right was a wrinkled, dusty plain, and on the left, its
60 ramparts and terraces rising mile after mile into the sky, was a wall of mountains that marched into the distance until its peaks sank from sight below the rim of the world. There was no sign that men had ever explored this land, but once they passed the skeleton of a crashed rocket, and beside it a stone cairn³ surmounted by a metal cross. ...

The sun was now low behind the hills on the right: the valley before them should be in total darkness. Yet it was awash with a cold white radiance that came spilling over the crags beneath which they were driving. Then, suddenly, they were out in the open plain, and the source of the light lay before them in all its glory.

It was very quiet in the little cabin now that the motors had stopped. The only sound was the faint whisper of the oxygen feed and an occasional metallic crepitation⁴ as the outer walls of the vehicle radiated away their heat. For no warmth at all came from the great silver crescent that floated low above the far horizon and flooded all this land with pearly light.
75 It was so brilliant that minutes passed before Marvin could accept its challenge and look steadfastly into its glare, but at last he could discern the outlines of continents, the hazy border of the atmosphere, and the white islands of cloud. And even at this distance, he could see the glitter of sunlight on the polar ice.

³cairn — memorial

⁴crepitation — crackling sound

80 It was beautiful, and it called to his heart across the abyss of space. There in that shining crescent were all the wonders that he had never known — the hues of sunset skies, the moaning of the sea on pebbled shores, the patter of falling rain, the unhurried benison⁵ of snow. These and a thousand others should have been his rightful heritage, but he knew
85 them only from the books and ancient records, and the thought filled him with the anguish of exile.

Why could they not return? It seemed so peaceful beneath those lines of marching cloud. Then Marvin, his eyes no longer blinded by the glare, saw that the portion of the disk that should have been in darkness was
90 gleaming faintly with an evil phosphorescence: and he remembered. He was looking upon the funeral pyre⁶ of a world — upon the radioactive aftermath of Armageddon.⁷ Across a quarter of a million miles of space, the glow of dying atoms was still visible, a perennial reminder of the ruined past. It would be centuries yet before that deadly glow died from
95 the rocks and life could return again to fill that silent, empty world. ...

So, at last, Marvin understood the purpose of this pilgrimage. He [his father] would never walk beside the rivers of that lost and legendary world, or listen to the thunder raging above its softly rounded hills. Yet one day — how far ahead? — his children's children would return to
100 claim their heritage. The winds and the rains would scour the poisons from the burning lands and carry them to the sea, and in the depths of the sea they would waste their venom until they could harm no living things. Then the great ships that were still waiting here on the silent, dusty plains could lift once more into space, along the road that led to home. ...

—Arthur C. Clarke

excerpted and adapted from “If I Forget Thee, Oh Earth...”

Expedition to Earth, 1999

Orbit

⁵benison — blessing

⁶pyre — bonfire

⁷Armageddon — a catastrophic battle

1. The images in the first paragraph serve to

- (1) create a sense of solitude
- (2) illustrate the randomness of nature
- (3) create a feeling of anticipation
- (4) illustrate the importance of family

1 ____

2. Lines 15 through 24 establish

- (1) Marvin's misgivings about going Outside
- (2) the inhospitable conditions of Outside
- (3) Father's fears about traveling Outside
- (4) the unpleasant sensations of Outside

2 ____

3. The statement “it was a strange thought to come into a child’s mind” (line 50) signals

- (1) a change in Marvin’s understanding
- (2) Marvin’s growing embrace of the unknown
- (3) Marvin’s objection to his father’s behavior
- (4) a chance for Marvin’s rescue

3 _____

4. The phrase “jumbled wasteland of craters, mountain ranges, and ravines” (line 55) reveals the

- (1) futility of the Colony
- (2) desolation of the Outside
- (3) uncertainty of Marvin’s future
- (4) loneliness of Marvin’s past

4 _____

5. The “glare” described in lines 76 and 88 represents Marvin’s

- (1) romantic vision of the Earth
- (2) obsession with the Earth’s past
- (3) vague memory of the Earth
- (4) faith in the Earth’s restoration

5 _____

6. Lines 83 through 86 emphasize Marvin’s

- (1) sense of deprivation
- (2) appreciation of his situation
- (3) fear of destruction
- (4) recollection of his childhood

6 _____

7. The details in lines 88 through 92 confirm the Earth has been damaged by

- (1) climate change
- (2) cosmic instability
- (3) human actions
- (4) natural occurrences

7 _____

8. The images in lines 100 through 103 convey feelings of

- (1) fear and disappointment
- (2) cleansing and renewal
- (3) preservation and protection
- (4) confusion and impatience

8 _____

9. Which lines best capture Marvin’s understanding of his father’s perspective?

- (1) “Tense with expectancy, Marvin settled himself down in the cramped cabin while his father started the motor and checked the controls” (lines 18 through 20)
- (2) “They were intense unscintillating points, and suddenly he remembered a rhyme he had once read in one of his father’s books” (lines 31 through 33)
- (3) “In a few minutes they had reached the edge of the plateau on which the Colony had been built” (lines 51 through 53)
- (4) “He [his father] would never walk beside the rivers of that lost and legendary world, or listen to the thunder raging above its softly rounded hills” (lines 96 through 98)

9 _____

Reading Comprehension Passage B

This Life

- My grandmother told me there'd be good days
to counter the dark ones,
with blue skies in the heart as far
as the soul could see. She said
- 5 you could measure a life in as many ways
as there were to bake a pound cake,
but you still needed real butter and eggs
for a good one—pound cake, that is,
but I knew what she meant. She was always
- 10 talking around corners like that;
she knew words carried their treasures
like a grape clusters around its own juice.
She loved words; she thought a book
was a monument to the glory of creation
- 15 and a library ... well, sometimes
just trying to describe Jubilation
will get you a bit tongue, so let's
leave it at that. But my grandmother
was nobody's fool, and she'd tell anybody
- 20 smart enough to listen. Don't let a little pain
stop you; try as hard as you can
every minute you're given or else
sit down and shut-up—though in her opinion,
keeping quiet in noisy times was a sin
- 25 against everything God and democracy
intended us for. I know she'd like
where I'm standing right now. She'd say
a man who could measure his life in deeds
was larger inside than the vessel that carried him;
- 30 she'd say he was a cluster of grapes.
My grandmother was only four feet ten
but when she entered a room, even the books
came to attention. Giants come in all sizes:
Sometimes a moment is a monument;
- 35 sometimes an institution breathes—
like a library. Like this halcyon¹ day.

—Rita Dove

from *The Poets Laureate Anthology*, 2010

W. W. Norton & Company, Inc.

¹halcyon — peaceful

10. Lines 1 through 4 establish the grandmother's

(1) questioning nature

(3) cautious attitude

(2) vivid imagination

(4) optimistic outlook

10 ____

11. The figurative language in lines 9 and 10 highlights the grandmother's
 (1) desire to avoid conflicts (3) strategy to impart wisdom
 (2) tendency to keep secrets (4) ability to create humor 11 ____
12. Which phrase from the poem clarifies the narrator's statement in line 30?
 (1) "there'd be good days" (line 1)
 (2) "smart enough to listen" (line 20)
 (3) "measure his life in deeds" (line 28)
 (4) "sometimes an institution breathes" (line 35) 12 ____
13. The personification in lines 32 and 33 emphasizes the grandmother's
 (1) small size (3) family history
 (2) commanding presence (4) successful career 13 ____
14. The overall tone of the poem can best be described as
 (1) objective (2) skeptical (3) respectful (4) critical 14 ____

Reading Comprehension Passage C

Texting isn't the first new technology blamed for ruining communication and common courtesy.

Is text-messaging driving us apart? These days, we talk to each other a lot with our thumbs—mashing out over six billion text messages a day in the United States, and likely a few billion more on services like WhatsApp and Facebook Messenger.

- 5 But some worry that so much messaging leads, paradoxically, to less communication. When Sherry Turkle, the MIT clinical psychologist and author, interviewed college students, they said texting was causing friction in their face-to-face interactions. While hanging out with friends they'd be texting surreptitiously at the same time, pretending to maintain eye
 10 contact but mentally somewhere else. The new form of communication was fun, sure, but it was colliding with—and eroding—the old one.

"Our texts are fine," as one student said. "It's what texting does to our conversations when we are together that's the problem." ...

- 15 New technologies often unsettle the way we relate to one another, of course. But social ruptures caused by texting have a strong echo in the arguments we had a hundred years ago. That's when a newfangled appliance gave us a strange new way to contact one another en masse:¹ the telephone. ...

- 20 At first, the telephone was marketed mainly as a tool for business. Physicians and drugstores bought them to process orders, and business owners installed them at home so they could be quickly reached. The phone, proclaimed early ad copy, gave business leaders an ESP-like "sixth sense"² of their far-flung operations. ...

¹en masse — in a group at the same time

²ESP-like "sixth sense" — heightened intuition

Nonetheless, the telephone quickly gave birth to curious new forms of socializing. Callers arranged regular weekly “visiting” calls, dialing remote family to catch up on news. “Distance rolls away and for a few minutes every Thursday night the familiar voices tell the little family gossip that both are so eager to hear,” a Bell ad cooed in 1921.

Phone companies even boasted that the phone was an improvement over that stodgy, low-fi communication, the letter. “Correspondence will help for a time, but friendships do not flourish for long on letters alone,” a 1931 Bell sales manual noted. “When you can’t visit in person, telephone periodically. Telephone calls will keep up the whole intimacy remarkably well.”

Soon, though, social critics began to wonder: Was all this phone chatter good for us? Was it somehow a lesser form of communication than what had come before? “Does the telephone make men more active or more lazy?” wondered the Knights of Columbus in a 1926 meeting. “Does the telephone break up home life and the old practice of visiting friends?”

Others worried that the inverse would occur—that it would be so easy to talk that we’d never leave each other alone. “Thanks to the telephone, motor-car and such-like inventions, our neighbors have it in their power to turn our leisure into a series of interruptions,” complained an American professor in 1929. And surely it couldn’t be healthy to talk to each other so much. Wouldn’t it create Too Much Information [TMI]?

“We shall soon be nothing but transparent heaps of jelly to each other,” a London writer moaned in 1897. Others fretted that the telephone sped up life, demanding instant reactions. “The use of the telephone gives little room for reflection,” wrote a British newspaper in 1899. “It does not improve the temper, and it engenders a feverishness in the ordinary concerns of life which does not make for domestic happiness and comfort.”

Perhaps the strangest thing was being in the room while a friend talked to someone else—someone outside the room. In 1880, Mark Twain wrote “A Telephonic Conversation,” transcribing the half-a-conversation as he listened to his wife on the phone. To the observer, as the skit pointed out, a telephone call sounded like disjointed nonsense. Even phone companies worried about whether the device created new forms of rude behavior; a 1910 Bell ad warned about “Dr. Jekyll and Mr. Hyde at the Telephone.” ...

Indeed, some believed the phone improved our social behavior, because it forced a listener to pay closer attention to a speaker. Devoid of visual signals, we must be “all ears and memory,” a pundit³ wrote in 1915: “The mind cannot wander.” Plus, by eradicating distance, wouldn’t the phone reduce misunderstanding? War, even? “Someday we will build up a world telephone system making necessary to all peoples the use of a common language, or common understanding of languages, which will join all the people of the earth into one brotherhood,” gushed John J. Carty, AT&T chief engineer, in 1907.

³pundit — an expert who shares opinions with the public

70 These utopian⁴ views, of course, were wildly optimistic. But the gloomy views of pessimists, as [author, Claude] Fischer notes, didn't come true either. Even Emily Post, the etiquette expert, came around to the telephone. By the 1920s, she'd accepted "Hello" as a suitable greeting, and even thought it was acceptable to invite someone to dinner
 75 with a call. "Custom which has altered many ways and manners has taken away all opprobrium⁵ from the message," she shrugged.

Nowadays, the telephone call seems like a quaint throwback to a gentler era. When Jenna Birch, the journalist, started dating a man who insisted on calling her on the phone, she found it warm and delightful
 80 —though her friends thought the behavior odd. Phone calls now seem retro.⁶

Academics have observed this shift, too. "My students just do not think of the phone as a mechanism of vocal interaction—they think of that as very rare," says John Durham Peters, a communication professor at the
 85 University of Iowa, and author of *Speaking Into the Air*. He doesn't think the shift to texting has degraded our interactions, though. By the middle of the 20th century, studies found that the telephone appeared not to have eroded social contact—indeed, some research found those with phones wrote more old-fashioned letters than those without.
 90 Similarly, modern surveys by the Pew Research Center have found that teenagers who text the most are also those who spend the most time face to face with friends. Communication, it seems, begets more communication, and—as Peters argues—just because talk happens in text doesn't mean it's not meaningful.

95 "Media scholars," he notes, "have this long romance with 'conversation' as the cure to the disease of media."

Still, it's not hard to be dispirited⁷ by the divided attention so many of Turkle's subjects bemoaned in their lives. Indeed, Michèle Martin, of Carleton, thinks we're living through a replay of the telephone, where
 100 the things that made it valuable—instant communications—are the same that made it annoying. "People believe they are liberated because they can bring the mobile phone everywhere," Martin says. "But at the same time they are slaves to it."

The poet Carl Sandburg captured that dissonance in a 1916 poem
 105 about the telephone. He imagined a telephone wire being aware of the disparate⁸ uses to which it was being put—coursing with conversations both deep and frivolous. "It is love and war and money; it is the fighting and the tears, the work and want / Death and laughter of men and women passing through me, carrier of your speech."

—Clive Thompson

excerpted and adapted from "OMG! We've Been Here B4"

Smithsonian, March 2016

⁴utopian — idealistic

⁵opprobrium — disgrace

⁶retro — dated

⁷dispirited — discouraged

⁸disparate — varying

15. The first paragraph of the text serves to

- (1) highlight the prevalence of texting
- (2) stress the benefits of texting
- (3) explain the origins of texting
- (4) support the abolition of texting

15 ____

16. As used in line 9, the word “surreptitiously” most nearly means

- (1) politely
- (2) boldly
- (3) secretly
- (4) earnestly

16 ____

17. The details in lines 19 through 23 reveal that the telephone was initially

- (1) associated with the supernatural
- (3) often blamed for worker illness
- (2) not considered very useful
- (4) not used for social purposes

17 ____

18. The use of the word “cooed” (line 28) implies that telephone advertisers were

- (1) helpful and patient
- (3) childish and inconsiderate
- (2) strategic and persuasive
- (4) sarcastic and relentless

18 ____

19. Lines 35 through 45 illustrate society’s

- (1) enthusiasm about using new technology
- (2) dependence on those proficient in new technology
- (3) grasp of the significance of new technology
- (4) concern about the impact of new technology

19 ____

20. The figurative language in line 46 implies that telephone use would cause people to

- (1) lose self-confidence and motivation
- (2) lack substance and individuality
- (3) attract danger and adversity
- (4) become narrow-minded and uninformed

20 ____

21. The statements from a Bell ad (lines 59 and 60) and the AT&T chief engineer (lines 68 and 69) offer

- (1) contrasting perspectives on the potential effects of the telephone
- (2) strong support for the growing popularity of the telephone
- (3) alternative options for communicating with family members
- (4) insightful evaluation of the importance of long-distance conversations

21 ____

22. The “utopian views” of the early 1900s (line 70) suggested that telephone use could

- (1) improve local commerce
- (3) promote global unity
- (2) encourage language studies
- (4) influence community values

22 ____

23. The information about Emily Post (lines 72 through 76)

contributes to a central idea that

- (1) rules of proper behavior can be confusing
- (2) norms of good conduct are universal
- (3) concepts of politeness can evolve over time
- (4) conventions of salutation depend on status

23 ____

24. The quotations in lines 101 through 103 reflect a sense of

- (1) bias
- (2) irony
- (3) suspense
- (4) resolution

24 ____

Part 2

Argument

Directions: Closely read each of the *four* texts provided on the following pages and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument on a separate sheet of paper provided by the teacher.

Topic: Should pets be allowed in the workplace?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not pets should be allowed in the workplace. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each

Guidelines:

Be sure to:

- Establish your claim regarding whether or not pets should be allowed in the workplace
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – Do Pets in the Workplace Improve Morale?

Text 2 – Why Pets in the Workplace May Not Be As Great
As You Thought

Text 3 – Why a Pet-Friendly Office May Be the Key to
Employee Satisfaction

Text 4 – Don't Bring Your Dog to Work

Text 1

Do Pets in the Workplace Improve Morale?

Human resource managers are always looking for ways to improve morale and create a more appealing workplace culture. The popularity of the recent film release “The Secret Life of Pets” [2016] underscores the love we Americans have for our pets. In fact, around 65 percent of U.S. households are home to at least one pet. The majority of these are dogs and cats. ...

The benefits of being around animals have inspired human resource personnel and other business decision makers to allow pets in the workplace. The top motive for making this allowance is the stress-reducing effect that animals bring. Employees who are less stressed at work are more productive and miss fewer days due to being sick.

Pet-friendly businesses usually focus mainly on allowing dogs in the workplace. However, some allow cats, birds and reptiles. A retail business might have “shop cats” that live on the premises, or smaller animals kept in cages that can become company mascots and offer a source of stress relief for workers.

An Internet giant paves the way with pets in the workplace.

...These days, about 2,000 dogs accompany their owners to Amazon each day. Workers and management have embraced the culture, and the pet-friendly policy benefits both owners and those who don’t own pets. No matter what the workday brings, Amazon staff members are never far away from a coworker’s terrier or spaniel poking its head around a corner. Any stress they were feeling melts away. ...

Pet-friendly workplaces rate higher.

Banfield Pet Hospital recently surveyed over 1,000 employees and 200 human resource decision makers for its Pets At Work barometer called “Pet-Friendly Workplace PAWrometer.” The goal was to measure worker opinions about pets in the workplace. Those who worked in pet-friendly offices were found to believe it improves the atmosphere in the workplace significantly.

The majority of workers in pet-friendly workplaces consider the policy to be positive. A full 91 percent of managers and 82 percent of employees felt workers become more loyal to the company with this policy. A large majority felt it made the workplace more productive, and 86 percent of workers and 92 percent of management reported decreased worker stress levels. Not only do pets in the workplace make the environment less stressful, workers are also less burdened with guilt about leaving a pet at home alone while they are at work. They are then more likely to work longer hours if required.

While pet-friendly businesses improve existing employees’ lives, they are also appealing to new applicants. It’s a benefit that millennials¹ find appealing and offers a way to draw in a larger talent pool. So, how do pet-friendly workplaces stack up in terms of pros and cons? Let’s take a look:

¹millennials — the generation born in the 1980s or 1990s, especially in the U.S.

The benefits of pets in the workplace.

- 45 • **Happier, more productive workers.** Both pet owners and non-pet owning employees report lowered stress levels and a higher level of job satisfaction with pets on the premises. This naturally leads to increased productivity
- **Healthier workers.** In addition to reduced stress levels, being around animals has documented positive effects on blood pressure, cholesterol levels and the immune system.
- 50 • **Increased loyalty.** Over half of employees in non-pet-friendly workplaces report they'd be more likely to continue working for a company if they could bring their pet to work.

Potential problems you may encounter by allowing pets in the workplace.

- 55 • **Not everyone is an animal lover.** There are people who dislike animals for one reason or another. Allergies, phobias, or a general dislike of animals could cause pets in the workplace to encroach² upon productivity and quality of life for these individuals.
- **Hygiene and cleanliness issues.** Even potty-trained pets can have an accident now and then. There is no guarantee this won't happen in the workplace, especially with a high volume of animals brought to work.
- 56 • **Interoffice squabbles.** Not all animals get along, so there is the potential for fights between dogs and cats brought to work.

While worker distraction is a concern for some human resource managers considering a pet-friendly policy, the vast majority report that the benefits to morale and overall productivity far outweigh time
60 spent “distracted” by pets in the workplace.

Advocates of allowing pets in the workplace insist that there are ways around the “cons” or risks of pet-friendly workplaces. The key to a successful pet policy is a clear structure. ...

—excerpted and adapted from “Do Pets in the Workplace Improve Morale?”
<https://online.arbor.edu>, August 8, 2016

²encroach — intrude

Text 2**Why Pets in the Workplace May Not Be As Great As You Thought**

...Study after study has proven how pets have a calming effect on our bodies and minds, how they help children with A.D.D. [Attention Deficit Disorder] focus better, how they reduce blood pressure and lower stress, how pets at the workplace make employees more creative,
5 productive, and cordial to each other, and how they're such awesome additions to our lives overall.

So it would seem that if we spend the best parts of our waking hours at work, there's no better way to carry forward these wonderful benefits that pets bring into our work lives too, right? Well, unfortunately there
10 are no simple answers here.

While there is a growing wave of companies led by the usual suspects—Google, Zynga, Ben & Jerry's, and others—that allow employees to take their pets along to the workplace, there's also a growing debate about the practicality of the whole idea. And these voices of concern

- 15 are not just coming from the minority of pet-haters or pet-neutral folks around. Even pet owners have reservations about bringing their beloved pooch to the office with them on a daily basis. Here's why:

Not in the Pink of Health

- ...Spare a thought for the millions of your fellow Americans who suffer from pet related allergies. The Asthma and Allergy Foundation of America pegs the figure of Americans with one form of pet allergy or another at 15% to 30% of the total population. Some of these allergies are so severe that they cause rashes, temporary breathlessness, panic attacks, and even severe respiratory disorders.

- 25 In addition to a physical reaction to the presence of pets around them, you could have coworkers who are genuinely scared of animals and feel stressed out around them. For such individuals a pet in their workplace is not a calming presence, but rather a constant threat to their wellbeing and safety.

Safety First

- ...Many industries by their very nature are not conducive¹ to having pets sauntering around. Medical facilities, pharmaceutical companies, chemical laboratories, and food businesses are all sectors where a pet can be a serious threat to the quality of the final product or service. In such environments, pets pose a genuine contamination hazard and are best kept out, no questions asked.

- 35 In some cases, it's in your pet's best interest to chill out at home and skip the trip to the workplace. Industries like construction, mining, refineries, and more can be dangerous for your pet's health and well-being. You wouldn't want to put your pet at risk just so you can be happy at work, would you? ...

Real Costs to the Company

- 40 As any pet owner will tell you, owning their bundle of joy is not cheap. From \$1570 for a large dog to \$575 for a parakeet per year, pet ownership comes at an ever-increasing price tag. When you turn your office into a pet friendly zone, you are in turn taking on some of the expenses of owning a pet upon yourself. Be prepared to stock your workplace with at least basic pet supplies like snacks, water bowls, kitty litter, and chew toys.

- If you think your costs end there (or are tangible), you are mistaken. Pets at the workplace also bring with them a built-in deterrent² for employees seeking career opportunities at your organization. With the market for talented and qualified workers already so scarce, adding an extra filter to your recruitment process may not be the smartest idea from a competitive perspective. ...

- 55 While the benefits that pets bring with them are numerous and the pro-pet lobby gets louder with every passing day, organizations need to also give credence³ to the real issues that four-legged and feathered guests at work bring along with them. ...

—Rohan Ayyar

excerpted and adapted from "Why Pets in the Workplace May Not Be As Great As You Thought" www.fastcompany.com, November 14, 2014

¹conducive — favorable

²deterrent — obstacle

³credence — support

Text 3

Why a Pet-Friendly Office May Be the Key to Employee Satisfaction

...The pet-friendly office is transforming our current idea of the typical nine-to-five workspace. Although the primary allure appears to be 24/7 cuddles with man's best friend, the actual benefits of a pet-friendly office go much deeper.

- 5 Some of the world's biggest companies have proudly joined the ranks of pet-friendly businesses, from Googleplex,¹ to Build-A-Bear Workshop, to hospitals in New Jersey. This shift in office culture has shown that pet-friendly offices can provide unexpected (and positive) results to all varieties of businesses. ...

Employee Satisfaction and Stress

- 10 Employee satisfaction is a constant concern for an engaging and exciting place. Studies have shown that unhappy workers can cause businesses to lose thousands of dollars over time due to sick leave, mediocre work, and destructive behavior. Keeping the office engaging and exciting can be a struggle, and combating organizational stress may
- 15 be key to improving a company's profits. ...

- Giving employees the option to bring their pet to work could also save them the worry associated with leaving a pet at home. Instead of scrambling through the end of the day to go home and let the dog out, they have the dog with them and can continue to work without rushing.
- 20 Instead of spending money on a pet daycare on a regular basis, workers can watch their furry friend while in the office.

- Pets are also known to be great stress-relievers in general. It's no wonder that Animal-Assisted Therapy is recognized as one of the leading treatments for post-war PTSD [Post-Traumatic Stress Disorder] and is
- 25 gaining ground as a popular solution for social workers. Multiple studies have shown that simply petting cats or dogs can be extremely beneficial for our health; from lowering blood pressure to increasing bone density.

Attract Millennials

- As a millennial, I can assure you: I would choose a pet-friendly office over the majority of other job offers out there. The benefit of bringing
- 30 my pup to work is a much stronger pull than a larger paycheck or fancy corner office.

- Millennials love their pets, and millennials love pet-friendly offices. In fact, you could even argue that millennials are the reason pet-friendly offices are taking the business world by storm. Being the largest
- 35 demographic to enter the workforce, they have already brought with them a demand for a new form of workplace flexibility and a break from the traditional office culture of our predecessors. ...

Improve Communication

- If you've ever walked your dog through a park or downtown area, there's a significant chance that you've received more waves, 'hellos',
- 40 and acknowledgements than if you had been walking by yourself. Walking or even being near a dog is an excellent ice-breaker.

¹Googleplex — Google headquarters

Shifting to a pet-friendly workspace can bring that same level of open and enthusiastic communication into the office. Water cooler conversations² will lose some of their awkward chatter, and employees will have the added encouragement of meeting new people in the building through their pets. This can lead to some inspiring brainstorm conversations as well as an increase in camaraderie³ and trust among workers.

A 2012 study by the Virginia Commonwealth University found that employees that brought their dogs to work were not only less stressed than their pet-free predecessors, but those employees believed they were 50 percent more productive with the presence of their pets. The public relations manager of the company that participated, Lisa Conklin of Replacements Dinnerware, stated after the conclusion of the study:

“The study proved what we always thought: having dogs around leads to a more productive work environment, and people get to know each other through the pets. If you are in a position where something is stressful, seeing that wagging tail and puppy smile brightens the day—it can turn around the whole environment.”

Promote Employee Activity

On top of all these benefits, pets can also improve employee activity. Dog owners in the office will most likely have to walk their dog at least once a day, allowing them the opportunity to get away from their computer and into the open air. Workplace wellness has received considerable attention lately and more companies are making this a priority. Pet-friendly offices can inspire a smooth transition to a more ‘mobile’ office. ...

—Katie McBeth
excerpted and adapted from “Why a Pet-Friendly Office May Be the Key to Employee Satisfaction”

<https://thebossmagazine.com>, September 28, 2016

²water cooler conversations — informal conversation

³camaraderie — fellowship

Text 4

Don't Bring Your Dog to Work

If there's a dog in the cubicle next to you, you're hardly alone: About 7 percent of employers now allow pets in the workplace, reports NPR [National Public Radio]. Five years ago, that figure stood at 5 percent. That might not seem like a big jump, but once you remove jobs that don't have offices from the equation—manufacturing and agriculture, for instance—that's about a 50 percent increase. That rise is a victory for people who tout the benefits of inviting dogs and other furry friends into the office: It lowers the stress of employees, increases morale, produces tangible health benefits, and reduces turnover, all at no cost to the company.

But how do the dogs feel about it?

"Most people do not understand dog body language," said E'Lise Christensen, a board-certified veterinary behaviorist in Colorado. One major concern she has with the rise of pet-friendly work environments is the corresponding increased risk for behavioral problems, especially dog bites. Since almost no one, not even many dog trainers, knows how to properly interpret dog body language, co-workers might interpret the panting of a dog in the office as a friendly smile, rather than a sign of nervousness. And in dogs, nervousness can lead to bites. "[People] can identify abject¹ fear, and they can identify extreme aggression, but they cannot reliably identify things in between," said Christensen. It's in that wide middle area where we may not recognize pet discomfort.

Bonnie Beaver, executive director of the American College of Veterinary Behaviorists and a professor at Texas A&M University, said in an email that dog bites are not the only behavioral issues that might present problems. Generally, dogs are expected to sit still in an office setting, which can be difficult for active dogs, leading to boredom (which, in turn, leads to problem behaviors like chewing up desk legs). These policies are also particularly hard on dogs if they're taken to the office only occasionally, instead of regularly; dogs are big on routines, and uncertainty adds to their fear and stress.

Once you expand the conversation beyond our most domesticated companion, the prospects get even iffier. "Not all animals are comfortable with a very social setting," said Christensen. Each new animal, like cats or pot-bellied pigs, brings its own social complexities, not to mention the possibility of contagious disease (it's rare that employers require proof of vaccination). Rabies, ringworm, and parasitic infections like scabies are all potential health risks for humans that come into contact with pets that haven't been properly vetted.²

Of course there's obvious appeal. Many people love dogs. They write whole articles gushing about a furrier workplace. (Dog skeptics, at least vocal ones, are harder to find.) When an employer is on board, the policy is often as informal as a person in charge saying, "Yeah, sure, whatever. Bring your dogs. It'll be great." Little or no oversight is applied to a matter that needs it in order to ensure the environment is conducive³ to pets in the workplace.

¹abject — severe

³conducive — favorable

²vetted — examined

Christensen said companies should ideally hire an in-house behavioral expert to oversee a pet-at-work policy, especially in the initial stages, “but unless you’re Google, I don’t see that happening.” More realistically, she said, better awareness will go a long way. Employers should take care to craft a policy that works for dogs’ well-being as well as humans’. This can include requiring proof of vaccinations, as well as providing training for offices on dog behavior (which can be as basic as watching videos).

“It’s critical that people with dogs get special education, in at least body language, even if they think they know normal body language,” said Christensen. Given that most people can’t even tell the difference between a relaxed and anxious dog, this advice seems prudent. Before more offices throw open their doors to dogs willy-nilly⁴ and more pets start tagging along on the morning commute, we should learn how better to listen to them. They might be asking to stay at home.

—Matt Miller

excerpted and adapted from “Don’t Bring Your Dog to Work”
www.slate.com, August 15, 2016

⁴willy-nilly — in an unplanned manner

Part 3 Text-Analysis Response

Your Task: Closely read the text provided on the following pages and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response on a separate sheet of paper.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text

... There were a number of people out this afternoon, far more than last Sunday. And the band sounded louder and gayer. That was because the Season had begun. For although the band played all the year round on Sundays, out of season it was never the same. It was like some one
5 playing with only the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor wearing a new coat, too? She was sure it was new. He scraped with his foot and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music. Now
10 there came a little "flutey" bit—very pretty!—a little chain of bright drops. She was sure it would be repeated. It was; she lifted her head and smiled.

Only two people shared her "special" seat: a fine old man in a velvet coat, his hands clasped over a huge carved walking-stick, and a big old
15 woman, sitting upright, with a roll of knitting on her embroidered apron. They did not speak. This was disappointing, for Miss Brill always looked forward to the conversation. She had become really quite expert, she thought, at listening as though she didn't listen, at sitting in other people's lives just for a minute while they talked round her.

She glanced, sideways, at the old couple. Perhaps they would go soon. Last Sunday, too, hadn't been as interesting as usual. An Englishman and his wife, he wearing a dreadful Panama hat and she button boots. And she'd gone on the whole time about how she ought
20 to wear spectacles;¹ she knew she needed them; but that it was no good getting any; they'd be sure to break and they'd never keep on. And he'd been so patient. He'd suggested everything—gold rims, the kind that curved round your ears, little pads inside the bridge. No, nothing would please her. "They'll always be sliding down my nose!" Miss Brill had wanted to shake her.

The old people sat on the bench, still as statues. Never mind, there was always the crowd to watch. To and fro, in front of the flower-beds and the band rotunda, the couples and groups paraded, stopped to talk, to greet, to buy a handful of flowers from the old beggar who had his tray fixed to the railings. Little children ran among them, swooping
35 and laughing; little boys with big white silk bows under their chins, little girls, little French dolls, dressed up in velvet and lace. And sometimes a tiny staggerer came suddenly rocking into the open from under the trees, stopped, stared, as suddenly sat down "flop," until its small high-stepping mother, like a young hen, rushed scolding to its
40 rescue. Other people sat on the benches and green chairs, but they were nearly always the same, Sunday after Sunday, and—Miss Brill had

¹spectacles — glasses

often noticed—there was something funny about nearly all of them. They were odd, silent, nearly all old, and from the way they stared they looked as though they'd just come from dark little rooms or even—even
45 cupboards!

Behind the rotunda the slender trees with yellow leaves down drooping, and through them just a line of sea, and beyond the blue sky with gold-veined clouds.

50 Tum-tum-tum tiddle-um! tiddle-um! tum tiddley-um tum ta! blew the band. ...

Oh, how fascinating it was! How she enjoyed it! How she loved sitting here, watching it all! It was like a play. It was exactly like a play. Who could believe the sky at the back wasn't painted? But it wasn't till a little brown dog trotted on solemn and then slowly trotted off, like a
55 little "theatre" dog, a little dog that had been drugged, that Miss Brill discovered what it was that made it so exciting. They were all on the stage. They weren't only the audience, not only looking on; they were acting. Even she had a part and came every Sunday. No doubt somebody would have noticed if she hadn't been there; she was part of the
60 performance after all. How strange she'd never thought of it like that before! And yet it explained why she made such a point of starting from home at just the same time each week—so as not to be late for the performance—and it also explained why she had quite a queer, shy feeling at telling her English pupils how she spent her Sunday afternoons. No
65 wonder! Miss Brill nearly laughed out loud. She was on the stage. She thought of the old invalid gentleman to whom she read the newspaper four afternoons a week while he slept in the garden. She had got quite used to the frail head on the cotton pillow, the hollowed eyes, the open mouth and the high pinched nose. If he'd been dead she mightn't have
70 noticed for weeks; she wouldn't have minded. But suddenly he knew he was having the paper read to him by an actress! "An actress!" The old head lifted; two points of light quivered in the old eyes. "An actress—are ye?" And Miss Brill smoothed the newspaper as though it were the manuscript of her part and said gently; "Yes, I have been
75 an actress for a long time." ...

—Katherine Mansfield
excerpted from "Miss Brill"

The Garden Party and Other Stories, 1922
Alfred A. Knopf, Inc.

August 2019

Part 1

Multiple-Choice Questions

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple choice questions. Select the best suggested answer to each question and record your answer in the space provided. You may use the margins to take notes as you read.

Reading Comprehension Passage A

Brooklyn

Eilis Lacey, sitting at the window of the upstairs living room in the house on Friary Street, noticed her sister walking briskly from work. She watched Rose crossing the street from sunlight into shade, carrying the new leather handbag that she had bought in Clerys in Dublin [Ireland] in the sale. Rose was wearing a cream-coloured cardigan over her shoulders. Her golf clubs were in the hall; in a few minutes, Eilis knew, someone would call for her and her sister would not return until the summer evening had faded.

Eilis's bookkeeping classes were a most ended now; she had a manual on her lap about systems of accounting, and on the table behind her was a ledger where she had entered, as her homework, on the debit and credit sides, the daily business of a company whose details she had taken down in notes in the Vocational School the week before.

As soon as she heard the front door open, Eilis went downstairs. Rose, in the hall, was holding her pocket mirror in front of her face. She was studying herself closely as she applied lipstick and eye make-up before glancing at her overall appearance in the large hall mirror, settling her hair. Eilis looked on silently as her sister moistened her lips and then checked herself one more time in the pocket mirror before putting it away.

Their mother came from the kitchen to the hall. ...

Rose reached into her handbag and took out her purse. She placed a one-shilling piece on the hallstand. "That's in case you want to go to the pictures," she said to Eilis.

"And what about me?" her mother asked.

"She'll tell you the story when she gets home," Rose replied. ...

All three laughed as they heard a car stop outside the door and beep its horn. Rose picked up her golf clubs and was gone.

Later, as her mother washed the dishes and Eilis dried them, another knock came to the door. When Eilis answered it, she found a girl whom she recognized from Kelly's grocery shop beside the cathedral.

"Miss Kelly sent me with a message for you," the girl said. "She wants to see you."

"Does she?" Eilis asked. "And did she say what it was about?"

"No. You're just to call up there tonight." ...

Miss Kelly slowly came down the stairs into the hallway and turned on a light.

“Now,” she said, and repeated it as though it were a greeting. She did not smile. ...

“I hear you have no job at all but a great head for figures.”

40 “Is that right?”

“Oh, the whole town, anyone who is anyone, comes into the shop and I hear everything.” ...

“And we are worked off our feet every Sunday here. Sure, there’s nothing else open. And we get all sorts, good, bad and indifferent. And, as a rule,
45 I open after seven mass,¹ and between the end of nine o’clock mass until eleven mass is well over, there isn’t room to move in this shop. I have Mary here to help, but she’s slow enough at the best of times, so I was on the lookout for someone sharp, someone who would know people and give the right change. But only on Sundays, mind. The rest
50 of the week we can manage ourselves. And you were recommended. I made inquiries about you and it would be seven and six a week, it might help your mother a bit.” ...

“Well?” Miss Kelly asked.

Eilis realized that she could not turn down the offer. It would be
55 better than nothing and, at the moment, she had nothing. ...

Rose, at thirty, Eilis thought, was more glamorous every year, and, while she had had several boyfriends, she remained single; she often remarked that she had a much better life than many of her former schoolmates who were to be seen pushing prams² through the streets. Eilis
60 was proud of her sister, of how much care she took with her appearance and how much care she put into whom she mixed with in the town and the golf club. She knew that Rose had tried to find her work in an office, and Rose was paying for her books now that she was studying book-keeping and rudimentary accountancy, but she knew also that there was,
65 at least for the moment, no work for anyone in Enniscorthy, no matter what their qualifications.

Eilis did not tell Rose about her offer of work from Miss Kelly; instead, as she went through her training, she saved up every detail to recount to her mother, who laughed and made her tell some parts of the story again.

70 “That Miss Kelly,” her mother said, “is as bad as her mother and I heard from someone who worked there that that woman was evil incarnate.³ And she was just a maid in Roche’s before she married. And Kelly’s used to be a boarding house as well as a shop, and if you worked for her, or even if you stayed there, or dealt in the shop, she
75 was evil incarnate. Unless, of course, you had plenty of money or were one of the clergy.”

“I’m just there until something turns up,” Eilis said.

“That’s what I said to Rose when I was telling her,” her mother replied. “And don’t listen to her if she says anything to you.” ...

¹seven mass — church service at 7 A.M.

²prams — baby carriages

³incarnate — in bodily form

80 One day at dinnertime Rose, who walked home from the office at one and returned at a quarter to two, mentioned that she had played golf the previous evening with a priest, a Father Flood, who had known their father years before and their mother when she was a young girl. He was home from America on holidays, his first visit since before the war. ...

85 “Anyway,” Rose said, “I invited him in for his tea when he said that he’d like to call on you [the mother] and he’s coming tomorrow.” ...

Father Flood was tall; his accent was a mixture of Irish and American. Nothing he said could convince Eilis’s mother that she had known him or his family. His mother, he said, had been a Rochford.

90 “I don’t think I knew her,” her mother said. “The only Rochford we knew was old Hatchethead.”

Father Flood looked at her solemnly. “Hatchethead was my uncle,” he said.

“Was he?” her mother asked. Eilis saw how close she was to nervous
95 laughter. ...

Rose poured more tea as Eilis quietly left the room, afraid that if she stayed she would be unable to disguise an urge to begin laughing.

When she returned she realized that Father Flood had heard about her job at Miss Kelly’s, had found out about her pay and had expressed
100 shock at how low it was. He inquired about her qualifications.

“In the United States,” he said, “there would be plenty of work for someone like you and with good pay.” ...

“In Brooklyn, where my parish is, there would be office work for someone who was hard-working and educated and honest.”

105 “It’s very far away, though,” her mother said. “That’s the only thing.” ...

“It would be a great opportunity, especially if you were young,” Father Flood said finally. ...

Eilis felt like a child when the doctor would come to the house, her mother listening with cowed respect. It was Rose’s silence that was new
110 to her; she looked at her now, wanting her sister to ask a question or make a comment, but Rose appeared to be in a sort of dream. As Eilis watched her, it struck her that she had never seen Rose look so beautiful. And then it occurred to her that she was already feeling that she would need to remember this room, her sister, this scene, as though from a
115 distance. In the silence that had lingered, she realized, it had somehow been tacitly arranged that Eilis would go to America. Father Flood, she believed, had been invited to the house because Rose knew that he could arrange it. ...

—Colm Tóibín

excerpted and adapted from *Brooklyn*, 2009
Scribner

1. The first three paragraphs serve to introduce

(1) a contrast between the sisters

(2) Rose’s condescension toward her sister

(3) the competition between the sisters

(4) Eilis’s concern about her sister

2. Lines 21 through 25 show Rose's
(1) impatience with her mother (3) satisfaction with her work
(2) restlessness in her home (4) thoughtfulness toward her sister 2 ____
3. The dialogue in lines 37 through 42 depicts Miss Kelly as
(1) indecisive (2) abrupt (3) jealous (4) bitter 3 ____
4. The statement "And we are worked off our feet" (line 43) illustrates that Miss Kelly's shop is
(1) disorderly (2) bustling (3) bankrupt (4) treasured 4 ____
5. Eilis's attitude toward Rose in lines 56 through 62 can best be described as
(1) protective (2) critical (3) admiring (4) indifferent 5 ____
6. The phrase "no work for anyone in Enniscorthy, no matter what their qualifications" (lines 65 and 66) supports a central idea about Eilis's
(1) respect for Miss Kelly's successful business
(2) incentive to accept any employment
(3) pressure to pursue further education
(4) envy of Rose's comfortable situation 6 ____
7. The author's choice of the word "mentioned" (line 81) as well as Father Flood's comments (lines 103 and 104) most likely indicate that Rose is
(1) afraid that her mother will object to Father Flood's visit
(2) anticipating that Eilis will help her with the meal
(3) careful about ensuring that Father Flood feels welcomed
(4) subtle about putting her plan for Eilis in motion 7 ____
8. The recognition that a job "had somehow been tacitly arranged" (lines 115 and 116) suggests that
(1) an agreement was made without Rose's permission
(2) actions were taken to deceive Eilis's family
(3) an agreement was made without Eilis's knowledge
(4) actions were taken to limit Father Flood's influence 8 ____
9. Which quotation best reflects a central idea in the passage?
(1) "All three laughed as they heard a car stop outside the door and beep its horn" (lines 26 and 27)
(2) " 'Miss Kelly sent me with a message for you,' the girl said. 'She wants to see you' " (lines 31 and 32)
(3) "Rose, at thirty, Eilis thought, was more glamorous every year, and, while she had had several boyfriends, she remained single" (lines 56 and 57)
(4) " 'In the United States,' he said, 'there would be plenty of work for someone like you and with good pay' " (lines 101 and 102) 9 ____

Reading Comprehension Passage B

Slam, Dunk, & Hook

- Fast breaks. Lay ups. With Mercury's¹
Insignia on our sneakers,
We outmaneuvered to footwork
Of bad angels. Nothing but a hot
- 5 Swish of strings like silk
Ten feet out. In the roundhouse
Labyrinth our bodies
Created, we could almost
Last forever, poised in midair
- 10 Like storybook sea monsters.
A high note hung there
A long second. Off
The rim. We'd corkscrew
Up & dunk balls that exploded
- 15 The skullcap of hope & good
Intention. Lanky, all hands
& feet...sprung rhythm.
We were metaphysical² when girls
Cheered on the sidelines.
- 20 Tangled up in a falling,
Muscles were a bright motor
Double-flashing to the metal hoop
Nailed to our oak.
When Sonny Boy's mama died
- 25 He played nonstop all day, so hard
Our backboard splintered.
Glistening with sweat,
We rolled the ball off
Our fingertips. Trouble
- 30 Was there slapping a blackjack
Against an open palm.
Dribble, drive to the inside,
& glide like a sparrow hawk.
Lay ups. Fast breaks.
- 35 We had moves we didn't know
We had. Our bodies spun
On swivels of bone & faith,
Through a lyric slipknot
Of joy, & we knew we were
- 40 Beautiful & dangerous.

—Yusef Komunyakaa “Slam, Dunk, & Hook”
from *Pleasure Dome: New and Collected Poems*, 2004
Wesleyan University Press

¹Mercury — Roman god who acted as a messenger to the gods

²metaphysical — superhuman

10. The images in lines 6 through 12 create a sense of

- (1) youth ending (3) time stopping
(2) anxious movement (4) imaginative strategy 10 ____

11. In the context of the poem as a whole, lines 24 through 26 present

- (1) an example of the players' excitement with the game
(2) a shift in the players' expectations
(3) a contrast to the players' feelings of invincibility
(4) an illustration of the players' skill 11 ____

12. Lines 32 through 36 most clearly reflect the players'

- (1) competition (2) agility (3) insecurity (4) devotion 12 ____

13. In the context of the poem as a whole, the mythological allusions best reflect the players' sense of being

- (1) popular (2) extraordinary (3) competent (4) successful 13 ____

14. Which quotation best reflects a central idea of the poem?

- (1) "We'd corkscrew / Up & dunk balls that exploded" (lines 13 and 14)
(2) "We were metaphysical when girls / Cheered on the sidelines" (lines 18 and 19)
(3) "Glistening with sweat / We rolled the ball off / Our fingertips" (lines 27 through 29)
(4) "Of joy, & we knew we were / Beautiful & dangerous" (lines 39 and 40) 14 ____

Reading Comprehension Passage C

How We Make Sense of Time

"What is the difference between yesterday and tomorrow?" The Yupno man we were interviewing, Danda, paused to consider his answer. A group of us sat on a hillside in the Yupno Valley, a remote nook high in the mountains of Papua New Guinea.¹ Only days earlier

- 5 we had arrived on a single-engine plane. After a steep hike from the grass airstrip, we found ourselves in the village of Gua, one of about 20 Yupno villages dotting the rugged terrain. We came all the way here because we are interested in time—in how Yupno people understand concepts such as past, present and future. Are these ideas universal, or are
10 they products of our language, our culture and our environment?

- As we interviewed Danda and others in the village, we listened to what they said about time, but we paid even closer attention to what they did with their hands as they spoke. Gestures can be revealing. Ask English speakers about the difference between yesterday and tomorrow,
15 and they might thrust a hand over the shoulder when referring to the past and then forward when referring to the future. Such unreflective movements reveal a fundamental way of thinking in which the past is at our backs, something that we "leave behind," and the future is in front of us, something to "look forward" to. Would a Yupno speaker do the same?

¹Papua New Guinea — an oceanic country, north of Australia

20 Danda was making just the kinds of gestures we were hoping for. As he explained the Yupno word for “yesterday,” his hand swept backward; as he mentioned “tomorrow,” it leaped forward. We all sat looking up a steep slope toward a jagged ridge, but as the light faded, we changed the camera angle, spinning around so that we and Danda faced in
25 the opposite direction, downhill. With our backs now to the ridge, we looked over the Yupno River meandering² toward the Bismarck Sea. “Let’s go over that one more time,” we suggested.

Danda obliged, again using his hands to enliven his explanation. But as we expected, his gestures had changed. As he referred to “yesterday,”
30 he now gestured, not backward, but forward. As he explained “tomorrow,” he gestured back over his shoulder, up toward the ridge. Inconsistent as these movements may seem, Danda was not confused. His gestures expressed the Yupno way of understanding time, one in which the future is not something in front of you—it is uphill. By having
35 interviewees change sitting positions, we were able to show that it does not matter whether the slope is in front of you, behind you, to your left or to your right. The Yupno conception of time is not anchored to the body, as the Western one is, but to the world and its contours. By investigating cases such as these, we and other researchers are starting to
40 piece together an answer to a question that has puzzled thinkers for centuries: How are human beings able to make sense of time?

Humans, like creatures ranging from amoebas and bees to mockingbirds and elephants, come with built-in equipment for perceiving some aspects of time, such as the rhythms of night and day, the waxing and
45 waning of the moon, and the turning of the seasons. What separates humans from other animals is that we do not stop at merely sensing time’s passage. We tackle time head-on—or at least we try. We dice it into units, even ones that go beyond what is perceivable, such as milliseconds, or that transcend our life span, such as millennia. We depict time graphically,
50 talk about it ceaselessly and even make gestural models of it in the air as we talk. In short, humans everywhere create and rely on time concepts—ideas about the nature of time that allow us to make plans, follow recipes, share memories and discuss possible futures.

But what are our time concepts made of? What is going on in the mind
55 of a speaker of Yupno, or English for that matter, when answering our question about the difference between yesterday and tomorrow? Recent research in cognitive science³ is uncovering a surprising answer. Across cultures, human time concepts depend, in large part, on metaphor—in particular, on what cognitive scientists call conceptual metaphor, in which
60 we think about something, in this case time, in terms of something else, in this case space. Thus, we build our understanding of duration, of time’s passage and of sequences of events out of familiar spatial ideas such as size, movement and location. The latest findings reveal that this basic “time is like space” metaphor appears to be universal around the world—yet
65 it also takes strikingly different forms from one culture to the next. ...

²meandering — winding

³cognitive science — the study of the mind and its processes

We sometimes imagine ourselves inside the sequence of events, with past, present and future conceptualized as locations where we once were, currently are and will be. This internal perspective on time motivates English expressions such as “the week ahead of us.” When we take the external perspective, however, we view the succession of events from the outside, much like watching a lineup of people all moving in one direction. This external perspective motivates phrases such as “a reception follows the ceremony.”

These basic ideas about time are expressed spatially⁴ in a dazzling variety of unrelated languages, across cultures that differ in every way imaginable. The idea that temporal⁵ sequences are like queues⁶ of people is found, for example, in Tamil (India), Maori (New Zealand), Greenlandic (Greenland) and Sesotho (South Africa), where the idea that “spring follows winter” can be expressed as “spring is in the footprints left by winter.”

But now we come to a wrinkle. Even as people of all cultures lean on spatial concepts for understanding time, exactly which spatial metaphors they use can vary. Take the internal perspective, future-in-front metaphor mentioned earlier, found in English and many other languages. This metaphor was long thought to be universal, but in 2006 members of our team investigated a striking counterexample in South America. In Aymara, a language spoken high in the Andes, many phrases suggest the opposite metaphor is at work. For example, the expression “a long time ago” could be loosely rendered in Aymara as “a lot of time in front.” Analysis of video-recorded interviews with 30 speakers showed conclusively that Aymara speakers gesture according to this future-behind, past-in-front metaphor. The pattern is especially strong among older speakers who do not speak Spanish, which has the future-in-front metaphor common to English and most European languages. ...

The human reliance on spatial metaphors for abstract thinking may have deep evolutionary roots and is not likely to change any time soon. The particular metaphors we lean on, however, are a product of culture—not of biological evolution—and are much more malleable.⁷ Literacy is a recent and rapid achievement in the scope of the human saga, but it already has had profound consequences for how people conceptualize⁸ time. New spatial metaphors for our dearest abstract concepts will almost certainly enter the picture as our culture evolves. E-mail in-boxes show the most recent items at the top, but text messages go the other way, with the newest at the bottom. And so we must wonder: Which way will time flow next?

—Kensy Cooperrider and Rafael Núñez
excerpted from “How We Make Sense of Time”
Scientific American Mind, November/December 2016

⁴spatially — with gestures

⁵temporal — relating to time

⁶queues — lines of people

⁷malleable — adaptable

⁸conceptualize — form ideas about

15. A primary function of the first paragraph is to introduce

- (1) a challenge to the author’s research
- (2) the goals of the author’s research
- (3) an ease of accessing the Yupno villages
- (4) the hardness of life in the Yupno villages

15 ____

16. As used in line 16, the word “unreflective” most nearly means

- (1) unreliable
- (2) unnatural
- (3) unconscious
- (4) uncertain

16 ____

17. The details in lines 25 through 30 show that the author

- (1) wanted to influence the way Danda would react
- (2) had a theory about how Danda would respond
- (3) needed to complete the interview with Danda before dark
- (4) had difficulty in communicating instructions to Danda

17 ____

18. Lines 37 and 38 support a central idea by demonstrating

- (1) a contrast between small and large societies
- (2) the difference in interpretation between cultures
- (3) the relationship between language and customs
- (4) a change in behavior adapted over time

18 ____

19. Which statement best summarizes the information in lines 42 through 45?

- (1) Nature interferes with creatures’ awareness of time.
- (2) All creatures align their behavior to lunar cycles.
- (3) Physical size inhibits creatures’ adaptations to seasonal change.
- (4) All creatures have some awareness of time.

19 ____

20. The statements “We tackle time head-on” and “We dice it into units” (line 47) emphasize human attempts to

- (1) enjoy the passage of time
- (2) structure the concept of time
- (3) control the speed of time
- (4) make efficient use of time

20 ____

21. Which word helps clarify the meaning of “transcend” (line 49)?

- (1) “beyond” (line 48)
- (2) “milliseconds” (line 48)
- (3) “span” (line 49)
- (4) “depict” (line 49)

21 ____

22. Researchers found that humans can best understand time (lines 49 through 65) through

- (1) examination of philosophical explanations of change
- (2) observation of the regularity in daily schedules
- (3) using figurative language to express complex ideas
- (4) recording the beginning, ending, and duration of events

22 ____

23. The text is developed primarily through the use of

- | | | |
|------------------------|----------------------------|---------|
| (1) point counterpoint | (3) parallel structure | |
| (2) detailed examples | (4) chronological sequence | 23 ____ |

24. Which quotation reflects a central idea of the text?

- (1) “By having interviewees change sitting positions, we were able to show that it does not matter whether the slope is in front of you, behind you, to your left or to your right” (lines 34 through 37)
- (2) “Recent research in cognitive science is uncovering a surprising answer” (lines 56 and 57)
- (3) “The latest findings reveal that this basic ‘time is like space’ metaphor appears to be universal around the world—yet it also takes strikingly different forms from one culture to the next” (lines 63 through 65)
- (4) “New spatial metaphors for our dearest abstract concepts will almost certainly enter the picture as our culture evolves” (lines 101 through 102)

24 ____

Part 2

Argument

Directions: Closely read each of the *four* texts provided on the following pages and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument on a separate sheet of paper provided by the teacher.

Topic: Should plastic shopping bags be banned?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not pets should be allowed in the workplace. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each

Guidelines:

Be sure to:

- Establish your claim regarding whether or not plastic shopping bags should be banned
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – The Right Chemistry: Ban Plastic Bags? It’s Not So Simple

Text 2 – The Effects of Plastic Bags on Environment

Text 3 – Should Cities Ban Plastic Bags?

Text 4 – The Economic Effect of Plastic Bag Bans

Text 1**The Right Chemistry: Ban Plastic Bags? It’s Not So Simple**

...There’s no question that plastic bags are a symbol of our throw-away culture and are an inviting target for scorn, because they are a visible sign of pollution. They can be seen fluttering from trees, floating in that much publicized patch of plastic detritus¹ in the middle of the Pacific Ocean and clogging sewers in parts of Asia. But the bags don’t dive into the ocean, jump into sewers or take flight without help. Human help. We are the real problem. With proper recycling, reuse or disposal, benefits can outweigh risks.

What then are the perceived risks? Arguments usually revolve around the bags being made from oil, a non-renewable resource, the plastic being non-biodegradable,² the bags taking up space in landfills, the bags being unnecessary because of ready replacement by paper or reusable bags, and the bags leaving a large carbon footprint.³ Disposable bags are made of high-density polyethylene, which is manufactured from ethylene derived either from petroleum or natural gas. In Canada, the source is usually ethylene made from ethane, a component of natural gas that otherwise is commonly burned off.

Plastic bags do not biodegrade in a landfill, as we are often told. This is true, but modern landfills are designed to have a low oxygen environment to prevent biodegradation that would result in the formation of methane, a greenhouse gas. The purpose of a landfill is to seal in the contents and prevent substances from leaching⁴ out. Since plastic bags are highly compressible, they take up very little volume in landfills. In any case, plastic shopping bags are estimated to make up less than 1 percent of litter.

Paper shopping bags do not biodegrade in a landfill either and because of their greater mass they are a greater burden on the waste stream. Paper manufacture is an energy intensive process and requires the use of many chemicals. Cradle to grave calculations generally show that plastic bags have a lower carbon footprint than paper bags. “Biodegradable” bags are a marketing scheme; they don’t degrade under normal conditions.

¹detritus — debris

²non-biodegradable — unable to break down

³carbon footprint — the amount of greenhouse gas associated with a product

⁴leaching — leaking

But why should we make an issue of plastic versus paper? Why not rely on reusable bags? Here too, the issue is not as simple as it seems. A cotton bag would have to be used about 130 times in order to have a carbon footprint that is less than that of a plastic bag. Growing cotton requires more pesticides than most crops and processing and transport require a great deal of energy. If the plastic bag is reused to line your garbage can, a cotton bag would have to be used over 300 times to have a lower global warming potential.

Reusable plastic bags are often made of laminated plastics and are not recyclable. Depending on the type of plastic, whether low density polyethylene, or non-woven polypropylene, a reusable bag would have to be used at least 10-20 times before it becomes more environmentally friendly than a disposable bag. There is also the issue of contamination if reusable bags are not cleaned properly. A warm trunk is an excellent incubator for bacteria originating from that trace of meat juice left in the bag.

If not reused for that next trip to the grocery store, or for lining garbage bins, or for collecting garbage in a car, or for picking up after pets, or for covering food in the fridge, disposable plastic bags are eminently recyclable into plastic lumber, trash cans, containers and new plastic bags.

Many municipalities⁵ and even countries have banned the giveaway of plastic bags or have introduced fees for them. That has resulted in the use of more paper bags, not an environmental plus, and an increase in the sales of plastic bags for garbage bins. ...

—Joe Schwarcz

excerpted from “The Right Chemistry: Ban Plastic Bags? It’s Not So Simple”
<http://montrealgazette.com>, March 25, 2016

⁵municipalities — communities

Text 2

The Effects of Plastic Bags on Environment

...There is no way to strictly limit the effects of plastic bags on the environment because there is no disposal method that will really help eliminate the problem. While reusing them is the first step, most people either don’t or can’t based on store policies. They are not durable enough to stand up to numerous trips to the store so often the best that citizens can do is reuse them when following pooper scooper laws.

The biggest problem with this is that once they have been soiled, they end up in the trash which then ends up in the landfill or burned. Either solution is very poor for the environment. Burning emits toxic gases that harm the atmosphere and increase the level of VOCs¹ [Volatile Organic Compounds] in the air while landfills hold them indefinitely as part of the plastic waste problem throughout the globe.

Even when citizens try to manage their plastic bag disposal, wind

¹VOCs — carbon-based chemicals that easily become a vapor or gas at room temperature

plays a role in carrying them away as litter. This litter is not biodegradable and thus where it lands it tends to stay for a long period of time. A bag that is eventually ripped to shreds from high winds or other factors doesn't disappear but instead is spread in smaller amounts throughout the area. This can cause more problems as these smaller pieces are carried away through storm drains and often end up in the waterways. ...

One of the greatest problems is that an estimated 300 million plastic bags end up in the Atlantic Ocean alone. These bags are very dangerous for sea life, especially those of the mammal variety. Any hunting mammal can easily mistake the size, shape, and texture of the plastic bag for a meal and find its airway is cut off. Needless deaths from plastic bags are increasing every year. ...

The environmental balance of the waterways is being thrown off by the rate of plastic bags finding their way into the mouths and intestinal tracts of sea mammals. As one species begins to die off at an abnormal rate, every other living organism in the waterway is impacted. There are either too many or too few and changes within the environment continue to kill off yet more organisms.

The indefinite period of time that it takes for the average plastic bag to break down can be literally hundreds of years. Every bag that ends up in the woodlands of the country threatens the natural progression of wildlife. Because the breakdown rate is so slow the chances that the bag will harmlessly go away are extremely slim. Throughout the world plastic bags are responsible for suffocation deaths of woodland animals as well as inhibiting soil nutrients.

The land litter that is made up of plastic bags has the potential to kill over and over again. It has been estimated that one bag has the potential to unintentionally kill one animal per every three months due to unintentional digestion or inhalation. If you consider the number of littered plastic bags ranges from 1.5 million to 3 million depending on location, this equals a lot of ecosystem-sustaining lives lost. ...

While it's a noble thought to place the plastic bags in the recycling bin every week, studies have proven that there are very few plants that actually recycle them. Most municipalities either burn them or send them off to the landfill after sorting. This is because it can be expensive to recycle this type of plastic. It doesn't melt down easily and is often not realistically able to be reused from its original form without considerable overhaul to the facility.

The premise of recycling these bags is nice. Yet funding for the upgrades just has not happened and thus less than 1% of all bags sent to recycling plants worldwide end up in the recycling project. Most are left to become a pollution problem in one way or another. ...

—Jamey Wagner

excerpted and adapted from "The Effects of Plastic Bags on Environment"

www.healthguidance.org, 2017

Text 3

Should Cities Ban Plastic Bags?

This excerpt from a Wall Street Journal article includes a journalist’s introduction to the plastic bag ban issue and the viewpoints of an environmental expert, Todd Myers, against the ban.

Plastic bags are one of the most common items in everyday life. And they are at the heart of a fight raging in municipalities world-wide.

Many cities around the globe have already banned the ubiquitous¹ bags from stores, and activists are pushing for bans elsewhere. They argue that cities must spend vast sums to clean up the bags and the damages caused by them, money that’s better spent elsewhere. Not to mention that plastic bags are a blight on the environment, polluting waterways and other natural areas and killing off animals. Banning plastic bags, the activists say, will redirect funds to infrastructure² and spur entrepreneurial³ efforts to come up with alternatives to plastic. ...

But there’s no evidence that banning bags helps the environment—and plenty of evidence that it may actually hurt. Bans yield little benefit to wildlife while increasing carbon emissions⁴ and other unhealthy environmental effects.

Little Harm to Wildlife

Let’s go through the arguments for banning bags. Ban backers cite impacts on marine life, but they consistently sidestep the actual data. The National Oceanic and Atmospheric Administration, for one, says there are currently no published studies about how many marine mammals die because of marine debris. Meanwhile, other sources of marine debris, such as discarded fishing gear, are recognized as a danger to sea life. Why the frenzy over one source—plastic bags—in the absence of evidence?

As for the pollution caused by plastic bags, consider a study by Oskar, the European organization working to protect the marine environment. The study found plastic shopping bags represented less than 3% of marine litter on European beaches, a figure that includes scraps of plastic from shredded bags.

Meanwhile, the claim that municipalities spend a substantial amount of their trash budget, let alone millions of dollars, on picking up plastic bags is hard to believe. In many cases, these claims are guesses by advocates instead of data based on actual studies, and cost is often thrown in as a justification after bans are enacted for political reasons. ...

Some ban supporters claim plastics harm human health, even when studies from organizations like the Environmental Protection Agency,

¹ubiquitous — found everywhere

²infrastructure — fundamental facilities and structures, such as roads, bridges, and power supplies

³entrepreneurial — business leadership

⁴carbon emissions — greenhouse gases released into the atmosphere

the Centers for Disease Control and Prevention, and Pacific Northwest
35 National Labs show these claims are false or exaggerated.

Consider a study from the U.K. Environment Agency that found
plastic grocery bags have the lowest environmental impact in “human
toxicity” and “marine aquatic toxicity” as well as “global-warming
40 potential” even after paper bags are used four times and reusable cotton
bags are used 173 times. Why? Largely because paper and cotton bags
come from crops that require fertilizer, pesticides, herbicides and the like.

Environmental Effects

Critics also say that ban opponents ignore the environmental impact
of bags over the course of their lifetime. But many studies do just that.
The U.K. Environment Agency’s study, for instance, compared the
45 energy expended in creating, using and disposing of plastic, paper
and reusable bags to arrive at its figures. Consumers would have to
use a cotton bag 173 times before they match the energy savings of
one plastic bag, assuming 40% of bags are reused—a percentage that’s
actually lower than the rate in some cities.

50 Some critics say we need to ban bags because voluntary take-back
programs don’t work. But the point of the programs is simply to reuse
bags, and consumers already reuse bags to hold garbage or pick up after
pets.

As for the idea that plastic bags cost consumers more, the reason
55 grocery stores use plastic instead of paper or other bags is that they cost
less and hold more. Reusable bags are even more expensive.

Let’s Be Honest

...Weighing the costs and benefits makes it clear that banning plastic
bags yields little benefit at very high cost. Unfortunately, the political
symbolism of banning the bags is powerful. It is often easier to ignore
60 the science that indicates such bans may actually harm the environment
than to make an honest effort to weigh these issues. All of this is why
plastic-bag bans are more about environmental image than environmental
benefit.

—excerpted from “Should Cities Ban Plastic Bags?”
www.wsj.com, October 8, 2012

Text 4

The Economic Effect of Plastic Bag Bans

A study from the National Center for Policy Analysis [NCPA] claims that a ban on plastic bags used by grocers and retailers can negatively impact sales in the ban area and increase sales among stores just outside the bag ban region. ...

5 During a one-year period, before and after the ban, the majority of stores surveyed in areas with a ban reported an overall average sales decline of nearly 6%. While the majority of respondents surveyed in areas without a ban reported an overall average sales growth of 9%. ...

10 The NCPA survey said that stores under the bag ban also experienced a 10% reduction in employment, while employment in stores outside of the ban slightly increased. [NCPA senior fellow, Pamela] Villarreal said that was particularly “alarming.”

15 “We often hear about the environmental effects of plastic bags, but the economic effects are generally ignored,” she said. “When you think about the unemployment rate in this country, any negative impact on employment is something to take notice of.”

20 The U.S. plastic bag manufacturing and recycling sector employs more than 30,000 workers in 349 communities across the nation, according to the American Progressive Bag Alliance, an organization representing the plastic bag manufacturing and recycling sector. ...

Leila Monroe, staff attorney for the oceans program at the Natural Resources Defense Council (NRDC), looks at the impact on jobs in a different way. She said bag bans provide an opportunity for the industry to innovate.

25 “They can pull together and look at how they can design better products that are truly durable and easily recyclable,” Monroe said. “I have no doubt that if the industry put in the time and investment to retool operations, they can ensure there aren’t job losses, but instead work on ways to move the industry forward.”

Plastic bag alternatives

30 As paper bags are starting to also get listed on the ban list, more attention is now focused on reusable bags. Reusable shopping bags can be made from fabric, woven synthetic fibers, or even polypropylene.

Vincent Cobb, founder of Reuseit.com, first launched the site in 2003 to offer alternatives to single-use plastic shopping bags. The site
35 then expanded to include all types of reusable products. ...

Brad Nihls, VP [Vice President] of operations for Reuseit.com, said the company is all too aware that the reusable bag market is flooded with cheap quality, green-washing¹ products. He said the company warns customers about looking out for cheaply made reusable shopping bags.

¹green-washing — falsely claiming that a product is environmentally friendly

40 “One item of concern with reusable shopping bags are the very cheap
reusables that are often given away during promotions or selling at
grocery stores for 99 cents,” he said. “The concern here is that while
they are marketed as reusable shopping bags, they really are just a
glorified disposable bag, which we feel is even more damaging than the
45 single-use plastic shopping bags.” ...

When it comes to plastic shopping bag bans, Nihls said the company
doesn’t view bans as a big “windfall” for the company. ...

Some reports state that plastic bags are responsible for less than 1%
of all litter. For instance, litter audit data from major Canadian
50 municipalities show that plastic shopping bags are less than 1% of litter.
In San Francisco, surveyors found that plastic bags consisted of 0.6% of
the city’s litter before a local ban was enacted.

What can be lost in the debate between bans, taxes and consumer
choice at the checkout, is the fact that plastic shopping bags are fully
55 recyclable, when disposed of properly.

Still, a study conducted by Boustead Associates found that only 5.2%
of plastic bags are recycled. ...

However, plastic bag recycling requires a different type of
infrastructure than plastic bottles and containers. It’s been reported that
60 when people put plastic bags in their curbside bin, it has the potential
to clog machines at the recycling facilities.

“The problem with plastic bags is that they are extremely difficult,
if not almost impossible, to recycle,” Monroe said. “At municipality
recycling facilities, plastic bags have to be removed because the
65 lightweight thin film can impact the recycling process.” ...

Recycling plastic bags can be turned into raw materials for fencing,
decking, building and construction products, shopping carts and new
bags, according to the American Chemistry Council.

Monroe points out that the 5% recycling of bags is still the current
70 and, potentially, future reality.

“There’s just a large number of bags available where there is no
incentive really to recycle them,” she said. “In contrast when bag bans
and fees are put in place, they show it’s working to reduce waste.” ...

—Heather Caliendo

excerpted and adapted from “The Economic Effect of Plastic Bag Bans”

www.npr.com, February 6, 2013

Part 3**Text-Analysis Response**

Your Task: Closely read the text provided on the following pages and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response on a separate sheet of paper.

Guidelines:**Be sure to:**

- Identify a central idea in the text
- Analyze how the author’s use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text

The Edge of the Sea

The edge of the sea is a strange and beautiful place. All through the long history of Earth it has been an area of unrest where waves have broken heavily against the land, where the tides have pressed forward over the continents, receded, and then returned. For no two successive
5 days is the shore line precisely the same. Not only do the tides advance and retreat in their eternal rhythms, but the level of the sea itself is never at rest. It rises or falls as the glaciers melt or grow, as the floor of the deep ocean basins shifts under its increasing load of sediments, or as
10 the earth's crust along the continental margins warps up or down in adjustment to strain and tension. Today a little more land may belong to the sea, tomorrow a little less. Always the edge of the sea remains an elusive and indefinable boundary.

The shore has a dual nature, changing with the swing of the tides, belonging now to the land, now to the sea. On the ebb tide it knows the
15 harsh extremes of the land world, being exposed to heat and cold, to wind, to rain and drying sun. On the flood tide it is a water world, returning briefly to the relative stability of the open sea.

Only the most hardy and adaptable can survive in a region so mutable, yet the area between the tide lines is crowded with plants and animals.
20 In this difficult world of the shore, life displays its enormous toughness and vitality by occupying almost every conceivable niche. Visibly, it carpets the intertidal rocks; or half hidden, it descends into fissures and crevices, or hides under boulders, or lurks in the wet gloom of sea caves. Invisibly, where the casual observer would say there is no
25 life, it lies deep in the sand, in burrows and tubes and passageways. It tunnels into solid rock and bores into peat and clay. It encrusts weeds or drifting spars¹ or the hard, chitinous² shell of a lobster. It exists minutely, as the film of bacteria that spreads over a rock surface or a wharf piling; as spheres of protozoa, small as pinpricks, sparkling at the surface of the
30 sea; and as Lilliputian³ beings swimming through dark pools that lie between the grains of sand.

The shore is an ancient world, for as long as there has been an earth and sea there has been this place of the meeting of land and water. Yet it is a world that keeps alive the sense of continuing creation and of
35 relentless drive of life. Each time that I enter it, I gain some new awareness of its beauty and its deeper meanings, sensing that intricate fabric of life by which one creature is linked with another, and each with its surroundings. ...

The flats took on a mysterious quality as dusk approached and the last
40 evening light was reflected from the scattered pools and creeks. Then

¹spars — pieces of wood

²chitinous — tough, protective

³Lilliputian — tiny

birds became only dark shadows, with no color discernible. Sanderlings scurried across the beach like little ghosts, and here and there the darker forms of the willets stood out. Often I could come very close to them before they would start up in alarm—the sanderlings running, the willets
45 flying up, crying. Black skimmers flew along the ocean's edge silhouetted against the dull, metallic gleam, or they went flitting above the sand like large, dimly seen moths. Sometimes they "skimmed" the winding creeks of tidal water, where little spreading surface ripples marked the presence of small fish.

50 The shore at night is a different world, in which the very darkness that hides the distractions of daylight brings into sharper focus the elemental realities. Once, exploring the night beach, I surprised a small ghost crab in the searching beam of my torch. He was lying in a pit he had dug just above the surf, as though watching the sea and waiting. The
55 blackness of the night possessed water, air, and beach. It was the darkness of an older world, before Man. There was no sound but the all-enveloping, primeval sounds of wind blowing over water and sand, and of waves crashing on the beach. There was no other visible life—just one small crab near the sea. I have seen hundreds of ghost crabs in
60 other settings, but suddenly I was filled with the odd sensation that for the first time I knew the creature in its own world—that I understood, as never before, the essence of its being. In that moment time was suspended; the world to which I belonged did not exist and I might have been an onlooker from outer space. The little crab alone with the sea
65 became a symbol that stood for life itself—for the delicate, destructible, yet incredibly vital force that somehow holds its place amid the harsh realities of the inorganic world. ...

Looking out over the cove I felt a strong sense of the interchangeability of land and sea in this marginal world of the shore, and of the links
70 between the life of the two. There was also an awareness of the past and of the continuing flow of time, obliterating much that had gone before, as the sea had that morning washed away the tracks of the bird. ...

There is a common thread that links these scenes and memories—the spectacle of life in all its varied manifestations as it has appeared,
75 evolved, and sometimes died out. Underlying the beauty of the spectacle there is meaning and significance. It is the elusiveness of that meaning that haunts us, that sends us again and again into the natural world where the key to the riddle is hidden. It sends us back to the edge of the sea, where the drama of life played its first scene on earth and perhaps
80 even its prelude; where the forces of evolution are at work today, as they have been since the appearance of what we know as life; and where the spectacle of living creatures faced by the cosmic realities of their world is crystal clear.

—Rachel Carson
excerpted from *The Edge of the Sea*, 1955
Houghton Mifflin Company

Part 1

Multiple-Choice Questions

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple choice questions. Select the best suggested answer to each question and record your answer in the space provided. You may use the margins to take notes as you read.

Reading Comprehension Passage A
Caramelo

One would think now that she was living in Chicago, in the same city as her [favorite son] Inocencio, the Grandmother would find happiness. But no, that wasn't the case. The Grandmother was meaner than ever. She was unhappy. And didn't know she was unhappy, the worst kind of unhappiness of all. As a result, everyone was in a hurry to find her a house of some sort. A bungalow, a duplex, a brownstone, an apartment. Something, anything, because the Grandmother's gloominess was the contagious kind, infecting every member of the household as fiercely as the bubonic plague.

Because Baby [Inocencio's brother] and Ninfa's apartment had room to accommodate a guest, it was understood the Grandmother would stay with them until she could find a house of her own. This had seemed all well and fine when the plans were made long distance with Uncle Baby shouting into the receiver that he insisted, that he and Ninfa wouldn't think of her staying anywhere else, that the girls were thrilled she was coming. But now that she was actually sleeping in [granddaughter] Amor's narrow bed with radios and televisions chattering throughout the apartment, and doors and cupboards banging, and the stink of cigarettes soaking into everything, even her skin, and trucks rumbling past and shaking the building like an earthquake, and sirens and car horns at all hours, well, it just about drove her crazy; even the rowdy Chicago wind, a rough, moody brute who took one look at you and laughed. ...

All day and all night the expressway traffic whooshed past, keeping the Grandmother awake. She napped when she could, even when the apartment and its inhabitants jabbered the loudest. She was tired all the time, and yet she had trouble sleeping, often waking once or twice in the early morning, and in her sleeplessness, padding in her house slippers to the living room, where the front windows looked out onto the lanes of traffic, the expressway billboards, and the frighteningly grimy factories beyond. The trucks and cars, furious to get from here to there, never paused for a moment, the sound of the expressway almost not a sound at all, but a roar like the voice of the sea trapped inside a shell.

She pressed her forehead against the cold glass and sighed. If the Grandmother had consulted her feelings, she would've understood why it was taking her so long to buy a new house and settle in Chicago, but she was not a woman given to reflection. She missed her old house too much and was too proud to admit she'd made a mistake. She couldn't go backward, could she? She was stuck, in the middle of nowhere it seemed, halfway between here and where?

40 The Grandmother missed the routine of her mornings, her three-minute eggs and *bolillo*¹ breakfasts. She missed rubbing her big toe along the octagon tiles of her bathroom floor. But most of all, she missed her own bed with its mattress sagging in the center, the familiar scent and weight of her blankets, the way morning entered gradually from the left as the sun
45 climbed over the east courtyard wall, the one topped with a cockscomb² of glass shards to keep out the thieves. Why do we get so used to waking up in a certain room? And when we aren't in our own bed and wake up in another, a terrible fear for a moment, like death.

There is nothing worse than being a houseguest for too long, especially
50 when your host is a relative. The Grandmother felt like a prisoner. She hated climbing up the three flights of stairs, and always arrived clutching her heart, convinced she was having an attack, like the one that killed Narciso [her husband]. Really, once she was upstairs, she couldn't even bear the thought of coming back down. What a barbarity! ...

55 To visit Chicago is one thing, to live there another. This was not the Chicago of her vacations, where one is always escorted to the lake shore, to the gold coast, driven along the winding lanes of traffic of Lake Shore Drive in the shadow of beautiful apartment buildings, along State Street and Michigan Avenue to window-shop at least. And perhaps taken on an
60 excursion on the lake. How is it she hadn't noticed the expression of the citizens, not the ones fluttering in and out of taxis, but the ones at bus stops, hopping like sparrows, shivering and peering anxiously for the next bus, and those descending wearily into the filthy bowels of the subway like the souls condemned to purgatory.³

65 At first the Grandmother was thrilled by the restaurants and the big discount chains—but then the routine got to be too familiar. Saturdays in search of houses that were not to her liking. Dark brick houses with small, squinty windows, gloomy apartments, or damp little bungalows, everything somber and sad and not letting in enough light, and no
70 courtyards, a dank,⁴ mean gangway, a small patch of thin grass called a garden, and maybe a bald tree in front. This wasn't what she had in mind.

And as the weeks and months passed, and she was still without a house, the rainy, cold autumn weather began and only made her feel worse. There was the Chicago winter coming that everyone had warned her about,
75 and she was already so cold and miserable she didn't feel much like leaving her room, let alone the building. She blamed Ninfa, who kept lowering the heat in order to save money. The Grandmother confined herself to bed, satisfied only when she was under several layers of blankets. ...

But nothing, nothing in the Grandmother's imagination prepared her
80 for the horrors of a Chicago winter. It was not the picturesque⁵ season of Christmas, but the endless tundra of January, February, and March. Daylight dimmed to a dull pewter.⁶ The sun a thick piece of ice behind a

¹bolillo — crunchy roll

²cockscomb — rooster's crown with jagged edges

³purgatory — place of suffering

⁴dank — damp

⁵picturesque — charming

⁶pewter — gray

dirty woolen sky. It was a cold like you can't imagine, a barbarous thing, a knife in the bone, a cold so cold it burned the lungs if one could even
85 believe such a cold. And the mountains of filthy snow shoveled in huge heaps, the chunks of ice on the sidewalk that could kill an aged citizen. —Oh, this is nothing, you should've been here for the Big Snow, the grandchildren bragged, speaking of the recent storm of '68.

Big snow or little snow, it was all the same after the novelty of snow
90 had worn off. A nuisance, a deadly thing, an exaggerated, long, drawn-out ordeal that made one feel like dying, that killed one slowly, a torture. *Let me die in February, let me die rather than have to step out the door again, please*, the Grandmother thought to herself, dreading having to dress like a monster to go outside. —*Ay, ya no puedo*. I can't anymore, I can't.
95 And just when she could no longer, when she could no longer find the strength, the drive, the will to keep on living, when she was ready to fold into herself and let her spirit die, just then, and only then, did April arrive with sky the color of hope and branches filled with possibilities.

—Sandra Cisneros, excerpted and adapted from *Caramelo*, 2002, Alfred A. Knopf

1. The figurative language in lines 6 through 9 establishes a tone of

- (1) loneliness (2) confusion (3) desperation (4) shame 1 ____

2. The second paragraph contributes to a central idea by exposing

- (1) a contrast between the Grandmother's expectations and reality
(2) the family's denial of the Grandmother's needs
(3) a struggle between the family's obligations and desires
(4) the Grandmother's appreciation of the family's lifestyle 2 ____

3. The details in lines 40 through 46 convey a feeling of

- (1) patience (2) annoyance (3) anticipation (4) nostalgia 3 ____

4. Lines 55 through 59 best serve to

- (1) offer a remedy (3) develop a character
(2) present a contrast (4) raise a question 4 ____

5. The comparison drawn in lines 60 through 64 expresses the Grandmother's

- (1) awareness of varying experiences of city life
(2) contempt for the residents of the city
(3) frustration with the inconvenience of city life
(4) inability to accept the beauty of the city 5 ____

6. The description in lines 65 through 71 highlights the Grandmother's

- (1) excitement (2) hostility (3) disillusionment (4) optimism 6 ____

7. Lines 77 and 78 reveal that the Grandmother is

- (1) rejected by her children (3) insensitive to the needs of others
(2) withdrawing from the family (4) fearful of becoming ill 7 ____

8. The author's use of the words "barbarity" (line 54) and "barbarous" (line 83) emphasizes the
- (1) rejection of the Grandmother (3) harshness of the situation
(2) cruelty of the family (4) hopelessness of the future 8 ____
9. Lines 94 through 98 suggest
- (1) an unlikely comparison (3) an escalation of conflict
(2) a mysterious atmosphere (4) a shift in perspective 9 ____
10. Which statement best clarifies the idea that the Grandmother "was not a woman given to reflection" (line 36)?
- (1) "She was unhappy. And didn't know she was unhappy, the worst kind of unhappiness of all." (lines 4 and 5)
(2) "All day and all night the expressway traffic whooshed past, keeping the Grandmother awake." (lines 23 and 24)
(3) "She missed rubbing her big toe along the octagon tiles of her bathroom floor." (lines 41 and 42)
(4) "At first the Grandmother was thrilled by the restaurants and the big discount chains—but then the routine got to be too familiar." (lines 65 and 66) 10 ____

Reading Comprehension Passage B

Ithaka¹

- As you set out for Ithaka
hope the voyage is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,²
- 5 angry Poseidon³—don't be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
- 10 Laistrygonians and Cyclops,
wild Poseidon—you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.
- Hope the voyage is a long one.
- 15 May there be many a summer morning when,
with what pleasure, what joy,
you come into harbors seen for the first time;
may you stop at Phoenician trading stations
to buy fine things,

¹Ithaka — In the epic, *The Odyssey*, it took Odysseus 10 years to return to his Greek island home of Ithaka after winning the Trojan war

²Laistrygonians and Cyclops — monsters that Odysseus encountered on his journey home

³Poseidon — the Greek god of the sea who sought to punish Odysseus for harming his son, a Cyclops

- 20 mother of pearl and coral, amber and ebony,
sensual perfume of every kind—
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to gather stores of knowledge from their scholars.
- 25 Keep Ithaka always in your mind.
Arriving there is what you are destined for.
But do not hurry the journey at all.
Better if it lasts for years,
so you are old by the time you reach the island,
- 30 wealthy with all you have gained on the way,
not expecting Ithaka to make you rich.
- Ithaka gave you the marvelous journey.
Without her you would not have set out.
She has nothing left to give you now.
- 35 And if you find her poor, Ithaka won't have fooled you.
Wise as you will have become, so full of experience,
you will have understood by then what these Ithakas mean.

—C.P. Cavafy
“Ithaka”

from *C.P. Cavafy: Collected Poems*, 1992
translated by Edmund Keeley and Philip Sherrard
Princeton University Press

11. The references to Laistrygonians, Cyclops, and Poseidon in the first stanza convey the idea that people
- (1) can create their own obstacles (3) should avoid taking risks
(2) can be guided by intuition (4) should be motivated by fear 11 _____
12. The repetition in lines 2 and 14 stresses the
- (1) value of seeking truth
(2) impossibility of fulfilling desires
(3) importance of embracing life
(4) danger of delaying decisions 12 _____
13. As used in line 30, the concept of “wealthy” refers to
- (1) power (2) love (3) money (4) insight 13 _____
14. Which phrase best clarifies what Ithaka represents?
- (1) “your thoughts raised high” (line 7)
(2) “a rare excitement” (line 8)
(3) “harbors seen for the first time” (line 17)
(4) “what you are destined for” (line 26) 14 _____

Reading Comprehension Passage C

Get That Song Outta My Head!

The nightmare began when my husband walked into our kitchen and said, “I’ve had this song stuck in my head all day ...”

No! I thought. Don’t say it!

“Remember that song from the original *Karate Kid* movie?” he continued.

For the love of God, no!

“You know how it goes. ‘You’re the best around ... na na na na na, na na na na. You’re the best around ...’”

It was too late. Now I had an earworm — a song, melody or jingle that gets stuck in your head.

The worst part? I only knew that same line. I walked around humming it for days. I tried to shake it by singing along with tunes playing on my car radio while I was out running errands. For a brief time, Van Halen’s “Runnin’ With the Devil” replaced it.

But in no time at all, that one line from “You’re the Best,” sung by Joe Esposito on the *The Karate Kid* soundtrack, was back.

Perhaps if I heard more of the song in my head, it wouldn’t be as annoying. But just this one line? Over and over and over again? It was pure torture. I needed to do something drastic. I busted out that 1980s hit, “The Safety Dance” by Men Without Hats. After singing it a few times, the earworm was gone.

I knew I’d get another one, though. About 90 percent of people experience earworms at least once a week, according to the Earworm Project run by the Music, Mind and Brain group at Goldsmiths, University of London.

“Music lovers, specifically people who ascribe¹ more importance to music or people who spend more time listening to music, have more frequent and longer earworm episodes,” says Kelly Jakubowski, a researcher with the Earworm Project. ...

To find out what causes earworms and how to get rid of them, I contacted the man known as “Dr. Earworm,” James Kellaris, a marketing professor at the University of Cincinnati. Certainly with a nickname like that, he would know something.

Kellaris began studying earworms in 1999. A former professional musician prone to getting earworms himself, he eventually became a marketing professor, “interested in how marketers use music to achieve various commercial goals,” he says, “It was a perfect storm to create an earworms researcher.”

He explained to me that when we get an earworm, the tune seems to repeat itself involuntarily, which is why experts consider earworms involuntary musical imagery (INMI). This was exactly what “You’re the Best” had done to me.

¹ascribe — credit

So what, precisely, was happening in my brain when I couldn't shake that tune?

45 Jakubowski contributed to a May 2015 study led by Nicolas Farrugia, a postdoctoral researcher with the Earworm Project, that demonstrated auditory and inhibitory-related areas play a role in earworms as well.

The researchers examined 44 healthy subjects, all between 25 and 70 years old and all participants of a past neuroimaging study run by the
50 Cambridge Medical Research Council's Cognition and Brain Sciences Unit. These subjects took an online survey that measured both the extent of their musical training and how strongly INMIs impacted them. For example, the survey wanted to know how strong of a negative impact INMIs had on them or if INMIs were actually helpful while they went
55 about their everyday activities.

When they examined these participants' brain images, one pattern in particular stuck out: People who got earworms more often had a thinner right frontal cortex, which is involved in inhibition,² and a thinner temporal cortex, which processes sensory stimuli like sound. In other
60 words, these people's brains just weren't as good at suppressing the random song that might pop into their heads.

Why we get earworms, unfortunately, remains a scientific mystery. "We know that songs that are 'catchy' — short, simple, repetitive and contain some incongruity — are most likely to get stuck," Kellaris
65 says. Most people are more likely to get a song like "Don't Worry, Be Happy" stuck in their heads than, say, a Mahler symphony. And some things exacerbate them: frequency and duration of exposure to music, worry, stress, fatigue and idleness.

Considering that my husband kept singing the snippet³ while I was tired
70 and stressed, I can see why it got stuck. But my earworms have been relatively innocuous.⁴ Even though they're annoying, I can eventually get rid of them. Some people can't, though.

Part of Kellaris' earliest research involved mailing a questionnaire to about 1,000 respondents at four U.S. universities. He asked them if
75 they'd ever had an earworm, for how long, how often it happened, how it made them feel, etc.

One respondent claimed to have had a song stuck in his head since 1978. This is known as intrusive musical imagery (IMI), a musical obsession that's chronic and highly distracting to a person's everyday
80 life and work. According to Dean McKay, a psychology professor at Fordham University, my short-lived earworm was nothing compared to an IMI.

But now I was concerned. Could my future earworms turn into these IMIs? Is there away to prevent this from happening?

²inhibition — restraining behavior

³snippet — short piece

⁴innocuous — harmless

85 McKay co-authored a June 2014 study titled “Musical obsessions: A comprehensive review of neglected clinical phenomena.” For this study, McKay and other international colleagues, all of whom treat obsessive-compulsive disorder, created the first comprehensive review of musical obsessions. They compiled a database of 96 case study descriptions of
90 people with severe musical obsessions — the largest compilation⁵ assembled on this topic. They determined the characteristics of musical obsessions such as IMIs and compared them with earworms, musical hallucinations and visual obsessional imagery.

The group’s research showed that IMIs can be treated by using a
95 method known as distraction — coming up with a competing melody to think about that would get rid of the IMI. That’s exactly what I had done, albeit unknowingly, when I used “The Safety Dance” to stop my earworm.

McKay says my earworm was pesky because I knew only that one part of the song. He suggests if I have just a portion of a song looping
100 in my brain in the future, I can try another method called exposure —simply listening to the entire song. “It’s like a completion task,” he says. “Once you know the whole song, then there’s no need for it to be stuck in your head.”

Another form of distraction is to sing the song out loud, but change
105 some of the words or slightly throw off the melody. One of McKay’s patients had an IMI based on a Taylor Swift song. “We made up some other words for it,” he explains. “We messed up the melody a bit, but not so much that it wasn’t recognizable as still being that song, and then it faded.” McKay stresses that this is the only case he’s tried
110 this in, so it’s not a forgone conclusion this kind of distraction would work in other instances.

What I wanted to know was if the earworm I get today could become the IMI of tomorrow.

“Highly improbable,” he says.
115 “You’re the best,” I reply.
Oh no.

—Michele Wojciechowski
excerpted from “Get That Song Outta My Head!”
Discover, March 2016

⁵compilation — collection

15. The anecdote in lines 1 through 10 best serves to
- | | | |
|--------------------------|----------------------|---------|
| (1) make a prediction | (3) issue a warning | |
| (2) establish a conflict | (4) propose a theory | 15 ____ |
16. Knowledge of earworms (lines 34 through 38) can be utilized in
- | | | |
|-----------------|---------------------|---------|
| (1) education | (3) recording music | |
| (2) advertising | (4) product design | 16 ____ |

17. Details regarding individuals' brain structure (lines 56 through 61) serve to

- (1) estimate the duration of earworms
- (2) reject a hypothesis about earworms
- (3) demonstrate the danger of earworms
- (4) explain a susceptibility to earworms

17 ____

18. As used in line 67, "exacerbate" most nearly means

- (1) postpone
- (2) intensify
- (3) contradict
- (4) prevent

18 ____

19. Lines 70 through 72 serve to highlight a central idea that earworms are

- (1) habitual and damaging
- (2) insignificant, yet pleasurable
- (3) bothersome, yet temporary
- (4) familiar and therapeutic

19 ____

20. The research of Professor James Kellaris (lines 73 through 82) supports the idea that IMIs may

- (1) disrupt ordinary routine
- (2) cause insomnia
- (3) distort hearing
- (4) interfere with learning

20 ____

21. According to studies (lines 94 through 97), one way of treating IMIs involves

- (1) toleration
- (2) medication
- (3) substitution
- (4) conversation

21 ____

22. The statement "Oh no" (line 116) reflects the narrator's

- (1) humorous acceptance
- (2) feeling of rejection
- (3) sense of finality
- (4) calm anticipation

22 ____

23. Which lines best summarize a central idea of the text?

- (1) "Music lovers ... have more frequent and longer earworm episodes" (lines 26 through 28)
- (2) "He explained to me that when we get an earworm, the tune seems to repeat itself involuntarily" (lines 39 and 40)
- (3) "He suggests if I have just a portion of a song looping in my brain ... I can try another method called exposure" (lines 99 through 100)
- (4) "it's not a forgone conclusion this kind of distraction would work in other instances" (lines 110 and 111)

23 ____

24. The text is presented from the narrator's perspective in order to

- (1) distinguish the narrator's personal beliefs from research findings
- (2) highlight the narrator's disagreement with current treatments
- (3) create an objective tone throughout the text
- (4) convey scientific information through a personal experience

24 ____

Part 2

Argument

Directions: Closely read each of the *four* texts provided on the following pages and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument on a separate sheet of paper provided by the teacher.

Topic: Does the Internet have a negative impact on our thinking process?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not the Internet has a negative impact on our thinking process. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not the Internet has a negative impact on our thinking process
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – OK, Google, Where Did I Put My Thinking Cap?

Text 2 – Author Nicholas Carr: The Web Shatters Focus, Rewires Brains

Text 3 – The Memex in Your Pocket

Text 4 – Are We Losing Our Ability to Think Critically?

Text 1

OK, Google, Where Did I Put My Thinking Cap?

Take a look at this question: How do modern novels represent the characteristics of humanity?

If you were tasked with answering it, what would your first step be? Would you scribble down your thoughts — or would you Google it?

- 5 Terry Heick, a former English teacher in Kentucky, had a surprising revelation when his eighth- and ninth-grade students quickly turned to Google.

- 10 “What they would do is they would start Googling the question, ‘How does a novel represent humanity?’ ” Heick says. “That was a real eye-opener to me.” ...

Heick had intended for his students to take a moment to think, figure out what type of information they needed, how to evaluate the data and how to reconcile conflicting viewpoints. He did not intend for them to immediately Google the question, word by word — eliminating the process of critical thinking.

More Space To Think Or Less Time To Think?

There is a relative lack of research available examining the effect of search engines on our brains even as the technology is rapidly dominating our lives. Of the studies available, the answers are sometimes unclear.

Some argue that with easy access to information, we have more space in our brain to engage in creative activities, as humans have in the past. ...

Daphne Bavelier, a professor at the University of Geneva, wrote in 2011 that we may have lost the ability for oral memorization valued by the Greeks when writing was invented, but we gained additional skills of reading and text analysis.

Writer Nicholas Carr contends that the Internet will take away our ability for contemplation due to the plasticity of our brains. He wrote about the subject in a 2008 article for *The Atlantic* titled “Is Google Making Us Stupid.”

“...what the [Internet] seems to be doing is chipping away my capacity for concentration and contemplation,” Carr wrote....

‘I’m Always On My Computer’

Michele Nelson, an art teacher at Estes Hills Elementary School in Chapel Hill, N.C., seems to share Carr’s concerns. Nelson, who has been teaching for more than nine years, says it was obvious with her middle school students and even her 15-year-old daughter that they are unable to read long texts anymore.

“They just had a really hard time comprehending if they went to a website that had a lot of information,” Nelson says.

“They couldn’t grasp it, they couldn’t figure out what the important thing was.” ...

The bright side lies in a 2009 study conducted by Gary Small, the director of University of California Los Angeles’ Longevity Center, that explored brain activity when older adults used search engines. He found that among older people who have experience using the Internet, their brains are two times more active than those who don’t when conducting Internet searches. ...

For Small, the problem for younger people is the overuse of the technology that leads to distraction. Otherwise, he is excited for the new innovations in technology.

“We tend to be economical in terms of how we use our brain, so if you know you don’t have to memorize the directions to a certain place because you have a GPS in your car, you’re not going to bother with that,” Small says. “You’re going to use your mind to remember other kinds of information.” ...

—Zhai Yun Tan

excerpted from “OK, Google, Where Did I Put My Thinking Cap?”

www.npr.org, February 5, 2016

Text 2

Author Nicholas Carr: The Web Shatters Focus, Rewires Brains

... What kind of brain is the Web giving us? That question will no doubt be the subject of a great deal of research in the years ahead. Already, though, there is much we know or can surmise—and the news is quite disturbing. Dozens of studies by psychologists, neurobiologists, and
5 educators point to the same conclusion: When we go online, we enter an environment that promotes cursory¹ reading, hurried and distracted thinking, and superficial learning. Even as the Internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain. ...

10 The depth of our intelligence hinges on our ability to transfer information from working memory, the scratch pad of consciousness, to long-term memory, the mind's filing system. When facts and experiences enter our long-term memory, we are able to weave them into the complex ideas that give richness to our thought. But the passage from working
15 memory to long-term memory also forms a bottleneck in our brain. Whereas long-term memory has an almost unlimited capacity, working memory can hold only a relatively small amount of information at a time. And that short-term storage is fragile: A break in our attention can sweep its contents from our mind.

20 Imagine filling a bathtub with a thimble; that's the challenge involved in moving information from working memory into long-term memory. When we read a book, the information faucet provides a steady drip, which we can control by varying the pace of our reading. Through our single-minded concentration on the text, we can transfer much of the
25 information, thimbleful by thimbleful, into long-term memory and forge the rich associations essential to the creation of knowledge and wisdom.

On the Net, we face many information faucets, all going full blast. Our little thimble overflows as we rush from tap to tap. We transfer only a small jumble of drops from different faucets, not a continuous, coherent²
30 stream.

Psychologists refer to the information flowing into our working memory as our cognitive load. When the load exceeds our mind's ability to process and store it, we're unable to retain the information or to draw connections with other memories. We can't translate the new material into
35 conceptual knowledge. Our ability to learn suffers, and our understanding remains weak. That's why the extensive brain activity that [Gary] Small discovered in Web searchers may be more a cause for concern than for celebration. It points to cognitive overload. ...

¹cursory — incomplete

²coherent — logical

The penalty is amplified by what brain scientists call switching costs.

40 Every time we shift our attention, the brain has to reorient itself, further
taxing our mental resources. Many studies have shown that switching
between just two tasks can add substantially to our cognitive load,
impeding³ our thinking and increasing the likelihood that we'll overlook
or misinterpret important information. On the Internet, where we generally
45 juggle several tasks, the switching costs pile ever higher.

The Net's ability to monitor events and send out messages and
notifications automatically is, of course, one of its great strengths as a
communication technology. We rely on that capability to personalize the
workings of the system, to program the vast database to respond to our
50 particular needs, interests, and desires. We want to be interrupted, because
each interruption—email, tweet, instant message, RSS⁴ [Really Simple
Syndication] headline—brings us a valuable piece of information. To turn
off these alerts is to risk feeling out of touch or even socially isolated.
The stream of new information also plays to our natural tendency
55 to overemphasize the immediate. We crave the new even when we know
it's trivial. ...

We know that the human brain is highly plastic; neurons and synapses⁵
change as circumstances change. When we adapt to a new cultural
phenomenon, including the use of a new medium, we end up with a
60 different brain, says Michael Merzenich, a pioneer of the field of
neuroplasticity.⁶ That means our online habits continue to reverberate in
the workings of our brain cells even when we're not at a computer. We're
exercising the neural circuits devoted to skimming and multitasking while
ignoring those used for reading and thinking deeply. ...

65 There's nothing wrong with absorbing information quickly and in bits
and pieces. We've always skimmed newspapers more than we've read
them, and we routinely run our eyes over books and magazines to get the
gist of a piece of writing and decide whether it warrants more thorough
reading. The ability to scan and browse is as important as the ability to
70 read deeply and think attentively. The problem is that skimming is
becoming our dominant mode of thought. Once a means to an end, a way
to identify information for further study, it's becoming an end in itself
—our preferred method of both learning and analysis. Dazzled by the
Net's treasures, we are blind to the damage we may be doing to our
75 intellectual lives and even our culture. ...

—Nicholas Carr

excerpted and adapted from

“Author Nicholas Carr: The Web Shatters Focus, Rewires Brains”

www.wired.com, June 2010

³impeding — disrupting

⁴RSS — news notification system

⁵neurons and synapses — parts of the nervous system that pass electrical or chemical signals

⁶neuroplasticity — the brain's ability to reorganize itself

Text 3

The Memex in Your Pocket

...The idea that we could invent tools that change our cognitive¹ abilities might sound outlandish, but it's actually a defining feature of human evolution. When our ancestors developed language, it altered not only how they could communicate but how they could think. Mathematics, the printing press, and science further extended the reach of the human mind, and by the 20th century, tools such as telephones, calculators, and Encyclopedia Britannica gave people easy access to more knowledge about the world than they could absorb in a lifetime.

Yet it would be a stretch to say that this information was part of people's minds. There remained a real distinction between what we knew and what we could find out if we cared to.

The Internet and mobile technology have begun to change that. Many of us now carry our smart-phones with us everywhere, and high-speed data networks blanket the developed world. If I asked you the capital of Angola, it would hardly matter anymore whether you knew it off the top of your head. Pull out your phone and repeat the question using Google Voice Search, and a mechanized voice will shoot back, "Luanda." When it comes to trivia, the difference between a world-class savant² and your average modern technophile³ is perhaps five seconds. And Watson's *Jeopardy!* triumph over Ken Jennings⁴ suggests even that time lag might soon be erased—especially as wearable technology like Google Glass⁵ begins to collapse the distance between our minds and the cloud.

So is the Internet now essentially an external hard drive for our brains? That's the essence of an idea called "the extended mind," first propounded by philosophers Andy Clark and David Chalmers in 1998. The theory was a novel response to philosophy's long-standing "mind-brain problem," which asks whether our minds are reducible to the biology of our brains. Clark and Chalmers proposed that the modern human mind is a system that transcends⁶ the brain to encompass aspects of the outside environment. They argued that certain technological tools—computer modeling, navigation by slide rule,⁷ long division via pencil and paper—can be every bit as integral to our mental operations as the internal workings of our brains. They wrote: "If, as we confront some task, a part of the world functions as a process which, *were it done in the head*, we would have no hesitation in recognizing as part of the cognitive process, then that part of the world is (so we claim) part of the cognitive process." ...

¹cognitive — the process of knowing and perceiving

²savant — scholar

³technophile — a person enthusiastic about technology

⁴Ken Jennings — the 74-time *Jeopardy* game show champion, defeated by IBM's super computer, Watson, in 2004

⁵Google Glass — smart glasses

⁶transcends — surpasses

⁷slide rule — a mechanical device used for computations

The basic Google search, which has become our central means of retrieving published information about the world—is only the most obvious example. Personal-assistant tools like Apple’s Siri instantly retrieve information such as phone numbers and directions that we once had to memorize or commit to paper. Potentially even more powerful as memory aids are cloud-based note-taking apps like Evernote, whose slogan is, “Remember everything.”

So here’s a second pop quiz. Where were you on the night of Feb. 8, 2010? What are the names and email addresses of all the people you know who currently live in New York City? What’s the exact recipe for your favorite homemade pastry?

Our own brains are brilliant at storing and retrieving information that’s viscerally⁸ important to us, like the smile of someone we love or the smell of a food that made us sick, explains Maureen Ritchey, a postdoctoral researcher at U.C.–Davis who specializes in the neuroscience⁹ of memory. But they’re prone to bungle abstract details like the title of a book we wanted to read or the errand we were supposed to run on the way home from work. ...

So where were you on that February night three years ago? If you use a modern email program like Gmail, there’s a good chance you can piece it together by calling up your emails from that date. Which of your friends could you crash with or call up for a drink when you visit New York this summer? That’s what Facebook’s new Graph Search is for. See? Your memory is better than you think. ...

There are also, of course, pitfalls to having devices that are smart and powerful enough to aid our minds in all sorts of ways.

One is the fear that the same Internet that makes us smarter in relatively superficial ways may also be making us stupid on a deeper level. The writer Nicholas Carr worries that the information age is leading inexorably¹⁰ to an age of ADHD [Attention Deficit Hyperactivity Disorder]—that a parade of tweets and hyperlinks is training our brains to expect constant stimulation and thus rendering us incapable of reading a book, let alone sustaining the type of profound contemplation that leads to real wisdom.

There may be some truth in that, though brain scans suggest that searching Google actually stimulates more parts of the brain than reading a book. And it’s worth keeping in mind Carr’s own observation that Socrates¹¹ once bemoaned the rise of the written word on similar grounds. Similarly, 15th-century techno-skeptics fretted that the printing press would weaken people’s minds.

⁸viscerally — instinctively

⁹neuroscience — science that deals with the nervous system and brain

¹⁰inexorably — without yielding

¹¹Socrates — Greek philosopher

Chalmers points out that this type of reasoning depends on the notion that the human mind is coterminous¹² with the brain. Sure, the rise of literature probably eroded our brain's capacity to remember epic poems verse by verse. Long before that, Chalmers says, the advent of oral
 80 language might well have reshaped our cortexes to the detriment [of] some primitive sensory capacities or modes of introspection.¹³ "Maybe the Nicholas Carr of the day said, 'Hey, language is making us stupider,'" Chalmers jokes. ...

—Will Oremus

excerpted and adapted from "The Memex In Your Pocket"

www.slate.com, March 7, 2013

¹²coterminous — having the same boundaries

¹³introspection — self-analysis

Text 4

Are We Losing Our Ability to Think Critically?

...Although there's little debate that computer technology complements—and often enhances—the human mind in the quest to store information and process an ever-growing tangle of bits and bytes, there's increasing concern that the same technology is changing the way we
 5 approach complex problems and conundrums,¹ and making it more difficult to really *think*.

"We're exposed to [greater amounts of] poor yet charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion," says [researcher and lecturer, Adrian] West. "The wealth of communications and
 10 information can easily overwhelm our reasoning abilities." What's more, it's ironic that ever-growing piles of data and information do not equate to greater knowledge and better decision-making. What's remarkable, West says, is just "how little this has affected the quality of our thinking." ...

Arriving at a clear definition for critical thinking is a bit tricky.
 15 Wikipedia describes it as "purposeful and reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions, or arguments." Overlay technology and that's where things get complex. "We can do the same critical-reasoning operations without technology as we can with it—just at different speeds
 20 and with different ease," West says.

What's more, while it's tempting to view computers, video games, and the Internet in a monolithic² good or bad way, the reality is that they may be both good and bad, and different technologies, systems, and uses yield entirely different results. For example, a computer game may promote
 25 critical thinking or diminish it. Reading on the Internet may ratchet up one's ability to analyze while chasing an endless array of hyperlinks may undercut deeper thought.

¹conundrums — riddles

²monolithic — singularly

Michael Bugeja, director of the Greenlee School of Journalism and Communication at Iowa State University of Science and Technology, says: “Critical thinking can be accelerated multifold by the right technology.” On the other hand, “The technology distraction level is accelerating to the point where thinking deeply is difficult. We are overwhelmed by a constant barrage³ of devices and tasks.” Worse: “We increasingly suffer from the Google syndrome. People accept what they read and believe what they see online is fact when it is not.”

One person who has studied the effects of technology on people is UCLA’s [Patricia] Greenfield. Exposure to technology fundamentally changes the way people think, says Greenfield, who recently analyzed more than 50 studies on learning and technology, including research on multitasking and the use of computers, the Internet, and video games. As reading for pleasure has declined and visual media have exploded, noticeable changes have resulted, she notes.

“Reading enhances thinking and engages the imagination in a way that visual media such as video games and television do not,” Greenfield explains. “It develops imagination, induction,⁴ reflection, and critical thinking, as well as vocabulary.” However, she has found that visual media actually improves some types of information processing. Unfortunately, “most visual media are real-time media that do not allow time for reflection, analysis, or imagination,” she says. The upshot? Many people —particularly those who are younger—wind up not realizing their full intellectual potential. ...

—Samuel Greengard

excerpted and adapted from

“Are We Losing Our Ability to Think Critically?”

<https://cacm.acm.org>, July 2009

³barrage — overwhelming quantity

⁴induction — the process of creating a general rule from specific examples

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on the following pages and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response on a separate sheet of paper.

Guidelines:**Be sure to:**

- Identify a central idea in the text
- Analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text

The following excerpt is from a memoir where the author recalls her childhood in post-World War II Poland, when shortages were common and the availability of consumer products was limited.

Objects of Affection

- 5 ...I was a child of the fifties, growing up in a communist country beset by shortages of practically everything—food, clothes, furniture—and that circumstance may have been responsible for my complicated attitude toward objects. We had few toys or books, and we wore mostly hand-me-downs. A pair of mittens, a teddy bear, and a chocolate bar for Christmas were enough. Once in a while we also got skates, bikes, musical instruments. “Abundance” had no place in our vocabulary and in our world, but we were happy with what we had, in the way that only children

can be. We were unaware that our lives were in any way circumscribed,¹ although the reality we lived in trained us early on that there was a huge gap between wanting something and getting it. After all, even people with money had to hustle and resort to underhanded maneuvers, including bribery, to buy things. ...

By the time I graduated from high school, I was a person of substance, or so I thought. The shortages never disappeared, but it was easier to get things. I had a Chinese fountain pen and two ballpoint pens, which I kept in my desk drawer and would only use at home. I boasted several records that my sister and I listened to on a gramophone player she had been given as a name-day present a few years before. Some of them were by the popular Polish rock bands, and one was Beethoven's Fifth Symphony, the only classical music record I had for a long time. I listened to it so often that to this day I can hum the whole piece from beginning to end. I also had a bookcase with a sliding glass front that was filled with books. My parents' books were arrayed on three broad shelves in the bottom part of a cupboard in what doubled as our living room and their bedroom. Although both my parents were readers, they rarely bought books, borrowing them instead from the public library. I was very possessive of the books I owned and only reluctantly loaned them to friends. When my younger sister took one out, I insisted she put it back in the exact same spot.

My possessiveness may have had a lot to do with how difficult books were to come by. They were published in small numbers, and there was such a huge demand for them among the intelligentsia² that the good ones disappeared from stores very quickly. On my way back from school, I often made a detour and walked by the local bookstore to look in the window where new arrivals would be displayed. That was how I spotted a four-volume *War and Peace* that cost eighty zloty, not a negligible sum. I had only thirty. The clerk told me this was the only copy in the store. I knew the book would be sold soon, so I decided to go to my father's office and beg him for a loan, which he gave me at once. Clutching the money, I ran back to the bookstore, breathless and worried that the book would no longer be there. I realize that what I'm saying must seem pathetic to a person raised in the comforts of a free market economy³ where it's enough to think of something to find it immediately in the store.

¹circumscribed — limited

²intelligentsia — intellectual elite

³free market economy — an economic system based on supply and demand with little to no government control

45 It might sound more poignant⁴ if I said that books and records helped
me escape the surrounding grayness and drabness and that my hunting for
them wasn't solely motivated by my newly developed acquisitiveness⁵
or a collector's instinct. But if I said that, I'd be practicing revisionist
50 history.⁶ The truth is that we didn't see the grayness and drabness—not
yet. This realization came much later. So if it was aesthetic⁷ escapism, it
was the universal kind, not fueled by our peculiar political circumstances.

My youthful materialism thrived in a country where materialism
—unless of the Marxist variety—was unanimously condemned as the
ugly outgrowth of western consumer societies. We knew this was just
55 an ideological cover-up for the never-ending shortages. My brand of
materialism didn't belong in a consumer society, either, because it was
a kind of disproportionate attachment to things that was caused by scarcity,
something unheard of in a market economy. I couldn't want more, new,
or better. Such wanting was at best a futile and abstract exercise, so I
60 learned to practice self-limitation. Paradoxically, however, I knew what
I liked and wanted, and would have had no trouble making a choice had
I been given the chance. When you're faced with overabundance, assaulted
by things and more things, it's often difficult to say what you like or
want, but that at least wasn't our problem. I don't mean to praise
65 privation⁸ or claim that we were somehow better or more virtuous than
people who inhabited a consumer heaven and whose wishes could be
automatically fulfilled. I'm only saying that my relationship to things was
developed under a different set of circumstances. I did care about
possessions, no question about that. I wanted to hang on to what I had
70 and now and then replenish my stock if I came across the right item.
More often than not chance ruled my acquisitions. I had to sift through
what was available in the hopes of finding something special among a
slew of worthless objects. That was also true of buying the so-called
practical items. I might have been walking by a shoe store when I
75 spotted a delivery truck. That sight would have been enough to make
me stand in line. If I was lucky, I might have ended up buying a pair
of sneakers. I might have also wasted my time because I liked none
of the shoes or couldn't get my size. People would often buy things they
didn't need or want, just in case. You could never tell when those things
80 might come in handy or be used to barter⁹. ...

—Ewa Hryniewicz-Yarbrough
excerpted from “Objects of Affection”
Ploughshares, Spring 2011

⁴poignant — profoundly moving

⁵acquisitiveness — desire to acquire

⁶revisionist history — rewriting history with an advantage of a later perspective

⁷aesthetic — appreciation of beauty

⁸privation — lack of necessities

⁹barter — trade

Part 1

Multiple-Choice Questions

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple choice questions. Select the best suggested answer to each question and record your answer in the space provided. You may use the margins to take notes as you read.

Reading Comprehension Passage A

Reverdy

I never see asters without remembering her—never the haze of their pink and lavender blossoming as summer dies, but her name is in my heart: Reverdy, Reverdy.

5 I never say her name—not to anyone. When people ask about her, as they do occasionally even now, I say “she” and “her.” “She is still gone.” “We do not hear from her.” “Yes, she was very beautiful,” I say. But not her name. ...

10 I have longed all these years to tell her how it was the night she left. You may scarcely believe it, but it is worse to have a good thing that is not true believed about you, than a bad. To be thanked for an act you meant as harmful—every year those words sharpen until at last they cut like knives.

15 You mustn’t think she was like me. She wasn’t in the least. Not inside nor out. She had dark hair like a cloud. Yes, really. It wasn’t curly but it didn’t hang straight. It billowed out. And her face—oh, you mustn’t think it was anything like mine. She had hazel eyes and a pointed chin. And you’ve seen lots of people, haven’t you, with very live, animated faces and dead eyes? It was just the other way with Reverdy. Her face was always quiet, but her eyes were so alive they glowed. Oh, she was the most beautiful, most alive, and most loving girl in the world, and she was my sister.

20 I cannot bear for people to say we were alike—she was really good, and I was just a show-off. ...

25 One evening in October, when it was almost dark, I was coming home from the library, coasting across lots in the hot dry Santa Ana that had been blowing all day. Cool weather had already come, and then three days of this hot wind. Dust everywhere. Under your eyelids, between your fingers, in your mouth. When we went to school in the morning the first thing we’d do would be to write our names in the dust on our desks. I had on a skirt full of pleats that evening, and I pulled the pleats out wide so the skirt made a sort of sail and the wind almost pushed me along. I watched the tumble weeds blowing, and listened to the wind in the clump of eucalyptus by the barn, and felt miserable and gritty. Then I saw Reverdy walking up and down the driveway by the house and I felt suddenly glad. Reverdy loved the wind, even Santa Ana’s, and she was always out walking or running when the wind blew, if she didn’t have any work to do. She liked to carry a scarf in her hand and hold it up in the wind so she could feel it

tug and snap. When I saw Reverdy I forgot how dusty and hot the wind was and remembered only how alive it was and how Reverdy loved it. I ran toward her but she didn't wave or say a word, and when she reached
40 the end of the driveway she turned her back on me and started walking toward the barn.

Before I had a chance to say a word to her, Mother came to the door and called to me to come in and not talk to Reverdy. As soon as I heard her voice before I could see her face, I knew there was some trouble—some trouble
45 with Reverdy—and I knew what kind of trouble, too. I went in the house and shut the door. The sound of Reverdy's footsteps on the pepper leaves in the driveway outside stopped and Mother put her head out of the window and said, "You're to keep walking, Reverdy, and not stop. Understand? I want to hear footsteps and I want them to be brisk." Then
50 she closed the window, though it was hard to do against the wind.

I stood with my face to the window and looked out into the dusty, windy dark where I could just see Reverdy in her white dress walking up and down, never stopping, her head bent, not paying any attention to the wind she loved. It made me feel sick to see her walking up and down
55 there in the dusty dark like a homeless dog, while we were snug inside.

But Mother came over to the window and took the curtain out of my hand and put it back over the glass. Then she put her arm around my shoulders and pressed me close to her and said, "Mother's own dear girl who has never given her a moment's trouble."

60 That wasn't true. Mother had plenty of fault to find with me usually ... but it was sweet to have her speak lovingly to me, to be cherished and appreciated. Maybe you can't understand that, maybe your family was always loving, maybe you were always dear little daughter, or maybe, a big golden wonder-boy. But not me and not my mother. So try to
65 understand how it was with me, then, and how happy it made me to have Mother put her arms about me. Yes, I thought, I'm Mother's comfort. And I forgot I couldn't make a boy look at me if I wanted to and blamed Reverdy for not being able to steer clear of them the way I did. She just hasn't any consideration for any of us, I decided. Oh, I batted on
70 Reverdy's downfall all right. ...

[Our ten-year-old brother] Chummie came back from feeding his rabbits and sat with me in the dark room. Then I got the idea of a way to show Mother how much I was her comfort and mainstay, her darling
younger daughter, dutiful and harmonious as hell. Mother wanted me
75 and Chummie to be musical—she'd given up with Reverdy—but Chummie and I had taken lessons for years. Usually we kicked and howled at having to play, so, I thought, if we play now it will show Mother how thoughtful and reliable we are. It will cheer her up while she's out there in the wind talking to that bad Reverdy. Yes, she will think, I have one
80 fine, dependable daughter, anyway. ...

I was asleep when Reverdy did come in. She sat down on the side of my bed, and it was just her sitting there that finally awakened me. Then, when I was awake she picked up my hand and began to press my finger-tips one by one, and spoke in the sweetest, kindest voice. You'd never have
85 thought to hear her that she had just spent four or five hours the way she did.

She said, "I'll never forget your playing for me, Sister. Never. Never. It was kind and beautiful of you. Just when I thought I was all alone I heard you telling me not to be sad." Then she leaned over and kissed me and
90 said, "Good night, now. I've put some asters in water for you. They're a little wilted but I think they'll be all right by morning. Go to sleep, now. I'll never forget, Clare."

If I could only have told her,—if I could only have told her then. If I could have said to her, "I was playing for Mother, Reverdy. I guess I
95 was jealous of your always having the limelight. I wanted to be first for once." If I could only have said, "I love you more than anything, Reverdy, but I have a mean soul," she would have put her cheek to mine and said, "Oh, Clare, what a thing to say."

But I couldn't do it and next morning she was gone. And there on the
100 table by my bed were the asters she had left for me, grown fresh over night.

—Jessamyn West

excerpted and adapted from "Reverdy"

The New Mexico Quarterly Review, Spring 1943

1. In the context of the passage as a whole, lines 4 through 7 suggest that Clare

- (1) feels humiliated by her sister's actions
- (2) is pained by the memory of her sister
- (3) feels resentful about her sister's choices
- (4) is secretive about the life of her sister

1 ____

2. The figurative language in lines 17 and 18 helps to establish

- (1) Reverdy's mischievousness
- (2) Reverdy's appreciation of attention
- (3) Clare's admiration for Reverdy
- (4) Clare's aggressiveness toward Reverdy

2 ____

3. The description of each sister's reaction to the wind (lines 23 through 41) serves to

- (1) demonstrate a contrast between the sisters
- (2) foreshadow a conflict between the sisters
- (3) emphasize the sisters' appreciation of nature
- (4) illustrate the sisters' competitive relationship

3 ____

4. Clare’s reaction to Reverdy’s punishment (lines 54 and 55) reveals that Clare is

- (1) ashamed of Reverdy’s attitude
- (2) concerned about Reverdy’s reputation
- (3) envious of Reverdy’s strength
- (4) distressed by Reverdy’s situation

4 ____

5. Clare’s reflections in lines 60 through 66 convey her

- (1) rejection of tenderness
- (2) acceptance of her mistake
- (3) justification for her behavior
- (4) reluctance to change

5 ____

6. As used in line 69, the phrase “battered on” most nearly means

- (1) questioned
- (2) benefited from
- (3) learned from
- (4) imagined

6 ____

7. Which statement best explains Clare’s motivation for playing music (lines 76 through 80)?

- (1) Clare wants to be her family’s mediator.
- (2) Clare wants to distract her brother.
- (3) Clare wants to console her sister.
- (4) Clare wants to be her mother’s favorite.

7 ____

8. In the context of the passage as a whole, the author suggests that the family interactions have been influenced by

- (1) Reverdy’s love for her mother
- (2) Mother’s reliance upon Clare
- (3) Reverdy’s behavior toward Clare
- (4) Mother’s attitude toward Reverdy

8 ____

9. The occasional use of second person point of view contributes to the reader’s

- (1) optimism
- (2) sympathy
- (3) curiosity
- (4) suspicion

9 ____

10. Which quotation best reflects a central idea of the text?

- (1) “You may scarcely believe it, but it is worse to have a good thing that is not true believed about you, than a bad.” (lines 8 through 10)
- (2) “I watched the tumble weeds blowing, and listened to the wind in the clump of eucalyptus by the barn, and felt miserable and gritty.” (lines 30 through 32)
- (3) “And I forgot I couldn’t make a boy look at me if I wanted to and blamed Reverdy for not being able to steer clear of them the way I did.” (lines 67 and 68)
- (4) “Usually we kicked and howled at having to play, so, I thought, if we play now it will show Mother how thoughtful and reliable we are.” (lines 76 through 78)

10 ____

Reading Comprehension Passage B
The Gift

To pull the metal splinter from my palm
my father recited a story in a low voice.
I watched his lovely face and not the blade.
Before the story ended, he'd removed
5 the iron sliver I thought I'd die from.

I can't remember the tale,
but hear his voice still, a well
of dark water, a prayer.
And I recall his hands,
10 two measures of tenderness
he laid against my face,
the flames of discipline
he raised above my head.

Had you entered that afternoon
15 you would have thought you saw a man
planting something in a boy's palm,
a silver tear, a tiny flame.
Had you followed that boy
you would have arrived here,
20 where I bend over my wife's right hand.

Look how I shave her thumbnail down
so carefully she feels no pain.
Watch as I lift the splinter out.
I was seven when my father
25 took my hand like this,
and I did not hold that shard
between my fingers and think,
Metal that will bury me,
christen it Little Assassin,
30 Ore Going Deep for My Heart.
And I did not lift up my wound and cry,
Death visited here!
I did what a child does
when he's given something to keep.
35 I kissed my father.

—Li-Young Lee
“The Gift”

from *Rose*, 1986
BOA Editions, Ltd.

11. The figurative language in lines 6 through 11 reflects the father's

- (1) hesitation about inflicting pain
- (2) pride about removing the splinter
- (3) need to earn his son's respect
- (4) ability to calm his son

11 ____

12. Lines 21 through 23 reveal that the narrator

- (1) is worried that he might harm his wife
- (2) is reassured by his wife's confidence
- (3) has mastered his father's technique
- (4) has forgotten his childhood trauma

12 ____

13. In line 26, "shard" most nearly means

- (1) wooden chip
- (2) shiny object
- (3) jagged piece
- (4) small tool

13 ____

14. Lines 33 through 35 convey a sense of

- (1) longing
- (2) gratitude
- (3) uncertainty
- (4) accomplishment

14 ____

Reading Comprehension Passage C

This Is Your Brain on Silence!

...Dislike of noise has produced some of history's most eager advocates of silence, as [Hillel] Schwartz explains in his book *Making Noise: From Babel to the Big Bang and Beyond*. In 1859, the British nurse and social reformer Florence Nightingale wrote, "Unnecessary noise is the most cruel absence of care that can be inflicted on sick or well." Every careless clatter or banal bit of banter,¹ Nightingale argued, can be a source of alarm, distress, and loss of sleep for recovering patients. She even quoted a lecture that identified "sudden noises" as a cause of death among sick children.

Surprisingly, recent research supports some of Nightingale's zealous claims. In the mid 20th century, epidemiologists² discovered correlations between high blood pressure and chronic noise sources like highways and airports. Later research seemed to link noise to increased rates of sleep loss, heart disease, and tinnitus.³ (It's this line of research that hatched the 1960s-era notion of "noise pollution," a name that implicitly refashions transitory⁴ noises as toxic and long-lasting.)

Studies of human physiology help explain how an invisible phenomenon can have such a pronounced physical effect. Sound waves vibrate the bones of the ear, which transmit movement to the snail-shaped cochlea. The cochlea converts physical vibrations into electrical signals that the brain receives. The body reacts immediately and powerfully to these signals, even in the middle of deep sleep. Neurophysiological⁵ research suggests that noises first activate the amygdalae, clusters of

¹banal bit of banter — everyday conversation

²epidemiologists — scientists who study the incidence and control of disease

³tinnitus — buzzing or ringing in the ear

⁴transitory — brief, temporary

⁵neurophysiological — pertaining to the study of the functioning of the nervous system

neurons located in the temporal lobes of the brain, associated with memory formation and emotion. The activation prompts an immediate release of stress hormones like cortisol. People who live in consistently loud environments often experience chronically elevated levels of stress hormones.

Just as the whooshing of a hundred individual cars accumulates into an irritating wall of background noise, the physical effects of noise add up. In 2011, the World Health Organization tried to quantify its health burden in Europe. It concluded that the 340 million residents of western Europe—roughly the same population as that of the United States—annually lost a million years of healthy life because of noise. It even argued that 3,000 heart disease deaths were, at their root, the result of excessive noise. ...

Silence first began to appear in scientific research as a control or baseline, against which scientists compare the effects of noise or music. Researchers have mainly studied it by accident, as physician Luciano Bernardi did in a 2006 study of the physiological effects of music. “We didn’t think about the effect of silence,” he says. “That was not meant to be studied specifically.”

He was in for a quiet surprise. Bernardi observed physiological metrics for two dozen test subjects while they listened to six musical tracks. He found that the impacts of music could be read directly in the bloodstream, via changes in blood pressure, carbon dioxide, and circulation in the brain. (Bernardi and his son are both amateur musicians, and they wanted to explore a shared interest.) “During almost all sorts of music, there was a physiological change compatible with a condition of arousal,” he explains.

This effect made sense, given that active listening requires alertness and attention. But the more striking finding appeared between musical tracks. Bernardi and his colleagues discovered that randomly inserted stretches of silence also had a drastic effect, but in the opposite direction. In fact, two-minute silent pauses proved far more relaxing than either “relaxing” music or a longer silence played before the experiment started.

The blank pauses that Bernardi considered irrelevant, in other words, became the most interesting object of study. Silence seemed to be heightened by contrasts, maybe because it gave test subjects a release from careful attention. “Perhaps the arousal is something that concentrates the mind in one direction, so that when there is nothing more arousing, then you have deeper relaxation,” he says.

In 2006, Bernardi’s paper on the physiological effects of silence was the most-downloaded research in the journal *Heart*. One of his key findings—that silence is heightened by contrasts—is reinforced by neurological research. In 2010, Michael Wehr, who studies sensory processing in the brain at the University of Oregon, observed the brains of mice during short bursts of sound. The onset of a sound prompts a specialized network of neurons in the auditory cortex to light up. But when sounds continue in a relatively constant manner, the neurons

largely stop reacting. “What the neurons really do is signal whenever there’s a change,” Wehr says.

The sudden onset of silence is a type of change too, and this fact led Wehr to a surprise. Before his 2010 study, scientists knew that the
75 brain reacts to the start of silences. (This ability helps us react to dangers, for example, or distinguish words in a sentence.) But Wehr’s research extended those findings by showing that, remarkably, the auditory cortex has a separate network of neurons that fire when silence begins. “When a sound suddenly stops, that’s an event just as surely as when a
80 sound starts.”

Even though we usually think of silences as a lack of input, our brains are structured to recognize them, whenever they represent a sharp break from sounds. So the question is what happens after that moment—when silence continues, and the auditory cortex settles into a state of
85 relative inactivity.

One of the researchers who’s examined this question is a Duke University regenerative biologist, Imke Kirste. Like Bernardi, Kirste wasn’t trying to study silence at all. In 2013, she was examining the effects of sounds in the brains of adult mice. Her experiment exposed
90 four groups of mice to various auditory stimuli: music, baby mouse calls, white noise, and silence. She expected that baby mouse calls, as a form of communication, might prompt the development of new brain cells. Like Bernardi, she thought of silence as a control that wouldn’t produce an effect.

As it turned out, even though all the sounds had short-term neurological effects, not one of them had a lasting impact. Yet to her great surprise, Kirste found that two hours of silence per day prompted cell development in the hippocampus, the brain region related to the formation of memory, involving the senses. This was deeply puzzling: The total
95 absence of input was having a more pronounced effect than any sort of input tested.
100

Here’s how Kirste made sense of the results. She knew that “environmental enrichment,” like the introduction of toys or fellow mice, encouraged the development of neurons because they challenged the
105 brains of mice. Perhaps the total absence of sound may have been so artificial, she reasoned—so alarming, even—that it prompted a higher level of sensitivity or alertness in the mice. Neurogenesis⁶ could be an adaptive response to uncanny quiet. ...

While it’s clear that external silence can have tangible benefits,
110 scientists are discovering that under the hoods of our skulls “there isn’t really such a thing as silence,” says Robert Zatorre, an expert on the neurology of sound. “In the absence of sound, the brain often tends to produce internal representations of sound.”

⁶neurogenesis — development of neurons

Imagine, for example, you’re listening to Simon and Garfunkel’s “The Sound of Silence,” when the radio abruptly cuts out. Neurologists have found that if you know the song well, your brain’s auditory cortex remains active, as if the music is still playing. “What you’re ‘hearing’ is not being generated by the outside world,” says David Kraemer, who’s conducted these types of experiments in his Dartmouth College laboratory. “You’re retrieving a memory.” Sounds aren’t always responsible for sensations—sometimes our subjective sensations are responsible for the illusion of sound.

This is a reminder of the brain’s imaginative power: On the blank sensory slate of silence, the mind can conduct its own symphonies. But it’s also a reminder that even in the absence of a sensory input like sound, the brain remains active and dynamic. ...

—Daniel A. Gross

excerpted and adapted from “This Is Your Brain on Silence”
<http://nautil.us>, July 7, 2016

15. The first paragraph introduces a central idea by citing

- | | | |
|-----------------------|--------------------------|---------|
| (1) medical research | (3) conflicting opinions | |
| (2) scientific trends | (4) relevant background | 15 ____ |

16. Lines 10 through 16 support the idea that noise

- | | | |
|-----------------------------|--------------------------|---------|
| (1) can be controlled | (3) impacts human health | |
| (2) promotes clear thinking | (4) can be soothing | 16 ____ |

17. The details in lines 17 through 28 indicate that

- | | | |
|--|--|---------|
| (1) sleep prevents the perception of sound | | |
| (2) noise can cause stress during sleep | | |
| (3) sleep relies on the presence of cortisol | | |
| (4) memory formation can accelerate during sleep | | 17 ____ |

18. The conclusion drawn by the World Health Organization (lines 31 through 36) highlights the

- | | | |
|------------------------------|--------------------------------------|---------|
| (1) need for more study | (3) seriousness of the problem | |
| (2) need for further funding | (4) importance of global cooperation | 18 ____ |

19. Initial findings about the effects of silence (lines 37 through 42) were

- | | | | | |
|-------------|----------------|-------------|--------------|---------|
| (1) ignored | (2) unintended | (3) revised | (4) repeated | 19 ____ |
|-------------|----------------|-------------|--------------|---------|

20. As used in the text, “striking” (line 52) most nearly means

- | | | | | |
|----------------|-------------------|---------------|-----------------|---------|
| (1) impressive | (2) disappointing | (3) confusing | (4) predictable | 20 ____ |
|----------------|-------------------|---------------|-----------------|---------|

21. Bernardi’s discovery (lines 53 through 56) contributes to a central idea by emphasizing the

- | | | |
|--|--|---------|
| (1) distinction between sound and noise | | |
| (2) calming effect of music | | |
| (3) loss of attentiveness after silence | | |
| (4) importance of silence between sounds | | 21 ____ |

22. The statement in lines 57 and 58 conveys a sense of
 (1) uncertainty (2) irony (3) bias (4) conflict 22 ____
23. The figurative language in lines 123 through 126 reinforces the idea that
 (1) the presence of sound interferes with thinking
 (2) silence can provide an opportunity for creativity
 (3) the volume of sound increases appreciation of music
 (4) silence can limit the recollection of memories 23 ____
24. The author's primary purpose in the text is to
 (1) explain (2) criticize (3) promote (4) entertain 24 ____

Part 2 Argument

Directions: Closely read each of the *four* texts provided on the following pages and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument on a separate sheet of paper provided by the teacher.

Topic: Should protective headgear be mandatory in soccer?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not protective headgear should be mandatory in soccer. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not protective headgear should be mandatory in soccer
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – U.S. Soccer's Ali Krieger Wears a Concussion Headband.
But Do They Work?

Text 2 – Evidence Mounts for Headgear in Soccer

Text 3 – Should High School Soccer Players Wear Helmets?

Text 4 – Protect My Head? Soccer Pros Shrug and Carry On

Text 1

**U.S. Soccer’s Ali Krieger Wears a Concussion Headband.
But Do They Work?**

Cleats and shin guards have long been the only two items needed to suit up for a soccer game. But some members of the soccer community think a third piece of gear needs to be added to the list: concussion-prevention headbands.

5 U.S. defender Ali Krieger is among them. After suffering a concussion during a National Women’s Soccer League game in April [2015], Krieger decided to wear a black headband, which is made by Unequal and costs \$39.95, during U.S. World Cup games.

10 That decision has put a spotlight on concussion-prevention headbands, a relatively new technology in the fight against concussions in sports. And while there’s little scientific research showing these headbands can prevent concussions (manufacturers are careful to say the headbands only reduce risk), increased awareness about concussions — and their consequences — has made them a more visible option.

15 George Connolly, head women’s soccer coach at Holy Family High School in Broomfield [Colorado], has been requiring his players to wear the headbands during both practice and games for the past six years. The headbands, which are made by Full 90, cost between \$45 and \$50. As far as Connolly knows, he’s the only girls’ high school soccer coach in
20 Colorado who requires his players to wear them. (Manitou Springs used to require its players to wear the headbands, but that rule was discontinued a few years ago, he said.)

And what’s the player reaction to the headbands? “They don’t like them. Every year, one or two of them try to talk me out of it,” he said. It takes
25 practice to get good at heading the ball¹ with the headband, he said. But Connolly has persisted. “I just feel the added protection they give, especially to young players, is worth the minor discomfort.”

Connolly has nothing more than anecdotal evidence² that the headbands make a difference, but he said when his players do get concussions,
30 they seem to be less severe.

What the data does show is that girls who play high school soccer are at a significant risk for concussions. A 2012 study in the American Journal of Sports Medicine found that women’s soccer had the second
highest rate of concussions among high school athletes, behind only
35 football. That same study also found that girls had a higher concussion rate than boys.

¹heading the ball — the act of hitting the ball in a particular direction with one’s head

²anecdotal evidence — evidence in the form of personal stories

Dawn Comstock, one of the co-authors of the study and a professor at the Colorado School of Public Health at the University of Colorado, said she doesn't think concussion headbands will alter this statistic. ...

40 Laboratory studies have shown the headbands do dissipate³ some force, but since there's no hard number for how much force it takes to sustain⁴ a concussion, it's hard to know whether the headbands are effective, she said.

45 But Miguel Rueda, the associate director for health and performance for the University of Colorado athletic department, rejected the idea that there's no downside to wearing the headbands.

"Once you put a protective band on someone's head, they start to play the game differently," he said. Athletes may become more aggressive knowing that they have an extra layer of protection, so the headband could
50 actually increase injury, he said. (Comstock notes there's no scientific evidence to support this theory. Connolly calls it "poppycock."⁵)

Some CU [Colorado University] soccer players have worn the headbands in the past, and the athletes who wear them tend to have a prior concussion history. Rueda has discussed wearing the headbands
55 with some athletes on a case-by-case basis, he said, but too many variables are involved to say whether the headbands actually work. Nor does he see them becoming a mandatory part of the sport anytime soon. ...

—Jessica Iannetta

excerpted and adapted from "U.S. Soccer's Ali Krieger Wears a Concussion Headband. But Do They Work?"
www.denverpost.com, June 23, 2016

³dissipate — absorb and scatter

⁴sustain — receive

⁵poppycock — silliness

Text 2

Evidence Mounts for Headgear in Soccer

A competitive 16-year-old soccer player, Lauren Skeen was leaping for a head ball when her head cracked into the head of an opposing player. It was her second such collision, and this time she fell into a grand mal seizure.¹

Such head injuries are all too common in the world's most popular sport, particularly for girls. Girls playing soccer suffer 9 concussions per 10,000 games or practices—the same incidence as boys playing American football in US high schools, researchers at Northwestern University in Chicago have found. And since many concussions go unrecognized, the actual incidence could be much higher; as many as half of all players report symptoms.

The US Soccer Federation and Major League Soccer have responded to the problem, primarily with initiatives to reduce the amount of heading done by children under age 14, and to remove players with concussions from games. ...

To Lauren Skeen's father, Jeff Skeen, the current recommendations fall far short of what's necessary to protect soccer players. After Lauren's second concussion in 2001, Jeff (a former employee of Troxel, maker of equestrian helmets) put together a broad padded headband he thought would protect his daughter during soccer. ...

In fact, studies so far support the use of headgear to prevent concussions. Some confusion stems from the unique way that players' heads are used in soccer. Intentional heading itself rarely causes concussions because the ball absorbs most of the energy from the collision.

Only about 8% of concussions in men and 18.3% in women result from contact with the ball, and most of these appear to be from unintentional contact, such as when a ball from one field hits a player on another field from behind.

In one experiment, FIFA [Fédération Internationale de Football Association] researchers shot balls from a mechanical launcher at a subject holding accelerometers in his mouth, and found that headgear made little difference to the movements of his head. Nevertheless, some researchers have worried that repetitive subconcussive blows² might cause cumulative trauma.³ An average player heads the ball 6-12 times per game and performs at least 2000 headers during a 20-year career in addition to repetitive heading drills at training. ...

If intentional heading does cause damage, headgear doesn't seem likely to protect against it. Researchers have suggested that headgear causes a change in the radius of the head, which increases both the ball's moment arm⁴ and the head's moment of inertia. That could explain why one study showed that volunteers who headed a soccer ball 15 times in 15 minutes suffered small but significant short-term memory losses if

¹grand mal seizure — a seizure marked by abrupt loss of consciousness with muscle contractions and spasms

²subconcussive blows — head impacts that do not result in a clinical concussion

³cumulative trauma — damage gathered over time

⁴moment arm — the length between a joint axis and the force acting on that joint

they wore headgear, but not if their heads were bare.

45 While he believes that heading is likely to cause cumulative damage, Skeen says he didn't design his headgear to protect against head-to-ball contact because that would change the way the game is played. "We're trying to make the headgear ignore the head-to-ball impact, because if you reduce the impact you would slow the rebound speed or direction of the ball," he says.

50 Instead, Skeen designed Full90 gear to protect against collisions between the head and other hard surfaces, such as another head, an elbow, a goal post, or the ground. As many as 80% of soccer concussions result from player-to-player collisions, such as "heading duels" of the type that proved so harmful to Lauren Skeen.

55 It's common sense that putting something between a head and another hard surface—such as another head, an elbow, a goal post, or the ground—will protect the head. FIFA required players to wear shin guards in 1990 based on little more than such intuitive reasoning.

60 And a handful of laboratory and observational studies support the idea. In one study, FIFA researchers outfitted crash test dummy heads with various types of soccer headgear. Earlier studies had shown that soccer players' heads sometimes collide at speeds up to 2.5 m/s [meters per second]. So the researchers dropped one dummy head against another at approximately that speed. They found that the headgear reduced peak
65 linear acceleration⁵ by about a third.

On the basis of this and on angular acceleration, they calculated that the best of the headgear significantly reduced the risk for concussion from head-to-head contact. At 3 m/s, the risk was 10% without headgear and 5% with headgear. At 4 m/s, it was 56% without and 7% with. ...

70 For his part, Skeen plans to keep pushing his headgear. It's not about making money, he says. He has lost money on every unit sold for the past 15 years and will gladly get out of the business if Nike or Adidas takes his place. "I just think that the number of head injuries needs to be reduced or the sport will die."

—Laird Harrison
excerpted and adapted from "Evidence Mounts for
Headgear in Soccer"

www.medscape.com, May 9, 2017

⁵linear acceleration — the rate of change of velocity without a change in direction

Text 3

The Memex in Your Pocket

A high school soccer player leaps into the air, smacks the ball with his head and directs it to a teammate.

Amid today's growing awareness surrounding head injuries in sports, would wearing a helmet or other protective headgear protect the teen
5 and prevent a possible concussion?

Absolutely not, said two of Alabama’s top doctors who specialize in sports injuries — Dr. James Robinson, the Medical Director for DCH Sports Medicine in Tuscaloosa and the head team physician for the University of Alabama, and Dr. Larry Lemak, founder of Lemak Sports Medicine in Birmingham.

“Headgear may protect athletes from trauma — lacerations, fractures — but there is no good scientific evidence that they reduce the rate of concussion,” Robinson said. ...

Robinson and Lemak prescribe proper training, not headgear, as the best concussion prevention for soccer players.

Simply put, science isn’t on the side of helmets. ...

For boys soccer, concussions accounted for 23 percent of all game injuries and 10 percent of all practice injuries, according to the study.¹ For girls soccer, the study found concussions accounted for 36 percent of game injuries and 31 percent of practice injuries.

In total, the study found concussions accounted for 34.5 percent of all girls soccer injuries and 20 percent of all boys soccer injuries. ...

Knowing that, why isn’t headgear useful? Isn’t some protection better than none at all?

The doctors outlined several reasons helmets or other headgear provide little, if any, protection.

First, wearing headgear makes the head heavier. Most soccer concussions occur because of “acceleration-deceleration injury or rotational change like a boxer may get,” Robinson said. In layman’s terms, that’s whiplash.

A helmet won’t prevent whiplash.

Secondly — and perhaps most importantly for girls, whose neck muscles are often weaker than boys — a helmet or other headgear makes the head heavier. Imagine a bobblehead, Robinson said, which increases the risk of whiplash. Since girls already face a heightened concussion risk, headgear could be especially dangerous for them.

Lastly, wearing headgear often gives teens a false sense of security. When helmets were mandated in hockey, Robinson said, head injuries increased “because they felt invincible.”

“Sometimes the kids wearing headgear are more reckless,” said Chad Harrelson, boys soccer coach at St. Paul’s in Mobile [Alabama], who has two players wearing protective caps this season, “because they think they have that added layer of protection.” ...

Coaches and doctors agree on three main ways to prevent soccer concussions:

- 1) Teach proper rules
- 2) Promote proper technique
- 3) Strengthen neck muscles

¹the study — 2014-15 National High School Injury Surveillance Study led by R. Dawn Comstock at the Colorado School of Public Health

Players who understand soccer’s rules and accepted norms are less likely to play aggressively or put themselves in harm’s way. Minimizing aggressive play also promotes sportsmanship and ethical play, Robinson said. ...

Finally, it’s important to work on spatial awareness, or having players know where other players are positioned. This minimizes contact and can prevent head-to-head collisions or other dangerous situations. ...

—Josh Bean

excerpted and adapted from “Should High School Soccer Players Wear Helmets?”
<http://highschoolsports.al.com>, April 29, 2016

Text 4

Protect My Head? Soccer Pros Shrug and Carry On

Today, during a World Cup game between Morocco and Iran, Moroccan winger¹ Nordin Amrabat suffered a wicked head injury when he collided with an opponent. After he went down, a team trainer tried to revive him by slapping his face—a move decried² by athletes and followers online.

But despite the frequency of those kinds of injuries in soccer, you won’t see many international pros wearing gear that might prevent a concussion—reinforced headbands. Recent tests show that some brands can reduce the impact of a concussive blow by more than 70 percent. Unlike sweatbands, these headbands are made with hardened polyurethane foam, like that found inside military helmets, while still allowing players to see the action around them.

Still, soccer pros are loath³ to slip them on. The combination of peer pressure (“Does it make me look weak?”) and institutional inertia (some soccer officials don’t think they help) means that soccer is sort of backwards when it comes to preventing head injuries.

“It’s not normal to wear them,” says Steve Rowson, an assistant professor of biomedical engineering at Virginia Tech who just completed tests of 22 commercially available models. “The players that do either have a history of head injury or were just hit.” Head injuries in soccer usually result from a collision between two players, often when one or both is trying to head the ball. To mitigate⁴ the risk, padded headbands have been on the market for nearly two decades, and FIFA, the sport’s international governing organization, allowed them for play in 2004. But Rowson and colleagues wanted to find out whether the headbands really work or are just expensive bits of padding. They cost about \$15 to \$90, which for most players is less than a pair of primo soccer shoes.

Rowson connected sensors to the soccer headbands and slipped them on a pair of crash test dummies at Virginia Tech’s helmet lab, which has tested football helmets for pro and collegiate teams. His team slammed

¹winger — attacking midfielder

²decried — criticized

³loath — reluctant

⁴mitigate — lessen

the two dummy heads together, with and without headgear, and the embedded sensors measured linear and rotational acceleration at three different speeds and two locations on the heads. Those values were used to calculate a score representing how much the headband reduced a player's risk of concussion for a given impact, according to Rowson.

While direct head-to-head hits generated a force of 150 g's (150 times the accelerative force of gravity), compared to an average of 100 g's during football hits, the headbands could reduce that acceleration. The three best headband models received a five-star rating in a system devised by Rowson's team at Virginia Tech; five stars translates to a reduction in concussion risk of at least 70 percent for the impacts tested.

Superstars like England's Wayne Rooney and USA's Ali Krieger have worn headbands after injuries but took them off after a while. A few goalkeepers, like former Czech Republic captain Petr Čech, wear them religiously.⁵ But the push for protection isn't trickling down from highly paid and idolized professionals, but rather from soccer parents who don't want their kids facing a lifetime of concussion-related health problems. ...

In 2014, a group of parents sued USA Soccer to force the sport's governing body to prevent heading the ball because of the risk of head injury. That lawsuit was dismissed in 2015, but officials did agree to ban heading for both boys and girls under 12 years old.

In May [2018], parents of two Pennsylvania players sued the US Soccer Federation and USA Youth Soccer claiming officials were negligent and failed to require headbands despite scientific evidence that they work. "We would like to protect these girls," says Joe Murphy, a Pittsburgh attorney who filed the class action. ...

As those lawsuits progress, new science will hopefully inform best practices.⁶ Tim McGuine, professor of sports medicine at the University of Wisconsin School of Medicine, is wrapping up a two-year clinical trial of 3,000 male and female high school soccer players in Wisconsin, Minnesota, and Ohio. He distributed headbands to half the group, while the others play without them. He is still processing the data, but said an initial analysis shows that the headbands do make a difference for some groups of athletes, and there's no indication that using them increases the risk of head injury. ...

It's likely that more than one World Cup player will get a head injury during the monthlong tournament that just kicked off. Some will shake it off and return to play (just like Morocco's Amrabat, who rejoined his teammates), while others will get a serious concussion that could lead to health issues down the road. But by the time the US hosts the 2026 World Cup, perhaps we'll be seeing more soccer players deciding that headbands are worth wearing before they get hit.

—Eric Niiler

excerpted and adapted from "Protect My Head? Soccer Pros Shrug and Carry On"
www.wired.com, June 15, 2018

⁵religiously — regularly

⁶best practices — procedures that are accepted as being most effective

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on the following pages and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response on a separate sheet of paper.

Guidelines:**Be sure to:**

- Identify a central idea in the text
- Analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text**Playing Doc’s Games-II**

...It was the third day of a solid west swell. Winter is the prime season for surfing Ocean Beach—it’s when the biggest waves and the cleanest conditions (little or no wind, orderly sandbars¹) coincide—but this joyful conjunction usually falls apart in early February, so each good day now was gravy. Conditions this afternoon were superb: six-foot waves, not a breath of wind. Unfortunately, the prolonged season had brought out unprecedented crowds, and half the surfers in Northern California seemed to be on hand. Ocean Beach didn’t normally suffer from the overpopulation that spoils most California surf spots. There were only a few dozen local surfers, and visitors were rare. My theory was that surfers from nearby towns and cities didn’t *want* to know about Ocean Beach, because, while it sometimes got great waves, it was just as often ferociously intimidating. But crowds of sixty or more had become common in the last couple of weeks. It was as if a whole layer of the regional surf population had decided that, with the major winter swells probably

¹sandbars — offshore accumulations of sand formed by tides or currents

over and conditions still improbably clean, Ocean Beach could be safely raided. I understood this selective bravado,² because I felt it, too, along with an immense relief at having survived another winter—this was my third—of surfing Ocean Beach. Still, I resented the horde whose spidery silhouettes I could barely see, gliding and thrashing in the glare beyond the shore break, as I prepared to paddle out. . . .

Beyond the inside [sand] bar, in the deepwater trough that separated it from the outside bar, scores of people came suddenly into view. They were scattered for two hundred yards in each direction: sitting in clumps far outside, scrambling for waves, scratching to get back out. Two or three were actually on their feet, riding waves. All had passed the snarling mastiff³ of the inside bar—the price of admission to this green-gold world of glassy low-tide peaks. The channels through the outside bar looked wide and easy to read. I angled north, toward a field of open water. Slightly farther north, a surfer I didn't recognize, riding a needle-nosed pale-blue board, caught a good-sized wave. He fought to keep his balance as the wave, which was about twice his height, jacked⁴ and began to pitch. He didn't fall, but he lost speed in the struggle to keep his feet, and his first turn, now deep in the wave's shadow, was weak. If the wave hadn't hit a patch of deep water, and paused for a beat, he would have been buried by the first section. He managed to steer around it, though, and then pull into the next section and set a high line across a long green wall. By the time he passed me, he was in full command, perhaps one turn from the end of an excellent ride. But his face, I saw in the moment he shot past, was twisted with anguish, and with something that looked like rage.

Riding a serious wave is for an accomplished surfer what playing, say, Chopin's Polonaise in F-Sharp Minor might be for an accomplished pianist. Intense technical concentration is essential, but many less selfless emotions also crowd around. Even in unchallenging waves, the faces of surfers as they ride become terrible masks of fear, frustration, anger. The most revealing moment is the pullout, the end of a ride, which usually provokes a mixed grimace of relief, distress, elation, and dissatisfaction. The assumption, common among non-surfers, that riding waves is a slaphappy, lighthearted business—fun in the sun—is for the most part mistaken. The face of the stranger on the pale-blue board had reminded me, in fact, of nothing so much as the weeping, contorted faces of the pillow-beaters⁵ on the beach.

I slipped between the big, shifting peaks of the outside bar and arrived at the takeoff area, known as the lineup. I half knew a few of the people I could see there, but the crowd seemed amorphous, unfocussed—there were no conversations in progress. Everyone seemed intent on the waves,

²bravado — courage

³mastiff — a large breed of dog

⁴jacked — steeply rose

⁵pillow-beaters — people engaged in therapeutic venting of aggression

on himself. I caught my breath, chose a lineup marker—a school bus parked in the Sloat lot—and went to work. It was important, especially in a strange crowd, to make a good showing on one’s first waves, for they established one’s place in the pecking order.⁶ Blowing a takeoff or failing to catch a catchable wave usually sent one to the end of the queue⁷ for waves; this was an improvised but fierce arrangement, and in an aggressive crowd where waves were scarce one could easily be stuck there for the duration. I moved to a spot about fifteen yards inside a group of four or five surfers—a risky position, vulnerable to a big set, or series of waves, breaking farther out, but I was fit after a winter of paddling, and had the advantage of knowing the bars off this part of Ocean Beach. And, as it happened, the next wave to come through held up nicely, shrugging off the efforts of two guys farther out to catch it, and handing me a swift, swooping, surefooted first ride.

Paddling back out, I burned to tell somebody about the wave—about the great *crack* the lip had made as it split the surface behind me, about the mottled⁸ amber upper hollows of the inside wall. But there was no one to tell. A surf crowd is a delicate social unit. Everyone out there is starring in his own movie, and permission is required before you inflict your exploits on anyone else. Vocal instant replays and noisy exultation are not unknown, but they’re subject to a strict code of collective ego control. Young kids sometimes misunderstand this part of the surfing social contract, and brag and browbeat each other in the water, but they generally cool it when older surfers are in earshot. The usual crowd at Ocean Beach was older than most—in fact, I couldn’t remember ever seeing a teen-ager out on a big day—and the unwritten limits on garrulity⁹ among strangers there were correspondingly firm. Those who exceeded them were shunned. Those who consistently exceeded them were hated, for they failed to respect the powerfully self-enclosed quality of what other surfers, especially the less garrulous, were doing out there—the emotions that many of them were surfing through.

Two black grebes¹⁰ popped out of the foam beside me, their spindly necks like feathered periscopes, their big, surprised eyes staring. I murmured, “Did *you* see my wave?” ...

—William Finnegan

excerpted and adapted from “Playing Doc’s Games-II”
The New Yorker, August 31, 1992

⁶pecking order — social ranking

⁷queue — line

⁸mottled — marbled

⁹garrulity — talkativeness

¹⁰grebes — diving birds

Part 1

Multiple-Choice Questions

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple choice questions. Select the best suggested answer to each question and record your answer in the space provided. You may use the margins to take notes as you read.

Reading Comprehension Passage A
The Count and the Wedding Guest

Miss Maggie Conway and Mr. Andy Donovan are staying at the same boarding house in New York City.

...Just coming out the door was Miss Conway. She wore a night-black dress of *crêpe de—crêpe de—*oh, this thin black goods.¹ Her hat was black, and from it drooped and fluttered an ebon veil, filmy as a spider’s web. She stood on the top step and drew on black silk gloves. Not a speck of white
5 or a spot of color about her dress anywhere. Her rich golden hair was drawn, with scarcely a ripple, into a shining, smooth knot low on her neck. Her face was plain rather than pretty, but it was now illuminated and made almost beautiful by her large gray eyes that gazed above the houses across the street into the sky with an expression of the most appealing sadness and
10 melancholy. ...

“It’s a fine, clear evening, Miss Coway,” he [Andy Donovan] said; and if the Weather Bureau could have heard the confident emphasis of his tones it would have hoisted the square white signal,² and nailed it to the mast.

15 “To them that has the heart to enjoy it, it is, Mr. Donovan,” said Miss Conway, with a sigh. ...

“I hope none of your relatives—I hope you haven’t sustained a loss?” ventured Mr. Donovan.

20 “Death has claimed,” said Miss Conway, hesitating—“not a relative, but one who—but I will not intrude my grief upon you, Mr. Donovan.”

“Intrude?” protested Mr. Donovan. “Why, say, Miss Conway, I’d be delighted, that is, I’d be sorry—I mean I’m sure nobody could sympathize with you truer than I would.”

25 Miss Conway smiled a little smile. And oh, it was sadder than her expression in repose.³ ...

“It’s tough to be alone in New York—that’s a cinch,” said Mr. Donovan. “But, say—whenever this little old town does loosen up and get friendly it goes the limit. Say you took a little stroll in the park, Miss Conway—don’t you think it might chase away some of your mullygrubs? And if
30 you’d allow me—”

“Thanks, Mr. Donovan. I’d be pleased to accept of your escort if you think the company of one whose heart is filled with gloom could be anyways agreeable to you.”

¹goods — fabric

²square white signal — a sign of good weather

³repose — at rest

Through the open gates of the iron-railed, old, downtown park, where
35 the elect once took the air, they strolled, and found a quiet bench. ...

“He was my fiancé,” confided Miss Conway, at the end of an hour.
“We were going to be married next spring. I don’t want you to think that
I am stringing you, Mr. Donovan, but he was a real Count. He had an
estate and a castle in Italy. Count Fernando Mazzini was his name. I
40 never saw the beat of him for elegance. Papa objected, of course, and
once we eloped, but papa overtook us, and took us back. I thought sure
papa and Fernando would fight a duel. Papa has a livery business—in
P’kipsee [Poughkeepsie], you know.” ...

“Three days ago I got a letter from Italy, forwarded from P’kipsee,
45 saying that Fernando had been killed in a gondola accident.” ...

“I’ve got his picture here in my locket,” said Miss Conway, after
wiping her eyes with her handkerchief. “I never showed it to anybody;
but I will to you, Mr. Donovan, because I believe you to be a true friend.”

Mr. Donovan gazed long and with much interest at the photograph
50 in the locket that Miss Conway opened for him. The face of Count Mazzini
was one to command interest. It was a smooth, intelligent, bright, almost
a handsome face—the face of a strong, cheerful man who might well be a
leader among his fellows.

“I have a larger one, framed, in my room,” said Miss Conway. “When
55 we return I will show you that. They are all I have to remind me of
Fernando. But he ever will be present in my heart, that’s a sure thing.”

A subtle task confronted Mr. Donovan,—that of supplanting⁴ the
unfortunate Count in the heart of Miss Conway. This his admiration for
her determined him to do. But the magnitude of the undertaking did not
60 seem to weigh upon his spirits. The sympathetic but cheerful friend was
the role he essayed;⁵ and he played it so successfully that the next
half-hour found them conversing pensively across two plates of ice-cream,
though yet there was no diminution of the sadness in Miss Conway’s large
gray eyes.

Before they parted in the hall that evening she ran upstairs and brought
down the framed photograph wrapped lovingly in a white silk scarf.
Mr. Donovan surveyed it with inscrutable⁶ eyes. ...

“A fine-looking man,” said Mr. Donovan, heartily. “How would it suit
you, Miss Conway, to give me the pleasure of your company to Coney
70 [Island] next Sunday afternoon?”

A month later they announced their engagement to Mrs. Scott and the
other boarders. Miss Conway continued to wear black.

A week after the announcement the two sat on the same bench in the
downtown park, while the fluttering leaves of the trees made a dim
75 kinetoscopic⁷ picture of them in the moonlight. But Donovan had worn
a look of abstracted gloom all day. He was so silent to-night that love’s
lips could not keep back any longer the questions that love’s heart
propounded.⁸

⁴supplanting — replacing

⁵essayd — attempted

⁶inscrutable — unreadable

⁷kinetoscopic — flickering

⁸propounded — put forward

“What’s the matter, Andy, you are so solemn and grouchy to-night?”

80 “Nothing, Maggie.”

“I know better. Can’t I tell? You never acted this way before. What is it?” ...

“I’ll tell you then,” said Andy, wisely, “but I guess you won’t understand it exactly. You’ve heard of Mike Sullivan, haven’t you? ‘Big Mike’ Sullivan,
85 everybody calls him.”

“No, I haven’t,” said Maggie. “And I don’t want to, if he makes you act like this. Who is he?” ...

“Well, Big Mike’s a friend of mine. I ain’t more than deuce-high in the district as far as influence goes, but Mike’s as good a friend to a little
90 man, or a poor man as he is to a big one. I met him to-day on the Bowery [Street], and what do you think he does? Comes up and shakes hands. ‘Andy,’ says he, ‘I’ve been keeping cases on you. You’ve been putting in some good licks over on your side of the street, and I’m proud of you. What’ll you take to drink?’ He takes a cigar, and I take a highball.
95 I told him I was going to get married in two weeks. ‘Andy,’ says he, ‘send me an invitation, so I’ll keep in mind of it, and I’ll come to the wedding.’ That’s what Big Mike says to me; and he always does what he says.

“You don’t understand it, Maggie, but I’d have one of my hands cut off
100 to have Big Mike Sullivan at our wedding. It would be the proudest day of my life. When he goes to a man’s wedding, there’s a guy being married that’s made for life. Now, that’s why I’m maybe looking sore to-night.”

“Why don’t you invite him, then, if he’s so much to the mustard?”⁹
105 said Maggie, lightly. ...

“Maggie,” said Andy, presently, “do you think as much of me as you did of your—as you did of the Count Mazzini?”

He waited a long time, but Maggie did not reply. And then, suddenly she leaned against his shoulder and began to cry—to cry and shake with
110 sobs, holding his arm tightly, and wetting the crêpe de Chine with tears. ...

But instead of being pushed away, she found Andy’s arm folding her closer. She looked up and saw his face cleared and smiling. ...

“Andy,” said Maggie, with a somewhat shy smile, after she had been thoroughly assured of forgiveness, “did you believe all that story about
115 the Count?”

“Well, not to any large extent,” said Andy, reaching for his cigar case, “because it’s Big Mike Sullivan’s picture you’ve got in that locket of yours.”

—O. Henry

excerpted and adapted from “The Count and the Wedding Guest”

The Selected Stories of O. Henry, 2017

Digireads.com Publishing

⁹to the mustard — successful

1. In the first paragraph, Miss Conway's choice of clothing is intended to convey her

- (1) glamour (2) sorrow (3) modesty (4) aloofness 1 ____

2. In lines 21 through 23, Mr. Donovan presents himself as

- (1) concerned for Miss Conway (3) overwhelmed by the Count's death
(2) insincere in his intention (4) apologetic about his behavior 2 ____

3. Miss Conway most likely relates the anecdote about Count Fernando Mazzini (lines 36 through 45) in order to

- (1) seek compassion from Mr. Donovan
(2) contradict boarding house rumors
(3) flaunt her recent inheritance
(4) obtain advice from Mr. Donovan 3 ____

4. The quote "The sympathetic but cheerful friend was the role he essayed" (lines 60 and 61) suggests that Mr. Donovan

- (1) was not interested in romance (3) had no need to hide his feelings
(2) was once a professional actor (4) had a motive for kind behavior 4 ____

5. As used in line 63, the word "diminution" most nearly means

- (1) acceptance (2) appearance (3) reduction (4) explanation 5 ____

6. Miss Conway's response to Mr. Donovan's "look of abstracted gloom" (line 76) is one of

- (1) tender persistence (3) controlled hostility
(2) impatient disapproval (4) superficial interest 6 ____

7. The hyperbole in lines 99 and 100 highlights Mr. Donovan's

- (1) selfless intention (3) violent nature
(2) distrust of Big Mike (4) respect for Big Mike 7 ____

8. Which statement foreshadows a revelation at the end of the text?

- (1) "I hope you haven't sustained a loss?" (line 17)
(2) "We were going to be married next spring" (line 37)
(3) "Mr. Donovan gazed long and with much interest at the photograph in the locket that Miss Conway opened for him" (lines 49 and 50)
(4) "A subtle task confronted Mr. Donovan,— that of supplanting the unfortunate Count in the heart of Miss Conway" (lines 57 and 58) 8 ____

9. The text is developed primarily through the use of

- (1) symbolism (2) repetition (3) action (4) dialogue 9 ____

10. A central idea of the text is that

- (1) people can benefit from the misfortune of others
(2) people can find happiness by admitting the truth
(3) friends can encourage each other's success
(4) strangers can complicate people's lives 10 ____

Reading Comprehension Passage B

A Dream of Mountaineering

The following poem was written by a revered 8th century Chinese poet (701–762 AD).

- At night, in my dream, I stoutly climbed a mountain,
 Going out alone with my staff of holly-wood.¹
 A thousand crags, a hundred hundred valleys—
 In my dream-journey none were unexplored
 5 And all the while my feet never grew tired
 And my step was as strong as in my young days.
 Can it be that when the mind travels backward
 The body also returns to its old state?
 And can it be, as between body and soul,
 10 That the body may languish, while the soul is still strong?
 Soul and body—both are vanities:²
 Dreaming and waking—both alike unreal.
 In the day my feet are palsied³ and tottering;
 In the night my steps go striding over the hills.
 15 As day and night are divided in equal parts—
 Between the two, I *get* as much as I *lose*.

—Po Chü-I

“A Dream of Mountaineering”

from *A Hundred and Seventy Chinese Poems*, 1918

translated by Arthur Waley

Constable and Company Ltd.

¹staff of holly-wood — a walking stick

²vanities — superficial things

³palsied — shaking

11. Lines 5 and 13 serve to emphasize a contrast between

- | | | |
|--------------------------|-------------------------|---------|
| (1) illusion and reality | (3) instinct and reason | |
| (2) calm and stress | (4) belief and doubt | 11 ____ |

12. As used in line 10, “languish” most nearly means

- | | | |
|-----------------|-------------|---------|
| (1) communicate | (3) survive | |
| (2) deteriorate | (4) forget | 12 ____ |

13. Lines 15 and 16 suggest that “day and night”

- | | | |
|------------------------|--------------------|---------|
| (1) reflect failure | (3) cause conflict | |
| (2) nourish creativity | (4) ensure balance | 13 ____ |

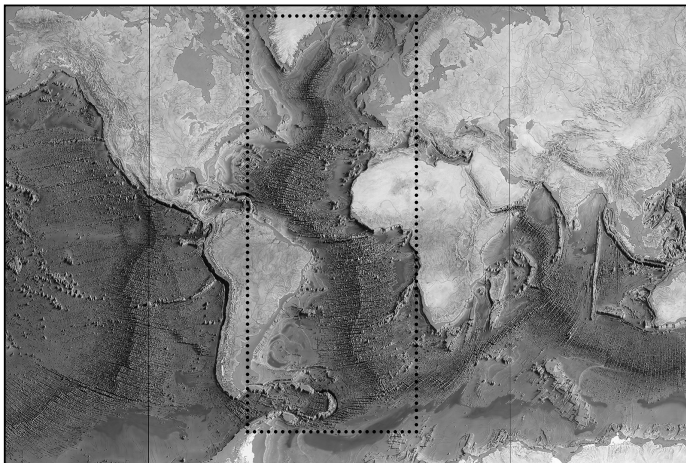
14. The tone of the poem can best be described as

- | | | |
|---------------|-----------------|---------|
| (1) desperate | (3) reflective | |
| (2) forgiving | (4) insensitive | 14 ____ |

Reading Comprehension Passage C

A Crack in the World

Marie Tharp spent the fall of 1952 hunched over a drafting table, surrounded by charts, graphs, and jars of India ink. Nearby, spread across several additional tables, lay her project—the largest and most detailed map ever produced of a part of the world no one had ever seen.



Source: Heinrich C. Berann, Bruce C. Heezen, and Marie Tharp, *Manuscript Painting of Heezen-Tharp "World ocean floor" map*, Library of Congress, 1977

5 For centuries, scientists had believed that the ocean floor was basically flat and featureless—it was too far beyond reach to know otherwise. But the advent of sonar had changed everything. For the first time, ships could “sound out” the precise depths of the ocean below them. For five years, Tharp’s colleagues at Columbia University had been crisscrossing the
10 Atlantic, recording its depths. Women weren’t allowed on these research trips—the lab director considered them bad luck at sea—so Tharp wasn’t on board. Instead, she stayed in the lab, meticulously checking and plotting the ships’ raw findings, a mass of data so large it was printed on a 5,000-foot scroll. As she charted the measurements by hand on
15 sheets of white linen, the floor of the ocean slowly took shape before her.

Tharp spent weeks creating a series of six parallel profiles of the Atlantic floor stretching from east to west. Her drawings showed—for the first time—exactly where the continental shelf began to rise out of the abyssal plain¹ and where a large mountain range jutted from the
20 ocean floor. That range had been a shock when it was discovered in the 1870s by an expedition testing routes for transatlantic telegraph cables, and it had remained the subject of speculation since; Tharp’s charting revealed its length and detail.

Her maps also showed something else—something no one expected.
25 Repeating in each was “a deep notch near the crest of the ridge,” a V-shaped gap that seemed to run the entire length of the mountain range. Tharp stared at it. It had to be a mistake.

¹abyssal plain — the flat sea floor at a depth of 10,000 to 20,000 feet, generally adjacent to a continent

She crunched and re-crunched the numbers for weeks on end, double- and triple-checking her data. As she did, she became more convinced that the impossible was true: She was looking at evidence of a rift valley, a place where magma emerged from inside the earth, forming new crust and thrusting the land apart. If her calculations were right, the geosciences would never be the same.

A few decades before, a German geologist named Alfred Wegener had put forward the radical theory that the continents of the earth had once been connected and had drifted apart. In 1926, at a gathering of the American Association of Petroleum Geologists, the scientists in attendance rejected Wegener's theory and mocked its maker. No force on Earth was thought powerful enough to move continents. "The dream of a great poet," opined² the director of the Geological Survey of France: "One tries to embrace it, and finds that he has in his arms a little vapor or smoke." Later, the president of the American Philosophical Society deemed it "utter, damned rot!"

In the 1950s, as Tharp looked down at that tell-tale valley, Wegener's theory was still considered *verboten*³ in the scientific community—even discussing it was tantamount to heresy.⁴ Almost all of Tharp's colleagues, and practically every other scientist in the country, dismissed it; you could get fired for believing in it, she later recalled.

But Tharp trusted what she'd seen. Though her job at Columbia was simply to plot and chart measurements, she had more training in geology than most plotters—more, in fact, than some of the men she reported to. Tharp had grown up among rocks. Her father worked for the Bureau of Chemistry and Soils, and as a child, she would accompany him as he collected samples. But she never expected to be a mapmaker or even a scientist. At the time, the fields didn't welcome women, so her first majors were music and English. After Pearl Harbor, however, universities opened up their departments. At the University of Ohio, she discovered geology and found a mentor who encouraged her to take drafting. Because Tharp was a woman, he told her, fieldwork was out of the question, but drafting experience could help her get a job in an office like the one at Columbia. After graduating from Ohio, she enrolled in a program at the University of Michigan, where, with men off fighting in the war, accelerated geology degrees were offered to women. There, Tharp became particularly fascinated with geomorphology,⁵ devouring textbooks on how landscapes form. A rock formation's structure, composition, and location could tell you all sorts of things if you knew how to look at it.

Studying the crack in the ocean floor, Tharp could see it was too large, too contiguous,⁶ to be anything but a rift valley, a place where two masses of land had separated. When she compared it to a rift valley in Africa, she

²opined — declared

³verboten — forbidden

⁴tantamount to heresy — unacceptable

⁵geomorphology — the study of the physical features of the surfaces of the earth

⁶contiguous — near

70 grew more certain. But when she showed Bruce Heezen, her research supervisor (four years her junior), “he groaned and said, ‘It cannot be. It looks too much like continental drift,’ ” Tharp wrote later. “Bruce initially dismissed my interpretation of the profiles as ‘girl talk.’” With the lab’s reputation on the line, Heezen ordered her to redo the map. Tharp
75 went back to the data and started plotting again from scratch. ...

In late 1952, as Tharp was replotting the ocean floor, Heezen took on another deep-sea project searching for safe places to plant transatlantic cables. He was creating his own map, which plotted earthquake epicenters in the ocean floor. As his calculations accumulated, he noticed
80 something strange: Most quakes occurred in a nearly continuous line that sliced down the center of the Atlantic. Meanwhile, Tharp had finished her second map—a physiographic diagram giving the ocean floor a 3-D appearance—and sure enough, it showed the rift again. When Heezen and Tharp laid their two maps on top of each other on a light table, both
85 were stunned by how neatly the maps fit. The earthquake line threaded right through Tharp’s valley.

They moved on from the Atlantic and began analyzing data from other oceans and other expeditions, but the pattern kept repeating. They found additional mountain ranges, all seemingly connected and all split by rift
90 valleys; within all of them, they found patterns of earthquakes. “There was but one conclusion,” Tharp wrote. “The mountain range with its central valley was more or less a continuous feature across the face of the earth.” The matter of whether their findings offered evidence of continental drift kept the pair sparring, but there was no denying they had made a
95 monumental discovery: the mid-ocean ridge, a 40,000-mile underwater mountain range that wraps around the globe like the seams on a baseball. It’s the largest single geographical feature on the planet. ...

By 1961, the idea that she’d put forward nearly a decade before—that the rift in the Mid-Atlantic Ridge had been caused by land masses pulling
100 apart—had finally reached widespread acceptance. The National Geographic Society commissioned Tharp and Heezen to make maps of the ocean floor and its features, helping laypeople⁷ visualize the vast plates that allowed the earth’s crust to move. Throughout the 1960s, a slew of discoveries helped ideas such as seafloor spreading and plate
105 tectonics gain acceptance, bringing with them a cascade of new theories about the way the planet and life on it had evolved. Tharp compared the collective eye-opening to the Copernican revolution. “Scientists and the general public,” she wrote, “got their first relatively realistic image of a vast part of the planet that they could never see.” ...

—Brooke Jarvis
excerpted from “A Crack in the World”
Mental Floss, December 2014

⁷laypeople — non-scientists

15. The opening paragraph serves to
 (1) reveal Tharp’s vivid imagination
 (2) explain the nature of Tharp’s work
 (3) establish Tharp’s controversial views
 (4) illustrate a flaw in Tharp’s methodology 15 ____
16. Tharp’s initial reaction to her maps (lines 24 through 27) is one of
 (1) relief (2) helplessness (3) amazement (4) fear 16 ____
17. The figurative language used in lines 41 and 42 suggests Wegener’s theory was
 (1) absurd (2) valued (3) untested (4) intriguing 17 ____
18. Lines 44 through 52 reveal Tharp’s
 (1) reluctance to share her observations
 (2) determination to validate her conclusion
 (3) reputation for supporting her colleagues
 (4) insecurity about risking her career 18 ____
19. Lines 61 through 63 reveal that Tharp’s opportunity for additional education was influenced by the
 (1) increased availability of technical equipment
 (2) expanding popularity of drafting courses
 (3) increased demand for military service
 (4) developing concern about environmental change 19 ____
20. The word “sparring” (line 94) suggests a
 (1) disagreement about the implications of their maps
 (2) rejection of the criticism of their work
 (3) refusal of Tharp to accept Heezen’s authority
 (4) competition between Heezen and Tharp 20 ____
21. The reference to “seams on a baseball” (line 96) serves to help readers imagine the
 (1) speed of the continental drift
 (2) purpose of the mid-ocean ridge
 (3) importance of the continental drift
 (4) extent of the mid-ocean ridge 21 ____
22. Which quotation reflects a central idea of the text?
 (1) “That range had been a shock when it was discovered in the 1870s” (lines 20 and 21)
 (2) “If her calculations were right, the geosciences would never be the same” (lines 32 and 33)
 (3) “A rock formation’s structure, composition, and location could tell you all sorts of things” (lines 65 and 66)
 (4) “In late 1952, as Tharp was replotting the ocean floor, Heezen took on another deep-sea project” (lines 76 and 77) 22 ____

23. Which statement reflects an irony in the text?

- (1) Tharp’s career was advanced by the gender bias of her time.
- (2) Tharp’s superstitions led her to groundbreaking interpretations.
- (3) Tharp’s navigational experience distorted her graphing accuracy.
- (4) Tharp’s collaboration with other scientists limited her originality. 23 ____

24. With which statement would the author most likely agree?

- (1) Intellectual conflict is often avoidable.
- (2) People are discouraged by criticism.
- (3) It is difficult to change long held beliefs.
- (4) Scientific insight is usually rooted in tradition. 24 ____

Part 2 Argument

Directions: Closely read each of the *four* texts provided on the following pages and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument on a separate sheet of paper provided by the teacher.

Topic: Are AI [Artificial Intelligence] devices beneficial to children?

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not AI [Artificial Intelligence] devices are beneficial to children. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument. Do *not* simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not AI [Artificial Intelligence] devices are beneficial to children
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – How Will AI Technologies Affect Child Development?

Text 2 – 4 Ways ‘Internet of Things’ Toys Endanger Children

Text 3 – Let Robots Teach Our Kids? Here’s Why That Isn’t Such a Bad Idea

Text 4 – Why These Friendly Robots Can’t Be Good Friends to Our Kids

Text 1

How Will AI Technologies Affect Child Development?

Whenever Amy Blake's four-year-old son Oliver wants to listen to songs from his Spotify playlist, he simply says aloud, "Hey Google, play Oliver's jams" and one of the family's two Google Home Mini smart speaker devices automatically plays them for him.

5 At night, her two-year-old daughter Isabel calls out, "Good night, Google!" and the devices communicate with the lights in her room to turn them on in her favourite pink hue. ...

In a family of early adopters, Blake's children are among the first generation to grow up surrounded by artificially intelligent technologies. 10 The advantages are plenty, Blake says; she and her family find the devices fun and entertaining, and they make life more convenient. But with the introduction of intelligent virtual assistants and AI-powered toys also comes questions about how these technologies will shape this new generation. ...

15 Researchers are only beginning to learn how children think about and interact with smart technologies, never mind how these technologies influence developing minds. But as AI toys and devices become rapidly more sophisticated and widely used (the global market for virtual assistants is expected to grow to 1.8 billion users by 2021, according to a report from the market-research store Research and Markets), some 20 parents and experts argue now is the time to consider their role in children's future.

Sandra Chang-Kredl, associate professor of the department of education at Concordia University, says she has reservations about the 25 creation of smart technologies that are meant to mimic or even eventually replace human interaction.

"Do we want children to think that toys or objects are just as good as actual pets or actual friends or actual humans? That concerns me," she says. In the future, she adds, "how is it going to be when children are 30 purposely encouraged to confuse what's an object and what's a living thing?" ...

Generally, when children form emotional attachments with their stuffed animals and teddy bears, "what's important, from a psychoanalytic or psychological perspective, is that they imagine that their toys are 35 alive," she explains.

She notes that when children come up with their toys' responses on their own, they learn symbolic play, or the ability to use objects to represent other objects, and they develop empathy¹ by imagining how their toy feels. But when an AI toy is already programmed with its own 40 personality and voice, "there's less room for the child to make it up themselves," she says.

¹ empathy — understanding of others

Chang-Kredl also wonders whether the ubiquity² of virtual helpers, such as Siri or Google Assistant, will affect young people’s ability to simply sit alone with their feelings, since, at any time, these technologies may allow them to avoid difficult feelings by connecting with someone or something.

Moreover, she points out, it’s much easier for people to say hateful things online than in person since they don’t see the recipients’ facial expressions. Likewise, with AI toys and devices, she says, “you can be really mean to these toys and you’re not going to hurt it. So, well, what do you learn?” ...

Blake says in her home there may be some drawbacks to using smart technologies, but the advantages seem to outweigh the negatives. Having the Google Home Minis has meant her children spend less time in front of digital screens. Instead, they’re often using the devices to listen to music or stories.

While her children are still too young to have homework, Blake isn’t worried about them one day relying on virtual assistants to do their school work for them. On the contrary, she says it will be good for the children to be able to ask them for help when they’re stuck.

Similarly, she sees chatbots,³ such as AI-powered therapists, as good resources for young people who don’t have anyone else with whom they can talk. “Kids don’t always feel comfortable talking to their parents,” she says.

For her, smart technologies such as her Google Home Minis are not a threat to real life interactions and relationships.

“It’s an interesting tool,” she says – and one that’s about to become more commonplace.

—Wency Leung

excerpted from “How Will AI Technologies Affect Child Development?”
www.theglobeandmail.com, July 23, 2018

²ubiquity — constant presence

³chatbots — an artificial intelligence or computer program that simulates human conversation through auditory or textual methods

Text 2

4 Ways ‘Internet of Things’¹ Toys Endanger Children

...Online devices raise privacy concerns for all their users, but children are particularly vulnerable and have special legal protections. Consumer advocates have raised alarms about the toys’ insecure wireless internet connections – either directly over Wi-Fi or via Bluetooth to a smartphone or tablet with internet access. ...

1. Unsecured wireless connections

Some “internet of things” [IoT] toys can connect to smartphone apps without any form of authentication. So a user can download a free app,

¹Internet of Things — the interconnection of everyday objects through the internet

²Amazon Echo — a brand of voice-controlled smart speaker that connects to other AI-powered devices and functions as a virtual assistant

find an associated toy nearby, and then communicate directly with the child playing with that toy. In 2015, security researchers discovered that
10 Hello Barbie, an internet-enabled Barbie doll, automatically connected to unsecured Wi-Fi networks that broadcast the network name “Barbie.” It would be very simple for an attacker to set up a Wi-Fi network with that name and communicate directly with an unsuspecting child. ...

Unsecured devices allow attackers to do more than just talk to children:
15 A toy can talk to another internet-connected device, too. In 2017, security researchers hijacked a CloudPets connected stuffed animal and used it to place an order through an Amazon Echo² in the same room.

2. Tracking kids’ movements

Some internet-connected toys have GPS [Global Positioning System] like those in fitness trackers and smartphones, which can also reveal users’
20 locations, even if those users are children. In addition, the Bluetooth communications some toys use can be detected as far away as 30 feet. If someone within that range looks for a Bluetooth device – even if they’re only seeking to pair their own headphones with a smartphone – they’ll see the toy’s name, and know a child is nearby. ...

3. Poor data protections

25 Internet-connected toys have cameras that watch kids and microphones that listen to them, recording what they see and hear. Sometimes they send that information to company servers that analyze the inputs and send back directions on how the toy should respond. But those functions can also be hijacked to listen in on family conversations or take photographs
30 or video of children without the kids or parents ever noticing.

Toy manufacturers don’t always ensure the data is stored and transmitted securely, even when laws require it: In 2018, toymaker VTech was fined US \$650,000 for failing to fulfill its promise to encrypt private data and for violating U.S. laws protecting children’s privacy.

4. Working with third parties

35 Toy companies have also shared the information they collect about kids with other companies – much as Facebook shared its users’ data with Cambridge Analytica and other firms.

And they can also surreptitiously³ share information from third parties with kids. One toy company came under fire, for example, in
40 both Norway and the U.S. for a business relationship with Disney in which the My Friend Cayla doll was programmed to discuss what were described as the doll’s favorite Disney movies with kids. Parents weren’t told about this arrangement, which critics said amounted to “product placement”⁴-style advertising in a toy.

³surreptitiously — secretly

⁴product placement — a subtle advertising technique of promoting brand name products (such as cereal boxes or logos on clothing, etc.) within the context of a show or movie

What can parents do?

45 In my view, and according to consumer advice from the FBI, parents
should carefully research internet-connected toys before buying them,
and evaluate their capabilities, functioning, and security and privacy
settings before bringing these devices into their homes. Without proper
safeguards— by parents, if not toy companies — children are at risk,
50 both individually and through collection of aggregate⁵ data about kids’
activities.

—Marie-Helen Maras

excerpted and adapted from

“4 Ways ‘Internet of Things’ Toys Endanger Children”

<http://theconversation.com>, May 10, 2018

⁵aggregate — accumulated

Text 3**Let Robots Teach Our Kids?****Here’s Why That Isn’t Such a Bad Idea**

...With recent advances in programming algorithms and artificial
intelligence, the possibility of robots moving from the factory floor into
our homes—and even looking after our children—is a fast-approaching
reality. Think Rosie, the space-age robot maid and nanny to “The
5 Jetsons.”¹ ...

Overall, research shows that children can benefit from interacting
with robots, but it’s important to recognize that these benefits are less
pronounced than those a child would get from interacting with a person,
says Solace Shen, a Cornell University psychologist who studies robot-
human interactions, particularly in the development of children. “The
10 goal is not to have the robot replace interactions with humans,” she says.
“But more to supplement them.” ...

Placed in preschool classes, social robots like Pepper² could use
their powerful emotion-recognition engines to spot minor squabbles,
15 which would allow teachers to focus on the larger meltdowns that occur.
The robots may also be programmed with established negotiation
strategies to better resolve conflicts and further reinforce skills children
are developing.

Robots can also help improve the emotional and social development
20 of children with special needs, such as those with autism or Down
syndrome because these machines have several characteristics that make
them attractive to these children. ...

For one thing, a vast body of research shows some kids with autism
respond well to technology in general, including computers, phones,
25 tablets, and robotic toys. Studies also suggest robots are appealing to
special needs children because they’re less complex and more predictable

¹The Jetsons — a 1960s animated TV show set in the distant future

²Pepper — a 4-foot tall interactive robot able to recognize human emotional states by analyzing tone
of voice, facial expressions, and other non-verbal cues

than people, less intimidating, perpetually patient and consistent in the tone of voice and mood, and highly customizable and adaptable to children’s specific needs. ...

30 For these reasons, researchers have used robots to engage with special needs children and elicit³ numerous behaviors, including initiating interactions, imitating behaviors, learning to take turns, recognizing emotions, and focusing their attention.

35 One oft[en]-used robot in this research is Kaspar, a child-sized droid that’s comfortable for autistic children to interact with because of its simplified speech, gestures, and facial and body expressions. In some studies, researchers allowed isolated autistic children—those who don’t respond to or interact well with humans—to play with Kaspar while a teacher or experimenter was nearby. In one case, a child touched his
40 teacher’s face and eyes after excitedly exploring Kaspar’s face and later invited the teacher to join in a game with Kaspar. ...

Aside from engaging with children on the social and emotional level, these robots will soon enrich children’s cognitive skills, particularly at home. “Robots will potentially help children with things like math
45 problems and learning to read,” [bioethicist, Jason] Borenstein says.

Robots will also be helpful in children learning languages because they will allow a degree of language immersion at home that children don’t normally receive in the classroom, [roboticist, Henny] Admoni says. What’s more, research shows robots, such as the furry, literacy-
50 minded Tega, can help preschool age children improve primary language skills and build greater vocabularies through storytelling activities. ...

Somewhat paradoxical,⁴ robots are sometimes more effective tutors when they’re playing dumb. Scientists in Japan found that children learned English vocabulary words better when robots made mistakes and
55 the children had to correct their mechanized study partners, likely because doing so boosts self-confidence and reinforces existing knowledge.

Robots can potentially take their tutoring lessons to places human teachers may not be able to, such as isolation units in hospitals. In these cases, Shen says, robots can help ill children keep up with their studies,
60 and provide emotional and social support when parents aren’t able to be there.

Despite the wealth of potential benefits robot tutors present, there’s much to consider. ...

65 Though there’s little evidence that interactions with robots will stunt children’s emotional and social growth, some experts are concerned that children may develop a kind of masterservant relationship with robots that then translates into their interactions with people. That is, if robots are programmed to follow orders and are unable to experience pain and explain that feeling to children [who] may bully them, will this
70 affect what children believe to be socially acceptable behaviors? ...

³elicit — draw out

⁴paradoxical — self-contradictory

With robo-tutors likely hitting the market within the next several years, these concerns won't be put to rest before the robots are in children's hands. Yet, while these issues are important to consider, various social and communicative technologies—including robots—are generally improving people's lives rather than harming them, Admoni says.

"Most people designing robots are really looking to fill a void that already exists," Admoni says. "We're building robots that are not replacing people but are helping in new ways to improve children's learning. It's a tremendous time for human-robot interactions."

—Joseph Bennington-Castro
excerpted and adapted from "Let Robots Teach Our Kids?
Here's Why That Isn't Such a Bad Idea"
www.nbcnews.com, April 19, 2017

Text 4

Why These Friendly Robots Can't Be Good Friends to Our Kids

Jibo the robot swivels around when it hears its name and tilts its touchscreen face upward, expectantly. "I am a robot, but I am not just a machine," it says. "I have a heart. Well, not a real heart. But feelings. Well, not human feelings. You know what I mean."

Actually, I'm not sure we do. And that's what unsettles me about the wave of "sociable robots" that are coming online. The new releases include Jibo, Cozmo, Kuri and M.A.X. Although they bear some resemblance to assistants such as Apple's Siri, Google Home and Amazon's Alexa (Amazon chief executive Jeff Bezos also owns *The Washington Post*¹), these robots come with an added dose of personality. They are designed to win us over not with their smarts but with their sociability. They are marketed as companions. And they do more than engage us in conversation—they feign² emotion and empathy. ...

So, before adding a sociable robot to the holiday gift list, parents may want to pause to consider what they would be inviting into their homes. These machines are seductive and offer the wrong payoff: the illusion of companionship without the demands of friendship, the illusion of connection without the reciprocity of a mutual relationship. And interacting with these empathy machines may get in the way of children's ability to develop a capacity for empathy themselves. ...

In 2001, [Jibo's creator, Cynthia] Breazeal and I did a study together—along with Yale robotics pioneer Brian Scassellati and Olivia Dasté, who develops robots for the elderly—looking at the emotional impact of sociable robots on children. We introduced 60 children, ages 8 to 13, to two early sociable robots: Kismet, built by Breazeal, and Cog, a project on which Scassellati was a principal designer. I found the encounters worrisome.

¹*The Washington Post* — newspaper that published this article

²feign — simulate or to fake

The children saw the robots as “sort of alive”—alive enough to have thoughts and emotions, alive enough to care about you, alive enough that their feelings for you mattered. The children tended to describe the robots as gendered. They asked the robots: Are you happy? Do you love me? As one 11-year-old girl put it: “It’s not like a toy, because you can’t teach a toy, it’s like something that’s part of you, you know, something you love, kind of, like another person, like a baby.” ...

So far, the main objection to sociable robots for kids has been over privacy. The privacy policies for these robots tend to be squishy, allowing companies to share the information their devices collect—recorded conversations, photos, videos and other data—with vaguely defined service providers and vendors. That’s generating pushback. In October, Mattel³ scrapped plans for Aristotle—a kind of Alexa for the nursery, designed to accompany children as they progress from lullabies and bedtime stories through high school homework—after lawmakers and child advocacy groups argued that the data the device collected about children could be misused by Mattel, marketers, hackers and other third parties. I was part of that campaign: There is something deeply unsettling about encouraging children to confide in machines that are in turn sharing their conversations with countless others.

Privacy, though, should not be our only concern. Recently, I opened my MIT mail and found a “call for subjects” for a study involving sociable robots that will engage children in conversation to “elicit empathy.” What will these children be empathizing with, exactly? Empathy is a capacity that allows us to put ourselves in the place of others, to know what they are feeling. Robots, however, have no emotions to share. And they cannot put themselves in our place. ...

For instance, Cozmo the robot needs to be fed, repaired and played with. Boris Sofman, the chief executive of Anki, the company behind Cozmo, says that the idea is to create “a deeper and deeper emotional connection....And if you neglect him, you feel the pain of that.”

You feel the pain of that. What is the point of this exercise, exactly? What does it mean to feel the pain of neglecting something that feels no pain at being neglected? Or to feel anguish at being neglected by something that has no moral sense that it is neglecting you? What will this do to children’s capacity for empathy, for care, for relationships? ...

For so long, we dreamed of artificial intelligence offering us not only instrumental help but the simple salvations of conversation and care. But now that our fantasy is becoming reality, it is time to confront the emotional downside of living with the robots of our dreams.

—Sherry Turkle
excerpted and adapted from “Why These Friendly Robots Can’t Be
Good Friends to Our Kids”

www.washingtonpost.com, December 7, 2017

³Mattel — a toy manufacturer

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on the following pages and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response on a separate sheet of paper.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text

The Vertical Ladder

As he felt the first watery eggs of sweat moistening the palms of his hands, as with every rung higher his body seemed to weigh more heavily, this young man Flegg regretted in sudden desperation but still in vain, the irresponsible events that had thrust him up into his present precarious¹ climb. Here he was, isolated on a vertical iron ladder flat to the side of a gasometer² and bound to climb higher and higher until he should reach the vertiginous skyward summit.³

How could he ever have wished this on himself? How easy it had been to laugh away his cautionary fears on the firm ground ... now he would give the very hands that clung to the ladder for a safe conduct to solid earth.

It had been a strong spring day, abruptly as warm as midsummer. The sun flooded the parks and streets with sudden heat—Flegg and his friends had felt stifled in their thick winter clothes. The green glare of

¹precarious — risky

²gasometer — a large structure used to store natural gas

³vertiginous skyward summit — dizzying height

15 the new leaves everywhere struck the eye too fiercely, the air seemed almost sticky from the exhalations of buds and swelling resins.⁴ Cold winter senses were overcome—the girls had complained of headaches—and their thoughts had grown confused and uncomfortable as the wool underneath against their skins. They had wandered out from the park by a
20 back gate, into an area of back streets. ...

They walked out into the wasteland, the two girls and Flegg and the other two boys, and stood presently before the old gasometer itself. Among the ruined sheds this was the only erection still whole, it still predominated over the yards, towering high above other buildings for
25 hundreds of feet around. So they threw bricks against its rusted sides.

The rust flew off in flakes and the iron rang dully. Flegg, who wished to excel in the eyes of the dark-haired girl, began throwing his bricks higher than the others, at the same time lobbing them, to suggest that he knew something of grenade-throwing, claiming for himself vicariously⁵
30 the glamour of a uniform. He felt the girl's eyes follow his shoulders, his shoulders broadened. She had black eyes, unshadowed beneath short wide-awake lids, as bright as a boy's eyes; her lips pouted with difficulty over a scramble of irregular teeth, so that it often looked as if she were laughing; she always frowned—and Flegg liked her earnest, purposeful
35 expression. Altogether she seemed a wide-awake girl who would be the first to appreciate an active sort of a man. Now she frowned and shouted: 'Bet you can't climb as high as you can throw!' ...

Flegg turned round scoffing, so that the girl had quickly shouted again, laughing shrilly and pointing upwards. Already all five of them
40 felt uneasy. Then in quick succession, all in a few seconds, the third boy had repeated: 'Course he bloody can't.' Flegg had said: 'Climb to the top of anything.' The other boy had said: 'Climb to the top of my aunt Fanny.'⁶ The girl had said: 'Climb to the top of the gasworks then.' ...

He looked up, following the dizzying rise of the rungs to the skyline.
45 From this angle flat against the iron sheeting, the gasometer appeared higher than before. The blue sky seemed to descend and almost touch it. The redness of the rust dissolved into a deepening grey shadow, the distant curved summit loomed over black and high. Although it was immensely stable, as seen in rounded perspective from a few yards away,
50 there against the side it appeared top heavy, so that this huge segment of sheet iron seemed to have lost the support of its invisible complement behind, the support that was now unseen and therefore unfelt, and Flegg imagined despite himself that the entire erection had become unsteady, that quite possibly the gasometer might suddenly blow over like a
55 gigantic top-heavy sail. He lowered his eyes quickly and concentrated on the hands before him. He began to climb. ...

⁴resins — plant scents

⁵vicariously — by association

⁶pecking order — social ranking

The ground had receded horribly, the drop now appeared terrifying, out of all proportion to this height he had reached. From the ground such a height would have appeared unnoteworthy. But now looking down the distance seemed to have doubled. Each object familiar to his everyday eyes—his friends, the lamp-posts, a brick wall, the kerb, a drain—all these had grown infinitely small. His senses demanded that these objects should be of a certain accustomed size. Alternatively, the world of chimneys and attic windows and roof-coping⁷ would grow unpleasantly giant as his pavement-bred eyes approached. Even now the iron sheeting that stretched to either side and above and below seemed to have grown, he was lost among such huge smooth dimensions, grown smaller himself and clinging now like a child lost on some monstrous desert of red rust. ...

The sight of the top of the gasometer had proved endemically⁸ more frightful than the appearance of the drop beneath. There lay about it a sense of material danger, not of the risk of falling, but of something removed and unhuman—a sense of appalling isolation. It echoed its elemental iron aloofness, a wind blew round it that had never known the warmth of flesh nor the softness of green fibres. Its blind eyes were raised above the world. It was like the eyeless iron vizor of an ancient god, it touched against the sky having risen in awful perpendicular to this isolation, solitary as the grey gannet⁹ cliffs that mark the end of the northern world. It was immeasurably old, outside the connotation of time; it was nothing human, only washed by the high weather, echoing with wind, visited never and silently alone. ...

Flegg, clutching his body close to the rust, made small weeping sounds through his mouth. Shivering, shuddering, he began to tread up again, working his knees and elbows outward like a frog, so that his stomach could feel the firm rungs. Were they firm? His ears filled with a hot roaring, he hurried himself, he began to scramble up, wrenching at his last strength, whispering urgent meaningless words to himself like the swift whispers that close in on a nightmare. A huge weight pulled at him, dragging him to drop. He climbed higher. He reached the top rung—and found his face staring still at a wall of red rust. He looked, wild with terror. It was the top rung! the ladder had ended! Yet—no platform...the real top rungs were missing...the platform jutted five impassable feet above...Flegg stared dumbly, circling his head like a lost animal...then he jammed his legs in the lower rungs and his arms past the elbows to the armpits in through the top rungs and there he hung shivering and past knowing what more he could ever do....

—William Sansom
excerpted from “The Vertical Ladder”
The Stories of William Sansom, 1963
The Hogarth Press

⁷roof-coping — roof covering

⁸endemically — extensively

⁹gannet — large sea bird that breeds in sea cliffs

August 2022

Part 1

Multiple-Choice Questions

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple choice questions. Select the best suggested answer to each question and record your answer in the space provided. You may use the margins to take notes as you read.

Reading Comprehension Passage A

A White Heron

In this excerpt from a short story, nine-year-old Sylvia has grown to appreciate nature while living with her grandmother in a forest in Maine.

The woods were already filled with shadows one June evening, just before eight o'clock, though a bright sunset still glimmered faintly among the trunks of the trees. A little girl was driving home her cow, a plodding, dilatory, provoking creature in her behavior, but a valued companion for all that. They were going away from whatever light there was, and striking deep into the woods, but their feet were familiar with the path, and it was no matter whether their eyes could see it or not. ...

Suddenly this little woods-girl is horror-stricken to hear a clear whistle not very far away. Not a bird's-whistle, which would have a sort of friendliness, but a boy's whistle, determined, and somewhat aggressive. Sylvia left the cow to whatever sad fate might await her, and stepped discreetly aside into the brushes, but she was just too late. The enemy had discovered her, and called out in a very cheerful and persuasive tone, "Halloa, little girl, how far is it to the road?" and trembling Sylvia answered almost inaudibly, "A good ways."...

"I have been hunting for some birds," the stranger said kindly, "and I have lost my way, and need a friend very much. Don't be afraid," he added gallantly. "Speak up and tell me what your name is, and whether you think I can spend the night at your house, and go out gunning early in the morning."

Sylvia was more alarmed than before. Would not her grandmother consider her much to blame? But who could have foreseen such an accident as this? It did not seem to be her fault, and she hung her head as if the stem of it were broken, but managed to answer "Sylvy," with much effort when her companion again asked her name.

Mrs. Tilley was standing in the doorway when the trio came into view. The cow gave a loud moo by way of explanation. ...

The young man stood his gun beside the door, and dropped a lumpy game-bag beside it; then he bade Mrs. Tilley good-evening, and repeated his wayfarer's story, and asked if he could have a night's lodging.

"Put me anywhere you like," he said. "I must be off early in the morning, before day; but I am very hungry, indeed. You can give me some milk at any rate, that's plain."

“Dear sakes, yes,” responded the hostess, whose long slumbering
35 hospitality seemed to be easily awakened. “You might fare better if you
went out to the main road a mile or so, but you’re welcome to what we’ve
got. I’ll milk right off, and you make yourself at home. You can sleep on
husks or feathers,” she proffered¹ graciously. “I raised them all myself.
There’s good pasturing for geese just below here towards the ma’sh.² Now
40 step round and set a plate for the gentleman, Sylvy!” And Sylvia promptly
stepped. She was glad to have something to do, and she was hungry
herself. ...

Soon it would be berry-time, and Sylvia was a great help at picking.
The cow was a good milker, though a plaguy³ thing to keep track of, the
45 hostess gossiped frankly, adding presently that she had buried four children,
so Sylvia’s mother, and a son (who might be dead) in California were all
the children she had left. “Dan, my boy, was a great hand to go gunning,”
she explained sadly. “I never wanted for pa’ttridges or gray squer’ls while
he was to home. He’s been a great wand’rer, I expect, and he’s no hand to
50 write letters. There, I don’t blame him, I’d ha’ seen the world myself if it
had been so I could.”

“Sylvy takes after him,” the grandmother continued affectionately,
after a minute’s pause. “There ain’t a foot o’ ground she don’t know her
way over, and the wild creaturs counts her one o’ themselves. Squer’ls
55 she’ll tame to come an’ feed right out o’ her hands, and all sorts o’ birds.
Last winter she got the jaybirds to bangeing⁴ here, and I believe she’d ‘a’
scanted herself of her own meals to have plenty to throw out amongst ‘em,
if I had n’t kep’ watch. Anything but crows, I tell her, I’m willin’ to help
support—though Dan he had a tamed one o’ them that did seem to have
60 reason same as folks. It was round here a good spell after he went away.
Dan an’ his father they did n’t hitch,—but he never held up his head ag’in
after Dan had dared him an’ gone off.”

The guest did not notice this hint of family sorrows in his eager interest
in something else.

65 “So Sylvy knows all about birds, does she?” he exclaimed, as he looked
round at the little girl who sat, very demure⁵ but increasingly sleepy, in the
moonlight. “I am making a collection of birds myself. I have been at it ever
since I was a boy.” (Mrs. Tilley smiled.) “There are two or three very rare
ones I have been hunting for these five years. I mean to get them on my
70 own ground if they can be found.”

“Do you cage ‘em up?” asked Mrs. Tilley doubtfully, in response to
this enthusiastic announcement.

¹proffered — offered

²ma’sh — marsh

³plaguy — bothersome

⁴bangeing — loitering

⁵demure — reserved

“Oh no, they’re stuffed and preserved, dozens and dozens of them,” said the ornithologist,⁶ “and I have shot or snared every one myself. I caught a glimpse of a white heron a few miles from here on Saturday, and I have followed it in this direction. They have never been found in this district at all. The little white heron, it is,” and he turned again to look at Sylvia with the hope of discovering that the rare bird was one of her acquaintances.

But Sylvia was watching a hop-toad in the narrow footpath. ...

Sylvia’s heart gave a wild beat; she knew that strange white bird, and had once stolen softly near where it stood in some bright green swamp grass, away over at the other side of the woods. There was an open place where the sunshine always seemed strangely yellow and hot, where tall, nodding rushes grew, and her grandmother had warned her that she might sink in the soft black mud underneath and never be heard of more. Not far beyond were the salt marshes just this side the sea itself, which Sylvia wondered and dreamed much about, but never had seen, whose great voice could sometimes be heard above the noise of the woods on stormy nights.

“I can’t think of anything I should like so much as to find that heron’s nest,” the handsome stranger was saying. “I would give ten dollars to anybody who could show it to me,” he added desperately, “and I mean to spend my whole vacation hunting for it if need be. Perhaps it was only migrating, or had been chased out of its own region by some bird of prey.”

Mrs. Tilley gave amazed attention to all this, but Sylvia still watched the toad, not divining,⁷ as she might have done at some calmer time, that the creature wished to get to its hole under the door-step, and was much hindered by the unusual spectators at that hour of the evening. No amount of thought, that night, could decide how many wished-for treasures the ten dollars, so lightly spoken of, would buy. ...

No, she must keep silence! What is it that suddenly forbids her and makes her dumb? Has she been nine years growing and now, when the great world for the first time puts out a hand to her, must she thrust it aside for a bird’s sake? The murmur of the pine’s green branches is in her ears, she remembers how the white heron came flying through the golden air and how they watched the sea and the morning together, and Sylvia cannot speak; she cannot tell the heron’s secret and give its life away. ...

—Sarah Orne Jewett
excerpted from “A White Heron”
A White Heron and Other Stories, 1886
Houghton, Mifflin and Company

⁶ornithologist — a person who studies birds

⁷divining — understanding

1. The word “dilatory” as used in line 4 most nearly means
(1) competitive (2) pleasing (3) dawdling (4) intelligent 1 ____
2. The stranger’s statement “I have been hunting for some birds” (line 16) foreshadows Sylvia’s
(1) emotional growth (3) act of betrayal
(2) inner struggle (4) change of heart 2 ____
3. The statement “You can give me some milk at any rate, that’s plain” (lines 32 and 33) suggests that the young man is
(1) nervous (2) assertive (3) judgmental (4) careful 3 ____
4. The figurative language in lines 34 and 35 reveals that
(1) lodging in the town was inconvenient
(2) Mrs. Tilley and Sylvia were not fond of visitors
(3) life on the farm was monotonous
(4) Mrs. Tilley and Sylvia did not have guests often 4 ____
5. The grandmother characterizes Sylvia in lines 52 through 58 as having a
(1) fear of loneliness (3) kinship with nature
(2) need for security (4) disregard for authority 5 ____
6. The details in lines 63 and 64 show that the guest is
(1) misunderstood by his hosts
(2) amused by Mrs. Tilley’s stories
(3) sensitive to Sylvia’s feelings
(4) preoccupied with his own ideas 6 ____
7. Lines 71 through 74 serve to
(1) provide the solution (3) reinforce a deception
(2) highlight the setting (4) emphasize a conflict 7 ____
8. Lines 104 through 107 reveal a central idea by depicting Sylvia’s
(1) certainty about her own beliefs
(2) gratitude for her personal freedom
(3) concern about her poor decisions
(4) sense of her own helplessness 8 ____
9. Which statement best demonstrates a difference between the young man’s and Sylvia’s values?
(1) “I have lost my way, and need a friend very much” (line 17)
(2) “I must be off early in the morning, before day” (lines 31 and 32)
(3) “I have followed it [the white heron] in this direction” (line 76)
(4) “I would give ten dollars to anybody who could show it to me” (lines 91 and 92) 9 ____

Reading Comprehension Passage B
Brand New Ancients

- In the old days
the myths were the stories we used to explain ourselves.
But how can we explain the way we hate ourselves,
the things we've made ourselves into,
5 the way we break ourselves in two,
the way we overcomplicate ourselves?
- But we are still mythical.
We are still permanently trapped somewhere between the
heroic and the pitiful.
10 We are still godly;
that's what makes us so monstrous.
But it feels like we've forgotten we're much more than the
sum of all
the things that belong to us.
- 15 The empty skies rise
over the benches where the old men sit—
they are desolate
and friendless
and the young men spit;
20 inside they're delicate, but outside they're reckless and
I reckon
that these are our heroes,
these are our legends.
- 25 That face on the street you walk past without looking at,
or that face on the street that walks past you without
looking back
- or the man in the supermarket trying to keep his kids out of
his trolley,¹
or the woman by the postbox fighting with her brolly,²
30 every single person has a purpose in them burning.
Look again, and allow yourself to see *them*.
- Millions of characters,
each with their own epic narratives
singing *it's hard to be an angel*
35 *until you've been a demon*.

¹trolley — grocery cart

²brolly — umbrella

The sky is so perfect it looks like a painting
 but the air is so thick that we feel like we're fainting.
 Still

- 40 the myths in this city have always said the same thing—
 about how all we need is a place to belong;
 how all we need is to know what's right from what's wrong and
 how we all need is to struggle to find out for ourselves
 which side we are on.

- We all need to love
 45 and be loved
 and keep going. ...

—Kae Tempest
 excerpted from *Brand New Ancients*, 2013
 Bloomsbury

10. In the first stanza, the narrator refers to myths to explain humans'

- (1) need to analyze themselves
 (2) tendency to ignore their problems
 (3) inclination to overindulge themselves
 (4) desire to organize their lives

10 ____

11. The statement "We are still godly;/that's what makes us so monstrous"
 (lines 10 and 11) suggests

- (1) human reluctance to learn from the past
 (2) the contradictions within human nature
 (3) human attachment to material possessions
 (4) the limitations of human imagination

11 ____

12. As used in line 30, the word "burning" most nearly means

- (1) presenting a danger (3) necessary to control
 (2) difficult to ignore (4) lasting a short time

12 ____

13. Which lines best reflect a central idea of the poem?

- (1) "how can we explain the way we hate ourselves" (line 3)
 (2) "The empty skies rise/over the benches where the old men
 sit" (lines 15 and 16)
 (3) "Millions of characters,/each with their own epic narratives"
 (lines 32 and 33)
 (4) "the air is so thick that we feel like we're fainting" (line 37)

13 ____

14. Throughout the poem, the narrator develops a central idea primarily
 through the use of

- (1) understatement (3) contrasting images
 (2) historical anecdotes (4) personification

14 ____

Reading Comprehension Passage C

Inside Google's Moonshot Factory

A snake-robot designer, a balloon scientist, a liquid-crystals technologist, an extradimensional physicist, a psychology geek, an electronic-materials wrangler, and a journalist walk into a room. The journalist turns to the assembled crowd and asks: Should we build houses
5 on the ocean?

The setting is X, the so-called moonshot factory at Alphabet, the parent company of Google. And the scene is not the beginning of some elaborate joke. The people in this room have a particular talent: They dream up far-out answers to crucial problems. The dearth¹ of housing
10 in crowded and productive coastal cities is a crucial problem. Oceanic residences are, well, far-out. At the group's invitation, I was proposing my own moonshot idea, despite deep fear that the group would mock it.

Like a think-tank² panel with the instincts of an improv troupe,³ the group sprang into an interrogative frenzy. "What are the specific economic
15 benefits of increasing housing supply?" the liquid-crystals guy asked. "Isn't the real problem that transportation infrastructure is so expensive?" the balloon scientist said. "How sure are we that living in densely built cities makes us happier?" the extradimensional physicist wondered. Over the
20 course of an hour, the conversation turned to the ergonomics of Tokyo's high-speed trains and then to Americans' cultural preference for suburbs. Members of the team discussed commonsense solutions to urban density, such as more money for transit, and eccentric ideas, such as acoustic technology to make apartments soundproof and self-driving housing
25 units that could park on top of one another in a city center. At one point, teleportation enjoyed a brief hearing. ...

These ideas might sound too random to contain a unifying principle. But they do. Each X idea adheres to a simple three-part formula. First, it must address a huge problem; second, it must propose a radical solution; third, it must employ a relatively feasible technology. In other words, any
30 idea can be a moonshot—unless it's frivolous, small-bore,⁴ or impossible.

The purpose of X is not to solve Google's problems; thousands of people are already doing that. Nor is its mission philanthropic.⁵ Instead X exists, ultimately, to create world-changing companies that could eventually become the *next* Google. The enterprise considers more than
35 100 ideas each year, in areas ranging from clean energy to artificial intelligence. But only a tiny percentage become "projects," with fulltime staff working on them. It's too soon to know whether many (or any) of these shots will reach the moon: X was formed in 2010, and its projects take years; critics note a shortage of revenue to date. But several projects
40 —most notably Waymo, its self-driving-car company, recently valued at \$70 billion by one Wall Street firm—look like they may. ...

¹dearth — lack

²think-tank — a group of experts who study a problem

³improv troupe — a theatrical group that makes up their scenes in the moment

⁴small-bore — trivial

⁵philanthropic — charitable

Creativity is an old practice but a new science. It was only in 1950 that J. P. Guilford, a renowned psychologist at the University of Southern California, introduced the discipline of creativity research in a major
45 speech to the American Psychological Association. “I discuss the subject of creativity with considerable hesitation,” he began, “for it represents an area in which psychologists generally, whether they be angels or not, have feared to tread.” It was an auspicious⁶ time to investigate the subject of human ingenuity, particularly on the West Coast. In the next
50 decade, the apricot farmland south of San Francisco took its first big steps toward becoming Silicon Valley.⁷

Yet in the past 60 years, something strange has happened. As the academic study of creativity has bloomed, several key indicators of the country’s creative power have turned downward, some steeply.
55 Entrepreneurship may have grown as a status symbol, but America’s start-up rate has been falling for decades. The label *innovation* may have spread like ragweed to cover every minuscule⁸ tweak of a soda can or a toothpaste flavor, but the rate of productivity growth has been mostly declining since the 1970s. Even Silicon Valley itself, an economic power-
60 house, has come under fierce criticism for devoting its considerable talents to trivial problems, like making juice or hailing a freelancer to pick up your laundry.

Breakthrough technology results from two distinct activities that generally require different environments—*invention* and *innovation*.
65 Invention is typically the work of scientists and researchers in laboratories, like the transistor,⁹ developed at Bell Laboratories in the 1940s. Innovation is an invention put to commercial use, like the transistor radio, sold by Texas Instruments in the 1950s. Seldom do the two activities occur successfully under the same roof. They tend to thrive in opposite conditions;
70 while competition and consumer choice encourage innovation, invention has historically prospered in labs that are insulated from the pressure to generate profit.

The United States’ worst deficit today is not of incremental innovation but of breakthrough invention. Research-and-development spending
75 has declined by two-thirds as a share of the federal budget since the 1960s. The great corporate research labs of the mid-20th century, such as Bell Labs and Xerox Palo Alto Research Center (PARC), have shrunk and reined in their ambitions. America’s withdrawal from moonshots started with the decline in federal investment in basic science. Allowing
80 well-funded and diverse teams to try to solve big problems is what gave us the nuclear age, the transistor, the computer, and the internet. Today, the U.S. is neglecting to plant the seeds of this kind of ambitious research, while complaining about the harvest.

⁶auspicious — favorable

⁷Silicon Valley — home to many start-up and global technology companies

⁸minuscule — very small

⁹transistor — a miniature electronic component

85 No one at X would claim that it is on the verge of unleashing the next
platform technology, like electricity or the internet—an invention that
could lift an entire economy. Nor is the company’s specialty the kind of
basic science that typically thrives at research universities. But what X
is attempting is nonetheless audacious.¹⁰ It is investing in both invention
90 and innovation. Its founders hope to demystify and routinize the entire
process of making a technological breakthrough—to nurture each moon-
shot, from question to idea to discovery to product—and, in so doing, to
write an operator’s manual for radical creativity. ...

“There is still a huge misconception today that big leaps in technology
come from companies racing to make money, but they do not,” says Jon
95 Gertner, the author of *The Idea Factory*, a history of Bell Labs. “Companies
are really good at combining existing breakthroughs in ways that consumers
like. But the breakthroughs come from patient and curious scientists, not
the rush to market.” In this regard, X’s methodical approach to invention,
while it might invite sneering from judgmental critics and profit-hungry
100 investors, is one of its most admirable qualities. Its pace and its patience
are of another era. ...

Insisting on quick products and profits is the modern attitude of
innovation that X continues to quietly resist. For better and worse, it
is imbued¹¹ with an appreciation for the long gestation period of new
105 technology.

Technology is a tall tree, John Fernald [an economist] told me. But
planting the seeds of invention and harvesting the fruit of commercial
innovation are entirely distinct skills, often mastered by different
organizations and separated by many years. “I don’t think of X as a planter
110 or a harvester, actually,” Fernald said. “I think of X as building taller
ladders. They reach where others cannot.” Several weeks later, I repeated
the line to several X employees. “That’s perfect,” they said. “That’s so
perfect.” Nobody knows for sure what, if anything, the employees at X
are going to find up on those ladders. But they’re reaching. At least
115 someone is.

—Derek Thompson
excerpted and adapted from “Inside Google’s Moonshot Factory”
The Atlantic, November 2017

¹⁰audacious — bold

¹¹imbued — filled

15. The first paragraph reveals the group’s

- | | | |
|-------------------------|-------------------------|---------|
| (1) varied backgrounds | (3) social skills | |
| (2) potential conflicts | (4) ethical differences | 15 ____ |

16. X is probably referred to as a “moonshot factory” (line 6) to
emphasize the idea that

- | | |
|--|---------|
| (1) men will one day return to the Moon | |
| (2) people will look beyond Earth for shelter | |
| (3) inventions require an international effort | |
| (4) solutions require unconventional thinking | 16 ____ |

17. Each idea presented by the X panel (lines 26 through 30) must be

- | | | |
|---------------------------|----------------------------|---------|
| (1) within guidelines | (3) politically acceptable | |
| (2) without complications | (4) consumer oriented | 17 ____ |

18. The function of lines 31 through 34 is to

- | | |
|--|---------|
| (1) clarify the reason for Google developing X | |
| (2) justify the number of Google employees | |
| (3) highlight the influence of Google's popularity | |
| (4) explain the necessity of Google's expansion | 18 ____ |

19. Based on information in lines 34 through 41, a perceived problem associated with X is its

- | | |
|--|---------|
| (1) inability to sustain employee motivation | |
| (2) failure to produce an immediate profit | |
| (3) unwillingness to create new policies | |
| (4) reluctance to accept criticism | 19 ____ |

20. The “study of creativity” (lines 52 through 59) has

- | | |
|--|---------|
| (1) led to an increase in technology companies | |
| (2) led to changes in academic priorities | |
| (3) encouraged competition among researchers of creativity | |
| (4) had minimal impact on the growth of creativity | 20 ____ |

21. The phrase “write an operator’s manual for radical creativity” (line 92) reveals that X wants their company to

- | | |
|---|---------|
| (1) create fundamental divisions within other companies | |
| (2) gain wealth by publishing their books | |
| (3) prevent others from stealing their ideas | |
| (4) model an innovative process for other companies | 21 ____ |

22. Lines 97 through 101 contribute to a central idea that most innovations at X result from

- | | | |
|--------------------------|------------------------|---------|
| (1) accidental discovery | (3) systematic inquiry | |
| (2) consumer demands | (4) financial support | 22 ____ |

23. The figurative language in lines 110 and 111 emphasizes X’s

- | | | |
|--------------------|----------------------------|---------|
| (1) ambitious goal | (3) cooperative atmosphere | |
| (2) economic value | (4) technical capability | 23 ____ |

24. Which quotation reflects a central idea of the text?

- | | |
|---|---------|
| (1) “But only a tiny percentage become ‘projects,’ with full-time staff working on them” (lines 36 and 37) | |
| (2) “No one at X would claim that it is on the verge of unleashing the next platform technology, like electricity or the internet”(lines 84 and 85) | |
| (3) “ ‘Companies are really good at combining existing breakthroughs in ways that consumers like’ ” (lines 95 and 97) | |
| (4) “Insisting on quick products and profits is the modern attitude of innovation that X continues to quietly resist” (lines 102 and 103) | 24 ____ |

Part 2

Argument

Directions: Closely read each of the *four* texts provided on the following pages and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument on a separate sheet of paper provided by the teacher.

Topic: Should U.S. Congressional lawmakers have term limits??

Your Task: Carefully read each of the *four* texts provided. Then, using evidence from at least *three* of the texts, write a well-developed argument regarding whether or not U.S. Congressional lawmakers should have term limits. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument. Do not simply summarize each text.

Guidelines:

Be sure to:

- Establish your claim regarding whether or not U.S. Congressional lawmakers should have term limits
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least *three* of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Texts:

Text 1 – Why No Term Limits for Congress? The Constitution

Text 2 – Darrell Berkheimer: How Term Limits Would Improve Congress

Text 3 – Why Term Limits?

Text 4 – Five Reasons to Oppose Congressional Term Limits

Text 1

Why No Term Limits for Congress¹? The Constitution

Whenever Congress makes people really mad (which seems to be most of the time lately) the call goes up for our national lawmakers to face term limits. I mean the president is limited to two terms, so term limits for members of Congress seem reasonable. There's just one thing in the way: the U.S. Constitution.

¹Congress — the U.S. House of Representatives and Senate

Historical Precedence for Term Limits

...At the federal level, the Articles of Confederation,² adopted in 1781, set term limits for delegates to the Continental Congress – the equivalent of the modern Congress – mandating that “no person shall be capable of being a delegate for more than three years in any term of six years.”

- 10 There have been [recent] congressional term limits. In fact, U.S. Senators and Representatives from 23 states faced term limits from 1990 to 1995, when the U.S. Supreme Court declared the practice unconstitutional with its decision in the case of *U.S. Term Limits, Inc. v. Thornton*.

- 15 In a 5-4 majority opinion written by Justice John Paul Stevens [1995], the Supreme Court ruled that the states could not impose congressional term limits because the Constitution simply did not grant them the power to do so.

- In his majority opinion, Justice Stevens noted that allowing the states to impose term limits would result in “a patchwork of state qualifications” for members of the U.S. Congress, a situation he suggested would be inconsistent with “the uniformity and national character that the framers sought to ensure.” In a concurring³ opinion, Justice Anthony Kennedy wrote that state-specific term limits would jeopardize the “relationship between the people of the Nation and their National Government.” ...

- 25 So, the only way to impose term limits on Congress is to amend the Constitution, which is exactly what two current members of Congress are trying to do, according to *About U.S. Politics* expert Tom Murse. ...

The Pros and Cons of Congressional Term Limits

- Even political scientists remain divided on the question of term limits for Congress. Some argue that the legislative process would benefit from “fresh blood” and ideas, while others view the wisdom gained from long experience as essential to the continuity⁴ of government.

The Pros of Term Limits

- Limits Corruption:** The power and influence gained by being a member of Congress for a long period of time tempt lawmakers to base their votes and policies on their own self-interest, instead of those of the people. Term limits would help prevent corruption and reduce the influence of special interests.⁵

- Congress – It’s Not a Job:** Being a member of Congress should not become the officeholder’s career. People who choose to serve in Congress should do so for noble reasons and a true desire to serve the people, not just to have a perpetual well-paying job.

²Articles of Confederation — the original 1781 constitution, which was replaced by the U.S. Constitution in 1789

³concurring — agreeing

⁴continuity — stability

⁵special interests — groups or individuals seeking to influence government policy

Bring in Some Fresh Ideas: Any organization – even Congress – thrives when fresh new ideas are offered and encouraged. The same people holding the same seat for years leads to stagnation.⁶ Basically, if you always do what you’ve always done, you’ll always get what you’ve always got. New people are more likely to think outside the box.

Reduce Fundraising Pressure: Both lawmakers and voters dislike the role money plays in the democratic system. Constantly facing reelection, members of Congress feel pressured to devote more time to raising campaign funds than to serving the people. While imposing term limits might not have much of an effect on the overall amount of money in politics, it would at least limit the amount of time elected officials will have to donate to fundraising.

The Cons of Term Limits

It’s Undemocratic: Term limits would actually limit the right of the people to choose their elected representatives. As evidenced by the number of incumbent⁷ lawmakers reelected in every midterm election, many Americans truly like their representative and want them to serve for as long as possible. The mere fact that a person has already served should not deny the voters a chance to return them to office.

Experience is Valuable: The longer you do a job, the better you get at it. Lawmakers who have earned the trust of the people and proven themselves to be honest and effective leaders should not have their service cut short by term limits. New members of Congress face a steep learning curve. Term limits would reduce the chances of new members growing into the job and becoming better at it.

Throwing Out the Baby With the Bathwater: Yes, term limits would help eliminate some of the corrupt, power-hungry and incompetent lawmakers, but it would also get rid of all the honest and effective ones.

Getting to Know Each Other: One of the keys to being a successful legislator is working well with fellow members. Trusts and friendships among members across party lines are essential to progress on controversial legislation. Such politically bipartisan friendships take time to develop. Term limits would reduce the chances for legislators to get to know each other and use those relationships to the advantage of both parties and, of course, the people.

—Robert Longley
excerpted and adapted from “Why No Term Limits
for Congress? The Constitution”
www.thoughtco.com, July 3, 2017

⁶stagnation — lack of progression

⁷incumbent — currently in office

Text 2

Darrell Berkheimer: How Term Limits Would Improve Congress

The ancient Greek and Roman democracies provided us with many lessons to learn—and sometimes re-learn. One we definitely failed to learn is the importance of governmental term limits, and for the very reason the Greeks and Romans enacted term limits: to control corruption. ...

5 Many of our U.S. founders were educated in the classics and were familiar with the Greek and Roman practice of office rotation to limit corruption. Colonial debates reveal a desire to profit from the example of the ancient democracies, and several colonies experimented with term limits.

10 Both Benjamin Franklin and Thomas Jefferson announced their favor of term limits. And a limit of three years for serving in Continental Congress was established by the Articles of Confederation, adopted in 1781. But term limits were omitted when the Constitution was adopted in 1789.

15 As the states were ratifying¹ the Constitution (1787–88), several leading statesmen regarded the lack of mandatory limits to tenure² as a dangerous defect, especially for the presidency and the Senate. Richard Henry Lee of Virginia viewed the absence of legal limits to tenure as “most highly and dangerously oligarchic.”³

20 Concern about the development of professional politicians serving unlimited terms did not become an issue until the 20th century — because rotation in office was a popular 19th-century concept. Both citizens and office holders viewed rotating out of office as the normal thing to do after a couple terms.

25 That practice and attitude did not begin to decline until after the Civil War. The subsequent adoption of the primary system and civil service reforms also ushered in the idea of professionalism in office. By the turn of the 20th century, continuing incumbency was accepted.

But now we can point to the extreme as the latest figures show we have had 110 Congress members who served 36 or more years. And seven served for more than 50 years (one for 59 years) before they either died or retired. ...

30 In addition, statistics from the past 30 years show that incumbents in both the U.S. House and Senate have been re-elected 80 and 90 percent of the time.

35 Such little turnover and lengthy service raises the question: To get re-elected, are incumbents serving their home state and political party to the detriment of the needs of our nation? ...

Enactment of term limits will destroy the current seniority system and force an infusion of fresh, and perhaps more conscientious, representatives into our Congress. ...

40 We need to remind them that we elect them to Congress to vote for the benefit of the entire nation — not just the corporations and pressure groups that finance their election campaigns — and not only the constituents⁴ in their home state. ...

—Darrell Berkheimer

excerpted from “Darrell Berkheimer: How Term Limits Would Improve Congress”

www.theunion.com, September 15, 2017

¹ratifying — officially approve

²tenure — period in office

³oligarchic — characteristic of a government run by a few persons

⁴constituents — voters

Text 3

Why Term Limits?

Early in the 1990s a grassroots¹ movement to limit the terms of elected officials in various public offices blossomed nationwide. Term-limit ballot initiatives passed in 19 states, usually by landslide margins. The U.S. Supreme Court threw out all state-imposed term limits on federal positions in 1995, but those for state and local offices were affirmed.

The Citizen-Legislator

...It was Benjamin Franklin who summed up the best case for term limits more than two centuries ago: “In free governments, the rulers are the servants, and the people their superiors....For the former to return among the latter does not degrade, but promote them.”

In other words, when politicians know they must return to ordinary society and live under the laws passed while they were in government, at least some of them will think more carefully about the long-term effects of the programs they support. Their end-all will not be re-election, because that option will not be available. ...

Opponents charge that limits are inherently² antidemocratic, that people should be free to elect to office whomever they want and that voters inherently have the power to limit terms simply by voting incumbents out. But judging by the huge support that term limits have usually won at the ballot box—and still enjoy in most local polls—large numbers of citizens feel that a political system without limits is a stacked deck.³ Any system that allows incumbents to amass so much power and attention in office that challengers can rarely win is surely in need of a corrective.

Anti-Term-Limit Arguments

Term-limit advocates properly point out that we already fix all sorts of restrictions on who can and cannot hold office, no matter how popular they may be—from age and residency requirements to two four-year terms for the president. Indeed, it isn’t widely understood that term limits is an old concept. With regard to municipal offices, it dates back at least to 1851, when the Indiana state constitution imposed them for almost every elected county office. ...

Without long-term legislators, according to another anti-term-limit argument, “inexperienced” legislators won’t be able to control the permanent bureaucracy. That’s a red herring.⁴ Legislators ultimately control the purse and the power to control the bureaucrats any time they want to, and we must not overlook the unholy alliances built up between

¹grassroots — the basic local level of political activity

²inherently — in essence

³stacked deck — unfair advantage

⁴red herring — something intended to mislead

bureaucracies and long-term legislators. Surely, the “experience” of living as a private citizen under the rules and taxes one voted for as a legislator is just as valuable and instructive, if not more so, than the experience of cooking up those rules and taxes in the first place.

Term limits have been approved almost everywhere they’ve been on the ballot because concerned citizens see them as a positive structural reform, a necessary step to change the incentives of legislators so they would think more about the good of their states and country and less about their next campaign. Those citizens want to ensure a regular supply of fresh blood and new ideas in legislative bodies. They want to open the system to more people from a variety of professions. They want to make public officials less responsive to organized, well-heeled lobbies⁵ and more interested in serving the welfare of society at large. ...

—Lawrence W. Reed
excerpted from “Why Term Limits?”
<https://fee.org>, May 1, 2001

⁵well-heeled lobbies — wealthy groups or individuals seeking to influence government policy

Text 4

Five Reasons to Oppose Congressional Term Limits

Congressional term limits have long been argued to be an easy mechanism for improving the effectiveness of Congress and government at large. More specifically, advocates suggest term limits would allow members to spend less time dialing for dollars and more time on policy-making, allow them to make unpopular but necessary decisions without fear of retaliation at the ballot box, and avoid the corruptive influence of special interests that many assume is an inevitable result of spending too much time in Washington, D.C. ...

Much of the term-limit reasoning makes sense. However, it ignores the very real downsides that would result. Despite widespread support, instituting term limits would have numerous negative consequences for Congress.

Limiting the number of terms members can serve would:

1. Take power away from voters: Perhaps the most obvious consequence of establishing congressional term limits is that it would severely curtail¹ the choices of voters. A fundamental principle in our system of government is that voters get to choose their representatives. Voter choices are restricted when a candidate is barred from being on the ballot.

2. Severely decrease congressional capacity: Policymaking is a profession in and of itself. Our system tasks lawmakers with creating solutions to pressing societal problems, often with no simple answers and huge likelihoods for unintended consequences. Crafting legislative proposals is a learned skill; as in other professions, experience matters. In fact, as expert

¹curtail — limit

analysis has shown with the recently passed Senate tax bill, policy crafted by even the most experienced of lawmakers is likely to have ambiguous² provisions and loopholes that undermine the intended effects of the legislation. The public is not best served if inexperienced members are making policy choices with widespread, lasting effects.

Being on the job allows members an opportunity to learn and navigate the labyrinth³ of rules, precedents⁴ and procedures unique to each chamber. Term limits would result in large swaths of lawmakers forfeiting their hard-earned experience while simultaneously requiring that freshman members make up for the training and legislative acumen⁵ that was just forced out of the door.

Plus, even with term limits, freshman members would still likely defer to more experienced lawmakers—even those with just one or two terms of service—who are further along the congressional learning curve or who have amassed some level of institutional clout. Much as we see today, this deference⁶ would effectively consolidate power in members that have experience in the art of making laws. In other words, a new, though less-experienced, Washington “establishment” would still wield a disproportionate degree of power over policymaking. ...

3. Limit incentives for gaining policy expertise: Members who know their time in Congress is limited will face less pressure to develop expertise on specific issues simply because, in most cases, the knowledge accrued⁷ won’t be nearly as valuable in a few short years. ...

Thus, term limits would impose a tremendous brain drain on the institution. Fewer experienced policymakers in Congress results in increased influence of special interests that are ready and willing to fill the issue-specific information voids. Additionally, a decrease in the number of seasoned⁸ lawmakers would result in greater deference to the executive branch and its agencies that administer the laws on a daily basis, given their greater expertise and longer tenure.

4. Automatically kick out effective lawmakers: No matter how knowledgeable or effectual⁹ a member may be in the arduous¹⁰ tasks of writing and advancing legislation, term limits would ensure that his or her talents will run up against a strict time horizon. In what other profession do we force the best employees into retirement with no consideration as to their abilities or effectiveness on the job? Doesn’t it make more sense to capitalize on their skills, talents and experience, rather than forcing them to the sidelines where they will do their constituents, the public and the institution far less good? Kicking out popular and competent lawmakers simply because their time runs out ultimately results in a bad return on the investment of time spent learning and mastering the ins and outs of policymaking in Congress.

²ambiguous — unclear

³labyrinth — a puzzle

⁴precedents — accepted or established practices

⁵acumen — insight or good judgment

⁶deference — respect

⁷accrued — accumulated

⁸seasoned — experienced

⁹effectual — effective

¹⁰arduous — difficult

5. Do little to minimize corruptive behavior or slow the revolving door: Because term limits have never existed on the federal level, political scientists have studied states’ and foreign governments’ experiences with term limits to project what effects the measure would have on Congress.

70 These studies regularly find that many of the corruptive, ‘swampy,’ influences advocates contend would be curtailed by instituting term limits are, in fact, exacerbated¹¹ by their implementation. ...

On the surface, the case for term limits is strong given their potential to curtail the forces of corruption that so many assume dictate the ways

75 of Washington. But, precisely because the creation of successful public policies by even the most experienced of officials is so difficult and uncertain, we should not mandate that our most effective and seasoned lawmakers be forced out of the institution. Instead, as constituents, we should rely on the most effective mechanism available to remove

80 unresponsive, ineffectual members of Congress: elections.

—Casey Burgat
excerpted from “Five Reasons to Oppose
Congressional Term Limits”
www.brookings.edu, January 18, 2018

¹¹exacerbated — worsened

Part 3

Text-Analysis Response

Your Task: Closely read the text provided on the following pages and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response on a separate sheet of paper.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author’s use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

Text
Blue Winds Dancing

In the following excerpt, an American Indian college student leaves school to return to his home on a Chippewa Reservation in the early 1900s.

There is a moon out tonight. Moon and stars and clouds tipped with moonlight. And there is a fall wind blowing in my heart. Ever since this evening, when against a fading sky I saw geese wedge southward. They were going home Now I try to study, but against the pages I see
5 them again, driving southward. Going home.

Across the valley there are heavy mountains holding up the night sky, and beyond the mountains there is home. Home, and peace, and the beat of drums, and blue winds dancing over snow fields. The Indian lodge will fill with my people, and our gods will come and sit among them. I should
10 be there then. I should be at home.

But home is beyond the mountains, and I am here. Here where fall hides in the valleys, and winter never comes down from the mountains. Here where all the trees grow in rows; the palms stand stiffly by the roadsides, and in the groves the orange trees line in military rows, and
15 endlessly bear fruit. Beautiful, yes; there is always beauty in order, in rows of growing things! But it is the beauty of captivity. A pine fighting for existence on a windy knoll¹ is much more beautiful. . . .

That land which is my home! Beautiful, calm—where there is no hurry to get anywhere, no driving to keep up in a race that knows no ending and no goal. No classes where men talk and talk, and then stop
20 now and then to hear their own words come back to them from the students. No constant peering into the maelstrom² of one's mind; no worries about grades and honors; no hysterical preparing for life until that life is half over; no anxiety about one's place in the thing they call Society.

I hear again the ring of axes in deep woods, the crunch of snow beneath
25 my feet. I feel again the smooth velvet of ghost-birch bark. I hear the rhythm of the drums. . . . I am tired. I am weary of trying to keep up this bluff of being civilized. Being civilized means trying to do everything you don't want to, never doing anything you want to. It means dancing to the strings of custom and tradition; it means living in houses and never
30 knowing or caring who is next door. These civilized white men want us to be like them—always dissatisfied, getting a hill and wanting a mountain. . . .

I am tired. I want to walk again among the ghost-birches. I want to see the leaves turn in autumn, the smoke rise from the lodgehouses, and to feel the blue winds. I want to hear the drums; I want to hear the drums
35 and feel the blue whispering winds. There is a train wailing into the night. The trains go across the mountains. It would be easy to catch a freight. They will say he has gone back to the blanket; I don't care. The dance at Christmas. . . .

I find a fellow headed for Albuquerque, and talk road-talk with him. "It
40 is hard to ride fruit cars. Bums break in. Better to wait for a cattle car going back to the Middle West, and ride that." We catch the next east-bound [train] and walk the tops until we find a cattle car.

¹knoll — small hill

²maelstrom — turmoil

Inside, we crouch near the forward wall, huddle, and try to sleep. I feel peaceful and content at last. I am going home. The cattle car rocks. I sleep.

45 Morning and the desert. Noon and the Salton Sea [California], lying more lifeless than a mirage under a somber sun in a pale sky. Skeleton mountains rearing on the skyline, thrusting out of the desert floor, all rock and shadow and edges. Desert. Good country for an Indian reservation. ...

50 Phoenix. Pima country. Mountains that look like cardboard sets on a forgotten stage. Tucson. Papago country. Giant cacti that look like petrified hitchhikers along the highways. Apache country. At El Paso my road-buddy decides to go on to Houston. I leave him, and head north to the mesa country. Las Cruces and the terrible Organ Mountains, jagged peaks that instill fear and wondering. Albuquerque. Pueblos along
55 the Rio Grande. On the boardwalk there are some Indian women in colored sashes selling bits of pottery. The stone age offering its art to the twentieth century. They hold up a piece and fix the tourists with black eyes until, embarrassed, he buys or turns away. I feel suddenly angry that my people should have to do such things for a living. ...

60 Northward again. Minnesota, and great white fields of snow; frozen lakes, and dawn running into dusk without noon. Long forests wearing white. Bitter cold, and one night the northern lights. I am nearing home.

I reach Woodruff at midnight. Suddenly I am afraid, now that I am but twenty miles from home. Afraid of what my father will say, afraid of
65 being looked on as a stranger by my own people. I sit by a fire and think about myself and all other young Indians. We just don't seem to fit anywhere—certainly not among the whites, and not among the older people. I think again about the learned sociology professor and his professing. So many things seem to be clear now that I am away from school and
70 do not have to worry about some man's opinion of my ideas. It is easy to think while looking at dancing flames.

Morning. I spend the day cleaning up, and buying some presents for my family with what is left of my money. Nothing much, but a gift is a gift, if a man buys it with his last quarter. I wait until evening, then
75 start up the track toward home. ...

Just as a light snow begins to fall I cross the reservation boundary; somehow it seems as though I have stepped into another world. Deep woods in a white-and-black winter night. A faint trail leading to the village.

80 The railroad on which I stand comes from a city sprawled by a lake—a city with a million people who walk around without seeing one another; a city sucking the life from all the country around; a city with stores and police and intellectuals and criminals and movies and apartment houses; a city with its politics and libraries and zoos.

85 Laughing, I go into the woods. As I cross a frozen lake I begin to hear the drums. Soft in the night the drums beat. It is like the pulse beat of the world. The white line of the lake ends at a black forest, and above the trees the blue winds are dancing. ...

—Tom Whitecloud

excerpted and adapted from “Blue Winds Dancing”
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