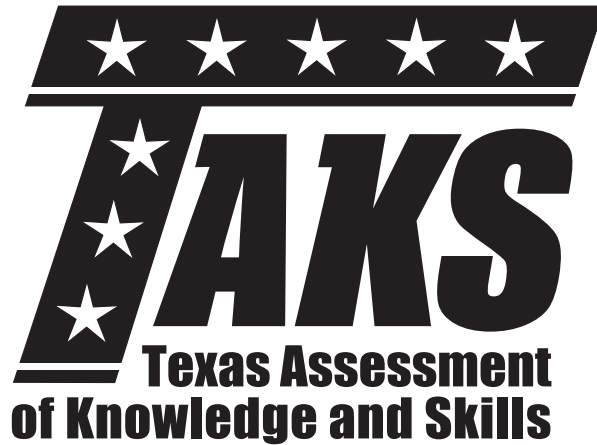


STUDENT NAME \_\_\_\_\_



**GRADE 10  
ENGLISH LANGUAGE ARTS  
MAKE-UP**

**Administered February 2006**



READING  
AND  
WRITTEN  
COMPOSITION

## DIRECTIONS

Read the two selections and the viewing and representing piece. Then answer the questions that follow.

# The Girl Who Can

*by Ama Ata Aidoo*

1 They say I was born in Hasodzi; and it is a very big village in the central region of our country, Ghana. They also say that when all of Africa is not choking under a drought, Hasodzi lies in a very fertile lowland in a district known for its good soil. Maybe that is why any time I don't finish eating my food, Nana says, "You Adjoa, you don't know what life is about . . . you don't know what problems there are in this life . . ."

My notes about what I am  
reading

2 As far as I could see, there was only one problem. And it had nothing to do with what I knew Nana considered as "problems," or what Maami thinks of as "the problem." Maami is my mother. Nana is my mother's mother. And they say I am seven years old. And my problem is that at this seven years of age, there are things I can think in my head, but which, maybe, I do not have the proper language to speak them out with. And that, I think, is a very serious problem because it is always difficult to decide whether to keep quiet and not say any of the things that come into my head, or say them and get laughed at. Not that it is easy to get any grown-up to listen to you, even when you decide to take the risk and say something serious to them.

3 Take Nana. First, I have to struggle to catch her attention. Then I tell her something I had taken a long time to figure out. And then you know what always happens? She would at once stop whatever she is doing and, mouth open, stare at me for a very long time. Then, bending and turning her head slightly, so that one ear comes down towards me, she'll say in that voice: "Adjoa, you say what?" After I have repeated whatever I had said, she would either, still in that voice, ask me "never, never, but NEVER to repeat THAT," or she would immediately burst out laughing. She would laugh and laugh and laugh, until tears run down her cheeks and she would stop whatever she is doing and wipe away the tears with the hanging edges of her cloth. And she would continue laughing until she is completely tired. But then, as soon as another person comes by, just to make sure she doesn't forget whatever it was I had said, she would repeat it to her. And then, of course, there would be two old people laughing and screaming with tears running down their faces. Sometimes this show continues until there are three, four, or even more of such laughing and screaming tear-faced grown-ups. And all that performance for whatever I'd

said? I find something quite confusing in all this. That is, no one ever explains to me why sometimes I shouldn't repeat some things I say; while at other times, some other things I say would not only be all right, but would be considered so funny they would be repeated so many times for so many people's enjoyment. You see how neither way of hearing me out can encourage me to express my thoughts too often?

4 Like all this business to do with my legs. I have always wanted to tell them not to worry. I mean Nana and my mother. It did not have to be an issue for my two favorite people to fight over. I didn't want to be told not to repeat it or for it to be considered so funny that anyone would laugh at me until they cried. After all, they were my legs . . . When I think back on it now, those two, Nana and my mother, must have been discussing my legs from the day I was born. What I am sure of is that when I came out of the land of sweet, soft silence into the world of noise, the first topic I met was my legs.

5 That discussion was repeated very regularly.

6 Nana: "Ah, ah, you know, Kaya, I thank my God that your very first child is female. But Kaya, I am not sure about her legs. Hm . . . hm . . . hm . . ."

7 And Nana would shake her head.

8 Maami: "Mother, why are you always complaining about Adjoa's legs? If you ask me . . ."

9 Nana: "They are too thin. And I am not asking you!"

10 Nana has many voices. There is a special one she uses to shut everyone up.

11 "Some people have no legs at all," my mother would try again, with all her small courage.

12 "But Adjoa has legs," Nana would insist; "except that they are too thin. And also too long for a woman. Kaya, listen. Once in a while, but only once in a very long while, somebody decides—nature, a child's spirit mother, an accident happens, and somebody gets born without arms, or legs, or both sets of limbs. And then let me touch wood; it is a sad business. And you know, such things are not for talking about everyday. But if any female child decides to come into this world with legs, then they might as well be legs."

13 "What kind of legs?" And always at that point, I knew from her voice that my mother was weeping inside. Nana never heard such inside weeping. Not that it would have stopped Nana even if she had heard it. Which always surprised me. Because, about almost everything else apart

from my legs, Nana is such a good grown-up. In any case, what do I know about good grown-ups and bad grown-ups? How could Nana be a good grown-up when she carried on so about my legs? All I want to say is that I really liked Nana except for that.

- 14 Nana: “As I keep saying, if any woman decides to come into this world with her two legs, then she should select legs that have meat on them: with good calves. Because you are sure such legs would support solid hips. And a woman must have solid hips to be able to have children.”
- 15 “Oh, Mother.” That’s how my mother would answer. Very, very quietly. And the discussion would end or they would move on to something else.
- 16 Sometimes, Nana would pull in something about my father:
- 17 How, “Looking at such a man, we have to be humble and admit that after all, God’s children are many . . .”
- 18 How, “After one’s only daughter had insisted on marrying a man like that, you still have to thank your God that the biggest problem you got later was having a granddaughter with spindly legs that are too long for a woman, and too thin to be of any use.”
- 19 The way she always added that bit about my father under her breath, she probably thought I didn’t hear it. But I always heard it. Plus, that is what always shut my mother up for good, so that even if I had not actually heard the words, once my mother looked like even her little courage was finished, I could always guess what Nana had added to the argument.
- 20 “Legs that have meat on them with good calves to support solid hips . . . to be able to have children.”
- 21 So I wished that one day I would see, for myself, the legs of any woman who had had children. But in our village, that is not easy. The older women wear long wrap-arounds all the time. Perhaps if they let me go bathe in the river in the evening, I could have checked. But I never had the chance. It took a lot of begging just to get my mother and Nana to let me go splash around in the shallow end of the river with my friends, who were other little girls like me. For proper baths, we used the small bathhouse behind our hut. Therefore, the only naked female legs I have ever seen are those of other little girls like me, or older girls in the school. And those of my mother and Nana: two pairs of legs which must surely belong to the approved kind; because Nana gave birth to my mother and my mother gave birth to me. In my eyes, all my friends have got legs

that look like legs, but whether the legs have got meat on them . . . that I don't know.

- 22 According to the older boys and girls, the distance between our little village and the small town is about five kilometers. I don't know what five kilometers mean. They always complain about how long it is to walk to school and back. But to me, we live in our village, and walking those kilometers didn't matter. School is nice.
- 23 School is another thing Nana and my mother discussed often and appeared to have different ideas about. Nana thought it would be a waste of time. I never understood what she meant. My mother seemed to know—and disagreed. She kept telling Nana that she—that is, my mother—felt she was locked into some kind of darkness because she didn't go to school. So that if I, her daughter, could learn to write and read my own name and a little besides—perhaps be able to calculate some things on paper—that would be good. I could always marry later and maybe . . .
- 24 Nana would just laugh. “Ah, maybe with legs like hers, she might as well go to school.”
- 25 Running with our classmates on our small field and winning first place each time never seemed to me to be anything about which to tell anyone at home. This time it was different. I don't know how the teachers decided to let me run for the junior section of our school in the district games. But they did.
- 26 When I went home to tell my mother and Nana, they had not believed it at first. So Nana had taken it upon herself to go and “ask into it properly.” She came home to tell my mother that it was really true. I was one of my school's runners.
- 27 “Is that so?” exclaimed my mother. I know her. Her mouth moved as though she was going to tell Nana, that, after all, there was a secret about me she couldn't be expected to share with anyone. But then Nana herself looked so pleased, out of surprise, my mother shut her mouth up. In any case, since they heard the news, I have often caught Nana staring at my legs with a strange look on her face, but still pretending like she was not looking. All this week, she has been washing my school uniform herself. That is a big surprise. And she didn't stop at that, she even went to Mr. Mensah's house and borrowed his charcoal pressing iron. Each time she came back home with it and ironed and ironed and ironed the uniform, until, if I had been the uniform, I would have said aloud that I had had enough.

28 Wearing my school uniform this week has been very nice. At the parade, on the first afternoon, its sheen caught the rays of the sun and shone brighter than anybody else's uniform. I'm sure Nana saw it too, and must have liked it. Yes, she has been coming into town with us every afternoon of this district sports week. Each afternoon, she has pulled one set of fresh old clothes from the big brass bowl to wear. And those old clothes are always so stiffly starched, you can hear the cloth creak. But she walks way behind us schoolchildren. As though she was on her own way to some place else.

29 Yes, I have won every race I ran for my school, and I have won the cup for the best all-round junior athlete. Yes, Nana said that she didn't care if such things are not done. She would do it. You know what she did? She carried the gleaming cup on her back. Like they do with babies. And this time, not taking the trouble to walk by herself.

30 When we arrived in our village, she entered our compound to show the cup to my mother before going to give it back to the headmaster.

31 Oh, grown-ups are so strange. Nana is right now carrying me on her knee, and crying softly. Muttering, muttering that: "saa, thin legs can also be useful . . ." that "even though some legs don't have much meat on them . . . they can run. Thin legs can run . . . then who knows? . . ."

32 I don't know too much about such things. But that's how I was feeling and thinking all along. That surely, one should be able to do other things with legs as well as have them because they can support hips that make babies. Except that I was afraid of saying that sort of thing aloud. Because someone would have told me never, never, but NEVER to repeat such words. Or else, they would have laughed so much at what I'd said, they would have cried.

33 It's much better this way. To have acted it out to show them, although I could not have planned it.

34 As for my mother, she has been speechless as usual.

From *The Girl Who Can* and *Other Stories* by Ama Ata Aidoo. Reprinted by permission of Harcourt Education.



# My Daughter the Hoopster

by John Edgar Wideman

1 I love my daughter and love the game of basketball, and the intersection of these two grand passions astounds, exhausts, and tickles me. One of the most difficult adjustments I've been forced to make in my mid-50s is to admit to myself that my basketball-playing days are over. Without Jamila to watch, I might not have survived the transition. Rooting for her older brothers and now her, I've learned an even higher level of appreciation for hoops, and I've experienced the natural, inevitable progression of passing the game on rather than giving it up.

2 If you have children, you know the rush of pride and excitement that hits when you watch your kids do anything well. Now imagine the Charlotte Coliseum filled with 23,000 spectators and your little girl (who happens to be 20 years old and not exactly your little girl anymore but a superbly conditioned athlete—healthy, intelligent, independent, fiercely competitive) leading her Stanford Cardinal team onto the floor to play in the semifinals of the NCAA women's national basketball tournament. If you're me, you can't sit still. You're jumping up and down, yelling, waving a sign, skywriting with red and white pom-poms, behaving like those nuts whose antics amazed and appalled you when you were a player checking out the stands during warm-ups.

3 If you're me, engulfed in the knee-buckling roar greeting the entrance of the opposing teams, you're also scared. The huge arena, the din of the joyful event recede. Dissolve. In the cavernous silence of a corner of my mind I hear a slow drip. Drip, dripping, each echoing drop weighted with an ambiguous message of



life or death. It's the sound of blood draining into a calibrated glass container in a hospital operating room where our newborn daughter has been cut from my wife's belly. And both lives hang by the thinnest of threads. I can't help being in that place and all the precarious places between then and now as I watch my daughter make music on the court.

4 Some stories are haunted forever by the dire consequences of what might have been, even though, after teetering on the edge of disaster, things turned out well. Such stories remembered or retold remind

■ see Hoopster, page 2

you how split second close good fortune is to calamity. How near things always are to turning out differently. This simple truth—nothing is given without the threat it may be taken away—is reaffirmed for me by Jamila’s presence at the other end of the long distance call or sitting across the dinner table.

5        There’s nothing morbid in this bittersweet truth, this double-visioned awareness that is also profound gratitude. In fact it often heightens the pleasure of having Jamila around. Her premature birth, the unexpected, nearly fatal complications of an arduous cesarean delivery, are facts of Jamila’s life, necessary parts of the story of her being here with us today. Her mother, Judy, is as much a hero in this story as her daughter. While I sat gowned and masked in the delivery room, unable to do anything but wring my hands and listen to blood leave her body, Judy risked her life to preserve the infant she’d been able to carry only six months.

6        After our two sons and five years of no new babies in the house, Jamila arrived as a sort of welcome shock. We’d wanted another kid, but nature wasn’t cooperating, so we had more or less resigned ourselves to doing without. Still, we occasionally daydreamed out loud about a daughter. Judy said she missed the support of female company in the house and regretted never having the chance to shop for frilly little-girl clothes. I was more than curious about the differences between raising boys and raising a girl. Then surprise, surprise. We got what we’d been asking for and lots more—a female child with a mind and plans of her own who, as soon as she was able to mount an articulate protest,

refused to wear dresses: a gym rat who tagged along on every trip to play ball—determined to prove as soon as she was able to lift a basketball that she could put it through the net as well as her big brothers. A 5-year-old who, when fed up with hearing her father fuss about traffic stalling the family car on a bridge, said: “John, John, why don’t you hush up? Don’t you know you’re just traffic to all those other people?”

At seven, Jamila broke the gender barrier at Takajo, her grandfather’s summer camp, where she became the only female among 350 campers. Not only did she compete with the boys but she also regularly whipped most of them in track, soccer, tennis, swimming, and basketball. Sitting in the stands with Kevin, my basketball buddy of 20 years, as his son Brian and my daughter, Jamila, the starting guards for the Takajo team, strolled onto the court, slapping each other on the back and chattering encouragement to their mates, I couldn’t help giving Kevin a look that said, “Things sure have changed since we came up, haven’t they?”

As a scrawny seventh-grader, Jamila started at point guard on the Amherst High varsity. Six years, one state championship, and a Kodak All-American Award later, we were entertaining coaches and recruiters from the nation’s top college-basketball programs in our living room. Looking back now, it took only a moment: from birth to basketball to prom night, Jamila practicing in the driveway where she’d launched a million jump shots

■ see Hoopster, page 3

and mastered the art of walking in high heels.

9 Beginning when she was a 90-pounder still attending junior high, and in high school games, Jamila’s signature was a flying ponytail. She scooted, skittered, sprinted up and down the court, trailed by that hank of hair punctuating every move. There didn’t seem to be much more to her than hair, knee pads, and nerve. Hair and nerve are all I see today when she drives in among the large bodies that patrol the lane in pro ball. And I’m still holding my breath.

10 Even though she plays as big as she needs to, Jamila hasn’t found a way to grow taller than five feet six inches. Speed’s her game—speed and attitude. She plays with a coach’s grasp of the multitude of factors relevant at any given moment. She’s acutely conscious of what’s happening, and she possesses a chess player’s concentration and focus, enabling her to anticipate what’s coming next, the invisible game flowing instantaneously for the one everybody else can see. It’s that mental quickness as much as any physical asset that distinguishes her play, her spirit.

She has said to us that a basketball court is her stage, a medium that allows her to express herself in a fashion no other activity approaches. She worries about losing basketball. Wonders if she’ll discover anything else demanding the same uncompromising commitment of mind and body.

I know exactly what she means. The world remains a hard, unyielding place. Too often it requires more than we have, more than we know. Or stunningly less. Unless you have something or someone you love. Then you become as alive as that dancing ponytail. You sacrifice your body, scrambling for loose balls, pushing on in spite of pain and injury. Tears and hollers of joy escape before you know they’ve arrived. You have no choice but to give of yourself, do your best, win or lose, when you love something or someone.

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11

12

# any **KID** Can Do it

April/May

\$4.75

play Spaceball!

New game  
builds muscle,  
develops  
coordination

118

Meet UK's NEW  
JUNIOR GOLF CHAMP:

Salina  
McGregor  
follows her dream

48

Find your  
favorite  
sport:

Something  
old or  
something  
new, there's  
a sport  
just right  
for you!

98

Plus:  
Is your family  
physically fit?

Take this  
Quiz

Photograph courtesy of © Royalty-Free/CORBIS.

Use “The Girl Who Can” (pp. 4–8) to answer questions 1–12.

- 1 Which words from paragraph 18 help the reader understand the meaning of the word *spindly*?
- A *daughter, woman*
  - B *insisted, thank*
  - C *biggest, later*
  - D *long, thin*
- 2 Nana believes that a woman’s legs should —
- F be long and lean
  - G have strong thighs
  - H support solid hips
  - J be like her mother’s
- 3 Which is the best plot summary of this story?
- A A young African girl named Adjoa is ridiculed by her grandmother for having long, thin legs. Adjoa and her mother are often intimidated into silence by Nana’s strong opinions. It is only when Adjoa is chosen as a runner for her school and wins an athletic award that Nana begins to respect her.
  - B Nana, the strong-willed grandmother of a young African girl, is eager to share her views on many subjects. She advises the girl to eat all her food and to avoid discussing sensitive topics. When Nana discovers that her granddaughter is an athlete, she wears her finest clothes to attend all the races.
  - C A young girl from Ghana lives with her mother and grandmother in a village called Hasodzi. Maami and Nana often argue about the girl’s father and the shape of the girl’s legs. The lengthy ongoing arguments cause the girl to feel afraid to speak out, even about important subjects.
  - D Adjoa, a seven-year-old girl from Ghana, is chosen to be a runner for her school. Her grandmother demonstrates her pride by washing and ironing Adjoa’s school uniform every day. At the end of the district sports week, Adjoa is awarded the cup for best all-round junior athlete.

4 What are paragraphs 26 and 27 mainly about?

- F Maami almost tells Nana a secret about Adjoa.
- G Maami and Nana finally resolve their disagreement about school.
- H Adjoa is surprised when her grandmother irons her uniform.
- J Nana begins to think about Adjoa's legs in a different way.

5 In paragraph 4, when Adjoa speaks of coming "out of the land of sweet, soft silence into the world of noise," she is referring to —

- A being born
- B arriving at school
- C completing a race
- D playing in the river

6 In paragraph 22, the description of the distance between Adjoa's village and school emphasizes the —

- F beauty of the village
- G size of the school
- H isolation of the village
- J lack of measuring tools

7 The point of view of this story helps the reader understand —

- A why Maami and Nana disagree with each other
- B what has happened to Adjoa's father
- C how Adjoa responds to the world around her
- D where the village of Hasodzi is located

8 Nana's mood when she first hears about Adjoa's running success is —

- F skeptical
- G generous
- H annoyed
- J timid

- 9 In paragraph 1, why does Adjoa’s appetite cause such a response from Nana?
- A Nana is hurt by Adjoa’s lack of appreciation for her cooking.
  - B Nana has endured droughts and other hardships in her life.
  - C Adjoa’s legs are too long and thin because she doesn’t eat all her food.
  - D Maami did not have a healthy appetite when she was younger.

- 10 Which quotation from the story conveys Nana’s change in attitude about her granddaughter?
- F *“But Kaya, I am not sure about her legs.”*
  - G *“Mother, why are you always complaining about Adjoa’s legs?”*
  - H *“But Adjoa has legs . . . except that they are too thin.”*
  - J *“Thin legs can run . . . then who knows?”*

- 11 In paragraph 29, Nana carries the cup on her back as if it were a baby because —
- A it is precious to her
  - B it is too heavy to hold in her arms
  - C the headmaster told her to
  - D she always does the unexpected

- 12 Based on Nana’s words in paragraphs 17 and 18, the reader can infer that she —
- F wanted to have more than one daughter
  - G disapproved of her daughter’s marriage
  - H blames God for Adjoa’s long, thin legs
  - J is humble and always admits her mistakes

Use “My Daughter the Hoopster” (pp. 9–11) to answer questions 13–23.

- 13 This article is mostly about —
- A a father’s pride in his daughter’s accomplishments
  - B a writer’s description of his love of basketball
  - C the smallest girl on a college basketball team
  - D the determination of a couple to have a daughter
- 14 The strengths of Jamila’s game are —
- F height and speed
  - G speed and jump shots
  - H speed and attitude
  - J height and attitude
- 15 At the beginning of the article, the writer is watching his daughter play —
- A as a seventh-grade point guard on the Amherst High varsity team
  - B in the semifinals of the NCAA women’s national basketball tournament
  - C as the first female player at Takajo, a summer camp
  - D with her high school varsity team in the state championship finals
- 16 Which words from paragraph 5 help the reader understand the meaning of the word *arduous*?
- F *bittersweet, carry*
  - G *gratitude, pleasure*
  - H *listen, preserve*
  - J *complications, risked*
- 17 In paragraph 3, the setting changes because —
- A Jamila’s athletic ability reminds her father of how frail she was at birth
  - B the writer is afraid that his daughter will get hurt while playing basketball
  - C the roar of the crowd makes John Edgar Wideman feel faint
  - D Judy Wideman is in the hospital while Jamila plays basketball
- 18 How is the simile “as alive as that dancing ponytail” in paragraph 12 used?
- F To foreshadow Jamila’s professional career
  - G To compare Jamila to a ballerina
  - H To symbolize Jamila’s vitality
  - J To describe Jamila’s physical appearance



- 19** What can the reader conclude from paragraph 7?
- A** Jamila’s grandfather ran a sports camp for many summers.
  - B** Jamila and Brian would remain good friends in adulthood.
  - C** Most of the campers didn’t like competing with Jamila.
  - D** The idea of playing sports with boys did not intimidate Jamila.
- 20** Coaches and recruiters who visited the Widemans —
- F** needed the approval of Jamila’s parents
  - G** helped Jamila become a better basketball player
  - H** liked to watch Jamila make jump shots in the driveway
  - J** wanted Jamila to play basketball for their schools
- 21** Which word describes how John Wideman feels about his daughter’s career as a basketball player?
- A** Disappointed
  - B** Delighted
  - C** Cynical
  - D** Apathetic
- 22** It is apparent from the article that —
- F** boys and girls should not play basketball together
  - G** Jamila is embarrassed by her father’s enthusiasm
  - H** Judy refuses to go to Jamila’s games
  - J** the author misses playing basketball
- 23** In paragraph 7, what did the author mean when he gave Kevin a look that said “Things sure have changed since we came up”?
- A** Neither the author nor Kevin was able to attend summer camp.
  - B** Neither of the men enjoys playing basketball anymore.
  - C** The number of campers at Takajo has increased.
  - D** Boys and girls now play basketball together.

**Use “The Girl Who Can” and “My Daughter the Hoopster” (pp. 4–11)  
to answer questions 24 and 25.**

- 24** A theme in both “The Girl Who Can” and “My Daughter the Hoopster” is that —
- F** determination and attitude can help a person overcome obstacles
  - G** every child should participate in sports
  - H** adults should always listen to children
  - J** the world can be a difficult place in which to grow up
- 25** Which of the following words best describes both Adjoa in “The Girl Who Can” and Jamila in “My Daughter the Hoopster”?
- A** Fragile
  - B** Analytical
  - C** Talented
  - D** Withdrawn

**Use the visual representation on page 12  
to answer questions 26–28.**

- 26** The viewer can tell that the two children on the cover of the magazine are —
- F** brother and sister
  - G** playing a game
  - H** friends from school
  - J** beating the other team
- 27** A reader turning to page 98 of this magazine would find which of the following?
- A** An article describing many different sports
  - B** An analysis of a news event
  - C** A feature article about a golfer
  - D** A quiz about family fitness
- 28** The main idea conveyed by the titles of both the magazine and the stories inside is that —
- F** adults should be responsible for teaching sports
  - G** children should stay up-to-date on current athletes
  - H** sports can be enjoyed by all children
  - J** spaceball and golf are the sports that are the most fun

## DIRECTIONS

Answer the following questions in the space provided on the answer document.

- 29 What is one major conflict for Adjoa in “The Girl Who Can”? Explain your answer and support it with evidence from the selection.
- 30 Do you think that Jamila is courageous in “My Daughter the Hoopster”? Explain your answer and support it with evidence from the selection.
- 31 Are Adjoa in “The Girl Who Can” and Jamila in “My Daughter the Hoopster” supported by their family members? Explain your answer and support it with evidence from **both** selections.

BE SURE YOU HAVE WRITTEN YOUR ANSWERS  
ON THE ANSWER DOCUMENT.

## WRITTEN COMPOSITION

Write an essay about a time you received encouragement from another person.

The information in the box below will help you remember what you should think about when you write your composition.

### REMEMBER—YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

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

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

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USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

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



GO ON TO THE NEXT PAGE

## Revising and Editing Sample

### DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

*Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.*

### The American Red Cross

(1) The American Red Cross is an organization that aids people all around the world. (2) It started as a result of the efforts of a dedicated woman. (3) That woman was named Clara Barton. (4) It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross. (5) She assisted on the battlefield by nursing injured soldiers and helping transport supplies. (6) Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

- S-1** What is the most effective way to combine sentences 2 and 3?
- A** It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.
  - B** It started as a result of the efforts of a woman who was dedicated and named Clara Barton.
  - C** It started as a result of the efforts of a dedicated woman named Clara Barton.
  - D** It started as a result of the efforts of a dedicated woman she was named Clara Barton.

- S-2** What change, if any, should be made in sentence 4?

- F** Change *was* to **is**
- G** Insert a comma after *Civil War*
- H** Change *lead* to **led**
- J** Make no change

- S-3** What change, if any, should be made in sentence 6?

- A** Change *Government* to **government**
- B** Change *selected* to **sellected**
- C** Change *her* to **herself**
- D** Make no change



# REVISING AND EDITING

DO NOT GO ON TO THE REVISING AND EDITING SECTION.  
WHEN YOU FINISH THE READING AND WRITTEN  
COMPOSITION SECTION, RAISE YOUR HAND AND WAIT  
FOR A TEST ADMINISTRATOR TO ASSIST YOU.



**DIRECTIONS**

Read the following passages and mark your answers on page 2 of your answer document. Remember that you are NOT permitted to use dictionaries or other reference materials on this section of the test.

*Debra has written about a recent experience. She wants you to review her paper. As you read, think about the corrections and improvements she should make. When you finish reading, answer the questions that follow.*

### A Gift of Life

(1) Last October I gave my big sister a gift that no one else could have gave her. (2) I gave Shannon my right kidney. (3) Shannon is 10 years older than I am, and I've always looked up to her. (4) Now we share a special bond that go beyond being sisters.

(5) For as long as I can remember, Shannon has been sick. (6) She has type 1 diabetes and has to give herself shots every day. (7) Her kidneys began to fail last May, Shannon had to start going to the hospital for dialysis three times a week. (8) In this treatment a machine does the filtering work that kidneys normally do. (9) The doctors told us that Shannon needed a kidney transplant. (10) At first we thought she would have to wait until she reached the top of the nation's transplant list. (11) But then we learned that a family member might be a match. (12) In that case, Shannon could have a kidney transplant immediately.

(13) I knew right away that I would like nothing more than to give one of my kidneys to Shannon. (14) So I was tested—and tested and tested! (15) I was stuck with so many needles that Shannon laughed and said, Now you understand what it feels like to be me!" (16) As my sister and I waited to find out whether I could give Shannon the gift that she needed, we grew closer than ever. (17) After a few weeks the doctors finally confirmed it: we were a perfect match!

(18) The day of the surgery soon arrived. (19) Shannon and I were wheeled into adjoining operating rooms while our family members huddled tensely in the waiting room. (20) I don't remember nothing after squeezing Shannon's hand before we went into surgery. (21) The next thing I knew, I was waking up in the recovery room. (22) I was out of the hospital in three days, and Shannon came home two weeks later. (23) Already her life seems to have a new sparkle. (24) I know that my kidney is now hard at work in her body, and that makes me feel very proudly. (25) The doctors told me that the surgery had gone flawlessly.

**32** What change, if any, should be made in sentence 1?

- F** Insert a comma after *gift*
- G** Change *could* to *couldn't*
- H** Change *have gave* to *have given*
- J** Make no change

**33** What change should be made in sentence 4?

- A** Change *we* to *you*
- B** Change *a special bond* to *a thing*
- C** Change *that* to *it*
- D** Change *go* to *goes*

**34** What revision, if any, is needed in sentence 5?

- F** For as long as I can remember. Shannon has been sick.
- G** It has been for as long as I can remember. That Shannon has been sick.
- H** As long as I can remember it. Shannon has been sick.
- J** No revision is needed.

**35** What revision, if any, is needed in sentence 7?

- A** When her kidneys began to fail last May, Shannon had to start going to the hospital for dialysis three times a week.
- B** Because her kidneys began to fail last May, Shannon had to start going to the hospital for dialysis three times a week.
- C** Beginning to fail last May, Shannon had to start going to the hospital for dialysis three times a week for her kidneys.
- D** No revision is needed.

**36** Which transition word or phrase could be added to the beginning of sentence 9?

- F** For instance,
- G** Eventually,
- H** In contrast,
- J** Likewise,

- 37 What change, if any, should be made in sentence 12?
- A Change the comma to a semicolon
  - B Change *a kidney transplant* to **one**
  - C Change *immediately* to **immediatly**
  - D Make no change

- 38 What change, if any, should be made in sentence 15?
- F Change *that* to **then**
  - G Delete the comma
  - H Insert quotation marks before *Now*
  - J Make no change

- 39 What change, if any, should be made in sentence 20?
- A Change *nothing* to **anything**
  - B Change *squeezing* to **squeazing**
  - C Change *we* to **they**
  - D Make no change

- 40 What change should be made in sentence 24?
- F Insert **it** after *kidney*
  - G Delete the comma
  - H Change *makes* to **make**
  - J Change *proudly* to **proud**

- 41 What is the most effective way to improve the organization of the fourth paragraph (sentences 18–25)?
- A Move sentence 22 so that it follows sentence 18
  - B Switch sentences 22 and 23
  - C Delete sentence 23
  - D Move sentence 25 so that it follows sentence 21

*Alonso's English teacher asked each of her students to write a report about an admirable person. Alonso wrote this report about a famous neurosurgeon. He would like you to read his paper and think about the corrections and improvements he should make. When you finish reading, answer the questions that follow.*



Dr. Benjamin Carson gives a motivational speech to students in New Mexico.

### Striving for Greatness

(1) Dr. Benjamin Carson is the director of pediatric neurosurgery at Johns Hopkins Hospital in Baltimore, Maryland. (2) He is renowned for his expertise in separating conjoined twins. (3) He has also refined some brain surgery techniques that control seizures. (4) His list of accomplishments and honors is long. (5) Because of his success, you might be surprised to learn what Carson's childhood was like.



(6) Carson was born in 1951 in Detroit, Michigan. (7) Today about one million people live in Detroit. (8) When he was only eight, his father left the family, and his parents subsequently divorced. (9) His mother had only a third-grade education and worked long hours as a maid to support her two sons. (10) The family lived in poverty.

(11) Carson went to school, but he was not a good student. (12) He called himself the dumbest kid in the class. (13) The other children frequently teased him. (14) Carson's mother knew that it was the answer for her children, education. (15) She made Carson and his brother limit their television viewing to two programs a week. (16) Each week they were also required to read two books and submit a written report to her on each one. (17) Years later Carson learned that his mother had never even been able to read the reports.

(18) Eventually Carson's life began to improve. (19) In fifth grade he visited an eye doctor and was fitted for glasses. (20) For the first time since he had started school, he could see the chalkboard. (21) He was thrilled to watch his grades go from Fs to Ds. (22) But his mother continued to insist, "You can do better than that."

(23) As time went on, Carson rose to the head of his class, won the respect of others, and started to recognize his own abilities. (24) He became an avid reader, and this offered him new possibilities. (25) He started to believe that he

could create his own future. (26) And became determined to achieve his potential.

(27) Today Carson is an unquestionably gifted neurosurgeon. (28) He is also a motivational speaker. (29) He encourages people of all backgrounds. (30) He reminds his audiences that education is the key to success and that children need to reach for excellence. (31) Although his early days were quite challenging Ben Carson overcame the obstacles in his path and is now making a profound impact on the world.

Photo courtesy of © AP Photo/Roswell Daily Record, Aaron J. Walker.

42 What is the most effective way to improve the organization of the second paragraph (sentences 6–10)?

- F Switch sentences 6 and 8
- G Delete sentence 7
- H Move sentence 7 to the end of the paragraph
- J Delete sentence 10

43 Which transition word or phrase should be added to the beginning of sentence 12?

- A In fact,
- B However,
- C Coincidentally,
- D Finally,

44 What is the most effective way to revise sentence 14?

- F Carson's mother knew that education was the answer for her children.
- G Carson's mother knew the answer for her children, it was education.
- H Carson's mother knew. That education was the answer for her children.
- J Carson's mother knew what the answer was for her children and that it was education.

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

- A Change *limit* to **limits**
- B Change *there* to **their**
- C Change *viewing* to **veiwing**
- D Make no change

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

- F Change *Eventually* to **Eventualy**
- G Insert **it** after *life*
- H Change *begun* to **began**
- J Make no change

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

- A Change *continued* to **continues**
- B Delete the comma
- C Insert quotation marks before **You**
- D Make no change

48 What change should be made in sentence 23?

- F Change *rose* to **rised**
- G Delete the comma after *class*
- H Change *started* to **starting**
- J Change *abilitys* to **abilities**

49 What change, if any, should be made in sentence 26?

- A Change *And* to **He**
- B Change *determined* to **determinned**
- C Change *potential* to **potentially**
- D Make no change

50 What is the most effective way to combine sentences 28 and 29?

- F He is also a motivational speaker who encourages people of all backgrounds.
- G He is also a motivational speaker, he encourages people of all backgrounds.
- H He is also a motivational speaker, and he also encourages people of all backgrounds.
- J Also a motivational speaker encouraging people of all backgrounds.

51 What change, if any, should be made in sentence 31?

- A Change *quite* to **quiet**
- B Insert a comma after *challenging*
- C Change *profound* to **profunder**
- D Make no change

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



TAKS GRADE 10  
ELA MAKE-UP  
FEBRUARY 2006