

English II Modified

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RELEASED

READING



Milton Hershey: Chocolatier Philanthropist

This selection is about Milton Hershey, the successful American candy maker and philanthropist from the 1800s. A philanthropist is a person who donates time or money to help people. Hershey, Pennsylvania, is named after Milton Hershey. Read this selection to learn about Hershey's life and how he used his success to bring joy to the lives of others.

Milton Hershey: Chocolatier Philanthropist

- 1 If you visit Hershey, Pennsylvania, a few things may strike you as being different from other towns. For example, you might find yourself standing at the corner of Cocoa and Chocolate Avenues. The sweet smell of roasting cocoa beans might tickle your nose. You might notice silver streetlights shaped like foil-wrapped chocolate Hershey's Kisses high above your head.
- 2 These unusual features are the result of the work of one man, Milton Hershey, a millionaire philanthropist who created this chocolate town in the early 1900s. Today, the residents of Hershey like to call their hometown "the sweetest place on Earth."
- 3 Milton Hershey's life is a rags-to-riches story. He was a man who climbed out of bankruptcy to become a millionaire. He went from being poor and hungry to helping feed and clothe orphans while providing them an education and a place to live.
- 4 Hershey was born in 1857 in the rich dairy country of Pennsylvania. When he was a child, his family struggled to make ends meet. His father dreamed of getting rich, but his efforts always ended in failure and poverty. Hershey learned from his father to dream big, despite failure. From his mother, he learned the value of helping others.
- 5 To help support his family, young Hershey left school at age 12 to get a job as a printer's helper. He disliked the job so much that he "accidentally" dropped his hat into a printing press that was running and was then fired. Afterward, Hershey found a job that he loved. His new job was to create ice creams and candies in the kitchen of an ice cream parlor. There, the employees could taste their sweet creations. Hershey showed talent as he expertly heated taffies in huge copper kettles to just the right temperature and then pulled them to a chewy consistency on iron hooks. Hershey eventually decided to start his own candy company.

- 1** What is the primary purpose of paragraphs 1 and 2?
- A** To promote tourism in Hershey, Pennsylvania
 - B** To show the lasting effects of Milton Hershey's work
 - C** To entertain the reader with figurative language

- 6 In 1876 with the help of his aunt Mattie and some of his uncles, Hershey opened a taffy store in Philadelphia. Eventually the store went out of business. Hershey then went west to sell caramels in Denver for a short time. Again, no success. In 1883 he tried opening a candy store in New York City. Competition was too tough there, and soon he had to return to Pennsylvania. Although Hershey was talented as a candy maker, he struggled to run a small business.
- 7 But Aunt Mattie was not about to give up on her nephew. When Hershey returned to Pennsylvania, Aunt Mattie and a local bank loaned him money to start the Lancaster Caramel Company. Soon he was making and selling high-quality caramels, creamy with fresh milk from local farms.
- 8 The problem was that the residents of Hershey's small hometown could eat only so much candy. He quickly realized that he could not earn enough money from the business to repay the bank. He was just a few days from losing his factory (not to mention Aunt Mattie's house) when a British businessman arrived in town. The man tasted the creamy caramels and placed a large order. Hershey had to ask the bank for another loan in order to purchase the ingredients needed to fill the order. After giving the bank officer a tour of his shiny, efficient factory, he was approved for the loan.
- 9 Business at the Lancaster Caramel Company picked up quickly. Hershey now had to make frequent trips overseas. On these trips he observed that in Europe people seemed to savor chocolate. He realized that there was a large market for chocolate, both in Europe and at home in the United States. In 1893 at the World's Fair in Chicago, a German candy manufacturer demonstrated how to make chocolates. When the fair ended, Hershey purchased the entire assembly line and took it home to Pennsylvania. Chocolate became Hershey's new focus.
- 10 Today, chocolate can be purchased almost anywhere, but in the 1890s it was an expensive luxury. However, unlike the chocolate we enjoy today, chocolate in the 1890s was often bitter and grainy. Hershey decided to improve the product. He began constructing a chocolate factory while he experimented late into the night with recipes for sweeter, creamier, lower-cost chocolates. He tried adding fresh, sweet milk from the Lancaster cows, but the oily cocoa butter and watery milk did not combine well. Finally, Hershey tried evaporating the water from the milk. This turned out to be the most effective way to mass-produce a sweet, creamy milk chocolate bar.

2 What does the word savor mean in paragraph 9?

F To enjoy

G To cut off

H To swallow whole

- 11 The bars sold for five cents each and were immediately popular. Soon Hershey was able to fulfill his dream of providing a secure and happy life for his employees. Using profits from candy sales, he built a town, including public gardens, a sports arena, a trolley line, and comfortable private homes. The town he built is now called Hershey, Pennsylvania.
- 12 Following his mother's example, Hershey sought other ways to help his community. Because he and his wife could not have children of their own, they took a strong interest in orphans, often inviting them to their mansion. This led to the founding of a school for orphans that is still successful today.
- 13 When he died in 1945, Hershey left his entire fortune to the school for orphans and to other philanthropies, including a medical school and a teaching hospital. The world had provided him with extraordinary opportunities and success. Milton Hershey thought himself fortunate to be able to share his success with others.

Early Days
1857: Milton Hershey is born to an agricultural family in rural Pennsylvania.
1869: Twelve-year-old Hershey drops out of school to help support his family.
Love at First Bite
1872: The teenager Hershey lands his dream job as an apprentice at Royer's Ice Cream Parlor.
1876: With the help of his family, Hershey opens his first candy store in Philadelphia at the age of 19.
Pursuit of a Dream
1882: Hershey's first candy store closes its doors because of a lack of finances and customers.
1886: Hershey tries again in the candy industry by opening the Lancaster Caramel Company and making creamy caramels using an innovative recipe he discovered during his travels.
1887: The 30-year-old Hershey's fate looks grim until a British businessman orders enough caramels to allow Hershey to stay in business.
Sweet Success . . . Finally
1893: Hershey expands his candy line by purchasing a machine that makes chocolate.
1890s: Hershey spends years perfecting his recipe for milk chocolate and finally succeeds with an affordable 5-cent chocolate bar.
1906: The town of Derry Church, Pennsylvania, is renamed Hershey in honor of Milton Hershey.
An Inspiring Legacy
1945: Hershey dies at the age of 88 after enjoying 50 years of success in the chocolate industry.
Today
Hershey's legacy lives on in the "Sweetest Place on Earth" and at Hershey Park, where almost 3 million people a year visit.

3 Which date from the time line was a turning point for Hershey's success?

A 1872

B 1887

C 1906

4 What is the purpose of paragraphs 11 through 13?

F To show how wealthy Hershey became

G To highlight Hershey's generosity

H To provide evidence that Hershey regretted not having children of his own

Use the whole selection “Milton Hershey: Chocolatier Philanthropist” on pages 6–10 to answer questions 5 and 6.

5 Which of the following conclusions can the reader make about Hershey’s family members?

- A** They supported his dream of a better life.
- B** They were successful in business.
- C** They did not value education.

6 What is the primary purpose of the selection?

- F** To entertain readers with amusing stories about Milton Hershey
- G** To persuade readers that Milton Hershey was a great inventor
- H** To inform readers about the life of Milton Hershey





Birdfoot's Grampa

This poem, written by Joseph Bruchac, is titled "Birdfoot's Grampa." Read the poem to find out why an old man stops his car on a rainy night.

Birdfoot's Grampa

by Joseph Bruchac

The old man
must have stopped our car
two dozen times to climb out
and gather into his hands
5 the small toads blinded
by our lights and leaping,
live drops of rain.

The rain was falling,
a mist about his white hair
10 and I kept saying
you can't save them all,
accept it, get back in
we've got places to go.

But, leathery hands full
15 of wet brown life,
knee deep in the summer
roadside grass,
he just smiled and said
they have places to go to
20 *too.*

"Birdfoot's Grampa" by Joseph Bruchac, from ENTERING ONONDAGA: POEMS, Cold Mountain Press, 1978.

- 7 From the first stanza, the reader can infer that —
- A the old man doesn't want to feel responsible for death
 - B the rain has been falling for some time
 - C the old man has difficulty driving the car

tone—when the author uses words or phrases to show the way he or she feels about the subject

- 8 Which word best describes the **tone** of the poem?
- F Conversational
 - G Respectful
 - H Comical

9 Read the following dictionary entry.

save \ˈsāv\ v
1. to avoid the spending of
2. to keep, as for reuse
3. to protect something from harm

Which definition best matches the use of the word save in line 11?

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

10 Which of these best expresses a major theme explored in the poem?

- F Communicating is important.
- G Parents know best.
- H All life is precious.





The (Long) Life Cycle of an E-mail

This selection discusses the issues of privacy and security when sending e-mails. Read to find out what may happen when you decide to send an e-mail rather than a handwritten note.

The (Long) Life Cycle of an E-mail

- 1 A few days after your birthday, you sit down to write your grandparents a note thanking them for the present they sent you. When you finish writing the note, you seal it in an envelope and drop it in the mailbox.
- 2 A few days later your grandparents receive the note, which they read and enjoy. A week or so passes, and after reading it one last time, they toss the note into the recycling bin. Before long, your note is gone forever.
- 3 Now imagine how you would feel if that note had taken a different route to your grandparents' house. Suppose that the note did not remain sealed in its envelope. Instead, it was opened and photocopied by everyone who touched it as it made its journey. Instead of there being just one copy of the note, there were many. You don't even know how many copies exist or where they are or who else other than your grandparents read the note. You don't even know how long those other copies will exist.
- 4 Fortunately, this imaginary situation is unlikely to happen with a note sent through the mail.
- 5 Suppose, however, that you type that thank-you note on your computer. You enter the e-mail address for the recipient and hit "send." The e-mail travels from you to your grandparents in a matter of seconds. They discover the e-mail in their inbox. They read it and enjoy it, and then after a few days they delete it. You forget about the e-mail, and they forget about it, and everyone looks forward to the next birthday.
- 6 There are some obvious differences between sending your grandparents a handwritten note versus an e-mail. E-mail is faster and more convenient. You don't have to buy a stamp or wait days for the note to arrive. On the other hand, a handwritten note is more personal and shows that you cared enough to put in a little extra time.
- 7 But a difference you might not have thought about before is that an e-mail message reproduces as it travels from sender to recipient. Copies of the message are left on multiple computers and network servers. Remember that imaginary letter that was taken out of the envelope and photocopied several times? That's exactly what happens to every e-mail message you send.

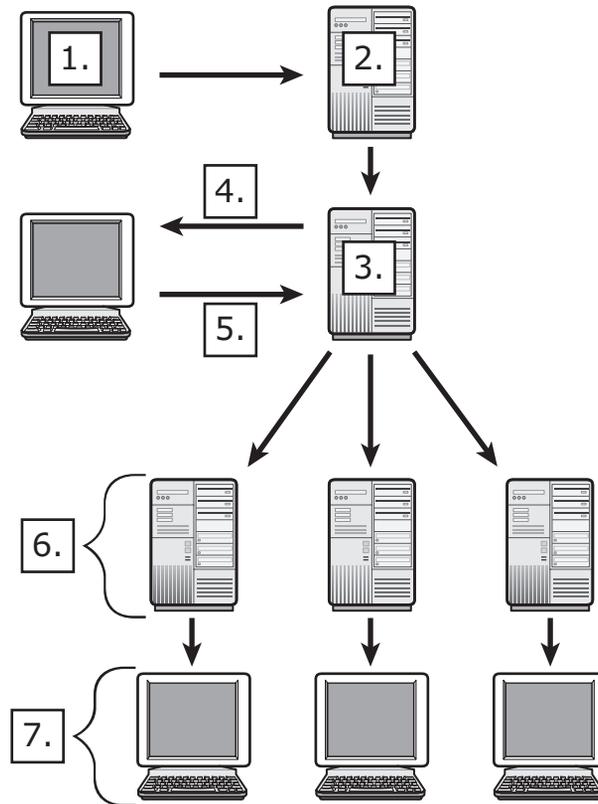
8 When we send mail through the post office, our written words are intended only for the person to whom we wrote the letter. In fact, it is against the law for someone to open the letter before it reaches its intended destination.

11 Which words from paragraph 5 best help the reader understand the use of the word recipient?

- A *thank-you note*
- B *in a matter of seconds*
- C *to your grandparents*

- 9 Privacy and security are different when it comes to e-mail. This is because of the different nature of e-mail and the very different path it takes to reach its destination. For example, when you send an e-mail to *myfriend@server.com*, your message begins on your computer and arrives at *myfriend's* inbox, usually within moments. Along the way, however, your message is copied in several other places. At a minimum, your e-mail will have left a copy on the following:
1. Your computer, filed in the "sent" folder
 2. Your Internet service provider's server
 3. Your friend's Internet service provider's server
 4. Your friend's computer, in the inbox folder or delete folder (Note that even if your friend deletes the e-mail, it might remain in the "trash" folder indefinitely.)
- 10 If your friend decides to reply to your message, there's a good chance that your original message will appear in the reply. So that original message now exists twice on each of those computers and servers listed above. And if either you or your friend decides to forward one of the replies to someone else, your message now exists on even more computers and servers, where it can remain for years to come.
- 11 You will likely never know exactly where every copy of your e-mail message is. More importantly, you have no way of knowing whether the contents of that message might reappear someday, perhaps in an embarrassing way. Politicians have been removed from office because old e-mail messages were made public by an opponent. Government officials and business leaders have found themselves in legal trouble because e-mail messages they wrote years earlier were introduced as evidence in criminal trials. Even Bill Gates, the founder of Microsoft, had his private business e-mail correspondence used in antitrust court proceedings against his company.
- 12 So the next time you write an e-mail message, imagine that the e-mail may continue living long after you are gone. Make sure that you are comfortable with that possibility before hitting "send."
- 13 Or you could just write a note by hand and send it by regular mail. That way, you will know just where your note is. And the recipient may be especially pleased that you took the extra time.

An E-mail's Journey



1. I send an e-mail to my friend.
2. My Internet service provider receives and stores a copy of the e-mail on the server.
3. My friend's Internet service provider receives and stores a copy of the e-mail on that server.
4. My friend's computer receives a copy of the e-mail.
5. My friend forwards my e-mail to other people, and his Internet service provider again receives and stores a copy of the e-mail on that server.
6. The Internet service providers of the other people receive and store a copy of the e-mail on each of those servers.
7. The other people's computers receive a copy of the e-mail.

12 Paragraph 10 is mainly about —

- F** the type of communication that is the most personal
- G** how a single e-mail message can multiply into many copies
- H** what can happen when you communicate with strangers

13 In paragraph 11, the legal term antitrust refers to legislation aimed at —

- A** ensuring an appearance before the U.S. Supreme Court
- B** prohibiting unfair business practices
- C** restoring citizens' confidence in government and business leaders

14 Read this sentence from paragraph 10.

And if either you or your friend decides to forward one of the replies to someone else, your message now exists on even more computers and servers, where it can remain for years to come.

The author includes this information to show —

- F** how little control you have over where your e-mail resides
- G** the advantages of e-mail over other types of communication
- H** that e-mail can be safe as long as no one forwards messages to others

Use the whole selection "The (Long) Life Cycle of an E-mail" on pages 18–21 to answer questions 15 and 16.

15 What is the primary purpose of the selection?

- A** To examine some differences between traditional mail and e-mail
- B** To explain how someone can permanently delete e-mails they don't want to save
- C** To explore the consequences e-mail has had for the U.S. Postal Service

16 According to the author, e-mail messages —

- F** disappear when moved to the "trash" folder
- G** have encouraged better correspondence with relatives
- H** have been used in court cases against business leaders





Eleven

In this short story by the award-winning author Sandra Cisneros, a young girl named Rachel discusses what being eleven years old feels like. Read the story to learn what happens to Rachel on her eleventh birthday in Mrs. Price's classroom.

Eleven

by Sandra Cisneros

Copyright restrictions prevent "Eleven" from being displayed in this format. Please refer to "Eleven" in the book *Woman Hollering Creek* by Sandra Cisneros, accessible at your local library.

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- 17** Why does the author repeat the words “not mine” in paragraphs 12 and 14?
- A** To highlight Rachel’s tendency to be impatient
 - B** To emphasize that Mrs. Price has difficulty hearing what Rachel says
 - C** To show how strongly Rachel feels about being associated with the red sweater

tone—when the author uses words or phrases to show the way he or she feels about the subject

18 Reread paragraph 9.

Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." An ugly sweater like that, all raggedy and old, but Mrs. Price believes her; Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

The **tone** of this paragraph can best be described as —

F apologetic

G bitter

H dreamy

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19 The dialogue in paragraphs 15 through 18 shows the reader —

- A** how much Rachel admires her teacher
- B** Mrs. Price’s compassion for Rachel
- C** how Mrs. Price embarrasses Rachel

20 In paragraph 15, Rachel’s fantasies of what she will do with the sweater suggest that she feels —

- F** confused
- G** distrustful
- H** angry

**Use the whole story "Eleven" on pages 26–31
to answer questions 21 and 22.**

21 By telling the story from the point of view of an 11-year-old, the author greatly enhances the story's —

- A** emotional impact
- B** surprise ending
- C** symbolic meaning

22 What does the red sweater symbolize in the story?

- F** Greed
- G** Freedom
- H** Humiliation



WRITING



Running the Marathon

While Layne was training for her first marathon, she twisted her ankle. Terribly discouraged, Layne was sure that she would not be able to run in the race. However, she took her mom's advice and did all the things she needed to do to help her ankle heal. Soon she felt ready to run.

Read Layne's story to find out what she was able to accomplish with hard work and determination. As you read, look for the revisions she should make. Then answer the questions that follow.



Running the Marathon

(1) When I twisted my ankle, I was sure that my dream of running a marathon this year was over. (2) How could I finish training with a swollen ankle? (3) And if I couldn't finish training, I couldn't run 26.2 miles. (4) I was more than discouraged. (5) I felt like a failure.

(6) Although I was upset, I followed Mom's advice. (7) I took medicine regularly, elevated my foot at night, and my ankle was iced. (8) Before long I could tell it was healing. (9) I thought that maybe, just maybe, I could take a short run. (10) Sure enough, I was able to

run a mile the next day. (11) I had lost a lot of training time, but I began to think I might be able to run in the race. (12) As usual, my dad was encouraging, immediately reminding me that many people run just half a marathon. (13) "Even that is a huge accomplishment," he said. (14) I had trained enough to run 13.1 miles. (15) I was sure I was ready for that. (16) I had a new goal!

(17) On the morning of the race, I walked and lined up with hundreds of other eager runners at the starting point. (18) My energy level and strength were at an all-time high. (19) The race started, and the miles began ticking by. (20) Soon I had passed the 12-mile marker. (21) To my surprise, my ankle still felt strong. (22) I began to get a crazy idea in my head. (23) "Maybe I could keep going," I thought. (24) "If the other runners can do it, maybe I can, too."

(25) There were huge crowds on the sidelines, cheering us on and saying, "You can do it! (26) Keep running!" (27) It was a great day for a marathon, just a little cool. (28) I saw my parents and pointed ahead. (29) They knew exactly what I was asking. (30) Dad gave me a thumbs-up, which was his way of saying, "Go for it. (31) Do what you think you can do." (32) With a huge smile and a determined heart, I plunged ahead.

(33) I finished that marathon—all 26.2 miles! (34) I had to walk the last few, but I crossed the finish line and received my medal.

(35) And I learned something that day. (36) Don't stop.

(37) Sometimes you can accomplish things that seem impossible.

(38) You just need to believe that you can do it, and you need people around you to encourage you.

(39) And now I'm off to begin training again! (40) Next year I'm going to *run* the entire marathon!

23 What is the most effective revision to make in sentence 7?

- A** I took medicine regularly, which elevated my foot at night and iced my ankle.
- B** I took medicine regularly, elevated my foot at night, and iced my ankle.
- C** I took medicine regularly and elevated my foot at night, while my ankle was iced.

24 What is the most effective revision to make in sentence 17?

- F** On the morning of the race, I walked to the starting point and lined up with hundreds of other eager runners.
- G** On the morning of the race, I walked to and lined up at the starting point I was with hundreds of other eager runners.
- H** Sentence 17 is well written and does not need to be revised.

25 What is the most effective way to improve the organization of the fourth paragraph (sentences 25–32)?

- A** Delete sentence 25
- B** Delete sentence 27
- C** Delete sentence 28

26 Sentence 36 is not very effective. Which of these could replace sentence 36 and help Layne better express the controlling idea of her paper?

- F** Don't ever give up.
- G** We can all learn new things.
- H** You can't do everything.





Do It Ourselves!

Jesse takes pride in his school and neighborhood. He wants these areas to be clean, neat, and safe for everyone. However, he knows that government agencies are short on funds and have difficulty paying for these public projects. Jesse thinks that citizens should help the community by doing basic landscaping, simple repairs, and other necessary maintenance in schools and around the neighborhood.

Jesse wrote this paper to encourage others to begin volunteering. He hopes to submit it to the school newspaper. Before turning it in, he would like you to help him revise it. When you finish reading, answer the questions that follow.

Do It Ourselves!

(1) Public agencies are always running out of money. (2) Every year, state governments say that they are low on funds for schools, public libraries, and parks. (3) Perhaps it's time to consider and think about what we citizens can do to help solve some of these problems. (4) In other words, when the government can't pay for a public project, we should step up and do the job ourselves!

(5) Nearly everyone thinks that good schools are important. (6) A big issue at our high school is building and grounds maintenance. (7) A quick look around reveals a lot of problems. (8) Teachers and parents agree that sloppy school grounds breed disrespectful students. (9) This is not a problem our state legislature should have to address alone. (10) A better-maintained school doesn't require expensive staff or equipment. (11) A typical custodian works 40 hours a week, but some work only evening hours. (12) The needs can be addressed by citizen power. (13) We students can roll up our sleeves and get to work. (14) We can reach out to our friends and parents and create a volunteer group of which would do cleanup and simple landscaping and repairs. (15) Doing some of the work ourselves would not only improve our learning environment but also make us prouder of our school.

(16) And why should we stop at the edge of the school grounds?
(17) Every day, I walk through the neighborhood and see trash, dead bushes, and broken street signs. (18) We can invite neighborhood residents and businesses to join us in our school-improvement project. (19) In turn, we can volunteer to help maintain neighborhood common spaces, sidewalks, and parks. (20) We can promise to be respectful neighbors and ask for the same from them.

(21) Almost everyone is busy, so volunteers may need encouragement. (22) I think that the school should offer students community-service credits who volunteer. (23) And what if neighborhood businesses donated gift certificates, coupons, or merchandise to be awarded at service-group meetings? (24) By working together and supporting one another, we can make our surroundings more beautiful and livable. (25) And best of all, we can do it ourselves!

27 What is the most effective revision to make in sentence 3?

- A** Perhaps it's time to think about it. What we citizens can do to help solve some of these problems.
 - B** Perhaps it's time to consider what we citizens can do to help solve some of these problems.
 - C** Perhaps it's time to consider what we citizens can do, we need to think about how to help solve some of these problems.
-

28 Jesse needs to give more specific evidence in sentence 7. Which of the following sentences could best replace sentence 7?

- F** A quick look around reveals overflowing trash cans, peeling paint, and untrimmed bushes.
 - G** A quick look around reveals that there are many problems.
 - H** A quick look around reveals a group of people standing near the office area, laughing and talking cheerfully.
-

29 What change should Jesse make to improve the focus of the second paragraph (sentences 5–15)?

- A** Delete sentence 8
- B** Delete sentence 9
- C** Delete sentence 11

30 What is the most effective revision to make in sentence 14?

- F** We can reach out to our friends and parents, we could create a volunteer group to do cleanup and simple landscaping and repairs.
- G** By reaching out to our friends and parents, we can create a volunteer group to do cleanup and simple landscaping and repairs.
- H** Reaching out to our friends and parents, a volunteer group that would do cleanup and simple landscaping and repairs can be created.

31 What is the most effective revision to make in sentence 22?

- A** I think that the school should offer to students who volunteer community-service credits.
- B** I think that the school should offer something to students who volunteer, they should get community-service credits.
- C** I think that the school should offer community-service credits to students who volunteer.





Anchors Aweigh!

Kenny read about an experienced young sailor named Zac Sunderland. Zac, who was 16 years old, wanted to become the youngest person to sail around the world alone. On June 14, 2008, he sailed away on his boat named the *Intrepid* with plenty of supplies and a satellite phone so that he could communicate with his parents. Zac began and ended his voyage in California, having traveled across the Pacific Ocean to Australia and Africa.

Kenny wrote the following paper about Zac Sunderland. Read Kenny's paper and think about ways he should correct it. Then answer the questions that follow.



© AP Photo/Ringo H.W. Chiu

Zac Sunderland on His Boat, the *Intrepid*

Anchors Aweigh!

(1) The date was June 14, 2008. (2) It was the first day of a long voyage for a sailboat named the *Intrepid*. (3) Sixteen-year-old Zac Sunderland was the *Intrepid's* captain, crew, and passenger!

(4) Zac was a kid who had what seemed like an impossibly dream. (5) He wanted to become the youngest person to sail around the world alone. (6) He had grown up in a sailing family, so he was an experienced sailor. (7) However, he was young. (8) Could he really make his dream come true? (9) Zac's parents believed in him, and although they were concerned for his safety, they gave him permission to try.

32 What change should be made in sentence 4?

F Change *who* to **he**

G Change *seemed* to **seamed**

H Change *impossibly* to **impossible**

33 What change should be made in sentence 9?

A Change *parents* to **parent's**

B Change *beleived* to **believed**

C Change *were* to **was**

(10) And so Zac set sail. (11) He had communication devices, plenty of food and water, and the determined to make his dream come true. (12) Each day, Zac used his satellite phone to contact his parents. (13) He also posted updates to his blog for the benefit of his fans, who called themselves “Zac’s Pack.”

(14) The days—and often the nights—were filled with maintaining the *Intrepid* and making sure that it was sailing on course.

(15) There were some scary moments, including one encounter with pirates! (16) But Zac slowly made his way from Southern California, across the Pacific Ocean to Australia, and around the underside of Africa. (17) Finally, he traveled through the Panama canal and headed back home.

34 What change should be made in sentence 11?

- F** Change *devices* to *devises*
- G** Change *determined* to *determination*
- H** Change *his* to *him*

35 What change needs to be made in sentence 17?

A Change *through* to **threw**

B Change *canal* to **Canal**

C Change *headed* to **heads**

(18) On July 16, 2009, a full 13 months after Zac had set sail, the *Intrepid* returned to its home port in California. (19) Zac stepped off the boat with a smile on his face. (20) His dream had become a reality. (21) Zac was, at least for the moment, the youngest person to sail around the world by himself!

(22) Unfortunately for Zac, it didn't take long for his record to be broken. (23) Just a few months later, someone slightly younger than Zac completed a solo journey around the world. (24) But the real value of the voyage wasn't in the title; it was in the inspiration Zac became to other people, including his little sister. (25) Abby Sunderland is just a year younger than her brother. (26) She hopes to sail around the globe, too. (27) Although her first attempt in 2010 wasn't successful, she wants to try again someday. (28) And so the dream sails on.

36 What change should be made in sentence 22?

F Change *Unfortunately* to **Unfortunatley**

G Insert a comma after *long*

H Change *broke* to **broken**





Ellis Island

Tao recently learned about a famous American landmark called Ellis Island. This island, located off the coast of New York, was originally called Oyster Island. Its name was changed when it was bought by Samuel Ellis. When the federal government eventually purchased Ellis Island, it was used for many purposes. However, its most important purpose was as the gateway to the United States for millions of immigrants. Once they arrived, some immigrants had to endure a close inspection before being allowed into the country. Doctors examined them to be sure they were not carrying contagious diseases. Then their papers were reviewed, and they were checked for criminal records.

Tao wrote this paper to tell what he learned about Ellis Island. Read Tao's paper and look for the corrections he should make. When you finish reading, answer the questions that follow.



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Ellis Island

(1) Off the coast of New York, there is a small island with a colorful past. (2) In the 1700s the island was known as Oyster Island because it was full of oyster beds. (3) In 1770, Samuel Ellis bought the island and gave it its current name. (4) The federal government eventually purchased the land and used it for a military fort during the War of 1812. (5) But in 1892, Ellis Island took on its most important role. (6) It became the gateway to the United States for millions of immigrants.

(7) In those days most immigrants arrived on huge steamships. (8) They had traveled for weeks across the Atlantic Ocean. (9) Those who have bought first-class or second-class tickets were inspected briefly and then allowed to enter the United States. (10) The government wasn't concerned that these wealthy passengers would

become a burden on the state, so their immigration experience wasn't too hard. (11) But immigrants who could afford only a third-class ticket had a very different experience. (12) Most had been crammed into the ship's hold, where they endured filthy conditions and seasickness. (13) Barges brought these crowds of hopeful new Americans from their ships to the island itself. (14) Upon arrival, each immigrant was carefully inspected. (15) This was sometimes a long and an unpleasant experience.



The Statue of Liberty—Ellis Island Foundation, Inc.,
www.ellisland.org

Immigrants Aboard a Ship Headed for
New York

37 What change should be made in sentence 9?

A Change *have bought* to **had bought**

B Insert a comma after *tickets*

C Change *briefly* to **breifly**

38 What is the correct way to rewrite sentence 14?

F Upon arrival. Each immigrant was carefully inspected.

G Upon arrival, each immigrant was inspected, this was done carefully.

H Sentence 14 is correct in the paper.

(16) During its peak years, the immigration center saw thousands of people each day. (17) To speed things up, doctors developed what they called the six-second evaluation. (18) They learned to diagnose the most common diseases just by looking at a patient. (19) When the evaluation was over the immigrants had to pass a legal inspection. (20) They had to prove that their papers were in order and that they didn't have a criminal record. (21) The process usually lasted several hours; however, in some cases immigrants could be forced to stay on Ellis Island for weeks or even months.

(22) For many years Ellis Island was the major immigration point for the United States. (23) In fact, between 1892 and 1954, more than 12 million people passed through this port. (24) Some think that about 40 percent of Americans can trace their family history back to someone who arrived in the United States through Ellis Island. (25) Although the island is no longer an immigration center, the Ellis Island Immigration Museum welcomes more than two million visitors a year. (26) All visitors to the museum learn about our nation's history. (27) Some are fortunate enough to learn about your own family history as well.

39 What change should be made in sentence 19?

- A** Change *was over* to **is over**
- B** Insert a comma after *over*
- C** Change *legal* to **legel**

40 What change should be made in sentence 27?

- F** Change *fortunate* to **fortanate**
- G** Change *learn* to **learns**
- H** Change *your* to **their**



WRITTEN COMPOSITION



READ the following quotation.

The only way to have a friend is to be one.

—*Ralph Waldo Emerson*



THINK carefully about the following question.

Does friendship involve both giving and receiving?



WRITE an essay explaining what is involved in being a friend.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

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



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English II
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