READING
What to Worry About

1 I make the two-hour drive to visit my zayde, or grandfather, every Sunday afternoon. Since my childhood I have trusted him more than any other person. And despite the fact that I'm now in college, this has not changed. He is a rock in my life and always has been. It is because of Zayde Bobrov that I know what to worry about and what not to worry about in my life.

2 In 1946 Zayde emigrated from Kiev, Ukraine, which was then part of the Soviet Union. He was just a teenager. He told me that the voyage across the ocean made him sick, not from the crowded ship's motion, but from the smells and rotten food. Once he arrived at Ellis Island, he still had many more tribulations to overcome. He knew the United States had more to offer than the Soviet Union, which was recovering from World War II, but he missed his homeland and his family. New York City proved frightening for Zayde, especially since he was trying to learn a new language and find work. I can hardly imagine the struggles Zayde must have gone through, since I have always had everything I need.

3 I remember a specific day with Zayde when I was eight years old. We were sitting on the porch swing at my parents' house, gently moving back and forth. In his thick Russian accent, Zayde was telling me about his first few months in New York.

4 “I was still learning English then,” Zayde said. “I was sitting on a busy street corner with no food and no money to buy food. I was watching people walk to their jobs and into restaurants. And I was angry. I was angry that I had sailed across the ocean for a job and couldn't get one. I was angry that I had no food because I had no job. I was angry that these people walking down the streets had things that I didn't have. I sat on that corner for almost a week, just being angry. But then I realized that I shouldn't be worrying about those people or be angry with them. All that worry and anger had made me lose focus on what I needed to do for myself. And since that day, Anna, my worries have been only about what I need to do to make my life better.”
Of course, being only eight years old at the time, I didn’t truly grasp what Zayde was trying to tell me. I did know that he had eventually found a job, married my grandmother, and had a family. I knew that he had worked hard to support his family. He wanted to make sure his children would get the best education possible and not have to struggle the way he had. But it wasn’t until I was 13 that I began to realize what Zayde was saying, despite the fact that I had heard his story a dozen times by then.

My older sister Helen was a tough act to follow. She had a beautiful singing voice, was the star of the school basketball team, and was popular with all the kids in our school. She was everything that I wanted to be when I was 13. But I couldn’t sing to save my life. Sports caused more physical harm to me, and those around me, than good. And I was always too shy to make many friends.

Over dinner Helen would talk about the choir she was singing in or the great basketball shot she had made, and I would push the food around on my plate. I knew that Helen wasn’t trying to make me feel bad. She was just excited about what she was accomplishing. But I couldn’t help feeling like an outsider because I couldn’t do what she was doing.
Then Zayde came for dinner one night. He sat next to me at the table and listened carefully as Helen told about the events of her day. He complimented her on doing so well in her classes. The whole time I just kept pushing food around my plate. Then Zayde said, “Have I ever told you about the time I sat for a week on a street corner in New York?”

Zayde didn’t wait for a response. He gently touched my wrist and began to tell his story, looking at me the whole time. When he finished, he leaned over and whispered to me, “Anna, why do you worry about what Helen does? You have yourself to worry about.”

From then on I let Helen shine without feeling blinded by her, and I sought out my own ways to sparkle. When I looked at myself more clearly, I saw that I excelled in my own ways. I found my place in the world of science and will soon be enrolling in medical school. I’m confident that I’ll be an excellent doctor. On those days when I feel angry, hurt, or envious of another person, I pick up the phone and ask Zayde to tell me a story—*the* story. His words of wisdom, earned over 78 years of life experience, make it clear to me that he possesses the kind of wealth I hope to acquire. And I hope that my story will someday be as priceless as my grandfather’s.
1. In paragraph 8, Zayde begins to tell his New York story because —

   - A. he can tell that Anna is feeling sorry for herself
   - B. he wants to surprise the girls with their favorite tale
   - C. he is tired of hearing about what Helen is doing
   - D. he wants to make both girls feel more confident

2. Anna sees her problems in a different way when she —

   - F. is able to relate her situation to her grandfather’s experiences
   - G. talks with Helen about the differences between them
   - H. figures out what it is about Helen’s behavior that is bothering her
   - J. no longer needs her grandfather’s advice and encouragement

3. The author uses a flashback in paragraphs 3 through 9 to —

   - A. explain what the narrator has chosen as a career
   - B. describe how Zayde has influenced the narrator throughout her life
   - C. list the qualities that the narrator’s sister possesses
   - D. compare Zayde to other members of the narrator’s family

4. When did Zayde learn to think more about what he needed to do and less about what others were doing?

   - F. Immediately after arriving in the United States
   - G. While describing his life to Anna
   - H. Right after marrying Anna’s grandmother
   - J. After a week sitting on a New York City street corner

5. The use of the word outsider in paragraph 7 helps the reader know that Anna feels —

   - A. embarrassed by her family
   - B. angry with her sister
   - C. uncomfortable with herself
   - D. betrayed by her grandfather

6. The author organizes this selection mainly by —

   - F. recounting the events in Anna’s life in the order in which they happen
   - G. explaining the causes of Anna’s actions and the effect they have on her family
   - H. showing how Anna and her sister work out their differences
   - J. introducing Anna’s grandfather and describing how he guided her
7 Which of these is the best summary of the selection?

A When Anna’s grandfather first came to the United States from Kiev, he had difficulty creating a good life for himself. It was not easy for him to find a job, and he was often hungry. Eventually, he found work, met Anna’s grandmother, and started his own family.

B Anna’s sister Helen has many different talents. Anna, however, feels that there is very little she can do well and often compares herself to Helen. During family dinners Anna feels bad when she listens to Helen describe her accomplishments.

C While Anna is growing up, she spends a lot of time with her grandfather. He is the person she trusts most. He tells her about his experience moving from the Soviet Union to the United States as a young person. Even though Anna is now in college, she still drives two hours every Sunday to visit him.

D Anna is especially close to her grandfather, who has often told her the story of his early struggles as an immigrant. When she is 13 and envious of her sister’s talents, her grandfather helps her understand the importance of his story. What Anna learns helps her use her own talents later in life.

8 In the future, Anna will probably —

F decide that working in the field of medicine is not something she enjoys

G pass on her own experiences to young people in her life

H ask her grandfather to take her to visit his homeland

J wonder whether her sister has more to offer the world than she does

9 What is the main theme of Zayde’s New York story?

A People should not move too far away from their families.

B People should be more attentive to those who are in need.

C People should not allow anger and envy to distract them from their goals.

D People should follow their dreams even if doing so causes pain to those around them.
10 Paragraph 6 is mostly about —
F the effect that sports have on Anna
G why Anna has few friends
H the activities Helen and Anna pursue
J Anna comparing herself to Helen

12 Which sentence from the selection shows how Anna’s grandfather has influenced her?
F It is because of Zayde Bobrov that I know what to worry about and what not to worry about in my life.
G He told me that the voyage across the ocean made him sick, not from the crowded ship’s motion, but from the smells and rotten food.
H He sat next to me at the table and listened carefully as Helen told about the events of her day.
J I knew that he had worked hard to support his family.

11 Why is it ironic that the setting of Zayde’s story is a busy street corner?
A It highlights the excitement he felt about living in a new place.
B It creates a contrast between hectic city life and peaceful country life.
C It illustrates why he has chosen to be in a strange new environment.
D It emphasizes how lost and lonely he was even with so many people around him.
Read the next two selections. Then answer the questions that follow them.

The Box That Rocks

1. In the hands of an unschooled beginner, it can sound like the tortured groaning of a dozen cats with stomach problems. It can clear a room like a 30-pound skunk. It can bring scorn and ridicule from unhappy neighbors and former friends. But powered by the strong arms of a confident expert, the accordion is the box that rocks.

2. Affectionately referred to as a squeezebox, the accordion is essentially two large harmonicas joined by a collapsible bellows. By squeezing together and pulling on the sides, the player forces air through the instrument. Depending on the force and speed used, the accordion can produce sad and mellow tunes for a quiet evening or loud and raucous dance music for a wild party. The accordion descended from the Chinese sheng, an instrument invented about 2,000 years ago. The accordion that westerners would recognize was developed in Europe in the early 1800s.

3. Eastern European immigrants brought the accordion with them to Texas in the second half of the 1800s. The sound of an accordion told everyone that the fun was about to begin after a hard day of work. Its bellows breathed life into gatherings and fueled the dancing of hundreds of people. Before microphones and sound systems, it could make waltzes and polkas roar from blocks away.

4. Around this time Patricio Jiménez began to attend dances that featured accordion music, and he liked what he heard. He gave the polkas the name oom-pah-pah music for their strong rhythmic pattern. This fun music was so infectious that he wanted to create the same kind of joy in his own music. Beginning with the simplest accordion, which had only one row of buttons, Patricio learned to play the polkas he had heard. Eventually he was playing the
accordion at parties and making people dance. There was always a demand for a good accordion player, and Jiménez had become one.

Patricio’s son Santiago was born in 1913 and was playing the accordion by the time he was seven years old. Patricio brought Santiago with him to play at parties. Santiago was a natural, as if the music was in his blood. Before long he was writing lyrics in Spanish to go along with the music. He made his father’s music his own. Combining elements of polka with Mexican rhythms, he created music known as *conjunto*. He released his first record when he was just 23.

Santiago’s son Flaco was born in 1939 and has carried on the family tradition. “My grandfather died before I was born. It would have been a thrill for me to know him and hear the way he played,” Flaco says. “My dad told me a lot of stories about the European polkas that my grandpa played. By watching my father play, I saw how my grandfather played.”

But Flaco doesn’t just play the way his father and grandfather played. He has experimented with different styles and has earned the respect of many distinguished musicians. The rock band the Rolling Stones asked him to play with them for an album in 1994. After winning five Grammy awards, Flaco has made it official: The squeezebox rocks!
To Their Own Beat

by Tommy Ruiz

When Los Lobos perform in concert today, audiences in the thousands cheer them on. It’s hard to believe that the group started out as just another garage band playing popular rock-and-roll tunes from the radio. In 1974 four high school friends from East Los Angeles formed Los Lobos (Spanish for “The Wolves”). David Hidalgo and César Rosas played guitar, Conrad Lozano played bass guitar, and Louie Pérez played drums.

Like many garage bands, these buddies might have simply gone their separate ways after high school. But the members of Los Lobos wanted to keep making music together. They decided to change their musical style and began focusing on traditional Mexican music that reflected their heritage.

“We pulled out all those records we used to beg our parents not to play around our friends and found an incredible wealth of music,” says Pérez. “These guys [on the records] were doing amazing things with their instruments, and we started trying to pick up on it.”

The group put aside its electric guitars for the acoustic ones used in traditional Mexican music. For several years Los Lobos played at weddings, Quinceañeras,1 private parties—any function that needed live music. They also landed a regular engagement at a Mexican restaurant.

By 1978 Los Lobos had made enough money to record their first album, and they sold copies of it wherever they performed. They also returned to their electric guitars to get closer to a Tex-Mex sound, which is a mixture of traditional Mexican music, rock and roll, country music, and the blues. This new, louder sound produced one unintended result: the group was fired from the restaurant.

But it didn’t matter that Los Lobos had lost their one steady job, because they had found a niche that no other group occupied. They had combined electric and acoustic instruments and blended musical styles in their own way. Steve Berlin joined the band in 1983 as the saxophone and keyboard player, adding to the band’s unique sound.

“We didn’t so much want to recycle the music we’d grown up with as much as find the common links between it and all the other styles and sounds that were all around us,” Pérez explains. “It became a

1 A Quinceañera is a celebration in honor of a Hispanic girl’s fifteenth birthday.
mission, almost a crusade . . . bringing music together to bring people together.”

In the 1980s Los Lobos gained the attention of several record companies. They were hired to perform on the soundtrack to the film La Bamba, which earned them a Golden Eagle Award. They have since earned many awards, including two Grammys and an MTV Video Music Award. Their many records have been very successful, and they have toured the world.

Even after 30 years of making music together, Los Lobos continue to experiment with their sound. They never stray far from their Mexican roots, however. They still include traditional music in their live performances, sharing their legacy—and their culture—with their fans.
13 Read this sentence from paragraph 3.

*Its bellows breathed life into gatherings and fueled the dancing of hundreds of people.*

The author uses personification to indicate that the accordion —

A created a need for better sound equipment at gatherings

B could help people who were ill feel healthy

C produced a great deal of wind that blew on the audience

D could make a tired audience become spirited and awake

14 In paragraph 5, the author uses words such as “a natural” and “was in his blood” to convey —

F the ease with which Santiago Jiménez played

G Santiago Jiménez’s views of his father

H the urgency with which Santiago Jiménez practiced

J Santiago Jiménez’s initial confusion about music
15 Which of these is the best summary of the selection?

A Nearly 2,000 years ago the Chinese invented an instrument called the *sheng*. In the 1800s Europeans developed the accordion, a more modern version of the *sheng*, and immigrants later brought it to North America. The accordion eventually became known as the squeezebox because sound was produced by squeezing the instrument and forcing air through its bellows.

B The accordion is an instrument that can sound horrible in the wrong hands, but it can sound great when played well. Its sound is actually produced by two large harmonicas. A bellows forces air through the instrument to produce sound. Skilled players can make either slow, sad tunes or upbeat dance music.

C Flaco Jiménez is the best-known accordion player today. He learned how to play the instrument from his father Santiago, who learned from his own father Patricio Jiménez. Flaco has heard the stories about the European polkas that Patricio played and believes that he learned about accordion technique by watching his father play.

D Descended from the Chinese *sheng*, the accordion can produce wonderful music in the hands of talented musicians such as the men of the Jiménez family. Inspired by polka music, Patricio Jiménez launched the family tradition by becoming an accomplished accordion player. His son Santiago and his grandson Flaco also became highly respected accordion players.

16 Based on information provided in the selection, the reader can conclude that musicians —

F often enjoy their greatest success while they are young

G choose what careers their children will pursue

H are not concerned with the preferences of their fans

J sometimes pass their interest in music on to their children
Use “To Their Own Beat” (pp. 12–13) to answer questions 17–21.

17 Los Lobos lost their job performing in a restaurant because —
   A their music became too loud
   B they preferred to perform at weddings
   C their music was attracting too large a crowd
   D they needed to spend time recording their first album

18 The reader can conclude that the members of Los Lobos attribute their success mostly to —
   F their blending of different types of music
   G the way they recorded their first album
   H their decision to allow their songs to be used in movies
   J the fact that they perform at a variety of events

19 Paragraph 8 is mainly about the —
   A record companies that hoped to work with the band
   B band’s success and various awards
   C number of albums the band has produced
   D places the band has visited on its world tours

20 Los Lobos recorded their first album after they —
   F began playing acoustic guitars
   G lost their job at a restaurant
   H won an award for a film soundtrack
   J added saxophone and keyboards to their sound

21 The author chose the title of this article to highlight the band’s —
   A commitment to creating its own musical identity
   B interest in the popular music of today
   C memories of performing together as teenagers
   D experiences touring the world
22 How are the members of the Jiménez family similar to the members of Los Lobos?

F They followed closely in the same paths of their fathers and grandfathers.

G They had to lose some jobs before getting better ones later on.

H They began their musical careers in one country and gained fame in another.

J They borrowed from various cultures to establish a new sound.

24 Both the selection and the article suggest that music —

F represents many cultures

G is best when played loudly

H should remain the same over time

J must be recorded to be enjoyed

23 How are the selection and the article different?

A “The Box That Rocks” explores the history behind a variety of instruments, while “To Their Own Beat” focuses on the history of just one instrument.

B “The Box That Rocks” provides a biography of a modern musician, while “To Their Own Beat” investigates where a type of music originated.

C “The Box That Rocks” provides a history of the instrument played by the Jiménez family, while “To Their Own Beat” does not discuss the origins of the instruments played by Los Lobos.

D “The Box That Rocks” tells mainly about musicians of Mexican descent, while “To Their Own Beat” tells mainly about musicians of European descent.

25 Which of these sentences from “The Box That Rocks” also describes how the members of Los Lobos feel about their music?

A Around this time Patricio Jiménez began to attend dances that featured accordion music, and he liked what he heard.

B He has experimented with different styles and has earned the respect of many distinguished musicians.

C Patricio’s son Santiago was born in 1913 and was playing the accordion by the time he was seven years old.

D In the hands of an unschooled beginner, it can sound like the tortured groaning of a dozen cats with stomach problems.
The Painter

1 Jacob Lawrence was extraordinary. I could tell it from the moment I met him. Maybe it was the way he talked. Or maybe it was the way he acted. For a famous artist he didn't have even a hint of ego about him. His open manner made him pleasant to be around. This was the first thing I noticed about him when I, a nervous college student, walked into the art class he taught at the University of Washington in Seattle. It was 1980, and I couldn’t have predicted then what an effect this quiet man would have on the rest of my life.

2 Other than being impressed by Lawrence's artwork, I was surprised at how his story mirrored my own. Lawrence spent most of his childhood in Harlem, a mostly African American neighborhood in New York City—the same city I grew up in almost 40 years after he did. He discovered painting during the 1930s at an after-school program when he was 13 years old. He first painted with tempera paint, which was the first kind of paint that I began using as a boy in school. The paint was, and still is, cheap. During the Great Depression, when Lawrence began painting, everyone was searching for ways to save money. Lawrence liked the bright colors of the tempera paint so much that he continued to use it throughout his career, even after he could afford higher-quality paints.

3 Lawrence didn’t spend much time talking about himself in his art class, so I read about him on my own. I read that people first noticed his paintings because of how striking they were. His paintings caught a person’s attention immediately because Lawrence had a style that was all his
When he painted a picture, he liked to paint using one color at a time. He might begin with red and paint everything that he wanted red in his picture first. Then he would paint the next color. Even if the painting did not appear to make sense in the beginning, by the time all his colors had been added, the images were complete and powerful.

When Lawrence was in his twenties, African American artists had to work very hard to gain recognition. But he continued to paint, and word of his talent and unique style slowly began to spread. Lawrence painted scenes from everyday life in Harlem, as well as portraits of his favorite black heroes. He valued his heritage. Late in life he decided to honor the first black hero that he had learned about as a boy, Toussaint-Louverture, the former slave who founded the Republic of Haiti. Lawrence set about this ambitious project using his signature technique. He laid out 41 large panels. Then, after sketching the scenes he wanted to paint, he began with one color and applied that color across all the panels before picking up the next color. He continued this process until he had painted the significant events from Toussaint’s life—from birth to victory in the Haitian Revolution.
I admire the fact that Lawrence became known as a talented African American artist. But he was bothered by this fact. He didn't want to be known as a good African American artist. He wanted to be known as a good artist. Lawrence said, “I would like to see them buy my art, buy the art of other Negro artists. I would like to see this done. But again, I would like to see them buy it because it’s a good work of art.”

Good art was something that Edith Halpert knew about. Her exclusive art gallery in downtown New York City featured top American artists. Before she became aware of Lawrence, no famous gallery had included the art of African Americans. Halpert decided to change this and invited Lawrence to display his famous Migration Series of paintings at her gallery. He now had a passport to international fame. Soon museums wanted to purchase his art, and his work appeared in a national magazine. Lawrence was gaining recognition for his talent, not his race, and his dream of becoming a respected American artist, not just a good African American artist, was coming true.

By the time I met Lawrence in my college art class, he had long been regarded as one of the greatest American artists of the twentieth century. What’s amazing is that an artist of his stature would take the time to teach students like me. It seemed to me that he truly enjoyed sharing ideas and knowledge with others. He was never one to tell his students that what they painted was wrong. He guided us toward painting what was really inside us, where our hopes and dreams resided.

That is why after college I returned to the neighborhood where I had grown up to teach art at an after-school program for inner-city youth while I worked on my own artistic style. I knew I would someday have a story to tell with my art, just as Lawrence had. But until my story was told, I wanted to help my students work on stories of their own.
26 The narrator is surprised when he first meets Lawrence because they both —

F grew up in the same city
G have a similar painting style
H have successful art careers
J share a love of bright colors

27 What are paragraphs 7 and 8 mostly about?

A What qualities make a person a good art teacher
B Why the narrator likes teaching art to inner-city kids
C How meeting Jacob Lawrence influenced the narrator
D How Jacob Lawrence wanted to tell a story with his painting

28 Which sentence best shows that Lawrence wanted his students to express themselves?

F It was 1980, and I couldn’t have predicted then what an effect this quiet man would have on the rest of my life.
G By the time I met Lawrence in my college art class, he had long been regarded as one of the greatest American artists of the twentieth century.
H He guided us toward painting what was really inside us, where our hopes and dreams resided.
J I knew I would someday have a story to tell with my art, just as Lawrence had.

29 Throughout this selection, the tone is —

A mysterious
B respectful
C playful
D sympathetic

30 Which idea demonstrates that having work shown in Edith Halpert’s gallery was an important accomplishment?

F Halpert’s gallery displayed some of America's top artists.
G Halpert was one of the first to show an interest in Lawrence's talent.
H Halpert’s gallery was located in downtown New York City.
J Halpert was very knowledgeable about Lawrence’s art.
31 Look at the time line below.

**Jacob Lawrence’s Career**

Recognized by museums  →  →  Became a college art professor

Which of the following belongs in the empty box?

A  Honored the life of a black hero with several paintings  
B  Learned to paint at an after-school art program  
C  Started the practice of painting one color at a time  
D  Gained worldwide recognition for his painting

32 The author probably wrote this selection to —

F  compare a student’s work to Lawrence’s  
G  persuade people to buy Lawrence’s paintings  
H  explain how he was inspired by Lawrence  
J  describe the art world of the twentieth century

33 Which words in paragraph 3 help the reader know what **striking** means?

A  caught a person’s attention  
B  one color at a time  
C  in the beginning  
D  painted a picture
34  Based on the author’s viewpoint, the reader can tell that Lawrence —

F  showed talent for many forms of art
G  helped students develop their artistic talent
H  shared stories about his life with students
J  had a sense of humor about his work

35  Why does the author focus on the fact that Lawrence liked to paint black heroes?

A  To emphasize Lawrence’s interest in historical figures
B  To suggest that Lawrence’s skill was unique
C  To list examples of Lawrence’s best work
D  To show Lawrence’s pride in his heritage

36  Read this sentence from paragraph 6.

He now had a passport to international fame.

The author uses this sentence to —

F  compare Lawrence with other artists
G  show that Edith Halpert provided Lawrence new opportunities
H  suggest that Lawrence would soon be traveling
J  emphasize that Lawrence would become more influential than Edith Halpert

37  The narrator decides to teach art at an after-school program because he —

A  wants to do for others what Lawrence did for him
B  knows that he has few opportunities to become a famous painter
C  hopes to meet important artists in Lawrence’s old neighborhood
D  believes that teaching is more important than art
“Tell me this is the last one,” Beth groaned, tossing her paintbrush onto a piece of newspaper. She looked down at the huge banner she and her friends Alex and Jen were painting. It read, “Choose Beth Sullivan for Student Council President.”

Alex shook his head and said, “Kendra’s got almost twice as many posters as you have. We need to make at least six more.”

Beth had been a member of the student council for two years. She was always the one to volunteer when there was extra work to be done, such as selling tickets for a dance or cleaning up after a pizza party. This year she finally felt ready to step into the spotlight. She knew that she deserved a little recognition, and she was sure she could help make the student council the best it could be. Everyone who knew her well said she would make a great president.

Then a new girl—Kendra—transferred to Briar Middle School. Even though she had been at Briar for only a few months, she was already very popular. Now she was running against Beth for student council president. The race had looked pretty even at first, but now that it was
closer to election time, Kendra seemed to have more support.

5 "I hate to say this," Jen said, "but after second period today, I counted 47 ‘Kendra’ buttons and only 22 ‘Beth’ buttons." She sighed. “Kendra was smart to hand out candy with her buttons.”

6 “Counting buttons? Don’t you think we’re being a little obsessive? Counting banners, counting buttons—what are you going to count next? How many more friends she has than me?” Beth said, irritated.

7 “Face the facts, Beth,” Alex said. “You won’t win this election unless we do something drastic.”

8 “I appreciate your support,” Beth said, “but we can’t force people to vote for me. We’ll just have to do what we can. Right now that means more posters!” she added, trying to sound more cheerful.

9 A few days later Beth was in her math class, the only class she had with Kendra. She noticed that when Kendra walked in, a group of girls started whispering. Usually these same girls were fawning over Kendra, eagerly agreeing with everything she said.

10 When the class ended, one girl grabbed Beth’s arm. “I was going to vote for Kendra,” she said loudly to make sure Kendra heard her, “but since she thinks she’s too good for our school, I’ve changed my mind.”

11 “What are you talking about?” Kendra turned and asked, looking as puzzled as Beth.

12 “Don’t act so innocent, Kendra. You know what you said,” the girl replied. She and her friends walked off, leaving Kendra and Beth staring at each other. Kendra looked genuinely upset.

13 Later on Beth saw the girls from her math class talking to several other students. She heard one of them say, “She’s only pretending to be nice. She’s been making fun of us this whole time.”

14 “I always knew Kendra was a phony,” said another girl.

15 Beth joined the group and asked, “Is this really true?”

16 “Well, yeah, of course,” one of them said. “Patty overheard Kendra talking on her cell phone at the mall.
She was talking bad about the whole school. You should have heard what she said about you."

17 Beth’s heart sank. Patty was Alex’s cousin. Instantly Beth thought about what Alex had said the day before: “You won’t win this election unless we do something drastic.” Was it possible that Alex persuaded Patty to help him start a rumor about Kendra to get Beth elected? Beth kept picturing Kendra’s shocked face after math class.

18 At lunch that afternoon Alex was ecstatic. “I saw only about 10 ‘Vote for Kendra’ buttons today,” he gloated. “The trash cans are full of them!”

19 Beth interrupted, looking directly at Alex. “Did you have anything to do with this rumor that’s going around?”

20 “Of course not,” Alex said with a slight smile that betrayed his words.

21 “I knew it. How could you do something like that?” she said reproachfully. “I’ve lost now for sure. When the truth gets out, everyone will think I’m behind this rumor. I probably won’t even be allowed to be in the student council at all!”

22 Alex looked apologetic. “I’m sorry. But no one needs to know what I did. After the election everyone will forget about this. Come on, Beth! You deserve to be president. You know you do!”

23 Beth was too upset to answer. There wasn’t time to stop the rumor. She knew she should do the right thing, even though it meant she might not win the election.

24 The next day the whole school gathered in the gym to hear Kendra and Beth make their campaign speeches. Beth went first. She looked at the sea of faces in the bleachers and swallowed hard. “Recently,” she said, “I learned of a rumor about my opponent. I also know that people have been planning to change their votes as a result. I assure you that I personally did not start this rumor, but I do know that it isn’t true, and I don’t want to be elected for the wrong reasons.” Beth looked out at the crowd. “I’d like to tell you about my experience with the student council . . .”
38 In the beginning, why does Kendra seem likely to win the election?

F She has election experience.
G She has sold many dance tickets.
H She makes all her own posters.
J She is well liked by the other students.

40 Why does the author repeat Alex's words in paragraph 17?

F To reveal the results of the unfortunate rumor
G To describe Kendra's expression after math class
H To show that Beth suspects who started the rumor
J To suggest that Beth didn't understand what he had said

39 Which of the following best describes the conflict in the story?

A Alex tries to help Beth, but she does not approve of his method.
B Beth wants to be popular, but people are more interested in Kendra.
C Kendra and Beth must make speeches, but neither has much experience.
D Beth works hard on her campaign, but Kendra does not want her to win.

42 In paragraph 20, the phrase “smile that betrayed his words” indicates that Alex —

F was happy about telling Beth the truth
G was planning to convince Beth to withdraw from the election
H was not saying what he was thinking
J was angry about Beth's question

41 Why do the girls who like Kendra change their minds about her so quickly?

A They remember that they are Beth's friends.
B They are easily influenced by gossip.
C They want to help Beth win the election.
D They want to start a fight between the candidates.
43  Use this story map to answer the question below.

<table>
<thead>
<tr>
<th>Event 1</th>
<th>Event 2</th>
<th>Event 3</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth and her supporters work on campaign materials.</td>
<td>Beth learns that an ugly rumor about her opponent has been started.</td>
<td>Beth confronts her friend.</td>
<td></td>
</tr>
</tbody>
</table>

Which of these belongs in the empty box of the story map?

A  Beth accuses Patty of being untruthful.
B  Kendra discovers that her classmates like her less than she originally believed.
C  Alex worries that Beth will lose the election.
D  Beth realizes that she doesn’t want to win for the wrong reasons.

44  How does Beth feel when she learns that Jen has been counting campaign buttons?

F  Annoyed
G  Discouraged
H  Betrayed
J  Suspicious

45  In paragraph 9, the word **fawning** means —

A  pestering someone for advice
B  challenging someone with demands
C  helping someone with problems
D  giving someone extra attention
46. Which important idea is expressed throughout this selection?

F. Hard work pays off.
G. Disloyalty is common.
H. Harshness in politics is necessary.
J. People should not lie to achieve success.

47. In paragraph 3, “step into the spotlight” means to —

A. follow the easiest path
B. become the focus of attention
C. feel the demands of school
D. have the best opportunity

48. By the end of the selection, the reader can conclude that Beth is —

F. foolish
G. honorable
H. imaginative
J. jealous

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