

## ENGLISH 1 Packet

### 1) Instructions: Use this student's essay, "The Power of Words," to answer the following questions.

(1) Words are powerful and can relate to emotions and intangible things. (2) Love and hatred are at the opposite ends of the spectrum, and they represent extreme feelings.

(3) Love has a lot of meaning behind it. (4) When someone says that they love someone or something, they show strong affection. (5) Hatred, on the other hand, means "intense hostility." (6) People use such strong words so often that they are losing power, they exaggerate their feelings with those words. (7) On the contrary, words that are merely sounds to express anger have been given much power. (8) The cusswords today all had different meanings in the past, but people have given them malicious and foul substitutes. (9) Like what Anna Deavere said, "The heart has a memory just as the mind does." (10) It relates the cusswords with hateful moments, and the mouth reflects the heart by speaking the words. (11) If people made up, random sounds (such as screaming), it would achieve the same effect as saying a foul word.

(12) A third group of potent words are the category of verbs. (13) They paint lively pictures in the reader's mind. (14) In Queen Margaret's speech to the Duchess of York, the verbs "hunt," "crept," "worry," "lap," "reigns," and "chase" depict the tyranny and cruelty of Richard III. (15) Each verb is unique in its own way. (16) The verbs "amble," "walk," "jog," "run," and "spring" are all words that describe what legs do. (17) However, each one shows a different level of speed. (18) Using the exact verb in a sentence will make it come alive.

1. Which change should be made to correct sentence 6?

- A change *strong* to *stronger*      B change *are losing* to *lost*      C change *power, to power;*  
D change *their* to *they're*

2. Which change should be made to sentence 11?

- A change *up, to up*      B change *sounds to sound change*      C change *achieve* to *acheive*  
D change *effect* to *effects*

3. Which change should be made to correct sentence 12?

- A change *A* to *An*      B change *potent* to *potently*      C change *are* to *is*  
D change *category* to *category's*

4. Which of the following is a fragment?

- A (3) Love has a lot of meaning behind it.  
B (9) Like what Anna Deavere said, "The heart has a memory just as the mind does."  
C (15) Each verb is unique in its own way.  
D (18) Using the exact verb in a sentence will make it come alive.

5. How could sentence 10 *best* be rewritten to improve clarity?

- a. Thus, the mouth reflects the heart by speaking cusswords at hateful moments.  
b. While relating to hateful moments of the mouth and heart, it speaks the cusswords.  
c. So, this saying relates cusswords with hateful moments and relates the mouth to the heart, speaking those words.  
d. Relating cusswords and hateful moments to the mouth and the heart, it reflects by speaking the words.

6. How could sentences 16 and 17 *best* be combined to enhance sentence variety?

- a. However different levels of speed are shown, all these words "amble," "walk," "jog," "run," and "spring" show what legs can do.  
b. While the words "amble," "walk," "jog," "run," and "spring" describe what legs do, each one shows a different level of speed.  
c. "Amble," "walk," "jog," "run," and "spring" are all describing what legs do, each one shows a different level of speed.  
d. Showing different levels of speed—all these words show what legs do—"amble," "walk," "jog," "run," and "spring."

2) **Instructions:** Place commas and semicolons where appropriate in the following paragraph.

Pasta is made from wheat flour \_\_\_\_\_ but in olden days \_\_\_\_\_ it used to be made from rice. In order to make pasta \_\_\_\_\_ wheat flour is mixed with water \_\_\_\_\_ kneaded to form a thick paste \_\_\_\_\_ and then forced through perforated plates or dies that shape it into one of more than 100 different forms. The macaroni die is a hollow tube with a steel pin in its center \_\_\_\_\_ the spaghetti die lacks the steel pin and produces a solid cylinder of paste. The shaped dough is dried carefully to reduce the moisture content to about 12 percent \_\_\_\_\_ and properly dried pasta should remain edible almost indefinitely. Pastas can be colored with spinach or beet juice. The addition of egg produces a richer pasta \_\_\_\_\_ this pasta is usually made in noodle form and is often sold undried.

3) **Capitalization**—Many of the following sentences contain errors in standard capitalization. If a sentence contains an error, write the corrected word, term, or phrase after the proper number. If the sentence is correct, write *C*.

1. I am studying russian, English, and Art this Semester.
2. Go north for two Streets and then turn east on Central Avenue.
3. The Mountain Ranges in the Western states offer a variety of hiking and hunting experiences for those who love the outdoors.
4. For most Americans, Memorial day is one for rest and relaxation.
5. Last summer I enjoyed reading *To Kill A Mockingbird* by Harper Lee, a southern writer.
6. HOMES is an acronym for the great lakes: Huron, Ontario, Michigan, Erie, and Superior.
7. Despite their political differences, my mother, a Democrat, and my father, a Republican, work together to increase voter registration.
8. Born in Mississippi, William Faulkner won the Nobel prize in 1949.
9. The first American woman in space, Sally Ride, was a member of the crew aboard the space shuttle *challenger* launched from cape Canaveral, Florida, on June 18, 1983.

4) **Quotation Mark Practice**- Add quotation marks where appropriate.

1. Mary is trying hard in school this semester, her father said.
2. I believe, Jack remarked, that the best time of year to visit Europe is in the spring. At least that's what I read in a book entitled Guide to Europe.
3. My French professor told me that my accent is abominable.
4. She asked, is New York a city you visit regularly?

Read the following poem and answer the questions below.

“Casey At The Bat” by Ernest L. Thayer

The outlook wasn't brilliant for the Mudville nine that day,  
The score stood four to two, with but one inning more to play.  
And then when Cooney died at first, and Barrows did the same,  
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair.  
The rest clung to that hope which springs eternal in the human  
breast.

They thought, "if only Casey could get a whack at that.  
We'd put up even money now, with Casey at the bat."  
But Flynn preceded Casey, as did also Jimmy Blake;  
and the former was a hoodoo, while the latter was a cake.

So upon that stricken multitude, grim melancholy sat;  
for there seemed but little chance of Casey getting to the bat.  
But Flynn let drive a single, to the wonderment of all.  
And Blake, the much despised, tore the cover off the ball.

And when the dust had lifted,  
and men saw what had occurred,  
there was Jimmy safe at second and Flynn a-hugging third.  
Then from five thousand throats and more there rose a lusty yell;  
it rumbled through the valley, it rattled in the dell;  
it pounded through on the mountain and recoiled upon the flat;  
for Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place,  
there was pride in Casey's bearing and a smile lit Casey's face.  
And when, responding to the cheers, he lightly doffed his hat,  
no stranger in the crowd could doubt t'was Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt.  
Five thousand tongues applauded when he wiped them on his  
shirt.  
Then, while the writhing pitcher ground the ball into his hip,  
defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the  
air,  
and Casey stood a-watching it in haughty grandeur there.  
Close by the sturdy batsman the ball unheeded sped --  
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled  
roar,  
like the beating of the storm waves on a stern and distant shore.  
"Kill him! Kill the umpire!" shouted someone on the stand,  
and it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity, great Casey's visage shone,  
he stilled the rising tumult, he bade the game go on.  
He signaled to the pitcher, and once more the dun sphere flew,  
but Casey still ignored it, and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered  
"Fraud!"  
But one scornful look from Casey and the audience was awed.  
They saw his face grow stern and cold, they saw his muscles strain,  
and they knew that Casey wouldn't let that ball go by again.

The sneer has fled from Casey's lip, the teeth are clenched in  
hate.

He pounds, with cruel violence, his bat upon the plate.  
And now the pitcher holds the ball, and now he lets it go,  
and now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright.  
The band is playing somewhere, and somewhere hearts are light.  
And, somewhere men are laughing, and little children shout,  
but there is no joy in Mudville --  
mighty Casey has struck out.

1. Which of these characters is the protagonist?  
a) Jimmy Blake b) Cooney c) The pitcher d) Casey
2. In Stanza 1, what do the words “A sickly silence fell upon the patrons of the game” indicate to the reader?  
a. A mysterious illness fell upon the Mudville nine.  
b. Everyone in the stadium became ill.  
c. The crowd was quiet because things weren't going well for the Mudville nine.  
d. No one will be allowed to leave the stadium due to the sickly silence.
3. What type of irony occurs when Casey strikes out?  
a. Situational  
b. Personal  
c. Dramatic

d. Verbal

4. The word *defiance* as it refers to the gleam in Casey's eye (stanza 6) probably means what?
- a. Casey had a twinkle in his eye
  - b. Casey had the look of fear in his eye
  - c. Casey had the look of determination in his eye
  - d. Casey had the look of satisfaction in his eye.

Use e. e. cummings' "Maggie & millie & molly & may" to answer the following questions.

maggie and millie and molly and may  
went down to the beach (to play one day)

and maggie discovered a shell that sang  
so sweetly she couldn't remember her troubles, and

millie befriended a stranded star  
who's rays five languid fingers were;

and molly was chased by a horrible thing  
which raced sideways while blowing bubbles: and

may came home with a smooth round stone  
as small as a world and as large as alone.

For whatever we lose (like a you or a me)  
it's always ourselves we find in the sea.

1. What literary element is being applied in the title of the poem?
  - a. metaphor
  - b. alliteration
  - c. allusion
  - d. assonance
2. What is the setting of this poem?
  - a. a race track
  - b. the mountains
  - c. the beach
  - d. the moon
3. Which lines best describe the theme of this poem?
  - a. *maggie discovered a shell that sang*
  - b. *may came home with a smooth round stone*
  - c. *millie befriended a stranded star*
  - d. *it's always ourselves we find in the sea.*
4. What is the tone of this poem?
  - a. Sad
  - b. Playful
  - c. Dramatic
  - d. Fearful
5. When "Maggie discovered a shell that sang so sweetly," what literary element is being used?
  - a. Simile
  - b. Allusion
  - c. Personification
  - d. Onomatopoeia

**Glory Review:** A draft written by a student

(1) Recently I felt the compelling force of a thrilling movie, Glory. (2) It realistically and accurately portrayed the needs, fear and desires of all men. (3) It's force should touch every one of our lives.

(4) Glory possessed many attributes that should be praised. (5) The film had a realistic plot. (6) It showed how men struggle with the horrors of war and how they are compelled to overcome their fears. (7) Glory was historically accurate. (8) It was based on actual events and from records by the men who lived through the Civil War. (9) The acting expressed the true emotions, and deep feelings involved in the harsh years of the Civil War. (10) In addition, it had a theme that is still held today. (11) The struggles of minorities to attain personal glory. (12) These characteristics enhanced the move greatly.

(13) On the other hand, Glory did express some bad features. (14) It was filled with violence and a strong image of cruelty toward people. (15) These scenes are not joyous, yet they are needed so that the movie can give its full effect. (16) Scenes like whippings and beating of slaves disturbed me.

(17) I recommend this movie to all but young children under the age of thirteen. (18) These girls and boys cannot comprehend none of the meaning of the story, and the violence may scare them. (19) All can comprehend it as an adventure story filled with such excitement; an army rejoices after their first battle and victory. (20) Teenagers will have a sense of a realistic, moving view of America's past. (21) They will see how the Civil War shaped us and our history. (22) The seniority of our society will feel an uplifting note to a tragic war that has directly affected them. (23) They will have a vision of brave men who died in horrible battle.

(24) Therefore, if you want to feel the emotion and excitement of a truly terrific movie, go see the film Glory.

**1. Which change should be made to correct sentence 2?**

- A. Change *It* to *That*
- B. Change *realistically* to *really*
- C. Change *fear* to *fears*
- D. Change *all* to *every*

**2. Which change should be made to correct sentence 3?**

- A. Change *It's* to *Its*
- B. Change *touch* to *touches*
- C. Change *every one* to *everyone*
- D. Change *lives* to *lifes*

**3. Which change should be made to correct sentence 9?**

- A. Change *the acting expressed* to *the acting expresses*
- B. Change *emotions, and deep feelings* to *emotions and deep feelings*
- C. Change *involved in* to *involving*
- D. Change *years* to *years'*

**4. Which change should be made to correct sentence 18?**

- A. Change *These* to *This*
- B. Change *none of the* to *the*
- C. Change *story,* to *story;*
- D. Change *them* to *him*

**5 (a). Which of the following is a fragment?**

- A. (7) Glory was historically accurate.
- B. (11) The struggles of minorities to attain personal glory.
- C. (16) Scenes like whippings and beatings of slaves disturbed me.

D. (24) Therefore, if you want to feel the emotion and excitement of a truly terrific movie, go see the film *Glory*.

**5 (b). How could sentence 11 be written correctly?**

- A. Because of the struggles of minorities to attain personal glory.
- B. The struggles of minorities to attain personal glory parallel modern conflicts.
- C. Minorities struggles to attain personal glory.
- D. The struggles of minorities to attain personal glory in the face of great obstacles.

**6. How could sentences 5 and 6 best be combined to enhance conciseness and sentence variety?**

- A. Men struggling with the horrors of war and overcoming their fears make the film's plot realistic.
- B. The film had a realistic plot; it showed how men struggle with the horrors of war and how they are compelled to overcome their fears.
- C. Based on men struggling with the horrors of war, the film had a realistic plot, and it was about how they are compelled to overcome their fears.
- D. The realistic plot of the film was men struggling with the horrors of war and how they are compelled to overcome their fears.

**7. Which of the following improves the organization of the third paragraph?**

- A. Put sentence 15 after sentence 16 because sentence 15 brings closure to the paragraph.
- B. Put "on the other hand," at the end of sentence 13 so the paragraph begins with the title of the movie.
- C. Put "In addition," at the beginning of sentence 16 to provide a better transition.
- D. Put a semicolon at the end of sentence 13 instead of a period to connect sentence 13 and sentence 14.

**8. What effect does the student achieve in sentence 1 by using words such as *compelling* and *force*?**

- A. They hint at the contrast within the movie.
- B. They inspire fear.
- C. They convey a sense of power.
- D. They reveal the author's negative opinion of the movie.

**9. In making a recommendation for audiences who would enjoy the film (paragraph 4), the writer considered which of the following?**

- A. adventurous spirit of senior citizens
- B. maturity of younger children
- C. popular culture of teens
- D. war experiences of veterans

## *Air Conditioning* by Malcolm Jones Jr.

Few of this century's major inventions have been so damned and praised, and few have made a greater difference in how and where we live.

Frank Lloyd Wright hated it. Las Vegas would not exist without it. It has been credited with everything from lowering the incidence of heart attacks to the rise of the sun belt. It has been blamed for the disappearance of the front porch and the exploding size of the federal government. Few of this century's inventions have been so damned and praised as air conditioning. The rock band NRBQ once wrote a song called "I Love Air Conditioning," which included the lyric "And when I'm tired, and I'm so confused/Air conditioning I will use."

There is even a mythology of air conditioning: for years the (unfortunately) baseless tale has circulated that the big character heads—Mickey, Goofy, et al.—at Disney World and Disneyland are air-conditioned. Like the car and the television set, air conditioning has always done double duty. It is both an appliance and a social force.

People knew they wanted air conditioning long before they were able to produce a machine that could do the job. The early efforts would have made Rube Goldberg blush. The first serious attempt to build an air conditioner in the United States took place in Florida in the 1830s. Dr. John Gorrie created a system that forced air over buckets of ice suspended from the ceiling to lower the temperatures of hospital patients suffering from malaria and yellow fever. Not much progress had been made by the summer of 1881, when President James Garfield lay dying from an assassin's bullet. Naval engineers contrived a box in which melted ice water saturated flaglike cloths over which a fan blew hot air. This could lower the room temperature by 20 degrees, but in the two months that their machine comforted the dying president, it consumed more than half a million pounds of ice.

What we would recognize as an air conditioner—a machine that cools, cleans and dehumidifies air—was not invented until 1902, when a young engineer named Willis Carrier created what he called an Apparatus for Treating Air. Carrier built his machine for the Sackett-Wilhelms Lithographing and Publishing Co. in Brooklyn, N.Y., where humidity was bedeviling printers' efforts to accurately print color. Carrier used chilled coils to cool the air and lower humidity to 55 percent—or to any level desired and precisely every time. This exactness was the most wondrous aspect of the new invention. Carrier's machine was the template from which all future air conditioners would be struck.

Printing plants, textile mills, pharmaceutical manufacturers, the occasional hospital—the first air-conditioned buildings were mostly industrial. (The idea of using Carrier's invention merely for personal comfort lay decades in the future, although the first air-conditioned home appeared in 1914, when Charles Gates, son of the high-rolling gambler John "Bet a Million" Gates, installed a cooling system in his mansion in—of all places—Minneapolis.) Carrier's earliest systems were enormous and expensive, as well as dangerous. The original coolant was toxic ammonia. But in 1922 Carrier achieved a double breakthrough, replacing the ammonia with a benign coolant called dielene and introducing a central compressor that made the cooling units much more compact. The biggest step forward came when Carrier sold his invention to the movies, or, more exactly, movie-theater operators.

A handful of movie palaces were air-conditioned in the early '20s, but the most important debut was at the Rivoli on Broadway in New York City in 1925. Adolph Zukor himself, the head of Paramount Pictures, showed up for the opening. Willis Carrier was there, too, literally sweating it out because when the doors opened to let in the first customers, the system had just been turned on and the

building was still hot. "From the wings we watched in dismay as 2,000 fans fluttered." Carrier wrote of that night. "We felt that Mr. Zukor was watching the people instead of the picture—and saw all those waving fans." At last cool air began flowing through the air ducts. One by one, the patrons dropped their fans into their laps. "Only a few chronic fanners persisted," according to Carrier, "but soon they, too, ceased fanning. We had stopped them 'cold'."

Before long, office buildings, department stores and railroad cars got central air. In 1928 the U.S. House of Representatives got it, followed a year later by the Senate and a year after that by the White House and then the Supreme Court. But the industry's biggest growth spurt came after World War II. The first window units appeared right after the war, and sales took off immediately, jumping from 74,000 in 1948 to 1,045,000 in 1953. The dripping box jutting out of the bedroom window joined the TV aerial on the roof as instant fixtures in the American suburban landscape.

Washington journalists have written endlessly and only half-jokingly about the effects AC has had on D.C., pointing out that the federal bureaucracy mushroomed only after air conditioning appeared on the scene to keep the city's famously fetid summers at bay. (Federal workers used to be sent home whenever the temperature/humidity index topped 90 degrees.) But sociologists and historians have been largely silent about a much larger change: the rise of the sun belt in precisely the same decades that air conditioning became commonplace south of the Mason-Dixon line.

In the 1960s, for the first time since the Civil War, more people moved into the South than left it. In the next decade, twice as many people moved in as departed. The South today is a busier, more crowded, more urban, more industrialized place than it was 50 years ago. It even looks different. Walk down the street of a Southern or Southwestern city at night, and there's no one out. All you can hear is the sound of the heat pump on the side of the house; all you can see is the blue glow behind the living-room curtains. Where people once wore seersucker and linen, the shoppers of Atlanta and Houston and Phoenix now buy the same clothes people buy in Cleveland or Seattle.

With 95 percent of the houses buttoned up for air conditioning, their porches gone, the owners inside all year round, there is no longer any need to accommodate the weather. As Raymond Arsenault, a professor of history at the University of South Florida, points out, "Ask any Southerner over 30 years of age to explain why the South has changed in recent decades, and he may begin with the civil-rights movement or industrialization. But sooner or later he will come around to the subject of air conditioning. For better or worse, the air conditioner has changed the nature of Southern life." Mostly, Arsenault suggests, by making it less Southern.

"General Electric has proved a more devastating invader than General Sherman\*," Arsenault writes. The only thing that allows us to talk about places as different as Miami and Houston and Knoxville and Tucson in the same sentence, the only thing, in fact, that allows us to entertain the notion of something called the sun belt, is that all those places are less unique, blander, if you will, than they were before air conditioning. "The modern shopping mall is the cathedral of air-conditioned culture," says Arsenault, "and it symbolizes the placelessness of the New South." Perhaps, but it is, at last, a cool place.



1. **Which statement *best* illustrates the author's argument about the significance of air conditioning?**
  - A. Some major inventions become less important in time.
  - B. New inventions are often ignored by the public when they first appear.
  - C. Humans are often reckless in their efforts to control the environment.
  - D. New technology can cause dramatic change in society.
2. **How is the author's position supported by his use of chronological order?**
  - A. The development and spread of air conditioning illustrates increasing social changes.
  - B. The increasing difficulty in refining the air conditioner illustrates Carrier's frustration
  - C. The transition from personal to commercial use of air conditioning illustrates business control of society.
  - D. The political and industrial use of air conditioning illustrates cycles of popularity based on financial trends.
3. **What effect is the author most likely trying to achieve in the first paragraph with the repetition of the word *it*?**
  - A. confusion about the conflicting impact of air conditioning
  - B. anticipation for the subject of the article
  - C. mystery about technology whose importance is still unknown
  - D. doubt about the validity of his critics
4. **Based on the context of paragraph 4, what does *benign* mean?**
  - A. cheaper
  - B. fragrant
  - C. harmless
  - D. stronger
5. **Why was Carrier's sale of air conditioning to movie theater operators a major step forward in the history of air conditioning?**
  - A. It created more widespread awareness and demand for air conditioning.
  - B. It showed how air conditioning could increase business.
  - C. It was the first time air conditioners were used to cool large spaces.
  - D. It allowed movie theaters to thrive in warm and humid climates.
6. **According to Washington journalists, what has been the impact of air conditioning on government?**
  - A. It has made government more productive by enhancing the working conditions.
  - B. It has decreased efficiency by encouraging more time spent at work.
  - C. It has caused more government offices to open in southern states.
  - D. It allowed government employees to travel to different parts of the country.
7. **What is *most clearly* the effect of Arsenault's allusion to General Sherman in the last paragraph?**
  - A. to caution people about the potential drawbacks of air conditioning
  - B. to compare today's air conditioned South to the way it was during the Civil War
  - C. to credit air conditioning with conquering the South's heat and humidity
  - D. to criticize air conditioning for destroying the South's unique cultural identity

## Darkness at Noon

Blind from birth, I have never had the opportunity to see myself and have been completely dependent on the image I create in the eye of the observer. To date it has not been narcissistic.

There are those who assume that since I can't see, I obviously also cannot hear. Very often people will converse with me at the top of their lungs, enunciating [each] word very carefully. Conversely, people will also often whisper, assuming that since my eyes don't work, my ears don't either.

For example, when I go to the airport and ask the ticket agent for assistance to the plane, he or she will invariably pick up the phone, call a ground hostess and whisper: "Hi, Jane, we've got a 76 here." I have concluded that the word "blind" is not used for one of two reasons: Either they fear that if the dread word is spoken, the ticket agent's retina will immediately detach or they are reluctant to inform me of my condition of which I may not have been previously aware.

On the other hand, others know that of [course] I can hear, but believe that I can't talk. Often, therefore, when my wife and I go out to dinner, a waiter or waitress will ask Kit if "*he* would like a drink" to which I respond that "*indeed he* would."

This point was graphically driven home to me while we were in England. I had been given a year's leave of absence from my Washington Law firm to study for a diploma in law degree at Oxford University. During the year I became ill and was hospitalized. Immediately after admission, I was wheeled down to the X-ray room. Just at the door sat an elderly woman—elderly I would judge from the sound of her voice. "What is his name?" the woman asked the orderly who had been wheeling me

"What's your name?" the orderly repeated to me.

"Harold Krents," I replied.

"Harold Krents," he repeated.

"When was he born?"

"When were you born?"

"November 5, 1944," I responded.

"November 5, 1944," The orderly intoned.

This procedure continued for approximately five minutes at which point even my saint-like-disposition deserted me.

"Look" I finally blurted out, "this is absolutely ridiculous. Okay, granted I can't see, but it's got to have become pretty clear to both of you that I don't need an interpreter."

"He says he doesn't need an interpreter," the orderly reported to the woman.

(16) The toughest misconception of all is the view that because I can't see, I can't work. I was turned down by over forty law firms because of my blindness, even though my qualifications included a cum laude degree from Harvard College and a good ranking in my Harvard Law School class.

Fortunately, this view of limitation and exclusion is beginning to change. On April 16, the Department of Labor issued regulations that mandate equal-employment opportunities for the handicapped. By and large, the business community's response to offering employment to the disabled has been enthusiastic.

I therefore look forward to the day, with the expectation that it is certain to come, when employers will view their handicapped workers as a little child did me years ago when my family still lived in Scarsdale.

I was playing basketball with my father in our backyard according to procedures we had developed. My father would stand beneath the hoop, shout, and I would shoot over his head at the basket attached to our garage. Our next-door neighbor, aged five, wandered over into our yard with a playmate. "He's blind," our neighbor whispered to her friend in a voice that could be heard distinctly by Dad and me. Dad shot and missed; I did the same. Dad hit the rim: I missed entirely: Dad shot and missed the garage entirely. "Which one is blind?" whispered back the little friend.

I would hope that in the near future when a plant manager is touring the factory with the foreman and comes upon a handicapped and nonhandicapped person working together, his comment after watching them work will be "Which one is disabled?"

1. What is the author's **main** purpose for writing this selection?  
A. to describe what it is like to be blind      B. to correct mistaken ideas about blindness  
C. to prove that blindness is not a handicap      D. to encourage the blind to live full lives

2. Which word **best** describes how the author feels when people assume he cannot hear or speak?  
A. amused      B. confused      C. frustrated      D. Surprised

Paragraph 3, what is the author's purpose in including the following statement about airport ticket agents?  
"...They fear that if the dread word is spoken, the ticket agent's retina will immediately detach..."

A. to use exaggeration to make his point      B. to describe what often causes blindness  
C. to explain what ticket agents really think      D. to impress readers with his use of figurative language

4. Which of the following **best** brings the author's experience in the hospital in England alive for the reader?  
A. first-person narration      B. detailed description      C. his vivid vocabulary      D. his use of dialogue

5. The author most likely included the humorous anecdotes at the beginning of the selection for which of following reasons?  
A. to entertain the reader with stories of his youth  
B. to help the reader understand the inappropriate responses people have to others' disabilities  
C. to show the reader the injustice of policies that discriminate  
D. to convince the reader that people with disabilities are no different than people without disabilities

6. According to the author, what is the **greatest** problem handicapped individuals face?  
A. poor public facilities for the handicapped      B. lack of equal opportunity legislation  
C. incorrect ideas about the handicapped      D. lack of confidence in themselves

7. In paragraph 16, what does the word *misconception* mean?  
A. decision      B. incorrect idea      C. problem      D. wrong behavior

8. What effect does the author create by his shift in tone beginning with paragraph 16?  
A. He draws attention to the serious nature of the problem he has had to learn to live with.  
B. He makes fun of the people who would not consider him for a job, despite his qualifications.  
C. He emphasizes the need for federal regulations for employers.  
D. He contrasts typical responses of others with responses of potential employers.

9. Why did the author include the story from his childhood at the end of the selection?  
A. to suggest that children can be smarter than many adults  
B. to encourage blind individuals to get involved in sports  
C. to reveal how his parents supported and encouraged him  
D. to show how he wants others to view handicapped people

10. Why does the child ask her playmate, "Which one is blind"?  
A. She does not understand blindness.      B. She has never played basketball.  
C. She cannot see the faces of the author or his dad.      D. She sees no difference in how the author and his dad play.

11. Which word **best** describes the author's tone at the end of the selection?

A. accepting

B. appreciative

C. hopeful

D. satisfied