

# **English I**

**Administered March 2012**

**RELEASED**

Read the next two selections and answer the questions that follow.

# IMG Academies

by Robert Benincasa

All Things Considered, *National Public Radio*

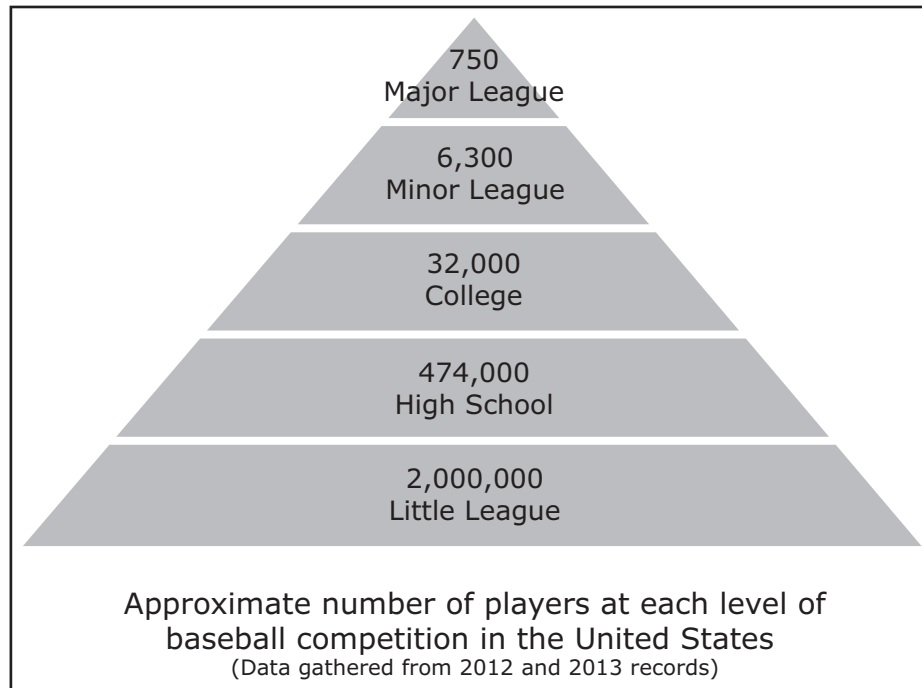
August 15, 2012

- 1 If you have ever dreamed of playing big-league baseball, chances are the dream started to fade sometime in high school.
- 2 It gradually becomes clear: You won't be starting in Game 7 of the World Series, and tipping your cap after hitting a walk-off homer. So at some point you go from player to fan—watching others chase greatness on the diamond.
- 3 But not every baseball dreamer is willing to give up so early. And in Bradenton, Florida, there's a place that lies somewhere between the Little League field and Yankee Stadium.
- 4 It's 90 degrees and sunny for an intrasquad game, one of the last of the year at IMG Academies, a private sports school where dreams of baseball glory are nurtured. Ketchum Marsh, a high school senior from Chatham, Massachusetts, looks in from third base as a lanky sophomore teammate winds up on the mound.
- 5 For Ketch, as he's known, a passion for baseball began when he was 8 years old, when his mother offered room and board for some players from college baseball's elite Cape Cod League.
- 6 The players started tossing the ball around with him and soon made him a batboy. Ketch says they were like big brothers to him. Before long, he says, he was captivated.
- 7 He remembers being fascinated by how the players and coaches talked and how fans reacted to the game. "You kind of just don't want to leave the field at the end of the night," he says. "You want to just keep going back. You just want to stay there."

## Nurturing Potential

- 8 So, when Ketch was in the eighth grade, his mother sent him here, where students spend half the day in the classroom and the other half on the field.
- 9 IMG baseball chief Ken Bolek says Ketch's school debut was less than stellar.
- 10 "There weren't a lot of things that just came naturally to him as an athlete," Bolek says, chuckling. "His first semester here, the coaches evaluated a successful day by the fact that he wasn't maimed or killed out on the field from a lack of proficiency."

- 11 But four years later, Ketch is bigger and better—5 foot 11 inches and 192 pounds, with massive forearms from his training regimen.
- 12 Bolek says Ketch has surpassed other players who may have had more athletic ability but lacked his work ethic.
- 13 “Ketchum Marsh is one of the most successful stories that will come out of IMG,” Bolek says, focusing not just on baseball, but on life.
- 14 Most players here won’t ever put on a big-league uniform, but they come to IMG trying to find and reach their potential. Virtually all of them want to play college ball—Division I if they can make it.



- 15 The pitcher on Ketch’s team, Cameron Varga, is already headed to Division I. He’ll play for the University of Florida team after he graduates in 2014.
- 16 His fastball is in the low 90s, big-league heat territory.
- 17 As the game gets started, Varga strikes out the side in the first inning and trots to the dugout. Pitching coach Dave Shepard is waiting.
- 18 “You struck out the side, and I’ll give you that,” Shepard tells him, “but as a starting pitcher you’ve got to know what the emphasis down the road for you is going to be.”
- 19 Shepard, who pitched 11 seasons in the minor leagues, says Varga has great potential. Now, Shepard is trying to set him up for the journey.
- 20 “[I’m] looking into the future for big things from him,” Shepard says. “He struck out the side in the first inning, but he threw 20 pitches. As a pitching coach, I’m looking for him to throw six pitches and get three outs and save 14 pitches for later.”

## Going Deeper Than Baseball

- 21 Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to “the show.”
- 22 But IMG is a long way from St. Mary’s Industrial School for Boys, the Baltimore orphanage that produced Babe Ruth.<sup>1</sup> Tuition, room and board here for the combined academic and sports program is about \$70,000 a year.
- 23 Along with the price of admission comes the unvarnished truth about one’s athletic ability and potential.
- 24 The coaches are positive and encouraging, but they don’t sugarcoat their opinions. They don’t want to give any player false hope.
- 25 “We deal with reality on a daily basis,” says baseball chief Bolek. “We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets.”
- 26 And there’s something else: Many of the coaches have given years to the game. They see beyond young men’s dreams and deeper into their lives.
- 27 Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.
- 28 “If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that’s the grand slam for us,” he says.
- 29 Today’s game ends in a one-run loss for Ketch and Cameron’s team. If these young players’ dreams come true, it’s just a footnote in a long career in the national pastime.
- 30 But the odds are long, even for the very best. Just 1,200 players are drafted each year, and major league rosters have only 750 active slots. IMG says it’s had 17 players drafted since 2006.
- 31 Ketch doesn’t think about the numbers. He pursues his goals a day at a time.
- 32 “The chances are, you know, there’s not a lot of kids that are going to be making a living playing this game. If you think about the numbers, the inspiration won’t always be there.”
- 33 Whether or not Ketch is destined for Cooperstown, this fall he’ll be doing what he loves—playing baseball—for the Southwestern University Pirates in Georgetown, Texas.

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<sup>1</sup>Babe Ruth (1895–1948) is considered one of the greatest players in the history of baseball. He led the American League in home runs 12 times and set many long-standing hitting records.

# Celebrating 3rd in a Three-Horse Race

*by Clive B.*

*This I Believe*

*December 2006*

- 1 I believe in the also-rans.
- 2 As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important. At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea. I survived and thrived.
- 3 After leaving the sanctuaries of high school and University and going out into the workplace, I entered that real messy world where my progress was not measured by an end-of-term exam or validated by my prowess on a sports field. My life losses began to exceed my successes, and I began to think that there must be more to life than winning.
- 4 It wasn't until I became a parent that this thought became a strongly held belief.
- 5 I am the proud father of a seven-year-old girl, Naomi. Her best friends since she was an infant are two boys, Kean and Cyrus. Until they were old enough to start school they would play together three full days a week—one day in each child's home. Every week I would enjoy the benefit of two days' child care and one full day with the three beautiful children.
- 6 Naomi and Kean have always been fast runners and very evenly matched, too. Cyrus was slower to develop physically and was nowhere near as speedy as his two playmates, but he loved to run and play just as much as the other two.
- 7 One day the three friends were at my house. Our family enjoys a large house with a great running track. Indoor, wooden, fast with slick speedy turns—through the living room, past the front door, veer right into the narrow kitchen avoiding Mom, or more usually Dad, cooking, then a sharp right hairpin turn into the brightly lit hall, picking up speed as they hurtle back into the living room to start another circuit or to crash head-first into the soft, cushioned couch, the finishing line.
- 8 One day the kids were racing around and I was sitting in the living room as Naomi and Kean burst into the room neck-and-neck and fell joyfully into the couch. Each bounced up loudly proclaiming, "I'm first, I'm first." Several seconds passed before Cyrus appeared, arms and legs pumping manfully, an earnest look on his face. He too fell, face first, into the soft upholstery and bounced to his feet, arms aloft to proclaim, with total joy and celebration, "I'm third!!"

9 I believe in celebrating those that finish third in a three-horse race. This I believe.

"The Also-Rans," written by Clive B., part of the This I Believe Essay Collection found at [www.thisibelieve.org](http://www.thisibelieve.org), Copyright ©2005–2015 by This I Believe, Inc. Reprinted with Permission.

**Use “IMG Academies” (pp.1-3) to answer questions 1-7. Then fill in the answers on your answer document.**

- 1** Which sentence from “IMG Academies” best supports the main idea of the article?
- A** *Tuition, room and board here for the combined academic and sports program is about \$70,000 a year.*
  - B** *Most players here won’t ever put on a big-league uniform, but they come to IMG trying to find and reach their potential.*
  - C** *He remembers being fascinated by how the players and coaches talked and how fans reacted to the game.*
  - D** *Ketch doesn’t think about the numbers.*
- 
- 2** Based on the article, the coaches at IMG can best be described as —
- F** concerned about the effectiveness of their coaching ability
  - G** focused on becoming coaches at a professional level
  - H** dismissive of the mistakes students make
  - J** caring about the future success of the students

**3** Read this quotation from paragraph 13.

*"Ketchum Marsh is one of the most successful stories that will come out of IMG," Bolek says, focusing not just on baseball, but on life.*

What evidence does the author present in the article to support the opinion expressed in this quotation?

- A** A reference to Marsh's work ethic
  - B** An anecdote about Marsh's time as a batboy
  - C** A description of Marsh's training regimen
  - D** Information about Marsh's future plans
- 

**4** The author wrote "IMG Academies" primarily to-

- F** highlight the reasons people pursue a career in sports
- G** persuade readers to support schools that specialize in training student-athletes
- H** inform readers about a unique school and the students who attend it
- J** convince student-athletes to enroll in a specialized school for sports



**5** Read paragraph 21.

*Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."*

What does this sentence suggest?

- A** Baseball players understand their potential at an early age.
  - B** Determination and grit could get a player to the big leagues.
  - C** Legends about baseball frequently inspire players to improve.
  - D** Most major-league players come from humble circumstances.
- 

**6** What does the graphic best suggest about the different levels of baseball competition?

- F** More athletes prefer playing college baseball than minor-league baseball.
  - G** Most Little League baseball players participate in multiple sports when they reach high school.
  - H** Playing Little League baseball is necessary to becoming a major-league player.
  - J** Baseball leagues become more selective as players advance.
- 

**7** What can the reader conclude from the interaction between the pitching coach and Cameron Varga in paragraphs 17 through 20?

- A** The pitching coach wants his players to always strive to improve.
- B** The pitching coach is mainly concerned about winning games quickly.
- C** Varga is confident in his ability to succeed in Florida.
- D** Varga's number of pitches will decrease as his speed increases.

**"Celebrating 3rd in a Three-Horse Race" (pp. 4-5) to answer questions 8-14.  
Then fill in the answers on your answer document.**

- 8** What is the author's purpose for mentioning the children's race through the house?
- F** To illustrate that some children value fun above competition
  - G** To emphasize that his child is athletically superior to her friends
  - H** To highlight that children often disregard household rules
  - J** To show that children lack concerns about safety when competing
- 

- 9** Based on the information presented in the essay, what is one message the reader can infer?
- A** Avoiding competition is better than participating when failure is certain.
  - B** Being rewarded simply for participating belittles the efforts of the winners.
  - C** Persistence ensures that a loser will eventually become a winner.
  - D** Satisfaction comes from being dedicated and doing your best.

**10** Read the following dictionary entry.

**validate** \ˈvɑ-lə-,dāt\ v  
**1.** declare or make legal **2.** prove or confirm to be true **3.** approve an expressed agreement **4.** mark with an indication of being official

Which definition best matches the use of the word *validated* in paragraph 3?

- F** Definition 1
  - G** Definition 2
  - H** Definition 3
  - J** Definition 4
- 

**11** The author includes quotations in paragraph 8 primarily to —

- A** highlight that Naomi and Kean rarely agree
  - B** emphasize Cyrus’s noncompetitive nature
  - C** point out the author’s concern for Cyrus
  - D** reveal Naomi’s and Kean’s athletic abilities
- 

**12** Which quotation best expresses the author’s viewpoint about being an “also-ran”?

- F** *At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea.*
- G** *Our family enjoys a large house with a great running track.*
- H** *Naomi and Kean have always been fast runners and very evenly matched, too.*
- J** *I believe in celebrating those that finish third in a three-horse race.*

**13** What can the reader conclude from paragraph 3?

- A** The author's education did not fully prepare him for living in the real world.
  - B** The author was better at sports than at academics while growing up.
  - C** Educational priorities at elite schools differ from those in public schools.
  - D** Students in England are required to attend school through the university level.
- 

**14** What is the main idea of the selection?

- F** Children usually develop friendships with others who have similar abilities.
- G** Parents should encourage their children to be active because fitness is important.
- H** People should celebrate their best efforts even if they don't always succeed.
- J** People who consistently win competitions as children have lifelong advantages over those who don't.

**Use “IMG Academies” and “Celebrating 3rd in a Three-Horse Race” to answer questions 15-19. Then fill in the answers on your answer document.**

**15** Both Ketchum Marsh in “IMG Academies” and the author of “Celebrating 3rd in a Three-Horse Race”-

- A** are frustrated by their limited athletic abilities
- B** are natives of the same geographic location
- C** have families that emphasize the importance of athletics
- D** have attended exclusive schools that focus on achievement

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**16** Read this sentence from paragraph 2 of “Celebrating 3rd in Three-Horse Race.”

*As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important.*

Which sentence from “IMG Academies” contrasts with the attitude expressed in the sentence from “Celebrating 3rd in a Three-Horse Race?”

- F** *“You kind of just don’t want to leave the field at the end of the night,” he says.*
- G** *“We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets.”*
- H** *Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.*
- J** *And there’s something else: Many of the coaches have given years to the game.*

- 17** Which sentence correctly describes the organizational pattern used by the authors of the two selections?
- A** Both selections provide definitions of key terms to add meaning to the texts.
  - B** Both selections include anecdotes as examples to support their main ideas.
  - C** Both selections use quotations from experts to support the main ideas in the texts.
  - D** Both selections use cause-and-effect to highlight the relationships between key ideas.
- 

- 18** What do Ketchum March in “IMG Academies” and Cyrus in “Celebrating 3rd in a Three-Horse Race” have in common?
- F** Neither is a natural-born athlete.
  - G** Both become easily frustrated by failure.
  - H** Neither has supportive adults in his life.
  - J** Both hope to play professional sports.
- 

- 19** What is the purpose of paragraph 32 in “IMG Academies” and paragraph 3 in “Celebrating 3rd in a Three-Horse Race?”
- A** To explain that early disappointment can often lead to long-term failure
  - B** To point out the educational advantages of attending elite schools
  - C** To emphasize that the realities of adult life often differ from early experiences
  - D** To specify the most important qualities needed to become a successful adult

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*When Fatima was asked to write about someone who has inspired her, she chose Mia Hamm. Read Fatima's paper and look for any revisions she should make. When you finish reading, answer the questions that follow.*



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Mia Hamm During the U.S. Women's  
Gold Medal Game in the 1996 Summer Olympics

## **Women can Compete Just as Well as Men**

(1) Mia Hamm is a soccer player who is fun to study. (2) She is an expert at the sport who has encouraged others to play.

(3) Hamm's athletic abilities became apparent quite early. (4) At just two years old, she was quick enough on her feet to steal a soccer ball from a child more than twice her age. (5) When she was five, she joined her first soccer team. (6) In the years that followed, she spent time playing soccer with her older brother Garrett, who inspired her with his own soccer skills. (7) Garrett recognized his sister's talent, and he often chose her to play with him in games against older boys. (8) Hamm was a gifted athlete, who, in addition to soccer, played Little League baseball, basketball, tennis, softball, and even football. (9) "I was just one of the guys," she once commented in an interview.

(10) Soccer, however, was Hamm's passion, and she had an innate talent. (11) When she was 14, her regional coach described her as "faster than the wind." (12) He added, "The athleticism just jumped out at you and then, quickly after that, you could just see the natural instinct." (13) By the time she was 15, Hamm was the

youngest player on the U.S. Women's National Team. (14) And at the age of 17, she was playing for the University of North Carolina, where she helped her team win four NCAA championships and breaking many school records along the way.

(15) But Hamm was destined to become more than just a college celebrity. (16) She was about to play on the world stage. (17) In 1991, China was the site of the first Women's World Cup. (18) At 19 years old and as the youngest player on the team, Hamm helped the U.S. Women's National Team win the World Championship. (19) Then came another first. (20) At the 1996 Summer Olympics in Atlanta, before a crowd of more than 76,000, Hamm led the U.S. women to a gold medal. (21) In praise of Hamm's effort in the game, sportswriter Dan Weber commented, "Hamm had a hand—or hamstring—in every U.S. strike." (22) This determination continued until the very last play of the final game.

(23) Hamm became an instant celebrity and the face of women's soccer. (24) They lined up to have her endorse their products in advertisements. (25) In the most famous of these ads, Hamm challenged Michael Jordan to a series of sports contests, while the song "Anything You Can Do, I Can Do Better" played in the background. (26) Hamm showed the world just how powerful a female athlete could be. (27) In 2004 she earned her second Olympic gold medal and then retired from professional sports but not from her role as an inspiration to others, especially to her twin daughters and young son.

(28) Mia Hamm's soccer career was long and celebrated, and she showed the world that women could compete just as well as men. (29) She inspired a generation of young women.

*Third party trademark NCAA® was used in these testing materials.*



- 20** Fatima realizes she has offered a weak thesis in this paper. Which of the following could replace sentences 1 and 2 and provide a more effective thesis statement for Fatima’s paper?
- F** Mia Hamm is an interesting and fun personality, and I am grateful for this opportunity to research her story. I think that as you read my paper, you will agree that she has added great energy to women’s sports in this country and also to sports around the world.
  - G** Mia Hamm is one of the most celebrated female soccer players of all time and is an inspiration to young women everywhere. Her contributions to women’s soccer have had an unmistakable impact on the sport, both in the United States and internationally.
  - H** There is a soccer player in this country that is clearly more talented than all the rest. Her name is Mia Hamm, and she is an outstanding player and a model athlete who works hard to make sure she is always setting an example for other athletes and for the world at large.
  - J** If you don’t know Mia Hamm, you probably don’t know much. Many people say that she is the greatest soccer player of all time because she is so supremely committed to soccer and also to all that it means to herself and the other people of the world.
- 

- 21** What is the most effective revision to make in sentence 14?
- A** And at the age of 17, she was playing for the University of North Carolina, she helped her team win four NCAA championships and broke many school records along the way.
  - B** And at the age of 17, she was playing for the University of North Carolina and won four NCAA championships and breaking many school records along the way, which helped her team.
  - C** And at the age of 17, she was playing for the University of North Carolina, which helped her team win four NCAA championships and breaking many school records along the way.
  - D** And at the age of 17, she was playing for the University of North Carolina, where she helped her team win four NCAA championships and broke many school records along the way.

**22** Which of these details could best follow and support sentence 22?

- F** Though she had injured her ankle badly in the game, Hamm still managed to take control of the ball and pass it to a teammate who then scored the winning goal.
- G** Hamm held a record for the most international goals until June 2013, when her record was broken by another American, Abby Wambach.
- H** For 17 years Hamm played with and often led the U.S. Women's National Soccer Team, and she was U.S. Soccer's Female Athlete of the Year from 1994 to 1998.
- J** Hamm received another great accolade in 2004, when she was included on a list of the 125 Greatest Living Soccer Players.

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*Anthony's teacher asked him to write about someone who had greatly influenced him. Anthony immediately thought of a person and wrote the following paper. Read Anthony's paper and think about any errors he should correct. Then answer the questions that follow.*

## **Continue On**

(1) I started drawing houses at age six. (2) My dream was to build a backyard clubhouse—a dream that wasn't very realistic given that we lived in an apartment. (3) By high school I was still drawing. (4) The designs were more sophistacated, and my dreams had broadened. (5) I wanted to become an architect.

(6) "Do I have a chance?" I asked my older brother.

(7) "Nope," he replied. (8) "Zip. (9) Zilch. (10) That takes a university education.

(11) I knew he was probably right. (12) I had three siblings, and my family couldn't afford that kind of education. (13) Still, I fanned the flame of hope and continued drawing. (14) I studied hard, too. (15) If a chance at college arose, I wanted to make sure I had the grades.

(16) My second favorite pastime after drawing was bowling. (17) I had a part-time job at Bayside Bowl, and I had started saving money. (18) My bank account, however, was growing quite slowly. (19) When I looked at college catalogs, I couldn't imagine how I would ever get there. (20) I drew less and less and finally boxed up my notebooks. (21) "Zip, zilch, not a chance," I told myself. (22) I decided to shrink my dreams to a more realistic size.

(23) Soon after that, a newcomer started frequenting Bayside Bowl. (24) She arrived alone and always toted a pink bag with a ball inside. (25) She would bowl line after line, scoring mostly strikes and spares. (26) The lady was good, but it wasn't her skill that got my attention, it was her age. (27) Her dark, wrinkled skin and curly gray hair made her stand out among our younger clientele. (28) She talked to me whenever I cleaned near her lane, and I soon learned that her name was Bessie. (29) She had been a singer for as long as she could remember. (30) In her 20s she had tried to get a job as a restaurant singer. (31) "Not a chance of

that," she said. (32) "I was a young black woman, and in the early 1950s doors didn't exactly open wide for me. (33) Nope. (34) Zip. (35) Zilch!" she said. (36) As soon as those words came out of her mouth, I knew that I had to hear more of her story.

(37) Bessie and I started bowling together. (38) I admired her ability to pick up a split, but I also appreciated her advise. (39) "Life's like bowling," she would say. (40) "Set your eye on your target and follow through."

(41) Indeed, Bessie had kept her eye on her singing dreams. (42) She hadn't let the "zilches" stop her. (43) She had saved up and enrolled in the Brightwood Music Academy. (44) Eventually, she had hired an agent. (45) It turned out this lady with the pink bowling bag was *the* Bessie Richards, she was a recording artist of the 1960s. (46) When Bessie and I bowled, we talked about her dreams fulfilled and my dreams still unrealized.

(47) Toward the year's end Bessie told me that she was "moving on" to live with her sister, but before leaving, she gave me three things. (48) She left me with a \$50 tip for helping her at the lanes, a reminder to ignore the "zips" and "zilches" in my life, and some lines of poetry she had copied from a book. (49) "They're by Mr. Langston Hughes, a fellow who knew a lot about dreams," Bessie said. (50) "Read this when the going seems tough. (51) It'll help you follow through and reach for your goal." (52) On the page Bessie had written these words:

*Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.*

*Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.*

(53) A year has past since I last bowled with Bessie, and I've resumed my drawing. (54) I'm working and saving money, taking drafting classes, and applying for internships. (55) Whenever I'm discouraged, I reread those lines of poetry.

(56) There'll be no barren field of frozen snow nor zips and zilches for me.

(57) Inspired by Bessie and Langston Hughes, I plan to continue to dream.

**23** What change, if any, should be made in sentence 10?

- A** Change *takes* to *take's*
  - B** Change *university* to *University*
  - C** Insert quotation marks after the period
  - D** Make no change
- 

**24** How should sentence 38 be changed?

- F** Change *admired* to *admirred*
- G** Change the comma to a semicolon
- H** Change *advise* to *advice*
- J** Sentence 38 should not be changed.

**25** What is the correct way to write sentence 45?

- A** It turned out this lady with the pink bowling bag was *the* Bessie Richards. Who was a recording artist of the 1960s.
  - B** It turned out this lady with the pink bowling bag was *the* Bessie Richards. A recording artist of the 1960s.
  - C** It turned out this lady with the pink bowling bag. She was *the* Bessie Richards, a recording artist of the 1960s.
  - D** It turned out this lady with the pink bowling bag was *the* Bessie Richards, a recording artist of the 1960s.
- 

**26** What change, if any, should be made in sentence 53?

- F** Change *past* to **passed**
- G** Delete *and*
- H** Change *resumed* to **resummed**
- J** Make no change