

Session 1: Reading Passages

Questions #1–46

Read the passage. Then answer the questions that follow.

Paul Jennings: From Slavery to Freedom

by Merea Brown

- 1 The life of Paul Jennings began in slavery and ended in freedom. Along the way he lived in the White House and was part of the most famous art rescue in American history. He even wrote a book about his life.
- 2 Paul Jennings’s story begins in Virginia. He was born into slavery at Montpelier, the home of James Madison and his wife, Dolley. In 1809, when Jennings was about 10 years old, Mr. Madison became president of the United States.
- 3 Madison chose Jennings to be a servant in the president’s mansion, and together they moved to Washington, D.C. Jennings found the nation’s capital to be “a dreary place.” It was hot and boring. The men talked politics endlessly, while Dolley Madison threw lavish parties, which meant that Jennings worked long hours serving the city’s ladies.
- 4 Then, in 1814, everything changed. The United States was at war with Great Britain, and British soldiers were closing in on Washington, D.C. With President Madison gone to the front lines, Dolley prepared the White House for evacuation. She collected important papers and other valuables to take with her when she and the staff left the mansion.

- 5 One of the most valuable items was a giant portrait of George Washington, the first president. The nation’s capital had been named for him. High on a wall in the White House hung a life-sized painting of him completed by the artist Gilbert Stuart.
- 6 Dolley grabbed all the silver she could and left the White House just ahead of the British soldiers. On her way out, she instructed Jennings and two other servants to save the painting of Washington.
- 7 They needed to act quickly, but the painting was too high to reach on their own, so Jennings looked around and found a ladder. While Jennings held the ladder steady, another servant climbed up and carefully took the portrait from the wall, then he cracked open the frame and removed the canvas.
- 8 The portrait of George Washington was saved! Washington, D.C., however, soon swarmed with British soldiers. They were everywhere. In the end, the Americans won the war, and Dolley Madison became a hero for rescuing the famous painting. She later wrote, “I directed my servants in what manner to remove it from the wall, remaining with them until it was done.”
- 9 But Paul Jennings knew the truth. Many years later, he wrote a book about his time in the White House. It was the first book written about life in the president’s house by someone who had actually lived there.
- 10 In his book, Jennings explained about the painting and how he served Mr. and Mrs. Madison after they left the White House. When Mr. Madison died in 1836, Jennings was still enslaved. This time Dolley owned him.
- 11 In 1847, Jennings was sold to an important politician named Daniel Webster. The two men had a deal: Jennings would work as Webster’s butler, and Webster would free him.
- 12 So much had already happened to Jennings. He had worked in the White House, and he had lived through a war, but now his life started anew. Now he was free.

- 13 In 1848, Jennings played a quiet role in a bold plan. Seventy-seven black slaves in Washington, D.C., made a plan to escape. Jennings helped one young girl he had known at the Madisons' join the group. Sadly, the plot was discovered, and we do not know what happened to the young girl. The police never knew about Jennings's involvement.
- 14 Jennings eventually married, and he and his wife had three sons, all of whom later joined the army during the Civil War. During the war, in 1863, a magazine asked Jennings to write about his time with James Madison in the White House.
- 15 Two years later, the article was published as a book. Historians studying James Madison and slavery still read it today.
- 16 Paul Jennings died on May 20, 1874. He had lived a long life and knew many important people. None of those people had traveled as far as Jennings, though—all the way from slavery to freedom.

1

Which statement supports the idea that Jennings had an eventful life?

- Ⓐ "Paul Jennings's story begins in Virginia."
- Ⓑ "When Mr. Madison died in 1836, Jennings was still enslaved."
- Ⓒ "In 1848, Jennings played a quiet role in a bold plan."
- Ⓓ "None of those people had traveled as far as Jennings, though. . . ."

2

Select the two sentences that tell how Daniel Webster changed Paul Jennings's life.

- Ⓐ He asked Jennings to write a book.
- Ⓑ He helped Jennings become a free man.
- Ⓒ He told Jennings how to save the portrait.
- Ⓓ He discovered a plot to free 77 slaves.
- Ⓔ He let Jennings fight in the Civil War.
- Ⓕ He gave Jennings a job to support himself.

3

One main idea of the article is that Paul Jennings met many famous people and witnessed major historical events while he was a slave. Which of the following describes a second main idea of the article?

- Ⓐ As a free man, Jennings wrote an important book about his life and times.
- Ⓑ While still a slave, Jennings was owned by James Madison and then his wife, Dolley.
- Ⓒ As a servant in Washington, Jennings worked long hours serving White House guests.
- Ⓓ After Daniel Webster gave him his freedom, Jennings worked for a time as his butler.

4

What is the meaning of the word dreary as it is used in this sentence?

“Jennings found the nation’s capital to be ‘a dreary place.’” (paragraph 3)

- Ⓐ important
- Ⓑ lively
- Ⓒ dull
- Ⓓ rainy

5

Read this quotation by Dolley Madison from the article.

“I directed my servants in what manner to remove it from the wall, remaining with them until it was done.” (paragraph 8)

Why does the author include this information?

- Ⓐ to show that Dolley Madison may not have told the truth
- Ⓑ to explain how to take a picture down from the wall
- Ⓒ to show what kind of work Jennings did
- Ⓓ to share Dolley Madison’s writing style

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author support the idea that Jennings's role in the slave escape in 1848 was quiet?

- Ⓐ She provides quotes by people who were there.
- Ⓑ She quotes documents from the time period.
- Ⓒ She cites facts that confirm Jennings's secrecy.
- Ⓓ She uses emotion to convince the reader.

Part B

Which sentence from the passage best supports the answer in Part A?

- Ⓐ "Seventy-seven black slaves in Washington, D.C., made a plan to escape."
- Ⓑ "Jennings helped one young girl he had known at the Madisons' join the group."
- Ⓒ "Sadly, the plot was discovered, and we do not know what happened to the young girl."
- Ⓓ "The police never knew about Jennings's involvement."

Read the passage. Then answer the questions that follow.

The Show Must Go On

by Melissa Shafer

1 “Where in the world could she be?” grumbled Mr. Griffin as he stared at his watch and paced back and forth across the stage. “How can we possibly perform *Peter Pan* without a Wendy?”

2 I was sitting with other students in the backstage makeup room, but we could all hear Mr. Griffin muttering to himself. It was apparent that he was even more agitated than usual before a performance.

3 I scratched my head, worried about what might have happened to Li, my best friend. For months, she had been preparing diligently for the part of Wendy. I suspected that she even practiced her lines in her sleep!

4 Mr. Griffin entered the makeup room and asked me, “Kristen, you haven’t heard from Li, have you?”

5 “Li usually calls me every day, but, come to think of it, I never talked to her today.”

6 Mr. Griffin frowned. “It just isn’t like her to miss opening night.”

7 “I know,” I said, shaking my head. Li was such a dedicated actress. Last year, for example, she fainted just a half hour before she was to play the lead in *Snow White*, and we actually had to wake her up, but then she recovered instantly, and still performed spectacularly in the show.

8 I glanced at my watch and saw that there were still 45 minutes until the curtain rose. “I’m sure she’ll bound in here any minute with a good explanation,” I assured Mr. Griffin.

- 9 “I hope so,” he replied as he trudged away, the flat tone of his voice suggesting that he had less confidence than I did.
- 10 Time flew while everyone made last-minute preparations. The stage crew scrambled about like bees in a hive, setting up the bedroom for the opening scene, and the boys playing Peter, John, and Michael raced to the wardrobe room to finish dressing. Meanwhile, parents busily applied makeup to the actors’ faces. During all of this commotion, there was still no sign of Li.
- 11 *Yikes!* I thought. What if something bad had happened to her? I felt helpless, as there was nothing I could do but wait for Li to show up. I was very anxious, and as a result, my stomach was doing somersaults.
- 12 As I was reading the script, I felt that my emotions were turning from deep concern to anger. Didn’t Li know that Mr. Griffin and I—her best friend—would be worried by now? Just then, I looked up into the large mirror in front of me and saw Li entering the room.
- 13 “Li, where have you been?” I shouted as I spun around in my seat. “Mr. Griffin practically had a heart attack worrying about you.”
- 14 A gloomy look crossed Li’s face as she pointed down at her left leg, which was encased in a walking cast. My anger melted and once again, I was concerned. “Oh, no! What happened?”
- 15 “I suffered a slight stress fracture during the soccer tournament this afternoon,” Li explained. Then her lower lip curled up in a slight smile and she said, “But at least our team won the championship, and I scored the winning goal!”
- 16 “Congratulations,” I said. “But how are you going to perform tonight?”
- 17 Li shrugged. “My mother is explaining the situation to Mr. Griffin. I don’t know what will happen.” Our conversation was interrupted by Mr. Griffin’s sudden entrance.

18 "I'm so sorry that I've messed things up, Mr. Griffin," Li blurted to Mr. Griffin as he fixed his eyes squarely on her cast.

19 "There's nothing to be sorry about," replied Mr. Griffin. "Both your mother and your doctor have given their permission for you to be in the play. However, the decision is up to you. Some scenes may be a bit awkward for you, but I'm quite certain they won't be perilous. I'm thinking, of course, of the scenes that involve flight, but knowing you, I'm certain that you'll find a graceful way to handle this new challenge. I need to know now, though, what you want to do because the curtain rises in ten minutes."

20 Li's decision was reflected immediately in a brilliant smile that lit up the room. There was no doubt in her mind—or in anyone else's—what she would do. After all, the show must go on.

7

Select the two sentences that tell what the author is able to achieve by telling the story through Kristen's point of view.

- Ⓐ She can give Mr. Griffin's thoughts about what it feels like to direct a play.
- Ⓑ She can describe how bravely Li plays in the championship soccer game.
- Ⓒ She can tell how it feels to perform a starring role onstage in a school play.
- Ⓓ She can show how it feels to wait for Li without knowing what has happened.
- Ⓔ She can share the thoughts of all the characters in the story with the reader.
- Ⓕ She can tell the entire story using the voice and words of a student in the story.

Which of the following is a theme from the passage?

- Ⓐ A good person never doubts a true friend.
- Ⓑ A bad series of events can happen to anyone.
- Ⓒ A real star stands up for what she believes in.
- Ⓓ A strong person meets challenges head on.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which of the following describes a difference between Kristen and Mr. Griffin in the first part of the story?

- Ⓐ Mr. Griffin feels less hopeful than Kristen does that Li will show up.
- Ⓑ Kristen thinks Li is a very responsible person but Mr. Griffin doesn't.
- Ⓒ Mr. Griffin doesn't think Li is as good of an actress as Kristen does.
- Ⓓ Kristen is worried about the play while Mr. Griffin is worried about Li.

Part B

What helps the reader know how Mr. Griffin feels at the beginning of the story?

- Ⓐ The way he speaks to Li suggests that he is angry.
- Ⓑ The tone of his voice suggests that he is calm.
- Ⓒ The way he scratches his head suggests disappointment.
- Ⓓ The tone of his voice suggests he doesn't feel confident.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the meaning of the phrase scrambled about like bees in a hive as it is used in this sentence?

“The stage crew scrambled about like bees in a hive, setting up the bedroom for the opening scene, and the boys playing Peter, John, and Michael raced to the wardrobe room to finish dressing.” (paragraph 10)

- Ⓐ The stage crew often bumped into each other.
- Ⓑ The stage crew were confused about what to do.
- Ⓒ The stage crew rushed around in a panic.
- Ⓓ The stage crew quickly worked in a small space.

Part B

Which of the phrases from paragraph 10 helps the reader understand the meaning of scrambled about like bees in a hive?

- Ⓐ “last-minute preparations”
- Ⓑ “raced to the wardrobe room”
- Ⓒ “busily applied makeup”
- Ⓓ “all of this commotion”

11

The notes for a summary must be arranged correctly into the order in which events occur in the story.

Indicate the correct chronological order of events by writing the numbers 1 to 7 on the blank before each sentence.

- ___ Kristen looks up and sees Li in the mirror.
- ___ Mr. Griffin asks Kristen if she has heard from Li.
- ___ Li smiles because she is excited about performing in Peter Pan.
- ___ Li explains that she fractured her leg at a soccer game.
- ___ Mr. Griffin stares at his watch and paces the stage.
- ___ Kristen remembers the problems Li had before Snow White.
- ___ Mr. Griffin leaves it up to Li to decide if she will still play Wendy.

12

Draw lines to match the characters on the left to what they are doing at the beginning of the story on the right.

Kristen	setting the stage for the first act
Mr. Griffin	getting ready in the make-up room
student actors	pacing and muttering on the stage
stage crew	worrying in the make-up room

Go On

Read the passage. Then answer the questions that follow.

How Humpbacks Go Fishing

by Linda Brown Anderson, Highlights

- 1 Humpback whales are known for feeding alone or in pairs. Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill. But humpbacks that live near the west coast of North America have a surprising and spectacular way of catching fish. When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below. A steady flow of bubbles rises to the surface, forming a circle.

- 2 Suddenly, all of the whales explode out of the water at once, right in the middle of the bubble-circle. Their huge mouths are open and full of silver, wriggling fish.

- 3 Scientists wanted to know more about how the whales fed on schools of fish. Using underwater microphones, they listened to humpbacks as they fed. The whales made magnificent trumpetlike sounds as they swept up and ate the fish.

- 4 The researchers also used the Crittercam, a video camera that can be attached harmlessly to the back of a whale. It showed that the whales waved their huge flippers back and forth as they fed.

- 5 Most researchers thought the humpbacks were fighting over the fish. Whales are known to use bubbles and loud calls when they try to chase away other whales. Maybe they also waved their flippers to shoo one another away.

A Deep Mystery

- 6 Dr. Fred Sharpe had a radical idea for the late 1980s, when he began his research. Maybe the whales were working together!
- 7 Dr. Sharpe led a team of researchers. They used sonar to “see” deeper into the water. A sonar device sends out sound waves, then catches the echoes of those waves after they bounce off objects, such as whales, fish, and bubbles. Using the echoes, the sonar creates pictures of the objects.
- 8 The sonar showed that, to a humpback, bubbles are tools. A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles.
- 9 Also using sonar, the scientists saw other whales moving toward the herring, chasing the fish toward the bubble wall. The herring were reluctant to try to escape through the bubbles. The bubble-blowing whale began to swim in a circle, making the wall of bubbles go all the way around the fish. The fish were trapped in a bubble net!
- 10 Using an underwater microphone, the research team recorded the sounds of the whales. The whales swam under the herring and began their trumpetlike calls. Then the whales swam upward all at once, waving their flippers, and gulped a large number of fish.
- 11 The whales were working together!
- 12 How did the whales use their calls and flippers to help catch their food?
- 13 To find out, Dr. Sharpe and his team placed a school of herring into an aquarium. Then the researchers pumped in air to make a wall of bubbles. The fish would not swim through the bubbles.

14 When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds. The sounds make it easier to trap the fish in the bubble net.

15 The scientists also placed a model of a humpback flipper into the aquarium. Like a real humpback flipper, the model was dark on one side and white on the other. As the researchers turned the flipper and flashed the white underside at the school, the fish quickly swam away.

Working as a Team

16 Now Dr. Sharpe understood how humpbacks feed together. One whale forms a wall of bubbles around the fish. Other whales approach from the sides and from below. One of the whales, the leader, makes calls from below that send the fish toward the surface and into the ring of bubbles. As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.

17 Finally, all of the whales swim up into the feast of fish, making trumpetlike calls and flashing the white sides of their flippers to keep the trapped fish from escaping between them.

18 Over the years, the research group has seen that humpback whales often live and hunt together for years. Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.

19 Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence. We also know that these famous “loners” actually can form lifelong relationships with others of their species.

According to paragraph 7, what do sonar devices use to “see” underwater?

- Ⓐ sound
- Ⓑ science
- Ⓒ cameras
- Ⓓ temperature

Which sentence from the passage shows that herring are afraid of light-colored objects?

- Ⓐ “The bubble-blowing whale began to swim in a circle, making the wall of bubbles go all the way around the fish.”
- Ⓑ “As the researchers turned the flipper and flashed the white underside at the school, the fish quickly swam away.”
- Ⓒ “When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds.”
- Ⓓ “Like a real humpback flipper, the model was dark on one side and white on the other.”

Which sentence supports the ideas that humpbacks work in groups and form lifelong relationships with other whales?

- Ⓐ "Humpback whales are known for feeding alone or in pairs."
- Ⓑ "When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below."
- Ⓒ "Maybe they also waved their flippers to shoo one another away. "
- Ⓓ "Over the years, the research group has seen that humpback whales often live and hunt together for years."

Select the three sentences that should be left out of a summary of this article.

- Ⓐ Humpback whales hunt together to catch schools of herring.
- Ⓑ The Crittercam is a special video camera that attaches to a whale.
- Ⓒ Whales blow bubbles and wave their flippers to trap fish.
- Ⓓ Researchers used sonar to watch the whales at work.
- Ⓔ Tiny shrimp-like creatures called krill live near the west coast.
- Ⓕ Dr. Sharpe and his team used an aquarium to perform experiments.
- Ⓖ Herring have scales that look like silver in bright sunlight.

Read paragraphs 16 and 17 below. Then underline one sentence that describes how the lead whale moves the fish closer to the other whales.

- 16 Now Dr. Sharpe understood how humpbacks feed together. One whale forms a wall of bubbles around the fish. Other whales approach from the sides and from below. One of the whales, the leader, makes calls from below that send the fish toward the surface and into the ring of bubbles. As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.
- 17 Finally, all of the whales swim up into the feast of fish, making trumpetlike calls and flashing the white sides of their flippers to keep the trapped fish from escaping between them.

Which study in the passage shows that the following idea is false?

“Maybe they also waved their flippers to shoo one another away.”
(paragraph 5)

- Ⓐ a study that uses sonar to study bubbles
- Ⓑ a study using underwater microphones
- Ⓒ a study with an aquarium and herring
- Ⓓ a study using fish and a wall of bubbles

Read the passage. Then answer the questions that follow.

The President Pitches! A Baseball Tradition Begins

by Katherine L. House, Highlights

- 1 April 14, 1910, was more than just another spring day in Washington, D.C. It was Opening Day of the baseball season. That afternoon, the hometown Nationals would play the “lid lifter,” their first game of the year.

- 2 Plenty of people left work early for the 3:45 P.M. matchup at the ballpark. By game time, the temperature reached nearly 70 degrees. More than 13,000 fans, most of them men, jammed into wooden seats and bleachers. Few seemed to mind that the Nationals, often called the “Nats,” had finished last in the American League one year earlier. Instead, fans were looking forward to the promise of a new season.

- 3 Even President William Howard Taft decided to show his support. Like other fans, the 27th president was dressed in a suit and tie and wore a bowler hat. Taft, his wife, Helen, and their friends sat in chairs in a box in the first row. Patriotic bunting adorned the railing in front of them.

- 4 Taft could have sat in a box high up in the stadium reserved for presidents, but he preferred to watch the action with the rest of the crowd.

- 5 One newspaper predicted that the game would be a “pitchers’ battle.” After all, the Nationals’ right-handed pitcher Walter Johnson boasted one of the fastest pitches in baseball. For the Philadelphia Athletics, dependable lefty Eddie Plank would step on the mound. But it was another pitcher who would make headlines that day.

President Taft Plays Ball

6 Before the game started, the umpire walked over to the president in his first-row box and handed him a new baseball. The president took off his dress gloves, while Mrs. Taft held the ball. Taft, a six-foot right-hander, then stood up. With his hat firmly in place, he prepared to throw the ball. Washington catcher Gabby Street waited for the pitch at home plate. But Taft surprised everyone by hurling the ball all the way to the pitcher's mound, where Walter Johnson caught it. Johnson, one of the best pitchers of his day, recalled that Taft's aim was "very good."

A Tradition Begins

7 Taft's small act turned into a big deal. Fans expected a fire chief, mayor, or another politician to throw out the first ball on Opening Day. Never had anyone as important as a U.S. president handled the honors.

8 Sportswriters and fans saw Taft's pitch as more than a simple throw. *The Washington Post* reported, "Of course, it goes without saying that after President Taft had done his part so nobly, the Nationals simply could not lose—and they didn't." Johnson pitched a one-hitter, and the Nationals shut out the Athletics, 3–0. Johnson and Taft were the stars of the day. *The Sporting News* declared Taft's pitch a "momentous event in the history of the national game." It boasted that Taft, by throwing out the first pitch, had endorsed the game as one "worthy of the patronage of every class of people in this broad land."

9 Even Walter Johnson thought the president had done something special. The Nationals' pitcher asked a friend to deliver the ball he caught to the White House with a note asking the president to sign it. Taft struggled to write on the small, round object, but he managed to scribble more than his name:

10 *For Walter Johnson, with the hope that he may continue to be as formidable as in yesterday's game.*

- 11 A messenger delivered the prized souvenir to the ballpark, where Johnson proudly showed it off to his teammates.
- 12 Walter Johnson didn't know how special the pitch would turn out to be. In fact, Taft's throw that day started a famous tradition. Since 1910, every president except Jimmy Carter has tossed out the first ball at least once to celebrate Opening Day. President Franklin Delano Roosevelt did it eight times. He had more opportunities because he held the office longer than anyone else.
- 13 The custom benefited presidents—and the game of baseball. Pictures of the commander in chief at the ballpark helped him score points with the public. And the custom helped to turn baseball into the popular sport of the country—its national pastime.

How does the author support the following statement?

“In fact, Taft’s throw that day started a famous tradition.” (paragraph 12)

- Ⓐ He relates how Taft’s pitch led to his popularity with the general public.
- Ⓑ He states that baseball became the country’s most popular game.
- Ⓒ He provides details on other presidents who have followed Taft’s lead.
- Ⓓ He describes how one president was in office longer than any other.

What does the word patronage refer to as it is used in this sentence?

“It boasted that Taft, by throwing out the first pitch, had endorsed the game as one ‘worthy of the patronage of every class of people in this broad land.’”
(paragraph 8)

- Ⓐ the fans’ attendance
- Ⓑ the president’s pitch
- Ⓒ the players’ success
- Ⓓ the sport’s popularity

The notes for a summary need to be arranged correctly in the order in which the events occur.

Indicate the correct order of events by writing the numbers 1 to 5 on the blanks before each sentence.

- ___ Nearly all presidents since President Taft have thrown out the first ball on Opening Day.
- ___ An umpire gave the ball to President Taft so he could throw it to home plate.
- ___ President Taft attended the Washington Nationals' first game of the 1910 season.
- ___ President Taft threw the ball to Walter Johnson on the pitcher's mound.
- ___ Many people felt that President Taft's throw was important for the sport of baseball.

What is the meaning of the phrase score points with as it is used in this sentence?

"Pictures of the commander in chief at the ballpark helped him score points with the public." (paragraph 13)

- Ⓐ get money from
- Ⓑ gain respect from
- Ⓒ compete against
- Ⓓ join as a team

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does the author include the following sentence in the passage?

“Johnson, one of the best pitchers of his day, recalled that Taft’s aim was ‘very good.’” (paragraph 6)

- Ⓐ to show that Taft should have been a baseball player
- Ⓑ as proof that Johnson doubted Taft’s ability
- Ⓒ to explain why Johnson was able to catch the ball
- Ⓓ as evidence that Taft’s pitch was unexpected

Part B

Which sentence from the passage supports the answer in Part A?

- Ⓐ “Like other fans, the 27th president was dressed in a suit and tie and wore a bowler hat.”
- Ⓑ “The president took off his dress gloves, while Mrs. Taft held the ball.”
- Ⓒ “But Taft surprised everyone by hurling the ball all the way to the pitcher’s mound”
- Ⓓ “Walter Johnson didn’t know how special the pitch would turn out to be.”

Which two sentences from the passage support the idea that people in 1910 wore nice clothes to sporting events?

- Ⓐ "Like other fans, the 27th president was dressed in a suit and tie and wore a bowler hat."
- Ⓑ "Patriotic bunting adorned the railing in front of them."
- Ⓒ "Plenty of people left work early for the 3:45 P.M. matchup at the ballpark."
- Ⓓ "Pictures of the commander in chief at the ballpark helped him score points with the public."
- Ⓔ "The president took off his dress gloves, while Mrs. Taft held the ball."

Read the passages. Then answer the questions that follow.

Smart Machines

by Jeremiah Kenyon

1 For centuries, people have told stories of smart machines built to take the jobs of people. A legend from India tells of a king who sets up machines to guard a great treasure. Another old story tells of a machine smart enough to do household chores. These stories imagine how machines could free humans from work that is dangerous or dull. Today, such smart machines are called robots.

What Can Robots Do?

2 Over the last century, the ancient stories about robots have come true: they are taking over the jobs that humans find dull or dangerous. The first robots appeared in the 1940s, but robots truly began working alongside humans in 1961.

3 A robot called *Unimate* worked in a New Jersey car factory. It looked like a squashed washing machine with a stubby metal arm bolted onto its hood. The job it took over was repetitive and risky. It joined hot metal pieces together over and over in a process that produced deadly gases. If a human worker grew tired, disaster could result. But a robot doesn't get weary, and it won't get sick from toxic fumes.

4 *Unimate's* success led to the rise of robots in the workforce. Since 1961, robots have been used in factories worldwide. They are now even seen in homes, in the form of saucer-shaped robots that vacuum floors.

5 As *Unimate* and the floor-cleaning robots show, robots do not need to look human. In fact, for many tasks, it's bad for a robot to have a human form. Think about robots exploring the seas. What forms work best? True, humans can swim, but we're not built for it. Even with flippers attached to the feet, we use a

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lot of energy and don't move very quickly. For underwater work, engineers have built robots that imitate the shapes and movements of sea creatures. Crablike robots scramble over the sea floor, looking for sunken ships. Fishlike robots dart over, around, and through coral reefs. Robots that look like jellyfish float just beneath the water's surface. These robots take pictures of the ocean floor, study sea life, and gather information about temperature, saltiness, and so on. Land-based robots also have many animal-like forms, looking like crabs that crawl and snakes that slither.

- 6 Robots imitate more than animal forms. They can look like vehicles. Some robots look like little boats, powered by the Sun. Land-bound robots travel on wheels. Robots in the air take the form of little planes or helicopters.

The Future of Robots

- 7 What will the next few decades of robotics bring? Robots will almost certainly take over more tasks currently performed by humans. Companies are developing driverless vehicles that could eventually drive cars and trucks more safely than humans can. Engineers are teaching robots to sense human emotions and respond to unexpected situations. Such robots might be able to take over jobs, such as fast food worker or bank teller, that require mildly unpredictable interactions with humans. Someday, many jobs in the transportation and service industries will disappear, their duties assumed by robots.
- 8 As robots take over more kinds of work, people may rightfully wonder what will be left for humans to do. It's important, however, to remember all the good robots are doing. Robots are freeing us from dangerous work, and they're expanding our knowledge of sea, land, sky, and even space.

Getting Ready for the Robots

by *Theodora Huxley*

1 Will robots in the future take over all the jobs people do today? It's a question people have been wondering about since the birth of automation, or machines that can nearly, or completely, run themselves.

2 For centuries, people made and used simple machines to help them do the hard work of pulling and lifting. Wheels and levers are examples of simple machines powered by humans or animals. However, about 350 years ago, people invented machines that could do the hard work without the power of humans or animals. Automation changed the world, and it's still changing the way people live and work.

Automation and Farming

3 In 1850, 80 percent of workers in the United States worked on farms, using either human or animal power to plow fields, harvest crops, and feed animals. All that changed with the invention of machines powered by steam, gas, or diesel. Tractors and other farm machines began to do the work of many people in much less time. As a result, fewer people were needed to run a farm. By 1910, only 40 percent of American laborers worked on farms. Today, only about 2 percent of U.S. workers make their livings on farms.

4 This historical example doesn't just tell us how automation drastically changed a form of work. It alerts us that we should look ahead and ask, "What's automation going to transform next"? Put simply, the history of automation tells us that many jobs that are common today won't be around in a few decades.

Where Robots Might Pop Up

5 Right now, economists¹ are trying to predict what jobs robots will take from humans in the next few decades. They point to jobs in two industries: transportation and service.

6 What might happen in transportation? Currently, several companies are developing driverless vehicles. These are cars, vans, buses, and semitrailers that can travel along highways and through cities entirely by themselves. This development puts at risk those jobs involving the transportation of people and goods. In other words, in the coming decades, far fewer jobs will exist for taxi drivers, bus drivers, and truck drivers.

¹ **economists:** experts in how wealth is created and used

Go On

7 And what about the service industry? Right now, if you visit a fast-food restaurant, stop by a bank, or visit a gas station, a person takes your order, handles your money, or sells you gas and snacks. The people at the counters can help you find things, answer your questions, and respond to unexpected situations. Right now, engineers are designing robots to do these exact same things. Such robots are decades off, but they're on the way.

Automation Has a Bright Side

8 Fewer jobs for people might sound gloomy, but history shows us that automation has a bright side. As some jobs disappear, new jobs appear. Again, consider what happened in the United States after 1850. As automation on farms expanded, the number of farming jobs dropped, but the number of jobs elsewhere rose. Workers were needed to dig for coal, search for fossil fuels², and design, build, and fix the machines. People were needed to transport and sell the growing quantity of food, not just to people in the United States but to people around the world. And what about those farm workers who moved to the cities? New businesses appeared to meet their needs—grocery stores, hardware stores, newspapers, and so on. Farm jobs may have disappeared, but new and different jobs arose to take their place.

9 The point isn't to fear automation. We need to prepare for it. We can get ready for the future by learning all the skills that robots can't copy.

What Robots Cannot (and Might Never) Do

10 Robots lack the combination of brains and coordination possessed by skilled workers such as chefs, carpenters, and plumbers. Robots also lack "the human touch"—the warmth and emotion that people can provide. While robots are good at organizing information, they can't dream up new ideas. Robots won't take over the creative jobs of musicians and writers.

11 Robots may be coming for some jobs, but most jobs will still need human intelligence and spirit. Preparing for the future means finding and developing the skills robots can't perform. That way, when the robots come, we'll have the jobs they won't know how to do.

² **fossil fuels:** natural materials such as coal, oil, and gas that are burned to produce energy

What is the meaning of repetitive as it is used in paragraph 3 of "Smart Machines"?

- Ⓐ very difficult
- Ⓑ very dangerous
- Ⓒ something that is done many times
- Ⓓ something that takes a long time to finish

Select two main ideas from "Smart Machines."

- Ⓐ Robots will be able to drive cars one day.
- Ⓑ Robots assist some people in cleaning their homes.
- Ⓒ Robots began working with people in the early 1960s.
- Ⓓ Robots can be shaped to work in different environments.
- Ⓔ Robots are able to do jobs that people could get hurt doing.

According to "Getting Ready for the Robots," how did automation change American farming from 1850 through 1910?

- Ⓐ Machines required more farmers to work longer and harder.
- Ⓑ Farmers could use machines that saved them time and energy.
- Ⓒ Steam, gas, and diesel power were no longer needed on farms.
- Ⓓ Farmers were able to grow a greater variety of crops with machines.

Which of the following is true, based on information in both "Smart Machines" and "Getting Ready for the Robots"?

- Ⓐ When robots replace human workers, new jobs are created.
- Ⓑ The earliest robots were used in factories around the world.
- Ⓒ In the future, robots will play a bigger role in delivering goods.
- Ⓓ It will be a long time before robots can do creative human jobs.

Which of the following sentences compares the perspectives presented in the passages?

- Ⓐ The passages present similar perspectives on the shapes of robots.
- Ⓑ The passages present differing perspectives on the safety of robots.
- Ⓒ The passages present differing perspectives on the purpose of robots.
- Ⓓ The passages present similar perspectives on the advantages of robots.

How is the structure of "Smart Machines" similar to the structure of "Getting Ready for the Robots"?

- Ⓐ Both passages compare and contrast the work of robots and humans.
- Ⓑ Both passages describe a problem with the design of robots and how it was solved.
- Ⓒ Both passages outline the negative effects of using robots in the transportation industry.
- Ⓓ Both passages introduce the topic of robots by describing how they have been portrayed in stories.

Read the passages. Then answer the questions that follow.

from *The Jungle Book*

*excerpt from The Jungle Book by Rudyard Kipling, published by
The Century Co., 1920.*

1 Now, the Law of the Jungle lays down that if there is any dispute as to the right of a cub to be accepted by the Pack, he must be spoken for by at least two members of the Pack who are not his father and mother.

2 “Who speaks for this cub?” said Akela. “Among the Free People, who speaks?” There was no answer.

3 Then the only other creature who is allowed at the Pack Council—Baloo, the sleepy brown bear who teaches the wolf cubs the Law of the Jungle; old Baloo, who can come and go where he pleases because he eats only nuts and roots and honey—rose up on his hind quarters and grunted.

4 “The man’s cub—the man’s cub?” he said. “I speak for the man’s cub. There is no harm in a man’s cub. I have no gift of words, but I speak the truth. Let him run with the Pack, and be entered with the others. I myself will teach him.”

5 “We need yet another,” said Akela. “Baloo has spoken, and he is our teacher for the young cubs. Who speaks besides Baloo?”

6 A black shadow dropped down into the circle. It was Bagheera, the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path. He had a voice as soft as wild honey dripping from a tree, and a skin softer than down.

7 “To kill a naked cub is a shame. Besides, he may make better sport for you when he is grown. Baloo has spoken in his behalf. Now to Baloo’s word I will add one bull, . . . not half a mile from here, if ye will accept the man’s cub according to the Law.”

8 There was a clamor of scores of voices, saying: "What matter? He will die in the winter rains. He will scorch in the sun. What harm can a naked frog do us? Let him run with the Pack. Where is the bull, Bagheera? Let him be accepted." . . .

9 "It was well done," said Akela. "Men and their cubs are very wise. He may be a help in time."

10 "Take him away," he said to Father Wolf, "and train him as befits one of the Free People."

11 And that is how Mowgli was entered into the Seeonee wolf-pack for the price of a bull and on Baloo's good word.

12 Now you must be content to skip ten or eleven whole years, and only guess at all the wonderful life that Mowgli led among the wolves. . . . He grew up with the cubs, though they of course were grown wolves almost before he was a child. Father Wolf taught him his business, and the meaning of things in the jungle, till every rustle in the grass, every breath of the warm night air, every note of the owls above his head, every scratch of a bat's claws as it roosted for a while in a tree, and every splash of every little fish jumping in a pool, meant just as much to him as the work of his office means to a business man. When he was not learning he sat out in the sun and slept, and ate, and went to sleep again; when he felt dirty or hot he swam in the forest pools. . . .

13 . . . He took his place at the Council Rock, too, when the Pack met. He discovered that if he stared hard at any wolf, the wolf would be forced to drop his eyes, and so he used to stare for fun.

14 At other times he would pick the long thorns out of the pads of his friends, for wolves suffer terribly from thorns and burs in their coats. He would go down the hillside into the cultivated lands by night, and look very curiously at the villagers in their huts. . . .

15 Mother Wolf told him once or twice that Shere Khan was not a creature to be trusted. . . . A young wolf would have remembered that advice every hour. Mowgli forgot it because he was only a boy—though he would have called himself a wolf if he had been able to speak in any human tongue. . . .

Go On

from *Ruth Fielding at Snow Camp*

*excerpt from Ruth Fielding at Snow Camp: or, Lost in the Backwoods
by Alice B. Emerson, published by Cupples & Leon Company, 1913.*

1 "I don't think we'd better go home that way, Helen."

2 "Why not? Mr. Bassett won't care—and it's the nearest way to the road."

3 "But he's got a sign up—and his cattle run in this pasture," said Ruth
Fielding, who, with her chum, Helen Cameron, and Helen's twin brother, Tom,
had been skating. . . .

4 The ground was hard and the ice was thick on the river; but the early
snows that had fallen were gone. . . . It was snapping cold weather, but the sun
had been bright this day and for three hours or more the friends had enjoyed
themselves on the ice.

5 "Surely Hiram Bassett hasn't turned his cows out in this weather,"
laughed Helen. . . .

6 "We are only going to cut across Bassett's field—it won't take
ten minutes. . . ."

7 "All right," agreed Ruth Fielding, doubtfully. . . .

8 "Come on!" said Tom, again. . . .

9 They had climbed the steep bank now and started across the pasture in
what Tom called "a catter-cornering" direction. . . .

10 Halfway across the field they passed along the edge of a bush-bordered
hollow. Their skating caps—Tom's white, Ruth's blue, and Helen's of a brilliant
scarlet—bobbed up and down beside the hedge, and anybody upon the other
side, in the hollow, might have been greatly puzzled to identify the bits of color.

11 “For mercy’s sake! what’s that?” [said] Helen, suddenly.

12 The others fell silent. A sudden stamping upon the frozen ground arose from beyond the bushes. Then came a reverberating bellow.

13 Tom leaped through the bushes and looked down the hill. There sounded the thundering of pounding hoofs, and the boy sprang back to the side of his sister and her chum with a cry.

14 “Run!” he gasped. “The bull is there—I declare it is! He’s coming right up the hill and will head us off. We’ve got to go back. . . .”

15 “Oh, dear me! dear me!” cried his sister. “What will we do—”

16 “Run, I tell you!” repeated Tom, seizing her hand.

17 Ruth had already taken her other hand. With their skates rattling over their shoulders, the trio started back across the field. The bull parted the bushes and came thundering out upon the plain. He swerved to follow them instantly. There could be no doubt that he had seen them, and the bellow he repeated showed that he was very much enraged and considered the three friends his particular enemies.

18 Ruth glanced back over her shoulder and saw that the angry beast was gaining on them fast. It was indeed surprising how fast the bull could gallop. . . .

19 “Come this way!” commanded Ruth, suddenly turning to the left, toward the bank of the open creek. . . .

20 “We can’t cross the creek, Ruthie!” shrieked Helen. “He will get us, sure.”

21 “But we can get below the bank—out of sight!” panted her chum.
“Come, Tom! . . .”

22 “It’s our caps he sees,” declared Master Tom. “That old red cap . . . is what is exciting him so.”

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- 23 In a flash Ruth Fielding snatched the red cap from her chum's head and ran on with it toward the bank of the creek. The others followed her while the big bull, swerving in his course, came bellowing on behind. . . .
- 24 The thunder of his hoofs was in their ears. They did not speak again as they came to the steep bank down to the open creek. There, just before them, was an old hollow stump, perhaps ten feet high, with the opening on the creek side. . . .
- 25 As Helen went over the bank and disappeared on one side of the stump, Tom darted around the other side. Ruth, with the red cap in her hand, stumbled over a root and fell to her knees. She was right beside the hollow stump, and Helen's cap caught in a twig and was snatched from her hand.
- 26 As Ruth scrambled aside and then fairly rolled over the edge of the bank out of sight, the cap was left dangling right in front of the stump. The bull charged it. That flashing bit of color was what had attracted the brute from the start. . . .
- 27 And then the forefront of the bull collided with the rotten old stump. Taurus smashed against it with the force of a pile-driver—three-quarters of a ton of solid flesh and bone, going at the speed of a fast train, carries some weight. . . .
- 28 Crash!
- 29 The rotten roots gave way. They were torn out of the frozen ground, the stump toppled over, and, carrying a great ball of earth with it, plunged down the bank of the creek.
- 30 Tom had clutched the girls by their hands again and the three were running along the narrow shore under shelter of the bank. The bull no longer saw them. Indeed, the shock had thrown him to the ground, and when he scrambled up, he ran off, bellowing and tossing his head, in an entirely different direction.

What is the meaning of the phrase as soft as wild honey dripping from a tree as it is used in this sentence from *The Jungle Book*?

“He had a voice as soft as wild honey dripping from a tree, and a skin softer than down.” (paragraph 6)

- Ⓐ sticky and sweet
- Ⓑ smooth and gentle
- Ⓒ slow and sharp
- Ⓓ deep and mild

How do paragraphs 6 and 7 in the *The Jungle Book* contribute to the passage?

- Ⓐ They add suspense and help the reader understand Baloo’s enemy.
- Ⓑ They describe the panther and what his opinions are about humans.
- Ⓒ They introduce the character of Bagheera and his support for Mowgli.
- Ⓓ They change the tone from hopeful to scary and create excitement.

Read this sentence from *The Jungle Book*.

“Father Wolf taught him his business, and the meaning of things in the jungle, till every rustle in the grass, every breath of the warm night air, every note of the owls above his head, every scratch of a bat’s claws as it roosted for a while in a tree, and every splash of every little fish jumping in a pool, meant just as much to him as the work of his office means to a business man.” (paragraph 12)

What does the phrase roosted for a while mean?

- Ⓐ settled
- Ⓑ flew
- Ⓒ worked
- Ⓓ searched

How does paragraph 12 fit into the structure of *The Jungle Book*?

- Ⓐ It hints at the trouble that the wolves will someday have with Mowgli.
- Ⓑ It gives the reasons the animals decide to accept Mowgli into the pack.
- Ⓒ It explains what Mowgli learns in the years after being accepted into the pack.
- Ⓓ It shows that Akela is correct in saying that men and their cubs are very wise.

Which states the theme of this passage from *The Jungle Book*?

- Ⓐ Important decisions should be made by the leader of a group.
- Ⓑ Wild animals are right to see humans as a great threat.
- Ⓒ Animals and humans need each other to stay safe in the jungle.
- Ⓓ An outsider can learn the ways of others if they accept him.

What is the meaning of the word enraged as it is used in this sentence from *Ruth Fielding at Snow Camp*?

“There could be no doubt that he had seen them, and the bellow he repeated showed that he was very much enraged and considered the three friends his particular enemies.” (paragraph 17)

- Ⓐ furious
- Ⓑ unhappy
- Ⓒ bored
- Ⓓ curious

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which word describes most of the events in this excerpt of *Ruth Fielding at Snow Camp* as the narrator portrays them?

- Ⓐ exciting
- Ⓑ humorous
- Ⓒ puzzling
- Ⓓ mysterious

Part B

Select two excerpts from the text that support the answer in Part A.

- Ⓐ "Halfway across the field they passed along the edge of a bush-bordered hollow."
- Ⓑ "Their skating caps . . . bobbed up and down beside the hedge. . . ."
- Ⓒ ". . . anybody upon the other side . . . might have been greatly puzzled to identify the bits of color."
- Ⓓ "It was indeed surprising how fast the bull could gallop. . . ."
- Ⓔ "The thunder of his hoofs was in their ears."

In *The Jungle Book*, Mowgli helps his wolf friends by pulling thorns from their paws. Which sentence from *Ruth Fielding* shows this same theme of caring for friends?

- Ⓐ "There sounded the thundering of pounding hoofs, and the boy sprang back to the side of his sister and her chum with a cry."
- Ⓑ "In a flash Ruth Fielding snatched the red cap from her chum's head and ran on with it toward the bank of the creek."
- Ⓒ "Ruth glanced back over her shoulder and saw that the angry beast was gaining on them fast."
- Ⓓ "Tom had clutched the girls by their hands again and the three were running along the narrow shore under shelter of the bank."

How are the characters in *The Jungle Book* different from the characters in *Ruth Fielding at Snow Camp*?

- Ⓐ In *The Jungle Book*, the characters show great emotion. In *Ruth Fielding at Snow Camp*, the characters are calm.
- Ⓑ In *The Jungle Book*, the animals are helpful. In *Ruth Fielding at Snow Camp*, the animal is dangerous.
- Ⓒ In *The Jungle Book*, the characters like each other. In *Ruth Fielding at Snow Camp*, the characters do not like each other.
- Ⓓ In *The Jungle Book*, the animals are wild. In *Ruth Fielding at Snow Camp*, the animal is tame.

Read the poem. Then answer the questions that follow.

My Prairies

"My Prairies" by Hamlin Garland, from The School of Education Record of the University of North Dakota, Volumes 7–13 by University of North Dakota, School of Education, published 1921.

1 I love my prairies, they are mine
From zenith¹ to horizon line,
Clipping a world of sky and sod
Like the bended arm and wrist of God.

5 I love their grasses. The skies
Are larger, and my restless eyes
Fasten on more of earth and air
Than seashore furnishes anywhere.

I love the hazel thickets; and the breeze,
10 The never resting prairie winds. The trees
That stand like spear points high
Against the dark blue sky

Are wonderful to me. I love the gold
Of newly shaven stubble, rolled.
15 A royal carpet toward the sun, fit to be
The pathway of a deity.²



I love the life of pasture lands; the songs of birds
Are not more thrilling to me than the herd's
Mad bellowing or the shadow stride
20 Of mounted herdsman at my side.

I love my prairies, they are mine
From high sun to horizon line.
The mountains and the cold gray sea
Are not for me, are not for me.

¹ **zenith:** the highest point in the sky

² **deity:** a god or goddess, as in a *deity* of ancient Greece

Which of these expresses the overall message in "My Prairies"?

- Ⓐ There is much to love about prairies.
- Ⓑ Prairies are home to many animals.
- Ⓒ It is easy to get lost in vast, empty prairies.
- Ⓓ Prairies have better views than seashores.

Read lines 10–12 from the poem.

"The never resting prairie winds. The trees
That stand like spear points high
Against the dark blue sky"

What idea is the speaker trying to express about the trees?

- Ⓐ They wave their branches like soldiers with spears.
- Ⓑ They can barely be seen against the dark blue sky.
- Ⓒ They must fight to stand against the constant winds.
- Ⓓ They rise tall and thin above the empty landscape.

Underline phrases in stanzas 4 and 5 that support the idea that the speaker enjoys the sound of cows as much as that of birds.

Are wonderful to me. I love the gold
Of newly shaven stubble, rolled.

15 A royal carpet toward the sun, fit to be
The pathway of a deity.

I love the life of pasture lands; the songs of birds
Are not more thrilling to me than the herd's
Mad bellowing or the shadow stride

20 Of mounted herdsmen at my side.

What does the figurative language refer to in lines 15 and 16 below?

"A royal carpet toward the sun, fit to be
The pathway of a deity."

- Ⓐ pointed blades of tall grass on the top of rolling hills
- Ⓑ brightly lit mown grass stretching as far as one can see
- Ⓒ hazel branches fighting against a constantly blowing wind
- Ⓓ distant trees rising tall above an empty landscape

Select one description from the poem that is represented by the illustration.

- Ⓐ "I love the hazel thickets; and the breeze . . ."
- Ⓑ ". . . Like the bended arm and wrist of God."
- Ⓒ "I love their grasses. The skies are larger . . ."
- Ⓓ "The trees that stand like spear points high . . ."
- Ⓔ ". . . the songs of birds are not more thrilling to me . . ."
- Ⓕ "The mountains and the cold gray sea are not for me . . ."

What does the first-person speaker of the poem help the reader understand?

- Ⓐ how the plants and animals on the prairie live
- Ⓑ what work the speaker does while on the prairie
- Ⓒ how other people feel about the prairie in general
- Ⓓ what the speaker feels when looking out at the prairie

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which statement describes how the last stanza adds to the poem as a whole?

- Ⓐ It lets the reader know that the main reason the speaker loves the prairie is that he owns it and calls it "mine."
- Ⓑ It reveals that the speaker actually lives by the mountains and the seashore but often wishes he still lived on the prairie.
- Ⓒ It describes the speaker's love of prairies by contrasting that love with how little he cares for the mountains and the sea.
- Ⓓ It explains that all the speaker can see in his part of the world are prairies in every direction.

Part B

Which lines from the poem support the answer in Part A?

- Ⓐ "I love my prairies, they are mine / From zenith to horizon line, / Clipping a world of sky and sod"
- Ⓑ ". . . and my restless eyes / Fasten on more of earth and air / Than seashore furnishes anywhere."
- Ⓒ ". . . I love the gold / Of newly shaven stubble, rolled. / A royal carpet toward the sun . . ."
- Ⓓ "I love the life of pasture lands; the songs of birds / Are not more thrilling to me than the herd's / Mad bellowing . . ."



Session 2: Editing Task

Questions #52–57

Six underlines in the text show a word or phrase that may be incorrect. Read the passage. Then answer the questions that follow.

I was born in Missouri on May 1, 1852. A few years ago, my family moves from Missouri to Montana. We traveled to Montana with a wagon train. On the way, I spent my days hunting with the men. By the end of the trip I had become a fearless hunter for a girl of my age.

I liked the nights on the trip best of all. We would gather around the campfire after dinner to talk sing songs and tell stories. My faverite song was “Sweet Betsy from Pike.”

We had to deal with difficulties along the way. Sometimes we had to cross fast-flowing streams, and these times were exciting. Many of the streams had boggy places along the banks. Unless we were very careful, we would have lost horses. In other places, streams were swollen because of heavy rains. When this happened, the men would select the safest places to cross the streams.

Traveling across the frontier was difficult. But you already knew that didn't you? I can't believe that by summertime, I will had lived here for three years. Montana truly feels like home.

52

Read the sentence below.

A few years ago, my family moves from Missouri to Montana.

Rewrite the sentence, correcting the underlined word.

53

Read the sentence below.

By the end of the trip I had become a fearless hunter for a girl of my age.

Rewrite the sentence, using correct punctuation.

54

Read the sentence below.

We would gather around the campfire after dinner to talk sing songs and tell stories.

Rewrite the sentence, using correct punctuation.

Go On

55

Read the sentence below.

My faverite song was "Sweet Betsy from Pike."

Rewrite the underlined word, spelling it correctly.

56

Read the sentence below.

But you already knew that didn't you?

Rewrite the sentence, using correct punctuation.

57

Read the sentence below.

I can't believe that by summertime, I will had lived here three years.

Rewrite the sentence, correcting the underlined phrase.

