

BRIDGEPORT PUBLIC SCHOOLS

**READING
CMT PRACTICE
PACKET**

#1

Reading



STUDENT'S NAME: _____

What made one tin soldier different from all the others? Is it sometimes good to be different? Read the story and see what you think.

from *The Steadfast Tin Soldier*

by Hans Christian Anderson

1. There were once five and twenty tin soldiers, all brothers, for they were the offspring of the same old tin spoon. Each man shouldered his gun, kept his eyes well to the front, and wore the smartest red and blue uniform imaginable. The first thing they heard in their new world, when the lid was taken off the box, was a little boy clapping his hands and crying, "Soldiers, soldiers!" It was his birthday and they had just been given to him; so he lost no time in setting them up on the table.
2. All the soldiers were exactly alike; with one exception. One soldier differed from the rest in having only one leg. He was made last, and there was not quite enough tin left to finish him. However, he stood just as well on his one leg as the others on two; in fact, he is the very one who is to become famous.
3. On the table where they were being set up were many other toys; but the chief thing which caught the eye was a delightful paper castle. You could see through the tiny windows, right into the rooms. Outside there were some little trees surrounding a small mirror, representing a lake, whose surface reflected the waxen swans which were swimming about on it. It was altogether charming, but the prettiest thing of all was a little maiden standing at the open door of the castle. She, too, was cut out of paper, but she wore a dress of the lightest gauze, with a dainty little blue ribbon over her shoulders, by way of a scarf, set off by a brilliant spangle as big as her whole face. The little maid was stretching out both arms, for she was a dancer, and in the dance one of her legs was raised so high into the air that the tin soldier could see absolutely nothing of it, and supposed that she, like himself, had but one leg.
4. "That would be the very wife for me," he thought, "but she is much too grand. She lives in a palace, while I only have a box, and then there are five

and twenty of us to share it. No, that would be no place for her! But I must try to make her acquaintance!"

5. Then he lay down full length behind a snuffbox, which stood on the table. From that point he could have a good look at the lady, who continued

to stand on one leg without losing her balance.

6. Late in the evening the other soldiers were put into their box, and the people of the house went to bed. Now was the time for the toys to play; they amused themselves with playing



games, fighting battles, and giving balls. The tin soldiers rustled about in their box, for they wanted to join the games, but they could not get the lid off. The nutcrackers turned somersaults, and the pencil scribbled nonsense on the slate. There was such a noise that the canary

woke up and joined in, but his remarks were in verse. The only two who did not move were the tin soldier and the little dancer. She stood stiff as ever on tiptoe, with her arms spread out; he was equally firm on his one leg, and he did not take his eyes off her for a moment.

18. Where do the five and twenty tin soldiers come from?

- a. They come from a tiny castle made of paper.
- b. They are the offspring of an old tin spoon.
- c. They come from a fancy toy shop in the heart of the city.
- d. They come from a place so far away that no one knows just where it is.

19. Why does the boy cry and clap his hands when he **FIRST** sees the tin soldiers?

- f. He is delighted with the gift he has received for his birthday.
- g. He is frightened by the soldiers.
- h. He is trying to please the people who are looking on.
- j. He wants the tin soldiers to feel welcome.

20. What makes one tin soldier different from all the rest?

- a. One tin soldier wears the smartest red and blue uniform imaginable.
- b. Only one keeps his eyes well to the front.
- c. One tin soldier shoulders a gun.
- d. One tin soldier has only one leg.

21. What is the **MAIN** thing that catches the eyes of the tin soldiers as they are set up on the table?

- f. many other toys
- g. a small mirror representing a lake
- h. the one soldier who is different from the rest
- j. a delightful paper castle

22. Of everything on the table, the **MOST** charming thing of all is

- a. the youngest tin soldier himself.
- b. the little trees surrounding a small mirror.
- c. the waxen swans swimming about.
- d. the little maiden cut out of paper.

23. In this story, the word dainty means

- f. very small and delicate.
- g. unusually timid.
- h. kind and generous.
- j. extremely polite.

24. Why is the little maid stretching out both arms when we FIRST see her?

- a. She wants to greet the five and twenty tin soldiers.
- b. She is waving to the boy on his birthday.
- c. She is calling to the swans.
- d. She is a dancer, and this is her pose.

25. The youngest tin soldier says of the little maid, "That would be the very wife for me!" because he thinks that

- f. she lives in a beautiful castle and must therefore have great wealth.
- g. she, like him, has only one leg.
- h. she, like him, is only a toy.
- j. she is dancing to please him.

26. How do you know that this story was NOT written recently?

- a. Toy soldiers are no longer made of tin.
- b. Children no longer receive toy soldiers as gifts.
- c. Many of the words and expressions used in this story sound old-fashioned.
- d. The author tells you that this is a story from long ago.

27. How does the author use the characters in this story?

- f. He uses them to show what soldiers are really like.
- g. He makes them come to life through words the little boy himself is using.
- h. He presents them as though they actually were alive and had feelings just as you and I do.
- j. He uses them to show how even brothers are different in some ways.

28. The youngest tin soldier lies down full length behind a snuffbox that stands on the table because from there he can

- a. see all the other tin soldiers.
- b. watch the toys as they play.
- c. keep an eye on the little boy.
- d. have a good look at the lady.

29. In this story, the word steadfast means

- f. made of tin.
- g. firm in purpose.
- h. able to stand on one leg.
- j. standing by the side of a table.

Jonathan's gym teacher asked each of the students to find out about a game played in another country. Jonathan read this explanation about a game from the African country of Uganda.

LAWALA

Section A. *Games are fun, entertaining, and challenging. Games are social times shared with friends and family. People around the world enjoy them.*

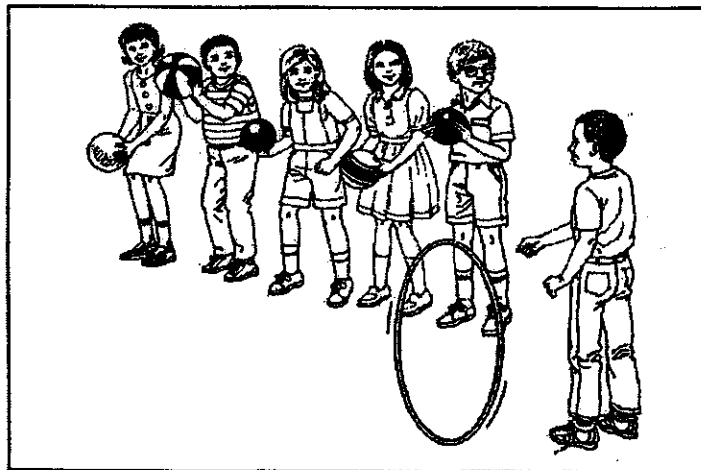
Section B. *In Uganda (ooh-GAHN-dah), a country in east-central Africa, children develop skill at throwing spears by playing a game called LAWALA. You can play this exciting game outdoors with a group of friends. Since spears are dangerous, you can use balls instead.*

WHAT YOU NEED:

- hula hoop
- 1 ball for each player

HOW TO PLAY:

- Step 1.** Form two teams of equal number. Decide which team is Team A and which is Team B. Team A goes first.
- Step 2.** Team A lines up side by side. Each player has a ball.
- Step 3.** The captain of Team B rolls a hula hoop across the ground about fifteen feet in front of Team A's line of players.
- Step 4.** As the hoop rolls along, members of Team A attempt to throw their balls through the middle of the moving target. Team A scores one point for each ball that passes through the hoop.
- Step 5.** Team A's turn continues as long as at least one ball goes through the hoop.
- Step 6.** When Team A fails to score, Team B lines up. The captain of Team A rolls the hoop, and the opponents try to pitch their balls through it.
- Step 7.** The game ends when the first team scores fifty points.



Reading Comprehension

Answer questions 10 through 16
on your answer sheet.

- 10 Which one of these sentences would fit best at the end of section A?
- f Games are meant to be won.
 - g Games bring people together.
 - h Games take a long time to play.
 - j Games are dangerous to play.
- 11 In what way is Lawala different from basketball?
- a Each side has an equal number of players.
 - b The hoop doesn't stay still during the game.
 - c The ball is thrown through a round target.
 - d Points are given when a ball goes through the hoop.
- 12 According to steps 4 and 5, what happens after Team B's captain rolls the hoop in front of Team A's players?
- f Members of Team A try to throw balls through the moving target.
 - g Team A players line up side by side behind the moving target.
 - h Team B players line up side by side behind the moving target.
 - j Members of Team B are given a ball to throw at the moving target.

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- 13 Step 4 can best be described as
- a an opinion.
 - b a definition.
 - c an explanation.
 - d a comparison.
- 14 The game of Lawala is over when
- f one team fails to score any points.
 - g spears destroy the balls.
 - h a team scores fifty points.
 - j balls stop going through the hoop.
- 15 Which sentence can be supported with information in the story?
- a Deciding who will roll the hula hoop first takes time.
 - b Scoring the points needed to win Lawala is easy.
 - c Children like to play a game until they get good at it.
 - d Very few items are needed to play the game of Lawala.
- 16 As it is used in step 6, the word opponents means
- f relatives.
 - g people you know well.
 - h operators.
 - j people on the other team.

GO ON ►

Read the passage below and note that words are missing from it. Where a word is missing, there is a blank line with a number. Next to the passage are the same numbers and five words. Choose the word that makes the most sense for each blank.

We keep cats as pets. Cats are beautiful. They have soft fur. They walk gracefully. They are loving and intelligent. We keep them because we love them. We do not expect them to kill rats. Yet originally, cats were not kept because they were beautiful. They were needed to find and kill rats. They were used as 1.

- 1 a) owners b) hunters
c) models d) swimmers
e) actors

It all began more than 4,000 years ago. The only cats in those days were wild ones. The ancient Egyptians began to tame these wild cats. They brought them into their homes. They also put cats into places where grain was stored. These storage buildings were full of rats. Rats ate the grain. They also spread disease. The Egyptian cats killed the rats. The Egyptians benefited in two ways. They had more food. They were also 2.

- 2 a) wiser b) sleeper
c) hungrier d) healthier
e) warmer

Other countries learned of the Egyptian rat killers. They sent thieves to Egypt. They tried to 3 some of these valuable cats. The Egyptians tried to keep their cats. But some were taken out of Egypt to Europe. Egyptian cats bred with the wild cats of Europe. Soon there were new breeds. Short-haired cats and long-haired cats were the basic types. Now there are many more kinds of cats. There are more than 30 major breeds in the world.

- 3 a) cure b) replace
c) train d) kill
e) steal

More than 600 years ago, a terrible disease spread over the world. This awful 4 was called the bubonic plague. It killed millions of people. In some countries, half the people died. Rats spread the disease. Cats killed the diseased rats. This saved many people from the plague. Cats were also needed on ships. They killed rats. The first people who came to this country brought cats. The American Colonists 5 them. Cats were their favorite pets.

- 4 a) weather b) man
c) weapon d) temperature
e) sickness

Some city people worry about cats. They fear their cats will get lost. Cats can usually find their way home.

- 5 a) hated b) loved
c) cured d) fed
e) captured

Once a cat was given by a boy in Oklahoma to his girlfriend. She moved to California. She now lived in a 6 place. The cat missed its original owner. It walked back home. The cat went more than a thousand miles to the boy it loved. This homesick cat 7 more than a year. It walked back to its first home.

- 6 a) pretty b) safe
c) distant d) dry
e) happy

- 7 a) lived b) waited
c) traveled d) thought
e) cried

Read the passage below and note that words are missing from it. Where a word is missing, there is a blank line with a number. Next to the passage are the same numbers and five words. Choose the word that makes the most sense for each blank.

Medieval craft guilds were associations of men practicing the same trade. Guilds cared for members' needs. They nursed sick members, buried dead ones, and found homes for the homeless. Sometimes business was bad or supplies were cut off. Many people were in danger of starving. But guild members were the last to 22. The guild sustained them during hard times.

- 22 vote suffer
 unite advance
 finish

Guilds also set prices and monitored the distribution of raw materials. They governed the number of apprentices and workers that members could have. These controls prevented any member from becoming rich at another's expense. So 23 were limited. In return, members were protected against ruinous competition.

- 23 sources profits
 travelers machines
 universities

Guilds set strict product standards. Members who cheated were quickly and openly punished. So there was good reason to be 24. By setting and maintaining standards, guilds not only protected members but also served an important communal function. The 25 was protected. The buyer was guaranteed a fixed product at a fixed price.

- 24 honest first
 patient friendly
 independent

- 25 public harbor
 property church
 route

Apprenticeship, a long training period under expert supervision, was important in the guild economy. Apprenticeship began with a contract between a child's parents and a master craftsman. Entrance fees were also paid. In return, the child was instructed, clothed, and fed. The training began as early as age nine or ten. This 26 then went on for many years.

- 26 search decline
 education tax
 revolution

The masters had many rights, including the right to beat apprentices. But the guilds knew that apprentices were future masters. So guild members looked after the children's well-being. The masters were 27. Persistent cruelty could thus be detected, and the masters could be warned.

- 27 prepared respected
 excused watched
 represented

Having learned the fundamentals of the trade, apprentices were quite valuable. They could do useful jobs, and they worked for nothing, since apprentices were never paid. Masters did not like to lose these free workers. They would sometimes extend the apprenticeship period, forcing a youth to continue training. The lad had to 28. He could not leave until formally released.

- 28 stop succeed
 reply hide
 remain



GO ON →

DIRECTIONS

Karina has decided to write a story about her friend Emily and her violin. She has written a draft of the story. Now, she needs help editing and revising it.

Read Karina's draft and use it to answer Numbers 1 through 10.

The Violin

(1) Emily ran her finger along the smooth wood of the violin. (2) Emily's grandfather had used the instrument and had made beautiful music with the instrument. (3) Emily looked at her own violin. (4) The wood had scratches, the neck was loose, and the strings broke when she tightened them. (5) Her mother had bought it used.

(6) Many times she said to her mother, "Why can't I use Grandpa's violin now?"

(7) Her mother answered the same way every time, "this violin was very special to Grandpa; you will have to wait until you're ready."

(8) Emily had practiced faithfully every day for a year, but she still couldn't use her grandfather's violin. (9) One day, as she opened her music book to a familiar piece of music, she began to think about her grandfather. (10) This had been his more favorite song to play on the violin. (11) Emily stroked the bow across the strings. (12) She heard music come out. (13) Emily could almost feel her grandfather's hands as he guided her fingers. (14) She thought about the homework she needed to finish.

(15) "Play from the heart, her grandfather had always told her.

(16) Emily closed her eyes and concentrated on feeling the music. (17) She pictured her grandfather. (18) He also played and closed his eyes when the music seemed to come out of his whole body.

(19) She finished playing and opened her eyes. (20) Her mother was standing in front of her. (21) She held out Grandfather's violin. (22) "I don't know what you did differently this time," her mother said, "but I think you've earned this."

(23) Emily takes the violin and smiled. (24) "I played from my heart," she said. (25) "I learned from my grandfather."

Read sentence 2, which is poorly written.

Emily's grandfather had used the instrument and had made beautiful music with the instrument.

Choose the best way to rewrite it so that it does not repeat ideas.

- Emily's grandfather had made beautiful music with the instrument.
- Emily's grandfather had used the instrument to make beautiful music when he used it.
- When Emily's grandfather used the instrument, her grandfather made beautiful music with it.
- When Emily's grandfather had used the instrument, he had made beautiful music with the instrument.

Choose the sentence that best fits right after sentence 7.

- Emily's mother knew she liked to play the music very loudly.
- Emily's mother had played the violin when she was a young girl.
- Emily hoped her mother would buy her a new violin for her birthday.
- Emily thought that she had worked hard enough to deserve the violin.

Choose the correct way to write the underlined part of sentence 7.

Her mother answered the same way every time, "this violin was very special to Grandpa; you will have to wait until you're ready."

- time, "this violin was very special to grandpa;
- time, "This violin was very special to grandpa;
- time, "This violin was very special to Grandpa;
- No change is needed.

Choose the sentence that does not belong in the paragraph that begins with sentence 8.

- sentence 8
- sentence 11
- sentence 13
- sentence 14

GO ON ►

- 5 Choose the correct way to write the underlined part of sentence 9.

One day, as she opened her music book to a familiar peice of music, she began to think about her grandfather.

- familiar piece
- familiar piece
- familiar peace
- No change is needed.

- 6 Choose the correct way to write the underlined part of sentence 10.

This had been his more favorite song to play on the violin.

- his favorite song
- his favoritest song
- most favoritest song
- No change is needed.

- 7 Choose the best way to combine the ideas in sentences 11 and 12 into one sentence.

Emily stroked the bow across the strings. She heard music come out.

- As Emily stroked her bow across the strings, she heard music come out.
- Emily stroked her bow across the strings, but she heard music come out.
- Emily stroked her bow across the stings because she heard music come out.
- When Emily heard music come out of the strings, she stroked her bow across them.

- 8 Choose the correct way to write the underlined part of sentence 15.

"Play from the heart, her grandfather had always told her.

- heart," her grandfather had always told her.
- heart, her grandfather had always told her."
- heart" her grandfather had always told her.
- No change is needed.



Read sentence 18, which is poorly written.

He also played and closed his eyes when the music seemed to come out of his whole body.

Choose the best way to rewrite this sentence.

- He played and closed his eyes. When the music seem to come out of his whole body.
- When he played, he closed his eyes and the music seemed to come out of his whole body.
- He closed his eyes and he also played and the music seemed to come out of his whole body.
- When he played and the music seemed to come out of his whole body. He also closed his eyes.



Choose the correct way to write the underlined part of sentence 23.

Emily takes the violin and smiled.

- Emily took the violin
- Emily taked the violin
- Emily will take the violin
- No change is needed.

GO ON ►