

BRIDGEPORT PUBLIC SCHOOLS

READING
CMT PRACTICE
PACKET

#1

Reading



STUDENT'S NAME: _____

Lester had high hopes of becoming captain of the basketball team now that he was in his senior year. He knew that at least two other players were faster and better shooters. Lester was not a 1. But he worked well with everyone. The other players on the team liked and respected him. And he had loved the game since he was only seven years old.

- 1 a) player b) mascot
c) forward d) star
e) member

It started at the age of seven, when his father took him to a professional basketball game. He could remember that day so well. He was dazzled by the speed and skill of the players. Even the noise and cheers of the crowd thrilled him. He had never felt such 2. He felt very proud and grownup to be there.

- 2 a) excitement b) illness
c) cold d) fear
e) annoyance

Lester liked the game so much that his father began to show him how to play. He had talent. At first his father taught him how to dribble without looking at the ball. Then he learned to shoot. Although he was 3, he turned out to be a better shooter than his father

- 3 a) young b) tired
c) helpful d) accurate
e) tall

Lester managed to make the senior league team in his freshman year at Bellows High. No one had ever done it before. His father thought it was 4. He wasn't the tallest player—Tom Phillips stood nearly a head higher. He wasn't slow. However, he certainly wasn't the 5 either. Several people on the team could outrun him. But he was the most dedicated. There was no denying that. He spent many hours 6 every day. Even though he worked hard, he managed to keep his grades up, so his parents never objected. In fact it was a great source of pride for his dad, who secretly hoped that Lester would go on to become a professional player.

- 4 a) sad b) funny
c) unhealthy d) uninteresting
e) miraculous

- 5 a) stupidest b) tallest
c) fastest d) oldest
e) kindest

- 6 a) practicing b) cooking
c) remembering d) sleeping
e) dancing

Tomorrow would be the big day. Lester felt confident that he would be nominated for captain. His only fear was that "Rocket" Jim Thompson might somehow beat him out. He and Jim could be fairly sure of nine votes each. The other six voters were 7. Now all he could do was cross his fingers and hope.

- 7 a) prejudiced b) undecided
c) sick d) excellent
e) angry

Today we can hardly imagine the dearth of mass entertainment in 1900. Some segments of the population attended plays, concerts, operas, vaudeville, and burlesques. But, altogether, only about 15 percent of the public was reached by these entertainment media. Most 29 were not.

- 29 ideas times
 people jobs
 materials

Edison is usually credited with inventing the movies, but he didn't do it alone. Others 30 too. Many American and European inventors worked simultaneously on technological advances that made motion pictures possible. Edison did invent the kinetoscope, a peepshow cabinet providing a minute's entertainment. Edison viewed it merely as a diverting plaything; he did not recognize the moneymaking potential of moving pictures. Others, however, did foresee the 31. Recognizing and exploiting the commercial potential of film, these individuals launched the motion picture industry.

- 30 signed danced
 delayed helped
 refused

The first films were only brief depictions of the passing scene, of unstaged events such as waves breaking on shores. There were no real 32 as such. Nonetheless, even without actors, scripts, or plots, the novelty of these films made them an immediate success. Gradually, though, audiences grew tired of watching trains arrive at stations, waves break on shores, and cavalries on parade. Such films had become 33. So weary had audiences become that vaudeville houses shifted their film programs to the end of the bill to clear the house at the conclusion of the show.

- 31 strikes profits
 colors sets
 characters

An historic breakthrough occurred when filmmakers realized they could create original dramas on film. The earliest films had only recorded naturally occurring, unrehearsed events. But now there were plots. The scenes were planned. The action was 34. The introduction of melodramas coincided with the opening of nickelodeons, store-front theaters charging only a nickel's admission. The show played continuously from eight in the morning to midnight. Patrons would enter whenever they liked and stay until thoroughly sated. Then they would 35. The response to this new mass medium was so great that 8,000 nickelodeons opened in this country between 1905 and 1909.

- 32 stories benefits
 prizes contracts
 businesses

- 33 serious boring
 cheap valuable
 excellent

- 34 speeded lost
 limited wasted
 arranged

- 35 tremble gather
 leave listen
 look



GO ON →

TEST A

Selection 1

Directions: Read this article about how one scientist has used items lost at sea to study the ocean. Then answer Questions 1–8.

80,000 Sneakers

Accidents usually mean bad news, but sometimes you can find a way to turn an accident into something good. One such mishap occurred in 1990. A cargo ship called the *Hansa Carrier* was caught in a fierce storm in the Pacific Ocean. Strong winds tossed the ship, and huge waves then swept its cargo into the sea. Almost 80,000 sneakers spilled into the turbulent waters.

turbulent:
violent; not calm

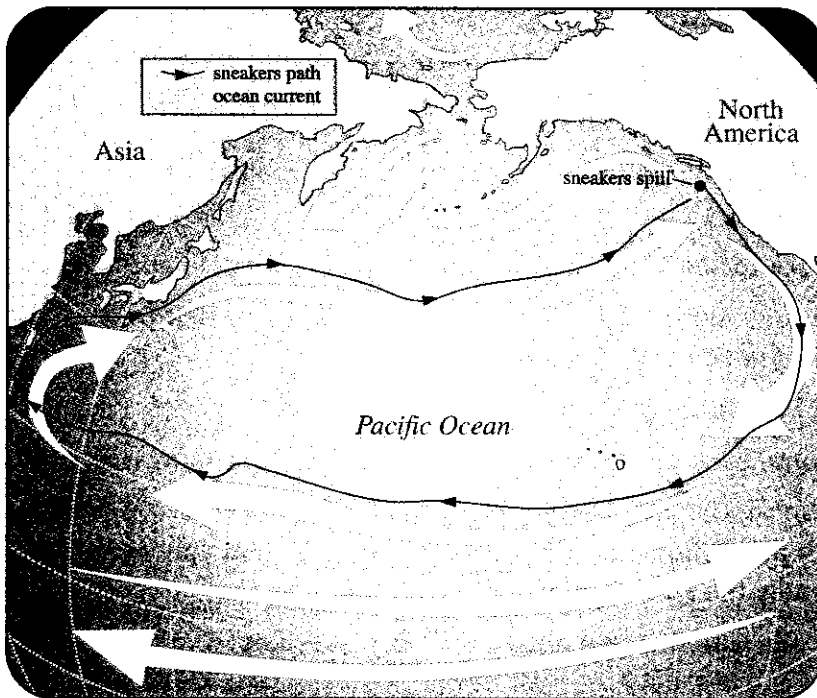
When Curtis Ebbesmeyer heard about the accident, he had an idea. Ebbesmeyer, an oceanographer, studies the movements of the ocean. Floating objects in the ocean are useful to his work—and sneakers float. To grasp how Ebbesmeyer came up with his idea, you have to understand a bit about the ocean.

Ocean Currents and How Scientists Study Them

From a distance, except for waves lapping the shore, the ocean appears to be still. Actually, the water is always moving. Much like rivers move, ocean

currents carry water for miles and miles through the ocean. Also like rivers, ocean currents tend to follow the same path over time.

The problem is that scientists don't know where every current travels. Also, winds and the heat of the sun can temporarily change the course of an ocean current. So oceanographers try to chart ocean currents by releasing what they call drift bottles. They take a boat far out to sea and throw hundreds of little bottles into the water, each with a note inside.



The path of the sneakers

When the bottles eventually wash up on beaches, people find these “messages in a bottle.” The messages ask finders to call the researchers and tell them exactly where they found the bottles. Researchers use mathematical models to determine the path that each bottle took to reach land. Because the bottle travels by riding on an ocean current, the bottle’s path shows scientists the current’s path.



Ebbesmeyer’s Big Idea

Using what he knew about ocean currents, drift bottles, and sneakers, Ebbesmeyer thought, “Why not ask beachgoers to look for the sneakers?” Since he knew where the sneakers washed overboard, he thought that he could use the shoes to track the currents that would carry them to shore.

Ebbesmeyer’s idea was both successful and brilliant. Hundreds of sneakers began washing up on beaches from Oregon to Alaska. Some even traveled all the way to Hawaii. For years, beachgoers found them and sent in reports.

Ebbesmeyer was rewarded with plenty of new data without having to spend any money on a drift bottle launch. Beachgoers got new shoes. They held “swap meets” to match up pairs, which they then washed and wore!

Since the sneaker success, Ebbesmeyer has used other unusual cargo spills to collect data. Every year, some 10,000 cargo containers fall overboard during storms. The helpful flotsam has included thousands of hockey gloves, bags of candy, beach sandals, and doll heads.

In 1992, a ship in the North Pacific spilled 29,000 bathtub toys into the sea. Ebbesmeyer tracked the collection of smiling rubber ducks, green turtles, and blue frogs. Some landed in Alaska, and beachgoers took them home. Others were caught in the ice of the Bering Strait for five or six years. As they gradually break free, Ebbesmeyer expects them to head for Europe.

The information about ocean currents that Ebbesmeyer has gained has many uses. These unexpected research tools have helped scientists predict the weather, study fish populations, and understand global climate change. Knowing where the currents are moving is also crucial when nations try to contain oil spills or when the Coast Guard searches for boats and people lost at sea. Who would have thought that sneakers could do all that?

flotsam: floating wreckage from a ship

crucial: very important; needed in order to solve a problem

TEST A

Selection 1

1 The author's main purpose for writing this article is to

- (A) entertain you with a story of beachgoers who swap sneakers.
- (B) persuade you to do research on ocean currents.
- (C) inform you of ways that accidents have helped the study of ocean currents.
- (D) explain the ways in which ships lose cargo.

2 Because the beachgoers told Ebbesmeyer where they found the sneakers,

- (F) the beachgoers washed and wore the sneakers.
- (G) Ebbesmeyer was able to track the currents that carried the sneakers to shore.
- (H) the beachgoers held "swap meets" and matched up pairs.
- (J) Ebbesmeyer could also look for rubber ducks.

3 How were the sneakers mentioned in the article similar to the drift bottles used by scientists?

- (A) Both the sneakers and the drift bottles floated.
- (B) Both the sneakers and the drift bottles were thrown into the ocean by scientists.
- (C) Both the sneakers and the drift bottles carried messages from the scientists.
- (D) Neither the sneakers nor the drift bottles were useful to the scientists.

4 Which of the following statements is an *opinion*?

- (F) Hundreds of sneakers began washing up on beaches.
- (G) Researchers use mathematical models to determine the paths that drift bottles take.
- (H) Ebbesmeyer's idea was brilliant.
- (J) An ocean current carries water for miles through the ocean.

5 You can tell that “80,000 Sneakers” is an informational article because it is a work of

- (A) fiction that has characters and events that are not real.
- (B) nonfiction that tries to persuade the reader to think a certain way.
- (C) nonfiction that gives the reader facts about a subject.
- (D) nonfiction that is written by a person about his or her own life.

6 You can infer that when Ebbesmeyer asked beachgoers for help,

- (F) they worked tirelessly to find the washed-up sneakers.
- (G) they used their knowledge of ocean currents to find the sneakers.
- (H) they learned a lot about ocean currents.
- (J) some of them enjoyed helping Ebbesmeyer.

7 What should the beachgoers do *after* they find a “message in a bottle”?

- (A) call the researchers to tell them where the bottle washed ashore
- (B) use mathematical models to determine the path the bottle took
- (C) look for other flotsam that may have washed ashore
- (D) look for someone lost at sea

8 “Sometimes you can find a way to turn an accident into something good. One such *mishap* occurred in 1990.” The word *mishap* means

- (F) misfortune.
- (G) celebration.
- (H) unhappiness.
- (J) confusion.

Henry Speaks Out

Henry had never been so terrified in his life! His mouth was dry, his heart was beating rapidly, and his fingers were tightly clutched around the papers in his hands to keep them from shaking. Up on stage, his friend Ramona was giving her speech to the audience of the 1943 Greenville High School Oratorical Contest. She was explaining how, in 1920, the Nineteenth Amendment to the United States Constitution gave all American women the right to vote. Henry could not see her, though, because he had closed his eyes to calm himself down.

Normally, Henry was a very good speaker. He knew how to raise his voice so that everyone in a room could hear him. He never spoke so quickly that people couldn't understand what he was saying. He was used to keeping eye contact with many people at once and to using his hands to explain or to emphasize his points. Last year, he even won third place at this very same contest. This year, however, Henry was positive that once it was his turn up on the stage, he would forget everything he had ever learned about public speaking—including the words to the speech he was about to give.

Why was Henry so nervous this year? Because the famous Dr. W.E.B. Du Bois (doo-BOYZ) was presenting the prizes. Dr. Du Bois didn't often leave the campus of the University of Alabama, where he lived and taught. He had come here to support today's contest and help promote his idea that education held the key to equality for African Americans.

"Henry!" Henry's friend Martin poked him in the arm. "Pay attention! You're up next."

As Henry laid his notes down on his chair and slowly walked to the podium, he tried very hard not to look over at the judges' table where Dr. Du Bois sat in a crisply pressed suit and tie. For forty years Dr. Du Bois had been fighting against, the same injustices that Henry was now going to speak about, and Henry was honored that such a great man had come to his school to listen to him and his classmates. But how, Henry wondered, could anything he might say in his speech be at all interesting to Dr. Du Bois? Surely Henry's ideas would sound childish or foolish to his hero.

Bravely forcing himself to face his audience, Henry began to talk about the United States Constitution and the rights it gives to African Americans. He described how the Thirteenth Amendment had ended slavery, how the Fourteenth Amendment had granted African Americans the rights of citizenship, and how the Fifteenth Amendment the right to vote. The more he spoke, the more relaxed and confident his voice became. Soon he was so absorbed in his topic that he almost forgot that Dr. Du Bois was in the room.

Henry told his audience that the problem was that African Americans still struggle to achieve rights that were guaranteed to them by these amendments more than 70 years earlier. For example, segregation prevented white and African American people from riding buses together. Also, although white and African American people might have separate facilities, these facilities were generally not equal. "If freedom is good for any," Henry declared in conclusion, "it is good for all!"

The room exploded into applause as Henry turned to exit the stage. Henry almost tripped and fell in shock when he spotted Dr. Du Bois standing up to clap. Other people followed Dr. Du Bois' lead, and soon the whole room was on its feet, cheering for Henry's speech.

When the prizes were announced, the judges awarded Henry first prize. Henry felt his throat close again in panic as he walked towards the judges' table, but seeing a wide smile spread over Dr. Du Bois' face put him at ease. Warmly, the great man reached across the table and shook Henry's hand.

“Sometimes I get discouraged because all my hard work to end unfair treatment has accomplished so little,” Dr. Du Bois told Henry. “Hearing you and other young people like you speak out gives me hope that one day we can end discrimination once and for all.”

“Thank you, sir,” Henry managed to say, his heart filling with pride.

“No, thank you, Henry,” Dr. Du Bois replied gently. “If you act upon the ideas you presented today, you will help lead us to freedom.”

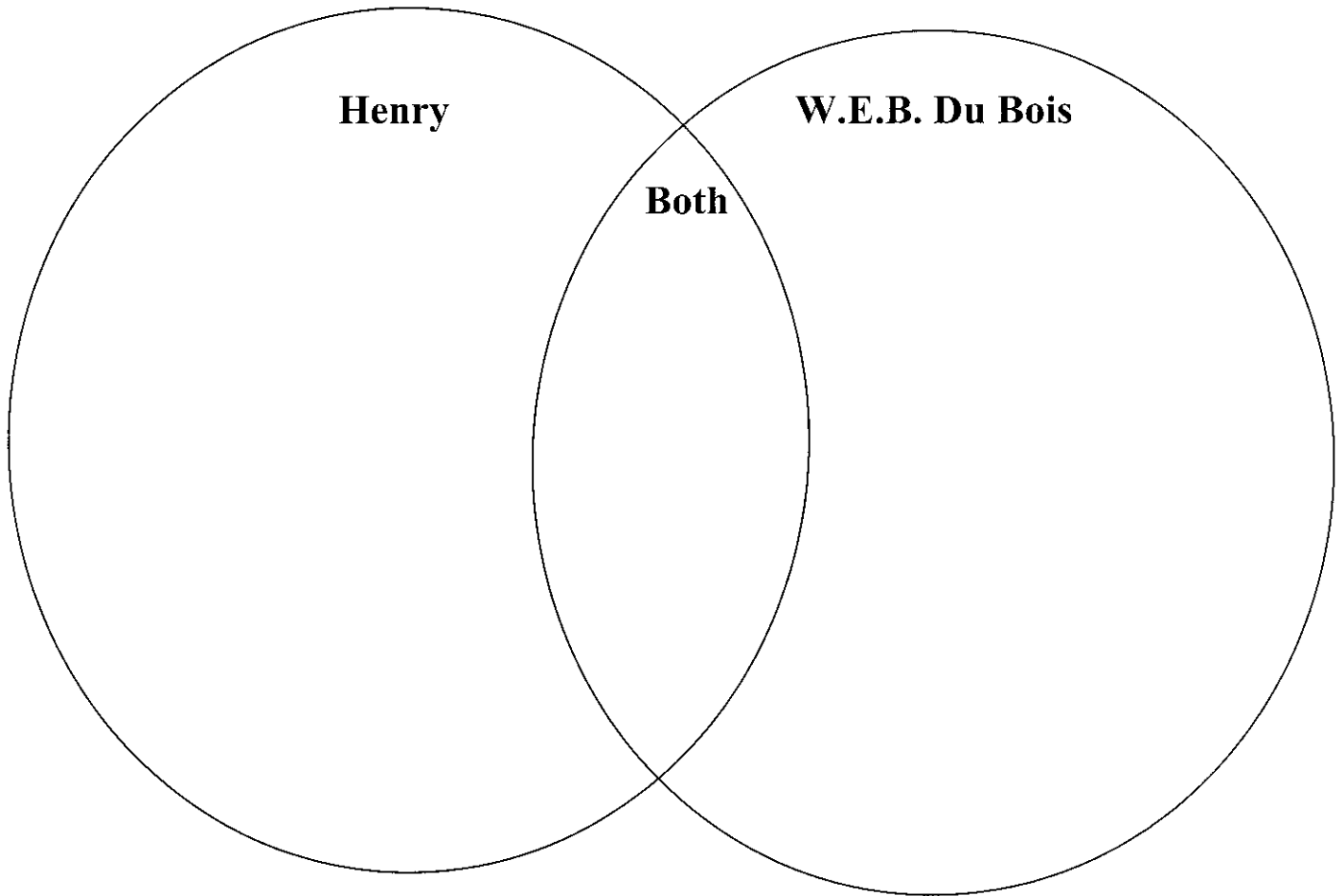
Think Critically

What was it about Henry that might have made Dr. Du Bois feel that the young man could become a strong leader?

Visualize

Historical fiction includes real people and made-up characters. The author puts them together to create an interesting and believable story.

In “Henry Speaks Out,” Henry, the made-up character, has some things in common with W.E.B. Du Bois, the real person. Complete the Venn diagram below to show the similarities and differences between these characters.



Think Critically

Reread your responses. How did the similarities and differences between the two characters influence your thinking?

Summarize

“Henry Speaks Out” focuses on Henry, but the story is told from the point of view of a narrator, or someone who is not part of the story.

Summarize the story as if Henry is telling what happened, including just the important parts. Use information from the narrator to determine how Henry feels about giving a speech in front of his hero.

Determine What Is Important

Even though historical fiction is made up, it includes factual information.

Fill in the bubble beside each idea from the story that is probably a fact.

- A W.E.B. Du Bois taught and worked at the University of Alabama.
- B W.E.B. Du Bois traveled from Atlanta to hear a high school oratorical contest.
- C The Thirteenth Amendment to the United States Constitution ended slavery.
- D The Fifteenth Amendment gave African Americans the right to vote.
- E W.E.B. Du Bois was encouraged to hear Henry speak of the need for equality.
- F Greenville High School held an oratorical contest every year for its students.
- G W.E.B. Du Bois worked hard to promote equality of the races.

Write one other important fact that you learned from reading this story.

1. What is the BEST change, if any, to make in the sentence in line 1 (*Whats . . . sport?*)?
 - a. Change *Whats* to *Whats'*.
 - b. Change *Whats* to *What's*.
 - c. Change *Whats* to *Whats's*.
 - d. Make no change.

2. What is the BEST change, if any, to make in the sentence in lines 1- 2 (*For . . . swim.*)?
 - f. Place a comma after *long*.
 - g. Place a comma after *see*.
 - h. Place a comma after *loved*.
 - j. Make no change.

3. Which of the following sentences does NOT belong in the first paragraph?
 - a. line 1 (*The . . . easier.*)
 - b. lines 1-2 (*For . . . swim.*)
 - c. line 2 (*I . . . too!*)
 - d. line 3 (*Could . . . this?*)

4. What is the BEST change, if any, to make in the sentence in lines 2-3 (*I . . . skin.*)?
 - f. Change *relish* to *relished*.
 - g. Change *dive* to *had been diving*.
 - h. Change *felt* to *feel*.
 - j. Make no change.

5. What is the BEST change, if any, to make in the sentence in lines 3-4 (*Could . . . this?*)?
 - a. Change *experience* to *expeerience*.
 - b. Change *pleasant* to *pleasent*.
 - c. Change *then* to *than*.
 - d. Make no change.

Test

6. The sentence in line 5 (*According . . . three.*) is poorly written. Which one of these is the BEST way to rewrite it?
- f. **According to my Dad, my introduction to swimming came at age three.**
 - g. **My first introduction to swimming came at age three.**
 - h. **At age three, I was introduced to swimming.**
 - j. **Dad introduced me to swimming at age three.**
7. What is the BEST change, if any, to make in the sentence in lines 5-6 (*Our . . . swim.*)?
- a. **Change *safeties* to *safety's*.**
 - b. **Change *safeties* to *safeties'*.**
 - c. **Change *safeties* to *safetys'*.**
 - d. **Make no change.**
8. What is the BEST change, if any, to make in the sentence in lines 6-7 (*From . . . fear.*)?
- f. **Change *know* to *no*.**
 - g. **Change *knew* to *new*.**
 - h. **Change *know* to *none*.**
 - j. **Make no change.**
9. What is the BEST change, if any, to make in the sentence in lines 7-8 (*From . . . home!*)?
- a. **Change *became* to *become*.**
 - b. **Change *became* to *becoming*.**
 - c. **Change *had became* to *will become*.**
 - d. **Make no change.**
10. What is the BEST change, if any, to make in the sentence in line 8 (*Little . . . enjoy!*)?
- f. **Change *they're* to *there*.**
 - g. **Change *they're* to *their*.**
 - h. **Change *they're* to *thier*.**
 - j. **Make no change.**

- 11.** What is the BEST change, if any, to make in the sentence in line 9 (*This . . . team.*)?
- a. Change *school's* to *schools'*.
 - b. Change *school's* to *schools*.
 - c. Change *school's* to *schools's*.
 - d. Make no change.
- 12.** Which of these is NOT a sentence?
- f. the sentence in lines 9–10 (*Now . . . enjoyment.*)
 - g. the sentence in line 10 (*But . . . well.*)
 - h. the sentence in line 11 (*At . . . medal.*)
 - j. the sentence in line 12 (*If . . . experience.*)
- 13.** What is the BEST change, if any, to make in the sentence in line 11 (*At . . . medal.*)?
- a. Capitalize *meet*.
 - b. Capitalize *october*.
 - c. Capitalize *medal*.
 - d. Make no change.
- 14.** What is the BEST change, if any, to make in the sentence in lines 11–12 (*My . . . thrilled.*)?
- f. Change *was* to *am*.
 - g. Change *was* to *were*.
 - h. Change *I* to *me*.
 - j. Make no change.
- 15.** What is the BEST change, if any, to make in the sentence in line 12 (*If . . . experience.*)?
- a. Change *too* to *two*.
 - b. Change *too* to *to*.
 - c. Change *will* to *won't*.
 - d. Make no change.