

**BRIDGEPORT PUBLIC SCHOOLS**

**READING  
CMT PRACTICE  
PACKET**

**#2**

***Reading***



**STUDENT'S NAME:** \_\_\_\_\_

### Selection 10:

Our modern diet consists of several kinds of meat and a variety of fruits and vegetables. From these items we obtain the requisite quantities of protein, fat, carbohydrates, vitamins, and minerals. However, we do not really need all this variety of foods. The necessary nutrients can be obtained from a more 1 diet. Some people, for example, eat only vegetables. Others will eat some meat along with their vegetables, but only fish or chicken.

All of these diets provide the necessary nutrients. But there was one diet that consisted only of meat. Most nutritionists believe that such a diet would be injurious to health. Yet the Eskimos 2 on it.

The Eskimo diet was the most limited diet in wide use by any people. Even the name Eskimo means "eaters of raw meat," for this was their most striking characteristic in the eyes of their Indian neighbors. The Eskimos inhabit the Far North, living in a harsh climate. Winds are fierce. 3 are low. The ground is permanently frozen except for a shallow top layer of soil that thaws in summer. As a result, plant life is 4. Eskimos must subsist on meat and fish or starve.

Nutritionists have been perplexed by the Eskimo resistance to disease when their diet appeared to be devoid of vital carbohydrates, vitamins, and minerals we obtain from plant life. Why are they so 5? Why do they have so little sickness? They have few colds or heart attacks. Why is this?

Nutritionists have considered many different theories. Perhaps some of the whales that the Eskimos eat have plants in their stomach. This may provide the Eskimos with vital minerals.

Today, there are few Eskimos left who follow the old ways of life. Many of their old customs are 6. Such foods as freshly caught seal meat and whale meat have been almost entirely replaced by store-bought goods. The old ways can no longer be investigated. We may never know why the Eskimo diet worked. It remains a 7. Perhaps it will never be solved.

- 1 a) harmful            b) restricted  
c) orderly            d) tasty  
e) stable

- 2 a) declined            b) migrated  
c) frowned            d) survived  
e) reduced

- 3 a) Spirits            b) Supplies  
c) Hills                d) Quantities  
e) Temperatures

- 4 a) sparse            b) green  
c) delicious            d) amazing  
e) inexpensive

- 5 a) cold                b) clean  
c) healthy            d) exhausted  
e) small

- 6 a) disappearing      b) unhealthy  
c) comical            d) costly  
e) studied

- 7 a) crime                b) mistake  
c) mystery            d) joke  
e) hope

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

# A Change of Perspective

There is no sleep in the hive. Even in the best of times, the vibrations of my sisters beating their wings muscles pass through each of our small bodies. This “buzzing” of the hive prevents anything more than a troubled rest.

For several weeks we noticed human activity in the meadow near the woods where our hive is located. Then, last night, our tree jolted violently, turning the hive on its side. We suspected something dreadful might be happening but it was not until the next morning, as we left the hive in search of nectar, that our fears were confirmed.

The world had changed. The yellow, blue, and gold-tinted deep blue colors of the meadow were gone. The ground, instead of being covered with yellow-green grass, appeared a dull blue and black. Rectangular shapes blocked much of the blue and gold-blue of the sky. The shapes may have been red or reddish-orange, but these colors appear black to us. Some looked shiny black and seemed to reflect the sky but others were dim white. Still others seemed to fluoresce, like some of the rocks in our meadow.

We spent the morning exploring these strange shapes. The feel of them was familiar, for we had encountered similar surfaces in parts of the meadow where we used to forage. Some felt like the small brick walls that stood near our old home. Certainly their black appearance and rough texture were like those of brick.

We decided that the smoother surfaces, whether they were light in color or fluorescent, must be stone. They looked and felt just like rocks in the fields of our old home. In the past, some of my sisters discovered small panes of glass, whose smooth surfaces barely reflected the sky. The dark, reflecting walls we now discovered were also glass, larger and darker than any we had seen or felt before. We had never seen walls as large as the ones in this new world. They rose up taller than the highest trees, nearly to the clouds and sun.

Back at the hive that evening, we discussed our situation. A few of the foragers learned that humans build large structures called skyscrapers, which tower far above the ground. These buildings are a kind of “human hive.” Communities called cities are made up of many skyscrapers, like dense forests of stone and brick. We concluded that the tree in which we built our hive must have been moved to a city.

Bees have no fear of other creatures or new places, but we do fear starvation. Where will we find flowers in this endless cave of stone and glass? Since humans had replanted our tree, would they also plant flowers and grass? We need to know this before we can feel settled in our new home.

On our second day in the city, foragers spread out in all directions to find flowers. We saw few of the fluorescent colors that signal the presence of flowers. For bees, the blossoms of plants glow brightly under ultraviolet light, but these beacons do not exist in our new environment. It has been two days now since we got here, and still we have no idea where we will find food. We are nervous. Tomorrow we have to find food!

We left the hive again this morning. The alarming information we heard about cities alerted us that finding vegetation would be difficult. We will likely have to search far from the hive for an area called a park.

I explored a place I saw late yesterday, where two high walls appeared to come close together. It looked like there might be a gap between them. I had just found the break when one of my sisters came toward me from the unknown region beyond. She had found the opening and had ventured out. In the midst of the barren city, she had discovered a park filled with patches of clover and many beds of flowers.

From her signals, I can determine the distance and direction I will have to travel. I know that the food supply lies not quite a mile away. I will return to the hive and alert the others.


Now that we know there is plenty of food available, we have decided to stay in this city where our hive is now located. We will have to become used to flying farther than we did from our home in the meadow, but we still have everything we need to live. Tonight we will feel more secure in our strange new home.

## Visualize


Most fictional stories have three parts—a beginning, a middle, and an end. The beginning of the story sets up a problem. In the middle of the story, the characters try to resolve the problem. The end tells how the problem is worked out.

For each part of “A Change of Perspective,” answer the following questions: Where does it take place? What happens? What has changed? And How the bees feel? Write your answers in the story map.

<b>Beginning</b>
<b>Where?</b> <b>What?</b> <b>How do the bees feel?</b>



<b>Middle</b>
<b>Where?</b> <b>What?</b> <b>How do the bees feel?</b>



<b>End</b>
<b>Where?</b> <b>What?</b> <b>How do the bees feel?</b>

## Summarize

Suppose you wanted to suggest this story as an idea for a group skit. You would want to give your group a quick overview without going into all the details. You'd tell the main ideas in the order in which they happened.

Write a paragraph summarizing "A Change of Perspective." Use the story map to help you recall the beginning, middle, and end of the story.

---

---

---

---

---

---

---

---

---

---

## Determine What Is Important

In order to understand what is happening in a story, look for the main ideas. Then notice how the author uses details to tell more about these ideas.

Number the following main ideas in the order in which they happened in "A Change of Perspective." Then add a detail from the story that supports each main idea.

\_\_\_\_\_ To the bees, the city looks completely different than the country.

Detail: \_\_\_\_\_

\_\_\_\_\_ The bees notice human activity near their hive in the woods.

Detail: \_\_\_\_\_

\_\_\_\_\_ The bees find a park, where they can gather nectar.

Detail: \_\_\_\_\_

\_\_\_\_\_ The bees are not able to find food in the city.

Detail: \_\_\_\_\_

\_\_\_\_\_ The bees discover that their tree has been transplanted to the city.

Detail: \_\_\_\_\_

# **THE LAST BATTLE**

## **The Second War for Independence**

In 1781, a ragtag army of American colonist defeated the mightiest country in the world-and the American Revolution against Britain ended. However, the end of the war wasn't the end of America's conflict with Britain. As Benjamin Franklin put it, "The War of the Revolution has been won, but the War of Independence is still to be fought."

For one thing, Britain was soon involved in a war with Napoleon's France. To keep their warships fully manned, British captains often stopped American merchant ships and forced the sailors into serving on their ships. The practice was called impressment, and Americans greatly resented it. They also resented the fact that from its Canadian colon, Britain aided Native Americans who were resisting the westward expansion of the United States.

Finally, the United States government lost patience. On June 18, 1812, Congress declared war on Britain. For the next two years, British and American armies fought several battles in the northern and western United States with no clear-cut victory for either side.

In April of 1814, Napoleon surrendered, leaving Britain free to send its European troops to America. With more soldiers, the British decided to move the war into South. The lively and valuable port of New Orleans was their choice for a battleground. The American military leader they had to face there was Major General Andrew Jackson, better known as Old Hickory because of his stern personality and his stamina.

## **Preparations for Battle**

Jackson and some of his troops arrived in New Orleans in the late fall of 1814. He immediately went to work organizing citizen groups for the defense of the city, but he was troubled by lack of weapons. Help soon came from Jean Lafitte, whose men were experienced fighters familiar with the swamps and bayous around New Orleans. Lafitte also provided guns and ammunition, which Jackson badly needed.

In the meantime, the British were making their own plans, after having been rebuffed by Lafitte when they offered to pay for his help. They had six possible attack routes. Sailing one hundred miles up the Mississippi River from the Gulf of Mexico, they would have had to face the guns of Fort St. Philip. Instead, they anchored their ships in the Gulf of Mexico and had sailors row thousands of men across Lake Borgne to get closer to the city. After enduring a full week of freezing rain without shelter, a thousand of these men were unfit for battle and had to return to the ships.

It looked as if luck was on the side of the British, however, when they discovered an unguarded bayou that led to the Villere Plantation. On December 23, the British encamped on the plantation to rest and to have their first hot meal in a week. It was a big mistake.

## On the Battlefield

Jackson was shocked to discover that the British were within ten miles of New Orleans. Gathering his forces-regular army soldiers, militia groups from several states, two battalions of free African Americans, and a band of friendly Choctaw Indians-he went on the offensive. At 8:00 P.M. on December 23, Lafitte's forces surprised the exhausted British, but neither side emerged the winner.

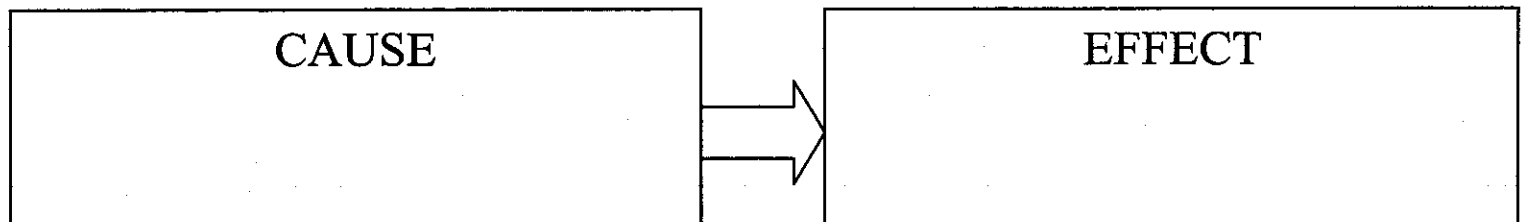
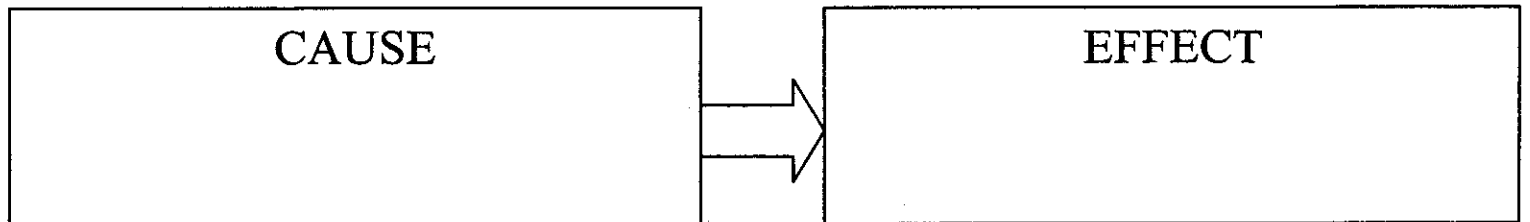
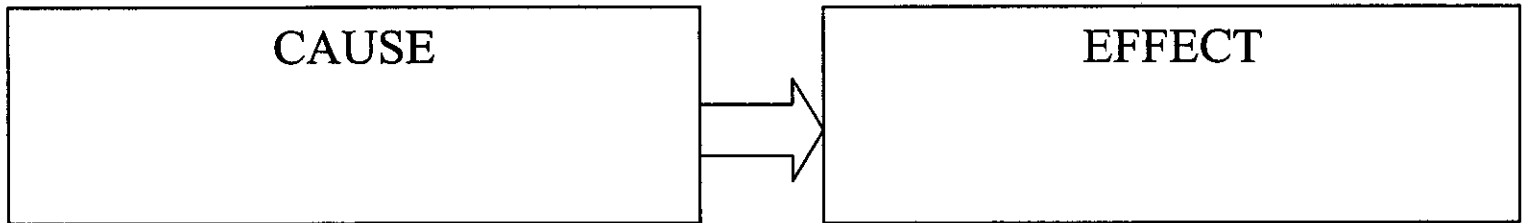
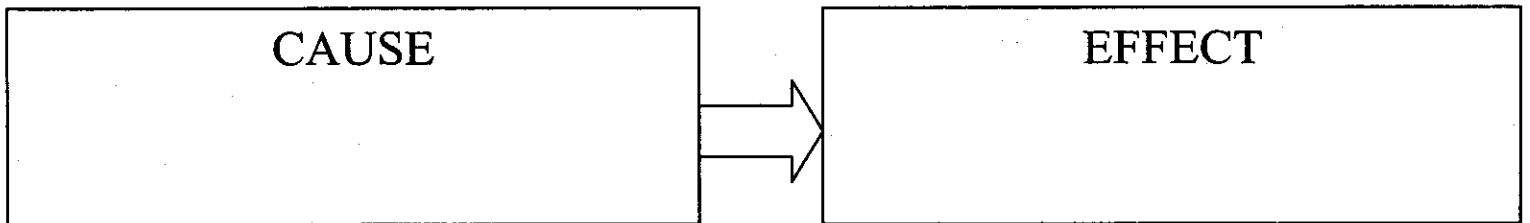
The next day, Jackson and his troops set up their position a few miles west of the British. They built a barricade of logs, earth, and cotton bales. Lafitte's group operated the naval guns atop the barricade. Three quarters of a mile long, the line was anchored at one end by a swamp and at the other end by the Mississippi. There was no way the British could go around it.

After several small skirmishes, British decided to attack at daybreak on January 8. Advancing across a flat muddy field directly at the American line, not one British soldier made it over the barricade. By 8:30 A.M. the British had surrendered. Over two thousand British soldiers were dead or wounded, including three generals. American casualties numbered under a hundred. The Battle of New Orleans was over. Outnumbered 8,000 to 4,000, Old Hickory led the Americans to victory.

As for the War of 1812, on February 14, 1815, a ship brought the news from Europe that American and British representatives had signed a peace treaty on December 24-the day Jackson was building his fortified line. The two-week Battle of New Orleans was fought between two nations who were at peace and have been ever since.

“The Last Battle” discusses a number of causes and effects related to the Battle of New Orleans. A cause is the reason why something happens. An effect is what happens as a result of the cause.

The graphic organizer below lists some causes and some effects. For each cause given, fill in an effect. For each effect given, fill in a cause.



2. On tests, you may be asked to summarize the key points of an informational article. The key Points of an historical event should be summarized in chronological order. "The Last Battle" describes events as they happened, in chronological order.

Summarize "The Last Battle." Include the most important causes and effects from the graphic organizer from question #1.

---

---

---

---

---

---

---

---

---

---

3. The headings in an article can help you figure out the main ideas. For each heading, ask yourself: What is the *most important idea from this section*.

Below are the three headings from "The Last Battle." Write the most important idea under each one.

**The Second War for Independence**

---

---

---

---

---

---

---

---

**On the Battlefield**

---

---

---

---

---

---

---

---

**Preparations for Battle**

---

---

---

---

---

---

---

---

# THE LAST BATTLE

4. What you read will make more sense to you if you connect it to other things you read, your own experiences, and the world around you.

One idea that comes out of "The Last Battle" is that former enemies can become friends. Great Britain and the United States fought against each other in two wars, but they have been allies since then. List two examples of former enemies becoming friends, either from history or your own experiences.

---

---

---

---

---

---

---

---

---

---

How has the world changed since the time of the War of 1812? Using information from "The Last Battle" and what you know, describe changes that have occurred in how people communicate since then.  
People used to communicate by

---

---

Now they communicate by

---

---

---

---

---

---

---

---

---

---

**A seventh grader named Joyce wrote this essay on her definition of a hero. Although Joyce has organized her ideas carefully, she needs your help editing and revising it.**

**This is Joyce's rough draft. Read and use it to answer questions 16 through 25.**

1        What is a hero? In my opinion, a hero is not necessarily someone who achieves great goals.  
2        He or she is not usually someone whose image appears on magazine covers or on the nightly  
3        news. A hero is someone who achieves a worthwhile goal, whether it be personal or one that  
4        involves helping others. You probably know a few heroes, too. Heroes, in contrast to the  
5        typical celebrity, receives a little public acclaim. They're just trying to do what's right. That, of  
6        course, is fine with them because they're not really looking for recognition

7        The crossing guard who does her job good fits my definition of a hero. She is not looking  
8        for recognition. But only wants to ensure the safety of the children in her charge. The last  
9        person to cross the finish line in a marathon is also a hero, too. She summons her strength  
10       plods along and finally attains her goal.

11       These are my ideas of what it takes to make up a hero. Perhaps you can think of an  
12       even best definition of your own. Remember that heroes are not those in the limelight.  
13       heroes are the people you see each day.

---

**16. What is the BEST change, if any, to made in the sentence in line 1?**

- a. Change *necessarily* to *neccessarily*.
- b. Change *someone* to *some one*.
- c. Change *achieves* to *achieves*.
- d. Make no change.

**17. Which transition would BEST fit at the beginning of the sentence in lines 3-4?**

- a. For example,
- b. Instead,
- c. However,
- d. Of course,

18. The topic sentence of the first paragraph is the sentence in
- line 1 (In ...goals)
  - lines 2-3 (He...news)
  - lines 3-4 (A...others)
  - line 4 (You...too).
19. Which of the following sentences does not belong in the first paragraph?
- line 1 (What ...hero?)
  - lines 2-3 (He...news.)
  - line 4 (You...too.)
  - line 5 (They're...right.)
20. What is the BEST change, if any, to make in the sentence in lines 4-5 (Hereos...acclaim.)?
- Change *receives* to *was receiving*.
  - Change *receives* to *is receiving*.
  - Change *receives* to *receive*.
  - Make no change.
21. The sentence in lines 5-6 (That...recognition.) is not in the correct place. This sentence would BEST fit before the sentence in
- line 1 (What ...hero?).
  - lines 3-4 (A...others.).
  - lines 4-5 (Hereos...acclaim.).
  - line 5 (They're...right.).
22. What is the BEST change, if any, to make in the sentence in line 7 (The...Hero.)
- Change good to well.
  - Change good to better.
  - Change good to best.
  - Make no change.
23. Which one of the following is NOT a sentence?
- the sentence in line 7(The...hero.)
  - the sentence in lines 7-8(She...recognition.)
  - the sentence in line 8(But...charge.)
  - the sentence in lines 8-9(The...too.)
24. The sentence in lines 8-9 (The...too.) is poorly written. Which one of these is the BEST way to rewrite it?
- The person to cross the finish line in a marathon is also a hero, too.
  - The last person to cross the line in a marathon is also a hero, too.
  - Also a hero is the last person to cross the finish line, too.
  - The last person to cross the finish line in a marathon is also a hero.
25. Which transition would BEST fit at the beginning of the sentence in lines 8-9 (The...too.)?
- In contrast,
  - In conclusion,
  - For example,
  - Similarly,