

Guthrie Public Schools

7th Grade Reading Distance Learning Lessons April-May, 2020

Directions: Read the material in each lesson and answer the questions. Examples for how to answer the questions are included in the “tips” sections of each lesson. An answer key has been provided so that you can check your work. The Exercises papers all have multiple choice questions similar to what you would find on the end of year state test.

April 6: Lesson 2 Main Idea and Theme

April 7: Lesson 3 Details and Organization

April 8: Lesson 4 Inferences and Conclusions Complete tips 1-6

April 9: Lesson 4 Inferences and Conclusions continued *Navajo Code-Talkers* & Focus Lesson 11

April 10: Lesson 5 Author’s Purpose Complete tips 1-6

April 13: Lesson 5 Author’s Purpose continued *Save Our Summers* & Focus Lesson 12

April 14: Lesson 6 Genre

April 15: Lesson 7 Literary Elements Complete tips 1-3

April 16: Lesson 7 Literary Elements continued Complete tips 4-10

April 17: Lesson 7 Literary Elements continued *Into the Void* & Focus Lesson 1

April 20: Lesson 7 Literary Elements continued Focus Lessons 3-4-5

April 21: Lesson 8 Author’s Craft Complete tips 1-5

April 22: Lesson 8 Author’s Craft continued Complete tips 6-7 & *Wolf Song*

April 23: Lesson 8 Author’s Craft continued Complete Focus lessons 6-7-9

April 24: Lesson 9 Comparing Texts Complete tips 1-7

April 27: Lesson 9 Comparing Texts continued Complete tip 8 & *The Red Badge of Courage*

April 28: Lesson 10 Literacy in History/Social Studies, Science, and Tech Subjects Complete tips 1-5

April 29: Lesson 10 Literacy continued Complete tips 6-10

April 30: Lesson 10 Literacy continued *Gettysburg Address* & *The Ocean and the Water Cycle*

May 1: Complete any unfinished work and review the lessons

May 4: Complete Exercises 1 & 3

May 5: Complete Exercises 4 & 5

May 6: Complete Exercises 8 & 9

May 7: Complete Exercise 10

May 8: Complete any unfinished work and review Exercises 1,3,4,5,8,9,10

Exercises

Exercise 1

Sir Walter Raleigh is considered one of the most powerful men in the court of Queen Elizabeth I. Read the tale of how this man contributed to North Carolina history. Then answer the questions that follow it.

Sir Walter Raleigh, Explorer

During the sixteenth century, European countries became interested in exploring North and South America. French explorers in North America ventured as far west as the Mississippi River and successfully colonized Canada. Spain made claims to much of the coast of South America. It was in the last part of the century that England developed an increasing desire to establish a settlement in the New World. In the late 1570s, Queen Elizabeth I began issuing charters for the exploration and colonization of North America.

The queen chose Sir Walter Raleigh to organize an expedition to America. Raleigh had shown an interest in travel and exploration. In 1578, he had even sailed on a lengthy seafaring expedition with his half-brother. Raleigh's interest in exploration, combined with his previous experience, made him the perfect choice to head a colonization effort. Raleigh was responsible for hiring ship captains and crews and for securing the financial backing needed for the trip. He also had to find people who were willing to leave England behind and become colonists in a new and strange world.

In 1584, Raleigh sent out his first ships to America. This exploratory trip, led by Philip Amadas and Arthur Barlowe, went in search of a site for a future English colony. Amadas and Barlowe found a site on Roanoke Island. They reported to Sir Walter Raleigh that the land seemed fertile and was inhabited by friendly natives. This land is now called the Outer Banks of North Carolina.

Sir Walter Raleigh was thrilled at the thought of settling hospitable land. Because the land was not yet settled, Raleigh had to find a group that would be able to populate the island. He needed people willing to abandon their lives in England and risk everything for the chance to embark on a new life in America. The group, led by Sir Richard Grenville, consisted of 600 men. These men went with the goal of establishing a fort on Roanoke Island and finding a place for a permanent English settlement.

Grenville and his men successfully built a fort on Roanoke Island. The group also made contact and became friendly with the local Native American tribe, the Croatoans. In need of supplies, however, Grenville left about 100 men to maintain

Exercises

Fort Raleigh and returned to England. In his absence, the colonists' relations with the Croatoans deteriorated. When Sir Francis Drake anchored off the coast of Roanoke Island, he found the colony struggling. The colonists decided to leave with him, abandoning Fort Raleigh. Less than a month later, Grenville returned with supplies to find the fort deserted. He left a party of 15 men to hold the fort and sailed home in defeat.

Undaunted by the failure of previous expeditions, Sir Walter Raleigh would not give up. Because Roanoke Island already had a fort, Raleigh was ready to send families to establish a settlement. Raleigh organized another party of colonists, this time including women and children. Raleigh's colonists set out in 1587 for Roanoke Island under the leadership of John White. When the ships arrived at Roanoke Island, the colonists reoccupied the abandoned Fort Raleigh. With great optimism, they began to build a life in America. The colonists constructed homes for their families and planted crops to sustain themselves. At the end of the summer, Virginia Dare, the first English child born in America, was delivered. With the promise of new life and a hope for the future, the colonists' early efforts at establishing a colony were successful.

As their first summer in Roanoke came to an end, the colonists harvested their crops and stored supplies. Due to strained relations with the Croatoans, the colonists knew they must depend

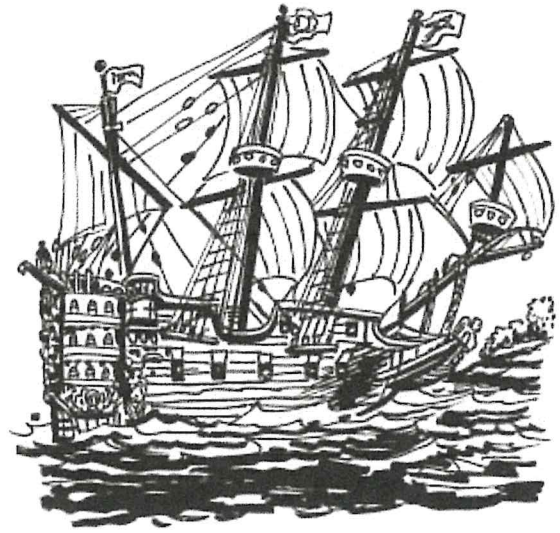
upon themselves for food to carry them through the winter. Although the colonists had successfully stored some food, White realized that the colony was not yet self-sufficient. They would starve before spring without supplies. In late August, White left the colonists and returned to England. Unfortunately, White arrived in England to find his country at war with Spain. Though he was desperate to return to America, White could not convince the queen to spare even one ship to send the necessary supplies back to Roanoke. White was unable to return to the colony until the war with Spain ended in 1590. By the time he reached Roanoke, three years had passed and the colonists had disappeared.

Because there was no physical evidence left behind by the colonists, White could only guess at what their fate might have been. Did the colonists starve? Did they make amends with the Croatoans and join them when they ran out of food? Were the colonists attacked by a local tribe or struck by disease? Perhaps they built a ship and set sail to England, only to perish on the high seas. What actually happened to the colonists will never be known.

Only one clue was left. The word "CROATOAN" was carved into a tree. White hoped that the colonists had joined the Croatoan tribe when they ran out of supplies, but no evidence has ever been found to tell us what became of Raleigh's colonists.

Exercises

Although the colony at Fort Raleigh did not survive, the efforts of Sir Walter Raleigh were not in vain. The colony at Roanoke gave England some understanding of the New World and paved the way for future exploration. Sir Walter Raleigh, in his immovable desire to succeed, represented the spirit of expansion and the belief that possibilities in the New World were unlimited.



1. What made Sir Walter Raleigh a good choice to lead a colonization expedition to America?
 - A His half-brother had traveled the world.
 - B He owned his own ship.
 - C He had interest and experience.
 - D He had sufficient funds to support a trip.
2. When did the Roanoke colonists' mysterious disappearance take place?
 - A a year after the colony was first founded
 - B while Sir Richard Grenville was serving as leader
 - C right before Sir Walter Raleigh arrived with supplies
 - D while England was at war with Spain
3. What event most clearly suggested that the Roanoke colony would survive and prosper?
 - A White's journey back to England
 - B the construction of Fort Raleigh
 - C the establishment of friendly relations with the Croatoan tribe
 - D the birth of Virginia Dare
4. In the first paragraph, why does the author mention that Spain and France were exploring the New World?
 - A to provide readers with historical context
 - B to show how powerful these countries were at the time
 - C to make the story more interesting to read
 - D to add an element of suspense to the story

Exercises

5. Sir Walter Raleigh's efforts at colonization in the New World are *best* described as which of the following?
- A efforts that brought fame to England
 - B efforts that failed
 - C efforts that cost a great deal of money
 - D efforts that furthered England's attempt to expand
6. What is the author's attitude toward Sir Walter Raleigh?
- A irritated
 - B admiring
 - C affectionate
 - D pitying
7. In paragraph 7, what is meant by the phrase "the colony was not yet self-sufficient"?
- A The colony could not yet support itself.
 - B The colony could not yet grow food.
 - C The colony could not yet sail back to England.
 - D The colony could not yet survive without a leader.
8. What was the *most* important factor that led to Roanoke's failure as a colony?
- A The colonists chose too dangerous a route to sail from England.
 - B The colonists failed to set up an organized government.
 - C The colonists did not grow enough crops to last through winter.
 - D The colonists refused to cooperate with the Croatoan tribe.
9. Why does the author pose a series of questions in paragraph 8?
- A to show that the fate of the Roanoke colonists is still unknown
 - B to show that the colonists were struck by disease
 - C to show that historians know little about the sixteenth century
 - D to show that the Croatoans were probably to blame

Exercises

Exercise 3

What was life like in the days of the Pilgrims? Carol Ryrie Brink asked this question and came up with the following poem, "Goody O'Grumpity," which depicts a Pilgrim woman baking a mouth-watering cake. Read this poem and the spice cake recipe inspired by this poem. Then answer the questions that follow the poem and recipe.

Goody O'Grumpity

by Carol Ryrie Brink

When Goody¹ O'Grumpity
baked a cake
The tall reeds danced
by the mournful lake,
The pigs came nuzzling
out of their pens,
The dogs ran sniffing
and so did the hens,
And the children flocked
by dozens and tens.
They came from the north,
the east and the south
With wishful eyes
and watering mouth,
And stood in a crowd
about Goody's door,
Their muddy feet
on her sanded floor.
And what do you s'pose
they came to do!
Why, to lick the dish
when Goody was through!
And throughout the land
went such a smell
Of citron and spice—
no words can tell
How cinnamon bark
and lemon rind,

And round, brown nutmegs
grated fine
A wonderful haunting
perfume wove,
Together with allspice,
ginger and clove,
When Goody but opened
the door of her stove.
The children moved close
in a narrowing ring,
They were hungry—as hungry
as bears in the spring;
They said not a word,
just breathed in the spice,
And at last when the cake
was all golden and nice,
Goody took a great knife
and cut each a slice.



¹In Colonial America, married women were often called *Goody*, a shortened form of the word *goodwife*.

Exercises**Goody O'Grumpity's Spice Cake***by Ashley Wolff*

Makes 2 loaves

Safety First! Children should be supervised carefully by an adult when making this recipe.

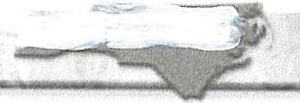
$\frac{3}{4}$ cup milk	$\frac{1}{2}$ teaspoon allspice
$\frac{1}{2}$ cup butter	$\frac{1}{4}$ teaspoon ground ginger
2 teaspoons salt	$\frac{1}{4}$ teaspoon ground cloves
$\frac{3}{4}$ cup sugar	$2\frac{1}{2}$ cups unbleached all-purpose flour
1 tablespoon active dry yeast	$2\frac{1}{2}$ cups whole wheat flour plus more for kneading
3 eggs	$\frac{1}{4}$ cup diced citron
1 teaspoon grated lemon rind	1 cup currants
$1\frac{1}{2}$ teaspoon cinnamon	
$\frac{1}{4}$ teaspoon grated nutmeg	

1. Bring the milk to a boil in a small saucepan. Stir in the butter, salt, and sugar. Set aside and let cool until lukewarm.
2. In a medium bowl, stir the yeast into $\frac{1}{2}$ cup lukewarm water until thoroughly dissolved. Stir in the milk mixture and then the eggs, lemon rind, cinnamon, nutmeg, allspice, ginger, and cloves. Stir in the unbleached flour and $2\frac{1}{2}$ cups of the whole wheat flour. Turn out the dough onto a board heavily dusted with whole wheat flour. Knead until smooth and resilient, about 5 minutes, adding more whole wheat flour if necessary. Cover with plastic wrap and set aside for $\frac{1}{2}$ hour in a warm place.
3. Knead in the citron and currants.
4. Place the dough in a large bowl, cover with plastic wrap, and allow to rise until doubled in bulk, about 1 hour.
5. Punch down the dough, divide in two, and form into round loaves. Set these on a cookie sheet, cover loosely, and allow to rise until doubled, about 1 hour more.
6. Preheat oven to 300 degrees Fahrenheit.
7. Bake for about $1\frac{1}{2}$ to 2 hours. Test for doneness by tapping the bottom of a loaf. It is fully baked if it sounds hollow.

Exercises

1. What keeps the dough from sticking to the kneading surface?
 - A the plastic wrap
 - B the flour
 - C the spices
 - D the board
2. Excluding the flour required for kneading, how much flour does the recipe call for all together?
 - A 2 cups
 - B $2\frac{1}{2}$ cups
 - C 4 cups
 - D 5 cups
3. In step 2, when would a mistake **most likely** happen?
 - A adding the flour while kneading
 - B grating the lemon rind
 - C covering it with plastic wrap
 - D setting the dough aside for $\frac{1}{2}$ hour
4. If you had to complete this recipe very quickly, when would be the **best** time to grate the lemon rind and the nutmeg?
 - A while you are boiling the milk
 - B while you are cooling the milk mixture
 - C after you knead the dough
 - D while the dough is rising
5. If you were to make Goody O'Grumpity's spice cake, which would take the most time?
 - A dissolving the yeast
 - B grating the lemon rind and the nutmeg
 - C kneading the dough
 - D baking the bread
6. What modification could you make to this recipe without changing the taste or texture?
 - A Form the dough into oval loaves.
 - B Use lemon juice instead of lemon rind.
 - C Increase the amount of cinnamon.
 - D Only allow the bread to rise once.

Exercises



Exercise 4

The following tale is about a boy and his grandfather's love for his garden. Read this story to learn about the trouble he had with an avocado tree. Then answer the questions that follow it.

The Grandfather

by Gary Soto

Grandfather believed a well-rooted tree was the color of money. His money he kept hidden behind portraits of sons and daughters or taped behind the calendar of an Aztec warrior. He tucked it into the sofa, his shoes and slippers, and into the tight-lipped pockets of his suits. He kept it in his soft brown wallet that was machine tooled with "MEXICO" and a campesino and donkey climbing a hill. He had climbed, too, out of Mexico, settled in Fresno and worked thirty years at Sun Maid Raisin, first as a packer and later, when he was old, as a watchman with a large clock on his belt.

After work, he sat in the backyard, under the arbor, watching the water gurgle in the rose bushes that ran along the fence. A lemon tree hovered over the clothesline. Two orange trees stood near the alley. His favorite tree, the avocado, which had started in a jam jar from a seed and three toothpicks lanced in its sides, rarely bore fruit. He said it was the wind's fault, and the mayor's, who allowed office buildings so high that the haze of pollen from the countryside could never find its way into the city. He sulked about this. He said that in Mexico

buildings only grew so tall. You could see the moon at night, and the stars were clear points all the way to the horizon. And wind reached all the way from the sea, which was blue and clean, unlike the oily water sloshing against the San Francisco pier.

During its early years, I could leap over that tree, kick my bicycling legs over the top branch and scream my fool head off because I thought for sure I was flying. I ate fruit to keep my strength up, fuzzy peaches and branch-scuffed plums cooled in the refrigerator. From the kitchen chair he brought out in the evening, Grandpa would scold, "Hijo, what's the matta with you? You gonna break it."

By the third year, the tree was as tall as I, its branches casting a meager shadow on the ground. I sat beneath the shade, scratching words in the hard dirt with a stick. I had learned "Nile" in summer school and a dirty word from my brother who wore granny sunglasses. The red ants tumbled into my letters, and I buried them, knowing that they would dig themselves back into fresh air.

A tree was money. If a lemon cost

Exercises

seven cents at Hanoian's Market, then Grandfather saved fistfuls of change and more because in winter the branches of his lemon tree hung heavy yellow fruit. And winter brought oranges, juicy and large as softballs. Apricots he got by the bagfuls from a son, who himself was wise for planting young. Peaches he got from a neighbor, who worked the night shift at Sun Maid Raisin. The chile plants, which also saved him from giving up his hot, sweaty quarters, were propped up with sticks to support an abundance of red fruit.

But his favorite tree was the avocado because it offered hope and the promise of more years. After work, Grandpa sat in the backyard, shirtless, tired of flagging trucks loaded with crates of raisins, and sipped glasses of ice water. His yard was neat: five trees, seven rose bushes, whose fruit were the red and white flowers he floated in bowls, and a statue of St. Francis that stood in a circle of crushed rocks, arms spread out to welcome hungry sparrows.

After ten years, the first avocado hung on a branch, but the meat was flecked with black, an omen, Grandfather thought, a warning to keep an eye on the living. Five years later, another avocado hung on a branch, larger than the first and edible when crushed with a fork into a heated tortilla. Grandfather sprinkled it with salt and laced it with a river of chile.

"It's good," he said, and let me taste.

I took a big bite, waved a hand over my tongue, and ran for the garden hose gurgling in the rose bushes. I drank long and deep, and later ate the smile from an ice cold watermelon.

Birds nested in the tree, quarreling jays with liquid eyes and cool, pulsating throats. Wasps wove a horn-shaped hive one year, but we smoked them away with swords of rolled up newspapers lit with matches. By then, the tree was tall enough for me to climb to look into the neighbor's yard. But by then I was too old for that kind of thing and went about with my brother, hair slicked back and our shades dark as oil.

After twenty years, the tree began to bear. Although Grandfather complained about how much he lost because pollen never reached the poor part of town, because at the market he had to haggle over the price of avocados, he loved that tree. It grew, as did his family, and when he died, all his sons standing on each other's shoulders, oldest to youngest, could not reach the highest branches. The wind could move the branches, but the trunk, thicker than any waist, hugged the ground.

Exercises

1. How does the author make the story interesting to the reader?
 - A The author includes flashbacks of Grandfather's boyhood in Mexico.
 - B The author tells the story with an omniscient point of view.
 - C The author includes many details that appeal to the senses.
 - D The author includes scientific facts to make the story realistic.

2. In the second paragraph, why was Grandfather unhappy about the tall buildings of Fresno?
 - A They kept the sun from shining on his garden.
 - B They blocked out the beauty of nature.
 - C Their height frightened him.
 - D They represented the wealth he could never have.

3. To comprehend Grandfather's feelings about his avocado tree, which experience would be **most** helpful?
 - A working for a long time to accomplish a goal
 - B having a friend treat you badly for no reason
 - C selling fruits and vegetables
 - D working in a factory

4. How did the grandson **most likely** feel about his grandfather's avocado tree after his grandfather's death?
 - A sentimental
 - B proud
 - C jealous
 - D miserable

5. What word describes the style of this passage?
 - A fast-paced
 - B humorous
 - C descriptive
 - D formal

6. What would be the **best** strategy for approaching question 5?
 - A Read carefully any dialogue in the story.
 - B Read the title and the introduction to the passage.
 - C Look up unfamiliar words in a Spanish/English dictionary.
 - D Reread the entire story.

Exercises

7. What kind of a passage is this?
- A fiction
 - B historical fiction
 - C myth
 - D technical writing
8. What made Grandfather's yard the "color of money?"
- A the grass that grew there
 - B the fruit from his trees that cost him nothing
 - C the green bark of the avocado tree
 - D the money he earned selling lemons in Hanoian's Market
9. What kind of knowledge would add **most** to the reader's understanding of this passage?
- A the cost of various fruits in the Fresno area
 - B the reasons that people emigrate from Mexico to the United States
 - C the differences between Mexico and California
 - D the difficulties involved in growing a tree



Exercises

Exercise 5

Read the following article to find out if you might be consuming too much sugar. Then read the questions that follow it.

How Sweet Is Too Sweet?

Sugar occurs naturally in many foods. Often, our favorite healthy snacks are the ones that taste good because of their natural sweetness. Many of the foods we consume, however, contain lots of added sugar to sweeten them. Our bodies treat naturally occurring sugar and added sugar in the same way. Unlike added sugar, though, naturally occurring sugar comes packaged with other important nutrients. Added sugar contributes nothing to a diet but extra calories.

How much sugar can be included in a healthy diet? The recommended allowance of added sugar is about 10 teaspoons per day, or around 40 grams. That may sound like a lot of sugar. In fact, it might seem hard to believe that anyone would consume more than 10 teaspoons of added sugar in a day. Studies have shown, however, that the average American consumes twice that amount.

A diet high in sugar has less room for other, more nutritious food. The food that is eliminated from a diet to make room for all the extra sugar is often food that can help prevent health problems. High blood pressure, heart disease, obesity, and dental problems are just a

few of the health issues connected to the consumption of too much sugar.

Where does all the sugar come from? A large amount of sugar is found in many foods that most people think are nutritious. A cup of flavored yogurt, for example, can contain as much as 45 grams of sugar. Some other sugar carriers that you might find surprising are granola bars, fruit drinks, bran muffins, and breakfast cereal. Some breakfast cereals are so pumped up with extra sugar that it would be just as nutritious to eat a piece of chocolate cake for breakfast as a bowl of the sugary stuff.

There are other more obvious sugar culprits. The amount of sugar they add to your diet might surprise you, though. Soda is the chief contributor of added sugar to American diets. Soda accounts for 33 percent of the total added sugar intake in the United States. Other sugar sources to watch out for are fruit drinks and sweet baked goods. Cookies, cakes, and fruit-flavored drinks make up almost 25 percent of our added sugar intake.

The best way to avoid eating too much added sugar is to be aware of the content of the foods that you eat. Sugary foods make great treats. Regular snacking

Exercises

should involve healthy choices. Try a banana instead of the banana bread. Eat an apple instead of that apple pie. Sodas are really treats, too. Water is a more hydrating beverage!

Sugar calories are empty calories. They are filling and they make the consumption of other nutrient-rich foods less likely. The

sugar that is found naturally in foods such as milk, dairy products, and fruit brings other important nutrients along with it. These “good” sugar sources are the best places to find satisfaction for your sweet tooth.

How sweet is it? Too sweet if you’re not careful.

Food	Grams of Sugar Per Serving
1 cup of milk	10–12 grams
1 teaspoon of table sugar	4 grams
4 oz. bran muffin	22–25 grams
1/4 cup flour	0 grams
1/2 cup rolled oats	0 grams
8 oz. soda	25–31 grams
8 oz. fruit-flavored drink	20–25 grams
sweetened breakfast cereal	10–15 grams
2 slices of sandwich bread	1–4 grams
candy bar	20–25 grams
2 tablespoons peanut butter	3 grams
1 tablespoon honey	16 grams
15-gram cookie	4–5 grams

- Why does the author call sugar calories “empty” calories?
 - They cause your appetite to increase.
 - They bring no nutritional benefits.
 - They are difficult to measure.
 - They cause more weight gain than other calories.
- What is the *main* purpose of the chart?
 - to give the sugar content of a range of foods
 - to list the sugar content of different snack foods
 - to list different food items in a typical American’s diet
 - to provide examples of low-sugar foods

Exercises

3. According to the article, which sugar source contributes the most added sugar to American diets?
- A sweetened yogurt
 - B cookies and cakes
 - C sodas
 - D fruit
4. What would be the *best* advice to give someone who was interested in monitoring added sugar intake?
- A Stop drinking sodas and fruit drinks.
 - B Be aware of the sugar content of foods you eat.
 - C Eat lots of fruit to satisfy your sweet tooth.
 - D Eat three meals a day, with no snacks.
5. The author's purpose in this passage is to convince the reader to do which of the following?
- A eliminate sugar intake altogether
 - B identify sugar intake as a major health risk
 - C stop drinking sodas
 - D control added sugar intake
6. If you wanted to learn more about how to eat a healthy diet, where would be the *best* place to start looking for this information?
- A a magazine on nutrition
 - B a weight-loss organization
 - C a science textbook
 - D the Food and Drug Administration
7. In a healthy diet, what is the daily limit of added sugar consumption?
- A none at all
 - B about 40 grams
 - C about 45 grams
 - D enough to make up about 33 percent of calories for the day

Exercises

Exercise 8

Read the following passage to find out how you can contribute to solving our nation's waste problem. Then answer the questions that follow it.

How You Can Help

by Heather Wheeler

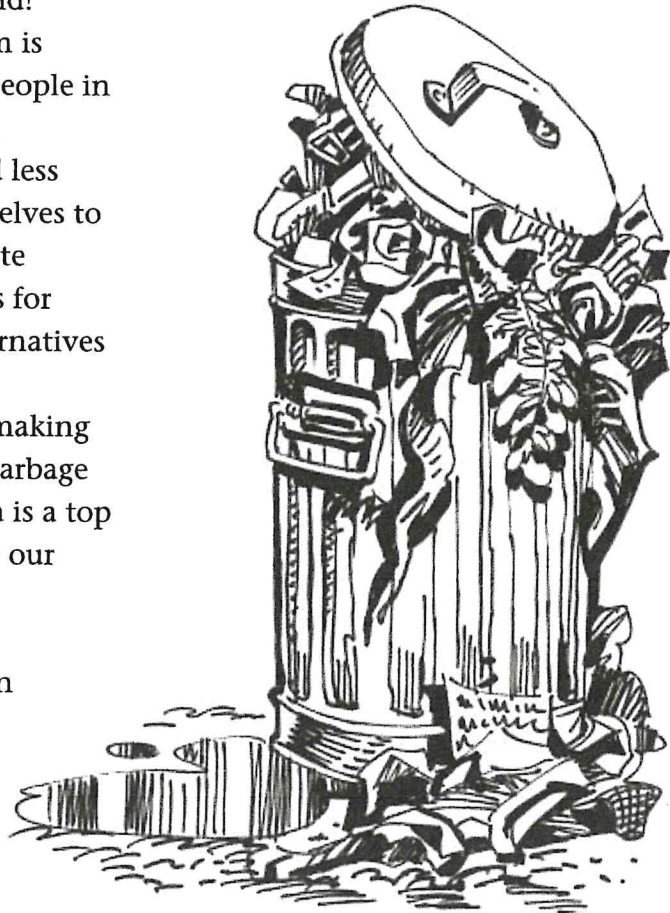
Did you know that the average person in the United States creates about a ton of garbage every year? That's a lot of trash! That adds up to more trash than is produced by any other country in the world. All that garbage has to go somewhere. It doesn't take long to figure out that it can't all go into a dump. If it did, we would soon be out of land!

You may say that this problem is nobody's fault. There are more people in the U.S. than ever before, which translates into more garbage and less space. We could just devote ourselves to finding convenient forms of waste disposal—looking for new spaces for dumps, or seeking out other alternatives for storing waste.

If you think this way, you're making excuses. After all, such massive garbage production *isn't* natural. America is a top producer of garbage for a reason: our society values convenience over everything else. This love of convenience has led to a boom in disposable products. We use something once and then throw it out. We choose whatever is easiest—and disposable products are certainly

easy. But at what cost do these products add ease to our lives? Our selfish love of convenience is turning our world into a dump.

Think of the disposable products we use on a regular basis: plastic diapers, paper plates and cups, facial tissues, paper towels, and plastic grocery bags.



Exercises

You might say these items are a crucial part of our busy lifestyle. After all, who wants to bring his own tote bag to the supermarket? Who has time to scrub dirty diapers? But what is the environmental cost of these products? Each time you throw away a container or product that you could have reused, you make our nation's waste problem even bigger.

The good news is that recycling in the United States has increased at a steady pace since the 1960s. In 1930, about 7 percent of our country's garbage was recycled. In the year 2000, experts expect that the United States will recycle about 30 percent of its waste. But recycling really isn't the answer. For Americans to beat the waste problem, a deeper change needs to take place.

The solution is you—your everyday actions. Each American has to break from

the cycle of wastefulness. Consider all your acts of thoughtless waste, and catch yourself. The next time you pack a lunch, don't take along the paper juice box. Purchase a plastic drink container and use it for your daily refills. The next time you go to a store, avoid the disposable razors; buy one with blades you can insert. In so many small ways, you can break the vicious cycle of wastefulness, and pave the road for a better future. Every small action counts!

We can't wait for the government to take care of our problems. It's up to each individual to act for the good of the country—placing long-range thinking above selfishness. Reducing the amount of waste we create will benefit every person living in our country and in our world. It makes sense that every person needs to help. It's your ton of garbage. How will you treat it this year?

1. Which is the **most likely** reason that the author mentioned recycling?
 - A to propose a solution to waste production
 - B to demonstrate how Americans are committed to recycling
 - C to suggest that recycling is just one part of the solution
 - D to encourage readers to form recycling programs
2. In which paragraph does the author first reveal the direction of her argument?
 - A first
 - B second
 - C third
 - D last

Exercises

3. The author makes her argument persuasive in which of the following ways?
- A by addressing possible objections held by the reader
 - B by beginning the passage with a question
 - C by including the opinions of experts
 - D by summarizing her concerns at the end of each paragraph
4. The author's purpose in this passage is to convince the reader to do which of the following?
- A to recycle more products than before
 - B to support governmental plans to fight pollution
 - C to reduce use of disposable products
 - D to think of new places to store waste
5. What step does the author propose as a way of reducing waste?
- A reduce family size by at least half
 - B start a recycling club
 - C use a plastic container for drink refills
 - D urge the government to take action
6. How does the author want you to feel about disposable products?
- A They are wasteful but necessary.
 - B Americans should stop being so dependent on them.
 - C Americans should start recycling them.
 - D They have greatly improved our lives.
7. How does the author try to capture the reader's attention in the first paragraph?
- A by introducing the main topic of the passage
 - B by shocking the reader with a surprising fact
 - C by providing information about garbage dumps
 - D by suggesting that there is no more space for garbage
8. If you wanted to help reduce waste in your own home, which of the following would be the **best** book for you to read?
- A *Nature-Friendly Companies in the U.S.*
 - B *Recycling: A History*
 - C *Alternative Methods of Waste Disposal*
 - D *Living an Earth-Friendly Life: A Daily Guide*

Exercises

Exercise 9

This selection tells the tale of Theseus, a prince on an unending quest for adventure. Read on to learn about Theseus's most heroic act—the slaying of a human-eating monster. Then answer the questions that follow the passage.

Theseus and the Minotaur

Theseus was the son of Aethra, a woman of Troezan, and Aegeus, the king of Athens. Aethra's father—Theseus's grandfather—was the King of Troezan. Theseus lived with his mother and his grandfather until he was a young man.

As a boy, Theseus listened to tales about Hercules, the legendary hero who destroyed fierce monsters and outwitted gods. He longed to outdo the mighty deeds of Hercules by fighting evildoers and facing savage monsters himself, but his sheltered and privileged life prevented such daring feats.

Apart from an absence of heroic challenges, the other thing Theseus lacked was his father. Before Theseus was even born, Aegeus had returned to his own kingdom in Athens. Theseus missed having a father around to advise him, but he knew that Aegeus was occupied with defending his kingdom. Theseus's greatest wish was to meet his father someday.

Aethra knew that this wish would come true. Before Aegeus had left Aethra, he had made her swear to carry out his own wish concerning their son. He showed her where he had buried his sword and his shoes under a boulder.

When Theseus came of age, Aethra was to show him the stone and instruct him to retrieve the sword and shoes and bring them to Athens. Then father and son would finally meet.

When it was time, Aethra told Theseus of his father's orders, and Theseus moved the boulder as if it were a pebble. It was time for Theseus to begin his life of adventure. His grandfather helped him prepare for the journey to Athens. He told Theseus to take the quickest and safest route, by boat across the sea. However, Theseus chose to trek through the countryside, which was populated with greedy bandits, savage creatures, and predators of every description.

The expedition was full of perils and excitement. First, Theseus encountered Periphetes, a fierce barbarian who wielded an iron club. Theseus was able to defeat this attacker and take away his weapon. After this initial conquest, Theseus continued to carry the club as a sign of his victory. Theseus also encountered Procrustes, who tortured travelers with his two iron beds, one big, one small. Procrustes would invite people to sleep in a bed, then stretch their bodies or chop off their limbs until they fit. Theseus

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defeated this adversary, to the relief of travelers throughout the land.

When Theseus arrived in Athens, he discovered that Athens needed his help. His father's enemy, King Minos of Crete, had the Athenians under his thumb, demanding a steady supply of young men and women to feed to the Minotaur, a monster that was half human and half bull. This creature, who lived in a labyrinth, was constantly ravenous, devouring any humans he encountered.

Theseus was moved by the plight of his father's people and vowed to fight the Minotaur to the death. A boat with black sails was prepared to send the next sacrificial victims off to Crete. Theseus boarded this boat as well. He promised his father, King Aegeus, that he would return on the boat after slaying the Minotaur, with white sails raised to announce his victory.

When the boat arrived in Crete, the party of captives stood before King Minos and his court. His daughter Ariadne was also there, watching the parade of

prisoners. She and Theseus exchanged a glance, and they instantly fell in love. Before Theseus entered the labyrinth, Ariadne gave him a sword to use against the beast. She also cleverly provided him with a ball of yarn, to help him find his way out of the Minotaur's maze-like lair. Theseus fought the Minotaur with all his might. In the end Theseus was the victor, hailed by the grateful young men and women he saved from the Minotaur's jaws. Afterward, Theseus led his companions out of the labyrinth and back to the boat. Joined by Ariadne, Theseus sailed triumphantly back to Athens.

However, the jubilant Theseus had forgotten to change the sails from the black of doom to the white of victory. When Aegeus saw the black-sailed boat enter the harbor, he believed that his son was dead. The aged king killed himself in despair. When Theseus finally arrived at his father's doorstep, he learned that he was now the king of Athens.

1. How did Theseus feel about life before his journey to Athens?
 - A impatient
 - B depressed
 - C content
 - D reluctant
2. Which of the following does the author include to make the plot exciting?
 - A description of the countryside on Theseus's journey
 - B dialogue between Theseus and his mother
 - C episodes of Theseus's encounters with evildoers
 - D background information about Theseus's grandfather

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3. Why didn't Theseus take the route to Athens that his grandfather advised?
- A because he wanted to meet Hercules
 - B because he wanted to have adventures
 - C because he wanted to get there faster
 - D because he wanted to kill the Minotaur
4. How was Theseus able to defeat the Minotaur?
- A He used his father's sword.
 - B He lured the Minotaur into a labyrinth.
 - C He used Ariadne's sword.
 - D He used Periphetes's iron club.
5. When Theseus learned that he was king, which words **best** describe how he probably felt?
- A angry and annoyed
 - B excited and joyful
 - C eager and proud
 - D shocked and sad
6. In the seventh paragraph, what does it mean that the Minotaur was "ravenous"?
- A It was hungry.
 - B It was powerful.
 - C It was frightening.
 - D It was unhappy.
7. Which was **not** one of Theseus's reasons for his journey to Athens?
- A to have adventures
 - B to marry Ariadne
 - C to meet his father
 - D to be like Hercules
8. This story is told from which point of view?
- A both first and third person
 - B second person only
 - C first person only
 - D third person only
9. Which words **best** describe Theseus in this passage?
- A boastful and arrogant
 - B cautious and alert
 - C brave and restless
 - D reserved and thoughtful

Exercises

Exercise 10

In the following excerpt from Helen Keller's autobiography, The Story of My Life, Keller recalls her first encounter with language. Few people face the challenges that she did as a blind, deaf, and mute child. Read this passage to see how words changed her life. Then answer the questions that follow it.

The Story of My Life

by Helen Keller

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship,

tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line and had no way of knowing how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters

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correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled “d-o-l-l” and tried to make me understand that “d-o-l-l” applied to both. Earlier in the day we had had a tussle over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is *mug* and that “w-a-t-e-r” is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed.

She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

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I learned a great many new words that day. I do not remember what they all were; but I do know that *mother, father, sister, teacher* were among them—words that were to make the world blossom for me, “like Aaron’s rod, with flowers.” It

would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

- How old was Helen Keller when she met her teacher?
 - three months
 - six years
 - seven years
 - ten years
- How did Helen Keller feel about her life before she met her teacher?
 - delighted
 - carefree
 - unhappy
 - directed
- Which of the following **best** describes Anne Sullivan’s experience with Keller at the well?
 - a failed attempt at helping Keller to understand language
 - an event that transformed Keller’s attitude toward her teacher
 - a turning point in Keller’s relationship to the world
 - a successful attempt at getting Keller to drink water
- Which of the following is **not** an example of figurative language?
 - “I was like that ship before my education began...”
 - “I felt my teacher sweep the fragments to one side of the hearth...”
 - “That living word awakened my soul...”
 - “...each name gave birth to a new thought.”
- What kind of knowledge would be **most** helpful to the reader of this passage?
 - knowledge of how children were raised in the 1800s
 - knowledge of how the blind and deaf were taught in the 1800s
 - knowledge of well-houses
 - knowledge of how Keller’s parents felt about her condition

Exercises

6. When does Helen Keller **first** understand that each word means something specific?
- A in paragraph 5
 - B in paragraph 6
 - C in paragraph 7
 - D in paragraph 9
7. If you were writing about Anne Sullivan's regard for Helen Keller, which of the following details would you be **least** likely to use?
- A Anne Sullivan met Keller in the spring.
 - B Anne Sullivan taught Keller at the Kellers' home.
 - C Anne Sullivan brought Keller a doll.
 - D Anne Sullivan was persistent in her efforts to teach Keller.
8. In paragraph 8, the word *repentance* is used to suggest which of the following?
- A satisfaction
 - B grief
 - C regret
 - D excitement
9. What is the overall tone of this passage?
- A objective
 - B frustrated
 - C amused
 - D joyful

Answer Key for Focus Exercises

Exercise 1

1. C 6. B
2. D 7. A
3. D 8. C
4. A 9. A
5. D

Exercise 3

1. B 4. B
2. D 5. D
3. A 6. A

Exercise 4

1. C 6. D
2. B 7. A
3. A 8. B
4. A 9. D
5. C

Exercise 5

1. B 5. D
2. A 6. A
3. C 7. B
4. B

Exercise 8

1. C 5. C
2. C 6. B
3. A 7. B
4. C 8. D

Exercise 9

1. A 6. A
2. C 7. B
3. B 8. D
4. C 9. C
5. D

Exercise 10

1. B 6. C
2. C 7. A
3. C 8. C
4. B 9. D
5. B