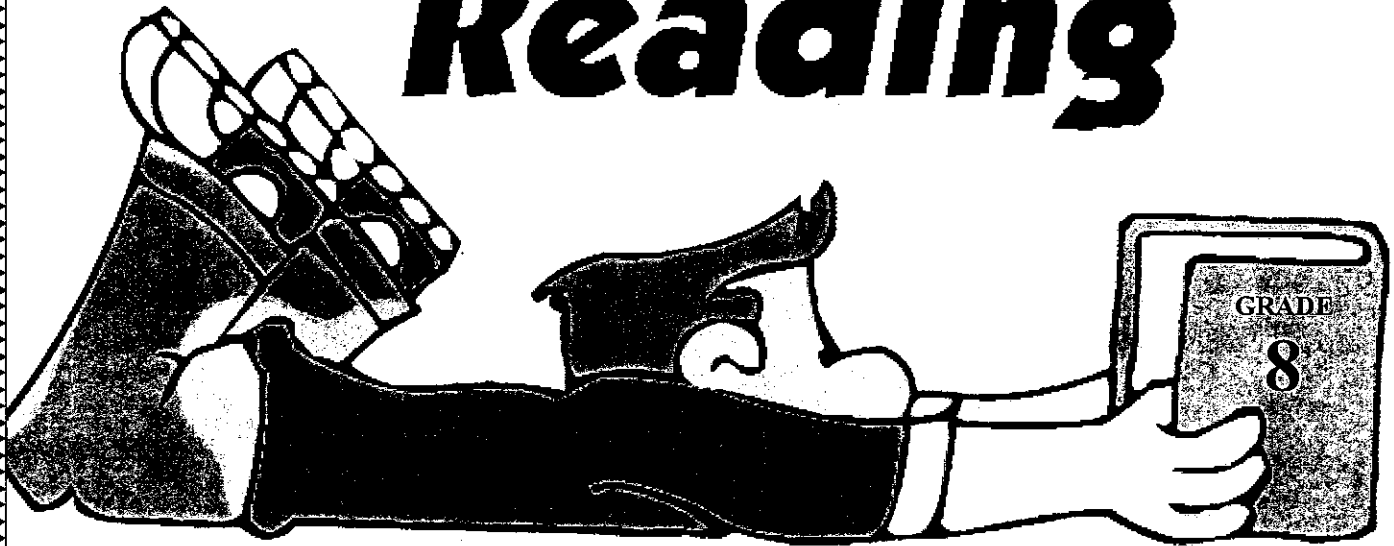


**BRIDGEPORT PUBLIC SCHOOLS**

**READING  
CMT PRACTICE  
PACKET**

**#1**

***Reading***



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

There have been many prodigious eaters in human history, but in terms of food eaten per body weight, the all-time champion eater is not human at all. It is the larva of the Polyphemus moth (*Antheraea polyphemus*) of North America. In the first two days of its life, this caterpillar eats an amount equal to 86,000 times its own birth weight. In human terms this would be an impossible feat. It would be like a baby 1 one hundred fully-grown elephants.

- 1 a) consuming    b) finding  
c) watching    d) training  
e) following

Among human eaters many have vied for gastronomic records. In all the long and varied annals of histories of great trenchermen, the name of Edward Abraham ("Bozo") Miller still stands out as the all-time World's Biggest Eater. Bozo is a 2 for good reason. An ordinary breakfast for Bozo may consist of four dozen eggs and two pounds of bacon. When Bozo goes to baseball games, the vendors are especially delighted to see him. He will eat 50 hot dogs at one sitting and think nothing of it.

- 2 a) rider    b) dentist  
c) champion    d) physician  
e) runner

No one has ever defeated Bozo in an eating contest. His 3 is perfect. One of his great contests was with Haystack Calhoun, a giant of a man who outweighed Bozo by more than 300 pounds. The contest started with 28 bowls of soup and six pounds of lamb. Bozo enjoyed this snack, but Haystack started slowing down. Soon Haystack stopped eating altogether. Shortly thereafter he was 4. It took six strong men to carry him out. He had collapsed on the table. But Bozo was still hungry and kept eating for a long time before he was finally full.

- 3 a) clothing    b) style  
c) language    d) record  
e) courage

- 4 a) successful    b) uncertain  
c) ill    d) enthusiastic  
e) laughing

Bozo has probably eaten greater amounts of food than anyone else at one time. However, we must turn to others for the more bizarre and medically risky aspects of eating. Monsieur Mangetout of France ate an entire bicycle, including tires and fenders, patiently finishing another portion every day over the span of two weeks. This was a truly 5 meal.

- 5 a) simple    b) unusual  
c) cheap    d) small  
e) boring

Another person, Jay Gwaltney, ate an entire 11-foot-tall birch tree. He finished the leaves and branches easily. Even the 6 was eaten. Gwaltney undertook the consumption of the tree as an entry in a radio program called "What's the Most Outrageous Thing You Would Do?" He won the contest. Gwaltney was delighted afterwards, because people wrote to him from all over the world. He had become 7.

- 6 a) meat    b) finger  
c) wallet    d) pencil  
e) trunk

- 7 a) sick    b) annoyed  
c) famous    d) tired  
e) ridiculed



Ecological balance depends on delicate interactions between climate, biology, geography, and the existence of predators. Undisturbed, nature acts to maintain balance by restricting living things to appropriate locations.

Thus, species whose food requirements can be satisfied in many places are able to be widely distributed. Their mobility is not seriously curtailed by the need to locate food. Other creatures, however, are not as 36. Those with specialized diets are severely limited in mobility, needing to remain in those few places where food sources are adequate.

- 36  weak  free  
 heavy  young  
 slow

Climatic barriers restrict some species. Although Antarctica's environment seems ideally suited to the Arctic polar bear, the temperate and tropical zones which lie between the Arctic and Antarctic and which are inimical to the bear have prevented its southward passage. There has been no way to 37 these areas. Consequently, the bear has remained localized in the Arctic.

- 37  develop  find  
 cross  defend  
 supply

Any intervention which upsets the ecological balance may have serious repercussions. The Welland Canal, connecting Lake Ontario to the other Great Lakes, was constructed to provide uninterrupted water passage for commercial sailing vessels from the Atlantic Ocean halfway across the continent. As expected, the benefits to 38 were large. Unfortunately, the canal was also beneficial to parasitic lampreys, which soon penetrated all five lakes, descending upon and destroying the trout population. The native population was rapidly 39. The once rich Great Lakes fisheries contained only a fraction of their original trout population. The negative consequences of the canal on the fisheries may have been unintentional. Nevertheless, the resulting 40 was very real.

- 38  health  trade  
 crops  beaches  
 streams

- 39  reduced  examined  
 moved  forgotten  
 protected

- 40  delay  union  
 strength  profit  
 problem

Even well-meaning attempts by people to transplant flora and fauna have backfired. European wild rabbits were imported by Australia to become an easy source of food and furs. Initially, the 41 seemed fine. But in the absence of their natural predators and competitors, the rabbits multiplied beyond all expectations. There was no way to 42 them. Consequently, they became a serious menace, devouring grazing lands needed for livestock.

- 41  plan  leaves  
 soil  quality  
 weather

- 42  establish  obtain  
 select  control  
 shelter



**STOP**



Directions: Here is a story that presents you with a very puzzling problem. Read "The Lady or the Tiger?" Then answer Questions 9–16.

# *The Lady or the Tiger?*

*By Frank R. Stockton*

Long ago, there lived a savage, cruel king, who believed that he was a brilliant and reasonable sovereign. He also believed that justice was best served in his arena, for he felt it improved the minds of his subjects. In this arena, crime was punished and virtue was rewarded without the aid of judges or juries. A person's guilt or innocence was decided by mere chance. When a subject was accused of a crime, public notice was given that on an appointed day the fate of the accused would be determined in the king's arena.

On the appointed day, the king gave a signal and the accused stepped out into the arena. Directly opposite him were two identical doors. It was the duty of the subject to open one—he could open either door. From one, a ferocious tiger might spring upon him as a punishment for his guilt. From the other, a beautiful lady might step out and, as a reward for his innocence, immediately marry the man. It was of no consequence that he might already be wed. The king permitted no such arrangements to interfere with his magnificent plan of punishment and reward.

This merciless king had a beautiful daughter—but she was as arrogant and proud as her father was.

Among the king's servants was a handsome young man. It was not long before the princess fell deeply in love with him. They met for many months until, one day, the king learned of their love. He immediately threw the young servant into prison and set a day for his trial.

The king chose a most savage tiger to crouch behind one door and a beautiful servant girl to stand behind the other. The young man would die or marry—in either case, the king was rid of him. The trial day arrived, and the king gave the signal.



The young man walked into the arena and bowed to the king, but the youth's eyes were fixed upon the princess.

From the moment of his arrest, the princess thought of nothing but this hour. For she had done what no other person had done—she had discovered the secret behind the doors. She knew behind which door the tiger paced and behind which the lady waited. The princess was familiar with the lady, who was one of the fairest and loveliest of the court—and the princess hated her. Often the princess had seen, or imagined that she had seen, the lady look with affection upon the young man, and the princess feared that the young man returned this look to the lady. Occasionally, the princess had seen them talking together—just for a moment or two—but the princess was jealous.

As the young man looked at the princess, he could tell she knew the secret. He had expected her to know, for she was his only hope. As their eyes met, the princess knew his question: "Which?" There was not an instant to be lost. The question was asked in a flash; it must be answered in another. She raised her hand and made a slight, quick movement toward the right. No one but the young man saw it, and he walked rapidly across the empty space. He went directly to the door on the right and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

The answer involves a study of the human heart. She had lost him, but who should have him? Often she cried out as she imagined her lover opening the door to meet the cruel fangs of the tiger! But how much oftener she imagined him opening the other door. Oh, how it pained her when she saw his look of delight as he met the lady! Her thoughts tortured her. She knew the young man would ask her, and she knew she would answer. And without the slightest hesitation, she had moved her hand to the right.

So, fair reader, which came out of the opened door—the lady or the tiger?



**TEST A****Selection 2**

- 9** Which statement *best* expresses the main idea of this story?
- Ⓐ The king believes he is a brilliant and reasonable ruler.
  - Ⓑ The princess is jealous of the lady behind the door.
  - Ⓒ The princess must decide the fate of a young man.
  - Ⓓ Every country has its own justice system.
- 10** The young man was on trial because
- Ⓕ he fell in love with the princess.
  - Ⓖ he stole something from the court.
  - Ⓗ the princess saw him speaking to the other young lady.
  - Ⓙ he questioned the king's authority.
- 11** Which of these events happens *last* in the story?
- Ⓐ The king throws the young man into prison.
  - Ⓑ The princess signals the young man to open the door on the right.
  - Ⓒ The princess observes the young man talking to the beautiful lady.
  - Ⓓ The king discovers that the princess loves the young man.
- 12** The king will be rid of the young man because
- Ⓕ the young man will marry the princess.
  - Ⓖ the princess no longer loves the young man.
  - Ⓗ the princess will help the young man escape from prison.
  - Ⓙ the young man will either be killed by the tiger or marry the lady behind the door.

- 13** What does the young man assume about the princess?
- (A) that she has fallen in love with someone else
  - (B) that she does not want him to be with the lady
  - (C) that she will save his life
  - (D) that she is proud and arrogant like her father

- 14** What is the author's purpose in writing this story?
- (E) to persuade readers that life in ancient times was often cruel and unfair
  - (G) to present to readers a question to think about
  - (H) to explain how the king administered justice
  - (J) to make a point about rulers and their servants

- 15** "Long ago, there lived a savage, cruel king, who believed that he was a brilliant and reasonable sovereign." The word *sovereign* means
- (A) scholar.
  - (B) citizen.
  - (C) athlete.
  - (D) leader.

- 16** The main conflict in the story is about which door the princess will choose. Which of the following details contributes most to this conflict?
- (F) The king is cruel.
  - (G) The princess knows the secret of the doors.
  - (H) The princess is jealous of the lady behind the door.
  - (J) The young man hopes that the princess will save him.

# Bridges With A History

Against the city's gleaming spires,  
Above the ships that ply the stream,  
A bridge of haunting beauty stands---  
Fulfillment of an artist's dream.

These words open a poem by David Steinman about New York's Brooklyn Bridge. They could also describe California's Golden Gate Bridge. These bridges, standing on opposite ends of the United States, are unique but also have much in common.

## The Beginnings of the Brooklyn Bridge

Building a bridge in Brooklyn, a borough of New York City, New York, was suggested in 1802, but the technology had not been invented to create such a structure. Then in 1867, the state legislature agreed to form a private company to construct a bridge between Brooklyn and Manhattan. The city's growing population had been using ferryboats, which were crowded and dangerous in bad weather, to commute across the river. Supposedly the designer, John Roebling, created the idea for the Brooklyn Bridge on a ferryboat during an ice storm.

## A Builder for the Bridge

Bridge builder John Roebling was asked to design and manage the project. Before construction began, however, tragedy struck. Roebling's foot got caught between two planks on a ferryboat slip. His foot was crushed, and Roebling soon died from tetanus. Roebling's son, Washington, took over. He, too, suffered misfortune. The younger Roebling developed a crippling disease related to his work on the bridge. He was determined to manage the job from his home, though. His wife, Emily, studied mathematics and engineering and worked with her husband in directing the project.

## Something to Celebrate

When the Brooklyn Bridge was completed, the opening celebration was held on May 24, 1883. Emily Roebling was the first to ride across the bridge. Pedestrians paid one cent to walk along the raised promenade. Eighteen thousand vehicles crossed for a five-cent toll each.

At the time of its creation, the Brooklyn Bridge was the world's longest suspension bridge. It was also unique in that the wires in its cables, each of which was long enough to stretch from New York to London, were steel rather than iron. Roebling called steel "the material of the future." No doubt people of the day were worried about safety of such a long bridge. They must have felt somewhat relieved when circus owner P.T. Barnum paraded 21 elephants across the bridge to show off its strength.

# Planning the Golden Gate Bridge

Three years after construction on the Brooklyn Bridge started in New York in 1869, the Golden Gate Bridge of San Francisco, California was proposed. This bridge would be more than twice as long as the Brooklyn Bridge. It was intended to provide a way, other than ferryboats, to move a growing population between San Francisco and Sausalito. For years, people thought that the project was impossible. Finally, in 1923, representatives of 21 counties, the Association of Bridging the Gate, undertook the task.

## Choosing a Builder

Joseph Strauss, a respected builder of more than 400 bridges, was the engineer for the Golden Gate Bridge. Because the project was so huge, many predicted, "Strauss will never build his bridge..." Strauss started the job in 1933, however, and fulfilled his longtime dream of bridging the Golden Gate, faster and less expensively than expected.

Even though Strauss worked quickly, he was concerned about worker safety. He established strict rules for his builders. This project was the first that required workers to wear hardhats and glare-free goggles. Also, workers were given cream to protect their skin from the wind. They ate special diets to prevent dizziness. The most important innovation was a safety net, stretching under the entire bridge. This device saved nineteen workers' lives.

## A Special Event

On May 27, 1937, the opening of the Golden Gate Bridge was celebrated. Two hundred thousand pedestrians crossed on the ten-foot wide sidewalks. The following day, President Franklin D. Roosevelt sent a telegram from the White House announcing the completion of the structure. A parade of official cars opened the bridge to automobile traffic.

## Conclusion

Today, millions of people each year drive over both of these marvels of human ingenuity. Many hardly notice the structures themselves. Others, however, have taken time to capture them in photographs and poems that help us all focus on their usefulness and beauty.

# Visualize

You learned a lot of information about two bridges by reading “Bridges with a History.” Look back through the selection to help you think about how these two structures are alike and different.

Use the organizer below to note the important information from the article.

	<b>Brooklyn Bridge</b>	<b>Golden Gate Bridge</b>
<b>Type</b>		
<b>Purpose</b>		
<b>Groups Who Started The Project</b>		
<b>Designers</b>		
<b>Builders</b>		
<b>Opening Day</b>		
<b>Opening Day Celebrations</b>		

## Think Critically

Reread your response. Think how the two bridges are alike and different. Then write one main idea or final thought that ties everything together.

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## Summarize

The author of “Bridges with a History” compared and contrasted two bridges. Review what you learned by writing side-by-side summaries. Use graphic organizer on the previous page to help you.

<b>Brooklyn Bridge</b>	<b>Golden Gate Bridge</b>

## Determine What Is Important

The writer introduced this article by saying that the Brooklyn and Golden Gate Bridges have much in common. What are three important details that support this main idea?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Editing and Revising

**Directions:** Read each passage. Then read each question and determine the best answer. Mark this answer in the space on your answer sheet. You will have 60 minutes to complete this part of the test.

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As an assignment in science class, an eighth grader named Miriam wrote this first draft of a report on the skeletal system. Although her writing is well organized, Miriam needs your help revising it.

This is Miriam's rough draft. Read and use it to answer questions 1 through 15.

1 Its absolutely amazing! In humans, the skeletal system is made up of some 200 or so bones that  
2 hold us up protect us and allow us to move about. Have you ever considered what we'd look like  
3 without a skeleton. We'd appear as nothing more than a formless mass. But instead, the skeleton  
4 provides a framework, which gives us form and shields our delicate internal organs from injury.  
5 Think, for instance, of the way your skull protects your brain and the way your rib cage  
6 protects your lungs and heart. But humans of course, are not the only animals that possess a  
7 skeleton. All species of animals with a backbone represents an almost endless variety of skeletons.

8 Among this amazing variety, there can be found animals without internal skeletons. Can you  
9 think of an animal with a hard outer shell, or exoskeleton? The many varieties of beetles is one such  
10 example. The turtle has both a bony internal skeleton and a hard exoskeleton forming its shell.  
11 Perhaps this keeps it better protected than some other animals. But protection is only one function  
12 of the skeleton. After all, the incredible skeletal structure is meant to give an animal its shape and to  
13 allow movement, too. In addition, skeletal remains help us to know about our distant past.  
14 Transformed over many years from bone to fossil. These animal remnants give us hints of life on  
15 this planet up to millions of years ago.

1. What is the BEST change, if any, to make in the sentence in line 1 (*Its . . . amazing!*)?
  - a. Change *Its* to *It's*.
  - b. Change *Its* to *Its'*.
  - c. Change *amazing* to *amazing*.
  - d. Make no change.
  
2. What is the BEST change, if any, to make in the sentence in lines 1-2 (*In . . . about.*)?
  - f. that hold us up protect us, and allow us to move
  - g. that hold, us up, protect us and allow us to move
  - h. that hold us up, protect us, and allow us to move
  - j. Make no change.
  
3. What is the BEST way to change the sentence in lines 2-3 (*Have . . . skeleton.*)?
  - a. Have you ever considered: what we'd look like without a skeleton.
  - b. Have you ever considered what we'd look like without a skeleton?
  - c. Have you ever considered what we'd look like without a skeleton!
  - d. Have you ever considered, what we'd look like without, a skeleton?
  
4. What is the BEST change, if any, to make in the sentence in lines 3-4 (*But . . . injury.*)?
  - f. Change *skeleton* to *skeleton*.
  - g. Change *shields* to *sheilds*.
  - h. Change *delacate* to *delicate*.
  - j. Change *injury* to *ingury*.
  
5. What is the BEST way to change the sentence in lines 5-6 (*Think . . . heart.*)?
  - a. Think, for instance, of the weigh you're skull protects you're brain and the way you're rib cage protects your lungs and heart.
  - b. Think, for instnce, of the way you're skull protects you're brain and the way you're rib cage protects your lungs and heart.
  - c. Think, for instance, of the way your skull protects your brain and the way your rib cage protects your lungs and heart.
  - d. Think, for instant, of the way your skull protects your brain and the way your rib cage protects your lungs and heart.

Test

6. What is the BEST way to change the sentence in lines 6-7 (*But . . . skeleton.*)?
- f. **But, humans of course are not the only animals that possess a skeleton.**
  - g. **But humans, of course are not the only animals that possess a skeleton.**
  - h. **But humans of course are not the only animals, that possess a skeleton.**
  - j. **But humans, of course, are not the only animals that possess a skeleton.**
7. What is the BEST change, if any, to make in the sentence in line 7 (*All . . . skeletons.*)?
- a. **All species of animals with a backbone represents a almost endless variety of skeletons.**
  - b. **All species of animals with a backbone represent an almost endless variety of skeletons.**
  - c. **All species of animals with a backbone representing a almost endless variety of skeletons.**
  - d. **Make no change.**
8. What is the BEST change, if any, to make in the sentence in line 8 (*Among . . . skeletons.*)?
- f. **Among this amazing variety, there can be found animals without internal skeletons.**
  - g. **Among this amazing variety, they're can be found animals without internal skeletons.**
  - h. **Among this amazing variety, their are to be found animals without internal skeletons.**
  - j. **Make no change.**
9. What is the BEST change, if any, to make in the sentence in lines 8-9 (*Can . . . exoskeleton?*)?
- a. **Delete the comma after *shell*.**
  - b. **Use a period instead of a question mark after *exoskeleton*.**
  - c. **Use a colon after *animal*.**
  - d. **Make no change.**
10. What is the BEST way to change the sentence in lines 9-10 (*The . . . example.*)?
- f. **The many variety of beetles is one such example.**
  - g. **The many varieties of beetles are one such example.**
  - h. **The many varieties of beetle is one such example.**
  - j. **The many varieties of beetles is one such examples.**

- 11.** What is the BEST change, if any, to make in the sentence in line 10 (*The . . . shell.*)?
- a. The turtle has both a boney internal skeleton and a hard exoskeleton forming it's shell.
  - b. The turtle has both a bony internal skeleton and a hard exoskeleton forming its shell.
  - c. The turtle has both a bony internal skeleton and a hard exoskeleton forming its' shell.
  - d. Make no change.
- 12.** What is the BEST way to change the sentence in line 11 (*Perhaps . . . animals.*)?
- f. Perhaps this keep it better protected then some other animals.
  - g. Perhaps this keeps it best protected then some other animals.
  - h. Perhaps this keeps it better protected than some other animals.
  - j. Make no change.
- 13.** What is the BEST change, if any, to make in the sentence in lines 12-13 (*After . . . two.*)?
- a. Change *to* to *too*.
  - b. Change *two* to *to*.
  - c. Change *two* to *too*.
  - d. Make no change.
- 14.** What is the BEST change, if any, to make in the sentence in line 13 (*In . . . past.*)?
- f. In addition, skeletal remains help us to know about our distant past.
  - g. In addition, skeletal remain help us to no about our distant past.
  - h. In addition, skeletal remains help us to no about our distant passed.
  - j. Make no change.
- 15.** What is the BEST way to change the sentence fragment in line 14 (*Transformed . . . fossil.*)?
- a. These skeletal remains transformed over many years, from bone to fossil.
  - b. Transformed over many years from bone to fossil, these skeletal remains.
  - c. They were transformed over many years: from bone to fossil.
  - d. Over many years, skeletal remains transformed from bone to fossil.