

COMPREHENSION: READING AND VIEWING

Read the following story:

From Scribbles to Spacious Skies by Donna D. Feeney

- 1 When Katie L. Bates was nine years old, her mother gave her a small red notebook. Katie's first entry was, "I am writing, scribbling rather, just for fun." She went on, "The lines are too short for good rhymes. Storys take up too many pages."
- 2 As Katie grew up, she continued to write in notebooks and diaries. Her spelling improved. She even became an English teacher, and she wrote lots of rhymes and stories. One of those rhymes became an anthem that we sing today—more than one hundred years after she wrote it. The song is "America the Beautiful."
- 3 Bates wrote the poem in a notebook during her first trip west in 1893, when she was thirty-three years old. She was headed for Colorado College in Colorado Springs to teach a summer class. At that time she was Miss Katharine L. Bates, a professor at Wellesley College in Massachusetts. Traveling by train, she stopped in Chicago to visit a friend. While there she spent time at the World's Columbian Exposition. The Exposition was a celebration of the four hundredth anniversary of Christopher Columbus's arrival in America. No matter that the fair was a year late—it was spectacular. Many of the buildings were white, and the fair became known as "The White City."
- 4 By the fourth of July, Bates was in western Kansas. She noted its "fertile prairies" in her diary. When she finally arrived in Colorado, she wrote that she had begun teaching "under the purple range of the Rockies."
- 5 Summer session lasted only a few weeks. When it was over, the teachers wanted to celebrate. What better way than to go to the top of nearby Pikes Peak, the best-known mountain in the Rockies? Katharine Bates wrote that her group was "not vigorous enough to achieve the climb on foot nor adventurous enough for burro riding." So they made their way huddled in prairie wagons. On the tailboards of the covered wagons were signs saying "Pikes Peak or Bust," the same slogan gold prospectors had used years before. Horses took the group halfway up the mountain. Mules pulled the wagons the rest of the way.
- 6 "We were hoping for half an hour on the summit," wrote Miss Bates, but when the teachers got to the top, two of them became faint from the thin air. The group was quickly "bundled into the wagons" for the "downward plunge."
- 7 Katharine Bates said that there was hardly time on the peak for more than an "ecstatic gaze." She added, however, "it was then and there, as I was looking out over the sea-like expanse of fertile country spreading away so far under those ample skies, that the opening lines of the hymn floated into my mind." As she put the poem on paper, she

also recalled the gleaming “White City” of the Exposition. She expanded on it as “thine alabaster cities.” By the time Bates left Colorado Springs, the four stanzas of “America the Beautiful” were pencilled in her notebook.

8 When Bates returned home, she was so busy at school that she laid the notebook aside. It wasn’t until two years later that she submitted the poem to a publication. It first appeared in *The Congregationalist* on July 4, 1895—a perfect date for a patriotic poem.

9 That version, however, isn’t exactly the same as the one we sing today. It began:

O beautiful for halcyon skies,

For amber waves of grain.

For purple mountain majesties

Above the enameled plain!

10 Most people liked her poem, but some suggested changes. Miss Bates considered the ideas, which came from all over the United States. Over time, she rewrote parts of the poem. A new version was published in 1904. Later, changes were made to the third stanza, and “America the Beautiful” became the poem we know today.

11 Even as she was revising it, the poem was being sung to many different tunes. In 1926, a contest was sponsored by the past presidents of the National Federation of Music Clubs to find an appropriate melody for “America the Beautiful.” Almost nine hundred compositions were submitted, but none of them was selected.

12 The National Federation of Music Clubs and the National Hymn Society wanted the poem to become the country’s national anthem. It was “The Star-Spangled Banner,” which had been sung by the public and the armed forces for many years, that became the official national anthem five years later, in 1931.

13 Today, “America the Beautiful” is usually sung to the hymn “Materna,” written by Samuel A. Ward. Ward, who lived from 1847 to 1903, was a church organist, choirmaster, and music-store owner in Newark, New Jersey.

14 Throughout her life, Katharine Lee Bates never stopped filling notebooks with her “scribbling.” She wrote many poems as well as travel books, textbooks, and children’s books.

15 It is the poem she wrote 401 years after Columbus first came to America, however, that continues to remind Americans of the sweeping beauty and majesty of their country. It is no wonder that “America the Beautiful” has been called the unofficial national anthem of the United States.

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Answer the following questions. Circle the correct option.

1. Which option best summarizes paragraph two of the article?

- A. Katie became an English teacher. She wrote many rhymes and stories.
- B. Katie wrote rhymes and stories in notebooks and diaries. One rhyme became a song that is sung today, “America is beautiful.”
- C. Katie’s spelling got better as she grew older. She wrote, “America the beautiful.”
- D. Katie became an English teacher because she liked to write. She wrote many rhymes and stories.

2. Read the following sentence which is found in paragraph two. What is the meaning of the underlined word in the sentence?

One of those rhymes became an anthem that we sing today.

- A. A poem about an object.
- B. A love ballad.
- C. A hymn of praise.
- D. A short passage from a diary.

3. Why does the author of the article most likely include a quote from Katherine Bates in paragraph seven?

- A. To help the reader picture a scene that Katherine Bates thought about before writing “America the Beautiful”.
- B. To explain why Katherine Bates visited Pikes Peak.
- C. To explain that Katherine Bates was disappointed that the group of teachers had to leave Pikes Place.
- D. To show how much Katherine Bates’ spelling has improved since childhood.

4. Which source would *best* support the main ideas presented in paragraphs eleven and twelve?

- A. A book about the history of patriotic songs.
- B. A magazine about music clubs.
- C. An encyclopædia entry for the word *anthem*.
- D. A newspaper article from 1926.

5. Read this sentence from paragraph seven of the story. What is the meaning of the word stanzas as used in this sentence?

By the time Bates left Colorado Springs, the four stanzas of “America the Beautiful” were pencilled in her notebook.

- A. Sections of a poem.
- B. Styles of writing.
- C. Notebooks for writing.
- D. Melodies in a song.

6. Read the excerpt from paragraph seven of the story.

As she put the poem on paper, she was also recalled the gleaming ‘White City’ of the Exposition. She expanded on it as “thine alabaster cities”.

- A. *Alabaster* and *white* are opposite in meaning. (Antonyms)
- B. *Alabaster* adds to the meaning of *white*.
- C. *Alabaster* is an informal meaning for *white*.
- D. *Alabaster* is a specific type of *white*.

7. Which statement is **best supported by the article**?

- A. Katherine Bates did not like any of the melodies that were entered into the contest.
- B. Katherine Bates wrote “America the Beautiful” in the hope that it would become the official national anthem.
- C. Katherine Bates knew that some parts of the poem needed to be rewritten when she submitted it for publication.
- D. Katherine Bates’ trip to Colorado inspired her to write “America the Beautiful”.

8. The poem was first published in

- A. Eighteen ninety three.
- B. Eighteen ninety five.
- C. Nineteen twenty six.
- D. Nineteen thirty one.

9. The words: halcyon, amber, purple and enamelled; are _____ words for colours
- A. Literal
 - B. Creative
 - C. Synonyms
 - D. Monotonous
10. “America the Beautiful” is...
- A. The American national anthem.
 - B. A poem about America.
 - C. A rhyme.
 - D. The unofficial American national anthem.
11. What genre does the story fit into?
- A. Fiction: Historical
 - B. Fiction: Fantasy
 - C. Non-fiction: Reference
 - D. Non-fiction: Historical
12. Paragraph nine is *best* described as an example of...
- A. Alliteration
 - B. Simile
 - C. Figurative language
 - D. Rhythm
13. “America the Beautiful” was first published in a...
- A. Children’s book
 - B. Newspaper
 - C. Travel book
 - D. Textbook

14. Read the sentence from paragraph seven of the article. What is the meaning of the underlined word as it is used in the sentence?

She added, however, “it was then and there, as I was looking out over the sea-like expanse of fertile country spreading away so far under those ample skies, that the opening lines of the hymn floated into my mind.”

- A. Volume
 - B. Area
 - C. Supply
 - D. Wilderness
15. Katherine Bates is the ____ who wrote “America the Beautiful”
- A. Publisher
 - B. Lyricist
 - C. Novelist
 - D. Poet

TOTAL: [15]

SECTION B: LANGUAGE STRUCTURE AND USE

QUESTION 1

1. Select the letter, with the combinations, that should NOT have capital letters:

- i. Titles
- ii. Names of people, places and things
- iii. The first word of sentences
- iv. The first word of quotations

- A. i, ii and iv
- B. ii, iii and iv
- C. i, ii and iii
- D. All of the above

(2)

2. Select the letter, with the combinations, defining the uses of Quotation Marks.

- i. Showing direct speech
- ii. Saying the exact words written or spoken
- iii. In cartoon speech bubbles
- iv. Titles

- A. i, ii and iv
- B. ii, iii and iv
- C. i, ii and iii
- D. All of the above (2)

3. Select the letter, with the combinations, explaining the apostrophe usage.

- i. Katie's
- ii. Isn't
- iii. World's
- iv. Columbus's

- A. i, ii and iv use an apostrophe to show possession.
- B. ii, iii and iv use an apostrophe to show contraction.
- C. i, iii and iv use an apostrophe to show possession.
- D. All of the above use an apostrophe to show contraction. (2)

4. Select the letter, with the combinations, explaining the format and tense of the sentence.

Even as she was revising it, the poem was being sung to many different tunes.

- i. Passive voice
- ii. Exclamation
- iii. Past progressive
- iv. Complex

- A. i, ii and iv.
- B. ii, iii and iv.
- C. i, iii, and iv.
- D. All of the above. (2)

5. Select the letter, with the combinations, explaining which spelling corrections should be made in the excerpt.

Katie's first entry was, "I am writing, scribbling rather, just for fun." She went on, "The lines are to short for good rhymes. Storys take up two many pages."

- i. To
- ii. Two
- iii. Storys
- iv. Rather

- A. i, ii and iv.
- B. ii, iii and iv.
- C. i, ii, and iii.
- D. All of the above. (2)

QUESTION 2

1. Which sentence is the topic sentence of the following paragraph?

1 Penny went to the library to see which books had arrived. 2 She was surprised to learn that she could check out DVDs, audio books and CDs. 3 She was further surprised computers available to do research. 4 She had no idea that the library offered so much.

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4 (1)

2. Explain what a topic sentence is?

(1)

3. Which sentence is written correctly?

- A. Buried in the sand, Jamie found a silver coin.
- B. Jamie found buried a silver coin in the sand.
- C. Jamie, buried in the sand, found a silver coin.
- D. Jamie found a silver coin buried in the sand. (1)

4. What sentence arrangement is used?

_____ (1)

5. Which verb best completes the sentence below?

My cousins and I _____ going to the shop. Would you like to come with us?

- A. is
- B. was
- C. are
- D. were (1)

6. What tense is the sentence in?

_____ (1)

7. Which verb 'to be' best completes the sentence below?

Students can be very noisy when they ____ a substitute teacher.

- A. become
- B. leave
- C. have
- D. see (1)

8. What is a 'to be' verb?

_____ (1)

