

## Reading

**First Name**

**Last Name**

**School Name**

**Room Number / Class**

Choose a circle to show how much each sentence is like you

Very Unlike Me 1	Unlike Me 2	Like Me 3	Very Like Me 4
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**01.** I like reading at school.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**02.** I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**03.** My teacher thinks I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**04.** My family/whānau think I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**05.** I enjoy reading in my own time (not at school).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**06.** I like going to the library to get something to read.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Read the information and answer practice questions P01 to P08

## BIRDS NESTS

Some birds build their nests on the ground; others build them in trees or bushes. Nests keep birds safe and provide them with shelter, a place to lay their eggs and a place to raise their young. Some nests are made from twigs and feathers, which are woven together with strands from a spider's web. Some are made from mud, grass or leaves.



**P01.** Why do birds build nests?

- To keep themselves safe.
- Because they like mud.
- To help them find food.
- Because they like to eat spiders.

**P02.** Correctly spell the underlined words in the space provided.

Baby birds are calld chicks.

\_\_\_\_\_

Bird's nests are high in the trea.

\_\_\_\_\_

**P03.** What materials would you **MOST LIKELY** find from the following sources?

	Source Location	Materials
<input type="checkbox"/>	1. Ground	a. Feathers
<input type="checkbox"/>	2. Birds	b. Grass
<input type="checkbox"/>	3. Trees	c. Mud
		d. Leaves

**P04.** Choose the circle (radio button) beside the option you believe to be correct.

- |                                       | TRUE                  | FALSE                 |
|---------------------------------------|-----------------------|-----------------------|
| Birds only build their nests in trees | <input type="radio"/> | <input type="radio"/> |
| Birds use feathers to build nests     | <input type="radio"/> | <input type="radio"/> |

**P05.** What do birds use to build their nests?

- Mud
- Eggs
- Twigs
- Spiders

**P06.** Write the numbers 1, 2 and 3 in the boxes to show the correct order for building a nest.

- Weave the grass and twigs together
- Find a good place to build nest
- Collect grass and twigs

**P07.** Places where birds build their nests

- (i) On the Ground
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

**P08.** Shade the bubbles to show which words should have capital letters.

different  types  of  birds  build  their  nest  in  different  ways.

**Use the following information to answer questions 01 to 04**

### **AMANDA CLEMENT: THE UMPIRE IN A SKIRT**

*In a day and age when opportunities for women in sports were limited, Marilyn Kratz tells about a young woman who bravely challenged this practice and earned respect for her efforts and ability.*

It was a hot Sunday afternoon in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes, she was even allowed to play first base.

Today, Mandy, as she was called, could only sit and watch Hank pitch for Renville against Hawarden. The year was 1904, and girls were not supposed to participate in sports. But when the umpire for the preliminary game between two local teams didn't arrive, Hank asked Mandy to make the calls.

Mrs. Clement didn't want her daughter to umpire a public event, but at last Hank and Mandy persuaded her to give her consent. Mandy eagerly took her position behind the pitcher's mound. Because only one umpire was used in those days, she had to call plays on the four bases as well as strikes and balls.

Mandy was five feet ten inches tall and looked very impressive as she accurately called the plays. She did so well that the players for the big game asked her to umpire for them - with pay!

Mrs. Clement was shocked at that idea. But Mandy finally persuaded her mother to allow her to do it. Amanda Clement became the first paid woman baseball umpire on record.

Mandy's fame spread quickly. Before long, she was umpiring games in North and South Dakota, Iowa, Minnesota, and Nebraska. Flyers, sent out to announce upcoming games, called Mandy the "World Champion Woman Umpire." Her uniform was a long blue skirt, a black necktie, and a white blouse with UMPS stencilled across the front. Mandy kept her long dark hair tucked inside a peaked cap. She commanded respect and attention - players never said, "Kill the umpire!" They argued more politely, asking, "Beg your pardon, Miss Umpire, but wasn't that one a bit high?"

Mandy is recognised in the Baseball Hall of Fame in Cooperstown, New York; the Women's Sports Hall of Fame; and the Woman's Sports Foundation in San Francisco, California. In 1912, she held the world record for a woman throwing a baseball: 279 feet.

Mandy's earnings for her work as an umpire came in especially handy. She put herself through college and became a teacher and coach, organising teams and encouraging athletes wherever she lived. Mandy died in 1971. People who knew her remember her for her work as an umpire, teacher, and coach, and because she loved helping people as much as she loved sports.



**01.** The story says that Mandy finally *persuaded* her mother. When used this way, the word *persuaded* means

- convinced.
- told.
- helped.
- confused.

**02.** Which of the following was **TRUE** in 1904?

- Women were allowed only to umpire in baseball games.
- Women were allowed only to pitch in baseball games.
- Women were not supposed to sit in the grandstand.
- Women were not supposed to participate in sports.

**03.** How did Amanda Clement change the game of baseball?

- She was the first paid umpire.
- She was the first woman umpire.
- She was the first to wear a peaked cap and black necktie.
- She was the first to be an umpire, a coach, and a teacher.

**04.** Which **BEST** explains why Mrs Clement did **NOT** want her daughter to umpire the game?

- She thought that Mandy was too tall.
- She was afraid Mandy might get hurt.
- She was afraid of what other people would say.
- She thought one of the base umpires could do it.

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End of Section

## Use the following information to answer questions 05 to 10

### Little Helpers

- 1 Dan Shaw lives in Maine. He has slowly been losing his eyesight for years. He now has a guide animal to help him. The guide animal leads him through stores and onto buses. Shaw's guide animal is called Cuddles. Most guide animals are dogs, but Cuddles is not. Cuddles is actually a miniature horse. She is as small as an average-size dog. She is fully grown and just 22 inches tall. These horses are barely big enough for a small child to ride. Cuddles gives Shaw the help he needs and also gives him love and comfort.
- 2 At first Shaw had planned to get a guide dog. After he found out about the tiny guide horses, however, he decided he would like to have one of them instead. Cuddles soon came to live with him. Shaw is sure that people stare at them as he and Cuddles walk down the street, but he doesn't care. Cuddles is an important part of his life.
- 3 Cuddles leads Shaw wherever he wants to go. She wears tiny sneakers on her hooves. The sneakers keep her from slipping on slick floors in buildings. They also protect her hooves from sharp things.
- 4 Shaw first heard about guide horses on a television show. He found out about two horse lovers named Don and Janet Burleson. They train tiny horses to lead blind people.
- 5 Mr. and Mrs. Burleson got the idea for guide horses during a trip to New York City. While riding in a carriage pulled by large horses, they saw how calm the horses were in the noisy city traffic. The horses stayed quiet and calm even when everything around them was noisy and chaotic. The horses also knew where to go without much direction from the driver. The horses seemed to be natural guide animals.
- 6 The Burlesons thought about their tiny pet horse Twinkie. She was friendly, smart, and gentle. They wondered whether Twinkie could be trained to help a blind person, just like a guide dog is trained. When the Burlesons returned home, they began to train their tiny pet horse. Twinkie learned very well, so they decided to train other little horses.
- 7 Now the Burlesons start training these special horses when they are six months old. The training takes about a year. Each horse has a lot to learn in that time. It learns to lead a blind person safely. It learns to ride in a car and on a bus. It learns to climb stairs and ride in elevators. These are not places where a horse usually goes. It takes time and practice for the horse to get used to being inside buildings.



8 The Burlesons started the Guide Horse Foundation. This group matches a person in need of a guide animal with one of these little guide horses. Although guide dogs are wonderful, guide horses can be even better in some ways. One of the advantages is that horses live longer than dogs. Horses live from 30 to 50 years. Dogs live only about 12 to 15 years. A horse can also see more of what is around it than a dog can because a horse's eyes are on the side of its head. Some people cannot be around a dog. Its fur causes them to sneeze and their eyes to itch. Other people might simply like little horses better than dogs. The Burlesons know the best way to match a person and an animal is to have a loving animal that meets the needs of a person, whatever that animal may be.



Photos by Erik S. Lesser.

**05.** How long does it take to train a guide horse?

- Six months
- One year
- 12 years
- 30 years

**06.** What is paragraph 7 **MAINLY** about?

- Where the Burlesons have their farm
- What the Burlesons train their horses to do
- What the horses eat during their training
- How the Burlesons trained Twinkie

**07.** Which of these will probably happen in the future?

- Larger horses will also be used as guide horses.
- Other animals, such as cats, will act as guides.
- More blind people will have guide horses.
- Little horses will no longer be trained as guides.

**08.** Where would this article probably be found?

- A book of fairy tales
- A letter
- A journal
- A magazine

**09.** Which word from paragraph 5 means the opposite of *chaotic*?

- calm
- knew
- large
- natural

**10.** What happened before the Burlesons started training many horses as guide animals?

- They trained Twinkie
- They trained guide dogs
- They visited with Dan Shaw
- They started the Guide Horse Foundation

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End of Section

## Read Operation Skatebowl and answer questions 11 to 13



### Operation Skatebowl

In Mount Maunganui, the skateboarders had nowhere to ride. **They skated on footpaths and in car parks**, damaging the kerbs and annoying everyone. They didn't mean to cause trouble - but they did. When people started complaining, the skaties realised that if they wanted to keep riding, they'd have to help themselves. Instead of sitting around, they got together and started campaigning for a skatebowl. If they'd known it was going to take two years to reach their goal, they might never have set out to achieve **it** .

It all came to a head the day **Robert did an ollie heel sideslipper** in the supermarket carpark. The security guard yelled "Out!" and **confiscated** his skateboard. **It was a while before the guard cooled off** enough for Robert to approach him, apologise and ask for his skateboard back. A few days later, Robert's mum saw a letter in the local paper. Jake's mum said, "If you skaties want somewhere to ride, then you'll have to do something about it."

The Editor  
Bay of Plenty Times  
Tauranga

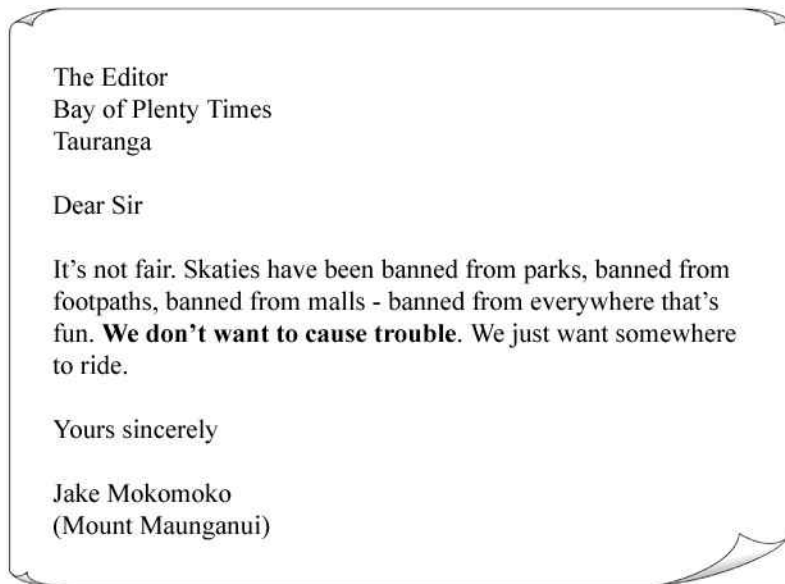
Dear Sir

I'm fed up with skateboarders. They zoom along footpaths, hang on to cars, and damage paving. If they ride in public places, someone will get hurt. Why don't they take their four-wheeled planks of wood and baggy pants and find somewhere else to ride!

Yours sincerely

Fed up  
(Mount Maunganui)

Robert and his friends realised that people were getting really upset. They didn't want the town to think they were just a bunch of troublemakers, so the next day, his friend Jake Mekomoko wrote his own letter to the newspaper.



11. What is the **MOST** likely conclusion to **Operation Skatebowl**?

- The skaties will confront the security guard.
- Jake's mum will write to the editor of the local paper.
- The skaties will plan action to get a skatebowl constructed.
- The skaties will realise that skateboards should not be used in public.

12. The two letters are included in the story to

- distort the facts around this incident.
- prompt action by the authorities.
- show that the skaties had acted irresponsibly.
- summarise two views about skateboarding.

13. Why do you think **Fed up** didn't use his or her real name on the letter?

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End of Section

Read Bat Poem and answer questions 14 to 17



A sharp-eared bat  
On leather wings  
Flies swiftly through  
The dark and sings.

With clicking sounds  
And high-pitched squeals,  
He swoops to snatch  
His insect meals.

Such desperate darting twisting races  
Are fought out in the blackest places,  
For these brief dramas of the night  
Are acted out with sound, not sight.

*By Rupert Alchin*

14. The line, ***Such desperate darting twisting races***, describes

- the way bats play with each other.
- the way bats chase and catch insects.
- how upset the bats are.
- how bats compete with each other.

15. What is this poem mainly about?

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**16.** What are the two meanings for the word *sharp-eared*?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

**17.** List four words from the second verse which begin with the same sound.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

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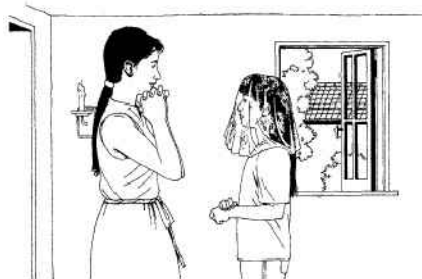
End of Section

## Use the following information to answer questions 18 to 20

### Tía Lidia Weaves a Story

*Ñanduti is a type of thin lace handmade by women in Paraguay. Ñanduti can be made into many things, such as a scarf, tablecloth, or blanket. A mantilla is often made of this fine lace. It is worn by some women like a veil over their head and shoulders.*

- 1 As Celina walked along the main road in the town of Itaugua, Paraguay, she smiled at all the wonderful sights and smells. Along the side of the road, men and women sold goods from their street shops. Some were selling beans and peanuts, while others sold hats, mats, and many other things. Celina paused at one of the many shops where women were selling *mantillas*. She admired the delicate lace *mantillas* that many women in Paraguay both sell and wear. Most of the lace *mantillas* were white, but some were more colourful. At last Celina hurried on to Tía Lidia's house. Celina liked to visit her aunt every day.
- 2 Like the women Celina had seen at the street shops, Tía Lidia made lace. Celina had always been fascinated by the wooden frame that stood in the corner of the house. She loved to watch her aunt stand at the frame, working the delicate strands of linen or silk. Most of all, she loved the pretty lace pieces called *ñanduti* that Tía Lidia created. Tía Lidia made everything from small lace collars to long, flowing dresses.
- 3 This morning, when Celina arrived at her aunt's house, Tía Lidia was working on an elegant lace tablecloth. She had been working on the tablecloth for several weeks. First Tía Lidia had placed a sheet of linen on the wooden frame. Then she had drawn a pattern of circles and fancy designs on the material. Finally she had begun carefully removing some of the threads from the material and weaving other threads across the open spaces. It was a difficult process that would produce a thin, detailed lace.
- 4 As Tía Lidia worked, Celina walked around the room and admired some of the lovely pieces her aunt had made. She smiled when she saw one rectangular piece of lace that lay over a bench. Celina carefully lifted it and settled it over her head like a veil. She peered out from behind the finely woven patterns. She thought that this must be how the world looked to new brides. "This looks like a spider's web," she said.



- 5 "That's because that's what it is," Tía Lidia said, winking. "In Guaraní, the old language of Paraguay, *ñanduti* means 'web.'" Tía Lidia paused as she carefully wove a thread into the tablecloth. "Have I ever told you the story of the white spider?" she asked at last.

- 6 "No, Tía Lidia. Tell me!"
- 7 The dark-haired woman stepped away from the frame and smoothed her colourful skirt. "Every young girl in Paraguay should know this story. But this story needs a nice cup of *yerba mate*." As Tía Lidia prepared the hot drink, she told Celina about the lace Tía Lidia's mother had woven. "My mother told me this story when I was learning to make *ñanduti*."
- 8 "A very long time ago," Tía Lidia began, "when a young man named Juan was fetching water for his mother to make tea with, he saw a white spider struggling in the stream. Quickly he scooped the spider and placed it gently on the leaves of a yerba tree."
- 9 "Isn't this *yerba mate* made from the leaves of a yerba tree?" Celina asked.
- 10 "That's right," Tía Lidia said with a smile. "Every day, when Juan went to fill up the water jugs, he saw the white spider waiting for him. He began to think of the spider as a friend to whom he could tell all his troubles. One day he told the spider about a lovely woman with whom he had fallen in love. However, in those days, it was the custom in Paraguay for a woman's father to choose her husband. This woman's father had said, 'I want to make sure my daughter is well cared for. Whoever brings forth the most wonderful and original gift shall win her hand.' Juan was very sad. He knew he could never afford such a gift. The next day, however, when he returned to the spring, he saw that his friend was almost finished spinning a fragile silk cloth. Juan could see that it was the most exquisite lace *mantilla* he had ever seen. Juan knew the *mantilla* would look lovely draped around the shoulders of the woman he adored."
- 11 "The patterns of the *mantilla* were of all the native flowers of the area. Leaves and vines and drops of dew then surrounded the flowers. Instantly Juan understood what the spider had done. He ran off to present his gift. When he reached the village and placed the *mantilla* upon the woman, her face immediately lit up. She was radiant. Everyone around her gasped. They all knew at once that this *mantilla* was the most wonderful gift a woman could receive. Juan and the woman were married right away."
- 12 "From then on," finished Tía Lidia, "the women of Paraguay have tried to duplicate the delicate lace. We have woven the lace for years, but no one has been able to equal that made by the white spider. Still, our lace is famous for its splendour."
- 13 Celina smiled at the wonderful tale she had just heard. "Now that I know the story of the white spider, perhaps it is time I learned to make lace."



**18.** In paragraph 10, why is Juan sad?

- Juan thinks the woman will marry someone else.
- Juan has promised the spider he will never give the lace away.
- Juan thinks the woman doesn't want to marry him.
- Juan doesn't want to give his fine lace mantilla away.

**19.** Juan lifts the spider out of the water because it

- has promised to make a gift for his girlfriend.
- looks as if it is drowning.
- has been a very good friend to him.
- is the best lace weaver in the town.

**20.** Paragraph 1 is important because it helps the reader understand

- the town in which Celina lives.
- why Celina likes to visit her aunt's house each day.
- how many different foods are eaten in Paraguay.
- why most of the mantillas are woven white material.

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End of Section

## Use the following information to answer questions 21 to 23

*You have seen birds use their wings to fly. Do you know what else they use? Read the article below. Use information from the article to answer the questions that follow.*

### **Feet for Flight**

*by Michael L. May*

- 1 Birds fly with their wings, right? But did you know that many birds also use their feet to fly? Some birds need them for takeoffs and landings. Other birds use their feet to control flight speed or body temperature.
- 2 In order for the American coot to get off the ground, it must make a running start across the water. Other birds, such as the mallard duck, can jump right out of the water and into flight. But coots are too heavy and need to build up speed. Like an airplane rolling down the runway, a coot runs across the surface of the water until it reaches flight speed, then lifts off and flaps away.
- 3 Being airborne doesn't mean that the footwork is over. Some birds use their feet to slow down in flight. Now, it might seem that a bird could just stop flapping its wings and reduce speed. But it's not that simple. If you stop pedalling your bicycle when you're going downhill, you'll eventually slow down when you reach the bottom. But you still need brakes. Without brakes, flying birds and speeding bicycles can't stop fast enough.
- 4 One bird that uses its feet as air brakes is the graylag goose. When this bird comes in for a landing, it dangles its feet like small parachutes. The rushing air pushes against the broad, webbed feet and slows the goose down, allowing it to make a smooth landing in the water.
- 5 For some birds, even air brakes are not enough. Mute swans extend their webbed feet forward when landing. When their feet hit the water, the swans ski across the surface until they gradually slow and plop safely into the pond or lake.
- 6 Flying is a tough business that requires lots of energy. Because birds work hard when they fly, they get hot. And if they can't cool down, they overheat like a car on a hot summer day. During flight, hot blood flows into their feet from the body. The wind cools the feet off, and the feet cool the blood before it returns to the bird's body, much as a radiator cools a car engine. Pigeons can release over half of their extra heat through their feet. Herring gulls rely on their feet to remove 80 percent of the heat generated by flight.
- 7 So bird flight is more than just feathers and wings. It's feet, too. Whether taking off or landing, reducing speed or body temperature, birds depend on their feet for flight.

© Michael L. May



21. According to the article, bird feet can be used like

- brakes.
- car engines.
- wings.
- airport runways.

22. According to the article, how are the American coot, the graylag goose, and the mute swan similar?

- The way they take off
- Their weight and size
- They use their feet for flight
- The way they land in water

23. Read the question below.

***Birds fly with their wings, right?***

The author probably begins the article with the question above

- because he wants an answer.
- because it is about birds.
- to state the main idea.
- to gain the reader's attention.

End of Section

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## Use the following information to answer questions 24 to 26

*This selection contains part of an interview as well as a poem. For his book and PBS series, **The Language of Life**, Bill Moyers interviewed Jimmy Santiago Baca, who taught himself to read and write while in prison. The poem refers to Baca's appearance before a parole board. When you have finished reading this selection, answer the questions that follow.*

### **I APPLIED FOR THE BOARD**

#### **An interview with Jimmy Santiago Baca**

by Bill Moyers

MOYERS: What about "I Applied for the Board"? Did you literally try to read them your poems?

BACA: I *did*. It was my *only* way of telling them *this* is who I'd become, is who I am, and *this* is the record. But they said, "*Our* record indicates you worked," to which I said, "*My* record is different - *this* is my record."

MOYERS: The poetry?

BACA: Yes, and they said, "We don't want to hear *your* record."

### **I APPLIED FOR THE BOARD**

- 1 . . . a flight of fancy and breath of fresh air  
Is worth all the declines in the world.  
It was funny though when I strode into the Board  
And presented myself before the Council  
With my shaggy-haired satchel, awiry  
With ends of shoestrings and guitar strings  
Holding it together, brimming with poems.
- 2 I was ready for my first grand, eloquent,  
Booming reading of a few of my poems -  
When the soft, surprised eyes  
Of the chairman looked at me and said no.
- 3 And his two colleagues sitting on each side of him,  
Peered at me through bluemetal eyes like rifle scopes,  
And I like a deer in the forest heard the fresh,  
Crisp twig break under my cautious feet,  
As they surrounded me with quiet questions,  
Closing in with grim sour looks, until I heard  
The final shot burst from their mouths  
That I had not made it, and felt the warm blood
- 4 Gush forth in my breast, partly from the wound,  
And partly from the joy that it was over.

MOYERS: That's a daunting problem for the poet - getting people to hear your poems.

BACA: They usually surface as history sooner or later. The historians find them.

MOYERS: Yes, but what good does it do *you*? You're gone.

BACA: You can't worry about that. You can't worry about when you're going to get paid for it either. If you worry about whether people are going to hear it, and if you worry about whether you're going to get paid, you are in the wrong biz.

MOYERS: How *do* you survive?

BACA: You really have to survive by an act of grace, as in that great title of Robert Bly's book *The Light Around the Body*. In the greatest way, you really have to have faith in the unknown, otherwise you won't write.

**24.** While in prison, Jimmy Baca taught himself to read and write in Standard English. He went before the parole board armed with poems because he

- knew he had no chance of parole.
- had a need to express himself to an audience.
- wanted to show how he had improved himself.
- wanted to prove that he could read and write.

**25.** In verse 3 the line, ***Peered at me though blue metal eyes like rifle scopes,*** contains an example of

- metaphor.
- simile.
- assonance.
- rhyme.

26. In verse 2 the line, ***When the soft, surprised eyes*** contains an example of

- understatement.
- simile.
- hyperbole.
- alliteration.

**Use the following information to answer questions 27 to 29**

## **LET'S BE FAIR**

### **Replace fair with pro sports**

Your article on the state fair and whether Salem and Marion County can afford the annual event (Aug. 25) holds a great deal of interest.

The state fair has been a losing proposition for a long time for the Oregon taxpayers. Its 12-day run each year, as the article says, draws only a crowd of 700,000. Yet the 185-acre site could be put to better use. Just because it's been a tradition since 1862 does not mean that it should go on indefinitely. Times have changed, and so must the attitudes change to create a new use for the site. The days of the horse and buggy are gone for good.

Why not create a major facility for a national football team and a national baseball team that is truly a greater Oregon team? Halfway between Eugene and Portland, with easy access from the east and west parts of Oregon, a major stadium would be an asset to Oregon as well as give modern-day kids and adults a pastime that is enjoyed by everyone.

The state of Oregon could hold the ground lease on the stadium and reap revenue year-round with little or no effort or staff.

**JIM SEITZ**

*Gresham*

I am disgusted by Oregon county and state governments repeatedly threatening to close down fairs unless they do a better job of being self-supporting. Traditional rural fairs more than pay their way by offering kids a multitude of worthwhile activities to participate in during the summer.

Thousands of youngsters through age 18 compete with 4-H projects that often require months of preparation. Additionally, open shows, not affiliated with 4-H, are available to all age groups.

Kids entering fairs perfect their skills at sewing, food preparation, art and photography, horsemanship, dog training, growing crops and raising and judging livestock. Their efforts are then judged and put on display for everyone in the county to admire.

Those who excel at the county level advance to compete at the state fair. Those who do well at state not only are honoured but also add prestige and value to their animals or other projects.

Sincerely,  
Lona Pierce



27. The author's purpose for using "*days of the horse and buggy are gone for good*" is to

- show that events such as state fairs are out of date.
- show that horses are no longer of economic value in Oregon.
- show the "tradition since 1862."
- show the value of fairs.

28. The letter by Jim Seitz says that the state could "**reap revenue.**" This means that the state could

- spend money.
- make money.
- save money.
- be in charge of money.

29. The information in these two letters **BEST** supports the idea that

- fairs are nice, but too old-fashioned to meet today's needs.
- modern fairs are expensive to run, but can be worth the cost.
- almost everyone is interested in national-level sporting events.
- people with different opinions can each have good reasons.