

JCPS NTI Grade 6 Mathematics Packet #2



Grade 6 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

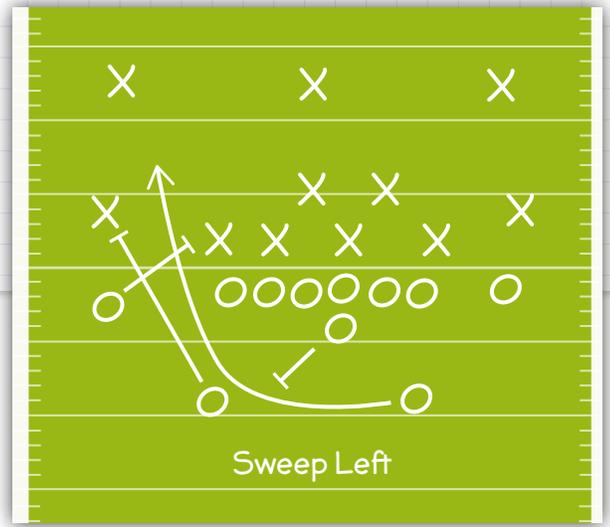
Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.



Explore Ordering Positive and Negative Numbers

Previously, you learned about positive and negative numbers. In this lesson, you will learn about ordering and comparing positive and negative numbers.

► Use what you know to try to solve the problem below.



A diagram of a football play

A youth football team tries several different plays. The goal of each play is to gain yards. The coach records the result of each play. List the plays from worst to best.

Name of Play	Wedge	Hook	Flag	Draw	Sweep	Toss
Result: Yards Gained (+) or Lost (-)	-3	+4	-5	+2	0	-4

1



Show your work.

DISCUSS IT

Ask: What did you do first to decide which play is the worst?

Share: The first thing I did was ...



Learning Targets SMP 1, SMP 2, SMP 3, SMP 4, SMP 5, SMP 6

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
- Write, interpret, and explain statements of order for rational numbers in real-world contexts.

CONNECT IT

2 Look Ahead The goal of a football play is to gain yards. The more yards gained or the fewer yards lost, the better the play is. Number lines can be used to help make these types of comparisons with positive and negative numbers.

a. Look at the horizontal number line.

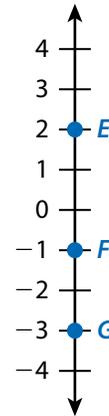
Point D is farther to the right from 0 than point C . Which point represents a greater number?



b. Point A is farther to the left from 0 than point B . Which point represents a greater number?

c. Look at the vertical number line. Point G is farther down from 0 than Point F . Which point represents a greater number?

d. Point E is above Point F . Which point represents a lesser number? What is always true when comparing a negative number and a positive number?



3 Reflect How do the values change on a horizontal number line as you move left? How do the values change on a vertical number line as you move up?

4 Some friends play history trivia. Players gain 1 point for a correct answer. Players lose 1 point for an incorrect answer. The player with the greatest score wins. The players' scores are shown in the table.

a. List the players from worst score to best score. Show your work.

Player	Score
Brett	-7
Ellema	-1
Felipe	+3
Jennifer	0
Kamal	+2
Riley	-5

SOLUTION _____

b. Check your answer to problem 3a. Show your work.

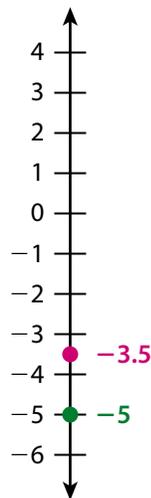
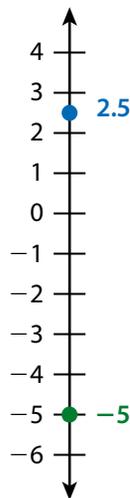
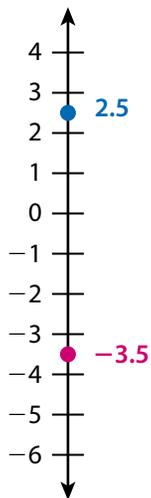


Develop Comparing Positive and Negative Numbers

On a winter day, Adnan looks up the current temperatures in three nearby cities. The temperatures are 2.5°F , -3.5°F , and -5°F . Adnan chooses two of the temperatures and writes a comparison. What are all the possible comparisons he can write? You can use words and/or symbols.

Model It

You can use a number line to compare positive and negative numbers.



Model It

You can write an inequality to compare positive and negative numbers.

$$2.5 > -3.5$$

$$2.5 > -5$$

$$-3.5 > -5$$

Analyze It

You can use words to interpret the meaning of an inequality in a real-world situation.

2.5°F is warmer than -3.5°F .

2.5°F is warmer than -5°F .

-3.5°F is warmer than -5°F .



CONNECT IT

On a winter day, Adnan looks up the current temperatures in three nearby cities. The temperatures are 2.5°F , -3.5°F , and -5°F . Adnan chooses two of the temperatures and writes a comparison. What are all the possible comparisons he can write? You can use words and/or symbols.

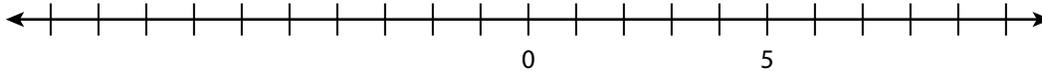
► **Use the problem from the previous page (above) to help you understand how to compare positive and negative numbers.**

- 1 Look at the two **Model Its** (on page 4). How can you use a number line to help you write an inequality?
 - 2 Look at **Analyze It** (on page 4). How can the inequalities help to determine which of two temperatures is warmer?
 - 3 Use the symbol $<$ to rewrite the comparison between -3.5°F and 2.5°F . Then interpret the meaning of the inequality using the words *colder than*.
 - 4 What are all the possible inequality statements Adnan might write? Use $<$ and $>$.
 - 5 When given a pair of numbers in a real-world situation, how can you compare the numbers using $<$ and $>$? How can an inequality help you interpret the comparison in the real-world situation?
- Reflect** Think about all the models and strategies you have discussed today. Describe how one of
- 6 them helped you better understand how to compare positive and negative numbers.

Apply It

► Use what you learned to solve these problems.

- 7 Plot and label the numbers -6.5 and -8.5 on the number line. Then write an inequality using the symbol $>$ to compare the two numbers.

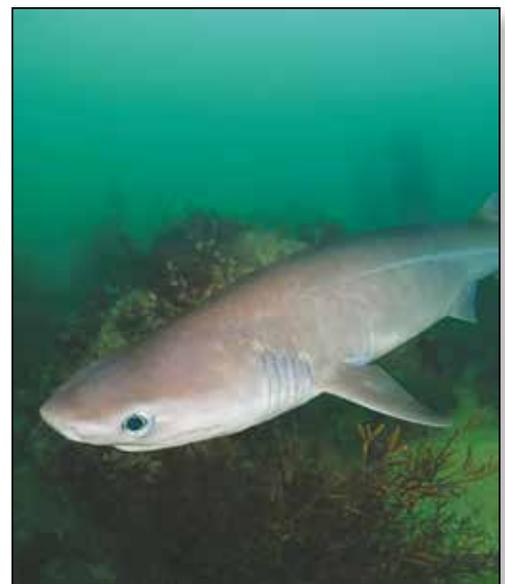


SOLUTION _____

- 8 Which of the following statements are true? Select all that apply.

- A $4 > -17$ because 4 is to the right of -17 on a horizontal number line.
- B $4 > -17$ because 4 is to the left of -17 on a horizontal number line.
- C $4 > -17$ because -17 is to the right of 4 on a horizontal number line.
- D $4 > -17$ because 4 is above -17 on a vertical number line.
- E $4 > -17$ because 4 is below -17 on a vertical number line.
- F $4 > -17$ because -17 is below 4 on a vertical number line.

- 9 Notah is studying ocean animals. He learns that the sixgill shark can dive to an elevation of about $-8,200$ ft relative to sea level and the elephant seal can dive to an elevation of about $-7,800$ ft. Write an inequality to compare these elevations. Which animal can dive to a lower elevation? Show your work.



A sixgill shark

SOLUTION _____

Practice Comparing Positive and Negative Numbers

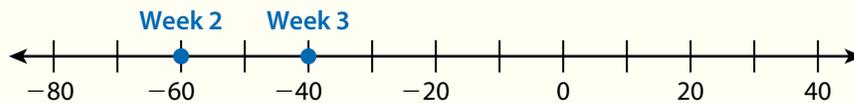
- Study the Example showing how to compare two negative numbers. Then solve problems 1–5.

Example

The table shows the amount of money Savanna either withdraws (–) or deposits (+) into her bank account over 5 weeks. Write an inequality to compare the withdrawals for Week 2 and Week 3.

Week	Week 1	Week 2	Week 3	Week 4	Week 5
Amount	+\$40	–\$40	–\$60	+\$100	–\$80

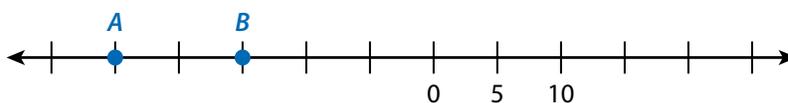
Plot the amounts on a number line.



–60 is to the left of –40. So, $-60 < -40$.

- 1 a. Compare the two amounts in the Example using the symbol $>$.
- b. Does using $>$ for the inequality change which amount represents withdrawing more money? Explain.

- 2 Write an inequality that compares the value of point A and the value of point B. Show your work.



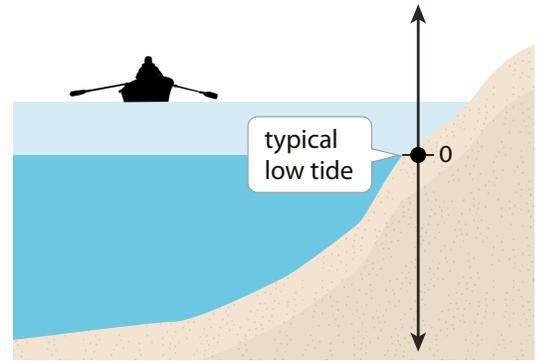
Vocabulary inequality

a mathematical statement that uses an inequality symbol to show the relationship between values of expressions.

SOLUTION _____

3 The typical level of a low tide at a beach is the 0 point on a number line. Each day's high and low tides are measured relative to the typical low tide. On Monday morning, low tide is at -0.8 ft. On Tuesday morning, low tide is at -0.4 ft.

a. Write an inequality to compare the low tides on Monday and Tuesday mornings. Show your work.



SOLUTION

b. Which day has a higher low tide? Explain.

4 Consider the inequality $-3 < -2\frac{1}{2}$. What does the inequality tell you about the location of -3 compared to the location of $-2\frac{1}{2}$ on a horizontal number line? Use *to the right* and *to the left* in your answer.

5 In golf, the winner is the person with the lowest score. At the end of a round of golf, Jada's score is positive. Isabel's score is negative. Can you determine who wins? If so, tell who wins and why. If not, explain why not.

Refine Ordering Positive and Negative Numbers

► Complete the Example below. Then solve problems 1–9.

Example

Order the following rational numbers from least to greatest.

$$\frac{1}{4}, -1.25, -\frac{3}{4}, 0.5, 1, -\frac{3}{2}$$

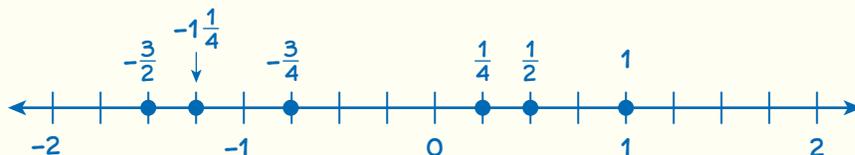
Look at how you could use a number line to order rational numbers.

Write the decimals as fractions.

$$-1.25 = -1\frac{1}{4}$$

$$0.5 = \frac{1}{2}$$

Plot the numbers on a number line.



SOLUTION _____

CONSIDER THIS . . .

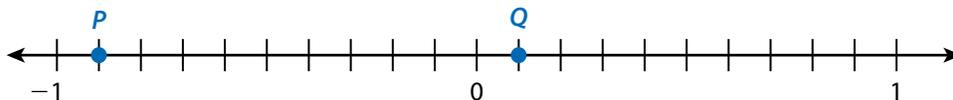
You can write all the rational numbers as fractions or write them all as decimals.

PAIR/SHARE

How would the order change if you changed $-\frac{3}{2}$ to $\frac{3}{2}$?

Apply It

- 1 Write two inequalities that compare the value of point P and the value of point Q . Show your work.



SOLUTION _____

CONSIDER THIS . . .

What does each tick mark on the number line represent?

PAIR/SHARE

What inequality can you write to compare the value of point P to -1 ?

- 2 A vending machine in a cafeteria sells sandwiches. The machine is restocked once during the day. At the end of each day, a cafeteria worker records how many more (+) or fewer (–) sandwiches are in the machine than there were at the start of the day. The table shows the changes for one week.

Day	Change in Number of Sandwiches
Monday	–3
Tuesday	+4
Wednesday	–5
Thursday	–2
Friday	0

Write an inequality to compare the changes for Monday and Thursday. Tell what your inequality means in terms of the situation. Show your work.

SOLUTION _____

- 3 An elevation of –4 m is higher than an elevation of –8 m. An elevation of –8 m is lower than an elevation of –6 m. Which set of inequalities correctly expresses these relationships?

- A** $-4 < -8$ and $-8 < -6$
- B** $-4 < -8$ and $-8 > -6$
- C** $-4 > -8$ and $-8 < -6$
- D** $-4 > -8$ and $-8 > -6$

Anders chose B as the correct answer. How might he have gotten that answer?

CONSIDER THIS ...

The number of sandwiches at the end of a day is the result of some sandwiches being sold and the machine being restocked with more sandwiches.

PAIR/SHARE

What does the 0 in the row for Friday mean in this situation?

CONSIDER THIS ...

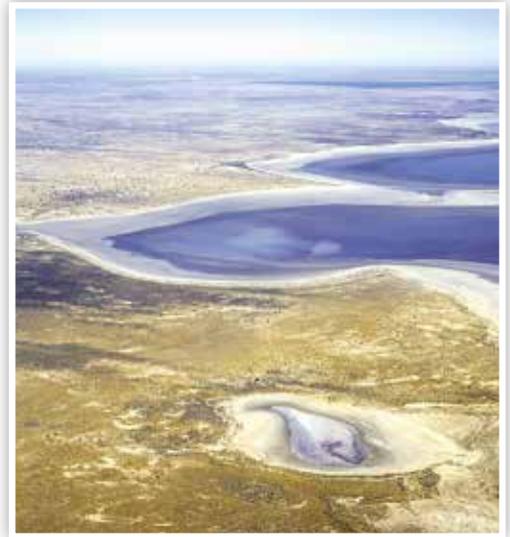
How can you plot the elevations on a vertical number line or a horizontal number line to help write the inequalities?

PAIR/SHARE

What is a different way you can write the correct pair of inequalities?

- 4 Sea level has an elevation of 0 ft. Lake Eyre is the lowest point in Australia. It has an elevation of -15 m relative to sea level. Which of the following U.S. locations, if any, have a lower elevation than Lake Eyre? Explain.

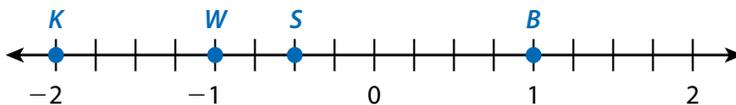
Location	Elevation (m)
Death Valley, California	-86
New Orleans, Louisiana	-2.4
Imperial, California	-18
Ouachita River, Arkansas	17



Lake Eyre, Australia

- 5 Doug says that $-7 > -5$ because $7 > 5$. Do you agree? Explain.

- 6 Tell whether each statement about the points on the number line is *True* or *False*.



	True	False
a. The value of point <i>K</i> is greater than -1 .	<input type="radio"/>	<input type="radio"/>
b. The value of point <i>B</i> is greater than the value of point <i>W</i> .	<input type="radio"/>	<input type="radio"/>
c. The value of point <i>S</i> is less than 1.	<input type="radio"/>	<input type="radio"/>
d. The value of point <i>W</i> is less than -0.5 .	<input type="radio"/>	<input type="radio"/>

- 7 Order the following rational numbers from least to greatest. Show your work.

$$-1.5, \frac{3}{4}, -\frac{1}{4}, -1.75, -1, 1.5$$

SOLUTION _____

- 8 Lilia wants to replace both question marks with the same number so that the inequalities correctly compare the numbers.

$$? > -5 \quad \text{and} \quad ? < 2$$

Which of these numbers could Lilia use? Select all that apply.

A -7

B -4

C -2

D 0

E 1

F 5

- 9 **Math Journal** Choose two of the rational numbers shown below. Write two inequalities to compare the numbers, using $<$ and $>$. Then describe the location of one number compared to the other on a vertical number line. Use *above* and/or *below* in the description.

$$-\frac{3}{4} \quad -1.5 \quad \frac{1}{4} \quad -1\frac{1}{4} \quad -0.5$$

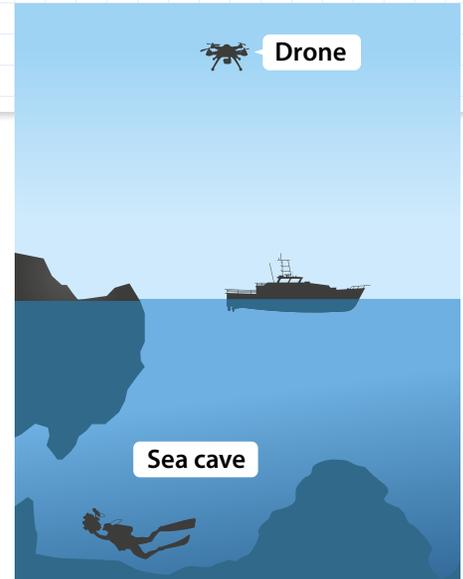
Explore Absolute Value

Model It

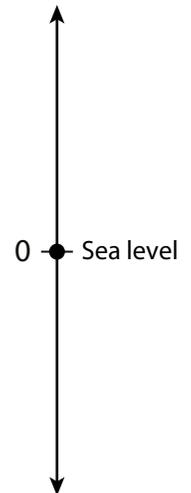
► Complete the problems about distance from 0.

- 1 A scientist standing on the deck of a boat uses a drone, and a scuba diver uses a camera to explore a sea cave. The table shows the elevations of four objects relative to sea level.

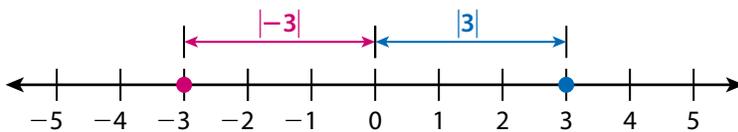
Object	Camera	Cave floor	Drone	Boat deck
Elevation	-20 ft	-30 ft	20 ft	5 ft



- Use the number line to show the elevations of the objects from the table. Label each object at its elevation.
- Are any of the objects the same distance from sea level? If so, how far from sea level are they?
- Another object is 3 ft from sea level. Is the object's elevation *positive*, *negative*, or could it be *either*? Explain.



- 2 The **absolute value** of a number is its distance from 0. The notation $|-3|$ is read as *the absolute value of -3* and represents the distance of -3 from 0.



$|3| = \underline{\quad}$ because the distance from 0 to 3 is $\underline{\quad}$ units.

$|-3| = \underline{\quad}$ because the distance from 0 to -3 is $\underline{\quad}$ units.

DISCUSS IT

Ask: How is absolute value related to zero on the number line?

Share: I think two numbers will have the same absolute value when ...

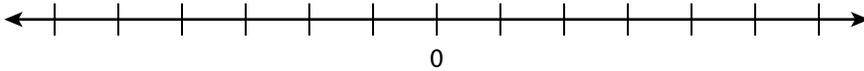
Learning Targets SMP 2, SMP 3, SMP 7

- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
- Distinguish comparisons of absolute value from statements about order.

Model It

► Complete the problems about absolute value.

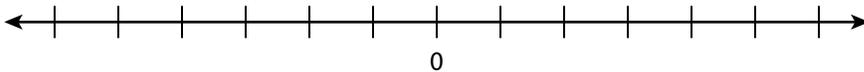
- 3 a. Plot and label the numbers 3, 4, 5, and 6 on the number line. Do the values of the numbers *increase* or *decrease* as the numbers go from 3 to 6?



- b. Write the absolute value of each number. Do the absolute values of the numbers *increase* or *decrease* as the numbers go from 3 to 6?

$$|3| = \underline{\quad} \quad |4| = \underline{\quad} \quad |5| = \underline{\quad} \quad |6| = \underline{\quad}$$

- 4 a. Plot and label the numbers -3 , -4 , -5 , and -6 on the number line. Do the values of the numbers *increase* or *decrease* as the numbers go from -3 to -6 ?



- b. Write the absolute value of each number. Do the absolute values of the numbers *increase* or *decrease* as the numbers go from -3 to -6 ?

$$|-3| = \underline{\quad} \quad |-4| = \underline{\quad} \quad |-5| = \underline{\quad} \quad |-6| = \underline{\quad}$$

- 5 Write *lesser* or *greater* to complete each statement.

- a. The farther a number is from 0, the _____ the number's absolute value.
- b. The closer a number is to 0, the _____ the number's absolute value.

DISCUSS IT

Ask: How are distance and absolute value related?

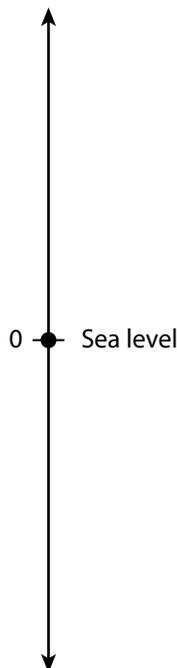
Share: I think the absolute value of 0 is ... because ...

- 6 **Reflect** Is the absolute value of a number ever negative? Explain your reasoning.

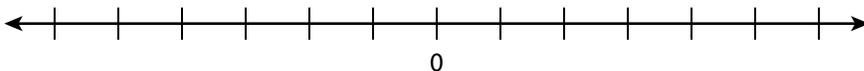
► Complete problems 3–5.

- 3 The table shows the elevations of four objects relative to sea level.

Object	Elevation (km)
Mountain cabin	2
Submarine	-10
Sunken ship	-6
Airplane	10



- a. Use the number line to show the elevations of the four objects. Label each object at its elevation.
- b. Circle the two objects on your number line that are the same distance from 0.
- 4 The notation $|40|$ means *the absolute value of 40*.
- a. $|40| = \underline{\hspace{2cm}}$ because the distance from 0 to 40 is $\underline{\hspace{2cm}}$.
- b. $|-40| = \underline{\hspace{2cm}}$ because the distance from 0 to -40 is $\underline{\hspace{2cm}}$.
- 5 a. Plot and label the numbers -2 , -4 , -6 , and -8 on the number line. Do the values of the numbers *increase* or *decrease* as the numbers go from -2 to -8 ?



- b. Find the absolute value of each number. Do the absolute values of the numbers *increase* or *decrease* as the numbers go from -2 to -8 ?

$|-2| = \underline{\hspace{2cm}}$ $|-4| = \underline{\hspace{2cm}}$ $|-6| = \underline{\hspace{2cm}}$ $|-8| = \underline{\hspace{2cm}}$

Vocabulary
absolute value
 a number's distance from 0 on the number line. Absolute value is never negative.



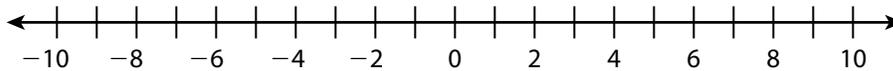
UNDERSTAND: What is the absolute value of a number?

Develop Understanding of Absolute Value

Model It: Compare Absolute Values

► Try these two problems about comparing absolute values.

- 1 Use the number line to help you compare the numbers and compare their absolute values. Write $<$, $>$, or $=$ in each circle to make a true statement. Explain how you know.

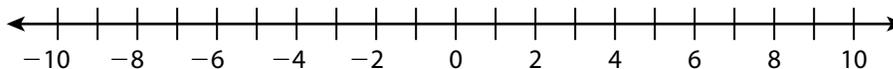


a. -9 5 $|-9|$ $|5|$

b. -1 2 $|-1|$ $|2|$

c. -8 8 $|-8|$ $|8|$

- 2 Plot and label points for two numbers a and b so that $a < b$ and $|a| > |b|$. Explain your thinking.



DISCUSS IT

Ask: How does a number line help you determine which absolute value is greater?

Share: I think that when you compare two numbers and then compare their absolute values, the inequality symbols can be different because ...

Model It: Interpret Absolute Value

► Try these two problems about interpreting absolute value.

- 3 The absolute value of a number may be used to describe the size, or magnitude, of a real-world quantity. Complete each equation and sentence.
- a. $|-20| = \underline{\hspace{2cm}}$ $-\$20$ means you owe \$ $\underline{\hspace{2cm}}$.
- b. $|+10| = \underline{\hspace{2cm}}$ A score of $+10$ points means you win $\underline{\hspace{2cm}}$ points.
- c. $|-10| = \underline{\hspace{2cm}}$ A score of -10 points means you $\underline{\hspace{2cm}}$ points.
- 4 In each turn of a game, a player either wins or loses points. After the first turn, Jacob's score is -250 points and Indira's score is -300 points. Circle the inequality that makes a correct comparison. Then write a sentence to tell what the inequality means in this situation.
- a. $-300 > -250$ $-300 < -250$
- b. $|-300| > |-250|$ $|-300| < |-250|$

DISCUSS IT

Ask: How would you interpret the absolute value of a negative temperature?

Share: I think you can use positive numbers to describe negative quantities because . . .

CONNECT IT

► Complete the problems below.

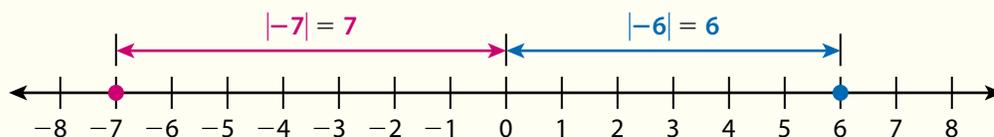
- 5 A whale starts at an elevation of -200 ft relative to sea level and then swims to an elevation of -150 ft. Write an inequality using absolute value notation to compare the distances below sea level. Explain your reasoning.
- 6 Luis says $|4|$ is greater than $|-5|$ because 4 is positive, -5 is negative, and any positive number is greater than any negative number. Do you agree? Explain.

Practice Comparing Absolute Values

- Study how the Example shows comparing two numbers and their absolute values. Then solve problems 1–5.

Example

Use the numbers -7 and 6 . Which number has the greater value? Which number has the greater absolute value?



6 is to the right of -7 on the number line, so 6 is greater than -7 .

-7 is 7 units from 0.

6 is 6 units from 0.

So, -7 has the greater absolute value.

$-7 < 6$ and $|-7| > |6|$.

- 1 Choose a number less than -2 that is on the number line in the Example. Is your number's absolute value *greater than 2* or *less than 2*? Explain how you know.
- 2 Use the number line from the Example to help you compare the numbers and compare their absolute values. Write $<$, $>$, or $=$ in each circle to make a true statement. Explain how you know.

a. -3 5 $|-3|$ $|5|$

b. 4 -4 $|4|$ $|-4|$

Vocabulary

absolute value

a number's distance from 0 on the number line. Absolute value is never negative.

- 3 Sophia, Malcolm, and Oren are playing a money game. Their bank balances are shown in the table. Complete the table by writing the absolute value of each bank balance to show how much each player owes. Who owes the greatest amount?



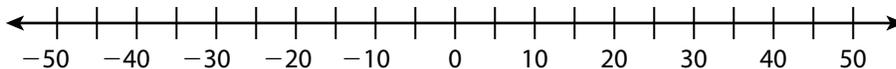
Player	Bank Balance	Amount Owed
Sophia	-\$150	
Malcolm	-\$325	
Oren	-\$275	

- 4 The temperature on Monday is -24°C . The temperature on Tuesday is -21°C . Circle the inequality that makes a correct comparison. Then write a sentence to tell what the inequality means in this situation.

a. $-24 < -21$ $-24 > -21$

b. $|-24| < |-21|$ $|-24| > |-21|$

- 5 Plot and label points for two numbers c and d so that $c < d$ and $|c| > |d|$. Explain your thinking.





Refine Ideas About Absolute Value

Apply It



Math Toolkit number lines

► Complete problems 1–5.

- 1 Deduce** Jia is thinking of a number. She gives three clues about the number: the number is even, the number is less than -12 , and the absolute value of the number is between 9 and 15. What is Jia's number? Explain how you know.

- 2 Analyze** Ian says that if $x < y$, then $|x| < |y|$. Is Ian's statement *always true*, *sometimes true*, or *never true*? Use a model to help explain your thinking.

- 3 Apply** Mrs. Shen writes the expression $|-5| + |3|$ on the board. Show or explain why the sum $|-5| + |3|$ is the distance between -5 and 3 on a number line.



- 4 A tour group is going sea diving. The ocean floor is at -18 ft relative to sea level. One diver is already at -11 ft. The tour guide is keeping watch on a platform 5 ft above sea level, directly above the diver.

PART A Draw a model of the situation.

PART B Write an absolute value inequality comparing the distances of the tour guide and the diver to sea level. Who is closer to sea level? Explain how you know.

- 5 **Math Journal** Order the numbers 5, -7 , -9 , and -2 from least to greatest. Then order the absolute values $|5|$, $|-7|$, $|-9|$, and $|-2|$ from least to greatest. Explain how absolute value affects which values are lesser and which values are greater.



Grade 6 Reading

Student At-Home Activity Packet 3

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 6
Reading activities
included in this packet!



Correcting Vague Pronouns



Introduction

Pronouns help writers to avoid repetition, but when a pronoun is **vague**, or unclear, readers can't tell what or whom it refers to.

- A pronoun may be unclear if there is more than one noun to which the pronoun could be referring. For example:

Clear: The cliff dwellings at Mesa Verde were built by the Ancestral Pueblo people.

Unclear: **They** show us what life was like there thousands of years ago.

The pronoun *they* could refer to *cliff dwellings* or to *Ancestral Pueblo people*. You can fix the problem by changing the pronoun to the correct noun.

Clear: **These dwellings** show us what life was like there thousands of years ago.

- A pronoun may also be unclear if there is no noun to which the pronoun refers.

Unclear: Our days at Mesa Verde were long and full, and **it** taught us a lot.

Unclear: At home, people sometimes asked questions, and **it** was hard.

You can fix the first sentence by replacing the pronoun with a noun phrase, such as *the trip*. However, the second sentence might need a bit more work.

Clear: Our days at Mesa Verde were long and full, and **the trip** taught us a lot.

Clear: At home, people asked questions that were hard to answer.



Guided Practice

Read the paragraph. Cross out each vague (unclear) pronoun, and write your correction above it. You may want to revise more than the pronoun to make the sentence's meaning clear.

Hint

Changing a vague pronoun to a noun is not always enough. You may need to revise the sentence to give a bit more information.

In 1888, during a heavy snowfall near what is now Mesa Verde National Park, two cowboys saw walls and towers off in the distance. They were unusual, and they decided to go and explore them. They found homes built right into the walls of the tall cliffs. They had ancient tools and pottery, and it was exciting.



Independent Practice

Read the paragraph. For numbers 1–4, choose the revision that corrects the vague pronoun in each numbered sentence in the paragraph.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

The Ancestral Pueblo people moved to Mesa Verde around 550 C.E., but the cliff dwellings weren't built until around 1200 C.E. **(1)** They showed a high degree of skill in stone masonry. **(2)** They do not know why the Ancestral Pueblo people moved into the cliffs. **(3)** They might have been safer in harsh weather. **(4)** Whatever the reason these people moved to the cliffs, it is amazing.

- 1**
- A** They showed skill in stone masonry to a high degree.
 - B** All showed a high degree of skill in stone masonry.
 - C** A high degree of skill in stone masonry was shown by them.
 - D** The Pueblo people showed a high degree of skill in stone masonry.

- 2**
- A** Archeologists are not sure why the Ancestral Pueblo people moved into the cliffs.
 - B** The Ancestral Pueblo people do not know why they moved into the cliffs.
 - C** It is unknown to them why the Ancestral Pueblo moved into the cliffs.
 - D** Why the Ancestral Puebloans moved into the cliffs, they do not know.

- 3**
- A** In harsh weather, they might have been safer.
 - B** Their safety might have been greater in harsh weather.
 - C** Cliff dwellings might have been safer in harsh weather.
 - D** It might be because of their safety in harsh weather.

- 4**
- A** Whatever the reason they moved to the cliffs, they are amazing.
 - B** Whatever the reason these people moved to the cliffs, they are amazing.
 - C** Whatever the reason these people moved to the cliffs, you'd be amazed by them.
 - D** Whatever the reason these people moved to the cliffs, their dwellings are amazing.

Figures of Speech



Introduction

One way that writers make their writing lively and vivid is by using **figures of speech**. A figure of speech is an imaginative, or nonliteral, way of using language. It might describe something in an unexpected way, or it might even stretch the truth.

- **Personification** is a figure of speech that gives human-like qualities and actions to something that is not human. Writers use personification to create a picture in the mind of the reader or to convey a mood.

The steep trail **dared** Mia to take another step.

Sneaky tree roots were **hiding** under leaves and twigs, **ready to trip her**.

Nonliving things, such as tree roots, can't dare someone, be sneaky, or hide with the intention of tripping someone. The figures of speech help the reader picture the trail and sense the lurking dangers.

- **Hyperbole** is a figure of speech that uses exaggeration for emphasis or effect.

It **took forever** to reach the top of the mountain.

It doesn't really take "forever" to climb a mountain. The figure of speech emphasizes the length and difficulty of the climb and conveys Mia's frustration.



Guided Practice

Read the passage. Underline each figure of speech, and identify it by writing *P* for personification or *H* for hyperbole. Then discuss the meaning of the figure of speech with a partner.

Hint

As you read, ask yourself:

"Do any verbs show a nonliving thing doing something a person can do?"

"Do any adjectives give human-like qualities to nonliving things?"

"Do any sentences exaggerate the truth?"

By the time Mia's parents set up the tent, it was raining. Mia would never forgive them for this trip! Her legs were still complaining from the climb, and the mean rain was punishing her family for camping in October.

The next morning, though, Mia woke up refreshed. She thought, "I must have slept for days!" Outside the tent, the sun smiled through the leafy trees.



Independent Practice

For numbers 1–5, what does the underlined figure of speech mean in each sentence?

1 A bold wind grabbed Mia's cap as she and her parents hiked down the trail.

- A** The wind was bold and pushy.
- B** The wind blew Mia's cap off her head.
- C** Mia took her cap off her head because of the wind.
- D** Someone took Mia's cap.

2 When they reached the pond, Mia exclaimed, "There must be a million ducks here!"

- A** "There are one million ducks at the pond."
- B** "I've never seen ducks before."
- C** "There are a lot of ducks here."
- D** "I can guess the number of ducks."

3 Suddenly, clouds gathered and chased the sun out of the sky.

- A** The clouds were faster than the sun.
- B** The clouds pushed the sun out of the sky forever.
- C** The clouds had an important meeting.
- D** The sun disappeared quickly when clouds filled the sky.

Answer Form

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)

Number
Correct

5

4 The rain ignored Mia and her family's plans to go out on a rowboat.

- A** The rain did not affect the plans Mia and her family had.
- B** Mia and her family enjoyed their time out in the rowboat.
- C** Other people enjoyed rowboats, but not Mia's family.
- D** Mia's family had made plans, but now it was raining.

5 Mia thought, "I'd better get back to the tent before I drown!"

- A** "I don't know how to swim so I better get back."
- B** "I must swim incredibly fast in order to survive."
- C** "I better get back to the tent fast, or I'll get really wet."
- D** "I'll really drown if I don't get to the tent fast."



Read the excerpt from a novel. Then answer the questions that follow on pages 6-7.

This excerpt is from a novel told from the *point of view* of a horse named **Black Beauty**.

from *Black Beauty*

by Anna Sewell

1 One day late in the autumn, my master had a long journey to go on business. I was put into the dog-cart, and John went with his master. . . . There had been a great deal of rain, and now the wind was very high and blew the dry leaves across the road in a shower. We went along merrily till we came to the toll-bar and the low wooden bridge. The river banks were rather high, and the bridge, instead of rising, went across just level, so that in the middle, if the river was full, the water would be nearly up to the woodwork and planks; but as there were good substantial rails on each side, people did not mind it.

2 The man at the gate said the river was rising fast, and he feared it would be a bad night. Many of the meadows were under water, and in one low part of the road the water was halfway up to my knees; the bottom was good, and master drove gently, so it was no matter.

3 When we got to the town of course I had a good bait, but as the master's business engaged him a long time we did not start for home till rather late in the afternoon. The wind was then much higher, and I heard the master say to John that he had never been out in such a storm; and so I thought, as we went along the skirts of a wood, where the great branches were swaying about like twigs, and the rushing sound was terrible.

4 "I wish we were well out of this wood," said my master.

5 "Yes, sir," said John, "it would be rather awkward if one of these branches came down upon us."

6 The words were scarcely out of his mouth when there was a groan, and a crack, and a splitting sound, and tearing, crashing down among the other trees came an oak, torn up by the roots, and it fell right across the road just before us. . . .

7 "That was a very near touch," said my master. "What's to be done now?"

8 "Well, sir, we can't drive over that tree, nor yet get round it; there will be nothing for it, but to go back to the four crossways, and that will be a good six miles before we get round to the wooden bridge again. . . ."

9 So back we went and round by the crossroads, but by the time we got to the bridge it was very nearly dark; we could just see that the water was over the middle of it; but as that happened sometimes when the floods were out, master did not stop. We were going along at a good pace, but the moment my feet touched the first part of the bridge I felt sure there was something wrong. I dare not go forward, and I made a dead stop. "Go on, Beauty," said my master, and he gave me a touch with the whip, but I dare not stir; he gave me a sharp cut; I jumped, but I dare not go forward.

10 "There's something wrong, sir," said John, and he sprang out of the dog-cart and came to my head and looked all about. He tried to lead me forward. "Come on, Beauty, what's the matter?" Of course I could not tell him, but I knew very well that the bridge was not safe.



11 Just then the man at the toll-gate on the other side ran out of the house, tossing a torch about like one mad. . . .

12 “What’s the matter?” shouted my master.

13 “The bridge is broken in the middle, and part of it is carried away; if you come on you’ll be into the river.”

14 “Thank God!” said my master. “You Beauty!” said John, and took the bridle and gently turned me round to the right-hand road by the river side. The sun had set some time; the wind seemed to have lulled off after that furious blast which tore up the tree. It grew darker and darker, stiller and stiller. I trotted quietly along, the wheels hardly making a sound on the soft road. . . .

15 We saw a light at the hall-door and at the upper windows, and as we came up mistress ran out, saying, “Are you really safe, my dear? Oh! I have been so anxious, fancying all sorts of things. Have you had no accident?”

16 “No, my dear; but if your Black Beauty had not been wiser than we were we should all have been carried down the river at the wooden bridge.” I heard no more, as they went into the house, and John took me to the stable. Oh, what a good supper he gave me that night, a good bran mash and some crushed beans with my oats, and such a thick bed of straw! and I was glad of it, for I was tired.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)

Number Correct / 3

1 Read this sentence from paragraph 3.

The wind was then much higher, and I heard the master say to John that he had never been out in such a storm; and so I thought, as we went along the skirts of a wood, where the great branches were swaying about like twigs, and the rushing sound was terrible.

Which part of the story’s plot structure does this sentence illustrate?

- A** exposition
- B** climax
- C** rising action
- D** falling action



2 Which of these sentences shows how the plot is resolved?

- A** "We were going along at a good pace, but the moment my feet touched the first part of the bridge I felt sure there was something wrong."
- B** "Of course I could not tell him, but I knew very well that the bridge was not safe."
- C** "'The bridge is broken in the middle, and part of it is carried away; if you come on you'll be into the river.'"
- D** "'No, my dear; but if your Black Beauty had not been wiser than we were we should all have been carried down the river at the wooden bridge.'"

3 What is the main conflict in the story?

- A** The storm causes a large branch to fall and nearly hit Black Beauty and the men.
- B** The men want Black Beauty to cross the bridge, but he knows it is out.
- C** The bridge breaks and is washed away by the rising water.
- D** The master must go into town for business during a terrible storm.

4 Explain how Black Beauty's decision not to cross the bridge changes the story. Use at least **two** details from the story in your answer.

Reading

Read the passage. Then answer the questions that follow on pages 9-11.

Spies in Petticoats

by Lisa Torrey

1 During the Civil War, thousands of women served as nurses. They worked in hospitals and on the front lines for the Union and the Confederacy. These “angels of the battlefields” hold a well-known place in American history. Less known, however, is the fact that hundreds of women also served in a far different capacity. They risked their lives as undercover spies.

2 These women spies came from a variety of backgrounds—from former slaves to fashionable socialites. Yet these very different women shared some valuable traits. Each had detailed knowledge of daily activities and troop movements in the part of the country where she lived. This knowledge made the women very helpful to military leaders, both Union and Confederate. These women also shared a passion for either the Union or the Confederacy, and they were willing to die for it. Across the country, these female spies worked within carefully constructed networks, gathering information and using various means to relay messages.

3 One of the Union’s top female spies was a Southern woman named Elizabeth Van Lew. Even though Van Lew lived in the South, she was strongly against slavery. She convinced her own family to free their slaves. She was wealthy and well-educated. And she lived in Richmond, Virginia—the capital of the Confederacy. When a Union general asked Van Lew to work as a spy, she readily agreed.

4 Elizabeth Van Lew enlisted the help of other Union supporters in Richmond to become her couriers. These couriers delivered secret information from her to General Grant, who led the Union troops. She also set up relay stations for the couriers at secret meeting points between Richmond and Grant’s headquarters. Van Lew wrote her coded messages in invisible ink. And the messages were often hidden inside hollowed-out vegetables from Van Lew’s garden. Because of Van Lew’s efforts, General Grant learned how the Confederate army was defending Richmond. When General Grant and his Union troops captured Richmond, Elizabeth Van Lew proudly flew the Union flag from the roof of her house. General Grant even visited her at her home. He wanted to thank Van Lew in person for her service to the Union.

5 The former slave Harriet Tubman is celebrated for her work as a “conductor” of the Underground Railroad. She led hundreds of slaves to freedom in the North. And she was also one of the Union’s most valuable spies. Because of her work with the Underground Railroad, Tubman knew firsthand all of the land and waterway transportation routes throughout the South. With this knowledge, she was able to map territory behind enemy lines for the Union. Also because of her work with the Underground Railroad, Tubman had the great respect of many people, especially slaves and former slaves. She enlisted the help of these loyal people as scouts when she set up a vast spy ring for the Union. Led and trained by Tubman, her scouts went on dangerous missions behind enemy lines. Harriet Tubman herself led successful raids along the South Carolina coast in Confederate territory. These raids disturbed supply lines vital to the Confederate army, and they freed hundreds of slaves.

6 While Elizabeth Van Lew, Harriet Tubman, and many other women worked as spies for the Union, other women were actively spying for the Confederacy. One woman in particular was the Confederacy's master spy. Her name was Rose O'Neal Greenhow. Greenhow was a wealthy widow. She was also a charming hostess. She often invited military and political leaders to her home for social evenings. And she lived in the ideal place for secretly obtaining information about the Union—Washington, D.C. Not only was Washington, D.C., the capital of the United States, it was the headquarters of the Union Army during the Civil War.

7 Rose Greenhow considered herself a Southerner through and through. She would do anything to help the Confederacy win the Civil War. Operating from the Union capital, Greenhow soon organized the war's largest network of Confederate spies. Writing in secret code, she sent her reports by courier. Each courier passed Greenhow's reports to the next courier in a relay system known as the "Secret Line."

8 Rose Greenhow's messages were highly detailed. They described Union troop movements and strategies, or plans of action. One of these messages gave urgent information about the Union Army's plan of attack at the First Battle of Bull Run. Greenhow's accurate information led to a victory for the Confederate Army. In 1861, Rose was placed under house arrest by the newly formed Secret Service. Even then, the master spy managed to find out Union secrets and send them to Confederate military leaders. After Rose was released from house arrest, she tried to smuggle gold for the Confederate treasury. However, the boat she was in turned over in rough water. Rose drowned, weighed down by the heavy gold.

1 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which of the following **best** describes the central idea of the passage?

- A** Thousands of women courageously served as nurses during the Civil War.
- B** Harriet Tubman worked with the Underground Railroad to free hundreds of slaves.
- C** Spies for both the Union and the Confederacy disguised themselves as women.
- D** Women acted as spies for the Union and Confederate armies during the Civil War.

Part B

Which detail from the passage **best** supports the answer to part A?

- A** "One of the Union's top female spies was a Southern woman named Elizabeth Van Lew."
- B** "Also because of her work with the Underground Railroad, Tubman had the great respect of many people, especially slaves and former slaves."
- C** "In 1861, Rose was placed under house arrest by the newly formed Secret Service."
- D** "They worked in hospitals and on the front lines for the Union and the Confederacy. "

- 2** The author suggests that women spies played an important role during the Civil War. Which **two** sentences from the passage **best** support the above statement?
- A** “When General Grant and his Union troops captured Richmond, Elizabeth Van Lew proudly flew the Union flag from the roof of her house.”
 - B** “Greenhow’s accurate information led to a victory for the Confederate Army.”
 - C** “Harriet Tubman herself led successful raids along the South Carolina coast in Confederate territory.”
 - D** “Even though Van Lew lived in the South, she was strongly against slavery.”
 - E** “These women spies came from a variety of backgrounds—from former slaves to fashionable socialites.”

- 3** Read this sentence from paragraph 2 of the passage “Spies in Petticoats.”

Across the country, these female spies worked within carefully constructed networks, gathering information and using various means to relay messages.

What does the word “networks” mean as it is used in this sentence?

- A** systems of computers that share information
 - B** chains of radio or TV stations linked by satellites
 - C** structures in which cords, threads, or wires cross
 - D** groups of people who share similar interests or goals
- 4** In “Spies in Petticoats,” the author believes that female spies were clever and resourceful. Which sentence from the passage **best** supports the author’s point of view?
- A** “Rose drowned, weighed down by the heavy gold.”
 - B** “Van Lew wrote her coded messages in invisible ink.”
 - C** “She convinced her own family to free their slaves.”
 - D** “She led hundreds of slaves to freedom in the North.”

5

Below are three ideas from the passage.

Idea	Women spies came from many different backgrounds.
	Women spies took great risks for their causes.
	Women spies passed along valuable knowledge.

Circle one of the ideas. Then write two sentences from the passage that show how this idea is developed in the text.

Write your answer in complete sentences.

Determining Point of View

Theme: *Extreme Sports*

Did you ever read an article that tried to convince you to agree with the writer's ideas? If so, you may have noted that certain words were chosen to appeal to your emotions. The writer may have made different choices if the text were meant to inform or entertain, for example. After all, content is shaped by the **author's purpose**, or main reason for writing. Content is also shaped by the **author's point of view**, or feelings about a topic. The words and ideas used in a text provide important clues about an author's perspective.

In the picture below, what is each judge's point of view about an athlete's performance?



Circle clues that helped you figure out each judge's point of view.

Read the chart below to analyze evidence that helped you determine points of view.

Topic	Evidence	Positive (+) or Negative (-)	Point of View
Athlete's performance	Judge 1: gives a score of 10, smiles, uses the word "perfect"	+	Judge 1 thought the performance was wonderful.
Athlete's performance	Judge 2: gives a score of 2, frowns, uses the word "awful"	-	Judge 2 thought the performance was terrible.

Recognizing an author's reason for writing and feelings about a topic can help you decide what to do with the information. Should you treat it as a simple set of facts? Will you agree with the author, or will you develop your own opinion? To determine an author's point of view, think about the words chosen, the opinions expressed, and the details given (or left out). All are valuable clues to an author's purpose and point of view.



Read the essay about the extreme sport of ice climbing.

Genre: Essay

Climbing Ice! *by Melissa Thompson*

Imagine facing an enormous frozen waterfall. You are at the bottom of this huge ice formation, staring up and thinking through the steps you'll take to climb it. Yes, it's dangerous—and that's part of the fun!

For adventure-seekers, ice climbing offers a physical challenge and a unique thrill. The surface of ice varies greatly from one location to another, so an ice climber must be ready for any situation that could arise during a climb. One wrong step could lead to a deadly fall. Yet to enthusiasts, the risks seem small when compared to the reward of finally reaching the top!

Speed competitions are for ice climbers who need more adventure than simply scaling a steep ice wall. These events offer the rush of danger coupled with the excitement of speed and competition.

Explore how to answer these questions: *“What is the author’s point of view about ice climbing? What words, phrases, or sentences reveal this viewpoint?”*

The author does not directly state her opinion or attitude about ice climbing. Complete the chart below to determine her point of view based on text details and word choice.

Topic	Words, Phrases, or Sentences	Positive (+) or Negative (–)	Point of View
Ice climbing	“dangerous,” “unique thrill,” “deadly fall”	+ and –	
Ice climbing speed competitions	“rush of danger coupled with the excitement of speed and competition”		

Based on details in the chart above, describe the author’s purpose for writing this essay.



Close Reading

Consider the title and the words the author uses in the editorial's first paragraph. **Circle** words and phrases that help you understand the author's point of view.

Hint

How would you describe the author's feelings about ice climbing? Is he simply providing information, or does he have another purpose?

Read the editorial about ice climbing. Use the Close Reading and the Hint to help you answer the question.

Genre: Editorial

Worth the Risk? *by Chris Lau*

Ice climbing is a dangerous sport in which people attempt to climb frozen waterfalls and icy mountainsides. Training and proper equipment, along with protective clothing, are essential, but they are not enough to guarantee safety. Even experienced climbers continue to be injured and killed while participating in this high-risk sport.

Do the thrills outweigh the risks? When an ice climber is buried under an avalanche, emergency responders are dispatched at great expense to the community. If by luck the climber survives, it may take months or even years for him or her to recover. Are such costs worth a few hours of excitement?

Circle the correct answer.

What is Chris Lau's point of view about ice climbing?

- A** He admires the bravery of people who participate in the sport.
- B** He strongly encourages people to get the proper equipment and training before trying ice climbing.
- C** He questions the wisdom of people who think the thrill of ice climbing is worth the dangers.
- D** He downplays the high costs and serious risks of the sport.



Show Your Thinking

Look at the answer you chose above. Explain which words and phrases in the editorial helped you identify the author's point of view.



With a partner, discuss the differences between the two authors' purposes and points of view.



Read another essay about extreme sports. Use the Study Buddy and the Close Reading to help guide your reading.

Genre: Essay



To help me understand the author's point of view, I am going to pause at the end of each paragraph and restate it in my own words.

Close Reading

How does the author feel about whitewater rafting? **Underline** a sentence that gives his opinion of this sport.

Reread the last paragraph to figure out why the author believes people like extreme sports. **Circle** phrases that explain the author's own point of view.

Just for the Thrill of It *by Ken Moreno*

- 1 Your heart races. Your blood is pumping. Every nerve feels alive. For thrill-seekers, the charge of extreme sports keeps them coming back for more. And, of course, along with the excitement there's the breathtaking rush of danger and risk. It's an almost irresistible combination!
- 2 Extreme sports enthusiasts are always aware of the dangers. Most would agree that proper training and the right equipment are absolutely necessary to help minimize the risk. Yet even the most experienced participants will admit that training and equipment provide no guarantees when it comes to safety, so it's important to know what you're getting into.
- 3 Take whitewater rafting, for example. The raft is an inflatable boat designed to float down a rapidly flowing river. Split decisions must be made as rushing water shoots the raft past boulders, toward hidden snags, and over waterfalls. Controlling a raft's course can be exhausting. Still, rafting provides thrills at every turn and a wild ride!
- 4 Bungee jumping is another high-risk activity. Attached to a long, stretchy elastic cord, bungee daredevils jump from a high location, such as a bridge. They experience the thrill of freefall until the cord suddenly jerks them skyward again.
- 5 So what is it that attracts people to extreme sports? Most people have few chances in their daily lives to feel the rush that comes from pushing themselves to their limits and winning against great odds. Extreme sports can fulfill the need for that adrenaline rush and the satisfaction that comes from meeting a personal challenge.



Read the article. Then answer the questions that follow on pages 18-19.

Flying Above the Water

by Tyrone Schenkel

1 Most people try to avoid risk as much as possible. For extreme-sport athletes, risk is their business. They put their careers, their bodies, and often their lives on the line to participate in their sport. The payoff is the indescribable rush that comes from doing what they do, as well as the knowledge that people watching are saying, “Can you believe that?”

2 One of the newest extreme sports is called kitesurfing. Mat Colefax is the sport’s pioneer. In the early 1990s, he began experimenting with the sport in Australia. Colefax explained how he got the idea: “I caught a glimpse on TV of large kites being used with beach karts and I immediately [pictured] using such kites with my surf and snowboards. The idea of kiteboarding flashed into my mind and my imagination ran wild.” In the early days of the sport, Mat sold a kite to Rebecca Nicholson, a young woman he met on the beach. She taught herself to fly it, and in 2003 became the first female world champion kitesurfer. She had become Rebecca Colefax by then. Today she and Mat spend their time promoting the thrilling sport.

3 Kitesurfers ride the waves on a board like surfers do, but they’re towed along by large kites flying in the wind. The sport is related to several other water sports. It’s like surfing and wakeboarding because of the board the riders use. It’s like waterskiing and windsurfing, too, but the wind in the kite, not a boat or a sail, provides the power. It’s also similar to parasailing in that when a parasail rider builds up enough speed, he or she is pulled into the air. Kitesurfers can get airborne, too. In fact, that’s one of the goals of the sport—to fly off the surface of the water and do tricks. One minute you’re on the water, and the next your heart skips a beat as you’re soaring through the air, performing aerial tricks with your feet still attached to the board. When you land back on the water, the kite continues to pull you along at breakneck speed.



4 Because so much equipment is needed to go kitesurfing, the sport can be expensive. To begin with, you’ll need to purchase a kitesurfing kite. The kite you fly in the park on a windy afternoon won’t provide enough wind power for the sport. Larger and stronger than backyard kites, kitesurfing kites can carry more weight. Some are inflatable, and all are made of tough fabric. You’ll also need a harness to attach the kite to your body. And don’t forget the kite lines and the control bar, which you’ll need to control the kite. Another vital piece of equipment is the kitesurfing board, of course. Some kitesurfers use wakeboards, but as a beginner, you might prefer a board made especially for kitesurfing. If you’re kitesurfing in warm weather, you won’t require much special clothing. In colder temperatures, however, consider wearing a wetsuit to keep warm. In some parts of the world, kitesurfers are required to wear helmets just like bicyclists are. Whether required or not, a helmet is always a good idea for your safety, as is a life vest.

5 This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face. But kitesurfing isn’t an activity you can take up on a whim. It’s a tough sport that can be dangerous for a beginner. After all, you could find yourself flying 40 feet in the air at a fairly frightening rate



of speed. Most kitesurfers recommend that beginners get professional instruction so they'll be certain to obtain the right equipment and know how to use it.

6 If you're ready to try this exciting sport, you'll want to know that Australia is the world's top kitesurfing hot spot. Since it's also popular in Brazil, some surfers hope that kitesurfing events might be added to the 2016 Summer Olympics, which will be held in that country. In the United States, the Hawaiian island of Maui and the North Carolina coast off Cape Hatteras both offer good kitesurfing conditions.

7 It can certainly be worth your while to explore the sport of kitesurfing. If you're looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

1 Read this sentence from the article.

One minute you're on the water, and the next your heart skips a beat as you're soaring through the air, performing aerial tricks with your feet still attached to the board.

Based on this sentence, with which statement would the author **most likely** agree?

- A Only professionals should attempt to perform kitesurfing tricks.
- B Kitesurfing is too dangerous for most people to attempt.
- C Performing aerial tricks while kitesurfing is as easy as doing tricks on waterskis.
- D Kitesurfing is a challenging but highly exciting water sport.

2 Which sentence from the article **best** illustrates how the author views kitesurfing?

- A "The idea of kiteboarding flashed into my mind and my imagination ran wild."
- B "Kitesurfers ride the waves on a board like surfers do, but they're towed along by large kites flying in the wind."
- C "This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face."
- D "After all, you could find yourself flying 40 feet in the air at a fairly frightening rate of speed."



3 Which sentence **most accurately** describes the author’s purpose for writing this article?

- A** He wants to inform readers about the appeal and challenges of kitesurfing.
- B** He wants to help readers to understand why kitesurfing can be very expensive.
- C** He wants to compare kitesurfing to other types of extreme water sports.
- D** He wants to encourage readers to help make kitesurfing an Olympic event.

4 In spite of his warnings, the author believes the thrill of kitesurfing is well worth the effort. Which sentence from the article **best** supports this statement?

- A** “Because so much equipment is needed to go kitesurfing, the sport can be expensive.”
- B** “Whether required or not, a helmet is always a good idea for your safety, as is a life vest.”
- C** “If you’re ready to try this exciting sport, you’ll want to know that Australia is the world’s top kitesurfing hot spot.”
- D** “If you’re looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.”

5 Although the author is enthusiastic about kitesurfing, he also wants readers to know what they’re getting into. What are some of the details that help him achieve this goal?
