

ELPAC Skill

Builders

Grades 3-5



ELPAC Skill Builders Grades 3-5  
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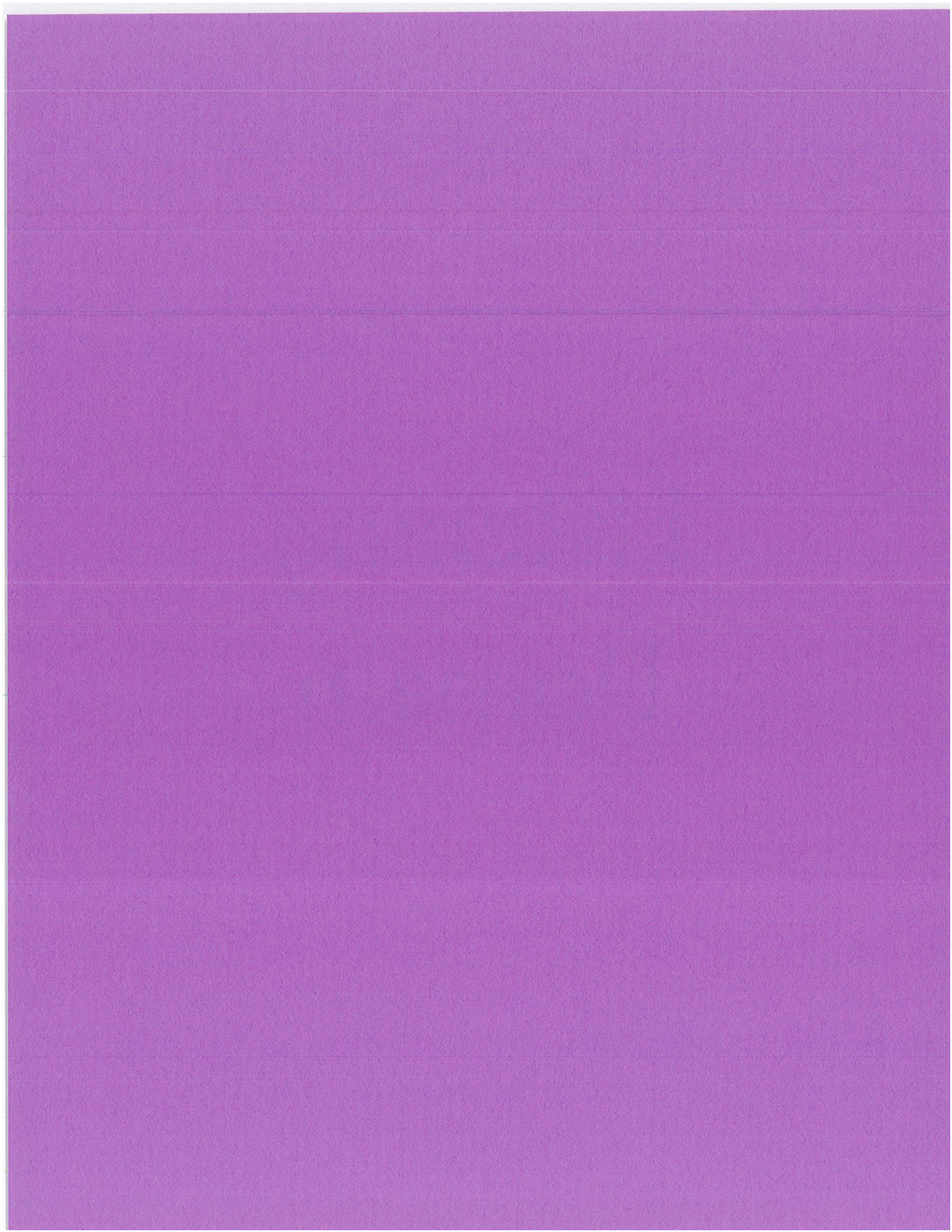
Third - Fifth Grade ELPAC Skills Development Lessons – Suggested Schedule

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>Writing:</b> Write About an Experience Practice 1 Story	<b>Listening:</b> Listen to a Short Exchange Practice 4 Items	<b>Reading:</b> Read & Choose Sentence Practice 4 sentences	<b>Writing:</b> Describe a Picture Practice 1 Picture	<b>Speaking:</b> Talk About a Scene Practice 1 Scene
2	<b>Writing:</b> Write About Academic Information Practice 1 Task	<b>Listening:</b> Listen to a Story Practice 1 story	<b>Reading:</b> Read a Student Essay Practice 1 Essay	<b>Writing:</b> Write About an Experience Practice 1 Story	<b>Speaking:</b> Support an Opinion Practice 1 Item
3	<b>Writing:</b> Justify an Opinion Practice 1 Story	<b>Listening:</b> Listen to an Oral Presentation Practice 1 presentation	<b>Reading:</b> Short Informational Text Practice 1 passage	<b>Writing:</b> Write About Academic Information Practice 1 Task	<b>Speaking:</b> Retell a Narrative Practice 1 Item
4	<b>Writing:</b> Describe a Picture Practice 1 Picture	<b>Listening:</b> Listen to a Classroom Conversation Practice 1 conversation	<b>Reading:</b> Literary Text Practice 1 Passage	<b>Writing:</b> Justify an Opinion Practice 1 Story	<b>Speaking:</b> Summarize a Presentation Practice 1 Presentation
5	<b>Writing:</b> Write About an Experience Practice 1 Story	<b>Listening:</b> Listen to a Short Exchange Practice 4 Items	<b>Reading:</b> Informational Text Practice 1 Passage	<b>Writing:</b> Describe a Picture Practice 1 Picture	<b>Speaking:</b> Speech Functions Practice 2 Items
6	<b>Writing:</b> Write About Academic Information Practice 1 Task	<b>Listening:</b> Listen to a Story Practice 1 story	<b>Reading:</b> Read & Choose Sentence Practice 4 sentences	<b>Writing:</b> Write About an Experience Practice 1 Story	<b>Speaking:</b> Support an Opinion Practice 1 Item
7	<b>Writing:</b> Justify an Opinion Practice 1 Story	<b>Listening:</b> Listen to an Oral Presentation Practice 1 presentation	<b>Reading:</b> Read a Student Essay Practice 1 Essay	<b>Writing:</b> Write About Academic Information Practice 1 Task	<b>Speaking:</b> Retell a Narrative Practice 1 Item
8	<b>Writing:</b> Describe a Picture Practice 1 Picture	<b>Listening:</b> Listen to a Classroom Conversation Practice 1 conversation	<b>Reading:</b> Short Informational Text Practice 1 passage	<b>Writing:</b> Justify an Opinion Practice 1 Story	<b>Speaking:</b> Summarize a Presentation Practice 1 Presentation

Third - Fifth Grade ELPAC Skills Development Lessons – Suggested Schedule

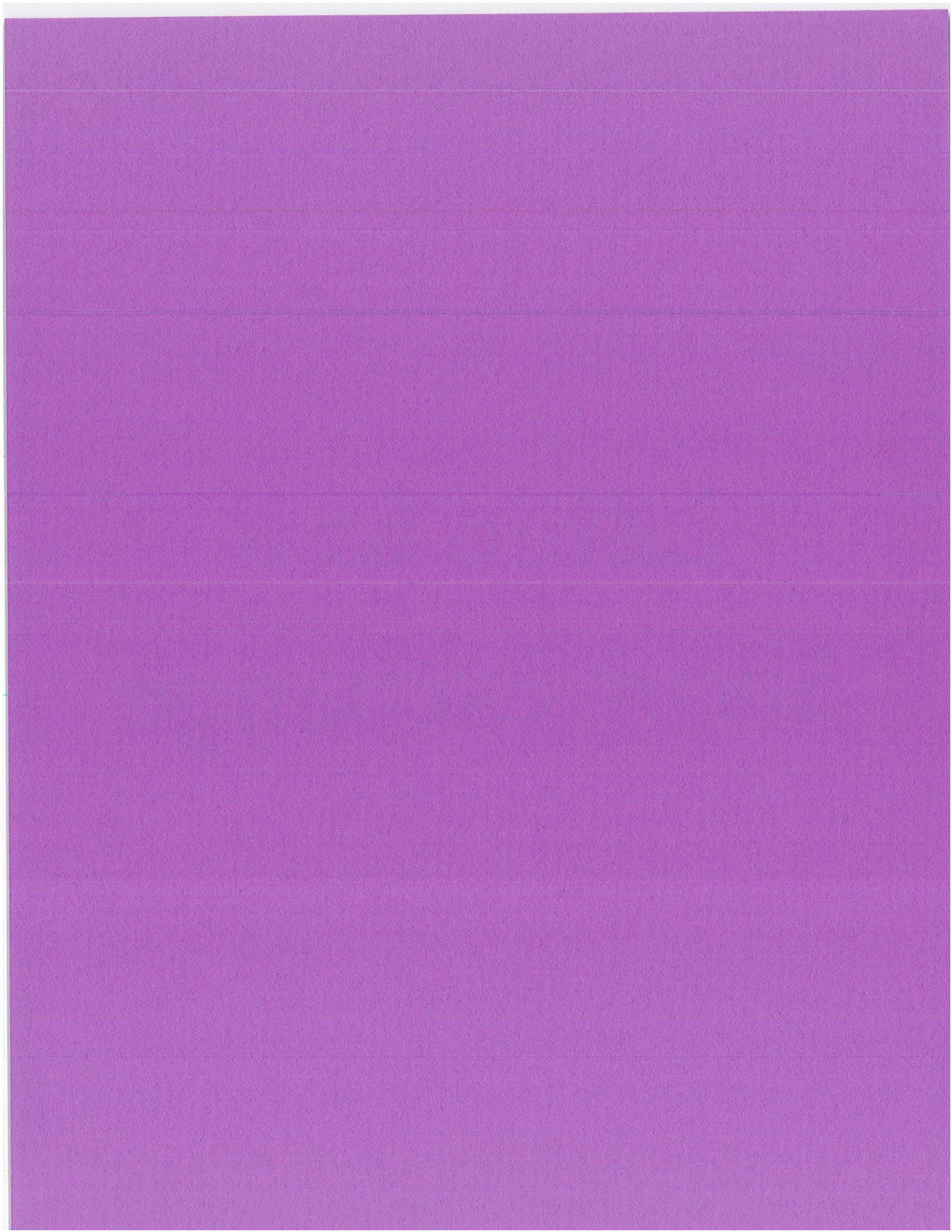
Week	Monday	Tuesday	Wednesday	Thursday	Friday
9	<b>Writing:</b> Write About an Experience Practice 1 Story	<b>Listening:</b> Listen to a Short Exchange Practice 4 Items	<b>Reading:</b> Literary Text Practice 1 Passage	<b>Writing:</b> Describe a Picture Practice 1 Picture	<b>Speaking:</b> Talk About a Scene Practice 1 Scene
10	<b>Writing:</b> Write About Academic Information Practice 1 Task	<b>Listening:</b> Listen to a Story Practice 1 story	<b>Reading:</b> Informational Text Practice 1 Passage	<b>Writing:</b> Write About an Experience Practice 1 Story	<b>Speaking:</b> Speech Functions Practice 2 Items
11	<b>Writing:</b> Justify an Opinion Practice 1 Story	<b>Listening:</b> Listen to an Oral Presentation Practice 1 presentation	<b>Reading:</b> Read a Student Essay Practice 1 Essay	<b>Writing:</b> Write About Academic Information Practice 1 Task	<b>Speaking:</b> Summarize a Presentation Practice 1 Presentation
12	<b>Writing:</b> Describe a Picture Practice 1 Picture	<b>Listening:</b> Listen to a Classroom Conversation Practice 1 conversation	<b>Reading:</b> Informational Text Practice 1 passage	<b>Writing:</b> Justify an Opinion Practice 1 Story	<b>Speaking:</b> Speech Functions Practice 2 Items

# Listening Domain





# Listen to a Short Exchange



## Listen to a Short Exchange – Practice #1

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Girl:** I love how we can mix paint together to make new colors. But when we mix red and blue paint, it's supposed to turn purple.

**Boy:** You're right, but this still looks blue. We need to add more red paint to the bowl.

1. Why are the girl and boy going to add more paint to the bowl?  
A because they want the paint to change color  
B because they do not have enough paint for their pictures  
C because they are following the teacher's directions

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Boy:** I was planning to play basketball at recess, but the basketball court is already being used.

**Girl:** Why don't you go ask to join the game? I'm sure those boys will let you play.

2. What does the girl think the boy should do?  
A go play soccer  
B ask to join the basketball game  
C tell the teacher the other boys wouldn't let him play

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Girl:** I am going to the library after school to work on our science project. Will you come with me?

**Boy:** I wish I could, but I have soccer practice after school. Can we go tomorrow instead?

3. When does the boy want to work on the science project?  
A after school  
B after soccer practice  
C tomorrow

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Boy:** What are we having for lunch today? I hope it is pizza!

**Girl:** The lunch menu said today's lunch is tacos, but I think we are having pizza tomorrow.

4. What is the cafeteria serving for lunch today?  
A pizza  
B tacos  
C the boy's favorite food

1. Why are the girl and boy going to add more paint to the bowl?

**A** because they want the paint to change color

**B** because they do not have enough paint for their pictures

**C** because they are following the teacher's directions

2. What does the girl think the boy should do?

**A** go play soccer

**B** ask to join the basketball game

**C** tell the teacher the other boys wouldn't let him play

3. When does the boy want to work on the science project?

**A** after school

**B** after soccer practice

**C** tomorrow

4. What is the cafeteria serving for lunch today?

**A** pizza

**B** tacos

**C** the boy's favorite food

## Listen to a Short Exchange #2

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Girl:** I wish we could go on our field trip tomorrow. Waiting until next month seems so long to wait.

**Boy:** I bet the time will go by quickly and then we will have fun at the museum.

1. Why does the girl want to go on the field trip tomorrow?  
A she will be absent the next day  
B she doesn't want to wait a long time  
C she loves going to the zoo

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Boy:** I had such a good time on my summer vacation. How about you?

**Girl:** My vacation was fun too! I went swimming almost every day.

2. What did the girl like about her summer vacation?  
A the warm weather  
B going swimming  
C spending time with her family

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Girl:** I am not sure if I am supposed to walk home today or wait for my mom after school.

**Boy:** Do you want me to go with you to the office to call your mom? I am sure they will let you call.

3. Why does the boy think the girl should call her mom?  
A to ask if she can go to her friend's house  
B to tell her about a meeting after school  
C to find out if she should walk home

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Boy:** This weekend I have a football game and I get to go to a birthday party for my cousin. What about you?

**Girl:** I am not sure if we have any plans, but my parents will usually come up with something for us to do.

4. What are the girl's weekend plans?  
A going to a football game  
B she doesn't know  
C going to a birthday party

1. Why does the girl want to go on the field trip tomorrow?  
**A** she will be absent the next day  
**B** she doesn't want to wait a long time  
**C** she loves going to the zoo
  
2. What did the girl like about her summer vacation?  
**A** the warm weather  
**B** going swimming  
**C** spending time with her family
  
3. Why does the boy think the girl should call her mom?  
**A** to ask if she can go to her friend's house  
**B** to tell her about a meeting after school  
**C** to find out if she should walk home
  
4. What are the girl's weekend plans?  
**A** going to a football game  
**B** she doesn't know  
**C** going to a birthday party

### Listen to a Short Exchange #3

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Girl:** Last weekend I went to the park with my family. We had a picnic and flew my new kite!

**Boy:** I like going to the park, but I usually go on the swings instead of flying a kite.

1. What did the girl do at the park?

- A she went for a walk
- B she went on the swings
- C she flew a kite

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Boy:** I was going to get the next book in the series I have been reading from the library yesterday, but when I went to find it, they didn't have it.

**Girl:** That's too bad, but it can be good to find new types of books that you enjoy.

2. What did the boy look for at the library?

- A the next book in a series
- B a type of book he hadn't read before
- C his favorite book

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Girl:** During PE yesterday, we practiced running a mile and doing push-ups. It was very difficult.

**Boy:** I love running and I am very fast. I hope we get to run at PE again soon!

3. How did the girl feel about running during PE?

- A she loved it
- B she thought it was difficult
- C she thought that she was a fast runner

**Narrator:** Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

**Boy:** Sometimes my parents will let me play video games on a school night if I do a really good job on my homework. What about your parents?

**Girl:** My parents have decided that I can only play with my video games on the weekend.

4. When do the boy's parents let him play video games?

- A on the weekend
- B whenever he wants
- C if he finishes his homework well

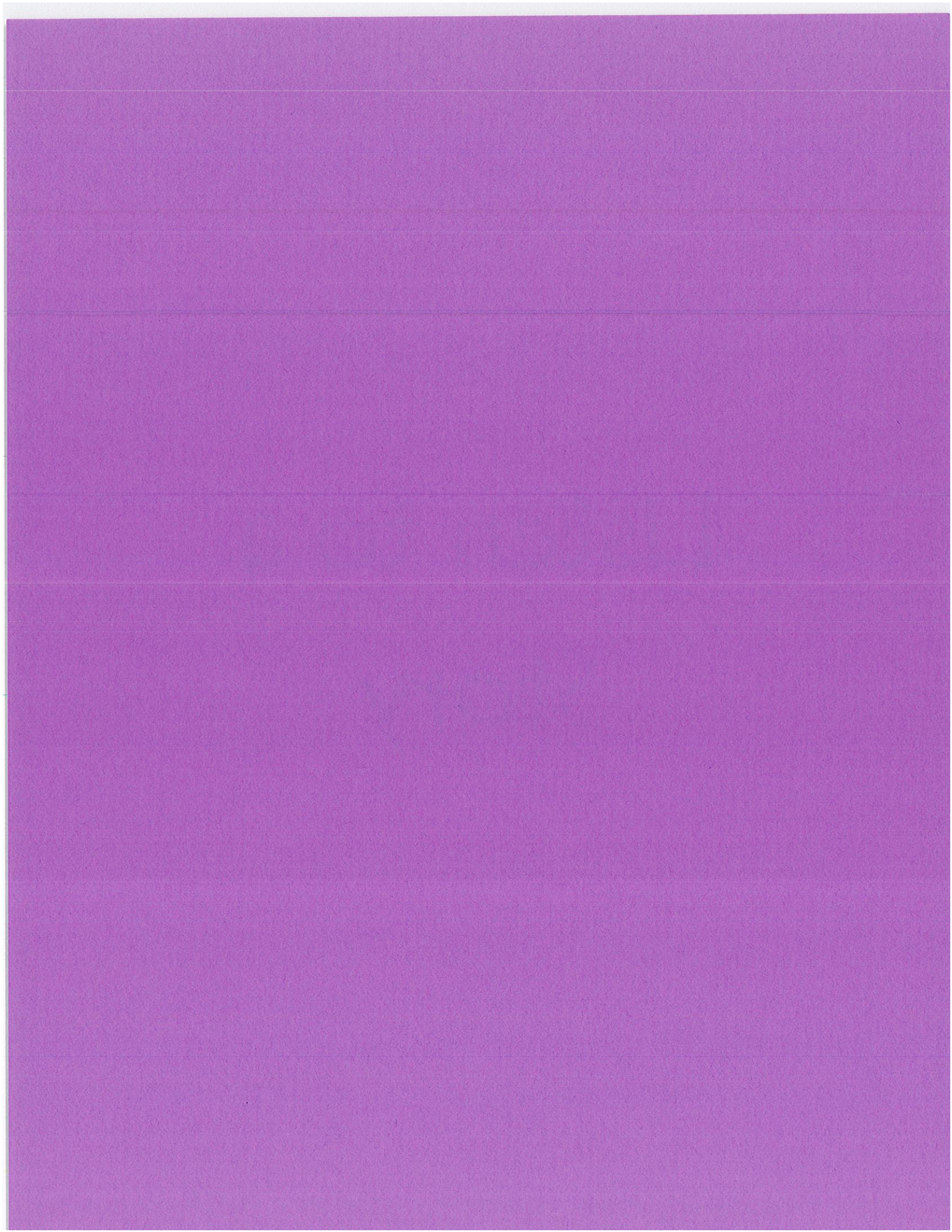




1. What did the girl do at the park?  
**A** she went for a walk  
**B** she went on the swings  
**C** she flew a kite
  
2. What did the boy look for at the library?  
**A** the next book in a series  
**B** a type of book he hadn't read before  
**C** his favorite book
  
3. How did the girl feel about running during PE?  
**A** she loved it  
**B** she thought it was difficult  
**C** she thought that she was a fast runner
  
4. When do the boy's parents let him play video games?  
**A** on the weekend  
**B** whenever he wants  
**C** if he finishes his homework well



# Listen to a Story



## ELPAC Practice: Listen to a Story #1

**Narrator** Listen to a story. Listen carefully. You will hear the story only once. After listening, you will answer some questions about the story.

Crystal concentrated fiercely as she smoothed out the top turret of her sand castle. She had been out on the beach since just after sunrise, and had spent several hours working on her masterpiece. She wanted to create the best sand castle ever.

Crystal stepped back to admire her work. More than twenty turrets rose from the top of the sand castle. She had sculpted a drawbridge and a moat. She had even used the tip of her finger to draw ivy climbing up the walls. It looked absolutely amazing.

A loud cry roused Crystal from her concentration. She looked up to see two boys throwing a football to each other. They were laughing and running around in the sand.

One boy threw the ball to the other. Crystal watched in horror as the ball spiraled past his open fingers. Time seemed to slow down as the ball hurtled toward her sand castle. "Somebody catch that ball!" Crystal cried

1. What happens in the story?
  - a. Friends play ball at the beach
  - b. Students take a field trip to a playground
  - c. A girl who builds a sandcastle and wants to protect it
2. How does Crystal feel about her sandcastle?
  - a. She thinks it is ugly
  - b. She thinks it is a great sandcastle
  - c. She wishes she had more time to work on it
3. What happens at the end of the story?
  - a. Crystal works hard on her sandcastle
  - b. Crystal makes a moat for her sandcastle
  - c. A football flies towards Crystal's sandcastle

## ELPAC Practice: Listen to a Story #2

**Narrator** Listen to a story. Listen carefully. You will hear the story only once. After listening, you will answer some questions about the story.

One bright day in late autumn a family of Ants was bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise. "Haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper. "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

1. What happens in the story?
  - a. The ants help the grasshopper find food
  - b. The ants gather food but the grasshopper does not
  - c. The grasshopper teaches the ants to play the fiddle
2. Why do the ants show disgust towards the grasshopper?
  - a. They don't like the grasshopper's music.
  - b. They think the grasshopper was lazy for not gathering food
  - c. They don't like the food the grasshopper eats
3. What happens at the beginning of the story?
  - a. The grasshopper plays his fiddle
  - b. The ants tell the grasshopper they will not share their food
  - c. The grasshopper begs the ants for food.



### ELPAC Practice: Listen to a Story #3

**Narrator** Listen to a story. Listen carefully. You will hear the story only once. After listening, you will answer some questions about the story.

“Good-bye, Lightning,” Molly said. She stroked her horse’s long, black mane. “I’ll see you in a few weeks.” Outside, a car horn beeped loudly. “Molly, we’ll be late!” her father called.

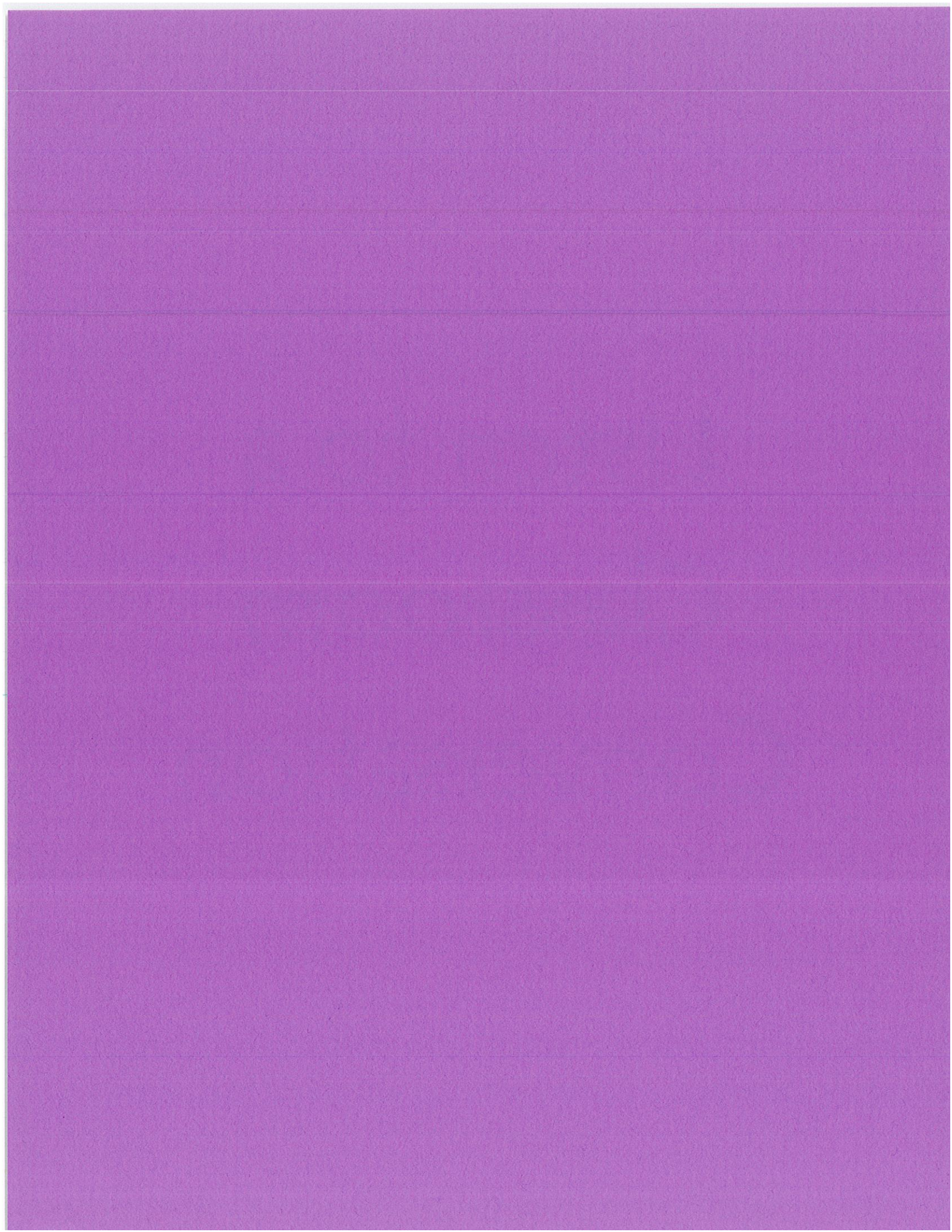
Molly ran out of the stable and into the car. She sat in the backseat, next to her brother. Her mom and dad sat in front. “Just think, in a few hours we’ll be in New York City!” her mom said. Molly was nervous about the trip. What if she didn’t like being in a big city?

She gazed out the car window as her father drove to the airport. They passed field after field of corn. The tall, green plants reached up toward the summer sun. The next few hours were all a blur to Molly. The airport was crowded and busy. Molly read a book on the plane. Looking out the window made her dizzy.

When the plane landed, the family climbed in a taxi. The taxi sped down busy highways. Molly stared up at the tall buildings all around her. The road was crowded with cars. There was no green to be seen anywhere. “This is a lot different than back home,” Molly said.

1. What happens in the story?
  - a. Molly goes horseback riding
  - b. Molly goes on a trip to a farm
  - c. Molly goes on a trip to the city
2. Why is Molly nervous?
  - a. She doesn't like airplanes
  - b. She doesn't know if she will like being in a big city
  - c. She is afraid of horses
3. What happens at the end of the story?
  - a. Molly drives to the airport
  - b. Molly reads a book
  - c. Molly rides in a taxi through the city

# Listen to a Classroom Conversation



### Listen to a Classroom Conversation Practice #1

**Narrator:** Listen to a conversation between a boy and a girl. Listen carefully. You will hear the conversation only once. After listening, you will answer some questions.

**Boy:** Did you see all of the new playground equipment that was out at recess today? I am so excited that we have more equipment to play with!

**Girl:** I noticed that there were some new pink jump ropes that I hadn't seen before. Was there other new equipment too?

**Boy:** Yes! There were new basketballs, soccer balls, hand balls, and tetherballs. It seems like they replaced almost everything. It's a good thing too because some of the other equipment was really old.

**Girl:** That's great! I hope that all the students treat the new equipment with respect so that it lasts a long time. I don't want the new stuff to wear out so fast like the old equipment did.

**Boy:** I wonder if there is something we can do to encourage our classmates to treat the new play equipment respectfully.

**Girl:** Maybe we should ask Mrs. Garcia if we can start having responsible students act as equipment managers to help take care of the equipment. That way people we be more careful.

- 1.** What is the boy excited about?
  - a.** Going to recess
  - b.** New equipment to play with at recess
  - c.** Playing basketball
  
- 2.** What is the girl concerned about?
  - a.** That the school didn't buy enough new equipment
  - b.** That they didn't buy any jump ropes
  - c.** That the students will not treat the equipment well
  
- 3.** What will the students probably do next?
  - a.** Ask the teacher to start having kids help take care of the play equipment
  - b.** Play basketball on the playground
  - c.** Ask the office to purchase more tetherballs.

## Listen to a Classroom Conversation Practice #2

**Narrator:** Listen to a conversation between a boy and a girl. Listen carefully. You will hear the conversation only once. After listening, you will answer some questions.

**Boy:** Did you hear the teacher say yesterday that we were going to start a new science unit today. I hope we are going to learn about sea animals! I have always wanted to learn more about whales and dolphins.

**Girl:** I don't really want to learn about that. I like it when science is more hands on and I can't think of any experiments that we will be able to do about sea animals. At least not here at school.

**Boy:** So, what would you want to learn about instead?

**Girl:** I was hoping that we could do some experiments with magnets. I have always wondered how magnets work and would like to learn more about how they work. Plus, I think that magnets are easy to do experiments with in the classroom.

**Boy:** I guess magnets would be interesting too, but I enjoy learning about living things more. I bet there are some experiments we could do to help us learn about sea animals. Or, maybe we could even go on a field trip to the beach or to an aquarium!

**Girl:** Here comes Mr. Smith. I am going to ask him what our next science unit is about and whether or not there will be any hands on experiments.

1. What does the boy want the next science unit to be about?
  - a. magnets
  - b. sea animals
  - c. farm animals
  
2. Why doesn't the girl want to learn about sea animals?
  - a. She does not like animals.
  - b. She doesn't think they will be able to do any science experiments
  - c. She doesn't like science
  
3. What will the students probably do next?
  - a. Go on a field trip to the aquarium
  - b. Do a science experiment with magnets
  - c. Ask the teacher what their next science unit will be



### Listen to a Classroom Conversation Practice #3

**Narrator:** Listen to a conversation between a boy and a girl. Listen carefully. You will hear the conversation only once. After listening, you will answer some questions.

**Boy:** I was hoping to find a book about super heroes when we go to the library this afternoon. Have you noticed if they have any?

**Girl:** I don't usually look for super hero books, but I am sure they have some. The library has books about basically everything. When I go to the library I usually try to find books about animals.

**Boy:** What kind of animals do you like to read about? Last time I checked out a great book about pandas. It had lots of information and some great panda photos.

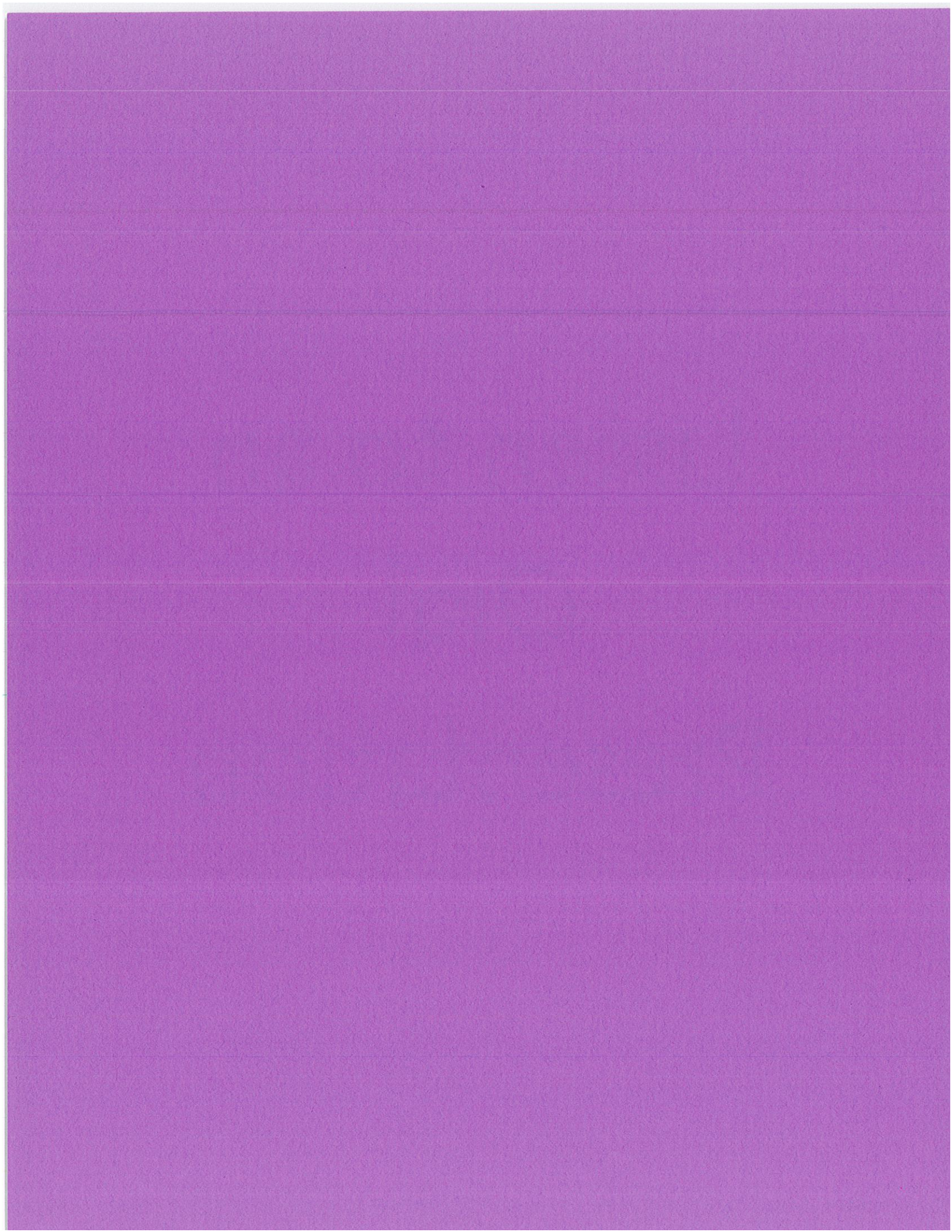
**Girl:** I usually get books about pets, like dogs and cats. I am trying to learn a lot about taking care of a pet so that my parents will get me a dog for my next birthday. Have you read any good pet books?

**Boy:** I think that there is a dog book that was on the shelf near the panda book I found last time. If you want I can show you where they were when we go to the library this afternoon.

**Girl:** That would be great! Afterwards I can help you look for a super hero book too!

1. What kind of books does the boy want to find in the library?
  - a. Panda books
  - b. Pet books
  - c. Super hero books
  
2. Why does the girl want to read a book about pets?
  - a. She does not super heroes
  - b. She needs help taking care of her cat
  - c. She is hoping her parents will buy her a dog
  
3. What will the students probably do next?
  - a. Listen to their teacher read a book
  - b. Help each other find books in the library
  - c. Ask the girls mom to buy her a dog

Listen to an  
Oral  
Presentation



## Listen to an Oral Presentation

**Narrator:** Listen to a teacher talking to his students about ants. Listen carefully. You will hear the information only once. After listening, you will answer some questions. As you listen, you may take notes.

**Presenter:** There are lots of different kinds of ants: carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more. They are different colors, too. They can be red, or brown, or black. Some are very, very small, and some are rather big. Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants. There are different types of ants in the colony, and they each have different jobs. The queen lays eggs. Soldier ants protect the queen and the colony. They also gather food and attack other colonies if they need new nesting space. Worker ants take care of babies, look for food, and build ant homes (anthills or mounds). Soldier and worker ants are female. Male ants' only job is to mate with the queen in order to produce eggs, which hatch into baby ants.

Ants are busy little insects. It's easy to see them moving quickly here and there. Sometimes you can see them carrying a small piece of something, or dragging part of a leaf somewhere. Sometimes you even see two ants helping each other carry the same crumb. But where are they going and what are they doing? Ants may seem to be just running around, but they are actually important parts of their ecosystem, their world under our feet.

One thing ants do to help their ecosystem is to keep soil healthy. By constantly digging through the soil, they create spaces in it. Soil needs space inside it for air and water. Without air and water in soil, the tiny creatures that live in soil would not survive.

Ants also help bring nutrients to soil. When they bring food particles to their nests, they add nutrients to soil because they don't eat everything they bring. Their leftovers stay in the soil and break down into nutrients for other creatures living in the soil.

1. What is the teacher mainly discussing?
  - a. Ants can be red, brown, or black.
  - b. Ants are important parts of their ecosystem.
  - c. Soil needs space inside it for air and water.
  
2. Ants are busy insects. What evidence in the presentation supports this conclusion?
  - a. Ants move quickly from one place to another.
  - b. Some ants are very, very small, and some are rather big.
  - c. Ants can be red, or brown, or black.
  
3. What is a soldier ant's job?
  - a. To gather food
  - b. To mate with the queen
  - c. To protect the queen and the colony
  
4. Which of the following is NOT a way that ants help the ecosystem?
  - a. They bring nutrients to the soil
  - b. They create space inside the soil for air
  - c. They help each other

## Listen to an Oral Presentation #2

**Narrator:** Listen to a teacher talking to his students about Harriet Tubman. Listen carefully. You will hear the information only once. After listening, you will answer some questions. As you listen, you may take notes.

**Presenter:** Harriet Tubman lived during a time when it was illegal to help slaves escape to freedom, but she helped slaves escape anyway. Because of her efforts, she came to be known as “Moses,” referring to an important figure in the Bible. The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. Similarly, Tubman led African Americans out of slavery in the American South. She became the most well-known leader of the Underground Railroad. The Underground Railroad was a system of secret routes that helped slaves escape to free states.

Harriet Tubman was born a slave. She escaped slavery and made a promise to help others do the same. She made a total of 19 rescue trips back down south. She never lost one of the 300 slaves she saved. She was skillful and brave. She even led her parents to freedom in 1857.

Harriet Tubman continued to help other African American people. She was a nurse and a spy during the Civil War. In her later years, Tubman established a house for elderly African Americans who needed help. She was a beacon for the African American community and the United States.

1. **What is the teacher mainly discussing?**
  - a. Slavery in the United States
  - b. how Harriet Tubman escaped from slavery
  - c. the life and works of Harriet Tubman
2. **How was Harriet Tubman most like Moses?**
  - a. They are both important figures in the Bible
  - b. They both saved people from slavery.
  - c. They are both famous Americans.
3. **Why is Harriet Tubman most likely described as brave?**
  - a. She promised to help free slaves.
  - b. She made 19 rescue trips back down south
  - c. She established a house for elderly African Americans who needed help.
4. **Harriet Tubman helped African Americans in more ways than just her role in the Underground Railroad. What evidence from the presentation supports this conclusion?**
  - a. She never lost one of the 300 slaves she led to freedom.
  - b. She established a house to help elderly African Americans
  - c. She became the most famous leader of the Underground Railroad.



### Listen to an Oral Presentation #3

**Narrator:** Listen to a teacher talking to his students about Dinosaurs. Listen carefully. You will hear the information only once. After listening, you will answer some questions. As you listen, you may take notes.

**Presenter:** Surprisingly, many dinosaurs were peaceful plant eaters. They were called *Orrnithischians* (*pronounced Or-ne-this-kee-ans*). Most of the largest dinosaurs like the Stegosaurus and the Ankylosaurus were plant eaters.

Stegosaurus was an enormous dinosaur that walked on four feet. It had large plates along its back. Some scientists believe these plates acted as armor to protect it from large meat-eating dinosaurs. Its head drooped to the ground because its hind legs were longer than its front legs. Stegosaurus was built like this to make eating foliage easier. Some measured 30 feet long! It was huge, and although it looked fierce, it was very peaceful. Stegosaurus ate plants, not other animals.

1. **What is the teacher mainly discussing?**
  - a. Plant eaters like Stegosaurus were built large to eat foliage.
  - b. The Stegosaurus was one of the largest and scariest dinosaurs.
  - c. Some dinosaurs were very small because they ate plants.
  
2. **Some scientists believe Stegosaurus used its plates**
  - a. for protection.
  - b. to harm other dinosaurs.
  - c. to keep them cool
  
3. **Based on the presentation, why might some people think that Stegosaurus was not peaceful?**
  - a. They ate plants.
  - b. They looked fierce.
  - c. They often ate other animals.
  
4. **Why does the teacher describe how Stegosaurus stood?**
  - a. to describe how it tricked its prey
  - b. to explain how it helped it eat
  - c. to show that it was the strangest dinosaur