



This is a story about a little boy named Robert who becomes friends with a police officer. The police officer teaches Robert an important lesson about friendship. Now read about Robert and his friend policeman. Then answer the questions that follow.

The Friendship *by Marjorie Kinnan Rawlings*

1 The little boy had a policeman for a friend. He acquired him out of a clear sky. He ran out of the schoolyard to go home for his noon lunch, tripped over a rough spot on the sidewalk, and fell so hard and so flat that for gasping moments he could not draw a breath. The policeman happened to be passing by. Robert felt himself being lifted and pounded on the back. The first breath that came was agony and wonder, for drawing it had seemed impossible. It was only with the third that he realized his knees were hurting, and he looked down to see them torn and bleeding. He became aware of the policeman and then it was unthinkable to cry.

2 He was not afraid, like the defiant older boys who gave themselves away by bragging of what they had done and intended to do to policemen. His father had often told him that the law was a protector, and if he ever found himself lost, for he was something of a roamer, he was to ask for a policeman and give his name and address. This seemed appropriate now.

*My notes
about what I
am reading*

1. Why is Robert not afraid of the policeman?

A. Robert's father had taught him that policemen are protectors.

B. Robert had previously asked a policeman for directions to his home.

C. Robert was a rebellious boy who had been in trouble with the police before.

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- 3 He said, "My name is Robert Wilkinson and I live on Newton Street. I've forgotten the number."
- 4 The policeman nodded his head gravely. "I know your father," he said. "Isn't your house the large green-and-white one?"
- 5 "Oh, yes. With a big snow-apple tree in the yard."
- 6 The policeman again inclined his head. "My duties take me that way, Robert. I'll walk along with you."
- 7 The little boy was enchanted. The policeman's gravity was pleasing and complimentary.
- 8 "That was a bad tumble, young man. Are your knees painful?"
- 9 "Yes, sir, they hurt terribly."
- 10 "Will there be someone at home to fix you up?"
- 11 "Oh, yes; my mother. She's always there when I come home for lunch."
- 12 "You're lucky, Robert. I didn't have a mother when I was your age. Eight, I'd guess?"
- 13 "Just six. I almost wasn't old enough to begin the first grade." He glowed with pride that the policeman thought he was eight years old. "I thought everybody had a mother."
- 14 "Everybody has a mother to begin with."
- 15 "Even kittens and puppies and little birds."
- 16 "And colts and calves and baby elephants," said the policeman, and smiled. "But sometimes a mother can be lost."
- 17 Robert was puzzled. "I thought only little boys got lost. I never have been, quite, but my father says he's always expecting it."

GO ON 

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- 18 "Just ask for me if you're lost. I am Sergeant Masters."
- 19 "That's what my father told me, to ask for a policeman and tell my name and where I live. But I can't ever remember the number."
- 20 "The name and the street are what matter. Your father is well known in the area where you would presumably stray."
- 21 Robert did not quite understand all the words, but he was charmed with the truly adult conversation, with his father's being well known, and above all with the policeman. He sighed happily, and when the policeman took his hand in crossing a street, his cup of joy ran over, and he left his small hand inside the vast one. They walked in silence down another block.
-

2. What is paragraph 21 about?

F. Robert's inability to understand Sergeant Masters's words.

G. Robert's fear of crossing the street without the help of Sergeant Masters.

H. Robert's delight at the attention he receives from Sergeant Masters.

-
- 22 He asked, "Do you have a little boy?"
- 23 "No, Robert. I should have liked a dozen, but I shall never have a single one."
- 24 "How can you tell?"
- 25 "Sometimes," the policeman said, "it is possible to know."

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26 The sergeant at once took third place in omniscience behind God and his father, and it occurred to Robert that perhaps he should put him first. The only flaw in everything was that his protector had been unimpressed by his not crying when his knees did hurt so intensely. They reached the gate of his house. His mother stood anxiously on the front porch, since the accident had delayed him. He waved to her and she waved back.

27 The policeman said, "You might say to your mother that I suggest hot water first, and then an antiseptic and bandages." He cleared his throat. "You are a very brave young man. Many boys would have cried. I usually pass your school during the noon recess, and when we meet again, I hope we may walk together."

3. Why doesn't Robert cry when he falls down?

A. He thinks the older boys at school will tease him.

B. He is afraid of what his father will say.

C. He wants to impress Sergeant Masters.

28 "Oh, I hope so too." He recalled his manners. "Thank you, sir," he said.

29 "And you are polite too. I'm sure we shall be friends."

30 He tipped his cap to the lady coming down the path and strolled away.

31 Robert cried out, "Mother, I fell down and I couldn't breathe, and see my knees, all bleeding, and a policeman picked me up and came home with me."

32 "How nice of him. Oh, darling, this is dreadful. You can't go back to school this afternoon."

33 "Of course I can go back. I'm a very brave young man."

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- 34 His mother laughed and hugged him to her, and treated his injuries as the policeman had suggested, although he forgot to tell her.
- 35 He was a little late for the afternoon session, but he went boldly into the classroom with his bandaged knees. They were their own apology, and the teacher nodded to him and went on with the lesson. He was disappointed that she did not ask him any questions, so that he could tell of his peril and of his friend.
- 36 In the evening he could hardly wait for his father to come home. He hung on the gate, watching for him. When he saw him coming down the street, he ran to him and clasped him around the legs.
- 37 "Father, I fell down and hurt myself, and a policeman brought me home."
- 38 His father lifted quizzical eyebrows. "A policeman brought you home? Well, well. In chains, no doubt. What bad thing had you done?"
- 39 "Oh, father." He was accustomed to his father's jokes, and nothing could spoil his pleasure. "The policeman is my friend."
- 40 "Well, that may come in handy someday when you've done something really bad."
- 41 "Father." The jesting was adult, too, and he ate his vegetables at dinner without his mother telling him to.

4. Why does Robert eat all his vegetables at dinner?

- F.** He is in a hurry to leave the table.
- G.** His mother tells him to do so.
- H.** He enjoys being treated like a grown-up.
-

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about what I
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GO ON 

- 42 He was unable to avoid bragging at school, just a little, for Sergeant Masters was waiting for him almost every noon.
- 43 The tough boys sneered, "Who wants a cop for a friend? Yah. Bet your mamma pays him to take baby home. Yah. 'Fraid we'll beat you up. We don't beat up babies. Bet she pays him a dollar a week."

*My notes
about what I
am reading*

5. Read the following dictionary entry.

tough \ tʌf \ *adj* **1.** strong or firm in texture
2. capable of enduring hardship **3.** unruly; rowdy

Which definition best matches the meaning of tough as it is used in paragraph 43?

- A.** Definition 1
- B.** Definition 2
- C.** Definition 3
- 6.** Why do the older boys tease of Robert?
- A.** He boasts of his bravery.
- B.** He is friends with a policeman.
- C.** He is younger than they are.
-



- 44 The idea had its unspeakable possibilities. His mother was often unduly solicitous. He did not dare approach her on the subject, but he did sound out the sergeant.
- 45 "Do you know my mother?" he asked one day.
- 46 "I don't have that pleasure. But as I said before, I am acquainted with your father."
- 47 Perhaps his father had hired the policeman. Perhaps his father had enemies and was threatened with the kidnaping of his son. This thought was exciting and acceptable, but it invalidated the friendship. He thought over his next question. He felt very sly and clever as he asked it.
- 48 "A good policeman wouldn't take money for walking home with anybody, would he?"

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7. What are paragraphs 44 through 48 mostly about?

A. Robert's fantasy that his father may have dangerous enemies

B. Robert's attempts to discover whether his parents pay Sergeant Masters

C. Robert's thoughts about his friendship with the policeman.



- 49 The sergeant stopped and stared down at him. "Somebody has been putting ideas in your head. No, Robert, a good policeman doesn't take money for anything." He laid a huge gentle hand on the little boy's shoulder. "I am your friend. Always remember that friendship is a noble thing."
- 50 He was comforted. And then the snow apples on the tree in the yard began to ripen and fall. They lay each morning like rosy flowers in the soft grass. By family custom these were his own, the windfalls. He invited the policeman into the yard every day and insisted on his putting an apple in all his pockets.

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Windfalls: an unexpected gain, stroke of luck

8. Which of the following is a family tradition?
- F. Robert can have all the apples that fall on the ground.
 - G. Robert walks home from school each day by himself.
 - H. Robert must eat all his vegetables at dinner without being told.
9. Why does the author use the simile, "*They lay each morning like rosy flowers in the soft grass,*" in paragraph 50?
- A. To describe the pleasure of collecting fallen apples.
 - B. To illustrate the beauty of the garden
 - C. To explain the softness of the grass



- 51 Sergeant Masters said, "Thank you, Robert. I wish I had a little boy to take them home to. But I'll think of you and enjoy them."
- 52 One day the windfalls were scarce and the policeman would not take any, but said that he would prefer to think of Robert's eating them. The next noon there was only one snow apple on the ground. This was unreasonable, as the tree was still loaded. Robert watched from behind the hedge that evening, and saw Jimmy Thomas and his sister dash into the yard and swoop to the grass and dash away again. He was in a rage. It was his apple tree, his apples. He not only liked to use them as tribute to his friend but he was passionately fond of snow apples himself.
- 53 He ran toward the house to tell his father, then halted, and in triumph decided on a superior plan. Of what avail to have a policeman for a friend, if not to use him for his vengeance?
-

10. Which word from paragraph 53 helps the reader understand the meaning of the word avail?

- F.** toward
- G.** vengeance
- H.** use
-

- 54 The next noon he prayed there would be no apples on the ground. There was a disappointingly large number, but still, he was sure, not nearly so many as usual. He turned haughtily to Sergeant Masters.
- 55 "Well," he said, "those Thomases have been over here again, stealing. I want you to arrest them and put them in jail. Right now."
- 56 "Arrest the Thomases for stealing? Who are the Thomases?"

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- 57 "A horrid boy across the street and his nasty little sister. They've been stealing my snow apples."
- 58 "I see. Robert, do they have an apple tree?"
- 59 "No. But they don't have any right to mine."
- 60 "Have you ever given them any of your apples?"
- 61 "I don't have to. I don't like them. And you're my friend, you said so, and I want you to arrest them."
- 62 Sergeant Masters slowly took out from his pockets the apples that Robert had pressed on him and dropped them to the autumn earth.
- 63 "It's a very large tree, Robert," he said, "but perhaps you'd better just keep all the apples for yourself."
-

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11. When does Robert's major conflict begin?

A. When Robert is late getting to class after his accident.

B. When Robert tells the children at school about his friendship with Sergeant Masters.

C. When Robert insists that Sergeant Masters arrest the Thomasses.

12. Which line from the story best shows Sergeant Masters's disappointment in Robert?

F. *"Arrest the Thomases for stealing?"*

G. *"Have you ever given them any of your apples?"*

H. *"It's a very large tree, Robert," he said, "but perhaps you'd better just keep all the apples for yourself."*

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- 64 Robert stared at the gift apples discarded on the ground, then up at the beloved face far above him. It was sad and stern. He drew a gasping breath more painful than the one when he had fallen flat and the policeman had pounded him on the back and had become his friend. In a moment now Sergeant Masters would walk out of the gate and be lost to him forever. He threw his arms around the strong legs and gripped them tight and hid his face against them.
- 65 A sparrow flew into the tree and chirped cheerfully in the dreadful silence. An apple dropped with a thump. A cloud drifted across the sun and the autumn air was chill. He shivered. The big hand of the policeman dropped slowly to his head and ruffled his hair. A great arm encircled him.
- 66 "It's all right, Robert."
- 67 The little boy burst into loud sobs of relief and shame. Friendship was a noble thing and he had proved unworthy.

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- 13.** What does the snow-apple tree symbolize in the story?
- A.** True friends share special gifts with the people they like.
- B.** True friends enjoy spending quality time working together.
- C.** True friends give of themselves while expecting nothing in return.



Use the whole story “The Friendship” on pages 1 to 11 to answer questions 14-16.

- 14.** Robert’s internal conflict stems from his —
- F.** anger when Sergeant Masters drops the apples.
 - G.** embarrassment about walking home with Sergeant Masters.
 - H.** knowledge that Sergeant Masters is disappointed in him.
- 15.** Robert’s character is best revealed through —
- A.** what others say about him.
 - B.** how he acts.
 - C.** conversations with his parents
- 16.** How is the theme of friendship best revealed in the story?
- F.** through Robert’s display of emotions toward Sergeant Masters
 - G.** through Sergeant Masters’s treatment of Robert
 - H.** through Sergeant Masters’s relationship with Robert’s father





This is an article about a Peace Corps Volunteer and his friend Pablo. They both enjoy basketball and become good friends. Now read the passage. Then answer the questions that follow.

“Magic” Pablo

by Mark Brazaitis

- 1 Pablo and I liked to play “Let’s imagine.” We’d be walking down the street, a basketball cradled under one of our arms. Clouds would be gathering in the east, as they tended to do in early evening. A light rain—*chipi-chipi* is what everyone in town called it—might even be falling.
- 2 “Let’s imagine,” Pablo would say, “that Michael Jordan is walking with us.” He would smile. “What would these people say?” he would ask, pointing to the woman in the dark blue *cortes* and white *huipiles*, the native dress in this town in the Northern mountains of Guatemala. “What would they do?”
- 3 “They’d be amazed,” I’d say. “They wouldn’t know what to do.” Pablo agrees.
- 4 “They’d probably run. But we’d just keep walking down the street, the three of us, to the basketball court.”
- 5 Then Pablo would ask, “And how would we divide the teams?”
- 6 “Michael Jordan versus the two of us.”
- 7 Pablo would consider this. “No,” he’d say, “it’d be you and Michael Jordan versus me.”
- 8 Pablo was sixteen when I met him, another indistinguishable face in my English class of forty-five students.



- 9 I was twenty-five when I arrived as a Peace Corps Volunteer in Santa Cruz Verapez, a town of 4,000 people. I was prepared to be alone during my entire two-year service. I figured this was the way my life was supposed to be: silent sacrifice. I wasn't, at any rate, expecting to make a friend my first night in town.
-

17. Which sentence from the article best helps the reader understand the author's feelings about the *setting*?

A. *Then Pablo would ask, "And how would we divide the teams?"*

B. *Pablo was sixteen when I met him, another indistinguishable face in my English class of forty-five students."*

C. *I was prepared to be alone during my entire two-year service.*

18. What do Peace Corps volunteers do?

F. Teach people about farming

G. Work in foreign countries

H. Often become professional sportswriters



19. Which sentence from the article best summarizes what the author first thought his life as a Peace Corps volunteer would be like?

A. *"They'd be amazed," I'd say.*

B. *I figured this was the way my life was supposed to be: silent sacrifice.*

C. *I was twenty-five when I arrived as a Peace Corps Volunteer in Santa Cruz Verapez, a town of 4,000 people.*

10 But the night after my first English class, Pablo knocked on my door. I invited him in, and he entered, looking around shyly. On a table in my dining room, he saw a copy of *Sports Illustrated* that my stepfather had sent from home. He pointed to the cover photo.

20. Why was the author sent to Guatemala?

F. To coach basketball

G. To write sports stories

H. To teach English



11 "Robert Parish," he said. "The Chief."

21. Paragraphs 8 through 11 represent a —

A. description of the author's life before joining the Peace Corps

B. flashback to the author's first encounter with Pablo

C. change in the article's point of view

12 Pablo, it turned out, knew as much about basketball and the NBA¹ as I did, and I was a former sportswriter.

13 I don't know where he got his information. *El Grafico*, the only daily newspaper from the capital sold in our town, rarely had stories about American basketball. A Mexican TV station that reached Santa Cruz showed NBA games on Saturday mornings, but the town's electricity was so unpredictable—occasionally it would be off for three or four days in a row—that I wondered how many of these games he could have seen. Pablo just seemed to know, and he was familiar not just with Robert Parish and other All-Stars; he could talk about obscure players like Chris Dudley and Jerome Kersey as if he were an NBA beat reporter.

1 National Basketball Association

22. Which of these is an antonym for obscure in paragraph 13?

F. Famous

G. Talented

H. Simple



23. Read the following dictionary entry.

beat \ bēt\ *n* **1.** a single stroke or blow **2.** a generation of unconventional young people of the 1950s **3.** a group of news sources that a reporter covers regularly

Which definition of the word beat is used in paragraph 13?

A. Definition 1

B. Definition 2

C. Definition 3

-
- 14 Pablo would come to my house at night and we would draft imaginary line-ups. Pablo liked non-American players. Hakeem Olajuwon was his favorite. He liked Mark Aguirre because he'd heard that Aguirre's father was born in Mexico. Dikembe Mutombo. Manute Bol. Drazen Petrovic. Selecting our imaginary teams, he'd always draft these players first.
- 15 I didn't get it. Why would he pick Vlade Divac instead of Charles Barkley? But the longer I lived in Guatemala, the better I understood.
- 16 The American presence in Guatemala is about as subtle as a Shaquille O'Neal slam dunk. The Pepsi logo covers entire storefronts. In Santa Cruz, the town basketball court is painted with a Coca-Cola motif, right down to the backboards. In some remote villages, children wear "Ninja Turtles" tee-shirts.
- 17 We had long arguments about who was the best player in the NBA. Hakeem Olajuwon versus Michael Jordan. Hakeem versus Patrick Ewing. Hakeem versus Magic Johnson.
- 18 Pablo stuck by his man.



.....
24. Why does Pablo like non-American basketball players better than American basketball players?

F. The American culture is over-represented in Guatemala.

G. American basketball players are not as popular in Guatemalan basketball players.

H. Guatemalans prefer soccer to American basketball.
.....

19 Pablo and I played basketball on the court next to the cow pasture. Pablo was taller than Muggsy Bogues but shorter than Spud Webb, both of whom played in the NBA. When we first began playing, I could move him around with my body, backing him close to the basket. If I missed, I was tall enough to get a rebound. In games to twenty-one, I would beat him by nine, eleven, thirteen points.

20 Pablo was the first to tell me about Magic Johnson. He came over to my house one night, late.

21 "What is it?" I asked.

22 His head was bowed.

23 "What is it?"

24 He looked up. He wasn't crying, but he looked like he might need to. He said, "Magic has the AIDS virus."

25 We mourned together. Feeling sentimental, Pablo admitted, "Magic might be better than Hakeem."

26 Pablo's dream was to dunk a basketball. We calculated how many feet he would need to jump—about four.

27 Pablo drew up a training plan. He would jump rope two hours a day to build his leg strength. Every other day, Pablo would ask his younger brother to crouch, and he would leap, back and forth, for half an hour.



28 Two weeks later, Pablo came to my house and asked me to set up a hurdle in my courtyard. I stacked two chairs on top of each other, then another two chairs a few feet away. I placed a broom across the top of the chairs and measured: the broom was four feet off the ground.

25. Based upon paragraphs 27 and 28, Pablo can best be described as —

- A. timid
 - B. unfocused
 - C. disciplined
-

29 "I'm going to jump it," Pablo said.

30 "You sure?" I asked.

31 "Yes, I'm sure."

32 We stood there, gazing at the broom.

33 "You sure?" I asked again.

34 "I'm sure."

35 More gazing.

36 Then he backed up, took a few quick steps, and jumped. His knees shot to his chest. He leapt over the broom like a frog.

37 "You did it!" I yelled.

38 "I can dunk now," he said, grinning.

39 The next morning, we went to the basketball court. Pablo dribbled from half court and leapt. The ball clanked off the rim. He tried it again. Same result.

GO ON 

40 "I don't understand," he said.

41 I didn't have the heart to admit I'd misled him: to dunk, he'd have to jump four feet without bending his knees.

42 As a player, though, Pablo was getting better. He couldn't dunk, but he'd learned to use his quickness to drive by me and score. He had grown stronger. I could not back into him as easily.

43 Also, he had developed a jump shot.

44 "Let's imagine," Pablo would say, "that David Robinson came to visit us."

45 "All right," I'd say.

46 "Where would he stay?"

47 "I don't know. At a hotel, probably."

48 "No," Pablo would say, "he'd stay at your house. You'd let him sleep in your bed."

49 "Yeah, that would be better."

50 "And you'd make him dinner."

51 "Sure."

52 "And at night," Pablo would say, "we'd sit around and talk about basketball."

53 Pablo was not my best student. He was more interested in basketball than books. But he knew how to make his teacher laugh.

54 When he missed a quiz, I allowed him to make it up by writing five sentences of his choice in English.



- 55 He wrote:
1. Charles Barkley sang a song in my house.
 2. I beat Patrick Ewing in slam dunk.
 3. I beat David Robinson in block.
 4. Hakeem Olajuwon is my brother.
 5. Magic and Pablo are the best friends of Mark.
- 56 Despite his interest in basketball, Pablo's best sport was soccer. He played for San Pedro Carcha, a nearby town. Pablo was a good play-maker. Quick dribbler. Good passer. Soccer's equivalent of a point-guard, not a power forward.
- 57 I'd seen several of Pablo's games and had watched him make gorgeous passes, beautiful sky-touching passes that his teammates batted into the net for goals.
- 58 My last week in Guatemala as a Peace Corps Volunteer, I attended a game Pablo's team played against San Cristobal, a town nine kilometers west of Santa Cruz. The game was tied 1-1 going into the final minutes. Pablo's team had a corner kick. The crowd, about a thousand strong, was silent.
- 59 The ball soared into the air. A mass of players, including Pablo, gathered to receive it. Pablo jumped, his body shooting up like a rocket off a launcher. His timing was perfect. His head met the ball and the ball flew past the goalie.
-

26. In paragraph 59, the author uses a simile to —

- F.** emphasize the power of Pablo's jump.
 - G.** show how to pass the ball in soccer.
 - H.** describe how a rocket looks at liftoff.
-



60 Pablo's teammates paraded him around the field on their shoulders. People from the crowd, per custom, handed him money.

61 When I talked to him later, I didn't need to point out why he'd been able to jump that high. He said it himself. "It's basketball. I learned it from basketball. From trying to dunk."

27. How did practicing to dunk a basketball help Pablo's soccer game?

F. He scored more points for his team.

G. He became a better passer.

H. He was able to jump higher.

62 We played our last game the day before I left Guatemala. We played in the evening, as a light rain—a *chipi-chipi*— fell.

63 He had learned to play defense. I tried to back him toward the basket, but he held his ground. I was forced to use my unreliable jump shot. I could no longer get every rebound because he'd learned to block out. And, of course, he could jump now.

64 I got lucky and hit two straight jumpers to pull ahead by four. But he countered with a reverse lay-up. He scored again on a long jump shot, a shot he never would have made when we first played.

65 The rain fell harder now. Puddles were beginning to form on the court. Pablo and I were both panting. It was getting dark; we could barely see the basket.

66 "Let's quit," I said. "Let's leave it like this."

67 "If you want," he said.

68 "Yeah, let's leave it like this. A tie."

69 "All right," he said. "A tie. Good. Let's leave it."



70 We hugged each other.

71 "Let's imagine," Pablo said, as we walked to my house for the last time, "that you and I played against Michael Jordan. Who would win?"

72 "Jordan," I said.

73 "No," Pablo said. "We would. Believe me, we would."

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Use the whole story “ ‘Magic’ Pablo” on pages 13 to 23 to answer questions 28-30.

- 28.** How is the theme of friendship best demonstrated?
- F.** Through the author’s commitment to the Peace Corps
 - G.** Through the relationship between the author and his students
 - H.** Through the author and Pablo’s shared interest in basketball
- 29.** How does the author develop the article?
- A.** By explaining how he formed a friendship with a Guatemalan student
 - B.** By examining the differences between young people in Guatemala and in the United States
 - C.** By comparing the skills needed for playing basketball and soccer
- 30.** What can the reader predict will happen in the future?
- F.** Pablo and the author will stay in touch with each other.
 - G.** The author and Pablo will play a game with Michael Jordan.
 - H.** Pablo will lose interest in basketball and soccer.

