Every year about two million people visit Mount Rushmore, where the faces of four U.S. presidents were carved in granite by sculptor Gutzon Borglum and his son, the late Lincoln Borglum. The creation of Mount Rushmore monument took 14 years – from 1927 to 1941 – and nearly a million dollars. These were times when money was difficult to come by and many people were jobless. To move the more than 400, 000 tons of rock, Borglum hired laid-off workers from the closed-down mines in the Black Hills area. He taught these men to dynamite, drill, carve, and finish the granite as they were hanging in midair in his specially devised chairs, which had many safety features. Borglum was proud of the fact that no workers were killed or severely injured during the years of blasting and carving.

During the carving, many changes in the original design had to be made to keep the carved heads free of large fissures that were uncovered. However, not all the cracks could be avoided, so Borglum concocted a mixture of granite dust, white lead, and linseed oil to fill them.

Every winter, water from melting snows gets into the fissures and expands as it freezes, making the fissures bigger. Consequently, every autumn maintenance work is done to refill the cracks. The repairers swing out in space over a 500-foot drop and fix the monument with the same mixture that Borglum used to preserve this national monument for future generations.

1. This passage is mainly about

- 1) the visitors to the Mount Bushmore monument
- the sculptor of the Mount Rushmore monument
- the creation of the Mount Rushmore monument.
- According to the passage, Borglum's son
- is dead
- 2) was a president
- spent a million dollars.

3. The word "these" in line 4 refers to

- faces
- dollars
- 3) times

4. The men who Borglum hired were

- 1) trained sculptors
- Black Hills volunteers
- unemployed miners.

The word "devised" in line 7 is closest in meaning to

- designed
- described
- elevated.

 the heads are not as originally planned

- the workers made mistakes when blasting.
- The cracks caused serious injuries.

7. In line 11, the word "fissures" refers to

- 1) designs
- 2) cracks
- 3) heads.

 The word "avoided" in line 11 is closest in meaning to

- 1) circumvented
- prevented.
- improvised.

Borglum's mixture for filling cracks was

- 1) very expensive
- 2) bought at the Black Hills miners
- invented by the sculptor himself.

 Today, Mount Rushmore needs to be

- 1) polished for tourists
- 2) restored during the winter
- repaired periodically.

High School English Comprehension Multiple Choice

JL Elias

High School English Comprehension Multiple Choice:

Resources in Education .1997 Roadmap to the California High School Exit Exam Princeton Review (Firm), 2004-08 **East Meets West in Teacher Preparation** Wen Ma,2014 Language Teacher Motivation, Autonomy and **Development in East Asia** Yuzo Kimura, Luxin Yang, Tae-Young Kim, Yoshiyuki Nakata, 2022-05-16 This volume highlights unique features of L2 teachers motivation autonomy and career development in Far East counties including Japan South Korea and China using diverse methodological research approaches incorporating both quantitative and qualitative paradigms While much of current research focuses on students psychology this volume looks into EFL teachers motivation and autonomy Both discussions of theoretical issues of teacher motivation and autonomy and practical classroom based investigations are included and written to appeal to researchers as well as applied teacher audiences. The theoretical chapters give readers a solid grounding in the issues of interest to the field The practical chapters offer cutting edge insights and can also serve as templates on which postgraduate and postdoctoral researchers can base future studies This helps the book to offer a dual service to the research community addressing both issues of theorization of research and the practice of conducting research investigations EFL Writing Teacher Education and Professional Development Estela Ene, Betsy Gilliland, Sarah Henderson Lee, Tanita Saenkhum, Lisya Seloni, 2024-04-16 This book explores how EFL writing teacher education is theoretically pedagogically methodologically and sociopolitically shaped given teachers unique local contexts and circumstances It showcases practitioners and researchers teaching in or studying geographic areas that have as yet been under represented in international publications and it focuses on ways that specific contexts create unique opportunities and constraints on what developing teachers know and do in their work The chapters prioritize local voices and materials to build a more inclusive and comprehensive picture of L2 writing globally enabling the book as a whole to both document and further shape pedagogical approaches to L2 writing Readers will be able to use the unique insights contained in this book in their own classrooms and professional development activities Linguistics and Language Behavior Abstracts ,1997

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Table of Contents High School English Comprehension Multiple Choice

- 1. Understanding the eBook High School English Comprehension Multiple Choice
 - The Rise of Digital Reading High School English Comprehension Multiple Choice
 - Advantages of eBooks Over Traditional Books
- 2. Identifying High School English Comprehension Multiple Choice
 - Exploring Different Genres
 - o Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an High School English Comprehension Multiple Choice
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from High School English Comprehension Multiple Choice
 - Personalized Recommendations
 - High School English Comprehension Multiple Choice User Reviews and Ratings

- High School English Comprehension Multiple Choice and Bestseller Lists
- 5. Accessing High School English Comprehension Multiple Choice Free and Paid eBooks
 - High School English Comprehension Multiple Choice Public Domain eBooks
 - High School English Comprehension Multiple Choice eBook Subscription Services
 - High School English Comprehension Multiple Choice Budget-Friendly Options
- 6. Navigating High School English Comprehension Multiple Choice eBook Formats
 - o ePub, PDF, MOBI, and More
 - High School English Comprehension Multiple Choice Compatibility with Devices
 - High School English Comprehension Multiple Choice Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - o Adjustable Fonts and Text Sizes of High School English Comprehension Multiple Choice
 - Highlighting and Note-Taking High School English Comprehension Multiple Choice
 - Interactive Elements High School English Comprehension Multiple Choice
- 8. Staying Engaged with High School English Comprehension Multiple Choice
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers High School English Comprehension Multiple Choice
- 9. Balancing eBooks and Physical Books High School English Comprehension Multiple Choice
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection High School English Comprehension Multiple Choice
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine High School English Comprehension Multiple Choice
 - Setting Reading Goals High School English Comprehension Multiple Choice
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of High School English Comprehension Multiple Choice
 - Fact-Checking eBook Content of High School English Comprehension Multiple Choice
 - Distinguishing Credible Sources

- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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