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# Introduction

The purpose of this book is to familiarize you with the *integrated* Louisiana Educational Assessment Program (*iLEAP*) Grade 6 English Language Arts test. Students across the state of Louisiana take the *iLEAP* test to give educators a chance to evaluate students' mastery of the state curriculum. By using this book to prepare for the test, you will acquire useful knowledge that should improve your test scores. You will learn techniques for answering multiple-choice and open-ended questions, and you will gain experience in answering various types of questions that you can apply to the *iLEAP* test and to other standardized tests.

## The *iLEAP* Test

The *iLEAP* test measures your skills in English language arts. There are four sections in this test.

- Part 1: Writing
- Part 2: Using Information Resources
- Part 3: Reading
- Part 4: Language

The Writing section asks you to write an essay in response to a prompt. In Using Information Resources, you will answer multiple-choice questions after examining several resources on the same topic. The Reading section includes a vocabulary section with multiple-choice questions and a reading comprehension section with several reading passages and multiple-choice questions about each passage. The Language section includes multiple-choice questions that test your knowledge of spelling, capitalization, punctuation, usage, and expression.

The test-taking tips and techniques in this book and the practice test will help you do better on the *iLEAP* test in two ways:

They will help you become familiar with the types of questions found on this test.

They will help you learn and practice the skills necessary for smart test taking.

# Test-Taking Tips and Techniques

## General Tips for Test Taking

Here are some general tips for taking standardized tests:

- Stay positive. Thinking positively will help you achieve better results!
- Read every question carefully. Some questions are tricky; make sure you know what you are being asked.
- Fill in answer bubbles completely on the answer sheet.

## Read the Questions First

On the *iLEAP* test, you will read a variety of passages from stories, essays, articles, and poems, and you might need to examine maps, charts, and other graphics. You will then answer questions that test your understanding of these passages.

You might think the best approach is to first read each passage slowly to absorb every detail and then read the questions. But that is usually not the best way to take a test. You will make better use of your time by reading the questions first to find out what to look for and then reading the passage.

Read each question carefully and scan the answer choices. Then read the passage. Knowing what the questions ask and how the answers are worded will free you from trying to remember every detail of the passage, and allow you to focus on its main idea and on what the questions require.

# Use the Process of Elimination

When you are not sure of the answer on a multiple-choice question, the best thing to do is to use the *process of elimination* to select an answer. Most multiple-choice questions on tests give you four answer choices, but only one of the choices is the right answer. Figuring out which three answer choices are incorrect is just as good as figuring out which one answer choice is correct. This is where the process of elimination can help. Here is an easy example:

Imagine that you are a contestant on a game show. The host asks you the following question: “What is the capital of the country of Nepal?” If you answer correctly, you will win one million dollars. You are given the following four possible answers:

- Tokyo
- Cairo
- Beijing
- Kathmandu

Do you know the capital of Nepal? Even if you don’t, you can still win the money! Use the process of elimination by completing the following two steps:

**Step  
1**

Eliminate the answer choices that you **THINK** are probably wrong.

**Step  
2**

Choose from the remaining answer choices. The fewer answer choices you have to pick from, the better chance you have of choosing the correct answer.

Let’s see how it works with this question. Which cities above do you know are **NOT** the capital of Nepal? You may know that Tokyo is the capital of Japan, so it’s probably not also the capital of Nepal. Cairo is the capital of Egypt, and Beijing is the capital of China, so neither of those is likely to be the correct answer. That leaves you with only Kathmandu. Kathmandu is probably the capital of Nepal. Even if you don’t know the capital of Nepal, the *process of elimination* makes you a millionaire!

Now let's see how the process of elimination can help on a question you might see on a test like the *i*LEAP Test. Use the example and the steps below to learn how to apply this test-taking technique.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack onto the living room sofa. Her mother put down her newspaper and looked up in surprise. "That Roberta is so *irksome*!" Laura proclaimed in a loud voice.

1 In the passage, the word *irksome* means

- A kind.
- B bright.
- C annoying.
- D friendly.

- Read the question and answer choices. This will help you know what to look for as you read the passage. The question asks you to look for the word *irksome* in the passage.
- Read the passage carefully. In the passage, Laura is obviously upset. You read that she "stormed up the stairs" and "slammed the door." Obviously Roberta has done something that Laura doesn't like.

**Step 1**

Review the answer choices. From your work in Step 2, you know that Laura would probably not describe Roberta as *kind* or *friendly*. Answer choices A and D must be wrong. Eliminate them.

**Step 2**

The process of elimination has helped, because you now have only two answer choices instead of four. Even if you don't know what *irksome* means, you have a much better chance of picking the correct answer. Of the remaining answer choices, which one seems like the best answer, B or C? Reread the passage and think about what Laura is feeling. Because she seems upset with Roberta, answer choice C, *annoying*, is probably the best answer.

Remember to use the process of elimination on every multiple-choice question that you can't answer right away. Even if you can eliminate only one answer choice, you have increased your chances of choosing the correct answer.

# Find the Main Idea

Whenever you read a passage in a standardized test, make sure you focus on understanding the *main idea* of the passage. The main idea is the most important idea or opinion that the author expresses in the passage. Understanding the main idea can help you answer questions about the passage as a whole, and about the meaning and importance of specific details.

When determining the main idea of a passage, pay close attention to titles, headings (if there are any), and the first and last sentences of paragraphs.

Let's see how finding the main idea can help on a question you might see on the *i*LEAP test. Look at the following example and the steps below to learn how to apply this test-taking strategy.

Although most people think of an “ice age” as a period thousands of years ago when glaciers covered much of North America, some scientists think of “ice ages” in a different way. To them, a major ice age is a period in which there are large ice sheets near Earth’s poles and on mountains. As a matter of fact, we’re still living in a major ice age that started millions of years ago.

Scientists still debate about the causes of ice ages. One popular theory points to the stars. Our solar system consists of the sun, several planets, and millions of smaller objects. Our sun is one of about 400 billion stars in the Milky Way galaxy, all of which rotate around the center of the galaxy. Our sun makes one complete orbit around the galaxy in about 240 million years. As it does so, it passes through four great “arms” of the galaxy—areas that are especially crowded with stars. Some scientists believe that the periods when our sun’s path moves through these galactic arms correspond to the periods of the great ice ages on Earth.

- 1 What is one possible cause of ice ages?
  - A a change in the number of objects in the solar system
  - B a change in Earth’s rotation
  - C the sun’s path through the arms of the Milky Way
  - D a change in the distance between Earth and the Milky Way

## Step 1

Read the question first. From reading the question, you can determine that the passage will discuss causes of ice ages and refer to at least one possible cause. From reading the answer choices, you can reasonably guess that either “change” or “arms” will be an important word in the answer to the question.

## Step 2

Identify the main ideas of the passage. A look at the first sentence of each paragraph tells you that the second paragraph probably contains the information you need to answer a question about the causes of ice ages.

The first sentence of that paragraph presents the main idea that there is a debate over the causes of ice ages. Looking more closely at the paragraph, you will notice that the last sentence contains the key word “arms.” You’ll also notice that the last sentence refers to the ice ages on Earth. So choice C—the sun’s path through the arms of the Milky Way—is most likely the best answer.

## Answering Essay Questions

On the Writing part of the *iLEAP* test, you will be asked to write an essay. Unlike multiple-choice questions, an essay question usually has no single correct answer. You will need to read the instructions carefully and then respond to the question using your own words. Usually, you will be instructed to use evidence from the passage to support your response.

The essay is evaluated with an 8-point rubric. You can earn the most points with a response that is correct, complete, logical, and appropriate. Midrange points are awarded for a response that is only partially correct, complete, and appropriate or is somehow flawed in its reasoning. No response, or a response that fails to deal with the question, earns 2 points.

## Using Information Resources

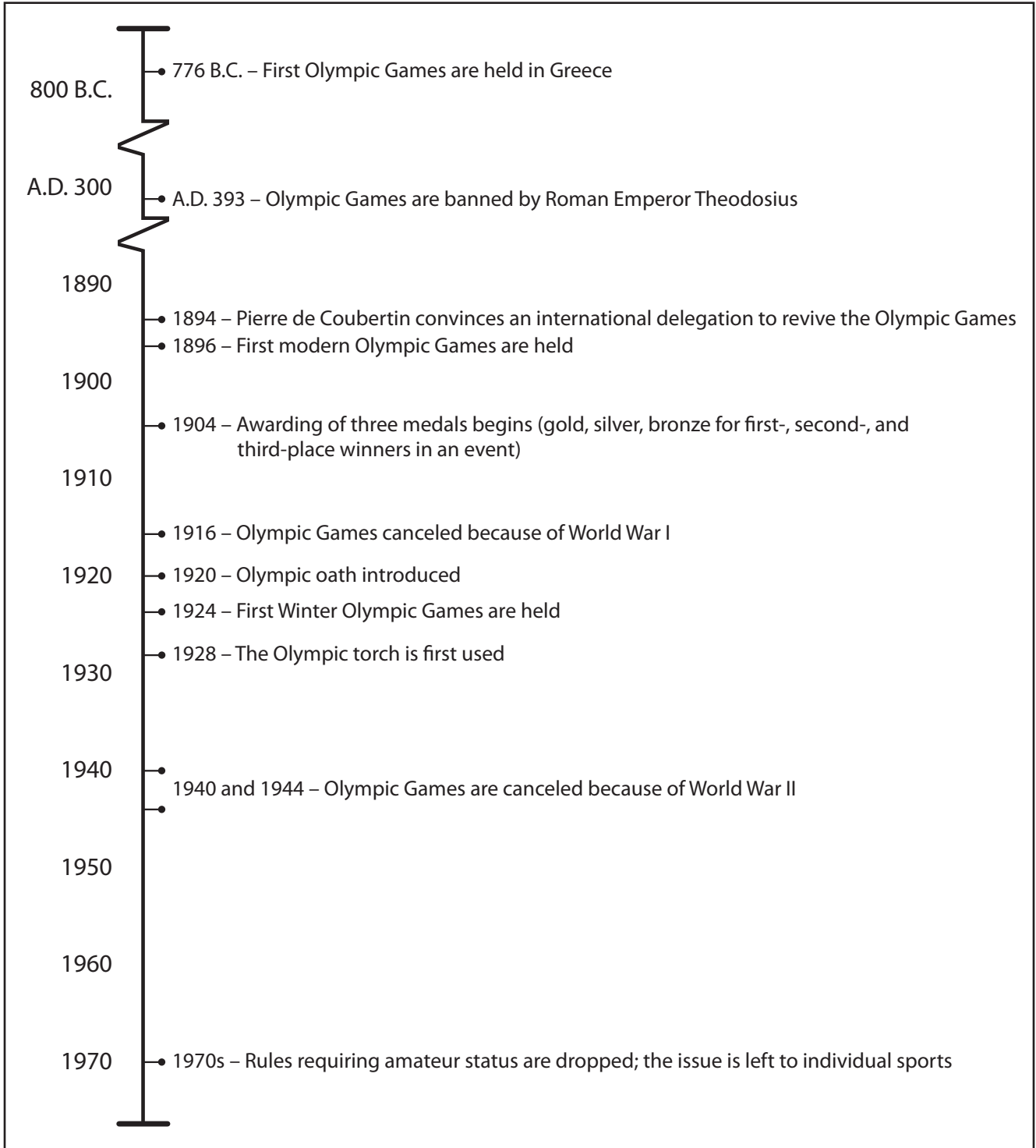
Another section of the *iLEAP* English Language Arts Test is called **Using Information Resources**. This section will provide four or more information sources on the same topic. These sources might be Web sites, tables of contents, charts, graphs, or texts from various sources. Multiple-choice questions in this section may ask you to locate information, interpret the sources, or put together information from more than one source.

When you take this part of the test, first skim the information resources. Pay attention to the contents and organization of each source, but don’t try to memorize details. For example, you might notice that a time line contains historical facts and is organized chronologically. You might also find that a piece of fiction or biography covers several different time periods and even includes a flashback—a jump to a previous period of time.

After skimming the sources, approach each multiple-choice question by reading it carefully and scanning the answer choices. Choose or predict the correct response, and then refer back to the information sources to check your prediction. If you have difficulty with a question, use the process of elimination to find the best answer.

Look at the following four resources about the Olympic Games to learn how to answer these types of questions.

# 1. Olympic Games Time Line



2. Table of Contents for the book *The Olympics: An Age-Old Dream*

**Table of Contents**

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Chapter 4: Training for the Olympic Games ..... 112  
Chapter 5: The Olympic Dream in the United States ..... 153  
Chapter 6: The Olympic Dream Around the World ..... 179  
Chapter 7: Politics, War, and the Olympic Games ..... 206  
Chapter 8: Olympic Athletes of the Future ..... 244

### 3. Results of search using Colossalsearch.com

#### OLYMPIC GAMES SOURCES FROM COLOSSALSEARCH.COM

##### **Olympic Games**

##### **Advanced Search**

##### **Olympics.org**

This official site has information on the history of the Olympic Games. Olympic records are listed for all sports. The site also features news of Olympic sporting events.

[www.olympics.org](http://www.olympics.org)

##### **USolympics.com**

This site of the U.S. Olympic team includes information about U.S. Olympic athletes. It has facts on teams, records, and sports. See video of recent Olympic events.

[www.usolympics.com](http://www.usolympics.com)

##### **Olympians.org**

Biographies of Olympic medalists from all over the globe and all periods of history are featured. Find photos, interviews with athletes, and background information.

[www.olympians.org](http://www.olympians.org)

##### **Olympichistory.com**

This site has an overview of the history of the Olympic movement. It describes the ancient Olympic Games.

[www.olympichistory.com](http://www.olympichistory.com)

##### **MyOlympics.com**

Read interviews with current Olympic team members. MyOlympics.com features news stories about current sports events and chat rooms with Olympians.

[www.myolympics.com](http://www.myolympics.com)

##### **OlympicsToday.com**

This site has coverage of the Olympic Games. It provides scores and play-by-play accounts. Sports journalists write comments on the current Olympic Games.

[www.olympicstoday.com](http://www.olympicstoday.com)

##### **OG.com**

See outstanding moments from the Olympic Games. This site links to other sites about the Olympics.

[www.og.com](http://www.og.com)

##### **Olympics2008.com**

Read an update on the Olympic Games in Beijing, China. See photos of facilities.

[www.olympics2008.com](http://www.olympics2008.com)

##### **Olympics2012.com**

Learn about the Olympic Games in London, England. This site shows schedules and event locations.

[www.olympics2012.com](http://www.olympics2012.com)

#### 4. Excerpt from a travel brochure

### Enjoy a Visit to the U.S. Olympic Training Centers

*Three U.S. Olympic Training Centers welcome visitors. See where athletes train for the Olympic Games. Marvel at the beautiful surroundings. Free tours are held year-round.*

#### **Colorado Springs, Colorado**

Tour the state-of-the-art facilities in the magnificent Rocky Mountains, where the high altitude provides an extra challenge for training.

- Two sports centers for gymnastics, weightlifting, boxing, basketball, volleyball, wrestling, and more
- Olympic-size pool with viewing areas for filming athletes
- Cycling track
- Indoor shooting center, the third largest in the world
- Sports medicine center
- Visitor center with Hall of Fame, restaurants, and shops

#### **Chula Vista, California**

This is the only warm-weather U.S. Olympic Training Center. It features year-round outdoor training. Located on 150 acres, the center offers facilities for soccer, track and field, tennis, canoeing, cycling, archery, field hockey, rowing, and softball.

- Softball facility and field hockey facility
- Outdoor archery range with 50 lanes—the largest in North America
- Soccer complex, tennis complex, and track and field complex
- Boathouse and rowing course
- Cycling course
- Visitor center and shop

#### **Lake Placid, New York**

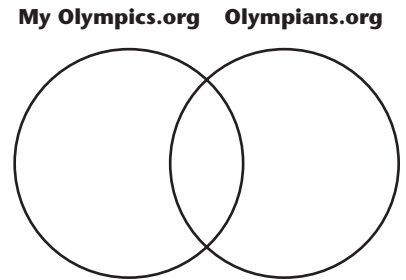
Discover state-of-the-art facilities at the site of the 1980 Winter Games.

- Sports medicine center
- Sports science center, with equipment for analyzing performance
- Speed skating and figure skating rinks
- Ski area and Olympic jumping complex
- Shop with Olympic items

The Lake Placid Olympic Center mainly assists athletes in eight sports: figure skating, ice hockey, luge, skeleton, skiing, speed skating, biathlon, and bobsled. The center is also used for synchronized swimming, water polo, canoeing, rowing, handball, wrestling, boxing, and taekwondo.

## Sample Questions

- 1 Look at the following Venn diagram based on Colossalsearch.com search results. Which information should be placed in the overlapping area of the two circles?
  - A History of the Olympic movement
  - B Chat room with Olympic athletes
  - C Interviews with athletes
  - D Videos of Olympians
- 2 What can be determined using the Olympic Games Time Line?
  - A How the Olympic Games are organized
  - B Where the Olympic Games started and developed
  - C Who won medals in past Olympic Games
  - D When upcoming Olympic events take place
- 3 Which Web site would probably be most useful to find information about Olympic records?
  - A OlympicsToday.com
  - B Olympics2008.com
  - C Olympics.org
  - D USolympics.com
- 4 Use the Olympic Games Time Line to determine which of the following occurred before athletes began taking the Olympic oath.
  - A An Olympic torch was carried around the world.
  - B First-, second-, and third-place medals were awarded.
  - C Rules requiring athletes to be amateurs were changed.
  - D The Winter Olympics began.
- 5 According to the travel guide, which is the best place to train for the U.S. Olympic bobsledding team?
  - A Chula Vista
  - B Lake Placid
  - C Colorado Springs
  - D Lake Placid or Colorado Springs



# Tips for Using Information Resources Questions

## Step 1

Read over the question, scan the answer choices, and predict the correct answer. In question 2, for example, by reading the answer choices you might be able to predict that the correct response is B. In question 4, you may remember the chronology and be able to predict that the correct response is B, but most likely you will need to refer to the time line.

## Step 2

Review the passage that relates to the question to verify your prediction and answer the question correctly. For example, in question 5, you may be able to predict that bobsledding training is offered only at Lake Placid, but comparing the information about the three training centers will verify that B is the correct response.

## Step 3

Gather information from more than one source if the question asks about a comparison or a number of sources. For example, for question 1 you must find a topic that two sources have in common. Looking over the Web site contents, you'll find interviews with athletes in both Olympians.org and myOlympics.com, so C is the correct response.

## Step 4

Decide on the best response after you eliminate the ones that are obviously incorrect. For example, in question 1, you would eliminate any answers that appear on only one Web site, leaving you with C as the correct response. In question 3, you would eliminate the Web sites that don't mention Olympic records, leaving you with C as the correct response.

These are the correct responses for the practice questions on page 11:  
1 C, 2 B, 3 C, 4 B, 5 B.

# Tips for Testing Time

Knowing the format of the *i*LEAP test and being familiar with the types of questions you will likely find on this test will help you do better on the test. There are several other things you can do before and during the test that will help improve your results.

## Before the Test

Here are a few things you can do *before* taking the *i*LEAP test to help you prepare for the test and avoid anxiety:

- Know the test dates. Ask your teacher to provide you with test dates for the *i*LEAP test. Record the dates in a personal calendar.
- Know why you are taking the test. Ask your teacher to explain the purpose of the *i*LEAP test.
- Get a good rest the night before the test. Being tired on test days will slow you down and make it harder for you to concentrate.
- Eat a normal breakfast and lunch on test day. Eating too little or too much may make you feel sluggish during the test.

## During the Test

Here are a few things you can do *during* the *i*LEAP test to help you improve your performance:

- Focus on the test. You will be taking the *i*LEAP test in a room full of other students. Try not to be distracted by them.
- Read the test instructions carefully. Look at the sample questions provided in the instructions. They will inform you what the questions will be like and how to mark your answers.
- Keep track of time. This is a timed test. Pace yourself to be sure you will complete each section of each test within the specified time.
- Use all the time you have. If you finish a section of the test early, reread the last items in that section and check your answers.

# iLEAP Grade 6 English Language Arts Practice Test

Today you will be taking a practice test for the iLEAP Grade 6 English Language Arts Test. Here are several important things to remember as you take this practice test:

1. Read each question carefully. Make sure you understand what is being asked.
2. Write your answers neatly and clearly on the practice test answer sheets. Answers you write in the test booklet will not be scored.
3. For multiple-choice questions, mark only one answer choice for each question. Be sure you fill in the circle next to your choice on the practice test answer sheets. If you change an answer, make sure that you erase your old answer completely.
4. For the first question, you will have to compose a well-organized essay. As you are working on this essay, keep the following in mind:
  - Your audience is your classmates; use appropriate language.
  - Include supporting details and examples to explain your ideas to your readers.
  - Write clearly and check your work for proper spelling, grammar, and punctuation.
  - After you have written your answer, check it over to make sure it says what you want it to say.

# Writing

Below is a writing prompt similar to one you might see on the *i*LEAP English Language Arts Test. This question is worth 8 points.

**Directions:** Read the topic in the box below and write a well-organized multiparagraph composition of about 150 to 200 words. Be sure to use appropriate language, to include supporting details and examples, to write clearly, and to check your work. Write your answer on the answer sheet.

1. Suppose you suddenly discovered that you had a special ability no one else had. What would this special ability be? How would having this ability change your everyday life? Write your composition to explain your special ability and your thoughts about it to your classmates.

Before you write, think about the benefits of having this special ability. Then think about any problems that having this ability might cause. Would your ability make your life easier or harder? How would you use your ability? Whom would you tell about it?

**Now write a multiparagraph composition about having a special ability that no one else has.**

- Remember that your audience is your classmates; use appropriate language and explain your ideas clearly.
- Give specific details and enough information so that your classmates will understand your new special ability and how it would change your everyday life.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

**Note:** On this part of the test only, you may use a dictionary and a thesaurus, along with the Writer's Checklist on the final page of this workbook.

## Using Information Resources

**Introduction:** In this portion of the *iLEAP* English Language Arts Practice Test, you are asked to look at some reference materials on pages 17 to 22 and then use the materials to answer the questions on pages 23 and 24.

**Research Topic:** Global Warming

Suppose you want to find out more about global warming for a report you are writing. The following sources of information about global warming are contained in this test.

1. Excerpts from the book *Changing Climates and Global Warming*
  - a. Copyright page
  - b. Graph of carbon dioxide levels in the atmosphere
  - c. Index
2. Results of a search on Searcher.net for “global warming”
3. Article from the magazine *Science in a Global World*, “How Can Global Warming Be Slowed?”
4. Selected bibliographic entries

1. Excerpt from the book *Changing Climates and Global Warming*
  - a. **Copyright page**

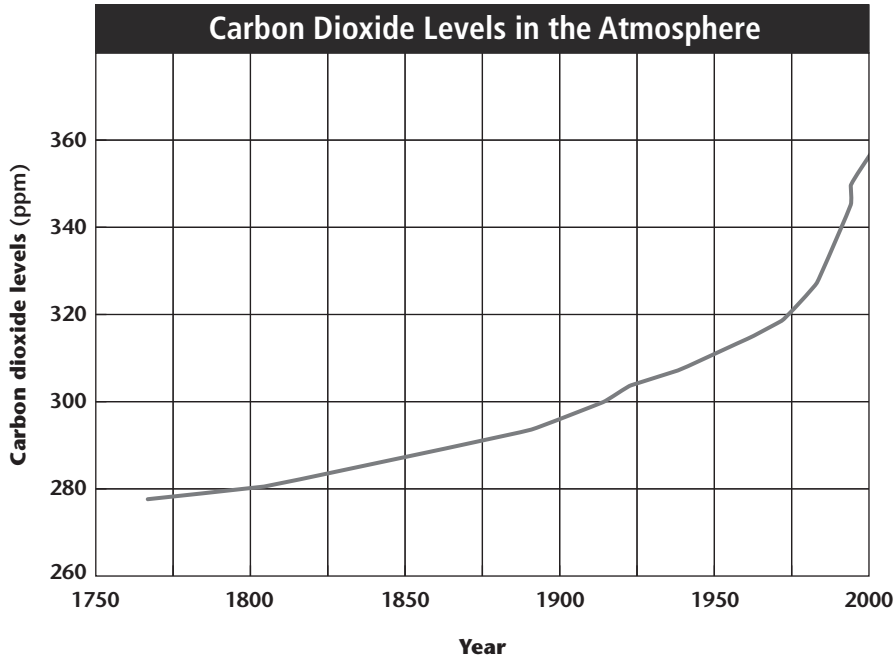
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1. Excerpt from the book *Changing Climates and Global Warming*  
b. Graph of carbon dioxide levels in the atmosphere



**Figure 12-1** Graph showing carbon dioxide levels in Earth's atmosphere from the mid-1700s to 2000.

1. Excerpt from the book *Changing Climates and Global Warming*  
**c. Index**

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Weather satellites 31  
Weather stations 30

2. Results of a search on Searcher.net  
**Global Warming**

**SEARCHER.NET**

**WEB** IMAGES VIDEO GROUPS NEWS

**Global Warming**

[Advanced Search](#)

**Climate Almanac for Kids**

This site includes weather data that prove that Earth's average global temperature is rising. You can find out the average temperature and precipitation for any part of the world for any month from 1950 to the present.

<http://www.kidsweatheralmanac.com>

**Science Projects Relating to Global Warming**

This site lists various interactive science projects that show what people can do to stop global warming. Building electric cars, starting a community recycling project, and creating solar-powered houses are just a few examples of projects listed on this site.

<http://www.savetheplanet.mcgraw-hillscience.com>

**Scientists Measuring Effects of Global Warming**

This site shows how scientists research and measure the air, water, glaciers, ecosystems, and human health to determine the effects of global warming. Graphs, charts, and photos can be found on this site. There is also useful information about various jobs that environmental scientists hold.

<http://www.planetscientists.net>

**Kids' Global Warming Survival Site**

This site lists information about major air pollutants and their effects on the environment and human health. You can watch a short video about global warming that shows melting glaciers, the rising sea levels, the increase of severe weather such as hurricanes and heat waves, and how humans and wildlife are being affected.

<http://www.surviveglobalwarming.com>

3. Part of an article from the magazine *Science in a Global World*  
“How Can Global Warming Be Slowed?”

*Science in a Global World*

December 2006

## How Can Global Warming Be Slowed?

**Each year the amount of carbon dioxide in our atmosphere continues to increase.**

### Burning of Fossil Fuels

Human activities affect our atmosphere. When natural gas, petroleum, and coal are burned for energy, the carbon in these fossil fuels combines with oxygen. This increases the amount of carbon dioxide (CO<sub>2</sub>) in our atmosphere and contributes to global warming.

### Deforestation

The mass removal of trees, called deforestation, also affects the amount of carbon dioxide in our atmosphere. Forests around the world are being cleared for mining, roads, buildings, grazing livestock, and drilling for oil. Forests are also dying from the effects of pollution.

As they grow, trees take in carbon dioxide. When trees are removed, they can no longer remove CO<sub>2</sub> from the atmosphere. Cut-down trees are often burned. Burning produces more CO<sub>2</sub>.

### Ways to Reduce CO<sub>2</sub>

What can we do to help reduce the amount of CO<sub>2</sub> in the atmosphere? Conserving electricity is one thing. When we conserve electricity, we reduce the amount of fossil fuel that

must be burned. One way to save fuel is to change your daily activities that rely on energy from burning fossil fuel. These activities might include car rides, watching television, and heating or cooling our homes.

Another way to reduce CO<sub>2</sub> is to plant vegetation. Correctly planted vegetation can shelter homes from cold winds or blazing sun and reduce the amount of electricity needed for heating or cooling our homes. The planting of trees, called reforestation, would help also.

### Futuristic Ideas to Cool Our Planet

Many ideas exist to cool Earth down. Wind farms, solar panels, and small water turbines generate electricity without producing CO<sub>2</sub>. Or perhaps we could put nutrients into polar oceans to encourage the growth of microscopic plants. These plants could remove much of the carbon dioxide in the air. What other things might help solve the problem?

#### Ballons in the sky?

Some scientists believe that releasing billions of aluminum balloons to reflect solar radiation would work to cool Earth down. What do you think?

(Continued on page 101 of this magazine)

4. Selected bibliographic entries

The following sample bibliographic entries are adapted from the *MLA (Modern Language Association) Handbook for Writers of Research Papers*. They show some acceptable formats for bibliographic entries.

**A Book by a Single Author**

Konop, Sean. Planet Earth, the New Hot Zone. New York: Schoolcraft, 2001.  
(Author) (Title of work) (City) (Publisher) (Year)

**A Book by More Than One Author**

Covelli, Janse, and Margaret Thompson. Stop Global Warming Now! Chicago: New Wave, 2000.  
(Authors) (Title of work) (City) (Publisher) (Year)

**An Encyclopedia Entry**

“Rainbows.” Encyclopedia of Science. 2004.  
(Title of article) (Name of Encyclopedia) (Year)

**A Magazine Article**

Konicek, Karen. “Glacier Meltdown.” Welcome to Planet Earth 3 December 2000: 23–44.  
(Author) (Title of article) (Name of publication) (Date) (Page numbers)

**Directions:** Answer the questions on pages 23 to 24. Use the information sources on pages 17 through 22 to answer the questions. You can look back at the sources as you work through the questions.

- 2 Which of the following is the correct way to write a bibliographic entry for *Changing Climates and Global Warming*?
- A Pabst, Fran. Changing Climates and Global Warming. New York: Tipton-Triton, 2005.
  - B Changing Climates and Global Warming. Tipton-Triton, 2005.
  - C Fran Pabst. Changing Climates and Global Warming. Tipton-Triton, 2005.
  - D Tipton-Triton. Changing Climates and Global Warming. New York: 2005.
- 3 Which resource would you use to help you find information about the U.S. climate policy?
- A Kidsweatheralmanac.com
  - B The index for *Changing Climates and Global Warming*
  - C The copyright page for *Changing Climates and Global Warming*
  - D The magazine article “How Can Global Warming Be Slowed?”
- 4 Which resource would **most likely** give you information about the weather in Alabama in July 1972?
- A The book *Planet Earth, the New Hot Zone*
  - B Kidsweatheralmanac.com
  - C The magazine article “How Can Global Warming Be Slowed?”
  - D The index for *Changing Climates and Global Warming*
- 5 According to the graph, during which time period did carbon dioxide levels in the atmosphere increase the most?
- A 1750–1800
  - B 1800–1850
  - C 1900–1950
  - D 1950–2000

- 6 Read the following outline of “How Can Global Warming Be Slowed?” from *Science in a Global World*.
- I. Burning of Fossil Fuels
    - A. Gas, petroleum, and coal burned for energy
    - B. Carbon combines with oxygen, increasing CO<sub>2</sub>
  - II. Deforestation
    - A. Forests are being cleared worldwide
    - B. Fewer trees means more CO<sub>2</sub>
  - III. Ways to Reduce CO<sub>2</sub>
    - A. Conserve electricity
    - B. Plant vegetation
  - IV. Futuristic Ideas to Cool Our Planet
    - A. Reforestation
    - B. \_\_\_\_\_
    - C. Help microscopic plants grow in polar oceans
    - D. Release aluminum balloons

Which of the following should fill in the blank?

- A Reduce the use of electricity
  - B Burning trees produces more CO<sub>2</sub>
  - C Mining, roads, buildings, grazing livestock, and drilling for oil
  - D Wind farms, solar panels, and small water turbines
- 7 Which Web site would you go to if you wanted to see a video about global warming?
- A Surviveglobalwarming.com
  - B Savetheplanet.mcgraw-hillscience.com
  - C PlanetScientists.net
  - D Kidsweatheralmanac.com
- 8 What can you infer from the paragraphs you read in the article “How Can Global Warming Be Slowed”?
- A Global warming will soon be reversed.
  - B Governments are working hard to slow global warming.
  - C The increase in global warming is a great danger to our planet.
  - D If we conserve electricity global warming will stop increasing.

## Reading

This part of the *i*LEAP English Language Arts Practice Test contains two sections: vocabulary and reading comprehension. In the first section, you are asked to answer vocabulary questions. In the second section, you are asked to read passages and then answer questions about those passages. Each multiple-choice question is worth 1 point.

### Vocabulary

**Directions:** Questions 9 through 21 each ask you to identify the meaning of a word in a context. Choose the word or phrase that has the same meaning as each underlined word.

9 The librarian was a passionate reader.

- A terrible
- B slow
- C enthusiastic
- D thorough

10 Loud cackle

- A explosion
- B laugh
- C scream
- D rumor

11 Detect a problem

- A understand
- B discover
- C solve
- D create

12 Precise measurement

- A exact
- B lengthy
- C first
- D interesting

13 A child's guardian

- A enemy
- B buddy
- C idol
- D protector

14 The vessel set sail.

- A truck
- B boat
- C toy
- D soldier

15 She ate the pie with relish.

- A distaste
- B difficulty
- C interest
- D enjoyment

16 Basketball squad

- A team
- B player
- C expert
- D movie

- 17** Peace treaty  
A discrepancy  
B agreement  
C book  
D alteration

- 18** The snow accumulated overnight.  
A disappeared  
B fell  
C gathered  
D decayed

- 19** Brief encounter  
A meeting  
B lesson  
C journey  
D school

- 20** Heated dispute  
A car  
B medicine  
C arrangement  
D argument

- 21** Ferocious lion  
A tame  
B fierce  
C ancient  
D captive

# Reading Comprehension

**Directions:** Read the following passage. Then answer questions 22–28 on your answer sheet.

## Whistler Creek Project

Jack was glad for Tank’s company in the strange new place that he now called home. Even with his old dog, he was unbearably lonely. For the first time in his life, he found himself thinking that school could not start soon enough. For now, there was just the overgrown meadow around his tiny house, the woods beyond the meadow, and the creek.

The creek was, by far, the most interesting thing that Jack had found, and he spent most of each day there. Its name, his father told him, was Whistler Creek. During the summer, it was cool near the tumbling rapids or in the deep pools where fish gathered. Jack skipped rocks or floated on his back, watching the clouds drift by overhead.

Several times the stillness was broken by a piercing high-pitched whistle, unlike any birdcall that Jack had ever heard. Each time, he scanned the shady banks, but he saw nothing. Jack did not investigate further. He wanted something new to do.

On a hot afternoon in July, Jack came up with an idea—his Project. At one point along the creek, a large limb stretched out over the water. The creek bank rose steeply there, and the water was deep. This made it the perfect site for swinging out over the creek and dropping into the water. All Jack had to do was get a good strong rope and knot it around the limb.

On Saturday, when his mother went into town, Jack went with her. His savings, though meager, were enough for a fifty-foot rope.

That afternoon Jack called Tank and set out to accomplish his goal. An hour later, hot and discouraged, he had just about given up his Project when Tank let out a deep bark.

Jack glanced at Tank, who was staring at the far side of the creek. A baseball cap appeared to be balanced on top of a tangle of plants. Suddenly, the cap came to life, pushed upward by the head it was on, and a boy Jack’s age appeared. He looked frightened and angry at the same time. Jack stared at the only boy he had seen since he had moved to his new home.

“Hey! What do you think you’re doin’?” challenged the stranger. “This here’s our land. That dog better not come after me, or I’ll have my pa send the dogcatcher to take it away!”

“Aw, don’t talk crazy. My dog won’t hurt you,” said Jack calmly. “C’mon over.”

“Well, you hold on to him!” said the boy, stepping out of his sneakers.

Jack called to Tank and then watched the boy wade into the water. A moment later, he stood, dripping and hesitant, on Jack’s side.

“This here good old dog is Tank,” said Jack with a broad smile, “and he don’t hurt kids. He don’t bother with nothin’ smaller than a pickup truck!”

“That’s a relief!” said the boy. “My name’s Pete.” His anger and fright seemed to have vanished. “Who are you, and what’s that big hunk of rope for?”

“I’m Jack. And the rope is for my Project.” Pete stared at him blankly. “A rope swing, of course!” Jack explained. “I got to get this rope up over that branch.” He pointed. “But I can’t throw it high enough, seein’ as how it’s so heavy, and I can’t climb up there, seein’ as how the tree trunk’s got no branches low enough to get me started.”

“Watch this!” said Pete. He picked up a rock and threw it effortlessly up over the branch.

“So?” said Jack, unimpressed.

Pete rolled his eyes. “Don’t you get it? If somethin’ was tied to the rock, it would go up over the branch too,” he explained. “But that rope is too thick to tie ’round a rock. We need an itty-bitty rope. Tie one end of it to the rock and the other end to this big old rope, and there you go.”

“That’s it!” exclaimed Jack. “You got a skinnier rope?” he asked.

Pete thought for a minute. “Wait here,” he said and splashed into the creek, returning a moment later with the shoelace from one of his sneakers. “This’ll do, I bet,” he said.

The boys tied one end of the shoelace to a rock and the other end to the rope. It took Pete several tries to throw the rock over the branch. Then the boys pulled the heavy rope over the limb, made a loop, and tied a big knot. They pulled the loose end until the loop was up against the branch. The finished swing was, to the boys’ eyes, a miracle of engineering.

“You want to go first?” asked Pete. “I mean, it was your idea and all.”

“Yeah,” said Jack, “but it’s your land and your tree.”

“Aw, everybody ’round here uses the creek banks,” said Pete. “I was just tellin’ you to get off because . . . well, because of all those times you didn’t pay attention to my special whistle”.

“That was you? I thought that was a bird! Ha! Turns out, it was a birdbrain,” said Jack with a sly smile.

The boys stood grinning at each other. Jack had not even taken his first plunge, and already it seemed that summer could not last long enough.

- 22 Why does Jack come up with the idea for his Project?
- A He needs to make money.
  - B He wants something to do.
  - C He wants to please his dad.
  - D He likes to build things.
- 23 Which sentence is an example of foreshadowing?
- A “Jack called to Tan and then watched the boy wake into the water.”
  - B “On Saturday when his mother went to town, Jack went with her.”
  - C “When the boy reached the deep pool at the center of the creek, he swam smoothly.”
  - D “Several times the stillness was broken by a piercing high-pitched whistle, unlike any birdcall that Jack had ever heard.”
- 24 Which word **best** describes Pete?
- A Lazy
  - B Helpful
  - C Unfriendly
  - D Sensitive
- 25 What happens after the boys tie the shoelace to the rope?
- A Pete throws the rock over the branch.
  - B Jack tells Pete about his Project.
  - C Jack goes to the store with his mother.
  - D A baseball cap appears in a tangle of plants.

**26** What is true of Jack at the resolution of the story?

- A He loses his dog, Tank.
- B He moves to a new home.
- C He feels better about his new home.
- D He comes up with an idea for a project.

**27** Read the following sentence from the story.

*“Several times the stillness was broken by a piercing high-pitched whistle, unlike any birdcall that Jack had ever heard.”*

The image in that sentence applies to which sense?

- A Sight
- B Smell
- C Touch
- D Hearing

**28** Why does the author include dialogue in the story?

- A To build suspense in the story
- B To make Pete and Jack seem realistic
- C To show that Jack is smarter than Pete
- D To persuade the reader to build a rope swing

**Directions:** Read the following passage. Then answer questions 29–34 on your answer sheet.

## Doctors Clean Up Their Act

Only 150 years ago, a doctor would do things that a six-year-old child today would know should not be done. For example, a doctor would deliver a baby or perform an operation without washing his hands (and perhaps right after caring for an extremely ill patient or handling a corpse). As a result, new mothers often died from a mysterious disease called “childbed fever.” Following surgery, a patient had only a 50 percent chance of surviving. Even if the operation itself was successful, the patient often suffered a fatal infection.

Until the mid-1800s, most people believed that infections were brought on by evil spirits, poisonous gases called “miasmas”, or some other mysterious cause—a terrifying situation because no one knew how to get rid of those things. Today’s six-year-old knows that infections are caused by germs. Unfortunately for people who needed medical attention back then, doctors had never heard of germs.

Long before the nineteenth century, doctors and other educated people knew that there were living things too small to be seen with the naked eye. In 1674 an amateur scientist named Antonie van Leeuwenhoek discovered microbes, which are forms of life so tiny that they can be seen only with a microscope. Even so, it was almost two hundred years before anyone realized what we accept today as fact: some microbes are harmful and can cause serious illness and even death.

In 1857 Louis Pasteur performed a series of experiments that showed that microbes are always present in the air and that microbes will grow when conditions are right. He also proved that diseases such as anthrax were caused by microbes and were easily spread.

At about the same time, Dr. Ignaz Semmelweis was making a connection between harmful microbes and childbed fever. His work clearly showed that this often-fatal illness could be prevented if doctors would kill the germs on their hands before delivering a baby. His discovery was almost completely ignored. Despite growing support for what was called the “germ theory of disease,” doctors kept ignoring the evidence even though their patients were dying. They seemed unable to believe that the way they had always done things could be wrong.

Luckily for everyone who visits a doctor’s office or is admitted to a hospital today, Joseph Lister read a paper written by Pasteur. The paper gave Lister a simple idea—a good way to keep a surgical patient from dying of infection is to prevent germs from entering the wound. Like Semmelweis’s idea, this idea seems simple to us today, but it was a revolutionary thought in 1865.

In those days, washing one's hands before delivering a baby or performing an operation was difficult to do. There were few steady sources of hot water, hardly any indoor plumbing, and no antibacterial soap. In spite of those difficulties, Lister not only washed his hands before every operation, but he also cleaned all the surgical instruments with a germ killer called carbolic acid. In the hospital in Scotland where he was in charge of surgical patients, deaths from infection dropped dramatically.

Like Semmelweis, Lister encouraged other doctors to use his antiseptic methods for treating patients, but he found few doctors who were willing to change their harmful practices. Although he wrote about the success of his methods, he was largely ignored.

Lister did not give up. During the next ten years, he traveled to Germany and the United States, lecturing on the need to kill germs on surgeons' hands, on instruments, and in operating rooms. He demonstrated his methods, time after time, in a large hospital in London, England. Finally the medical community began to accept the idea that there is a connection between germs and deadly infections and to see the value of antiseptic methods. By the time Lister died, his ideas were widely accepted. Thanks to Joseph Lister, millions of people who otherwise would have died from infection have recovered from operations.

The effects of Lister's work reach far beyond the operating room. Today we routinely scrub our countertops, throw away old food, and avoid drinking pond water. In great part because of Lister, we understand that something need not be visible to be harmful and that we must protect ourselves from these invisible enemies.

- 29 According to the author, what is one way today's doctors are different from doctors in the mid-1800s?
- A Today's doctors perform operations and deliver babies.
  - B Today's doctors wash their hands before performing operations.
  - C Today's doctors know there are living things too small to be seen with the naked eye.
  - D Today's doctors care more about their patients.
- 30 Which is the **best** indication that this selection is nonfiction?
- A It is about doctors and germs.
  - B It is written in paragraphs and in time order.
  - C It tells an interesting story.
  - D It is about real people and real events.
- 31 To get his ideas about antiseptic surgery accepted, Lister needed to be
- A charming.
  - B humble.
  - C determined.
  - D good-natured.
- 32 The author suggests that doctors in the mid-1800s failed to change the way they did things because they were
- A greedy for profit.
  - B coldhearted about suffering.
  - C unable to afford antibacterial soap.
  - D unwilling to believe that microbes cause illness.

- 33** What gave Lister the idea that he should wash his hands and his instruments before performing surgery?
- A He read a paper by Louis Pasteur.
  - B He was told by another doctor to begin washing his hands before surgery.
  - C He traveled to hospitals in Germany and the United States.
  - D He performed several experiments that showed that microbes are always present in the air.
- 34** What is the author's purpose in this passage?
- A To explain how a theory can be proved
  - B To persuade readers to wash their hands
  - C To describe the development of antiseptic practices
  - D To explain why considering new ideas is important

**Directions:** Read the following passage. Then answer questions 35–38 on your answer sheets.

## ***from The Highwayman*** by Alfred Noyes

I

The wind was a torrent of darkness among the gusty trees,  
The moon was a ghostly galleon tossed upon cloudy seas,  
The road was a ribbon of moonlight, over the purple moor,  
And the highwayman came riding—

Riding—riding—

The highwayman came riding, up to the old inn-door.

II

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,  
A coat of the claret velvet, and breeches of brown doe-skin;  
They fitted with never a wrinkle: his boots were up to the thigh!  
And he rode with a jewelled twinkle,

His pistol butts a-twinkle,

His rapier hilt a-twinkle, under the jewelled sky.

III

Over the cobbles he clattered and clashed in the dark inn-yard,  
And he tapped with his whip on the shutters, but all was locked and barred;  
He whistled a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,

Bess, the landlord's daughter,

Plaiting a dark red love-knot into her long black hair.

IV

And dark in the old inn-yard a stable-wicket creaked  
Where Tim the ostler listened; his face was white and peaked;  
His eyes were hollows of madness, his hair like mouldy hay,  
But he loved the landlord's daughter,

The landlord's red-lipped daughter,

Dumb as a dog he listened, and he heard the robber say—

V

“One kiss, my bonny sweetheart, I’m after a prize to-night,  
But I shall be back with the yellow gold before the morning light;  
Yet, if they press me sharply, and harry me through the day,  
Then look for me by moonlight,  
    Watch for me by moonlight,  
I’ll come to thee by moonlight, though hell should bar the way.”

VI

He rose upright in the stirrups; he scarce could reach her hand,  
But she loosened her hair i’ the casement! His face burnt like a brand  
As the black cascade of perfume came tumbling over his breast;  
And he kissed its waves in the moonlight,  
    (Oh, sweet black waves in the moonlight!)  
Then he tugged at his rein in the moonlight, and galloped away to the West.

- 35** Which line contains an example of onomatopoeia?
- A “His eyes were hollows of madness, his hair like mouldy hay”
  - B “Over the cobbles he clattered and clashed in the dark inn-yard”
  - C “One kiss, my bonny sweetheart, I’m after a prize tonight”
  - D “The highwayman came riding, up to the old inn-door”
- 36** In the line “His rapier hilt a-twinkle, under the jeweled sky,” the stars are compared to
- A grains of sand.
  - B swords.
  - C fine clothing.
  - D jewels.
- 37** “The Highwayman” is an example of
- A a novel.
  - B a poem that does not use rhyme.
  - C a speech.
  - D a narrative poem.
- 38** In the second stanza, the reader can conclude that the highwayman is
- A well dressed.
  - B frightening.
  - C insane.
  - D jealous.

**Directions:** Read the following passage. Then answer questions 39–42 on your answer sheet.

April 11, 2006

Dear Aunt Rosa,

Mom said that your dog, Hunter, had puppies yesterday. Hunter is the nicest dog there ever was. Her puppies must be pretty nice too! I think that one of them would really like to live with a friendly twelve-year-old boy. Don't you? I know just the right boy. Me!

We just finished building a fence around our yard, so a puppy would be able to play outside and be safe. The apple tree we planted two years ago has grown quite tall. It provides a lot of shade, which puppies like. Last month Dad made a sandbox for Molly for her fifth birthday. This could also be a good place for a puppy to dig.

Lately I've been reading books about dogs. I've learned a lot! I know what to feed them, and I'm learning about how to train them. I would be such a good dog owner!

I would really like to get one of Hunter's puppies. Would you please let me have one?

Write back when you can and let me know how Hunter and the puppies are doing.

Love,

Eddie

- 39** What is Eddie's main purpose for writing this letter?
- A To inform
  - B To persuade
  - C To entertain
  - D To tell a story
- 40** Why does Eddie tell Aunt Rosa about the new fence around his yard?
- A To convince her he is hardworking
  - B To convince her that his yard is safe for a puppy
  - C To convince her he knows how to feed a puppy
  - D To convince her he likes to read books
- 41** The main idea of Eddie's letter is that
- A his family has been busy.
  - B his yard is shady and safe.
  - C he has been reading new kinds of books.
  - D a puppy would have a good life at his house.
- 42** Which statement from the passage states an opinion?
- A "Hunter is the nicest dog there ever was."
  - B "Mom said that your dog, Hunter, had puppies yesterday."
  - C "Lately I've been reading books about dogs."
  - D "We just finished building a fence around our yard."

## Language

This part of the *i*LEAP English Language Arts Practice Test asks you to find mistakes in writing. Each multiple-choice question is worth 1 point.

**Directions:** Questions 43–52 ask you to look for mistakes in spelling. For each question, choose the word that is not spelled correctly. When there is no mistake, choose the last answer, (No mistakes).

- 43** A threat  
B energy  
C chores  
D paralel  
E (No mistakes)

- 44** A legal  
B disapoint  
C soaring  
D leader  
E (No mistakes)

- 45** A assured  
B apply  
C vacation  
D tomatoe  
E (No mistakes)

- 46** A vacant  
B occupied  
C reason  
D damaged  
E (No mistakes)

- 47** A produce  
B present  
C holiday  
D frequency  
E (No mistakes)

- 48** A approval  
B return  
C themselves  
D suddenly  
E (No mistakes)

- 49** A particular  
B February  
C thousand  
D bought  
E (No mistakes)

- 50** A believe  
B beyond  
C between  
D beginning  
E (No mistakes)

- 51** A sight  
B their  
C aparent  
D accident  
E (No mistakes)

- 52** A height  
B immediate  
C greatful  
D until  
E (No mistakes)

**Directions:** Questions 53–67 ask you to look for mistakes in capitalization. For each question, choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer, (No mistakes).

- 53 A Our class is going  
B to see Mozart's *Magic Flute*  
C on january 27.  
D (No mistakes)
- 54 A Jane's Sister has  
B a piano recital  
C next Saturday.  
D (No mistakes)
- 55 A We saw the lincoln memorial  
B on our class trip to  
C Washington, D.C.  
D (No mistakes)
- 56 A Alaska is the largest  
B State in the  
C United States.  
D (No mistakes)
- 57 A The mississippi river  
B begins at Lake Itasca and  
C is more than 2,000 miles long!  
D (No mistakes)

**58** A It took Michelangelo about  
B four years to paint the  
C ceiling of the sistine chapel.  
D (No mistakes)

**59** A The city of Boston  
B is famous for its  
C tasty baked beans.  
D (No mistakes)

**60** A Mr. Jameson is president  
B of a window company  
C called jameson windows.  
D (No mistakes)

**61** A Pacific ocean beaches  
B are a favorite destination  
C for tourists in California.  
D (No mistakes)

**62** A “Wish me luck,” said Julia,  
B looking nervously at the  
C giant Roller Coaster.  
D (No mistakes)

**63** A Ernest Hemingway wrote  
B a famous book called  
C *The Old Man and the Sea*.  
D (No mistakes)

- 64 A Thousands of people  
B visit paris every year  
C to see the *Mona Lisa*.  
D (No mistakes)
- 65 A The *Maid of the Mist*  
B is a boat that can take you  
C to the base of niagara falls.  
D (No mistakes)
- 66 A Dear mr. Jones,  
B I am looking forward to  
C meeting you in person.  
D (No mistakes)
- 67 A In September, we  
B visited an Orchard in  
C Michigan to pick apples.  
D (No mistakes)

**Directions:** Questions 68–82 ask you to look for mistakes in punctuation. For each question, choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer, (No mistakes).

- 68 A In the spring, when the lilacs  
B are blooming I like to  
C take long walks in the woods.  
D (No mistakes)

- 69** A Dear Professor Cutlip  
B I would like to request  
C a copy of your latest article.  
D (No mistakes)

- 70** A I fell asleep during  
B the thirty minute  
C lecture. How embarrassing!  
D (No mistakes)

- 71** A We were late  
B to the movie, but we  
C only missed the previews.  
D (No mistakes)

- 72** A At the store, I bought  
B oranges apples and  
C a loaf of bread.  
D (No mistakes)

- 73** A The dog waited patiently  
B at the door hoping  
C someone would open it.  
D (No mistakes)

- 74 A The gas tank is empty, so  
B we will have to  
C stop at the gas station.  
D (No mistakes)
- 75 A I borrowed five books one  
B DVD, and two CDs  
C from the library.  
D (No mistakes)
- 76 A Dear Mr. Raymond:  
B I am writing to ask a  
C question about my phone bill.  
D (No mistakes)
- 77 A Are the trees  
B in your yard turning  
C orange and red yet.  
D (No mistakes)
- 78 A The class learned  
B that a square is a  
C four sided polygon.  
D (No mistakes)

- 79 A Sure, I'll have a  
B second helping of pie,"  
C Maria said.  
D (No mistakes)

- 80 A The tiny in  
B fant was crying  
C for his mother.  
D (No mistakes)

- 81 A My sixth-grade teacher,  
B Mrs Curry, gave us  
C a lot of homework.  
D (No mistakes)

- 82 A The road was  
B icy, so we drove  
C home slowly.  
D (No mistakes)

**Directions:** Questions 83–90 ask you to look for mistakes in language usage. For each question, choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer, (No mistakes).

- 83 A My little brother  
B had eating  
C another cookie.  
D (No mistakes)

**84** A The committee decided  
B to go fourth  
C with its plans.  
D (No mistakes)

**85** A The little brown  
B puppy liked to chase  
C it's own tail.  
D (No mistakes)

**86** A Their was a strange  
B car parked in the driveway  
C when James got home.  
D (No mistakes)

**87** A For once in my life,  
B I new the right  
C answer to the problem.  
D (No mistakes)

**88** A After school, my  
B brother go to  
C soccer practice.  
D (No mistakes)

**89** A I need only one  
B more coin too  
C complete my collection.  
D (No mistakes)

- 90 A That family has two  
B cats, three dogs, a parrot,  
C and a goldfish.  
D (No mistakes)

Questions 91–96 are based on the following paragraph.

<sup>1</sup>Have you ever wondered how a violin makes music? <sup>2</sup>The parts of a violin work together to make a sound you can hear. <sup>3</sup>A violin has four strings. <sup>4</sup>It is played with a bow and sometimes plucked with the first finger (called “pizzicato”). <sup>5</sup>Both cause the strings of the violin to vibrate. <sup>6</sup>The vibrations go through the body of the violin. <sup>7</sup>Since the violin is hollow, it can vibrate easily. <sup>8</sup>If a violin were not hollow, it might not have a big sound. <sup>9</sup>The sound post is inside the violin. <sup>10</sup>It collects the vibrations from the strings and from the body of the violin. <sup>11</sup>The vibrations then travel from the violin through the air to your ear.

- 91 Which of the following sentences would be a good concluding sentence for this paragraph?
- A This makes tiny bones inside your ear vibrate, and you hear music.  
B Other string instruments, such as a cello, work the same way.  
C Violins are made of wood, and real horsehair is used on the bow.  
D Both sound and light energy travel as waves.
- 92 Which would be the **best** sentence to leave out of this paragraph?
- A Sentence 3  
B Sentence 5  
C Sentence 8  
D Sentence 9

- 93 Which sentence is the topic sentence of this paragraph?
- A Sentence 1
  - B Sentence 2
  - C Sentence 10
  - D Sentence 11
- 94 Which sentence presents a detail that supports the main idea of this paragraph?
- A Sentence 1
  - B Sentence 2
  - C Sentence 8
  - D Sentence 10
- 95 Which is the **best** way to divide sentence 4 into two separate sentences to make the information clear?
- A It is played with a bow. Sometimes plucked with the first finger, called “pizzicato”.
  - B A violin can be played with a bow, or the strings can be plucked. Plucking the strings with the first finger is called “pizzicato”.
  - C A violin can be played with a bow. Playing it with the first finger is called “pizzicato”.
  - D It is played with a bow or one finger. Playing this way is called “pizzicato”.
- 96 Which of the following phrases from the paragraph is a prepositional phrase?
- A “it can vibrate easily”
  - B “of the violin”
  - C “it is played”
  - D “a violin makes music”







