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# Introduction

The purpose of this book is to familiarize you with the Louisiana Educational Assessment Program (LEAP) Grade 8 English Language Arts Test. Students across the state of Louisiana take the LEAP 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 LEAP Test and to other standardized tests.

## The LEAP Test

The LEAP Test measures your skills in English language arts. There are four sections in this test.

- Part 1: Writing
- Part 2: Reading and Responding
- Part 3: Using Information Resources
- Part 4: Proofreading

The Writing section requires you to write a narrative or an expository composition in response to a prompt. The Reading and Responding section includes several reading passages and multiple-choice questions about each passage. It also has several short-answer questions (worth up to 2 points each) and a 4-point essay question that will require you to compare and contrast elements of two different passages. In Using Information Resources, you will answer multiple-choice and short-answer questions after examining several resources on the same topic. The Proofreading section includes multiple-choice questions that test your knowledge of spelling, punctuation, and usage.

Understanding the test-taking tips and techniques in this book and completing the Practice Test will help you do better on the LEAP Test in two ways:

1. They will help you become familiar with the types of questions found on the test.
2. 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 LEAP 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 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. 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 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 Open-Ended Questions

On the LEAP Test, you will encounter a number of open-ended questions. These kinds of questions are sometimes called constructed-response questions because you need to “construct,” or build, your own responses to the questions using your own words. You may be asked to respond to a writing prompt by completing a chart, writing a few words, writing a sentence or two of explanation, or writing an essay.

Unlike multiple-choice questions, a constructed-response 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.

Answers to constructed-response questions can receive full or partial credit. You should try to answer the questions even if you are not sure of the correct answer. If you answer a portion of the question correctly, you will receive a portion of the points.

On the LEAP Test, you will be asked to write both an essay and a composition. The essay is evaluated with a 4-point rubric; the composition is evaluated with a 12-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 0 points.

# Using Information Resources

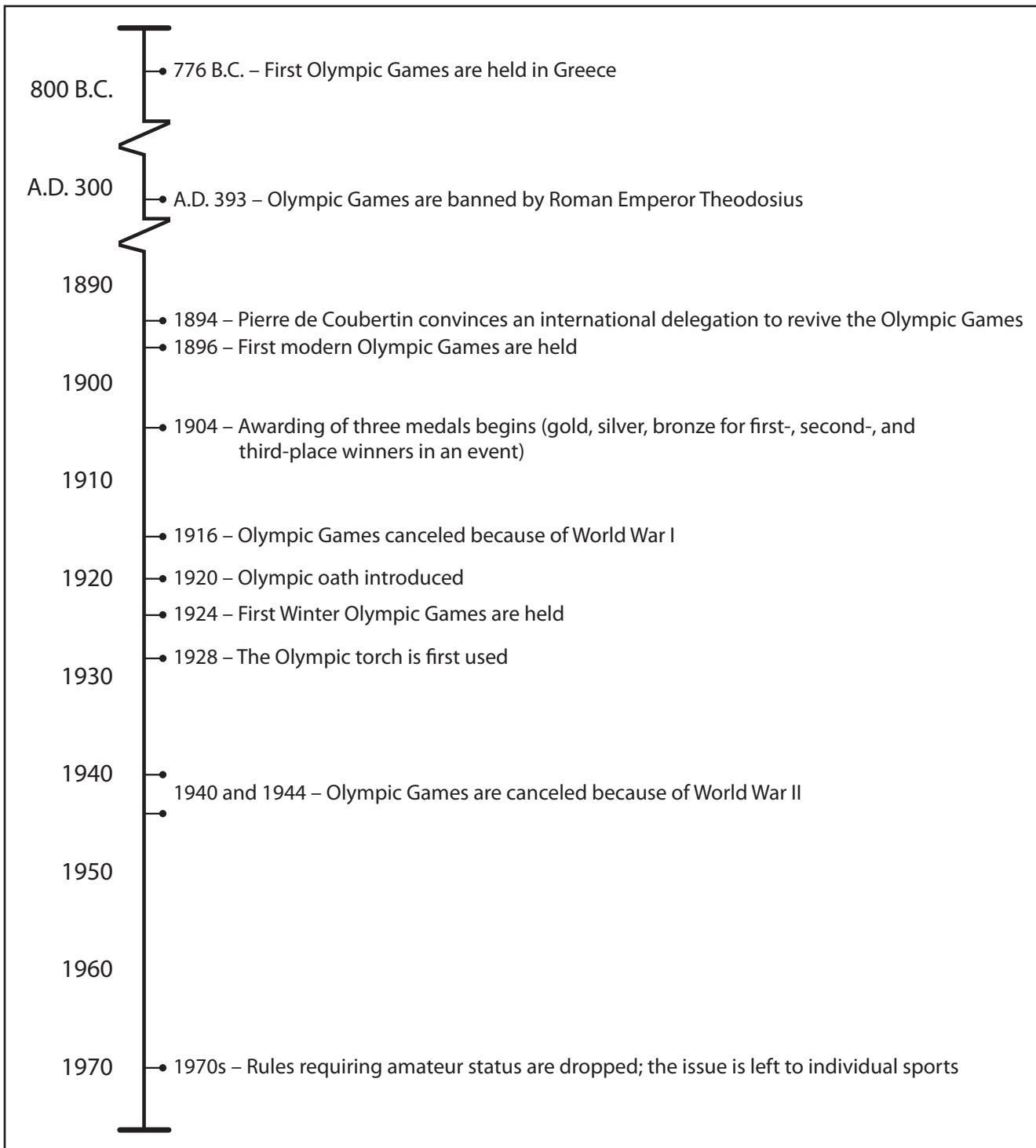
One section of the LEAP Language Arts English Test is called **Using Information Resources**. This section will provide four or more information sources on the same topic. These sources might be Web sites, tables of contents, charts, graphs, or texts from various sources. Multiple-choice questions in 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**

Introduction ..... 1

Chapter 1: Early Olympians ..... 5

Chapter 2: Modern Olympians ..... 29

Chapter 3: Profiles of Top Medal Winners ..... 67

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

## **OLYMPIC GAMES SOURCES FROM COLOSSALSEARCH.COM**

### **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.

### **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.

### **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.

### **Olympichistory.com**

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

### **MyOlympics.com**

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

### **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.

### **OG.com**

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

### **Olympics2008.com**

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

### **Olympics2012.com**

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

#### 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**

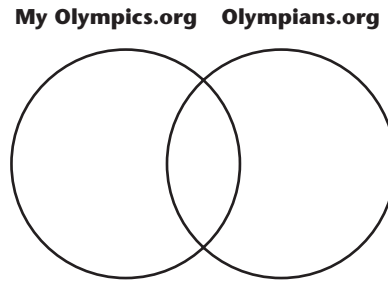
Discover state-of-the-art facilities at the site of the 1980 Winter Games.

- 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 tae kwon do.

## 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  
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 Chula Vista or Colorado Springs



# Tips for Using Information Resources

## 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 timeline.

## 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 of 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 12: 1 C, 2 B, 3 C, 4 B, 5 B.

# Tips for Testing Time

Knowing the format of the 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 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 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 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 LEAP Test to help you improve your performance:

- Focus on the test. You will be taking the 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.
- 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.

# Practice Test for the Louisiana LEAP Grade 8 Test

**Directions:** Today you will be taking a practice test for the LEAP Grade 8 English Language Arts test. Like the real test, this practice test contains composition, essay, short-answer, and multiple-choice questions.

While you're taking this practice test, remember several important things:

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 some questions, you will have to compose a written response. The composition in the Writing section is worth 12 points. The essay in the Reading and Responding section is worth 4 points. Short-answer questions in the Reading and Responding and the Using Information Resources sections are worth 2 points. After you have written an answer, check it over to make sure it says what you want it to say.
4. 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.

# Writing

Below is a writing prompt that is similar to one you might see on the LEAP English Language Arts Test. This question is worth 12 points.

Use paper provided by your teacher for notes, brainstorming, writing an outline, and writing a rough draft of your composition. Write your **final draft** on the answer sheet provided by your teacher.

## Writing Topic

**Read the topic in the box below and write a well-organized multiparagraph composition of about 150 to 200 words. Follow the suggestions listed under the box.**

- 1 Winners are all around us. Every day we hear about them. Every evening the news tells of winning sports teams or athletes. Game shows let us watch people succeed. Then there are the simple stories of winning: a firefighter who rescues a cat from a tree, a mother who collects money for the sick, or a student who receives a good grade on a test.

Think about the idea of winning. Is it just a matter of luck, or does it take work and skill? Why do we like to hear about someone winning? Does a winner have to do something great? Or are there winners who go unnoticed?

**Now write a multiparagraph composition explaining what makes a winner. As an example, write about someone you would consider a winner. Share your composition with a group of classmates.**

- Remember that your audience is your classmates; use appropriate language and explain your ideas clearly.
- Give specific details and enough information so that your class will understand your ideas about winning and who a real winner is.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

**Note:** On this session of the test only, you may use a dictionary and a thesaurus, along with the Writer's Checklist at the back of this workbook.

## Reading and Responding

In this part of the LEAP English Language Arts practice test, you will read four passages and answer multiple-choice, short-answer, and essay questions. Short-answer questions are worth 2 points. The essay question is worth 4 points. Answer the short-answer and essay questions on the lines provided on your answer sheets.

Read the following passage. Then answer questions 2–9 on your answer sheet.

### Breaking the Silence

- 1 Lisa dumped her overnight bag on the floor of her grandmother’s guest room and gazed out the window. The trip, all three hours of it, had been largely a silent one. Lisa had pretended to nap to forestall conversation, and she had been successful. Now she would pretend to unpack until her mother’s car turned onto the country road and disappeared.
- 2 The problem had begun a week ago when Lisa’s mother had informed her that they would not be going to the beach on their summer vacation. There would be no long walks with her cousin Mara during which they would share their real feelings about everything. There would be no swimming races, bike rides, or luxurious hours of sun and sand. And why not? Because they needed the money for “other things.” Other things! What other things could possibly be important enough to eliminate the only thing Lisa really cared about?
- 3 She responded with a cold “Bye!” when her mother called, “I’ll see you Sunday night.” If she could enlist her grandmother’s help, maybe it would still be possible to change her mother’s mind. And so her first remark when she walked into the kitchen was “You know how much Mara and I like seeing each other every summer? Well, this year, Mom canceled our vacation plans.”
- 4 Her grandmother looked at her with a strange expression on her face. “Yes ... I know,” she replied. “That’s too bad.”
- 5 “But, why?” said Lisa. “Why isn’t this trip important to her? It is to me!”
- 6 Her grandmother sighed. “I’m sure your mother knows what she’s doing,” she said. And then, making it clear that she was not going to discuss the issue, Grandmother said, “If you pick a quart of strawberries, I’ll make shortcake for dessert.”
- 7 So Lisa crawled along the rows of low-growing plants, feeling the sun on her back and searching for berries that had reached their most perfect ripeness. It was not hard to find a quart, and when the basket was full, she carried it into the house and put it on the kitchen counter.

- 8 Lisa wandered into the study to find a book. She spotted the glow of the computer. She decided to send an e-mail to Mara. Mara understood. Mara was on her side, even if no one else was.
- 9 When Lisa tapped the mouse to get rid of the screen saver, her grandmother’s e-mail inbox listings appeared. Lisa saw her own recent messages and several messages from her mother. The latest message from her mother was identified with the subject “Surgery date.” Surgery date? What surgery? Reading other people’s mail was not something Lisa would ordinarily do, but this was different. Surgery date! She double-clicked on the words, and a message appeared.
- 10 *Hey, Mom, the surgery is on for the 16th. Now that it’s definite, I’ll have to tell Lisa—maybe after this weekend. She’s still furious that we’re not going to the beach this summer. I still haven’t gathered the courage to tell her what I need to use the vacation money for. What a coward I am! I’d rather have her be angry than scared.*
- 11 *I’ll drop her off on Friday morning and pick her up Sunday night. Have a good weekend, OK? Make her some of your strawberry shortcake. That always cheered me up!*
- 12 Lisa’s heart thudded painfully. She closed her eyes and was, quite suddenly, four years old again and lost at the amusement park. She could hear the jangling, jarring music and the sounds of children shrieking. A hollow feeling clutched at her stomach—nothing would ever be right again. She had to find her mother, had to, had to! And she ran, searching, searching . . .
- 13 Lisa shook herself. She was not four years old; she was fourteen. The cell phone would be on the front seat of the car. Lisa could reach her mother, could hear her mother’s voice. She blinked the tears out of her eyes and dialed. When her mother answered, Lisa forced calm into her voice and said, “Mom, you have to tell me about the surgery. Pull over, stop the car, and tell me now.”
- 14 Her mother told her. It was all going to be hard, and it would change everything for a while, but she was not going to die. She promised, and Lisa believed her. When Lisa thought about it, missing a vacation at the beach was a matter of no importance at all.
- 15 Lisa walked out into the sunlight of the yard. “Mom’s coming back,” she said. “She’s going to spend the weekend with us.”
- 16 Her grandmother looked up in surprise. “She is? That’s wonderful! But . . . why?”
- 17 “Oh,” said Lisa, leaning over and yanking out a weed, “I asked her to. I . . . I suddenly missed her. And, besides, she really likes your strawberry shortcake.”

2. What does the word forestall mean in paragraph 1?
- A. attempt
  - B. change the subject
  - C. prevent
  - D. overtake
3. What does Lisa's response in paragraph 3 tell us about her feelings?
- A. She is excited.
  - B. She is angry.
  - C. She is happy.
  - D. She is hungry.
4. When does Lisa decide to forgive her mother?
- A. when she talks with her grandmother
  - B. when she goes to pick strawberries
  - C. when she hears a conversation between her mother and grandmother
  - D. when she finds out her mother is having surgery
5. At one point in the story, Lisa sees the words "surgery date" on the subject line of an e-mail from her mother to her grandmother. What does the reader learn from this information?
- A. Lisa's mother was having surgery.
  - B. Lisa was going to her grandmother's house before having surgery.
  - C. Lisa's grandmother was a doctor.
  - D. Lisa would be happy about her mother's having surgery.
6. How do Lisa's emotions change throughout the story?
- A. She changes from sad to angry.
  - B. She changes from happy to sad.
  - C. She changes from angry to sorry.
  - D. She changes from angry to sad.

7. Why does Lisa’s grandmother send her to pick strawberries?
- A. She is hungry for strawberry shortcake.
  - B. She wants to keep Lisa’s mind occupied.
  - C. She is frustrated with Lisa.
  - D. She wants to clean out the refrigerator.

**Write the answers to questions 8 and 9 on the answer sheet. Each question is worth 2 points.**

8. The story is titled “Breaking the Silence.” Who remains silent, and what effect does this silence have on other characters? Use details from the story to support your answer.
9. Why did Lisa’s mother send her to her grandmother’s house? Use details from the story to support your answer.

Read the following passage. Then answer questions 10–17 on your answer sheet.

## Searching for a Cure

- 1 In the early years of the twentieth century, a terrible disease called pellagra struck thousands of people in the United States, especially in the South. The disease had caused suffering for many years, but by 1914 it had become so serious that the government was deeply concerned. Everyone knew the symptoms of the disease—mouth sores, horrible skin rashes, weakness, mental problems, and possible death—but no one knew the cause. All of the scientific wisdom of the time pointed to a virus or bacteria, what we often call a “germ.” But how did it work? Were people infected with pellagra through something they ate, such as spoiled corn? This seemed possible, since the disease was particularly common in places where people raised and ate corn. Or was it, like yellow fever, spread by insects?
- 2 The U.S. government sent Dr. Joseph Goldberger, a public health expert who had battled infectious diseases in the United States and the Caribbean, to the South to investigate pellagra. His job was to find out what caused it, how to cure it, and how to keep it from spreading.
- 3 Some diseases are more likely to strike people who are weakened by ill health, exhaustion, or old age or who have some other preexisting condition. Was pellagra such a disease? Or could it strike anyone at any time? Goldberger did not know, but he was determined to find out.
- 4 Goldberger knew that a disease had to be studied where it was found, so he went to orphanages and prisons where there were large numbers of victims of pellagra. At a Mississippi orphanage, he noticed that most of the sick were between the ages of 6 and 12. Very few of the youngest and oldest children had pellagra, and no one on the staff had it. At a prison he visited, many prisoners were sick, but employees of the prison were not, even though they (like the orphanage staff) were in close contact with the disease’s victims.
- 5 If spoiled corn was the cause, why did only some of the people who ate corn become sick? If an insect spread the disease, why did that insect bite children who were 9 years old but not those who were 4 or 15? Above all, how did the employees of an institution avoid catching the disease from those who had it?
- 6 As Goldberger looked at both the victims and the healthy more closely, he noticed that there was only one distinct difference between them. The victims had diets that consisted mainly of corn, cornmeal mush, and cornbread. The healthy also ate corn, but it was only one part of their diet. In a moment of inspiration, Goldberger realized

that there was one thing, and one thing only, that could explain the situation. The cause was not the *presence* of something; it was the *lack* of something. This realization was of huge importance; it affected everything he did afterward in terms of understanding and fighting the disease.

- 7 The more Goldberger investigated, the more convinced he became that he was right. The youngest children in the orphanage drank milk, but there was not enough milk for all of the residents. The older children worked on farms and often ate farm products, such as vegetables, during work hours. In addition, they were able to buy certain foods with their small earnings. The staff members ate at the orphanage, but their diet was more varied than that of the residents. Goldberger was convinced that something in a well-rounded diet prevented pellagra. To prove his theory, he arranged for all of the children to receive a diet that included eggs, milk, vegetables, and meat. Within days, all of the victims began to improve dramatically.
- 8 At a prison farm, Goldberger worked with volunteer prisoners who agreed to eat only the kinds of foods the poorest Southerners ate. The rest of the prisoners ate the varied foods produced by the farm. Within a short time, the volunteers had become sick with pellagra. Restoring their regular diet of fresh vegetables, milk, and meat cured them.
- 9 The idea that a poor diet could create disease should not have shocked anyone. It had already been proved that a terrible disease called scurvy resulted from a lack of vitamin C. On long voyages in days gone by, sailors who had no access to foods containing vitamin C suffered from spongy gums, loose teeth, and bleeding into their skin. Ships now carried limes or other citrus fruits to provide a source of this vitamin. Still, when Goldberger published the results of his experiments, he faced widespread ridicule. It was not only uneducated people who laughed at his claims; many doctors and scientists did also. They insisted that a *We* “caught.” They did everything imaginable to expose themselves to pellagra, but they did not get the disease. Even when they injected themselves with blood from pellagra victims, they remained perfectly healthy. Goldberger proved that he was right and that his critics were wrong.
- 10 Goldberger did not live long enough to succeed in his efforts to discover exactly what nutrient prevents pellagra. Other scientists found that it is niacin, an acid of the vitamin B complex. It is found in fish, green vegetables, meat, and whole-grain bread. Milk and eggs do not contain it, but they do contain an amino acid called tryptophan that the body changes to niacin.

10. Why did Goldberger conclude that pellagra was caused by something besides eating corn?
- A. He ate corn and did not become sick.
  - B. He noticed that sick people did not eat corn.
  - C. He inspected the corn and found no problems.
  - D. He noticed that both sick people and healthy people ate corn.
11. What kept the oldest orphans safe from pellagra?
- A. Their diets included farm products that contained a necessary vitamin.
  - B. They spent many hours working outside in the fresh air.
  - C. Their immune systems were stronger than those of younger children.
  - D. Having had the disease earlier, they had become immune to it.
12. What is the main idea of paragraph 9?
- A. Goldberger tried to get pellagra.
  - B. Goldberger demonstrated a cure for pellagra.
  - C. Goldberger developed immunity to pellagra.
  - D. Goldberger proved that pellagra is not infectious.
13. In paragraph 3, what kind of condition is described by the word preexisting?
- A. one that is unusual
  - B. one that is likely to occur
  - C. one that is already present
  - D. one that is not yet developed
14. This passage describes a major conflict between Goldberger and what other group of people?
- A. his assistants
  - B. victims of pellagra
  - C. people who doubted his claim
  - D. the staff at the Mississippi orphanage

15. What conclusion can you reach by reading this passage?
- A. Corn does not contain niacin.
  - B. Eating corn can make people sick.
  - C. People should get shots to protect them from pellagra.
  - D. In 1914, people in the South got sick often.

**Write the answers to questions 16 and 17 on the answer sheet. Each question is worth 2 points.**

16. How might this passage be different from one that is meant to entertain the reader with a humorous story about eating habits? Use details from the passage to explain your answer and to show how the passage accomplishes the writer's purpose.
17. Describe the three most important parts of Dr. Goldberger's fight against pellagra to a friend who has not read this passage.

Read the following passage. Then answer questions 18–24 on your answer sheet.

## **Sympathy** by Paul Dunbar

I know what the caged bird feels, alas!  
    When the sun is bright on the upland slopes;  
When the wind stirs soft through the springing grass,  
And the river flows like a stream of glass;  
    When the first bird sings and the first bud opes,  
And the faint perfume from its chalice steals—  
I know what the caged bird feels!

I know why the caged bird beats his wing  
    Till its blood is red on the cruel bars;  
For he must fly back to his perch and cling  
When he fain would be on the bough a-swing;  
    And a pain still throbs in the old, old scars  
And they pulse again with a keener sting—  
I know why he beats his wing!

I know why the caged bird sings, ah me,  
    When his wing is bruised and his bosom sore,—  
When he beats his bars and he would be free;  
It is not a carol of joy or glee,  
    But a prayer that he sends from his heart's deep core,  
But a plea, that upward to Heaven he flings—  
I know why the caged bird sings!

- 18.** Which line from the poem contains a simile?
- A. “And they pulse again with a keener sting—”
  - B. “It is not a carol of joy or glee, ”
  - C. “I know what the caged bird feels! ”
  - D. “And the river flows like a stream of glass; ”

19. In this poem, what does the caged bird symbolize?
- A. a creature that is free to fly and roam the skies
  - B. an imprisoned animal that longs to be free
  - C. the fight for animal rights
  - D. a creature that hunts and preys on others
20. What is the rhyme pattern of the second stanza?
- A. ABAABAA
  - B. ABABABC
  - C. AABAACC
  - D. ABABACC
21. Why did Dunbar **most likely** use exclamation points at the end of four lines?
- A. He wanted to leave the reader with a question in his or her mind.
  - B. He wanted these lines to be read more softly than the others.
  - C. He wanted to express the emotions in these lines more strongly.
  - D. He didn't like to use periods.

**Write the answers to questions 22 and 23 on the answer sheet. Each question is worth 2 points.**

22. What other animal might Dunbar have used to express the same emotions that he does with the caged bird? How is that animal similar to a caged bird?
23. Describe a time when you felt like a caged bird. How did it make you feel? How does Dunbar's poem relate to your situation?

**Write the answer to question 24 on the answer sheet. This question is worth 4 points.**

24. Lisa in "Breaking the Silence" and the caged bird in "Sympathy" have some similar feelings. How are Lisa and the bird alike? Compare their feelings at the beginning and ends of the passages. How and why do their feelings change?

Read the following passage. Then answer questions 25–30 on your answer sheets.

## Some People!

[CAROL, a teenage girl, is typing on the keyboard of a computer. JULIE, her sister who is a year or two older, enters.]

- JULIE.** [Plopping down into a chair next to the computer.] Carol, I need to talk to you about something.
- CAROL.** [Without enthusiasm.] Oh. Okay. Let me finish typing this sent—
- JULIE.** Hey! Your homework is more important than I am? Me? Your own sister?
- CAROL.** No, of course not. It's just that, well, it seems we spend a lot of time talking when I've got work to do. And this is a really important paper. I really, truly—
- JULIE.** Oh, please! It's not my fault you're not better organized! I finished my homework a half hour ago.
- CAROL.** [Getting irritated.] Yes, well, did you have a five-page report to do?
- JULIE.** [Scornfully.] If I had, would I be sitting here? And, listen, the way you stay online so long is just so selfish. With you tying up the phone line, I can't get any calls. Can't you do your stupid research when it doesn't inconvenience other people?
- CAROL.** I'm sorry, really, but this Web site I found is an absolute treasure chest, and—
- JULIE.** Yeah, well, whatever. Listen, stop wasting time. I need your help. Mom says I can't get a new outfit for Jeff's party. So you've got to explain to her how much I need it.
- CAROL.** [Sneaking a look at her computer screen.] Why don't you explain it to her?
- JULIE.** I tried to, but she didn't pay any attention to me! She listens to you, so I need you to talk to her. You're an expert at getting her to listen. And you know how much I need a new outfit.
- CAROL.** [Sighing.] Oh, yes, you're right. I sure do. So what should I say? "Hey, Mom, Julie doesn't want to wear any of the sixty-two thousand outfits she already has. Please, won't you buy her another one for Jeff's party?" Look, Sis, I'm sorry if you're discontented, but I—
- JULIE.** "Discontented?" You think that's all this is? Discontentment? Oh, no, it's much more—
- CAROL.** I don't want to discuss this now, Julie.

**JULIE.** Hey! I was talking! [*Rising and walking toward the door.*] Some people are so rude!  
And so concerned with their own little problems!

[*JULIE exits, slamming the door. CAROL returns her attention to the computer. The door opens, and JULIE peeks in.*]

**JULIE.** One more thing. Would you also ask Mom about getting me my own phone line?  
Thanks. Bye.

[*The door closes again. CAROL grasps her hair, tugs on it, and opens her mouth in a silent scream.*]

- 25.** What does this scene reveal about Julie?
- A. She is shy.
  - B. She is hardworking.
  - C. She is wrapped up in herself.
  - D. She is better organized than Carol.
- 26.** What does Carol's reaction to Julie's request suggest about Carol?
- A. that she agrees with their mother's refusal
  - B. that she is eager to help Julie get a new outfit
  - C. that she feels guilty for not helping Julie right away
  - D. that she doesn't understand what Julie wants her to do
- 27.** Why does Carol mimic a scream at the end of the scene?
- A. She is annoyed.
  - B. She is frightened.
  - C. She is trying not to laugh.
  - D. She is making fun of her sister.
- 28.** Which of the following lines uses a metaphor?
- A. "Your homework is more important than I am?"
  - B. "And this is a really important paper."
  - C. "But this Web site I found is an absolute treasure chest."
  - D. "You're an expert at getting her to listen."

Write the answers to questions 29 and 30 on the answer sheet. Each question is worth 2 points.

29. Give two reasons why Julie might be asking Carol to talk to their mother. Provide **one** example from the passage to support **each** reason.
30. In the passage, Carol calls her sister “discontented.” Why do you think Carol uses that descriptive word for Julie? What might be **one** reason for Julie’s unhappiness? Use details from the passage to support your answer.

## Using Information Resources

In this portion of the LEAP English Language Arts practice test, you will look at reference materials and then use the materials to answer questions on pages 36 and 37.

### Research Topic: Great Barrier Reef

Suppose you want to find out more about the Great Barrier Reef for a report you are writing. Several different sources of information about the Great Barrier Reef are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Brochure for an ecological tour (page 32)

2. Excerpt from the biography *Fabien Cousteau: Continuing an Underwater Legacy* (page 33)

3. Advertisement for scuba lessons (page 34)

4. Article: "The Great Barrier Reef" (page 35)

**Note:** Model bibliographic entries for different types of documents are on page 36.

1. Brochure for an ecological tour

## **Ecological Tour of Cairns: Gateway to the Great Barrier Reef**

### **Schedule**

- 7:00 a.m.—Meet at Palm Cove jetty
- 7:15 a.m.—Orientation, including details on wildlife, environment, and instructions for scuba diving excursion
- 7:45 a.m.—Leave Palm Cove jetty for Green Island and Outer Barrier Reef
- 8:15 a.m.—Arrive at Green Island, walking tour of island
- 10:00 a.m.—Tour of Marineland Melanesia marine garden
- 11:30 a.m.—Lunch on your own
- 1:00 p.m.—Meet at Underwater Observatory
- 2:30 p.m.—Depart for Outer Barrier Reef
- 3:00 p.m.—Scuba diving excursion
- 5:00 p.m.—Return to Palm Cove jetty
- 6:00 p.m.—Arrive at Palm Cove jetty
- 8:00 p.m.—Optional evening walking tour of Palm Cove beach

### **Overview**

Your day will begin early in the morning at the Palm Cove jetty. All tourists must arrive in time for the orientation session. You will learn about the day's activities, as well as local plants and wildlife to watch out for and enjoy. An overview of scuba diving instructions will provide helpful information for later in the day.

The first stop of the day is Green Island. Located 27 kilometers northeast of Cairns, Green Island is one of the true coral islands that can be visited in the area. We will go on a walking tour in the morning. We will also visit two of the most popular stops in the area. Marineland Melanesia will allow you to get up close and personal with crocodiles, turtles, and a variety of sea creatures. The Underwater Observatory offers another perspective of the underwater life in the area.

In the late afternoon, we will depart Green Island and head to the Outer Barrier Reef. Trained professionals will assist you in a scuba diving adventure. You will learn about and explore some of the beautiful and hidden treasures of the Great Barrier Reef.

2. Excerpt from the biography *Fabien Cousteau: Continuing an Underwater Legacy*

### Swimming with the Sharks

- 1 When he wasn't involved in underwater adventures with his famous father, Jean-Michel, or grandfather Jacques, Fabien Cousteau liked to read about them in comic books. One of his favorites was *Red Rackham's Treasure*. It was in these pages that he was inspired to create an invention that allowed him to get up close and personal with great white sharks.
- 2 Fabien Cousteau set out to create Troy, a shark-shaped submarine. He based his idea on Tintin, the main character in the comic books that Fabien loved. In order to begin the process, he contacted Eddie Paul, a Hollywood designer. Paul had previously designed a robotic shark for Fabien's father and grandfather.
- 3 The biggest obstacle in designing Troy was to get him to move and act like a great white shark without engine noise or bubbles. A closed-circuit system was designed that allowed the shark sub to mimic the movement of real sharks. When finished, it was 14 feet long and had 2-inch-thick stainless steel ribs. This frame was covered by Skin Flex, a skinlike substance, which was mixed with materials to help it feel like a real shark.
- 4 Fabien found a way to include his love for filmmaking with his pet project. He installed three small cameras that allowed him to monitor activity inside and outside the shark. So far Fabien has taken Troy and his crew, which monitors his behavior from a boat above, on excursions off the coast of Baja California, Mexico. He plans to turn his recordings into a documentary film for television.

3. Advertisement for scuba lessons

## Scuba Diving Classes

Monday evenings in July and August  
Community Swimming Pool

Come learn the basics of underwater scuba diving. Course registration includes the following:

- Rental of all scuba diving gear
- Scuba Diving Basics book
- Instruction in the proper diving techniques
- Tips on how to keep scuba gear working properly
- Guidelines for dealing with underwater creatures
- Practice dives with trained instructors
- Diving expedition to Blue's Beach
- Discounts at Under the Sea diving store



Call 555-4783 to register

#### 4. Article: “The Great Barrier Reef”

### **The Great Barrier Reef**

The Great Barrier Reef is one of the Seven Natural Wonders of the World. It is a coral reef, which is a limestone formation that lies just above or below the surface of the sea. Located off the northeast coast of Australia, the Great Barrier Reef is famous for its stunning natural beauty, varied and exotic marine life, and brilliant underwater colors.

#### **Colossal Coral**

The Great Barrier Reef is actually a group of coral reefs, the largest in the world. It extends for about 1,200 miles—a distance equal to more than one-third of the way across the continental United States. Some parts of the Great Barrier Reef lie as far as 150 miles from the coast, whereas others are only 10 miles away.

Scientists believe that the Great Barrier Reef began forming about a half-million years ago. The hardened skeletons of dead water animals known as polyps are the foundation for the reef’s coral. Billions of living coral polyps have attached themselves to these skeletons. Some polyps are less than an inch in diameter, while others can reach a foot in length. Polyps may appear in an array of colors: purple, blue, green, yellow, and red. These fragile organisms give the reef its extraordinary appearance.

#### **Who Lives There?**

The Great Barrier Reef is home to diverse forms of life. In addition to 300 species of polyps, about 1,500 kinds of tropical fish live in the reef. Many of these fish can easily be viewed by people snorkeling around the reef.

The Great Barrier Reef is also home to many species of birds. These birds feed off the fish and live and nest on the small islands found on or near the reef. To protect the nesting sites, the Queensland Parks and Wildlife Service has designated certain islands as off-limits to the public during the nesting seasons. Park management hopes that such protective practices will help preserve the birds’ natural habitats.

#### **The People Problem**

Each year, thousands of tourists flock to the reef to experience its beauty and greatness. Their arrival on sightseeing boats, diving boats, and fishing boats that anchor on or near the reef can damage the fragile ecosystem that lies beneath the surface. In addition, petroleum companies, eager to drill in the area for oil, can bring complete ruin to a reef in the event of a spill. Human presence, unless carefully controlled, will lead to disaster for the reef.

#### **Saving the Reef**

In an effort to protect the reef, the Australian government has made most of it a national park. The law prohibits people from collecting any of the reef’s coral, and park management makes a concerted effort to educate visitors about how to use the park in an environmentally friendly way. Conservationists, meanwhile, continue to work to prevent petroleum companies from drilling on or near the reef.

In spite of these challenges, the Great Barrier Reef remains one of the most breathtaking spots in the world. Its varied sea life makes it a true natural wonder.

## 5. 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

Cousteau, Fabien. Continuing an Underwater Legacy. New York: Nature Press, 2006  
(author) (title of work) (city) (publisher) (year)

### A Book by More Than One Author

Smith, Dan, and Cousteau, Fabien. Explore the Ocean. New York: Nature Press, 2006  
(authors) (title of work) (city) (publisher) (year)

### An Encyclopedia Entry

“Cousteau, Jacques.” Encyclopedia of the Natural World. 2009  
(title of article) (name of publication) (year)

### A Magazine Article

Berz, Ted. “The World of Fabien Cousteau.” Seven Seas. 2 June 2009: 4–11  
(author) (title of article) (name of publication) (date) (page numbers)

**Directions:** Skim pages 32 through 36 to understand the information in each source. You do not have to read every word on the pages because these are reference sources. Once you have skimmed through the pages, read the questions on pages 37 and 38. Use the information sources to answer the questions. You can look back at the sources as you work through the questions.

31. Which section of the Great Barrier Reef article contains information about islands that have been designated as off-limits to the public?
- A. Colossal Coral
  - B. Who Lives There?
  - C. The People Problem
  - D. Saving the Reef
32. Using the brochure, place these events from the ecological tour in their proper order.
- A. scuba diving excursion, walking tour of Palm Cove beach, lunch, orientation
  - B. orientation, lunch, scuba diving excursion, walking tour of Palm Cove beach
  - C. walking tour of Palm Cove beach, orientation, lunch, scuba diving excursion
  - D. lunch, orientation, scuba diving excursion, walking tour of Palm Cove beach
33. Which of the following is the correct way to write a bibliographic entry for *Continuing an Underwater Legacy*?
- A. Continuing an Underwater Legacy. New York: Nature Press
  - B. Fabien Cousteau. Continuing an Underwater Legacy. Nature Press, 2006
  - C. New York: Nature Press, 2006. Continuing an Underwater Legacy.
  - D. Cousteau, Fabien. Continuing an Underwater Legacy. New York: Nature Press, 2006
34. What do you need to do first in order to participate in the scuba diving class?
- A. register for the class by calling 555-4783
  - B. read the book *Scuba Diving Basics*
  - C. go on a scuba diving expedition to Blue's Beach
  - D. know the proper diving techniques

35. Who is Fabien Cousteau's grandfather?

- A. Jacques Cousteau
- B. Jean-Michel Cousteau
- C. Pierre Cousteau
- D. Eddie Paul

**Write the answers to questions 36 and 37 on the answer sheet. Each question is worth 2 points.**

36. Using the resources, write **three** reasons why you would want to visit the Great Barrier Reef and **three** things you would want to do while you are there.

37. Which of the resource materials would be **most** helpful when writing a research paper on the Great Barrier Reef? Why? Which materials would come in handy when planning a vacation to the Great Barrier Reef? Why?

## Proofreading

Following is a rough draft of a student's report on protecting ourselves from viruses and bacteria. Read it carefully, and then answer questions 38–45 on your answer sheet.

### Germ s Are Everywhere

Day after day humans fight a battle they cannot see. Luckily the human body knows

1

how to fight that battle in ways we might not notice. Germ s are tiny organisms such as viruses and bacteria that may invade our bodies and cause illness. However, if the right actions are taken, they can be stopped from causing harm.

Germ s are often so minuscule that they cannot be seen by the human eye, but they are all around them. Though that notion may make you uncomfortable, it shouldn't scare you too much.

2

3

because you can fight off germ s. Washing your hands thoroughly and frequently with soap and water creates one of the toughest defenses against harmful germ s. Covering your mouth when you cough or sneeze may also prevent germ s from spreading. If you are injured with a cut or scrape wash it well, treat it with disinfectant; and keep it covered until a scab forms.

4

5

While there are many things we can do to fight off germ s, there are also many ways our body act to fight them off for us. Our bodies have built-in mechanisms to ward off viruses and

6

bacteria. Skin shields the body's internal structures, often stopping harmful organisms from entering the body, if germ s do survive the outside world and make it inside the body, a defense

7

called the immune system will kick in and work to fight off any damage caused by germ s. The immune system utilizes antibodies, which stick to germ s and destroy them. They

8

remain inside the body just in case the same germ tries to return.

38. How should you correct the error in number 1?
- A. change **Luckily the human body knows** to **Luckily, the human body knows**
  - B. change **Luckily the human body knows** to **Luckily, humans know**
  - C. change **Luckily the human body knows** to **the human body nows**
  - D. There is no error.
39. How should you correct the error in number 2?
- A. change **eye, but they are all around them.** to **eye but they are all around them.**
  - B. change **eye, but they are all around them.** to **eye, but they are all around their.**
  - C. change **eye, but they are all around them.** to **eye, but they are all around you.**
  - D. There is no error.
40. How should you correct the error in number 3?
- A. change **it shouldn't scare you too much.** to **it shouldn't scare you to much.**
  - B. change **it shouldn't scare you too much.** to **it shouldn't scare you two much.**
  - C. change **it shouldn't scare you too much.** to **it shouldn't scare you 2 much.**
  - D. There is no error.
41. How should you correct the error in number 4?
- A. change **scrape wash it well,** to **scrape wash it well**
  - B. change **scrape wash it well,** to **scrape, wash it well**
  - C. change **scrape wash it well,** to **scrape, wash it well,**
  - D. There is no error.
42. How should you correct the error in number 5?
- A. change **disinfectent; and keep it covered** to **disinfectent and keep it covered**
  - B. change **disinfectent; and keep it covered** to **disinfectant, and keep it covered**
  - C. change **disinfectent; and keep it covered** to **disinfectent and keep, it covered**
  - D. There is no error.

43. How should you correct the error in number 6?
- A. change **our body act to fight them off for us.** to **our bodies act to fight them off for us.**
  - B. change **our body act to fight them off for us.** to **our body act to fight them off for us.**
  - C. change **our body act to fight them off for us.** to **our body act to fight them off for us,**
  - D. There is no error.
44. How should you correct the error in number 7?
- A. change **the body, if germs do** to **the bodies, if germs do**
  - B. change **the body, if germs do** to **the body, if germ do**
  - C. change **the body, if germs do** to **the body. If germs do**
  - D. There is no error.
45. How should you correct the error in number 8?
- A. change **antibodies, which** to **antibody that**
  - B. change **antibodies, which** to **antibodies which**
  - C. change **antibodies, which** to **anti bodies which**
  - D. There is no error.





