

Chapter 2

Long Passage Skill Practice

Skill A Understanding Details

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Skill C Recognizing Coherence

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Review A-F

Skill **A** Understanding Details

Strategy

- Within the text, there is usually a paraphrase of a sentence with different wording but a similar meaning. Try to find the paraphrase by looking at the meaning of the sentences.
- Look for sections in the text that use similar language or expressions to the question choices. Read the sentences around these sections.
- It is important to look at the transitions within the passage. They can give you key information within the text and point you toward the answers.
- Choose the statement that is definitely mentioned in the passage. Though another statement may be based on a fact, it is not the correct answer unless it is explicitly stated in the passage.
- Eliminate the obviously incorrect answer choices when you have difficulty finding the correct answer.

Transitions

Explanation	in fact, in this case
Cause	because of, since, for, due to, owing to
Clarification	for example, as in the case of, such (as), most, some, others
Comparison	both, the same, similar to, like, as ___ as
Contrast	but, however, although, even though, while, whereas, in contrast, conversely, on the other hand
Result	consequently, subsequently, therefore, then, hence, as a result
Addition	also, too, as well as, furthermore, moreover, in addition, what's more, additionally
Time or Duration	during the 1980s, in the mid-'20s, for many decades, until the end of the century

Skill A 01 Soccer

Soccer is a kind of sport played by sides of 11 players with a round ball. The ball may not be handled during play except by the goalkeepers. A soccer player must learn many kinds of footwork. Trapping, dribbling, and passing are three of the basics.

Trapping

Good ball control depends on this skill. The ball doesn't always land at a player's feet. Often, it will bounce or come from high up. The ball must be brought to the ground and controlled right away. Usually, a player uses a foot or leg to trap the ball.

Dribbling

The inside or outside of either foot can be used. When dribbling, the ball is tapped along with the foot. However, players should never let the ball get away from them. In this way, players can keep going toward the goal. But if the ball is tapped too hard, the player may lose the ball. It's better for a player to pass quickly to a teammate instead.

Passing

Using this skill, it is possible to gain half the field with one kick. But when faced with an opponent, the ball should be passed only a short distance. A player should pass to a teammate only a few meters away. The ball is passed into open space ahead of the teammate. Then, the player runs past the opponent to receive the ball back.

handle (v):
to touch with the hands

footwork (n):
the way the feet are used or moved

trap (v):
to stop and keep something

dribble (v):
to move by repeated kicking

basic (n):
a fundamental or essential skill

bounce (v):
to hit (the ground) and rebound

tap (v):
to touch lightly and repeatedly

goal (n):
the area where a point can be scored

gain (v):
to get an increase of

opponent (n):
a person on the opposite team

1. What is true of trapping?
 - (A) Players must only use the sides of their feet.
 - (B) Players must kick the ball into open space.
 - (C) Players must bring the ball down and control it.
 - (D) Players should dribble only for a short while.
2. According to the passage, what should players do when faced by an opponent?
 - (A) Kick the ball toward the goal with the outside of the foot
 - (B) Kick the ball across the field
 - (C) Kick the ball into the open space in front of a teammate
 - (D) Wrestle with the opponent

3. Which of the following is a basic soccer skill?

- (A) Receiving
- (B) Scoring
- (C) Goal keeping
- (D) Passing

4. The word "skill" as used in paragraph 2 could best be replaced by which of the following?

- (A) Talent
- (B) Pass
- (C) Reason
- (D) Ability

5. The expression "ball control" in paragraph 2 is closest in meaning to

- (A) kicking the ball
- (B) directing the ball
- (C) getting points with the ball
- (D) running with the ball

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **Soccer, a kind of sport, requires the three basic skills of trapping, dribbling, and passing.**

- (A) Trapping is important for ball control.
- (B) Soccer and American football use different skills.
- (C) Trapping is the most important skill used in soccer.
- (D) Soccer players should never let the ball get away from them.
- (E) Players keep the ball moving by dribbling, or tapping it with their feet.
- (F) Passing is necessary when faced with an opponent.

Skill A 02 Rain

What makes it rain? We know that rain comes from clouds. Clouds are made of tiny water droplets or ice crystals. But why doesn't it always rain when there are clouds?

The water droplets in clouds are very, very small. Many of them are only 1/1000 of a centimeter across. If the air is perfectly still, the droplets can fall. But they only fall about 1 kilometer in 16 hours! Most of the time, the air moves and keeps them from falling.

We know of two main things that make it rain:

- (1) Air pushes the droplets around. The bigger droplets move more slowly than the smaller ones. They bump into each other and become bigger drops. After a while, they become heavy enough to fall. These drops will be a million times bigger than the first droplets. A rain drop is usually about 1/50 of a centimeter across.
- (2) Some clouds are composed of both water droplets and ice crystals. The air dries some of the water droplets. Then, they form again with more ice on the crystals. The crystals grow until they're heavy enough to fall. If the air is cold, they will fall as snow flakes or ice pellets. However, if the air is warm enough, they'll fall as rain.

tiny (adj):
very small

droplet (n):
a small drop

perfectly (adv):
completely

still (adj):
unmoving

mainly (adv):
for the most part

bump (v):
to hit lightly

after a while (adj):
a short time later

form (v):
to make or produce something

flake (n):
a flat thin piece

pellet (n):
a very small piece of material

1. What are clouds made of, according to the passage?
 - (A) Only tiny ice crystals
 - (B) Tiny water droplets and ice crystals
 - (C) Only tiny water droplets
 - (D) Pieces of dust
2. In order to fall from a cloud, water droplets must be
 - (A) very small
 - (B) light enough
 - (C) heavy enough
 - (D) ice
3. According to the passage, what happens when air pushes the water droplets in a cloud?
 - (A) The droplets get smaller.
 - (B) The droplets bump into each other and get bigger.
 - (C) The droplets dry up and disappear.
 - (D) The droplets turn into ice.

4. The word "pellets" as used in paragraph 4 is closest in meaning to
- (A) balls
 - (B) flakes
 - (C) cubes
 - (D) squares

5. Which of the following could best replace "composed of" as used in paragraph 4?
- (A) Combined with
 - (B) Made from
 - (C) Written for
 - (D) Mixed in

6. **Directions:** Select the appropriate phrases from the answer choices and match them to the method to which they relate. TWO of the answer choices will NOT be used.

How rain is made:

Method 1

Method 2

_____	_____
_____	_____
_____	_____

- (A) Some clouds are made of both water droplets and ice crystals.
- (B) Air moves water droplets in the cloud.
- (C) As heavy ice crystals fall through warm air, they become rain.
- (D) When drops measure 1/50 centimeter across, they fall as rain.
- (E) Droplets hit each other and become bigger.
- (F) Air dries some water and ice droplets.
- (G) Moving air usually keeps water droplets from falling.
- (H) More ice grows on the crystals, making them heavier.

Skill A **03** Herbs and Spices

People all over the world use plants to make their lives better. They use them for food, medicine, and many other purposes. We call useful plants "herbs" or "spices." Usually, we use herbs and spices to flavor our food. However, an herb can also be a plant we use for medicine or scent. Sometimes, it can even be a plant that is poisonous.

Some herbs and spices we eat every day can also be medicines. One example is peppermint, used in candy or ice cream. Scientists have even studied this plant. Peppermint oil kills germs that cause illness faster than penicillin, a strong modern drug, can. Oregano is another herb used often in food, usually pizza. Oregano oil is a very powerful medicine for fighting germs, too. And did you know the hair-like tassels on corn, called corn silk, can be used to make tea? Scientists make a medicine from corn silk that is also used to fight infection.

People in older cultures know many things about plants. Their foods are some of the best tasting in the world. Many useful and potent medicines are still made from herbs in their countries. Scientists around the world are now looking into these medicines.

scent (n):
a nice or sweet smell

flavor (v):
to give flavor or taste to something

poisonous (adj):
capable of harming due to poison, a substance that can injure or kill if eaten or drunk

germ (n):
a bacterium, virus, or other tiny disease-causing organism

modern (adj):
recent

illness (n):
a sickness; the condition of being in poor health

powerful (adj):
strong

tassel (n):
a thin string

potent (adj):
strong acting; having a strong effect

look into (v):
to research; to study

- Oregano is an herb used in
 - making soap
 - making paper
 - cooking food
 - baking cakes
- According to the passage, which is true of peppermint oil?
 - It's a modern drug.
 - It's a strong poison.
 - It grows in dry places.
 - Scientists have studied it.
- According to the passage, which of the following is true?
 - Many herbs are still used as medicines.
 - Many herbs are poisonous.
 - Herbs have very few uses.
 - Penicillin is an herb.

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4. The word "scent" in paragraph 1 is closest in meaning to
- (A) sight
 - (B) sound
 - (C) smell
 - (D) taste
5. The word "infection" in paragraph 2 could best be replaced by which of the following?
- (A) Treatment
 - (B) Medicine
 - (C) Disease-causing germs
 - (D) Disease-fighting germs
6. From paragraph 3, it can be inferred that
- (A) modern drugs are stronger than herbs
 - (B) North America does not have an older culture
 - (C) scientists are studying spices to know which ones taste best
 - (D) scientists are now talking to people who know about older cultures

Strategy

- Understand the original sentence accurately.
- Read around the original sentence for clear understanding. The sentences before or after the original sentence often contain key words or phrases the original sentence refers to.
- Learn to recognize what makes a paraphrase a paraphrase.
 - ⇒ Paraphrases are usually shorter than the original sentences from the passage.
 - ⇒ Paraphrases should include all the essential information from the original sentence.
 - ⇒ In paraphrases, it is uncommon to use the same vocabulary as the original.
 - Choices that use the same vocabulary as the original, then, are NOT proper paraphrases.
 - ⇒ Paraphrases often change the structure of a sentence. Learn to recognize when the structure has changed but the original meaning has remained.
 - ⇒ In paraphrases, pronouns are often changed into the nouns they refer to in the original sentence. Look carefully at each noun in the paraphrase and decide which pronoun in the original text refers to it.

Example: It exports ninety-seven percent of its wool to Japan, Europe, and China.

Paraphrase: European countries, along with Japan and China, import 97 percent of Australia's wool.

"It" in the original sentence refers to Australia, so the paraphrase replaces "It" with "Australia."

Skill B 01 The Earth

How old is the Earth? In the past, scientists came up with many interesting ways to calculate the Earth's age. But as we learn more and more about the Earth, some of the old ideas don't seem as useful.

One older method of estimating the Earth's age is by looking at layers of rock. Rocks that are beneath other rocks must be older. So, when you look at a cliff with many different layers of rock, the rocks on the bottom must be oldest. But how old are they? Originally, scientists estimated each layer took about the same amount of time to form. But now, most scientists agree such estimation is not really accurate. In some places, rock layers form very rapidly. In other places, they form slowly.

A better way to estimate the Earth's age is from radiation. From chemistry and physics, we know a lot about radiation. We know how fast radioactive rocks decay (give off radioactive particles). By looking at how much radiation certain rocks give off, scientists can get a much more accurate age for the Earth. Based on analysis of the radiation from very old rocks, the Earth appears to be about 4,500 million years old.

calculate (v):
to find out through a mathematical process

estimate (v):
to guess the approximate amount

beneath (prep):
under; below

layer (n):
a horizontal section; a strata

accurate (adj):
without error; exact

rapidly (adv):
very quickly

radiation (n):
an emission of energy, waves, or particles

decay (v):
to break down; to diminish

particle (n):
a unit of matter, smaller than an atom

analysis (n):
a study of all the parts; an examination

- Which of the sentences below best expresses the essential information in the highlighted sentence in the first paragraph? *Incorrect* choices change the meaning in important ways or leave out essential information.
 - Based on current knowledge, some past methods for dating the Earth were wrong.
 - It is not very useful to try and calculate the age of the Earth.
 - Scientists are more interested in the Earth's age today than they were in the past.
 - We will learn more about the Earth as we continue to try and measure the Earth's age.
- What does paragraph 2 mainly discuss?
 - An inaccurate method of dating the Earth
 - The Earth's age
 - The most accurate method of dating the Earth
 - Various kinds of rocks

3. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) Using rays is a better way of knowing how old the Earth is.
 - (B) Using the emission of energy rays can more successfully approximate the Earth's age.
 - (C) A better way to estimate the Earth's age is using radiation.
 - (D) The Earth's radiation is an old way to estimate.
4. The word "appears" in paragraph 3 is closest in meaning to
- (A) becomes visible
 - (B) has a part in
 - (C) seems
 - (D) shows up
5. The word "form" as used in paragraph 2 could best be replaced by which of the following?
- (A) Influence
 - (B) Make something
 - (C) Organize
 - (D) Take shape
6. Which statement best reflects the author's opinion?
- (A) Chemistry and physics are important sciences.
 - (B) Radiation is dangerous, so scientists should be careful when measuring it.
 - (C) The Earth is older than many people think.
 - (D) Methods used to date the Earth today are better than older methods.

Skill B 02 Scientific Notation

Sometimes, it is necessary to use large numbers in science. But writing large numbers can be very time consuming. Large numbers can also take a lot of room on a page. Therefore, scientists came up with a shorthand form to write large numbers. This short way to write numbers is called scientific notation.

In scientific notation, a large number is shown as an equation. The equation has a small number and some multiple of the number 10 in it. The multiple of 10 is written as 10^N , which means "10 to the power of N." Actually, there is a very easy way to understand scientific notation. The number N that appears with the 10 shows the number of zeros to add to the first small number. This works if the first small number is something like 1, 2, 3, 4, etc. up to 9. So, a number like 4×10^6 is 4 followed by six zeros: 4,000,000.

Scientific notation is very useful for problems in math and physics. But when people use calculators, the calculators can't show numbers this way. Instead, calculators show scientific notation using the letter E. On a calculator screen, the number 4,000,000 appears as +4 E+6. This notation system is sometimes called floating-point notation.

consume (v):
to take; to use

room (n):
space

shorthand (adj):
a system of symbols which makes descriptions shorter

notation (n):
a system of figures or symbols used to represent numbers

equation (n):
something that represents something in a simpler form

multiple (adj):
being able to be divided by

something like (phrase):
such as

calculator (n):
a small machine used to do calculation

screen (n):
a surface used to show numbers and pictures

floating (adj):
moving; unfixed

- The key idea of this passage is best expressed by which of the following?
 - A special system is used to write large numbers.
 - The number 10 has helped science to develop.
 - The floating-point notation is necessary to science.
 - Scientists need calculators to work with large numbers.
- What does the third paragraph mainly discuss?
 - Equations in scientific notation
 - Math and physics
 - Using scientific notation on calculators
 - The symbols used in scientific notation
- Which of the following sentences best expresses the essential information of the highlighted sentence? *Incorrect* choices change the meaning in important ways or leave out essential information.
 - It can take a lot of time to write big numbers.
 - We need to use big numbers all the time.
 - It took time to develop numbers in science.
 - Big numbers are needed in science.

4. The word "way" in paragraph 1 is closest in meaning to
- (A) condition
 - (B) direction
 - (C) method
 - (D) path

5. The phrase "large numbers" in paragraph 1 refers to
- (A) numbers that are easy to see
 - (B) numbers that are hard to imagine
 - (C) numbers that are long
 - (D) numbers written with large print

6. **Directions:** Select the appropriate phrases from the answer choices and match them to the notation form to which they relate. TWO of the answer choices will NOT be used.

Scientific Notation	Floating Point Notation
_____	_____
_____	_____
_____	_____

- (A) Used on calculators
- (B) Made to express scientific notation
- (C) Made as a shorthand form by scientists
- (D) Science is based on scientific notation
- (E) Uses 10^N in its equation
- (F) Can be used with numbers that have multiples of 10
- (G) Resulted because screens cannot show 10^N
- (H) Needs a lot of time to write

Skill B 03 Elizabethan Theater

In England before the late 1500s, many actors traveled. They went in small bands from town to town. In the towns, they performed in the courtyards of inns or taverns. These actors gave shows with plays, songs, and dances. These kinds of shows became very popular. Special theaters resembling inn courtyards were even built! This was the beginning of the golden age of Elizabethan theater. (Elizabeth I was the Queen of England at that time.)

One of the most popular playwrights of this time was William Shakespeare. Some people think he may be the greatest playwright in any language. He wrote plays for everyone. Most of the people had simple ways and not much education. This didn't stop them from really loving his plays.

The golden age of Elizabethan theater lasted through the 1600s. This period was a golden age of theater for Spain and France as well. Thousands of plays were written and performed. Some of these were tragedies, but most were comedies. There were also many satires. Satires are plays that make fun of someone or something in order to highlight a problem. Often, a satire is about a country's leader. Many of the plays written at this time are still enjoyed today.

band (n):
a group

perform (v):
to entertain an audience

courtyard (n):
an open space in the center of buildings

tavern (n):
a shop that sells and serves alcohol

resemble (v):
to look like

among (prep):
in the group of

playwright (n):
a writer of plays

last (v):
to continue

period (n):
an interval of time

tragedy (n):
a play or other work that has an unhappy ending

copy (v):
to imitate; to mimic

1. What does paragraph 2 mainly discuss?
 - (A) William Shakespeare worked hard to be successful.
 - (B) William Shakespeare wrote only tragedies.
 - (C) William Shakespeare wrote plays for people of different countries.
 - (D) Everyone loved William Shakespeare because he wrote good plays for them.
2. What does paragraph 3 mainly discuss?
 - (A) The golden age of theater in Spain and France
 - (B) The different kinds of plays written
 - (C) Traveling bands of actors
 - (D) Plays that are still enjoyed today
3. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
 - (A) William Shakespeare always wrote his plays in many languages.
 - (B) People from all over the world love Shakespeare's plays.
 - (C) Shakespeare may be the best playwright in the whole world.
 - (D) Shakespeare wrote in the English language the best.

4. The expression "golden age" is closest in meaning to
- (A) a time when everyone had gold
 - (B) a time when everyone was rich
 - (C) the best time
 - (D) a time long ago
5. The word "highlight" in paragraph 3 could best be replaced by which of the following?
- (A) Mark
 - (B) Continue
 - (C) Show
 - (D) Brighten

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the *THREE* answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **The golden age of Elizabethan theater began in the late 1500s.**

- (A) These performances were often given in courtyards and inns.
- (B) Actors traveled from town to town giving performances, and these shows became very popular.
- (C) One of the playwrights at this time was William Shakespeare, who is still very popular today.
- (D) France and Spain also had a golden age of theater.
- (E) This age of plays lasted about 100 years, with many different types of plays being written.
- (F) There were many satires performed at this time, mostly against the country's leaders.

Skill **C** Recognizing Coherence

Strategy

- Learn to recognize what the passage is doing, whether it's comparing, explaining, etc. This will help you see whether the sentence belongs in a particular section.
- It is important to look for the transitional words to see how they order and structure the sentences in the passage.
- Look at how the sentence changes or interrupts the flow of each section of the text.
- Be aware of pronouns in the inserted sentences. They are likely to refer to a noun in the sentence before the proper insertion point.
- On the actual test, when you click on a square, the sentence will be added to that section of the passage. You can then study the passage to see if the sentence is appropriate for that section. You may continue to click on the squares until you have chosen a position.

Transitions

Cause	because of, since, for, due to, owing to
Example	for example, for instance, such (as), most, some, others
Comparison	both, the same, similarly
Contrast	however, although, while, whereas, on the other hand
Result	consequently, subsequently, therefore, then, hence, as a result
Addition	also, too, as well as, furthermore, moreover, in addition

Skill C 01 Breathing

People are land animals. Swimming is not natural to us. ■ **A)** To become a good swimmer, you must learn to breathe properly in the water.

It's normal to be nervous the first time you put your head in the water. ■ **B)** Start in the shallow end of a swimming pool. Take a deep breath. Put your face in the water. Open your eyes and count to five. Try it again and count to 10, and on to 15. Then sit on the bottom of the pool. Count your fingers and toes.

Next, try lying on top of the water without moving. This is called floating. Don't worry; you won't sink. ■ **C)** First, float on your stomach with your arms and legs tucked in close to you. Then keep your face down but stretch out your arms and legs. After that, push off the bottom of the pool with your feet and glide forward. Keep your arms out in front of you. Or else ask someone to pull you by the arms for a short distance.

Now you are ready to practice regular breathing. Move up and down in the water. As you come down, take a breath. Immerse yourself in the water. Breathe 12 to 15 times each minute as you do this. ■ **D)**

natural (n):
known without study; like an instinct

breathe (v):
to take air into the body through the mouth

normal (adj):
common; expected

nervous (adj):
a little scared; worried

properly (adv):
correctly; appropriately

shallow (adj):
thin; not deep

tuck in (v):
to bend together, close to something

glide (v):
to move smoothly

distance (n):
an amount of space or area

immerse (v):
to dip into or under the surface of water (or liquid)

1. According to the passage, what should you do when you sit on the bottom of the pool?
(A) Breathe 12 to 15 times
(B) Count your fingers and toes
(C) Ask someone to pull you by the arms
(D) Stretch out your arms and legs
2. Which of the following best states the main idea of the passage?
(A) Swimming is not natural for humans.
(B) We should learn to breathe step by step, first on land and then in water.
(C) Before we can swim, we must learn to breathe in water.
(D) It's natural to be afraid of swimming.

3. Look at the four squares [■] that indicate where the following sentence could be added to the passage:

When we take to water, we enter a strange world.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- (A) Line 1
- (B) Line 5
- (C) Line 10
- (D) Line 18

4. What does the word "sink" refer to as used in paragraph 3?

- (A) Wash
- (B) Drown
- (C) Drop
- (D) Get

5. The word "regular" as used in paragraph 4 is closest in meaning to

- (A) repeated
- (B) common
- (C) not Special
- (D) standard

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the *THREE* answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **In order to learn how to swim, we must first learn how to breathe in water.**

- (A) The first step is to become comfortable under the water.
- (B) It is important to learn to float in water.
- (C) Sit under water and count to 10.
- (D) Increase the time you spend in the water to 15 minutes.
- (E) Learn to breathe going in and out of the water repeatedly.
- (F) Many people are scared of entering the water for the first time.

There are three basic types of clouds. Cumulus clouds are vertical. They look soft and puffy, like a ball of cotton. Stratus clouds are horizontal. They stretch out across the sky like a blanket. Cirrus clouds are so thin that sunlight passes right through them. They look like a feather or curl of hair.

Clouds are also grouped by altitude. There are high clouds, middle clouds, and low clouds. High clouds are those above 6,000 meters. They are composed of tiny ice crystals. ■ **A**) They usually look thin and white. Middle clouds are between 2,000 and 6,000 meters. They are composed mostly of water droplets. But if it's cold enough, they will also have ice crystals. ■ **B**) Low clouds are below 2,000 meters. They too are mostly composed of water droplets. However, they can also have ice crystals and snow. ■ **C**) Another type is called a towering cloud. These are cumulus clouds. They might have bases as low as low clouds, but their tops could reach as high as 25,000 meters. ■ **D**)

You might see a cloud that doesn't look like a cumulus, stratus, or cirrus cloud when you look into the sky. Some clouds are a combination of these three general types.

puffy (adj):
rounded

horizontal (adj):
being from side to side

feather (n):
the "hair" of a bird

curl (n):
a twist; a coil

altitude (n):
the height in the air

are composed of (phrase):
are made of

towering (adj):
standing tall over

base (n):
the bottom part

combination (n):
the addition together of parts

1. What is true of middle clouds?
 - (A) They are higher than 6,000 meters.
 - (B) They are composed mostly of ice crystals.
 - (C) They usually look thin and white.
 - (D) They are composed mostly of water droplets.
2. Which of the following best states the main idea of the passage?
 - (A) Clouds are interesting and unusual.
 - (B) There are three general kinds of clouds.
 - (C) We classify clouds by their appearance and their altitude.
 - (D) Some clouds are a combination of the three main types.

3. Look at the four squares [■] that indicate where the following sentence could be added to the passage:

This is because the air is so cold at that height.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- (A) Line 8
- (B) Line 11
- (C) Line 13
- (D) Line 15

4. The word "vertical" in paragraph 1 is closest in meaning to
- (A) lying down
 - (B) standing up
 - (C) sitting down
 - (D) bending over

5. The word "grouped" as used in paragraph 2 could best be replaced by which of the following?
- (A) Bunched
 - (B) Gather
 - (C) Classified
 - (D) Made of people

6. **Directions:** Choose the appropriate phrases from the answer choices and match them to the type of cloud to which they relate. TWO of the phrases will NOT be used.

Types of Clouds:

Cumulus	Stratus	Cirrus
_____	_____	_____
_____	_____	_____

- (A) Are below 2,000 m
- (B) Stretch from side to side
- (C) Usually taller than it is wide
- (D) Horizontal clouds
- (E) Look soft and round
- (F) Can see through them
- (G) Made of ice crystals
- (H) Very thin

Our solar system contains many kinds of space bodies. One kind of space body is a planet. We have nine planets in our solar system. Each revolves around our star, the sun. Planets nearest the sun move around it quickly. Those farthest away take longer to complete their orbits. For example, Mercury is the planet closest to the sun. Mercury takes only three months to orbit the sun. ■ **A)** Our planet, Earth, is third closest to the sun. ■ **B)** It takes 365 days for the Earth to complete its orbit. ■ **C)** Pluto, the planet most distant from the sun, takes almost 248 years to orbit the sun. ■ **D)**

Our solar system also contains other space bodies: satellites, comets, asteroids, and meteors. Satellites are smaller bodies, such as the Earth's moon. There are 32 satellites in our system, revolving around six planets. Comets are bodies made of frozen gases and dust. They make long, egg-shaped orbits around the sun. Asteroids are rocky, strange-shaped objects. They travel mostly in an orbit between the planets Mars and Jupiter. Meteors are smaller than asteroids. They race into the Earth's atmosphere every day, but most burn up and turn to dust.

contain (v):
to have in it

revolve (v):
to circle around

complete (v):
to finish

revolution (n):
a circular path around something

satellite (n):
a small body in space that revolves around a planet

frozen (adj):
solid due to lack of heat

dust (n):
very small, dry particles

race (v):
to go very quickly; to rush

burn up (v):
to be destroyed by heat or fire

turn to (v):
to change to

1. What does paragraph 1 mainly discuss?
 - (A) Comets
 - (B) Orbits
 - (C) The sun
 - (D) Planets

2. All of the following are true EXCEPT
 - (A) our solar system has 32 satellites
 - (B) Mercury is the planet closest to the sun
 - (C) all planets revolve around the sun
 - (D) asteroids are smaller than meteors

3. Look at the four squares [■] that indicate where the following sentence could be added to the passage:

This is the length of time by which we measure one year.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- (A) Line 6
- (B) Line 7
- (C) Line 8
- (D) Line 9

4. The word "bodies" as used in paragraph 2 could best be replaced by which of the following?

- (A) People
- (B) Trunks
- (C) Objects
- (D) Groups

5. The word "orbit" as used in paragraph 1 is closest in meaning to

- (A) revolution
- (B) to revolve around
- (C) path
- (D) to touch

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the *THREE* answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **Our solar system consists of orbiting bodies.**

- (A) Earth is the fifth largest planet.
- (B) The planet Mercury is the closest, taking three months to orbit the sun.
- (C) There are nine planets that revolve around the sun.
- (D) Different planets orbit the sun in different amounts of time.
- (E) Other orbiting bodies in the solar system include asteroids, meteors, comets, and satellites.
- (F) Most meteors burn up and turn to dust.

Review A – C

Vocabulary Review

Skill Review

Vocabulary Review

Instructions: Choose the best answer to complete each sentence.

- Clouds are _____ water.
(A) ahead of
(B) composed of
(C) complete
(D) frozen
- It takes 365 days for the Earth to _____ around the sun.
(A) distance
(B) float
(C) layer
(D) revolve
- I'm not sure how many people were there. I would _____ maybe twenty.
(A) accurate
(B) estimate
(C) rule
(D) something like
- A good swordfighter needs a(n) _____ of speed and skill.
(A) complete
(B) equation
(C) combination
(D) radiation
- This cake has three _____ of chocolate.
(A) bands
(B) layers
(C) strings
(D) tassels
- Be careful on the back of that motorbike. Remember to _____ your legs.
(A) tuck in
(B) consume
(C) immerse
(D) handle
- The swimmer _____ a two-meter lead over her opponent.
(A) contained
(B) formed
(C) gained
(D) replaced
- Scientists measure radiation by counting the _____ given off by radioactive materials.
(A) germs
(B) particles
(C) pellets
(D) satellites
- As you come down in the water, take a breath. Then _____ your head in the water.
(A) immerse
(B) grind
(C) race
(D) tap
- I am so tired I don't think I can _____ for another hour.
(A) limit
(B) contain
(C) last
(D) finish

11. Clouds are composed mostly of water

- _____.
- (A) droplets
 - (B) dust
 - (C) flakes
 - (D) humidity

12. Over time, plant and animal remains

- _____.
- (A) resemble
 - (B) revolve
 - (C) decay
 - (D) destroy

13. A symphony is music _____ by a large group.

- (A) designed
- (B) founded
- (C) handled
- (D) performed

14. Most fruits _____ vitamins and minerals.

- (A) contain
- (B) resemble
- (C) consume
- (D) turn to

15. Nowadays, scientists are very _____ about predicting the weather.

- (A) accurate
- (B) potent
- (C) natural
- (D) stiff

Instructions: Choose the word closest in meaning to the underlined word.

16. I enjoy the smell of flowers in summer.

- (A) decay
- (B) form
- (C) scent
- (D) taste

17. The new lecturer looks similar to your brother.

- (A) covers
- (B) resembles
- (C) contains
- (D) gains

18. During the storm, white pellets of ice started to fall from the sky.

- (A) bands
- (B) germs
- (C) tassels
- (D) pieces

19. When their spaceship landed, they did a study of the planet.

- (A) analysis
- (B) notation
- (C) period
- (D) copy

20. That sauce adds taste to an otherwise boring meal.

- (A) traps
- (B) breathes
- (C) delivers
- (D) flavors

-
21. Lions eat about ten to fifteen pounds of meat a day.
(A) dribble
(B) consume
(C) express
(D) include
22. The Spanish teacher was impressed with how the boy learned so easily.
(A) nervously
(B) naturally
(C) properly
(D) normally
23. The medicine did nothing to cure his sickness.
(A) analysis
(B) bones
(C) illness
(D) vitamin
24. It took the team over six hours to finish the work.
(A) complete
(B) repair
(C) look into
(D) resemble
25. The meteor traveled quickly across the night sky.
(A) rapidly
(B) smoothly
(C) properly
(D) perfectly
26. He became very ill after he spilled the harmful chemical on himself.
(A) evil
(B) strange
(C) poisonous
(D) shallow
27. Being a good dancer depends on having good foot movement.
(A) handling
(B) footwork
(C) trapping
(D) dribbling
28. I can't believe he damaged the car while parking. He had plenty of space.
(A) audience
(B) room
(C) time
(D) screen
29. We easily beat the opposite team in our debating competition.
(A) opponent
(B) goal
(C) revolution
(D) enemy
30. The medicine was strong and fast acting, so I became well very quickly.
(A) normal
(B) shallow
(C) potent
(D) weak

Instructions: Write the missing words. Use the words below to fill in the blanks.

towers	goal	base	altitude	distance
breathe	period	frozen	among	after a while

A very popular type of holiday these days is climbing parts of famous mountains. One such holiday is trekking a part of Mt. Everest. (31) _____ all the mountains in the world, Everest is the highest. Climbers begin at the (32) _____ of the mountain and gradually make their way up. Because of the high (33) _____, the climb is done quite slowly, so as to prevent dizziness. This way, only a little (34) _____ at a time is traveled. The (35) _____ of the trip is Kala Pattar, which is over 5,500 meters in height. At that height, it can be very difficult to (36) _____, as there is less oxygen. When climbers reach Kala Pattar, they stop to look at the top of Everest, which (37) _____ above all other mountains in the area. All around, people can see the (38) _____ hilltops. At Kala Pattar people can stop for a short (39) _____ of time to look around at the view. (40) _____, the climbers then begin the return to the bottom of the mountain.

Instructions: Choose the one word which does not belong.

- | | | | |
|--------------|------------|----------|---------|
| 41. absorb | curl | revolve | twirl |
| 42. potent | powerful | strong | shallow |
| 43. opponent | playwright | author | poet |
| 44. pellet | satellite | droplet | flake |
| 45. altitude | equation | distance | length |

Instructions: Label each pair of words as similar (S) or opposite (O).

- | | |
|----------------------|-----------|
| 46. _____ horizontal | vertical |
| 47. _____ glide | float |
| 48. _____ nervous | confident |
| 49. _____ properly | correctly |
| 50. _____ still | revolve |

Somewhere on every good map there is a legend. A legend is a small drawing. It tells us how to read the map. It shows how the cartographer made the map. No single map can show everything. It would be too crowded. The legend tells us which things the cartographer chose to show. It shows which areas the map covers. ■ **A)** The map is only a flat piece of paper. The legend tells us how it shows the earth's curve.

There is one very important thing on a legend. This is the map's scale. The scale has two parts. One part is called a verbal scale. It uses words. Here is an example: 1 millimeter equals 100 kilometers. ■ **B)** The other part of the scale is a line or a bar. This is called a graphic scale. On it, one small mark, usually a millimeter, stands for a real distance. In the previous example, the distance of a millimeter is 100 kilometers. Most of the scales on road maps are graphic scales. With the scale, you can tell the distance from place to place.

The legend also tells what the symbols on the map mean. For example, the cartographer might use a star to show a big city. A red star inside a dot might show a country's capital city. A small, black dot might show a small town. Colors and lines are very important symbols. A river may be colored blue. A very busy highway might be a thick, red line. A small road might be a thin, black line. A footpath might be a thin, broken line on the map. ■ **C)**

Some maps show places that don't have roads or cities. ■ **D)** These maps can show how high or steep mountains are. They can also show where the land is flat. The map will show these things with many different colors. This kind of map is called a topographical map. Its legend will tell how to read these things.

legend (n):
a list of symbols

cover (v):
to contain; to deal with

flat (adj):
having a horizontal surface without a slope or curve

scale (n):
the proportion or measurement of the map compared to the real world

verbal (adj):
related to words

bar (n):
a thick vertical line used in graphs

graphic (adj):
related to pictures or drawing

stand for (v):
to represent

previous (adj):
prior; occurring before

symbol (n):
a picture used to represent something

dot (n):
a small round mark, like a period

capital (adj):
related to the official location of government

footpath (n):
a path for walking, not driving

steep (adj):
having a sharp rise in height

topographical (adj):
related to graphical representation of land surface height

1. What does a legend on a map do?
 - (A) It tells the names of countries on the map.
 - (B) It shows which way is north.
 - (C) It shows a good route for traveling.
 - (D) It helps people use the map.
2. According to the reading, what does a scale help people know?
 - (A) How high the mountains are
 - (B) How much to weigh
 - (C) How far to go
 - (D) Where we are

3. According to the passage, a large blue-colored circle would probably be
- a hospital
 - a lake
 - a highway
 - a city
4. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- A poorly made map may or may not have a legend.
 - Only good maps have legends.
 - If a map is made well, you can find a legend on it.
 - Maps do not always put the legend in the same place.
5. What is the main idea of paragraph 4?
- There are maps that show the ocean floor.
 - Some maps are made in black and white.
 - Some maps show the height of the land.
 - Maps only show places where there are roads.
6. Look at the four squares [■] that indicate where the following sentence could be added to the passage:

People who hike in the woods often use these maps.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- Line 5
- Line 9
- Line 21
- Line 22

7. The word "cartographer," as seen in paragraph 1, could best be replaced by
- teacher
 - mapmaker
 - writer
 - engineer
8. The word "curve" in paragraph 1 is closest in meaning to
- length
 - height
 - surface
 - shape
9. The word "mark" in paragraph 2 is closest in meaning to
- grade
 - year
 - indication
 - distance
10. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the *THREE* answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **A legend is a small drawing on a map that helps us read it.**

- A black dot might show where a small town is.
- It has a scale to measure distances.
- It can show where oceans are.
- It tells which places and things are on the map.
- It shows all the brightest stars.
- It tells what each symbol on the map means.

Comets, asteroids, and meteors are part of a similar group of space objects. All pass through space, but are small and not part of a planet. These space objects, though, differ in what they are made of.

Comets are made mostly of ice and a little dust. When a comet travels near the sun, the sun melts some of its ice. The melted ice becomes a cloud of steam and dust. The comet could even blow up! The sun's wind blows the steam and dust. This gives the comet a tail. The tail can be 1.6 million kilometers long or even longer. Sometimes, we can see these near Earth. Each time a comet goes near the sun, its tail gets smaller. Finally, its tail vanishes. ■ **A)**

Asteroids, on the other hand, contain little ice but are mainly made of rock or dust. Asteroids are small, rocky pieces that travel in space. Many of the biggest asteroids orbit between Mars and Jupiter. The largest asteroid there is 933 kilometers across. Another group of asteroids travels the same path as Jupiter. Some asteroids are even near Earth. These sometimes hit the Earth. ■ **B)** The smallest asteroids are only ten or twenty meters across. There may be many others so small that we can't find them. All of the asteroids together are about the size of Earth's moon.

Every asteroid is different! Some are very light. They may be made of many small pieces. Others are made of metal or hard rock. Sometimes, asteroids have small moons. Sometimes, they move together in pairs. ■ **C)** Most asteroids have unusual shapes because they crash into other things. We can't see asteroids with our naked eyes. We can only see them through telescopes.

Meteors are similar to asteroids in composition. They are small pieces of dust and rock that fall to Earth. They fall very, very quickly into Earth's airspace. This makes them burn. Meteors make bright trails of light across the sky, which we call shooting stars. Most meteors are very small. Sometimes, many meteors fall together. ■ **D)** These are called meteor showers. At other times, a bigger rock piece falls. It makes an even brighter trail. This is called a fireball. Sometimes, it doesn't finish burning before it hits the ground. This kind of rock is called a meteorite.

melt (v):
to make liquid due to heat

steam (n):
water in gas form

blow up (v):
to explode

blow (v):
to move along as if carried by air

tail (n):
a long stream of material following the head

disappear (v):
to go away; to vanish

metal (n):
a material like gold, iron, or copper

pair (n):
a couple; a group of two

crash (v):
to hit at high speed

naked eyes (phrase):
unaided human vision

telescope (n):
a piece of equipment that can observe objects far away

shooting (adj):
falling

shower (n):
many falling stars in one area

fireball (n):
a bright burning sphere

- According to the passage, why do asteroids have unusual shapes?
 - They were made that way.
 - Things hit and break them.
 - The sun melts them.
 - They are made of gas.
- Which of the following statements about meteors is true?
 - They fall so quickly that they burn.
 - They are made of ice.
 - They never hit the Earth.
 - They fall very slowly.

3. According to the passage, where are the biggest asteroids?
 (A) Between Earth and Venus
 (B) Near the Sun
 (C) Outside the Solar System
 (D) Between Mars and Jupiter
4. The key idea of the passage is best expressed by which of the following?
 (A) We can visit other planets.
 (B) Meteors and asteroids are very much the same.
 (C) Though comets, asteroids and meteors are different, they are much the same.
 (D) Comets are made of ice and/or dust.
5. What is the main idea of paragraph 4?
 (A) Asteroids can have various characteristics.
 (B) All asteroids are the same.
 (C) Asteroids are the same as comets.
 (D) Some asteroids have moons.

7. Which of the following is closest in meaning to "vanishes" as used in paragraph 2?
 (A) becomes larger
 (B) appears
 (C) falls
 (D) disappears
8. The word "path" in paragraph 3 could best be replaced by which of the following?
 (A) Orbit
 (B) Trail
 (C) Streak
 (D) Road
9. Which of the following means most nearly the same as "with our naked eyes" as used in paragraph 4?
 (A) Without glasses
 (B) Looking using special equipment
 (C) With contact lenses
 (D) Looking without using any equipment

6. Look at the four squares [■] that indicate where the following sentence could be added to the passage:

The comet will then look more like an asteroid.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- (A) Line 10
 (B) Line 16
 (C) Line 22
 (D) Line 29

10. **Directions:** *Select the appropriate phrases from the answer choices and match them to the type of space body to which they relate. TWO of the phrases will NOT be used.*

Comets	Asteroids	Meteors
_____	_____	_____
	_____	_____

- (A) Travel in Jupiter's path
 (B) From the moon
 (C) Polar ice caps on Mars
 (D) Small pieces of burning dust
 (E) Melt near the sun
 (F) Called "shooting stars"
 (G) Can be several hundred kilometers across

Skill D Understanding Referents and Vocabulary

Strategy

Vocabulary

- It is important that the meaning of the word fits the meaning in context and not just a general meaning of that particular word, i.e., "It was a very *basic* question, and so, very easy to answer." Fundamental is one meaning for basic; however, it is not suitable as a replacement in this case.
- Try to guess the meaning from your understanding of the sentence.
- If you are unfamiliar with a word, look for examples, antonyms, or adjective clauses in the text around it for any clues to its meaning.
- Guess from word parts such as pre- (before), anti- (against), dis- (not), etc.

Word Part	Example	Word Part	Example
anti- (against)	antibiotic	pre- (before)	prehistoric
bio- (living)	biology	post- (after)	postwar
co- (together)	cooperate	sub- (under)	submarine
dis-, im-, in-, un- (not)	disagree, immature, incorrect, unhappy	trans- (across)	transmission
inter- (among)	international	-able (can be done)	capable
multi- (many)	multimedia	-ology (study)	archaeology
over- (too much, beyond)	overcooked, overflow	-ship (being, art)	membership, penmanship

Referents

- Usually, the pronoun appears AFTER its referent. Look at nouns that come before the highlighted pronoun.
- Look at the form of the pronoun and identify whether it refers to a person, a thing, or an idea. This will make it easier to match the pronoun to the correct referent.
- Identify whether the pronoun is singular or plural.

Reference Words and Phrases

Personal Pronouns	Singular: <i>I, you, he/she/it</i> and the possessive, objective forms Plural: <i>we, you, they</i> and the possessive, objective forms
Demonstrative Pronouns	<i>this, that, these, those</i>
Relative Pronouns	Personal: <i>who, whose, whom, that</i> Non-personal: <i>which, that</i> Previous statement: <i>which</i> (used with a comma)
Indefinite Pronouns	Singular: <i>one, another, either, each</i> Non-count/Plural: <i>some, any, all, none, both, neither</i>
Quantifiers	Count: <i>most, many, half, (a) few, several</i> Non-count: <i>most, much, half, (a) little</i>
Paired Pronouns	<i>one/another/the other, some/(the) others, the former/the latter</i>
Ordinal Numbers	<i>one, two, the first, the fourth, the last</i>
Adverbs	Place: <i>here, there, where</i> Time: <i>then, in those days, when</i>

Skill D 01 History Makers

Does history shape people? Or do people shape history? Some believe that people become famous because they live at a time when there is special opportunity to do great things. But most believe that people make great things happen as well. The talents of men and women can cause historic change.

Take George Washington, for example. He was commander of the army when the United States was fighting for independence from Britain. Without his talented leadership, would the US have won? Or consider Mao Zedong. He led his army to a victory that united China in 1949. The country had been unified in the past. But it had never stayed together long. Mao led great reforms. China remained united until his death in 1976. It is still one country today.

In most cases, historic changes happen when talent meets chance. Mohandas Gandhi led a civil rights movement that freed India from British rule. Martin Luther King, Jr. helped African-Americans receive civil rights in the United States. Both men were wise leaders with unique styles. Both came to lead at times when large groups of people were dissatisfied with their conditions. Both altered the course of history.

talent (n):
a skill or ability

commander (n):
a leader or person in charge

talented (adj):
skilled at some or many things

victory (n):
a successful defeat of an opponent

unified (adj):
brought together

reform (n):
improvements/changes made to make something better

civil rights (n):
the things a person is free to do (in a country); a person's rights

movement (n):
a change in a way of thinking; a change for a particular cause

dissatisfied (adj):
not happy or pleased with

course (n):
a direction that something moves in

1. What does the word "some" in paragraph 1 refer to?
 - (A) People
 - (B) Men
 - (C) Donkeys
 - (D) Women
2. The word "it" in paragraph 2 refers to
 - (A) country
 - (B) Mao
 - (C) army
 - (D) China
3. As used in paragraph 1, what is the meaning of the word "shape"?
 - (A) Give birth to
 - (B) Make famous
 - (C) Create
 - (D) Exercise

4. The word "take" in paragraph 2 could best be replaced by which of the following?

- (A) Have
- (B) Consider
- (C) Worship
- (D) Pick

5. The word "altered" in paragraph 3 means

- (A) corrected
- (B) destroyed
- (C) changed
- (D) began

6. Which of the following statements would best describe the author's opinion of George Washington?

- (A) He was able to change history by his talent.
- (B) By chance he lived during a time of historic change.
- (C) He changed history because of his talent and chance.
- (D) He is more famous in the US than in Britain.

Poetry is a kind of writing that consists of short lines of words. These lines form verses. Verses are grouped into stanzas. A group of stanzas make up a poem. There are three main styles of poetry: lyric, narrative, and dramatic.

Lyric poetry was named after a Greek stringed instrument called the lyre. A lyric poem is usually brief. It is a musical expression of one speaker's thoughts and feelings. We call the words of songs "lyrics." These lyrics often rhyme words at the end of each line, such as "he" and "me."

Narrative poetry is longer than lyric poetry. It uses verses to tell a story. One famous example of a narrative poem is a long book from ancient Greece, called *The Iliad*. Another is a shorter poem about the American Revolution, called "The Midnight Ride of Paul Revere."

Dramatic poetry is written like a script for a play or movie. A dramatic poem usually has dialogue. This means there is more than one speaker. But some dramatic poems have only a single speaker. This is called a monologue.

Poems present ideas in ways that cannot be expressed in other styles of writing. They use common words in new ways. They require readers to use their imaginations.

verse (n):
a group of sentences in a poem/song

lyric (adj):
song-like; related to a poem that often shows strong emotions (of the speaker)

narrative (adj):
story-like; related to a poem that tells events

dramatic (adj):
exciting; theater-like

stringed (adj):
having strings (long pieces of wire or cord pulled tight) i.e., a harp

lyre (n):
a type of musical instrument with strings

rhyme (n):
when two words have the same end sound (i.e., "cat" "bat")

revolution (n):
a sudden (sometimes violent) change in government or political leadership

script (n):
the written or printed text of a book, play, film or dialogue

monologue (n):
a speech said by one actor or person without interruption from another

- In paragraph 3, the word "it" refers to
 - dramatic poetry
 - lyric poetry
 - narrative poetry
 - The Iliad*
- What does the word "they" refer to in paragraph 5?
 - Poems
 - Ideas
 - Writing styles
 - Ways
- The word "brief" in paragraph 2 could best be replaced by which of the following?
 - Long
 - Difficult
 - Short
 - Beautiful

4. The word "famous" in paragraph 3 is closest in meaning to
- (A) well known
 - (B) very old
 - (C) serious
 - (D) popular

5. The word "require" in paragraph 5 is closest in meaning to
- (A) show
 - (B) order
 - (C) beg
 - (D) force

6. **Directions:** Select the appropriate phrases from the answer choices and match them to the type of poem to which they relate. TWO of the answer choices will NOT be used.

Lyric	Narrative	Dramatic
_____	_____	_____
_____	_____	_____
_____	_____	_____

- (A) Has dialogue
- (B) *The Iliad*
- (C) Began in America
- (D) Includes a lyre
- (E) Like a movie script
- (F) Is usually brief
- (G) Is a musical expression
- (H) Tells a story in verse
- (I) Often rhymes

Skill D 03 Tides

Sometimes, water covers most of the beach. Other times, the water recedes. The beach is then wider. We call this movement of the ocean waters "tides." High tide is when the water comes in and covers the beach. Low tide is when the water goes out.

The sun and the moon cause tides to rise and fall. Each has a force that pulls the Earth. This force is called gravity. The moon has a strong gravitational pull on the Earth because it is so near. The sun has a gravitational pull because of its great weight. The moon's pull is twice as strong as the sun's.

The pull of the moon is greatest on the side of the Earth nearest it. It is least on the side furthest away. Oceans flow toward the stronger pull. So, low tides will occur on the side of the planet furthest from the moon. High tides will occur at the same time on the opposite side.

Sometimes, the gravity of the sun and moon both pull the Earth in conjunction. Then, tides are higher than normal. We call these "spring tides." Other times, the sun and moon pull at 90-degree angles to each other. Then, tides are unusually low. We call them "neap tides."

cover (v):
to be on top of something, so that it can't be seen

recede (v):
to move or come back

tide (n):
the change in the level of water in the sea or ocean

gravity (n):
the force between objects that causes them to move toward each other

gravitational (adj):
relating to or caused by gravity

occur (v):
to happen

planet (n):
a large object in space that circles a star (i.e. Earth or Jupiter)

opposite (adj):
on the other side or end of

in conjunction (adv):
together; with one another

angle (n):
the relationship (in degrees) two lines have at the point they meet

1. What does the word "it" in paragraph 3 refer to?
 - (A) The moon
 - (B) The moon's pull
 - (C) The Earth
 - (D) The Earth's side
2. What does the phrase "each other" in paragraph 4 refer to?
 - (A) High tides and low tides
 - (B) Spring tides and neap tides
 - (C) The sun and moon
 - (D) Men and women
3. Which of the following is closest in meaning to the word "recedes" in paragraph 1?
 - (A) Goes out
 - (B) Covers
 - (C) Disappears
 - (D) Floods

4. The word "fall" in paragraph 2 means the same as

- (A) drop
- (B) autumn
- (C) come in
- (D) go out

5. Which of the following has the same meaning as the word "flow" as used in paragraph 3?

- (A) Move
- (B) Stop
- (C) Recede
- (D) Run

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **The sun and moon have an important effect on Earth's oceans.**

- (A) Sometimes, water recedes from the beaches, which causes problems for boats and fishermen.
- (B) The gravitational pull of the sun and moon cause tides.
- (C) Low tide is when water goes out, so this is a good time to find shells.
- (D) The sun's pull is twice as strong as the moon's.
- (E) Because it is closer to Earth, the moon's pull is stronger than the sun's.
- (F) When the sun and moon pull together, the tides are very high, but when they pull in opposite directions, the tides are low.

Skill **E** Making Inferences and Establishing Purpose

Strategy

Making Inferences

- The questions in this section require more thought; therefore, you should spend more time on these questions.
- Understand the facts accurately. It makes inferring easier.
- Try to guess the meaning behind the information that is given.
- Read the key words and phrases in the question and answer choices. Look for those key words in the passage.
- Draw a conclusion based on the key words and phrases you have found.

Establishing Purpose

- Read the relevant information in the passage for accurate understanding.
- Think about the writer's purpose for putting the information in the passage.
- Do not choose answer choices that are too general or vague.
- It is important to get a clear image of the main idea.
- Using the main idea and development of the passage, infer the purpose.
- Looking at the development of the passage, identify whether the purpose will be to compare, contrast, or give a point of view.
- Words that appear in answer choices:
 - ⇒ give examples, illustrate, describe, explain
 - ⇒ prove, support, argue, persuade
 - ⇒ introduce, emphasize, point out
 - ⇒ compare, contrast

Skill E 01 Tennis

The lob is one of the most important shots in tennis. A lob is a high shot devised to make your opponent back up. It is most effective when your opponent is rushing the net. You just loft, or lob, the ball high over his head. Your opponent then has to stop and run back to get behind the ball.

In recent years, the lob shot has been neglected. Fewer players are rushing the net. Most stay back at the baseline. Also, tennis players are getting stronger. Their rackets are more powerful. If you do not lob the ball high enough, they will not run backwards. They will reach up and smash it past you for an easy point.

Even so, you should not be afraid to use the lob shot. An effective lob gives you time to move into a better position while your opponent runs backwards. It also changes the pace of the game.

Here are some tips on lobbing: Lob for height, not length. Hit the ball to an imaginary spot in the sky. Practice a few lobs while you're getting ready to play. Pull your racket back lower and follow through higher. Shorten your back swing and move your hands one centimeter lower on the handle. Finally, don't worry if your opponent smashes a couple of your lobs. Your time will come.

devise (v):
to invent/make up

effective (adj):
useful; good at getting the result needed

rush (v):
to do something very quickly

loft (v):
to make something go high up in the air

baseline (n):
the line which marks the end or back of a tennis court

racket (n):
a wooden (stringed) object used to hit a ball in sports

smash (v):
to hit the ball downward with great force.

backwards (adv):
toward the back; with the back leading

shorten (v):
to make smaller or less

handle (n):
the part of the racket or object that you hold with your hand

1. It can be inferred from paragraph 2 that
 - (A) players do not use the lob shot anymore
 - (B) the lob shot is more popular than ever
 - (C) players have lost confidence in the lob
 - (D) the lob is too difficult
2. What does the author imply with the last sentence?
 - (A) The game will be longer.
 - (B) One day you will play professionally.
 - (C) Eventually, you will use the shot effectively.
 - (D) The lob shot will be more popular in the future.
3. The word "most" in paragraph 2 refers to
 - (A) players
 - (B) lobs
 - (C) nets
 - (D) fewer

4. Which of the following is closest in meaning to the word "neglected" as used in paragraph 2?
- (A) Ignored
 - (B) Reached
 - (C) Afraid
 - (D) Over-used

5. The word "pace" in paragraph 3 could best be replaced by which of the following?
- (A) Length
 - (B) Speed
 - (C) Height
 - (D) Outcome

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the *THREE* answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **Although neglected in recent years, the lob shot is one of the most effective shots in tennis.**

- (A) Lob for height, not length.
- (B) The lob is a high shot that makes your opponent run to the back.
- (C) When holding the racket, put your hand low on the handle.
- (D) It's important to practice lobbing before a match.
- (E) The lob gives you time to change position and also changes the speed of the game.
- (F) Unfortunately, if not done correctly, the lob can result in a return smash by your opponent.

Skill E 02 Glaciers

Large sections of North America and Europe used to be covered by ice. About two million years ago, vast sheets of ice moved south. These ice sheets are called glaciers. The glaciers grew and shrunk over the years. This created a series of ice ages. The last ice age ended between 10,000 and 15,000 years ago. Scientists believe an ice age could one day return.

Glaciers form when temperatures are low and there is lots of snow. The lower layers of snow turn to ice. Then, the ice begins to move. The snow on top slides on the ice underneath.

The largest glaciers today are called continental glaciers. They cover Antarctica and most of Greenland. Continental glaciers can move as fast as 33 meters each day. Smaller glaciers are found in mountains all over the world. These are called alpine glaciers. They move only a few millimeters each day. Glaciers begin to recede when their ice melts faster than new ice forms.

When a glacier advances, it carries rocks and pieces of ground with it. This can make a narrow valley broader and deeper. When a glacier retreats, it leaves a U-shaped valley, called a trough. Waterfalls often follow the path of glacial troughs.

vast (adj):
great or large in size or amount

glacier (n):
a vast sheet of ice

shrink (v):
to become smaller

series (n):
a chain or set of events

slide (v):
to move smoothly and easily over a surface

continental (adj):
extremely large, approaching the size of a continent

alpine (adj):
related to mountains; for glaciers, related to a glacier surrounded on all sides by mountains

retreat (v):
to move back or away from

trough (n):
a low area surrounded at the sides by hills or mountains (in a U-shape)

glacial (adj):
caused by glaciers

1. It can be inferred from paragraph 1 that two million years ago
 - (A) a long ice age was coming to an end
 - (B) there were more glaciers in Europe than North America
 - (C) most of the glaciers were located in the north
 - (D) the temperature of the ocean changed
2. What is implied by the information related to glaciers and valleys?
 - (A) Glaciers cannot enter valleys.
 - (B) Glaciers cut valleys.
 - (C) Glaciers follow waterfalls.
 - (D) Glaciers melt valleys.
3. The word "this" in paragraph 1 refers to
 - (A) moving south
 - (B) growing and shrinking
 - (C) a series of ice ages
 - (D) a section of North America

4. The word "form" in paragraph 2 could best be replaced by which of the following?
- (A) Melt
 - (B) Move
 - (C) Occur
 - (D) Advance
5. Which of the following is closest in meaning to the word "advances" as used in paragraph 4?
- (A) Moves forward
 - (B) Moves backward
 - (C) Charges
 - (D) Stops
6. The purpose of this passage is to
- (A) tell the history of glaciers
 - (B) give the names of famous glaciers
 - (C) provide information about glaciers
 - (D) persuade readers that glaciers are important

People called Vikings lived in Sweden, Norway, and Denmark about 1,200 years ago. Winters there were long and cold. Summers were short. Most Vikings lived on farms. Vikings had to work very hard to grow and store enough food for the winter.

Vikings both farmed and hunted for their food. The Vikings grew crops such as barley, wheat, oats, and rye. They used these to make bread, porridge, and beer. They grew vegetables in small gardens. They kept animals for meat, eggs, and milk. Vikings were also good hunters. They shot wild animals with bows and arrows. They hunted seals with spears. They caught fish and sea birds.

Vikings prepared a lot of their food for storage. Vikings dried their meat over a fire or in the sun. They also put salt in it. This kept it from spoiling, or going bad. They stored pieces of meat in barrels with salt made from seawater. In winter months, they ate this meat with bread baked on hot stones by the fire. This bread was made from stored rye flour and oatcakes.

Vikings had to constantly work to survive. Women did all the household jobs. They also helped men on the farm. Children did not go to school; they were needed to help with the work. However, Vikings also thought enjoying life was important. Vikings celebrated important events with large feasts for many guests. They ate, drank, and had sports contests. Some feasts lasted more than a week.

crop (n):
a plant grown to produce food

porridge (n):
a cereal boiled in water or milk (often made with oats)

bow (n):
a weapon made by bending a piece of wood and tying string to it

arrow (n):
a piece of wood with a sharp metal tip, fired by a bow

spear (n):
a long piece of wood with a sharp metal tip, used to hunt

spoil (v):
to go bad or rotten

stone (n):
a piece of rock

horn (n):
a sharp, bone-like part seen on some animals' heads, like cattle or sheep

celebrate (v):
to mark a happy occasion by doing something special

contest (n):
a competition

1. Which of the following would most probably be true of Vikings?
 - (A) They had pet dogs and cats.
 - (B) They enjoyed making different kinds of art.
 - (C) They thought physical strength was important.
 - (D) They had a lot of time to relax.
2. What is implied about Viking families?
 - (A) Viking families liked to spend time together.
 - (B) Viking families worked hard and played hard.
 - (C) Viking men left their parents' home at a young age.
 - (D) Viking women did not have time to care for children.
3. The word "this" in paragraph 3 refers to
 - (A) Vikings
 - (B) meat
 - (C) salt
 - (D) barrels

4. The word "store" as used in paragraph 1 is closest in meaning to
- (A) shop
 - (B) supermarket
 - (C) have
 - (D) keep

5. The word "feasts" as used in paragraph 4 is closest in meaning to which of the following?
- (A) Meals
 - (B) Dinners
 - (C) Parties
 - (D) Reunions

6. **Directions:** Select the appropriate phrases from the answer choices and match them to the aspect of Viking life to which they relate. TWO of the answer choices will NOT be used.

Viking Work

Viking Celebration

_____	_____
_____	_____
_____	_____

- (A) Sports contests
- (B) Grow crops
- (C) Lived in Sweden, Norway, and Denmark
- (D) Large feasts
- (E) Long, cold winters
- (F) Kept animals for meat, eggs, and milk
- (G) Hunted seals with spears

Strategy

- Take notes of the information that you believe to be important during your first reading. It will save time in finding the key information while you are actually dealing with the question.
- Quickly read the text to gain an understanding of the overall passage. These two types of questions require you to find the answer throughout the whole passage.

Completing Summaries

- Recognize the major point of each paragraph. The answer choices are likely to be a paraphrase of the main point of each paragraph.
- Read the introductory summary sentence given in the summary chart and the answer choices carefully. They will guide you to the section of the passage you need to look at again.
- Do not choose answer choices that contain insignificant details or points.
- Do not choose answer choices whose information is not included in the passage.
- Do not choose vague, general statements.
- Use the **View Text** icon to look at the passage again. The passage does not appear while you do this type of question.

Completing Tables

- Look for the main ideas while reading. Look at how the passage is organized.
- Be sure to recognize category names given in the table and identify the relevant information that fits each category.
- Use the category words to quickly find the section of the passage you need to look at again.
- The phrases for each category can generally be found after the topics and categories have been introduced. Read around the topic or category words to quickly find the information.

Skill F 01

Evaluating Sources

Every piece of news and information we get comes from some place. This place is called the source. There are two kinds of sources.

■ **A)** Primary sources give us first-hand records of events. These might be newspaper stories by a reporter at some event, or they could be letters from someone involved in the event. Secondary sources write about information from primary sources. They do not have first-hand information. Historians are second-hand sources. They write about events that happened long before they were born. People who tell you information they heard from somebody else are also secondary sources. ■ **B)**

■ **C)** When we receive information, we must decide if it is true. We have to ask ourselves, "Is the information really a fact? Is this information only the source's opinion?" ■ **D)** If it is a fact, we need to see if there are other sources that confirm it. If the information is an opinion, we should consider the person who gave the opinion. Did the person take part in or see the event? Is he or she an expert on the topic of the information? We also have to ask when the report or opinion was written. We might hear news that is many years old. Is there any new or better information?

information (n):
news and facts

source (n):
where something comes from or begins

primary (adj):
first-hand; direct

event (n):
something that has happened or taken place

involve (v):
to be part of or participate in something (an event)

secondary (adj):
taken or learned from the primary

historian (n):
a person who writes about or studies the past

opinion (n):
what a person thinks about a certain subject or idea

take part in (v):
to be a part of an event; to have been in an event

topic (n):
a subject

1. What can be inferred from paragraph 1 about secondary sources?
(A) They are better than primary sources.
(B) They are always correct.
(C) They are always incorrect.
(D) They might not be accurate.
2. The word "it" in paragraph 2 refers to
(A) a fact
(B) an opinion
(C) information
(D) a person
3. Look at the four squares [■] that indicate where the following sentence could be added to the passage:
Each has strengths and weaknesses.
Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.
(A) Line 3
(B) Line 10
(C) Line 11
(D) Line 13

4. The word "expert" in paragraph 2 is closest in meaning to which of the following?
- (A) A person with much experience
 - (B) A person who went to university
 - (C) A person who knows a lot about one topic
 - (D) A primary source

5. What is the meaning of the word "confirm" as used in paragraph 2?
- (A) To agree with
 - (B) To disagree with
 - (C) To question
 - (D) To destroy

6. **Directions:** Select the appropriate phrases from the answer choices and match them to the type of source to which they relate. TWO of the phrases will NOT be used.

Primary source

Secondary source

- (A) Historian
- (B) First-hand
- (C) Reporter at event
- (D) True information
- (E) Usually opinion
- (F) Heard from others

Plants, trees, water, soil, and animals live together in certain places. We call this type of community an ecosystem. Occasionally, humans or nature destroy ecosystems. When this happens, they do not immediately return to the way they were before. Instead, the ecosystems heal themselves with a step-by-step process called succession.

Suppose a volcano erupts. First, hot lava covers all sides of the mountain. It kills the plants, trees, and animals. When the lava cools, it becomes bare rock with no life of any kind. Slowly, a special type of plant begins to grow on the hard lava. This plant is a fungus, called lichen. Chemicals from the lichens produce patches of sandy soil. This soil can support small plants. ■ **A)** As these plants die, they release materials into the soil. These make it strong enough to support grasses and larger plants. ■ **B)** The roots from these new plants help break the rocks and hold the soil in place. Trees and small bushes can grow as the soil becomes stronger. Finally, big trees appear. ■ **C)** There is a forest again. Animals come to live there. Succession has created a new ecosystem. ■ **D)**

community (n):
a group of people living together in a particular area

ecosystem (n):
the plants and animals that live/exist in a certain area

process (n):
a number of actions that end in a result

erupt (v):
to come out violently

bare (adj):
not covered in anything

fungus (n):
a plant-like organism with no leaves or roots (i.e., a mushroom)

lichen (n):
a type of fungus that can be seen covering rocks

chemical (n):
the basic (smallest) part that all things are made of (i.e., hydrogen)

patch (n):
a small section or area that is different from the main

root (n):
the part of a plant or tree that goes into the ground

- What can be inferred about lichens?
 - They can't live on trees.
 - They don't produce chemicals.
 - They don't need soil to grow.
 - They can't live near volcanoes.
- In paragraph 2, what does the word "it" refer to?
 - Plant
 - Material
 - Lichen
 - Soil

- Look at the four squares [■] that indicate where the following sentence could be added to the passage:

Small, sun-loving plants are replaced by plants that can live in partial shade.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- Line 11
- Line 13
- Line 15
- Line 17

4. The word "soil" could best be replaced by which of the following?

- (A) Rocks
- (B) Land
- (C) Dirt
- (D) Ground

5. The word "return" as used in paragraph 1 is closest in meaning to which of the following?

- (A) Go back to a previous location
- (B) Give to a previous owner
- (C) Go back to a previous condition
- (D) Move back to the beginning

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **Succession is nature's way of restoring damaged ecosystems.**

- (A) Sometimes human activity or a natural act destroys an ecosystem.
- (B) Succession is a gradual process.
- (C) Succession begins with small plants growing where other plants can't.
- (D) An ecosystem is a community of plants, animals, trees and soil.
- (E) Slowly, materials from small plants gradually create conditions for larger plants to grow.
- (F) One example of succession is after the eruption of a volcano.

Skill F 03 The Renaissance

Renaissance means re-birth. ■ **A)** It is the term we use for a remarkable time in European history. The Renaissance happened in Europe in the late 15th century. ■ **B)** It was a time of change in people's thoughts and beliefs. For thousands of years, people believed that there was something superior and more important than human beings. This thing was an unseen spirit or spirits. People called it God or gods. They would thank this invisible force for giving them health, food, and a beautiful planet. People thought that after they died, they would live with this spirit. That future life would be better than life on earth.

In the Renaissance, Europeans focused on people instead of God. Their art, books, and school lessons were about humans. ■ **C)** They thought predominantly about their life on Earth. People replaced God as the most important thing. People sought to experience as much as they could while they were alive. They wanted to be intelligent and strong as well as gentle and artistic. The Renaissance lasted from 1490 to 1650. During this time, such countries as England, France, and Spain also changed their governments. ■ **D)** They all came under the control of strong kings.

Renaissance (n):
a time in the 15th century when European society went through a great change

remarkable (adj):
extraordinary; very different or unusual

spirit (n):
an unseen being with great powers

invisible (adj):
something that can't be seen

focus (v):
to concentrate or think strongly on a particular subject or thing

predominantly (adv):
mostly

seek (v):
to look for; to try to find

alive (adj):
not dead

intelligent (adj):
clever; educated; smart

government (n):
the group of political leaders in a country

1. It can be inferred from the passage that during the Renaissance
(A) many Europeans stopped believing in God
(B) every European stopped believing in God
(C) people became less important than God
(D) God stopped believing in Europeans
2. In paragraph 1, what does the word "it" refer to?
(A) God
(B) Human being
(C) Invisible spirit
(D) Belief
3. Look at the four squares [■] that indicate where the following sentence could be added to the passage:
It began in Italy and gradually spread to other parts of Europe.
Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.
(A) Line 1
(B) Line 3
(C) Line 12
(D) Line 18

4. The word "superior" in paragraph 1 could best be replaced by which of the following?

- (A) Better
- (B) Incredible
- (C) Dramatic
- (D) Unbelievable

5. Which of the following is closest in meaning to the phrase "focused on" in paragraph 2?

- (A) Thought about more
- (B) hated
- (C) Saw more clearly
- (D) Loved

6. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the *THREE* answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

First sentence: **The Renaissance was a period of remarkable change.**

- (A) It lasted from 1490 to 1650.
- (B) People's major concern shifted from God to humans.
- (C) The form of government changed in many European countries.
- (D) People tried to be excellent in a number of different areas.
- (E) Art, philosophy, and education now emphasized the achievements of mankind.
- (F) People stopped living for a future life and started living for their present one.

Review A – F

Vocabulary Review

Skill Review

Vocabulary Review

Instructions: Choose the best word or phrase to complete each sentence.

1. This phone has not worked properly since I bought it. I am very _____.
(A) talented
(B) dissatisfied
(C) involved
(D) receded
2. The silver became of _____ importance in Zuni pieces. Silver was only used as a base for their favorite stone, turquoise.
(A) previous
(B) secondary
(C) semi-precious
(D) shallow
3. The company _____ a plan to build more houses and sell them cheaply.
(A) sought
(B) devised
(C) erupted
(D) occurred
4. The _____ of the game was too fast, so I had to stop playing at half-time.
(A) event
(B) loft
(C) pace
(D) opinion
5. I want to buy a new car, so I need _____ on different types.
(A) information
(B) movement
(C) monologue
(D) intelligent
6. It wasn't my argument, so I didn't want to get _____.
(A) receded
(B) retreated
(C) involved
(D) remarkable
7. The family was very lucky to be _____ after the accident.
(A) victory
(B) alive
(C) focused
(D) effective
8. Two animals that are thought to be _____ are dolphins and pigs.
(A) evidence
(B) intelligent
(C) unified
(D) dramatic
9. He is an expert, so I value his _____ on this subject.
(A) opinion
(B) reform
(C) talent
(D) monologue
10. There is a _____ distance between the moon and the earth.
(A) bare
(B) primary
(C) course
(D) vast

11. When I read his _____, I knew he was an excellent writer.

- (A) spirit
- (B) fungus
- (C) script
- (D) source

12. They were so happy with their victory they decided to _____.

- (A) remove
- (B) celebrate
- (C) process
- (D) devise

13. He seemed _____ because he was wearing a white jacket in the snow.

- (A) invisible
- (B) talented
- (C) focused
- (D) shrunk

14. I hit the golf club so powerfully that I broke the _____.

- (A) spear
- (B) racket
- (C) trough
- (D) handle

15. Traveling to another country is a(n) _____ way to learn another language.

- (A) involved
- (B) narrative
- (C) secondary
- (D) effective

Instructions: Choose the word or phrase closest in meaning to the underlined part.

16. When she took her sweater out of the washing machine, it had become smaller.

- (A) unified
- (B) shrunk
- (C) retreated
- (D) divided

17. After a lot of hard work between the two governments, the country was finally brought together.

- (A) spoiled
- (B) celebrated
- (C) unified
- (D) predominant

18. That family has many skilled and gifted members.

- (A) talented
- (B) effective
- (C) powerful
- (D) dissatisfied

19. That was an amazing movie. I really enjoyed it.

- (A) dramatic
- (B) effective
- (C) focused
- (D) remarkable

20. The food was ruined as it had been left in the sun all day.

- (A) reformed
- (B) spoiled
- (C) smashed
- (D) dissatisfied

-
21. The people on the island were always nervous, waiting for the volcano to explode.
(A) smash
(B) spoil
(C) retreat
(D) erupt
22. When the Americans joined the war, the German army had to move back.
(A) retreat
(B) celebrate
(C) pace
(D) slide
23. It was terrible. We were so surprised when the accident happened.
(A) rushed
(B) erupted
(C) occurred
(D) unified
24. Scientists have been studying the various communities of nature.
(A) civil rights
(B) ecosystems
(C) movements
(D) revolutions
25. All animals have weight because of the force the Earth puts on them.
(A) rhyme
(B) gravity
(C) narrative
(D) tide
26. We have a local meeting center in our area to help people get to know each other.
(A) contest
(B) continental
(C) stringed
(D) community
27. My friend and I are extremely different. If I think one thing, he thinks completely differently.
(A) the opposite
(B) a process
(C) a revolution
(D) similarly
28. They needed an answer quickly, but they couldn't find the root of the problem.
(A) topic
(B) source
(C) course
(D) patch
29. During the winter, many plants on the farm were damaged.
(A) horns
(B) series
(C) patches
(D) crops
30. Needing money for a new house, he looked for advice from his local bank manager.
(A) sought
(B) occurred
(C) focused
(D) included

Instructions: Write the missing words. Use the words below to fill in the blanks.

- | | | | | |
|--------|-----------|---------|----------|---------------|
| talent | event | victory | contests | smash |
| planet | take part | loft | rackets | predominantly |

Wimbledon is the most famous tennis (31) _____ on the (32) _____. Every year, around 128 men and 128 women (33) _____ in the singles (34) _____. From famous, well-known players to new, younger players with (35) _____, they all come looking for (36) _____. At Wimbledon, (37) _____ white clothes are worn, except by some of the famous names who make money by advertising certain items of clothing. Special (38) _____ are carried by some players, again, often for advertisement. With its grass courts that slow games down, Wimbledon is known for its skillful players and impressive shots. From the crowd-pleasing high (39) _____ shots to the powerful (40) _____ shots, Wimbledon is one competition that keeps the crowd coming every year.

Instructions: Choose the one word that does not belong.

- | | | | |
|-----------------|----------|------------|----------|
| 41. lyric | stringed | narrative | dramatic |
| 42. revolution | reform | movement | series |
| 43. conjunction | division | separation | split |
| 44. devise | reform | invent | design |
| 45. course | lichen | fungus | plant |

Instructions: Match the words that are opposites.

- | | |
|------------|------------|
| 46. steep | (A) melted |
| 47. potent | (B) round |
| 48. flat | (C) sink |
| 49. frozen | (D) flat |
| 50. float | (E) weak |

Throughout history, pigs have been useful to humans. Their bodies work much like ours. Doctors have used chemicals from pigs' bodies to help treat diseases in people. We also use pigs for food. We even make objects from their skin, such as bags and balls. Domestic pigs live on farms. These kinds are useful for people. Wild pigs live in the mountains and forests. They are causing big problems in the United States.

In the early 1900s, wild pigs—called boars—were brought from Europe to North Carolina. Boars have two sharp horns, or tusks, on each side of their mouth. They are aggressive and mean. At first, people kept the boars together in a forest. Hunters enjoyed trying to shoot them. But by the 1920s, some boars had escaped. Boars have lived in the mountains of North Carolina ever since. Problems began when the boars entered a national park. They dug holes in the soil and destroyed plants that other animals need for food.

California has the same problem. ■ **A)** Wild pigs in that state are not just hurting national parks. They are destroying the grass on golf courses and eating plants in people's gardens. ■ **B)** Some more of these pigs came from North Carolina in 1925. Some hunters brought them. They built a fence around the boars. However, several pigs escaped. ■ **C)** Later, some of the wild pigs mated with escaped domestic pigs. Today, the number of wild pigs keeps growing. ■ **D)** They are ruining lots of land. A scientist found 2,000 rare flowers in the stomach of one dead boar.

How can people stop these hungry pigs? There are no easy answers. One national park in Hawaii built a 15-meter fence around its entire 28,000 acres. Other states encourage hunters to kill the animals. However, pigs are intelligent, stubborn, and tough. We domesticated them for use on the farm. Now, our challenge is to control them when they leave the barnyard.

treat (v):
to help; to try to cure or take care of

disease (n):
an illness or sickness

domestic (adj):
made or changed for human use

tusk (n):
a long, curved tooth that comes out of certain animals' mouths

aggressive (adj):
quick to attack or be violent

escaped (adj):
have gotten out of or gained freedom from

mate (v):
to come together and make offspring or children

ruin (v):
to damage or destroy

rare (adj):
not often seen

acre (n):
a measurement of land (1 acre = 4,047 square meters)

1. All of the following are mentioned in the passage EXCEPT
 - (A) how boars came to the US
 - (B) how boars got to Europe
 - (C) the types of damage boars cause
 - (D) the characteristics of boars
2. How long have wild pigs been a problem in the US, according to the passage?
 - (A) 50 to 55 years
 - (B) 70 to 75 years
 - (C) 80 to 85 years
 - (D) More than 100 years
3. What is the topic of paragraph 4?
 - (A) Differences between domestic pigs and wild pigs
 - (B) How Californian pigs are different from other pigs
 - (C) The problems pigs are making in one state
 - (D) Why people in California like wild pigs
4. The word "ours" in paragraph 1 refers to
 - (A) people
 - (B) pigs
 - (C) bodies
 - (D) doctors
5. What does the word "them" in the last sentence refer to?
 - (A) Hunters
 - (B) National parks
 - (C) Pigs
 - (D) States
6. Which statement best reflects the author's opinion?
 - (A) Wild pigs are a necessary part of nature.
 - (B) All wild boars should be killed.
 - (C) Domestic pigs are dangerous.
 - (D) Controlling wild pigs is a difficult challenge.
7. From paragraph 3, we can infer that
 - (A) there are many farms in North Carolina
 - (B) wild pigs first came from Europe
 - (C) North Carolina is not very beautiful
 - (D) wild pigs eat flowers
8. The word "escaped" could best be replaced by which of the following?
 - (A) Got away
 - (B) Become lost
 - (C) Rebelled
 - (D) Died
9. The word "rare" in paragraph 3 is closest in meaning to which of the following?
 - (A) Beautiful
 - (B) Exquisite
 - (C) Common
 - (D) Special
10. The word "entire" in the last paragraph is closest in meaning to
 - (A) very large
 - (B) whole
 - (C) make sleepy
 - (D) hot

11. Look at the four squares [■] that indicate where the following sentence could be added to the passage:

Some of these boars are descendants of domestic pigs the Spanish settlers brought with them in the 1760s.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- (A) Line 15
- (B) Line 17
- (C) Line 20
- (D) Line 21

12. **Directions:** *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.*

First sentence: **While domestic pigs are quite useful to people, wild pigs in the United States are causing big problems.**

- (A) Domestic pigs provide us with food and medicine.
- (B) Wild pigs came from Europe.
- (C) In California, wild pigs have mated with escaped domestic pigs.
- (D) Boars are damaging golf courses.
- (E) Wild pigs are destroying plants and digging up land.
- (F) Boars are difficult to control because they are smart and tough.

Look at the stars in the night sky. Do some of them seem to form patterns or designs? Can you see animals, people, or objects? These patterns are called constellations.

■ **A)** Constellations are not real animals, people, or objects. We imagine them to help us make a map of the sky. On a dark night, you can see almost 1,500 stars. Trying to distinguish which is which can be difficult. Constellations make it easier for us to identify stars.

People began seeing patterns in the stars about 6,000 years ago.

■ **B)** Three of the first constellations they imagined were a lion, a bull, and a scorpion. In ancient times, farmers used constellations to know which month it was. We can see some constellations only one season each year. Farmers knew it was time to plant when they saw a certain constellation. They knew it was time to harvest when they saw a different one.

■ **C)** People in different countries can look at the same constellation and imagine different things. Someone in China might think a constellation looks like a dragon. Someone in Australia might think the same pattern is a horse. Each country has its own ideas. Many constellations get their names from the myths of ancient Greece and Rome. A constellation called Aquarius is named after a Greek boy who carried water. A constellation called Taurus is named after a god who came to earth as a bull.

Constellations are not stationary. The stars in them are gradually moving. It is difficult to know the boundaries of many constellations. In 1929, international astronomers, scientists who study stars, agreed on official boundaries for the 88 constellations that exist today. ■ **D)**

However, by the time your children grow up, these boundaries could change. We might also find new constellations. We will always use our imaginations to help understand the world around us.

pattern (n):
a shape, reproduced a number of times (like on wallpaper or carpet)

design (n):
organized shapes and patterns

constellation (n):
a group of stars which, together, form a shape

object (n):
a thing that can be seen or touched

distinguish (v):
to see the difference between certain things

bull (n):
a male cow (the name of one of the constellations)

scorpion (n):
a spider-like animal with two pincers and a poisonous tail over its back that stings

harvest (v):
to gather crops and plants that have been grown

stationary (adj):
not moving

gradually (adj):
slowly; bit by bit

astronomer (n):
a person who studies the stars and planets

international (adj):
happening or occurring between two or more countries

official (adj):
recognized by a person in authority (in charge)

imagination (n):
our ability to see or make things in our minds that may not be real

-
1. According to the passage, about how many constellations exist today?
 - (A) 90
 - (B) 100
 - (C) 1,500
 - (D) 6,000

 2. All of the following are true EXCEPT that
 - (A) constellations have a long history
 - (B) scientists agree on constellation boundaries
 - (C) constellations are groups of stars
 - (D) constellations never change

 3. This passage mainly discusses
 - (A) the names of constellations
 - (B) the history of constellations
 - (C) how to see constellations
 - (D) Greek and Roman myths

 4. What does the word "which" in paragraph 2 refer to?
 - (A) Constellations
 - (B) Maps
 - (C) People
 - (D) Stars

 5. In paragraph 3, the word "one" in the last sentence refers to a
 - (A) farmer
 - (B) star
 - (C) season
 - (D) constellation

 6. Based on information in paragraph 2, we can infer that
 - (A) there are only 1,500 stars
 - (B) we can see different numbers of stars depending on how bright the moon is
 - (C) all constellations are animals
 - (D) we need a map of the sky to see the stars

 7. Based on the information in paragraph 3, what can we infer about ancient farmers?
 - (A) They were not very intelligent.
 - (B) They did not have calendars.
 - (C) They worked very hard.
 - (D) They grew food.

 8. Which of the following could best replace the word "identify" as used in paragraph 2?
 - (A) Recognize
 - (B) Name
 - (C) Count
 - (D) Number

 9. As used in paragraph 3, what is the meaning of the word "ancient"?
 - (A) Old
 - (B) Modern
 - (C) Prehistoric
 - (D) Good

 10. The word "boundaries" as used in paragraph 5 is closest in meaning to which of the following?
 - (A) Dimensions
 - (B) Properties
 - (C) Borders
 - (D) Shapes

11. Look at the four squares [■] that indicate where the following sentence could be added to the passage:

Some of these constellations were the same ones as recognized in ancient times.

Where would the sentence best fit? Choose the square [■] where the sentence should be added to the passage.

- (A) line 4
- (B) line 9
- (C) line 15
- (D) line 26

12. **Directions:** *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.*

First sentence: **Constellations have helped us for thousands of years.**

- (A) Constellations are slowly changing.
- (B) Constellations seem like different objects to different people.
- (C) We can use constellations to form a map of the night sky.
- (D) Constellations help teach us the names of stars.
- (E) Ancient farmers used constellations to help them tell time.
- (F) There are 88 constellations today.