

Reading

PRACTICE 16 • Text Structure

SAMPLES

Directions: Read this passage about sunflowers. Then answer the questions below.

Sunflower designs seem to be everywhere: on hats and clothing, on posters, on plates and coffee mugs. Although the designs usually show large, perky flowers with black centers and cheerful yellow petals, Nature is more creative. Real-life sunflowers come not only in yellow but also in shades of white, red, brown, and orange. Sunflower blossoms may range in size from only an inch wide to more than a foot across.

Sunflowers are easy to plant. Just press seeds a couple of inches into garden soil. With plenty of sun and occasional watering, they are almost guaranteed to bloom. When they do, you can pick the flowers or leave them in place. After the flowers fade, you can even eat the dried seeds—if you collect them before the birds do. Birds love sunflower seeds, and they can certainly tell the difference between a sunflower design and the real thing!

- A. According to this passage, what should you do after the sunflowers fade?
- (A) pick the flowers
 - (B) press the seeds into the soil
 - (C) eat the dried seeds
 - (D) give the plants plenty of sun
- B. If you want to save the seeds, you have to collect them as soon as they are ready because –
- (A) the seeds will rot
 - (B) they will change colors
 - (C) the seeds will blow away
 - (D) birds will eat them
- C. How do real sunflowers differ from sunflower designs?
- (A) They are yellow.
 - (B) They are more varied.
 - (C) They are less colorful.
 - (D) They are smaller.

Tips and Reminders

- Look for signal words in the passage to help find the sequence of events, causes and effects, or comparisons and contrasts.
- Read the passage carefully. Events may not be described in the order in which they occur.

PRACTICE 16 • Text Structure (continued)

PRACTICE

Directions: Read this passage about a problem in Indonesia. Then answer questions 1–4.

People often rely on predictable cycles of nature, but sometimes Nature plays tricks. In Indonesia, a group of more than 17,000 islands in Southeast Asia, many people rely on agriculture to feed themselves and make a living. Once a year, farmers and logging companies set fires to burn fields and forests to clear land for planting. They rely on annual rains, called monsoons, to put out the fires. However, in 1997, El Niño, a warm ocean current, changed the weather patterns, and the usual monsoons were delayed for several months. As a result, massive clouds of smoke settled like a blanket over much of Indonesia and neighboring Malaysia. Thousands of people experienced breathing difficulties. The smoke also hindered visibility and was blamed for causing a large plane crash and collisions between ships.

At one point more than 40,000 people were called in to fight the smoky fires. Strong winds also helped to clear the smoke. Still, in an effort to control the source of the smoke, the government revoked the licenses of several logging companies.

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| <p>1. Farmers and loggers in Indonesia set fires in order to –</p> <ul style="list-style-type: none">(A) avoid the monsoons(B) raise the price of crops(C) clear land for planting(D) complain about the government <p>2. Which of these events occurred last?</p> <ul style="list-style-type: none">(A) Loggers set fires to forests.(B) Loggers lost their licenses.(C) Monsoons put out the fires.(D) The monsoons were delayed. | <p>3. In 1997, how was the weather in Indonesia different from usual?</p> <ul style="list-style-type: none">(A) The rains came later.(B) The rains were heavier.(C) The winds were stronger.(D) The temperature was warmer. <p>4. The clouds of smoke over Indonesia began to clear because of –</p> <ul style="list-style-type: none">(A) a large plane crash(B) the effects of El Niño(C) collisions between ships(D) strong winds |
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PRACTICE 16 • Text Structure (continued)

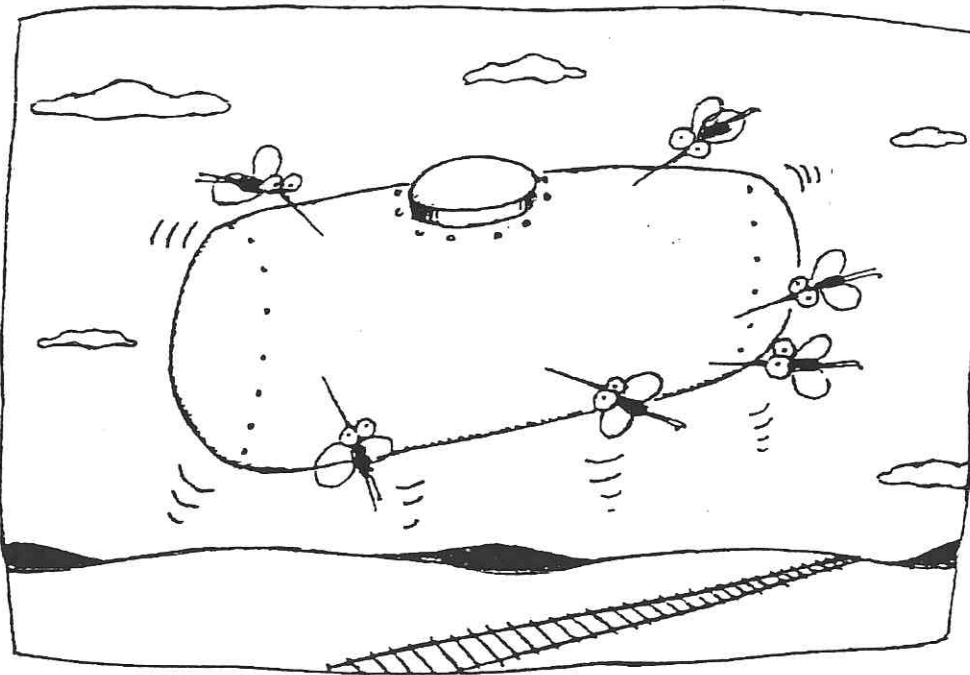
Directions: Read this passage about a man who lives in Minnesota. Then answer questions 5–10 on the next page.

My father once told me how he came to live in Minnesota. He had a job laying railroad track in Mississippi. It was hard work, but the worst part was the mosquitoes. They were as big as blackbirds! At dusk, great swarms of them came out to feed. To avoid the mosquitoes, the workers always tried to make sure they were home before sundown.

One day Dad had to work late. He worked as fast as he could, but soon the sun began to set and a huge swarm of mosquitoes came looking for blood. Dad grabbed his tools and ran. The only place to hide was in an old locomotive boiler lying along the track. He jumped inside and slammed the hatch. The boiler was made of steel, so he figured he'd be safe until morning.

But the mosquitoes drilled right through the steel with their blood-sucking "snouts," as Dad called them. Each time a snout bored through, Dad clinched it on the inside with his claw hammer so the mosquito could not get away. When he had several dozen clinched to the boiler, he began to feel a gentle rocking motion. The mosquitoes were flying away and taking the boiler with them!

After a few hours, Dad took the hammer and started releasing the snouts. Each time a freed mosquito flew off, the boiler sank lower. With a little luck and good timing, Dad managed a perfect landing in a wheat field. When all the mosquitoes had left, he emerged from the boiler and looked around. The place where he had landed turned out to be Minnesota. It had more hills and cooler temperatures than Mississippi, but it looked like a nice place, and so he stayed on. I think the mosquitoes stayed on, too.



PRACTICE 16 • Text Structure (continued)

5. Which event involving the narrator's father happened first?
 - (A) He hid inside a boiler.
 - (B) He grabbed his tools and ran.
 - (C) He emerged from the boiler.
 - (D) He worked in Mississippi.
6. The railroad workers always went home before sundown in order to –
 - (A) avoid the mosquitoes
 - (B) have dinner on time
 - (C) get plenty of rest
 - (D) avoid making mistakes in the dark
7. How was the narrator's father different from the other railroad workers?
 - (A) He did not like Mississippi.
 - (B) He had to work late.
 - (C) He was not afraid of mosquitoes.
 - (D) He was a pilot.
8. What happened after Dad began releasing the mosquitoes' snouts?
 - (A) The mosquitoes bit him.
 - (B) Dad hid in the boiler.
 - (C) The boiler sank lower.
 - (D) Dad felt a gentle rocking motion.
9. Why did Dad stay on in Minnesota?
 - (A) There were no mosquitoes there.
 - (B) He wanted to grow wheat.
 - (C) It looked like a nice place.
 - (D) His son lived in Minnesota.
10. According to this passage, how is Minnesota different from Mississippi?
 - (A) It has no mosquitoes.
 - (B) It has no railroads.
 - (C) It has more blackbirds.
 - (D) It has cooler temperatures.

Reading

PRACTICE 19 • Inferences

SAMPLE

Directions: Read this passage about a girl named Sandra. Then answer the questions below.

As she sat before the huge oak desk, Sandra could hear water dripping from the roof outside. She would not be playing soccer today. With a long, drawn-out sigh, Sandra stared at the globe on the desk and noticed a single island in the Pacific Ocean. "It would be fun to go there," she thought.

Suddenly, Sandra could feel the sand between her toes and hear the crash of the waves. Three dolphins leaped out of the greenish blue water as they made their way into the lagoon. Sandra turned to her best friend, Laura. She was about to speak when she caught the scent of homemade soup.

"Sandra, the soup is ready," her father called from the kitchen.

"Okay, I'll be right there." Sandra looked once again at the tiny island on the globe. Then she turned and left the room.

A. Where is Sandra?

- (A) on an island
- (B) at school
- (C) in her father's study
- (D) on a ship

B. Why wasn't Sandra going to play soccer?

- (A) She did not feel well.
- (B) Her father would not let her.
- (C) She had to do her homework.
- (D) It was raining.

C. What will Sandra probably do next?

- (A) eat lunch
- (B) go outside
- (C) walk along the beach
- (D) study the globe

Tips and Reminders

- To make inferences or predictions, look for clues in the passage.
- Check each answer choice to decide which is most likely.
- When you draw a conclusion or make a generalization, make sure that the information in the passage supports it.

PRACTICE 19 • Inferences (continued)

PRACTICE

Directions: Read this passage about Paul's experiences at the mall. Then answer questions 1–4.

Paul's mother was getting her hair done in the salon at the mall. "Meet me here at exactly 4:30," she said. "And no leaving the mall!" she added, as if he was still five years old. The hairdresser smiled.

In a store called Little Russia, Paul picked up a tiny box with a princess painted on the lid. The price was \$135.00. Paul replaced the box and fled, relieved that the girl behind the counter was ignoring him.

Next door was the Bath Shop. Paul forced himself to go in. Nervously, he picked up a sample jar of pale greenish goo and dabbed some on his hand. It smelled disgusting! He escaped just as a saleswoman approached him.

In Babbington Tools, Paul searched for a nice, inexpensive kitchen utensil. But as he fumbled through the hundreds of objects on display, he realized that he didn't recognize one of them. Paul sweated, afraid that some salesperson would ask him what he wanted. He left empty-handed.

His watch said 4:25. If he didn't get back in time, his mother would be sure he'd been kidnapped. But her birthday was tomorrow! Paul hurried past the hair salon and ducked into Clea's Cute Cards.

1. What is Paul looking for at the mall?

- Ⓐ a gift for his mother
- Ⓑ a treat for himself
- Ⓒ a present for the hairdresser
- Ⓓ a gift for a friend

2. What happens to Paul in each store that he visits?

- Ⓐ He finds objects that are too expensive.
- Ⓑ The salesperson ignores him.
- Ⓒ He feels embarrassed.
- Ⓓ He buys something.

3. Which word best describes how Paul's mother feels toward him?

- Ⓐ selfish
- Ⓑ protective
- Ⓒ jealous
- Ⓓ ashamed

4. What will Paul most likely do next?

- Ⓐ go back to the Bath Shop
- Ⓑ hide from his mother
- Ⓒ buy a birthday card
- Ⓓ ask his mother for advice

PRACTICE 19 • Inferences (continued)

Directions: Read this passage about our national forests. Then answer questions 5–8.

Our national forests were established in 1897. The U.S. government set them aside to protect the forests and to provide a supply of timber for the nation. One hundred years later, many Americans still see the national forests as a rich source of lumber. Others believe that all our national forests should be left untouched. Today, the United States National Forest System consists of 191 million acres. Timber harvesting is permitted on only 49 million of those acres.

Some Americans believe that the forests should be used primarily for the enjoyment of recreational visitors. On weekends, for example, city-dwellers pour into the forests outside Atlanta and Seattle, where they fill the air with music and smoke from campfires. The San Bernardino Forest outside Los Angeles is littered with trash left there by visitors. In Oregon, sightseers roar along the remote Rogue River in motorboats. Some environmentalists think that limits should be placed on how many visitors can visit a national forest at one time.

Attitudes have changed over the past 100 years. Americans who once thought that the forests were vast and unchanging now think they are shrinking.

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| <p>5. What conclusions about our national forests can be drawn from this passage?</p> <ul style="list-style-type: none">(A) Timber harvesting occurs on a small portion of forest lands.(B) Every city has a national forest.(C) National forests are only for recreation.(D) The forests are in better shape now than when they were created. <p>6. What do all the recreational visitors described here have in common?</p> <ul style="list-style-type: none">(A) They disturb the peace and beauty of the forests.(B) They leave trash behind.(C) They make a lot of noise.(D) They think the forests should be harvested for timber. | <p>7. From this passage, you can conclude that –</p> <ul style="list-style-type: none">(A) few Americans value our forests(B) Americans cannot agree on how best to manage the forests(C) most Americans don't even know about our national forests(D) most Americans think the forests should be left alone <p>8. In the future, Americans most likely will –</p> <ul style="list-style-type: none">(A) destroy all the forests(B) stop visiting forests(C) be more careful with our forests(D) stop using timber |
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PRACTICE 19 • Inferences (continued)

Directions: Read this passage about a sixth-grade class. Then answer questions 9–14 on the next page.

Mr. Chiu brought to class a statistic stating that American kids aged 6–11 watch over nineteen hours of television per week.

"This is terrible!" he exclaimed. "Why are you kids filling your heads with this junk instead of doing something useful?"

"We aren't just watching junk," protested Sam. "A lot of the stuff we watch is on educational channels. Besides, I know my friends and I do a lot of other things besides watching TV. I don't think I watch over 19 hours a week."

"Neither do I!" said Jessica. Everybody else chimed in.

"Okay," said Mr. Chiu, "I challenge all of you in class to monitor your TV viewing habits for a month. You'll have to record how much you watch, what you watch, and what other activities you get involved in during your leisure time. This could be interesting."

The class accepted the challenge. Using the class computer, they created weekly viewing logs for each student to take home. They divided themselves into four groups. Each group was responsible for making sure that its members filled in their viewing log each day. Students also received journals in which to jot down other activities, such as sports, crafts, computer games, playing with pets, and so on.

At the end of the month, each group presented its results. One person in each group presented a report, and each group summarized its results in bar graphs.

Based on the results for the whole class, the students discovered that every student watched an average of 22 hours of TV per week. For about one-quarter of the time they spent watching TV, the students watched nature programs, foreign-language instruction programs, and other educational shows. The rest of the time was spent watching shows that were pure entertainment.

The students also determined how much time they spent on other activities. Across the entire class, students averaged 6 hours a week playing sports or getting other forms of exercise, 2 hours a week reading, 8 hours a week playing with friends, and 12 hours a week on the computer, playing games or on the Internet.

After the students presented their findings, Mr. Chiu looked thoughtful.

"Well," he said, "it's time to look more carefully at these numbers. What do they tell you?"

PRACTICE 19 • Inferences (continued)

9. From this passage, you can infer that Mr. Chiu thinks -
- Ⓐ sports are less valuable than reading
 - Ⓑ watching TV has little or no value
 - Ⓒ his students will not tell the truth about their viewing habits
 - Ⓓ educational TV is a great learning tool
10. At the beginning of this story, Sam thinks that -
- Ⓐ he and his friends are being unfairly accused by their teacher
 - Ⓑ he watches less TV than his classmates
 - Ⓒ educational TV is junk
 - Ⓓ watching a lot of TV is something to be proud of
11. Which statement about Mr. Chiu's students is most likely true?
- Ⓐ They do not like to read.
 - Ⓑ They watch more educational TV than entertainment TV.
 - Ⓒ They spend more hours playing on the computer than doing anything else.
 - Ⓓ They spend more time watching TV than exercising.
12. What inference can you make about Mr. Chiu's teaching style?
- Ⓐ He carefully plans all of his lessons months ahead of time.
 - Ⓑ He runs the classroom without student input.
 - Ⓒ He encourages students to think for themselves.
 - Ⓓ He is not very interested in his students' thoughts and lives.
13. What conclusion can be drawn about the statistic that Mr. Chiu brings to class?
- Ⓐ It is absolutely correct.
 - Ⓑ It is definitely incorrect.
 - Ⓒ It is supported by the data from Mr. Chiu's class.
 - Ⓓ It is not supported by the data from Mr. Chiu's class.
14. What will most likely happen next?
- Ⓐ Mr. Chiu will show that the students' data is incorrect.
 - Ⓑ Mr. Chiu will have the students study other statistics about American youth.
 - Ⓒ Mr. Chiu will ask students to repeat the numbers to him.
 - Ⓓ Mr. Chiu and the students will try to draw conclusions from the data.

Reading

PRACTICE 25 • Evaluating Information

SAMPLES

Directions: Read this letter about Valley Street. Then answer questions A and B.

To the Editor:

Every afternoon I walk along Valley Street on my way home from work. I used to look forward to this part of my day. After all, Valley Street has some of the prettiest views in the whole city. But these days a walk down Valley Street is terrifying. Sometimes I'm lucky just to get home in one piece. Why? Skateboarders have made Valley Street a danger zone.

I really don't want to spoil young skateboarders' fun, but a sidewalk is not the place for zipping around on a speedy skateboard. Older people like me have trouble getting out of the way. I've already seen a dozen close calls. Luckily, no one has been badly hurt—yet! Before a serious accident does happen, let's get skateboards off our sidewalks!

Mary Lou Inness

A. Which sentence states a fact?

- (A) Every afternoon I walk along Valley Street on my way home from work.
- (B) Valley Street has some of the prettiest views in the whole city.
- (C) These days a walk down Valley Street is terrifying.
- (D) Skateboarders have made Valley Street a danger zone.

B. Which sentence is intended to persuade readers that the Valley Street skateboarders are dangerous?

- (A) I don't want to spoil young skateboarders' fun.
- (B) Valley Street has some of the prettiest views in the city.
- (C) Older people like me have trouble getting out of the way.
- (D) Luckily, no one has been badly hurt—yet!

Tips and Reminders

- A fact is a statement that can be proven true. An opinion is a statement, belief, or feeling that cannot be proven true.
- For questions about techniques of persuasion, think carefully about what the author is trying to say. Look for statements or claims made without any supporting evidence.

PRACTICE 25 • Evaluating Information (continued)

PRACTICE

Directions: Choose the best answer to each question.

1. Which statement about computers is an opinion?
 - (A) In recent years, computers have improved our lives.
 - (B) A computer is a machine that stores information the user puts into it.
 - (C) The first computers were larger but less powerful than today's.
 - (D) A "bug" is a problem that can keep a computer from working.
2. Which statement about a candidate for mayor of Mapleton is most persuasive?
 - (A) Elena Ferrante has new ideas for Mapleton.
 - (B) Elena Ferrante was born and raised in Mapleton.
 - (C) Elena Ferrante has served on the Mapleton city council for six years.
 - (D) Elena Ferrante has always wanted to be mayor of Mapleton.
3. Which statement about sports is an opinion?
 - (A) Soccer and football are team sports.
 - (B) Running and bicycling require strong leg muscles.
 - (C) Hockey is the most difficult sport.
 - (D) Tennis and volleyball are played with a net.
4. Which statement about gardening is a fact?
 - (A) Buy gardening tools that have handles made of wood, not plastic.
 - (B) A border of flowers adds charm to a vegetable garden.
 - (C) Planting seeds too close together is the worst mistake you can make.
 - (D) Some plants grow well in shade, while others need direct sunlight.
5. Which statement tries to convince you to buy a toothpaste because it is better than other brands?
 - (A) Actress Tia Sherman says, "Dentaguard Toothpaste keeps my teeth white."
 - (B) Four out of five dentists recommend Dentaguard for their patients.
 - (C) Clean your teeth and save money with Dentaguard.
 - (D) Dentaguard's great flavor makes brushing a pleasure.
6. Which statement about eating is an opinion?
 - (A) Food that is good for you usually does not taste as good as junk food.
 - (B) If you eat more food than your body uses, you will gain weight.
 - (C) To stay healthy, it is important to eat a well-balanced diet.
 - (D) Cheese, meat, fish, and eggs contain protein that your body needs.

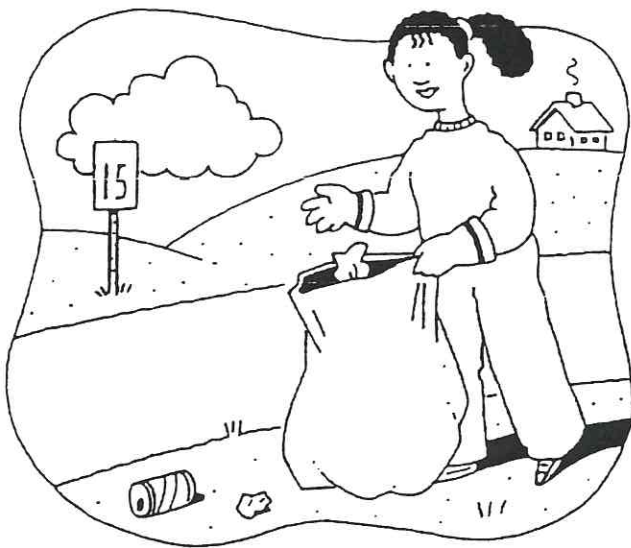
PRACTICE 25 • Evaluating Information (continued)

Directions: Read the newspaper article about a clean-up campaign. Then answer questions 7–9.

Volunteers Needed for Clean-up

Volunteers are needed for Lake County's Fifth Annual Spring Clean-up. The Clean-up is scheduled for this Saturday. Director Lee Farnsworth estimates that 200 volunteers will be needed. They will be assigned to teams and work in four-hour shifts. Clean-up jobs will include picking up road trash, raking leaves, and painting park benches.

In the last four years, volunteers have made the Spring Clean-up a great success. As Director Farnsworth says, "If you love Lake County, volunteering is the best way to show it. And when our streets and parks look good, we all feel better." In case of heavy rain, the Clean-up will be postponed. But Director Farnsworth hopes a few sprinkles won't discourage anyone. "When you're working for a good cause, a little water shouldn't bother you," he laughs.



7. This newspaper article tries to interest people in volunteering by suggesting that the work is –
- (A) fun and exciting
 - (B) important and rewarding
 - (C) glamorous and interesting
 - (D) easy and relaxing
8. Which sentence from this article states an opinion?
- (A) Volunteers are needed for Lake County's Fifth Annual Spring Clean-up.
 - (B) The Clean-up is scheduled for this Saturday.
 - (C) If you love Lake County, volunteering is the best way to show it.
 - (D) In case of heavy rain, the Clean-up will be postponed.
9. Which sentence states a fact?
- (A) Clean-up jobs will include picking up trash and raking leaves.
 - (B) Volunteers have made the Spring Clean-up a great success.
 - (C) And when our streets and parks look good, we all feel better.
 - (D) When you're working for a good cause, a little water shouldn't bother you.

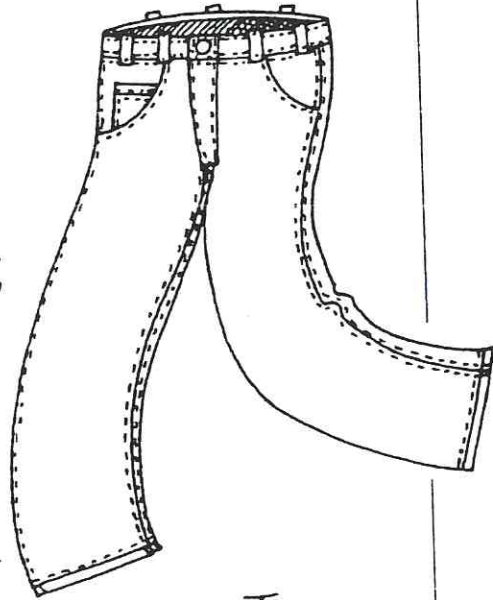
PRACTICE 25 • Evaluating Information (continued)

Directions: Read the advertisement for jeans. Then answer questions 10–12.

You're a smart shopper. You know that great jeans are comfortable, good-looking, and made to last. You also know that great jeans cost too much. So, being a smart shopper, you wait until your favorite brand of jeans goes on sale. If you're lucky, you'll find a pair that's the exact size, style, and color you're looking for. But chances are, you won't.

So, what's the smart shopper to do? Buy *Now Jeans*! *Now Jeans* are made of 100% preshrunk cotton denim in four colors. And we double-stitch our seams for extra strength and wear. *Now Jeans* come in 5 different styles and 30 sizes, so you will find a pair that really fits. Inch for inch, *Now Jeans* have the looks, quality, and comfort of those expensive brands. They just cost less!

So stop waiting for sales. Go right to your favorite department store and buy a pair of *Now Jeans*. That's what smart shoppers do.



Now Jeans

10. Which idea from this ad is a fact?

- (A) You're a smart shopper.
- (B) Great jeans are good looking.
- (C) Great jeans cost too much.
- (D) *Now Jeans* come in four colors.

11. This advertisement tries to persuade you to buy *Now Jeans* instead of your favorite brand of jeans mainly by stating that *Now Jeans* are –

- (A) less expensive
- (B) more comfortable
- (C) better looking
- (D) more durable

12. Which idea from this advertisement is an opinion?

- (A) The seams of *Now Jeans* are double-stitched.
- (B) There are 5 styles and 30 sizes of *Now Jeans*.
- (C) Shoppers who are smart buy *Now Jeans*.
- (D) *Now Jeans* are sold in department stores.