



AMERICAN BOOK COMPANY'S

**PASSING THE
LEAP 21
GRADUATION EXIT
EXAM
IN
ENGLISH
LANGUAGE ARTS**

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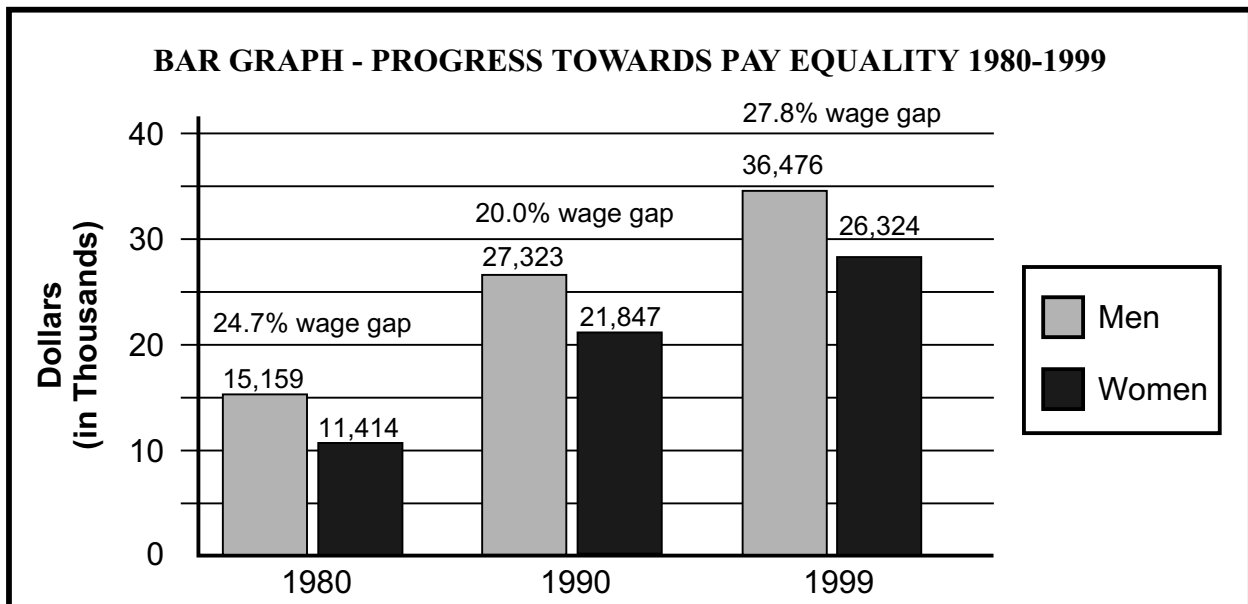
Selections from Internet Key Word Search on “Glass Ceiling”

Web Sites

1. [The Glass Ceiling](#) - Web site offering articles and information on job discrimination, business articles, information for students, a large resource section, legal center, free business directory, family articles, literature
Society>Work>Workplace Discrimination
[Translate]
2. [Glass Ceiling on DataLine](#) - DataLine engages people online about both corporate and academic **glass ceiling** lawsuits to enable interest and support for some of the plaintiffs for cases we have followed
Society>People>Women>Women's Rights
[Translate]
3. [The Glass Ceiling Biographies](#) - A biography of Clara Barton from the “Shatter the **Glass Ceiling**”, a working woman’s magazine
Health>Nursing>History>Clara Barton
[Translate]
4. [Glass Ceiling Business Directory](#) - Free business directory covering national and international businesses
Business>Directories>North America>United States
[Translate]

News Articles

1. [webreview.com - Poll Results: New Paradigm, Same Glass Ceiling?](#) - webreview.com - Cross-Training for Web Teams Home:
[Http://www.webreview.com/pub/1999/06/11/poll/results.html](http://www.webreview.com/pub/1999/06/11/poll/results.html) New Paradigm: Same **Glass Ceiling?** Poll results: Does the same **glass ceiling** exist?
[More Articles](#) about **glass ceiling** from [webreview.com](#)
[Translate]



EVALUATION CHART

DIAGNOSTIC LANGUAGE ARTS EXAM

Directions: On the following chart, circle the question numbers that you answered incorrectly, and evaluate the results. Then turn to the appropriate topics (listed by chapters), read the explanations, and complete the exercises. Review the other chapters as needed. Finally, complete the **LEAP 21 GEE English Language Arts Practice Exams** to further prepare yourself for the **LEAP 21 GEE in English Language Arts**.

	QUESTIONS	PAGES
Chapter 1: Capitalization and Punctuation	1, 38, 39, 40, 41, 42, 43, 45	19-39
Chapter 2: Nouns and Pronouns	1, 39, 40, 42, 44, 45	40-53
Chapter 3: Verbs	1, 43	54-66
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Chapter 8: Literal Meaning	16, 17, 19, 27, 35	114-124
Chapter 9: Main Idea and Theme	4, 8, 29	125-139
Chapter 10: Inferences and Conclusions	12, 15, 21, 30	140-153
Chapter 11: Fact and Opinion	20	154-158
Chapter 12: Author's Purpose and Argument		159-172
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Chapter 17: Comparing/Contrasting	22, 34, 37	249-265
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Chapter 19: Writing a Composition	1	275-291
Chapter 20: Using Reference Sources	2, 3, 5, 6, 8	293-310
Chapter 21: Using Graphic Aids	7	311-323
Chapter 22: Synthesizing Information	2, 3, 4, 5, 6, 7, 8	324-331

Chapter 10

Inferences, Conclusions, and Predictions

Can you tell whether another person likes you or not, even if that person doesn't say so in words? On a separate sheet of paper, list three ways you can tell if someone likes you, even without saying so. Then list three ways you can tell if someone doesn't like you. Discuss your answers with your classmates and develop a list for the whole class.

Your class probably developed quite a long list which included things like whether or not a person returns your phone calls, if the person smiles or frowns when you approach, or if you eat lunch together or not. By paying attention to another person's behavior, you can draw conclusions about that person's attitudes and feelings. This process is called **making an inference**.



In Chapter 8, you practiced finding the literal meaning of a text, in other words, the information explicitly stated in a passage. In Chapter 9, your study of main ideas and themes showed that in some passages they are stated directly, and in others, they are implied. To find an implied main idea, you needed to use the facts and details to “read between the lines” and develop your own statement of the main idea. In this way, you made an **inference**. An inference is a conclusion that goes beyond what is explicitly stated, but is based on the information already given.

The LEAP 21 GEE in Language Arts will ask questions that require you to go beyond what is explicitly stated in the text in order to make **inferences**, draw **conclusions**, and make **predictions**.

MAKING INFERENCES

When you **make an inference** while reading a text, you make an educated guess based on facts and details in a passage. By reviewing various ideas and details in a selection, you can infer information that is not directly stated. For example, the topic of the following passage is not stated directly in the text or in a title. See if you can use the details provided to infer what the topic is.

These storms occur over land and are the most violent of all atmospheric disturbances. They are highly localized and, therefore, do not affect large areas at one time. The actual path of destruction of these storms is rarely more than 100 yards in width. They take the form of a rotating column of air that extends down to the land from a thundercloud. They happen most frequently in the Midwestern and Southern United States.

Chapter 12

Author's Purpose and Argument

There are many reasons why an author puts pen to paper or clicks away at the keyboard. Just think of the reasons why you write. You write essays for English class because the teacher requires it. You write a note in a birthday card to your mother to express your love. You send e-mails to internet friends just to keep in touch. There are many other reasons why you write, and there are even more reasons why different authors write.

One important reason why authors write is in order to **influence** or **persuade** the reader. For example, if your town were trying to impose a teen curfew on weeknights, you might write a letter to the editor of the local newspaper to support or oppose this measure. The way you argue your point and the language you use will greatly determine the effectiveness of your letter.

The LEAP 21 GEE will require you to determine the **author's purpose** for writing a selection, as well as how the author uses language to **influence** or **persuade**. You will practice these skills in this chapter.

AUTHOR'S PURPOSE

Every author writes for a specific purpose. You can infer the **author's purpose** from the way an author writes. See if you can determine the author's purpose in writing the following two paragraphs.

1. Animals are different from other organisms in that they are many-celled and cannot make their own food. They must take in food in order to get the energy for life processes. They respond to their environment, grow, and reproduce. Animals are divided into two main groups: vertebrates and invertebrates.



2. One warm fall evening, our son Tom went out to the garage to feed the cat. Suddenly we heard him yell out, "A rat! A Texas-sized rat!" His older brother Joey went to investigate and reported back, "Sure enough, Mom. *It is a rat!*" Finally, Barb and I went to look at this "rat." When the little critter turned around to see us gawking, we realized that it was a 'possum . . . a fat 'possum.

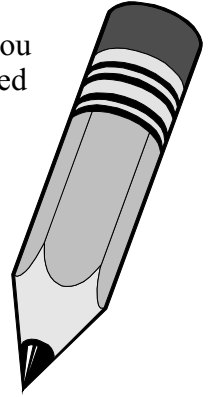
Both paragraphs discuss animals, but they do so in very different ways. Paragraph 1 provides basic information about the classification of animals and their biological processes. There are few descriptive words, no dialogue, and no action. This paragraph would fit well in a science textbook. The author's purpose is **to inform**.

Paragraph 2, on the other hand, describes characters and events with expressive words and interesting dialogue. It is part of a brief story of a surprising and funny event. Perhaps you would find it in a book of short stories. The author's purpose is **to entertain**.

Chapter 14

Short Answers

Applying grammar and reading skills you have learned in the previous chapters, you will now practice writing complete sentences in response to questions you are asked on the LEAP 21 GEE. **Short answers to questions are usually one to two sentences long.**



Test graders will want to see complete sentences as responses to short answer questions. In instances where you are asked to state qualities, define terms, or name causes and effects, be sure the sentences are complete. While writing short answer responses to questions from a reading passage, be sure you use correct punctuation, capitalization, word choice, and spelling. Remember, with short answer responses, you will be expected to know the correct reply without the help that comes from seeing a series of multiple-choice answers.

As you reply to the question being asked, be sure to use part of the question in framing your response. This tool will help focus your answer and increase your chances of a correct response.

Sample Question: What would you infer were Alicia’s intentions in the beginning of the story?

Answer: In the beginning of the story, Alicia’s intentions were _____.

As you read the question, review the text to make sure you know the answer by looking at the text. If reading takes especially long amounts of time for you, simply skim the passage instead of reading it fully. Then, answer the questions by referring to the text. Many students find that this technique gives them the extra time they need to answer all of the questions. **On the LEAP 21 GEE, these questions are worth two points each.**

Occasionally, you will be given a question which has two parts or asks for several reasons for an answer. In these cases, the question will be worth three points. It is important to write more than one sentence in the response in order to get full credit on these questions.

To better prepare yourself for the LEAP 21 GEE, you will now learn the best methods for answering the **six different types of short answer questions** you may encounter on the test. These are **author’s purpose/main idea, point of view, cause/effect, making inferences, fact/opinion, and literary genre/conventions/story structure.**

Chapter 15

Proofreading

Besides the short answer requirement, the LEAP 21 GEE requires you to write paragraphs in response to questions. This chapter builds on writing skills you have learned in Chapters 1-6 (Grammar and Usage). Now, you will be asked to find and correct grammar and usage errors within paragraphs. You may want to do a quick review of Chapters 1-6 before beginning this chapter.



On the LEAP 21 GEE, there will be several methods for assessing your skill in writing paragraphs. One method will be to present a passage with words or phrases underlined followed by multiple-choice questions asking you to choose the best way to revise each underlined part. This chapter will provide practice for that requirement. Another method of assessment will require you to write well-organized paragraphs and then proofread your own work. The next chapter addresses that requirement.

COMMON ERRORS

Errors within a paragraph are common. In the following example, check the sentences for errors in **punctuation, capitalization, and spelling**.

- Example:**
1. Nathan and John drove North of Bedford to fish in Monroe Lake.
 2. They stopped at a bait and tackle shop bought some lures and drove to the lake.
 3. Together, they caught one dosen fish in the lake.
 4. They cleaned the fish at home and had a feast.



In this example, **Sentence 1** contained a **capitalization error** (north, not North), **Sentence 2** contained a **punctuation error** (add commas - items in a series), and **Sentence 3** contained a **spelling error** (dozen, not dosen). **Sentence 4** had **no errors**.

Chapter 17

Comparing/Contrasting

Comparing and **contrasting** is the process of looking for similarities and differences between two or more objects, characters, or ideas. On the LEAP 21 GEE, you will be required to read a literary passage. Then you will be asked to answer questions about similarities and differences between characters, events, settings, etc. You will also be asked to write responses in which you compare and contrast ideas, characters, or situations in a reading passage. These written responses will vary in length.

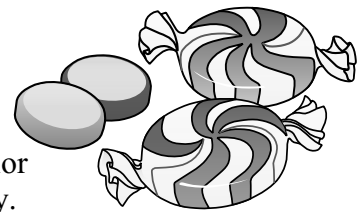
In this chapter, you will learn about comparing and contrasting as a reading as well as a writing skill. You will also practice answering questions about comparing and contrasting as well.

INTRODUCTION TO COMPARING AND CONTRASTING

One of the most important aspects of comparing and contrasting is to look for similarities or differences **within the same category**. A familiar way to express this idea is to make sure you are comparing “apples to apples” and “oranges to oranges” but not “apples to oranges.” For example, consider the following sentence:

This candy is tangy and sweet, but that candy is green.

This statement compares flavor and color which are two unrelated categories. We may be able to conclude that the writer likes sweet candy and does not like green candy, but we cannot adequately compare the two candies because we don't know the color of the sweet candy, and we don't know the flavor of the green candy. Therefore, when comparing or contrasting two things or ideas, stay in the same category.



COMPARING AND CONTRASTING IN A READING PASSAGE

Sometimes, finding similarities and differences that are described in a reading passage can be more difficult than finding them in a graphic aid. Two strategies that can help you with comparing and contrasting within a reading passage are the following:

- 1) **Looking for signal words**
- 2) **Creating an H-map**

As you review a reading passage in order to answer questions about comparing and contrasting, you can look for **signal words** that point to a similarity or a difference in the selection. Studying the following list of signal words will help you find similarities and differences in reading passages.

Chapter 19

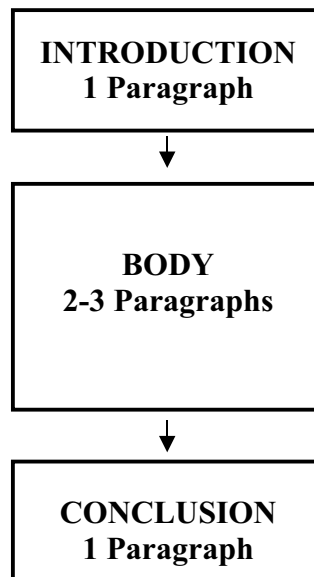
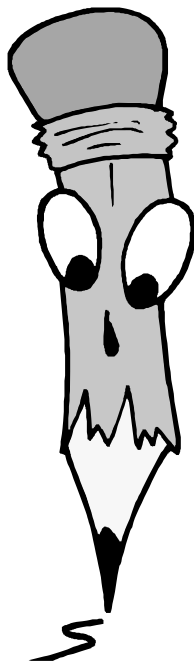
Writing A Composition

In Session 1 of the LEAP 21 GEE, you will be required to write a composition of 250-300 words based on a **writing prompt**. You will have a minimum of 1 hour and 30 minutes to complete this composition.

A **composition** is an essay consisting of several paragraphs which have a clear central topic with supporting details. This composition should contain an **introduction**, a **body**, and a **conclusion**.

The introduction of your composition consists of one paragraph. The body of your composition contains two to three paragraphs. The conclusion of your composition is a short paragraph that ends your discussion. To guide you in organizing your composition, use the diagram below:

Basic Structure of a Composition



THE WRITING PROMPT

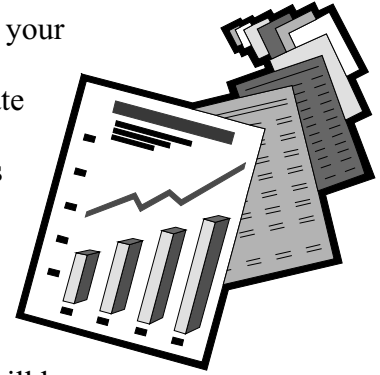
A **writing prompt** consists of a question based on a familiar topic. You will answer this question in the form of a composition. This composition is your written response to the prompt.

The writing prompt also includes guidelines and directions for writing your composition. These guidelines provide further descriptions of the topic and your audience as well as steps to follow in the writing process.

Chapter 22

Synthesizing Information

Session 2 of the LEAP 21 GEE in English Language Arts will assess your ability to **synthesize** information from various sources. The term “synthesizing” means simply bringing different parts together to create something that is complete. In writing, synthesizing information is important for any type of research project. Information in research is available in many forms. For the LEAP 21 GEE, you will receive a packet of many different types of information about the same topic. Some of the information will be in the form of visual aids. The types of visual aids that you may find on the test such as maps, charts, graphs, tables, and illustrations are located in Chapter 21.



However, most of the information you will see in your packet will be in the form of parts of a book, magazine and newspaper indexes, and Internet keyword searches. You must understand the function and use of all of these types of reference sources and be prepared to answer both multiple-choice and short answer questions on this information. The practice for gaining skill in understanding these reference materials is located in Chapter 20.

In this chapter, you will answer questions related to a large variety of materials on the life of John James Audubon. Be sure to read the material over carefully, identifying each piece of information. Then, read the multiple-choice and short answer questions. Answer them to the best of your ability. Remember, this exercise is partly a review of what you have learned in the previous two chapters. If you need to go back to these chapters to remind yourself how to find or write a certain piece of information, you may do so.

SYNTHESIZING INFORMATION PRACTICE

Suppose that you want to write a report on the life of the world-renowned painter and naturalist, John James Audubon (1785-1851).

The following are several information sources about John Audubon and his artistic works:

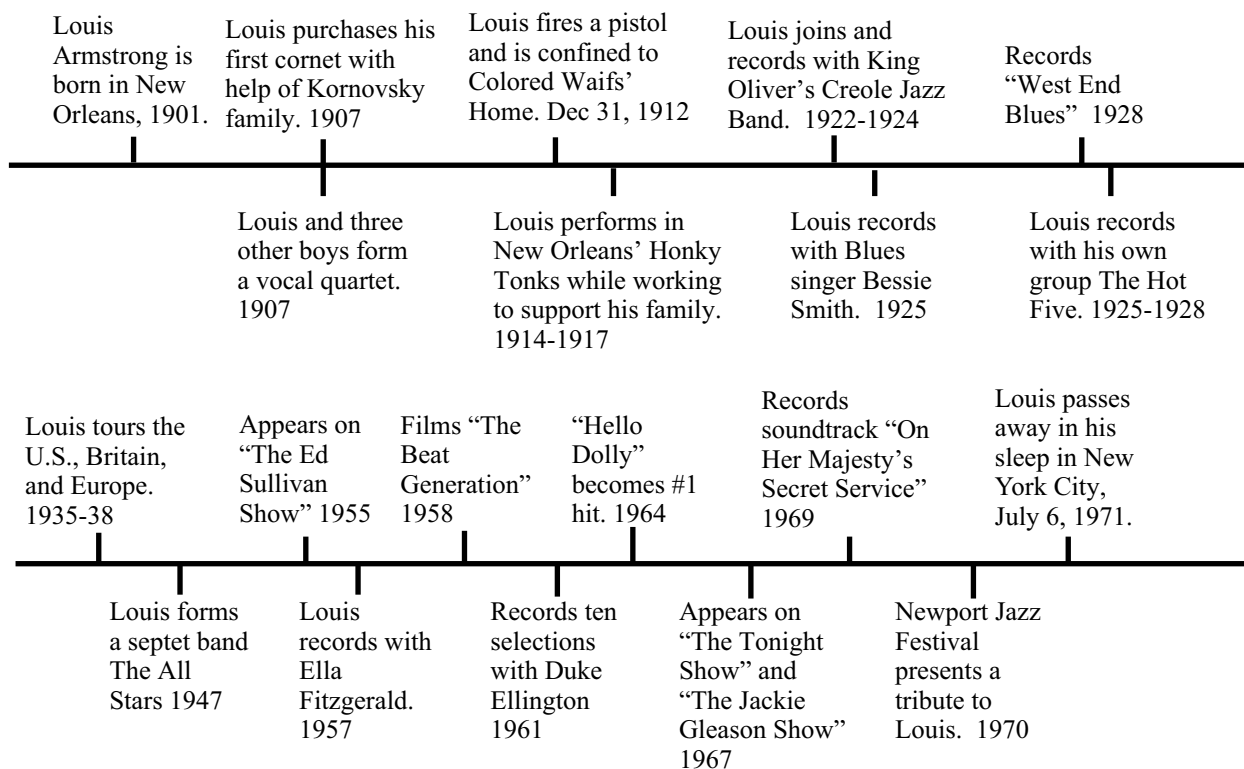
- excerpt from the book, “Life of John James Audubon.”
- sample table of contents, “Life of John James Audubon.”
- Internet search, “John James Audubon.”
- Sample index entries from “Audubon: Life and Art in the American Wilderness.”
- Encyclopedia article “John James Audubon” *New World Encyclopedia*.
- Table of watercolor paintings by John Audubon.
- Time line of the life of Audubon.

Look through all of the information listed on the next four pages. Then answer the twelve questions assessing your ability to synthesize information.

excerpt from *Satchmo: Founding Father of Jazz*

Musically, Armstrong claims (perhaps inaccurately; see the Appendix) that his first instrument was a tin horn that he blew on the junk wagon he ran with the Karnofsky family. He first learned to play “Home Sweet Home” and blues an auspicious combination for the career that would follow. The Karnofsky family is credited with advancing money to their child laborer for his first cornet, with recognizing his excellent intonation encouraging him to sing, and with instilling in him the value of “singing from the heart.” Armstrong also speaks about the importance of Storyville for jazz history, about the unfortunate consequences of most musicians having to take day jobs in addition to their musical jobs, and about Freddie Keppard’s inability to “play the cornet seriously at any time. Just Clowned all the way. Good for those Idiots’ fans’ who did not care whether he played correct, or they did not know good music, or cared less.” Here, Armstrong seems to say that similar criticism directed toward himself is off the mark, since he always played good music, correctly and seriously. The document ends with Armstrong “calling the names” of the New Orleanian greats from his younger years, and with expressed admiration for contemporary White New Orleanians, with whom he can now enjoy a friendship in the North, far from the “Disgustingly Segregated and Prejudiced” world of his birthplace.

Time Line of Louis Armstrong



Directions: Think about how you would use these resources to gather information and plan a report on the life and accomplishments of Louis D. Armstrong. Then answer the questions that follow.

- Which of these sources would you use to find the titles of music collections related to Louis Armstrong?
 - Music directory
 - Time Line
 - Encyclopedia article
 - Table of Contents

Practice Exam 1 - Session 3

The Making of a Marine

The large, bulky bus slowed down as it turned onto a long, narrow bridge. The bridge led to an obscure island in the distance and was lined with dimly lit street lamps. The vibration, caused by the bus rolling over the planks of the bridge, startled me out of my listless sleep. I cupped my hands around my eyes and peered out of the dust-covered window. All that was visible, as far as I could see, was the somber water leisurely moving below the bridge. Little did I realize that this bridge was the beginning of my passage from boyhood to manhood in the Marines.

Suddenly the interior bus lights flashed on. I had to blink several times to adjust my eyes to the unexpected flow of brightness. A husky, darkly tanned man stood up and faced the group of boys on the bus. He was immaculately dressed in a sharply pressed uniform, with rows of ribbons and badges over his left pocket. The bus jerked to a stop, and the man who stood up introduced himself as the drill instructor. Then I and the rest of the boys on the bus were issued the first of many commands: “Recruits, get off the bus, NOW! Move, move, move!”

I joined the ranks of many other boys coming off the bus, and they all moved through the small door leading to the receiving barracks. Glancing at the sign above the door, I silently read to myself, “THROUGH THIS PORTAL PASS PROSPECTS FOR THE WORLD’S FINEST FIGHTING FORCE: THE UNITED STATES MARINE CORPS.” This was it. The process of becoming a Marine was beginning for me, and I couldn’t turn back now.

The first few weeks were the toughest. The drill instructors concentrated on breaking down the morale and hard-fast habits of all the recruits in our group. I had to learn to start living all over; I had to learn how to dress, eat, even go to the bathroom. I learned that every action of the day was limited to a certain time period. When it was time for chow, all of us recruits marched to the chow hall together. Inside the chow hall all of the trays, plates, and utensils were carried the same way, by every recruit. We were taught how to fold our clothes, brush our teeth, and make a bed (known as a rack). There was even a specific form of vocabulary we were instructed to use. We were also introduced to the basics of military life which included marching, shining boots, and the use of a rifle (never called a gun).

The first phase of training examined the recruits’ mental processes and was the hardest emotionally. The second phase began to test our physical abilities. Day after day was spent running in the scorching heat, with a ten-pound backpack on my back. I quickly learned that the purpose of running is more than just exercise: it is for the sake of staying alive. I and my group learned how to repel off seventy-five foot towers, crawl through live mine fields, run through obstacle courses, and tread water.

Boot camp became progressively harder as I moved from the second phase of training to the third phase of actually performing certain procedures. All of the recruits in my group had to fire their rifles and pistols, throw live grenades, and successfully complete their individual combat training courses. Many recruits began to drop out in the third phase due to the stress and difficulty of this stage. I began to see changes occurring in my life. I was becoming physically fit, more confident, and proficient in a leadership role.

The fourth and final phase of training was graduation. As graduation approached, I found it difficult to sleep due to all the excitement. I quickly learned how to control my anxiety because there was still a great deal of work to prepare for in the final drill. Graduation day was