READING COMPREHENSION PRACTICE TEST 1

**Questions 1 through 7 refer to the following passage:**

In the 16th century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king’s favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan’s men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

**1. The 16th century was an age of great \_\_\_\_\_\_ exploration.**

1. cosmic
2. land
3. mental
4. common man
5. None of the above

**2. Magellan lost the favor of the king of Portugal when he became involved in a political \_\_\_\_\_\_\_\_.**

1. entanglement
2. discussion
3. negotiation
4. problem
5. None of the above

**3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a \_\_\_\_\_\_\_\_\_ direction.**

1. north and south
2. crosswise
3. easterly
4. south east
5. north and west

**4. One of Magellan’s ships explored the \_\_\_\_\_\_\_\_\_ of South America for a passage across the continent.**

1. coastline
2. mountain range
3. physical features
4. islands
5. None of the above

**5. Four of the ships sought a passage along a southern \_\_\_\_\_\_.**

1. coast
2. inland
3. body of land with water on three sides
4. border
5. Answer not available

**6. The passage was found near 50 degrees S of \_\_\_\_\_\_\_\_.**

1. Greenwich
2. The equator
3. Spain
4. Portugal
5. Madrid

**7. In the spring of 1521, the ships crossed the \_\_\_\_\_\_\_ now called the International Date Line.**

1. imaginary circle passing through the poles
2. imaginary line parallel to the equator
3. area
4. land mass
5. Answer not available

**The following passage refers to questions 8 through 14.**

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie’s amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master’s degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie’s feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

**8. The Curies’ \_\_\_\_\_\_\_\_\_ collaboration helped to unlock the secrets of the atom.**

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

**9. Marie had a bright mind and a \_\_\_\_\_\_ personality.**

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

**10. When she learned that she could not attend the university in Warsaw, she felt \_\_\_\_\_\_\_\_\_.**

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

**11. Marie \_\_\_\_\_\_\_\_\_ by leaving Poland and traveling to France to enter the Sorbonne.**

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

**12. \_\_\_\_\_\_\_\_\_ she remembered their joy together.**

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

**13. Her \_\_\_\_\_\_\_\_\_ began to fade when she returned to the Sorbonne to succeed her husband.**

1. misfortune
2. anger
3. wretchedness
4. disappointment
5. ambition

**14. Even though she became fatally ill from working with radium, Marie Curie was never \_\_\_\_\_\_\_\_\_.**

1. troubled
2. worried
3. disappointed
4. sorrowful
5. disturbed

**The following passage refers to questions 15 through 19.**

Mount Vesuvius, a volcano located between the ancient Italian cities of Pompeii and Herculaneum, has received much attention because of its frequent and destructive eruptions. The most famous of these eruptions occurred in A.D. 79.

The volcano had been inactive for centuries. There was little warning of the coming eruption, although one account unearthed by archaeologists says that a hard rain and a strong wind had disturbed the celestial calm during the preceding night. Early the next morning, the volcano poured a huge river of molten rock down upon Herculaneum, completely burying the city and filling the harbor with coagulated lava.

Meanwhile, on the other side of the mountain, cinders, stone and ash rained down on Pompeii. Sparks from the burning ash ignited the combustible rooftops quickly. Large portions of the city were destroyed in the conflagration. Fire, however, was not the only cause of destruction. Poisonous sulfuric gases saturated the air. These heavy gases were not buoyant in the atmosphere and therefore sank toward the earth and suffocated people.

Over the years, excavations of Pompeii and Herculaneum have revealed a great deal about the behavior of the volcano. By analyzing data, much as a zoologist dissects an animal specimen, scientists have concluded that the eruption changed large portions of the area’s geography. For instance, it turned the Sarno River from its course and raised the level of the beach along the Bay of Naples. Meteorologists studying these events have also concluded that Vesuvius caused a huge tidal wave that affected the world’s climate.

In addition to making these investigations, archaeologists have been able to study the skeletons of victims by using distilled water to wash away the volcanic ash. By strengthening the brittle bones with acrylic paint, scientists have been able to examine the skeletons and draw conclusions about the diet and habits of the residents. Finally, the excavations at both Pompeii and Herculaneum have yielded many examples of classical art, such as jewelry made of bronze, which is an alloy of copper and tin. The eruption of Mount Vesuvius and its tragic consequences have provided everyone with a wealth of data about the effects that volcanoes can have on the surrounding area. Today, volcanologists can locate and predict eruptions, saving lives and preventing the destruction of other cities and cultures.

**15. Herculaneum and its harbor were buried under \_\_\_\_\_\_\_\_\_ lava.**

1. liquid
2. solid
3. flowing
4. gas
5. Answer not available

**16. The poisonous gases were not \_\_\_\_\_\_\_\_\_ in the air.**

1. able to float
2. visible
3. able to evaporate
4. invisible
5. able to condense

**17. Scientists analyzed data about Vesuvius in the same way that a zoologist \_\_\_\_\_\_\_\_\_ a specimen.**

1. describes in detail
2. studies by cutting apart
3. photographs
4. chart
5. Answer not available

**18. \_\_\_\_\_\_\_\_\_ have concluded that the volcanic eruption caused a tidal wave.**

1. Scientists who study oceans
2. Scientists who study atmospheric conditions
3. Scientists who study ash
4. Scientists who study animal behavior
5. Answer not available in article

**19. Scientists have used \_\_\_\_\_\_\_\_\_ water to wash away volcanic ash from the skeletons of victims.**

1. bottled
2. volcanic
3. purified
4. sea
5. fountain

**The following passage refers to questions 20-24.**

Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England’s treasury and diminishing Spain’s supremacy.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make England a Catholic country again. To satisfy his ambition and also to retaliate against England’s theft of his gold and silver, King Philip began to build his fleet of warships, the Spanish Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled 130 sailing vessels of all types and recruited more than 19,000 robust soldiers and 8,000 sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards recognized the superiority of the English fleet and returned home, defeated.

**20. Sir Francis Drake added wealth to the treasury and diminished Spain’s \_\_\_\_\_\_\_\_\_.**

1. unlimited power
2. unrestricted growth
3. territory
4. treaties
5. Answer not available in article

**21. King Philip recruited many \_\_\_\_\_\_ soldiers and sailors.**

1. warlike
2. strong
3. accomplished
4. timid
5. inexperienced

**22. The \_\_\_\_\_\_ Armada set sail on May 9, 1588.**

1. complete
2. warlike
3. independent
4. isolated
5. Answer not available

**23. The two battles left the Spanish fleet \_\_\_\_\_\_\_\_\_.**

1. open to change
2. triumphant
3. open to attack
4. defeated
5. discouraged

**24. The Armada was \_\_\_\_\_\_ on one side.**

1. closed off
2. damaged
3. alone
4. circled
5. Answer not available in this article

**The following passage refers to questions 25-29.**

The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

Persia was ruled by one man. In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Eritrea and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in both archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6,400 Persians died, compared to only 192 Athenians.

**25. Athens had \_\_\_\_\_\_\_\_\_ the other Greek city-states against the Persians.**

1. refused help to
2. intervened on behalf of
3. wanted to fight
4. given orders for all to fight
5. defeated

**26. Darius took drastic steps to \_\_\_\_\_\_\_\_ the rebellious Athenians.**

1. weaken
2. destroy
3. calm
4. irritate
5. Answer not available

**27. Their participation \_\_\_\_\_\_\_\_\_ to the Athenians.**

1. gave comfort
2. gave honor
3. gave strength
4. gave fear
5. gave hope

**28. The people of Delos did not want to \_\_\_\_\_\_ the conquest of Greece.**

1. end
2. encourage
3. think about
4. daydream about
5. Answer not available

**29. The Athenians were \_\_\_\_\_\_\_\_\_ by some soldiers who arrived from Plataea.**

1. welcomed
2. strengthened
3. held
4. captured
5. Answer not available

**The following passage refers to questions 30-32.**

The Trojan War is one of the most famous wars in history. It is well known for the 10-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddess of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked “for the most beautiful.” All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

“I’ll grant you vast kingdoms to rule,” promised Hera. “Vast kingdoms are nothing in comparison with my gift,” contradicted Athena. “Choose me and I’ll see that you win victory and fame in war.” Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, daughter of Zeus and the most beautiful mortal in the land, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he nevertheless accepted the hospitality of her husband, King Menelaus of Sparta. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king’s wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

**30. Eris was known for \_\_\_\_\_\_\_\_\_ both mortals and immortals.**

1. scheming against
2. creating conflict amongst
3. feeling hostile toward
4. ignoring
5. comforting

**31. Each goddess tried \_\_\_\_\_\_ to bribe Paris.**

1. boldly
2. effectively
3. secretly
4. carefully
5. Answer not available

**32. Athena \_\_\_\_\_\_\_\_\_ Hera, promising Paris victory and fame in war.**

1. disregarded the statement of
2. defeated
3. agreed with
4. restated the statement of
5. questioned the statement of

**Refer to the following passage for questions 33-37.**

One of the most intriguing stories of the Russian Revolution concerns the identity of Anastasia, the youngest daughter of Czar Nicholas II. During his reign over Russia, the czar had planned to revoke many of the harsh laws established by previous czars. Some workers and peasants, however, clamored for more rapid social reform. In 1918, a group of these people known as Bolsheviks overthrew the government. On July 17 or 18, they murdered the czar and what was thought to be his entire family.

Although witnesses vouched that all the members of the czar’s family had been executed, there were rumors suggesting that Anastasia had survived. Over the years, a number of women claimed to be Grand Duchess Anastasia. Perhaps the most famous claimant was Anastasia Tschaikovsky, who was also known as Anna Anderson.

In 1920, 18 months after the czar’s execution, this terrified young woman was rescued from drowning in a Berlin river. She spent two years in a hospital, where she attempted to reclaim her health and shattered mind. The doctors and nurses thought that she resembled Anastasia and questioned her about her background. She disclaimed any connection with the czar’s family. Eight years later, however, she claimed that she was Anastasia. She said that she had been rescued by two Russian soldiers after the czar and the rest of her family had been killed. Two brothers named Tschaikovsky had carried her into Romania. She had married one of the brothers, who had taken her to Berlin and left her there, penniless and without a vocation. Unable to invoke the aid of her mother’s family in Germany, she had tried to drown herself.

During the next few years, scores of the czar’s relatives, ex-servants, and acquaintances interviewed her. Many of these people said that her looks and mannerisms were evocative of the Anastasia that they had known. Her grandmother and other relatives denied that she was the real Anastasia, however.

Tired of being accused of fraud, Anastasia immigrated to the United States in 1928 and took the name Anna Anderson. She still wished to prove that she was Anastasia, though, and returned to Germany in 1933 to bring suit against her mother’s family. There she declaimed to the court, asserting that she was indeed Anastasia and deserved her inheritance.

In 1957, the court decided that it could neither confirm nor deny Anastasia’s identity. Although it will probably never be known whether this woman was the Grand Duchess Anastasia, her search to establish her identity has been the subject of numerous books, plays, and movies.

**33. Some Russian peasants and workers \_\_\_\_\_\_ for social reform.**

1. longed
2. cried out
3. begged
4. hoped
5. thought much

**34. Witnesses \_\_\_\_\_\_ that all members of the czar’s family had been executed.**

1. gave assurance
2. thought
3. hoped
4. convinced some
5. Answer not available

**35. Tschaikovsky initially \_\_\_\_\_\_ any connection with the czar’s family.**

1. denied
2. stopped
3. noted
4. justified
5. Answer not available

**36. She was unable to \_\_\_\_\_\_ the aid of her relatives.**

1. locate
2. speak about
3. call upon
4. identify
5. know

**37. In court she \_\_\_\_\_\_\_\_\_ maintaining that she was Anastasia and deserved her inheritance.**

1. finally appeared
2. spoke forcefully
3. gave testimony
4. gave evidence
5. Answer not available

**Refer to the following passage for questions 38-39.**

King Louis XVI and Queen Marie Antoinette ruled France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France’s insecure financial situation limit their immoderate spending, however. Even though the minister of finance repeatedly warned the king and queen against wasting money, they continued to spend great fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought its luxurious lifestyle at the poor people’s expense.

Marie Antoinette, the beautiful but exceedingly impractical queen, seemed uncaring about her subjects’ misery. While French citizens begged for lower taxes, the queen embellished her palace with extravagant works of art. She also surrounded herself with artists, writers, and musicians, who encouraged the queen to spend money even more profusely.

While the queen’s favorites glutted themselves on huge feasts at the royal table, many people in France were starving. The French government taxed the citizens outrageously. These high taxes paid for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop these royal spendthrifts, the queen replaced him. The intense hatred that the people felt for Louis XVI and Marie Antoinette kept building until it led to the French Revolution. During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine. Perhaps if Louis XVI and Marie Antoinette had reined in their extravagant spending, the events that rocked France would not have occurred.

**38. The people surrounding the queen encouraged her to spend money \_\_\_\_\_\_.**

1. wisely
2. abundantly
3. carefully
4. foolishly
5. joyfully

**39. The minister of finance tried to curb these royal \_\_\_\_\_\_.**

1. aristocrats
2. money wasters
3. enemies
4. individuals
5. spenders

**Refer to the following passage for questions 40-45.**

Many great inventions are initially greeted with ridicule and disbelief. The invention of the airplane was no exception. Although many people who heard about the first powered flight on December 17, 1903 were excited and impressed, others reacted with peals of laughter. The idea of flying an aircraft was repulsive to some people. Such people called Wilbur and Orville Wright, the inventors of the first flying machine, impulsive fools. Negative reactions, however, did not stop the Wrights. Impelled by their desire to succeed, they continued their experiments in aviation.

Orville and Wilbur Wright had always had a compelling interest in aeronautics and mechanics. As young boys they earned money by making and selling kites and mechanical toys. Later, they designed a newspaper-folding machine, built a printing press, and operated a bicycle-repair shop. In 1896, when they read about the death of Otto Lilienthal, the brothers’ interest in flight grew into a compulsion.

Lilienthal, a pioneer in hang-gliding, had controlled his gliders by shifting his body in the desired direction. This idea was repellent to the Wright brothers, however, and they searched for more efficient methods to control the balance of airborne vehicles. In 1900 and 1901, the Wrights tested numerous gliders and developed control techniques. The brothers’ inability to obtain enough lift power for the gliders almost led them to abandon their efforts.

After further study, the Wright brothers concluded that the published tables of air pressure on curved surfaces must be wrong. They set up a wind tunnel and began a series of experiments with model wings. Because of their efforts, the old tables were repealed in time and replaced by the first reliable figures for air pressure on curved surfaces. This work, in turn, made it possible for the brothers to design a machine that would fly. In 1903 the Wrights built their first airplane, which cost less than $1,000. They even designed and built their own source of propulsion-a lightweight gasoline engine. When they started the engine on December 17, the airplane pulsated wildly before taking off. The plane managed to stay aloft for 12 seconds, however, and it flew 120 feet.

By 1905, the Wrights had perfected the first airplane that could turn, circle, and remain airborne for half an hour at a time. Others had flown in balloons and hang gliders, but the Wright brothers were the first to build a full-size machine that could fly under its own power. As the contributors of one of the most outstanding engineering achievements in history, the Wright brothers are accurately called the fathers of aviation.

**40. The idea of flying an aircraft was \_\_\_\_\_\_ to some people.**

1. boring
2. distasteful
3. exciting
4. needless
5. Answer not available

**41. People thought that the Wright brothers had \_\_\_\_\_\_.**

1. acted without thinking
2. been negatively influenced
3. been too cautious
4. been mistaken
5. acted in a negative way

**42. The Wrights’ interest in flight grew into a \_\_\_\_\_\_.**

1. financial empire
2. plan
3. need to act
4. foolish thought
5. Answer not available

**43. Lilienthal’s idea about controlling airborne vehicles was \_\_\_\_\_\_\_\_\_ the Wrights.**

1. proven wrong by
2. opposite to the ideas of
3. disliked by
4. accepted by
5. improved by

**44. The old tables were \_\_\_\_\_\_\_\_\_ and replaced by the first reliable figures for air pressure on curved surfaces.**

1. destroyed
2. invalidated
3. multiplied
4. approved
5. not used

**45. The Wrights designed and built their own source of \_\_\_\_\_\_\_\_\_.**

1. force for moving forward
2. force for turning around
3. turning
4. force for going backward
5. None of the above

**Answers & Explanations**

**1. B**

“Terrestrial” means land. No choice here offers a synonym for “marine,” e.g. nautical/naval/water/seagoing, and no other choices match either marine or terrestrial.

**2. A**

“Quagmire” means literally a bog or marsh, and figuratively an involved situation difficult to escape; entanglement is a synonym, more specifically similar than the other choices.

**3. A**

Longitudes are imaginary geographical lines running north and south. Latitudes run east and west. The other choices do not equal either latitude or longitude in direction.

**4. C**

Topography means the physical features of a land mass. It does not mean coastline (A), mountain range (B), or islands (D).

**5. C**

A peninsula is a piece of land connected to the mainland by an isthmus and projecting into the ocean such that it is surrounded on three sides by water. A peninsula is not a coast (A); it is not found inland (B); and it is not a border (D).

**6. B**

The passage was found near 50 degrees S latitude. Latitudes are measured horizontally, in relation to the equator or central imaginary line, equidistant between the North and South Poles. Longitudes are measured vertically. Greenwich (A), the location of zero degrees longitude, adopted as the global standard, is both incorrect and never named in the passage. Spain (C), Portugal (D), and Madrid (E) in Spain are also incorrect.

**7. A**

Meridians are imaginary geographical circles intersecting the poles. Imaginary lines parallel to the equator (B) are latitudes. The International Date Line is a specific meridian, not an area (C). It is not a land mass (D) as it crosses both water and land.

**8. A**

“Amicable” means friendly. It does not mean competitive (B), i.e. oppositional, ambitious, or aggressive; courteous (C), i.e. polite; industrious (D), i.e. hard-working; or chemistry (E): their collaboration was in physics, but moreover, the passage specifically describes their collaboration as “amicable.”

**9. B**

“Blithe” means light-hearted. It does not mean strong (A), humorous (B) or funny; strange (D), or envious (E).

**10. B**

“Disgruntled” means annoyed. It does not mean hopeless (A), depressed (C), or worried (D).

**11. A**

Marie challenged authority by going to study at the Sorbonne, because Warsaw’s university did not admit women. The passage indicates this challenge by describing her “defiantly” leaving Poland for France; i.e., she was defying authority. The passage does not indicate she showed intelligence (B), “behaved” (C), or was distressed (D) or upset by her move.

**12. A**

A synonym for “despondently” is “dejectedly,” meaning sadly, with despair or depression. The passage indicates this by describing Curie’s emotional state as one of “heartbreaking anguish” over her husband’s sudden accidental death. She is not described in this passage as worried (B) by her memories, or recalling them tearfully (C), happily (D), or irefully (E), i.e. angrily.

**13. C**

The closest synonym for the “feeling of desolation” (despair) described in the passage is wretchedness. Misfortune (A) or ill fate/luck is not as close. Anger (B) is a separate emotion from desolation. Disappointment (D) is also different from desolation, meaning feeling let-down rather than hopeless. Ambition (E) is drive to succeed or accomplish things. It was not Curie’s ambition that faded upon returning to the Sorbonne but her depression.

**14. C**

“Disillusioned” means disappointed. It does not mean troubled (A), i.e. concerned or disturbed; worried (B) or anxious; sorrowful (D) or sad; or disturbed (E).

**15. B**

“Coagulated” means solidified. Liquid (A) is an opposite of solid. Flowing (C) assumes a liquid, not solid, state. Gas (D) is another opposite of solid. (Three states of matter, like volcanic material, are liquid, solid, and gaseous.)

**16. A**

“Buoyant” means able to float. The passage indicates this by indicating that the gases therefore, sank toward earth and suffocated people. Buoyant does not mean visible (B) or possible to see. Able to float/buoyant does not mean able to evaporate (C). Evaporation means turning to vapor, which only liquids can do. Gases are already vapors. Buoyant does not mean invisible (D) or unseen. Able to float does not mean able to condense (E), i.e. turn from vapor to liquid.

**17. B**

“Dissect” means to cut apart for study. It does not mean to describe in detail (A), to photograph (C), or to chart (D) a specimen.

**18. B**

Meteorologists are scientists who study atmospheric conditions, particularly weather. Scientists who study oceans (A) are oceanographers, i.e. marine scientists. Scientists who study ash (C) do not exist as members of a separate discipline. Climate scientists and many others concerned with its effects study volcanic ash. Scientists who study animal behavior (D) are ethologists or animal behaviorists and do not study ash.

**19. C**

Distilled water is purified water. Distilled water is not equivalent to bottled (A), volcanic (B), sea (D), or fountain (E) water.

**20. A**

“Supremacy” means unlimited power, not unrestricted growth (B). The passage states that Drake diminished Spain’s supremacy, but does not specifically mention diminishing its territory (C). Drake’s raids enriched England and reduced Spain’s power; no mention is made of eliminating any treaties (D).

**21. B**

“Robust” means strong. It does not mean warlike (A), accomplished (C) or competent, timid (D) or fearful, or inexperienced (E).

**22. B**

“Martial” means warlike or war-related. It does not mean complete (A), independent (C), or isolated (D).

**23. C**

“Vulnerable” means open to attack or susceptible to harm. It does not mean open to change (A) or receptive, triumphant (B) or victorious, defeated (D) or beaten-they were vulnerable to attack first and then consequently were defeated-or discouraged (E), i.e. disheartened or dispirited.

**24. A**

The passage indicates the Armada was “blocked” on one side, i.e. closed off rather than damaged (B) (it was damaged extensively, not on one side); alone (C) or circled (D), i.e. surrounded, neither of which can be done on only one side.

**25. B**

“Interceded for” means intervened on behalf of, not refused help to (A), wanted to fight (C), given orders for all to fight (D), or defeated (E).

**26. C**

“Pacify” means to calm or make peaceful. It does not mean to make weaker (A), to destroy (B), or to irritate (D), i.e. annoy or provoke.

**27. B**

“Ennobled” means gave honor to or made noble. It does not mean gave comfort (A) or solace, gave strength (C), i.e. fortified or reinforced, gave fear (D) or frightened, or gave hope (E) or encouraged.

**28. B**

To “abet” means to enable, support, or encourage, usually in crime or doing something wrong. It does not mean to end (A), think about (C), or daydream about (D) something.

**29. B**

“Reinforced” means strengthened, not welcomed (A), held (C), or captured (D).

**30. B**

The passage states that the presence of Eris, goddess of discord, “always embroiled mortals and immortals alike in conflict.” Embroiling them in conflict is creating conflict amongst them. It does not mean scheming against (A) them, feeling hostile toward (C) them, ignoring (D) them, or comforting (E) them.

**31. A**

“Aggressively” means boldly. It does not mean effectively (B) or successfully, secretly (C), or carefully (D).

**32. A**

“Contradicted” means Athena disregarded Hera’s statement and disputed or countered it. It does not mean she defeated (B) her statement, agreed with (C) it, restated (D) it, or questioned (E) it.

**33. B**

To “clamor for” means to cry out for (something). It does not mean to long for (A) it, beg (C) for it, hope (D) for it, or think much (E) “for,” of, or about it.

**34. A**

To “vouch” means to give assurance. It does not mean to think (B), hope (C), or convince some (D).

**35. A**

“Disclaimed” means denied, i.e. refused or declared untrue. It does not mean stopped (B), noted (C), or justified (D), i.e. substantiated or confirmed, the opposite of denied.

**36. C**

She was unable to invoke, i.e. to call upon, the aid of relatives. To invoke does not mean to locate (A) or find; to speak about (B) or discuss; to identify (D), i.e. recognize; or to know (E).

**37. B**

“Declaimed” means spoke forcefully. It does not mean finally appeared (A). Though she did also give testimony (C) in court, “declaimed” does not mean to testify; it describes the way she spoke while doing so. “Declaimed” also does not mean she gave evidence (D).

**38. B**

“Profusely” means abundantly, copiously, or excessively. It does not mean wisely (A) or carefully (B), which are both opposite in meaning to the excessive connotation of profuse spending. Foolishly (D) can be associated with spending profusely, but does not have the same meaning. Profusely does not mean joyfully (E), i.e. gleefully or happily.

**39. B**

“Spendthrifts” means money wasters. It does not mean aristocrats (A), i.e. nobles or privileged people. It does not mean enemies (C) or adversaries. It does not mean individuals (D) or persons. “Spenders” (E) denotes people who spend, but does not convey the sense of wasteful spending or squandering in the same way that “spendthrifts” does.

**40. B**

“Repulsive” means distasteful. It does not mean boring (A), exciting (C), or needless (D).

**41. A**

“Impulsive” means acting on impulse, i.e. acting without thinking. People thinking the Wrights “impulsive fools” does not mean they thought the Wrights had been negatively influenced (B), too cautious (C), mistaken (D), or had acted in a negative way (E).

**42. C**

A “compulsion” is a need or an urge to act. It is not a financial empire (A), a plan (B), or a foolish thought (D).

**43. C**

“Repellent” means offensive or hateful; in other words, Lilienthal’s idea was disliked by the Wrights. It does not mean his idea was opposite to the idea of (B) the Wrights. It means the opposite of its being accepted by (D) the Wrights. They found his idea unpleasant rather than improving (E) on it.

**44. B**

“Repealed” means invalidated, i.e. disproven or overturned. It does not mean destroyed (A); multiplied (C), i.e. increased/approved (D), an antonym; or unused (E).

**45. A**

“Propulsion” is force for propelling or moving forward. It does not mean force for turning around (B), turning (C) (oscillation perhaps), or force for going backward (D) (like repulsion)

READING COMPREHENSION PRACTICE TEST 2

**Refer to the following passage for questions 1 through 5.**

In 1892, the Sierra Club was formed. In 1908, an area of coastal redwood trees north of San Francisco was established as Muir Woods National Monument. In the Sierra Nevada Mountains, a walking trail from Yosemite Valley to Mount Whitney was dedicated in 1938. It is called the John Muir Trail.

John Muir was born in 1838 in Scotland. His family name means “moor,” which is a meadow full of flowers and animals. John loved nature from the time he was small. He also liked to climb rocky cliffs and walls.

When John was 11 years old, his family moved to the United States and settled in Wisconsin. John was good with tools and soon became an inventor. He first invented a model of a sawmill. Later, he invented an alarm clock that would cause the sleeping person to be tipped out of bed when the timer sounded.

Muir left home at an early age. He took a 1,000-mile walk south to the Gulf of Mexico in 1867and 1868. Then he sailed for San Francisco. The city was too noisy and crowded for Muir, so he headed inland for the Sierra Nevadas.

When Muir discovered the Yosemite Valley in the Sierra Nevadas, it was as if he had come home. He loved the mountains, the wildlife, and the trees. He climbed the mountains and even climbed trees during thunderstorms in order to get closer to the wind. He put forth the theory in the late 1860s that the Yosemite Valley had been formed through the action of glaciers. People ridiculed him. Not until 1930 was Muir’s theory proven correct.

Muir began to write articles about the Yosemite Valley to tell readers about its beauty. His writing also warned people that Yosemite was in danger from timber mining and sheep ranching interests. In 1901, Theodore Roosevelt became president of the United States. He was interested in conservation. Muir took the president through Yosemite, and Roosevelt helped get legislation passed to create Yosemite National Park in 1906.

Although Muir won many conservation battles, he lost a major one. He fought to save the Hetch Hetchy Valley, which people wanted to dam in order to provide water for San Francisco. In late 1913, a bill was signed to dam the valley. Muir died in 1914. Some people say losing the fight to protect the valley killed Muir.

**1. What happened first?**

1. The Muir family moved to the United States.
2. Muir Woods was created.
3. John Muir learned to climb rocky cliffs.
4. John Muir walked to the Gulf of Mexico.
5. John Muir visited along the east coast.

**2. When did Muir invent a unique form of alarm clock?**

1. While the family still lived in Scotland.
2. After he sailed to San Francisco.
3. After he traveled in Yosemite.
4. While the Muir family lived in Wisconsin.
5. After he took the long walk.

**3. What did John Muir do soon after he arrived in San Francisco?**

1. He ran outside during an earthquake.
2. He put forth a theory about how Yosemite was formed.
3. He headed inland for the Sierra Nevadas.
4. He began to write articles about the Sierra Nevadas.
5. He wrote short stories for the local newspaper.

**4. When did John Muir meet Theodore Roosevelt?**

1. Between 1901 and 1906
2. Between 1838 and 1868
3. Between 1906 and 1914
4. Between 1868 and 1901
5. Between 1906 and 1907

**5. What happened last?**

1. John Muir died.
2. John Muir Trail was dedicated.
3. Muir’s glacial theory was proven.
4. The Sierra Club was formed.
5. John’s family visited him.

**Refer to the following passage for questions 6 through 9.**

When using a metal file, always remember to bear down on the forward stroke only. On the return stroke, lift the file clear of the surface to avoid dulling the instrument’s teeth. Only when working on very soft metals is it advisable to drag the file’s teeth slightly on the return stroke. This helps clear out metal pieces from between the teeth.

It is best to bear down just hard enough to keep the file cutting at all times. Too little pressure uses only the tips of the teeth, while too much pressure can chip the teeth. Move the file in straight lines across the surface. Use a vise to grip the work so that your hands are free to hold the file. Protect your hands by equipping the file with a handle. Buy a wooden handle and install it by inserting the pointed end of the file into the handle hole.

**6. These directions show you how to…**

1. Work with a hammer.
2. Use a file.
3. Polish a file.
4. Oil a vise.
5. Repair shop tools.

**7. When using a file…**

1. Always bear down on the return stroke.
2. Move it in a circle.
3. Remove the handle.
4. Press down on the forward stroke.
5. Wear protective gloves.

**8. When working on soft metals, you can…**

1. Remove the handle.
2. Clear metal pieces from the teeth.
3. Bear down very hard on the return stroke.
4. File in circles.
5. Strengthen them with added wood.

**9. Protect your hands by…**

1. Dulling the teeth.
2. Dragging the teeth on the backstroke.
3. Using a vise.
4. Installing a handle.
5. Wearing safety gloves.

**Refer to the following passage for questions 10 through 19.**

“Old woman,” grumbled the burly white man who had just heard Sojourner Truth speak, “do you think your talk about slavery does any good? I don’t care any more for your talk than I do for the bite of a flea.”

The tall, imposing black woman turned her piercing eyes on him. “Perhaps not,” she answered, “but I’ll keep you scratching.”

The little incident of the 1840s sums up all that Sojourner Truth was: utterly dedicated to spreading her message, afraid of no one, and both forceful and witty in speech.

Yet 40 years earlier, who could have suspected that a spindly slave girl growing up in a damp cellar in upstate New York would become one of the most remarkable women in American history? Her name then was Isabella Baumfree, and by the time she was 14 years old she had seen both parents die of cold and hunger. She herself had been sold several times. By 1827, when New York freed its slaves, she had married and given birth to four children.

The first hint of Isabella’s fighting spirit came soon afterwards, when her youngest son was illegally seized and sold. She marched to the courthouse and badgered officials until her son was returned to her.

In 1843, inspired by religion, she changed her name to Sojourner (meaning “one who stays briefly”) Truth and, with only pennies in her purse, set out to preach against slavery. From New England to Minnesota she trekked, gaining a reputation for her plain but powerful and moving words. Incredibly, despite being black and female (only white males were expected to be public speakers), she drew thousands to town halls, tents, and churches to hear her powerful, deep-voiced pleas on equality for blacks-and for women. Often she had to face threatening hoodlums. Once she stood before armed bullies and sang a hymn to them. Awed by her courage and her commanding presence, they sheepishly retreated.

During the Civil War she cared for homeless ex-slaves in Washington, D.C. President Lincoln invited her to the White House to bestow praise on her. Later, she petitioned Congress to help former slaves get land in the West. Even in her old age, she forced the city of Washington, D.C. to integrate its trolley cars so that black and white passengers could ride together.

Shortly before her death at the age of 86, she was asked what kept her going. “I think of the great things,” replied Sojourner.

**10. The imposing black woman promised to keep the white man…**

1. Searching.
2. Crying.
3. Hollering.
4. Scratching.
5. Fleeing.

**11. This incident occurred in the…**

1. 1760s.
2. 1900s.
3. 1840s.
4. 1920s.
5. 1700s.

**12. Sojourner Truth was raised in a damp cellar in…**

1. New York.
2. Georgia.
3. New Jersey.
4. Idaho.
5. Maryland.

**13. Isabella lost both parents by the time she was…**

1. 27 years old.
2. 2 years old.
3. 7 years old.
4. 14 years old.
5. 19 years old.

**14. When New York freed its slaves, Isabella had…**

1. Problems.
2. No children.
3. Four children.
4. An education.
5. Three children.

**15. Her change in name was inspired by…**

1. A fighting spirit.
2. Religion.
3. Her freedom.
4. Officials.
5. Friends.

**16. She traveled from New England to…**

1. Canada.
2. California.
3. Minnesota.
4. Alaska.
5. Virginia.

**17. She forced the city of Washington, D.C. to…**

1. Integrate its trolleys.
2. Give land grants.
3. Care for ex-slaves.
4. Provide food for ex-slaves.
5. Clean its trolleys.

**18. She preached against…**

1. Smoking.
2. Slavery.
3. Alcohol.
4. Hoodlums.
5. Women having no rights.

**19. Sojourner Truth died at…**

1. 48.
2. 72.
3. 63.
4. 86.
5. 88.

**Refer to the following passage for questions 20 through 24.**

The Galapagos Islands are in the Pacific Ocean, off the western coast of South America. They are a rocky, lonely spot, but they are also one of the most unusual places in the world. One reason is that they are the home of some of the last giant tortoises left on earth.

Weighing hundreds of pounds, these tortoises, or land turtles, wander slowly around the rocks and sand of the islands. Strangely, each of these islands has its own particular kinds of tortoises. There are seven different kinds of tortoises on the eight islands, each kind being slightly different from the other.

Hundreds of years ago, thousands of tortoises wandered around these islands. However, all that changed when people started landing there. When people first arrived in 1535, their ships had no refrigerators. This meant that fresh food was always a problem for the sailors on board. The giant tortoises provided an easy solution to this problem.

Ships would anchor off the islands, and crews would row ashore and seize as many tortoises as they could. Once the animals were aboard the ship, the sailors would roll the tortoises onto their backs. The tortoises were completely helpless once on their backs, so they could only lie there until used for soups and stews. Almost 100,000 tortoises were carried off in this way.

The tortoises faced other problems, too. Soon after the first ships, settlers arrived, bringing pigs, goats, donkeys, dogs and cats. All of these animals ruined life for the tortoises. Donkeys and goats ate all the plants that the tortoises usually fed on, while the pigs, dogs and cats consumed thousands of baby tortoises each year. Within a few years, it was hard to find any tortoise eggs-or even any baby tortoises.

By the early 1900s, people began to worry that the last of the tortoises would soon die out. No one, however, seemed to care enough to do anything about the problem. More and more tortoises disappeared, even though sailors no longer needed them for food. For another 50 years, this situation continued. Finally, in the 1950s, scientists decided that something must be done.

The first part of their plan was to remove as many cats, dogs and other animals as they could from the islands. Next, they tried to make sure that more baby tortoises would be born. To do this, they started looking for wild tortoise eggs. They gathered the eggs and put them in safe containers. When the eggs hatched, the scientists raised the tortoises in special pens. Both the eggs and tortoises were numbered so that the scientists knew exactly which kinds of tortoises they had and which island they came from. Once the tortoises were old enough and big enough to take care of themselves, the scientists took them back to their islands and set them loose. This slow, hard work continues today, and, thanks to it, the number of tortoises is now increasing every year. Perhaps these wonderful animals will not disappear after all.

**20. What happened first?**

1. Sailors took tortoises aboard ships.
2. The tortoise meat was used for soups and stews.
3. Tortoises were put onto their backs.
4. Settlers brought other animals to the islands.
5. Pigs had been all the sailors had to eat.

**21. What happened soon after people brought animals to the islands?**

1. Tortoise eggs were kept in safe containers.
2. Scientists took away as many animals as they could.
3. The animals ate the tortoises’ food and eggs.
4. The tortoises fought with the other animals.
5. The tortoises continued to wander freely.

**22. When did people start to do something to save the tortoises?**

1. In the 1500s
2. In the 1950s
3. In the early 1900s
4. In the 1960s
5. In the 1400s

**23. What happens right after the tortoise eggs hatch?**

1. The scientists take the tortoises back to their islands.
2. The scientists get rid of cats, dogs, and other animals.
3. The sailors use the tortoises for food.
4. The scientists raise the tortoises in special pens.
5. The scientists encourage the villagers to help.

**24. What happened last?**

1. The tortoises began to disappear.
2. The number of tortoises began to grow.
3. Scientists took away other animals.
4. Tortoises were taken back to their home islands.
5. The number of tortoises began to decrease.

**Refer to the following passage for questions 25 through 28.**

The first person in the group starts off by naming anything that is geographical. It could be a city, state, country, river, lake, or any proper geographical term. For example, the person might say, “Boston.” The second person has 10 seconds to think of how the word ends and come up with another geographical term starting with that letter. The second participant might say, “Norway,” because the geographical term has to start with “N.” The third person would have to choose a word beginning with “Y.” If a player fails to think of a correct answer within the time limit, that player is out of the game. The last person to survive is the champion.

**25. This game may help you with…**

1. History.
2. Music.
3. Geography.
4. Sports.
5. Current events.

**26. The person trying to answer needs…**

1. No time limit.
2. To know geography only.
3. To ignore the last letters of words.
4. To know something about spelling and geography.
5. To be a good speller.

**27. Before you choose your own word, think about how…**

1. The last word starts.
2. The last word ends.
3. Smart you are.
4. Long the last word is.
5. The first word is spelled.

**28. The answer must be…**

1. In New York.
2. Within the United States.
3. A proper geographical term.
4. In the same region.
5. Along a coast line.

**Refer to the following passage for questions 29 through 33.**

Charles A. Lindbergh is remembered as the first person to make a nonstop solo flight across the Atlantic, in 1927. This feat, performed when Lindbergh was only 25 years old, assured him a lifetime of fame and public attention.

Charles Augustus Lindbergh was more interested in flying airplanes than he was in studying. He dropped out of the University of Wisconsin after two years to earn a living performing daredevil airplane stunts at county fairs. Two years later, he joined the United States Army so that he could go to the Army Air Service flight-training school. After completing his training, he was hired to fly mail between St. Louis and Chicago.

Then came the historic flight across the Atlantic. In 1919, a New York City hotel owner offered a prize of $25,000 for the first pilot to fly nonstop from New York to Paris. Nine St. Louis business leaders helped pay for the plane Lindbergh designed especially for the flight. Lindbergh tested the plane by flying it from San Diego to New York, with an overnight stop in St. Louis. The flight took only 20 hours and 21 minutes, a transcontinental record.

Nine days later, on May 20, 1927, Lindbergh took off from Long Island, New York, at 7:52 a.m. He landed in Paris on May 21 at 10:21 p.m. He had flown more than 3,600 miles in less than 34 hours. His flight made news around the world. He was given awards and parades everywhere he went. He was presented with the US Congressional Medal of Honor and the first Distinguished Flying Cross. For a long time, Lindbergh toured the world as a US goodwill ambassador. He met his future wife, Anne Morrow, in Mexico, where her father was the United States ambassador.

During the 1930s, Charles and Anne Lindbergh worked for various airline companies, charting new commercial air routes. In 1931, for a major airline, they charted a new route from the east coast of the United States to the Orient. The shortest, most efficient route was a great curve across Canada, over Alaska, and down to China and Japan. Most pilots familiar with the Arctic did not believe that such a route was possible. The Lindberghs took on the task of proving that it was. They arranged for fuel and supplies to be set out along the route. On July 29, they took off from Long Island in a specially equipped small seaplane. They flew by day and each night landed on a lake or a river and camped. Near Nome, Alaska, they had their first serious emergency. Out of daylight and nearly out of fuel, they were forced down into a small ocean inlet. In the next morning’s light, they discovered they had landed on barely three feet of water. On September 19, after two more emergency landings and numerous close calls, they landed in China with the maps for a safe airline passenger route.

Even while actively engaged as a pioneering flier, Lindbergh was also working as an engineer. In 1935, he and Dr. Alexis Carrel were given a patent for an artificial heart. During World War II in the 1940s, Lindbergh served as a civilian technical advisor in aviation. Although he was a civilian, he flew over 50 combat missions in the Pacific. In the 1950s, Lindbergh helped design the famous 747 jet airliner. In the late 1960s, he spoke widely on conservation issues. He died in August 1974, having lived through aviation history from the time of the first powered flight to the first steps on the moon and having influenced a big part of that history himself.

**29. What did Lindbergh do before he crossed the Atlantic?**

1. He charted a route to China.
2. He graduated from flight-training school.
3. He married Anne Morrow.
4. He acted as a technical advisor during World War II.
5. He was responsible for the fuel supply for planes.

**30. What happened immediately after Lindbergh crossed the Atlantic?**

1. He flew the mail between St. Louis and Chicago.
2. He left college.
3. He attended the Army flight-training school.
4. He was given the Congressional Medal of Honor.
5. He married Anne Morrow.

**31. When did Charles meet Anne Morrow?**

1. Before he took off from Long Island.
2. After he worked for an airline.
3. Before he was forced down into an ocean inlet.
4. After he received the first Distinguished Flying Cross.
5. When visiting his parents.

**32. When did the Lindberghs map an air route to China?**

1. Before they worked for an airline.
2. Before Charles worked with Dr. Carrel.
3. After World War II.
4. While designing the 747.
5. When he was 30 years old.

**33. What event happened last?**

1. Lindbergh patented an artificial heart.
2. The Lindberghs mapped a route to the Orient.
3. Lindbergh helped design the 747 airliner.
4. Lindbergh flew 50 combat missions.
5. Lindbergh was finally given an honorary degree from college.

**Refer to the following passage for questions 34 through 37.**

Always read the meter dials from the right to the left. This procedure is much easier, especially if any of the dial hands are near the zero mark. If the meter has two dials, and one is smaller than the other, then it is not imperative to read the smaller dial because it only registers a small amount. Read the dial at the right first. As the dial turns clockwise, always record the figure the pointer has just passed. Read the next dial to the left and record the figure it has just passed. Continue recording the figures on the dials from right to left. When finished, mark off the number of units recorded. Dials on water and gas meters usually indicate the amount each dial records.

**34. These instructions show you how to…**

1. Read a meter.
2. Turn the dials of a meter.
3. Install a gas meter.
4. Repair a water meter.
5. Be prepared for outside employment.

**35. Always read the meter dials…**

1. From top to bottom.
2. From right to left.
3. From left to right.
4. From the small to the large dial.
5. From the large dial to the small dial.

**36. As you read the first dial, record the figures…**

1. On the smaller dial.
2. The pointer is approaching.
3. The pointer has just passed.
4. At the top.
5. At the bottom.

**37. When you have finished reading the meter, mark off…**

1. The number of units recorded.
2. The figures on the small dial.
3. The total figures.
4. All the zero marks.
5. The last reading of the month.

**Refer to the following passage for questions 38 through 44.**

The village of Vestmannaeyjar, in the far northern country of Iceland, is as bright and clean and up-to-date as any American or Canadian suburb. It is located on the island of Heimaey, just off the mainland. One January night in 1973, however, householders were shocked from their sleep. In some backyards, red-hot liquid was spurting from the ground. Flaming “skyrockets” shot up and over the houses. The island’s volcano, Helgafell, silent for 7,000 years, was violently erupting!

Luckily, the island’s fishing fleet was in port, and within 24 hours almost everyone was ferried to the mainland. But then the agony of the island began in earnest. As in a nightmare, fountains of burning lava spurted 300 feet high. Black, baseball-size cinders rained down. An evil-smelling, eye-burning, throat-searing cloud of smoke and gas erupted into the air, and a river of lava flowed down the mountain. The constant shriek of escaping steam was punctuated by ear-splitting explosions.

As time went on, the once pleasant village of Vestmannaeyjar took on a weird aspect. Its street lamps still burning against the long Arctic night, the town lay under a thick blanket of cinders. All that could be seen above the 10-foot black drifts were the tips of street signs. Some houses had collapsed under the weight of cinders, while others had burst into flames as the heat ignited their oil storage tanks. Lighting the whole lurid scene, fire continued to shoot from the mouth of the looming volcano.

The eruption continued for six months. Scientists and reporters arrived from around the world to observe the awesome natural event. But the town did not die that easily. In July, when the eruption ceased, the people of Heimaey Island returned to assess the chances of rebuilding their homes and lives. They found tons of ash covering the ground. The Icelanders are a tough people, however, accustomed to the strange and violent nature of their Arctic land. They dug out their homes. They even used the cinders to build new roads and airport runways. Now the new homes of Heimaey are warmed from water pipes heated by molten lava.

**38. The village is located on the island of…**

1. Vestmannaeyjar.
2. Hebrides.
3. Heimaey.
4. Helgafell.
5. Heima.

**39. The color of the hot liquid was…**

1. Orange.
2. Black.
3. Yellow.
4. Red.
5. Gray.

**40. This liquid was coming from the…**

1. Mountains.
2. Ground.
3. Sea.
4. Sky.
5. Ocean.

**41. The island’s volcano had been inactive for…**

1. 70 years.
2. 7,000 years.
3. 7,000 months.
4. 700 years.
5. 70 decades.

**42. Black cinders fell that were the size of…**

1. Baseballs.
2. Pebbles.
3. Golf balls.
4. Footballs.
5. Hailstones.

**43. Despite the eruption…**

1. The buses kept running.
2. The radio stations kept broadcasting.
3. The police kept working.
4. The street lamps kept burning.
5. Television stations kept broadcasting.

**44. This volcanic eruption lasted for six…**

1. Weeks.
2. Hours.
3. Months.
4. Days.
5. Years.

**Answers & Explanations**

**1. C**

The passage indicates that Muir liked to climb rocky cliffs as a child, and that when he was 11 years old, his family moved to the United States (A). Muir Woods was established (B) in 1908; Muir, born in 1838, was 11 years old in 1849, and was a rock-climbing child earlier. Muir walked to the Gulf of Mexico (D) in 1867-1868. The passage never suggests that Muir visited along the east coast (E) at all.

**2. D**

Muir invented his unique alarm clock in his youth, between 1849 and 1867, while he lived with his family in Wisconsin; not while they still lived in Scotland (A) until he was 11 years old; not after he sailed to San Francisco (B) in 1868, at the age of 30 years; not after he traveled in Yosemite (C), also in 1868; and not after he took the long walk in 1867-1868.

**3. C**

Soon after arriving in San Francisco, Muir headed inland for the Sierra Nevadas. The passage never reads that he ran outside during an earthquake (A). He proposed his theory about Yosemite’s formation (B) during the late 1860s, after exploring Yosemite. After proposing his theory, Muir began writing articles, not about the Sierra Nevadas (D) overall, but specifically about the Yosemite Valley. The passage never indicates that he wrote short stories for the local newspaper (E).

**4. A**

The passage indicates that TR became President in 1901; after Muir took him through Yosemite, Roosevelt established Yosemite National Park in 1906. Therefore, they met between these years. 1838-1868 (B) is the first 30 years of Muir’s life, from birth to going to San Francisco. 1906-1914 (C) would be after TR established Yosemite National Park through Muir’s influence. 1868-1901 (D) is the period from Muir’s arrival in San Francisco until Roosevelt’s election. 1906-1907 (E) is also too late.

**5. B**

John Muir Trail was dedicated in 1938 (first paragraph, last two sentences). John Muir died (A) in 1914 (last paragraph). Muir’s glacial theory was proven (C) in 1930 (fifth paragraph). The Sierra Club was formed (D) in 1892 (first sentence).

**6. B**

This passage gives how-to directions for using a metal file. It does not tell how to use a hammer (A), how to polish a file (C), how to oil a vise (D)-the directions include using a vise to hold the work while using the file, but not how to oil the vise-or how to repair shop tools (E).

**7. D**

The passage instructs the reader always to bear/press down on the forward stroke of the file only, and to lift the file rather than bearing down on the return stroke (A). (Even with very soft metals, it instructs to drag slightly, not press down, on the return stroke.) Moving it in a circle (B) and removing the handle (C) are never mentioned. (Buying and installing a handle are advised.) Wearing protective gloves (E) is never mentioned.

**8. B**

The instructions do include how to clear the teeth of pieces of very soft metals. They do not direct readers to remove the handle (A); to bear down very hard on the return stroke (C), which they advise to avoid as it will dull the teeth, advising slight dragging instead; to file in circles (D), or to add wood for strength (E).

**9. D**

The instructions advise users to install a handle to protect their hands rather than dulling the teeth (A), against which they advise; dragging the teeth on the return stroke (B), which is recommended NOT for protecting hands but for clearing the file’s teeth of pieces from very soft metals; using a vise (C), which is recommended to free the hands, not protect them; or wearing safety gloves (E), which is never mentioned.

**10. D**

The second paragraph quotes Truth as saying, “I’ll keep you scratching” in response to the white man’s comparison of her speech to a flea’s bite.

**11. C**

The third paragraph places this incident in the 1840s. According to the passage’s information, Sojourner Truth was not yet born in the 1760s (A) or 1700s (E). It also states she died at age 86, so she was not still alive in the 1900s (B) or 1920s (D). (Note: Sojourner Truth lived 1797-1883. The passage does not give these specific years, but the wrong answers can be identified through the information it does give, described above.)

**12. A**

The passage identifies upstate New York as where Sojourner Truth was raised (fourth paragraph). It never mentions Georgia (B), New Jersey (C), Idaho (D), or Maryland (E). It mentions her trekking from New England to Minnesota (sixth paragraph) preaching against slavery; and caring for homeless ex-slaves during the Civil War and forcing the city to integrate trolley cars in her old age, both in Washington, D.C.; but not growing up anywhere other than New York State.

**13. D**

The passage indicates fourth paragraph) that Isabella had lost both parents by the time she was 14 years old, not 27 (A), 2 (B), 7 (C), or 19 (E) years old.

**14. C**

The fourth paragraph of the passage indicates that Isabella had married and had four children by the time New York freed its slaves in 1827. It does not indicate that she had problems (A), no children (B), an education (D), or three children (E) by that time.

**15. B**

The sixth paragraph indicates that Isabella, “inspired by religion,” changed her name to Sojourner Truth in 1843. The previous (fifth) paragraph refers to her fighting spirit (A) as signified by her demanding her son’s return, not as the inspiration for her name change. The passage does not indicate that she was inspired by her freedom (C), by officials (D), or by friends (E) to change her name.

**16. C**

The sixth paragraph describes Truth’s traveling from New England to Minnesota, not Canada (A), California (B), Alaska (D), or Virginia (E).

**17. A**

The passage reports that Truth forced the city of Washington, D.C. to integrate its trolley cars. She did not force the city to give land grants (B). She herself cared for ex-slaves (C) during the Civil War rather than forcing the city to do so. She did not force the city to provide food for ex-slaves (D) or to clean its trolley cars (E).

**18. B**

The sixth paragraph indicates that she preached against slavery, not against smoking (A), alcohol (C), hoodlums (D), or women having no rights (E).

**19. D**

The last paragraph of the passage informs that Sojourner Truth died at the age of 86, not at 48 (A), 72 (B), 63 (C), or 88 (E) years.

**20. A**

The fourth paragraph describes sailors’ carrying tortoises off to their ships, where they subsequently turned them onto their backs (C), rendering them helpless, and then used them for food (B). Settlers brought other animals to the Galapagos Islands (D) “soon after” (fifth paragraph) the sailors took them. The passage never mentions the sailors’ eating pigs (E) at all.

**21. C**

The passage describes (fifth paragraph) animals’ eating the tortoises’ food and eggs. Tortoise eggs were kept in safe containers (A) many years later, in the 1950s (penultimate and last paragraphs), once scientists began to rebuild the depleted tortoise population. Scientists gathered tortoise eggs but did not take away tortoises (B); sailors many years earlier did. The tortoises did not fight with other animals (D) or continue to wander freely (E), as more and more disappeared.

**22. B**

The passage indicates (sixth and seventh/last paragraphs) that scientists started working to save tortoises in the 1950s. The 1500s (A) was when sailors first visited the Galapagos and began decimating the tortoise population by eating them. The early 1900s (C) is described as when people began to worry about tortoise extinction, not when scientists began to do something about it. The 1960s (D) and 1400s (E) are never mentioned.

**23. D**

The passage describes scientists raising newly hatched tortoise eggs in special pens. They only return them to their islands (A) once they have grown old and big enough to care for themselves. The scientists got rid of excessive cats, dogs, and other animals (B) to decrease their predation on tortoises before gathering, incubating, and hatching tortoise eggs. Sailors first used tortoises for food (C) hundreds of years ago. The passage never mentions their encouraging villagers to help (E).

**24. B**

Tortoise numbers began growing thanks to the scientists’ efforts. The number of tortoises began to decrease (E) and tortoises began disappearing (A) first. Years later, scientists removed other animals (C) that had been preying on tortoises. After gathering and hatching eggs and raising tortoises, scientists returned them to their islands (D) and tortoise numbers began increasing.

**25. C**

This game can help the players learn geography through naming geographical terms and names. This activity will not help players learn history (A), music (B), sports (D), or current events (E).

**26. D**

The person answering needs to know geographical names and terms, and how to spell them. The game does give each player a time limit (A) of 10 seconds to answer. The game does not require players to know only geography (B). The game requires attending to, not ignoring (C) the last letters of words. While players need to know some spelling, with familiar place-names such as the examples given they need not be especially good spellers (E).

**27. B**

How the last word ends enables each player to think of a name/word starting with that letter. How the previous word starts (A) is immaterial, as is thinking about how smart you are (C). How long the last word is (D) does not matter. How the initial word is spelled (E) overall is irrelevant to subsequent players’ word choices-except the second player, who must know the first word’s final letter, but not the rest of the word’s spelling.

**28. C**

Proper geographical terms are the required answers. The passage never stipulates that answers must be in New York (A), within the United States (B), in the same region (D), or along a coast line (E).

**29. B**

Lindbergh was hired to fly mail after attending Army flight-training school, subsequently crossing the Atlantic in 1919 (second paragraph). He married Anne Morrow (C) after flying from New York to Paris in 1927 (third paragraph). They charted the China route (A) in 1931 (fourth paragraph). The Lindberghs arranged for fuel provision along this route; Lindbergh was not responsible for planes’ fuel supply (E). He was a technical advisor during World War II (D) in the 1940s (fifth paragraph).

**30. D**

Immediately after crossing the Atlantic, Lindbergh was awarded the Congressional Medal of Honor (third paragraph). He flew mail between St. Louis and Chicago (A) before crossing the Atlantic (second paragraph).

**31. D**

Charles met Anne after receiving the first Distinguished Flying Cross for flying from New York to Paris in 1927 (third paragraph). He met her after he took off from Long Island (A) to begin that flight. He and Anne both worked for airlines (B) after marrying (fourth paragraph). He and Anne were forced down into an ocean inlet (C) in Alaska while mapping the route to China (fourth paragraph). The passage never mentions Lindbergh’s visiting his parents (E).

**32. B**

The Lindberghs mapped the route to China in 1931; Charles and Dr. Carrel received a patent for their artificial heart in 1935. The Lindberghs charted the China route as work for a major airline, not before doing so (A). 1931 was prior to World War II (C). Lindbergh helped design the 747 (D) in the 1950s. Lindbergh was 25 in 1927 (first paragraph), so he was 30 (E) in 1932, a year after mapping the China route.

**33. C**

Lindbergh helped design the 747 in the 1950s. The artificial heart patent (A) was in 1935. The Lindberghs mapped a route to the Orient (B) in 1931. Lindbergh flew 50 combat missions (D) during World War II in the 1940s. The passage never mentions his receiving an honorary college degree (E).

**34. A**

These are how-to instructions for reading a meter, not for turning a meter’s dials (B) (which should not be done!), or for installing a gas meter (C), repairing a water meter (D), or being prepared for outside employment (E).

**35. B**

The first sentence advises always to read meter dials from right to left, not from top to bottom (A), left to right (C), from the small to large dial (D), or from the large to small dial.

**36. C**

The instructions indicate always to record the figure the pointer has just passed, not the figures it is approaching (B), as it turns clockwise. They never instruct to record the smaller dial’s figures (A); in fact, they stipulate that it is not imperative even to read the smaller dial. There are no instructions to record figures at the top (D) or bottom (E).

**37. A**

The second-to-last sentence advises to mark off the number of units recorded, not the small dial’s figures (B)-which are not imperative even to read, let alone marking off these. The instructions never advise to mark off the total figures (C), all the zero marks (D), or the last reading of the month (E).

**38. C**

Heimaey is the island where the village of Vestmannaeyjar (A) is located. The Hebrides (B) are islands off the west coast of Scotland, not Iceland. Helgafell (D) is the name of the volcano that erupted in Vestmannaeyjar on Heimaey Island. Heima (E) means “home” or “at home” in Icelandic.

**39. D**

The passage describes the lava as “red-hot liquid” in the first paragraph. The colors orange (A), yellow (C), and gray (E) are not used in this passage. The cinders and ash, not the hot liquid, are described as black (B).

**40. B**

The liquid, i.e. lava, was coming from the ground-specifically, from underground. Magma exerts pressure underground until it erupts on the surface as lava. Volcanoes are mountains (A); however, lava does not come from the mountains but from beneath them. The lava came from under the ground, not from the sea (C), the sky (D), or the ocean (E). (There are volcanoes under seas and oceans, but the one described in this passage was not.)

**41. B**

The introductory paragraph indicates in its last sentence that the volcano had been inactive for 7,000 years, not 70 years (A), 7,000 months (C), 700 years (D), or 70 decades (E), which also equals 700 years (D).

**42. A**

The passage describes the black cinders as “baseball-size” (second paragraph). It does not liken their size to that of pebbles (B) or golf balls (C), which are both smaller than baseballs; or to footballs (D), which are bigger than baseballs; or to hailstones (E), which vary in size but to which the cinders are not compared in this passage.

**43. D**

The passage describes the street lamps still burning (third paragraph) as part of the weird aspect of the village blanketed by cinder drifts and lit by continuing fire. It never mentions buses continuing to run (A), radio broadcasts continuing (B), police continuing to work (C), or television stations continuing to broadcast (E).

**44. C**

The last paragraph’s first sentence indicates that the eruption continued for six months, not six weeks (A), six hours (B), six days (D), or six years (E)

READING COMPREHENSION PRACTICE TEST 3

**Questions 1-5 refer to the following passage:**

In 1841 a young man addressed an anti-slavery meeting in Massachusetts. He talked about what it was like to be separated from one’s family as a child. He talked about being beaten and overworked. He talked about learning how to read and write in secret. He talked about what it was like to be a slave. Perhaps one of the reasons the listeners were so impressed with the speaker was because he had been a slave himself.

Frederick Douglass was born into slavery in 1818 in Maryland. His last name was Bailey, the name of his mother. First he was separated from his mother, then his grandmother. He eventually was sent to work for a family named Auld. Sophia Auld taught Frederick how to read and write. By the time her husband stopped her, Frederick had learned enough to progress on his own. Later, Frederick worked for a man named Covey, who often beat him. One night Frederick resisted the beating and the two men fought for two hours. This was a dangerous thing for a slave to do, but Covey finally gave up. Frederick was never beaten again.

In 1836, Frederick and other slaves tried to escape. Someone betrayed them and the attempt failed. Shortly after that, Frederick met Anna Murray, a free black woman, and the two fell in love. In 1838, Frederick planned another escape, and this time he successfully reached New York City. He and Anna were married shortly thereafter. Frederick decided to change his last name to symbolize his new freedom. He took the name Douglass from a character in a book a friend of his was reading at the time.

Frederick Douglass’s presence was a tremendous boost to the anti-slavery movement. Anyone who had doubts about the morality or violence of slavery had only to listen to the articulate former slave describe his former life. After President Lincoln issued the Emancipation Proclamation in 1863, Douglass helped recruit black soldiers to fight for the Union in the Civil War. He died in 1895 after a long, full life.

**1. When did Frederick Douglass learn to read?**

1. After he escaped from slavery.
2. While he lived with the Aulds.
3. While he lived with his grandmother.
4. After he married Anna Murray.
5. After he moved to New York City.

**2. What happened after Sophia stopped teaching Frederick?**

1. He forgot everything he had learned.
2. He asked other slaves to teach him.
3. He continued to learn on his own.
4. He decided reading was not important.
5. The plantation owner wanted to teach him to read and write.

**3. What happened first?**

1. Douglass addressed an anti-slavery meeting.
2. Douglass resisted the beating of a man named Covey.
3. Douglass took a new name.
4. Douglass escaped from slavery.
5. Douglass married Anna.

**4. When did Frederick meet Ms. Murray?**

1. After he escaped from slavery.
2. After he reached New York.
3. In between his escape attempts.
4. At an anti-slavery meeting.
5. They were slaves together.

**5. What happened last?**

1. Douglass recruited black soldiers to fight for the Union.
2. President Lincoln issued the Emancipation Proclamation.
3. Frederick Douglass married Anna Murray.
4. Frederick Douglass spoke at an anti-slavery meeting.
5. Douglass stayed in New York and wrote novels.

**Questions 6-9 refer to the following passage:**

First, be sure to keep the broken ends quiet. Keep the adjacent joints still. Should these joints bend, the muscles will act against the fractured bone and cause motion. Give the victim first aid for shock. Apply a sterile dressing to the fracture if it is compound. Do not try to push back a protruding bone. When you are splinting the fractured area, the end will slip back when the limb is straightened. An ice bag should be used with all fractures, sprains, and dislocations. A simple method of preventing motion of the fragments is to place the limb on pillows. Splints may also be used to keep the limb from moving. Breaks of the ribs or skull bone need no splints as they are held fast by other bones and tissue.

**6. This article will help you to…**

1. Make a splint.
2. Care for broken bones.
3. Care for bad burns.
4. Make a sterile dressing.
5. Inform you of the doctor’s duties.

**7. The first thing to do for a fracture is…**

1. Keep the broken ends quiet.
2. Use an ice bag.
3. Push back the protruding bone.
4. Make a splint.
5. Clean the area.

**8. If the fracture is compound…**

1. Keep the broken ends quiet.
2. Use an ice bag.
3. Push back the protruding bone.
4. Make a splint.
5. Apply a sterile dressing.

**9. A break which needs no splint is one in the…**

1. Arm.
2. Foot.
3. Leg.
4. Ribs.
5. Neck.

**Questions 10-19 refer to the following passage:**

As Wendy Grant stepped off the plane in Denver, Colorado, seven children rushed to greet her shouting, “Mother!” Four of them spoke with a Vietnamese accent. In her arms Wendy held the gifts she had brought them-twin infant girls from Vietnam, the newest members of the Grant family. The Grants’ six adopted Vietnamese children, and over 1,600 others like them, may well owe their lives to the determination of Wendy, her husband Duane, and a handful of other dedicated women and men.

Like all wars, the war in Vietnam left thousands of children homeless. Their villages had been burned or blown to rubble. Their parents had been killed or lost amid the swarm of refugees clogging the dusty roads. The lucky children were taken in by orphanages. The rest were left to roam rural paths or city streets by themselves. They avoided starvation only by begging, stealing, or rummaging in garbage piles; they slept in gutters. Many were scarred or crippled by land mines, disease, or malnutrition.

It was in 1964 that the Grants, who had already adopted three American children, first heard of the plight of the Vietnamese orphans. Immediately they began the complicated task of adopting one-a girl, whom they named Diahan.

But soon Wendy realized that more must be done. Together with Duane and several other Americans, she founded an organization called Friends for All Children. The group located American homes for the war orphans and helped bring them to the United States. With the money they raised, they set up four orphanages in Vietnam.

Twice Wendy went to Vietnam herself, despite the constant danger of enemy attack. Once she adopted and brought home a girl, Tia, so crippled by polio that she could not even stand. Today, thanks to American doctors, Tia walks unaided. On Wendy’s final trip, with the enemy closing in on the capital city of Saigon, she remained until the last minute, arranging for orphans to be flown to the United States, Canada, and Australia. She narrowly missed a fatal plane crash.

If you someday meet a Vietnamese person with a last name such as Morris, Johnson, Riley, or Russo, remember Wendy Grant and her friends and their important work.

**10. Four of the children who met the plane in Denver had…**

1. Curly hair.
2. Vietnamese accents.
3. Cassettes.
4. Many gifts.
5. Unfamiliar faces.

**11. The Vietnamese children the Grants have adopted number…**

1. 1,600.
2. Two.
3. Six.
4. Seven.
5. 25.

**12. The parents of the Vietnamese children had been lost or…**

1. Imprisoned.
2. Starved.
3. Stolen.
4. Killed.
5. Kidnapped.

**13. Left alone, the children…**

1. Roamed streets and paths.
2. Went to school.
3. Stayed at home.
4. Quarreled.
5. Worked odd jobs.

**14. The Grants first heard of this plight in…**

1. 1980.
2. 1971.
3. 1965.
4. 1964.
5. 1962.

**15. Wendy, Duane, and several others founded…**

1. A school.
2. An organization.
3. A hospital.
4. A nursery.
5. A work force.

**16. Wendy went to Vietnam…**

1. Four times.
2. Once.
3. Twice.
4. Often.
5. For two years.

**17. One adopted child, Tia, was crippled by…**

1. Malnutrition.
2. Fear.
3. Polio.
4. Burns.
5. Scarlet fever.

**18. Wendy remained until the last minute in…**

1. Saigon.
2. Beijing.
3. Canada.
4. Australia.
5. Sydney.

**19. If you meet Vietnamese people, remember a woman named…**

1. Morris.
2. Riley.
3. Russo.
4. Grant.
5. Thomas.

**Questions 20-24 refer to the following passage:**

The story of how the girl Pocahontas saved John Smith’s life is well known to most grade-school children. Pocahontas did even more to establish peaceful relations between New World and Old World people. However, Pocahontas was the daughter of Powhatan, chief of a powerful league of over 30 tribes of Algonquian-speaking Indians (Native Americans) in the area around Jamestown, Virginia, in the early 1600s. The young girl’s given name was Matoaka, but she was called Pocahontas, meaning “the playful one.” In 1607, Pocahontas’ life became even more interesting. At that time, a group of English colonists arrived on her people’s land and settled very close to her village. Her father, Powhatan, made no aggressive moves against the settlers at first, but he did feel that they represented a threat to the Indian nation.

By 1608, it began to appear that the English settlers were not going to leave on their own as others before them had. It was at that time that one settler was captured while hunting. The prisoner, John Smith, was brought to Powhatan. According to one source, Smith’s future was about to be decided when Pocahontas cried out for him to be saved. In the Algonquian culture, that kind of request could save a prisoner’s life, so Smith was spared. Smith stayed in the village for several weeks after that and became good friends with many of the Algonquians.

Several braves then returned John Smith to Jamestown and on their return to Powhatan told the chief that the settlers were very ill and starving. Pocahontas overheard this. She did not want these people to die, so she brought food to the settlement on a regular basis during that time. Many said that it was Pocahontas who kept the colony alive.

Over time, however, tension mounted between the Jamestown settlers and the Algonquians, and eventually Pocahontas was forbidden by Powhatan to visit the English settlement. Around that time, the new governor of Jamestown, Samuel Argall, had Chief Powhatan’s daughter taken as a hostage to be traded for English prisoners and some rifles that the Algonquians had taken. Powhatan’s reply to the capture was that he would return the prisoners but not the guns. In fact, Powhatan was quite certain that the settlers would never harm Pocahontas.

Meanwhile, in the Jamestown settlement, Pocahontas was treated very well. She had many friends there already and was allowed to visit from house to house. During her long stay, she took on the religion of the settlers, and she also took the English name Rebecca. It was during this time that she met John Rolfe, a settler who had introduced tobacco growing to the Virginia colony. Rolfe asked permission to marry Rebecca. Permission was granted by the governor of the colony and, 10 days later, by Powhatan. Every Jamestown settler, two of Rebecca’s uncles, and two of her brothers attended the wedding. This union was followed by eight years of peace between the Indians and the English and was often referred to as the “Peace of Pocahontas.”

The Rolfes had one son, Thomas. After Rebecca Rolfe’s untimely death in her early 20s, John and Thomas Rolfe continued to live and work in Jamestown.

**20. Which of these happened first?**

1. John Smith was taken captive.
2. Pocahontas met John Rolfe.
3. Pocahontas saved John Smith’s life.
4. Jamestown was settled by the English.
5. Powhatan had promised Pocahontas to another.

**21. When was Pocahontas taken hostage?**

1. Before she brought food to the settlement.
2. After she met John Rolfe.
3. After Powhatan told her she could no longer visit the English settlement.
4. Before she saved John Smith.
5. During the first few weeks after they settled in Jamestown.

**22. When did Pocahontas take the name Rebecca?**

1. When she was a child.
2. After the birth of her son, Thomas.
3. After she married John Rolfe.
4. While she was a captive at Jamestown.
5. After her father visited the settlement.

**23. What happened after Pocahontas married John Rolfe?**

1. Powhatan would not return the rifles to the English.
2. There were eight years of peace between the Algonquian Indians and the English.
3. Pocahontas took on the religion of the settlers.
4. Pocahontas met a settler who had introduced tobacco growing to the Virginia colony.
5. Powhatan met with the tribal leaders.

**24. Which of these happened last?**

1. Algonquians came to a wedding at Jamestown.
2. John Rolfe introduced tobacco as a crop.
3. Rebecca Rolfe died.
4. The Algonquian Indians and the English enjoyed eight years of peace.
5. Rolfe asked permission to marry.

**Answers & Explanations**

**1. B**

The second paragraph indicates that Sophia Auld taught Frederick to read and write while he was a slave to her family, not after he escaped (A). The same paragraph explains that he was separated from his grandmother before being sent to work for the Aulds (C). The fourth paragraph describes his escaping, moving to New York City (E), and marrying Anna Murray after escaping from Covey, which was after he learned to read (D).

**2. C**

The second paragraph reads that by the time her husband stopped Sophia from teaching him, Frederick had learned enough to continue on his own, not that he forgot everything he had learned (A), or asked other slaves to teach him (B), or decided reading was not important (D). The plantation owner did not want to teach Frederick (E); he stopped his wife from doing so.

**3. B**

Douglass’ resisting Covey’s beating is described in the third paragraph. The next (fourth) paragraph describes his escaping from slavery (D), then marrying Anna (E), and then taking a new name (C) to symbolize his new freedom in 1838. The introduction describes his addressing an anti-slavery meeting (A) in 1841. The ensuing paragraphs flash back to a brief biography.

**4. C**

According to the fourth paragraph, Frederick met Anna between escape attempts in 1836 and 1838, not after he escaped (A) or reached New York (B). The anti-slavery meeting (D) described in the opening was in 1841, three years after he married Anna and 3-5 years after he met her. The paragraph states she was free when they met, so they were not slaves together (E).

**5. A**

The last (fifth) paragraph describes Douglass’ helping recruit black soldiers after Lincoln issued the Emancipation Proclamation in 1863 (B). Douglass married Anna Murray (C) in 1838. The introduction describes his speaking at an anti-slavery meeting (D) in 1841. The passage never mentions his writing novels (E) after reaching New York City.

**6. B**

The article gives instructions on carrying for broken bones, not bad burns (C). While it refers to splinting, it does not tell how to make a splint (A). It advises applying a sterile dressing to a compound fracture, but does not tell how to make one (D). It has no information about the doctor’s duties (E).

**7. A**

Keeping the broken ends quiet by keeping the joints still is the first direction. The directions to apply an ice bag (B) follow directions to keep the joints still, give first aid for shock, apply a sterile dressing to a compound fracture, and NOT to push back protruding bone (C). Making a splint (D) follows these. Cleaning the area (E) is never mentioned.

**8. E**

The article specifies that if the fracture is compound, to apply a sterile dressing. Keeping broken ends quiet (A) and using an ice bag (B) are advised for all fractures, not just compound ones. The directions caution against pushing back a protruding bone (C). Making a splint (D) is advised for any fractures other than skull and rib fractures, not just for compound fractures.

**9. D**

Of the choices offered, only rib fractures are identified in the article as needing no splints. Skull fractures, not a choice here, are also identified as not needing splinting. Fractures that should be splinted include breaks of an arm (A), foot (B), leg (C), or the neck (E).

**10. B**

The first paragraph (second sentence) specifies that four of the children spoke with Vietnamese accents. No children are described as having curly hair (A), cassettes (C), gifts (D)-Wendy, not the children, had gifts, i.e. the newly adopted twins-or unfamiliar faces (E).

**11. C**

The introductory paragraph identifies “The Grants’ six adopted Vietnamese children.” It refers to 1,600 (A) “others like them” adopted by others. Two (B) refers to the twin infants Wendy adopted, increasing the Grants’ Vietnamese children from four to six. Seven (D) is the number of children greeting Wendy and the newly adopted twins at the airport: three American children and four Vietnamese children. The passage never includes the number 25 (E).

**12. D**

The second paragraph indicates that the children’s parents “had been killed or lost,” not imprisoned (A). Children not taken in by orphanages only avoided starvation by begging, stealing, or rummaging; nothing about parents being starved (B) is included. Nothing is mentioned in the passage about parents (or children) being stolen (C) or kidnapped (E).

**13. A**

In the second paragraph, homeless children not taken in by orphanages are described as being “left to roam rural paths or city streets by themselves.” The passage never indicates that the children went to school (B), stayed at home (C)-they were homeless-quarreled (D), or worked odd jobs (E).

**14. D**

The first sentence of the third paragraph identifies 1964 as when the Grants first heard of the plight of the Vietnamese war orphans. No other years are mentioned anywhere in the passage.

**15. B**

The fourth paragraph describes how Wendy, Duane, and several others founded an organization called Friends for All Children to do more for Vietnamese war orphans. The passage never suggests they founded a school (A), a hospital (C), a nursery (D), or a work force (E).

**16. C**

The fifth paragraph indicates Wendy went to Vietnam herself twice, not four times (A), once (B), often (D), or for two years (E).

**17. C**

The fifth paragraph describes Tia as being crippled by polio. Malnutrition (A) is mentioned in the second paragraph as crippling many Vietnamese war orphans, not Tia specifically. This passage never mentions any child/children being crippled by fear (B), burns (D), or Scarlet fever (E).

**18. A**

The fourth paragraph relates that Wendy remained in Saigon until the last minute. Beijing (B) is in China and is never mentioned in this passage. Canada (C) and Australia (D) are mentioned in the fourth paragraph along with the United States as countries Wendy was arranging for orphans to be flown to from Vietnam when she stayed in Saigon until the last minute. Sydney (E) is in Australia but is never mentioned in this passage.

**19. D**

Grant is the name of Wendy and her husband Duane, the adoptive parents who are the focus of this passage. Morris (A), Johnson (not a choice here), Riley (B), and Russo (C) are names given in the final paragraph/sentence as those of other Americans who also adopted Vietnamese war orphans. This passage does not include the name Thomas (E).

**20. D**

The first paragraph describes colonists settling Jamestown in 1607. The second paragraph describes John Smith’s capture in 1608, after which Pocahontas saved his life (C). The third paragraph reads that “Over time,” tension mounted and Pocahontas was taken hostage; the fourth paragraph then describes her meeting John Rolfe (B). The passage never indicates Powhatan had promised her to another (E), only that he gave permission for her to marry Rolfe.

**21. C**

According to the passage’s third paragraph, Pocahontas was taken hostage after Powhatan forbade her to continue visiting the English settlement, after she had brought food there (A), described in the previous/second paragraph. She met John Rolfe (B) after being taken hostage-which was how she met him- not during the first few weeks after (E) Jamestown was settled, but after saving John Smith, which was the year after its settlement.

**22. D**

Pocahontas took the name Rebecca, along with the settlers’ religion, during her long, hospitable captivity at Jamestown, not when she was a child (A) or after she married John Rolfe (C), and hence not after their son Thomas was born (B). This passage never indicates that Powhatan visited the settlement (E).

**23. B**

The penultimate paragraph indicates that eight years of peace between the Algonquians and the English followed Pocahontas’ marrying John Rolfe. Powhatan refused to return rifles to the English (A) earlier when they took Pocahontas hostage. Pocahontas took on the settlers’ religion (C) during her long stay as a well-treated hostage, before marrying Rolfe. The settler Pocahontas met (D) was Rolfe, whom she did not marry until after meeting him. This passage never mentions Powhatan’s meeting with tribal leaders (E).

**24. C**

The last thing in the passage is her widower and son continuing to live and work in Jamestown after Rebecca Rolfe’s death. Her wedding (A) occurred before her death. John Rolfe introduced tobacco (B) before she married him. The eight years of peace (D) began after their marriage (though it continued beyond her death, which the passage does not make clear). Rolfe asked permission to marry her (E).