

READING

Skill 1: Main Idea

Main Idea Questions	
<ul style="list-style-type: none">✓ Asking about topic, subject, title, main idea, or primary idea.✓ Most probably found at the beginning of each paragraph.	
Questions	<ul style="list-style-type: none">■ What is the topic of the passage?■ What is the subject of the passage?■ What is the main idea of the passage?■ What is the author's main point in the passage?■ With what is the author primarily concerned?■ Which of the following would be the best title?
How to Answer?	<ul style="list-style-type: none">■ Read the first line of each paragraph.■ Look for common theme or main idea in the first lines.■ Pass your eyes quickly over the rest of the passage to check that you have really found the topic sentence(s)■ Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

Example:

Example from the Paper TOEFL Test 

The passage:

In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves "interacting with other things and knowing them," while reasoning is merely the act of an observer, "...a mind that beholds or grasps objects outside the world of things...." With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one's life.

The question:

What is the **topic** of this passage?

(A) The intelligence of John Dewey
(B) Distinctions made by John Dewey
(C) Dewey's ideas on the ability to reason
(D) How intelligence differs from reasoning in Dewey's works

Passage 1

Line (5) Henry Wadsworth Longfellow (1807–1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for his longer narrative poems *Evangeline*, *The Song of Hiawatha*, and *The Courtship of Miles Standish*, in which he told stories from American history in terms of the values of the time.

(10) *Evangeline* was set during the French and Indian War (1754–1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

(15) In *The Song of Hiawatha*, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe.

(20) *The Courtship of Miles Standish* takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

1. Which of the following best describes the main idea of the passage?
 - a. American history is often depicted in poetry
 - b. Longfellow described American history even though people really did not enjoy it.
 - c. The popularity of Longfellow's poems results from his stress on the values of the people.
 - d. Longfellow wrote long narrative poems that were not always popular with the critics.
2. The best title of the passage is
 - a. Longfellow's Popular Appeal.
 - b. Historical Narrative Poems
 - c. The lyric, Dramatic, and Narrative Poems of Longfellow.
 - d. Longfellow and the Critics
3. The subject of the fourth paragraph is
 - a. Nobility and honor in the poems of Longfellow
 - b. The love triangle involving Miles Standish
 - c. The popular appeal of *The Courtship of Miles Standish*
 - d. The period of the early settlement of New England.

Passage 2

5	Like mammals, birds claim their own territories. A bird's territory may be small or large. Some birds claim only their nest and the area right around it, while others claim far larger territories that include their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.
10	Male birds defend their territory chiefly against other males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

What is the main topic of this passage?

- (A) Birds that live in colonies
- (B) How birds defend their territory
- (C) The behavior of birds
- (D) Territoriality in birds

Passage 3

The last gold rush belongs as much to Canadian history as it does to American. The discovery of gold along the Klondike River, which flows from Canada's Yukon Territory into Alaska, drew some 30,000 fortune hunters to the north. The Yukon became a territory, and its capital of the time, Dawson, would not have existed without the gold rush. The gold strike furnished material for a dozen of Jack London's novels. It inspired Robert Service to write "The Shooting of Dan McGrew" and other poems, and it provided the background for the wonderful Charlie Chaplin movie, *The Gold Rush*. It also marked the beginnings of modern Alaska.

This author's main purpose in writing is to

- (A) discuss the significance of mining in Canada and the United States
- (B) show the influence of the Klondike gold strike on the creative arts
- (C) point out the impact of the Klondike gold strike

Skill 2: Recognize the organization of Ideas

To determine how the ideas in one paragraph (or paragraphs) relate with another or other paragraphs

How to identify questions	<i>How is the information in the passage organized? How is the information in the second paragraph related to the information in the first paragraph?</i>
Where to find the answer	The answer can generally be determined by looking at the first sentence of the appropriate paragraph .
How to answer the question	<ol style="list-style-type: none">1. Read the first line of each paragraph.2. Look for words that show relationship among the paragraphs.3. Choose the answer that best expresses the relationship.

Exercises:

Passage 4

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

According to the traditional view of conflict, conflict is harmful to an organization.

- Line* Managers with this traditional view of conflict see it as their role in an organization to rid the organization of any possible sources of conflict.

(5) The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

How is the information in the passage organized?

- a. The origin of ideas about conflict is presented?
- b. Contrasting views of conflict are presented
- c. Two theorists discuss the strengths and weaknesses of their view on conflict
- d. Examples of conflict within organization are presented.

Passage 5

The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

- Line* (5) Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride—the components of salt—comprise the large majority of the lake's mineral content.

(10) The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

How is the information in the passage organized?

- a. Two unusual characteristics of the Great Salt Lake are discussed.
- b. Contrasting theories about the Great Salt Lake's salt levels are presented
- c. The process by which the Great Salt Lake gets its salt is outlined.
- d. The reason for the variations in the Great Salt Lake's size are given

Exercise on Main idea and Organization of Idea

1st Passage for questions 1 and 2

Line (5) Common types of calendars can be based on the Sun or on the Moon. The solar calendar is based on the solar year. Since the solar year is 365.2422 days long, solar calendars consist of regular years of 365 days and have an extra day every fourth year, or leap year, to make up for the additional fractional amount. In a solar calendar, the waxing and waning of the Moon can take place at various stages of each month.

The lunar calendar is synchronized to the lunar month rather than the solar year. Since the lunar month is twenty-nine and a half days long, most lunar calendars have alternating months of twenty-nine and thirty days. A twelve-month lunar year thus has 354 days, 11 days shorter than a solar year.

1. What is the main idea of the passage?
 - a. All calendars are the same
 - b. The solar calendar is based on the Sun.
 - c. Different calendars have dissimilar bases
2. How is the information in the passage organized?
 - a. Characteristics of the solar calendar are outlined.
 - b. Two types of calendars are described.
 - c. The strengths and weakness of the lunar calendar are described.
 - d. The length of each existing calendar is contrasted.

2nd Passage (questions 3-4)

Vaccines are prepared from harmful viruses or bacteria and administered to patients to provide immunity to specific diseases. The various types of vaccines are classified according to the method by which they are derived.

Line (5) The most basic class of vaccines actually contains disease-causing microorganisms that have been killed with a solution containing formaldehyde. In this type of vaccine, the microorganisms are dead and therefore cannot cause disease; however, the antigens found in and on the microorganisms can still stimulate the formation of antibodies. Examples of this type of vaccine are the ones that fight influenza, typhoid fever, and cholera.

(10) A second type of vaccine contains the toxins produced by the microorganisms rather than the microorganisms themselves. This type of vaccine is prepared when the microorganism itself does little damage but the toxin within the microorganism is extremely harmful. For example, the bacteria that cause diphtheria can thrive in the throat without much harm, but when toxins are released from the bacteria, muscles can become paralyzed and death can ensue.

(15) A final type of vaccine contains living microorganisms that have been rendered harmless. With this type of vaccine, a large number of antigen molecules are produced and the immunity that results is generally longer lasting than the immunity from other types of vaccines. The Sabin oral antipolio vaccine and the BCG vaccine against tuberculosis are examples of this type of vaccine.

3. Which of the following expresses the main idea of the passage?
 - a. Vaccines provide immunity to the specific diseases.

- b. Vaccines contain disease-causing microorganism.
 - c. Vaccines are derived in different ways.
 - d. New approaches in administering vaccines are being developed.
4. How many types of vaccines are presented in the passage?
- a. 2
 - b. 3
 - c. 4
 - d. 5

3rd Passage (questions 5-6)

A hoax, unlike an honest error, is a deliberately-concocted plan to present an untruth as the truth. It can take the form of a fraud, a fake, a swindle, or a forgery, and can be accomplished in almost any field: successful hoaxes have been foisted on the public in fields as varied as politics, religion, science, art, and literature.

(5) A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such, they represented an important discovery in the study of human evolution. These remains, popularly known as the Piltdown Man and scientifically named *Eoanthropus dawsoni* after their discoverer, confounded scientists for several decades.

(10) It took more than forty years for the hoax to be uncovered. In 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

5. The topic of this passage could be described as
- a. The Piltdown Man
 - b. Charles Dawson's discovery
 - c. *Eoanthropus dawsoni*
 - d. a definition and example of a hoax
6. The author's main point is that
- a. Various types of hoaxes have been perpetrated
 - b. Charles Dawson discovered a human skull and jawbone
 - c. Charles Dawson was not an honest man
 - d. The human skull and jawbone were extremely old

4th passage

In most of Europe, farmers' homes and outbuildings are generally located within a village, and tools and animals are housed there. Every morning, the farmers and farm laborers leave their village to work their land or tend their animals in distant fields, and return to the village at the end of the day. Social life is thus centripetal; that is, it is focused around the community center, the village. Only in certain parts of Quebec has this pattern been preserved in North America.

Throughout most of North America, a different pattern was established. It was borrowed from northern Europe, but was pushed even further in the New World where land was cheap or even free.

It is a centrifugal system of social life, with large isolated farms whose residents go to the village only to buy goods and procure services. The independence associated with American farmers stems from this pattern of farm settlement. The American farmer is as free of the intimacy of the village as the urbanite.

1. The main topic of the first paragraph is
 - (A) European farm products
 - (B) social life in Quebec
 - (C) the European pattern of rural settlement
2. The main topic of the second paragraph is
 - (A) the relative isolation of North American farm families
 - (B) the relationship between farmers and urbanites in North America
 - (C) the low cost of farmland in North America
3. The main topic of the entire passage is
 - (A) a comparison of farming in northern and southern Europe
 - (B) the difference between farming in Quebec and the rest of North America
 - (C) European influence on American agriculture
 - (D) a contrast between a centripetal system of rural life and a centrifugal system

Skill 3: Stated Detail Questions

- ✓ Asking about one piece of information in the passage rather than the passage as a whole
- ✓ The correct answer often expresses the same idea as what is written in the passage, but using the different words.

How to identify the Questions	According to the passage... It is stated in the passage... The passage indicates that... Which of the following is true...?
Where to find the answer?	The answers to these questions are found in order in the passage.
How to answer the questions	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Skim in the appropriate part of the passage for the key word or idea. 3. Read the sentence that contains the key word or idea carefully. 4. Eliminate the definitely wrong answers and choose the best answer from the remaining choices.

Exercises:

1st Passage (questions 1-3)

Line (5) Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formations that have been produced from moving walls of ice, such as U-shaped valleys, sculptured landscapes, and polished rock faces.

1. According to the passage, what happens during an ice age?
 - a. Rock strata are recognized by geologists.
 - b. Evidence of foreign materials is found.
 - c. Ice covers a large portion of the Earth's surface

- d. Ice melts six times
 - 2. The passage covers how many different methods of recognizing past ice ages?
 - a. One
 - b. two
 - c. three
 - d. four
 - 3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?
 - a. Ice
 - b. Melting glaciers
 - c. U-shaped valleys
 - d. substances from other areas

2nd Passage (Questions 4-5)

The human heart is divided into four chambers, each of which serves its own function in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push it into the arteries with each contraction of the heart. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched blood from the lungs and send it back out to the body tissues.

4. The passage indicates that ventricles

 - a. Have relatively thin walls
 - b. Send blood to the atria
 - c. are above atria
 - d. force blood into the arteries

5. According to the passage, when is blood pushed into arteries from the ventricles?

 - a. As the heart beats
 - b. Between heartbeats
 - c. before each contraction of the heart
 - d. before it is received by atria

3rd Passage (Questions 6-8)

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

(10) At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

A further boon to railroad efficiency was the implementation of standard time in 1883. With the adoption of standard time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

6. According to the passage, the Golden Age of Railroads

 - a. Was a result of World War I
 - b. Was a period when most of US mass transportation was controlled by the railroads
 - c. Resulted in a decrease in uniformity of track gauge

- d. Resulted in standardization of train stations
7. The passage mentions that which of the following occurred as a result of uniformity of track gauge?
- The civil war
 - Improved economy in the transportation system
 - Standardization of time zones
 - Railroads schedules
8. The passage indicates that standard time was implemented
- Before the Civil War
 - On June 1st, 1886
 - After World War I
 - Before standardized track gauge was established throughout the United States

Skill 4: Finding UNSTATED DETAILS

- Means that three answer options are stated, mentioned, or true and while another one is not.

UNSTATED DETAIL QUESTIONS	
How to identify Questions	 Which of the following is not stated...?  Which of the following is not mentioned...?  Which of the following is not discussed...?  All of the followings are true, except...?
Where to find the answer?	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Scan the appropriate place in the passage for the key word (or related idea). 3. Read the sentence that contains the keyword or idea carefully. 4. Look for answers that are definitely true according to the passage. Eliminate those answers. 5. Choose the answer that is not true or not discussed in the passage.

1st passage (questions 1-2)

Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other components.

Line Plasma differs in several important ways from whole blood. First of all, plasma can be mixed (5) for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

1. All of the following are true about blood plasma EXCEPT that:
- It is a deeply colored liquid

- b. Blood cells have been taken out of it
 - c. Patients are often transfused with it
 - d. It is generally more important to the patients than other parts of whole blood
2. Which of the following is NOT stated about the whole blood?
- a. It is different from plasma.
 - b. It cannot be dried
 - c. It is impossible to keep in storage for a long time
 - d. It is clear, colorless liquid

2nd passage (questions 3-4)

Line Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper *New York World* under the pen name Nellie Bly, a name which was taken from the Stephen Foster song *Nelly Bly*. She achieved fame for her exposés and in particular for the bold and adventuresome way that she obtained her stories.

(5) She felt that the best way to get the real story was from the inside rather than as an outside observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

3. Which of the following is NOT true about Nellie Bly?
- a. Nellie Bly's real name was Elizabeth Cochrane Seaman
 - b. Nellie Bly was mentally ill.
 - c. The name Nellie Bly came from a song.
 - d. The name Nellie Bly was used on articles that Seaman wrote
4. Which of the following is NOT mentioned that Nellie Bly did to get a good story?
- a. She acted like a thief.
 - b. She got arrested by the police.
 - c. She pretended to be ill.
 - d. She worked as a doctor in a mental hospital

3rd passage Questions (5-6)

Dekanawida's role as a supreme lawgiver in the Iroquois tribe has given him the status of demigod within the Indian nation. Born into the Huron tribe, Dekanawida caused great fear in his parents, who tried to drown him in his youth after a prophecy was made indicating that he would bring great sorrow to the Huron nation. Dekanawida was to survive this attempted drowning but later left his parents' home and tribe to live among the Iroquois.

Line (5) One of his achievements with the Iroquois was the institution of a law among the Iroquois that virtually ended blood feuds among the nation's families. Wampum, strings of beads made of polished shells, was a valued commodity in the Iroquois culture; according to policies established by Dekanawida, wampum had to be paid to the family of a murder victim by the family of the killer. Since the killer was also put to death, the family of the killer had to pay the victim's family in wampum for two deaths, the death of the murder victim and the death of the killer. These strict policies implemented by Dekanawida helped to establish him as a wise lawgiver and leader of the Iroquois nation.

5. According to the passage, Dekanawida was NOT?
 - a. A lawmaker
 - b. A Huron by birth
 - c. a near deity
 - d. drowned when he was young
6. Which of the following is NOT mentioned in the passage about wampum?
 - a. It was used extensively by Huron
 - b. It had a high value to the Iroquois
 - c. It was given to a murder victim's family.
 - d. It was made of polished shells

Skill 5: Pronoun Referents

Pronoun Referents	
How to Identify the Question	The pronoun "..." in line X refers to which of the following?
Where to find the answer	<ul style="list-style-type: none"> ⊕ The line where the pronoun is located ⊕ The pronoun is mostly found before the pronoun.
How to answer the question	<ol style="list-style-type: none"> 1. Locate the pronoun in the passage. 2. Look before the pronoun for nouns that agree with the pronoun. 3. Try each of the nouns in the context in place of the pronoun. 4. Eliminate and definitely wrong answers and choose the best answer from the remaining choices.

1st passage

The full moon that occurs nearest the equinox of the Sun has become known as the harvest moon. It is a bright moon which allows farmers to work late into the night for several nights; they can work when the moon is at its brightest to bring in the fall harvest. The harvest moon, of course, occurs at different times of the year in the northern and southern hemispheres. In the Line (5) northern hemisphere, the harvest moon occurs in September at the time of the autumnal equinox. In the southern hemisphere, the harvest moon occurs in March at the time of the vernal equinox.

1. The pronoun “it” in line 2 refers to
- a. The equinox
 - b. the sun
 - c. the harvest moon
 - d. the night

Mardi Gras, which means “Fat Tuesday” in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras Line celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties, balls, (5) and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where they take part in a week of nonstop activities before returning home for some much-needed rest.

2. The pronoun “it” in line 2 refers to
- a. Mardi Gras
 - b. French
 - c. that time
 - d. New Orleans

Exercises on Detailed Questions, Unstated Details, and Pronoun Referents

1st passage (questions 1-4)

The United States does not have a national university, but the idea has been around for quite some time. George Washington first recommended the idea to Congress; he even selected an actual site in Washington, D.C., and then left an endowment for the proposed national Line university in his will. During the century following the Revolution, the idea of a national (5) university continued to receive the support of various U.S. presidents, and philanthropist Andrew Carnegie pursued the cause at the beginning of the present century. Although the original idea has not yet been acted upon, it continues to be proposed in bills before Congress.

1. According to the passage, the national university of the United States
 - a. Has been around for a while
 - b. Does not exist
 - c. Is a very recent idea
 - d. Is an idea that developed during the present century
2. The passage indicates that George Washington did NOT do which of the following
 - a. He suggested the concept for a national University to Congress.
 - b. He chose a location for the national university.
 - c. He left money in his will for a national university.
 - d. He succeeded in establishing a national university.
3. Which of the following is NOT mentioned in the passage about Andrew Carnegie
 - a. He was interested in doing charity work and good deeds for the public.
 - b. He was a member of Congress.
 - c. He was interested in the idea of a national university.
 - d. He was active in the early twentieth century.
4. The pronoun “it” in line 7 refers to

- a. the cause
- b. the beginning of the present century
- c. the original idea
- d. Congress

2nd passage Questions (5-8)

The La Brea tarpits, located in Hancock Park in the Los Angeles area, have proven to be an extremely fertile source of Ice Age fossils. Apparently, during the period of the Ice Age, the tarpits were covered by shallow pools of water; when animals came there to drink, they got caught
Line in the sticky tar and perished. The tar not only trapped the animals, leading to their death, but it (5) also served as a remarkably effective preservant, allowing near-perfect skeletons to remain hidden until the present era.

In 1906, the remains of a huge prehistoric bear discovered in the tarpits alerted archeologists to the potential treasure lying within the tar. Since then thousands and thousands of well-preserved skeletons have been uncovered, including the skeletons of camels, horses, wolves, (10) tigers, sloths, and dinosaurs.

- 5. Which of the following is NOT true about the La Brea tarpits
 - a. They contain fossils that are quite old
 - b. They are found in Hancock Park
 - c. They have existed since the Ice Age
 - d. They are located under a swimming pool
- 6. The pronoun “the” in line 3 refers to:
 - a. The La Brea tarpits
 - b. Ice Age fossils
 - c. Shallow pools of water
 - d. Animals
- 7. When did archeologist become aware of the possible value of the contents of the tarpits?
 - a. During the ice age
 - b. Thousands of years ago
 - c. Early in the 20th century
 - d. Within the past decade
- 8. Which of the following is NOT mentioned as an example of a skeleton found in the tarpits?
 - a. A bear
 - b. a sloth
 - c. a horse
 - d. a snake

When the president of the United States wants to get away from the hectic pace in Washington, D.C., Camp David is the place to go. Camp David, in a wooded mountain area about 70 miles from Washington, D.C., is where the president goes to find solitude. It consists of living space for the president, the first family, and the presidential staff as well as sporting and recreational facilities.

Camp David was established by President Franklin Delano Roosevelt in 1942. He found the site particularly appealing in that its mountain air provided relief from the summer heat of Washington and its remote location offered a more relaxing environment than could be achieved in the capital city.

(10) When Roosevelt first established the retreat, he called it Shangri-La, which evoked the blissful mountain kingdom in James Hilton's novel *Lost Horizon*. Later, President Dwight David Eisenhower renamed the location Camp David after his grandson David Eisenhower.

Camp David has been used for a number of significant meetings. In 1943 during World War II, President Roosevelt met there with Great Britain's Prime Minister Winston Churchill. In 1959

(15) at the height of the Cold War, President Eisenhower met there with Soviet Premier Nikita Khrushchev; in 1978 President Jimmy Carter sponsored peace talks between Israel's Prime Minister Menachem Begin and Egypt's President Anwar el-Sadat at the retreat at Camp David

9. Which of the following is NOT discussed about the Camp Nazi?

 - Its location
 - its cost
 - its facilities
 - its uses

10. According to the passage, who founded Camp David?

 - George Washington
 - The first family
 - Franklin Delano Roosevelt
 - Dwight David Eisenhower

11. The pronoun "he" in line 10 refers to

 - Camp David
 - Roosevelt
 - James Hilton
 - President Dwight David Eisenhower

12. Which of the following is NOT true about President Eisenhower?

 - He had a grandson named David.
 - He attended a conference with Nikita Khrushchev.
 - He named the presidential retreat Shangri-La.
 - He visited Camp David

13. Khrushchev was at Camp David in

 - 1942
 - 1943
 - 1959
 - 1978

Skill 6: IMPLIED QUESTIONS

How to Identify the Question	 <i>It is implied in the passage that...</i>  <i>It can be inferred from the passage that...</i>  <i>It is most likely that...</i>  <i>What probably happened...?</i>
Where to find the answer	The answers to the questions are generally found in order in the passage.
How to answer the question	<ol style="list-style-type: none"> 1. Choose a key word in the question

	<ol style="list-style-type: none"> 2. Scan the passage for the key word (or a related idea) 3. Carefully read the sentence that contains the keyword. 4. Look for an answer that could be true, according to the sentence
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1st passage (1-2)

Eskimos need efficient and adequate means to travel across water in that the areas where they live are surrounded by oceans, bays, and inlets and dotted with lakes and seas. Two different types of boats have been developed by the Eskimos, each constructed to meet specific needs.

Line
(5) The kayak is something like a canoe that has been covered by a deck. A kayak is generally constructed with one opening in the deck for one rider; however, some kayaks are made for two. Because the deck of a kayak is covered over except for the hole (or holes) for its rider (or riders), a kayak can tip over in the water and roll back up without filling with water and sinking. One of the primary uses of the kayak is for hunting.

(10) The umiak is not closed over, as is the kayak. Instead, it is an open boat that is built to hold ten to twelve passengers. Eskimos have numerous uses for the umiak which reflect the size of the boat; e.g. the umiak is used to haul belongings from campsite to campsite, and it is used for hunting larger animals that are too big to be hunted in a kayak.

1. It is implied in the passage that if a kayak has two holes, then
 - a. It accommodates two riders
 - b. It is less stable than a kayak with one hole
 - c. It is as large as umiak
 - d. It cannot be used on the ocean
2. It can be inferred from the passage that an example of the animal mentioned might be
 - a. A kangaroo
 - b. a snake
 - c. a whale
 - d. a salmon

2nd Passage (3-5)

Two types of trees from the same family of trees share honors in certain respects as the most impressive of trees. Both evergreen conifers, the California redwood (*Sequoia sempervirens*) and the giant sequoia (*Sequoiadendron giganteum*) are found growing natively only in the state of

Line
(5) California. The California redwood is found along the northern coast of the state, while the giant sequoia is found inland and at higher elevations, along the western slopes of the Sierra Nevadas.

(10) The California redwood is the tallest living tree and is in fact the tallest living thing on the face of the earth; the height of the tallest redwood on record is 385 feet (120 meters). Though not quite as tall as the California redwood, with a height of 320 feet (100 meters), the giant sequoia is nonetheless the largest and most massive of living things; giant sequoias have been measured at more than 100 feet (30 meters) around the base, with weights of more than 6,000 tons.

3. It is implied in the passage that

- a. The leaves of only the California redwood turn brown in autumn
 - b. The leaves of only the giant sequoia turn brown in the winter
 - c. The leaves of both types of trees in the passage turn brown in the winter
 - d. The leaves of neither type of tree in the passage turn brown in the winter
4. It can be inferred from the passage that the Sierra Nevadas are
- a. A type of giant redwood
 - b. A coastal community
 - c. A group of lakes
 - d. A mountain range
5. Which of the following is implied in the passage
- a. The giant sequoia is taller than the California redwood.
 - b. The California redwood is not as big around as the giant sequoia.
 - c. The California redwood weighs more than the giant sequoia.
 - d. Other living things are larger than the giant sequoia.

Skill 7: Answering Transition Questions Correctly

 Transition questions: asking about what probably comes after the reading passage (in the *preceding* paragraph) or what probably comes after the reading passage (in the *following* paragraph)

How to identify the question	The paragraph preceding the passage probably... What is most likely in the paragraph following the passage?
Where to find the answer	 The first line of the passage for a preceding question  The last line for a following questions
How to answer the question	<ol style="list-style-type: none"> 1. Read the first line for a preceding question. 2. Read the last line for a following question. 3. Draw a conclusion about what comes before or after. 4. Choose the answer that is reflected in the first or last line of the passage.

1st passage (1-2)

Another program instrumental in the popularization of science was *Cosmos*. This series, broadcast on public television, dealt with topics and issues from varied fields of science. The principal writer and narrator of the program was Carl Sagan, a noted astronomer and Pulitzer Prize-winning author.

1. The paragraph preceding this passage most probably discusses
 - a. a different scientific TV series
 - b. Carl Sagan's scientific achievements
 - c. The Pulitzer Prize won by Carl Sagan

- d. Public television
- 2. The paragraph following this passage most likely contain information on what?
 - a. The popularity of science
 - b. The program *Cosmos*
 - c. The astronomer Carl Sagan
 - d. Topics and issues from various fields of science

2nd passage (3-4)

When a strong earthquake occurs on the ocean floor rather than on land, a tremendous force is exerted on the seawater and one or more large, destructive waves called *tsunamis* can be formed. *Tsunamis* are commonly called tidal waves in the United States, but this is really an *Line* inappropriate name in that the cause of the *tsunami* is an underground earthquake rather than (5) the ocean's tides.

Far from land, a *tsunami* can move through the wide open vastness of the ocean at a speed of 600 miles (900 kilometers) per hour and often can travel tremendous distances without losing height and strength. When a *tsunami* reaches shallow coastal water, it can reach a height of 100 feet (30 meters) or more and can cause tremendous flooding and damage to coastal areas.

- 3. The paragraph preceding the passage most probably discusses
 - a. *Tsunamis* in various parts of the world
 - b. The negative effects of *tsunamis*
 - c. Land-based earthquakes
 - d. The effect of tides on *tsunamis*
- 4. Which of the following is most likely the topic of the passage?
 - a. The causes of *tsunamis*
 - b. The destructive effects of *tsunamis* on the coast
 - c. The differences between *tsunamis* and tidal waves
 - d. The distances covered by *tsunamis*

3rd passage (5-8)

Various other Native American tribes also lived on the Great Plains. The Sioux, a group of seven Native American tribes, are best known for the fiercely combative posture against encroaching White civilization in the 1800s. Although they are popularly referred to as Sioux, these Native American tribes did not call themselves Sioux; the name was given to them by an enemy tribe. The seven Sioux tribes called themselves by some variation of the word *Dakota*, which means "allies" in their language. Four tribes of the eastern Sioux community living in Minnesota were known by the name *Dakota*. The Nakota included two tribes that left the eastern woodlands and moved out onto the plains. The Teton Sioux, or Lakota, moved even farther west to the plains of the present-day states of North Dakota, South Dakota, and Wyoming.

- 5. The paragraph preceding this passage most probably discusses
 - a. How the Sioux battled the white man
 - b. One of the tribes of the plains

- c. Where the Sioux lived
 - d. Native American tribes on the east Coast
6. Which of the following represent likely reaction of the Sioux in the 1800s to the encroaching white civilization?
- a. The Sioux would probably help the whites to settle in the West.
 - b. The Sioux would probably attack the white settlers.
 - c. The Sioux would probably invite the whites to smoke a peace pipe.
 - d. The Sioux would probably join together in hunting parties with the white settlers.
7. It is implied in the passage that the seven Sioux tribes called each other by some form of the word Dakota because they were
- a. United in the cause
 - b. All living in North Dakota
 - c. fiercely combative
 - d. enemies
8. It can be inferred from the passage that the present-day states of North and South Dakota
- a. Are east of Minnesota
 - b. Are home to the four tribes known by the name Dakota
 - c. Received their names from the tribes living there
 - d. Are part of the eastern woodlands

3rd passage (9-120)

The Mason-Dixon Line is often considered by Americans to be the demarcation between the North and the South. It is in reality the boundary that separates the state of Pennsylvania from Maryland and parts of West Virginia. Prior to the Civil War, this southern boundary of Pennsylvania separated the nonslave states to the north from the slave states to the south.

(5) The Mason-Dixon Line was established well before the Civil War, as a result of a boundary dispute between Pennsylvania and Maryland. Two English astronomers, Charles Mason and Jeremiah Dixon, were called in to survey the area and officially mark the boundary between the two states. The survey was completed in 1767, and the boundary was marked with stones, many of which remain to this day.

9. The best title for this passage would be
- a. Dividing the North and the South
 - b. The meaning of the Mason – Dixon Line
 - c. Two English Astronomers
 - d. The History of Mason – Dixon line
10. The passage indicates that the Mason-Dixon Line was identified with
- a. Pieces of rock
 - b. Fences
 - c. A stone wall
 - d. A border crossing
11. The passage states all of the following about Mason and Dixon EXCEPT that
- a. They came from England

- b. They worked as astronomers
 - c. They caused the boundary dispute between Pennsylvania and Maryland
 - d. They surveyed the area of the boundary between Pennsylvania and Maryland
12. The paragraph following the passage most probably discusses
- a. Where the Mason-Dixon is located
 - b. The Mason-Dixon Line today
 - c. The effect of the Civil War on slavery
 - d. What happened to Charles Mason and Jeremiah Dixon

Skill 8: Finding Definitions from Structural Clues

1. The passage provides information about the meaning of the word
2. There are structural clues to tell you that definition of a word is included in the passage

For example:

One of the leading schools of psychological thought in the twentieth century is **behaviorism**—the belief that the role of the psychologist is to study behavior, which is observable, *Line* rather than conscious or unconscious thought, which is not. (5) Probably the best-known proponent of behaviorism is B.F. Skinner, who is famous for his research on how positive and negative reinforcement influence behavior. He came to believe that positive reinforcement such as praise, food, or money were more effective in promoting good behavior than (10) negative reinforcement, or punishment.

In “behaviorism” in line 2, a psychologist is concerned with:

- | | |
|---------------------------------|-------------------------|
| a. Conscious thought patterns | c. observable actions |
| b. Unconscious thought patterns | d. unobservable actions |

Structural Clues	
How to identify the question	<ul style="list-style-type: none"> + What is the meaning of “X” in line Y? + The word “X” in line Y is closest in meaning to... + The word “X” in line Y could best be replaced by...
Type of clues	<ul style="list-style-type: none"> + Punctuation: comma, parentheses, dashes + Restatement: or, that is, in other words + Examples: such as, for example, eg

Where to find the answer	Information to help you determine what something means will generally be found after punctuation clue, the restatement clue, or the example clue.
How to answer the question	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Locate any structural clues. 3. Read the part of the passage after the structural clue carefully. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

1st passage (1-2)

A supernova occurs when all of the hydrogen in the core of a huge star is transformed to iron and explodes. All stars die after their nuclear fuel has been exhausted. Stars with little mass die gradually, but those with relatively large mass die in a sudden explosion, a supernova. The *Line (5)* sudden flash of light can then be followed by several weeks of extremely bright light, perhaps as much light as twenty million stars.

Supernovae are not very common; they occur about once every hundred years in any galaxy, and in 1987 a supernova that could be seen by the naked eye occurred in the Magellan Cloud, a galaxy close to the Milky Way. Scientists periodically detect supernovae in other galaxies; however, no supernovae have occurred in the *Milky Way* (the galaxy that includes Earth) since 1604. One *(10)* very impressive supernova occurred in the Milky Way on July 4, 1054. There was a great explosion followed by three months of lighted skies, and historical chronicles of the time were full of accounts and unusual explanations for the misunderstood phenomenon—many people believed that it meant that the world was coming to an end.

1. A “supernova” in line 1 is which of the following?
 - a. The iron component of a star
 - b. The core of a star
 - c. The hydrogen in a star
 - d. The explosion of a star
2. According to the passage, which of the following best describes the “Magellan Cloud” in line 7?
 - a. A galaxy inside the Milky Way
 - b. A cloud composed of hydrogen
 - c. A galaxy near Earth’s galaxy
 - d. A cloud in the sky above the earth

Skill 9: Determining meaning from word parts

- It is possible to determine the meaning of a word by studying the word parts. For example:

Line (5) Ring Lardner was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspapers in South Bend, Boston, St. Louis, and Chicago. However, it is for his short stories of lower middle-class Americans that Ring Lardner is perhaps best known. In these stories, Lardner vividly creates the language and the ambiance of this lower class, often using the misspelled words, grammatical errors, and incorrect diction that typified the language of the lower middle class.

The word “vividly” in line 6 is closest in meaning to

- a. In a cultured way
- b. In a correct way
- c. in a lifelike way
- d. in a brief way

A SHORT LIST OF WORD PARTS					
PART	MEANING	EXAMPLE	PART	MEANING	EXAMPLE
CONTRA	(against)	contrast	DIC	(say)	dictate
MAL	(bad)	malcontent	DOMIN	(master)	dominant
MIS	(error)	mistake	JUD	(judge)	judgment
SUB	(under)	subway	MOR	(death)	mortal
DEC	(ten)	decade	SPEC	(see)	spectator
MULTI	(many)	multiple	TERR	(earth)	territory
SOL	(one)	solo	VER	(turn)	divert
TRI	(three)	triple	VIV	(live)	revive

Skill 10: Using the context to determine meanings of difficult words

- The passage will probably give you a clear indication of what the word means.

In a government election, the incumbent generally has a strong advantage over a newcomer. A person who is already in office and thus has a certain degree of prominence has a better chance of being elected than does someone who is unknown to the electorate. History has shown a strong proclivity in elections at all levels of government to return the incumbent to office.

An “incumbent” in line 1 is most likely

- a. A special type of election
- b. A political party
- c. A beneficial comment
- d. A current office-holder

Vocabulary questions containing difficult words	
How to identify the questions	<i>What is the meaning of “x” in line Y?</i>
Where to find the answer	Information to help you understand the meaning of an unknown word can often be found in the context surrounding the unknown word
How to answer the question	<ol style="list-style-type: none"> 1. Find the word in the passage 2. Read the sentence that contains the word carefully 3. Look for context clues to help you understand the meaning 4. Choose the answer that the context indicates

1st passage (1-2)

The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country, but it can be found throughout the country. The black widow got its name because the female has been known to kill the male after mating and, as a result, becomes a widow.

(5) The black widow is rather distinctive in appearance; it has a shiny globular body, the size and shape of a pea, and is marked on its underbelly with a red or yellow spot. The female is considerably more ample than the male, roughly four times larger on the average.

If a human is bitten by a black widow, the spider’s poison can cause severe illness and pain. Black widow bites have occasionally proved ~~deadly~~, but it is certainly not the norm for black (10) widow bites to be mortal.

1. In line 3, the word “widow” means
 - a. A type of poison
 - b. The dead male spider
 - c. The human victim of the spider

- d. A female whose mate has died
2. The word "ample" in line 7 indicate that the spider is\
- Feminine
 - Large
 - Dotted with colors
 - Normal

2nd passage (3-4)

Tornadoes occur throughout the world, but for reasons that scientists are not fully able to discern, the great majority occur in the United States. Approximately 700 tornadoes a year occur within the United States, and this comprises three-quarters of the worldwide total. Most of the Line U.S. tornadoes take place in the Midwest and in the southern states that border the Gulf of (5) Mexico.

In general, a tornado cuts a path of a few hundred yards and lasts less than an hour; an average tornado might propel itself at a speed of 15 or 20 miles per hour and therefore cover a distance of 20 or so miles. Tornadoes, however, can be much worse than average. The most devastating tornado on record occurred on March 18, 1925, in the states of Missouri, Illinois, and (10) Indiana. The path of this tornado was more than 200 miles long and a mile wide. Traveling at an average speed of 60 miles per hour, the winds at the center of the storm swirled around at considerably more than 200 miles per hour. A total of 689 people died, and countless more were injured, at the hands of this killer storm.

3. The word "propel" in line 7 could best be replaced by
- Move
 - develop
 - destroy
 - inhibit
4. Which of the following is closest in meaning to the word "devastating" in line 9?
- Described
 - delicate
 - destructive
 - determined

SKILL 11: USING CONTEXT TO DETERMINE MEANINGS OF SIMPLE WORDS

You may find a simple word in a reading passage, a word that you see often every day. In this type of question, you should not give the normal or everyday meaning. Instead, you are being tested the secondary meaning. You are required to determine the meaning of the word based on the context.

For exqmple:

Faced with serious threats to its future, the company is taking steps to improve its outlook. The company has brought in a new crop of trainees to staff some of its empty positions. Line In addition, the company has created a new committee to (5) research various proposals and has appointed a key member of its management team to chair the committee.

The word “steps” in line 1 could best be replaced by:

- a. Stairs b. walks c. actions d. footprints

Vocabulary questions containing simple words	
How to identify question	What is the meaning of “X” in line Y?
Where to find the answer	Information to help you understand the secondary meaning of simple word can often be found in the context surrounding the word.
How to answer the question	<ol style="list-style-type: none">1. Find the word in the passage2. Read the sentence that contains the word carefully3. Look for context clues to help you understand the meaning4. Choose the answer that the context indicates

1st passage

Although *Wealth of Nations* by Adam Smith appeared in 1776, it includes many of the ideas that economists still consider the foundation of private enterprise. The ideas put forth by Smith compose the basis of the philosophies of the school of thought called classical economics.

Line According to Smith’s ideas, free competition and free trade are vital in fostering the growth (5) of an economy. The role of government in the economy is to ensure the ability of companies to compete freely.

Smith, who was himself a Scot, lived during the period of the revolutions in America and in France. During this epoch, the predominant political thought was a strong belief in freedom and independence in government. Smith embraced economic ideas of free trade and competition (10) which are right in line with these political ideas.

1. A “school” in line 3 is
 - a. A common belief
 - b. A collage
 - c. A university
 - d. An educational institution
2. Which of the following is closest meaning to the word “free” in line 4?
 - a. Cheap
 - b. no cost
 - c. uncontrolled
 - d. democratic

Exercises on Vocabulary (skill 8-11)

Cardamom is not as widely used as a spice in the United States as it is in other parts of the world. This fruit of the ginger plant provides an oil that basically has been used solely as a stimulant in American and English medicines. Other cultures have recognized the multipurpose (5) benefits of this aromatic fruit. In Asia it is used to season sauces such as curry; in Middle Eastern countries it is steeped to prepare a flavorful, golden-colored tea; in parts of Northern Europe it is used as a spice in various types of pastry.

1. The “multipurpose” in line 3 is closest meaning to

- a. Health b. singular c. recognized d. varied
2. Which of the following is closest in meaning to the word “season” in line 4?
- a. Divide b. forecast c. spice d. put a time limit

The life span of an elephant that dies from natural causes is about sixty-five years. Of course, an elephant can perish from a number of “unnatural causes”; e.g., it can be killed by hunters, most probably for the valuable ivory in its tusks; it can die from diseases that spread throughout Line (5) an elephant herd; or it can die from **drought** or from the lack of food that almost certainly accompanies the inadequate supply of water.

If, however, an elephant survives these disasters, it falls prey to old age in its mid-sixties. Around this age, the cause of death is attributed to the loss of the final set of **molars**. When this last set of teeth is gone, the elephant dies from malnutrition because it is unable to obtain adequate nourishment. In old age, elephants tend to search out **a final home** where there is (10) shade for comfort from the sun and soft vegetation for cushioning; the bones of many old elephants have been found in such places.

3. The word “unnatural” in line 2 is closest meaning to
- a. Wild b. violent c. domesticated d. abnormal
4. Which of the following could be used to replace the word “survives” in line 6?
- a. Rises to b. succumbs to c. denies d. lives through
5. In line 8, “malnutrition” is used to describe a condition related to
- a. Good health b. illness c. poor eating d. dental problems
6. The word “shade” in line 10 is closest in meaning to
- a. Color b. heat c. diminished light d. a front porch

The American flag is the end product of a long evolution. Each of its component parts has its own history.

The very first American flag was **hoisted** in the skies over Boston on January 1, 1776, by the Line (5) American forces there. This first flag consisted of thirteen red and white stripes representing the number of American colonies. It also included the British Cross of St. George and Cross of St. Andrew. It could be considered rather ironic that these symbols of British rule were included on the American flag in that the American colonists were fighting for independence from the British.

The origin of the stars on the current flag is **obscure**; that is, the stars could possibly have (10) been taken from the flag of Rhode Island, or they could have been taken from the coat of arms of the Washington family. According to legend, this first flag with stars was sewn by Betsy Ross, a Philadelphia seamstress who was famous for her clever needlework. This version of the flag contained thirteen stars and thirteen stripes, one for each of the thirteen colonies battling for independence.

(15) The original idea was to add one star and one stripe for each state that joined the new, young country. However, by 1818, the number of states had grown to twenty, and it did not work well to keep adding stripes to the flag. As a result, Congress made the decision to revert to the original thirteen stripes representing the thirteen original colonies and adding a star each time a new state was admitted. This has been the policy ever since.

7. The word “product” in line 1 is closest in meaning to
 - a. Goods
 - b. merchandise
 - c. banner
 - d. result
8. The word “ironic” in line 6 could most easily be replaced by
 - a. Steel-like
 - b. normal
 - c. unexpected
 - d. nationalistic
9. In line 12, the word “seamstress” is used to describe someone who
 - a. Works at home
 - b. Sews
 - c. is a part of high society
 - d. practices medicine
10. The expression “revert to” in line 17 means
 - a. Return to
 - b. add to
 - c. rejoice over
 - d. forget about

Skill 12: Determining where specific information is found

Sometimes the final question accompanying a reading passage will ask you to determine where in the passage a piece of information is found. For example

Line Meteor Crater, a great crater approximately forty miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000-ton meteor (5) about 50,000 years ago. The meteor, made of nickel and iron, (10) disintegrated on impact and spread half a billion tons of rock over the surface of the land. The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.

Where in the passage does the author discuss the composition of the meteor?

- a. Line 1-3
- b. line 4-5
- c. line 6-8
- d. line 9-11

How to Identify the Question	Where in the passage...?
Where to find the answer	The answer can be in any of the lines listed in the answers to the questions
How to answer the questions	<ol style="list-style-type: none"> 1. Choose a key word or idea in the question. 2. Skim the appropriate part(s) of the passage looking for the key word or idea. 3. Choose the answer that contains the key word or idea.

1st passage (1-2)

Beavers generally live in family clusters consisting of six to ten members. One cluster would probably consist of two adults, one male and one female, and four to eight young beavers, or kits. A female beaver gives birth each spring to two to four babies at a time. These baby beavers live with their parents until they are two years old. In the springtime of their second year they are forced out of the family group to make room for the new babies. These two-year-old beavers then proceed to start new family clusters of their own.

1. Where in the passage does the author give the name of the baby beaver?
a. Line 1 b. line 2 c. line 3 d. line 4-5
2. Where in the passage does the author indicate why the young beavers must leave their parents' home?
a. Line 1 b. line 2 c. line 3 d. line 4-5

It is common practice to coat metals such as iron and steel with a protective layer of zinc or an alloy made from zinc mixed with aluminum, cadmium, or tin in a process known as "galvanization." The purpose of galvanization is to prevent the corrosion of the iron or steel.

The most common method to galvanize metal is the hot-dip galvanizing process. In this process, the iron or steel is dipped into a hot bath of a zinc alloy to form a protective coating approximately .003 inches thick. Another method of galvanizing that is not as common is the process known as electrogalvanizing; in this process the metal is placed in a solution composed of zinc sulphate and water and is then charged electrically. This causes a thin layer of zinc to coat the metal.

Zinc is effective in galvanizing metals such as iron or steel in that zinc reacts more easily with oxygen than iron does. If iron is unprotected, it reacts with the oxygen in the air to form iron oxide, or rust, which leads to the corrosion of the iron. If, however, the iron is coated with zinc, as it is in the galvanization process, then it is the zinc rather than the iron which interacts with the oxygen to form zinc oxide, and the iron is not subject to corrosion.

3. Where in the passage does the author list the components of a zinc alloy?
a. Line 1-2 b. line 4-6 c. line 9-10 d. line 11-12
4. Where in the passage does the author present the less routinely used process of galvanization?
a. Line 1-2 b. line 4 c. line 6-8 d. line 10-11

Determine the Tone, Purpose, or Course

This type of question may ask the tone of the passage, the author's purpose in writing the passage, and the course in which the passage might be used.

For example:

Line

(5) Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary War until the Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil War until World War I, the Medal of Honor was the only military award given by the United States government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.

(10)

The tone of the passage is:

- a. Angered b. humorous c. outrage d. informational

TONE, PURPOSE, OR COURSE		
<i>How to identify the question</i>		What is the tone of the passage? What is the author's purpose in this passage? In which course would this reading be assigned?
<i>Where to answer</i>	Tone:	Look for clues throughout the passage that show if the author is showing some emotion rather than just presenting facts.
	purpose	Draw a conclusion about the purpose from the main idea and supporting ideas
	Course	Draw a conclusion about the course from the topic of the passage and the supporting ideas
<i>How to answer the question</i>	Tone	<ol style="list-style-type: none"> 1. Skim the passage looking for clues that the author is showing some emotion 2. Choose the answer that identifies the emotion
	Purpose	<ol style="list-style-type: none"> 1. Study the main idea in the topic sentence and the details used to support the main idea. 2. Draw a conclusion about the purpose
	Course	<ol style="list-style-type: none"> 1. Study the main idea in the topic sentence and the details used to support the main idea. 2. Draw a conclusion about the course

1st Passage (1-3)

Truman Capote's *In Cold Blood* (1966) is a well-known example of the "nonfiction novel," a popular type of writing based upon factual events in which the author attempts to describe the underlying forces, thoughts, and emotions that lead to actual events. In Capote's book, the Line author describes the sadistic murder of a family on a Kansas farm, often showing the point of view (5) of the killers. To research the book, Capote interviewed the murderers, and he maintains that his book presents a faithful reconstruction of the incident.

1. The purpose of this passage is to
 - a. Discuss an example of a particular literary genre
 - b. Tell the story of *In Cold Blood*
 - c. Explain Truman Capote's reasons for writing *In Cold Blood*
 - d. Describe how Truman Capote research his nonfiction novel
2. Which of the following best describe the tone of the passage:
 - a. Cold
 - b. sadistic
 - c. emotional
 - d. descriptive
3. This passage would probably be assigned reading in which of the following?
 - a. Criminal Law
 - b. American History
 - c. Modern American Novels
 - d. literary Research

2nd passage (4-6)

Up to now, confessions that have been obtained from defendants in a hypnotic state have not been admitted into evidence by courts in the United States. Experts in the field of hypnosis have found that such confessions are not completely reliable. Subjects in a hypnotic state may Line confess to crimes they did not commit for one of two reasons. Either they fantasize that they (5) committed the crimes, or they believe that others want them to confess.

A landmark case concerning a confession obtained under hypnosis went all the way to the U.S. Supreme Court. In the case of *Layra v. Denno*, a suspect was hypnotized by a psychiatrist for the district attorney; in a posthypnotic state the suspect signed three separate confessions to a murder. The Supreme Court ruled that the confessions were invalid because the confessions had (10) been the only evidence against him.

4. Which of the following best describes the author's purpose in this passage?
 - a. To explain the details of a specific court case
 - b. To demonstrate why confessions made under hypnosis are not reliable
 - c. To clarify the role of Supreme Court in invalidating confessions from hypnotized subjects
 - d. To explain the legal status of hypnotically induced confessions
5. The tone of this passage could be described as
 - a. Outrage
 - b. judicial
 - c. hypnotic
 - d. informative
6. This passage would probably be assigned reading in a course on
 - a. American law
 - b. Psychiatric healing
 - c. parapsychology
 - d. philosophy

Complete exercise on Reading

Questions 1–9

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

1. The main point of this passage is that
 - (A) carbon tetrachloride can be very dangerous when it is heated
 - (B) the government banned carbon tetrachloride in 1970
 - (C) although carbon tetrachloride can legally be used in industry, it is not allowed in home products
 - (D) carbon tetrachloride used to be a regular part of cleaning compounds
2. The word “widely” in line 2 could most easily be replaced by
 - (A) grandly
 - (B) extensively
 - (C) largely
 - (D) hugely
3. The word “banned” in line 4 is closest in meaning to
 - (A) forbidden
 - (B) allowed
 - (C) suggested
 - (D) instituted
4. According to the passage, before 1970 carbon tetrachloride was
 - (A) used by itself as a cleanser
 - (B) banned in industrial use
 - (C) often used as a component of cleaning products
 - (D) not allowed in home cleaning products
5. It is stated in the passage that when carbon tetrachloride is heated, it becomes
 - (A) harmful
 - (B) colorless
 - (C) a cleaning compound
 - (D) inflammable
6. The word “inhaled” in line 7 is closest in meaning to
 - (A) warmed
 - (B) breathed in
 - (C) carelessly used
 - (D) blown
7. The word “revoked” in line 8 could most easily be replaced by
 - (A) gave
 - (B) granted
 - (C) instituted
 - (D) took away
8. It can be inferred from the passage that one role of the U.S. government is to
 - (A) regulate product safety
 - (B) prohibit any use of carbon tetrachloride
 - (C) instruct industry on cleaning methodologies
 - (D) ban the use of any chemicals
9. The paragraph following the passage most likely discusses
 - (A) additional uses for carbon tetrachloride
 - (B) the banning of various chemical compounds by the U.S. government
 - (C) further dangerous effects of carbon tetrachloride
 - (D) the major characteristics of carbon tetrachloride



Questions 10–19

The next artist in this survey of American artists is James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty-one, Whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother* or *Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

- Line
(5) (10)
10. The paragraph preceding this passage most likely discusses
- (A) a survey of eighteenth-century art
 - (B) a different American artist
 - (C) Whistler's other famous paintings
 - (D) European artists
11. Which of the following best describes the information in the passage?
- (A) Several artists are presented.
 - (B) One artist's life and works are described.
 - (C) Various paintings are contrasted.
 - (D) Whistler's family life is outlined.
12. Whistler is considered an American artist because
- (A) he was born in America
 - (B) he spent most of his life in America
 - (C) he served in the U.S. military
 - (D) he created most of his famous art in America
13. The word "majority" in line 2 is closest in meaning to
- (A) seniority
 - (B) maturity
 - (C) large pieces
 - (D) high percentage
14. It is implied in the passage that Whistler's family was
- (A) unable to find any work at all in Russia
 - (B) highly supportive of his desire to pursue art
 - (C) working class
 - (D) military
15. The word "objections" in line 7 is closest in meaning to
- (A) protests
 - (B) goals
 - (C) agreements
 - (D) battles
16. In line 8, the "etchings" are
- (A) a type of painting
 - (B) the same as a lithograph
 - (C) an art form introduced by Whistler
 - (D) an art form involving engraving
17. The word "asymmetrical" in line 11 is closest in meaning to
- (A) proportionate
 - (B) uneven
 - (C) balanced
 - (D) lyrical
18. Which of the following is NOT true according to the passage?
- (A) Whistler worked with a variety of art forms.
 - (B) *Whistler's Mother* is not the official name of his painting.
 - (C) Whistler is best known for his etchings.
 - (D) *Whistler's Mother* is painted in somber tones.
19. Where in the passage does the author mention the types of artwork that Whistler was involved in?
- (A) Lines 1–3
 - (B) Lines 4–5
 - (C) Lines 6–7
 - (D) Lines 8–10

Questions 20–30

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

- Line
(5)
20. Which of the following is the best title for this passage?
(A) What the Eye Can See in the Sky
(B) Bernard's Star
(C) Planetary Movement
(D) The Evermoving Stars
21. The expression “naked eye” in line 1 most probably refers to
(A) a telescope
(B) a scientific method for observing stars
(C) unassisted vision
(D) a camera with a powerful lens
22. According to the passage, the distances between the stars and Earth are
(A) barely perceptible
(B) huge
(C) fixed
(D) moderate
23. The word “perceptible” in line 5 is closest in meaning to which of the following?
(A) Noticeable
(B) Persuasive
(C) Conceivable
(D) Astonishing
24. In line 6, a “misconception” is closest in meaning to a(n)
(A) idea
(B) proven fact
(C) erroneous belief
(D) theory
25. The passage states that in 200 years Bernard's star can move
(A) around Earth's moon
(B) next to Earth's moon
(C) a distance equal to the distance from Earth to the Moon
(D) a distance seemingly equal to the diameter of the Moon
26. The passage implies that from Earth it appears that the planets
(A) are fixed in the sky
(B) move more slowly than the stars
(C) show approximately the same amount of movement as the stars
(D) travel through the sky considerably more rapidly than the stars
27. The word “negligible” in line 8 could most easily be replaced by
(A) negative
(B) insignificant
(C) rapid
(D) distant
28. Which of the following is NOT true according to the passage?
(A) Stars do not appear to the eye to move.
(B) The large distances between stars and the earth tend to magnify movement to the eye.
(C) Bernard's star moves quickly in comparison with other stars.
(D) Although stars move, they seem to be fixed.
29. The paragraph following the passage most probably discusses
(A) the movement of the planets
(B) Bernard's star
(C) the distance from Earth to the Moon
(D) why stars are always moving
30. This passage would most probably be assigned reading in which course?
(A) Astrology
(B) Geophysics
(C) Astronomy
(D) Geography

GO ON TO THE NEXT PAGE 

Questions 31–40

It has been noted that, traditionally, courts have granted divorces on fault grounds: one spouse is deemed to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

*Line
(5)* Proponents of no-fault divorce argue that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners.

(10) Another argument in favor of no-fault divorce is that proving fault in court, in a public arena, is a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and equitably and the postdivorce healing process can begin more rapidly.

31. What does the passage mainly discuss?
 - (A) Traditional grounds for divorce
 - (B) Who is at fault in a divorce
 - (C) Why no-fault divorces are becoming more common
 - (D) The various reasons for divorces
32. The word “spouse” in line 1 is closest in meaning to a
 - (A) judge
 - (B) problem
 - (C) divorce decree
 - (D) marriage partner
33. According to the passage, no-fault divorces
 - (A) are on the increase
 - (B) are the traditional form of divorce
 - (C) are less popular than they used to be
 - (D) were granted more in the past
34. It is implied in the passage that
 - (A) there recently has been a decrease in no-fault divorces
 - (B) not all divorces today are no-fault divorces
 - (C) a no-fault divorce is not as equitable as a fault divorce
 - (D) people recover more slowly from a no-fault divorce
35. The word “Proponents” in line 4 is closest in meaning to which of the following?
 - (A) Advocates
 - (B) Recipients
 - (C) Authorities
 - (D) Enemies
36. The passage states that a public trial to prove the fault of one spouse can
 - (A) be satisfying to the wronged spouse
 - (B) lead to a shorter divorce process
 - (C) reduce negative feelings
 - (D) be a harmful process
37. Which of the following is NOT listed in this passage as an argument in favor of no-fault divorce?
 - (A) Rarely is only one marriage partner to blame for a divorce.
 - (B) A no-fault divorce generally costs less in legal fees.
 - (C) Finding fault in a divorce increases negative feelings.
 - (D) A no-fault divorce settlement is generally easier to negotiate.
38. The word “present” in line 9 could most easily be replaced by
 - (A) existing
 - (B) giving
 - (C) introducing
 - (D) resulting
39. The word “settlement” in line 10 is closest in meaning to
 - (A) development
 - (B) serenity
 - (C) discussion
 - (D) agreement
40. The tone of this passage is
 - (A) emotional
 - (B) enthusiastic
 - (C) expository
 - (D) reactionary

Questions 41–50

Line (5) Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported the Revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

(10) (10) Ben Franklin first attained popular success through his writings in his brother's newspaper, the *New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same common sense practicality and appeal to the common man with his work on *Poor Richard's Almanac* from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists' revolutionary cause against England.

(15) (15) Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. His pamphlet *Common Sense*, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years he published a series of *Crisis* papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good (20) and evil.

41. The paragraph preceding this passage most likely discusses
- (A) how literature influences the population
(B) religious and moral literature
(C) literature supporting the cause of the American Revolution
(D) what made Thomas Paine's literature successful
42. The word "fervor" in line 2 is closest in meaning to
- (A) war
(B) anxiety
(C) spirit
(D) action
43. The word "time" in line 3 could best be replaced by
- (A) hour
(B) period
(C) appointment
(D) duration
44. It is implied in the passage that
- (A) some writers in the American colonies supported England during the Revolution
(B) Franklin and Paine were the only writers to influence the Revolution
(C) because Thomas Paine was an Englishman, he supported England against the colonies
(D) authors who supported England did not remain in the colonies during the Revolution
45. The pronoun "he" in line 8 refers to
- (A) Thomas Paine
(B) Ben Franklin
(C) Ben Franklin's brother
(D) Poor Richard
46. The expression "point of view" in line 9 could best be replaced by
- (A) perspective
(B) sight
(C) circumstance
(D) trait