

세계 최초 '토플 시뮬레이션' 웹 환경 제공
"실전과 똑같은 **iBT** 환경에서 훈련한다"

Web TOEFL®

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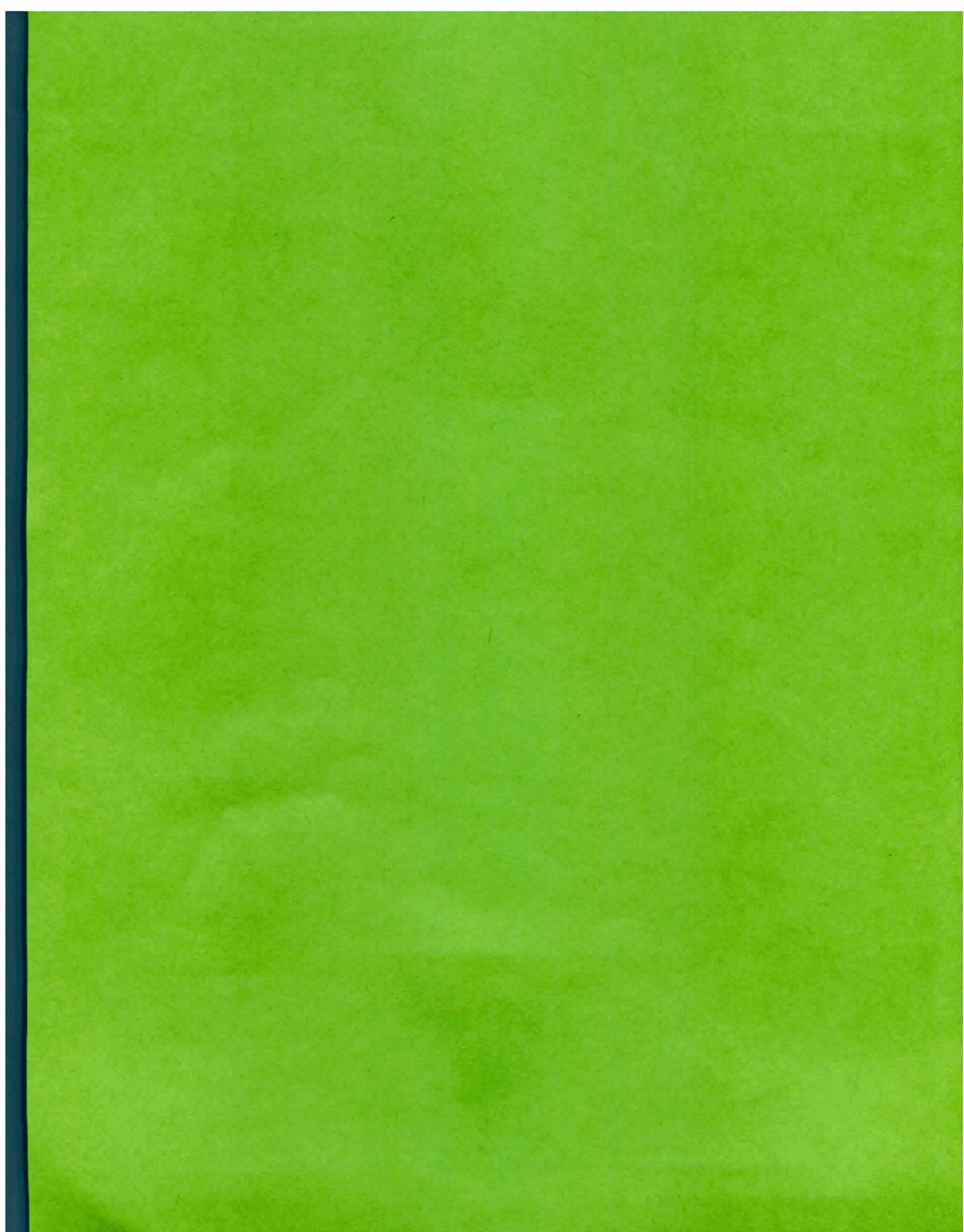
Reading Coach



Korea **LanguagePLUS**
www.langpl.com

이 책으로 웹에서 공부하고 연습하세요!





Web
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Reading Coach

Web TOEFL Reading

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iBT와 똑같은 컴퓨터 환경, iBT와 똑같은 포맷의 문제

Reading 웹 모의시험 15회를 무료로 제공합니다.

웹토플을 구입해 주셔서 감사합니다.

저희 Language Plus에서는 '토플 시뮬레이션 프로그램'을 개발,
iBT와 똑같은 환경에서 볼 수 있는 모의시험을 무료 제공합니다.

<http://www.toeflweb.co.kr> 들어오셔서, '인증번호'를 입력해 주세요.

이 책의 Reading 문제를 '웹 모의시험' 형태로 연습할 수 있습니다.

* Reading 15회 문제를 각각 한 번씩만 사용할 수 있습니다.

* '인증번호'는 이 책의 겉커버 안쪽에 끼워 넣었습니다.

Certificate of Unbreakable Resolution

나에겐 꿈이 있습니다.

보다 넓은 세상에서 공부하는 꿈
나에게 어울리는 학위를 받는 꿈
그리고 내 앞에 펼쳐지는 무한한 세계에서
하나씩 꿈을 이루어가는 꿈.

내 꿈을 실현해 가는 과정에서
내가 맨처음 이루어야 할 성취는
'토플 성공' 입니다.

그래서 나는 여기 다짐합니다.

이 책과 기타 여러 자료를 공부함에 있어
어떤 험난한 어려움이 닥치더라도
결코 굴하지 않고 내 혼신의 힘을 다해
만드시
목표를 성취하고야 말겠습니다.

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결심의 서명 _____

About the Author

Jay Koo has over sixteen years experience in the test preparation industry. He was the managing director of The Princeton Review Korea and a certified master trainer for TOEFL, SAT and GMAT. While with The Princeton Review, both in the U.S. and Korea, he trained hundreds of teachers and helped thousands of students prepare for the TOEFL, SAT, GRE, GMAT and LSAT. He is the director of San Francisco Education Consulting. He currently lives in northern California and works as a test preparation consultant and a developer of educational testing materials and programs.

Major Contributors

Cameron Scott received a Ph.D. in Comparative Literature from Cornell University in 2002. Currently, she lives in San Francisco and works as a journalist and freelance writer of educational materials.

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Michele Bertolone is professional writer with over 15 years of experience in training and education. She holds a Bachelor's degree in Social Science as well as a California Teaching Credential. She taught both ESL and native English speaking students in multicultural high schools in the San Francisco Bay Area. She currently provides freelance writing and communication services to a wide range of clients.

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기초부터 정직하게 iBT TOEFL의 길을 제시...

ETS는 전반적인 영어능력을 효율적으로 측정하기 위해 읽기, 쓰기, 말하기, 듣기의 포괄적 능력을 평가할 수 있는 새로운 iBT TOEFL을 도입했다. 이것은 이제 단순히 독해나 듣기 위주의 TOEFL 시대가 끝나고, 융합적 영어능력을 가진 수험생만이 고득점을 얻을 수 있다는 것을 의미한다. 특히, TOEFL 고득점과 실질적인 영어능력은 별개라는 식의 공식은 이제 통하지 않게 될 것으로 보인다.

수험생 입장에서는 우선 새로운 방식의 테스트라는 점에서 이러한 변화에 당혹감을 가질 수 있으며 읽기와 듣기, 말하기와 읽기 등의 융합형 테스트는 많은 혼동을 불러일으킬 소지가 크다. 더욱이, iBT TOEFL 실시와 더불어 시중에 많은 관련 교재들이 쏟아져 나오고 있지만, 수험생들은 과연 어떤 책을 골라야 할지 어렵기만 할 것이다. 통합형, 융합형, 아직까지 말 자체가 낯선데, 나한테 맞는 교재를 선택한다는 것이 어디 쉬운 일이겠는가!

그러나 급할수록 돌아가라는 말이 있듯 수험생들은 새로 도입된 시험 유형만큼 어떻게 시험 형식이 바뀌었으며, 각각의 유형에서 어떤 점들을 고려해야 하는가를 차근차근 학습해 나가는 방법을 택해야 할 것이다. 이 책은 실제 토플을 제대로 준비할 수 있도록 총 15회분의 실전모의고사와 해설을 수록하고 있다. 이 책의 마지막 장을 끝내는 순간 처음과 비교하여 실력이 많이 향상되었음을 느낄 수 있을 것이다.

하루 아침에 모든 게 해결되는 기적. 언어학습에는 이러한 기적이 통하지 않는다. 그런 면에서 본서는 기초부터 정직하게 iBT TOEFL의 길을 제시할 수 있도록 실제 문제와 거의 같은 수준, 유형의 실전모의고사 15회분과 간결하고 명료한 해설을 제시한다는 점에서 수험생들에게 유용한 교재가 될 것이라 확신한다.

TOEFL이란?

TOEFL(Test of English as a Foreign Language)은 미국, 캐나다를 비롯한 영국, 호주, 뉴질랜드 등 영어권 국가에 유학을 가고자 하는 학생들을 대상으로 180여개국에서 ETS(Education Testing Service)의 주관 하에 실시되는 국제적인 영어 시험이다. 미국 대학의 대부분은 입학허가 조건의 하나로 일정수준 이상의 TOEFL 공식 점수를 요구하고 있는데, 요구 점수는 각 대학과 학과에 따라 다르므로 지원하려는 학교의 해당학과에 확인하는 것이 필요하다.

iBT TOEFL

1_ iBT TOEFL 개발 배경

iBT TOEFL은 영어의 네 가지 분야인 Listening, Reading, Speaking, Writing을 통합하여 평가함으로써, 더욱 분별력 있는 영어 능력에 대한 측정과 의사소통 능력의 종합적 평가를 목표로 하고 있다. 영어권 국가의 대학에 입학하고자 하는 영어가 모국어가 아닌 외국인 학생들의 영어 능력을 평가하는 시험인 만큼, 시험의 내용은 실제 대학에서의 생활과 학업 내용을 대상으로 만든 것이 대부분이다.

2_ 기존 CBT TOEFL과 달라지는 내용

- ① iBT TOEFL은 CAT(Computer Adaptive Test) 즉, 앞 문제의 답에 따라 다음 문제의 난이도가 결정되는 형식이 아니다.
- ② listening, reading, speaking, writing의 4가지 Section으로 기존의 Structure Section이 없어지고 Speaking Section이 추가된다.
- ③ 배점이 문제에 따라 다르다(문제 옆에 배점 표시).
- ④ iBT 방식의 토플은 전세계에서 동일한 시간에 시험이 행해지고 시험 후 모든 문제를 공개한다. 기존 방식인 문제는 행식이 아니라 한번 시험에 나온 문제들은 다시 사용하지 않는다.
- ⑤ CBT는 300점 만점이지만 iBT는 듣기, 읽기, 말하기, 쓰기가 각각 30점씩 총 120점 만점이다.
- ⑥ 시험 시간은 CBT는 3시간 30분이었던데 반해 iBT는 4시간으로 길어진다.
- ⑦ Speaking Section에 단독형 문제와 통합형 문제가 있고 Writing Section에 통합형 문제가 추가된다.
- ⑧ 읽기와 듣기 지문에 좀 더 전문적인 내용이 출제된다.
- ⑨ 새로운 drag & place answers 타입의 문제가 출제된다.

3_ iBT TOEFL의 섹션별 구성 및 특징

① Reading Section

구성	<ul style="list-style-type: none"> _ 약 700 단어로 구성된 3개의 지문이 나오고 각 지문별로 12~14개의 질문이 주어진다. _ 총 문항 수는 39문항이고 시험시간은 60분이다.
문제유형	<ul style="list-style-type: none"> _ 4지선다형, 문장 채워 넣기 4지선다형, 복수 답 선다형 _ 요약문을 보여주고 뒷받침할 내용을 보기에서 고르는 문제 _ 각각을 잘 설명하고 있는 내용을 보기에서 골라 표를 완성하는 문제
질문내용	<ul style="list-style-type: none"> _ 기본 이해력 : vocabulary, 문장 명료화, 사실관계, 부정적 관계 등 _ 제시문 이해력 : 주제, 내용 분류 등 _ 제시문 분석력 : 추론, 목적, 의도 등
CBT와 차이점	<ul style="list-style-type: none"> _ 지문의 길이가 약 2배 정도로 길어진다. _ 지문의 수준이 높아지고 다양해진다. _ 어휘 보다는 지문 전체에 대한 이해력과 분석력에 대한 질문이 강조된다. _ 지문에 나온 어려운 단어를 클릭하면 설명이 나온다. _ 앞 지문으로 다시 돌아갈 수 없다(단 지문 내에서는 왔다 갔다 할 수 있다).

② Listening Section

구성	<ul style="list-style-type: none"> _ 4개의 강의와 2개의 긴 대화로 구성된다. _ 강의는 500~800단어로 구성된 강의와 두 사람의 토론으로 구성되며 약 4~6분 정도 길이로 각 강의당 6개의 질문이 주어진다. _ 대화는 대학생활을 주제로 한 두 사람 사이의 대화로 12~25개의 문답으로 구성되며 각 대화 당 5개의 질문이 주어진다. _ 총 문항은 34문항이며, 시험시간은 60분이다.
문제유형	<ul style="list-style-type: none"> _ 4지선다형 _ 문장 채워 넣기 4지선다형 _ 복수 답 선다형
질문내용	<ul style="list-style-type: none"> _ 기본 이해력 : 주제, 세부사항 등 _ 제시문 이해력 : 글 쓴 목적, 작가의 태도 등 _ 제시문 분석력 : 글의 구성, 내용 추론 등
CBT와 차이점	<ul style="list-style-type: none"> _ 기존 CBT에서의 Part A, 즉 짧은 dialogue가 없어진다. _ 강의와 대화의 길이가 길어지고 전문적인 내용의 질문이 나온다. _ 강의와 대화 내용을 이해하고 비교, 분석, 평가할 수 있는 능력을 측정하는 질문이 많아진다. _ 듣는 동안 메모할 수 있다. _ 실제 말하는 것처럼 쉬는 부분, 머뭇거리는 부분, 반복하는 부분이 들어있다.

③ Speaking Section 분석

구성	<ul style="list-style-type: none"> - 2개의 단독형 과제와 4개의 통합형 과제가 주어진다. - 단독형 과제는 질문을 듣고 15초간 준비하여 45초 이내에 답변한다. - 통합형 과제는 주제와 연관된 제시문을 읽은 후 (45초) 제시문에 연관된 두 사람의 토론이나 대화를 듣고 30초간 준비를 하여 60초 이내에 답하는 형식(Reading ⇨ Listening ⇨ Speaking)과 두 사람의 대화를 듣고 20초간 준비를 하여 60초 이내에 답하는 형식(Listening → Speaking)으로 구성된다. - 총 문항은 6개이고, 답변 시간은 20분이다.
문제유형	<ul style="list-style-type: none"> - Reading ⇨ Listening ⇨ Speaking - Listening ⇨ Speaking
질문내용	<ul style="list-style-type: none"> - 개인적 경험, 개인적 선호도 - 읽기 지문과 듣기 지문의 관계 - 대화나 강의 내용 요약
CBT와 차이점	<ul style="list-style-type: none"> - 새로 추가되는 영역

④ Writing Section 분석

구성	<ul style="list-style-type: none"> - 1개의 단독형 과제와 1개의 통합형 과제로 구성된다. - 단독형 과제는 기존의 Writing 시험과 동일하며 30분 동안에 300단어 정도의 에세이를 쓰는 형식이다. - 통합형 과제는 제시문을 읽고 제시문과 연관된 강의를 들은 후 20분 동안에 150~225 단어 정도로 제시문의 내용을 요약하고 질문에 따라 강의 내용을 설명하는 형식이다. - 총 문항은 2개이고 시험시간은 50분이다.
문제유형	<ul style="list-style-type: none"> - 기존 Writing문제(300단어 에세이) - Reading ⇨ Listening ⇨ Writing
질문내용	<ul style="list-style-type: none"> - 한 가지 주제에 관한 의견 - 대화나 강의 내용 요약
CBT와 차이점	<ul style="list-style-type: none"> - 통합형 과제 추가

+ General Test Information

General Test Information

This test measures your ability to use English in an academic context. There are 4 sections.

In the **Reading** section, you will answer question about 3 reading passage.

In the **Listening** section, you will answer about 2 conversation and 4 lectures.

In the **Speaking** section, you will not record your responses. Instead, you will hear actual sample responses to 6 questions. Some of the questions ask the test taker to speak about familiar topics. Other questions ask the test taker to speak about lectures, conversations, and reading passages.

In the **Writing** section, you will answer 2 questions. The first question ask you to write about relationship between a lecture you will hear and a passage you will read. The second question asks you to write and essay about a topic of general interest based on your experience.

There will be directions for each section which explain how to answer the questions in that section.

Click on **Continue** go on.

시험이 시작되면 시험 전체에 대한 설명과 각 영역별 지시문이 한 화면 분량으로 제시된다.

+ Reading Section

TOEFL Reading

1 The word protest in the passage is closest in meaning to

A. argue
B. object
C. celebrate
D. support

2 What are the armed warships and threat of cannon fire in paragraph 2 taken to indicate?

A. That the colonists were heroes
B. That the governor was a strict ruler
C. That the British were expecting conflict
D. That the tea was very valuable


On December 16, 1773, a group of Boston citizens, disguised as Indians and led by the American patriot Samuel Adams, boarded British ships and dumped their cargo of tea into the Boston Harbor to protest the British tax on tea imported to the colonies. This incident was named the Boston Tea Party.

The tea destroyed was contained in three ships docked at what was called at that time Griffin's wharf. The three British ships were surrounded by armed warships, and the British had threatened to bring the tea to shore under the cover of cannon fire if the colonists did not allow them to unload it by December 17.

Reading Section의 경우, 오른쪽에 지문이 제시되고 왼쪽에는 문제가 제시된다.

+ Listening Section

TOEFL Listening



A man in a white shirt is pointing at a chalkboard. The chalkboard has several mathematical equations written on it, including $b) \frac{2500}{100} = 25$, $0.5 \times \square = 5$, and $c) 48$.

Listening Section은 사진을 보면서 대화나 강의를 듣고 난 뒤 문제가 제시된다.

+ Speaking Section

Speaking Section에서는 상단에 문제가 제시되고 아래에는 답변 준비, 응답 시간이 제시된다. 하단에는 남은 시간이 표시된다.

TOEFL Speaking

Using points and examples from the text, explain the two criticisms made against the Green Revolution

20

Preparation time : 20 seconds

Response time : 20 seconds

+ Writing Section

Writing Section은 통합형의 경우 상단에 문제가 주어지고 앞의 지문은 왼쪽에 제시되며 오른쪽에 답을 입력하도록 되어 있다. 독립형에서는 왼쪽에 문제가 제시된다.

TOEFL Writing

Question 1 of 2

Directions : You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Question : Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

Human beings tend to have a strong positive response toward dogs. For one thing, dogs are often kept as pets, cherished for nothing more than their presence and attentiveness, independent of any utilitarian considerations. Relationships between humans and dogs are often characterized by strong emotional bonds. Many dog owners consider having unconditional acceptance from a friend who is always happy to see them to be quite pleasant, particularly if the dog also leads them to regular exercise. Empirically, dogs are quite dependent on human companionship and may suffer poor health in its absence.

시험 등록 안내

한국의 토플 수험생을 위해 특별히 제작된 ETS의 토플 웹사이트(<http://korea.etsasiapac.org>)에 접속하면 시험 날짜 및 등록일, 시험 등록 방법, 토플 관련 최신 뉴스 등 한글로 된 토플 관련 정보를 확인할 수 있다. ETS의 토플 웹사이트(<http://www.ets.org/toefl>)에 접속해도 영문으로 된 토플 정보를 확인할 수 있다.

- _ <http://korea.etsasiapac.org>
- _ <http://www.ets.org/toefl>

시험 당일 준비물

- _ 사진이 포함된 신분증(주민등록증, 운전면허증, 여권 중 하나)
- _ 등록 번호(Registration Number)

위의 준비물을 제외한 거의 모든 소지품은 반입이 허용되지 않는다.
그러므로 불필요한 개인 소지품은 가지고 가지 않는 것이 좋다.

시험 응시

시험 당일 Test Center에 도착하면 시험을 치르기 전에 몇 가지 확인 절차를 거쳐야 한다.

- _ 신분증과 등록번호로 등록을 확인한다.
- _ 기밀 서약서(Confidentiality Statement)를 작성한다.
- _ 소지품 검사를 받고 불필요한 소지품을 사물함에 보관한다.
- _ 개인별 사진 촬영을 하고 최종적으로 신분 확인을 한다.
- _ Note taking을 위한 필기도구와 종이를 제공받는다.
- _ 감독관의 지시에 따라 시험실에 입실해 지정된 좌석에서 시험을 시작한다.

점수 확인

온라인 점수 확인과 성적표를 받아보는 것 둘다 가능하다.

- _ 온라인 수험일로부터 15일 후 온라인으로 점수 확인이 가능하다.
- _ 우편 발송 온라인 점수 확인과 별개로 우편을 통해 각 Section별 피드백을 담은 성적 통지서를 받아볼 수 있다.

PBT, CBT, iBT TOEFL 간 점수 비교

iBT	CBT	PBT	iBT	CBT	PBT
120	300	677	81-82	217	553
120	297	673	79-80	213	550
119	293	670	77-78	210	547
118	290	667	76	207	540-543
117	287	660-663	74-75	203	537
116	283	657	72-73	200	533
114-115	280	650-653	71	197	527-530
113	277	647	69-70	193	523
111-112	273	640-643	68	490	520
110	270	637	66-67	187	517
109	267	630-633	65	183	513
106-108	263	623-627	64	180	517-510
105	260	617-620	62-63	177	503
103-104	257	613	61	173	500
101-102	253	607-610	59-60	170	497
100	250	600-603	58	167	493
98-99	247	597	57	163	487-490
96-97	243	590-593	56	160	483
94-95	240	587	54-55	157	480
92-93	237	580-583	53	153	477
90-91	233	577	52	150	470-473
88-89	230	570-573	51	147	467
86-87	227	567	49-50	143	463
84-85	223	563	-	-	-
83	220	557-560	0	0	310

How to prepare for the iBT TOEFL Reading

iBT 토플은 기존의 CBT 토플과 매우 다르다. 커뮤니케이션의 기본이 되는 언어의 4영역(듣기와 읽기 말하기 쓰기)이 통합되었다는 점에서 그렇다. 예를 들어, 쓰기(작문)의 경우, 이전 더 이상 그냥 쓰기가 아니다. 관련된 자료를 읽고 또 녹음된 자료를 듣고 나서 그리고 거기에 대해 자기의 생각을 써야 한다. 읽고 듣는 능력을 함께 평가하는 것이다. 이번에 새로 도입된 말하기 시험도 이점에서는 마찬가지다.

그 결과, 이제 요령이나 요행수가 통하기 어렵게 되었다. 영어실력이 부족한 학생이 요령만을 익혀 좋은 점수를 받는 그런 모순도 사라지게 되었다. 이제 대학에서의 수학능력을 평가하는 iBT 토플에서 좋은 점수를 받으려면 역시 듣기와 읽기, 말하기와 쓰기 등 언어의 4가지 영역에서의 능력향상이 필수적이다. 어떻게 하면 이런 능력을 향상시킬 수 있을까? 몇 가지 도움말을 적어 본다.

Reading Suggestions

독해능력을 키우는 최상의 방법은 많이 읽는 것이다. 이건 너무 자명한 진리지만, 실제로 많은 학생들이 '독해기술을 단순히 끌어올릴 무슨 특수기술은 없을까' 하고 비법 같은 것만 찾고 있는 게 현실이다. 만일 독해에 무슨 비법이 있다면, 그건 읽기의 빈도수를 늘리고 다양한 주제(예술, 비즈니스, 과학, 사회과학 등)를 다룬 다양한 텍스트를 접하는 것이다. 인터넷이나 책, 잡지, 신문들이 모두 훌륭한 자료가 된다. 어떤 자료도 다 도움이 되겠지만 가장 좋은 것은 아카데믹한 자료를 꾸준히 읽는 것이다. 아카데믹한 자료란 대학 수준의 교과서 같은 데서 흔히 볼 수 있는 그런 내용이다. 다음에 제시하는 몇 가지 지침에 따라 독해능력을 키워 보자.

iBT 토플 Reading 실력을 키우는 7가지 방법

첫째, 단락 훑어보기 연습을 하자. 영어로 skimming(스키밍)이라 하는 이 기술은 짧은 시간에 긴 글을 읽어야 하는 수험생으로서 매우 중요한 능력이다. 전체 내용을 쭉 훑어보면서 중요 사실(날짜, 숫자, 용어 등) 및 필요한 정보를 찾아내자. 훑어보기 연습을 계속하면서 한편으로는 정확도에 초점을 맞춰 가자. 시간이 지남에 따라 조금씩 자기도 모르는 사이에 독해능력이 향상된다.

둘째, 단락 훑어보기를 하고나서, 이번에는 꼼꼼히 정독을 한다. 그리고는 main idea와 다른 중요 사실을 따로 적어 본다.

셋째, 단락의 개요를 만들어 보자. 만들면서 중요 포인트와 덜 중요한 포인트를 구별해 본다.

넷째, 단락의 각 문장을 다른 말로 바꾸어 보자. 영어로 paraphrase(다른 말로 바꿔보기)라고 하는 이 연습은 매우 중요하다. 다른 단어를 사용하여 '자기 식으로' 다르게 표현해보는 것이다. 이런 연습이 작문이나 말하기 섹션에서 도움이 되는 것은 물론이고, 전체적인 영어실력을 부쩍부쩍 올려준다. 차근차근 계속하여 전체 문단을 다 바꿔 보자.

다섯째, 단락에서 모르는 단어를 골라내 문맥에서 그 의미를 짐작해 보자.

여섯째, 플래시카드 등을 사용하여 어휘력을 늘려 가자.

일곱째, 단락에 나오는 모든 대명사(he, him, they, them 등)를 가려내 각각의 대명사가 어떤 명사를 가리키고 있는지 밝혀 보자.

토플에서 고득점을 받기 위해서는 장기적인 공부계획을 수립하는 것이 중요하다. 그래서 앞에서 제시한 방법을 차근차근 실천해 나가는 것이 좋겠다. ETS가 왜 토플의 포맷을 바꾸었는지 그 이유를 한번 생각해 보자. 그것은 토플이 학생의 실제 영어 유창성을 제대로 반영하기 위한 것이다. 쉽게 말해, 당신의 영어 유창성을 늘리지 않고 iBT에서 좋은 성적을 받기란 거의 불가능하다.

끝으로 이런 점을 기억해 두자. 영어실력은 하루 아침에 늘지 않는다는 것. 땀과 눈물 그리고 가장 중요한 것, 인내를 통해 조금씩 늘어나는 것이다. 이런 점차적인 진전은 눈에 잘 띄지는 않지만 결국 iBT에서 성공하고 영어를 정복하게 해줄 것이다.

Jay Koo

우리는 일상생활에서 늘 청각, 시각, 촉각 등 오감을 통해 다양한 정보를 접하며 산다. 물론, 시시각각 입수되는 정보의 양이 워낙 방대하기 때문에 우리는 이 정보를 모두 이용하는 것이 아니라, 각 개인의 목적에 부합되는 필요한 정보만을 선택적으로 추구한다. 또한, 인간은 주변 환경과 끊임없이 교류하면서 살고 있기 때문에, 일단 오감을 통해 입수된 정보를 실시간으로 해석하고 이용하는 과정에서 우리는 주변 상황과 맥락 등 환경적인 요인에 의해 적지 않은 영향을 받는다.

우리가 이용하는 정보 중 가장 흔한 것은 언어인 것 같다. 인간의 가장 중요한 특징 중의 하나가 언어를 사용할 수 있는 능력이라는 점을 감안하면, 무수한 언어 정보를 접한다는 사실은 결코 놀라운 일이 아니다. 한편, 인간이 언어를 어떻게 사용하는지에 대해 올바르게 이해하기 위해서는 인간 언어의 기본적인 특징을 먼저 이해하면 도움이 될 것 같다. 즉, 인간 언어는 기본적으로 형태(form)와 의미(meaning)로 되어 있는데, 이 두 구조는 어떤 담화자(화자와 청자)가 어떤 상황과 어떤 언어 맥락에서 말하고, 듣고, 쓰고, 읽느냐에 따라 다양한 관계를 표출하게 된다. 예를 들어, 영어의 경우, 'cap (모자, 병뚜껑)', 'bachelor (총각, 학부출업생)', 'book (책, 예약하다)' 등의 일상적 단어나 또는 "It's very cold in this room" ("이방은 매우 춥군요" 또는 "창문 좀 닫아 주세요")의 간단한 사례만 보더라도, 각각 같은 형태인데 다양한 의미가 숨어 있다는 것을 알 수 있다. 다양한 여러 의미 중 어떤 개념이 적합한지의 여부는 각각의 형태가 어떤 사회적 환경과 어떤 담화 환경에서, 어떤 배경을 가진 담화자가, 어떤 표현과 함께 사용했는지의 여부에 따라 각 단어의 숨은 뜻, 즉 함축적인 의미가 결정된다.

새 토플(IBT TOEFL)은 언어의 사용이 담화의 맥락에 의해 다각적으로 변화될 수 있다는 점을 충분히 배려한 새로운 시도로 보인다. 이러한 새로운 시도는 듣기(listening)와 독해(reading) 문제에서 역력히 드러난다. 듣기 문제는 여러 담화 맥락을 고려한 '대화(conversation)'와 '강의(lecture)'를 이용했으며, 독해의 지문에도 원인/결과(cause/effect), 비교/대조(compare/contrast) 등의 다양한 관점에서 작성된 글로 이루어져 있다. 따라서, 문제에도 새로운 형태가 도입되어 듣기 지문은 다양한 화용 능력(pragmatic skills)을 평가하고, 또한 읽기 지문은 범주화(categorize), 도표화(chart), 요약하기(summarize), 바꿔 말하기(paraphrase), 추론하기(infer), 종결하기(draw a conclusion) 등의 새로운 유형이 포함되어 있다. 이러한 특징을 감안하여 읽기 능력을 함양하기 위한 전략을 소개하면 다음과 같다.

새 토플(IBT TOEFL) 읽기 영역에는 원인/결과(cause/effect), 비교/대조(compare/contrast) 등 다양한 관점으로 전개된 지문이 포함되어 있다. 독해 능력 평가를 위한 질문도 범주화하기(categorize), 도표화 하기(chart), 요약 완성하기(completing summary), 바꿔 말하기(paraphrase) 등의 능력이 요구되는 여러 유형으로 구성되어 있다. 따라서, 새 토플 Reading을 준비하는 수험생들은 아래에 나열된 여러 읽기 전략 중, 특히 범주화(categorization), 추론(inference), 요약(summary), 종결(conclusion) 등의 연습에 역점을 두어 학습해야 할 것 같다. 읽기 전략은 글의 성격에 따라 조금 차이가 있지만, 일반적인 읽기 전략을 읽기 전, 읽기 중, 읽기 후 등 세 가지로 나누어 정리하면 다음과 같다.

_ 읽기 전 (Before reading) 전략

1. 사전 지식(prior knowledge)의 활성화 : 지문의 제목에 대한 자신의 지식과 상식을 연결하기
2. 예측(predicting) : 지문의 제목을 이용하여 앞으로 읽을 내용과 글의 목적이 무엇인지에 대해 예측하기
3. 문제 해답 관계 추측 : 문제를 미리 검토하면서 어떤 내용을 읽게 될 것인지에 대해 짐작하기

_ 읽기 중 (During reading) 전략

4. 핵심 어휘(key words) : 핵심적인 어휘가 발견되면 이 개념이 지문 전체 내용에 어떻게 연결되는지에 대해 생각하기
5. 맥락 단서(context clues) : 생소한 단어에 접하면 그 단어의 주변 맥락을 단서로 이용하기
6. 평가(evaluating) : 내용에 있는 구체적인 정보, 사건, 자료들 간의 관계를 원인-결과(cause-effect), 비교-대조(compare-contrast) 등으로 나누어 범주화하면서 글의 전개 양상을 평가하기
7. 점검(fix-up) : 자신의 이해 정도를 점검하기

8. 추론(infering) : 사전 지식을 이용하여 문장의 숨은 뜻(read between the lines)을 파악하기
9. 거시적/지엽적(skimming/scanning) 분석 : 지문의 전반적인 내용을 거시적으로 파악하고, 또한 구체적인 내용을 지엽적으로 파악하기
10. 거듭 진술하기(restating) : 지문의 내용을 반복하여 말하고(retell) 요약하면서(summarizing) 문제지 공란에 간략히 필기하기
11. 요약하기(summarizing) : 읽는 동안 간간히 핵심적인 내용을 간략히 정리하기
12. 시각적 연상을 통한 이해(visualizing) : 내용을 시각적으로 연상하기
13. 소리 내어 말하듯이 생각하기(think aloud) : 지문의 내용을 마치 자신이나 다른 사람에게 말하듯이 재구성하여 되풀이하기

_ 읽기 후 (After reading) 전략

14. 종결하기(drawing conclusions) : 지문의 결론은 직접적으로 진술되어 있지 않으므로 글의 숨은 뜻을 단서로 이용하기
15. 평가하기(evaluating) : 지문의 핵심 내용들을 비교하고 대조시키면서 평가하기
16. 측정하기(surveying) : 지문의 내용을 연결시키면서 전체 내용의 구성을 거시적으로 정리하기

_ 사례

위에서 소개한 읽기 전략을 사례를 들어 설명하면 다음과 같다. 다음의 지문과 질문을 예로 들어 위의 전략들을 검토해 보자.

Manufacturing is an important economic activity in the United States. The northeast, except for northern New England, is the country's single most significant manufacturing region. Success in agriculture supported the region's earliest market centers, and the gradual mechanization of agriculture created the demand for diversified manufacturing support. Additionally, transportation lines were first improved and expanded to carry the tremendous volume of agricultural products grown on the region's farms.

제조업은 미국에서 중요한 경제활동이다. 뉴잉글랜드 북부를 제외한 북동부는 단일한 최대 주요 제조업 지역이다. 농업의 성공은 그 지역의 초창기 중심시장을 지원했으며, 농업의 점진적인 기계화는 다양한 제조업 지원의 요구를 불러 일으켰다. 그에 더하여, 그 지역의 농장들에서 재배된 엄청난 분량의 농산물을 수송하기 위해 교통편이 먼저 개선되고 확장되었다.

Geographer John Borchert grouped the technological changes that directly affected the manufacturing geography of the United States into four periods. Borchert called the period of 1790-1830 the Sail-Wagon Epoch, during which almost all cities were associated with water transportation. Near the end of this period, the opening of the Erie Canal also allowed U.S. port cities to buy agricultural products from the Midwest and ship products inland. This allowed the northeast to specialize further in manufacturing.

지리학자 존 보르헤르트는 미국의 제조업 지형에 직접 영향을 준 기술적인 변화들을 네 시기로 분류했다. 보르헤르트는 거의 모든 도시들이 수상 운송수단으로 연결되어 있던 때인 1790년부터 1830년까지의 시기를 선박-마차 시대로 불렀다. 이 시기의 끝 무렵에, 이리운하의 개통 또한 미국 항구도시들이 중서부의 농산물을 구매하고 상품들을 내륙에 배로 수송할 수 있도록 했다. 이것은 북동부가 더욱 제조업으로 특화할 수 있도록 했다.

The second period, 1830-1870, was triggered by development of the railway, which dramatically changed land transportation. Borchert therefore called this the Iron Horse Epoch. Further growth occurred in the ports because the railway networks were largely constructed to serve port cities. Many of the northeastern port cities had poor access to the interior of the country, which became more and more important as the country expanded westward. The creation of the railroad offered a solution to the access problem, and many of the northeastern port cities were among the strongest proponents of the railroad.

두 번째 시기, 1830년에서 1870년은 육상운송수단을 극적으로 변화시킨 철도개발에 의해 점화되었다. 따라서 보르헤르트는 이것을 전차시대라고 불렀다. 항구도시들을 다루기 위한 거대한 철도망이 건설되었기 때문에 항구가 한층 더 성장했다. 북동부 항구도시들 중 다수는 나라가 서쪽으로 확장함에 따라 점점 더 중요해진 내륙으로 들어가는 것이 용이하지 않았다. 철도의 설립은 접근문제에 대한 해결책을 제공했으며, 북동부 항구도시들의 다수는 철도의 가장 강력한 지지자들 중에 포함되어 있었다.

The Steel-Rail Epoch, 1870-1920, was a period during which railroads expanded further west and the iron rails were replaced by steel, making them stronger and heavier. The mass production of steel contributed to the expansion of industrial activity. Additionally, more transportation was needed to exploit Western resources, such as mines and lumber. Conversely, Western gold and silver mines provided new sources of capital for investment in the East. During this period, demand for coal and the spread of electric power generation increased. These developments together meant that the aggregate value of manufactured goods increased almost threefold.

1870년부터 1920년의 철강-철도 시대는 철도가 더욱 서쪽으로 확장되고 철로 된 철로가 철강으로 된 철로로 대체되어 더욱 강하고 무겁게 만든 시기였다. 철강의 대량생산은 산업활동의 확장에 공헌했다. 게다가, 광석과 재목 같은 서부의 자원들을 개발하기 위해 더 많은 운송수단이 필요했다. 거꾸로, 서부의 금광과 은광은 동부 투자를 위한 새로운 자본의 원천을 제공했다. 이 시기 동안, 석탄에 대한 수요와 전력생산의 확대가 증가했다. 이러한 동반 개발들은 제조상품의 전체 가치가 거의 세 배나 증가했다는 것을 의미했다.

Borchert called the period of 1920-1960 the Auto-Air-Amenity Epoch. A series of major inventions, including the telephone, typewriter, phonograph, electric light, refrigerator car and the automobile, became the basis for new industries. Transport innovations such as automobiles and airplanes increased individual mobility and minimized shipment costs in the production process. As a result, many industries moved to populous areas outside the traditional manufacturing core. The Eastern Seaboard from Massachusetts to Pennsylvania would remain the most heavily industrialized section of the United States, but manufacturing expanded dramatically in the states around the Great Lakes and in some parts of the South. Most manufacturing in the Midwest was closely related to agriculture. Meat-packing became one of the major industries in the nation after the Civil War, and was highly concentrated in Chicago. Meanwhile, textiles pushed industry into the South. Cotton mills became the symbol of the New South, and mills and mill towns sprang up from Virginia to Georgia and Alabama.

보르헤르트는 1920년에서 1960년까지의 시기를 자동차-항공기-부대시설 시대로 불렀다. 전화, 타자기, 축음기, 전등, 냉장차, 그리고 자동차를 포함하는 일련의 주요 발명들은 새로운 산업들을 위한 기반이 되었다. 자동차와 항공기 같은 운송 혁신은 개인의 이동성을 증대시켰고 생산과정의 선적운임을 최소화시켰다. 결과적으로, 많은 산업들이 전통적인 제조업 중심 외곽쪽의 인구밀도가 높은 지역들로 이주했다. 매사추세츠에서부터 펜실베이니아에 이르는 동부 해안지방은 미국에서 가장 크게 산업화된 자구로 남아있었지만, 제조업은 오대호 주변 및 남부의 일부 주들에서 극적으로 확장되었다. 중서부의 대부분 제조업은 농업과 밀접하게 연관되어 있었다. 정육업이 남북전쟁 후 나라의 주요 산업들 중 하나가 되었으며, 시카고에 아주 높게 집중되어 있었다. 그 사이, 직물이 남부에 산업의 뿌리를 내렸다. 방직공장은 새 남부의 상징이 되었으며, 공장들과 공장지대들이 버지니아로부터 조지아 그리고 앨라배마에 이르기까지 생겨났다.

❶ 전략 #1, 2, 3

지문에 제목이 있거나 또는 위 지문의 경우와 같이 제목이 없는 경우, 첫 문장을 보면 전체 지문에 대한 배경 정보를 추측할 수 있다. 위 지문의 첫 문장을 보면, "Manufacturing is an important economic activity in the United States" ("제조업은 미국에서 중요한 경제활동이다.")라고 써 있는 것을 볼 수 있다. 위의 전략 중, 전략 #1(사전 지식의 활성화)과 전략 #2(예측)를 이용하면서 이 첫 문장을 토대로 지문의 주제를 예측 해보고, '미국'과 '제조업'에 대한 자신의 지식과 상식을 적극적으로 이용하면 앞으로 전개될 지

문의 내용을 이해하는 데에 좋은 길잡이가 될 것이다. 또한, 전략 #3에 있듯이, 독해 문제가 무엇인지 미리 점검한 후에 위의 전략 #1, #2를 통해 획득한 정보를 기억하면서 지문을 읽기 시작하면 글 전체의 주제 뿐만 아니라 글의 핵심 방향을 예견할 수 있을 것이다.

② 전략 #6, 9, 11, 16

전략 #6(평가), 9(거시적/지엽적 분석), 11(요약하기), 16(측정하기)을 이용하여 지문의 핵심적 내용을 범주화하여 요약하면서 읽으면 내용의 이해에 도움을 받을 것이다. 둘째 문단을 보면 'four periods'라는 표현이 있으므로, 본 지문의 내용이 4개의 시기로 구분되어 전개될 것이라는 예측을 할 수 있다. 즉, 미국 제조업의 발전을 거시적으로 네 시기로 나누어(전략 #9, 16) 각 시기의 내용을 지엽적으로 요약(전략 #6, 11)하면서 미국 경제의 변화를 평가하면(읽기 후전략 #15) 지문 전체의 이해가 보다 능률적으로 이루어질 수 있을 것이다.

③ 전략 #5

지문에 생소한 단어가 있을 경우, 전략 #5(맥락 단서)에 있듯이, 그 단어의 전후 맥락에서 단서를 찾으려고 노력하면 그 단어의 의미를 어느 정도 가늠할 수 있다. 가령, 다음 문제 (1)을 보기로 하자.

- (1) The word diversified in the passage is closest in meaning to
- (A) Technologically advanced
 - (B) Able to produce a wide variety of objects
 - (C) Having great potential for economic growth
 - (D) Politically opposed

내용의 diversified와 의미상 가장 가까운 것은

- (A) 기술적으로 진보된
- (B) 다양한 물건들을 생산할 수 있는
- (C) 경제성장의 큰 가능성을 지닌
- (D) 정치적으로 대립하는

문제 (1)에서 요구하는 'diversify'의 의미는 이 단어의 전후에 쓰인 맥락에서 단서를 찾을 수 있다. 즉, 이 단어 앞부분에 있는 단어 'mechanization'('기계화')에 주목하자. '기계화'는 대량의 물건을 빠른 속도로 생산하는 것을 가능하게 한다는 기본 상식만 갖고 있다면 'diversify'의 개념을 추측할 수 있을 것이다. 즉, 위의 보기 중, (B) '다양한 물건들을 생산할 수 있는'의 의미로 올바르게 추정할 수 있을 것이다.

④ 전략 #4, 7, 8

다음 (2)는 'the pattern of railway construction'에 관해 추론하는 문제이다. 이 문제를 해결하기 위해서는 셋째 문단에서 어떤 개념이 핵심적인지 파악하는 것(전략 #4)이 중요하다. 셋째 문단에 쓰인 여러 단어 중, 특히 'poor access'('접근의 어려움')와 'solution to the access'('접근에 대한 해결') 등 두 개념이 서로 '대조적' 관계를 갖고 있다는 점을 발견할 수 있다. 또한 "The creation of the railroad offered a solution to the access problem"의 문장을 통해 railroad가 poor access의 원인을 해결하기 위한 방안이 되고 있다는 점(전략 #7)을 발견할 수 있으므로, 이 사실을 토대로 하면, 다음 문항 중 (B) "Railways were first constructed in existing port cities"("철도는 기존의 항구도시들에 최초로 건설되었다")는 것을 추론할 수(전략 #8) 있다.

- (2) According to paragraph 3, what can be inferred about the pattern of railway construction?
- (A) Railway construction led to the Information Technology Epoch.

- (B) Railways were first constructed in existing port cities.
- (C) The construction of railways required the use of strong steels.
- (D) The railway lines connected the major manufacturing cities together.

셋째 단락에 따르면, 철도 건설의 양상에 대해 추론할 수 있는 것은?

- (A) 철도 건설은 정보기술시대로 이어졌다.
- (B) 철도는 기존의 항구도시들에 최초로 건설되었다.
- (C) 철도 건설은 강한 철강의 사용을 필요로 했다.
- (D) 철도노선은 주요 제조업 도시들을 함께 연결하였다.

⑤ 전략 #5, 9

다음 (3)의 문제는 전략 #5(맥락적 단서)와 #9(거시적/지엽적 분석)과 관련이 있다. 'proponents'의 사전적 의미를 모를 경우에는 특히, 두 전략의 도움을 받을 수 있다. 즉, 철도 건설의 지엽적 동기가 북동부(Northeastern) 항구 도시의 'poor access'와 관계가 있다는 것을 이해하고 있으면 북동부 항구 도시의 태도가 긍정적인지 알 수 있으며, 또한 'proponents' 앞에 쓰인 형용사 'strongest'를 보면 'beneficiary'('수혜자') 보다 'advocate'('옹호자')가 더 적합한 답변이라는 것이 결정된다.

- (3) The word proponents in the passage is closest in meaning to
- (A) beneficiaries (B) engineers
 - (C) advocates (D) challengers

내용의 proponents와 의미상 가장 가까운 것은

- (A) 수혜자들 (B) 기술자들
- (C) 옹호자들 (D) 도전자들

⑥ 전략 #1, 4, 8

문제 (4)는 본 지문의 대주제(전략 #1)와 셋째 단락에 쓰인 'access'의 의미(전략 #4)를 이해하면 본 질문에 대한 추론(전략 #8)을 할 수 있을 것이다. 즉 위에서 보았듯이, 본 지문의 주제는 첫 문장에서 제시하는 바와 같이 'manufacturing in the United States'이므로, 항구도시에서의 'access'란 경제적 교류가 목적이었을 것이라는 추론 (정답 (D))이 가능하다. 즉, 본 지문의 거시적인 틀과 단어의 지엽적 개념만 파악하면 본 질문에서 요구하는 추론이 가능해진다.

- (4) It can be inferred from paragraph 3 that
- (A) Port cities paid for railroad construction.
 - (B) The railroad companies were headquartered in the Midwest.
 - (C) Roads superseded water transportation.
 - (D) Railroads were constructed to further trade between the states.

셋째 단락으로부터 추론할 수 있는 것은

- (A) 항구도시들은 철도건설로 손해를 입었다.
- (B) 철도회사들은 중서부에 본부를 두었다.
- (C) 철도는 수상 운송수단을 대체하였다.
- (D) 철도는 주들 사이의 무역을 가속화시키기 위해 건설되었다.

7 전략 #4, 12

넷째 문단과 같은 지문의 내용은 전략 #12(시각적 연상)을 통한 이해가 중요한 역할을 할 수 있다. 이 문단은 미국 동부와 서부의 경제적 교류가 미국의 제조업에 어떤 결과를 가져 왔는지에 대한 내용으로서 광석, 재목, 석탄, 금광, 은광 등 다양한 자원에 대한 논의가 포함되어 있다. 동부와 서부의 차이점과 자원들의 다양성을 시각적으로 그리면서 본 내용을 요약하면 내용의 이해가 보다 수월해질 수 있을 것이다. 문제 (5)는 전략 #12와 같은 거시적 이해와 전략 #4(핵심어휘)와 같은 지엽적 이해가 동반되면 해결하는 데에 도움을 받을 수 있을 것이다. 즉, “Conversely, Western gold and silver mines provided new sources of capital for investment in the East”(“거꾸로, 서부의 금광과 은광은 동부 투자를 위한 새로운 자본의 원천을 제공했다”) 문장에 쓰여 있는 ‘conversely’, ‘Western’, ‘the East’ 등의 단어에 주의를 기울이면서 내용을 비교 분석하면 정답이 (B)라는 것을 이해하게 될 것이다.

(5) According to paragraph 4, the West played what role in the economic development of the northeast?

- (A) It provided a reason for the industrial northeast to increase production.
- (B) It provided both the reason and the capital for the northeast's industrial expansion.
- (C) Its raw materials were used in northeastern industries.
- (D) By building steel railroads, it made increased production possible in the northeast.

넷째 단락에 따르면, 북동부의 경제개발에서 서부가 한 역할은 무엇인가?

- (A) 산업화된 북동부로 하여금 생산을 증대토록 한 이유를 제공했다.
- (B) 북동부의 산업확장을 위한 이유와 자본 양쪽 모두를 제공했다.
- (C) 서부의 원자재가 북동부의 산업들에 사용되었다.
- (D) 철강 철도를 건설함으로써, 서부는 북동부의 생산 증가를 가능하게 만들었다.

8 전략 #4, 5, 9

문제 (6)은 문장에 쓰인 단어(전략 #4)와 같은 지엽적(전략 #9) 맥락 정보(전략 #5)가 지문의 이해에 얼마나 핵심적인 역할을 하는지 알 수 있다. 다섯째 문단에 있는 내용 중, “...but manufacturing expanded dramatically in the States...the South,” “Most manufacturing in the Midwest was closely related to agriculture,” “Meat-packing became one of the major industries in the nation...”에 쓰인 ‘but’, ‘the South’, ‘Midwest’, ‘agriculture’ 등 네 단어를 중심으로 본 지문의 내용을 비교 하면서 지문의 거시적인 틀을 관찰하면, 미국 산업의 지리적인 특징을 이해하게 된다. 예를 들면, 이 지문의 저자는 중서부의 농산업계를 논의하기 위해 시카고의 정육업을 언급하고 있다. 따라서, 문제 (6)의 정답은 (A)이다.

(6) In paragraph 5, the author mentions meat-packing in Chicago as an example of

- (A) Agricultural industries in the Midwest
- (B) The expansion of eastern industries westward
- (C) The importance of the Great Lakes
- (D) Manufacturing in non-populous areas

다섯째 단락에서, 글쓴이가 시카고의 정육업을 언급한 것은 무엇에 대한 예를 들기 위한 것인가?

- (A) 중서부의 농산업계
- (B) 동부 산업의 서쪽으로의 확장
- (C) 오대호의 중요성
- (D) 인구밀도가 높지 않은 지역의 제조업

1_ iBT 토플에 대한 올바른 학습방향 제시

실전모의고사에서 많은 문제를 접해보는 것도 중요하다. 하지만 iBT 토플에 대한 정확한 분석이 수반되지 않으면 좋은 점수를 얻기가 쉽지 않다. 기존 토플과의 차이점을 자세하게 알려주고 학습시 어떤 방식으로 학습해야하는가를 제시하고 있다.

2_ 실제 iBT 토플 Reading과 동일한 구성

토플을 접해보지 않은 수험자들에게 필요한 것은 영어실력 뿐만 아니라 실전에서도 긴장하지 않고 문제를 풀어나가는 것이다. 토플을 준비하는 수험자들이 평상시에도 실제 시험 화면 순서대로 학습하여 실전감각을 갖출 수 있도록 하였다.

3_ 출제경향에 맞추어진 총 15회분의 문제 수록

학습서를 통해 실력을 쌓아온 수험자들은 이제 실제 시험처럼 각 문제마다 적절하게 시간을 배분하는 훈련이 필요하다. 실전모의고사 15회분을 수록하여 토플 문제유형을 자연스럽게 파악하고 실력을 점진적으로 향상시킬 수 있도록 하였다.

4_ iBT 토플 Reading 맞춤식 훈련&전략

토플 Reading에서 무조건 문제를 많이 풀어보는 것이 고득점으로 이어지기는 어렵다. 적절한 학습 방법과 전략이 뒷받침되어야 한다. 짜임새있게 제시된 이 원리들에 유념하여 토플 Reading에 더욱 쉽게 다가갈 수 있도록 하였다.

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-13 are based on the following passage.

On December 16, 1773, a group of Boston citizens, disguised as Indians and led by the American patriot Samuel Adams, boarded British ships and dumped their cargo of tea into the Boston Harbor to protest the British tax on tea imported to the colonies. This incident was named the Boston Tea Party.

➔ The tea destroyed was contained in three ships docked at what was called at that time Griffin's wharf. The three British ships were surrounded by armed warships, and the British had threatened to bring the tea to shore under the cover of cannon fire if the colonists did not allow them to unload it by December 17.

➔ Britain was expecting trouble. After all, the tax on tea was retained despite the fact that the other taxes imposed on colonists by the Townshend Act were repealed when they met with great protest. The Townshend Act had limited colonial self-government while simultaneously increasing taxes. Taxing the colonists seemed an expedient way to for Britain to recover from a budget deficit. But, to add insult to injury, while taxing the colonists, Britain allowed the East India Company to import tea to Britain and its colonies without paying any taxes. The East India Company could, in this way, sell for cheaper prices than the smugglers who had helped the colonists evade the earlier taxes.

■ The British action so infuriated the colonists that even normally conservative merchants cancelled their tea orders, aligning themselves with radicals like Samuel Adams. In Massachusetts, the Royal Governor, Thomas Hutchinson, demanded that the official policies be upheld and prepared to defend the ships. The patriots demanded that tea ships be permitted to return to England without paying the required tax. Over 5,000 townspeople of Boston and surrounding towns gathered to plead with Governor Hutchinson to send the ships back to England. But the governor refused.

■ So, on that night, December, 16, 1773, a group of about sixty Bostonians dressed themselves up as Mohawk Indians and equipped themselves with small hatchets and clubs. After unconvincingly painting their faces and hands with coal dust in the shop of a blacksmith, they went to Griffin's wharf.

➔ After boarding the three ships, the colonists asked the captains for keys to the hatches where the tea was stored. The captains obeyed, asking only that no one harm the ships or riggings. The protestors proceeded to break and throw overboard every tea chest to be found on the ships. They were surrounded by armed British ships, but no attempt was made to stop them. Some citizens of Boston were near the wharf and attempted to carry off some of the tea that floated ashore.

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The protestors left in silence and returned home. They did not so much as ask each others' names. The next morning, after they had cleared the ships of the tea, it was discovered that very considerable quantities of it were floating upon the surface of the water. To prevent the possibility of any of its being salvaged for use, a number of small boats were manned by citizens, who rowed into those parts of the harbor where the tea was visible and, by beating it with oars and paddles, so thoroughly drenched it as to render it saturated and unfit for consumption.

➔ The tea destroyed was worth more than £10,000, a considerable sum. Britain responded by closing Boston's ports until Massachusetts paid for the destroyed tea. But its attempt to single out one colony only had the effect of uniting the colonists. In a sense, despite the total lack of violence, the Boston Tea Party was the first battle of the American Revolutionary War. But at this point, none of the colonists wanted independence. Rather, they wanted to be full-fledged British citizens, with all of the same rights—they believed they should have democratic representation in Parliament equivalent to their burden of taxation. But the British Parliament had to save face by limiting the colonists' rights and, with each step, the colonists' outrage increased. The march toward war had begun.

1. The word protest in the passage is closest in meaning to

- (A) argue (B) object
(C) celebrate (D) support

2. What are the armed warships and threat of cannon fire in paragraph 2 taken to indicate?

- (A) That the colonists were heroes
(B) That the governor was a strict ruler
(C) That the British were expecting conflict
(D) That the tea was very valuable

Paragraph 2 is marked with an arrow [➔].

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3. The word *they* in the passage refers to
- (A) colonists
 - (B) British
 - (C) taxes
 - (D) ships
4. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) The colonists were angry that the East India Company did not have to pay taxes.
 - (B) The colonists were confused about Britain's tax policy.
 - (C) The British only taxed the colonists.
 - (D) By not requiring the East India Company to pay taxes, the British gave the colonists more reason to believe that the taxes on them were unfair.
5. Why does the author mention the Townshend Act in paragraph 3?
- (A) It is the act the Boston Tea Party protested.
 - (B) It gives context to explain why tea was such a controversial product.
 - (C) It shows that the colonists had the upper hand in their conflicts with Britain.
 - (D) It is evidence of Britain's budget deficit.
- Paragraph 3 is marked with an arrow [➡].
6. The word *upheld* in the passage is closest in meaning to
- (A) demonstrated with pride
 - (B) enforced
 - (C) valued
 - (D) contained

7. According to paragraph 6, which best describes British response during the Boston Tea Party?

- (A) Warning shots
- (B) Recovering the tea from the harbor
- (C) Nonresistance
- (D) Some British soldiers helped the colonists.

Paragraph 6 is marked with an arrow [➡].

8. The word salvaged in the passage is closest in meaning to

- (A) kept
- (B) saved
- (C) stored
- (D) sold

9. In paragraph 8, the author suggests that

- (A) the punitive actions taken by Parliament forced the colonists to fight for independence
- (B) the colonists were yearning to be free of British rule several years before the Boston Tea Party
- (C) the colonists were wrong to feel they should not be taxed
- (D) the British should have demanded repayment for the tea lost from all of the colonies together

Paragraph 8 is marked with an arrow [➡].

10. According to the passage, the primary issue motivating the Boston Tea Party was the colonists' desire to

- (A) trade freely with nations other than Britain
- (B) have control over internal affairs
- (C) have rights to counterbalance their responsibilities to the British
- (D) have control over the Boston Harbor

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11. All of the following can be inferred from the passage EXCEPT

- (A) The colonists who dumped the tea were protesting against a British tax.
- (B) The British believed the colonists were Mohawk Indians.
- (C) The protesters dumped the tea as a last resort.
- (D) Some people might have carried off the tea that floated ashore.

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

At that point, the colonists took matters into their own hands.

Where would the sentence best fit?

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The Boston Tea Party was a last resort protest event in which colonists boarded guarded British ships and dumped the cargo into the harbor.

Answer Choices

- (A) Although many respectable colonists agreed with the protesters, the Royal Governor, Thomas Hutchinson, did not.

- Ⓐ Before they dumped the tea, the colonists had tried to work out a more reasonable solution with the Royal Governor.
- Ⓑ The protesters had to go back the next day to make sure all of the tea sank.
- Ⓒ The colonists' protest was caused primarily by British tax policies.
- Ⓓ Britain's response to the lost merchandise—insisting on the very policies that infuriated the colonists—led to more widespread outrage and, eventually, the American Revolution.
- Ⓔ Britain was prepared to fire on the colonists, but did not.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 14-25 are based on the following passage.

Although he is best known for his famous American novel, *The Last of the Mohicans*, James Fennimore Cooper developed many of his political ideas in Europe from 1826 to 1833. In Europe, Cooper befriended the American Revolutionary War hero Lafayette, who kept him informed about the revolutionary political happenings of the time. Cooper had solidly liberal political ideas in the European tradition, but he was nonetheless a product of his social class. Cooper's short essay about the division of labor along gender lines that he witnessed among America's rural working class, called "On the Proper Occupations of Women in America," reveals his humanistic ideals, but also his view of himself as separate from the people he observed.

➔ Cooper opens the essay by observing "there is something noble and touching, in the universal and yet simple and unpretending homage with which these people treat the weaker sex." Specifically, Cooper is impressed that women do not work. Cooper seems to define "these people" as *Americans*, but Cooper was an American himself and had also spent time in Europe where the upper classes had generally kept women from working. In actuality, Cooper was discussing America's *farmers*, from whom he clearly keeps himself separate. He writes: "A little boy whom I conveyed with his father in my wagon a dozen miles, (for I neglected no opportunity to mix with the people,) laughed aloud as he pointed with his father and cried, 'There is a woman at work among the men!'" The author's view of "the people" is paternalistic at best, straightforwardly patronizing at worst. The reason for this is class. Cooper's primary reason for shock at the reverence afforded women is "the price which labour bears," or in other words, the potential income that the farmers surrender in order to spare women the burden of working.

➔ When he turns to women, Cooper adopts the time-told argument that they are "the repositories of the better principles of our nature." Some Europeans, according to Cooper, ridiculed the American deference to women, saying that it made women little more than servants in their husbands' households. ■ Cooper, however, insists that housework is the only occupation for which nature intended women. American women, he insisted, simply did not wish to venture outside their homes. Finally, perhaps most honestly, Cooper argues that women in the home are kept free from the vice that would inevitably occur from too much contact with the world. He claims, "her heart is not early corrupted by the harmful and unfeminine vice of selfishness; she is often the friend and adviser of her husband, but never his chapman." Cooper gives no evidence of having asked women if they wanted to be confined to their homes, and it is clear that what is

“feminine” is defined as what was convenient for men. He writes, “The husband can retire from his own sordid struggles with the world to seek consolation and correction from one who is placed beyond their influence.”

➔ Cooper concludes that “The effect of this natural and inestimable division of employment, is in itself enough to produce an impression on the characters of a whole people.” Women are removed from the evils of the world and are therefore more pure. Men can get “consolation and correction.” And boys would also benefit from this division, according to Cooper, since they would have their mother as the ultimate role model and an unspoiled image of goodness to carry with them throughout their lives. Most likely, Cooper’s idealization of the American project is prejudiced. Cooper’s idealization of the American farmer is intermixed with his Jeffersonian liberalism, and he is predisposed to celebrate the virtues of American society.

➔ This view of social decency seems significantly more naive than an observation Cooper makes in passing: “what nobler or more convincing proof of high civilization can be given than this habitual respect of the strong for the weak?” Having formed his ideas in France about 30 years after the French Revolution, it may be, at heart, this idea of social protection that appealed to Cooper. On the other hand, after some of the atrocities that came in the wake of the French Revolution, it may have been the sheer simplicity of seeing men working in the fields to support their wives that generated Cooper’s albeit patronizing wistfulness.

14. The word whom in the passage refers to

- (A) farmers (B) boy
(C) father (D) author

15. The word patronizing in the passage is closest in meaning to

- (A) sympathetic (B) condescending
(C) spiteful (D) biased

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16. The word *spare* in the passage is closest in meaning to

- (A) extra (B) barren
(C) relieve (D) forego

17. In context of paragraph 2, which offers the best understanding of the sentence, “Cooper seems to define ‘these people’ as *Americans*, but Cooper was an American himself and had also been spending time in Europe where the upper classes had generally kept women from working.”

- (A) Cooper was more like the farmers than he realized.
(B) Cooper was American, but, because he had lived in Europe, he wasn’t as American as he thought.
(C) Cooper’s only reason for seeing himself as different was class.
(D) Cooper ought to have included a meditation on European gender roles in his essay.

Paragraph 2 is marked with an arrow [→].

18. The word *their* in the passage refers to

- (A) Europeans
(B) husbands
(C) women
(D) servants

19. The author adds perhaps most honestly in paragraph 3 to

- (A) suggest that Cooper was lying when he said women didn’t want to leave their homes
(B) indicate that he or she agrees more with the subsequent points than the preceding ones
(C) interpret the quotations that follow as Cooper’s acknowledgement of his own sexism
(D) introduce the point that Cooper defines women’s roles for men’s convenience

Paragraph 3 is marked with an arrow [→].

20. The author of the passage argues in paragraph 4 that

- (A) children benefit from mothers who don't work
- (B) Cooper is trying to advance the cause of women
- (C) Cooper was uninformed about American farming
- (D) Cooper's idealization of the American family is connected to his politics

Paragraph 4 is marked with an arrow [➡].

21. According to paragraph 4, why did Cooper believe that women should be honored?

- (A) Because they did not work in the fields
- (B) Because they worked so diligently in the household
- (C) Because they were free from the negative influences of society
- (D) Because they are more physically delicate than men

Paragraph 4 is marked with an arrow [➡].

22. The purpose of paragraph 5 is to

- (A) argue that Cooper's ideas stem from ignorance
- (B) insist on the dangerousness of Cooper's ideas
- (C) surprise the reader by showing how Cooper's ideas were right after all
- (D) soften the critique of Cooper in the preceding paragraphs

Paragraph 5 is marked with an arrow [➡].

23. According to the passage, Cooper believed all of the following EXCEPT that

- (A) staying at home is the most natural and best role for women
- (B) staying at home was natural because women should be servants in the household
- (C) staying at home would help women to remain free from negative impact from the world
- (D) staying at home would help women to positively influence their husbands and children

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

Cooper initially mentions “children,” but soon switches to “boys.”

Where would the sentence best fit?

25. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

James Fennimore Cooper’s essay on the division of labor along gender lines reveals the opinion he held about the relation between genders.

.....

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▶ **Answer Choices**

- (A) Cooper’s argument that keeping women at home is better for all American people reveals the roots of the author’s views in Jeffersonian democracy.
- (B) Cooper’s ideas are not sexist because they are based on respect for women.
- (C) Cooper’s opinion of American farm families is somewhat condescending because he is of a higher social class.
- (D) Cooper claimed that it was an act of charity to keep the weaker sex from doing difficult, manual labor.
- (E) Cooper felt that a pure heart was important for a woman, especially after her husband comes home from a hard and corrupt world.

- Ⓕ Cooper's essay states that mothers should be moral, selfless role models for their sons.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 26-37 are based on the following passage.

A major challenge facing scientists studying climate change is that the climate is innately changeable. This makes it difficult for scientists to determine what is normal change and what is abnormal or dangerous change. One field that has developed in response to that need is paleoecology. ■ Paleoecology is the study of the relationships between ancient organisms and their environments. These organisms can be studied as individuals, populations, or communities. There are two types of environmental factors that scientists study in relation to their influence on the organisms: abiotic, or nonliving factors, such as water, light, and temperature; and biotic, meaning the interactions between different organisms. ■

Paleoecology uses the fossil record to essentially reconstruct the ecosystems of the past so that they can be compared to contemporary ecosystems. Paleoecologists examine fossilized organisms to learn about their life cycle, their interactions, their natural environment, as well as how they died and became fossilized. This information aims to create the most detailed model possible of the life environment of those organisms we find today as fossils. As much as possible, scientists desire to learn about temperature, food supplies, sunlight, etc.—the very things that help them compare life in previous environments to life in our own.

→ There are major challenges, however, facing paleoecologists. ■ For example, much of the complex data regarding an organism's living environment is distorted or destroyed by the fossilization processes. To combat that difficulty, paleoecologists use statistical analysis of numerical data gathered by scientists in other fields about temperature, populations of various organisms and the like.

→ Paleoecologists must therefore have a strong knowledge of biology and the larger field of ecology, which is itself a holistic science that draws on fields like geology, meteorology and physics. Paleoecology shares with many other sciences the value of parsimony, which simply means that the simplest explanation is the best one to understand any given set of data. Paleoecologists also rely on two additional assumptions, which are necessary, though problematic. These foundational assumptions are substantive uniformitarianism, and analogy. Substantive uniformitarianism means accepting the fact that certain conditions, such as the materials, conditions, and rates of processes have remained more or less the same over time. This assumption allows scientists to make links between the past and present organisms and communities. Similarly, analogy is the process by which scientists attribute to ancient organisms the characteristics and features of modern organisms. ■

→ Most paleoecological studies focus on the last two million years because there are not enough fossils from older periods to draw significant conclusions. Of particular interest are the Holocene epoch—the last 10,000 years—and the last ice age. These periods provide useful data for understanding the dynamics of ecosystem change and for reconstructing such changes over the long term before the beginning of industrialization.

Like other ecological studies, paleoecological studies can be autecological or synecological. An autecological study is interested in what best allowed a single organism to cope with its environment. Scientists studying autecology are interested in how an organism has adapted to deal with changing environmental demands. In the last few years, autecological studies have also begun to investigate populations as well, examining how populations develop and change. This kind of study can use known environmental information to learn more about the population of organisms, or conversely, they can use known information about a species to learn more about other changes in the ecosystem or environment.

Synecology considers the community of organisms as a whole. In this kind of study, scientists analyze an ecosystem, which is the place in which groups of organisms interact with their abiotic environment. Synecological studies attempt to grasp the complex interactions of various communities of organisms within these two units, looking at interactions like food webs and energy flows. In synecology, organisms are interpreted within the context of other organisms that inhabit the same area.

Both kinds of paleoecological study are necessary in order to create models of adaptation and interaction that will help contemporary ecologists differentiate healthy and unhealthy kinds of change.

26. The word **their** in the passage refers to

- (A) scientists
- (B) organisms
- (C) factors
- (D) environments

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27. According to paragraph 3, which of the following is a challenge faced by paleoecologists?

- Ⓐ differentiating between normal and abnormal environmental changes
- Ⓑ data lost in the process of fossilization
- Ⓒ finding the simplest explanation for a data set
- Ⓓ responding to the needs of conservation ecologists

Paragraph 3 is marked with an arrow [➡].

28. In paragraph 4, why does the author say that substantive uniformitarianism and analogy are “problematic” assumptions?

- Ⓐ Because they allow scientists to compare the past and the present
- Ⓑ Because they make it more difficult for paleoecologists to study changes
- Ⓒ Because they cannot be proven
- Ⓓ Because they were borrowed from other fields without proving their usefulness first

Paragraph 4 is marked with an arrow [➡].

29. Which of the following can be inferred about paleoecology from paragraph 4?

- Ⓐ Having a basic knowledge of geology is necessary to study paleoecology.
- Ⓑ There is ample evidence about the environment in the past.
- Ⓒ It is more difficult to perform paleoecological studies on single organisms than on communities.
- Ⓓ The scope of paleoecological studies has increased in the last decade.

Paragraph 4 is marked with an arrow [➡].

30. According to paragraph 5 why are paleoecologists particularly interested in the last ice age?

- Ⓐ Because they can study organisms during climate change
- Ⓑ Because it has the most fossil data
- Ⓒ Because only a few organisms survived
- Ⓓ Because the ice age is of interest to other scientists

Paragraph 5 is marked with an arrow [→].

31. The word cope in the passage is closest in meaning to

- ☐ A change
- ☐ B survive
- ☐ C reflect
- ☐ D protect

32. The word its in the passage refers to

- ☐ A study
- ☐ B population
- ☐ C scientist
- ☐ D organism

33. The word interpreted in the passage is closest in meaning to

- ☐ A utilized
- ☐ B analyzed
- ☐ C recorded
- ☐ D generated

34. Based on the information in the passage, what is the main difference between autecology and synecology?

- ☐ A Synecology studies data, while autecology studies relationships.
- ☐ B Synecology studies aspects of organisms, while autecology studies communities.
- ☐ C Autecology studies data, while synecology studies relationships.
- ☐ D Autecology studies aspects of organisms, while synecology studies communities.

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35. The passage supports all of the following generalizations EXCEPT

- (A) Paleoecology is an extremely difficult field of study.
- (B) Paleoecology is a relatively new field of study.
- (C) Paleoecology is the major field of study providing historical background for studying climate change.
- (D) Paleoecology has some unproven assumptions at its core.

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

Essentially, the field examines how organisms of the past have adapted or failed to adapt to different environmental factors.

Where would the sentence best fit in the passage?

37. Complete the table by matching the phrases below.

Directions: Select the appropriate phrases from the answer choices and match them to the term to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

▼ Answer Choices

- (A) examines how numbers of a species of beetle grew and shrunk during a period of climate change
- (B) examines how the population of herbivorous mammals grew or shrunk when a certain type of grass died out
- (C) uses rocks to determine ocean levels during a period of climate change
- (D) tracks evolutionary changes in reptiles as food became scarcer during a period of drought
- (E) measures the changes in deer populations in areas of suburban growth as predator cats and bears become scarcer
- (F) uses a species of lizard known to live in sunny areas to determine the pattern of tree growth in a certain area
- (G) analyzes the change of hunting habits of lions when savanna grass evolved shorter

▼ Synecological

▼ Autecological

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Reading

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02

Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

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Questions 1-14 are based on the following passage.

The Constitution of the United States is the foundation of American representative democracy and the ultimate legal authority in the nation. The American Constitution is also the world's oldest written constitution still in force and has served as the model for a number of other constitutions around the world. The Constitution owes its staying power to its simplicity and flexibility. The Constitution is based on the Articles of Confederation.

→ While still at war with the British, the colonies—now calling themselves the United States of America—drafted a compact that bound them together as a nation. The document, called the Articles of Confederation, devised a loose association among the states and set up a federal government with limited powers. Because the experience of overbearing British central authority was vivid in colonial minds, the drafters of the Articles deliberately established a confederation of sovereign states. Even in such critical matters as defense, public finance and trade, the federal government was at the mercy of the state legislatures. On paper, the Congress had power to manage foreign affairs, war, and the postal service and to appoint military officers, control Indian affairs, borrow money, and determine the value of money. In reality, however, the Articles gave the Congress no power to enforce its requests to the states for money or troops, and so by 1787, the government was no longer effective.

Among the events that would lead the Constitutional Convention to decide to grant more power to the central government was Shay's Rebellion (1786-87) in Massachusetts, a rebellion of debtors who armed themselves to prevent their homes from being foreclosed. The national government was unable to help Massachusetts.

→ After the Revolutionary War, important men of the time met in Philadelphia to amend the Articles of Confederation for permanent use. However, they disagreed over important issues, including the power of the federal government, the manner of democratic representation, and slavery, so they ultimately wrote an entirely new document. The authors of the Constitution were still very much influenced by the country's experience under the Articles of Confederation. They saw the limitations of assigning to the central government only those important functions that the states could not handle individually.

The Constitutional Convention hoped that the new Constitution would solve these problems.

→ The Constitution was completed on September 17, 1787. In June 1788, after the Constitution had been ratified, or formally approved, by nine states—giving the two-thirds majority necessary for adoption—Congress set March 4, 1789, as the date for the

new government to begin proceedings (the first elections under the Constitution were held late in 1788). Many states ratified the Constitution contingent on the promised addition of a Bill of Rights, so Congress proposed 12 amendments in September 1789. Ten of these were quickly ratified by the states and were adopted on December 15, 1791.

➔ The primary aim of the Constitution was to create a strong elected government directly responsive to the will of the people. This meant, in turn, balancing government authority with individual liberty. The concept of self-government did not originate with Americans. But the degree to which the Constitution committed the United States to be ruled by the people was unique, even revolutionary, compared to other governments around the world.

The Constitution departed sharply from the Articles of Confederation in that it established a strong central, or federal, government with broad powers to regulate relations between the states and with sole responsibility in such areas as foreign affairs and defense. Additionally, the authors of the Constitution struck The Great Compromise for representative democracy, creating a bicameral—or two-chamber—legislature with a Senate, in which all states would be equally represented, and a House of Representatives, in which representation would be apportioned on the basis of a state's free population plus three-fifths of its slave population. Now, of course, both slavery and the three-fifths rule have been abolished. Because the people who were empowered by the Constitution to elect and control their central government were of differing beliefs and interests, the Constitution positioned the federal government at the peak of a governmental pyramid that included local and state jurisdictions.

1. The word **them** in the passage refers to

- (A) the British
- (B) the colonies
- (C) the Articles of Confederation
- (D) the European nations

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2. According to paragraph 2, why did the Articles of Confederation limit the powers of the federal government?
- (A) Because the authors couldn't agree on appropriate roles for it
 - (B) Because the authors were wary about another oppressive government
 - (C) Because representatives from slave states were concerned that the federal government would abolish slavery
 - (D) Because the colonies only wanted to unite for pragmatic reasons

Paragraph 2 is marked with an arrow [➡].

3. According to paragraph 2, the Articles of Confederation proved ineffective because
- (A) they did not give the federal government power to handle foreign affairs
 - (B) they forbade the federal government to have a standing army
 - (C) they did not give the federal government the means to enforce its demands on the states
 - (D) they only gave the federal government control over financial matters

Paragraph 2 is marked with an arrow [➡].

4. What does the passage suggest the authors of the Constitution did to resolve their initial disagreements about the manner of democratic representation mentioned in paragraph 4?
- (A) They devised the three-fifths compromise.
 - (B) They balanced the needs of federal and local governments.
 - (C) They created the Electoral College system.
 - (D) They created a bicameral legislature.

Paragraph 4 is marked with an arrow [➡].

5. Why was the Bill of Rights added to the Constitution, according to paragraph 5?
- (A) The authors had run out of time.
 - (B) The voters thought the Constitution gave too much power to the government.
 - (C) After the government began operating, people realized some changes needed to be made.

☐ D Some states made it a condition of their ratification.

6. The word **aim** in the passage is closest in meaning to

- ☐ A goal ☐ B fact
☐ C rhetoric ☐ D accomplishment

7. The word **revolutionary** in the passage is closest in meaning to

- ☐ A innovative ☐ B rebellious
☐ C ineffective ☐ D orthodox

8. Based on paragraph 6, which of the following is true of the intent of the Constitution's authors?

- ☐ A They intended to give the government more flexibility than it had previously.
☐ B They intended to strengthen state legislatures.
☐ C They intended to give the federal government more power while retaining individual liberties.
☐ D They intended to give the people more power than they'd had under the Articles of Confederation.

Paragraph 6 is marked with an arrow [→].

9. The word **regulate** in the passage is closest in meaning to

- ☐ A define ☐ B control
☐ C adhere to ☐ D channel

10. The word **its** in the passage refers to

- ☐ A the state ☐ B the nation
☐ C the House ☐ D the Senate

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11. Which of the following statements is supported by the passage?
- (A) The United States Constitution has been significantly changed since 1789.
 - (B) The United States Constitution was the first document of self-government.
 - (C) The United States Constitution owes a great deal to the British system of government.
 - (D) The United States Constitution is an edited version of the Articles of Confederation.
12. All of the following are mentioned as unique properties of the Constitution EXCEPT
- (A) the degree to which it allowed self-government
 - (B) the strength it gave to the federal or central government
 - (C) its simplicity and flexibility
 - (D) the length of time it has been functioning
13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.
- Indeed, a measure of self-government existed in England at the time.
- Where would the sentence best fit?
14. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**
- The American Constitution, the oldest constitution still in force, is remarkable because of its origins.

Answer Choices

- (A) The authors settled their disputes by creating a strong federal government with a bicameral Congress, and based population estimates on the free population plus three-fifths of the slave population.
- (B) Shay's Rebellion, a debtors uprising, was one of the events that made people realize the Articles of Confederation were not serviceable.
- (C) Although the Constitution gained the required two-thirds approval, many states made ratification contingent on the addition of the Bill of Rights, so ten amendments were quickly added.
- (D) Many major constitutions around the world have been based on the United States constitution.
- (E) Initially, the authors of the constitution intended merely to revise the Articles of Confederation, but they disagreed so strongly over the power of the federal government, the manner of democratic representation, and slavery that they wrote an entirely new document.
- (F) The major problem with the Articles of Confederation was that they did not give the federal government the right to ask the states for money or troops.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 15-26 are based on the following passage.

During the 1850's, Southern support of slavery and Northern opposition collided more violently than ever before. The cause of this collision was the case of Dred Scott, a black slave from Missouri who claimed his freedom on the basis of seven years residence in a free state and a free territory. When the predominately pro-slavery Supreme Court of the United States heard Scott's case, it declared that not only was he still a slave, but also that the law prohibiting slavery from entering the new Midwestern territories was unconstitutional. This ruling sent America into a state of disruption. The turmoil would end only after a long and bloody civil war, fought primarily over the issue of slavery and its extension into America's unorganized territories.

➔ Relationships between the Northern and Southern states had been strained for decades. Things had initially been held at bay with the Missouri Compromise of 1820, which was an agreement between the pro-slavery and anti-slavery factions in the United States. According to the Missouri Compromise, for every new slave state admitted to the United States there had to be a free state admitted as well, thus keeping the number of slave and free states equal. However, during the 1840's and the 1850's, the situation exploded. The Compromise of 1850 served as a clear warning that the slavery issue, relatively dormant since the Missouri Compromise of 1820, had returned with a vengeance. The Compromise of 1850 addressed five issues, mostly relating to the annexation of Texas and the western land acquired in the Mexican-American War. As a result of this compromise, California was admitted as a free state, New Mexico and Utah were permitted to allow slavery, and Texas was compelled to give up much of its western land. Also, because of this, the Fugitive Slave Act was passed, requiring all U.S. citizens to assist in the return of runaway slaves.

➔ A few years after the Compromise of 1850 was passed, passionate and often violent debate over the expansion of the South's "peculiar institution" occurred. Proslavery and antislavery forces clashed frequently and fatally in incidents that came to be known as "Bleeding Kansas." These occurred after Congress enacted the Kansas-Nebraska Act. In 1854, this act organized the remaining territory within the Louisiana Purchase for settlement before its admission to the Union. It was contrived and passed by the legislators who favored the political standpoint of using popular sovereignty to decide if a territory would be open to slavery. The act divided the region into the Kansas Territory—land south of the 40th parallel—and the Nebraska Territory—land north of the 40th parallel. ■ The most controversial provision was the stipulation that each territory would separately decide whether to allow slavery within its borders. ■ In other words,

the question of the expansion of slavery in the new states of Kansas and Nebraska would be decided by the inhabitants of the states. This resulted in organized immigration to Kansas from the northern states to prevent the expansion of slavery, and from southern states, most notably Missouri, to secure the expansion of slavery. The passage of the Kansas-Nebraska Act only exacerbated the rift between the Northern and Southern states over the issue of slavery.

➔ Even the presidential election of 1856 became unpleasant when Southern states threatened secession if a candidate from the antislavery Republican Party won. When James Buchanan, a Democrat, won, the threat subsided. However, today, James Buchanan is often criticized for doing little to bridge the schism between the north and the south.

The situation worsened in 1857. The Supreme Court's ruling in *Dred Scott v. Sandford* helped hasten the arrival of the American Civil War primarily by further polarizing the already tense relations between Northerners and Southerners. When Scott filed his lawsuit seeking his freedom in 1846, his argument was that during travels with his owner, he had lived for seven years in areas closed to slavery. Illinois was a free state and the Missouri Compromise of 1820 had closed the Wisconsin Territory to slavery. His suit began an 11-year legal battle that ended in the U.S. Supreme Court, which issued a landmark decision declaring that Scott was still a slave. This controversial decision increased tensions between the free and slave states, heightening tensions that led to the Civil War.

15. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) After hearing Scott's case, the Supreme Court became pro-slavery and declared that he was still a slave and that the law prohibiting slavery in the Midwestern territories was unconstitutional.
- (B) The Supreme Court was already biased toward slavery—after hearing Scott's case, they declared him still a slave and said that anti-slavery laws in the Midwest were unconstitutional.

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- ☐ C Because the Supreme Court was predominately pro-slavery, they declared that Scott was still a slave and that the laws outlawing slavery in the Midwest were unconstitutional.
- ☐ D The Supreme Court declared that Scott was still a slave and that the laws prohibiting slavery in Midwestern territories were unconstitutional.

16. According to paragraph 2, which of the following was true of the Missouri Compromise?

- ☐ A It pleased neither side in the dispute.
- ☐ B It was one of many laws enacted during the slavery dispute.
- ☐ C It resolved the tensions over slavery.
- ☐ D It was intended as a warning to Southern slave states.

Paragraph 2 is marked with an arrow [➡].

17. According to the paragraph 2, all of the following is true of the Compromise of 1850 EXCEPT

- ☐ A It made California a free state.
- ☐ B It was a cause of increased tensions.
- ☐ C Texas was admitted as a slave state.
- ☐ D The Fugitive Slave Act was passed because of it.

Paragraph 2 is marked with an arrow [➡].

18. The word **clashed** in the passage is closest in meaning to

- ☐ A battled over
- ☐ B moderated arguments about
- ☐ C strongly disagreed
- ☐ D fought legal battles

19. The word **these** in the passage refers to

- ☐ A proslavery forces
- ☐ B antislavery forces
- ☐ C Kansas-Nebraska Acts
- ☐ D incidents

20. The word **it** in the passage refers to

- (A) The Louisiana Purchase
- (B) popular sovereignty
- (C) The Kansas-Nebraska Act
- (D) slavery

21. According to paragraph 3, what was the result of the Kansas-Nebraska Act?

- (A) It led to violent skirmishes in Kansas.
- (B) It brought a short period of peace between the north and the south.
- (C) It allowed the south to gain a majority in Congress.
- (D) It gained the support of Buchanan.

Paragraph 3 is marked with an arrow [➡].

22. Why does the author mention the presidential election in paragraph 4?

- (A) To show the willingness of the north to negotiate
- (B) To show that the new president supported slavery
- (C) To show that the nation was ready for James Buchanan
- (D) To show an additional cause of tension at the time

Paragraph 4 is marked with an arrow [➡].

23. The word **polarizing** in the passage is closest in meaning to

- (A) adding tension to a difficult situation
- (B) highlighting a distinction between positions
- (C) highlighting common interests between antagonists
- (D) adding information useful to the resolution of

24. The passage supports which of the following generalizations?

- (A) The Supreme Court's decision revealed its Democratic pro-slavery bias.
- (B) Tensions between the North and South were exacerbated by *Dred Scott v. Sandford*.

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- ☐ C The Dred Scott suit unnecessarily reawakened tensions between the North and South.
- ☐ D The issues raised in *Dred Scott v. Sandford* were the same issues that ultimately led to the Civil War.

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

The two sides clashed violently.

Where would the passage best fit?

26. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The Dred Scott decision added tension to a nation that was already tense over slavery.

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▶ Answer Choices

- ☐ A After being elected, President Buchanan did little to bridge the schism between the north and the south.
- ☐ B Dred Scott sued the state of Missouri for freedom after having lived for several years in free states..
- ☐ C The election of 1856, which could have been a sore point for the US, increased tension momentarily, but resolved peacefully.

- Ⓓ The Supreme Court decided that Scott was still a slave and that the earlier attempts to stop slavery in Midwestern territories was unconstitutional.
- Ⓔ The Missouri Compromise and the Compromise of 1850 attempted to ease some of the tension between the north and the south.
- Ⓕ The Kansas-Nebraska Act resulted in a migration of northerners to Kansas, which then led to a series of bloody incidents.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 27-39 are based on the following passage.

→ The American economy is a dynamic, free-market system that is constantly evolving out of the economic decisions of millions of citizens who play multiple, often overlapping or conflicting, roles as consumers, producers, investors and voters. The United States is generally described as a mixed economy, meaning that even though the majority of productive resources are privately owned, the federal government does play an important part in its markets. The economy has less government involvement, however, than other mixed economies, and enterprises that are often public in other countries, such as airlines and telephone systems, are privately run in the United States. The government's heaviest involvement in the economy is as a regulator of economic activity through fiscal and monetary policy. ■

→ Although it had less than five percent of the world's population, the United States in the early 1990s produced about twenty-five percent of the world's output. The U.S. economy is more than twice as large as the next largest economy, that of Japan. Due to the enormous size of its economy, the United States is the single most important nation in world trade. Its exports amount to more than 10 percent of the world total. The United States plays an important role in other national economies not just as a trading power but also as a provider of investment capital. ■

The U.S. economy has been repeatedly transformed by emerging technologies. Once a nation of farmers, the United States now devotes less than half its land area to farming (including grazing lands). Despite the enormous output of U.S. agriculture, the sector of agriculture, forestry, and fishing altogether produces less than 3 percent of the gross national product, or GNP. The country was changed dramatically by successful adaptation of the machinery and production processes of the Industrial Revolution. Beginning in 1870 and lasting for around a century, the United States became the world's manufacturing powerhouse—leading the world in the production of steel, automobiles, and other products. ■

Since the 1960s, another industrial revolution has taken place, as new service-based and information-processing industries gradually replace some of the old stalwarts of the traditional industrial base. During that period, services have grown faster than any other sector of the economy. They are now second only to manufacturing in contribution to the GNP (manufacturing accounts for about a fifth of the GNP). The most important parts of the service industry are health and business services.

During the same period, new farming technology has transformed the American agricultural sector, allowing more food and textiles to be produced by a constantly

dwindling number of farmers. Farm productivity has grown rapidly, so that fewer farmers can produce more than ever before. The mechanization of farming and the concentration of farm holdings has increased.

➔ Farming is an area in which the government strongly influences private economic activity. ■ The government attempts to support agriculture through payments to farmers, output controls and price supports. One problem with this system is that payments are related to output, so that larger commercial farms often benefit more than the so-called family farms that were initially the intended recipients of governmental help.

➔ Ever since colonial times, the government has been involved, to some extent, in economic decision-making. The New Deal programs of the 1930s brought the greatest expansion of the government's role. As opposed to the traditional American laissez-faire economic outlook, the New Deal moved the country towards a government-regulated economy to strike a balance among conflicting economic interests. The New Deal brought the first agricultural subsidies to farmers. The government also attempted to help shape industrial trade practices, including wages, hours, child labor, and unionization. The New Deal also tried to regulate the nation's financial institutions in order to eliminate fraudulent practices like those that led to the stock market crash of 1929 and to avoid massive bank failures like those that followed. It was during the New Deal that the Securities and Exchange Commission (SEC) was first established. Additionally, the government created insurance for bank deposits. The government began providing social welfare programs that the private sector was unable or unwilling to provide. For example, the Social Security program, enacted in 1935, granted workers a measure of economic security in their old age.

27. What can be inferred from the author's mention of the "multiple, often overlapping or conflicting, roles as consumers, producers, investors and voters" in paragraph 1?

- (A) The same person can be a consumer and a producer, but not at the same time.
- (B) The same person can be an investor and a voter at the same time, and might want two different things as a result.
- (C) It is overwhelming to participate in the U.S. economy.
- (D) Consumers, producers, investors and voters are all the same group of people.

Paragraph 1 is marked with an arrow [➔].

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28. The word **it** in the passage refers to

- (A) GDP
- (B) federal government
- (C) United States
- (D) world economy

29. According to paragraph 2, why does the U.S. economy influence other national economies?

- (A) Its economy serves as an example to them.
- (B) The United States controls what they produce by investing in certain industries.
- (C) The United States is a key member of world financial institutions.
- (D) The United States buys and sells a lot of products and invests a lot of money.

Paragraph 2 is marked with an arrow [➡].

30. The word **transformed** in the passage is closest in meaning to

- (A) changed
- (B) helped
- (C) damaged
- (D) maintained

31. The word **dwindling** in the passage is closest in meaning to

- (A) improving
- (B) decreasing
- (C) changing
- (D) growing

32. What criticism does paragraph 6 offer of the government's farm subsidy program?

- (A) It interferes with the free market.
- (B) It is too loosely structured.
- (C) Farming has still been in decline.
- (D) It helps larger farms rather than smaller farms.

Paragraph 6 is marked with an arrow [➡].

33. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The government tried to control investment scams and bank closings to avoid another depression.
- (B) The government believed its increased participation in the economy would prevent another depression.
- (C) The government was unsuccessful in regulating the stock market and the banking industry before the Great Depression.
- (D) After the stock market crash of 1929, there were bank closings due to fraud.

34. The author's purpose in discussing the New Deal in paragraph 7 is primarily to

- (A) argue that its protections were necessary
- (B) give an overview of the period when government was most involved in the economy
- (C) show how many New Deal policies are still operating today
- (D) illustrate how a textbook mixed economy works

Paragraph 7 is marked with an arrow [→].

35. The passage suggests that which of the following is true of the United States economy?

- (A) It is a manufacturing powerhouse unequalled by other nations.
- (B) It is often affected by advances in technology and industry.
- (C) It responds more to the decisions of citizens than to governmental policy.
- (D) It has always been at least twice as large as its closest competitor.

36. Based on the information in the passage, which of the following is true of the United States government?

- (A) It is twice as large as that of the second largest, Japan.
- (B) It has only become involved in economic matters in the last century.
- (C) Its primary influence on the economy is through its control over monetary policy.

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☐ D It helps guide the economy into new areas.

37. According to the passage, the U.S. economy has, at different points, been focused on all of the following EXCEPT

☐ A services

☐ B sale of raw materials

☐ C agriculture

☐ D manufacturing

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

The government also holds considerable sway as a purchaser of goods in a few sectors of the economy, like the aircraft and aerospace industries.

Where would the sentence best fit?

39. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The U.S. economy, the world's largest, is a mixed economy, meaning it is based on free market principles although the government does play a role in it.

▼ Answer Choices

- (A) Agriculture, which has been mechanized and conglomerated over the course of American history, is an area in which government intervenes most markedly.
- (B) Many New Deal programs are still functioning today.
- (C) One important economic job the government has is to set interest rates.
- (D) The New Deal was a historical moment in which the government aid became necessary in the workings of the economy.
- (E) Many industries, such as airline and telephone systems, which are public in other mixed economies, are private in the U.S.
- (F) The problem with farm subsidies is that they tend to help larger farms the most.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-12 are based on the following passage.

Women formally entered into war nursing during the Spanish-American War of 1898, and their roles were further expanded during World War I. The American Nurse Corps was established after the Spanish-American War, but expanded dramatically during World War II. Military nurses were involved in the turmoil beginning with Pearl Harbor in 1941. There were eighty-two Army nurses serving at three Army Medical Facilities in Hawaii the morning of the attacks, and they worked under tremendous pressure to help the 2,235 servicemen and 68 civilians who eventually died and the many wounded who survived.

→ Four days after the bombing of Pearl Harbor—twenty-three years after the idea of women in the military was born—the Bureau of the Budget stopped objecting to their inclusion. The original bill allowing them to enlist was reintroduced, but stalled. Finally on May 14, 1942, the bill to establish a Women's Army Auxiliary Corps became law. The WAAC was, however, soon changed to the WAC, establishing it as a part of the Army and not an auxiliary by a second bill signed into law by President Roosevelt.

→ Women immediately began training at the first WAC Training Center in Fort Des Moines, Iowa. With the help of Eleanor Roosevelt, the Women's Naval Reserve and the Marine Corps Women's Reserve were also authorized. The Coast Guard followed soon after. The first WACs arrived in the Pacific and in July of 1944, WACs landed on the beach at Normandy. There were over one hundred thousand women in uniform at that point. Toward the end of the war, there were more than 8,000 WACs stationed across Europe. Ironically, regulations did not permit women of the Navy, Marines and Coast Guard to serve overseas until the war was almost over. But Navy Nurses were serving on board hospital ships, in air evacuations, and every place from Australia to the Pacific.

→ Eventually, over the course of the war, forty-three percent of the nurses in the United States enlisted. Even with such large numbers, however, the U.S. still did not have enough nurses to fulfill its military's needs. Part of the problem was the many obstacles facing women who chose to enter into The American Nurse Corps during wartime. There was much prejudice against women's participation in the war, and the military was reluctant to accept married, black, or older women; at the same time, men were never encouraged to enlist as nurses. The women who did sign up for the American Nurse Corps had to undergo a difficult four-week long training program, in which they had to dodge live ammunition, learn to survive in 120 degree deserts, and hike twenty miles a day while carrying a thirty-pound pack. This was all before the nurses got to the battlefield. Once

there, they had to face other hardships: supplies were often short, forcing nurses to wash and reuse bandages, make improvised stretchers for patients, and even give their own blood when supplies ran out. ■ Eventually, the government so desperately needed more nurses that it had to consider drafting women into the war as nurses. However, the war ended before that highly controversial decision had to be made.

➔ Women faced even greater opposition when they proposed that they should be allowed to become physicians in the war. In 1943, President Roosevelt allowed women to become physicians in the military, simply because there were not enough male doctors to do the job. This measure was welcome, but still not enough for many women. Unfortunately, the long delay in reaching a decision on the matter and the impediments facing women meant that less than one hundred actually enlisted as female physicians.

➔ The great obstacles overcome by these women who wanted to help their country fight a war had a long-lasting impact on American society. Today, because of the trailblazing efforts of the original wartime nurses, many women serve in the military not only as nurses but also as soldiers, pilots, seamen and many other traditionally male positions.

1. The word **their** in the passage refers to

- (A) Bureau of the Budget
- (B) women
- (C) four days
- (D) casualties of Pearl Harbor

2. It can be inferred from paragraph 2 that

- (A) a bill had been considered 23 years before Pearl Harbor to allow women in the military
- (B) it was a coincidence that women were allowed to join the military just after Pearl Harbor
- (C) the nurses at Pearl Harbor were working illegally
- (D) there were 23 years of activism before women were finally allowed in the military

Paragraph 2 is marked with an arrow [➔].

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3. Paragraph 3 mentions Eleanor Roosevelt as someone who

- Ⓐ served in World War II
- Ⓑ helped train WACs
- Ⓒ favored the Women's Naval Reserve and the Marine Corps Women's Reserve over the WAC
- Ⓓ supported inclusion of women in the military

Paragraph 3 is marked with an arrow [➡].

4. The word *reluctant* in the passage is closest in meaning to

- Ⓐ cautious
- Ⓑ eager
- Ⓒ unwilling
- Ⓓ technical

5. The word *dodge* in the passage is closest in meaning to

- Ⓐ avoid
- Ⓑ handle
- Ⓒ store
- Ⓓ use

6. The word *it* in the passage refers to

- Ⓐ nurse
- Ⓑ government
- Ⓒ war
- Ⓓ draft

7. Paragraph 4 suggests which of the following about the proposal to draft women into the war?

- Ⓐ No one would have accepted such a proposition.
- Ⓑ It would have been unsuccessful due to the obstacles faced by women nurses.
- Ⓒ It would have required Presidential support.
- Ⓓ It would have been hotly debated.

Paragraph 4 is marked with an arrow [➡].

8. It can be inferred from paragraph 5 that

- (A) a bill to allow women to work as military physicians was introduced at the same time as the bill allowing women into the Army
- (B) Roosevelt had personally opposed the bill to allow women to serve as military physicians
- (C) it was more socially acceptable for women to be nurses than physicians
- (D) as it turned out, not many women were interested in serving as military physicians

Paragraph 5 is marked with an arrow [→].

9. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The efforts of the women who pushed to be allowed in the military as nurses allowed later women to hold other positions as well.
- (B) Nursing was the first acceptable female profession; now, women are allowed to work in many professions.
- (C) Nurses were the first women to occupy historically male positions.
- (D) After the WACs had proven themselves as nurses, many changed positions to more masculine roles.

10. According to the passage, all of the following can be inferred EXCEPT that

- (A) wartime nurses faced hazardous situations
- (B) the US government did not draft women into the army
- (C) blood supplies were not plentiful during the war
- (D) women were able to become military physicians near the end of WWI

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

In addition to these problems, the wages offered by the American Nurse Corps could not compete with the wages being offered to women for other jobs, such as factory work.

Where would the sentence best fit?

12. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Although women first served as nurses in the Spanish-American war, the real explosion of military nurses and other women in the military happened in World War II.

Answer Choices

- (A) Although almost half of America's nurses enlisted, the military still faced a nursing shortage, partly as a result of how rigorous training was.
- (B) The government even considered drafting women to serve as nurses, but the war ended before it took that step.
- (C) Women also gained permission to serve as military physicians, but the order came near the end of the war and imposed so many hurdles that not many women enlisted.
- (D) Women gained skills and experience as factory workers during the War because so many men were serving overseas.
- (E) The women of the Navy, Marines and Coast Guard, however, were not permitted to

serve overseas until the war was almost over; the exception was Navy Nurses.

- (F) As a result of a series of bills allowing women into the military passed just after Pearl Harbor, women in the Women's Army Corps served throughout Europe, including on D-Day.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#)

Questions 13-24 are based on the following passage.

→ The Human Genome Project began in 1990, and its first phase was completed in June of 2000—two years ahead of schedule. The project was carried out by researchers funded by the U.S. Department of Energy, the National Institutes of Health, and Celera Genomics, a privately owned company. Researchers in Japan, the United Kingdom, Italy, France, and Russia also participated, with their efforts coordinated by U.S. scientists. The purpose of the project was to identify and order every human gene and to understand each gene's chemical structure. Ultimately, the project hopes to provide a better understanding of each gene's function in health and disease. Many expect the results to provide a basis for genetic forms of medicine.

→ DNA is made up of nucleotides, of which there are four types. Genes are discrete stretches of nucleotides that carry the information cells use to construct proteins. Researchers were surprised to discover that the human genome consists of only 30,000 to 40,000 genes; the original estimate was 100,000. Human genes actually only take up about 5 to 10 percent of human DNA; the rest may carry information about when to construct proteins, but the function is largely unknown. ■

The Human Genome Project constructed two types of gene mapping: a physical map and a map showing genetic linkages. The physical map located genes in relation to known DNA sequences that served as landmarks. A detailed physical map was needed before sequencing could begin—sequencing, or ordering the nucleotides that make up DNA, was the most technically challenging part of the project. The Project also created a genetic linkage map that provides the relative location of genes on the basis of how frequently **they** are inherited together. Genes that are closer together are more likely to be inherited together.

→ ■ Medical researchers' hopes for practical applications of the research seemed to be **borne** out even before the mapping was finished. Some companies began to offer inexpensive and easy to administer genetic tests that can show predisposition to a variety of illnesses, including breast cancer, cystic fibrosis, and liver disease. Another potential objective of genome research could be to analyze the effects of changes in genetic programming (switching elements of DNA) on an organism, or replacing a mutated gene with a healthy one. These changes are what scientists envision for the future of genetically based medicine. However, these positive results also point to some of the problems with the project.

→ The human genome draft project cost three hundred million dollars, but with the ever-increasing rate of medical advances, it might be possible to reduce this cost.

Reducing the cost significantly might make it feasible to identify any person's genome for the sake of research or treatment. Many patient advocates are concerned that individuals' genetic predispositions could be used to justify refusing to give them health insurance—or even a job. Or, specific genome data could potentially highlight the differences among different groups of people and different races. Such information might be used to fuel racial prejudices. Some feel that the ethics of genome research needs to be examined more carefully in the future. These ethical questions are the next phase of work for the Human Genome Project.

Another primary goal of future research is the complete computerization of biology. Putting information about how genes affect or cause diseases along with scientific literature in a giant database cross-referenced with other databases will allow scientists to accurately predict and control genetic diseases in humans. There would also be many important benefits for biological researchers. For example, if a researcher investigating a particular disease has narrowed down his search to a particular gene, he could visit the human genome database and explore what other scientists have written about this gene. This information could potentially include its structure, its functions, potentially harmful mutations, interactions with other genes, other diseases associated with this gene, or even its evolutionary relationships to other human genes or to genes in lab animals.

13. According to paragraph 1, which of the following best summarizes the three tasks of the Human Genome Project?

- (A) Sequencing allowed scientists to create physical and genetic linkage maps.
- (B) Sequencing allowed scientists to create a physical map, which, in turn, allowed them to make a genetic linkage map.
- (C) The physical map was necessary to do the sequencing, but not necessarily to make the linkage map.
- (D) Scientists prior to the Human Genome Project had already produced a physical map.

Paragraph 1 is indicated by an arrow [➡].

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14. It can be inferred from paragraph 2 that

- (A) The percent of human DNA occupied by human genes is much smaller than originally thought.
- (B) There are fewer genes in strands of DNA than originally thought.
- (C) There are many genes in human DNA that represent evolutionary ties to other animals.
- (D) Each gene consists of fewer nucleotides than originally thought.

Paragraph 2 is indicated by an arrow [➡].

15. The word *they* in the passage refers to

- (A) genes
- (B) nucleotides
- (C) chromosomes
- (D) researches

16. The word *borne* in the passage is closest in meaning to

- (A) finalized
- (B) tolerated
- (C) carried
- (D) supported

17. The word *feasible* in the passage is closest in meaning to

- (A) inexpensive
- (B) impossible
- (C) practical
- (D) expensive

18. Why does the author mention racial prejudices in paragraph 5?

- (A) To show the difficulties inherent in working with scientists from other countries
- (B) To show the expensive nature of the Human Genome Project
- (C) To show the arguments of opponents of the Human Genome Project
- (D) To show possible dangers that may come from knowing too much about genes

Paragraph 5 is indicated with an arrow [➡].

19. What is the main point of paragraph 5?

- (A) compare the Human Genome Project to eugenics
- (B) indicate that human genome research may have some negative effects
- (C) describe why human genome research should not be conducted
- (D) give an overview of all the negative effects of human genome research

Paragraph 5 is indicated with an arrow [➡].

20. The word *primary* in the passage is closest in meaning to

- (A) most important
- (B) evolutionary
- (C) original
- (D) eventual

21. The word *its* in the passage refers to

- (A) database
- (B) disease
- (C) person
- (D) gene

22. All of the following can be inferred from the passage EXCEPT:

- (A) Scientists are very close to understanding how human DNA works.
- (B) Scientists have set objectives to reach in human genome research.
- (C) Human genome research is expensive.
- (D) There is a high degree of cooperation among scientists around the world researching the human genome.

23. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

But again, the wide-ranging potential benefits are part of what makes the computerization project so challenging.

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Where would the sentence best fit?

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

This question is worth 2 points.

The Human Genome Project announced results of important research into human genetics that many hope will result in medical applications.

▼ Answer Choices

- (A) The government-sponsored researchers were disappointed when Celera Genomics refused to share the results of its research with them.
- (B) The Project essentially accomplished three things: a map of where each gene is, a map of genes that tend to be inherited together, and an ordered list of all of the nucleotides in human genes.
- (C) Some people have ethical concerns about how genetic information about individuals will be used.
- (D) Doctors may be able to replace mutated genes with healthy ones.
- (E) The Human Genome Project may eventually catalogue the harmful mutations of genes and the diseases associated with genes.
- (F) Scientists hope that knowledge about genes will lead to genetically based medicine.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Questions 25-38 are based on the following passage.

➔ Bill Clinton became President of the United States on January 21, 1993, after a hard-fought campaign against the Republican incumbent, George Bush, and the independent candidate H. Ross Perot. Perot was a wealthy businessman who had made himself known in politics by organizing an unsuccessful campaign to free American prisoners-of-war in North Vietnam in 1969 and sponsoring efforts to rescue two of his company's employees who were being held in Iran in 1979. As a presidential candidate, Perot initially gained popularity among voters dissatisfied with traditional party politics. Perot eventually won an unprecedented 19 percent of the popular vote in the election.

➔ Without Perot's share of the vote, Clinton would not have defeated the incumbent, George Bush. But Bush was vulnerable to criticism. Bush was immensely popular just after the Gulf War, but his popularity had deteriorated when an economic recession that began in late 1990 continued into 1992. Throughout this difficult period, Bush seemed uninterested in domestic affairs. In 1990, he raised taxes to cope with a soaring budget deficit, reneging on a popular promise he had made not to do so.

As Governor of Arkansas for twelve years, Clinton could point to his experience with issues of economic growth, education, and healthcare that were, according to public opinion polls, among President Bush's chief vulnerabilities. Where Bush offered an economic program based on lower taxes and cuts in government spending, Clinton proposed higher taxes on the wealthy and increased spending on investments in education, healthcare, transportation and communications. He believed this program would boost the nation's productivity and growth and thereby lower the deficit.

Clinton's opponents raised various character issues during the campaign. There were charges that he was a womanizer and engaged in shady business deals. While none of these alleged flaws led to Clinton's defeat, they did fuel unusually vehement opposition to Clinton among many conservatives from the very beginning of his presidency.

➔ Nonetheless, Clinton successfully hammered home the theme of change throughout the campaign and was elected the forty-second President of the United States, despite receiving only forty-three percent of the popular vote. The beginning of Clinton's presidency was rocky: he was forced to rescind his promise to allow gays in the military and had to withdraw the names of two military appointees for ethical reasons. However, Clinton eventually began to accumulate major legislative victories. Congress enacted Clinton's deficit reduction package, and Clinton signed some 30 major bills related to women's and family issues. Clinton's greatest successes were the conversion of the massive budget deficits of the 1980s into significant surpluses and the remarkable economic boom of the

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1990s, which included increased income at all levels and the lowest unemployment rates in 30 years.

However, the bitter animosity of his conservative foes would dampen Clinton's successes. The most important item on Clinton's legislative agenda was a comprehensive health care reform plan. Clinton appointed his wife, Hillary Clinton, as head of the task force aimed at achieving universal insurance coverage. Conservatives were deeply offended at the propriety of the appointment and at what they perceived to be Hillary Clinton's radical feminism. Though initially well-received, the legislation was ultimately doomed by well-organized opposition from conservatives and the health insurance industry.

➔ Moreover, Clinton was implicated in a number of scandals, all but one of which yielded no result whatsoever. In Travelgate, it was alleged that friends of the President had fired workers from the White House Travel Office simply to get the business for themselves. In Filegate, it was asserted that senior White House officials had illegally obtained the files of many government employees. In Whitewater, it was alleged that Clinton had inappropriately used his influence as governor of Arkansas in a business deal. After several years, the Whitewater prosecutor, Kenneth Starr, had yet to find any evidence against the Clintons, but successfully asked that the scope of the inquiry be expanded. Starr then found evidence that Clinton had had an affair with a White House intern, Monica Lewinsky.

The scandals damaged Clinton's reputation and his efficacy as president, but at times, they also benefited him. It was after the Republican-controlled Congress refused to compromise with the President and shut down the Federal Government for 22 days that Clinton got his greatest boost. Even so, his approval ratings remained high at the end of his second term.

25. The word **unprecedented** in the passage is closest in meaning to

- ☐ (A) unimpressive
- ☐ (B) decisive
- ☐ (C) telling
- ☐ (D) extraordinary

26. It can be inferred from paragraph 1 that Ross Perot

- ☐ (A) had never held an elected office
- ☐ (B) appealed mostly to Democrats
- ☐ (C) fought in the Vietnam War
- ☐ (D) was critical of Democratic foreign policies

Paragraph 1 is marked with an arrow [➡].

27. It can be inferred from paragraph 2 that President Bush lost the election because

- ☐ (A) he didn't seem focused on the economy
- ☐ (B) he didn't take the election seriously
- ☐ (C) there were no concrete results of the U.S. victory in the Gulf War
- ☐ (D) he didn't address the budget deficit

Paragraph 2 is marked with an arrow [➡].

28. The word **he** in the passage refers to

- ☐ (A) Perot
- ☐ (B) Bush
- ☐ (C) Clinton
- ☐ (D) economic advisor

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29. The word *shady* in the passage is closest in meaning to

- (A) discrete
- (B) cool
- (C) smart
- (D) unethical

30. The best description of the author's viewpoint in paragraph 5 is

- (A) Clinton did not keep any of his campaign promises.
- (B) Clinton faced setbacks at first, but was later a very successful president.
- (C) Clinton's first term was evenly divided between accomplishments and defeats.
- (D) Clinton's administration had major ethical problems from the beginning.

Paragraph 5 is marked with an arrow [➡].

31. Which of the scandals mentioned in the passage turned up significant evidence against Clinton?

- (A) Travelgate
- (B) Whitewater
- (C) Filegate
- (D) Watergate

32. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) Clinton's popularity increased just after the government shut-down.
- (B) Clinton prevailed in a battle of wills with the Republican Congress.
- (C) Clinton's anger at the Republicans helped him improve his political agenda.
- (D) The stubbornness of his Republican adversaries worked to Clinton's advantage in the case of the government shut-down.

33. According to the passage, what was a difference between the policies of Presidents Bush and Clinton?
- (A) President Bush called for a greater degree of government involvement in healthcare.
 - (B) President Clinton wished to lower taxes, while President Bush wished to raise them.
 - (C) President Clinton wished to make the government more responsible for healthcare costs.
 - (D) President Bush wanted to tax the wealthy, while President Clinton did not.
34. With which of the following would the author most likely agree?
- (A) Clinton faced a more organized opposition than many other presidents.
 - (B) Perot did not help Clinton win the election.
 - (C) All of the ethical questions raised about Clinton were unjust.
 - (D) Clinton's healthcare legislation was inadequate.
35. Based on the information in the passage, all of the following were true of President Clinton's election EXCEPT
- (A) He had a more compelling solution for the country's economic problems than Perot.
 - (B) He was elected even though most Americans did not vote for him.
 - (C) Conservatives were more strongly opposed to him than they are to most Democrats.
 - (D) His insistence on change made him popular and swung the election.
36. According to the passage, all of these are reasons why Clinton's health care initiative failed EXCEPT
- (A) Clinton's opponents didn't like dealing with his wife.
 - (B) The policy was too expensive.
 - (C) The insurance industry opposed it.
 - (D) Republicans voted against it.

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

His avoidance of military service during the Vietnam War and his response to a question about using marijuana were also troublesome to many voters.

Where would the sentence best fit?

38. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Bill Clinton's victory in the presidential election was narrowly won and his term continued to be rocky but productive.

Answer Choices

- (A) His persistent foes, however, would trouble his presidency by rejecting his healthcare reform package and drumming up scandals.
- (B) Although the suggestion of scandal and his actual affair with Monica Lewinsky damaged Clinton, in other ways the stubbornness of his Republican rivals benefited him.
- (C) Perot won an astonishing 19 percent of the vote, which took away votes from Bush.
- (D) Clinton had a tough start, but eventually passed important legislation.
- (E) Clinton proposed higher taxes on the wealthy and increased spending on education, healthcare and communications.

- (F) Bush's popularity had surged at the end of the Gulf War, but soon fell as the economy lapsed into a recession.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-13 are based on the following passage.

→ The historical development of the American economy is rooted in the quest of European settlers for economic gain in the 16th, 17th and 18th centuries. ■ The individuals who settled North America in many cases were in search of economic opportunity, although they were also, at least initially, often fleeing religious intolerance and political despotism. Many colonies were founded principally as business ventures. The Pilgrims who settled in Plymouth, Massachusetts, were, like their predecessors in Virginia, dependent upon private investments from profit-minded backers to finance their colony. The settlers of Jamestown exchanged seven years of labor for the London Company for passage, food, protection and land ownership. Similarly, when the English captured the Dutch colony of New Netherland in 1664, it was renamed New York, after the British Duke of York, who had proprietary control of the colony.

→ Amazingly, however, the Pilgrims in America were self-sufficient after just five years. Jamestown was settled in 1607, and by 1622, it was thriving as a producer of tobacco and had a population of 4,000. ■ The standard of living in the colonies was very high—higher for workers there than in England itself. Early attempts to make substantial profits in the colonies were, however, mostly failures, at least for the original English investors. Conditions were harsh, and profits were small. The original English investors quickly turned over both the Jamestown and the Plymouth colonies to the settlers. The settlers themselves were then able to become entrepreneurs.

The independent yeoman farmer continued to exist, but by 1750, most settled land in North America was being used to cultivate cash crops. New England raised meat products for export. The middle colonies of New York, Pennsylvania, New Jersey and Delaware exported general crops and furs. They were also the principal producers of grains. By 1700, Philadelphia exported more than 350,000 bushels of wheat and more than 18,000 tons of flour annually.

→ The Southern colonies relied even more heavily on the cash crop system. ■ South Carolina, prompted by British incentives, produced rice and indigo. Virginia and Maryland devoted themselves almost exclusively to growing tobacco. Their resulting dependence on the world tobacco price would eventually prove disastrous, but the soil of Virginia and Maryland remained, through most of the 18th century, productive enough to make the single-crop system fairly profitable.

Industries also developed as the colonies grew. Shipyards were opened to build fishing fleets and in time, to build the basic merchant navy. ■ Iron manufacturing also gradually began to develop, partly to supply farming equipment. North Carolina became

one of the principal suppliers of naval stores. As America evolved from subsistence to commercial agriculture, an influential commercial class also increased its power in nearly every colony. Boston, Philadelphia, New York and Charleston, South Carolina were the major hubs of the merchant elite. This elite dominated economic life and wielded significant social and political power as well. The elites tended to think of themselves as British and to see the government of the colonies—in which they played a significant part—as an extension of the British system of parliament.

➡ As a result, by 1770 many colonists were economically and politically able to become part of the emerging self-government movement: they did not rely on Britain to have their basic needs met, and they had time to educate themselves on political issues. The disputes that soon developed with England were significantly related to trade and taxation of the colonies as well as other matters. Yet few Americans thought that the mounting quarrel with the English government would lead to their independence. Like the English political turmoil of the 17th and 18th centuries, the American Revolution was both political and economic in motivation, led by the emerging middle class with its rallying cry of “inalienable rights to life, liberty and property” — a phrase the colonists openly borrowed from the English philosopher John Locke.

1. What is the main point of paragraph 1?

- (A) Investors were partially responsible for the founding of America.
- (B) American colonists did not anticipate the harsh conditions they found.
- (C) Investors quickly abandoned unsuccessful colonies.
- (D) The American economy began with the business ventures of English investors.

Paragraph 1 is marked with an arrow [➡].

2. The word ventures is closest in meaning to

- | | |
|--------------|----------------|
| (A) dealings | (B) situations |
| (C) projects | (D) ideas |

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3. The word **who** in the passage refers to
- (A) the English
 - (B) the Dutch
 - (C) the Duke of York
 - (D) the colony
4. According to paragraph 2, all of the following are reasons why the investors left the colonies **EXCEPT**:
- (A) Profits were small.
 - (B) Conditions were difficult.
 - (C) Profits were slow to come.
 - (D) Religious persecution continued.

Paragraph 2 is marked with an arrow [➡].

5. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) The amount of farmland under cultivation grew a lot in the first half of the 18th century.
 - (B) Farming became more profitable in the 18th century.
 - (C) The crops farmers grew changed in the first half of the 18th century.
 - (D) Farming became commercialized in the first half of the 18th century.
6. The word **they** in the passage refers to
- (A) small farmers
 - (B) commercial farmers
 - (C) the Middle Colonies
 - (D) general crops

7. According to Paragraph 4, which of the following is true of the 18th century colonies?

- (A) They were somewhat specialized in areas of production.
- (B) They were rebellious against the British investors.
- (C) They mainly produced naval and military goods.
- (D) They continued to lose money rather than show profits.

Paragraph 4 is marked with an arrow [➡].

8. It can be inferred from paragraph 4 that

- (A) Virginia and Maryland were classified as Southern colonies
- (B) tobacco farmers in Virginia and Maryland would later go broke
- (C) South Carolina needed British incentives more than the other colonies
- (D) the most important crops of the 18th century were rice, indigo and tobacco

Paragraph 4 is marked with an arrow [➡].

9. The word **emerging** in the passage is closest in meaning to

- (A) developing
- (B) radical
- (C) well funded
- (D) international

10. In paragraph 6, it can be inferred the author says that the colonists' conflicts with England "significantly related to trade and taxation of the colonies" primarily to?

- (A) link the colonists' complaints to other groups' complaints
- (B) emphasize that the conflicts were related to economic issues
- (C) argue that British economic policies were unfair
- (D) demonstrate that the colonists did not intend to break away from England

Paragraph 6 is marked with an arrow [➡].

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11. The author's reference to John Locke is intended to accomplish all of the following EXCEPT
- (A) demonstrate the economic underpinnings of the independence movement
 - (B) show that the colonists' ideas were linked to ideas in England
 - (C) emphasize that the colonists did not intend to break away from England
 - (D) indicate that the colonists had high educational levels

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

Oak, which had become relatively rare in England, was easily available in New England.

Where would the sentence best fit? Click on a square [■] to add the sentence to the passage.

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The first American colonies were also business ventures.

Answer Choices

- (A) Virginia and Maryland grew primarily tobacco, and their reliance on the world tobacco price would eventually prove disastrous.
- (B) Boston was the center of the merchant elite in New England.

- ☐ C As a result of the colonies' prosperity, industry grew and with it, an influential commercial class.
- ☐ D The European financiers soon abandoned their projects, leaving room for colonists to become entrepreneurs, and farming quickly changed from being a means of survival to being a business.
- ☐ E The prosperity of the colonists allowed them to begin thinking about separating from England, a movement which was firmly rooted in middle-class values.
- ☐ F The colonies did not immediately turn a profit for their investors.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 14-25 are based on the following passage.

→ Native American oral traditions are a rich source of information on the culture and history of Native Americans. These oral traditions can be useful in other fields of study. However, as archaeologists begin once again to incorporate Native American oral traditions into archaeological research, it is important to recognize that oral traditions and archaeology represent two separate, but overlapping, ways of knowing the past. There is no doubt that a real history is embedded in Native American oral traditions and that this is the same history that archaeologists study. Oral traditions contain cultural information about the past carefully preserved and handed down from generation to generation within a tribe. The archaeological record contains material remains of past human behavior that provide physical evidence for many of the same events and processes referred to in oral traditions. Since oral traditions and archaeology have inherent limitations, combining them in research can create knowledge that goes beyond what is possible using either source by itself.

→ Native American oral tradition consists of orally transmitted myths, legends, tales, and songs of Native American cultures. Because tribes lived in radically different environments and each had its own religion, form of government, and cultural identity, Native American oral literature is quite diverse. Religious traditions of aboriginal peoples around the world tend to be heavily influenced by their methods of acquiring food, whether by hunting wild animals or by agriculture. Native American spirituality is no exception. Their rituals and belief show a blending of interest in promoting and preserving their hunting and horticulture. Narratives from quasi-nomadic hunting cultures such as the Navajo are different from stories of settled agricultural tribes such as the pueblo-dwelling Acoma. The stories of northern lakeside dwellers such as the Ojibwa are dramatically different from those of desert tribes like the Hopi.

Examples of almost every oral genre can be found in later written literature: lyrics, myths, humorous anecdotes, incantations, riddles, proverbs, and epic histories. Accounts of migration and ancestral deeds are common, as are healing songs and tricksters' tales. Creation stories abound. ■ One set of themes found in some tribes describes that in the beginning, the world was populated by many people. ■ Most were subsequently transformed into animals. Natives thus feel a close bond with animals because of their shared human ancestry. Dogs are excluded from this relationship. ■ This bond is shown in the frequent rituals in which animal behavior is simulated. Each species has its master; for example, the deer have a master deer who is larger than all the others. The master of humans is the Creator. ■

➔ Native American songs and poetry, like narratives, ranged from the sacred to the humorous; there are lullabies, war chants, and ceremonial dances in addition to children's rhymes and whimsical tales for adults. They are generally repetitive. Although they vary widely in form and content, Native American stories all share a common reverence for nature as a mother. In these tales, nature is alive and endowed with power. Again, many tribes have unique concepts of the world and its place in the universe. One theme found in some tribes understands the universe as being composed of multiple layers. The natural world is a middle segment. These layers are thought to be linked by the World Tree, which has its roots underground, has a trunk passing through the natural world, and has its top in the sky world. It can be seen that Native American oral traditions are often axiomatic rather than hypothetical. Whereas scientists search for exclusive and universal truth, Native Americans use their oral traditions to attain a multiversal understanding of the past that simultaneously operates on many different levels of meaning.

It needs to be understood that oral traditions and archaeology are both records of history. Oral traditions incorporate the cultural knowledge of many ancestors at multiple levels of importance. Similarly, archaeological sites incorporate a complex record of past human behavior embedded in artifacts and archaeological deposits. Both oral traditions and archaeology thus constitute sources of knowledge that have intricate structures that must be systematically and carefully analyzed in terms of their own internal logic in order to use them in scholarly research.

14. The word embedded in the passage is closest in meaning to

- (A) trapped (B) hidden
(C) enclosed (D) destroyed

15. According to paragraph 1, what is the relationship of oral tradition and archeology?

- (A) They contradict one another. (B) They complement one another.
(C) They have no relation to each other. (D) Their relationship is ambiguous.

Paragraph 1 is marked with an arrow [➔].

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16. The word *those* in the passage refers to

- (A) tribes
- (B) rituals
- (C) dwellers
- (D) stories

17. According to the paragraph 2, what accounts for the variety in Native American oral traditions?

- (A) the diverse geological and social backgrounds of Native American tribes
- (B) the view of some tribes that nature is a life-giving, powerful force
- (C) continual warfare and strife among Native American tribes
- (D) the lack of written records of traditional oral narratives

Paragraph 2 is marked with an arrow [➡].

18. What can be inferred about the Ojibwa mentioned in paragraph 2?

- (A) Their religious rituals revolved around the large lake they lived by.
- (B) Their creation story most likely involved water and fish.
- (C) Unlike the Hopi, they had no stories about the desert.
- (D) Their stories were influenced differently from the Navajo.

Paragraph 2 is marked with an arrow [➡].

19. The word *incantations* in the passage is closest in meaning to

- (A) rhymes
- (B) chants
- (C) riddles
- (D) poetry

20. The word *they* in the passage refers to

- (A) songs and poetry
- (B) narratives
- (C) tales
- (D) stories

21. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) Unlike scientists, Native Americans try to attain a broader understanding of the world, and they do so through their oral traditions.
- (B) Because scientists search for exclusive truth, Native Americans desire a multiversal understanding of the world.
- (C) The Native Americans try to see the world in many layers through their oral traditions, while scientists try to find a single truth.
- (D) Native Americans search for a way to see the world multiversally, whereas scientists try to aid them by searching for a universal truth.

22. Why does the author mention the World Tree in paragraph 4?

- (A) To show how all Native American tribes see the world
- (B) To explain the origins of oral traditions
- (C) To prove that Native American oral traditions are meaningful
- (D) To give an example of one way nature is viewed by Native Americans

Paragraph 4 is marked with an arrow [→].

23. According to the passage, all of the following would be examples of oral traditions EXCEPT

- (A) A creation story told by a grandmother to her grandson
- (B) A song about a battle performed at a tribe meeting
- (C) A story about the World Tree written in an encyclopedia
- (D) A song of healing sung to an ill person

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

Individual tribes have differing stories of Creation.

Where would the passage best fit?

25. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Native American oral traditions are a rich and diverse part of Native American culture.

▼ Answer Choices

- (A) Oral traditions and archeology are different in many ways, but they also complement each other.
- (B) The diversity in oral traditions is caused by differences in location, religion, local government, and lifestyles.
- (C) A plethora of legends, creations stories, songs, and poetry make oral tradition complex and deep.
- (D) Native Americans incorporated oral traditions as part of their daily lives—in religious rituals, healing ceremonies, battle dances, and more.
- (E) The World Tree is an example of Native American oral traditions.
- (F) Unlike archeology, oral traditions understand the richness and diversity of Native American culture.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**

Questions 26-37 are based on the following passage.

➔ In 1968, after eight years of Democratic rule, Richard M. Nixon took office as President of the United States. Nixon had first attained national office in 1952 as Vice-President to Dwight Eisenhower. Although he subscribed to the Republican value of fiscal responsibility, Nixon also recognized the need for an expanded governmental role in economics and accepted the basic contours of the welfare state. Nixon faced a daunting set of economic problems. ■ President Johnson had persuaded Congress to accept a tax cut in 1964, while he rapidly increased spending for domestic programs and the war in Vietnam. The result was a major expansion of the money supply, resting largely on government deficits, which pushed prices rapidly upward. But inflation wasn't matched by positive economic indicators. The nation's supremacy in international trade was declining. Moreover, after World War II, the devastation of postwar Europe meant that many supplies were scarce.

➔ Sluggish growth combined with inflation is known as "stagflation," and Nixon intended to tackle the problem with higher taxes and lower spending, which met with stiff resistance in Congress. Nixon then proposed controlling currency. His appointees to the Federal Reserve therefore sought a contraction of the money supply and higher interest rates. But the policy did little to curb inflation. ■ Inflation and unemployment continued to soar as the stock market plummeted. Nixon took the radical step of imposing a ninety-day freeze on all wages and prices at their existing levels, but he still did not succeed in controlling inflation.

It was, in large measure, higher energy prices that affected all areas of American economic life. Oil-producing Arab nations had decided, for political reasons, to stop selling petroleum to the United States and Western Europe. These countries also raised their prices by 400 percent. As a result, public and private facilities in the United States closed down to spare themselves the expense of heating oil, and factories cut production and laid off workers. No single factor did more to produce the soaring inflation of the 1970s. In 1974 inflation reached a staggering 12 percent, causing economic disruptions that led, in turn, to even higher unemployment rates. ■

Nixon, even before facing such intractable problems, perceived himself as beleaguered victim. After losing a race for governor of California in 1962, Nixon famously told the press, "You won't have Nixon kick around anymore." He also campaigned for the presidency promising to resolve the Vietnam quagmire with a secret plan. He was a defensive, even paranoid, man. It would therefore be an exaggeration to suggest that the difficult economic problems of his administration caused the Watergate scandal, but

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they certainly didn't help. The scandal began when a wire tap of the Democratic National Committee's phones was traced back to the White House in 1972-1973. A major scandal gradually unfolded in which it was revealed that Nixon had recorded conversations in the Oval Office and that there had been espionage, bribery and cover-ups at the highest levels of government. The Democratic majority in Congress instituted impeachment proceedings against Nixon.

➔ Rather than face the charges, Nixon resigned on August 8, 1974, and Gerald Ford, who had become vice-president when it was revealed that the former vice-president, Spiro Agnew, had accepted bribes in office, took the oath of office. To deal with the economic recession, Ford proposed tax cuts, limited social spending with continued high defense spending, and heavy taxation on imported oil. Economic problems remained serious; inflation and unemployment continued to rise, and the gross national product fell.

As a result of Watergate and the continued economic problems, Jimmy Carter, a former Democratic governor of Georgia, won the presidency in 1976. Carter initially permitted a policy of deficit spending. When the Federal Reserve Board, responsible for setting monetary policy, increased the money supply to cover deficits—the opposite of what Nixon had tried—inflation rose to ten percent a year. Carter responded by cutting the budget to slow inflation, but cuts affected social programs at the heart of Democratic policy.

26. The word he highlighted in the passage refers to

- (A) Eisenhower (B) Nixon
(C) Johnson (D) Ford

27. According to paragraph 1, what can be inferred about President Nixon's perspective?

- (A) He was angered at the changes the previous Democrats had brought to the nation's policies.
(B) Unlike the members of his party, he believed in economic responsibility.

- ☐ C He doubted the effectiveness of wage-price controls in solving debt.
- ☐ D He was a Republican who accepted an unusually active role for the government.

Paragraph 1 is marked with an arrow [➡].

28. The word **plummeted** in the passage is closest in meaning to

- ☐ A fell sharply
- ☐ B fell unexpectedly
- ☐ C fluctuated wildly
- ☐ D rose quickly

29. What is the main point of paragraph 2?

- ☐ A To illustrate President Nixon's attitude towards the role of government
- ☐ B To indicate that it was not necessarily Nixon's fault that his policies that failed
- ☐ C To illustrate the effects of the Watergate scandal on Nixon's policies
- ☐ D To evaluate the validity of President Nixon's economic policies

Paragraph 2 is marked with an arrow [➡].

30. The word **their** in the passage refers to

- ☐ A wages and prices
- ☐ B members of the government
- ☐ C interest rates
- ☐ D economic policies

31. The word **spare** in the passage is closest in meaning to

- ☐ A find
- ☐ B need
- ☐ C save
- ☐ D balance

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32. According to paragraph 5, which of the following was true of President Ford's term of office?

- ☐ (A) He did not make any major changes to the policies Nixon had enacted.
- ☐ (B) He was unable to solve the problems that had faced the previous President.
- ☐ (C) His Vice President had been found guilty of dishonest behavior.
- ☐ (D) His economic policies were more effective than those of President Nixon.

Paragraph 5 is marked with an arrow [➡].

33. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- ☐ (A) Nixon's policies made more sense than Carter's.
- ☐ (B) Carter's deficit spending was a major cause of economic problems.
- ☐ (C) Carter's policies solved some economic problems but made others worse.
- ☐ (D) Although they were different, neither Carter's nor Nixon's policies worked.

34. With which of the following conclusions would the author most likely agree?

- ☐ (A) The difficult economic problems Nixon faced were probably why he resorted to illegal tactics.
- ☐ (B) From 1968 until 1976, America suffered severe economic problems.
- ☐ (C) There is no clear evidence that the economic policies of any one of the presidents mentioned were better than those of any other.
- ☐ (D) Spiro Agnew was probably involved in the Watergate scandal.

35. According to the passage, all of the following were financial problems faced by President Nixon EXCEPT:

- ☐ (A) rising inflation and unemployment
- ☐ (B) a shortage of goods
- ☐ (C) the prevalence of bribery
- ☐ (D) a crash in the stock market

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

In fact, the cost of living rose a cumulative 15 percent during Nixon's first two years in office.

Where would the sentence best fit?

37. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

When Nixon took office in 1968, he inherited the economic problem of "stagflation."

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Answer Choices

- (A) The Watergate scandal followed; though it wasn't caused by economic woes Nixon faced as President, many associate the two.
- (B) Nixon had always perceived himself as a victim, even before taking the Presidency, such as, when he lost the governorship of California.
- (C) Nixon tried a variety of solutions to curb stagflation, but he didn't have any luck; part of the problem were the extremely high petroleum costs as a result of Arab nations' refusal to sell to the U.S.
- (D) Unlike Nixon, Ford combined low social spending with high defense spending, in an attempt to lower inflation.
- (E) Neither Gerald Ford, who succeeded Nixon, nor Jimmy Carter, had better luck solving

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the problem of stagflation.

- (F) Stagflation is when sluggish growth is combined with a large amount of inflation, which occurred in the U.S.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#)

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Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-12 are based on the following passage.

→ Senator Joseph McCarthy delivered an infamous speech alleging the existence of Communist spies in government positions during the Cold War years, when the world was talking about atomic bombs, nuclear secrets, and the threat of major wars. An undistinguished, first-term Republican senator from Wisconsin, McCarthy burst into national prominence when, in a speech in Wheeling, West Virginia, he held up a piece of paper that he claimed was a list of 205 known communists currently working in the State Department. Years later, the nation would learn that McCarthy ruined many lives without any proof that the spy ring he claimed existed. However, at the time, although McCarthy never produced documentation for a single one of his charges, he was allowed to spend the next four years exploiting an issue that he realized had touched a nerve in the American public.

During that time, McCarthy and his aides made wild accusations against men and women in the government, claiming they were part of a secret communist establishment trying to penetrate the U.S. He had the support of the American public, and the people accused were helpless to defend themselves—careers were destroyed and reputations were ruined. McCarthy terrorized public life. Even President Eisenhower, who detested the man, was afraid to stand up to him, although he worked behind the scenes to try to weaken his power.

McCarthy's power diminished in 1953, when he began his investigations into the U.S. army. While doing so, he constantly insulted General Ralph W. Zwicker, a highly respected officer. Furthermore, at around this time, his hearings began to be broadcast on television. During these hearings, the public watched in shock as, day after day, he attacked respected men such as Zwicker, Eisenhower and Secretary of the Army Robert Stevens. He bullied and harassed, but never produced any hard evidence. The support of the public began to wane. By the end of 1954, the Senate decided that its own honor could no longer put up with McCarthy's abuse of his legislative powers, and it censured him in December by a vote of 65 to 22.

→ Evidence regarding the weakness of McCarthy's allegations began to appear in the early 1990's, after the breakup of the Soviet Union and the declassification of American intelligence files now known as the Venona decryptions, which it is believed that McCarthy never had access to. The Venona files offered detailed information that revealed that there was Soviet Union espionage occurring in the United States. Venona specifically references at least 349 people in the United States - including citizens, immigrants, and permanent residents - who cooperated in various ways with Soviet

intelligence agencies. Venona confirms that some individuals investigated by McCarthy were indeed Soviet agents. For example, Mary Jane Keeney, a United Nations employee, who was identified as a Communist, and her husband Philip Keeney, who worked in the Office of Strategic Services, were both Soviet agents. Another individual named by McCarthy was Lauchlin Currie, a special assistant to President Roosevelt. He was confirmed by Venona to be a Soviet Agent.

➔ The controversy surrounding Communism was confusing for political scholars. After the discovery of evidence supporting the existence of Communist spies, some started to agree with McCarthy's actions. Others were appalled at the devastation that resulted from his wave of terror. The foundation of the free world was destroyed, and the results of the Vietnam War were more disastrous because of McCarthy. These conflicting opinions have still not been resolved, despite historical research. Scholars may be trying to please their Soviet sponsors by denying that some events actually took place. If they are successful then the anti-racist and anti-capitalist movements in America during the 1930s and 1940s were of questionable impact.

In America today, many have a difficult time understanding just how significant the threats of espionage were. Although damage was minimal, the Soviets did build a bomb and no one knows what may have resulted if Soviet spy activities had continued. As more history is examined, it appears that McCarthy's suspicions may not have been entirely unfounded. Apparently there were Soviet supporters in government positions, and McCarthy was proactive in minimizing the potential damage. As more knowledge is made available, it is becoming more apparent that it will take years to put this whole historic period in perspective.

1. The word **undistinguished** in the passage is closest in meaning to
- (A) unknown (B) undesired
(C) unpopular (D) unproven
2. According to paragraph 1, what characterized the era of McCarthy's speeches?
- (A) great suspicion of other countries' military powers
(B) fear of communism in the American government
(C) discussions of possible military threats throughout the world
(D) anti-racist and anti-capitalist movements
- Paragraph 1 is marked with an arrow [➡].
3. The word **his** in the passage refers to
- (A) McCarthy (B) Zwicker
(C) Eisenhower (D) Stevens
4. According to the paragraph 4, what evidence was provided by the Venona decrypts?
- (A) The Soviet threat existed during the McCarthy era.
(B) McCarthy's allegations were not entirely supported by the facts.
(C) The Soviet threat was completely fabricated by McCarthy.
(D) American Communists were a large component of the American government.
- Paragraph 4 is marked with an arrow [➡].
5. The word **they** in the passage refers to
- (A) movements (B) sponsors
(C) Soviets (D) scholars

6. According to paragraph 5, what can be inferred about the motives of some political scholars?
- (A) Some of them wish to cover up McCarthy's activities in order to protect the American Communists.
 - (B) Some of them deny McCarthy's allegations in an attempt to gain power.
 - (C) Some of them sympathize with the goals of the American Communists.
 - (D) Some of them may not report accurately in an attempt to please Soviet sponsors.

Paragraph 5 is marked with an arrow [➔].

7. In paragraph 5, why does the author mention the anti-racist movements in the 1930s?
- (A) To show that they had little impact
 - (B) To censure a possible reason history has not been accurately recorded
 - (C) To prove that the movements were bad for society
 - (D) To reveal his own fastidious patriotism

Paragraph 5 is marked with an arrow [➔].

8. The word **proactive** in the passage is closest in meaning to
- (A) acting to protect one's own government
 - (B) acting quickly to uncover spies
 - (C) acting with a strong knowledge of past events
 - (D) acting in anticipation of future difficulties
9. All of the following are mentioned as evidence of the severity of the Soviet threat EXCEPT
- (A) Soviet sponsors deny the existence of events the Soviet government wished to keep quiet.
 - (B) There is evidence of Soviet espionage during the McCarthy era.
 - (C) The Soviets had constructed an atomic explosive.
 - (D) Some influential members of the American government supported the Soviets.

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10. Which of the following statements most accurately reflects the author's opinion about McCarthy?

- (A) McCarthy's actions were without foundation and inflamed Americans unnecessarily.
- (B) Although McCarthy was proved incorrect, he acted wisely given the information available.
- (C) Although McCarthy may have harmed the innocent, he may also have reduced a significant threat.
- (D) McCarthy's actions were supported by a wide variety of his contemporaries.

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

Even today, FBI and military officials have lists of hundreds of suspected Soviet spies, and some are possibly still operating.

Where would the passage best fit?

12. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Joseph McCarthy began his career as an undistinguished Senator, but his reputation eventually reached a level of infamy.

▼ Answer Choices

- (A) When McCarthy bullied the president and other respected figures on public television, he lost the support of the American people.
- (B) Today, it is argued that McCarthy's actions may have diminished the threat of soviet espionage, even though he ruined many innocent lives.
- (C) McCarthy became senator during the Cold War, when the U.S. was in a very unstable situation, and the threat of atomic bombs were real to the American public.
- (D) At first, his popularity soared because he played on the public's fear by pinpointing communists in government.
- (E) However, the public was ambivalent at the way he insulted members of the army—people who were widely respected and decorated heroes.
- (F) McCarthy was convinced that there were soviet spies working in the U.S. government.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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Questions 13-25 are based on the following passage.

In 1850, Herman Melville, the author of what is arguably the greatest American novel, *Moby Dick*, moved to Berkshire County, Massachusetts. Berkshire was home to a number of prominent literary figures, including Nathaniel Hawthorne, who lived in a neighboring town only six miles from Melville. Melville and Hawthorne were familiar with each other's work but had not met until August 5, 1850, when the two authors attended a picnic hosted by a mutual friend. They were pleased to discover many common interests and soon developed a friendship, spending much time together over the next two years.

➔ Melville was a quiet, somber man who did not speak much. However, he believed he had found a true companion in Hawthorne and became much more animated in Hawthorne's company. The two exchanged letters frequently. Hawthorne also had a strong influence on Melville's writings—*Moby Dick* was dedicated to Hawthorne. Hawthorne's influence, in fact, is credited as the prime catalyst behind Melville's decision to transform what originally seems to have been a light-hearted whaling adventure into the dramatic masterpiece that it is. Hawthorne was a great source of comfort and intellectual stimulation to Melville.

Hawthorne was a novelist and short story writer. His works were set in New England and were based on his Puritan background. His four major novels were *The Scarlet Letter*, *The House of Seven Gables*, *The Blithedale Romance*, and *The Marble Faun*. He was also known for his many short stories, including "The Birth-Mark," "Rappaccini's Daughter," "My Kinsman, Major Molineux," "The Minister's Black Veil," and "Young Goodman Brown." The tone of his works was consistently dark and gloomy.

➔ In 1852, Melville believed he had the perfect story for Hawthorne to write. He called the idea 'The Story of Agatha,' and it was to be the story of a New England woman who had taken in a married and shipwrecked sailor only to be later abandoned by him. Although Hawthorne initially agreed to do the project, he was not inspired enough to complete it. In the end, he urged Melville to write the story himself, and Melville agreed. However, nothing was ever published.

➔ This was one of the last known interactions between Melville and Hawthorne, and their initial warmth and friendship seemed to wither away. The reasons for this are unclear. Melville may have decided that Hawthorne was not as supportive as he initially believed, or perhaps Hawthorne was embarrassed that he could not secure a government job for Melville despite his own close relationship to the President.

➔ The two men did meet one more time in Liverpool where Hawthorne held an

American Consulate appointment. It seemed that Melville had returned to his previous somber self and his writing reflected his sad state of mind. Hawthorne believed that Melville had grown tired of his unsuccessful literary career and was ready to give up. Yet Melville persevered.

There was no further contact between Melville and Hawthorne, although Melville continued to read and annotate Hawthorne's work even after his death. Melville's annotations to Hawthorne's texts can be read in Harvard's Houghton Library. Hawthorne continued to inspire Melville, despite the lack of contact, and many people believe that several of Melville's writings show Hawthorne's influence.

➔ During Melville's lifetime, his early novels, which were South Seas adventures, were quite popular, but his audience declined later in his life. It wasn't until years after Melville's death that his masterpiece, *Moby Dick*, was rediscovered and recognized. Melville also wrote *White-Jacket*, *Typee*, *Omoo*, *Pierre*, *The Confidence Man* and many short stories and works of various genres. His short story "Bartleby the Scrivener" is among his most important pieces and has been considered a precursor to Existentialist and Absurdist literature. Melville is less well known as a poet and did not write any substantial poetry until late in his life; after the Civil War, he published *Battle-Pieces*, which sold well. But once again tending to outrun the tastes of his readers, Melville's poetic masterpiece, the epic length verse-narrative *Clarel*, about a student's pilgrimage to the Holy Land, was also quite unknown in his own time. Today, Herman Melville is seen as one of the most important figures in American literature.

13. The word **neighboring** in the passage is closest in meaning to
- (A) similar in geographical size
 - (B) conveniently located
 - (C) not very distant
 - (D) similar in population
14. In paragraph 2, Melville's high regard for Hawthorne's advice can most easily be seen in
- (A) the way Melville became more animated in Hawthorne's presence
 - (B) the fact that Melville dedicated *Moby Dick* to Hawthorne
 - (C) the large number of casual letters they sent each other

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- ☐ D the number of works Melville wrote while friends with Hawthorne

Paragraph 2 is marked with an arrow [➡].

15. The word **it** in the passage refers to

- ☐ A inspiration ☐ B writing
☐ C marriage ☐ D story

16. According to the paragraph 4, why did Hawthorne not write the story Melville had suggested to him?

- ☐ A Hawthorne did not like using ideas suggested by others in his writing.
☐ B Hawthorne did not have sufficient motivation to follow the story to completion.
☐ C Their friendship had begun to fade, weakening the impact of Melville's advice.
☐ D Hawthorne did not feel the suggestion was similar enough to his own inclinations.

Paragraph 4 is marked with an arrow [➡].

17. The word **he** in the passage refers to

- ☐ A Melville ☐ B Hawthorne
☐ C President ☐ D governor

18. In paragraph 5, why does the author mention a government job?

- ☐ A To argue that even writers need jobs outside of writing
☐ B To show how political positions tend to ruin friendships
☐ C To explain why Hawthorne was embarrassed to be around Melville
☐ D To give a possible reason Hawthorne and Melville lost touch

Paragraph 5 is marked with an arrow [➡].

19. The word **persevered** in the passage is closest in meaning to

- (A) continued despite obstacles
- (B) continued quickly
- (C) continued unwisely
- (D) continued with little success

20. The author mentions the meeting in paragraph 6 in order to

- (A) show that Melville and Hawthorne were still on good terms
- (B) show how Melville had regressed to his old self
- (C) show that both men were successful enough to attend the same meeting
- (D) show that Hawthorne was wrong about Melville

Paragraph 6 is marked with an arrow [➡].

21. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The fact that Hawthorne and Melville lost contact is what inspired Melville to heed Hawthorne's advice in his writing.
- (B) Even though they no longer kept in touch, Hawthorne's influence can still be seen in Melville's writing.
- (C) Hawthorne and Melville were still good friends, even though they lost contact, as can be seen by the way Hawthorne's influence shows in Melville's writing.
- (D) Because they lost contact, Hawthorne was able to inspire Melville and influence his writing.

22. According to paragraph 8, all of the following is true about Melville's works EXCEPT

- (A) He was often unable to retain his audiences
- (B) One of this short stories influenced Existentialist and Absurdist literature
- (C) None of this works were popular until after his death
- (D) His important works of poetry were not produced until late in his life

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Paragraph 8 is marked with an arrow [➡].

23. According to the passage, the author would most likely agree that

- (A) Melville's annotations are colored by the friendship between the two men.
- (B) Hawthorne and Melville's friendship began as a chance meeting that grew into a strong intimacy.
- (C) Neither Hawthorne nor Melville was inspired enough to complete "The Story of Agatha."
- (D) Despite their fading friendship, Hawthorne exerted an influence on Melville.

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

They also spent a few days together and Hawthorne wrote a journal entry on the visit.

Where would the passage best fit?

25. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Herman Melville and Nathaniel Hawthorne's friendship began, flourished, and ended all within a few years.

➤ Answer Choices

- (A) The actual cause of the end of their friendship is unknown, but Melville continued to annotate Hawthorne's work, even though the two men lost touch.
- (B) Hawthorne wrote *The Blithedale Romance*, and *The Marble Faun* while he and Melville were close friends.
- (C) Although *Moby Dick* was not initially a success, it eventually became one; in many parts thanks to Hawthorne.
- (D) Two years after their friendship began, a disagreement about "The Story of Agatha" may have triggered the decline of their friendship.
- (E) Melville was quiet, but in Hawthorne's presence, he became more animated.
- (F) The two men met at a picnic and began a steady exchange of letters, which influenced the way Melville wrote *Moby Dick*.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 26-37 are based on the following passage.

➔ It is easy to forget that when the American colonies declared themselves independent from Britain and worked toward adopting a constitution, each of the colonies — now states — had to create its own constitution, as well. Maryland was no exception. But in Maryland, a significant part of the population was resistant to breaking away from Britain.

Since 1774 real political power in Maryland had been exercised by extralegal conventions and committees of patriots—most notably, by a series of nine provincial conventions. But, unlike most other colonies, the proprietary governor had been allowed to keep his title. In April of 1775, Samuel Chase, who would later serve on the United States Supreme Court, wrote to the Pennsylvania patriot John Dickinson, explaining the dilemma Maryland faced. Chase claimed that the colony could not be mobilized for war unless revolutionaries held positions in the government. “While the present forms of Government subsist,” Chase explained, “we can neither raise men nor collect men sufficient to answer any effectual purpose. We are afraid of delay.... The question is shall we immediately change our Governors or not.”

➔ Maryland did not immediately get rid of its governor. The Convention nobly fought to prevent the colony from joining the independence movement. ■ As late as May 21, 1776, the Maryland Convention reiterated its instructions to its delegates in Congress that they were not to vote for independence without its express approval. Finally, in June of 1776, the Convention stripped the governor of his title. At the end of June, the Convention cancelled its demand that the Maryland congressional delegation not vote for independence.

➔ Although at this point, the Convention began to act in genuine support of independence and democracy, writing what amounted to a declaration of independence before they got word of the actual Declaration of Independence, a thick residue of conservatism continued to affect the assembly’s actions. After all, the men chosen to write the first state constitution came from a long-standing economic and political elite. More than half of the delegates had had at least one member of their immediate family in past legislatures.

However, there was a significant opposition movement mounted by eleven delegates. Of the sixty-six recorded roll call votes, these eleven voted together over eighty percent of the time—mostly on the losing side. ■ These men — William Fitzhugh, Rezin Hammond, Thomas Cockey Deye, and Charles Ridgely—shared the same social stature as their peers, but they held very different opinions on basic constitutional ideas like suffrage.

It might be tempting to view the opposition as radical. In actuality, they had a range of motives, many of which were not particularly radical but **which** nonetheless shed light on the issues of the time. William Fitzhugh, formerly a prominent proprietary official, wanted to **disrupt** the proceedings because he continued to oppose the revolutionary movement. (His position would change dramatically a few years later when his plantation was burned and his slaves taken by the British.)

➔ Then there were opposition delegates like Charles Ridgely who supported armed resistance to Britain, but expected that Britain and the colonies would soon reunite. Ridgely's group thought that the government the Convention was creating would be temporary and would need the support of as many people as possible, including the relatively poor men who served in the militia. For that reason, they advocated voting rights for men with almost no money, which was a very progressive position for the time.

There were a few genuine radicals among the opposition. Rezin Hammond was an unlikely radical, however. Hammond was a wealthy planter who owned 70 slaves, yet like his father and brother who had served in the legislature before him, Hammond supported popular causes. Hammond had argued in 1776, in a speech to soldiers gathered outside Annapolis, that if a man bore arms he should be allowed to vote. In the Constitutional Convention, Hammond consistently advocated the broadest possible suffrage, but vote tallies went against him in over half of the votes in which he participated.

The most important role of the opposition faction, however, was that it succeeded in forcing compromises. The compromise on voting rights, for example, expanded suffrage from 55 percent of heads of household to about 63 percent. In this way, the opposition played a significant role in establishing the terms of Maryland's new democracy.

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26. According to paragraph 1, which of these is something that set Maryland apart from the other colonies?

- (A) Its economy was heavily based on tobacco.
- (B) The British government remained standing even after the colonists began governing themselves.
- (C) Slavery was widespread.
- (D) Its delegates were writing a state constitution by the time the national Constitutional Convention was held.

Paragraph 1 is marked with an arrow [➡].

27. The author's tone when he says the Convention "nobly fought to prevent the colony from joining the independence movement" in paragraph 3 is best described as

- (A) sarcastic
- (B) wistful
- (C) sincere
- (D) outraged

Paragraph 3 is marked with an arrow [➡].

28. Which of these is the shift described in the Convention in paragraph 3?

- (A) from deadlocked to unanimous
- (B) from conservative to radical
- (C) from extralegal to official
- (D) from loyalist to revolutionary

Paragraph 3 is marked with an arrow [➡].

29. The word *its* in the passage refers to

- (A) constitution
- (B) Congress
- (C) Convention
- (D) governor

30. The word **stripped** in the passage is closest in meaning to
- (A) removed one's clothes
 - (B) polished
 - (C) took away
 - (D) supported
31. In paragraph 4, the author includes the fact that many delegates' family members had served in government positions to
- (A) prove that the delegates had strong ties to the British government
 - (B) suggest why the delegates would be unlikely to change the basic political structure
 - (C) explain the differences between the opposition delegates and the others
 - (D) show how they became delegates

Paragraph 4 is marked with an arrow [→].

32. The word which in the passage refers to
- (A) motives
 - (B) delegates
 - (C) votes
 - (D) backgrounds
33. The word **disrupt** in the passage is closest in meaning to
- (A) entertain
 - (B) protest
 - (C) advance
 - (D) thwart
34. It can be inferred from paragraph 7 that Ridgely supported expanded suffrage because
- (A) his family did not have much money
 - (B) he believed the government needed the support of the lower classes
 - (C) he was politically radical
 - (D) he thought he would win office as a result

Paragraph 7 is marked with an arrow [→].

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35. Which of the following most accurately represents the author's opinion of the opposition delegates?

- (A) Their positions are interesting but insignificant.
- (B) They fundamentally supported the loyalist cause.
- (C) Some of the most important outcomes of the Convention are due to them.
- (D) They made a significant contribution to the Maryland constitution.

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

After all, they favored an expanded franchise.

Where does the sentence fit best?

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

This question is worth 2 points.

Maryland's transformation from colony to state was different than the other colonies' because a significant part of the population was resistant to breaking away from Britain.

▼ Answer Choices

- (A) The delegates were wealthy and generally came from political families.
- (B) The Maryland Convention allowed the governor to keep his position and at first prevented its delegates to Congress from voting for independence.
- (C) The opposition delegates supported expanded suffrage; although their reasons varied widely, they succeeded in forcing the Convention to expand suffrage somewhat.
- (D) The opposition consisted mostly of eleven delegates who voted together over eighty percent of the time, but almost always voted in the minority.
- (E) The most radical member of the opposition was Charles Ridgely, who wanted to give suffrage even to relatively poor men.
- (F) Even after the Convention began to favor independence, its delegates were mostly conservative—except for a group of opposition delegates.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-13 are based on the following passage.

Civil rights campaigns in the U.S. have been dominated by racial politics. Although slavery was abolished and freed slaves were given the right to vote in 1865, southern states used laws and vigilantism to maintain black Americans as non-voting lower class citizens subject to repressive rules of conduct. The federal government, while aware of the situation, had limited jurisdiction over these matters and feared the political effects of provoking the South.

➔ A breakthrough came when President Harry S. Truman integrated the armed forces by executive order in 1948, during World War II. President Truman was a strong supporter of civil rights, particularly political equality. He appointed a committee that reported on the second-class status of Black Americans. Truman made many recommendations for improving that status, among them an executive order barring discrimination in government and military-related jobs. Until this time, Blacks in the South had highly restricted lives. They were not allowed to vote, and segregation existed in all public facilities and buildings. Truman's actions prompted a broad movement throughout the 1950s, 1960s, and 1970s to secure and enforce the civil rights of all black Americans. It was a period of progress, although desegregation and equal rights came in small, painfully earned steps.

➔ The Montgomery Bus Boycott could be called the birth of the Civil Rights Movement in America. On December 1, 1955, Rosa Parks refused to get out of her seat on a public bus to make room for white passengers. Rosa was arrested, tried, and convicted for disorderly conduct and violating a local ordinance. After word of this incident reached the black community, 50 African-American leaders gathered and organized the Montgomery Bus Boycott to protest the segregation of blacks and whites on public buses. The boycott lasted for 382 days, until the local ordinance segregating African-Americans and whites on public buses was lifted.

➔ The National Association for the Advancement of Colored People (NAACP) also played a key role in gaining civil rights during this period. The NAACP worked at removing segregation in schools, which had originally been declared unconstitutional in 1954's Supreme Court case, *Brown v. Board of Education of Topeka*. Following the Supreme Court's decision, the Little Rock, Arkansas school board voted in 1957 to integrate the school system. The NAACP had chosen to press for integration in Little Rock, rather than in the Deep South, because Arkansas was considered a relatively progressive southern state. A crisis erupted, however, when Governor of Arkansas Orval Faubus called out the National Guard on September 4 to prevent the nine African-

American students who had sued for the right to attend an integrated school from attending Little Rock's Central High School. Faubus's order set him on a collision course with President Dwight D. Eisenhower, who was determined to enforce the orders of the Federal courts, even though he was lukewarm, at best, on the goal of desegregation of public schools. Eisenhower federalized the National Guard and ordered them to return to their barracks. Eisenhower then deployed elements of the 101st Airborne Division to Little Rock to protect the students. The students were able to attend high school, although they had to pass through a gauntlet of spitting, jeering whites to arrive at school on their first day and to put up with harassment from fellow students for the rest of the year. However, this was a huge step for American Civil Rights because the federal government stepped in to enforce desegregation laws.

➔ Another issue at this time was that of voting. Although the 15th Amendment to the US Constitution guaranteed all citizens the right to vote, African Americans still had to fight for suffrage. The Civil Rights Act of 1957 was the first step in securing this right, but it took President Johnson signing the Voting Rights Act of 1960 to achieve concrete results for African American civil rights. The 1965 Act suspended poll taxes, literacy tests and other voter tests and authorized federal supervision of voter registration in states and individual voting districts where such tests were being used. African-Americans who had been barred from registering to vote finally had an alternative to the courts. If voting discrimination occurred, the 1965 Act authorized the Attorney General of the United States to send federal examiners to replace local registrars. This allowed African Americans to put their own representatives in government positions — a huge step forward. However, even when these results had been achieved, there were still more battles to fight.

1. The word **vigilantism** in the passage is closest in meaning to

- (A) careful alertness
- (B) illegal activities
- (C) threats
- (D) underhanded techniques

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2. In paragraph 2, what can be inferred about President Truman?

- (A) He wanted African Americans to have the same political rights as white Americans.
- (B) He was pressured into signing an executive order barring discrimination in government jobs.
- (C) As President, he felt that it was his duty to ensure political equality in American.
- (D) His actions had more effect than those of the NAACP.

Paragraph 2 is marked with an arrow [➡].

3. The word **segregation** in the passage is closest in meaning to

- (A) separation into groups
- (B) unfair treatment based on race
- (C) racial prejudice and discrimination
- (D) harassment and taunting

4. Why does the author mention Rosa Parks in paragraph 3?

- (A) To give an example of how unjustly blacks were treated
- (B) To show that not all blacks were unhappy with their lives
- (C) To provide the origins of the Montgomery Bus Boycott
- (D) To explain how she was one of the key activists in gaining civil rights

Paragraph 3 is marked with an arrow [➡].

5. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The NAACP was formed to remove segregation in schools, which had been declared unconstitutional by the Supreme Court.
- (B) Segregation was removed in schools, thanks to the NAACP and 1954's Supreme Court case, *Brown v. Board of Education of Topeka*.
- (C) In 1954, the NAACP achieved desegregation in schools with the Supreme Court case,

Brown v. Board of Education of Topeka.

- Ⓓ The NAACP tried to remove segregation in schools, which occurred even though segregation was technically unconstitutional because of a 1954 Supreme Court case.

6. The word **he** in the passage refers to

- (A) Orval Faubus (B) National Guard
- (C) President Eisenhower (D) Brown

7. The word **they** in the passage refers to

- Ⓐ National Guard Ⓑ 101st Airborne Division
- Ⓒ white students Ⓓ black students

8. According to the paragraph 4, which of the following was a result of the attempt to desegregate American schools?

- ☐ (A) civil rights legislature
☐ (B) attacks on the homes of Black Americans
☐ (C) harassment of Black children
☐ (D) outbreaks of violence

Paragraph 4 is marked with an arrow [➡].

9. According to paragraph 5, the Voting Rights Act of 1960 did all of the following EXCEPT

- (A) authorized federal supervision of voter registration in many places
- (B) sent the National Guard to protect the voting booths
- (C) allowed the US to replace local registrars with federal ones
- (D) suspended poll taxes, literacy tests, and other voting tests

Paragraph 5 is marked with an arrow [➡].

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10. According to the passage, what was considered the birth of the Civil Rights Movement?

- (A) President Truman's executive order
- (B) Rosa Parks and the bus boycott
- (C) *Brown v. Board of Education of Topeka*
- (D) The Voting Rights Act

11. Based on the passage, what can be inferred about the legal status of Black Americans at the end of World War II?

- (A) They had none of the freedoms that White Americans had.
- (B) They had some civil rights but lacked other basic rights such as equal education.
- (C) Their civil liberties were written into law, but not enforced in practice.
- (D) They were given second-class status under the Truman administration.

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

They began the battle with the help of such court cases as *Brown v. Board of Education*.

Where would the passage best fit?

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Black Americans went through a long and painful process to gain civil rights in America.

▼ Answer Choices

- (A) The *Brown v. Board of Education of Topeka* case and succeeding incidents resulted in the desegregation of public schools.
- (B) President Eisenhower ordered the National Guard to protect the black schoolchildren in Little Rock, Arkansas.
- (C) The Montgomery Bus Boycott, which lasted for over a year, finally led to the desegregation of blacks and whites on public buses.
- (D) Even though rights were slowly gained, things often backtracked, such as when Orval Faubus, the Governor of Arkansas, refused to desegregate schools.
- (E) It wasn't until after the end of World War II that civil rights became an important issue in the United States.
- (F) Although the Civil Rights Act of 1957 ensured the right of black Americans to vote, it wasn't until 1965 that blacks were able to freely exercise their right of suffrage.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 14-26 are based on the following passage.

Although based largely on the concepts of free enterprise and competitive markets, the U.S. economy also has a tradition of government intervention for specific economic purposes — including limiting monopolies, protecting consumers and workers, and preserving the environment.

➔ For more than two hundred years, the theoretical basis of government policy toward American business has been “laissez-faire.” Laissez-faire, a French term that means, “leave it alone,” is a concept that gives private interests virtually free rein in operating businesses. But dedication to laissez-faire has not prevented private interests from sometimes turning to the government. American agriculture, almost totally in private hands, benefits from government assistance in numerous ways. Manufacturers, labor unions, bankers and others receive government aid in many forms, from tax breaks to outright subsidies. In general, conservatives typically favor private initiative and oppose government regulation; liberals typically support private enterprise but are more willing to accept government regulation or even support it.

The largest changes in the government’s role occurred as part of the “New Deal,” President Franklin D. Roosevelt’s response to the Great Depression. The many laws and regulations enacted since 1930 have forever altered the shape of the American economy. Roosevelt introduced regulation of the stock market, the banking system, the agricultural industry and the dam system. He attempted, through the National Recovery Act, to help shape industrial codes regarding wages, hours, child labor, and collective bargaining. The National Recovery Act was found unconstitutional in 1935. However, many other New Deal programs have remained a part of the American economic landscape.

Government intervention in the U.S. economy continued to grow through the 1970s. But many Americans, particularly conservatives, began questioning the usefulness of government regulation. All could agree that the regulation of the transportation industries, which had begun with an attempt in the late 1800s to break the railroad monopoly, had not worked. Most railroads in the Northeast were bankrupt. There were also cases in which carriers in some transport industries would add services and increase costs up to the point at which they reached the maximum approved rate.

➔ In the 1970s, the United States passed a number of laws that removed many economic regulatory constraints from the nation’s carriers. Included in this wave of deregulation were airlines, trucks, railroads, intercity buses, and household goods movers. The United States Airline Deregulation Act of 1978 was a dramatic event in the

history of economic policy. It was the first thorough dismantling of a comprehensive system of government control since the Supreme Court declared the National Recovery Act unconstitutional in 1935. It also was part of a broader movement that, with varying degrees of thoroughness, transformed such industries as trucking, railroads, buses, cable television, stock exchange brokerage, oil and gas, telecommunications, financial markets, and even local electric and gas utilities.

➔ The outcome of transportation deregulation has been mixed. Individual carriers, and the industries to which they belong, are not as stable as they were prior to deregulation. Many carriers have gone bankrupt, and carrier labor has lost its economic and political clout and has been forced to accept large wage cuts. However, as a result, charges for freight and passenger carriage have dropped.

In the airline industry, there has been an increase in flight delays and cancellations. Some of these problems stem from the hub-and-spoke network that has evolved for most carriers since deregulation. To cut costs and facilitate scheduling, carriers now operate in and out of hub airports, which anchor large numbers of flights. Many airplanes arrive one after another in a narrow time window and depart similarly bunched. Passenger convenience is reduced because passengers must frequently change planes at the hub. The system can also result in extreme ground delays when many aircraft exchange gate positions simultaneously or when there is a weather problem in an airline's hub city.

➔ By the 1980s, conservatives had also prompted partial deregulation of several industries including telecommunications, airlines and railroads. The costs and benefits of this were still being debated in the 1990s, even as concerns mounted that other industries needed similar deregulation. Even so, there is virtually nothing a person can buy in the United States that is not affected by some kind of government regulation. The Federal Aviation Administration continues to regulate airline safety issues, and automobile safety and mandatory food labeling also affect a wide range of consumer products.

14. According to paragraph 2, what is true of the American government's policy of laissez-faire?

- (A) It encourages governmental regulation of many industries.
- (B) It had proven ineffective in ensuring the health and safety of consumers and workers.
- (C) It prevents the government from taking an active role in the marketplace.
- (D) It is primarily responsible for the rapid growth of the United States economy,

Paragraph 2 is marked with an arrow [➡].

15. The word **intervention** in the passage is closest in meaning to

- (A) control
- (B) prosecution
- (C) negligence
- (D) paperwork

16. The word **it** in the passage refers to

- (A) United States Airline Deregulation Act
- (B) U.S. economic policy
- (C) the Supreme Court decision of 1935
- (D) the New Deal

17. The word **dismantling** in the passage is closest in meaning to

- (A) annexation
- (B) amending
- (C) creation
- (D) taking apart

18. The author discusses the airline industry in paragraph 5 primarily as an example of

- ☐ A successful government regulations
- ☐ B an unsuccessful deregulation
- ☐ C an early example of regulation
- ☐ D an early example of deregulation

Paragraph 5 is marked with an arrow [➡].

19. The word **clout** in the passage is closest in meaning to

- ☐ A power
- ☐ B wealth
- ☐ C dissatisfaction
- ☐ D overcrowding

20. In paragraph 6, which of these does the author mention as a positive outcome of deregulation?

- ☐ A better scheduling
- ☐ B improved worker wages
- ☐ C lower prices
- ☐ D airline hubs

Paragraph 6 is marked with an arrow [➡].

21. What is a **hub-and-spoke network**?

- ☐ A a well designed interstate highway system
- ☐ B a system of scheduling flights close together
- ☐ C a monopolistic technique the railroads used
- ☐ D a system of using one city as a primary port

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22. According to the paragraph 8, all of the following industries have been deregulated EXCEPT

- (A) prescription drugs
- (B) air travel
- (C) railroads
- (D) telecommunications

Paragraph 8 is marked with an arrow [➡].

23. Why does the author mention the Federal Aviation Administration in paragraph 8?

- (A) To show a benefit of deregulation
- (B) To show that airlines were reregulated in the 1990s
- (C) To show that even deregulated business must follow government rules
- (D) To show the importance of travel safety in the U.S.

Paragraph 8 is marked with an arrow [➡].

24. It can be inferred from the passage that there was deregulation of industry during the 1980s because

- (A) Deregulation of the airline industry had been a great success.
- (B) Political pressure for deregulation continued to grow.
- (C) Government regulations were hindering growth.
- (D) Governmental regulation had proven ineffective in ensuring safety standards.

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

Some believe that strict regulations are needed to keep businesses from cheating or harming workers or consumers in order to increase profits.

Where would the sentence best fit?

26. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Although the American economy is based on laissez-faire economics, deregulation is still an on-going and debatable process.

Answer Choices

- (A) Companies have sometimes welcomed government intervention; for instance, farmers receive subsidies.
- (B) In some transportation industries, carriers would make sure they charged the maximum approved rate.
- (C) Beginning with the New Deal and lasting into the 1970s, the government intervened in and regulated the economy; however, in the 70s, people began questioning the value of government regulation.
- (D) A closer look at the airline industry reveals that deregulation helped in some ways, but did not cure all of its ills; however, the push toward deregulating other industries continues.
- (E) Many industries, which were once government regulated, such as cable television and financial markets, have since become deregulated.
- (F) Government regulations, such as airline safety and mandatory food labeling, are still in place.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Questions 27-38 are based on the following passage.

In military terms, “tactics” is used to indicate how troops are actually handled on the battlefield. “Strategy”, in contrast, refers both to the national strategy of defining goals as well as the military’s specific plans to attain those goals. Both tactics and strategy are used during any given war, including the American Civil War. When deciding which side had better tactics and strategy, it is often difficult because the goals and circumstances of each side must be taken into account.

During the Civil War, the Confederacy’s national goal was to defend its independence — this changed very little throughout the course of the war. However, its military strategy was continually changing. Initially, troops were split up, especially among the exterior states. This strategy was not optimal, because by dividing its military strength, the Confederacy weakened its lines of defense, permitting the enemy to break through. However, because the Confederate regiments were still controlled by individual states, such divisions were politically necessary. The governors of the Confederate states preferred to keep their regiments within their own states, to better protect themselves. After all, part of what the Confederacy was fighting for was the right for states to preserve their independence.

→ Different tactics were used in the interior region. Smaller forces were combined to meet the larger Union army as it invaded Southern territory. The success of this tactic in several battles led to its adoption in the exterior states, and troops were more frequently combined to give a united defense. This strategy did not completely solve the existing problems, because as troops moved from one area to another, the Union army moved into the vacated areas. Also, it was difficult to support them with supplies and aid when they were so far from the Confederate home base. The Union would purposely break supply routes, so that the Confederate soldiers would be weakened.

The Confederates eventually adopted a less aggressive approach and defended their territory as they forced the opposition to attack. This strategy almost worked. Often, close-order assaults were employed and these were costly for the Union.

→ Since the Union’s goal was to preserve the integrity of the United States, the national plan was to restore affairs to how they were prior to the Civil War. Its military plan was to stop the Confederate Army and regain control of the U.S. as a whole unit. At first, their goal was to defeat the armies of the insurrectionists and arrest their leaders, in order to enable the Unionists (whom Northerners in 1861 assumed to be the silent majority in most Southern states) to regain control and bring the states back into the Union. However, they soon discovered that the “silent majority” was just a myth. Despite

heavy Confederate losses, the Southern people continued to fight and support their troops and leaders.

➔ The Union then changed to a different military tactic: conquest of Confederate territory and later, destruction of Confederate forces. However, the Confederates struck back. They were sustained by the will of the people—and this was when the Union knew for certain that it wasn't just a hostile army they were fighting, but a hostile people, as pointed out by General William T. Sherman.

The Union decided that in order to win, it must break the will of the South by attacking its economy. Northern forces burned and destroyed railroads, factories, farms—anything that could feed and supply Confederate armies as well as the civilian population, to break their will and ability to continue the war. Finally, this was a tactic that worked for the Union. To go even further, the Union declared the Emancipation Proclamation. With the enactment of this decree, several thousand slaves were freed, and joined the Union army. The Union forces were strengthened while the ranks of the Confederate army dropped. This in turn cut much support away from the Confederate soldiers and ultimately enabled a northern victory.

The tactics and strategies used during the American Civil War would be seen again in the two world wars during the twentieth century. Students of military strategy study wars of the past and utilize the strategies and tactics that were most effective, and then they put them into practice when the setting for such a strategy is suitable.

27. The word **optimal** in the passage is closest in meaning to

- | | |
|-----------------------------------|------------------------------|
| <input type="radio"/> A practical | <input type="radio"/> B wise |
| <input type="radio"/> C useful | <input type="radio"/> D best |

28. The word **their** in the passage refers to

- | | |
|-----------------------------------|-------------------------------------|
| <input type="radio"/> A regiments | <input type="radio"/> B governors |
| <input type="radio"/> C states | <input type="radio"/> D Confederacy |

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29. The word **them** in the passage refers to

- (A) Confederate army
- (B) Union army
- (C) soldiers on both sides
- (D) supply routes

30. According to the paragraph 3, which of the following was a difference in tactics between the interior and exterior states of the Confederacy?

- (A) The troops in the interior states were split up, while those in the exterior states were united.
- (B) The troops in the interior states were made up of larger forces.
- (C) The troops in the exterior states were split up, while those in the interior states were united.
- (D) The troops in the exterior states focused on protecting the governors of each state.

Paragraph 3 is marked with an arrow [→].

31. What is the flaw in the military tactic mentioned in paragraph 3?

- (A) Smaller forces were forced to combine to match the Union army.
- (B) When combined troops moved, they left the areas behind them defenseless.
- (C) Their movements were too easy for the Union to predict.
- (D) They were often forced to move to areas without adequate food supply.

Paragraph 3 is marked with an arrow [→].

32. Which of the following statements about the feelings of the Southern people is best supported by the paragraph 5?

- (A) The Southern people shared a strong anti-Union sentiment, but detested war.
- (B) The Southern people were not united in their support of the Confederate army.
- (C) The Southern people exhibited a strong spirit in support of the Confederate army.
- (D) The Southern people were disheartened by the loss of slaves who had supported their economy.

Paragraph 5 is marked with an arrow [➡].

33. In paragraph 6, why does the author mention General Sherman?

- (A) To show how a good military strategist can change the course of the war
- (B) To show that the Union hadn't fully understood their enemy until that point
- (C) To show that the troops were loyal to their commanders
- (D) To show that the best commander during the war was also very wise

Paragraph 6 is marked with an arrow [➡].

34. The word enactment is closest in meaning to

- (A) adoption into law
- (B) establishment by the government
- (C) adoption into practice
- (D) original enforcement

35. All of the following statement can be inferred from the passage EXCEPT

- (A) Military leaders in the twentieth century used tactics from the Civil War.
- (B) Initially, Confederate forces were divided into smaller units for political reasons.
- (C) The Union believed that breaking the economy of the South was a good strategy.
- (D) The strategies used by the North and the South were similar.

36. The passage suggests that American military strategy

- (A) is unsuited to wars between countries.
- (B) was ineffective because it often relied on divided manpower.
- (C) helped speed the resolution of the two world wars.
- (D) often changed throughout the Civil War.

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

The Confederate called this their 'offensive-defensive' strategy because their national strategy remained defensive while offensive tactics were implemented as needed.

Where would the passage best fit?

38. Complete the table by matching the phrases below.

Directions: Select the appropriate phrases from the answer choices and match them to the side of the war that utilized the tactic. TWO of the answer choices will NOT be used. This question is worth 4 points.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Answer Choices

- (A) passed out pamphlets to encourage civilians to join in the cause
- (B) combined troops to give a united defense
- (C) decided to destroy forces and conquered territory
- (D) destroyed railroads, farms, and factories
- (E) incited a hostile people to riot — causing them to hurt their own side
- (F) used the Emancipation Proclamation as a form of economic warfare
- (G) split the army into smaller troops, depending on state

Confederates

Union

- ⒣ arrested leaders of the opposite side, believing the people of that side would support them
- ⒥ defended their territory while forcing opponents to attack

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Reading

Test

07

Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-12 are based on the following passage.

→ In 1606, James I of England was one of the first Europeans to send a group of colonists to settle in North America. He established the London Virginia Company, a company made up of merchant-adventurers eager to plumb the tantalizing riches of North America. The Virginia Company sent forth three ships in December of 1606. James gave them three objectives: find gold, find a route to the South Seas, and find the Lost Colony of Roanoke.

Adverse winds held their ship near England for 6 weeks and seriously depleted their food reserves. Forty-five died on the voyage, but 101 men and 4 boys finally landed on a swampy island in May, 1607. The settlers consisted mainly of English farmers and Polish woodcutters, hired in Royal Prussia. Upon landing, secret orders from the Virginia Company were opened which named John Smith as one of the councilors. Smith had been arrested on the voyage over by Admiral Christopher Newport for mutiny and scheduled to hang but was freed upon the opening of the orders. Despite the fact that Jamestown Island was a swamp, the men of the Virginia Company chose to settle there because they felt it was far enough inland to avoid contact and conflict with the Spanish fleet while the river was deep enough to permit them to anchor their ships yet have an easy and quick departure if necessary.

All went well, at first. John Smith was a respected leader and built good initial relations with the Native American tribes who lived nearby. The climate was mild, and food was plentiful. However, then came the blistering heat, swarms of insects spawned in the nearby wetlands, unfit water supplies, typhus, starvation, fierce winters, and Indian attacks. The troubles were exacerbated by the colonists themselves, who refused to work because they were leisurely gentlemen back when they were in England. John Smith was wounded in battle and sent back to England. After his departure, the colony descended into anarchy, and during the winter, a majority of the settlers succumbed to disease.

→ After over a year of hardship, things began to look brighter for the Virginia Company. ■ The development of a hybrid tobacco revolutionized the Virginian settlers' economy. ■ Within a decade it was their chief source of income. ■ By 1624, when the King dissolved the Virginia Company and established it as a colony, only a small percentage of the original migrants were alive. ■

→ The London Virginia Company was not the only group of people to settle in the New World. The seventeenth century was a time of religious upheaval. Puritans wanted to free the Established Church of England from the rituals of Roman Catholicism. A

group of radical Puritans, called Separatists, tried living in Leyden, Holland, but the Calvinist Dutch oppressed them, and they headed for the New World. The Leyden Puritans drafted the Mayflower Compact under which they decided to live by "just and equal laws," and arrived in Plymouth, America in 1620. Nearly half the pilgrims died while trying to build their settlement during the winter, and they faced many hardships. However, the local Indians taught the pilgrims how to survive the rigors of their harsh environment, and the colony eventually grew and flourished.

➔ More immigrants, led by John Winthrop, came to Massachusetts Bay in 1630, bringing a royal charter that helped secure their power over politics and religion in the colony. This charter granted power to the General Court in the colony, rather than to England. When Roger Williams, a young clergyman who disagreed with the strict Puritan practices, challenged the General Court, he was banished from the chartered group. He then founded the first American colony, in what is now Providence, Rhode Island. The colony instituted freedom of religion and complete separation of church and state. Other orthodox Puritans looking for better opportunities followed Williams, and more immigrants continued to arrive from the Old World in search of land. These factors led to the development of colonies along the seaboards of Maine and New Hampshire.

These groups of people, each with their own motives and goals, were among the first of the Europeans to colonize North America. They each met difficulties and found success in their own ways.

1. What can be inferred about James I of England in paragraph 1?

- (A) He was motivated primarily by greed.
- (B) He had sent men on missions like that of the Virginia Company in the past.
- (C) He was a shrewd and forward thinking leader.
- (D) He acted quicker than most of his European counterparts.

Paragraph 1 is marked with an arrow [➔].

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2. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) The men of the Virginia Company wanted to settle in swamplands because they were far from the Spanish and easy to navigate.
 - (B) The men of the Virginia Company chose to settle in Jamestown Island, even though it was a swamp, because it was far from the Spanish and a convenient place for housing ships.
 - (C) Wanting to settle in a swamp, the men of the Virginia Company chose Jamestown Island because it was far from the Spanish and convenient for their ships.
 - (D) Despite the fact that it was far from the Spanish fleet and deep enough to anchor their ships, the men of the Virginia Company decided to settle in Jamestown Island.
3. The word **succumbed** in the passage is closest in meaning to
- (A) became ill from
 - (B) died because of
 - (C) gave in to
 - (D) suffered from
4. The word **their** in the passage refers to
- (A) Virginian settlers
 - (B) the royal family
 - (C) the colony
 - (D) the original migrants
5. In paragraph 4, it can be inferred that the hybrid tobacco
- (A) earned the Virginian settlers wealth
 - (B) was better than any other tobacco available at the time
 - (C) changed the desperate circumstances of the Virginia Company
 - (D) allowed the Virginia Company to finally return to England

Paragraph 4 is marked with an arrow [➡].

6. The word **they** in the passage refers to

- (A) Calvinist Dutch
- (B) Separatists
- (C) Virginia Company
- (D) Roman Catholics

7. According to paragraph 5, what was the goal of the Plymouth Company?

- (A) To Christianize the Indians
- (B) To worship in their own style
- (C) To revenge the Calvinist Dutch
- (D) To start a world of freedom, peace, and friendship

Paragraph 5 is marked with an arrow [➡].

8. The word **banished** in the passage is closest in meaning to

- (A) exiled
- (B) sentenced
- (C) punished
- (D) excluded from

9. In paragraph 6, why does the author mention Roger Williams?

- (A) To show the cruelty of the judicial system in the New World
- (B) To show how a new colony was formed
- (C) To show the difficulties in balancing religious freedom
- (D) To show the deep schism among the Puritans

Paragraph 6 is marked with an arrow [➡].

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10. According to the passage, all of the following are the reasons people started to come to America EXCEPT

- (A) They hoped to become wealthy.
- (B) They sought religious freedom.
- (C) They were fleeing oppression.
- (D) They sought to own land.

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

This tobacco was very pleasing to the Europeans, and it was shipped to London in 1614.

Where would the passage best fit?

12. Complete the table by matching the phrases below.

Directions: Select the appropriate phrases from the answer choices and match them to the group of settlers to which they relate. TWO of the answer choices will NOT be used. This question is worth 3 points.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Answer Choices

- (A) developed a hybrid tobacco that led to riches
- (B) left England for religious freedom
- (C) consisted of British prisoners who were forced to leave England
- (D) forged a peaceful political union with nearby Indian tribes
- (E) consisted of colonists who refused to work because of their leisurely backgrounds
- (F) embarked for the New World in search of riches
- (G) composed a political document promising equality to all members of the colony

London Virginia Company

Separatists

Questions 13-25 are based on the following passage.

➔ As trade developed between America and Asia in the late 19th century, Pacific islands became critical stops for ships. America negotiated the building of naval bases on numerous islands, including Pearl Harbor on the Hawaiian Island of Oahu. The first American settlers quickly discovered the rich possibilities of Hawaii, and soon, other Americans followed.

➔ To the locals, Hawaii was paradise, and the ease with which they were able find food probably positioned them poorly as competitors in the growing world of trade. They lived casually and at a relaxed pace, in contrast with the Americans who arrived and built towns, which quickly dominated the landscape.

➔ Eventually the Hawaiians became uncomfortable with the foreigners and began to realize the importance of political power. While some of them fought to restore traditional ways, others were working to make Hawaii a part of the United States. During the unrest, the Hawaiian king, Kalakaua, died, and his sister, Queen Liliuokalani, took the throne. The Americans hoped that her American education would lead her to approve of Hawaii's annexation to the United States.

➔ However, Queen Liliuokalani had different ambitions. She had ideas to remove American influences from the government. During her brother's rule, a group of American businessmen had imposed the 1887 Constitution of the Kingdom of Hawaii, commonly known as the Bayonet Constitution, upon Hawaii. The Bayonet Constitution gets its name from King Kalakaua being forced on July 6 with a bayonet at his throat to sign the constitution stripping the monarchy of its authority and empowering Americans without legal Hawaiian citizenship. The Bayonet Constitution effectively repealed suffrage for around 75 percent of the population, by denying the Native Hawaiian population and migrants who had legally obtained Hawaiian citizenship the right to vote. On the other hand, US and European citizens in Hawaii were granted full voting rights without the need for Hawaiian citizenship.

Queen Liliuokalani initiated a poll and found support by native Hawaiians and other Hawaiian citizens to immediately set out to undo the damage created by the Bayonet Constitution on Hawaiian sovereignty. On January 17, 1893, Liliuokalani tried to impose a new constitution restoring the monarchy's lost authority, returning the rights of all legal Hawaiian citizens to vote and stripping American non-citizens of their voting eligibility. The American residents retaliated by creating an armed forces committee and taking over government buildings. ■ A provisional government was established until an agreement could be negotiated between the Americans and the Hawaiians. ■

Loyal Hawaiians tried to support their queen, but the American forces were too powerful. After the Americans had won, a trial was held for Liliuokalani. According to the prosecution, Liliuokalani committed treason by drafting a new constitution in opposition to the Bayonet Constitution thrust on Kalakaua. Charges against the queen mounted to a maximum penalty of death by hanging for her and Hawaiian citizens who remained loyal to the queen. Liliuokalani offered to abdicate her throne in order to spare the lives of innocent Hawaiian citizens. In addition to being queen, Liliuokalani was also an accomplished author and songwriter. Her book, *Hawaii's Story by Hawaii's Queen*, told the history of her country. Some of her best-known musical compositions include the anthem, "Aloha 'Oe," which she composed during her captivity. This was the end of the Hawaiian Monarchy.

➔ At this time, the provisional government had applied for annexation, which the United States Senate did not accept. American interests within the Kingdom were concerned about foreign tariffs in the American sugar trade and considered annexing Hawaii as a means to protect their business. However, a new president had taken office and he did not support the take-over of an independent country. Instead, he tried to restore Liliuokalani to the throne. The president of the Hawaiian government refused, choosing to create his own government and declare Hawaii an independent republic.

The queen's supporters secretly planned to overthrow the republic but the government was informed of the plot. The rebels were defeated within days, and the queen and her followers were all imprisoned. The Hawaiian Islands were then annexed to the United States.

13. In paragraph 1, why does the author mentions Pearl Harbor?

- (A) To invoke a memory of the history of U.S. warfare
- (B) To explain why Hawaii was important to the U.S.
- (C) To give an example of where naval bases were located
- (D) To show how U.S. military strategies were used

Paragraph 1 is marked with an arrow [➔].

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14. The word **they** in the passage refers to

- (A) bases
- (B) locals
- (C) settlers
- (D) Americans

15. According to the paragraph 2, what is one explanation for the generally relaxed pace of native Hawaiian life?

- (A) Hawaiians did not have to struggle to survive.
- (B) Hawaiians attempted to restore traditional ways of living.
- (C) Hawaiians were uninterested in trade with America.
- (D) Hawaiians did not wish to become competitive.

Paragraph 2 is marked with an arrow [➡].

16. The word **others** in the passage refers to

- (A) foreigners
- (B) Hawaiians
- (C) royalty
- (D) Americans

17. It can be inferred from the paragraph 3 that Queen Liliuokalani's political situation was

- (A) due only to her relationship with the king
- (B) the result of American education
- (C) secure and well-supported
- (D) unstable because of the U.S. government

Paragraph 3 is marked with an arrow [➡].

18. The word **ambitions** in the passage is closest in meaning to

- (A) ideas
- (B) goals
- (C) motives
- (D) incentives

19. According to paragraph 4, the Bayonet Constitution got its name from

- (A) the location where the constitution was signed
- (B) the method in which King Kalakaua was forced to sign
- (C) the trading of bayonets as a sign of goodwill
- (D) the way it resulted in the destruction of bayonets on Hawaii

Paragraph 4 is marked with an arrow [➡].

20. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The Bayonet Constitution took away the voting rights of legal Hawaiian citizens, some 75% of the population.
- (B) By taking away the voting rights of 75% of the population, many Hawaiians suffered.
- (C) Voting was reduced to only allow 75% of the population to participate, namely Native Hawaiians and legal migrants.
- (D) Of everyone in Hawaii, only 25% were still allowed to vote after the Bayonet Constitution; Native Hawaiians and legal migrants were, however, barred.

21. According to paragraph 7, why did the U.S. senate rejected the provisional government's request for statehood?

- (A) They were too busy at the time to consider the provisional government's request.
- (B) The U.S. had no interest in Hawaii, due to its distance from the mainland.
- (C) The new U.S. president did not support imperialism.
- (D) They wanted Hawaii to first become an independent republic.

Paragraph 7 is marked with an arrow [➡].

22. The word *annexed* in the passage is closest in meaning to

- (A) taken as a territory of
- (B) added to as an inferior
- (C) made into an ally of
- (D) taken over by force

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23. According to the passage, Queen Liliuokalani was known for all of the following EXCEPT

- (A) writing the Hawaiian anthem, "Aloha 'Oe"
- (B) writing a well-received autobiography
- (C) attempting to repeal the Bayonet Constitution
- (D) being forced to relinquish her throne

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

However, even though it was supposed to negotiate between the two parties, the provisional government heavily favored the Americans.

Where would the passage best fit?

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

This question is worth 2 points.

After Americans settled in Hawaii, they gradually usurped power from the Hawaiian monarchy through a steady stream of political actions.

➤ Answer Choices

- (A) Liliuokalani saved the lives of many Hawaiians by choosing their lives over the preservation of the monarchy.

- Ⓐ After Liliuokalani was forced to abdicate her throne, the Americans declared Hawaii an independent republic until it was annexed to the U.S.
- Ⓑ The Bayonet Constitution stripped many Hawaiians of their right to vote and gave non-citizen the right to vote.
- Ⓒ During King Kalakaua's reign, American forced him to sign the Bayonet Constitution.
- Ⓓ The Americans who settled in Hawaii built towns and plantations because of the fertile land.
- Ⓔ When Queen Liliuokalani tried to repeal the Bayonet Constitution, the Americans established a provisional government.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 26-37 are based on the following passage.

The Precambrian Era originally referred to the period of time that begins with the formation of the oldest known rocks and ends at the beginning of the Cambrian Period, the oldest period from which fossils existed. (The Precambrian Era actually represents more than 80 percent of the whole of geologic time.) Recently, however, geologists have found fossils in some rocks from the Precambrian period. The last of the three eons of the Precambrian, the Proterozoic, got its name from this discovery—it means “early life.” Precambrian rocks, even those from the earlier Achaean eon, contain evidence of the very beginnings of life on Earth.

Imagine what life on Earth was like when these organisms lived. The Achaean eon began approximately one billion years after Earth’s initial formation. A global ocean formed when water vapor in the air cooled down and condensed into droplets. The interior of the planet was still very hot, as evidenced by the continually erupting volcanoes, which constantly changed the landscape. These eruptions formed long chains of small islands, which would eventually collide with each other to form larger islands and then continents.

➔ Geologists were slow to realize that the Precambrian Era had fossils because its fossils are measured in millimeters. But even these tiny traces of life forms have a lot to teach us. In the rocks from the Achaean, there are spherical fossils that measure approximately 20 millimeters in diameter; they resemble algae and the cysts of flagellates. There are also curving, hollow thread-like tubes up to 150 micrometers (0.006 inch) long. These tubes are most likely the fossil remains of flagellates, and hundreds of them can be found in some rock layers. In 2.8-billion-year-old goldreefs, or conglomerate rock beds rich with gold deposits, there are column-shaped microfossils up to seven millimeters long. They resemble modern algae, fungi, and lichens and probably extracted gold from the environment in much the way that modern fungi and lichens do. Even these tiny, primitive creatures show the beginnings of more complex organisms and life processes.

➔ Stromatolites are structures of diverse shapes, formed from sheet like mats produced by lime-excreting microorganisms, particularly filamentous blue-green algae. There are early Achaean stromatolites that form domes up to 10 centimeters tall. For these to develop, there cannot be larger animals burrowing in the sediment or grazing on the microbes. Stromatolites have continued to form into the present, although they are much more rare and tend to grow only in places where high salt content or other extreme conditions make the water uninhabitable for grazing or burrowing animals. The bacteria that create stromatolites use photosynthesis, meaning that photosynthesis had

developed by 3.5 billion years ago. The byproduct of their photosynthesis was oxygen, which began to change the environment.

➔ They were relatively resistant to ultraviolet radiation and were able to survive during the early history of the Earth when the atmosphere lacked an ozone layer to block out such radiant energy. The Achaean organisms that formed stromatolites were incapable of cell division and did not have cell nuclei. This type of organism, called a prokaryote, was predominant until about 1.4 billion years ago, when they were overtaken by the eukaryotes. Eukaryotes make use of oxygen in their metabolic and growth processes and therefore developed profusely in the increasingly oxygenic atmosphere of the Proterozoic. The eukaryotes were also capable of cell division, which allowed DNA to be passed on to succeeding generations. The major building blocks of life and evolution were already in place by the end of the Achaean eon.

The Proterozoic eon began around 700 million years ago, at which time there were two super-continent floating on the Earth's vast oceans. The interior of the planet had further cooled, which meant there was less volcanic activity. The atmosphere of the Earth was still composed of mostly nitrogen, but oxygen, which algae were releasing in the ocean, was also commingling with it. The introduction of oxygen into the atmosphere began paving the way for new varieties of life. This eon was eventually characterized by extreme cold, with glacial ice sheets spreading over and covering the super-continent.

The beginning of the eon saw the development of the first metazoans, or multicelled organisms whose cells are differentiated into tissues and organs. The first metazoan did not, however, have skeleton. In Southern Australia, there are fossils of these soft-bodied organisms that resemble modern jellyfish, worms, sponges, and sea pens, among which more than 60 species have been identified. As the Proterozoic eon progressed, stromatolites began to decline significantly in number. It might be that the metazoans began to eat the stromatolitic algae, and their prolific growth destroyed the habitats of the latter.

➔ Sexual division is the only major development that cannot fully be said to have occurred in the Precambrian Era. The American biologist J. William Schopf has demonstrated that in the abundant microorganisms of a 900-million-year-old formation in central Australia, some eukaryotic algae, consisting of cells with nuclei, have cells in various stages of division into sporelike forms. These closely resemble the spore cells of living plants known to develop by sexual division, so by the beginning of the Cambrian period, even this last great mystery of life was set to develop.

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26. In paragraph 3, why does the author suggest that scientists had not thought there was life in the Precambrian era?

- (A) There are no rocks from that period.
- (B) They hadn't studied the era before.
- (C) The time period referred to as Precambrian recently changed.
- (D) The fossils from the period were too small to be noticed.

Paragraph 3 is marked with an arrow [➡].

27. In the passage, these refers to

- | | |
|--------------------|--------------------|
| (A) shapes | (B) stromatolites |
| (C) microorganisms | (D) larger animals |

28. It can be inferred from paragraph 4 that the atmosphere began to contain more oxygen because

- (A) the volcanic eruptions produced oxygen
- (B) scientists don't know why the atmosphere changed
- (C) water vapor from the ocean produced oxygen
- (D) the photosynthesis of the algae produced oxygen

Paragraph 4 is marked with an arrow [➡].

29. According to paragraph 4, why do stromatolites grow only in places with extreme conditions, such as high salt content?

- (A) Because they rely on salt to grow
- (B) Because these are the only places undisturbed by humans
- (C) Because the sediment and bacteria cannot be disturbed by other animals
- (D) Because these areas tend to have more limestone deposits

Paragraph 4 is marked with an arrow [➡].

30. Which of the sentences below best express the essential information highlighted in the passage?
- (A) Eukaryotes, unlike prokaryotes, thrive in environments with a lot of oxygen.
 - (B) Eukaryotes recycle oxygen in the environment and therefore contributed to the increasingly oxygen-rich atmosphere.
 - (C) As the Proterozoic eon progressed, there was more oxygen in the environment and more eukaryotes on Earth.
 - (D) Because eukaryotes need oxygen, their population grew as the atmosphere became more oxygen-rich.

31. What does the author mean by “the major building blocks of life and evolution” in paragraph 5?
- (A) DNA and cell division
 - (B) radiant energy and oxygen
 - (C) photosynthesis
 - (D) cells differentiated into tissues and organs

Paragraph 5 is marked with an arrow [➡].

32. The word *it* in the passage refers to

- (A) nitrogen
- (B) oxygen
- (C) algae
- (D) ocean

33. The word *paving* in the passage is closest in meaning to

- (A) making firm
- (B) causing difficulty for
- (C) preparing
- (D) measuring

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34. The evidence given for the development of sexual division in paragraph 8 can be summarized as

- (A) cell nuclei
- (B) features in fossils that resemble features of modern sexually dividing plants
- (C) cell division
- (D) male and female parts among organisms of the same species

Paragraph 8 is marked with an arrow [➡].

35. The author is most likely to agree with which of the following statements?

- (A) It is shameful that scientists did not notice evidence of life in the Precambrian sooner.
- (B) Sexual division is by far the most important of the life processes mentioned in the passage.
- (C) The Precambrian era is of vital importance to an understanding of developmental biology.
- (D) The development of life on land came about as a result of the development of large land masses.

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

The first evidence of terrestrial life is found in early Achaean sedimentary rocks in South Africa and Western Australia, which are both about 3.5 billion years old.

Where would the sentence best fit?

37. Complete the table by matching the phrases below.

Directions: Select the appropriate phrases from the answer choices and match them to the period to which they relate. TWO of the answer choices will NOT be used. This question is worth 4 points.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Answer Choices

- (A) Atmosphere has more oxygen
- (B) Eon in which life was previously thought to have originated
- (C) Continually erupting volcanoes
- (D) Two super-continents
- (E) Prevalence of stromatolites
- (F) First multicelled organisms
- (G) First sexual division
- (H) First photosynthesis
- (I) First cell division

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Reading

Test

08

Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-12 are based on the following passage.

➔ Penguins are flightless birds that have adapted to living in the cooler waters of the Southern Hemisphere. Contrary to popular belief, penguins are not only found in cold climates, such as Antarctica. There are seventeen known species worldwide. Three species live in the tropics; one lives as far north as the Galapagos Islands and will occasionally cross the equator while feeding. Only a few species of penguin actually live in Antarctica. The others live further north.

➔ ■ Penguins swim like other birds fly. ■ The seventeen species of penguins found today are thought to have evolved from petrel-like flying birds some 50 million years ago. Their wings have not disappeared nor have they become vestigial, useless appendages. Instead, they have evolved into flippers. Penguins use highly developed muscles to flap their wings to move forward, and they guide themselves with their tail.

■ Also, they are the only bird to “porpoise.” That is to say, they launch themselves out of the water, momentarily flying in fluid arches as they continue to swim forward at high speeds like dolphins. Penguins do this in order to breathe, but this also creates air bubbles that reduce friction during swimming. It also decreases their chances of being taken by a predator. Antarctic penguins have also developed the ability to leap out of the water to a substantial height on land, enabling them to reach raised ice edges or rock ledges. On land, however, penguins are clumsy. ■ They use their tails and wings to maintain balance for their upright stance. Penguin legs are set far down on their bodies, so they walk with a very erect posture. Ashore they are often awkward, waddling and hopping over rocks; on snow they sometimes push themselves along on their stomachs, an action often called “tobogganing.”

➔ All penguins have a very similar torpedo-shaped body, though they vary greatly in size. Penguins have a heavier skeleton than most birds, which helps them to remain submerged and reduces the energy needed for diving. All penguins also have waterproof feathers and specialized glands that extract and excrete excess salt. Their feathers, which even cover their bills and feet, combine with a thick layer of fat to insulate them. This works so effectively that the birds frequently overheat in the frigid waters. Tolerating cold is not really a problem for most penguin species; in fact, most have trouble staying cool when out of the water. Penguins often hold their flippers out to radiate heat and make their feathers stand up to flush out some of the warm air trapped within. Some species have bare patches of skin on the face with which to radiate heat, while others nest underground or in forests. Some species spend as much as seventy-five percent of their lives in the ocean, yet they all breed on land or on sea-ice attached to the land.

The diet of penguins varies between species and location. Their prey include a wide range of fish, squid, octopus and euphausiids. Some species of penguin target surface-schooling fish species while others are mid-water or bottom feeders. They also depend heavily on krill. Penguins fall prey to leopard seals, sea lions, and killer whales. Skua gulls are the greatest natural threat to chicks and eggs.

Penguins return to land to breed in colonies and can be fiercely territorial. They breed closely together mostly because there is very little ice-free space. But they are also highly social animals that recognize individuals and return as adults to the rookery where they were born. The colony helps these birds guard, protect, and defend their young.

➔ Penguins communicate by complex ritual behaviors such as head and flipper waving, calling, bowing, gesturing and preening. Territorial disputes lead to aggressive postures such as stares, pointing and even charging. Courtship and mating rituals include so-called "ecstatic displays" where a bird, typically an unattached male, pumps his chest several times and with his head stretched upwards and flippers outward, emits a harsh loud sound. This can result in a mass trumpeting by other males, which is believed to help synchronize the breeding cycle.

1. In paragraph 1, the author mentions the penguins that cross the equator in order to

(A) strengthen his argument
(B) provide an amusing anecdote
(C) give a comprehensive list of different penguin species
(D) dispel a popular misconception

Paragraph 1 is marked with an arrow [➔].

2. The word **they** in the passage refers to

(A) birds
(B) penguins
(C) wings
(D) useless appendages

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3. The word **this** in the passage refers to

- (A) breathing
- (B) air bubbles
- (C) flying
- (D) porpoising

4. In paragraph 2, the author mentions “tobogganing” in order to

- (A) describe a movement penguins sometimes make.
- (B) explain how penguins’ bodies are well-adapted for land travel.
- (C) show the usual method of penguins for snow travel.
- (D) show how the winter recreational activity got its name.

Paragraph 2 is marked with an arrow [➡].

5. The word **submerged** in the passage is closest in meaning to

- (A) under water
- (B) swimming
- (C) weighed down
- (D) stiffly moving

6. The word **insulate** in the passage is closest in meaning to

- (A) protect from harm
- (B) trap warmth
- (C) waterproof
- (D) shield from ice

7. In paragraph 3, all of the following are ways penguins keep cool EXCEPT

- (A) Drinking cold water to cool their system
- (B) Radiating heat from bare patches of skin
- (C) Nesting underground or in the forest
- (D) Releasing trapped warm air by making their feathers stand

Paragraph 3 is marked with an arrow [➡].

8. In paragraph 6, what can be inferred about penguin behavior?

- (A) Penguin behavior is motivated by a fierce territorialism.
- (B) It is a complex mixture of body movements and sounds.
- (C) Each penguin movement is associated with specific meanings.
- (D) The behavior of penguins revolves solely around their young.

Paragraph 6 is marked with an arrow [➡].

9. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) When penguins are ecstatic, they pump their chests and emit loud harsh sounds.
- (B) Females choose their male mates solely based on “ecstatic displays,” where the male pumps his chest, stretches his head and flippers, and makes a loud sound.
- (C) “Ecstatic displays” are often a part of penguin courtship rituals, where the male penguins make ostentatious movements and sounds.
- (D) Penguins find courtship and mating displays so “ecstatic” that they make several body movements and sounds in response.

10. According to the passage, what is one reason all penguin species emerge from the ocean or sea?

- (A) They return to land to catch food for their young.
- (B) They return to land as part of porpoising behavior.
- (C) They return to land to mate and breed.
- (D) They return to land to avoid predators.

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

Though they are most comfortable at speeds around five miles per hour, some species can travel at seven miles per hour in short bursts.

Where would the passage best fit?

12. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Penguins are well-adapted to survive in the cooler waters of the Southern Hemisphere.

Answer Choices

- (A) Penguins are fiercely territorial, often banding together as a group to fend out predators.
- (B) Penguins possess flipper-like wings that allow them to swim quickly through the water.
- (C) Penguins possess a thick layer of fat underneath their feathers that keeps them warm.
- (D) Penguins have a complicated system of communication, including head and flipper waving, calling, bowing, gesturing and preening.
- (E) An aerodynamic body shape as well as a heavier skeleton allows penguins to dive efficiently.
- (F) Although most penguins live in cold climates, some penguin species live as far north as the tropics.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 13-25 are based on the following passage.

One of the most famous duels in history occurred on July 11, 1804. This is the date on which Aaron Burr killed Alexander Hamilton. They were both prominent figures in American politics. Aaron Burr was a major formative member of the Democratic-Republican party in New York and a strong supporter of Governor George Clinton. He served as the third Vice President under Thomas Jefferson in the 1800 election. Alexander Hamilton was an American politician, statesman, journalist, lawyer, and soldier. One of the United States' most prominent early constitutional lawyers, he was an influential delegate to the U.S. Constitutional Convention and the principal author of the Federalist Papers, which successfully defended the U.S. Constitution to skeptical New Yorkers. He also put the new United States of America onto sound economic footing as its first and most influential Secretary of the Treasury, establishing the First Bank of the United States, public credit and the foundations for American capitalism and stock and commodity exchanges.

➔ The conflict began in 1804, when Jefferson dropped Burr from his ticket in the 1804 election. The former vice-president ran for the governorship of New York instead. However, during the election season, Hamilton frequently denounced Burr in his political speeches. Agents of Burr happened to be privy to these speeches, and they reported the content of the speeches back to him. The last straw came when one of Burr's supporters printed a summary of one of Hamilton's talks at a private dinner. In it, he hinted at a most contemptible opinion of Burr that Hamilton had expressed. No written record was kept of what Hamilton had said, but wild rumors and speculation occurred afterwards. Burr immediately wrote to Hamilton demanding an explanation of that opinion. Hamilton did not reply directly, but rather called into question the reliability of the witness.

Letters along the same vein passed between the two for some period of time before seconds were appointed as messengers. Still no resolution was achieved between the two, with Hamilton, resentful of Burr's hostility, continually pointing to the vagueness of the reporter and Burr always pressing for an admission of guilt from Hamilton (for which he could presumably demand an apology or satisfaction).

➔ Finally, the seconds could do no more, and Hamilton agreed to Burr's demands for satisfaction. Though he felt Burr's rage to be wrongful, he did not deny that he had in the past severely put Burr down; he stood by his previous statements, however, and thus would not apologize for them. Burr demanded that Hamilton recant or deny everything he had ever said regarding Burr's character, but Hamilton, having already been disgraced by

a different scandal, could not afford to make this gesture. Burr responded with a challenge to a duel, which Hamilton accepted. Both men had been noted duelists in the past, but Hamilton had qualms because his beloved son, Philip, had rashly entered into a fatal duel in 1802. They would use the same pistols. Hamilton set his affairs in order and wrote one last letter to his wife before taking to the field.

➔ At Weehawken on July 11, the two men and their seconds met. The rules of the duel were agreed upon. The duel began; both men shot. Burr mortally wounded Hamilton with his first shot; Hamilton looked as if he had died immediately, but was actually paralyzed from the waist down. He was taken to a friend's home, where he claimed he never intended to pull the trigger. Upon inspection, it was discovered that the bullet from Hamilton's gun was in some tree branches above and to the right of Burr; it is unknown whether this was a reflex after being shot or purposely done to avoid shooting Burr.

➔ The next day, Hamilton perished from internal bleeding. In spite of claims that Hamilton was taking advantage of his government position for profit, he left behind numerous debts. It seems that during his career as a lawyer, he often undercharged his clients. He also refused to accept his army pension. This remarkable man was determined that he would be remembered as a man who sacrificed his personal comfort for the public good.

13. The word **denounced** in the passage is closest in meaning to

- (A) insulted
- (B) criticized
- (C) condemned
- (D) mocked

14. The word **he** in the passage refers to

- (A) Hamilton
- (B) Burr
- (C) an agent of Hamilton
- (D) a supporter of Burr

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15. According to paragraph 2, what triggered the duel between Burr and Hamilton?

- (A) Differing political beliefs
- (B) Jefferson dropping Burr from the election ticket
- (C) Hamilton denouncing Burr
- (D) Burr and Hamilton running for the same office

Paragraph 2 is marked with an arrow [➡].

16. The word **vein** in the passage is closest in meaning to

- (A) tone
- (B) style
- (C) format
- (D) topic

17. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The vagueness of the report caused resentment in Hamilton, who pointed to Burr as the guilty party.
- (B) Because Burr continued to demand an admission of guilt and because Hamilton evaded giving one by blaming the reporter, no resolution could be attained.
- (C) Hamilton was resentful of Burr's hostility, which caused Burr to demand an apology from Hamilton.
- (D) Because Burr was always demanding an admission of guilt from Hamilton, Hamilton blamed the reporter for the irresolution between them.

18. The word **them** in the passage refers to

- (A) Hamilton and Burr
- (B) seconds
- (C) statements
- (D) letters

19. According to the paragraph 4, why did Hamilton not apologize to Burr?

- (A) He would defend the statements he had made in the past.
- (B) He maintained that Burr's agents had reported inaccurately.
- (C) He preferred a duel to an apology.
- (D) He had recently been involved in a different scandal.

Paragraph 4 is marked with an arrow [➡].

20. In paragraph 4, why does the author mention the death of Hamilton's son?

- (A) To explain the strange choice of pistols used in the duel
- (B) To suggest that Hamilton was uneasy about agreeing to the duel
- (C) To reveal Hamilton's assurance that he would win
- (D) To explain why Hamilton was unable to refuse the duel

Paragraph 4 is marked with an arrow [➡].

21. Why does the author mention the bullet found in tree branches in paragraph 5?

- (A) To prove that Hamilton's shot went wide of Burr
- (B) To prove that Hamilton had poor aim
- (C) To prove that Hamilton's shot was done by reflex
- (D) To prove that Hamilton never meant to pull the trigger

Paragraph 5 is marked with an arrow [➡].

22. What can be inferred from paragraph 6 about Hamilton's reasons for undercharging his clients?

- (A) Hamilton did not completely understand fair charging practices.
- (B) He wished to serve the best interests of the public.
- (C) He preferred to use his clients for political influence instead of monetary gain.
- (D) He had received enough money from his army pension.

Paragraph 6 is marked with an arrow [➡].

23. All of the following are mentioned in the passage as reasons Burr felt hatred for Hamilton EXCEPT

- (A) Burr felt Hamilton was taking advantage of his government position for profit.
- (B) Hamilton had frequently spoken badly of Burr in the public.
- (C) Hamilton would not reply directly to Burr's requests for discussion.
- (D) Hamilton refused to apologize though he admitted to denouncing Burr.

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

His wife Elizabeth was left with their seven children.

Where would the passage best fit?

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

This question is worth 2 points.

The events leading to the duel between Alexander Hamilton and Aaron Burr began when Jefferson removed Burr's ticket from the election of 1804.

▶ Answer Choices

- (A) Hamilton was often accused of using his position as Secretary of the Treasury for his personal gain.
- (B) The seconds were unable to keep the two men from agreeing to a duel.
- (C) The conflict was exacerbated by Burr's constant demand for an apology and Hamilton's refusal to grant him one.
- (D) No written record was kept of what Hamilton said about Burr at a private dinner party.
- (E) Eventually, the two men agreed to duel; on July 11, 1804, Burr delivered a fatal shot to Hamilton.
- (F) Much to Burr's anger, Hamilton constantly denounced Burr in Burr's attempt to gain the seat of governor of New York, causing much antagonism between the two men.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 26-37 are based on the following passage.

→ With a history of anti-Asian discrimination already extant in the United States, the attack on Pearl Harbor merely heightened ethnic tensions. War with Japan quickly caused distrust of all Japanese-Americans and skepticism about their motives. Politicians were quoted as saying that, despite being three or four generations removed from their Japanese ancestry, these Americans were still not trustworthy. They were accused of spying and declared unwanted aliens. Congress essentially declared war on Japanese-Americans and wanted them removed. They believed the attack on Pearl Harbor was organized by this subset of the American population.

→ A report later released by Congress denounced these rumors, claiming that the majority of Japanese-Americans were loyal, yet public outrage continued. In this report, they attempted to apologize somewhat for past discrimination. The Munson report was issued on second generation Japanese-Americans who were found to be just as American as their white neighbors, if not more so. They were natives to America and foreigners to Japan. They did not follow Japanese traditions and were only looking to be accepted by their fellow Americans. Any gesture of goodwill would discourage them even further from supporting the Japanese war effort. However, Americans did not accept them because of their different appearances, eating habits, and public manners.

→ In March of 1942, President Roosevelt authorized Executive Order 9066, which essentially allowed the military to designate military areas anywhere in the U.S. and restrict access or remove anyone believed to be a threat. Although the Executive Order 9066 could have been used to remove German-Americans or Italian-Americans, only the Japanese were removed and imprisoned. By June of 1942, more than 110,000 of them were removed from their homes and incarcerated in temporary quarters before being sent to internment camps located across the western desert regions of America.

There had been some speculation that President Roosevelt was not at all enthusiastic about Executive Order 9066, but given that Japanese-Americans were already being subject to increasing harassment by white Americans and that it would only be a matter of time before killings and large-scale race rioting would start, President Roosevelt would have thought internment to be a lesser evil than having riots occur during wartime. Also, many Japanese in areas not affected by the relocation were hostile to the West Coast Japanese who tried to move inland; thus, many Japanese moved into the camps of their own free will.

The condition of the camps varied: the perimeters of the camps were fenced,

armed guards were posted, and all of the camps were in remote, desolate areas far from any population centers. There are documented instances of internees being shot for walking outside the fences. However, some camp administrations eventually allowed relatively free movement outside the marked boundaries of the camps. Nearly a quarter of the internees left the camps to live and work elsewhere in the United States, outside the exclusion zone. Eventually, some were authorized to return to their hometowns in the exclusion zone under supervision of a sponsoring white family or agency.

Most internees suffered significant property losses. Upon evacuation, the Japanese-American internees were told that they could bring only as many articles of clothing, toiletries, and other personal effects as they could carry. The US government promised to find a place to store larger items (such as iceboxes and furniture) if boxed and labeled, but did not make any promises about the security of those items.

➔ After the war, the Japanese-Americans were allowed to return home to the west coast, and the McCarran-Walter Immigration and Naturalization Act of 1952 finally allowed them to claim American citizenship. Beginning around the 1960s, a younger generation of Japanese-Americans who felt energized by the Civil Rights movement began what is known as the “Redress Movement” — an effort to obtain an official apology and reparations from the federal government for interning their parents and grandparents during the war. Their first success was in 1976, when President Gerald Ford declared the actions against Japanese-Americans a national mistake. Later President Ronald Reagan signed the Civil Liberties Act of 1988, thereby providing compensation to all surviving prisoners of war. In 1990, a \$20,000 payment was sent to all eligible Japanese-Americans. Even today, there is much debate over this compensation — some argue that money can never replace the freedoms that were lost, others declare that no reparation, or even apology, is necessary at all.

26. The word **extant** in the passage is closest in meaning to

- (A) extinct
- (B) existing
- (C) forgotten
- (D) important

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27. In paragraph 1, what can be inferred about the history of Asian Americans?

- Ⓐ They organized anti-American activities, such as spying, on American soil.
- Ⓑ Their traditions caused distrust and skepticism among other Americans.
- Ⓒ They had been discriminated against prior to World War II.
- Ⓓ Though accused as un-American, they were always loyal.

Paragraph 1 is marked with an arrow [➡].

28. The word **they** in the passage refers to

- Ⓐ Japanese-Americans
- Ⓑ the public
- Ⓒ Congress
- Ⓓ Japan

29. In paragraph 2, the Munson report was issued for all of the following reasons EXCEPT

- Ⓐ To discourage loyal Japanese-Americans from turning against America
- Ⓑ To show white Americans that most Japanese-Americans were loyal
- Ⓒ To announce that Japanese-Americans were as American as any other American
- Ⓓ To give a gesture of goodwill to lure Japanese-Americans away from their traditions

Paragraph 2 is marked with an arrow [➡].

30. The word **designate** in the passage is closest in meaning to

- Ⓐ set aside for a specific purpose
- Ⓑ mark specially as having certain properties
- Ⓒ take over using military force
- Ⓓ geographically set apart from other areas

31. The word **them** in the passage refers to

- (A) Japanese-Americans
- (B) German-Americans
- (C) Italian-Americans
- (D) Japanese, German, and Italian Americans

32. According to Paragraph 3, how was Executive Order 9066 employed?

- (A) It was interpreted more narrowly than it could have been.
- (B) It was used to designate areas populated by Japanese-Americans.
- (C) It was interpreted loosely in order to contain Japanese-Americans.
- (D) It was enforced, but later overturned by an order of President Ford.

Paragraph 3 is marked with an arrow [➡].

33. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The "Redress Movement" was started in 1960 by a younger generation of Japanese-Americans; it attempted to gain an apology and compensation for the internment during the war.
- (B) A well-known movement in the Civil Rights movement was the "Redress Movement," which was an effort by Japanese-Americans to obtain reparations and apology for WWII internment.
- (C) Because of the harm caused to their parents and grandparents, young Japanese-Americans began the "Redress Movements" in the 1960s.
- (D) Unable to gain an official apology and reparations from the federal government, young generations of Japanese-Americans began the "Redress movement" on their parents' behalf.

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34. Paragraph 7 suggests that which of the following is true about the current position of Japanese-Americans?

- (A) They are now widely accepted and trusted by most American citizens.
- (B) They have more legally recognized citizenship rights than they did during the war.
- (C) Those who were interned during the war are entitled to compensation for what they suffered.
- (D) They are all eligible to become naturalized U.S. citizens.

Paragraph 7 is marked with an arrow [➡].

35. According to the passage, why were most Americans hostile to Japanese-Americans?

- (A) Congress had declared Japanese-Americans unwanted aliens.
- (B) They were suspicious of Japanese-American loyalties.
- (C) Japanese-Americans looked and behaved quite differently.
- (D) They could not differentiate between Japanese from Japan and Japanese-Americans.

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

Public Proclamation No. 1 then designated the entire west coast a restricted military area.

Where would the passage best fit?

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

This question is worth 2 points.

The treatment of and attitudes toward Japanese-Americans during WWII was the catalyst of many proclamations by the federal government.

Answer Choices

- (A) During the war, Proclamation 1 was passed, which pleased many Americans.
- (B) Many Americans were suspicious of Japanese-Americans because of their different appearances, eating habits, and public manners.
- (C) During the war, Executive Order 9066 was passed, which allowed the military to move Japanese-American to internment camps.
- (D) Internment camps caused Japanese-Americans to lose their communities and assets.
- (E) Near the beginning of the war, the Munson report was passed, which claimed that most Japanese-Americans were loyal to the United States.
- (F) Years after the war, the Civil Liberties Act of 1988 provided compensation for internees; it was an act of apology.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-12 are based on the following passage.

The man known as Harry Houdini was born Ehrich Weisz in Budapest, Hungary in 1874. At two years of age, his family moved to Appleton, Wisconsin. The family struggled with money and moved several times to avoid collectors. To ease the financial strain, all the children worked at an early age. At eight years of age, Houdini worked selling newspapers and shining shoes. A traveling magician sparked his interest in magic, which led him to run away at age twelve. However, one year later, he returned to his family in New York City.

→ In New York, Houdini worked to support his family while studying magic and competing in athletics in his spare time. During this time, Houdini found a book by Robert Houdin and was so enthralled by the work that he assumed his idol's name, adding an 'i'. The rest is history. Houdini began entertaining full time at the age of 16, when his father died. He began by traveling around the country, performing in various shows with his brother. Initially, his magical career met with little success, though he met fellow performer Wilhelmina Beatrice (Bess) Rahner in 1893 and married her after a three-week-long courtship. For the rest of his performing career, Bess would work as his stage assistant, replacing his brother.

Houdini initially focused on cards and other traditional card acts. At one point he billed himself as the *King of Cards*. One of his most notable non-escape stage illusions was performed in London's hippodrome: he vanished a full-grown elephant (with its trainer) from a stage, beneath which was a swimming pool.

→ He soon began experimenting with escape acts, however. Houdini constantly worked to improve the act, and soon perfected a handcuff escape trick, which became a feature part of his show. Houdini offered a hundred dollars to anyone who could successfully handcuff him, but he never had to pay.

Houdini expanded his escape acts to include numerous devices and, unlike other magicians, he would perform them in full view of the audience. He would free himself from handcuffs, chains, ropes and straitjackets, often while hanging from a rope or suspended in water. In 1913, he introduced perhaps his most famous act, the Chinese Water Torture Cell, in which he was suspended upside-down in a locked glass and steel cabinet full to overflowing with water.

→ Martin Beck, the manager of the largest chain of vaudeville theaters in the country, invited Houdini to join the theater chain. Houdini and the theaters were both successful. Houdini began to tour Europe and Russia eventually becoming the premier vaudeville attraction in Europe. After five years, Houdini returned to the United States, determined to

increase his fame. His stunts were becoming increasingly more difficult and dangerous in order to win audience approval. He worked hard to keep himself strong and agile.

➔ He explained some of his tricks in books written in the 1920s. Many locks and handcuffs could be opened with properly applied force, others with shoestrings. He was able to escape from a milk can which had its top fastened to its collar because the collar could be separated from the rest of the can from the inside. When tied down in ropes or straitjackets, he gained wiggle room by enlarging his shoulders and chest, moving his arms slightly away from his body, and then dislocating his shoulders. His straitjacket escape was originally performed behind curtains, with him popping out free at the end. However, Houdini discovered that audiences were more impressed and entertained when the curtains were eliminated, so that they could watch him struggle to get out. He performed his straitjacket escape dangling upside-down from the roof of a building for increased dramatic effect on more than one occasion.

➔ Houdini remained in the spotlight for more than two decades. In later years, he spent much of his time trying to disprove the existence of a spiritual world. Ironically, his life would be shortened in part by the idea of spirituality he tried to rebut. As he was giving a lecture on it in Montreal, audience members started to question whether he could withstand a blow to the stomach. Before he could prepare himself, he was hit three times. Shortly after, he became ill and never recovered. He was later diagnosed with stomach ailments. Houdini was a dramatic character who delighted his audiences, and seventy years after his death, his name is still well known throughout the world.

1. The word **enthralled** in the passage is closest in meaning to
 - (A) interested in and awed by
 - (B) focused on and attentive to
 - (C) able to relate to personally
 - (D) inspired by and curious about

2. In paragraph 2, why does the author mention Robert Houdin?
 - (A) To show the man who mentored Houdini
 - (B) To show how Houdini got his name
 - (C) To show that Houdini's father was a large part of Houdini's life
 - (D) To show how Houdini met his wife

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Paragraph 2 is marked with an arrow [➡].

3. In paragraph 4, why does the author mention Houdini's hundred dollar bet?

- (A) To show that he was a daring man
- (B) To show Houdini's weakness for gambling
- (C) To show that Houdini enjoyed risk
- (D) To show Houdini's success at the handcuff trick

Paragraph 4 is marked with an arrow [➡].

4. The word **them** in the passage refers to

- (A) other magicians
- (B) escape acts
- (C) numerous devices
- (D) audience members

5. The word **agile** in the passage is closest in meaning to

- (A) brave
- (B) healthy
- (C) nimble
- (D) speedy

6. According to the paragraph 6, what was one motivation for Houdini to increase the difficulty of his acts?

- (A) He hoped to gain additional fame.
- (B) He needed to remain the star of Beck's theatres.
- (C) He faced competition from other artists.
- (D) He feared losing his audience if he did not.

Paragraph 6 is marked with an arrow [➡].

7. In paragraph 7, all of the following are methods Houdini used to escape EXCEPT

- (A) sneaking out through hidden trapdoors
- (B) using shoestrings to break handcuffs
- (C) using devices that had separable parts
- (D) manipulating his body to fit through tiny areas

Paragraph 7 is marked with an arrow [➡].

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) Because it was more impressive to see Houdini struggle to escape, Houdini took out the curtains from his act.
- (B) After Houdini eliminated curtains, he discovered the audience was more entertained to see him struggle.
- (C) His acts became more of a struggle for him after Houdini removed the curtains from his act.
- (D) The audience was so impressed by his use of curtains, that Houdini decided to remove them from his act.

9. The word *it* in the passage refers to

- (A) blow
- (B) lecture
- (C) Houdini's life
- (D) spiritualism

10. According to the paragraph 8, what characterized the latter portion of Houdini's career?

- (A) A focus on increasing the difficulty of his acts
- (B) A growing desire for fame and fortune
- (C) A rejection of spiritual ideas and beliefs
- (D) A preoccupation with his physical strength and agility

Paragraph 8 is marked with an arrow [➡].

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

He seemed fine at the time and even continued performing.

Where would the passage best fit?

12. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

For different reasons, Harry Houdini was a man in the public spotlight for over two decades.

▼ Answer Choices

- (A) Houdini was well-known also for his daring escape acts, which thrilled and awed his audiences.
- (B) At age twelve, Houdini ran away from home to begin his career in magic.
- (C) Houdini first became famous for his card tricks, even calling himself the *King of Cards*.
- (D) Towards the end of his life, Houdini became known as a man who debunked spiritualism.
- (E) Houdini's most famous escape act was the Chinese Water Torture Cell, where he escaped from a glass cabinet filled with water.
- (F) Martin Beck invited Houdini to join a successful theater chain which toured in Europe and Russia.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 13-24 are based on the following passage.

The second amendment of the American constitution states that the American people have the right to bear arms. Prior to the drafting of the constitution, many states required their citizens to own firearms — the state often even provided the weapon if a citizen was too poor to purchase one himself. The reason for this was hunting and defense. However, when the British government began to increase its military presence in the colonies in the mid-eighteenth century, many states responded by calling upon their citizens to arm themselves in defense. Together with freedom of the press, the right to keep and bear arms became one of the individual rights most prized by the colonists.

At the time the amendment was written, during the Revolutionary war, the common weapon of soldiers on both sides was the musket. There were two primary types of musket used at this time — the Brown Bess and the French Charleville Musket — and both took quite a while to reload, so the army formations had to take this into account.

→ The English favored the Brown Bess, which was an iron-barreled musket that fired a .75 caliber ball. Brown Bess was a nickname of unknown provenance for the British Long Land Pattern Musket and its derivatives. The exact origins of the name “Brown Bess” is unknown. It is not believed that this name was used contemporaneously with the active duty of the Long Land musket, but that the name arose in the late years of the eighteenth century. Popular explanations of the use of the word “Brown” include that it was a reference to either the color of the walnut stocks, or to the characteristic brown color that was produced by russetting, an early form of metal treatment. Others argue that mass-produced weapons of the time were completely coated in brown varnish. Similarly, the word “Bess” is commonly held to either derive from the word “arquebus,” a predecessor of the musket, or to be a reference to Elizabeth I of England.

→ Usually, troops of musket-men would line up two or three deep. After the first line fired, the men would drop down to their knees to reload, allowing the second line room to fire. Once the third line had fired and dropped down to reload, the first line was ready to fire again. As muskets were never accurate, the objective was to fire as many musket balls as possible into the enemy ranks, then deliver a bayonet charge. The bayonets were necessary because the muskets were not precise in targeting. This technique worked for the English on several occasions.

The other common musket of the time, the French Charleville Musket, was also used in the revolution, particularly once the French had intervened on behalf of the Americans in 1778; it was named for the town in which it was built, and fired a .70 caliber ball. It became the American Army’s pattern for the Springfield Musket, first made in 1795. The same

technique was used. A very experienced user could load and fire at a maximum rate of around four shots per minute, but the average soldier fired three rounds per minute.

In addition to these two weapons, Americans also used the rifle during the Revolutionary War. The rifle was first adapted to American conditions around 1720. The difference between the rifle and the musket was that the rifle had a grooved barrel that gave the bullet a spin and shot it much further and more accurately. The rifle, first adapted by the Pennsylvania Dutch, thus became the "American" weapon of choice in the Revolution, since the trained American marksmen could, while unseen, use them for sniping during guerrilla warfare and for picking off the British officers from a distance.

In 1777, the British retaliated against the American rifles with a new gun invented by Andrew Ferguson. This rifle had a breech-loading design, which meant that it could fire 4-5 shots per minute and it was much easier to reload. While the British won the battle in which this rifle was first used, they lost interest in producing any more, and thus lost the war. During the war, muskets were used as the weapon of power and force, clumsily blasting enemy soldiers, but rifles, a weapon requiring finesse and patience, when placed in the hands of a trained soldier, were what made the difference to the outcome of the war.

13. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) Because there were two types of muskets — the Brown Bess and the French Charleville Musket — formations had to be used.
 - (B) Formations had to be planned with the knowledge that the two main types of muskets — the Brown Bess and the French Charleville Musket — took a long time to reload.
 - (C) The Brown Bess and the French Charleville Musket were used in army formations due to their reloading time.
 - (D) The reloading time of muskets, especially the Brown Bess and the French Charleville Musket, determined the success of army formations.

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14. All of the following are mentioned in paragraph 3 as possibly origins of the “brown” in Brown Bess EXCEPT

- Ⓐ Brown varnish
- Ⓑ The color of the walnut stocks
- Ⓒ The residue of the bullets
- Ⓓ Russeting

Paragraph 3 is marked with an arrow [➡].

15. Why does the author mention Elizabeth I of England?

- Ⓐ To give a possible reason for the “Bess” in “Brown Bess”
- Ⓑ To explain the reason the muskets were used in England
- Ⓒ To suggest that she may have been the inventor of the musket
- Ⓓ To give an example of one of the musket’s advocates

16. The word precise in the passage is closest in meaning to

- Ⓐ quick
- Ⓑ powerful
- Ⓒ accurate
- Ⓓ efficient

17. According to paragraph 4, soldiers dropped to their knees in order to

- Ⓐ hide from their enemy
- Ⓑ allow the row behind them to fire
- Ⓒ pick up more bullets for their weapon
- Ⓓ give a sign to their commanders

Paragraph 4 is marked with an arrow [➡].

18. In paragraph 4, the author suggests that the bayonets

- ☐ (A) were the real force of any attack
- ☐ (B) were successful as a secondary attack
- ☐ (C) were unreliable because of bad aim
- ☐ (D) were a way to guarantee victory

Paragraph 4 is marked with an arrow [→].

19. The word it in the passage refers to

- ☐ (A) Charleville Musket
- ☐ (B) Springfield Musket
- ☐ (C) a town
- ☐ (D) a .70 caliber ball

20. According to the passage, the difference between muskets and rifles lies mainly in

- ☐ (A) appearance
- ☐ (B) weight
- ☐ (C) ammunition type
- ☐ (D) design

21. The word sniping in the passage is closest in meaning to

- ☐ (A) shooting from a distance
- ☐ (B) shooting inaccurately
- ☐ (C) shooting rapidly
- ☐ (D) shooting from a hidden position

22. According to the passage, Americans preferred to use rifles because

- ☐ (A) they were lighter than muskets
- ☐ (B) they were more accurate than muskets
- ☐ (C) they were easier to reload than muskets
- ☐ (D) they didn't breakdown as easily as muskets

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

Soldiers fighting individually, rather than in lines, became a characteristic of American warfare.

Where would the passage best fit?

24. Complete the table by matching the phrases below.

Directions: Select the appropriate phrases from the answer choices and match them to the type of gun to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

➤ Muskets

➤ Answer Choices

- (A) has a grooved barrel for increased accuracy
- (B) can shoot 3-4 bullets per minute
- (C) were dipped into vats of brown varnish
- (D) were heralded as the weapon that could win all wars
- (E) required men to stand in lines in order to be used efficiently
- (F) were the main weapons used in the Revolutionary War

➤ Rifles

Questions 25-37 are based on the following passage.

→ Undeniably, the western frontier contributed a great deal to shaping American life and politics. From the beginning, many conditions along the Atlantic seaboard stimulated migration to Western regions. There were more and more people in a limited area. Farmers went west in search of better soil. The Mormons fled persecution in the Midwest and settled in the Rockies starting in 1847. The discovery of gold in California not only brought a huge influx of people west; it also probably caused the United States to go to war with Mexico and demand ownership of New Mexico and Arizona. Beginning around 1850, abolitionists moved west to leave slave states or create a balance between slave and non-slave states. And, after the Civil War ended, Congress passed the Homestead Act. Reasons for Westward expansion kept arising, so it was a dominant theme of American life for over a hundred and fifty years. Indeed, Westward expansion continues, in modified form, to this day: population growth is higher in the West than in the East, and towns continue to push further into the wilds.

→ One of the most famous American historians, Frederick Turner, developed the "frontier thesis" in 1896. Whatever the causes of the Westward migration, Turner said, the American character was decisively shaped by conditions on the frontier. Turner specifically mentions the abundance of free land, the settling of which engendered such traits as self-reliance, individualism, inventiveness, restless energy, mobility, optimism and materialism.

■ We might observe, for example, that in the frontier days land speculators bought large tracts of cheap Western land and as land values rose, sold their holdings and moved still farther west. The same is common practice in urban areas now and is one way of looking at Americans' extremely mobile lifestyle.

→ Turner himself did not simply celebrate the American frontier mentality. He later wrote that the "imperious will and force" of Westward expansion days had to be replaced by the less grandiose task of social reorganization. He believed expanded educational opportunity ought to supplant the opportunities provided by the geographic mobility and seemingly boundless resources of the frontier. "The test tube and the microscope are needed rather than ax and rifle," he wrote; "in place of old frontiers of wilderness, there are new frontiers of unwon fields of science."

→ In fact, he considered that the uprooted mobility of Westward expansion normalized a problem in developing a healthy society. In 1918, he lamented "these slashers of the forest, these self-sufficing pioneers, raising the corn and live stock for their own need, living scattered and apart." Turner believed that regionalism would have to play a vital role in counteracting the isolation brought about by the frontier experience. He hoped that stability

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would replace mobility as a defining factor in American society and that communities would become stronger as a result. Even today, historians and sociologists tend to agree that the immense size of the United States, combined with the individualistic values of its citizens, accounts for some of the most entrenched political problems of our day by making it more difficult for people to find common ground.

➔ Turner also saw that the perception of nature as an unlimited supply cache led for the environmental squandering that has become such a troublesome aspect of the American lifestyle. At the close of the Westward expansion, the national problem, Turner wrote, was “no longer how to cut and burn away the vast screen of the dense and daunting forest” but “how to save and wisely use the remaining timber.” Environmental responsibility has proven to be an elusive quality in this country, particularly in the west where old attitudes die hard, largely because people have a hard time believing that America’s vast resources will ever be exhausted.

Despite the fact that contemporary historians are critical of the overgeneralizations inherent in Turner’s “frontier hypothesis,” the thesis has proven flexible, and developed in meaningful, concrete ways over Turner’s career. That the thesis remains useful today is a testament to its genuine insight.

25. Why does the author mention the reasons for Western expansion in paragraph 1?

- (A) To give historical context for Turner’s abstract argument
- (B) To show how the reasons strengthen Turner’s argument
- (C) To demonstrate some limitations of Turner’s argument
- (D) To give an idea of the historical period on which Turner bases his argument

Paragraph 1 is marked with an arrow [➔].

26. The word which in the passage refers to

- (A) American character
- (B) Western land
- (C) Turner’s argument
- (D) land disputes

27. The word engendered in the passage is closest in meaning to
- (A) differentiated (B) demonstrated
(C) created (D) critiqued
28. In paragraph 2, the author explains the implications of Turner's argument by
- (A) illustrating that, by moving progressively westward, the "frontier" lasted a long time
(B) emphasizing Turner's credentials
(C) demonstrating how the availability of land formed the American character
(D) comparing specific events of frontier days with contemporary events
- Paragraph 2 is marked with an arrow [➡].
29. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) Turner was against mobility.
(B) Turner thought that education on the frontier was essential.
(C) Turner believed that public education needed reform.
(D) Turner believed that education would be the main way for Americans to create better lives for themselves after westward expansion ended.
30. What is the significance of Turner's reference to the "imperious will and force" of Westward expansion in paragraph 3?
- (A) It explains why Turner advocated improved education.
(B) It shows that Turner was critical of the United States' policies of expansion.
(C) It demonstrates Turner's belief in manifest destiny.
(D) It strengthens Turner's argument about the origins of the American character.
- Paragraph 3 is marked with an arrow [➡].

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31. The word **entrenched** in the passage is closest in meaning to
- (A) complicated
 - (B) selfish
 - (C) deep-rooted
 - (D) repugnant
32. In paragraph 4, the author suggests that Turner thinks the sense of community is weak in the United States due to
- (A) individualism
 - (B) the size of the United States
 - (C) Americans' materialism
 - (D) Americans' tendency to move around

Paragraph 4 is marked with an arrow [➡].

33. The word **squandering** in the passage is closest in meaning to
- (A) wasting
 - (B) killing
 - (C) hoarding
 - (D) ignoring
34. In paragraph 5, the author suggests which of the following about the Western United States?
- (A) The area is more old-fashioned than the East.
 - (B) Westerners are more stubborn than Easterners.
 - (C) The area still reflects the belief that natural resources are unlimited.
 - (D) The West is locked in conflict with the East over environmental policies.

Paragraph 5 is marked with an arrow [➡].

35. All of these can be inferred about the author's beliefs EXCEPT
- (A) The author considers Turner's work valuable.
 - (B) The author believes the United States needs to change its environmental policies.

- ☐ C The “frontier hypothesis” was useful in its time, but does not have contemporary applications.
- ☐ D Americans do not have a strong sense of community.

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

Clearly, the effects on the frontier have not been entirely positive.

Where would it best fit in the passage?

37. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Westward expansion was an important part of the development of American culture, as documented and analyzed by Frederick Turner.

Answer Choices

- ☐ A Turner’s view was not entirely positive: he realized that education would have to replace the opportunities of the frontier and that community would have to replace the isolation frontier life encouraged.
- ☐ B Turner’s theory has encouraged Americans’ worst traits.
- ☐ C Turner suggested that the cowboy as the American hero epitomizes American’s

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adventurous and independent spirit.

- Ⓓ Frederick Turner argues that character traits that developed in response to frontier life persist among Americans today.
- Ⓔ Turner also suggested that Americans' tendency to squander natural resources is a result of the frontier mentality.
- Ⓕ At the end of the Civil War, Congress passed the Homestead Act, much against Turner's wishes.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-12 are based on the following passage.

In American folklore, the Pilgrims, fleeing religious persecution in England, came over on the *Mayflower*, founded America and originated its democratic values. As with most creation myths, this one is only partially true. The Pilgrims established the first permanent colony in the New World—which is only to say that the prior colonies, established by Sir Walter Raleigh, didn't survive. The Pilgrims had actually established a contract with Raleigh to settle in Virginia, but landed in Massachusetts by chance, as a result of bad weather. Of the 102 people on the *Mayflower*, only 35 were Pilgrims; the others were businessmen sent to look after Raleigh's company's interests. Because they had contracted to settle in Virginia but ended up in Massachusetts, they had no legal right to be where they were. It was this that caused them to write the Mayflower Compact, a document of self-government, which is cited as the beginning of American democracy. Finally, although the Pilgrims had fled England, they had spent twelve years in Holland first and left Holland only for economic reasons.

→ The Pilgrims were members of the English Separatist Church. Most of the Separatists were farmers, poorly educated and without social or political standing. The Separatists interpreted scripture literally and believed that the reforms of the Anglican Church had not gone far enough. Simply put, the Pilgrims believed it was their duty to achieve and preserve a simplicity and purity that they felt had been lost amid some of the surviving features of Catholicism — rituals which continued in the Anglican Church. In one basic respect, the Pilgrims were a logical outcome of the Reformation. A growing individualism was implicit in the Reformation's increasing emphasis on the Bible as the basis of spiritual meaning and the subsequently increasing importance of literacy as a mode of religious authority and awareness. This individualism may then have easily led to a dispersion of authority that the monarchy feared.

→ When James I took the English throne, he outlawed Catholicism and the English Separatist Church. So in 1608, many Separatists fled to Holland, where they enjoyed complete religious freedom. William Bradford, a Separatist who would become a historian, wrote that they left Holland and went to America primarily for economic reasons. In addition, they were displeased with the pervasive Dutch influence on their children and their inability to secure civil autonomy. As a result, in 1617, half of the congregation voted to emigrate to America. One Separatist family had a friendship with Sir Edwin Sandys, treasurer of the Raleigh's London Company, which allowed the congregation to obtain permission to settle in what is now Virginia. Because they could not pay the costs of the emigration with their own meager resources, they negotiated a financial agreement

with Thomas Weston, a London iron merchant.

They first traveled to Southampton, England, where they were to join another group of Separatists and pick up a second ship. After several delays and disputes, the voyagers regrouped at Plymouth, England, aboard the Mayflower. The ship began its historic voyage on September 16, 1620, with about 102 passengers—only 35 of whom had come from Holland.

➔ After a 65-day journey filled with difficult conditions, the Pilgrims sighted Cape Cod on November 19. Unable to reach the land they had contracted for, they anchored at the site of Provincetown. Because they had no legal right to settle in the region, they drew up the Mayflower Compact, creating their own government. Bradford explained that the Compact came about out of fear of discord. He wrote, "This day, before we came to harbor, observing some not well affected to unity and concord, but gave some appearance of faction, it was thought good there should be an association and agreement, that we should combine together in one body, and to submit to such government and governors as we should by common consent agree to make and choose."

Even after landing and creating the Mayflower Compact, the Pilgrims still weren't at the fateful site of Plymouth Rock: this, too, was happenstance. The settlers discovered Plymouth Harbor, on the western side of Cape Cod Bay and landed on Plymouth Rock on December 21.

1. The word **persecution** in the passage is closest in meaning to

- (A) trial by jury
- (B) harassment
- (C) ambition
- (D) disagreement

2. The word **others** in the passage refers to

- (A) ships
- (B) settlers
- (C) theories
- (D) passengers

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3. The word **implicit** in the passage is closest in meaning to

- (A) clear
- (B) inherent
- (C) allowed
- (D) interpreted

4. The word **dispersion** in the passage is closest in meaning to

- (A) scattering
- (B) affirmation
- (C) questioning
- (D) change

5. According to paragraph 2, what were the Pilgrims' religious beliefs?

- (A) They wanted to return to religious ritual and ceremony.
- (B) They believed only religious leaders should interpret the Bible.
- (C) They read the Bible individually and understood it literally.
- (D) They believed a monarchy was incompatible with their faith.

Paragraph 2 is marked with an arrow [→].

6. The word **their** in the passage refers to

- (A) the Dutch
- (B) the English
- (C) the Pilgrims
- (D) the settlers

7. Which of these is among the reasons given in paragraph 3 for why the Pilgrims decided to leave Holland?

- (A) Their children were losing their traditions.
- (B) They wanted to return to England.
- (C) They were offered land in America.
- (D) They were not able to practice their religion as they wanted.

Paragraph 3 is marked with an arrow [→].

8. According to paragraph 5, why did the Pilgrims end up in Massachusetts?

- (A) Their permission to settle in Virginia was retracted.
- (B) Weather conditions wouldn't allow them to land in Virginia.
- (C) They were attacked by a Native American group.
- (D) They wanted to settle on Cape Cod when they saw it from a distance.

Paragraph 5 is marked with an arrow [➡].

9. According to paragraph 5, the Mayflower Compact was written for all of the following reasons EXCEPT

- (A) To avoid infighting
- (B) To establish self-rule
- (C) To create some legitimacy for their colony
- (D) To explain their actions to Sir Walter Raleigh

Paragraph 5 is marked with an arrow [➡].

10. All of the following can be inferred from the passage EXCEPT

- (A) The Pilgrims openly defied the King when they left England for America.
- (B) The Pilgrims were not the first Europeans to settle in America.
- (C) According to Bradford, there was more than one reason the Pilgrims went to America.
- (D) The Pilgrims were viewed as a group that defied the beliefs of the Anglican Church.

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

It is yet another paradox that having relatives on the Mayflower has come to be a mark of status in the United States.

Where would the sentence best fit?

12. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The popular claims of American history—that the Pilgrims fled religious persecution in England on the *Mayflower*, created the first colony in the United States, and established America's tradition of democratic self-government—are not really true.

➤ **Answer Choices**

- (A) Most of the passengers on the *Mayflower* were businessmen, not Pilgrims.
- (B) The Pilgrims landed at the legendary location of Plymouth Rock.
- (C) The *Mayflower Compact* was written not out of a belief in democracy, but to avoid conflict and to justify their presence on land to which the colonists had no legal rights.
- (D) The Pilgrims intended to land in Virginia, but landed in Massachusetts because of bad weather.
- (E) William Bradford was a Pilgrim who also recorded a history of the Pilgrims' settlement.
- (F) The Pilgrims were initially opponents of the Anglican church in England; however, the Pilgrims came to America from Holland, which they left for economic reasons.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Questions 13-24 are based on the following passage.

Dinosaurs are a source of great fascination for scientists, and for laymen, largely because of their power and success as predators. So, naturally, their speed is something that scientists wonder about. But it is surprisingly hard to determine.

There are several lines of evidence used to hypothesize how fast dinosaurs traveled. The best evidence of dinosaur movement is found in trackways, or sequences of preserved footprints. In 1976, British zoologist R. McNeill Alexander used elephants, birds, people, and many other living animals to formulate an equation relating an animal's speed, leg length, and stride length. This equation can be applied to a trackway to determine how fast the dinosaur was traveling at that moment.

There are some problems with equations created from this evidence, however. Since it is likely that dinosaurs spent most of their time walking, rather than running, we are more likely to find trackways of walking dinosaurs. The best a trackway can do is distinguish between trotting and running. Even a trackway of a running dinosaur does not necessarily give an accurate representation of a dinosaur's top speed, because it only represents a given moment in time. Additionally, it is unlikely that the dinosaur would have been traveling at top speed on softer ground, which is the type of ground that allows trackways to be preserved. (Trackways are actually fairly rare.) Also, we cannot be sure of the size and weight of the animal. In fact, linking a set of tracks with a particular species of dinosaur is virtually impossible. Even for tracks whose species is known, the footprint evidence and the size of the skeleton only allows scientist to make an educated guess—the results are imprecise.

➔ It is also necessary to understand how the animal ran. Scientists therefore also use the morphology of dinosaurs to determine their speeds. Dinosaur skeletons have been reconstructed, allowing scientists to identify certain common traits about them. Scientists can make general conclusions about the relative speed of dinosaurs based on their similarity to animals that currently exist. Some dinosaurs had a skeletal structure similar to that of some modern animals that are good runners, like horses and ostriches—for example, long legs and walking on their toes. So, it might be tempting to think that those dinosaurs were specialized for speed, but in fact, their running features are not as specialized as those of the faster runners among animals today. So, scientists generally think that non-avian dinosaurs did not run especially fast. Other dinosaurs resembled heavily-built modern animals like elephants, so paleontologists think these dinosaurs were even slower.

Scientists can also use morphology to reconstruct a dinosaur's muscular structure

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and estimate its weight—they basically use modern animals to estimate how a dinosaur was built. They can then apply complex engineering principles to find out how fast dinosaurs would, under ideal conditions, have been able to travel. Unfortunately, this technique has not yet proven to be accurate, even when performed on existing animals.

➔ In conclusion, there is no concrete data suggesting rates of speed for dinosaurs, but there is some indication that though some dinosaurs were fast runners, none were as fast as some of the creatures living today. Using Alexander's equations, R. A. Thulborn calculated in 1982 that the fastest dinosaur was probably the Ornithomimus, a 15-20 foot long ostrich-like dinosaur with a long neck, long tail, long legs and hollow bones, which ran as quickly as a modern ostrich—just under 45 miles an hour. The slowest dinosaurs were probably the herbivores built like the Loch Ness monster. It was thought until recently that Ankylosaurids—huge, heavily-plated herbivores—were just as slow. But recent fossil evidence from Bolivia suggests they were not as slow as originally thought. In any case, hard evidence has only proven speeds of about twenty seven miles an hour—a little faster than the best Olympic sprinters. We can definitely conclude, then, that that popular claims of the Tyrannosaurus Rex running sixty miles an hour don't hold much water.

13. The word *hypothesize* in the passage is closest in meaning to

- (A) determine
- (B) understand
- (C) calculate
- (D) estimate

14. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) Only able to record short moments in time, trackways do not always give a representation of a dinosaur's top speed.
- (B) Recording a dinosaur's top speed, trackways record a short moment in time.
- (C) Scientists disregard trackways mainly because they only record a short moment in time, and therefore do not give a representation of a dinosaur's top speed.
- (D) Even though they record a short moment in time, trackways do not always represent a dinosaur's top speed.

15. The word which in the passage refers to

- ☐ A soft ground
- ☐ B top speed
- ☐ C dinosaur
- ☐ D trackways

16. The word them in the passage refers to

- ☐ A traits
- ☐ B scientists
- ☐ C skeletons
- ☐ D dinosaurs

17. It can be inferred from paragraph 4 that

- ☐ A dinosaur structures are too different to compare to present-day animals
- ☐ B dinosaurs are most similar to elephants in structure
- ☐ C comparing dinosaur structures to present-day animal structures is the most accurate way to determine their speed
- ☐ D the fastest dinosaurs were not as fast as horses are

Paragraph 4 is marked with an arrow [➡].

18. Based on the information in the passage, which of the following is a characteristic that might indicate a fast running animal?

- ☐ A A heavy build with strong muscles
- ☐ B A large footprint deeply imbedded
- ☐ C A massive skeleton
- ☐ D A set of lengthy legs

19. The word concrete in the passage is closest in meaning to

- ☐ A definitive
- ☐ B extensive
- ☐ C existing
- ☐ D available

20. Why does the author mention *Tyrannosaurus Rex* in paragraph 6?

- (A) To show that dinosaur swim speeds are important
- (B) To show that previous scientific estimates may not be correct
- (C) To show the difference between popular belief and scientific fact
- (D) To show that dinosaur sprinting speeds were much faster than their walking speeds.

Paragraph 6 is marked with an arrow [➔].

21. It can be inferred from the passage that

- (A) determining the speed of dinosaurs is not yet a precise science
- (B) it is difficult to accurately determine past events
- (C) some dinosaurs were faster than animals that exist today
- (D) there are too few trackways to gather strong evidence for dinosaurs' speed

22. All of the following are determinants that are needed to determine a dinosaur's speed EXCEPT:

- | | |
|---------------|---------------|
| (A) weight | (B) size |
| (C) trackways | (D) foot size |

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

Morphology is basically comparative anatomy, or the study of similarities and differences in organisms.

Where would the sentence best fit?

24. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Scientists are interested in determining how fast dinosaurs could run, but it is surprisingly difficult to do so.

Answer Choices

- (A) Scientists can apply equations to trackways, but the equations have some major limitations, including the difficulty of determining the size of the animal and the implausibility of finding the tracks of a dinosaur running at top speed.
- (B) Scientists have determined that some dinosaurs were built like horses and ostriches, whereas others were built more like elephants; this has led them to conclude that the elephant-like dinosaurs were slower than the horse-like ones.
- (C) The combined evidence leads scientists to conclude that dinosaurs probably did not run any faster than some animals today.
- (D) The heavily-plated dinosaurs were probably not as slow as initially thought.
- (E) An animal's speed also has to do with how it ran, so scientists compare dinosaurs to similarly built animals of today.
- (F) There are widely circulating claims that Tyrannosaurus Rex could run up to 60 miles an hour.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Questions 25-37 are based on the following passage.

Manufacturing is an important economic activity in the United States. The northeast, except for northern New England, is the country's single most significant manufacturing region. Success in agriculture supported the region's earliest market centers, and the gradual mechanization of agriculture created the demand for diversified manufacturing support. Additionally, transportation lines were first improved and expanded to carry the tremendous volume of agricultural products grown on the region's farms.

Geographer John Borchert grouped the technological changes that directly affected the manufacturing geography of the United States into four periods. Borchert called the period of 1790-1830 the Sail-Wagon Epoch, during which almost all cities were associated with water transportation. ■ Near the end of this period, the opening of the Erie Canal also allowed U.S. port cities to buy agricultural products from the Midwest and ship products inland. This allowed the northeast to specialize further in manufacturing.

→ The second period, 1830-1870, was triggered by development of the railway, which dramatically changed land transportation. Borchert therefore called this the Iron Horse Epoch. Further growth occurred in the ports because the railway networks were largely constructed to serve port cities. ■ Many of the northeastern port cities had poor access to the interior of the country, which became more and more important as the country expanded westward. The creation of the railroad offered a solution to the access problem, and many of the northeastern port cities were among the strongest proponents of the railroad.

→ The Steel-Rail Epoch, 1870-1920, was a period during which railroads expanded further west and the iron rails were replaced by steel, making them stronger and heavier. The mass production of steel contributed to the expansion of industrial activity. Additionally, more transportation was needed to exploit Western resources, such as mines and lumber. Conversely, Western gold and silver mines provided new sources of capital for investment in the East. During this period, demand for coal and the spread of electric power generation increased. These developments together meant that the aggregate value of manufactured goods increased almost threefold.

Borchert called the period of 1920-1960 the Auto-Air-Amenity Epoch. A series of major inventions, including the telephone, typewriter, phonograph, electric light, refrigerator car and the automobile, became the basis for new industries. Transport innovations such as automobiles and airplanes increased individual mobility and minimized shipment costs in the production process. As a result, many industries moved

to populous areas outside the traditional manufacturing core. The Eastern Seaboard from Massachusetts to Pennsylvania would remain the most heavily industrialized section of the United States, but manufacturing expanded dramatically in the states around the Great Lakes and in some parts of the South. Most manufacturing in the Midwest was closely related to agriculture. Meat-packing became one of the major industries in the nation after the Civil War, and was highly concentrated in Chicago. Meanwhile, textiles pushed industry into the South. Cotton mills became the symbol of the New South, and mills and mill towns sprang up from Virginia to Georgia and Alabama.

The United States entered yet another period after 1960 — the Information Technology Epoch. As the U.S. economy became more dependent on the production and exchange of information, growth continued to occur in industries that do not need cheap bulk transportation or even large population clusters. In fact, if the internet technology boom of the 1990s was any indicator, information and technology will continue to develop in areas with relatively low costs of living and/or a relatively high quality of life for workers. Austin, Texas, and San Francisco, California, were the hubs of the technology industry boom.

➡ Since the end of that boom, many industries, including technology, have hired workers in other countries even as they have retained their headquarters in the United States. This “out-sourcing,” combined with the dramatic growth in the service industry, leaves the future of industrial manufacturing in the United States unclear. Some once-thriving manufacturing towns, like Detroit, home of General Motors; Flint, Michigan, home of Ford Motors; and Buffalo, New York, have withered since the 1960s. Buffalo, for example, located on the Erie Canal waterway, was once home to shipyards, iron and steel mills, meat-packing plants, and railroad car industry. But the population stopped growing in about 1950 and services, particularly notably those related to trade and government employment, now constitute the largest share of the city’s economy.

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25. The word **diversified** in the passage is closest in meaning to

- (A) technologically advanced
- (B) able to produce a wide variety of objects
- (C) having great potential for economic growth
- (D) politically opposed

26. According to paragraph 3, what can be inferred about the pattern of railway construction?

- (A) Railway construction led to the Information Technology Epoch.
- (B) Railways were first constructed in existing port cities.
- (C) The construction of railways required the use of strong steels.
- (D) The railway lines connected the major manufacturing cities together.

Paragraph 3 is marked with an arrow [➡].

27. The word **proponents** in the passage is closest in meaning to

- (A) beneficiaries
- (B) engineers
- (C) advocates
- (D) challengers

28. It can be inferred from paragraph 3 that

- (A) port cities paid for railroad construction
- (B) the railroad companies were headquartered in the Midwest
- (C) the railroads superseded water transportation
- (D) railroads were constructed to further trade between the states

Paragraph 3 is marked with an arrow [➡].

29. According to paragraph 4, the West played what role in the economic development of the northeast?

- (A) It provided a reason for the industrial northeast to increase production.
- (B) It provided both the reason and the capital for the northeast's industrial expansion.
- (C) Its raw materials were used in northeastern industries.
- (D) By building steel railroads, it made increased production possible in the northeast.

Paragraph 4 is marked with an arrow [➡].

30. According to paragraph 4, which of the following was a result of the Steel Rail Epoch?

- (A) Transportation costs fell.
- (B) Information became vital to the economy.
- (C) Industry was drawn to areas of growth in population.
- (D) The demand for fuel and energy grew.

Paragraph 4 is marked with an arrow [➡].

31. The word *them* in the passage refers to

- (A) rails
- (B) metals
- (C) trains
- (D) industries

32. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) The Great Lakes and the South eventually surpassed the northeast as industrial centers.
- (B) The Great Lakes and the South grew as industrial centers, but did not surpass the northeast.
- (C) Industry moved to the Great Lakes and the South, but later returned to the Eastern Seaboard.
- (D) There were more factories in the northeast, but more production in the Great Lakes and the South.

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33. In paragraph 5, the author mentions meat-packing in Chicago as an example of

- (A) agricultural industries in the Midwest
- (B) the expansion of eastern industries westward
- (C) the importance of the Great Lakes
- (D) manufacturing in non-populous areas

Paragraph 5 is marked with an arrow [➡].

34. In paragraph 7, the author mentions Buffalo, New York, primarily to

- (A) demonstrate that a growth in services does not guarantee a strong economy
- (B) suggest that the population of the northeast as a whole has declined
- (C) illustrate the smooth transition from manufacturing to services
- (D) give an example of the shift from manufacturing to services in the northeast

Paragraph 7 is marked with an arrow [➡].

35. Based on the information in the passage, what can be inferred about the current state of northeastern industrial cities?

- (A) They no longer have an apparent advantage over other cities.
- (B) They are not dependent on cheap bulk transportation.
- (C) They are not known for large residential populations.
- (D) They no longer need transportation links to interior cities.

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

Even inland urban growth during this period occurred primarily along the main inland waterways.

Where would the sentence best fit?

37. Complete the table by matching the phrases below.

Directions: Select the appropriate phrases from the answer choices and match them to the epoch to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Answer Choices

- (A) Importance of mining
- (B) Railroads are built
- (C) Expansion of industry into South
- (D) Importance of water transportation
- (E) Railroads expand to serve the West
- (F) Opening of Erie Canal
- (G) Value of manufactured goods increase almost threefold

Steel-Rail Epoch

Sail-Wagon Epoch

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-14 are based on the following passage.

In the presidential election of 1860, the nominees were selected partly based on their views of slavery. The North was pleased with Abraham Lincoln's nomination because he had said he would not allow slavery to spread into new territories. The Southern states, however, opposed all efforts to block the expansion of slavery, fearing that the North's stance would eventually endanger slavery in the South. By the 1850s, some Northerners had begun calling for the complete abolition of slavery, and several Southern states threatened to secede from the Union as a means of protecting their right to keep slaves. When Abraham Lincoln was elected president in late 1860, seven Southern states carried out their threat and seceded. They called themselves the Confederate States of America.

In Lincoln's inaugural address, he argued that the Constitution was a binding contract and called the secession "legally void." He stated he had no intent to invade southern states, but that he would use force to maintain possession of federal property. His speech closed with a plea for restoration of the bonds of union. The South, particularly South Carolina, ignored the plea. On April 12, Southern troops fired upon the Federal troops stationed at Fort Sumter in Charleston, South Carolina, until the latter were forced to surrender. Lincoln then called for troops from all remaining states to recover the forts, and four more states seceded. They were not willing to fight against the Confederate States.

→ The next battle of the Civil War was the first Battle of Bull Run. Confederate troops halted a march of Federal troops, sending them back to Washington, D. C. It was in this battle that Confederate General Thomas Jackson got the nickname "Stonewall" because he stood like a stone wall against Union troops. The Union was startled by the loss. In an attempt to prevent more slave states from leaving the Union, Congress passed a resolution declaring that the war was being fought to preserve the Union and not to end slavery.

→ The South was, in fact, outnumbered by the Union in terms of population and number of states. The more industrialized North was also better able to manufacture war supplies and had access to the vast network of northern railways, roads and canals. However, not all circumstances favored the North. The South had the advantage of fighting the war on its own turf. And it had a stronger military tradition, so there were more, and better, soldiers. The South had strong, competent leaders, while at least initially, the North struggled to find good commanders. The Southern army also had passion on its side; the Confederate States were defending their way of life.

→ All told, victory could not be won quickly by either side. The South won many battles, but it could not win the war. The Union forces slowly claimed victories both on land and at sea, taking control of important locations. Importantly, and much to the Confederacy's disappointment, it did not receive the recognition it wanted from Europe or the economic aid it had requested despite its success in some critical battles. The war continued with each side asserting small victories as casualty rates soared.

Lincoln finally issued a proclamation that all slaves in the states fighting against the union were free as of January 1, 1863. This was his famous Emancipation Proclamation. It is important to note, however, that the Proclamation exempted slaveholding states which had not seceded from the Union, and so did not immediately free many slaves, but rather authorized their freedom as Union forces took control of former Confederate territory. This was because Lincoln believed he had no constitutional authority to free the slaves except in those states where it was deemed a military necessity. The Emancipation Proclamation allowed the Union to recruit 200,000 former slaves into its ranks. Many historians point out the addition of former slaves provided three distinct advantages for the Union: the size of their army increased, the former slaves were dedicated fighters, and the former slaves knew the southern territory very well. This infusion of able-bodied and tenacious soldiers helped the Union achieve a stunning victory over the Confederacy.

1. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) The South wanted to keep slavery.
 - (B) The South suspected that the North was right about slavery, and so defended it even more strongly.
 - (C) The South thought that any limitations on slavery represented a step towards getting rid of it altogether.
 - (D) The South knew the North had the power to end slavery.

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2. The word **abolition** in the passage is closest in meaning to
- (A) forgiveness (B) eradication
(C) energy (D) dispute
3. According to paragraph 3, why did the second group of Southern states secede?
- (A) They saw that the Confederate troops could defeat the Union troops.
(B) They seceded when Lincoln was inaugurated.
(C) They opposed the Union's attack on Fort Sumter.
(D) They preferred to secede than fight for the Union against the Confederacy.

Paragraph 3 is marked with an arrow [➡].

4. The word **them** in the passage refers to
- (A) Union troops (B) Confederate troops
(C) generals (D) political leaders
5. The main purpose of paragraph 4 is to
- (A) argue that the South should logically have won the war
(B) compare the advantages each side had over the other
(C) compare the moral outlooks of the two sides
(D) demonstrate that the North had the major advantages

Paragraph 4 is marked with an arrow [➡].

6. The word **asserting** in the passage is closest in meaning to
- (A) winning (B) losing
(C) claiming (D) ignoring

7. It can be concluded, according to paragraph 5, that the Civil War was

- (A) brief but bloody
- (B) prolonged but with periods of quiet
- (C) deadly for both sides
- (D) long due to the vast geographical areas it covered

Paragraph 5 is marked with an arrow [→].

8. The word **this** in the passage refers to

- (A) the effect the freed slaves had on the outcome of the war
- (B) Lincoln's failure to free all of the slaves at once
- (C) Lincoln's decision to free the slaves
- (D) the Emancipation Proclamation

9. It can be inferred from paragraph 5 that

- (A) the Confederacy expected unconditional economic support from Europe
- (B) Europe refused to aid the Confederacy because Europe was against the war
- (C) the Confederacy expected aid from Europe if it showed that it could win the war
- (D) Europe's refusal to aid the Confederacy was a normal practice

Paragraph 5 is marked with an arrow [→].

10. The word **tenacious** in the passage is closest in meaning to

- (A) difficult
- (B) strong
- (C) ambivalent
- (D) resolute

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11. It can be inferred that the author believes
- (A) that economics were the primary cause of the Civil War
 - (B) that slavery was the only important issue in the Civil War
 - (C) that the government did not have a constitutional right to regulate slavery
 - (D) that slavery was the primary but not the only factor in the Civil War
12. All of the following can be inferred from the passage EXCEPT
- (A) The South lost the war because it did not win many battles.
 - (B) The Emancipation Proclamation helped the North win the war.
 - (C) In 1860 Slavery was an issue each presidential candidate needed to address.
 - (D) The South had requested economic aid from Europe.
13. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

Familiarity with the landscape gave the South a major strategic advantage.

Where would the sentence best fit?

14. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Lincoln's election, which brought about the first round of secession, was the beginning of a war filled with partisanship.

Answer Choices

- (A) When the Confederate states fired on a Union fort, Lincoln ordered all troops to retaliate; instead, additional Southern states seceded.
- (B) It was in the first battle of the Civil War, the Battle of Bull Run, that General Jackson earned the nickname "Stonewall" Jackson.
- (C) The Civil War took a high toll in lives from both the North and the South.
- (D) The Emancipation Proclamation only freed slaves in Confederate states because Lincoln believed that his constitutional authority was limited to actions that would allow the Union to win the war.
- (E) It wasn't until many slaves from the Confederate states, freed by the Emancipation Proclamation, joined the Union army that the Union secured victory.
- (F) Although the Union had more troops and better transportation, the South had a more expert army and a passionate desire, on the part of both soldiers and civilians, to win.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 15-28 are based on the following passage.

In the early 1980s, many Americans were disillusioned by the economic, social and political trends of the era: crime and racial polarization in urban centers, a spiraling economy, and sharp inflation. Conservatives, who had been out of power at the national level for many years, exploited this mood with their message of limited government, strong national defense and protection of traditional values and school prayer.

➔ Fundamentalist Christians, particularly concerned about crime, abortion, and what they perceived as sexual immorality, fueled the conservative upsurge. ■ Many such groups wanted to return religion to a central place in American life. They organized in support of politicians who agreed with their positions — and against those who disagreed with them. The election of Ronald Reagan as president in 1980 galvanized these conservative groups, and political-religious groups like Jerry Falwell's Moral Majority and Pat Robertson's Christian Coalition became increasingly influential in politics. ■ Reagan entered politics by running for governor of California, encouraged by important Republican donors after giving a speech in favor of the very conservative Barry Goldwater. He became nationally known after his aggressive handling of the student protests at Berkeley in 1968.

➔ Reagan's economic program was rooted in his belief that the nation would prosper if the power of the private economic sector were unleashed. A proponent of "supply-side" economics — the theory that a greater supply of goods and services is the swiftest road to economic growth — Reagan cut taxes to promote greater consumer spending, saving and investment, while at the same time dramatically increasing defense spending.

The moves did not work; a severe recession marked the early years of Reagan's presidency. Unemployment rose above ten percent and almost one-third of America's industrial plants lay idle. Virtually all the growth in national wealth took place in the highest income group. Many poor and middle-class families actually lost ground, and many low- and semi-skilled jobs disappeared from the economy. Another sweeping federal tax-reform measure — the most severe in 75 years — still failed to correct these inequities.

➔ Although the recession curbed the astronomical inflation that had been plaguing the economy since Nixon's presidency, an alarming percentage of the growth was based on deficit spending. Reagan's decision to cut taxes for the wealthy while increasing the military budget not only resulted in the federal government spending far more than it received in revenues each year, but also in an increase in the gap between the rich and

the poor. Under Reagan, the national debt nearly tripled. However, by the time Reagan left office, both the inflation and unemployment problems had been solved.

Reagan began the conservative doctrine that government intruded too deeply into American life, which, at its worst, led the government to turn its back on the needy. Reagan pursued a thoroughgoing program of deregulation. He eliminated regulations affecting the workplace and the environment, arguing that they were costly and inefficient and impeded economic growth. He, like conservatives after him, placed great faith in the market. His administration also successfully cut welfare and social spending, which generated significant opposition.

Reagan also took a strong stand against abortion, which was a highly charged political issue. He published a book about abortion, criticizing what he saw as a fundamental disrespect for life, promoted by the practice of abortion. Many conservative activists refer to Reagan as the most pro-life president in history.

President Reagan also faced harsh criticism from gay rights advocates and others for not responding quickly enough to the HIV-AIDS epidemic. For two years after the epidemic first made headlines, no one in the Reagan administration mentioned it at all. The first mention of the disease was, in October, 1982, when Reagan's press secretary responded to a reporter's question about "the gay plague"—what HIV was initially called—by saying "I don't have it, do you?" amid much laughter. Reagan had also supported laws outlawing sodomy and had opposed proposals to include sexual orientation in anti-discrimination laws. However, after his death, family members and gay conservatives pointed out that as governor of California he had opposed an anti-gay initiative and had taught his children that homosexuality was natural for some people.

Reagan's greatest historical accomplishment was bringing an end to the Cold War. He brought the Cold War back into political prominence, because he did not think that the Soviet economy could compete against the United States in a renewed arms race. By 1990, the Soviet Union was officially dissolved. Many credited Reagan for this accomplishment. The former British Prime Minister, Margaret Thatcher, said, "Ronald Reagan won the Cold War without firing a shot." Others believed that the collapse of the Soviet Union resulted from internal problems and the low price of crude oil at the time, on which the Soviet economy depended heavily.

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15. The word **exploited** in the passage is closest in meaning to

- Ⓐ explained
- Ⓑ used unfairly
- Ⓒ mocked and parodied
- Ⓓ turned to their benefit

16. In paragraph 2, whom does the author primarily credit with bringing Reagan to power?

- Ⓐ Barry Goldwater
- Ⓑ Conservative Christians
- Ⓒ Republican donors
- Ⓓ Berkeley students

Paragraph 2 is marked with an arrow [➡].

17. The word **those** in the passage refers to

- | | |
|---------------|-------------|
| Ⓐ groups | Ⓑ positions |
| Ⓒ politicians | Ⓓ religions |

18. The word **his** in the passage refers to

- | | |
|-----------------|-------------------|
| Ⓐ Jerry Falwell | Ⓑ Barry Goldwater |
| Ⓒ Pat Robertson | Ⓓ Ronald Reagan |

19. The word **unleashed** in the passage is closest in meaning to

- Ⓐ deregulated
- Ⓑ brought into use
- Ⓒ made into an issue
- Ⓓ restrained from interfering

20. According to paragraph 3, what did President Reagan believe would cause people to invest more?

- Ⓐ increasing the supply of goods and services
- Ⓑ an increase in the military defense budget
- Ⓒ sweeping federal reform measures
- Ⓓ increased privatization in business

Paragraph 3 is marked with an arrow [➡].

21. The word *severe* in the passage is closest in meaning to

- Ⓐ sudden
- Ⓑ intelligent
- Ⓒ unkind
- Ⓓ thorough

22. According to paragraph 5, which of the following policies does the author credit with eliminating inflation and unemployment?

- Ⓐ tax cuts
- Ⓑ deficit spending
- Ⓒ deregulation
- Ⓓ the passage doesn't specify

Paragraph 5 is marked with an arrow [➡].

23. The word *they* in the passage refers to

- Ⓐ regulations
- Ⓑ revenues
- Ⓒ social programs
- Ⓓ political opponents

24. Why does the author say, "He, like conservatives after him, placed great faith in the market"?

- Ⓐ To explain the importance of the economy to Reagan's overall vision
- Ⓑ To cast a negative light on Reagan's belief in deregulation
- Ⓒ To suggest that Reagan was the father of free trade
- Ⓓ To justify Reagan's deficit spending

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25. Why does the author cite Reagan's press secretary saying of "the gay plague," "'I don't have it, do you?' amid much laughter"?

- (A) To provide some comic relief in an otherwise serious essay
- (B) To show how good the Reagan administration was with the press
- (C) To lend credence to the claim that Reagan did not handle the AIDS crisis well
- (D) To show how little understood HIV-AIDS was at the time

26. With which of the following statements would the author be most likely to agree?

- (A) Reagan's economic policies were quite effective.
- (B) Reagan's policy on HIV-AIDS was a product of his time.
- (C) Reagan, with a few exceptions, advanced the conservative Christian agenda.
- (D) Reagan has been falsely credited with ending the Cold War.

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

Pro-choice and anti-abortion demonstrations were a fixture of the political landscape.

Where would the sentence best fit?

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

This question is worth 2 points.

Ronald Reagan came to power at a time when Americans' concerns matched the conservative political agenda.

Answer Choices

- (A) Reagan's belief in "supply-side" economics was initially disastrous, but seemed to have worked by the end of his presidency.
- (B) Many people have argued that other factors caused the dissolution of the Soviet Union.
- (C) Reagan's advancement of conservative Christians' beliefs had many social costs, including an increase in the rich-poor gap and a slow response to the AIDS crisis. However, Reagan is widely thought to have ended the Cold War.
- (D) Reagan has been called the most pro-life president in history.
- (E) Conservative Christian groups were an important factor in bringing Reagan to power and shaping his agenda.
- (F) Many of Reagan's critics didn't think the actor was smart enough to be president.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 29-41 are based on the following passage.

➔ The Quich are Native Americans of Guatemala. The Quich live mostly in the highlands of Guatemala, and in pre-Columbian times they were one of the most powerful states in the region. Their capital city was Gumarcaj, the ruins of which are a short distance from Santa Cruz del Quiché. While the height of Mayan culture took place between 300 and 900 B.C., the culture did not die out even when the major cities were abandoned. Instead, it spread across Guatemala and southern Mexico, which is why the Quich can be considered Mayan.

The Quich were conquered by the conquistador Pedro de Alvarado in the early 16th century. Their last king, Tecún Umán, who was killed by Alvarado, remains a folk-hero and figure of legend. However, although they were conquered, a few pieces of their culture survived, such as the creation story of the Quich. It is preserved in the Mayan Alphabetic Popol Vuh, which is written in Quich. Popol Vuh mean "Council Book" or "Book of the Community" and was an important book of scripture for the Quich. This text is the only remaining tome of the magnificent collection that once made up the literature of the Mayans.

➔ When the Spaniards discovered the Mayans and moved in to conquer them in the 16th century, the Catholic priests that came with them began to systematically exterminate all traces of Mayan "culture," which they considered pagan. The usage of Maya script was forbidden and Latin alphabet was taught instead. The priests, however, were also scholars and were extremely interested in the Mayan culture, despite their idol worshiping. As a result, they clandestinely made copies of older hieroglyphic books, but using Latin letters. One of these copies was discovered in 1702 by a priest named Francisco Ximénez in the Guatemalan town of Chichicastenango, and rather than burning it, Father Ximénez made a copy of it, and added a translation into Spanish. This copy found its way into a neglected corner of the University of San Carlos library in Guatemala City, where it was discovered by Etienne Brasseur de Bourbourg and Carl Scherzer in 1854. It was eventually transcribed from its original hieroglyphics into the Roman alphabet. Since then, many translations of the Popol Vuh have become available.

The text of the Ximénez manuscript contains what some scholars believe are mistakes based on exact transliteration of an earlier hieroglyphic text, a proof that the Popol Vuh is based on a copy of a much earlier text. However, there were clearly additions and modifications to the text in Spanish Colonial times; most notably, the Spanish governors of Guatemala are mentioned as the successors of earlier Maya rulers.

➔ The remarkable thing about the Popol Vuh is that it describes a religion and

creation story that the Quich still adhere to today. Much of it is taken up with astronomical and prophetic calculations. The story of the creation of the universe is also included, as are those of the creation of humanity amid great trials and the selection of the Quich as a special people. The book continues with details of the foundation and history of the Quich Kingdom, tying in the royal family with the legendary gods in order to assert rule by divine right.

➔ One of the creation stories tells how the gods try to create humans four times and fail in each attempt. One of the first attempts results in the creation of brothers One Hunahpu and Seven Hunahpu. While playing a game of ball, the brothers attract the attention of the Lords of Xibalba, the underworld. They must pass through the trials of the Lords. They fail all the challenges and the gods sacrifice them, but One Hunahpu's head is placed upon a tree where it bears fruit. The woman known as Blood Gatherer eats from the tree and bears twin sons destined to become the sun and the moon.

Pre-Columbian Maya funeral pottery often contains sections of text from the Popol Vuh in hieroglyphs and illustrations of scenes from the legends. Some stories from the Popol Vuh continued to be told by modern Maya as folk legends; some stories recorded by anthropologists in the 20th century may preserve portions of the ancient tales in greater detail than the Ximénez manuscript.

29. In paragraph 1, the Quich are considered Mayan because

- (A) they were conquered by the Mayans
- (B) they practiced Mayan culture
- (C) they spoke the same language as the Mayans
- (D) their civilization arose from Mayan ruins

Paragraph 1 is marked with an arrow [➔].

30. The word **they** in the passage refers to

- (A) Spaniards
- (B) Mayans
- (C) Catholics
- (D) priests

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31. According to the paragraph 3, why was the Popol Vuh was preserved?

- (A) It was a special book that the Quich required in their religious ceremonies.
- (B) The Catholic priests were interested in studying Mayan culture.
- (C) The book contains stories important to Mayan culture.
- (D) The Spanish and German wanted to study Quich religion.

Paragraph 3 is marked with an arrow [➡].

32. According to paragraph 3, Father Ximénez

- (A) ordered the burning of pagan books
- (B) clandestinely made a copy of the Popol Vuh in Latin
- (C) discovered a copy of the Popol Vuh at the Carlos library in Guatemala City
- (D) translated the Popol Vuh into Spanish

Paragraph 3 is marked with an arrow [➡].

33. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) Because earlier hieroglyphic texts contained errors, the Ximénez manuscript must necessarily also have mistakes.
- (B) Earlier hieroglyphic texts prove that the Ximénez manuscript is not an original text.
- (C) The Ximénez manuscript contains errors — this is evidence that the Popol Vuh is based on an earlier text.
- (D) Mistakes in the Popol Vuh support the argument that the Ximénez manuscript is actually a counterfeit.

34. The word *adhere* in the passage is closest in meaning to

- (A) retell
- (B) preach
- (C) believe
- (D) study

35. The word *it* in the passage refers to

- (A) Popol Vuh
- (B) religion
- (C) creation story
- (D) calculations

36. In paragraph 5, why does the author mention that the foundation and history of the Quich Kingdom were included in the Popol Vuh?

- (A) To prepare for a discourse on Quich history
- (B) To give an overview of the contents of the Popol Vuh
- (C) To suggest that the monarchy twisted the book for their own needs
- (D) To show the thoroughness of the Popol Vuh

Paragraph 5 is marked with an arrow [→].

37. The word *destined* in the passage is closest in meaning to

- (A) certain
- (B) intended
- (C) fated
- (D) sentenced

38. In paragraph 6, all of the following are mentioned as events in the creation of humans by the gods in the Popol Vuh EXCEPT:

- (A) One and Seven Hunahpu are failed attempts at creating humans.
- (B) Blood Gatherer consumes fruit grown from One Hunahpu's remains.
- (C) One and Seven Hunahpu are punished as an example to humans.
- (D) One and Seven Hunahpu attract the gods' notice by playing a game.

Paragraph 6 is marked with an arrow [→].

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39. The author would most likely agree that

- (A) the entire Quich culture was destroyed by the Catholic priests
- (B) the Popol Vuh describes a wide variety of events
- (C) the Popol Vuh has many inaccurate descriptions
- (D) the Popol Vuh is representative of Mayan literature

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

The original hieroglyphic Popol Vuh is supposedly hidden away somewhere.

Where would the passage best fit?

41. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

After the Quich were conquered, the Popol Vuh had a tumultuous and long history, in many languages.

▼ Answer Choices

- (A) The Popol Vuh was rediscovered at the University of San Carlos by Etienne Brasseur de Bourbourg and Carl Scherzer, and translated into many different languages.

- Ⓐ The Popol Vuh tells the Mayan creation story as well as the foundation and history of the Quich kingdom.
- Ⓑ Francisco Ximénez made a Spanish translation of the Popol Vuh when he found a copy of it in Chichicastenango.
- Ⓒ While most of Mayan literature and culture was destroyed, the Popol Vuh was copied by priests and translated into Latin.
- Ⓓ The Popol Vuh means "Council Book" or "Book of the Community," and was a greatly treasured book of the Quich people.
- Ⓔ Priests were forbidden to study Mayan literature; any Mayan books they found were to be burned immediately.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

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Questions 1-13 are based on the following passage.

When the Japanese attacked Pearl Harbor, bringing the United States into World War II, the United States was relatively unprepared for war. In addition, nearly all of its battleship fleet had been destroyed. The country lunged into war, frantically building ships, guns and other supplies drafting most men into combat. As a result, American society would experience dramatic changes over a very short period of time.

The war brought a tremendous shortage of labor. On the one hand, there was great demand for labor to construct war machines, and on the other, men left civilian employment for military service in droves. To fill the shortage, society could have gone back to child labor as in the preceding century. Instead, society asked women to fill the jobs, and they rushed to take them. Women stepped in to fill the gaps left by the absent men, partly because someone had to do the work, partly because they needed money to take care of their families, and partly because they were energized by war propaganda and a desire for independence.

➔ The shortage of male workers was particularly evident in large factories. Factories hired the most women, where they often worked for less pay than the men had received.

■ One such factory was the Whiting candle factory, which employed thousands of women at lower wages. The basis for lower pay was historical. Government intervention during the Depression had mainly given jobs to men. The government allotted different types of jobs to men and women. Men worked in manufacturing and dominated the professions; women did clerical work, or worked on the lower scale in a factory.

➔ Predictably, there was some social anxiety associated with the large-scale introduction of women into the American work force during World War II. There was concern about women taking soldiers' jobs, and some men who had remained in their jobs felt that their livelihoods were threatened by the women. They often harassed the female workers. Working women also generated anxiety about the effect on the family and the potential breakdown of social values. Women's new form of dress, practical overalls or slacks with bandanas or snoods to cover their hair, was also unpopular and considered "unfeminine" by men, but the women persisted in wearing the more useful clothing and even started to wear their work clothes on the streets. ■ Full employment was incredibly liberating for women, but it nonetheless represented a provocative change to their traditional roles.

➔ At the same time, the women worked as welders, aircraft builders, tank mechanics, and arms manufacturers. ■ In fact, in some areas, women's skills surpassed those of men, and some factories deliberately sought female workers for particular jobs. They were

coveted for their work on wire fuses for bombs and for filling gunpowder casings because of their more refined motor skills (supposedly developed from using a sewing needle). But just like male industrial workers, women who worked in factories experienced great trials and tribulations, including disfigurement, disability and even death due to accidents. They also suffered from the long hours of work in poor conditions.

At the end of the war, pent-up demand exploded into an economic boom. Prices skyrocketed with the removal of price controls, forcing many women to stay on the job to help buy things their families needed. But the “American dream,” which had been dormant during the Depression and the war, now seemed within reach. Married couples bought houses and household appliances and had children, indulging in all the things the Depression had made impossible. Although many young women temporarily left the work force to begin families, overall, married women’s labor force participation continued to rise after the war and has been rising ever since. The female factory workers of World War II, despite some difficulties, won a large battle in the step towards independence for women.

1. The author says “The country lunged into war” to emphasize

- (A) The size of the country
- (B) The sudden but forceful nature of the move to war
- (C) The rashness of the response to Pearl Harbor
- (D) The number of men drafted

2. The word *droves* in the passage is closest in meaning to

- (A) waves
- (B) squadrons
- (C) uniforms
- (D) large numbers

3. The word *them* in the passage refers to

- | | |
|-------------|----------|
| (A) society | (B) jobs |
| (C) women | (D) men |

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4. The word **their** in the passage refers to
- (A) male workers (B) factories
(C) female workers (D) bosses
5. It can be inferred from paragraph 3 that
- (A) almost no women had factory experience
(B) the government supported lower wages for women
(C) factories were the largest employers just prior to the war
(D) clerical work did not pay well

Paragraph 3 is marked with an arrow [➡].

6. The roles of paragraphs 4 and 5 in the passage can be described, respectively, as
- (A) the benefits and the disadvantages of female factory workers
(B) social issues and work-related issues generated by working women
(C) men's attitudes and women's attitudes toward women working
(D) lasting issues and temporary issues associated with women working

Paragraph 4 and 5 are marked with arrows [➡].

7. The word **persisted** in the passage is closest in meaning to
- (A) argued for (B) insisted on
(C) agreed on (D) continued to
8. The word **coveted** in the passage is closest in meaning to
- (A) resented (B) well paid
(C) sought after (D) challenged

9. What reason does the author give for many women stopping work at the end of the war

- (A) They wanted to have children.
- (B) Many women preferred their previous lifestyle.
- (C) Employers gave soldiers their jobs back.
- (D) They had saved enough money not to need work anymore.

10. All of the following can be inferred from the passage EXCEPT:

- (A) Some factories preferred hiring women for certain jobs.
- (B) Some men didn't enjoy working alongside women.
- (C) A new fashion was created as a result of women working in factories.
- (D) Women enjoyed working in the factories.

11. The passage mentions all of the following as hazards faced by female workers EXCEPT:

- (A) Harassment from male workers
- (B) Comparatively lower pay
- (C) A higher death rate than men due to accidents
- (D) Disfigurement from work-related injuries

12. Look at the four squares [] that indicate where the following sentence can be added to the passage.

For example, the government displayed posters of Rosie the Riveter, encouraging young women to join the workforce and celebrated women's strengths.

Where would the sentence best fit?

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

World War II produced major changes in American society, especially with regard to women in the workforce.

Answer Choices

- (A) Although women were more sought after for working on wire fuses and filling gunpowder casings because of their more refined motor skills, this was attributed to their experience with sewing needles.
- (B) Women began working in factory jobs because the war brought an increased demand for labor and a diminished supply; however, they were paid significantly less than men.
- (C) At the end of the war, many women left their jobs to have children, but some remained and a trend was established.
- (D) The tendency to pay women less had begun in the Depression, when the government assigned higher paying jobs to men and lower paying jobs to women.
- (E) Working was what first prompted women to wear pants.
- (F) Women working generated anxiety about shifts in social values, but women were very successful in their jobs.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Questions 14-27 are based on the following passage.

Over 130 years have passed since the American Civil War, and there is still no general agreement about the true causes. When the armies of the Union and Confederacy were first formed, very few of the soldiers on either side considered slavery an important enough issue to wage war over. However, it is also correct to say that without slavery, there would have been no war.

➔ Before the Civil War, the Constitution had provided a basis for peaceful debate over the future of government, and had been able to regulate conflicts of interest and conflicting visions for the new, rapidly expanding nation. For many years, the Missouri Compromise had balanced the number of “free states” and “slave states” so that there would be a balance in the Senate. The last slave state admitted was Texas in 1845, with five free states admitted between 1846 and 1859. The admission of Kansas as a slave state had recently been blocked, and it was due to enter as a free state instead in 1861.

Sectional tensions changed in their nature and intensity rapidly during the 1850s. The United States Republican Party was established in 1854. The new party opposed the expansion of slavery in the Western territories. Although only a small share of Northerners favored measures to abolish slavery in the South, the Republicans were able to mobilize popular support among Northerners and Westerners who did not want to compete against slave labor if the system were expanded beyond the South. Meanwhile, the profitability of cotton, or “King Cotton,” as it was touted, solidified the South’s dependence on the plantation system and its foundation: slave labor. A small class of slave barons, especially cotton planters, dominated the politics and society of the South.

➔ Southern secession was triggered by the election of Republican Abraham Lincoln. Lincoln was a moderate in his opposition to slavery. He pledged to do all he could to oppose the expansion of slavery into the territories — thus also preventing the admission of any additional slave states to the Union. However, he also said the federal government did not have the power to abolish slavery in the states in which it already existed. In addition to Lincoln’s presidential victory, the slave states had lost the balance of power in the Senate and were facing a future as a perpetual minority after decades of nearly continuous control of the presidency and Congress. Before Lincoln took office, seven states seceded from the union, establishing a new southern government, the Confederate States of America, on February 9, 1861. They took control of federal forts and property within their boundaries, with little resistance from President Buchanan. Ironically, by seceding, the rebel states weakened any claim to the territories that were in dispute, cancelled any obligation for the North to return fugitive slaves, and assured easy passage

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of many bills and amendments they had long opposed.

Even though slavery was the most prominent moral issue of the nineteenth century, very few Americans owned or used slave labor; some had never seen a slave. Yet, political leaders on both sides took a considerable interest in slavery. In the South, the economic system would have collapsed if plantation owners had to pay wages to the slaves; so political leaders were strong proponents of the slave trade. Political leaders in the North were not so united. Some of them were strongly opposed to any form of slavery, and some were actually supportive of the slave trade. Although slavery seems very much a moral issue today, in the nineteenth century it was primarily a financial issue.

However, after the secession of the Southern states, the federal government had to act. In his inaugural address, Abraham Lincoln argued that the Constitution was a binding contract and called the secession "legally void". He stated he had no intent to invade southern states, but would use force to maintain possession of federal property. His speech closed with a plea for restoration of the bonds of union, which was ignored, and Lincoln was forced to mobilize troops. Though it may or may not have been the primary cause of the war, it seems unlikely that the Civil War would have occurred if there had been no disagreement over slavery.

14. The Constitution is mentioned in paragraph 2 in order to

- (A) show that not every issue was addressed in the founding of the country
- (B) show a peaceful alternative to the Civil War
- (C) show that it failed to prevent the Civil War
- (D) show that the founding fathers had anticipated the Civil War

Paragraph 2 is marked with an arrow [➡].

15. According to paragraph 2, what is the Missouri Compromise?

- (A) An attempt to balance the power between slave and free states in Congress
- (B) A document written by the slaves of Missouri, asking for freedom
- (C) An agreement to allow Missouri to have slaves
- (D) A compromise to make Missouri both a free state and a slave state

Paragraph 2 is marked with an arrow [➡].

16. The word *mobilize* in the passage is closest in meaning to
- (A) attain
 - (B) prepare for action
 - (C) make moveable
 - (D) flare into life
17. The word *it* in the passage refers to
- (A) the slave system
 - (B) profitability of cotton
 - (C) physical labor
 - (D) politics
18. In paragraph 4, what can be inferred about Abraham Lincoln?
- (A) He wanted to abolish slavery in the South.
 - (B) He was moderate in his financial policy.
 - (C) His election was a narrowly won victory.
 - (D) His actions caused the balance of the Missouri Compromise to be lost.
- Paragraph 4 is marked with an arrow [➡].
19. In paragraph 4, all of the following is true about the Confederate States of America EXCEPT
- (A) It consisted of all of the Southern states united against abolishing slavery.
 - (B) It was formed right before Lincoln took office.
 - (C) It caused the Southerners to lose their influence in Congress.
 - (D) The President at the time did little to stop their formation.

Paragraph 4 is marked with an arrow [➡].

20. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) Even though they seceded, the rebel states still lost the rights they were trying to attain.
 - (B) The rights of the Southern states were stripped from them when they decided to secede.
 - (C) It is ironic that, by seceding, the rebel states lost many of the rights they were previously trying hard to attain.
 - (D) Claims to the territories were weakened, obligations were canceled, and bills were passed, which the rebel states did not agree with.
21. The word *proponents* in the passage is closest in meaning to
- (A) those influenced by
 - (B) advocates of
 - (C) parties interested in
 - (D) reactors against
22. The word *them* in the passage refers to
- (A) Northern political leaders
 - (B) Southern political leaders
 - (C) political leaders on both sides
 - (D) slaves
23. According to the passage, historians agree that the cause of the Civil War was
- (A) slavery
 - (B) states' rights
 - (C) Abraham Lincoln's proclamations
 - (D) undetermined
24. According to the passage, why did slavery become a more prominent issue in the years after the Missouri Compromise?
- (A) The Missouri Compromise was unsatisfactory.
 - (B) The South wanted to increase its political and economic influence.
 - (C) The new party in power did not want slavery to spread in the new territories.
 - (D) Northern abolitionists became more vocal and active in their cause.

25. With which of the following conclusions would the author most likely agree?

- (A) Slavery was the primary force that drove the North and South into battle.
- (B) Northerners opposed to slavery were fighting for democracy.
- (C) The true causes of the Civil War are still in dispute, but slavery is among them.
- (D) While many events contributed to the Civil War, slavery was a necessary factor.

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

These leaders knew better than to cite slavery as the primary reason for the war.

Where would the passage best fit?

27. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The part slavery played in causing the Civil War was significant.

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➤ Answer Choices

- (A) The Missouri Compromise, which had kept tensions about slavery at bay, was overturned when Lincoln was elected.
- (B) After southern states seceded and formed the Confederacy, Abraham Lincoln argued that the Constitution was a binding contract.
- (C) Slavery was also a financial issue — the South depended on the slave trade for their economy and did not want slavery abolished.
- (D) Lincoln's announcement caused several slave states to secede from the nation, which triggered a more forceful response from the rest of the country.
- (E) Political leaders on the north were not all abolitionists; in fact, some were indifferent or even supportive of slavery.
- (F) Unlike President Truman, Abraham Lincoln spoke loudly and firmly against slavery.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 28-40 are based on the following passage.

Chronic Fatigue Syndrome (CFS) is a disease about which scientists and doctors know very little. It is characterized by muscle pain, weakness, memory impairment, joint pain, insomnia, and crippling fatigue that cannot be soothed with rest. This disease may affect as many as 500,000 to 800,000 Americans, but it is still poorly understood in the medical community.

Since a blood test alone cannot determine the presence of the disease and because each of the symptoms individually can be indicative of other diseases, a doctor who suspects CFS in a patient must successively eliminate all other potential testable causes of the patient's set of symptoms before formally diagnosing CFS. As a result of doctors' hesitance to diagnose CFS, many patients feel like their doctors don't believe them. Some patients are actually told that there is nothing wrong with them or that they are hypochondriacs.

A part of the problem with recognition of CFS as a legitimate complaint is the name of the syndrome; fatigue is not classified as a separate illness, whereas CFS is a recognized disease. And finally, there is no record of large numbers of deaths from the disease. It rarely causes death in and of itself, and most of those who die from CFS have taken their own lives. Another reason for resistance among doctors is that CFS is thought to be incurable, although some cases may resolve over time, and medication can bring a degree of relief in others. Fortunately, more and more doctors are willing to diagnose CFS, resulting in more diagnoses of CFS each year. Because there is no cure, patients are treated for the symptoms they exhibit rather than for the disease itself.

➔ Medical resistance and disbelief among friends and family often plague sufferers of poorly understood diseases. The same was true of polio before a viral cause was discovered; people suffering from polio were thought to be physically expressing psychological symptoms or simply faking. Although it is still poorly understood, CFS has been around for a long time. It was studied in the late 1930s as an immunological neurological disorder under the medical term "myalgic encephalomyelitis," a name which incorrectly suggests swelling of the brain and spinal cord. The name "chronic fatigue syndrome" was introduced in 1988 by United States researchers based at the Centers for Disease Control and Prevention. Even two years after that formal recognition, however, *Newsweek* ran an article about the "Yuppie Flu."

In order for this disease to be recognized and treated, steps need to be taken in several areas. First, doctors must be better informed and educated about the nature of the disease. Accordingly, Centers for Disease Control released a guide to diagnosing

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CFS in 1994. The diagnosis of CFS requires incapacitating fatigue that is unexplained, lasts at least 6 months, and is not improved by rest. The fatigue must be accompanied by a minimum of 4 of the following: impairment of short-term memory and concentration; muscle pain; joint pain; headaches of a new type, pattern, or severity; sore throat; tender lymph nodes; and fatigue lasting more than 24 hours after exertion. ■

➔ More importantly, there needs to be more research into the causes of the disease. There are more than 10 proposed causes at present, ranging from pollution to dental infections. Current research, however, is focusing on a possible viral cause, as a result of CFS's similarities to post-polio syndrome. Several viruses of the enterovirus family can produce an infection of the nervous system similar to that caused by the poliovirus, and many more can trigger an autoimmune reaction that attacks the nervous system. Researchers are testing the hypothesis that one of these scenarios results in damage to the areas of the brain that regulate alertness and metabolism, resulting in many of the symptoms of CFS. ■

Finally, public awareness must be heightened to provide the impetus and funds for further study. Without this necessary motivation and support, researchers are unlikely to discover a cure for CFS in the near future.

28. The word **crippling** in the passage is closest in meaning to

- (A) limiting
- (B) disabling
- (C) chronic
- (D) painful

29. The word **fatigue** in the passage is closest in meaning to

- (A) lack of willpower
- (B) boredom
- (C) tiredness
- (D) foggiess

30. The word *it* in the passage refers to

- (A) a viral cause
- (B) CFS
- (C) myalgic encephalomyelitis
- (D) polio

31. The author uses polio in paragraph 4 as an example of

- (A) A virus related to the one that may cause CFS
- (B) Another serious illness that was originally thought to be psychological
- (C) Another disease that first became prominent in the 1930s
- (D) Another immunological neurological disorder

Paragraph 4 is marked with an arrow [→].

32. The author refers to an article in *Newsweek* in paragraph 4 primarily to

- (A) give an account of all the names CFS has been called
- (B) demonstrate that CFS tends to hit certain populations harder than others
- (C) show how CFS finally became a serious topic of discussion
- (D) give a concrete example of lack of respect for CFS as a serious illness

Paragraph 4 is marked with an arrow [→].

33. What is the most credible explanation for CFS, according to paragraph 6?

- (A) a long-lasting virus similar to polio
- (B) dental infections
- (C) damage done by certain viruses
- (D) pollution

Paragraph 6 is marked with an arrow [→].

34. The word *impetus* in the passage is closest in meaning to

- (A) mandate
- (B) motivation
- (C) campaign
- (D) setting

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35. Based on the information in the passage, what can be inferred about the name “Chronic Fatigue Syndrome?”
- (A) It incorrectly describes the symptoms of those who suffer from it.
 - (B) It is not well known or recognized among the public.
 - (C) It leads to prejudicial treatment of patients with the disease.
 - (D) It may make diagnosis more difficult due to the nature of fatigue.
36. Which of the following does the passage suggest is the most important step toward gaining a better understanding of CFS?
- (A) formalizing a diagnosis
 - (B) increased funding for research
 - (C) finding the cause
 - (D) educating doctors
37. All of the following help explain doctors’ resistance to diagnosing CFS EXCEPT
- (A) There is no cure for CFS.
 - (B) The term “fatigue” implies that the person isn’t really sick.
 - (C) They are required to test for many other things first.
 - (D) Doctors discovered that there was no swelling of the brain or spinal cord in CFS.
38. All of the following can be inferred from the passage EXCEPT:
- (A) There is no specialized treatment for CFS.
 - (B) Blood tests are not necessarily effective in diagnosing CFS.
 - (C) Not much is known about CFS.
 - (D) CFS patients usually think that there is nothing wrong with them.

39. Look at the four squares [] that indicate where the following sentence can be added to the passage.

More important than the formal diagnosis, however, is the understanding with which doctors should treat their patients.

Where would the sentence best fit?

40. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

Chronic Fatigue Syndrome (CFS) is a serious illness which is poorly understood.

Answer Choices

- (A) The skepticism about CFS is typical of most new diseases, but, although CFS is new as terminology, doctors have long been aware of the condition.
- (B) For CFS to be handled and treated more efficiently, doctors must be educated further and research must explore causes and cures.
- (C) Some patients are told they are hypochondriacs.
- (D) Symptoms of CFS include incapacitating fatigue which is not improved by rest, memory or concentration problems, muscle and joint pain, headaches, sore throat, and extreme fatigue after exertion.
- (E) Public support and funding is needed for researchers to better understand CFS.

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- Ⓕ Because diagnosis is difficult and there is no cure for CFS, doctors have been hesitant to diagnose patients with it.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

Questions 1-12 are based on the following passage.

→ In 1846 in St. Louis, Missouri, slave Dred Scott filed a lawsuit seeking his freedom. Dred Scott was an American slave who was taken first to Illinois, a free state, and then to Minnesota, a free territory, for an extended period of time and then back to the slave state of Missouri. After his original master died, he sued for his freedom. Having lived for over a certain amount of years in a free state, he claimed that he had gained his freedom. He initially won his freedom from a Missouri lower court, but the decision was reversed by the Missouri Supreme Court and remanded back to the trial court. Simultaneously, Scott had filed suit in federal court, where, after prevailing on the issue of his status as a citizen of Missouri, he lost a trial by jury. Scott appealed to the U.S. Supreme Court, which began an eleven year long legal battle. In the end, the Supreme Court denied Scott's freedom and used the case to fundamentally change the legal balance of power in favor of slaveholders. This case is considered by many to have been a key cause of the American Civil War and of the later ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution, leading to the abolition of slavery and establishment of civil rights for freed slaves. At the time, the result of the case only increased tensions between free and slave states.

→ After the 1856 November vote, but before the Supreme Court had reached a conclusion, President-elect Buchanan wrote to his friend, Supreme Court Justice John Catron, asking whether the case would be decided before his inauguration in March. Buchanan hoped the decision would quell unrest in the country over the slavery issue by issuing a decision that put the future of slavery beyond the realm of political debate. Buchanan later pressured Justice Grier, a Northerner, to join the Southern majority to prevent the appearance that the decision was made along sectional lines. This was an effort on the new President's part to lessen the tensions already high in the country. Unfortunately, even after reaching a conclusion, the slavery issue was unresolved.

The Supreme Court decision was delivered on March 6, 1857. ■ In total, six justices agreed with the ruling, while Samuel Nelson concurred with the ruling but not its reasoning, and Curtis and John McLean dissented. ■ The Court chose Chief Justice Roger B. Taney to write the court's majority opinion. ■ One of the privileges reserved for citizens by the Constitution, argued Taney, was the "privilege of suing in a court of the United States in the cases specified by the Constitution." Taney's opinion stated that Negroes, even free Negroes, were not citizens, and therefore Scott did not even have the privilege of suing in a federal court. ■

→ Taney then turned to the question of the Missouri Compromise. The territories

acquired from France in the Louisiana Purchase of 1803, Taney stated, were dependent upon the national government, and the government could not act outside its framework as set forth in the Constitution. Congress, for example, could not deny the citizens of the new territory freedom of speech. Similarly, Congress could not deprive them of “life, liberty, or property, without due process of law,” according to the Fifth Amendment. The Constitution made no distinction between slaves and other types of property. Taney reasoned that the Missouri Compromise deprived slaveholding citizens of their property in the form of slaves, making it unconstitutional.

Scott’s case had one last hope: Taney could decide that Scott was free because of his previous stay in the free state of Illinois. He made no such decision, stating instead: “the status of slaves who had been taken to free States or territories and who had afterwards returned depended on the law of the State where they resided when they brought the suit.” Scott had brought the suit in Missouri, and hence he was still a slave because Missouri was a slave state. Taney dismissed the case for lack of jurisdiction and sent it back to the lower court with instructions for that court to dismiss the case for the same reason.

While Taney had expected this decision to end the debate over slavery once and for all, the opposite happened. It strengthened the opposition to slavery in the North, divided the Democratic Party on sectional lines, encouraged secessionist elements among Southern supporters of slavery to make even bolder demands, and led to the establishment of the Republican Party and rise of Abraham Lincoln.

1. In paragraph 1, why does the author mention amendments?

- (A) To show how the Dred Scott decision was later reversed
- (B) To show how the Dred Scott decision was added to the constitution
- (C) To show the importance of the Dred Scott decision
- (D) To show why the Dred Scott decision was radical for its time

Paragraph 1 is marked with an arrow [➡].

2. Why did Buchanan write to Supreme Court Justice John Catron in paragraph 2?

- (A) Buchanan wanted to influence the final decision of the Supreme Court.
- (B) Catron had requested help for the indecision of the Supreme Court.
- (C) Events had become more violent and the two men were worried.
- (D) Buchanan wanted the slavery issue resolved and finished.

Paragraph 2 is marked with an arrow [➡].

3. The word **them** in the passage refers to

- (A) slaves
- (B) citizens
- (C) freedom
- (D) government

4. The word **distinction** in the passage is closest in meaning to

- (A) minor discrepancy
- (B) clear difference
- (C) slight analogy
- (D) apt comparison

5. Based on the paragraph 4, what can be inferred about the powers of Congress under the Constitution?

- (A) The Congress did not have the power to grant or deny Constitutional rights.
- (B) The Congress could on rare occasion act on Constitutional issues.
- (C) The Congress had narrowly defined powers that were almost entirely civil.
- (D) The Congress had limited powers which included determining property rights.

Paragraph 4 is marked with an arrow [➡].

6. According to paragraph 4, why did Taney find the Missouri Compromise unconstitutional?

- (A) It deprived men of their property.
- (B) It went against the freedom of speech.
- (C) It allowed anti-American activities to occur.
- (D) It took away the slaves' rights of liberty.

Paragraph 4 is marked with an arrow [➡].

7. The word **jurisdiction** in the passage is closest in meaning to

- (A) authority or right to sue in court
- (B) clear boundary within which a law applies
- (C) authority or ability to interpret the law
- (D) clear boundary concerning a person's status

8. The word **it** in the passage refers to

- (A) slavery
- (B) opposition
- (C) decision
- (D) debate

9. All of the following are mentioned as reasons Judge Taney dismissed the case EXCEPT

- (A) Dred Scott was not considered a citizen in Missouri.
- (B) Making Dred Scott free would violate the Constitution
- (C) Dred Scott had not lived long enough in free territories
- (D) Dred Scott did not have the right to sue in court

10. According to the information in the passage, what can be inferred about freed slaves at the time of the Dred Scott case?

- (A) They were subject to being re-enslaved.
- (B) They were granted some rights unequal to those of whites.

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- Ⓒ They were not considered citizens.
- Ⓓ They were not allowed to be involved in court.

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

The Court's majority opinion in this case needed to address two significant issues: Negro citizenship and the constitutionality of the Missouri Compromise.

Where would the passage best fit?

12. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

In the Supreme Court decision on the Dred Scott case, Roger B. Taney announced three reasons for declaring Dred Scott a slave.

➤ Answer Choices

- Ⓐ The right to sue was reserved for US citizens; Negroes were not citizens, regardless of whether they were free or slaves, so Scott did not have the right to approach the court.
- Ⓑ Even though Scott lived in free territories for a while, it was not long enough to make him a free man.
- Ⓒ Due to jurisdiction laws, because he had brought his suit to Missouri, a slave state, Scott

was still a slave.

- Ⓓ The Missouri Compromise was declared unconstitutional because it deprived men of their lawful property.
- Ⓔ Scott had not applied for citizenship, so he could not su(r)e in a federal court.
- Ⓕ President Buchanan had requested that the Supreme Court declare Dred Scott a slave, so the Court did so.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 13-24 are based on the following passage.

Joseph McCarthy was a Wisconsin lawyer who became a circuit judge in 1940, served with the U.S. marines in the Pacific in World War II, and won an upset victory for a Wisconsin Senate seat in 1946.

His career in the Senate was undistinguished and obscure until February, 1950, when he declared in a speech that the State Department had been infiltrated by Communists, dramatically waving a sheet of paper which allegedly contained the traitors' names. A special Senate committee investigated the charges and found them baseless. Unfazed, McCarthy repeated his claims on the radio and on television. Rather than produce evidence, he simply made new accusations.

McCarthy quite probably helped the Republicans take control of the Senate in the 1952 elections. One or more Democratic candidates owed their defeats to accusations made against them by McCarthy. In 1953, McCarthy became chairman of the Senate Permanent Subcommittee on Investigations, a post in which he wielded great power. He used the position to exploit the public's fear of Communism, holding hearings in which government employees and others were charged with being communists. He badgered his witnesses with suggestive, but inconclusive, questions.

➔ Initially, there was public support for McCarthy's actions. What finally brought him down were accusations he made against the army. The Army-McCarthy hearings were broadcast on TV, and American citizens realized what kind of tactics McCarthy had been using. In these hearings, McCarthy was asked, "Have you no sense of decency?" In December 1954 the Senate voted to "condemn" McCarthy for contempt of a Senate elections subcommittee that had investigated his conduct and financial affairs in 1952 and for abuse of some senators. Democrats regained control of Congress in the 1954 elections, and McCarthy's influence withered to nothing.

But McCarthy has had longstanding effects on the political climate. The repression of the McCarthy Era spurred the growth of the national security state and its expansion into the rest of society. On the pretext of protecting the nation from the Communist infiltration McCarthy referred to, federal agents attacked individual rights and extended state power into movie studios, universities, labor unions, and many other independent institutions. Moreover, even after the anti-Communist furor receded, the antidemocratic practices associated with it, such as the government spying on citizens merely for their political associations, continued.

➔ The nation's cultural and intellectual life suffered as well. The blacklist contributed to the reluctance of the film industry to grapple with controversial social or political

issues. In the intellectual world, cold war liberals also avoided controversial topics and were discouraged from being creative. This intellectual stagnation of an entire generation of Americans no doubt had vast and far-reaching effects on the America of today.

As for social policy, McCarthyism most likely led to the abolition of many much-needed reforms. As the nation's politics swung to the right after World War II, the federal government abandoned the unfinished agenda of the New Deal. Measures like national health insurance, a social reform embraced by the rest of the industrialized world, simply fell by the wayside. Moreover, the left political coalition that might have supported health reforms and similar projects was torn apart by the anti-Communist crusade.

The impact of the McCarthy Era was equally obvious in international affairs. Opposition to the cold war had been so thoroughly identified with Communism that it was no longer possible to challenge the basic assumptions of American foreign policy without incurring suspicions of disloyalty.

No one was ever even indicted as a result of McCarthy's accusations, but it is interesting to note that newly declassified documents from the Cold War reveal that there were a handful of Soviet loyalists in the State Department. Among the consequences of McCarthyism, then, we might ironically include the lack of punishment for these people. However, most historians agree that over ten thousand people lost their jobs as a result of McCarthyism—far more than were actually sympathetic to communism in any way.

McCarthy's main impact, however, may well have been in what did not happen rather than in what did: the social reforms that were never adopted, the diplomatic initiatives that were not pursued, the workers who were not organized into unions, the books that were not written, and the movies that were never filmed.

13. According to paragraph 4, the Senate condemned Senator McCarthy for

- (A) accusing the army of communism
- (B) failing to obey Senate procedure
- (C) assault
- (D) refusing to cooperate with an investigation of him

Paragraph 4 is marked with an arrow [➡].

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14. According to paragraph 4, when did McCarthy's influence begin to decline?

- (A) 1952 (B) 1953
(C) 1954 (D) 1955

Paragraph 4 is marked with an arrow [➡].

15. The word *its* in the passage refers to

- (A) McCarthy's Senate committee's (B) the national security state's
(C) Communism's (D) the State Department's

16. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) During the McCarthy era, federal agents investigated movie studios and universities.
(B) The threat of communism led to the infringement of civil rights.
(C) McCarthy ordered federal agents to help him find Communists.
(D) Federal agents were competent in handling the threat posed by Communism.

17. The word *it* in the passage refers to

- (A) labor union
(B) democracy
(C) anti-Communism
(D) the Un-American Activities Committee

18. The word *grapple* in the passage is closest in meaning to

- (A) wrestle (B) accept
(C) consider (D) initiate

19. Look at the word **stagnation** highlighted in the passage. Click on the answer choice that is closest in meaning to the word **stagnation**.

- (A) nature (B) boom
(C) inactivity (D) ability

20. Which can be inferred from paragraph 6?

- (A) McCarthyism created a climate of fear.
(B) The loss of jobs associated with McCarthyism left various industries unstable.
(C) Being smart was associated with being a communist.
(D) Americans are still concerned about being accused of un-patriotic activities.

Paragraph 6 is marked with an arrow [➡].

21. Look at the word **pursued** highlighted in the passage. Click on the answer choice that is closest in meaning to the word **pursued**.

- (A) used (B) chased
(C) sought (D) assumed

22. All of the following can be inferred from the passage EXCEPT:

- (A) McCarthyism led to a retardation of creativity.
(B) The effects of McCarthyism continue to affect America.
(C) McCarthyism affected American foreign affairs.
(D) McCarthyism resulted in much social reform.

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

The congressional hearings, loyalty programs, and blacklists adversely affected the lives of the men and women caught up in them.

Where would it best fit in the passage?

24. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Senator Joseph McCarthy's repeated claimed that the State Department had been infiltrated by communists had many effects on the citizens of the U.S.

Answer Choices

- (A) Perhaps the most important effect, however, was that important reforms were not implemented because people did not feel free to oppose the government's foreign policy.
- (B) Among the negative effects of McCarthy's anti-communist crusade were the reduction of civil liberties and the dampening of artistic expression.
- (C) Someone asked McCarthy, "Have you no sense of decency?"
- (D) As many as 10,000 people lost their jobs because of McCarthy.
- (E) McCarthy initially received public support, but after his bullying tactics were revealed with the televised Army-McCarthy hearings, public opinion turned against him.
- (F) There were communists in the State Department, but not as many as McCarthy claimed.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Questions 25-36 are based on the following passage.

The goal of implementing monetary policy through raising or lowering interest rates is to affect the demand for goods and services. The Federal Reserve Board controls what is called the discount rate, which is the interest rate it charges for loans of reserve funds to commercial banks and other financial intermediaries. Interest rates generally affect demand and ultimately output, employment and inflation.

➔ The discount rate serves as an important indicator of the condition of credit in an economy. The discount rate affects banks' borrowing costs, which determine the rates that they charge on loans. In this way, adjusting the discount rate can be a tool to combat recession or inflation. The goal of monetary policy is ultimately to affect the real interest rate—the interest rate adjusted for inflation. For instance, a nominal interest rate of 6% with 6% inflation would not reward someone for putting money into a savings account; the real interest rate in this case is zero. However, with 4% inflation, the real interest rate would be 2%.

To understand how interest rates affect the economy, one should first remember that investment by the business sector is basically financed through the issue of stocks. The higher the interest rate that firms must pay on those stocks, the smaller the investment program that they see as profitable. Thus investment will be discouraged by a rise in interest rates and encouraged by a fall in interest rates.

➔ Households are also affected by interest rates. In deciding how to divide their income between consumption and saving, individuals will consider the amount of future consumption that can be gained by abstaining from consumption now and saving instead. The higher the rate of interest, the larger the amount that can be spent on future consumption per dollar not spent in the present. While capital investment falls when interest rates rise, household savings rise.

Of course, there are some assets on which interest is not paid—for instance, coins, notes, and some checking deposits. An individual who holds them always has the option of reallocating some of this money into an investment that bears interest. In the economy in general, the amount of money demanded will therefore tend to decline when the interest rate rises and to increase when it falls. So money demanded increases and decreases more or less in keeping with capital investments.

So far, this model explores how interest rates affects other financial behavior. But in actuality, the interest rate is itself determined by other financial factors, specifically the demand for and supply of money and stocks. An increase in investment will correspond with the issuance of a large volume of stocks. It will tend, therefore, to create an excess

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supply of securities, to lower securities prices, and to raise the rate of interest. The higher rates of interest then decrease the capital investment, so the system tends toward equilibrium.

On the other hand, an increase in planned saving—in which households put their money into savings accounts or other interest-bearing forms—will tend to create an excess demand for securities, to raise their prices, and to lower the rate of interest. In this way, this system also tends toward equilibrium.

An increased demand for money will reduce the demand for securities, thereby increasing the supply. It generally creates an excess supply of securities and raises the interest rate. An increase in the supply of money will tend to reduce the rate of interest. Here again, looking at causality in this direction produces the opposite result than looking at it from the perspective of interest rates, thereby showing how the system balances itself out in the long run.

→ But what happens in the short run can be a stimulus to economic growth. By lowering interest rates, the Federal Reserve Board stimulates investment and the demand for money, putting more money in the economy and less into savings. Wages and prices rise faster when monetary policy stimulates aggregate demand through low interest rates. Therefore, a monetary policy that persistently attempts to keep short-term real (interest) rates low will lead eventually to higher inflation and higher nominal interest rates, with no permanent increases in the growth of output or decreases in unemployment.

25. The word **ultimately** in the passage is closest in meaning to

- (A) incidentally
- (B) eventually
- (C) powerfully
- (D) primarily

26. Based on the information in paragraph 2, what can be inferred about how to calculate a real funds rate?

- (A) The nominal funds rate is subtracted from the rate of inflation.
- (B) The rate of inflation is subtracted from the nominal funds rate.

- ☐ C The rate of inflation is added to the nominal funds rate.
- ☐ D The rate of inflation is divided by the nominal funds rate.

Paragraph 2 is marked with an arrow [➡].

27. Why are household savings affected by interest rates according to paragraph 4?

- ☐ A Because higher interest rates raise the dollar amount of individual savings
- ☐ B Because higher interest rates make borrowing money less desirable
- ☐ C Because higher interest rates encourage people to save money
- ☐ D Because higher interest rates generally create higher wages

Paragraph 4 is marked with an arrow [➡].

28. The word **consumption** in the passage is closest in meaning to

- ☐ A spending
- ☐ B buying stocks
- ☐ C paying taxes
- ☐ D not engaging in financial planning

29. Which of the following is a way in which interest rates affect the demand for goods and services?

- ☐ A They affect the supply of goods and services.
- ☐ B They increase taxes on certain types of goods and services.
- ☐ C They raise the availability of bank loans.
- ☐ D They alter the availability of educational loans.

30. The word **their** in the passage refers to

- ☐ A savings accounts
- ☐ B households
- ☐ C interest rates
- ☐ D economic indicators

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31. The word **reduce** in the passage is closest in meaning to
- (A) encourage (B) translate
(C) decrease (D) emphasize
32. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
- (A) Because an increased demand for money results in higher interest rates but higher interest rates result in a lower demand for money, things will tend to remain about the same.
- (B) Because one theory states that higher interest rates result in a lower demand for money and another states that they result in a higher demand for money, it's impossible to draw any conclusions.
- (C) Focusing on the demand for money instead of interest rates will produce very different ideas of the state of the economy.
- (D) For some people, higher interest rates produce a higher demand for money, but for others, they produce a lower demand for money, so the economy doesn't change significantly.
33. The word **stimulus** in the passage is closest in meaning to
- (A) problem (B) partner
(C) indicator (D) incentive
34. The author's main point in paragraph 9 is that
- (A) lowering interest rates is a good way for the Federal Reserve Board to help the economy
(B) lowering interest rates helps in the short term, but not the long term
(C) lowering interest rates is never a good idea
(D) lowering interest rates does not have much effect one way or the other

Paragraph 9 is marked with an arrow [➡]

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

The importance of the real interest rate means that variations in expected inflation can make a big difference in interpreting the stance of monetary policy.

Where would the sentence best fit?

36. **Directions:** Complete the table by matching the phrases below

Directions: Select the appropriate phrases from the answer choices and match them to the type of interest rates to which they relate. TWO of the answer choices will NOT be used. **This question is worth 3 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Answer Choices

- (A) Increased investment
- (B) Increased savings
- (C) Increased demand for money
- (D) Decreased capital
- (E) Increased amount of money in economy
- (F) Increased risk
- (G) Increased strength of U.S. dollar

Lower interest rates

Higher interest rates

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

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Questions 1-12 are based on the following passage.

1. The word *minimal* in the passage is closest in meaning to
 - (A) optimal
 - (B) makeshift
 - (C) sufficient
 - (D) inadequate

2. The word *this* in the passage refers to
 - (A) paper money
 - (B) inflation
 - (C) spread of government problems
 - (D) debt

3. According to paragraph 2, which of the following was a result of the uprising of the Northampton farmers?
 - (A) Americans decided that the Articles of Confederation were no longer effective.
 - (B) Congress was able to garner more funds for civil defense.
 - (C) The states began to lobby for increased power for themselves.
 - (D) Americans became afraid of recurring incidents of violence against the government.

Paragraph 2 is marked with an arrow [→].

The creation of the U.S. Constitution came about largely because of the efforts of James Madison. He spent several years researching history and political theory, looking for a solution to America's political and economic problems. The governing organizations instituted for the thirteen states in 1781 were insufficient for the evolving needs of the country. The Articles of Confederation, as they stood, gave too much power to the individual states and not enough to the central government. As a result, the federal government was ineffective in regulating commerce, in supporting any kind of war effort, and in settling quarrels between states. It was also unable to collect taxes.

→ In Madison's opinion, these governmental problems were spreading at an alarming rate. Congress was attempting to operate with a minimal treasury, which meant that paper money was circulating across the country and causing extreme inflation. This, in turn, affected many small farmers, who were being thrown in jail for debt. One of the main events convincing people of the need for a new

4. According to paragraph 4, it can be inferred that George Washington

(A) was in favor of a strong central government
(B) was a respected figure of authority
(C) was opposed to increasing the rights of states
(D) refused to debate the merits of the Articles of Confederation

Paragraph 4 is marked with an arrow [➡].

5. The word *it* in the passage refers to

(A) state
(B) federal government
(C) state's power
(D) federal government's power

6. According to paragraph 5, Madison's solution to the problems that plagued the US government was to

(A) take control of the government himself and make it stronger
(B) strengthen the power of the states to make the Federal government stronger
(C) take away the powers of the states so that they would be weaker than the federal government
(D) further empower the central government by giving it control over the states

Paragraph 5 is marked with an arrow [➡].

government was an uprising in 1786 by a group of farmers in Northampton, Massachusetts. They prevented the circuit court from meeting in session, and threatened to seize weapons to carry out their plan. The uprising was quickly brought under control, but it served to convince Americans that an outright national rebellion was the next step for these desperate men.

In the Virginia Assembly, Madison and John Tyler proposed that the Continental Congress be given the power to regulate commerce in the states, and a convention was held in Annapolis, Maryland to debate the issue. The Annapolis Convention of 1786 became a rallying point in the move toward a major revision of the Articles, because delegates realized that they could not recommend the needed revisions and decided to issue a call to all the states for a meeting eight months later in Philadelphia, which we now know as the Constitutional Convention.

➡ All the states except Rhode Island responded to the invitation to send delegates. Of the 74 deputies sent by the state legislatures, only 55 took part in

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7. The word **conciliation** in the passage is closest in meaning to
 - (A) hostility
 - (B) agreement
 - (C) indifference
 - (D) neutrality

8. The word **implementation** in the passage is closest in meaning to
 - (A) drafting
 - (B) organization
 - (C) execution
 - (D) supervision

9. All of the following are mentioned as areas in which the Articles of Confederation were insufficient **EXCEPT**:
 - (A) Regulating the finances of the colonies
 - (B) Supporting national defense efforts
 - (C) Collecting taxes from citizens
 - (D) Printing paper money for circulation

10. According to the passage, all of the following can be inferred **EXCEPT**:
 - (A) The Articles of Confederation were adequate to determine the US government.
 - (B) James Madison was the most important contributor to the Federalist papers.
 - (C) There was significant debate about whether a new constitution should be adopted.

the proceedings and only 39 signed the Constitution.

Some important figures of the time, including Samuel Adams, Thomas Paine, and Patrick Henry, chose not to participate, believing that the existing governmental structure was sound. Madison's final coup came when George Washington accepted his invitation to attend, lending credence to the proceedings.

➔ Madison proposed the creation of a strong central government in which each state would maintain its own power as long as it was subordinate to that of the federal government and served the same ends. With Madison's support, Edmund Randolph offered a plan at the Constitutional Convention, known as the Virginia Plan, which provided for a bicameral legislature with each state's representation based on its population. There was an opposing plan, called the Connecticut Plan that called for equal representation for all states. Ultimately, the delegates compromised by proposing a House of Representatives, based on population, and a Senate, with equal representation for all states.

- Ⓓ Madison supported the theory of a central government with limited powers.

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

The Constitutional Convention originally aimed to amend the Articles of Confederation, but the delegates realized the problems were significant enough to warrant an entirely new document.

Where would the sentence best fit?

12. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

It was largely thanks to James Madison that the United States abandoned the inadequate Articles of Confederation in favor of the Constitution.

After the Constitutional Convention, Madison went on to write the Federalist papers with Alexander Hamilton and John Jay in an effort to persuade New York voters to support ratification. The three argued that the existing government under the Articles of Confederation was faulty and that the Constitution would address its weaknesses without jeopardizing any civil liberties. The articles, first published in New York newspapers, offer an important exposition of the political philosophy that underpins the Constitution. The authors acknowledge that the establishment of a republican form of government does not necessarily protect against abuses: self-interest could cause the representatives of the people to betray their trust or the majority to oppress the minority. This was common European political theory at the time, and reflected the authors' research. Madison, Hamilton and Jay therefore argued that good government requires a system of checks and balances to protect citizens against such possibilities.

In one of his most notable essays, Federalist 10, Madison

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Answer Choices

- (A) Because Madison believed the problems facing the states as a result of the failings of the Articles of Confederation—including the government's inability to wage war, collect taxes or control inflation—needed to be addressed right away he led the move towards a Constitutional Convention.
- (B) At the Constitutional Convention, Madison proposed that states have representation according to their population, but the Convention ultimately added another house with equal representation for all the states.
- (C) Madison is often called "the Father of the Constitution" because he played such an important role in developing it.
- (D) In the Federalist papers, Madison makes the case for a system of checks and balances and for the rule of majority through compromise.
- (E) Madison later pushed for ratification of the Constitution in the Federalist papers and authored the Bill of Rights.
- (F) Under the Articles of Confederation, the government could not collect taxes.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

defends social, economic, and cultural pluralism and argues for government based on a majority developed from compromise and conciliation, rather than simple agreement.

The Constitution was, of course, ratified, though some states demanded the addition of amendments protecting the public's freedom of speech, assembly, religion and the freedom of the press. These ten amendments were drafted by Madison and became the Bill of Rights. Madison's important contributions to the development and implementation of the Constitution did not conclude until it was functioning very similarly to the way it does today.

Questions 13-24 are based on the following passage.

13. The word **they** in the passage refers to

- (A) historians
- (B) later accomplishments
- (C) early actions
- (D) memories

14. According to paragraph 2, what can be inferred about President Wilson's relationship to the Democratic Party?

- (A) His ideas were vastly different from the Party majority and were not supported by the Party.
- (B) He was similar in his thinking to most Democrats, but applied his ideas in unusual ways.
- (C) He enacted reforms that were only reluctantly approved at first, but welcomed later on.
- (D) He had different ideas from most leaders, but was talented enough to be accepted by the Party

Paragraph 2 is marked with an arrow [→].

15. The phrase **vying for** in the passage is closest in meaning to

- (A) supporting the office of
- (B) competing halfheartedly

To this day, Woodrow Wilson is regarded as one of the most important former U.S. presidents in American history. His actions before, during, and after World War I are considered by most historians to have been instrumental in rebuilding the post-war political and economic landscape of Europe and America. Despite noteworthy accomplishments during the later years of his presidency, Wilson is often remembered for his unusual rise to power and his early actions as President. They seem to have dominated historians' memories.

→ In 1909, the Democrats noticed Wilson's success as president of Princeton University and supported his election as Governor of New Jersey. Once elected, he was followed by controversy as he implemented plans that were often contradictory to the ideals of most Democrats. Although he angered many high ranking Democrats, the national party recognized his immense talents and decided to back Wilson in the 1912 presidential election.

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- (C) attempting to gain
- (D) contesting the selection of

16. The word **he** in the passage refers to

- (A) Woodrow Wilson
- (B) Howard Taft
- (C) Franklin Roosevelt
- (D) William Bryan

17. According to paragraph 3, what can be inferred about the ease with which Wilson won the election?

- (A) It was due to his innovative ideas for reform and recognition of his immense talents.
- (B) He won easily as a result of the Democratic Party's support of his reform initiatives.
- (C) It was partially due to a split in the Republican Party which made the contest less difficult.
- (D) He won easily due to his selection of cabinet members and advisors.

Paragraph 3 is marked with an arrow [→].

18. According to the paragraph 4, which of the following was true of a graduated income tax?

- (A) It was an innovative idea linked to currency reform.
- (B) It had proved useful in dealing with the demands of war.

→ Wilson was fortunate to be vying for the presidency at a time when the Republican Party was split between two opposing leaders, William Howard Taft and Theodore Roosevelt. Because the two men split the votes of the Republican Party, Wilson won an easy victory and the Democratic Party began to dominate the Congress. Wilson was encouraged by his party to appoint William Bryan as Secretary of State since he was arguably the most experienced man in politics of his day. Wilson's selection for Secretary of the Navy was also notable; he chose the young Franklin D. Roosevelt. Wilson's most influential advisor was a Texan who had never held an official post yet whose support for Wilson had been invaluable during his days as Governor.

→ As his first order of business, Wilson decided to undertake tariff reform. Although this could have ended his career, he skillfully led the bill through both houses of Congress. The bill introduced a graduated income tax, which proved useful in later years when it was necessary to raise funds for war. Wilson's other accom-

- (C) It alleviated some of the negative effects of the Great Depression.
- (D) It was essential in the passing of a tariff reform bill.

Paragraph 4 is marked with an arrow [➡].

19. The word *volatile* in the passage is closest in meaning to

- (A) violent
- (B) explosive
- (C) fleeting
- (D) fickle

20. Why does the author mention Abraham Lincoln in paragraph 7?

- (A) To show that Wilson was a superior leader to Lincoln
- (B) To relate the difficulties of WWI with those of the Civil War
- (C) To claim that Lincoln was a source of guidance to Wilson
- (D) To show that every leader faces challenges

Paragraph 7 is marked with an arrow [➡].

21. According to paragraph 7, what happened on April 6, 1917?

- (A) The US declared war on Germany.
- (B) The US declared war on Austria-Hungary.

plishments included currency reform and antitrust modification. His actions led to the establishment of the Federal Reserve System and Federal Trade Commission.

Suffrage was one of the volatile issues Wilson faced during his presidency; until Wilson announced his support for the suffrage amendment, a group of women calling themselves the Silent Sentinels protested in front of the White House, holding banners such as "Mr. President? What will you do for woman's suffrage?" Domestically, his measures for reform often met with opposition, although he did succeed in passing many bills.

In the last year of his first term Wilson assembled an impressive record of legislation, borrowing much from Theodore Roosevelt's 1912 platform. Wilson signed the Federal Farm Loan Act. The Farm Loan Act immediately lowered interest rates and farmers hailed it as "the Magna Carta of American farm finance." Wilson aggressively and successfully lobbied on Capitol Hill for the Keating-Owen Act, which banned child labor,

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- (C) The Allied powers won WWI.
- (D) Wilson made his famous Fourteen Points address.

Paragraph 7 is marked with an arrow [➔].

22. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) In his 1918 Fourteen Points address, Wilson recommended establishing the League of Nations, which would help preserve territorial integrity and political independence among nations.
- (B) In 1918, Wilson introduced Fourteen Points to add to the League of Nations, including the preservation of territorial integrity and political independence among both large and small nations.
- (C) Because of Wilson's Fourteen Points address in 1918, the League of Nations was formed, preserving territorial integrity and maintaining political independence among nations.
- (D) Wilson was directly responsible for the formation of the League of Nations in 1918, which preserved territorial integrity and political independence among nations.

the Kern-McGillicuddy Act, which set up a workmen's compensation system, and the Adamson Act, which improved conditions and wages for railroad workers. To prepare for the possibility of entering the war, Wilson expanded the army and navy with an estate tax and tax on high incomes.

➔ In foreign policy Wilson faced greater challenges than any president since Abraham Lincoln. Determining whether to involve the U.S. in World War I tested his leadership severely. He kept the United States neutral in the early years of World War I, which contributed to his popular reelection in 1916. However, with increased pressure, the United States entered the conflict with a formal declaration of war against Germany on April 6, 1917. A declaration of war against Austria-Hungary followed on December 7. After the Great War, Wilson worked with mixed success to assure statehood for formerly oppressed nations and an equitable peace. On January 8, 1918, Wilson made his famous Fourteen Points address, introducing the idea of a League of Nations, an organization that

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

The Democrats had not been in power for many years, so Wilson's cabinet was inexperienced.

Where would the passage best fit?

24. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Woodrow Wilson was an important US president with many significant accomplishments.

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would strive to help preserve territorial integrity and political independence among large and small nations alike.

Wilson, along with his untried cabinet and inexperienced Congress, brought about much useful reform in America. This alone might have made Wilson a unique and highly regarded president, but it was Wilson's skillful guidance of America during World War I and his equally adept post-war efforts that solidified his place in history.

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Answer Choices

- (A) Wilson's reforms were often contradictory to the ideals of the Democrat leaders.
- (B) A group of women called the Silent Sentinels lobbied for suffrage outside of the White House during Wilson's first term.
- (C) Wilson passed a bill on tariff reform that eventually led to the founding of the Federal Reserve System and Federal Trade Commission.
- (D) For his cabinet, Wilson chose William Bryan, Franklin D. Roosevelt, and other intelligent men who advised him well on many issues.
- (E) Wilson passed bills to lower interest rates for farmers, ban child labor, and improve wages for railroad workers.
- (F) Wilson kept the US out of WWI until after his re-election; after the war, Wilson introduced the idea of a League of Nations.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

Questions 25-38 are based on the following passage.

25. In paragraph 1, the author suggests that *The Awakening*

- (A) is a controversial novel not worth reading
- (B) was immediately embraced by the literary community
- (C) was seen as a radical work during its time
- (D) was the only work by Chopin that received literary attention

Paragraph 1 is marked with an arrow [➔].

26. The word *one* in the passage refers to

- (A) theme
- (B) movement
- (C) novel
- (D) era

27. The word *transcendental* in the passage is closest in meaning to

- (A) vast
- (B) spiritual
- (C) abstract
- (D) powerful

28. The word *its* in the passage refers to

- (A) motif
- (B) nature

➔ Kate Chopin's novel *The Awakening* examines the smothering effects of late 19th-century social structures upon a woman whose simple desire is to fulfill her own potential and live her own life. It is a story of both courage and defeat, lyrically written and boldly poignant. Written in 1899, it received only one printing, probably due to its controversial content, and was not rediscovered by the literary community until 1969. Since then, it has become a part of the canon of American literature.

➔ *The Awakening* exhibits the traits of four different literary movements. The first one is Romanticism, which is identified by two main themes: the power of the individual and the transcendental nature of the universe. Romantic writing often emphasized the link between man and nature in an emotional way. Characteristics of the writing often included inner contemplation, exotic settings, childhood memories, unrequited love and exile. Chopin's novel particularly demonstrates the exotic locale, the use of color, and the emphasis on

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- (C) Romanticism
- (D) *The Awakening*

29. Why does the author mention music in paragraph 2?

- (A) To show a path through which the transcendental nature of the universe can be seen
- (B) To show the way Edna lives life through ordinary, everyday events
- (C) To show the Creole culture present in *The Awakening*
- (D) To show how nature, art, and emotion are always linked in Romanticism

Paragraph 2 is marked with an arrow [➡].

30. The word depict is closest in meaning to

- (A) analyze
- (B) discover
- (C) portray
- (D) understand

31. In paragraph 4, what does Edna's body represent?

- (A) A solid part of the culture and society around it.
- (B) An annoyance that prevents humans from becoming one with nature.
- (C) A vehicle that locks human potential and

nature. Its primary theme is that of the heroine's search for individuality, which leads to two classic Romantic motifs: rebellion against society and death. Furthermore, there is a link between emotions and art in the novel. Superficially, art entertains, exposes one to beauty, and provides escape. Experienced more deeply, however, art calls the individual to migrate into its higher realm; it is "the call of the wild". Edna's evolving response to Mademoiselle Reisz's music illustrates this along with her developing desire to become an artist in her own mind, and thus surpass her own existence up to this point.

Realism, which developed as a reaction to Romanticism, can also be identified in *The Awakening*. Realism is characterized by the preference of the real over the fantastic. The realists sought to render everyday characters, situations, dilemmas, and events in an "accurate" (or realistic) manner, by using characters from everyday life. Rather than regressing into the characters' contemplations in order to

forces them to comply with society.

- Ⓓ An object meant to be worshipped and respected.

Paragraph 4 is marked with an arrow [➡].

32. According to paragraph 4, Edna's death is seen as

- Ⓐ the only way to end such a controversial novel
Ⓑ the fault of society's rules and expectations
Ⓒ the tragic ending of a vicious battle against nature
Ⓓ the inevitable outcome of the human condition

Paragraph 4 is marked with an arrow [➡].

33. According to the paragraph 5, what is the reason that writers who used local color focused on a particular place?

- Ⓐ They preferred their details to be realistic rather than fanciful.
Ⓑ They saw industrialization as a threat to the character of local places.
Ⓒ They wished to memorialize local places before they changed.
Ⓓ They were unconcerned with describing the inner lives of their protagonists.

Paragraph 5 is marked with an arrow [➡].

understand the workings of their minds, Realism relied on the emotions of the characters to provide insight into their mindsets. Realists tended to discard theatrical drama and classical forms of art to depict commonplace or 'realistic' themes. In *The Awakening*, traces of realism can be seen in the mundane events that are described, in how Edna reacts to events and people, and in the style Chopin puts words on the page.

➡ Naturalism arose out of Realism and became even more pessimistic. Naturalism emphasized disheartened nature and man's biological destiny. According to Naturalists, people's actions were predetermined by their biological makeup. Life was thus seen as cold and inhumane. *The Awakening's* most Naturalist element is the portrayal of the heroine as a prisoner to her body. She is "owned" by various men and is expected to act for the interests of these men and her children. The heroine's eventual death could also be an element of Naturalism, since, as the victim of her biological destiny in an

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34. The mundane events that are described in *The Awakening* are a part of which literary tradition?

- (A) romanticism
- (B) realism
- (C) naturalism
- (D) local Color

35. With which of the following subjects is the passage mainly concerned?

- (A) A comparison of four literary movements
- (B) The evolution of literary movements in Chopin's work
- (C) The literary characteristics of *The Awakening*
- (D) The heroine's struggle for individuality

36. All of the following is mentioned in the passage as a purpose of emotions in *The Awakening* EXCEPT

- (A) As a link to local culture
- (B) As a link to art
- (C) As a link to nature
- (D) As a link to character interiority

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

uncaring world, she throws herself into the sea. In naturalism, society, in order to cohere, must impose certain expectations upon its members who are motivated to comply through economic and social rewards. Some individuals may find fulfillment in meeting society's expectations, but others, like Edna Pontellier, cannot. Society often sees this as rebellion, failure, and a general character flaw, as well as a threat to its own survival, and so refuses to accommodate such behavior.

→ The final literary movement present in the novel is that of local color. These writers came out of the Realist movement, but their writing focused on a particular locale in order to preserve it from the ravages of immigration and industrialization. The strong Creole theme of the novel in the setting of New Orleans fits with this genre. The expectations of the Creole culture enhance the already present demands of motherhood and wifehood on Edna, and in this, we can see the themes of local color, Naturalism and Realism all tie together.

Immediately after its release,

The particularly American brand of Romanticism accentuated individualism, success stories, man's ability to conquer the land, and the immense American landscape.

Where would the passage best fit?

38. **Directions:** Complete the table by matching the phrases below.

Directions: Select the appropriate phrases from the answer choices and match them to the type of literary movement they describe. TWO of the answer choices will NOT be used.

This question is worth 3 points.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).

reviewers frequently denounced the "unwholesome" content of this book, while simultaneously acknowledging that the writing style was outstanding. One critic remarked that he was well satisfied with Edna's death at the end. The harsh reaction to the book probably was the determining factor in the publisher's decision to stop publication after only a single printing.

Glossary

delegate: to send or name someone as a representative, as the one to do a job, etc.

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▼ Answer Choices

- (A) emphasized a particular culture to preserve it from industrialization.
- (B) used emotion to link man and nature.
- (C) believed that people's actions were predetermined by their biological makeup.
- (D) desired to portray the real over the fantastic.
- (E) relied on emotions to provide insight into characters.
- (F) emphasized the individual over society.
- (G) used themes such as inner contemplation, exotic settings, childhood memories, unrequited love and exile.

▼ Romanticism

▼ Realism

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Reading

REAL TEST

02

Reading Section Directions

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This section measures your ability to understand academic passages in English. The reading section is divided into two separately timed parts.

Most questions are worth one point but the last question in each set is worth more than one point. The directions explain how many points you will receive.

Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see the definition or meaning.

Within each part, you can go to the next question by using the Next button. You can skip questions, click the Back button. From this review screen, you can go directly to any questions you have already seen in the Reading section.

During this practice test, you can click the Pause button at any time. This will stop the test until you start the test again. You can continue the test in a few minutes or at any time during the period in which your test is activated.

You may now begin the Reading section. In this part you will read one passage.

Click the Continue button to go on.

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Questions 1-13 are based on the following passage.

1. It can be inferred from paragraph 1 that

- (A) the Aix-la-Chapelle treaty granted North American land to France
- (B) neither Britain nor France was willing to give up any New World territory
- (C) the English did not have Indian allies
- (D) possession of the Upper Ohio valley would determine who dominated the New World

Paragraph 1 is marked with an arrow [➔].

2. The word *their* in the passage refers to

- (A) French
- (B) English
- (C) American
- (D) forts

3. It can be inferred from paragraph 2 that Colonel George Washington

- (A) was a different person than President George Washington
- (B) was promoted in the British army as a result of the French and Indian War
- (C) showed himself to have a revolutionary spirit in the French and Indian War
- (D) had his reputation harmed by the French and Indian War

Paragraph 2 is marked with an arrow [➔].

➔ The French and Indian War primarily came about because of continued mutual resentment between the English and the French in the Americas after King George's war had ended in 1748 with the treaty of Aix-la-Chapelle. By 1755, France was in control of much of the land in America and had strong trade practices and alliances with Native Americans. There were, however, far more Englishman than Frenchman in the New World, and the English continually encroached on French land and harassed the French in hopes that they would give up the land. The French were forced to build forts to defend their position. They also sent their Indian allies on raids against the English, claiming that these were in retaliation to unprovoked raids by the English Indian allies. The conflict focused on the upper Ohio River valley, which the English wanted to make available to colonists in Virginia and Pennsylvania and the French had ordered cleared of all British, with the aim of preventing them from settling west of the Appalachian Mountains. The underlying issue, however, was the question of

4. The word **encountering** in the passage is closest in meaning to

(A) locating
(B) meeting
(C) identifying
(D) being confronted by

5. What is the main point of paragraph 3?

(A) To validate the efforts of French colonists to defend their land
(B) To condemn the nations for involving themselves in a colonial dispute
(C) To analyze the reasons that France and England joined the dispute
(D) To mark the spreading of the colonial dispute beyond the Americas

Paragraph 3 is marked with an arrow [➡].

6. The word **ostensibly** in the passage is closest in meaning to

(A) quickly
(B) forcefully
(C) supposedly
(D) definitely

7. It can be inferred from paragraph 4 that

(A) Pittsburgh was named for William Pitt
(B) American colonists did not help the British in the war

who would eventually dominate the Americas.

➡ The French had begun to build Fort le Boeuf downriver from Fort Duquesne, an already well-established French fort on the site of what is now Pittsburgh, Pennsylvania. However, the land on which Fort le Boeuf was located had been claimed by the English, so they sent Colonel George Washington and his troops to that area to remove the French. Upon encountering a small party of French scouts, Washington gave the order to fire, even though there was supposedly peace between the two nations. The end result was that 10 French soldiers were killed and 22 were taken prisoner. The French claimed that Washington massacred the troops. Washington's forces were eventually surrounded at Fort Necessity, Pennsylvania, and forced to surrender; Washington was forced to sign a document that stated that his troops had massacred the French.

➡ At this point, the nations England and France got involved in the dispute between their

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- ☐ C neither the French nor the British had fought battles in woodlands before
- ☐ D the strength of a country's economy helps determine its ability to fight a war

Paragraph 4 is marked with an arrow [➡].

8. According to the passage, the most important battle in the war was

- ☐ A in the northeastern United States
- ☐ B near Quebec
- ☐ C in the Gulf of St. Lawrence
- ☐ D off the coast of France

9. The word *its* in the passage refers to

- ☐ A colonial empire
- ☐ B American
- ☐ C Britain
- ☐ D treaty

10. What is the "price" the author mentions of the British victory in the French and Indian War?

- ☐ A expenses
- ☐ B eventually losing the American colonies
- ☐ C losing Florida to Spain
- ☐ D the difficulty of managing so much land

colonists. England sent two regiments to the colonies, ostensibly to protect the English Americans from the Indians, and the French sent several regiments to New France under the guise of further defense. The English attacked Fort Duquesne; as they marched in traditional fashion toward the fort to do battle, they were set upon by the French and their Indian allies. The French decimated the English, who maintained their strict battle formation. Around the same time, the French fleet was arriving on the shores of the Americas. Three ships were separated from the others when they encountered dense fog. Using the official peace between the two nations as a way to get close to the ships, the English sunk one and captured another, leaving only one to escape and tell the story of the so-called "peace."

➡ At first, the outbreak of war dealt the British a series of severe reversals because the French had better land forces in the New World. By the end of 1757, however, the British had three things in their favor. The first was a dynamic British prime

11. All of the following are mentioned as acts that the British committed EXCEPT:

- (A) They harassed the French on their own lands.
- (B) They forced the French to leave their fort.
- (C) They used traditional fighting methods.
- (D) They sank all but one French ship without warning.

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

The British had a difficult time competing with guerrilla tactics of the French and the Indians.

Where would the sentence best fit?

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

minister, William Pitt the Elder, who prioritized victory in North America. The second was the increasing strength of British financial, industrial and military resources as well as food supplies. Meanwhile, France was having severe economic problems. Thirdly, the British and the American colonists were becoming expert wilderness fighters.

In 1758 and 1759, with effective Naval blockades off the coast of France as well as in the Gulf of St. Lawrence in Canada, the British won important victories across what are now the northeastern U.S. and Southeastern Canada. The climax came with the British victory near Quebec, in which the French capital was forced to surrender. A year later, New France had fallen.

The French and Indian War was formally ended by the Treaty of Paris in 1763. The treaty brought about major reshuffling of North American territories. France ceded all territory in North America east of the Mississippi River to Great Britain. Spain handed Florida over to Britain but

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The French and Indian War was a struggle between the British and the French about a certain area of North America, but both were really jockeying for dominance over the whole continent.

acquired the Louisiana Territory and New Orleans from the French. Although the treaty essentially marked the beginning of British world dominance, its victory came with a price. Britain began to face administrative and economic problems as a result of winning and maintaining the expanded colonial empire, and its attempts to deal with those problems would lead to the American Revolution during the following decade.

Answer Choices

- (A) The conclusive battle took place in Canada, where Britain forced France to give up all of its territories in North America.
- (B) Both the English and the French sent additional troops to the Americas, ostensibly to protect their colonists.
- (C) Because Spain acquired the Louisiana Territory from France in the war, the Louisiana Purchase also has its roots in the French and Indian War.
- (D) William Pitt the Elder was a key factor in winning the war for the British.
- (E) Before war was officially declared, there were a number of skirmishes between the French and British.
- (F) Although Britain's victory marked the beginning of its massive colonial power, it also planted the seeds for the American Revolution.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Questions 14-26 are based on the following passage.

14. In paragraph 1, why does the author mention the Philippines?

- (A) To give an example of an island important to the US
- (B) To show how the US supported independence for colonized places
- (C) To prove that the US was sincere in its declarations
- (D) To suggest that smaller nations, such as the Philippines, were gaining influence

Paragraph 1 is marked with an arrow [➡].

15. All of the following are mentioned in paragraph 1 as types of specialists participating in the "Point Four Program" EXCEPT

- (A) Public Policy
- (B) Agriculture
- (C) Education
- (D) Housing

Paragraph 1 is marked with an arrow [➡].

16. What can be inferred about European countries in paragraph 2?

- (A) All of the continent's greatest cities were in ruins.
- (B) The starvation they faced was unprecedented.

➡ Over the past century, the United States has opposed colonialism and demonstrated support for self-determination in several areas of the world. A year after the end of World War II, President Truman proclaimed the full independence of the Philippines. The following year, Congress authorized the Puerto Ricans to elect their own governor as a step toward becoming a self-governing commonwealth associated with the United States on the basis of common citizenship. Then, in 1949, President Truman advanced his "Point Four" program to speed U.S. technical and financial assistance to the newly developing areas of the world. This brought American specialists in agriculture, education, public health, housing, and many other fields to countries throughout Asia, Africa, and Latin America, providing help and advice.

➡ As numerous new nations emerged on those continents, the war-ravaged countries of Europe suffered severe economic difficulties. Much of Europe had been devastated by the battles

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- Ⓒ The economic difficulties they faced included rebuilding infrastructure and educating the public about safety hazards.
- Ⓓ Air strikes were one of the biggest causes of damage during the war.

Paragraph 2 is marked with an arrow [→].

17. The word **it** in the passage refers to

- Ⓐ Europe's financial system
- Ⓑ money
- Ⓒ the Marshall Plan
- Ⓓ America

18. The word **they** in the passage refers to

- Ⓐ European nations
- Ⓑ Europe and America
- Ⓒ Britain and France
- Ⓓ economic systems

19. In paragraph 3, the Marshall Plan calls for European nations to

- Ⓐ negotiate with the US for repair deals.
- Ⓑ develop a plan to rebuild their nations.
- Ⓒ unite with a single economic currency.
- Ⓓ defend themselves against invading forces.

Paragraph 3 is marked with an arrow [→].

that had taken place on the continent throughout World War II. Air bombardment meant that most of the major cities had been badly damaged, with industrial production especially hard hit. Many of the continent's greatest cities, including Warsaw and Berlin were in ruins, and others, such as London and Rotterdam, were severely damaged. The economies of the region were ruined, millions were homeless, and the destruction of agriculture had led to conditions nearing starvation in much of the continent. Especially damaged was the transportation industry as railways, bridges, and roads had been heavily targeted by air strikes, while many merchant shipping boats had been sunk. None of these problems could be easily fixed; the nations engaged in the war had exhausted their treasuries in its prosecution.

→ In response, the United States government announced what came to be known as the Marshall Plan. In a speech given on the steps of Harvard University, Secretary of State George Marshall suggested a sweeping program to restore

20. Which of the sentences below best expresses the essential information highlighted in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) Having used all their foreign reserves during the war, European nations had to use aid from the Marshall Plan to import foreign goods.
- (B) Because they wanted goods from abroad, European nations had to use the Marshall Plan aid.
- (C) The Marshall Plan caused the European nations to exhaust their foreign reserves, so they had to import goods from abroad.
- (D) Not realizing that they had already exhausted their foreign reserves during the war, the European nations tried to use the Marshall plan to import goods from abroad.

21. According to the paragraph 5, which of the following was an effect of the Marshall plan?

- (A) Zones of influence in Berlin were consolidated.
- (B) Industrial growth occurred in several countries.
- (C) Economic production rose in Iceland and Turkey.
- (D) Currencies were reformed to align the areas of influence.

Paragraph 5 is marked with an arrow: [➔].

Europe's financial systems. It offered American money, supplies, and machinery to any European nation that wished to participate. Although the speech contained virtually no details, it called for the Europeans to meet and create their own plan for rebuilding Europe, and the United States would then fund this plan. For the first time, they would have to act as a single economic unit; they would have to cooperate with each other. The foreign minister of Britain immediately contacted the foreign minister of France, and the two began planning a response to the offer.

Marshall's speech had explicitly included an invitation to the Soviets, feeling that excluding them would have been too clear a sign of distrust. However, the U.S.S.R. and the east European nations in the Soviet orbit declined to partake, claiming it was a trick.

➔ The plan was launched in April 1948. This massive program of American aid, involving millions of dollars in goods and services, helped bring rapid economic

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22. The word consolidated in the passage is closest in meaning to

- (A) associated politically
- (B) made into a solid unit
- (C) brought together to form a whole
- (D) agreed to share the government of

23. The word integrate in the passage is closest in meaning to

- (A) reform
- (B) initialize
- (C) govern
- (D) unite

24. From the passage, all of the following is true about the Soviet nations EXCEPT

- (A) They were distrustful of the US after the war had ended.
- (B) They had never planned to surrender during WWII.
- (C) They refused the aid of the US.
- (D) The end of WWII had not brought an end of tension.

recovery to sixteen countries from Iceland to Turkey. The first substantial aid went to Greece and Turkey in January of 1947, who were seen as being on the front lines of the battle against communist expansion, and then to the rest of the European participants. In less than three years their average industrial production rose to twenty-five percent above prewar levels and agricultural output to fourteen percent above prewar farm production. The Marshall Plan aid was mostly used for buying goods from the United States. The European nations had all but exhausted their foreign reserves during the war and the Marshall Plan aid was their sole means of importing goods from abroad. At the start of the plan these imports were mainly much needed staples such as food and fuel, but later, the purchases turned towards reconstruction needs as was originally intended.

Even as the Marshall Plan was getting under way, a critical situation developed in Berlin. In February 1948, France, Britain, and the United States consolidated their occupation zones in

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

Twenty billion US dollars was budgeted for the plan.

Where would the passage best fit?

26. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

The Marshall Plan was an effort on the part of the United States to aid European countries after WWII.

Germany and Berlin. When the allies announced a currency reform to integrate the economies of their three zones and to bring the combined economy into a close relationship with western Europe, the Soviet Union retaliated by first restricting and then totally blocking road and rail traffic between Berlin and West Germany. Even with the war over and economic reconstruction in process, tensions had not eased. A war steeped in economics and technological advancements was soon to follow.

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▼ Answer Choices

- (A) The Soviet nations refused to accept US aid.
- (B) This was the first time that European countries had to act as a whole.
- (C) The Plan required European nations to design their own rebuilding plan, and the US promised to fund it.
- (D) The European nations had been destroyed during the war and did not have the funds to rebuild.
- (E) Secretary of State George Marshall declared that the US would offer money, machines, and other supplies to help Europe rebuild.
- (F) With the help of the Marshall Plan, European nations were able to match and exceed pre-war levels of productivity.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**

Questions 27-39 are based on the following passage.

27. The word **proliferate** in the passage is closest in meaning to

- (A) spread
- (B) increase
- (C) bloom
- (D) become born

28. In paragraph 2, what can be inferred about climate change?

- (A) It is caused by conflicting hot and cold forces, such as glaciers and global warming.
- (B) No two climate changes have ever had the same mixture of causes.
- (C) The earth's climate has never been too cold or hot to sustain life.
- (D) Many of the ice ages in the past are associated with glaciers.

Paragraph 2 is marked with an arrow [➡].

29. According to paragraph 2, why are greenhouse gases puzzling?

- (A) The effect they have on climate changes is a topic under debate.
- (B) They range in concentration too wildly to be understood.
- (C) They are too small to be measured by scientists.

In the past few decades, climate change has become a growing concern of the global community as worries about the future of the earth proliferate. Climate change is used to refer to changes in the Earth's global climate or regional climates. It describes changes in the variability of the atmosphere - or average weather - over any time scale from decades to millions of years. These changes can come from internal processes, be driven by external forces or, most recently, be caused by human activities. In recent usage, especially in the context of environmental policy, the term "climate change" is often used to refer only to the ongoing changes in modern climate, including the average rise in surface temperature known as global warming.

➡ Many factors affect climate change. Glaciers have influenced the rise and fall of ice ages in the many centuries of earth's history. Similarly, ocean variability affects the way heat is distributed around the globe. However, phenomena not usually associated with climate also

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- (D) No one can pinpoint the exact damaging force of greenhouse gases.

Paragraph 2 is marked with an arrow [→].

30. Why does the author mention automobiles?

- (A) To show the cause of global warming
- (B) To warn that they are dangerous to the climate
- (C) To pinpoint a social phenomenon associated with an ecological change
- (D) To encourage his audience to refrain from using them

31. The word *they* in the passage refers to

- (A) greenhouse gases
- (B) clouds
- (C) causes of uncertainty
- (D) the sun and earth

32. The word *them* in the passage refers to

- (A) climate changes
- (B) satellite instruments
- (C) sunlight reflections
- (D) cloud surfaces

cause climate change, such as the movement of plate tectonics, orbit variations, and volcanism. But the most well-known and harshly debated cause of climate change in this century is greenhouse gases. The greenhouse effect, which is the warming produced as greenhouse gases trap heat, plays a key and necessary role in regulating Earth's temperature. Over the last 600 million years, carbon dioxide concentrations have varied wildly in range, from more than 5000 ppm to less than 200 ppm, but whether these shifts were actually associated with climate changes is something that scientists disagree about. There is strong evidence for both sides.

However, those who accept that greenhouse gases do affect climate change have cause for concern. The rates of carbon dioxide, one of the key greenhouse gases, in the atmosphere have been steadily increasing since the invention of automobiles. Other greenhouse gases caused by products used daily by humanity, such as hairspray and air conditioners,

33. The word **skeptical** in the passage is closest in meaning to

- (A) concerned
- (B) angry
- (C) supportive
- (D) unbelieving

34. According to the paragraph 5, which of the following do scientists study in order to learn about cloud surfaces?

- (A) carbon dioxide levels above and below the cloud
- (B) heat emissions from both sides of the cloud
- (C) reflected sunlight from high and low clouds
- (D) the rate of sunlight absorption within the cloud

Paragraph 5 is marked with an arrow [→].

35. Paragraph 6 suggests that scientists expected which of the following to be true of clouds that encountered changes in carbon dioxide concentration?

- (A) They would darken.
- (B) They would absorb the carbon dioxide.
- (C) They would become brighter.
- (D) They would reflect the carbon dioxide.

Paragraph 6 is marked with an arrow [→].

steadily add to the greenhouse gases in the air.

One further cause of uncertainty to the supposed greenhouse effect is clouds. Clouds add to the confusion because while they reflect the sun and cool the earth, they also absorb heat and warm the earth. Scientists are unsure whether having more clouds is beneficial or detrimental to humanity's fight against the greenhouse affect. As clouds change in altitude, density, and volume, their effect on the earth changes. There is also a debate about whether a warmer climate results in more or less clouds.

→ By observing the clouds' upper surface through satellite instruments in space, and observing the lower surface from the earth, it is possible to see what happens on both sides of them. A few years ago, a study was done using satellite instruments to measure sunlight reflections from low clouds visible on overcast days and high clouds visible on clearer days. Despite what most people believed, the data indicated that clouds were actually brighter on

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36. According to paragraph 6, it can be concluded that clouds

- (A) increase the rate of global warming
- (B) decrease the rate of global warming
- (C) have no effect on the rate of global warming
- (D) have an unknown effect on the rate of global warming

Paragraph 6 is marked with an arrow [➔].

37. According to the passage, all of the following is true about climate change EXCEPT

- (A) It has occurred many times over the history of the earth.
- (B) The oncoming climate change will be the most dramatic ever seen because of human interference.
- (C) Climate change is possibly affected by clouds, although scientists are unsure of how.
- (D) Glaciers, ocean variability and the movement of tectonic plates have influenced climate change in the past.

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

In response, an additional study was performed that supported the satellite findings.

hazy days. Because the evidence came from satellite data, people were skeptical. ■ Data was collected below the clouds and additional measurements were made inside the clouds using weather balloons. The data collected helped to explain why clouds would be more reflective in cooler air. ■

➔ In order to apply this data to the question of climate change, another study was done to determine how various types of clouds would react to changes in carbon dioxide concentration. Clouds reacted as expected at the lower level but were inconsistent across the board. At higher levels, the clouds in warmer climates became brighter. ■ Since the low clouds and high clouds essentially cancelled each other out in regards to carbon dioxide levels, there is not much difference between what occurs today and what would occur in a warmer climate in the future. These results are quite different from those that scientists predicted, but more tests need to be done. It was believed that brighter clouds might prevent some effects of global warming by reflecting more energy

Where would the passage best fit?

39. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Throughout the history of earth, climate changes have been caused by many factors.

➤ **Answer Choices**

- (A) Clouds are confusing because their effect on the greenhouse effect is as yet uncertain.
- (B) Unlike climate changes of the past, future climate changes will be mainly caused by the adverse effect of man on nature.
- (C) Glaciers and oceans are huge natural bodies that have had an effect on climate changes.
- (D) Greenhouse gases have increased and

back into the atmosphere. It appears that the clouds are not a complete solution to the problems of a warming climate.

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diminished through earth's history — their effect on climate change, though still unproven, may be large.

- (E) It remains to be seen what role clouds play in the earth's future.
- (F) Other events, such as volcanism, orbit variations, and the movement of tectonic plates have also affected climate change.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on [View Text](#).



consolidate: to make or become solid or strong

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