

READING QUESTION TYPES

To do well on the reading comprehension section, you need to have a quick reading comprehension speed. This requires a great understanding of complex grammatical structures and knowing a lot of high-level vocabulary words. On top of that, you need to answer a lot of questions in a short period of time. Knowing what to expect will make it a lot easier to do well on this section on test day.

Skill I: Answer Main Idea Questions Correctly

Almost every reading passage on the test will have a question about the main idea of a passage. Such a question may be worded in a variety of ways; you may, for example, be asked to identify the topic, subject, title, primary idea, or main idea. These questions are all really asking what primary point the author is trying to get across in the passage. Since reading passages are generally written in a traditionally organized manner, it is not difficult to find the main idea by studying the topic sentence, which is most probably found at the beginning of a paragraph.

If a passage consists of only one paragraph, you should study the beginning of that paragraph to determine the main idea. The following chart outlines the key information that you should remember about main idea questions:

Main Idea Questions	
How to identify the question	<ul style="list-style-type: none"> <input type="checkbox"/> What is the topic of the passage? <input type="checkbox"/> What is the subject of the passage? <input type="checkbox"/> What is the main idea of the passage? <input type="checkbox"/> What is the author's main point in the passage? <input type="checkbox"/> With what is the author primarily concerned? <ul style="list-style-type: none"> ▪ Which of the following would be the best title?
Where to find the answer	The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.
How to answer the question	<ol style="list-style-type: none"> 1. Read the first line of each paragraph. 2. Look for a common theme or idea in the first lines. 3. Pass your eyes quickly over the rest of the passage to check that you really have found the topic sentence(s). 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

Example I: The passage

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

The question: What is the topic of this passage?

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

Skill 2: Recognize the Organization of Ideas

In the Reading Comprehension section test, there will sometimes be questions about the organization of ideas in a passage. In this type of question, you will be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs).

The following chart outlines the key information that you should remember about questions on the organization of ideas:

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

Example I:

IQ, or Intelligence Quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

1. What type of information is included in the first paragraph?

- (A) An argument (B) A definition (C) An opinion (D) A theory

2. How does the information in the third paragraph differ from that in the second paragraph?

- (A) It presents a contrasting point of view.
(B) It follows chronologically from the ideas in the second paragraph.
(C) It presents real information rather than a premise.
(D) It presents an example of the ideas in the second paragraph.

Skill 3: Answer Stated Detail Questions Correctly

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same.

Stated Detail Questions	
How to identify the question	<ul style="list-style-type: none"> <input type="checkbox"/> According to the passage,... <input type="checkbox"/> It is stated in the passage... <input type="checkbox"/> The passage indicates that.. <input type="checkbox"/> The author mentions that.. ▪ Which of the following is true. . . ?
Where to find the answer	The answers to these questions are found in order in the passage.
How to answer the question	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Skim in the appropriate part of the passage for the key word or idea. 3. Read the sentence that contains the key word or idea carefully. 4. Look for the answer that restates an idea in the passage. 5. Eliminate the definitely wrong answers and choose the best answer from the remaining choices.

Example I:	<p>Williamsburg is a historic city in Virginia situated on a peninsula between two rivers, the York and the James. It was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning the colony at Williamsburg was named Middle Plantation because of its location in the middle of the peninsula. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.</p>
1. According to the passage, Williamsburg is located	<ul style="list-style-type: none"> (A) on an island (B) in the middle of a river (C) where the York and the James meet (D) on a piece of land with rivers on two sides

2. The passage indicates that Jamestown
- (A) was settled in 1633
 - (B) was settled twenty-six years after Williamsburg
 - (C) was the first permanent English colony in America
 - (D) was originally named Middle Plantation

3. The passage states that the name Middle Plantation
- (A) is a more recent name than Williamsburg
 - (B) derived from the location of the colony on the peninsula . .
 - (C) refers to the middle part of England that was home to the colonists
 - (D) was given to the new colony because it was located in the middle of several plantations

Skill 4: Find “Unstated” Details

You will sometimes be asked in the Reading Comprehension section to find an answer that is not stated or not mentioned or not true in the passage. This type of question really means that three of the answers are stated, mentioned, or true in the passage, while one answer is not. Your actual job is to find the three correct answers and then choose the letter of the one remaining answer.

You should note that there are two kinds of answers to this type of question: (1) there are three true answers and o n e answer that is not discussed in the passage, or (2) there are three true answers and one that is false according to the passage.

Unstated Detail Questions	
How to identify the question	<ul style="list-style-type: none"> <input type="checkbox"/> Which of the following is not stated . . . ? <input type="checkbox"/> Which of the following is not mentioned . . . ? <input type="checkbox"/> Which of the following is not discussed...? ▪ All of the following are true except. . . .
Where to find the answer	The answers to these questions are found in order in the passage.
How to answer the question	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Scan in the appropriate place in the passage for the key word (or related idea). 3. Read the sentence that contains the key word or idea carefully. 4. Look for answers that are definitely true according to the passage. Eliminate those answers. 5. Choose the answer that is not true or not discussed in the passage.

<p>Example I:</p> <p>In English there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word gadget is one such word. It was first used by British sailors in the 1850s and probably came from the French word gachette, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are a what-dye-call-it, a whatsis, a thingamabob, a thingamajig, a doodad, or a doohickey.</p>	
<p>1. Which of the following is NOT true about the word "gadget"?</p> <p>(A) It is used to name something when the name is not known.</p> <p>(B) It was used at the beginning of the nineteenth century.</p> <p>(C) It most likely came from a word in the French language.</p> <p>(D) Its first known use was by British sailors.</p>	<p>2. Which of the following is NOT mentioned in the passage as an expression for something that is not known?</p> <p>(A) A thingamabob</p> <p>(B) A gadget</p> <p>(C) A doohickey</p> <p>(D) A what-is-it</p>

Skill 5: Find Pronoun Referents

In the Reading Comprehension section, you will sometimes be asked to determine which noun a pronoun refers to. In this type of question it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look before the pronoun to find the noun.

Pronoun Referents	
How to identify the question	The <i>pronoun</i> "....." in line X refers to which of the following?
Where to find the answer	The line where the pronoun is located is generally given in the question. The noun that the pronoun refers to is generally found before the pronoun.
How to answer the question	<ol style="list-style-type: none"> 1. Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question.) 2. Look for nouns that come before the pronoun. 3. Read the part of the passage before the pronoun carefully. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

Example I:	
<p>Carnivorous plants, such as the sundew and the Venus flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insects within their foliage. They have digestive fluids to obtain the necessary nitrogen from the insects. These plants trap the insects in a variety of ways. The sundew has sticky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps itself around the insect. The leaves of the Venus flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.</p>	
<p>1. The pronoun "They" in line 3 refers to (A) humid areas (B) these plants (C) insects (D) digestive fluids</p>	<p>2. The pronoun "it" in line 5 refers to (A) a variety (B) the sundew (C) an insect (D) the leaf</p>

EXERCISE (Skills 1 -5): Study each of the passages and choose the best answers to the questions that follow.

Line	PASSAGE ONE (Questions 1-4)
1	<p>Hay fever is a seasonal allergy to pollens; the term "hay fever," however, is a less than adequate description since an attack of this allergy does not incur fever and since such an attack can be brought on by sources other than hay-producing grasses. Hay fever is generally caused by air-borne pollens, particularly ragweed pollen. The amount of pollen in the air is largely dependent on geographical location, weather, and season. In the eastern section of the United States, for example, there are generally three periods when pollen from various sources can cause intense hay fever suffering: in the springtime months of March and April when pollen from trees is prevalent, in the summer months of June and July when grass pollen fills the air, and at the end of August when ragweed pollen is at its most concentrated levels.</p>
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<p>1. Which of the following would be the best title for the passage? (A) The Relationship between Season and Allergies (B) Misconceptions and Facts about Hay Fever (C) Hay Fever in the Eastern United States (D) How Ragweed Causes Hay Fever</p>	<p>2. According to the passage, which of the following helps to explain why the term "hay fever" is somewhat of a misnomer? (A) A strong fever occurs after an attack. (B) The amount of pollen in the air depends on geographical location. (C) Hay fever is often caused by ragweed pollen. (D) Grass pollen is prevalent in June and July.</p>
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<p>3. Which of the following is NOT discussed in the passage as a determining factor of the amount of pollen in the air?</p> <p>(A) Place</p> <p>(B) Climate</p> <p>(C) Time of year</p> <p>(D) Altitude</p>	<p>4. Which of the following is NOT true about hay fever in the eastern United States?</p> <p>(A) Suffering from hay fever is equally severe year-round.</p> <p>(B) Pollen from trees causes hay fever suffering in the spring.</p> <p>(C) Grass pollen fills the air earlier in the year than ragweed pollen.</p> <p>(D) Ragweed pollen is most prevalent at the end of the summer.</p>
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<p>Line</p> <p>1</p> <p>5</p> <p>10</p>	<p>PASSAGE TWO (Questions 5-9)</p> <p>Lincoln's now famous Gettysburg Address was not, on the occasion of its delivery, recognized as the masterpiece that it is today. Lincoln was not even the primary speaker at the ceremonies, held at the height of the Civil War in 1863, to dedicate the battlefield at Gettysburg. The main speaker was orator Edward Everett, whose two-hour speech was followed by Lincoln's shorter remarks. Lincoln began his small portion of the program with the words that today are immediately recognized by most Americans: "Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. At the time of the speech, little notice was given to what Lincoln had said, and Lincoln considered his appearance at the ceremonies rather unsuccessful. After his speech appeared in print, appreciation for his words began to grow, and today it is recognized as one of the all-time greatest speeches.</p>
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<p>5. The main idea of this passage is that</p> <p>(A) the Gettysburg Address has always been regarded as a masterpiece</p> <p>(B) at the time of its delivery the Gettysburg Address was truly appreciated as a masterpiece</p> <p>(C) it was not until after 1863 that Lincoln's speech at Gettysburg took its place in history</p> <p>(D) Lincoln is better recognized today than he was at the time of his presidency</p>	<p>6. Which of the following is true about the ceremonies at Gettysburg during the Civil War?</p> <p>(A) Lincoln was the main speaker.</p> <p>(B) Lincoln gave a two-hour speech.</p> <p>(C) Everett was the closing speaker of the ceremonies.</p> <p>(D) Everett's speech was longer than Lincoln's.</p>
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<p>7. According to the passage, when Lincoln spoke at the Gettysburg ceremonies,</p> <p>(A) his words were immediately recognized by most Americans</p> <p>(B) he spoke for only a short period of time</p> <p>(C) he was enthusiastically cheered</p> <p>(D) he was extremely proud of his performance</p>	<p>8. When did Lincoln's Gettysburg Address begin to receive public acclaim?</p> <p>(A) After it had been published</p> <p>(B) Immediately after the speech</p> <p>(C) Not until the present day</p> <p>(D) After Lincoln received growing recognition</p>
<p>9. The pronoun "it" in line 10 refers to which of the following?</p> <p>(A) His speech</p> <p>(B) Print</p> <p>(C) Appreciation</p> <p>(D) One</p>	

<p>Line</p> <p>1</p> <p>5</p> <p>10</p>	<p>PASSAGE THREE (Questions 10-15)</p> <p>According to the theory of continental drift, the continents are not fixed in position but instead move slowly across the surface of the Earth, constantly changing in position relative to one another. This theory was first proposed in the eighteenth century when mapmakers noticed how closely the continents of the Earth fit together when they were matched up. It was suggested then that the present-day continents had once been one large continent that had broken up into pieces which drifted apart.</p> <p>Today the modern theory of plate tectonics has developed from the theory of continental drift. The theory of plate tectonics suggests that the crust of the Earth is divided into six large, and many small, tectonic plates that drift on the lava that composes the inner core of the Earth. These plates consist of ocean floor and continents that quite probably began breaking up and moving relative to one another more than 200 million years ago.</p>
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<p>10. The topic of this passage is</p> <p>(A) continental drift</p> <p>(B) the theory of plate tectonics</p> <p>(C) the development of ideas about the movement of the Earth's surface</p> <p>(D) eighteenth-century mapmakers</p>	<p>11. The passage states that the theory of continental drift developed as a result of</p> <p>(A) the fixed positions of the continents</p> <p>(B) the work of mapmakers</p> <p>(C) the rapid movement of continents</p> <p>(D) the fit of the Earth's plates</p>
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12. The pronoun "they" in line 4 refers to (A) mapmakers (B) continents (C) pieces (D) tectonic plates	13. Which of the following is NOT true about the theory of plate tectonics? (A) It is not as old as the theory of continental drift. (B) It evolved from the theory of continental drift. (C) It postulates that the Earth's surface is separated into plates. (D) It was proposed by mapmakers.
14. According to the passage, what constitutes a tectonic plate? (A) Lava (B) Only the continents (C) The inner core of the Earth (D) The surface of the land and the floor of the oceans	15. Which of the following best describes the organization of the passage? (A) Two unrelated theories are presented. (B) Two contrasting opinions are stated. (C) A theory is followed by an example. (D) One hypothesis is developed from another.

Skill 6: Answer Implied Detail Questions Correctly

You will sometimes be asked to answer a question by drawing a conclusion from a specific detail or details in the passage. Questions of this type contain the words implied, inferred, likely, or probably to let you know that the answer to the question is not directly stated. In this type of question it is important to understand that you don't have to "pull the answer out of thin air." Instead, some information will be given in the passage, and you will draw a conclusion from that information.

Implied Detail Questions	
How to identify the question	<ul style="list-style-type: none"> <input type="checkbox"/> <i>It is implied in the passage that . . .</i> <input type="checkbox"/> <i>It can be inferred from the passage that . . .</i> <input type="checkbox"/> <i>It is most likely that . . .</i> <input type="checkbox"/> <i>What probably happened. . .?</i>
Where to find the answer	The answers to these questions are found in order in the passage.
How to answer the question	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Scan the passage for the key word (or a related idea). 3. Carefully read the sentence that contains the key word. 4. Look for an answer that could be true, according to that sentence.

Example I:

The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels a, e, i, o, u and the seven consonants h, k, l, m, n, p, w. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.

This musical-sounding language can be heard regularly by visitors to the islands. Most Hawaiians speak English, but it is quite common to hear English that is liberally spiced with words and expressions from the traditional language of the culture. A visitor may be greeted with the expression aloha and may be referred to as a malihini because he is a newcomer to the island. This visitor may attend an outside **luau** where everyone eats too much and may be invited afterwards to dance the hula.

1. Which of the following is probably NOT a Hawaiian word?

- (A) mahalo (B) mahimahi (C) meklea (D) moana

2. It is implied that a *luau* is

- (A) a dance (B) a feast (C) a conce (D) a language

Skill 7: Find Definitions from Structural Clues

When you are asked to determine the meaning of a word in the Reading Comprehension section, it is possible (1) that the passage provides information about the meaning of the word and (2) that there are structural clues to tell you that the definition of a word is included in the passage.

Structural Clues	
How to identify the question	<ul style="list-style-type: none"> <input type="checkbox"/> What is ..? <input type="checkbox"/> What is the meaning of..? <input type="checkbox"/> What is true about..?
Types of Clues	<p>Punctuation: comma, parentheses, dashes</p> <p>Restatement: or, that is, in other words, i.e.</p> <p>Examples: such as, for example, e.g.</p>
Where to find the answer	Information to help you determine what something means will generally be found after the punctuation clue, the restatement clue, or the example clue.
How to answer the question	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Locate any structural clues. 3. Read the part of the passage after the structural clue carefully. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

<p>3. The word "ample" in line 7 indicates that the spider is</p> <p>(A) feminine</p> <p>(B) large in size</p> <p>(C) dotted with colors</p> <p>(D) normal</p>	<p>4. Which of the following has the same meaning as the word "mortal" in line 10?</p> <p>(A) Deadly</p> <p>(B) Painful</p> <p>(C) Poisonous</p> <p>(D) Sickening</p>
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SKILL9: Use Context to Determine Meanings of Simple Words

You will sometimes be asked to determine the meaning of a simple word, a word that you see often in everyday English. In this type of question, you should not give the normal, everyday meaning of the word; instead, the reading comprehension test wants to know the meaning of the word in this situation.

Vocabulary Questions Containing Simple Words	
How to identify the question	<ul style="list-style-type: none"> <input type="checkbox"/> "What is the meaning ...?" <input type="checkbox"/> "Which of the following is closest in meaning to ...?" <input type="checkbox"/> The word is a simple word, one that you see often in everyday English.
Where to find the answer	The question usually tells you in which line of the passage the word can be found.
How to answer the question	<ol style="list-style-type: none"> 1. Find the word in the passage. 2. Read the sentence that contains the word carefully. 3. Look for context clues to help you understand the meaning. 4. Choose the answer that the context indicates.

Example I:	
<p>Line</p> <p>1</p> <p>5</p> <p>10</p>	<p>The piece of eight was the nickname of the Spanish peso, which was the rough equivalent of the American dollar in early America: the peso was accepted coin in much of the Americas, particularly during the period when the stores of Spanish ships were regularly stripped by pirates on the waters off the Americas and "redistributed" throughout coastal towns. The nickname piece of eight derived from the fact that the peso was equal to eight reals and therefore had the numeral 8 stamped on it. The piece of eight was sometimes actually cut into pieces or bits, and one popular size was one quarter of a piece of eight, or two bits. As a consequence, the U.S. quarter of a dollar is sometimes referred to today as two-bits, particularly in the western part of the country. A visitor to that area, if told "It'll be two-bits," should take it that the price of an item is being given.</p>

<p>I. The word "rough" in line 1 is closest in meaning to</p> <p>(A) unsmooth (B) mean</p> <p>(C) approximate (D) heavy</p>	<p>3. The word "take" in line 9 could best be replaced by</p> <p>(A) hold (B) understand</p> <p>(C) possess (D) grab</p>
<p>2. "Stores" in line 3 are probably</p> <p>(A) departments (B) markets (C) shops (D) supplies</p>	

SKILL10: Determine the Tone, Purpose, or Course

In the Reading Comprehension section test, possible questions of this type are those that ask about (1) the tone of the passage, (2) the author's purpose in writing the passage, and (3) the course in which the passage might be used.

Tone, Purpose, or Course		
How to identify the question	Tone Purpose Course	<input type="checkbox"/> What is the tone of the passage? <input type="checkbox"/> What is the author's purpose in this passage? <input type="checkbox"/> In which course would this reading be assigned?
Where to find the answer	Tone Purpose Course	<input type="checkbox"/> There will be clues throughout the passage that the author is showing 'some emotion rather than just presenting facts. <input type="checkbox"/> Draw a conclusion about the purpose from the main idea and supporting details. <input type="checkbox"/> Draw a conclusion about the course from the topic of the passage and the supporting details.

How to answer the question	Tone Purpose Course	<p>1. Skim the passage looking for clues that the author is showing some emotion.</p> <p>2. Choose the answer that identifies the emotion.</p> <p>1. Study the main idea in the topic sentence and the details used to support the main idea</p> <p>2. Draw a conclusion about the purpose.</p> <p>1. Study the main idea in the topic sentence and the details used to support the main idea.</p> <p>2. Draw a conclusion about the course.</p>
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Example I:	
Line 1 5	<p>Truman Capote's <i>In Cold Blood</i> (1966) is a well-known example of the "nonfiction novel: a popular type of writing based upon factual events in which the author attempts to describe the underlying forces, thoughts, and emotions that lead to actual events. In Capote's book, the author describes the sadistic murder of a family on a Kansas farm, often showing the point of view of the killers. To research the book, Capote interviewed the murderers, and he maintains that his book presents a faithful reconstruction of the incident.</p>

<p>I. The purpose of this passage is to</p> <p>(A) discuss an example of a particular literary genre</p> <p>(B) tell the story of <i>In Cold Blood</i></p> <p>(C) explain Truman Capote's reasons for writing <i>In Cold Blood</i></p> <p>(D) describe how Truman Capote researched his nonfiction novel</p>	<p>2. Which of the following best describes the tone of the passage?</p> <p>(A) Cold</p> <p>(B) Sadistic</p> <p>(C) Emotional</p> <p>(D) Descriptive</p>
<p>3. This passage would probably be assigned reading in which of the following courses?</p> <p>(A) Criminal Law</p> <p>(B) American History</p> <p>(C) Modern American Novels</p> <p>(D) Literary Research</p>	

REVIEW EXERCISE: Study each of the passages and choose the best answers to the questions that follow.

Line	PASSAGE ONE (Questions 1-6)
1	<p>Another noteworthy trend in twentieth-century music in the U.S. was the use of folk and popular music as a base for more serious compositions. The motivation for these borrowings from traditional music might be a desire on the part of a composer to return to simpler forms, to enhance patriotic feelings, or to establish an immediate rapport with an audience. For whatever reason, composers such as Charles Ives and Aaron Copland offered compositions featuring novel musical forms flavored with refrains from traditional Americana. Ives employed the whole gamut of patriotic songs, hymns, jazz, and popular songs in his compositions, while Copland drew upon folk music, particularly as sources for the music he wrote for the ballets <i>Billy the Kid</i>, <i>Rodeo</i>, and <i>Appalachian Spring</i>.</p>
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1.	<p>The paragraph preceding this passage most probably discusses</p> <p>(A) nineteenth-century music</p> <p>(B) one development in music in the twentieth century</p> <p>(C) the works of Aaron Copland</p> <p>(D) the history of folk and popular music</p>
2.	<p>Which of the following best describes the main idea of the passage?</p> <p>(A) Traditional music flavored some American musical compositions in the last century.</p> <p>(B) Ives and Copland used folk and popular music in their compositions.</p> <p>(C) A variety of explanations exist as to why a composer might use traditional sources of music.</p> <p>(D) Traditional music is composed of various types of folk and popular music.</p>
3.	<p>It can be inferred from this passage that the author is not sure</p> <p>(A) when Ives wrote his compositions</p> <p>(B) that Ives and Copland actually borrowed from traditional music</p> <p>(C) why certain composers borrowed from folk and popular music</p> <p>(D) if Copland really featured new musical forms</p>
4.	<p>Which of the following is not listed in the passage as a source for Ives's compositions?</p> <p>(A) National music</p> <p>(B) Religious music</p> <p>(C) Jazz</p> <p>(D) American novels</p>

<p>5. Where in the passage does the author list examples of titles of Copland's works?</p> <p>(A) Lines 1-2 (B) Lines 2-4 (C) Lines 4-6 (D) Lines 6-9</p>	<p>6. The passage would most probably be assigned reading in which of the following courses?</p> <p>(A) American History (B) The History of Jazz (C) American Music (D) Composition</p>
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Line	PASSAGE TWO (Questions 7-13)
1	The rattlesnake has a reputation as a dangerous and deadly snake with a fierce hatred for humanity. Although the rattlesnake is indeed a venomous snake capable of killing a human, its nature has perhaps been somewhat exaggerated in myth and folklore.
5	The rattlesnake is not inherently aggressive and generally strikes only when it has been put on the defensive. In its defensive posture the rattlesnake raises the front part of its body off the ground and assumes an S-shaped form in preparation for a lunge forward. At the end of a forward thrust, the rattlesnake pushes its fangs into the victim, thereby injecting its venom.
10	There are more than 30 species of rattlesnakes, varying in length from 20 inches to 6 feet and also varying in toxicity of venom. In the United States there are only a few deaths annually from rattlesnakes, with a mortality rate of less than 2 percent of those attacked.

<p>7. Which of the following would be the best title for this passage?</p> <p>(A) The Exaggerated Reputation of the Rattlesnake (B) The Dangerous and Deadly Rattlesnake (C) The Venomous Killer of Humans (D) Myth and Folklore about Killers</p>	<p>8. According to the passage, which of the following is true about rattlesnakes?</p> <p>(A) They are always ready to attack. (B) They are always dangerous and deadly. (C) Their fierce nature has been underplayed in myth and folklore. (D) Their poison can kill people.</p>
<p>9. The word "posture" in line 5 is closest in meaning to which of the following?</p> <p>(A) Mood (B) Fight (C) Position (D) Strike</p>	<p>10. When a rattlesnake is ready to defend itself. it</p> <p>(A) lies in an S-shape on the ground (B) lunges with the back part of its body (C) is partially off the ground (D) assumes it is prepared by thrusting its fangs into the ground</p>

<p>11. It can be inferred from the passage that</p> <p>(A) all rattlesnake bites are fatal</p> <p>(B) all rattlesnake bites are not equally harmful</p> <p>(C) the few deaths from rattlesnake bites are from six-foot snakes</p> <p>(D) deaths from rattlesnake bites have been steadily increasing</p>	<p>12. The word "mortality" in line 10 is closest in meaning to</p> <p>(A) percentage</p> <p>(B) illness</p> <p>(C) death</p> <p>(D) survival</p>
<p>13. The author's purpose in this passage is to</p> <p>(A) warn readers about the extreme danger from rattlesnakes</p> <p>(B) explain a misconception about rattlesnakes</p> <p>(C) describe a rattlesnake attack</p> <p>(D) clarify how rattlesnakes kill humans</p>	

Line	PASSAGE THREE (Questions 14-20)
1	<p>For a century before the Erie Canal was built, there was much discussion among the general population of the Northeast as to the need for connecting the waterways of the Great Lakes with the Atlantic Ocean. A project of such monumental proportions was not going to be undertaken and completed without a supreme amount of effort.</p>
5	<p>The man who was instrumental in accomplishing the feat that was the Erie Canal was DeWitt Clinton. As early as 1812, he was in the nation's capital petitioning the federal government for financial assistance on the project, emphasizing what a boon to the economy of the country the canal would be; his efforts with the federal government, however, were not successful.</p>
10	<p>In 1816, Clinton asked the New York State Legislature for the funding for the canal and this time he did succeed. A canal commission was instituted, and Clinton himself was made head of it. One year later, Clinton was elected governor of the state, and soon after, construction of the canal was started.</p>
15	<p>The canal took eight years to complete, and Clinton was on the first barge to travel the length of the canal. the Seneca Chief, which departed from Buffalo on October 26, 1825, and arrived in New York City on November 4. Because of the success of the Erie C-anal, numerous other canals were built in other parts of the country.</p>

<p>14. The information in the passage</p> <p>(A) gives a cause followed by an effect</p> <p>(B) is in chronological order</p> <p>(C) lists opposing viewpoints of a problem</p> <p>(D) is organized spatially</p>	<p>15. When did Clinton ask the U.S. government for funds for the canal?</p> <p>(A) One hundred years before the canal was built</p> <p>(B) In 1812</p> <p>(C) In 1816</p> <p>(D) In 1825</p>
<p>16. The word "boon" in line 7 is closest in meaning to which of the following?</p> <p>(A) Detriment (B) Disadvantage</p> <p>(C) Benefit (D) Cost</p>	<p>17. The pronoun "it" in line 10 refers to which of the following?</p> <p>(A) The New York State Legislature</p> <p>(B) The canal</p> <p>(C) The commission (D) The state governor</p>
<p>18. In what year did the actual building of the canal get underway?</p> <p>(A) In 1812 (B) In 1816</p> <p>(C) In 1817 (D) In 1825</p>	<p>19. The Seneca Chief was</p> <p>(A) the name of the canal (B) the name of a boat</p> <p>(C) Clinton's nickname (D) the nickname of Buffalo</p>
<p>20. Where in the passage does the author mention a committee that worked to develop the canal?</p> <p>(A) The first paragraph (B) The second paragraph</p> <p>(C) The third paragraph (D) The fourth paragraph</p>	