READING AND WRITING CENTER
Westfield State University

Preparation Materials for the
Massachusetts Test for Educator Licensure:
Communication and Literacy Skills Test

READING SUBTEST

Reading Comprehension
Revised: November, 2012
Reading and Writing Center, Westfield State University

Including information adapted from:
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Jennifer Cook, The University of Massachusetts Amherst,
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Reading Comprehension

The Reading subtest consists of seven reading selections, each of approximately 750 words. Each reading selection is followed by several multiple-choice questions related to the selection for a total of 42 multiple-choice questions in the entire Reading subtest. Candidates must read, understand, and analyze the passages and then, for each question, must select the ONE best answer based on the information contained in the selection just read. Candidates may refer back to the selection to answer the questions. (The order of information requested by the questions does not necessarily correspond to the order of information in a given selection.)

The Six Types of Questions

**Meaning of Words and Phrases:**
- use the context of a passage to determine the meaning of words, phrases, and figurative expressions.

**Main Idea and Supporting Detail:**
- identify explicit and implicit main ideas that support, illustrate, or elaborate the main idea of a passage.

**Writer’s Purpose and Point of View:**
- recognize a writer’s expressed or implied purpose for writing the passage.
- identify the appropriateness of the passage for various purposes or audiences.
- determine the likely effect on an audience of a writer’s choice of words.
- analyze the phrasing of a passage to determine the writer’s opinion or point of view.

**Relationships Among Ideas:**
- identify a sequence of events or steps in a passage.
- identify cause-and-effect relationships.
- analyze relationships between different ideas.
- identify solutions to problems.
- draw conclusions from information stated or implied in the passage.

**Critical Reasoning:**
- evaluate the stated or implied assumptions on which the writer’s argument depends.
- judge the relevance or importance of facts, examples, or graphic data to the writer’s argument.
- evaluate the logic of a writer’s argument.
- distinguish between fact and opinion.
- assess the credibility or objectivity of the writer or source.

**Outlining, Summarizing, Graph Interpretation:**
- identify an effective outline or summary information.
- draw conclusions based on information presented in charts, graphs, tables, or diagrams.
Transitional Words and Phrases

When reading, these signal words can indicate a shift in direction or focus, helping the reader follow the development of the text.

**Sequential order:**

- **Contrast** – although, however, instead, otherwise, alternately, but, on the contrary, yet, despite, still, nevertheless, on the one hand...on the other hand, even though,
- **Similarity** – likewise, similarly, in the same manner or way
- **Addition** – and, in addition, next, additionally, also, furthermore, equally important, moreover, one...another, not only...but, also, too,
- **Illustration** – for example, for instance, in particular, specifically, such as,
- **Reasons** – because, because of, due to, for, since
- **Cause or effect** – as a result, because, consequently, hence, since, so, therefore, thus
- **Prominence** – most/least important, primary, secondary, especially, above, all, first, second, third
- **Finality** – therefore, as a result, so, lastly, in conclusion, in short, finally

**Signal time & order:**

<table>
<thead>
<tr>
<th>At first</th>
<th>Before</th>
<th>Earlier</th>
<th>Later</th>
<th>Next</th>
<th>During</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterward</td>
<td>Soon</td>
<td>Then</td>
<td>Now</td>
<td>After</td>
<td>Meanwhile</td>
</tr>
</tbody>
</table>

Dates (in 1998, in June, at six o’clock, in childhood, etc.)

When (when the Vietnam war started)

**Spatial order:**

- Above/Below
- Inside/Outside
- Close by
- Near
- In front
- In back

<table>
<thead>
<tr>
<th>Above/Below</th>
<th>Behind</th>
<th>Beside</th>
<th>Adjacent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside/Outside</td>
<td>Over</td>
<td>Under</td>
<td>On the left</td>
</tr>
<tr>
<td>Close by</td>
<td>Farther away</td>
<td>Beneath</td>
<td>On the right</td>
</tr>
<tr>
<td>Near</td>
<td>Next to</td>
<td>Underneath</td>
<td>Beyond</td>
</tr>
<tr>
<td>In front</td>
<td>Around</td>
<td>On the bottom</td>
<td></td>
</tr>
<tr>
<td>In back</td>
<td>Diagonally opposite</td>
<td>On the top</td>
<td></td>
</tr>
</tbody>
</table>

**CONJUNCTIONS** explain the logical relationship between two clauses or phrases:

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>For</td>
<td>shows a reason (the second clause gives a reason or explains the first)</td>
</tr>
<tr>
<td>And</td>
<td>shows addition</td>
</tr>
<tr>
<td>Nor</td>
<td>shows a negative alternative (It is the negative form of or, and it must follow a clause containing a negative word such as not.)</td>
</tr>
<tr>
<td>But</td>
<td>shows contrast</td>
</tr>
<tr>
<td>Or</td>
<td>shows an alternative or choice</td>
</tr>
<tr>
<td>Yet</td>
<td>shows an unexpected contrast (similar in meaning to although)</td>
</tr>
<tr>
<td>So</td>
<td>shows a result (the previous phase results in what follows so)</td>
</tr>
</tbody>
</table>
Tips for Reading the Passages and Answering the Questions that Follow

1. Every word is important when reading each passage. In order to answer the questions correctly candidates should read the passages carefully.

2. Read actively, and while reading, note significant points or make short notes on the dry erase “white board” provided. Perhaps number the paragraphs and list the important paragraph points under each number. These can help when looking for the correct answer to the questions.

3. Reading the questions before reading the passage can be helpful. A good strategy to try is the 2-1-1-F strategy, found on page 11 of this packet. Not all strategies work for everyone, so try some different strategies on a sample test before the day of the test.

4. After reading the passage, it is helpful to take a moment and ask what the **topic** of the passage is in one or two words. After deciding this, ask what the **main point about** the topic is. This is a helpful strategy, and this information can help in answering questions regarding the purpose of the passage, choosing the best summary, and recognizing the main idea.

5. Read the questions and answers carefully.

6. When an answer has been chosen, look quickly at the other choices to double check. An answer can be true and still be incorrect. Candidates are choosing the **best** answer, not the **perfect** one. Be aware that an answer choice can have exactly the same wording as the passage and still be incorrect.

7. If candidates are having trouble with a question, they should begin by eliminating answers known to be **incorrect**. Then reread the section of the passage related to the question. Remember that **there** should always be information in the passage that will support the correct answer.

8. Candidates do not need to take the test in the order that it is given. Candidates may choose to look through the passages before deciding where to begin. And once a passage is read, candidates may answer the questions that follow in any order. However, once a passage is begun, remember to answer all questions before moving on.

Reading Comprehension Diagnostic
[These sample questions are arranged by question type, and headings will not be on the actual MTEL test to identify the question type – which is why it is suggested that you familiarize yourself with the order of the question types presented on page 1. In addition, the passages will be much longer on the actual MTEL test (see page 12).]

Meaning of Words and Phrases

The fiery ball sank lower and lower in the sky. For a moment, it was a strange, round-cheeked maiden with brilliant curly locks blowing out behind her in the wind. She floated, suspended above the rippled carpet of clouds, then silently slipped from sight.

1. Which of the following is the best meaning of the word locks as it is used in this selection?
   A. tufts of wool
   B. hair
   C. firm holds
   D. fasteners

2. In this selection, the writer uses the phrase the round-cheeked maiden to refer to:
   A. a cloud.
   B. the wind.
   C. a young woman.
   D. the sun.

Main Idea and Supporting Detail

Many people assume that music composed by the great composers of the world is entirely original and unique. However, this has never been the case. Throughout the history of music, composers have often adapted folk tunes and turned them into more “serious” works. Mozart and Beethoven took simple German and Austrian tunes and arranged them in a variety of ways to form themes for great symphonies. Anton Dvorak based parts of his New World Symphony on folk dances from his native Czechoslovakia. The most memorable part of Aaron Copland’s beloved ballet, Appalachian Spring, is the section incorporating the old Shaker hymn, “‘Tis a Gift to Be Simple.” In each of these cases, an artist has reaffirmed the connection between old tradition and new creation.

1. Which of the following sentences from the selection best expresses the main idea?
   A. Many people assume that music composed by the great composers of the world is entirely unique and original.
   B. Throughout the history of music, composers have often adapted folk tunes and turned them into more “serious” works.
   C. Mozart and Beethoven took simple German and Austrian tunes and arranged them in a variety of ways to form themes for great symphonies.
   D. The most memorable part of Aaron Copland’s beloved ballet, Appalachian Spring, is the section incorporating the old Shaker hymn, “‘Tis a Gift to Be Simple.”

- From the TASP Review Book, 1998
Typically, athletes and average exercisers think of sit-ups as the ideal abdominal exercise, and in general they are right. However, in any attempt to strengthen the abdominal muscles, care must be taken to avoid straining other muscles. If you do sit-ups by lying on the floor, clasping your hands behind your neck, and raising your torso until you can touch your knees with your elbows, all the while keeping your legs straight, you risk doing as much harm as good. Pulling yourself up and over like this can overutilize the muscles of the lower back and upper thigh, two sets of muscles that can be strengthened more safely with other exercises. A better way to do sit-ups is to lie with your knees bent, to cross your arms on your chest, and to raise your head and shoulders only as far as your stomach muscles alone can lift them.

2. Which of the following best expresses the main idea of the selection?

A. People who think sit-ups are the best exercise for the abdominal muscles are right.

B. Exercises that develop one set of muscles may often result in damage to another set.

C. Sit-ups are safest when they are done so as to exercise only the abdominal muscles.

D. One should not clasp one’s hands behind one’s neck while doing sit-ups.

1. In the first paragraph of this selection, the writer notes, “The wind rushed through every crack in the old house” and “Gusts shook the shutters and rattled the back door.” The writer includes these details mainly to:

A. let the reader know that the house in which the story takes place is haunted.

B. help the reader visualize and sympathize with the character’s situation.

C. inform the reader that the weather will play an important role in the story.

D. focus the reader’s attention away from the main character and toward the house itself.

Writer’s Purpose and Point of View

Something woke Anne. With a shiver, she got up and padded down the hall to the bathroom. The wind rushed through every crack in the old house. Gusts shook the shutters and rattled the back door.

Looking out the window, Anne was suddenly transfixed by a strange sight: a hazy black shadow darting across the yard. She stood mesmerized, unable to move, following the eerie shape with her eyes. Then, behind the shadow, an intense white light, far too bright to be moonlight, began to shine.

Moments later, Anne found herself gliding through the icy air. Two hooded creatures seemed to be guiding her toward the light. The creatures flew without wings and appeared to communicate without sound. Just as Anne noticed that the light was emanating from a large, elliptical object hovering above the ground, she began to feel as if she were being pulled in two. She was terrified, yet somehow she knew she was in no danger.
2. The writer of this selection includes the following phrases: “Anne was suddenly transfixed,” “She stood mesmerized,” “Anne found herself gliding,” and “she began to feel as if she were being pulled in two.” The combined effect of these phrases is to indicate to the reader that Anne:

A. is still asleep as the action is occurring
B. has supernatural powers and abilities.
C. has little control over her situation.
D. is a person who enjoys adventure.

Relationships Among Ideas

Gambling casinos in Detroit? That would be a colossal mistake. It is true enough that Detroit, like many cities, is facing some serious economic problems, including unemployment, homelessness, pollution, and a one-industry economy. But rather than solving these problems, legalized gambling casinos would only add to them.

Advocates say that the establishment of gambling casinos would mean more jobs for Detroit’s citizens. According to these advocates, moreover, the new jobs that would open up in casinos, hotels, restaurants, and other parts of the service sector would be high-paying ones. These claims are unfounded, however. From the experiences of other cities, we know that the vast majority of the new jobs that would become available would be low-level jobs that pay low-level wages. In addition, many jobs that open up would be temporary ones that would be at least partly filled by transient workers. Moreover, the best jobs would go to people imported from outside Detroit by national hotel chains.

Another reason to vote down the casinos is that gambling would surely attract organized crime. Although some insist that organized crime would stay away from legalized gambling because the winnings are taxed, we have already seen time and time again that wherever gambling appears, organized crime is soon to follow.

We don’t want to be another Las Vegas or Atlantic City! We have built Detroit’s positive image by developing green parks, cultural centers, and skyscrapers. Surely, there are more positive approaches we can use to solve our problems than by legalizing gambling.

Call or write the mayor or city council and tell them to keep gambling casinos out of Detroit.

Vote YES on August 2 to pass the city ordinance prohibiting casino gambling in Detroit. Remember, a YES vote says NO to gambling.

1. In which of the following statements from the selection does the writer respond most directly to those who claim that legalized gambling casinos would help solve Detroit’s current economic problems?

A. The best jobs would go to people imported from outside Detroit by national hotel chains.
B. Gambling would surely attract organized crime.
C. We have built Detroit’s positive image by developing green parks, cultural centers, and skyscrapers.
D. The new jobs that would open up would be high-paying ones.

2. The writer of this selection would most likely agree with which of the following statements?

A. Detroit would be wise to follow Atlantic City’s example.
B. Poor voter turnout is one of our greatest problems.
C. Legalized gambling works well in some cities.
D. Detroit voters can make a difference in their city.
Critical Reasoning

The recent city council vote to build a new parking garage, at an estimated cost of $4.5 million, is a misguided effort to solve the city’s parking problem. In the first place, the garage is sure to cost more than the estimated amount. When a similar garage was built in our neighboring town of Springfield in 1985, the final cost was more than double the original estimate that was approved by the Springfield mayor’s office. We may be able to afford $4.5 million, but we cannot afford $9 million.

Second, the city council members have no respect for the advice of the parking consultants that they themselves hired. In a report published in this newspaper last month, those consultants noted that the parking problem would be solved if the city simply bought three new buses. These new buses would cost an estimated $1.2 million and would be able to bring shoppers and business people from the outskirts of the city to the downtown area. In voting to build the garage instead of buying buses, the council has acted like a patient who insists on having all his teeth pulled when his dentist has simply recommended a couple of fillings.

Third, the only available site for the garage is presently occupied by four run-down apartment buildings. Instead of demolishing these buildings and forcing the present occupants to seek housing elsewhere, the city should spend some of its money to improve those buildings. The city would thus provide better housing for some of its poorest inhabitants.

1. Which of the following statements from the selection expresses a fact rather than an opinion?

A. The recent city council vote to build a new parking garage is a misguided effort to solve the city’s parking problems.

B. The city council members have no respect for the advice of the parking consultants.

C. These new buses would cost an estimated $1.2 million.

D. The city should spend some of its money to improve the run-down apartment buildings.

2. Which of the following is an assumption on which the writer’s argument is based?

A. The city council is trying to make downtown parking easier for people who live on the outskirts of town.

B. People who have not been able to find parking places downtown would be willing to ride a bus downtown instead.

C. The city can afford to build both the new garage and new housing for the occupants of the demolished apartments.

D. Improving the downtown parking situation is a more important priority than saving four apartment buildings.
A woman drifts pleasantly in her mind as she sits quietly reciting a phrase; a young child tosses in his crib, moaning and whimpering; an air traffic controller focuses complete attention on the screens before her; you lie motionless in bed and awaken, convinced you have had a dreamless night. All these states represent phases in the wide spectrum between total alertness and coma. Scientists have long focused attention on these states of consciousness, particularly the different levels of sleep. Though many questions about sleep remain unanswered, modern medical technology has provided numerous tools, such as the electroencephalogram (EEG) and magnetic resonance imaging (MRI), to aid scientists in analyzing states of sleep. Researchers have shown particular interest in learning what happens to our brains and bodies when we fall asleep and whether all sleep is the same.

What they have found is that there are two major states of sleep. During slow-wave sleep, also known as non-rapid eye movement sleep (non-REM sleep), we receive very little data from our sensory centers, and our brains rest at “idle.” In this phase, which makes up approximately 80 percent of our sleep time, we rest quietly and show little movement. Scientists have concluded that dreams do not occur during this sleep phase.

The other major state of sleep is referred to as rapid eye movement sleep (REM sleep), which accounts for the remaining 20 percent of sleep. REM sleep differs from non-REM sleep in several ways. First, the sleeper’s brain waves show activity much like that associated with a waking state. Second, the sleeper is much more active, twitching fingers, moving the eyes rapidly beneath the lids, and even exhibiting a higher rate of respiration. Finally, we dream during this phase. Even if you think you do not dream often, studies have demonstrated that we all experience dreaming about 20 percent of the time we are sleeping. We shift back and forth during the night between non-REM and REM sleep and will only recall dreams if we wake during the REM phase. Thus, if you think you never dream, you must rarely wake during the dream state.

1. Which of the following outlines best organizes the material from the selection?
   A. I. People experiencing different states of consciousness
      II. Questions scientists have about sleep and conscious states
      III. Types of sleep
   B. I. Different states of sleep
      II. Different types of dreams
   C. I. Sleep research: questions and methods
      II. Characteristics of non-REM vs. REM sleep
      III. Dreaming and different states of sleep
   D. I. EEG and MRI technology
      II. Brain-wave activity during REM and non-REM sleep

2. Which of the following would provide the most accurate and complete set of study notes to prepare for a quiz on the information presented in the second and third paragraphs of the selection?
   A. Non-REM sleep
      ---slow wave sleep
      ---brain rests at “idle”
      ---sleeper is active
      REM sleep
      ---differs from non-REM sleep
      ---accounts for 20% of sleep time
      ---sleeper shows little movement
   B. Non-REM sleep
      ---makes up about 80% of sleep time
      ---sensory centers receive little data
      ---absence of dreams
      REM sleep
      ---brain waves show activity
      ---eye movement and increased respiration
      ---occurrence of dreams
   C. Non-REM sleep
      ---sleeper rests quietly
      ---makes up 20% of sleep time
      ---little data received from sensory centers
      REM sleep
      ---brain waves slow
      ---similar to waking state
      ---eye and finger movement
   D. Non-REM sleep
      ---sensory centers are inactive
      ---sleeper shows little movement
      ---dreaming occurs
      REM sleep
      ---high activity level
      ---rapid eye movements
      ---shifting back and forth
Meaning of Words and Phrases

1. **Correct Response:** B. Information in the selection indicates that the *locks* belong to a “maiden” and that they are “curly.” Thus, given context clues, it is clear that *locks* must mean *hair*. *Tufts of wool, firm holds, and fasteners* are all alternative meanings of the word *locks*, but none of these meanings fits the context of the selection.

2. **Correct Response:** D. In this selection, the *round-cheeked maiden* is used as a metaphor for the sun. The reader knows this because context clues, such as “sank lower and lower in the sky” and “slipped from sight,” indicate that the writer is describing a sunset. Although choices A and B, *a cloud in the wind*, are both mentioned in the paragraph, an examination of context clues indicates that the metaphor is intended to describe neither of these. Choice C is incorrect because it is a literal interpretation of a phrase intended as a metaphor.

Main Idea and Supporting Detail

1. **Correct Response:** B. In this example, all four answer choices are sentences that are exactly the same as those in the selection. The writer’s main idea, that famous composers have often made use of traditional folk tunes in composing their works, is stated in choice B, which is the third sentence in the selection. You should be able to figure out that choice B is the main idea because the examples provided throughout the selection support that statement. The alternative answer choices, although linked in some way to the main idea, do not themselves constitute the main idea of the selection. Choice A is an introductory sentence used by the writer to present a popular misconception about the development of great music. The writer then goes on to show by example that the idea presented in this sentence is false. Choices C and D are incorrect because the selection is about a larger subject than one or two particular composers; instead, it is about something that many composers do. Rather than providing a main idea, these two sentences offer examples that support the main idea.

2. **Correct Response:** C. In this selection, the main idea is implied rather than stated. Choice C condenses into a few words a point that is not made explicitly in any one sentence, but that is nevertheless the main idea of the selection. Although choice A, which restates the first sentence of this selection, is basically an accurate statement, it serves only to introduce the more specific point that forms the main idea of the selection. Choice B is also accurate, but it is a statement that is much broader in scope than information included in the selection. Although choice D identifies one detail, that helps to explain the main idea.

Writer’s Purpose and Point of View

1. **Correct Response:** B. After reading the selection it its entirety, it becomes clear that Anne, the main character, is the focus of the selection and that virtually all the details included in the selection are intended to help the reader picture Anne’s situation. The writer thus provides information about the wind rushing through the cracks in the house and shaking the shutters and back door primarily in order to help the reader visualize and sympathize with the main character and her situation (choice B). Choice A is incorrect because there is no evidence that the house is haunted; to the contrary, information given later in the selection seems to imply that extraterrestrial visitors are probably responsible for the events described. Similarly, since neither the weather nor the house figures prominently in the narrative after the first paragraph, there is no reason to believe that the weather will play an important role in the story (choice C) or that the writer wishes to focus the reader’s attention away from Anne and toward the house (choice D).

2. **Correct Response:** C. From the first words of the story, it is apparent that the main character is responding to a situation that is largely outside her control (i.e., “Something woke Anne”). This idea is continually reinforced by the writer through words and phrases indicating that outside forces are controlling Anne’s thoughts (e.g., she was “transfixed” and “mesmerized”) and actions (e.g., she “found herself gliding,” she felt “as if she were being pulled in two”). Concerning the other answer choices, the reader knows from the first sentence in the selection that Anne cannot still be asleep (choice A), while there is no evidence to indicate either that she has supernatural powers (choice B) or that she particularly enjoys adventure in this or any other situation (choice D).
1. **Correct Response: A.** It is clear throughout the selection that the writer believes that any possible benefits of legalized gambling would be more than outweighed by its costs. Of the four answer choices given, only choice A is used by the writer to respond directly to the claim that legalized gambling would help Detroit economically. The writer uses the statement in choice A to argue specifically that legalized gambling would fail to improve substantially the job situation for Detroit citizens. Although the statement in choice B points to a problem that is likely to result from legalized gambling, the statement has little direct bearing on the particular issue of Detroit’s economic problems as described in the first paragraph. Choice C, which merely states that the city of Detroit currently has a positive image, does not serve directly to counter the argument that gambling would help solve Detroit’s economic problems. Choice D, meanwhile, reflects the view of proponents of legalized gambling casinos, rather than those of opponents such as the writer.

2. **Correct Response: D.** The purpose of this selection is to discourage legalized gambling in Detroit and to encourage people to get out and vote against it. Thus, the writer clearly believes that through their vote, Detroit citizens can have a significant effect on the future of their city (choice D). Choice A is incorrect because the writer specifically states in the fourth paragraph, “We don’t want to be another Las Vegas or Atlantic City.” Choice B is incorrect because although the writer is urging voters to get out and vote against legalized gambling, there is no indication that the writer believes that poor voter turnout is a problem in Detroit or elsewhere. Choice C is incorrect because the writer argues against legalized gambling throughout the selection and nowhere indicates that it may work well in some places.

### Critical Reasoning

1. **Correct Response: C.** Facts are verifiable statements. Choice C is the best response because the price of a bus is verifiable. By comparison, not everyone would agree that the city council’s recent vote was “misguided” (choice A), that “council members have no respect for the advice of the parking consultants” (choice B), or that “the city should spend some of its money to improve the run-down apartment buildings” (choice D). Therefore, choices A, B, and D are all opinions rather than facts.

2. **Correct Response: B.** The writer’s main point in the selection is that the city should buy more buses rather than build a new parking garage. In the second paragraph, the writer indicates that the buses would help solve the parking problem mainly by bringing people into the downtown area from the outskirts of the city. This implies further that “people who have not been able to find parking places downtown would be willing to ride a bus downtown instead” (choice B). Concerning the other response options, choice A may be true, but provides neither a basis nor support for the writer’s argument; choice C is unsupported by any information provided in the selection; and choice D is a statement that, if anything, is contrary to the view of the writer.

### Outlining, Summarizing, Graph Interpretations

1. **Correct Response: C.** Of the response options provided, only choice C represents a complete and accurate outline of the major themes presented in the selection. By comparison, choices A and D not only place too much emphasis on less relevant information, but also neglect to note the writer’s main concern in the selection: the relationship between dreaming and different states of sleep. Although choice B correctly focuses on the selection’s main topics (i.e., sleep and dreams), it does so in a misleading fashion, since at no point in the selection does the writer examine different types of dreams.

2. **Correct Response: B.** Choice B is the best response because it represents the most complete, accurate, and logical listing of pertinent details presented in the second and third paragraphs of the selection. By comparison, choices A, C, and D each contain at least two pieces of inaccurate information. In addition, choices A and C fail even to mention the writer’s main point in the two paragraphs, that dreams occur only during REM sleep. Choice D does mention dreaming, but erroneously notes that dreaming occurs during non-REM sleep.
The 2-1-1-F Reading Strategy

1. Read the “key” sentences:
   - The first two sentences of the passage (2)
   - The last sentence of the first paragraph (1)
   - The first sentence of each following paragraph (1)
   - The final sentence of the passage (F)

This should give you enough of a “feel” of the passage to do Step #2 effectively.

2. Read the “question stems” (the questions, NOT the answer choices) and decide where the answer MIGHT be found within the passage.

3. Read the entire passage.
   - Pay special attention to sections which relate to questions
   - Don’t get bogged down in details you know aren’t addressed in questions

Answer all questions, referring back to the passage if necessary.
Ibn Battuta

1. Anyone who has traveled by plane, train, or automobile might find it hard to imagine what travel was like seven hundred years ago. One way to find out is by reading the memoirs of Abu Abdullah Muhammad Ibn Battuta, who covered approximately 75,000 miles between 1325 and 1353. Fortunately for historians, Ibn Battuta was an attentive observer of people and their customs, and the written record of his travels has long been an invaluable source of information about everyday medieval life in places as diverse as India, Egypt, and China.

2. Born in Tangier, Morocco, in 1304, Ibn Battuta initially planned to follow family tradition by pursuing a law career. His life was changed forever by a pilgrimage to Mecca that he made at age twenty-one. The journey took him across North Africa through Egypt. At the ruins of the ancient lighthouse in Alexandria, a stranger asked him to visit the man's brothers in India and China. Suddenly, Ibn Battuta was seized with a wanderlust that lasted his entire life.

3. One of Ibn Battuta's most memorable trips took him to India. Sailing across the Mediterranean to Turkey, he encountered four-wheeled, covered carriages for the first time. He was so impressed that he had one outfitted for himself before continuing on in comfort to Constantinople. There he gained the trust of the emperor, who presented him with a guide and an umbrella, a sign of royal protection. He also visited Persia, where he observed a cooking competition in which two men attempted to outdo each other's culinary skills, serving gorgeously prepared dishes on beautiful table settings. When Ibn Battuta finally arrived at the court of the reigning sultan in Delhi, India, he was enthralled by the magnificent surroundings. Among the remarkable scenes he recorded in his journal was the sultan's returning to court amid a procession of elephants outfitted with catapults that tossed gold coins into the crowds.

4. Ibn Battuta stayed in Delhi for ten years and was eventually appointed Indian ambassador to China. As he sailed eastward, however, a series of misadventures caused him to abandon his mission and sail instead to the Maldives Islands, from which he traveled to Southeast Asia. Eventually he boarded a boat for China, a country he found particularly enjoyable because of the settled conditions established by government authorities. He might have stayed there some time, but after arriving in Beijing, the inveterate traveler became homesick. Shortly afterward, he began the slow westward journey toward home, arriving in Morocco five years later.

5. Ibn Battuta's travels, however, were not yet over. In later years, he made two more trips—one across the Sahara Desert to what is now Mali, and the other to Spain—all the while continuing to take careful notes about the people, customs, and lands that he visited. When his touring days had finally come to an end, he dictated his travel memoirs to a scribe. The finished product is a fascinating look at what the world was like before planes, trains, and automobiles. Without his informative account, we would know much less about the world of the fourteenth century than we do and be much the poorer for it.
1. Which of the following words is closest in meaning to enthralled as it is used in the third paragraph of the passage?
   A. appalled
   B. amused
   C. bewildered
   D. delighted

2. Information presented in which of the following paragraphs best supports the author's statement that Ibn Battuta was "an attentive observer of people and their customs"?
   A. Paragraph 2
   B. Paragraph 3
   C. Paragraph 4
   D. Paragraph 5

3. The author's main purpose in this passage is to:
   A. analyze the observations of Ibn Battuta.
   B. raise questions about the writings of Ibn Battuta.
   C. describe the journeys of Ibn Battuta.
   D. evaluate the travel memoirs of Ibn Battuta.

4. Which of the following lists the correct order of Ibn Battuta's first visits to the countries and regions listed below?
   A. 1. Egypt and the Middle East
      2. India and the Maldive Islands
      3. China and Southeast Asia
      4. Mali and Spain
   B. 1. India and the Maldive Islands
      2. Egypt and the Middle East
      3. Mali and Spain
      4. China and Southeast Asia
   C. 1. Mali and Spain
      2. Egypt and the Middle East
      3. China and Southeast Asia
      4. India and the Maldive Islands
   D. 1. China and Southeast Asia
      2. Mali and Spain
      3. India and the Maldive Islands
      4. Mali and Spain
5. Which of the following statements provides the best evaluation of the author's objectivity in the passage?

A. The excessive amount of space devoted to Ibn Battuta's travels in Asia raises questions of authorial bias.

B. The author provides a straightforward, unbiased account of Ibn Battuta's travels and writings.

C. The author provides a more evenhanded account of the places Ibn Battuta visited than of the people he met.

D. The account is somewhat subjective, with the author clearly overstating the significance of Ibn Battuta's writings.

6. Which of the following types of graphics could best be used to present information contained in the passage?

A. a timeline of the period from 1325 to 1353

B. a flowchart of the stages of a trip

C. a circle graph of countries visited by Ibn Battuta

D. a map of Asia, Africa, and Europe
Does a rainbow point the way to a pot of buried gold, as claimed in popular folklore? Or is it the multicolored serpent some people in Asia, Australia, and Brazil see streaking across the sky? Others see a rainbow as a heavenly bridge connecting this world and the world beyond. Among Arabs and some Bantu in central Africa, it is the bow for God's arrow; to early Christians, it was the throne of Christ; and among the Nandi, Masai, and California Yuki, it is the robe of God. To twenty-first century scientists, it is something quite different. For them, the band of soft colors that arcs across the sky simply shows the spectrum of the colors in sunlight spread out by raindrops.

How does it happen? Perhaps the best place to begin is by understanding that sunlight is white light. Although white light contains colors, they are blended together; no color is visible until the light strikes an object. When that occurs, the object struck reflects one or more colors in the light while absorbing or refracting the others. The reflected light is the color the object appears to be when viewed with the human eye. Whereas solid objects send unabsorbed colors back to the eye, transparent objects such as glass or water bend the light as it passes through them. This bending is called refraction. A rainbow is caused by drops of water that both refract and reflect the light rays that enter them.

Of the two processes, refraction plays a particularly important role in the formation of rainbows. When light is refracted, each color is bent at a slightly different angle. As a result, the colors in the light separate, and it is then that the eye sees the spectrum of light we call a rainbow. In the spectrum, red light bends the least and violet light bends the most. Orange, yellow, green, and blue—always in that order—range between them. Hence, a rainbow is red along the top and violet on the inner side of the arc. In every rainbow, whether caused by sunlight striking raindrops high in the sky or water dripping from a garden hose in the backyard, the colors appear in the same order.

Rainbows appear only when the viewer is between the sun and the moist air. They are, therefore, most often seen early or late in the day, when the sun is low and there is rain in the area of the sky toward which the sun is shining. Each point on a rainbow is caused by the interaction of sunlight with a different drop of water. Sometimes only a short length of color is visible, which means that no drops of water are in adjacent areas of the sky.

As to the pot of gold, even if such a treasure were buried at the end of a rainbow, it could never be found. Any effort to discover this treasure is doomed to failure: whenever a viewer moves underneath the drops that form a rainbow, it disappears. Rainbows exist only when the positions of the light rays, the raindrops, and the observer align in the proper angles. When the angles change, the spectrum of visible colors vanishes.
7. Which of the following words is the best meaning of adjacent as it is used in the fourth paragraph of the passage?
   A. higher
   B. nearby
   C. damper
   D. observable

8. Which of the following statements from Paragraph 2 of the passage best expresses the main idea of that paragraph?
   A. Although white light contains colors, they are blended together; no color is visible until the light strikes an object.
   B. The reflected light is the color the object appears to be when viewed with the human eye.
   C. Whereas solid objects send unabsorbed colors back to the eye, transparent objects such as glass or water bend the light as it passes through them.
   D. A rainbow is caused by drops of water that both refract and reflect the light rays that enter them.

9. Which of the following phrases best describes the author's main purpose in the passage?
   A. to explore the significance of rainbows in various cultures
   B. to analyze a popular fable about rainbows
   C. to describe how rainbows are formed and appear to the human eye
   D. to examine the spectrum of colors revealed in rainbows

10. According to information presented in the passage, all rainbows are red along the top because the color red:
    A. is more visible to the eye than other colors in a rainbow.
    B. is refracted less than other colors in a rainbow.
    C. is both refracted and reflected by the water in a rainbow.
    D. is the brightest of the different colors in a rainbow.
11. Which of the following facts best supports the author's contention that even if a pot of gold were buried at the end of a rainbow, it could never be found?

A. When light is refracted, each of the colors in the light is bent at a slightly different angle.

B. Regardless of where a rainbow appears, its range of colors will always be in the same order.

C. Whenever a viewer moves underneath the raindrops that form a rainbow, it disappears.

D. Each of the points on a rainbow is formed by the interaction of sunlight with a different drop of water.

12. Which of the following lists best outlines the main topics addressed in the passage?

A. — The folklore of rainbows
   — The formation and arrangement of the colors in a rainbow
   — When rainbows appear
   — The reason why one can never see the end of a rainbow

B. — The fable of the pot of gold buried at the end of a rainbow
   — Conditions under which reflected and refracted light are visible to the eye
   — Rainbows and the interaction of sunlight and drops of water

C. — The scientific definition of a rainbow
   — The different colors in white light
   — The different colors in a rainbow
   — When rainbows are most visible

D. — Pots of gold and multicolored serpents
   — The bending of light as it passes through transparent objects
   — The different colors in a rainbow
   — Looking at rainbows from different perspectives
1 Playwright Suzan-Lori Parks has never been one to take the easy route. Her plays are renowned for their challenging poetic dialogue and provocative viewpoints on African-American culture, U.S. history, and the idea of family. After winning the 2001 Pulitzer Prize for drama, however, she embarked on a project that seemed unconventional even for her. Rather than write a single play, Parks decided to compose 365 of them—one for each day of the year. The completed manuscript consisted of a thick pile of text that would take nearly a day to perform. The plays themselves varied greatly. Some of the longer pieces contained distinct characters and fully developed stories; others were no more than a paragraph or so of stage directions. The characters, themes, images, and ideas that appeared in the work reflected what was happening in the news or in Parks's life at the time each play was written.

2 Since it would be nearly impossible for any one company to perform this mammoth work, Parks and her producing partner Bonnie Metzger decided to turn the play cycle into the largest collaboration in theater history. The original idea was to form seven regional networks. Each network would consist of 52 theaters, with each theater company performing one week of plays. This initially seemed like an impossible feat of coordination, and the logistics of organizing, publicizing, and funding so many different groups threatened to sink the project before it got started. But as the two women described their vision to performance groups around the country, everything began to fall into place. In time, 17 networks emerged in locales ranging from major urban centers such as New York and Los Angeles to medium-sized cities and small towns in Texas, Colorado, and the Carolinas. Large theaters with substantial resources volunteered to serve as network hubs, helping to recruit local performance groups and to distribute each week's plays.

3 A major turning point was the decision to open the project up to the larger community, rather than confine it to theater companies. As word spread, groups as disparate as middle school classes, social service organizations, nursing homes, a mayor's office, and a rollerderby team signed up to perform a week of plays. Performances could be staged wherever and in whatever manner each group wished. Plays were performed everywhere from gas stations to pedestrian bridges, from private homes to community ice rinks, from museums to public restrooms. Some groups even broadcast their work using alternative media such as shortwave radio stations and cable access television shows.

4 As the cycle of plays progressed, it became clear that the project was helping both to forge new artistic communities and to strengthen those already in place. Best of all, it leveled the economic and geographic playing field for participants. A community theater group from tiny Marfa, Texas, received the same attention and respect within the project as one of New York City's off-Broadway theatrical powerhouses. Just as important were the hidden talents and resources revealed by the project. The plays that Suzan-Lori Parks spent a year writing have powerful things to say, but their message became in some ways secondary to the discoveries made on their way to the stage. This remarkable journey uncovered a rich store of creativity and innovation in towns and cities across the country—an accomplishment that may be worth even more than a Pulitzer.
13. Which of the following words is the best synonym for the word disparate as it is used in the third paragraph of the passage?

A. informal  
B. inexperienced  
C. diverse  
D. dispersed

14. In Paragraph 4 of the passage, the author asserts that the powerful message of the plays "became in some ways secondary to the discoveries made on their way to the stage." This statement is most likely a reference to the playwright's decision to:

A. include in the project a play for each day of the year.  
B. form 17 networks in different parts of the country.  
C. have theaters with substantial resources serve as network hubs.  
D. open the project up to the larger community.

15. Information included in the second paragraph of the passage is primarily intended to:

A. analyze relations among different groups involved in the project.  
B. describe efforts to organize the project.  
C. identify major institutions that participated in the project.  
D. raise questions about the objectives of the project.

16. Information presented in the passage best supports which of the following conclusions?

A. Where a play is staged is frequently more important than the content of the play.  
B. Many people have the desire and ability for artistic expression.  
C. A major shortcoming of most plays is their failure to address controversial themes.  
D. Shorter plays are generally more successful than longer performances.


17. In which of the following statements from Paragraph 1 of the passage does the author most clearly express an opinion rather than state a fact?

A. Playwright Suzan-Lori Parks has never been one to take the easy route.
B. Rather than write a single play, Parks decided to compose 365 of them—one for each day of the year.
C. The plays themselves varied greatly.
D. Some of the longer pieces contained distinct characters and fully developed stories.

18. Which of the following summaries best captures the most important ideas in the passage?

A. Although the large theaters that served as network hubs played a major role in the 365 plays project, the contributions of numerous local groups added considerably to the success of the venture.
B. By developing a project that included a separate play for every day of the year, Parks and Metzger demonstrated that the public was eager to embrace unfamiliar and unconventional forms of theater.
C. A major organizational feat that involved theater companies and local groups across the country, the 365 plays project helped forge new communities and released hidden stores of creativity and innovation.
D. The Parks-Metzger project had a universal appeal that enlisted the assistance of organizations ranging from New York City's off-Broadway theaters to community groups in Texas and Colorado.
Population Decline

1 If you have ever felt a little cramped, you are not alone. Between 1900 and 2000, the world's population rose by almost 400 percent. Many people in the last few decades of the twentieth century observed this dramatic increase and began to worry that the earth's resources would soon be strained to the point of exhaustion. How long would it be, they asked, before we had bulldozed all the forests, dried out all the rivers, and poisoned the oceans, and had left ourselves with nothing? The loss of natural resources was an understandable cause for concern, and one that played a major role in the growth of the environmental movement.

2 Few in those decades could have predicted the end of rapid population growth. Today, however, for the first time in over 4,000 years, the rate of population growth has begun to slow. This phenomenon is unprecedented, and many people are unsure how to respond. Should we applaud the initiatives of countries such as Italy and Japan that are introducing incentives for people to have more babies? Or is it better to embrace the decline as nature's way of giving the planet a chance to recover from years of heavy use? Although it is unclear whether a smaller global population will have positive effects in the long term, there are steps we can take now to ensure that this transition occurs as smoothly as possible.

3 If the world population is to remain steady, the birthrate needs to average 2.1 children for every woman. When the birthrate drops below 1.5 for any significant length of time, and a substantial proportion of adults leave their childbearing years, it becomes increasingly difficult for the population to recover. One of the countries facing the greatest challenge is Japan, where the birthrate has fallen to 1.2 children per woman. (See the population pyramids at the end of the passage.) The government vowed to spend more than 100 million dollars to reverse the trend, but their early attempts—offering cash incentives and free car leases when a family has a fourth child—have not been successful. Fortunately, the country has another twenty or thirty years before the proportion of retirees to working people threatens to put a major strain on the system.

4 One of the best ways for any country to avoid this strain is to encourage people to retire later in life. Mandatory retirement ages should be replaced by policies that evaluate employees solely on performance. Age is rarely a good reason to discard a capable and experienced worker in favor of a new hire. A second option for countries with declining populations is to increase immigration. Even though it can be a divisive policy, opening the doors to immigrants is a proven method for keeping economies strong and generating additional tax revenue. Finally, troubled countries should look at those nations that are still expanding and identify what has helped them grow. One likely factor may be policies that relax the burden of being a working parent. Access to quality child care and a generous amount of leave time can make all the difference in letting men and women know that work life and family life do not need to be mutually exclusive.

5 Finding the best ways to reverse population decline will take many years and a considerable amount of social and economic experimentation. It is, after all, an unprecedented challenge. Is it better for us and our environment for our numbers to dwindle slowly, or to regain the rapid growth of the past? Ultimately, the most sensible goal is likely to be a stable population that is neither rising nor falling. We may still feel cramped every now and then, but that is not nearly as bad as being lonely.
19. Which of the following words best defines 
embrace as it is used in the second paragraph of 
the passage?

A. excuse
B. welcome
C. justify
D. perceive

20. Which of the following statements best 
expresses the main idea of the passage?

A. Extending the retirement age is the most 
effective way to deal with population decline.

B. Countries with birthrates below 
1.5 children per woman are likely 
to face serious problems during the 
next hundred years.

C. Finding effective answers to the 
problem of population decline will 
require a process of trial and error 
over a considerable period of time

D. Other countries would be well 
advised to adopt Japan's population 
policies.
21. This passage was most likely written for an audience of:

A. government policymakers.
B. high school students.
C. professional demographers.
D. educated general readers.

22. According to information presented in this passage, a likely difference between countries with declining and expanding populations is that countries experiencing population growth are more inclined to adopt policies that:

A. help people increase their average annual income.
B. encourage early retirement.
C. help people combine work and parenting responsibilities.
D. facilitate geographic mobility.

23. Which of the following assumptions most influenced the author's argument in the passage?

A. Elderly people will be most adversely affected by population decline.
B. Population decline is not necessarily beneficial.
C. Efforts to promote population growth are unlikely to be successful everywhere.
D. Global resources can support high levels of population growth.

24. Information presented in the population pyramids best supports which of the following conclusions?

A. By 2050, the proportion of people over 65 in Japan is projected to be more than six times greater than it was a century earlier.
B. An imbalance in the proportion of males and females in the Japanese population has been a major cause of population decline.
C. By 2050, a substantial proportion of government spending in Japan will likely be devoted to finding and creating jobs for young workers.
D. The proportion of Japanese in the national workforce is projected to begin growing again at some point in the next half-century.
Nellie Bly

1 When Nellie Bly (1867–1922) landed her first job as a reporter for the Pittsburgh Dispatch in 1885, investigative journalism was not widely practiced. But over the next 35 years, Bly's ingenuity and her focus on issues of social justice brought investigative reporting to new prominence and helped transform journalism in the United States.

2 As a reporter for the Dispatch, Bly quickly demonstrated the resourcefulness that would later make her famous. Entering the city's most impoverished areas, she conducted interviews with working women and other residents. The sessions provided the basis for a series of stories on underreported topics such as poverty, divorce, and factory work. Bly's reputation was enhanced by an 1886–87 trip to Mexico, where she investigated political corruption and the problems of that nation's poor. But it was not until she went to work for Joseph Pulitzer's New York World that she began filing the stories that would make her a household name.

3 Pulitzer, who had recently moved to New York from St. Louis, was a major figure in U.S. journalism. Although mainly interested in selling newspapers, he understood how the power of the press could be employed to create public support for social reform. And the late nineteenth century was a time when much needed to be reformed. This need for reform was especially so in large urban centers such as New York City, where poorly paid working people, many of them recent immigrants from southern and eastern Europe, often lived in filthy, crowded tenements without any of the social services available today. As the publisher of the World, Pulitzer promised to use his newspaper to "expose all fraud and sham, fight all public evils and abuses, and do battle for the people."

4 Through her pioneering undercover work for the World, Bly would help him carry out that promise. Her first assignment, an exposé of the notorious New York City Lunatic Asylum on Blackwell's Island, provides a particularly good example. Feigning mental illness, Bly had herself committed for ten days in order to experience the conditions from an inmate's point of view. The resulting story caused a sensation that, in addition to selling countless newspapers, prompted urgently needed changes in the treatment of patients.

5 Bly was soon filing a new story every week as a crusading "stunt" reporter, adopting a journalistic approach that was a forerunner of the investigative reporting of a later period. On one occasion, she posed as a maid for a story on employment agencies that took advantage of poor, uneducated women. On another occasion, she posed as an unwed mother for a story on trafficking in newborn babies and revealed they could be purchased from brokers for as little as ten dollars without any questions being asked. She also went undercover to investigate bribery in the New York State Legislature, where she exposed the illegal operations of political lobbyists, at least one of whom was forced to leave the state.

6 Not all of Bly's stories advanced the crusade against injustice and corruption. She also did her share of lightweight reporting. Indeed, the story for which she is best known was a pure publicity stunt. In November 1889, she traveled around the world in an attempt to beat the fictional record set in Jules Verne's novel, Around the World in Eighty Days. She made it in seventy-two—to the accompaniment of two-and-a-half months of extravagant coverage in Pulitzer's paper. Nevertheless, championing the cause of poor working women was a prominent theme in Bly's reporting. Along the way, she brought significant changes to her profession. In addition to her groundbreaking work as an investigative reporter, she helped remove barriers to women's employment as journalists and served as a model for other women seeking work in the field.
25. Which of the following words or phrases is the best meaning of **a household name** as it is used in the second paragraph of the passage?

A. well known  
B. accomplished  
C. well informed  
D. successful

26. Which of the following statements best expresses the main idea of this passage?

A. Despite the sensation Bly's exposé of the New York City Lunatic Asylum caused, she is best remembered for her trip around the world.  
B. Bly's reporting not only contributed to the development of innovative journalistic techniques, it also helped effect important social changes.  
C. Although readers thought highly of the investigative reporting Bly did for the *Pittsburgh Dispatch*, she was most celebrated for the stories she published in the *New York World*.  
D. During her 35 years as a crusading reporter, Bly filed numerous stories that exposed the exploitation of working women and the poor.

27. Which of the following phrases best describes the author's main reason for writing about Bly's "resourcefulness" in the second paragraph of the passage?

A. to inform readers about Bly's level of education  
B. to help readers understand the difficulties women journalists faced in the late nineteenth century  
C. to stress the importance of objectivity in journalism  
D. to emphasize the intelligence and imagination that Bly brought to her work

28. Information presented in the passage best supports which of the following conclusions?

A. Bly had little respect for the ordinary journalism of her day.  
B. Bly's concerns about social injustice diminished after she left the *Pittsburgh Dispatch*.  
C. Bly was willing to take considerable risks for the sake of a story.  
D. Bly's reporting made Joseph Pulitzer a leading personality in U.S. journalism.
29. Which of the following statements from the passage expresses an opinion rather than stating a fact?

A. And the late nineteenth century was a time when much needed to be reformed.

B. On one occasion, she posed as a maid for a story on employment agencies that took advantage of poor, uneducated women.

C. Not all of Bly's stories advanced the crusade against injustice and corruption.

D. Nevertheless, championing the cause of poor working women was a prominent theme in Bly's reporting.

30. Which of the following lists best outlines the main topics addressed in the passage?

A. — Reporting for the *Pittsburgh Dispatch*
   — Joseph Pulitzer and U.S. journalism
   — Bly's most widely read story

B. — Establishing a reputation as a resourceful reporter
   — Bly's undercover work for the *New York World*
   — Assessment of Bly's journalistic contributions

C. — From Pittsburgh to Mexico
   — Exposing the New York City Lunatic Asylum
   — Bly's work as a "stunt" reporter

D. — Obtaining a position with the *New York World*
   — Late-nineteenth-century urban problems
   — How Bly helped Pulitzer promote social reform
A Native American Heritage

1 By the beginning of the twentieth century, far fewer Native Americans lived in New England than had inhabited the region three centuries earlier. Many of these people lived in small groups on portions of the vast lands that their ancestors had long occupied. Though fewer in number, they honored their tribal identities, cherished their ancestral homelands, and wanted to keep what they had. To help insure the survival of their heritage, Native Americans eventually turned to the U.S. legal system.

2 Leading the way were two Maine tribes, the Penobscots and the Passamaquoddies, whose history differed little from that of most other Native Americans in the region. Like other tribes, their populations had decreased markedly over the centuries; so had the amount of land they controlled. After the American Revolution, state governments had imposed treaties that transferred much of the Native Americans' land to state and private ownership. With the loss of their land base and its resources, tribal populations tended to disperse as individuals sought opportunities elsewhere. In Maine, the Penobscots and Passamaquoddies held only two small reservations by the early twentieth century.

3 Thus matters stood for the next half century. Then, in 1957, a federal program designed to encourage the assimilation of Native American peoples threatened to terminate the Penobscot and Passamaquoddy tribal governments. Tribal leaders resisted. With the help of other Native American activists, they thwarted the attempt and in the process strengthened tribal authority. It was a small victory, but one that encouraged them to seek other ways of asserting their rights.

4 The changing social and political climate of the 1960s and 1970s prompted many Native American groups to insist that the federal government live up to its treaty commitments. Alert to the claims being made by other Native Americans, Penobscot and Passamaquoddy leaders saw their opportunity.

5 The two tribes had fought for the colonists in the American Revolution, and in return the Continental Congress had promised protection of their hunting grounds. By the twentieth century, those vast tracts had become extremely valuable. The two tribes decided to sue the federal government for the return of about two-thirds of the state of Maine.

6 The land, they claimed, had been taken illegally, first by Massachusetts (of which Maine formed a part until 1820) and then by Maine. They based their case on the Indian Trade and Intercourse Act of 1790. That law, which made the federal government a trustee of Native American property, declared that no transfers of Indian land were valid unless approved by Congress. Since the tribes could demonstrate that state treaties involving more than 1,200,000 acres of land taken from them had never been submitted to Congress, they had a strong case. Much to the surprise and chagrin of many observers, the suit was successful. In 1980, the Maine Indian Settlement Act awarded the tribes a substantial monetary settlement that enabled them to buy land, develop tribal businesses, and provide employment for tribal members.

6 In winning the case, the Penobscots and Passamaquoddies had established an important legal precedent. Other New England tribes would soon use that precedent to assert their own rights and to reassert the full dimensions of the cultural heritage their forebears had handed down to them.
31. Which of the following words is the best meaning of *terminate* as it is used in the third paragraph of the passage?

A. weaken
B. eliminate
C. transfer
D. revise

32. Which of the following statements from the first paragraph of the passage best expresses the main idea of that paragraph?

A. By the beginning of the twentieth century, far fewer Native Americans lived in New England than had inhabited the region three centuries earlier.
B. Many of these people lived in small groups on portions of the vast lands that their ancestors had long occupied.
C. Though fewer in number, they honored their tribal identities, cherished their ancestral homelands, and wanted to keep what they had.
D. To help insure the survival of their heritage, Native Americans eventually turned to the U.S. legal system.

33. Which of the following statements best expresses the author's point of view?

A. The author has tremendous respect for the basic fairness of the U.S. legal system.
B. The author is surprised that the Native Americans of New England took so long to assert their rights.
C. The author admires what the Penobscots and Passamaquoddies were able to accomplish.
D. The author believes that the lawsuits brought by the Penobscots and Passamaquoddies had little merit.

34. According to information presented in the passage, which of the following most influenced Penobscot and Passamaquoddy leaders to sue the federal government?

A. Their continuing opposition to federal efforts to encourage the assimilation of Native American groups
B. Changes in the federal law governing the transfer of tribally owned lands
C. Demands by other Native American groups during the 1960s and 1970s that the government honor its treaty commitments
D. The tribes' contributions to the patriot cause during the American Revolution
35. Which of the following statements provides the best evaluation of the author's credibility?

A. The author's misconceptions about Native American history strongly detract from the credibility of the passage.

B. Despite confusion about how the U.S. legal system works, the author presents an informed account of the lawsuits discussed in the passage.

C. The author's bias against the federal government strongly detracts from the credibility of the passage.

D. Although clearly sympathetic to Native Americans, the author presents a balanced account of their efforts to assert their rights.

36. Which of the following statements best summarizes the main points of the passage?

A. After centuries of population decline and land loss, Native Americans in New England employed the legal system to assert their rights and strengthen the economic bases of their communities.

B. The 1960s and 1970s marked an important turning point in Native American history, particularly in New England, where major tribes reclaimed lands they had lost centuries earlier.

C. Even though the Penobscots' and Passamaquoddies' lands had been reduced to two small reservations, the tribes assumed an important leadership role among the Native Americans of New England.

D. The legal initiatives of the Penobscots and Passamaquoddies made the state of Maine a leading center of Native American activism throughout the closing decades of the twentieth century.
Sleeping with NASA

1 Some people love to spend Sunday mornings lounging around in bed, eating breakfast and reading the newspaper, maybe even taking a nice morning nap. Being able to spend seven mornings a week in bed might sound like a dream come true. This is not how participants in the National Aeronautics and Space Administration's (NASA) bed-rest study would see it, however. For them, not getting out of bed in the morning is more like a recurring nightmare. The study is designed to help scientists understand how the body reacts to extended periods without gravity. Participants spend three months lying in a bed with their heads tilted six degrees lower than their feet. All of their daily activities—eating, bathing, and even going to the bathroom—occur in bed. Sitting up is against the rules, as is reaching over the side of the bed or moving unnecessarily. It is a challenge that puts even the proudest idler to the test.

Most of us have seen pictures of astronauts effortlessly floating inside a space capsule. Weightlessness may look like fun, but it can be hazardous to astronauts' health. Without gravity, muscles in the legs and back atrophy, the heart weakens, the immune system is compromised, blood volume decreases, bones waste away, and the sinuses become congested. Three weeks in antigravity conditions affect the body more severely than three decades of aging. By conducting bedrest studies on ordinary people, doctors can analyze these effects firsthand and experiment with possible methods of reducing the associated trauma. Some participants in the studies are given nutritional supplements, some are made to exercise on vertically mounted treadmills, and some spend an hour each day on a spinning centrifuge that creates artificial gravity. Although the results from these studies will be used to help astronauts on future missions, including a planned Mars landing in 2030, they also have applications to anyone who has a sedentary lifestyle. For example, a European version of NASA's study found that lying around for extended periods of time can increase the risk of back pain. The studies have also confirmed that doctors who regularly prescribe bed rest as a form of recovery are making a mistake. In most cases, patients would be better off moving around as soon as they are physically able.

Knowing that the bed-rest studies will be helpful to others does not make the experience any less taxing for the participants. Why do they voluntarily put their lives on hold to spend three months in bed? Some cite the appeal of finally having time to read books they have never read, or even to write one. Others are simply fascinated by the space program and are eager to help out in any way they can. As the three months in bed slowly pass, NASA does as much as possible to make the experience bearable. Participants are given regular massages to help keep their blood flowing, and volunteers are available to visit anyone who is feeling lonely. Astronauts occasionally drop by to express their appreciation and provide encouragement. Many participants find that the strangest part of the study is when they realize how fully they have adjusted to their horizontal lifestyle. There comes a point, usually halfway through, when the idea of sitting up or walking begins to loom as something undesirable. When it is finally time for participants to get out of bed, they spend another ten days at the NASA facility, readjusting to vertical life. Like the first men on the moon, these bed-rest pioneers are willing to go a great distance to take one small step, and one long nap, for humankind.
37. Which of the following words best defines the word *taxing* as it is used in the third paragraph of the passage?

A. displeasing  
B. demanding  
C. disappointing  
D. depressing

38. Which of the following statements best expresses the main idea of the passage?

A. After three months of lying in bed, participants in NASA bed-rest studies are more than happy to resume their everyday lives.  
B. Being able to participate in some facet of the space program is ample reward for most people involved in NASA bed-rest studies.  
C. Despite the discomforts experienced by participants, NASA bed-rest studies produce valuable findings that have various useful applications.  
D. Whatever reasons people have for participating in NASA bed-rest studies, few volunteers are prepared for the experience.

39. Information included in Paragraph 2 of the passage is primarily intended to:

A. discuss various applications of data gathered in NASA bed-rest studies.  
B. describe the types of equipment used in NASA bed-rest studies.  
C. show the precautions taken by doctors in charge of NASA bed-rest studies.  
D. assess the effects of NASA bed-rest studies on participants' health.

40. Information presented in the passage best supports which of the following conclusions?

A. Even the most carefully designed studies fail to anticipate certain adverse consequences.  
B. The more time people spend in bed, the more difficult it is for them to obtain the benefits of sleep.  
C. Some types of space activities are impossible to reproduce in studies conducted on earth.  
D. Spending excessive amounts of time lying in bed is detrimental to the health of ordinary people.
41. Which of the following facts included in the passage best supports the author's assertion that "not getting out of bed in the morning is more like a recurring nightmare" for participants in NASA's bed-rest study?

A. Some participants spend an hour daily on a spinning centrifuge.

B. Participants are not allowed to sit up or reach over the side of the bed.

C. Some participants are given nutritional supplements.

D. Participants receive regular massages to keep their blood flowing.

42. Which of the following lists best outlines the main topics addressed in this passage?

A. — physical reactions to long periods without gravity
   — effects of weightlessness on the immune system
   — participants' readjustment to being on their feet again

B. — duration and aims of the bedrest studies
   — study data and the 2030 Mars landing
   — NASA efforts to ease participants' discomfort

C. — rules imposed on participants in the bed-rest studies
   — aging and exposure to antigravity conditions
   — astronauts' appreciation of the sacrifices of study participants

D. — purpose and design of the bedrest studies
   — uses of data obtained in the bedrest studies
   — motives and experiences of study participants
### Answer Key for Reading Comprehension Passages

#### “Ibn Battuta”
1. D  
2. B  
3. C  
4. A  
5. B  
6. D

#### “Rainbows”
7. B  
8. D  
9. C  
10. B  
11. C  
12. A

#### “365 Days/365 Plays”
13. C  
14. D  
15. B  
16. B  
17. A  
18. C

#### “Nellie Bly”
25. A  
26. B  
27. D  
28. C  
29. A  
30. B

#### “A Native American Heritage”
31. B  
32. C  
33. C  
34. C  
35. D  
36. A

#### “Sleeping With NASA”
37. B  
38. C  
39. A  
40. D  
41. B  
42. D

#### “Population Decline”
19. B  
20. C  
21. D  
22. C  
23. B  
24. A