

Computerized Pre-Professional Skills Test: Reading (5710)

Test at a Glance

Test Name	Computerized Pre-Professional Skills Test: Reading		
Test Code	5710		
Time	75 minutes		
Number of Questions	46		
Format	Multiple-choice questions based on reading passages and statements		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Literal Comprehension	21	45%
	II. Critical and Inferential Comprehension	25	55%

About this test

The Computerized Pre-Professional Skills Test in Reading measures the ability to understand, analyze, and evaluate written texts. Varying in difficulty, the reading material is drawn from a variety of subject areas and real-life situations that educated adults are likely to encounter. Each passage is followed by questions that are based on its content and that relate to a variety of reading skills. All questions can be answered by using information contained within the passage; no question requires outside knowledge of the content.

The test consists of three types of stimulus material: long passages of approximately 200 words with four to seven questions, short passages of approximately 100 words with two or three questions, and brief statements followed by a single question. Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations. Questions in each of the three formats may pose tasks of varying difficulty and test any of the skills identified in the Topics Covered section.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Literal Comprehension

Literal comprehension content measures the ability to understand accurately and completely what is directly stated in a written message.

- Main Ideas
 - Identify summaries or paraphrases of the main idea or primary purpose of a reading selection
- Supporting Ideas
 - Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection
- Organization
 - Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.
 - Identify key transition words and phrases in a reading selection and how they are used
- Vocabulary in Context
 - Identify the meanings of words as they are used in the context of a reading selection

II. Critical and Inferential Comprehension

Critical and inferential comprehension content measures the ability to evaluate a reading selection and its messages.

- Evaluation
 - Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection
 - Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument
 - Determine whether information presented in a reading selection is presented as fact or opinion
 - Identify the relationship among ideas presented in a reading selection
- Inferential Reasoning
 - Draw inferences and implications from the directly stated content of a reading selection
 - Determine the logical assumptions upon which an argument or conclusion is based
 - Determine the author's attitude toward material discussed in a reading selection
- Generalization
 - Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection
 - Draw conclusions from material presented in a reading selection
 - Apply ideas presented in a reading selection to other situations

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each statement or passage in this test is followed by a question or questions based on its content. After reading a statement or passage, choose the best answer to each question from among the five choices given. Answer all questions following a statement or passage on the basis of what is *stated* or *implied* in that statement or passage; you are not expected to have any previous knowledge of the topics treated in the statements and passages.

Remember, try to answer every question.

1. On the computer screen you will see the following:

Marguerite Duras' achievement as a filmmaker was marked by refusal to become a professional of the cinema, with all that this implies in terms of prestige, influence, financial backing, and even know-how. Although she made many films, she said that she knew very little about the technology of cinema and that she had no reason to learn any more: "I want to remain where I am, on the first grounds of cinema, in the primitive zones."

The passage is primarily concerned with

- condemning critics' failure to appreciate the work of a particular filmmaker
- describing the attitude of a particular filmmaker
- analyzing the style of a particular filmmaker
- criticizing the technical shortcomings of a particular filmmaker
- discussing the content of the works of a particular filmmaker

Click on your choice.

The passage describes filmmaker Marguerite Duras' attitude toward becoming a professional of the cinema: she refused to become involved with the fame, financial matters, and technology associated with film. Thus, the correct answer is the second one. The first and fourth choices can be eliminated because the passage neither criticizes Duras nor indicates that others have failed to appreciate her work. The third and fifth choices can be eliminated because the passage discusses neither the style nor the content of Duras' films.

Marguerite Duras' achievement as a filmmaker was marked by refusal to become a professional of the cinema, with all that this implies in terms of prestige, influence, financial backing, and even know-how. Although she made many films, she said that she knew very little about the technology of cinema and that she had no reason to learn any more: "I want to remain where I am, on the first grounds of cinema, in the primitive zones."

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- criticizing the technical shortcomings of a particular filmmaker
- discussing the content of the works of a particular filmmaker

Click on your choice.

Questions 2–3

One promising energy source is sophisticated development of the basic windmills that have ground grain, drained land, and pumped water for centuries. Coupled with advanced storage batteries, very large windmills might satisfy total energy needs for rural areas, towns, and even small cities in locales where strong and prevalent winds can be counted on. Wind power has several advantages. First, no new technology is really required. Second, the energy source is inexhaustible and one hundred percent clean. Third, relatively little capital investment is needed to install or operate windmills.

But wind power has major disadvantages, too. Most obviously, it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs.

However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a substantial fraction of the world’s electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.

2. On the computer screen you will see the following:

End	
<p>operate windmills.</p> <p>But wind power has major disadvantages, too. Most obviously, (20) it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests (25) of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs.</p> <p>(30) However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a (35) substantial fraction of the world’s electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.</p>	<p>The passage states that sea-based windmills could provide energy effectively if</p> <ul style="list-style-type: none"> <input type="radio"/> they were constructed in shallow water <input type="radio"/> they were located near major urban ports <input type="radio"/> they were placed on stationary platforms <input type="radio"/> the power they generated could be transferred efficiently to shore <input type="radio"/> the power they generated could be stored in advanced high-capacity batteries <p style="text-align: center; margin-top: 20px;">Click on your choice.</p>

The first choice can be eliminated because the windmills are described as being placed in deep water; the second choice can be eliminated because there is no indication that the windmills would have to be near ports. The passage directly contradicts the third choice, since “buoys” (see first sentence of third paragraph) are not stationary platforms. The last choice brings up the batteries that were mentioned in the second sentence of the first paragraph. However, such batteries are not specifically related in the passage to sea-based windmills. The passage does specifically mention highly efficient cables as a critical part of the sea-based system. Therefore, the fourth choice is the best answer.

End	
<p>operate windmills.</p> <p>But wind power has major disadvantages, too. Most obviously, (20) it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests (25) of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs. (30) However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a (35) substantial fraction of the world’s electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.</p>	<p>The passage states that sea-based windmills could provide energy effectively if</p> <ul style="list-style-type: none"><input type="radio"/> they were constructed in shallow water<input type="radio"/> they were located near major urban ports<input type="radio"/> they were placed on stationary platforms<input checked="" type="radio"/> the power they generated could be transferred efficiently to shore<input type="radio"/> the power they generated could be stored in advanced high-capacity batteries <p>Click on your choice.</p>

3. On the computer screen you will see the following:

End	
<p>operate windmills.</p> <p>But wind power has major disadvantages, too. Most obviously, (20) it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests (25) of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs. (30) However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a (35) substantial fraction of the world's electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.</p>	<p>Which of the following best describes the organization of the passage?</p> <ul style="list-style-type: none"><input type="radio"/> A series of interrelated events is arranged chronologically.<input type="radio"/> A controversial theory is proposed and then persuasively defended.<input type="radio"/> An unforeseen problem is described and several examples are provided.<input type="radio"/> A criticism is summarized, evaluated, and then dismissed.<input type="radio"/> A problematical issue is discussed and a partial solution suggested. <p style="text-align: center; margin-top: 20px;">Click on your choice.</p>

The last choice is the correct answer. “A problematical issue is discussed” summarizes the first two paragraphs, in which both the pros and cons of a complicated situation are examined. They are followed, in the third paragraph, by the suggestion of “a partial solution,” which partially remedies some of the problems of using windmills to generate electricity.

End	
<p>operate windmills.</p> <p>But wind power has major disadvantages, too. Most obviously, (20) it will work only in limited geographical areas. Less obviously, large-scale deployment of huge windmills might have unforeseen atmospheric and environmental effects. And forests (25) of giant windmills might turn into ugly eyesores. Finally, the amount of electricity that could be generated by wind power would simply be insufficient to meet major nationwide energy needs. (30) However, a network of sea-based windmills, placed on deep-ocean buoys and driven by the same prevailing winds that once powered sailing vessels all over the world, could provide a (35) substantial fraction of the world’s electrical energy—especially if the buoy-based windmills could be linked to land by loss-free superconducting power transmission cables.</p>	<p>Which of the following best describes the organization of the passage?</p> <ul style="list-style-type: none"><input type="radio"/> A series of interrelated events is arranged chronologically.<input type="radio"/> A controversial theory is proposed and then persuasively defended.<input type="radio"/> An unforeseen problem is described and several examples are provided.<input type="radio"/> A criticism is summarized, evaluated, and then dismissed.<input checked="" type="radio"/> A problematical issue is discussed and a partial solution suggested. <p style="text-align: center;">Click on your choice.</p>

4. On the computer screen you will see the following:

<p>Jazz is the most original aesthetic form to emerge from the United States, but it has not always been the most popular. After the big-band era of the (5) 1930s, most jazz was played in small rooms that held about a hundred people. The sound systems were usually bad, and the players were considered to be small-time entertainers. If the music was (10) strong enough, however, the audience would quiet down or shout approval when something especially swinging was played. Unlike in the more polished venues found recently, the participation (15) of listeners was not forbidden, and people were not expected to keep absolutely quiet until a song ended.</p>	<p>The primary purpose of the passage is to</p> <ul style="list-style-type: none"><input type="radio"/> describe the critical response to jazz just after the big-band era<input type="radio"/> discuss how jazz performers have been affected by their audiences<input type="radio"/> indicate how audience response to jazz has changed over time<input type="radio"/> recount the author's experiences of listening to jazz as a young person<input type="radio"/> outline the historical origins of jazz in the early part of the twentieth century <p>Click on your choice.</p>
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The passage focuses on how audiences since the big-band era have responded to jazz. Therefore, the third choice is the correct answer. The first choice is incorrect because the focus of the passage is not on critics' response to jazz but rather on the responses of general audiences to jazz. The second and fourth choices can be eliminated because the passage does not discuss the effects of audiences on performers or the author's personal reminiscences. The last choice is incorrect because the passage does not give an outline of the origins of jazz.

<p>Jazz is the most original aesthetic form to emerge from the United States, but it has not always been the most popular. After the big-band era of the (5) 1930s, most jazz was played in small rooms that held about a hundred people. The sound systems were usually bad, and the players were considered to be small-time entertainers. If the music was (10) strong enough, however, the audience would quiet down or shout approval when something especially swinging was played. Unlike in the more polished venues found recently, the participation (15) of listeners was not forbidden, and people were not expected to keep absolutely quiet until a song ended.</p>	<p>The primary purpose of the passage is to</p> <ul style="list-style-type: none"><input type="radio"/> describe the critical response to jazz just after the big-band era<input type="radio"/> discuss how jazz performers have been affected by their audiences<input checked="" type="radio"/> indicate how audience response to jazz has changed over time<input type="radio"/> recount the author's experiences of listening to jazz as a young person<input type="radio"/> outline the historical origins of jazz in the early part of the twentieth century <p>Click on your choice.</p>
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5. On the computer screen you will see the following:

<p>When Michelangelo began painting the ceiling of the Sistine Chapel, he had five painters assisting him in the techniques of fresco, in which he was relatively unskilled. Finding their work inadequate, he dismissed them and resolved to accomplish the whole task by himself. Vasari, his friend and biographer, tell us that Michelangelo worked through four years “with the utmost solicitude, labor, and study.”</p> <p>Creativity such as Michelangelo’s is self-nourishing: Vasari states that Michelangelo “became more and more kindled by his fervor in the work.” I believe that this interplay of creativity and effort is what constitutes genius—and what made Michelangelo a great artist.</p>	<p>In order to evaluate the validity of the author’s claim regarding Michelangelo (lines 15-18), it would be most helpful to know which of the following?</p> <ul style="list-style-type: none"><input type="radio"/> How well Vasari knew Michelangelo<input type="radio"/> How Vasari characterized other great painters<input type="radio"/> Whether Vasari’s descriptions of Michelangelo are accurate<input type="radio"/> Whether Michelangelo was skilled at fresco painting when he finished the Sistine ceiling<input type="radio"/> Whether Michelangelo created all of his major works without assistants <p>Click on your choice.</p>
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In making the comment about Michelangelo's greatness, the author relies on information Vasari has supplied. If Vasari's claims that Michelangelo worked with great care and was inspired by his work are not correct, the author's claim about Michelangelo may not be valid. It would therefore be useful to know the information represented by the third choice. The first choice may appear at first glance to be relevant, but it is not as good a choice as the third choice, since Vasari might have known Michelangelo quite well but not have supplied accurate information in his biography. The second choice is even less satisfactory since we are concerned only with how Vasari described Michelangelo, not how he described other painters. The fourth choice, while it might confirm statements about Michelangelo's skill, does not help us evaluate the author's claim in the last sentence of the passage. The last choice can be eliminated for similar reasons. The third choice is, therefore, the best answer to this question.

<p>When Michelangelo began painting the ceiling of the Sistine Chapel, he had five painters assisting him in the techniques of fresco, in which he was relatively unskilled. Finding their work inadequate, he dismissed them and resolved to accomplish the whole task by himself. Vasari, his friend and biographer, tell us that Michelangelo worked through four years "with the utmost solicitude, labor, and study."</p> <p>Creativity such as Michelangelo's is self-nourishing: Vasari states that Michelangelo "became more and more kindled by his fervor in the work." I believe that this interplay of creativity and effort is what constitutes genius—and what made Michelangelo a great artist.</p>	<p>In order to evaluate the validity of the author's claim regarding Michelangelo (lines 15-18), it would be most helpful to know which of the following?</p> <ul style="list-style-type: none"> <input type="radio"/> How well Vasari knew Michelangelo <input type="radio"/> How Vasari characterized other great painters <input checked="" type="radio"/> Whether Vasari's descriptions of Michelangelo are accurate <input type="radio"/> Whether Michelangelo was skilled at fresco painting when he finished the Sistine ceiling <input type="radio"/> Whether Michelangelo created all of his major works without assistants <p style="text-align: center;">Click on your choice.</p>
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6. On the computer screen you will see the following:

In 1888, just as its hospital was nearing completion, what was to become the Johns Hopkins School of Medicine ran out of funds; the Baltimore and Ohio Railroad, on which the parent university had been depending for money, was experiencing financial difficulty. The railroad's financial troubles proved a stroke of luck for the cause of women's rights. When the directors did open the school in 1893, it was because five women had raised more than \$500,000 through a multicity campaign. They had insisted, as a condition of this endowment, that Hopkins be the first school of medicine in the nation to admit men and women on equal terms.

Which of the following is an unstated assumption made by the author of the passage?

- Even if it had not experienced financial difficulties, the Baltimore and Ohio Railroad would not have furnished Johns Hopkins University with additional funds.
- The Johns Hopkins School of Medicine would have excluded women if the fund-raisers had not insisted that the school admit women.
- In 1888 Johns Hopkins University was suffering from a shortage of funds in all its schools.
- The establishment of the Johns Hopkins School of Medicine would spur the development of other schools of medicine.
- The women fund-raisers themselves wished to be trained as doctors.

Click on your choice.

The second choice is clearly supported by the last sentence of the passage. Because the fund-raisers had to insist that Johns Hopkins admit women, it can be inferred that the author believes the admission of women was directly caused by their insistence and would otherwise not have taken place.

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- The establishment of the Johns Hopkins School of Medicine would spur the development of other schools of medicine.
- The women fund-raisers themselves wished to be trained as doctors.

Click on your choice.

Question 7

Recently, increasing attention has been called to the fact that the four freedoms of universities—the freedom to determine who may teach, what will be taught, how it will be taught, and who may study what is taught—are being threatened by the many regulations imposed on universities by the federal government.

Surprisingly, much of this criticism of governmental regulation has come from the universities themselves. After all, universities eagerly accepted the money that was made available for research and scholarships by the National Defense Education Act, which was a governmental response to the launching of Sputnik I in 1957 by the Soviet Union. As its name implies, the National Defense Education Act was concerned with a governmental goal, the national defense. Moreover, the federal government made it clear from the very beginning that it intended to control how such money was spent. Similarly, universities actively supported the Higher Education Act of 1965, which was part of a governmental attempt to end discrimination—a goal that can accurately be described as political.

Clearly, any attempt by the federal government to limit the four freedoms of universities is undesirable. But it is also important to remember that the federal government became involved in university education because it was seeking admirable goals, goals that were also sought by universities.

7. On the computer screen you will see the following:

End	
<p>that was made available for research and scholarships by the National Defense (75) Education Act, which was a governmental response to the launching of Sputnik I in 1957 by the Soviet Union. As its name implies, the National Defense Education Act was concerned with a governmental (20) goal, the national defense. Moreover, the federal government made it clear from the very beginning that it intended to control how such money was spent. Similarly, universities actively supported (25) the Higher Education Act of 1965, which was part of a governmental attempt to end discrimination—a goal that can accurately be described as political.</p> <p>Clearly, any attempt by the federal (30) government to limit the four freedoms of universities is undesirable. But it is also important to remember that the federal government became involved in university education because it was seeking (35) admirable goals, goals that were also sought by universities.</p>	<p>The author would be LEAST likely to agree with which of the following statements about governmental regulation and universities?</p> <ul style="list-style-type: none"> <input type="radio"/> Universities are better able to define their four freedoms than is the federal government. <input type="radio"/> Universities are going to continue to criticize governmental regulation in the near future. <input type="radio"/> The federal government should consult with university personnel before imposing new regulations. <input type="radio"/> The federal government passed the National Defense Education Act in order to attain a desirable goal. <input type="radio"/> The federal government should limit the four freedoms of universities if the goal it seeks is a desirable one. <p style="text-align: center;">Click on your choice.</p>

In the first sentence of the third paragraph, the author expresses the opinion that all attempts by the government to limit the four freedoms of universities are undesirable. Thus, the author would be least likely to agree with the last choice, the best answer, which states that the federal government should limit university freedoms if the goal it plans to achieve by doing so is desirable.

End	
<p>that was made available for research and scholarships by the National Defense Education Act, which was a governmental response to the launching of Sputnik I in 1957 by the Soviet Union. As its name implies, the National Defense Education Act was concerned with a governmental goal, the national defense. Moreover, the federal government made it clear from the very beginning that it intended to control how such money was spent. Similarly, universities actively supported the Higher Education Act of 1965, which was part of a governmental attempt to end discrimination—a goal that can accurately be described as political.</p> <p>Clearly, any attempt by the federal government to limit the four freedoms of universities is undesirable. But it is also important to remember that the federal government became involved in university education because it was seeking admirable goals, goals that were also sought by universities.</p>	<p>The author would be LEAST likely to agree with which of the following statements about governmental regulation and universities?</p> <ul style="list-style-type: none"><input type="radio"/> Universities are better able to define their four freedoms than is the federal government.<input type="radio"/> Universities are going to continue to criticize governmental regulation in the near future.<input type="radio"/> The federal government should consult with university personnel before imposing new regulations.<input type="radio"/> The federal government passed the National Defense Education Act in order to attain a desirable goal.<input checked="" type="radio"/> The federal government should limit the four freedoms of universities if the goal it seeks is a desirable one. <p>Click on your choice.</p>

Questions 8–9

Lyndon Johnson’s father once told him that he did not belong in politics unless he could walk into a roomful of people and tell immediately who was for him and who was against him. In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that he would often turn while in the White House.

This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had said about the office and he had read Corwin and Neustadt. With eager confidence, Kennedy acquired a presidential suit off the rack and put on a little weight to make himself fit it.

8. On the computer screen you will see the following:

Beginning	
<p>Lyndon Johnson’s father once told him that he did not belong in politics unless he could walk into a roomful of people and tell immediately who was for him and who was against him. In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that he would often turn while in the White House.</p> <p>This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had said about the office and he had</p>	<p>Which of the following words, if substituted for the word “uncanny” in line 7, would introduce the LEAST change in the meaning of the sentence?</p> <p><input type="radio"/> legendary</p> <p><input type="radio"/> subtle</p> <p><input type="radio"/> invisible</p> <p><input type="radio"/> persuasive</p> <p><input type="radio"/> supernatural</p> <p style="text-align: right; margin-top: 20px;">Click on your choice.</p>

The “uncanny” power described in the first sentence is clearly not a power that people ordinarily have. It could, therefore, best be described as “supernatural.” The last option is the best answer.

Beginning	
<p>Lyndon Johnson’s father once told him that he did not belong in politics unless he could walk into a roomful of people and tell immediately who was (5) for him and who was against him. In fact, even the shrewd Johnson had not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store (10) by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that (15) he would often turn while in the White House.</p> <p>This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. (20) John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had (25) said about the office and he had</p>	<p>Which of the following words, if substituted for the word “uncanny” in line 7, would introduce the LEAST change in the meaning of the sentence?</p> <ul style="list-style-type: none"><input type="radio"/> legendary<input type="radio"/> subtle<input type="radio"/> invisible<input type="radio"/> persuasive<input checked="" type="radio"/> supernatural <p>Click on your choice.</p>

9. On the computer screen you will see the following:

End	
<p>not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store (10) by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that (15) he would often turn while in the White House.</p> <p>This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. (20) John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had (25) said about the office and he had read Corwin and Neustadt. With eager confidence, Kennedy acquired a presidential suit off the rack and put on a little weight to make himself fit it.</p>	<p>In the passage, the author is primarily concerned with</p> <ul style="list-style-type: none"><input type="radio"/> explaining an event<input type="radio"/> making a comparison<input type="radio"/> listing facts<input type="radio"/> retelling a story<input type="radio"/> refuting an argument <p style="text-align: right; margin-top: 20px;">Click on your choice.</p>

The passage is about the different approaches of Johnson and Kennedy to the presidency. In explaining how each approached the office and how they differed in this respect, the author is necessarily making a comparison. The correct answer is the second option, “making a comparison.”

<p style="text-align: right;">End</p> <p>not quite such uncanny power, but his liking for this story tells us something useful about him: he set much store (10) by instinct. No wonder, then, that it would be to his instincts—honed in the Texas hill country, sharpened in a life of politics, confirmed in a long and respected congressional career—that (15) he would often turn while in the White House.</p> <p>This reliance on instinct enabled Johnson to put on the presidency like a suit of comfortable old clothes. (20) John Kennedy, on the other hand, came to it with a historical, nearly theoretical view of what was required of a strong President—he knew exactly what Woodrow Wilson had (25) said about the office and he had read Corwin and Neustadt. With eager confidence, Kennedy acquired a presidential suit off the rack and put on a little weight to make himself fit it.</p>	<p>In the passage, the author is primarily concerned with</p> <ul style="list-style-type: none"><input type="radio"/> explaining an event<input checked="" type="radio"/> making a comparison<input type="radio"/> listing facts<input type="radio"/> retelling a story<input type="radio"/> refuting an argument <p style="text-align: right;">Click on your choice.</p>
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10. On the computer screen you will see the following:

Alice Fletcher, the Margaret Mead of her day, assisted several American Indian nations that were threatened with removal from their land to the Indian Territory. She helped them in petitioning Congress for legal titles to their farms. When no response came from Washington, she went there herself to present their case.

According to the statement above, Alice Fletcher attempted to

- imitate the studies of Margaret Mead
- obtain property rights for American Indians
- protect the integrity of the Indian Territory
- become a member of the United States Congress
- persuade Washington to expand the Indian Territory

Click on your choice.

The passage states that Alice Fletcher helped American Indians secure legal title to their land so they would not be forced to abandon it. This idea is expressed in the second choice, "obtain property rights for American Indians," which is, therefore, the correct answer.

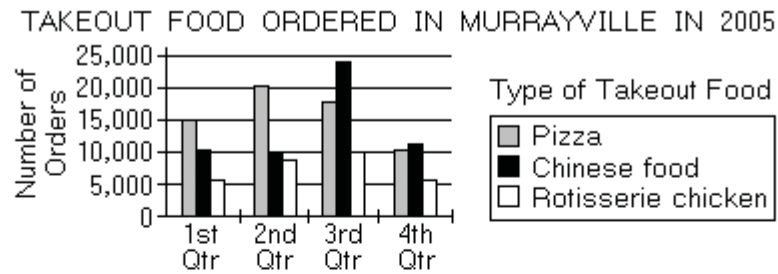
Alice Fletcher, the Margaret Mead of her day, assisted several American Indian nations that were threatened with removal from their land to the Indian Territory. She helped them in petitioning Congress for legal titles to their farms. When no response came from Washington, she went there herself to present their case.

According to the statement above, Alice Fletcher attempted to

- imitate the studies of Margaret Mead
- obtain property rights for American Indians
- protect the integrity of the Indian Territory
- become a member of the United States Congress
- persuade Washington to expand the Indian Territory

Click on your choice.

11. On the computer screen you will see the following:

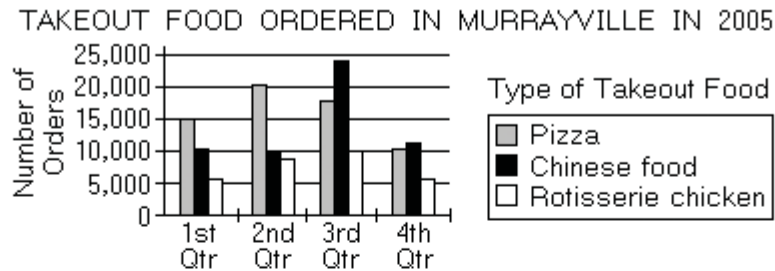


Which conclusion about takeout food ordered in Murrayville in 2005 is best supported by the data presented in the graph above?

- Chinese food was the most ordered takeout food for each quarter.
- During the second quarter, fewer orders were placed for Chinese food than for rotisserie chicken.
- During the fourth quarter, an approximately equal number of orders were placed for pizza and for Chinese food.
- During each quarter, more orders were placed for pizza than for either Chinese food or rotisserie chicken.
- More orders were placed for pizza during the second half of the year than were placed during the first half of the year.

Click on your choice.

The first choice can be eliminated because there are clearly fewer orders for Chinese food than for pizza in both the first and second quarters. The second choice is incorrect because there were more orders for Chinese food than for rotisserie chicken in the second quarter. The fourth choice can be eliminated because pizza was clearly not the most ordered food item in the third and fourth quarters. Also, the last choice is incorrect because the combined pizza orders for the first and second quarters are clearly greater than the combined pizza orders for the third and fourth quarters. The third choice is, therefore, the best answer: results for the fourth quarter show that orders for pizza and for Chinese food were about the same, if not identical.



Which conclusion about takeout food ordered in Murrayville in 2005 is best supported by the data presented in the graph above?

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Click on your choice.



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