

Reading Review

Tests of Reading Comprehension

Reading tests mostly measure how much you have read in the past by how well you read in the present when asked to perform adult reading tasks. In general, the more you have read, and the more you read, the easier these reading tasks are to perform.

There are skills that reading placement tests seek to measure. They do so by presenting the reader with selections of varying length and difficulty to read. Following the selections, questions which target these skills are asked in a multiple-choice format. You, the reader, are to select the *best* answer.

Be careful with *best answer* questions: none of the choices may please you, or more than one may seem acceptable. Remember always that the only correct response is the *best answer*, so read all your options before you make your final decision. Commonly, reading comprehension tests ask you to:

1. find the **main idea** or central thought of a selection;
2. recognize **specific detail** in the selection;
3. recognize valid **inferences and conclusions** drawn from the selection;
4. derive the **meaning of unfamiliar words** from their usage in the selection;
5. recognize the **mood** of the writer and the selection; and
6. recognize **techniques writers use** to convey the message of the selection.

PART 1: FIND THE MAIN IDEA

Explanation of Main Idea

All writing has a main idea its writer wants to communicate. Sometimes called the **central thought or theme**, the main idea inspires the title, is illustrated by the rest of the writing, and conveys the author's purpose for writing the passage. The most important hint for selecting the main idea is to ask yourself, "Is this statement supported by all or most of the material in the selection?"

Often the main idea is directly stated in a single topic sentence which summarizes what the entire passage is about. Sometimes the main idea is

unstated, for the author has decided to let the details suggest the central point. In such a case, you, the reader, must figure out what the ***implied main idea*** is. Again, the main idea can be tested by asking, "Is this statement supported by all or most of the material in the selection?"

On reading tests, main idea questions may assume a variety of formats. These include the following:

- The main idea of this passage is that...
- Which sentence best expresses the main idea?
- The paragraph could be entitled...
- The point of the paragraph is...
- What idea does the paragraph develop?

Samples for Finding the Main Idea: Read the following passages and select the best answer to each main idea question.

1. The United States has given the free world the concept of "the American Dream," and thousands from all over the earth immigrate to America to pursue it. If one works hard, educates oneself and one's children, obeys the laws, and executes the responsibilities of a citizen, one can expect prosperity. One's children can only do better.

The main idea of this passage is that

- a) Hard work reaps rewards all over the earth.
 - b) Only the children profit from their parents' efforts.
 - c) "The American Dream" is only a dream.
 - d) "The American Dream" promises earthly rewards for productive behaviors.
2. Working on a computer can be very frustrating if you don't follow the rules. Rule Number One for word processing is "Save your work frequently." You can sit and yell at the machine when your stuff disappears. You can bang the keyboard. You can even cry. The fact remains, had you saved frequently, a lot more than nothing would still be there!

Which sentence best expresses the main idea?

- a) Even modern computers are not truly user friendly.
- b) Word processing has lots of bugs, and the industry should be ashamed.
- c) When the computer wins and you lose, get angry.
- d) The wise typist "saves" often.

3. Sam shivered as he passed from the bright sunlight into the gloom of the alley on that brilliant January day. As he pulled his jacket collar closer to his neck, feeling miserable about his mission, the eternally childish shouts from the end of the alley echoed familiarly. He could make out his parents' silhouettes, posed like old-fashioned boxers, ahead of him in the gloom, and wondered anew at how they could always make him feel like he was the forever big brother, the forever responsible party.

The paragraph could be entitled

- a) "A Cold January Day"
 - b) "The Battered Wife"
 - c) "The Child as Parent"
 - d) "Alleys"
4. The parents frantically gathered in the school yard, some panic stricken at the possibility that their children might be among the injured. The construction workers stood in a group to one side, knowing that they had perfectly secured their operation the night before, that access to the explosives was limited to a crowbar-wielding thief. Sheriff's deputies approached both groups, knowing they had to soothe as well as question. The man in camouflage watched the proceedings through binoculars from the top of a distant tree. A hunter, he'd seen what had happened but could not decide whether to tell the tale.

The point of the paragraph is that

- a) an explosion has ripped through a school.
 - b) Construction workers aren't necessarily careless.
 - c) Parents may panic understandably.
 - d) The hunter faces a dilemma.
5. The complexities of being an adult who attends school are manifold. Home, work, and school compete. Parenting responsibilities remain in full force, no matter what other activities an adult pursues. Job demands are incessant and presume one's constant alertness and availability during working hours. School requires not only attendance but also the execution of a multitude of homework assignments. Only those who are strong, disciplined, flexible, and committed survive and thrive.

What idea does the paragraph develop?

- a) To succeed, an adult must be mature in many ways.
- b) Employers assume one has no life outside the job.

- c) No matter what other demands may come and go, children are always there.
- d) College studies are not simply a matter of going to class.

PART II: RECOGNIZE SPECIFIC DETAIL

Explanation of Specific Detail:

Writers work to ensure you understand their main ideas by supporting them with details. Using detail develops the main idea with examples, reasons and facts. Details are the proof of the main idea statement. Some detail makes a main idea vivid; other detail is evidence that proves a point. While you eventually add your own details to a writer's main idea in order to agree with it or even attack it, you, the reader, must first make sure you understand the details the writer used and limit yourself to them for an honest interpretation.

Remember, while main ideas are broad statements, details are specifics, and they are frequently signaled by such words as *first*, *next*, *another* and *finally*.

Samples for recognizing Specific Detail: Read the following passages and select the best answer to each question.

6. The effects of the rains on the landscape are devastating. Huge trees are uprooted, and small ones are clogging the streams. Topsoil is filling the ditches, stripping winter lawns and fields, yet in other places it has gathered two feet thick in glue-like deposits. Tree-Dwelling birds are scavenging on the ground for food, and ground-dwellers are sleeping in the trees. All the while, human families stand on the banks of new bodies of water and watch their possessions drown.

According to the detail in the passage,

- a) People are giving up and throwing their things in the streams.
 - b) Birds will never live in the trees again.
 - c) Farmers will plant the ditches.
 - d) Not just huge trees have been uprooted.
7. It is important to gather the news from more than one source. To begin with, radio news, whether on the hour or in a 24-hour format is barely more than headlines and bulletins wedged between commercials. Next, television news, presented in the traditional half-hour format, is similarly in apparent competition with its advertisers and often by comparison with other channels' fare, so it

reflects a consistent slant or bias. Then, while cable news channels provide fuller coverage, they are so competitively engaged with reporting on breaking stories that they include much that has not been substantiated. Finally, never think that the bias of a newspaper is confined to its editorial page: the minds that craft the editorials decide what news is fit to print. It is thus apparent that multiple sources best pave the complex road to truth.

According to a detail in the passage,

- a) The wise citizen learns “what’s happening” by working at it.
- b) Cable news may include rumor.
- c) Radio news has no virtues.
- d) Newspapers are good sources except for the editorial page.

PART III: RECOGNIZE INFERENCE AND CONCLUSION

Explanation of Inference and Conclusion:

Writers make direct statements, but adult readers “read between the lines” by applying reasoning to *what is said* to understand more completely *what is meant*. In daily reading, your interpretation is based on the facts presented and your own experiences; however, on a test passage, when you evaluate inferences, implications, and conclusions, *you must limit your logical guesses to the information given*.

Inference, implication and conclusion questions are demanding because they ask you to show that you understand what you read AND that you can apply logical thought to its content. To choose the *best answer*, select the inference, implication, or conclusion that is most logical, based on the information provided.

Inference and conclusion questions contain characteristic language including: *implies, suggests, apparently, probably, may be, appears, seems, should, could, may be attributed to, can conclude, can be inferred, and implies that*.

Samples for Recognizing Inference and Conclusion: Read each passage and select the best answer.

8. No one should hold high elective office with first consenting to have lived a public, public life and a public private life. By this I mean that all worthy candidates should be willing to have their public service scrutinized for corrupt dealings from the very start and that their private lives should be a similar open book: what we the voters see should be what the candidates truly are. Any office

holder who refuses, as well as aspirant who fails the test should be subject to immediate recall proceedings or be otherwise disqualified.

The passage implies that

- a) Corrupt politicians are in power.
 - b) Some people have public and private records adequate to have high elective office.
 - c) The country is in trouble.
 - d) The country is not in trouble.
9. After the war, the French countryside was devastated. Mile upon mile of trenches wound away as far as one could see, and the past artillery fire and horrific infantry engagements had upturned and scorched the once fertile earth beyond recognition. The debris of disbanded armies lay everywhere, as much embedded in the soil as haphazardly resting upon it. It was the very height of spring, the war six months past, yet nothing, absolutely nothing, green could be seen. It was a world gone barren. Guy walked slowly; having learned over the past two weeks that to hurry only made him thirsty in an unrecognizable world of brown and polluted streams and springs. His sense of how many miles he covered per hour, rather than landmarks now gone, governed his sense of how close he was to home. It seemed that only churches, only old ones, only those built on temple sites from natural rock outcroppings, had survived the massive shelling. Nowhere did he see the old masses of laborers in the fields, turning the earth and sowing the seed. While there was no work for soldiers, "war" having ceased, there was clearly no work for Guy's people either. The hideously rutted road began a tiringly long rise just as Guy reached his usual stopping time, a day's journey completed; yet he was torn. Tired, bleak at heart, convinced all must have starved or be starving; his mind told him to rest. Yet, his village, he knew, should be, or at least had been, just beyond the top of the three-mile rise. Enough sunlight remained to make the journey, and his canteen was still half full. In fact, his measured pace over so many days had given him the fitness to extend this day's journey. Guy stood in the road and slowly turned in place, for an awful extended moment letting himself see the fields as they had been when he left, alive with his people battling nothing but Nature, engaged in the rural, life-sustaining rites of spring. His pivot concluded, Guy hesitated. Then he fell to his knees. "Dear God, dear God." He had to know. Shoulders back, Guy began the long walk up the rise.

It can be concluded that

- a) The writer fears damage done to French industry by the war.
 - b) The writer served in the trenches and feels special sorrow.
 - c) The writer is concerned with the war's effect on French agriculture.
 - d) The writer blames France's enemies for the devastation.
10. I'd followed that streaming, rolling wreck down the lonesome highway, ever alert to dodging the bits and pieces that friskily flew off it. I'd rented a new V-8, but when my speedometer hit 100, and I still couldn't gain on them, I'd given up hopes of passing, of leaving that disaster in my dust, and settled into monitoring. Muffler parts exited as we left Phoenix. Chrome broke free of rusted rivets fifty miles north. The hood ornament nearly got me just south of the Grand Canyon. I praised the skies when the rubber started flying my way as we approached the canyon, niftily eluded the blowout rubble, and smiled as the FINALLY gave up and pulled over, losing more of their muffler in the process.

It can be inferred that

- a) The lead car has been totally neglected for years.
- b) The narrator is afraid of speed.
- c) The lead car has an engine that has been taken care of.
- d) The narrator has a lot more money than the lead car owners do.

Part 4: UNDERSTAND VOCABULARY FROM CONTEXT

Explanation of Vocabulary from Context:

Almost all readers encounter words that are unfamiliar to them but find that the meanings of these words are apparent by how they are used in the passage. The **context**, the information in surrounding words and sentences, can give clues to the meaning of word. For example, when you read, "The scientist *alluded to* ethical issues surrounding cloning, but he never discussed any of them directly," you can reasonably guess that *alluded to* means *made indirect acknowledgment of*. Furthermore, how the word is used, its part of speech, sometimes supplies the clue to its meaning. For example, consider this sentence "The *proletariat* seem satisfied, but just three days later the workers demonstrated again." *Proletariat* is used as a subject; the next subject is *workers*; and, as the second word group is continuing the thought of the first, the structural context suggests the two words "proletariat" and "workers" have virtually the same meaning.

Sample for Understanding Vocabulary from Context:

Read each passage and select the best answer, the meaning of the word as used by the writer in the passage.

11. My mother's immaculate and symmetrical garden showed her practical sense of humor. Delicate cutting flowers and sturdy cabbages were *juxtaposed*, irises and collards marched in ranks, and when we asked why, she said that while harvesting the rows of pretty ones, we would remember to weed their nutritious neighbors.

Juxtaposed means

- a) jumbles together.
 - b) side by side.
 - c) scattered.
 - d) absent.
12. The parade streamed down the broad avenue, and the *urchins* screamed with glee. While adults enjoy a good display children adore one.

The term **urchins** means

- a) party-goers.
 - b) assembled watchers.
 - c) marchers.
 - d) playful kids.
13. While some readers find Hemingway *terse* to the point of being Unliterary, most entirely disagree. They believe a few words, if they are the best words, tell the most.

Terse means

- a) profane.
 - b) brief .
 - c) slangy .
 - d) tense .
14. The discovery of the missing Benjamin Franklin manuscript on the Fourth of the July was pure *serendipity*, for John was rummaging in the attic only to look for his father's flag. Nevertheless, the town fathers were ecstatic over the timing.

Serendipity means

- a) an action productive of demanding a very great price.
 - b) aptitude for making accidental and timely discoveries.
 - c) a magnificent display of genuine patriotism.
 - d) a heartfelt contribution to community history.
15. The clever criminals lived off the land ever after to the great puzzlement of all. They succeeded in *eluding* capture every time lawmen appeared by hiding in their elaborate tunnels.

Eluding means

- a) aiding.
- b) publicizing.
- c) escaping.
- d) excavating.

Part 5: RECOGNIZE MOOD

Explanation of Recognize Mood:

The mood of a passage is often referred to as **tone**. It is primarily set by A writer's choice of words, and word choice is guided by the writer's **purpose** and **attitude** about a topic. The writer's purpose, for example, may be to inform or to convince the reader. Attitude is an outcome of the writer's feelings. Examples of mood or tone range from light-hearted to tragic, from sympathetic to scornful, from formal to informal, and from down-to-earth to fanciful. The language of tone and mood is the language of emotions. Finding the *best answer* to the question about the mood of a passage frequently requires that the reader employ inferential skills, reading between the lines, to evaluate the word choice of the passage.

Samples for Recognizing Mood: Read each passage and select the *best answer*.

16. The storm had covered even the hardy evergreens with a sheet of thick ice, and all the power lines had come down. As the furnace wouldn't fire, we built a big blaze in the dining room fireplace, closed the doors to the kitchen and living room, ran more weather-stripping around the windows, put the coffee pot on the stone closest to the blaze, leaned toward the flames, and with nary a quarrel, read the storm away.

The writer conveys

- a) the family's real terror at the fierce storm.
- b) the region's sadness the horrendous death toll.
- c) resentment at the hardships so unfairly endured.
- d) a sense of peace in the midst of nature's rage.

17. We need to vote all of these people out of office. Taxes go up and up, services are worse and worse, teens are running wild, and no one wants to work anymore. The founding fathers would be horrified at what this country has become. The time has come to read our ballots and vote "No!"

The attitude of the writer is

- a) amused but irritated
- b) serene yet forceful.
- c) angry and contentious.
- d) clearly reasonable.

18. The skies were gray so long that one doubted the stars were still there. Day after day, the steady rains beat down. Factories fell silent, bread lines lengthened, and deaths rose. All smiles seemed forced.

The tone of the passage is

- a) wonderment at nature.
- b) somber over events.
- c) happy that natural and man-made events are similar.
- d) puzzled.

19. There once was a student named Bruce who thought it was safe to cut loose. He stood on his desk and screamed, "I'm a pest," and the principal whispered, "Old news."

The mood of the passage is

- a) unpleasant.
- b) appalled.
- c) congratulatory
- d) humorous.

20. All orders are to be entered by noon each day. Orders receive after noon will be entered under the next working day's date. Each order entered must note item number, catalog name, color, size, quantity, and price. No orders can be processed without this data.

The writer's tone is

- a) stern.
- b) businesslike.
- c) censorious.
- d) cheerful.

Part 6: RECOGNIZE WRITING TECHNIQUES

Explanation of Writing Techniques:

Writers select and structure their material in specific ways to achieve specific purposes. For example, a writer who wishes to present how to tune an engine will present the steps in order along with an explanation of why the order is to be followed (process analysis). Another writer seeking to prove to the reader that a situation exists in the present because of linked events in the past will use a cause and effect presentation. A writer seeking to convey similarities may use analogies ("The car distributor is like the body's pituitary gland.") and other comparisons. To stress difference, a writer may use contrast. Other methods and devices include using examples, citing definition, classifying and dividing, describing, and narrating (telling a story).

Also, writers may reason from the particular to the general (induction) or apply general principles to analyzing a specific case (deduction). A writer employing induction may write, "Both little girls and little boys enjoy playing with dolls, so boys' abandonment of dolls is probably taught to them by their elders." An example of deduction could be "All good citizens vote, so if he did vote, he showed he's a good citizen."

Samples for Recognizing Writing Techniques (passage type): Read each passage and select the best answer.

21. Edna said to her son in reply, "If you insist on staying home with the sitter, you will eat meat loaf at six o'clock, watch television for one hour, and go to bed with the lights out at eight. If you'll come with us to visit your aunt, you may have both a steak and a pizza, pick out two videos, and have Jerome over for the night. It's up to you."

The passage uses

- a) hyperbole.
 - b) contrast.
 - c) process analysis.
 - d) comparison.
22. Time and again the early fur traders tried but one approach to the Native Americans. Successive waves of trappers sought to slay

them, thinking that only eradication would make the trappers themselves safe. These trappers and their sons and grandsons suffered endless reprisal by the Native American survivors. Then came the French Huguenots with their policies of evangelism and trade, not violence. For generations, their settlements were spared native attacks.

The passage uses

- a) cause and effect.
 - b) deduction.
 - c) analogies.
 - d) definition.
23. First, the fleeing felons hid in the tiny bay to escape detention. Then, finding that all were convicts purely because of their religious choices, they reached an amiable agreement to settle the bay area together. They initially fished just to live, then traded surpluses, and soon arranged for their distant families to join them. The encampment eventually grew into a thriving town proud of its past.

The passage employs

- a) process analysis.
 - b) contrast.
 - c) classification and division.
 - d) narration.
24. A set of footprints was visible, leading from the porch to the driveway. Another set, as fresh, marked the ground from the front door to the driveway. A third set, smaller but similarly puddle with the ongoing rain, marked the earth between the sandbox and the driveway. It seemed the family had recently converged and driven, or been driven, away.

The passage employs

- a) analogies.
 - b) contrast.
 - c) deduction
 - d) induction.
25. All employees by contract are expected to observe the same daily ground rules. Each is to arrive on time, park in the assigned place, check in with the supervisor, receive prioritized instruction for the day, and then set to work. Breaks are to be brief and nondisruptive, lunches are an hour long, and one is not to leave before 5 pm. An

executive vice-president is a employee, too. If she arrives late, parks wherever she wants, seek subordinates to yell at, drinks at her desk, takes three-hour lunches, and leaves at will, she is surely “making her own rules” and breaking he contract.

The passage employs

- a) comparison
- b) process analysis
- c) narration
- d) deduction

26. It is important to preheat the oven to 450 degrees, or the chicken will not crisp. Place flour, salt, and pepper in a bag, and then shake each piece of chicken individually in order to coat each evenly. Place the pieces in a shallow pan, leaving spaces in between to ensure even cooking, and lightly dot them with butter, to make their coating turn out crispy. Then bake the chicken for exactly 25 minutes, so that it will be sealed but not burned. Next, reduce the heat to 325 degrees for 45 minutes, to complete the inner baking without scorching the surface of the chicken pieces. Check the largest piece for doneness, and bake at 325 degrees in five-minutes increments until it is cooked through, so that no one will be made ill by undercooked poultry!

The passage mainly employs

- a) process analysis
- b) contrast
- c) definition
- d) classification and division

More Samples for Recognizing Writing Techniques (sentence relationship type): Two sentences are followed by a question/statement about them. Read each pair of sentences. Then choose the best answer to each question or the best completion of each statement.

27. My dog developed peculiar tastes. She has eaten every mop in the house.

The second sentence

- a) states a cause of the first
- b) analyzes the first
- c) gives an example of the first
- d) restates the first

28. The king signed legislation into law. The president signed legislation into law.

The second sentence

- a) defines the first
- b) extend the first
- c) is analogous to the first
- d) contrast with the first

29. The tree is still there. It is fifty-feet thick, many boughed and gloriously green as only an aged pine can be.

The second sentence

- a) restates the first
- b) summarizes the first
- c) analyzes the first
- d) describes an entity named in the first

30. Children seem to be of two basic types: neat children who always order their toys and messy ones who never do. Therefore, Carla, Sammy, and Sheika are Type 1, and Charles, Mario, Lolita, and Jasmeen are raging Type 2's.

The second sentence

- a) tells a story about the first for clarification
- b) defines the first for edification
- c) presents an analogy to the first comprehension
- d) classifies and divides example of the first

Part 1: Find the Main Idea

1. d

- a. The writer states that people move to America to pursue the dream, so this is NOT the main idea.
- b. The writer states that hardworking parents also profit, so this is NOT the main idea.
- c. The writer does not say whether or not the dream can come true, so this is NOT the main idea.
- d. This is a summary statement of the actions that make up the dream, so it IS the main idea and an example of an implied main idea.

2. d

- a. The writer says frustration comes from not following the rules. This paragraph is about following rules, specifically Rule Number One for word processing. The implication is that if

one follows the rules, one will experience success with modern computers and find them user friendly. Therefore, "a" is NOT the main idea.

- b. The writer does not say word processing is flawed, so this is NOT the main idea.
- c. The writer says you may be angry, but it doesn't advocate for it, so this is NOT the main idea.
- d. The writer says this more than once. It is his message to the reader, so this IS the main idea.

3. c

- a. Sam is central, not the January day, so this is NOT the best answer.
- b. The paragraph does not cite this as a fact, so this is NOT the best answer.
- c. Sam is going to intervene, leaving his rightful place as a child and assuming the adult role of mediator, so this IS the best answer.
- d. Sam is central, not the alley, so this is NOT the best answer.

4. d

- a. This is an event, a detail, so it is NOT the point/main idea.
- b. This is an implicit fact, a detail so it is NOT the point/main idea.
- c. This is an implicit fact, a detail, so it is NOT the point/main idea.
- d. The situation is unsettled, a mystery, and the hunter holds the key, so this IS the point/main idea.

5. a

- a. This summarizes the topic sentence, so it IS the main idea.
- b. This is a substantiating example, so it is NOT the main idea.
- c. This is a substantiating example, so it is NOT the main idea.
- d. This is part of a substantiating example, so it is NOT the main idea.

Part2: Recognize Specific Detail

6. d

- a. People are observing the floods take over their belongings, not giving their belongings to the floods, so this is NOT a specific detail.
- b. At the moment, the tree birds seek food on the ground, but this is not said to be a permanent effect of the rains, so this is NOT a specific detail.

- c. The top soil is said to have been displaced, not that its displacement has been accepted, so this is NOT a specific detail.
- d. The small trees could not “clog the streams” if they, too, had not been uprooted along with the huge ones, so this IS a specific detail.

7. b

- a. This is the main idea, so it is NOT information provided by a single detail.
- b. This is implied as a part of an example, so it IS provided by a detail in the passage.
- c. The example does NOT say that headlines and bulletins are bad, so this is NOT according to a detail in the passage.
- d. This contradicts an example, so it is NOT information provided by a detail.

Part 3: Recognize Inferences and Conclusions

8. b

- a. The passage supplies no information that this is true, so this is NOT an implication.
- b. The writer believes government would be better with the proposed system. She must believe, therefore, that there are such people available to serve, so this IS an implication.
- c. The passage supplies no information that this is true, so this is NOT an implication.
- d. The passage supplies no information that this is true, so this is NOT an implication.

9. c

- a. As the passage confines itself to rural observations, this CANNOT be concluded.
- b. No indication is given of the writer’s past, so this CANNOT be concluded.
- c. As all the references are to farm land which can grow nothing, this CAN be inferred.
- d. As no indication of the writer’s political sympathies is present in this word-picture, this CANNOT be concluded.

10. c

- a. While the body has been neglected, the car’s engine runs well, so this CANNOT be inferred.
- b. The narrator is willing to go 100m.p.h., so this CANNOT be inferred.

- c. The lead car is consistently fast on a long trip, so this CAN be inferred.
- d. No information supports this, especially as the mystery car is internally so sound, so this CANNOT be inferred.

Part 4: Understand Vocabulary from Context

11. b

- a. As the writer call the garden "immaculate and symmetrical," this is NOT a possible meaning.
- b. As the writer gives an immediate additional example of specific plants "in ranks" and later mentions "rows," this IS a possible meaning, and it is the correct response.
- c. As the writer call the garden "immaculate and symmetrical," this is NOT a possible meaning.
- d. As the writher is naming what was visible, this is NOT a possible meaning.

12. d

- a. As the passage is about a parade, not a party, this is NOT the best answer.
- b. As the writer differentiates between at least two types of parade watchers, this is NOT the best answer.
- c. As the writer refers to observing rather than participating in a parade, this is NOT the best answer.
- d. As the second sentence makes a distinction between the enjoyment level of children and adults, this IS the best answer.

13. b

- a. As the passage is about brevity, not vulgarity, this is NOT the best answer.
- b. As the passage is about using few words, this IS the best answer.
- c. As the passage is about using few words, not trendy words, this is NOT the best answer.
- d. As the passage is about a writer's communication in general, not one mood in particular, this is NOT the best answer.

14. b

- a. This passage is about a discovery of historic rather than monetary significance, so this is NOT the best answer.
- b. The passage is about an unintentionally perfectly timed discovery, so this IS the best answer.

- c. The discovery was an accident, hence a display of nothing but luck, so this is NOT the best answer.
- d. The inadvertent and timely discovery is key, not the emotion nor the significance to the community which result, so this is NOT the best answer.

15. c

- a. The point of the passage is the criminals' success in avoiding capture, so this is NOT the best answer.
- b. As there was no capture to publicize, this is NOT the best answer.
- c. As the criminals were never captured, this IS the best answer.
- d. As the digging would apply to the tunnels, not the capture, this is NOT the best answer.

Part 5: Recognize Mood

16. d

- a. The activities described are orderly and purposeful, no frightened, so this is NOT the best answer.
- b. No mention is made of the effect on others' health, so this is NOT the best answer.
- c. No one complains or quarrels, so this is NOT the best answer.
- d. The final sentence makes plain that the family was at peace within even while a winter tempest did its damage outdoors, so this IS the best answer.

17. c

- a. The writer cites nothing as fun, so this is NOT the best answer.
- b. The writer is upset, so this is NOT the best answer.
- c. The writer is thoroughly hostile, so this IS the best answer.
- d. The writer makes no reasoned argument, so this is NOT the best answer.

18. b

- a. The writer stresses human losses, so this is NOT the best answer.
- b. Each sentence has only grim references, so this IS the best answer.
- c. The writer expresses no happiness at any event, so this is NOT the best answer.
- d. The writer conveys resignation, not lack of understanding, so this is NOT the best answer.

19. d

- a. As Bruce plays a joke on himself, this is NOT the best answer.
- b. As the writer makes light of the event, this is NOT the best answer.
- c. As no one is praised, this is NOT the best answer.
- d. As he vent, word choice, verse form, and ending are intended to amuse, this IS the best answer.

20. b

- a. As all the language is neutral, this is NOT the best answer.
- b. As the language is denotative, direct, and precise, this IS the best answer.
- c. As no criticism or negative emotional content is conveyed, this is NOT the best answer.
- d. As no positive emotional content is conveyed, this is NOT the best answer.

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21. b

- a. Hyperbole is exaggeration, and the writer's character, Edna, is being matter-of-fact, so this is NOT the best answer.
- b. The choices are presented as contrasts, point-by-point, so this IS the best answer.
- c. No process is described, so this is NOT the best answer.
- d. No similarities are described, so this is NOT the answer.

22. a

- a. As the passage links explicit past and present behaviors to explicit past, present and future outcomes, this IS the best answer.
- b. As the passage does not apply a general principle to a particular situation, this is NOT the best answer.
- c. As the passage conveys no similarities, this is NOT the best answer.
- d. As the passage defines no terms, this is NOT the best answer.

23. d

- a. As the passage conveys events which occurred over time, not as steps in a process, this is NOT the best answer.
- b. As the events are not shown to be different than other events, this is NOT the best answer.
- c. As no systematic categorizing is present, this is NOT the best answer.

- d. As the passage is a series of events ordered by time in a setting which characters, this IS the best answer.

24. d

- a. The passage does not liken objects to demonstrate their similarity, so this is NOT the best answer.
- b. The passage does not cite differences, so this is NOT the best answer.
- c. The passage does not apply a general principle to a particular situation, so this is NOT the best answer.
- d. The passage applies particular observations to reach a general conclusion, so this IS the best answer.

25. d

- a. The passage does not find similarities, so this is NOT the best answer.
- b. The purpose of this passage is not to provide steps in order with an explanation of the order, so this is NOT the best answer.
- c. The passage does not relate events occurring in the lives of characters, set in a time and place, and in chronological order, so this is NOT the best answer.
- d. The passage cites a general principle in its first sentence, then applies it to a particular instance, so this IS the best answer.

26. a

- a. The passage sets forth steps in order with reasons why the steps are what they are, so this IS the best answer.
- b. The passage does not dwell on differences, so this is NOT the best answer.
- c. The passage does not exist to define a term nor revolve around defining one, so this is NOT the best answer.
- d. The passage does not systematically categorize, so this is NOT the best answer.

27. c

- a. Eating mop heads is an example, not a cause, so this is NOT the best answer.
- b. Eating mop heads does not break down why the dog does so, so this is NOT the best answer.
- c. Eating mop heads is an example of a peculiar appetite, so this IS the best answer.
- d. The second sentence is too specific to be a restatement of the first, so this is NOT the best answer.

28. a

- a. The president and the king merely share a behavior. One does not define the other, so this is NOT the best answer.
- b. The president does as does the king, not more, so this is NOT the best answer.
- c. The president is similar to the king in action, so this IS the best answer.
- d. The president is not different than the king in this action, so this is NOT the best answer.

29. d

- a. The second sentence in no way repeats the first, so this is NOT the best answer.
- b. The second sentence does not condense by generalization the first, so this is NOT the best answer.
- c. The second sentence does not break the thought of the first into parts, so this is NOT the best answer.
- d. The second sentence is devoted to naming concrete attributes, details, of the entity cited in the first sentence, so this IS the best answer.

30. d

- a. The second sentence does not present ordered events in a set time and place happening to and around characters (narration), so this is NOT the best answer.
- b. The second sentence does not define a term in the first, so this is NOT the best answer.
- c. The second sentence does not provide a comparison (analogy) to the first, so this is NOT the best answer.
- d. The second sentence systematically groups (classification) the children, then ascribes each to a group (division), so this IS the best answer.