

Diagnostic- Reading

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Reading Comprehension

DIRECTIONS: This is a test of how well you understand what you read. Read each selection. Then, read each question about the selection. Decide which is the best answer to the question.

SAMPLE

Built for Speed

Cheetahs are the fastest animals on land. A typical cheetah runs faster than a car moving at average speed. In fact, cheetahs can move from a standstill to 45 miles per hour in two seconds. Their top speed has been clocked at 70 miles per hour, as fast as many highway speed limits—although they can maintain this speed for only about 300 yards. Cheetahs can sprint so well because their bodies are adapted for speed. They have small heads, short ears, and long, sleek bodies. Unlike other cats, they have claws that do not retract. Cheetahs use their incredible speed to hunt prey and to outrun predators. These cats are surely the ultimate hunters among the big cats.

1. Which of these statements is an *opinion* found in this passage?
 - a. “Cheetahs are the fastest animals on land.”
 - b. “Their top speed has been clocked at 70 miles per hour. . . .”
 - c. “. . . they also have claws that do not retract.”
 - d. “These cats are surely the ultimate hunters. . . .”

Answer: **D**

2. Which is the *best* detail to add to the passage?
 - a. Cheetahs’ wide paw pads provide traction when they run.
 - b. Female cheetahs hide their young the first month after birth.
 - c. Contented cheetahs purr like domestic cats.
 - d. Cheetahs live mostly in Africa, although some live in Asia.

Answer: **A**

How Did the Thief Escape with the Gold?

A My friend, Chief Inspector McClure, and I were discussing a case over lunch. “But how could you have possibly known,” I asked him, “who the thief was and how the gold was smuggled out of the building?”

B “Actually,” he answered cautiously, “I did not have a clue who the thief was until I discovered how the gold was removed from the building. After that, I had a short list of suspects.”

C “All right then,” I continued in genuine curiosity, “how was the gold removed from the building when every exit was guarded and every inch of the building was carefully searched? Why, the place was sealed as tight as a drum!”

D “Well, you see,” McClure began in his thoughtful way, “the other day I was watching some children playing hide-and-seek in the schoolyard—”

E “My dear McClure,” I interrupted, “please tell me about the Hanover gold heist, and spare me the details about children playing hide-and-seek in a schoolyard.”

F “Ah, my impatient friend,” he replied, “please listen, and you will see how all of this hangs together—the children, the game, the gold, the thief—they all are intertwined.

G “As I was saying, the children played hide-and-seek. You know the rules. Well, there was one young man who was almost never found when he was hiding. I studied his stratagem carefully. Let me tell you what he would do. Did he go farther out afield than the other children? No. Did he select more creative or inaccessible hiding places than the others? No. Then what did he do?

H “He would ignore the first simple, obvious hiding place he came to, but he would find a place not far away and just a little out of sight of the child who was ‘it’ and out of sight of the first obvious hideout that he had rejected. Then, when the child who was ‘it’ came searching, he would always take a quick peak in the first, obvious hiding place, and seeing nothing there, he would move on. This is when my young man would make his move. As the searcher looked elsewhere, my young man would streak like lightning to the first, obvious place that had now been ‘cleared’ by the child who was ‘it.’ Since the searcher had looked there himself and seen nothing, he never dreamed there was a need to check the same spot again.”

I “Yes, yes,” I interrupted again, my patience running thin, “but what of the gold? It is the case of the gold about which I wish to hear,” I pleaded.

J “My dear Smythe,” he soothed me, “I am coming to the point right now. As you know, as soon as the gold was discovered missing from the vault, the exits were sealed, every package leaving the building was searched for the rest of the day, and every inch of the inside of the building was searched. But imagine this. Suppose the gold was never moved very far at all. Suppose, for example, it was moved only from the vault to a trash basket a few feet from the door of the vault. Suppose it sat there, with just a piece or two of scrap paper covering it, until the gold was discovered missing and the search was begun. Suppose that just after the main coat closet right inside the front door was searched, the gold was moved like lightning from the trash basket to the coat closet. It could have stayed there in a plain-looking container, perhaps a brown paper shopping bag, until the thief was ready to take it out of the building, whenever we stopped searching packages. As it turned out, the next morning was when the gold was actually removed from the building.”

K “But how did you know all this and catch the thief?” I asked.

L “At first it was merely a theory,” he replied. “However, it seemed like a good theory. It fit all the facts. So I asked who could have moved the contents of a trash basket as quick as lightning without being noticed? I investigated the secretaries at first, but that was a waste of time. Then the answer struck me in a flash. The building custodian seemed a likely suspect. As soon as I began investigating, I discovered that he had suddenly come into an incredible fortune, which he could not explain, and I had my man.”

- _____ 1. In this story, McClure is *best* described as—
- | | |
|------------------------|------------------------|
| a. clever and thorough | c. rude and restless |
| b. brave and daring | d. foolish and awkward |
- _____ 2. Compared with McClure, the narrator of this story seems more—
- | | |
|---------------|----------------|
| a. thoughtful | c. sentimental |
| b. impatient | d. unfeeling |
- _____ 3. Why does the narrator keep asking McClure to explain how he caught the thief?
- | |
|--|
| a. He is planning to commit a similar crime. |
| b. He doubts McClure’s abilities as a crime solver. |
| c. He is considering recommending McClure for another case. |
| d. He is extremely curious and wants to know how the crime was solved. |
- _____ 4. Which group of words from the story is a figure of speech?
- | | |
|---|---------------------------------|
| a. “. . . a short list of suspects.” | c. “. . . the same spot again.” |
| b. “. . . hide-and-seek in a schoolyard.” | d. “. . . as tight as a drum.” |
- _____ 5. McClure figured out who the thief was by comparing the thief’s actions to—
- | | |
|------------------------------------|--------------------------------|
| a. a player in a children’s game | c. the Chief Inspector himself |
| b. another thief in a similar case | d. his friend, the narrator |

- _____ 6. Which group of words from the story includes a figure of speech?
- a. . . . the first simple, obvious hiding place he came to . . .
 - b. . . . had looked there himself and seen nothing . . .
 - c. . . . my young man would streak like lightning . . .
 - d. . . . never dreamed there was a need to check . . .
- _____ 7. Which of the following *best* describes a theme of the story?
- a. Even children can solve a crime.
 - b. Adults can learn from watching children.
 - c. Children should be seen but not heard.
 - d. All of us are children at heart.
- _____ 8. What probably happened to the custodian?
- a. He returned the gold and kept his job.
 - b. He started working with McClure.
 - c. He was arrested and put in jail.
 - d. He switched to a secretarial position.
- _____ 9. Based on his words and actions in this story, McClure is *most* likely to solve crimes in the future by—
- a. relying on tips from witnesses
 - b. catching criminals in the act
 - c. hiring extra detectives to help
 - d. observing carefully and reasoning
- _____ 10. Which of the following *best* expresses an important idea in this story?
- a. It is better to be safe than sorry.
 - b. Solutions are often close at hand.
 - c. You may be judged by the company you keep.
 - d. There is no use in crying over spilled milk.

Reading Comprehension

DIRECTIONS: This is a test of how well you understand what you read. Read each selection. Then, read each question about the selection. Decide which is the best answer to the question.

Following the Sun

A People living in England hate winter because it can be long and dreary. The weather is cold and wet for weeks and months at a time, and the gray sky makes people dream of vacations in sunny locations. It's difficult to reach some of these destinations because England is an island. Some lucky families get to travel to Italy during the winter. Though the trip is a long one by car, English families have been driving it for many decades. Today, thanks to two important tunnels, their trip to the sun is much faster and safer than it used to be.

B Two major natural obstacles lie between England and Italy. One is the English Channel, a narrow body of water between England and France. The other is the Swiss Alps, a mountain range in Switzerland, between France and Italy. The Alps are the most beautiful mountains in the world, and they are amazingly high.

C Obviously, no one can drive on water. So there have long been ferryboats to carry cars and passengers across the English Channel. The problem, however, is that ferry travel is slow and unpleasant. In winter, storms can cause further delays or, at the least, seasickness. And, as anyone who has ever traveled through mountains knows, roads are winding and long, and driving is slow. It is a stressful, nerve-racking experience. The main highway between France and Italy used to go over Mont Blanc, the highest mountain in the Alps. At times, winter snow completely blocked the highway and caused even longer delays. In 1949, therefore, the first step was taken to provide a shortcut through Mont Blanc.

D In that year, the French and Italian governments agreed to construct the seven-mile tunnel. Digging started from both sides of the mountain ten years later, in 1959. Rock slides, floods, and even an avalanche caused problems for the engineers and workers. However, in just three years, in 1962, the two digging teams met under the mountain, and in 1965, the tunnel was opened. It has shortened the driving distance for English families by 120 miles and saves them many hours of their vacation time. Millions of people drive through the tunnel every year, and of course, not all of them are English!

E About ten years after the Mont Blanc Tunnel was completed, France and England decided to build a different kind of tunnel—under the English Channel. This was not a new idea. A channel tunnel had first been proposed in 1802, and at least three different attempts were made, but all had eventually been abandoned. Finally, in 1987, new construction began on a 32-mile underwater tunnel. In three years, the two digging teams met, and the Channel Tunnel, or “Chunnel,” as it became known, was completed. Now, instead of spending hours on a ferryboat in rough weather, English families in search of sun load their cars onto trains that speed through the Chunnel in only 20 minutes.

F The Chunnel and the Mont Blanc Tunnel are only two of the many important tunnels in the world. As long as people want faster and safer ways to travel, someone, somewhere, will be digging.

- _____ 11. Which of the following is a more accurate title for the passage?
- a. A Cold English Family
 - b. Two Important Tunnels
 - c. Dangerous Road Travel
 - d. Winter Vacation Time
- _____ 12. Which sentence *best* summarizes the ideas in paragraph D?
- a. Despite difficulties, the seven-mile Mont Blanc tunnel between France and Italy opened in 1965 and has saved time for millions of drivers.
 - b. The Mont Blanc tunnel did not open until sixteen years after the governments of France and Italy agreed to construct it.
 - c. Before the Mont Blanc tunnel was built, engineers and workers met under the mountain to discuss the problems.
 - d. People who drive through the Mont Blanc tunnel are not only English people.
- _____ 13. The writer organizes paragraphs D and E *mostly* by—
- a. telling the sequence of events involved in building two tunnels
 - b. comparing and contrasting the features of two famous tunnels
 - c. listing details about two tunnels, from least to most important
 - d. telling the causes and effects of problems involved in digging two tunnels
- _____ 14. Which words *best* signal the main structural pattern used in paragraphs D and E?
- a. “In that year, the French . . .”
 - b. “Digging started from both sides . . .”
 - c. “Millions of people drive . . .”
 - d. “About ten years after . . .”
- _____ 15. There is enough information in the passage to show that *both* the Mont Blanc tunnel and the Chunnel—
- a. are near mountains
 - b. were started in 1959
 - c. took three years to dig
 - d. had to go under water
- _____ 16. Which is the *best* detail to add to paragraph E?
- a. The surface temperatures of the English Channel range from 45°F to 61°F in September.
 - b. The Chunnel was built at a cost of more than \$21 billion dollars, more than 700 times the cost of the Golden Gate Bridge!
 - c. It takes a little more than ten minutes to go through the Mont Blanc tunnel.
 - d. England and France were once part of the same land mass during the Mesozoic Era.
- _____ 17. It was possible to dig a tunnel under the English Channel because the Channel is—
- a. cold
 - b. deep
 - c. narrow
 - d. Stormy

- _____ 18. Which sentence from the passage contains the writer's *opinion*?
- "Two major natural obstacles lie between England and Italy."
 - "One is the English Channel, a narrow body of water between England and France."
 - "The other is the Swiss Alps, a mountain range in Switzerland, between France and Italy."
 - "The Alps are the most beautiful mountains in the world, and they are amazingly high."
- _____ 19. Which of these is a *fact* in this passage?
- "People living in England hate winter because it can be long and dreary."
 - "A channel tunnel had first been proposed in 1802 . . ."
 - "It is a stressful, nerve-racking experience."
 - ". . . ferry travel is slow and unpleasant."
- _____ 20. Which is the *best* summary of this passage?
- The Mont Blanc Tunnel and the Chunnel have made travel safer and quicker for people traveling from England to Italy.
 - Tunnels can shorten the driving distances between destinations, but their construction can take years.
 - Tourists can now speed through the Chunnel in only twenty minutes instead of spending hours on a ferryboat.
 - There are many important tunnels in the world to help people cross water and mountains.

Reading Comprehension

DIRECTIONS: This is a test of how well you understand what you read. Read each selection. Then, read each question about the selection. Decide which is the best answer to the question.

Red Willow

A This story occurred in the days when Native American Indians roamed freely over the plains, followed great herds of bison, and lived in harmony with the land. Even as a little girl, Red Willow stood out among the other Cheyenne children of her clan because she was the swiftest runner in every game, and her spirit rejoiced in performing feats of skill and daring. She excelled in everything, including the duties routinely assigned to Cheyenne girls, such as gathering firewood and creating the exquisite porcupine quillwork that made her family famous. But Red Willow's spirit longed for more.

B As Red Willow grew into young womanhood, her spirit became even more restless. Although all duties were regarded with equal respect among the Cheyenne, Red Willow did not share the same interests as the other young women of her tribe. While they spoke eagerly of joining one of the women's societies, each according to her own tastes and abilities, Red Willow sought something different. Ringing Shield, the powerful leader of the prestigious Quilling Society, had her eye on Red Willow. Ringing Shield had long ago noticed Red Willow's strong sense of design and color as she prepared quills for a baby cradle or a pair of moccasins. Red Willow was proud of the attention her work received, yet the thought of devoting her life to the Quilling Society failed to make her spirit soar like an eagle.

C In Red Willow's seventeenth summer, during the month known as "The Moon When the Cherries Turn Black," the time came to make her decision. It seemed as though she would follow Ringing Shield's plan and join the Quilling Society. However, in her free time, Red Willow perfected her skills as a hunter by bringing much small game back to her village. One day she even chased an antelope on foot and got close enough to bring it down with arrows from her bow. Not even the best warrior could boast of this feat. As a result, Red Willow was invited along on the annual bison hunt, where she distinguished herself by fearlessly charging after the herd on one of her uncle's horses and bringing down a large bull.

D Later, as she walked along the crest of a hill, Red Willow contemplated her future. Her heart leapt with joy as she recalled the hunt. She recalled standing over the bull and whispering a prayer of thanks for the sacrifice so that her people could eat and have warm hides for blankets. Suddenly her thoughts were interrupted by the sound of shrill cries coming from the camp. Racing down the hill, she saw a cloud of dust in the distance. She ran to her uncle's lodge and flung herself on the back of the pony she had ridden in the bison hunt.

E As she galloped toward the commotion, she realized that a band of Arapaho warriors was attempting to steal the Cheyenne's ponies. As she drew nearer to the noise and swirling dust, she saw with horror that her own brother, Little Thunder, who had been guarding the ponies, was wounded and had fallen from his horse. Instinctively, Red Willow rode boldly into the middle of the battle. Reaching her brother's side, she slowed just enough to help Little Thunder onto the pony's back behind her. Then she raced at the would-be horse thieves, who were so surprised by her actions that they bolted like frightened rabbits and fled without a single pony.

F Later that night, as the feasting and dancing retold the story of Red Willow's bravery and celebrated Little Thunder's rescue, the Tribal Council made an amazing announcement. Instead of joining the Quilling Society, Red Willow was to be the first woman of her tribe to become a bison hunter and a warrior. The skirmish that day was thereafter known as "The Day Red Willow Saved Little Thunder."

- ___ 21. Which term *best* describes Red Willow?
- a. sweet
 - b. ill-tempered
 - c. high-spirited
 - d. fussy
- ___ 22. As a little girl, Red Willow was different from other Cheyenne children because she—
- a. was given the hardest chores
 - b. was both an outstanding athlete and artist
 - c. was allowed to hunt bison and other game
 - d. disliked and mistrusted Ringing Shield
- ___ 23. Why did Red Willow have doubts about joining the Quilling Society?
- a. She didn't like making things.
 - b. She had a poor sense of color.
 - c. She wanted to form her own society.
 - d. She wanted greater excitement.
- ___ 24. Which group of words from the passage is a figure of speech?
- a. "... exquisite porcupine quillwork ..."
 - b. "... her spirit soar like an eagle."
 - c. "... bringing down a large bull."
 - d. "... whispering a prayer of thanks ..."
- ___ 25. Red Willow was made a warrior because she was—
- a. fearless
 - b. thoughtful
 - c. devious
 - d. foolhardy
- ___ 26. When the Arapaho warriors returned to their camp and told their story, their tribe probably reacted with—
- a. joy
 - b. scorn
 - c. sympathy
 - d. indifference
- ___ 27. Compared to the other young women of her tribe, Red Willow was more—
- a. adventurous
 - b. dignified
 - c. carefree
 - d. secretive
- ___ 28. Which group of words from the passage is a figure of speech?
- a. "... lived in harmony ..."
 - b. "She excelled in everything ..."
 - c. "Her heart leapt with joy ..."
 - d. "... would-be horse thieves ..."
- ___ 29. If Red Willow's tribe went to war, then Red Willow would likely—
- a. distinguish herself in battle
 - b. decide to join the Quilling Society
 - c. be sent to hunt bison
 - d. stay behind to protect Little Thunder
- ___ 30. This story is mainly about—
- a. Red Willow's family relationships
 - b. Native American crafts
 - c. techniques of hunting
 - d. Red Willow's role in her tribe

Reading Comprehension

DIRECTIONS: This is a test of how well you understand what you read. Read each selection. Then, read each question about the selection. Decide which is the best answer to the question.

To Freedom on a Whaling Ship

A If you look down on Nantucket, Massachusetts, from an airplane, the island looks like a sliver of the mainland sailing freely into the Atlantic Ocean. It's a good way to think about Nantucket, because the island was the center of America's whaling industry for more than a century. From there, hundreds of ships sailed into the world's oceans in search of whales.

B More important, Nantucket was also a center of the antislavery movement. Many of the people who lived there were Quakers. The Nantucket "Friends," as Quakers were called, were among the first religious groups to oppose slavery. Many of the Nantucket Friends owned whaling ships. In some ways, the Nantucket whaling industry and antislavery efforts went hand in hand.

C Nantucket was not always a place of freedom for all people, however. Colonists from England were the earliest white settlers on Nantucket. They arrived in 1659. Some of these settlers, including some Quakers, owned slaves. Even though many Nantucketers opposed slavery, it wasn't until the late 1700s that slavery was made illegal on the island.

D In spite of slavery, many shipowners gave escaped slaves and free black men chances they didn't have on land. Racism was a strong force in the country at this time. It was very difficult for blacks to find work. Some shipowners took unfair advantage of this situation. They were able to hire black workers at very low pay. In addition, black whalers were sometimes treated harshly on board. Still, the Nantucket shipowners provided many black men with jobs. Many of these men found the whaling experience to be a positive one.

E In 1846, an African American journalist worked as a whale hunter. He wrote that on board a whaling ship, "a colored man is only known and looked upon as a MAN, and is promoted in rank according to his ability and skill to perform the same duties as a white man." This kind of equal treatment attracted many blacks to Nantucket in search of work. Many became highly successful members of the island community. Some became captains of their own whaling ships.

F One such man was Paul Cuffee. Cuffee's father had been a slave on Nantucket, but by doing extra work, he managed to save enough money to buy his freedom. Paul first went to sea at the age of sixteen. When he was twenty, he started a trading business and saved his money. By the time he was twenty-five, he had saved enough to buy his own ship and become its captain. He built an important whaling business, and he worked to help former slaves return to their homes in Africa.

G There was another way in which whaling and abolition worked together. Black whalers had a powerful influence on the white men who worked with them on the big ships. Whaling was a difficult and dangerous business. A successful whale hunt depended on the skills and strength of every man on board. After working side by side with black crewmen, many white whalers realized that they had been wrong to discriminate against blacks. For this reason, the antislavery movement found many recruits among these young white whalers.

H The whaling industry did not, of course, defeat slavery all by itself. It took a major war, the Civil War, and the continued efforts of thousands of people, both black and white, to end the terrible practice. However, the story of the black whalers is a significant chapter in the history of our country. It was on board whaling ships that many blacks first sailed to freedom.

- ___ 31. Which sentence *best* states the main idea of the passage?
- From Nantucket, hundreds of ships sailed into the world's oceans in search of whales.
 - In some ways, the Nantucket whaling industry and antislavery efforts went hand in hand.
 - Many of the people who lived in Nantucket were Quakers.
 - Colonists from England were the earliest white settlers on Nantucket.
- ___ 32. According to the passage, what significant event happened in the late 1700s?

- a. The Quakers became the first religious group to oppose slavery.
 - b. The earliest white settlers arrived on Nantucket.
 - c. Slavery was made illegal on Nantucket.
 - d. An African American journalist worked as a whale hunter.
- _____ 33. There is enough information in the passage to show that—
- a. Quakers lived only on Nantucket island
 - b. most black slaves wanted to return to Africa
 - c. whale shipowners didn't hire white workers
 - d. African Americans were treated differently on Nantucket
- _____ 34. Which sentence below would be *most* important to include in a summary of paragraph D?
- a. Black whalers were taken advantage of by some shipowners.
 - b. Some shipowners paid black workers very poorly.
 - c. Shipowners in Nantucket employed many black men.
 - d. Black men often found it difficult to find work.
- _____ 35. Which sentence from the passage expresses an *opinion*?
- a. "Racism was a strong force in the country at this time."
 - b. "Some shipowners took unfair advantage of this situation."
 - c. "They were able to hire black workers at very low pay."
 - d. "Still, the Nantucket shipowners provided many black men with jobs."
- _____ 36. You can tell from the passage that Paul Cuffee was a man who—
- a. worked hard
 - b. feared whaling
 - c. went to Africa
 - d. helped his father
- _____ 37. Information about Paul Cuffee is good evidence to support the main idea of this passage because he was a successful whaling captain and he—
- a. went to sea at sixteen
 - b. loved his father
 - c. helped slaves
 - d. saved money
- _____ 38. The writer *mostly* organizes the passage by—
- a. telling how the Nantucket whaling industry helped cause the defeat of slavery
 - b. comparing and contrasting the work of black whalers and white whalers on Nantucket whale boats
 - c. listing details about whale hunting, from least to most important
 - d. using time order to describe a sequence of whaling events
- _____ 39. Which words *best* signal the main structural pattern used in the passage?
- a. "If you look down on . . ."
 - b. "In spite of . . ."
 - c. "One such man was . . ."
 - d. "For this reason . . ."
- _____ 40. Which of the following is the *best* summary of the passage?
- a. Whaling was an exciting industry in Nantucket, Massachusetts. The work was hard and the pay was low. Some shipowners took advantage of the black whalers. The black whalers wanted jobs on the ships so they could get back to Africa.
 - b. Nantucket is an important place in American history. There, the whaling industry and the antislavery movement worked together. Black men found jobs on the whaling ships and proved their abilities. White whalers learned that they were wrong to discriminate against blacks.
 - c. Quakers were the most important group in the antislavery movement. They never owned slaves, and they were the only people in America who would hire black workers. They fought the Civil War to put an end to slavery.
 - d. Racism was a terrible part of American history. From the earliest times, the English colonists owned slaves. They wanted to control the island of Nantucket and to prevent blacks from working on whaling ships. However, the Quakers fought against the English and defeated slavery.

Diagnostic- Reading Answer Section

1.	ANS: A	PTS: 1	OBJ: 9.1.4 (character)
2.	ANS: B	PTS: 1	OBJ: 9.2.1.3 (comparing and contrasting)
3.	ANS: D	PTS: 1	OBJ: 9.1.4 (character)
4.	ANS: D	PTS: 1	OBJ: 9.1.7.7 (figurative language)
5.	ANS: A	PTS: 1	OBJ: 9.2.1.3 (comparing and contrasting)
6.	ANS: C	PTS: 1	OBJ: 9.1.7.7 (figurative language)
7.	ANS: B	PTS: 1	OBJ: 9.1.6 (theme)
8.	ANS: C	PTS: 1	OBJ: 9.2.1.15 (making predictions)
9.	ANS: D	PTS: 1	OBJ: 9.2.1.15 (making predictions)
10.	ANS: B	PTS: 1	OBJ: 9.1.6 (theme)
11.	ANS: B	PTS: 1	OBJ: 9.2.1.12 (identifying the main idea) 9.2.1.13 (monitoring your reading or comprehension)
12.	ANS: A	PTS: 1	OBJ: 9.2.1.17 (summarizing)
13.	ANS: A	PTS: 1	OBJ: 9.2.2.13 (text format) 9.2.2.14 (text structure)
14.	ANS: D	PTS: 1	OBJ: 9.2.2.13 (text format) 9.2.2.14 (text structure)
15.	ANS: C	PTS: 1	OBJ: 9.2.1.11 (making inferences)
16.	ANS: B	PTS: 1	OBJ: 9.2.1.12 (identifying the main idea) 9.2.1.13 (monitoring your reading or comprehension)
17.	ANS: C	PTS: 1	OBJ: 9.2.1.11 (making inferences)
18.	ANS: D	PTS: 1	OBJ: 9.2.2.6 (fact and opinion)
19.	ANS: B	PTS: 1	OBJ: 9.2.2.5 (evidence) 9.2.2.6 (fact and opinion)
20.	ANS: A	PTS: 1	OBJ: 9.2.1.17 (summarizing)
21.	ANS: C	PTS: 1	OBJ: 9.1.4 (character)
22.	ANS: B	PTS: 1	OBJ: 9.2.1.3 (comparing and contrasting)
23.	ANS: D	PTS: 1	OBJ: 9.1.6 (theme)
24.	ANS: B	PTS: 1	OBJ: 9.1.7.7 (figurative language)
25.	ANS: A	PTS: 1	OBJ: 9.1.4 (character)
26.	ANS: B	PTS: 1	OBJ: 9.2.1.15 (making predictions)
27.	ANS: A	PTS: 1	OBJ: 9.2.1.3 (comparing and contrasting)
28.	ANS: C	PTS: 1	OBJ: 9.1.7.7 (figurative language)
29.	ANS: A	PTS: 1	OBJ: 9.2.1.15 (making predictions)
30.	ANS: D	PTS: 1	OBJ: 9.1.6 (theme)
31.	ANS: B	PTS: 1	OBJ: 9.2.1.12 (identifying the main idea) 9.2.1.13 (monitoring your reading or comprehension)
32.	ANS: C	PTS: 1	OBJ: 9.2.1.12 (identifying the main idea) 9.2.1.13 (monitoring your reading or comprehension)
33.	ANS: D	PTS: 1	OBJ: 9.2.1.11 (making inferences)
34.	ANS: C	PTS: 1	OBJ: 9.2.1.17 (summarizing)
35.	ANS: B	PTS: 1	OBJ: 9.2.2.6 (fact and opinion)
36.	ANS: A	PTS: 1	OBJ: 9.2.1.11 (making inferences)
37.	ANS: C	PTS: 1	OBJ: 9.2.2.5 (evidence) 9.2.2.6 (fact and opinion)
38.	ANS: A	PTS: 1	OBJ: 9.2.2.14 (text structure)
39.	ANS: D	PTS: 1	OBJ: 9.2.2.14 (text structure)
40.	ANS: B	PTS: 1	OBJ: 9.2.1.17 (summarizing)

Additional Resources:

For additional practice with both the Grammar and the Dictionary Interpretation portions of the exam, please visit the following resources (copy and paste the link into the browser if it doesn't open automatically):

Grammar Diagnostic:

<https://webapps.towson.edu/ows/exercises/INDEXdiagnostictests.aspx>

Dictionary Interpretation Practice:

http://wps.ablongman.com/wps/media/objects/805/824728/apx/henry_apx_e.pdf