



Level 8 Samples

3 Reading Comprehension Assessments

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• Reading Comprehension Sample 8.1

Directions: Read the passage. Then answer the questions below.

Author's Purpose

Have you ever wondered why authors write? Sometimes they are inspired to create stories. Other times they write to provide information about an interesting topic. Some authors write to convince us about something. Whatever the circumstances, authors have reasons for writing; this is called, the “author’s purpose.” The three most common types of author’s purpose are: to entertain, to inform, and to persuade.

Think about the last time a story made you laugh, cry, or tremble with fright. These types of stories are written with a particular purpose in mind: to entertain the reader. Authors write many kinds of stories to entertain, including humorous fiction, realistic fiction, fantasy, fairy tales, and fables. While fiction entertains, non-fiction has a different purpose.

Many non-fiction writings or texts are written with the purpose of giving information about an interesting topic. Authors who write to inform must research their subject to ensure that they convey accurate information to the reader. Some examples of texts that inform are encyclopedia entries, news articles, expository non-fiction books, and interviews. All of these types of writing give information about certain topics.

Sometimes authors write because they want to convince their readers about something. This is called argumentative, or persuasive, writing. Oftentimes, texts that are meant to persuade use specific techniques to make the reader care about the subject, and to think about it in a certain way. These techniques might be found in letters to the editor, argumentative essays, or persuasive speeches.

Next time you read a text, see if you can figure what the author is trying to tell you. It might be easier than you think. Just ask yourself: what is the author’s purpose?



Questions

- 1) Which of the following is most likely the title of a passage in which the author's purpose is to entertain?
 - A. Why Dogs are Smarter than Cats
 - B. An Interview with J.K. Rowling
 - C. The Adventures of Waldo Wizard
 - D. An Argument for Shorter Classes
- 2) According to the passage, authors who write to inform want to
 - A. provide information about a certain topic
 - B. make the reader laugh, cry, or scream
 - C. convince the reader to do something
 - D. invite the reader to critique their work
- 3) The author's purpose in writing this passage is
 - A. to persuade
 - B. to convince
 - C. to entertain
 - D. to inform
- 4) Based on its use in paragraph 3, it can be understood that the word **convey** belongs to which of the following word groups?
 - A. document, chronicle, note
 - B. communicate, pass on, relay
 - C. hide, obscure, cover
 - D. detect, locate, discover
- 5) Imagine that Bill's favorite thing to read is the "Letters to the Editor" section of his local newspaper, in which readers submit letters to the editor that are intended to make the editor think about something in a certain way. Using the information in the passage, it can be understood that Bill likes to read passages whose authors' purpose is to
 - A. correct the other doctors' mistakes
 - B. let everyone use the system she created
 - C. keep trying until she found something that worked
 - D. question the accepted way of doing things
- 6) According to the passage, texts that are meant to persuade often
 - A. do not get as much attention as texts that entertain or inform
 - B. are very entertaining because they convince readers to laugh
 - C. use specific techniques to make the reader care about the subject
 - D. require a lot of research in order to ensure accuracy of information

• Reading Comprehension Sample 8.2

Directions: Read the passage. Then answer the questions below.

The Miniatures

As Emma hurried through the Art Institute of Chicago's entrance, she became giddy with excitement. She simply could not wait to revisit her favorite gallery from her childhood. Although there were other reasons for her trip to Chicago (namely her best friend's wedding), Emma knew that visiting the Thorne Miniature Rooms was what she looked forward to most.

This was her first visit to the Art Institute in nearly two decades. It was her first visit as an adult and the first time she was going to the museum with her husband, Paolo.



When she had told Paolo about her favorite exhibit, he had mocked her. He asked why any grown woman would possibly want to waste her time looking at toys.

"They aren't 'toys,'" she said. "The exhibit is a series of small rooms modeled after European and American interiors from the past three centuries. Everything in the rooms is a scale model of furniture and décor from their particular time period. They're just like real rooms, but 1/12th the size!"

"That sounds like dollhouse furniture," Paolo replied. "So how are they not toys?"

"Well, for one thing, there are no dolls in the rooms. And second, they are handcrafted, beautiful pieces. And third, they're behind glass. And finally," Emma added with a smile, "you can't play with them, so they must not be toys."

Upon entering the gallery room, Emma rushed to show Paolo her favorite room—the one modeled after a lobby of a home in Tennessee from 1835. The walls were painted to depict a peaceful garden. The spiral stairway in the back gave the **illusion** that the miniature world extended beyond what Emma could see. Emma had spent hours of her youth imagining what went on in the nonexistent upstairs of the house. But now, as an adult, she was not lost in the fantasy of what happened beyond the miniature. Instead, she found herself moved by how real the tiny world in front of her looked. The artist's attention to detail was amazing; all of the furniture looked so real it was hard to believe that tiny people did not actually live in the exhibit.

Paolo too was touched. Once he saw the rooms with his own eyes, he no longer needed an explanation. The pieces were clearly not toys—they were a strange combination of art and history, all in miniature.

Questions

- 1) According to the passage, before seeing the miniatures himself, Paolo thought
 - A. he and Emma should go to her friend's wedding instead of the museum
 - B. Emma should stop trying to relive her childhood
 - C. Emma was foolish for wanting to see them
 - D. he and Emma had different tastes in art exhibits
- 2) The fourth paragraph mostly serves to
 - A. provide important information about the main topic of the passage
 - B. introduce Emma's point of view on the main topic of the passage
 - C. argue that the miniatures in the museum do not belong on display
 - D. explain why Paolo is misguided in the belief he has held throughout the passage
- 3) According to the passage, Emma's favorite miniature room
 - A. also contains models of tiny people alongside the furniture
 - B. contains a staircase
 - C. has plain-looking walls
 - D. is modeled after a modern house in Tennessee
- 4) Which of the following provides the best description of how Emma viewed the Thorne rooms?
 - A. As a child, she could only wonder what she couldn't see in the rooms, but as an adult, she knows that the rooms do not actually continue beyond the glass.
 - B. As a child, she was not impressed with how lifelike they appear, but as an adult, she is very impressed by their lifelikeness.
 - C. As a child, she could stare at them for hours, but as an adult, she only wanted to glance at them quickly.
 - D. As a child, she was impressed by what she could not see, but as an adult, she is more impressed by what she can see.
- 5) As used in paragraph 7, the word **illusion** most nearly describes something that
 - A. seems to resemble real life but on a smaller scale
 - B. is considered to be art
 - C. appears different from how it actually is
 - D. is handcrafted and beautiful looking

• Reading Comprehension Sample 8.3

Directions: Read the passage. Then answer the questions below.

Deborah Sampson

Today more than 200,000 women serve in the United States military. But women were not always allowed to join the military. The first woman to serve in the United States Army was Deborah Sampson. Even though Sampson served in the 1780s, well before women were allowed to join the army, no one was surprised to see a woman on the battlefield. This is because no one knew that she was actually a woman.



Deborah Sampson

Using the name "Robert Shurtlieff," Deborah Sampson dressed as a man and enlisted in the Continental Army, which was the name of the American forces fighting against the British in the Revolutionary War. Sampson fought her first battle on July 3, 1782 in Tarrytown, New York. During this battle, Sampson was wounded. She had two musket balls—which are similar to large bullets—in her thigh and a large cut on her forehead. Although she begged her fellow soldiers to let her die on the battlefield, they **refused** and took her to the hospital instead.

The doctors at the hospital treated her forehead, but Sampson left before they could tend to her thigh wounds. Because Sampson was afraid that a doctor might discover her secret identity, she decided to remove the musket balls herself. Using a penknife and sewing needles, Sampson cut one of the balls out of her thigh and sewed up the wound. The other musket ball was too deep for her to reach. These injuries prevented her from returning to the battlefield. Instead of fighting with other soldiers, Sampson was given a position as an assistant to General John Patterson.

In the summer of 1783, Sampson got very sick with a fever. She was brought to a hospital and was helped by a doctor named Barnabus Binney. As he treated Sampson for her fever, Dr. Binney noticed that she was a woman. Sampson explained that she had dressed as a man so that she could serve her country, and Dr. Binney promised to keep her secret. He brought Sampson home to his wife and daughters, who nursed her back to health.

After the war ended in the fall of 1783, Sampson was sent home from the army with the rest of the soldiers. When she returned home, she got married and became a mother of four children. Eight years after the war was over, she asked the Massachusetts State Legislature to give her the money they owed her for her military service. When they found out that there was no "Robert Shurtlieff," the government refused to pay, stating that women could not serve in the military and therefore could not get paid. After delivering a series of speeches and writing many petitions, Sampson convinced the government that she deserved to be paid for her service, even though she was a woman. Sampson was eventually successful, and she became the first woman to receive payment for service in the military.

Sampson died at the age of 66 and was buried in Sharon, Massachusetts. In honor of her bravery and determination, the city of Sharon placed a statue of her in front of the public library. They also named a street and a park after her. Although it took many years for women to be allowed to serve in the armed forces legally, the **courageous** actions of Deborah Sampson paved the way for modern military women.

Sources:

American Women's History by Doris Weatherford, Prentice Hall General Reference, 1994.
The Book of Women's Firsts: Breakthrough Achievements of Almost 1,000 American Women by Phyllis J. Read and Bernard L. Wittlieb, Random House, 1992
Herstory. Women Who Changed the World, edited by Ruth Ashby and Deborah Gore Ohrn, Viking, 1995. Sampson story by Deborah Gore Ohrn.
Image by The My Hero Project www.myhero.com

Questions

- 1) This passage would most likely be found in
- A. a scholarly journal entry about military strategy
 - B. a brochure designed to convince women to join the army
 - C. an atlas commentary about Sharon, Massachusetts
 - D. an encyclopedia article about Deborah Sampson
- 2) As used in paragraph 2, which is the best synonym for **refused**?
- A. declined
 - B. disagreed
 - C. denied
 - D. disgraced
- 3) It can be understood that Sampson "begged her fellow soldiers to let her die on the battlefield" because she did not want
- A. any of her fellow soldiers to be injured trying to save her
 - B. to reinforce the stereotype that women are weak and should not be allowed to fight
 - C. someone at the hospital to discover her true identity
 - D. to be shamed with dishonor for failing to die on the battlefield
- 4) Dr. Barnabus Binney can best be described as
- A. nervous
 - B. secretive
 - C. understanding
 - D. rebellious
- 5) According to the passage, how many children did Sampson have?
- A. 4
 - B. 5
 - C. 6
 - D. 9
- 6) The author's attitude towards Deborah Sampson can best be described as
- A. admiring
 - B. critical
 - C. amused
 - D. inquisitive
- 7) As used in the final paragraph, what is the best antonym for **courageous**?
- A. unknown
 - B. unlikeable
 - C. cowardly
 - D. frightening
- 8) If the author wanted to include information about how Sampson met her husband, this information should be inserted in
- A. paragraph 3
 - B. paragraph 4
 - C. paragraph 5
 - D. paragraph 6

Sample 8.1

1) C

Question Type: Global

In paragraph 2, the author writes, "Authors write many kinds of stories to entertain, including humorous fiction, realistic fiction, fantasy, fairy tales, and fables." We can tell that a passage titled *The Adventures of Waldo Wizard* is a fantasy story, fable, or a fairy tale. The word adventure lets us know this is a story, and since wizards are not real, we can tell that this story could be classified as a fantasy, fairy tale or fable. Since the author writes that these types of stories entertain, we can tell that *The Adventures of Waldo Wizard* is most likely the title of a passage in which the author's main purpose is to entertain. This means (C) is correct. We can tell that the title *Why Dogs are Smarter than Cats* is making an argument. This is because the author seems to believe that dogs are smarter than cats. The title indicates that the author will make this argument in the rest of the passage. This lets us know that this would be the title of a passage in which the author's main purpose is to persuade, not to entertain. Therefore (A) is incorrect. In paragraph 3, the author writes, "Some examples of texts that inform are encyclopedia entries, news articles, expository non-fiction books, and interviews." Using this information, we can tell that a passage titled *An Interview with J.K. Rowling* is an interview, which means that the author's purpose is to inform. This means that *An Interview with J.K. Rowling* is not the title of a passage in which the author's main purpose is to entertain, so (B) is incorrect. We can tell that the title *An Argument for Shorter Classes* is meant to argue, or persuade, because the phrase, an argument, in the title lets us know that this passage will make an argument. Using this information, we can tell that *An Argument for Shorter Classes* is not the title of a passage in which the author's main purpose is to entertain. This means (D) is incorrect.

2) A

Question Type: Detail

To answer this detail question correctly, we need to find where the author discusses writing to inform in the passage. A good way to do this is to scan the topic sentence of each paragraph, since this sentence will likely tell us what information can be found in the rest of that paragraph. The topic sentence of paragraph 3 reads: "Many non-fiction writings or texts are written with the purpose of giving information about an interesting topic." This lets us know that the details we are looking for can likely be found in paragraph 3. In paragraph 3, the author writes, "All of these types of writing give information about certain topics." Since the "types of writing" the author is referring to here are meant to inform, we can tell that authors who write to inform want to provide information about a certain topic. Therefore (A) is correct. In paragraph 2, the author writes, "Think about the last time a story made you laugh, cry, or tremble with fright. These types of stories are written...to entertain the reader." This lets us know that authors who write to inform do not necessarily want to make the reader laugh, cry, or scream. This means (B) is incorrect. In paragraph 4, the author writes, "Sometimes authors write because they want to convince their readers about something. This is called argumentative, or persuasive, writing." This lets us know that authors who write to inform do not necessarily want to convince the reader to do something. Therefore (C) is incorrect. The passage does not provide any information to support choice (D). Therefore it is incorrect.

3) D

Question Type: Global

At the end of paragraph 1, the author writes, "Whatever the circumstances, authors have reasons for writing; this is called, the 'author's purpose.' The three most common types of author's purpose are: to entertain, to inform, and to persuade." This lets us know that the author will explain the concept of "author's purpose" in this passage. In the next three paragraphs, the author informs us about each of the three types of author's purpose mentioned in the quotation above. In paragraph 3, the author writes, "Many non-fiction writings or texts are written with the purpose of giving information [or to inform the reader] about an interesting topic." Since the author informs us about "author's purpose" in this passage, we can tell that the author's purpose in writing this passage is to inform, so (D) is correct. If the author's purpose in writing this passage was to persuade, we would be able to identify an argument made in this passage. Since the author is not making an argument, or trying to convince us of anything—instead, he or she is informing us—we can tell that the author's purpose in writing this passage is not to persuade. This means (A) is incorrect. If the author's purpose in writing this passage was to convince, we should be able to identify something that the author is trying to convince us of. Since the author never tries to convince us of anything—instead, he or she informs us—we can tell that the author's purpose in writing this passage is not to convince. Therefore (B) is incorrect. If the author's purpose in writing this passage was to entertain, this passage would most likely be a story, instead of nonfiction. It would have the purpose of making us "laugh, cry, or tremble with fright." Since this passage does not do this, we can tell that the author's purpose in writing it is not to entertain. This means (C) is incorrect.

4) B

Question Type: Vocabulary

convey (*verb*): to make an idea, impression, or feeling known or understandable to someone.

In paragraph 3, the author writes, "Authors who write to inform must research their subject to ensure that they convey accurate information to the reader." We can use context clues—hints from known words or phrases around the unknown word or phrase—to help us figure out what convey most nearly means. If authors who write to inform must research their subject so that they convey accurate information to the reader, we can tell that convey must mean something like to pass on, or make something known, because authors write so that readers get the story or information they are writing about. Using this information, we can tell that we are looking for the word group that contains words that mean something like to make an idea, information, or story known to someone else. *Communicate*, *pass on*, and *relay* all mean to make an idea, information, or story known to someone else. This lets us know that convey belongs to the word group containing these words, and (B) is correct. Using the above information, we can tell that convey means to make an idea, information, or a story known to someone else. *Document*, *chronicle*, and *note* mean to write down or tell something for personal use. They do not necessarily mean to pass on to someone else. Because these words do not have definitions that imply another person, but convey does, we can tell that convey does not belong to the word group containing document, chronicle, and describe. Therefore (A) is incorrect. Using the above information, we can tell that convey means to make an idea, information, or a story known to someone else. *Hide*, *obscure*, and *cover* all mean to keep from someone else, which is almost the opposite of convey. This lets us know that convey does not belong to the word group containing these words, and (C) is incorrect. Using the above information, we can tell that convey means to make an idea, information, or a story known to someone

else. *Detect*, *locate*, and *discover* all have to do with finding something out, and they do not necessarily require another person like it does to convey something. This lets us know that convey does not belong to the word group containing detect, locate, and discover. Therefore (D) is incorrect.

5) C

Question Type: Inference

In paragraph 4, the author writes, "Oftentimes, texts that are meant to persuade use specific techniques... These techniques might be found in letters to the editor, argumentative essays, or persuasive speeches." Since the techniques used in letters to the editor are meant to persuade, we can understand that if Bill likes to read the "Letters to the Editor" section of his local newspaper, this means he likes to read passages that authors write in order to persuade. Therefore (C) is correct. The passage does not provide information to support choices (A), (B), or (D). Therefore they are incorrect.

6) C

Question Type: Detail

To answer this detail question correctly, we need to find where the author discusses writing to persuade in the passage. A good way to do this is to scan the topic sentence of each paragraph, since this sentence will likely tell us what information can be found in the rest of that paragraph. The topic sentence of paragraph 4 reads: "Sometimes authors write because they want to convince their readers about something." Since we know that convincing and persuading are similar, this lets us know that the details we are looking for can likely be found in paragraph 4. In paragraph 4, the author writes, "Oftentimes, texts that are meant to persuade use specific techniques to make the reader care about the subject, and to think about it in a certain way." This lets us know that texts that are meant to persuade often use specific techniques to make the reader care about the subject. Therefore (C) is correct. The passage does not provide information to support choices (A), (B), or (D). Therefore they are incorrect.

Sample 8.2

1) C

Question Type: Global

In paragraph 3, Paolo mocks (makes fun of) Emma for wanting to see the Thorne Miniature Rooms. The author writes: "When she had told Paolo about her favorite exhibit, he had mocked her. He asked why any grown woman would possibly want to waste her time looking at toys." When Emma tries to explain the exhibit in more detail, Paolo replies in paragraph 5 by saying: "That sounds like dollhouse furniture So how are they not toys?" These two excerpts from the passage show that Paolo thinks of the miniatures as silly toys—not something an adult should want to see. Therefore, he considers Emma foolish for wanting to visit them. In the last paragraph, Paolo has changed his mind. Once he sees the miniatures with his own eyes, he realizes that they "were clearly not toys—they were a strange combination of art and history, all in miniature." Although he once thought of them as foolish, he eventually came to appreciate their beauty. This supports choice (C). Although the first paragraph of the passage does mention her friend's wedding, the author never tells us that Emma is going to the museum instead of the wedding or that Paolo thinks they should be at the wedding instead of the museum. This eliminates choice (A). The passage does describe the miniatures as something Emma enjoyed as a child, but the author never tells us that Paolo wishes Emma would stop trying to relive her childhood. This eliminates choice (B). The passage does not discuss Paolo's taste in art exhibits. This eliminates choice (D).

2) A

Question Type: Inference

In paragraph 4, Emma explains: "The exhibit is a series of small rooms modeled after European and American interiors from the past three centuries. Everything in the rooms is a scale model of furniture and décor from their particular time period. They're just like real rooms, but 1/12th the size!" These details provide important factual information about the miniatures themselves. Emma explains how big the miniatures are and what time period they are from. This description allows readers who have not personally seen the exhibit to picture it in their minds. Because the miniatures are the main topic of the passage, it is important for the author to explain what they are to readers who might be unfamiliar with them. Therefore, choice (A) is correct. The description of the exhibit in paragraph 4 is mostly objective, meaning that it is based on facts and includes very little opinion. Because the description is factual, it is not considered Emma's point of view. A character's point of view is subjective, meaning that it depends on opinion, bias, judgment, or emotion. We see Emma providing a subjective point of view in paragraph 6, where she describes the miniatures as "handcrafted, beautiful pieces." However, because paragraph 4 is objective fact, and not subjective point of view, we can eliminate choice (B). Using the above information, we can see that Emma's description of the miniatures is designed to provide readers (and Paolo) with facts about the exhibit. It is not an argument that the miniatures should not be on display. This eliminates choice (C). When Paolo calls the miniatures "toys," Emma responds by explaining what they actually are. The description from paragraph 4 provides basic facts about the miniatures. In paragraph 5, we see that Paolo is still doubtful; he says: "That sounds like dollhouse furniture So how are they not toys?" This response shows that Emma's description did not clearly explain why Paolo's opinion about the miniatures (that they are toys, and therefore a waste of time) is misguided. This eliminates choice (D).

3) B

Question Type: Detail

Paragraph 7 describes Emma's favorite room. The paragraph mentions a "stairway in the back" that gives "the illusion that the miniature world extended beyond what Emma could see." This specific mention of the staircase supports choice (B). In paragraph 7, the author states that "all of the furniture looked so real it was hard to believe that tiny people did not actually live in the exhibit." The furniture is so realistic that it seems like tiny people might live there; however, there are not actually models of people in the exhibit. Therefore, choice (A) is incorrect. In paragraph 7, the walls are described as: "painted to depict a peaceful garden." The walls are therefore not plain-looking. This eliminates choice (C). In paragraph 7, the author states that the house was modeled after "a home in Tennessee from 1835. The model home is therefore not modern. This eliminates choice (D).

4) D

Question Type: Global

In paragraph 7, the author states that Emma “had spent hours of her youth imagining what went on in the nonexistent upstairs of the house. But now, as an adult, she was not lost in the fantasy of what happened beyond the miniature. Instead, she found herself moved by how real the tiny world in front of her all looked. The artist’s attention to detail was amazing; all of the furniture looked so real it was hard to believe that tiny people did not actually live in the exhibit.” This excerpt shows that Emma’s perception of the exhibit has changed; when she was a child, she was more interested in parts of the house she could not see—she spent her time imagining what was going on in the “nonexistent upstairs” instead of focusing on the parts of the house that she actually could see. As an adult, she is much more impressed by the artistry of the tiny furniture itself. This supports choice (D). Although the passage tells us that Emma was more interested in the imaginary upstairs as a child, the author never suggests that she actually believed that more rooms existed beyond the glass. By describing the upstairs as “nonexistent,” the author suggests that child Emma was perfectly aware that the rooms ended at the glass. Therefore, choice (A) is incorrect. Using the above information, we can see that child Emma is more interested in the imaginary parts of the exhibit, whereas adult Emma is focused on the artistry of the exhibit. The passage does not state that child Emma was unimpressed by the realistic details; rather, she was simply more interested in her own imaginary additions to the exhibit. Therefore, choice (B) is incorrect. In paragraph 7, the author notes that Emma “had spent hours of her youth” looking at the miniatures. Although the author never tells us how long Emma looks at the exhibit as an adult, we do learn that “she found herself moved by how real the tiny world in front of her looked.” Because Emma is moved by the exhibit, it is unlikely that she is merely glancing (looking quickly) at it. Therefore, choice (C) is incorrect.

5) C

Question Type: Vocabulary

illusion (*noun*): a deceptive or misleading appearance; a false idea or belief; a misapprehension or misunderstanding of reality.

We can use context clues—hints from known words or phrases around the unknown word or phrase—to help us figure out what the word illusion most nearly means. In paragraph 7, the author writes: “The stairway in the back gave the illusion that the miniature world extended beyond what Emma could see.” Later in the paragraph, we also learn that Emma had spent hours “imagining” what happened in the world beyond the miniature, but as an adult, she was no longer “lost in the fantasy.” The words “imagining” and “fantasy” help us to understand that what Emma saw was not reality—the way it looks is not the way it actually is. Therefore, (C) is correct. Using the above information, we can tell that we are looking for a meaning that describes something with a misleading appearance. The miniatures actually do resemble real-life things, but on a smaller scale. This explanation does not describe something with a misleading appearance. Therefore, we can eliminate choice (A). Using the above information, we can tell that we are looking for a meaning that describes something with a misleading appearance. The fact that the miniatures are considered to be art does not relate to something with a misleading appearance. Therefore, we can eliminate choice (B). Using the above information, we can tell that we are looking for a meaning that describes something with a misleading appearance. Describing the miniatures as handcrafted and beautiful does not suggest that they have a misleading appearance. Therefore, we can eliminate choice (D).

Sample 8.3

1) D

Question Type: Global

The passage provides a brief history of Deborah Sampson and her accomplishments using facts and historical information. In paragraph 1 we learn that Sampson was the first woman to serve in the United States Army. Paragraphs 2-4 describe her time in active duty. Paragraphs 5 and 6 describe her postwar efforts to be remunerated for her service and to change how society views women in the armed forces. Using this information, we can understand that the purpose of the passage is to inform readers about Deborah Sampson. Since an encyclopedia entry is factual and informative, (D) is the best choice. Although the passage contains military history, it does not discuss military strategy. Also, it is written for a general audience. The information is not specialized enough for a scholarly journal. This eliminates (A). The tone of the passage is not persuasive; the author does not attempt to convince women to join army. This eliminates (B). An atlas commentary about Sharon, Massachusetts would probably not contain such a large amount of information about Deborah Sampson. The focus of the passage is on Sampson, not on the town. This makes (C) incorrect.

2) A

Question Type: Vocabulary

refuse (*verb*): to decline or not agree to do something; reject an idea or suggestion.

In paragraph 2, the author writes that although Sampson “begged her fellow soldiers to let her die on the battlefield, they refused and took her to the hospital instead.” From this we can understand that Sampson did not want to go to the hospital, but the soldiers declined her request to let her die on the battlefield. The fellow soldiers did the opposite of what Sampson asked them to do. This lets us know that in this context, a good synonym for refused is declined. Therefore (A) is correct. Although *disagreed* has a similar charge or quality as refused, it is not strong enough and does not embrace the way in which refused is used in the passage. If the soldiers only disagreed, this would not necessarily mean that they failed to obey Sampson’s request. This means (B) is incorrect. *Denied* means “stated that something is not true.” This definition is not synonymous with refused, which means declined. This eliminates (C). *Disgraced* means “lost respect or honor.” The passage does not suggest that the soldiers lost respect or honor for carrying the wounded Sampson from the battlefield. If anything, the passage suggests this to be an honorable act. This means (D) is incorrect.

3) C

Question Type: Inference

In paragraph 2, the author writes that although Deborah “begged her fellow soldiers to let her die on the battlefield, they refused and took her to the hospital instead.” From this we can understand that Deborah did not want to go to the hospital, but the soldiers took

her anyway. In paragraph 3, we learn that "The doctors at the hospital treated her forehead, but Deborah left before they could tend to her thigh wounds. Because Deborah was afraid that a doctor might discover her secret identity, she decided to remove the musket balls herself." Using this information, we can understand that Sampson "begged her fellow soldiers to let her die on the battlefield" because she did not want a doctor at the hospital to discover her true identity. Therefore (C) is correct. Although choices (A), (B), and (D) all make logical sense, we cannot reach these conclusions based on information provided by the passage. Therefore they are incorrect.

4) C

Question Type: Global

In paragraph 4, we learn that while fighting in the army, Sampson got very sick with a fever. She was brought to a hospital and was helped by Dr. Barnabus Binney. When Binney discovered that Sampson was a woman, the author writes that "Deborah explained that she had dressed as a man so that she could serve her country, and Dr. Binney promised to keep her secret." Since Binney promised to keep Sampson's secret, we can understand that he must have been understanding of her situation, and her desire to fight for her country regardless of her gender. This means (C) is correct. The passage does not provide information to support choice (A). Therefore it is incorrect. Although Dr. Binney promises to keep Sampson's secret, this does not necessarily mean that he himself is a secretive person. This rules out choice (B). Even though Dr. Binney promises to keep Sampson's secret, this does not necessarily mean that he was rebellious, or that he wanted to defy the established authority of the U.S. government. Most likely, he sympathized with Sampson, and wanted to help her in her quest. This means (D) is incorrect.

5) A

Question Type: Detail

In paragraph 5, the author states that when Sampson returned home, "she got married and became a mother of four children." This means (A) is the correct choice. The passage does not provide information to support choices (B), (C), and (D). Therefore they are incorrect.

6) A

Question Type: Global

In the final paragraph, the author uses words like "bravery and determination" and "courageous actions" to describe Deborah's military service. The author also states in the final paragraph that Deborah paved the way for modern military women. We often admire people for their bravery and accomplishments, so we can infer that the author admires what Deborah did for modern women and for the United States. Therefore (A) is the best choice. *Critical* means expressing disapproval of. Since the author does not show any disapproval of Deborah Sampson's actions, (B) is incorrect. *Amused* means entertained. The author does not find Deborah Sampson's actions entertaining or funny. Rather, the author takes them seriously and admires them. This means (C) is incorrect. *Inquisitive* means questioning. The author does not question Sampson's acts. Rather, the author admires them. This makes (D) incorrect.

7) C

Question Type: Vocabulary

courageous (adjective): brave or full of courage.

In the final paragraph, the author writes: "Although it took many years for women to be allowed to serve in the armed forces legally, the courageous actions of Deborah Sampson paved the way for modern military women." In the same paragraph, Sampson is described as having "bravery and determination." Throughout the passage, the author describes Deborah's brave acts, such as removing a musket ball from her own thigh, and lying about her identity to serve her country. From this we can infer that *courageous* means brave. The opposite of brave is *cowardly*. Therefore (C) is correct. *Unknown* means not famous or well known. Although Sampson's actions became well known, that is not what made them courageous. Something can be courageous whether people know about it or not. This means (A) is incorrect. *Unlikable* means difficult or impossible to like. Something can be courageous whether people like it or not, so (B) is incorrect. The opposite of courageous is cowardly. Although this is related to the word *frightening*, it is not the same. Someone who is cowardly is fearful, whereas someone who is frightening creates fear. This eliminates (D).

8) C

Question Type: Global

In paragraph 5, the author describes Sampson's activities after the war. The author writes, "After the war ended in the fall of 1783, Sampson was sent home from the army with the rest of the soldiers." The author continues to describe Sampson's family life: "When she returned home, she got married and became a mother of four children." Since the author discusses Sampson's family life after the war, this lets us know that if the author wanted to include information about how Sampson met her husband, this information should be inserted in paragraph 5. Choice (C) is correct. The passage does not provide information to support choices (A), (B), and (D). Therefore they are incorrect.