READING 6

It is commonly believed in the United States that school is where people go to get an education. Nevertheless, it has been said that today **children interrupt their education to go to school**. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no **bounds**. It can take place anywhere, whether in the shower or on the job, whether in a kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of education can range from a revered grandparent to the people debating politics on the radio, from a child to a distinguished scientist. Whereas schooling has a certain predictability, education quite often produces surprises. A **chance** conversation with a stranger may lead a person to discover how little is known of other religions. People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school, and one that should be an **integral** part of one's entire life

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether **they** are the alphabet or an understanding of the workings of government, have usually been limited by the boundaries of the subject being taught.

For example, high school students know that they are not likely to find out in their classes the truth about political problems in their communities or what the newest filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

1. What does the author probably mean by using the expression "children interrupt their education to go to school" (lines 2-3)?
(A) Going to several different schools is educationally beneficial.
(B) School vacations interrupt the continuity of the school year.
(C) Summer school makes the school year too long.
(D) All of life is an education.

2. The word "**bounds**" in line 6 is closest in meaning to
(A) Rules
(B) Experience
(C) Limits
(D) Exceptions

3. The word "**chance**" in line 9 is closest in meaning to
(A) Unplanned
(B) Unusual
(C) Lengthy
(D) Lively

4. The word "**an integral**" in line 12 is closest in meaning to
(A) An equitable
(B) A profitable
(C) A pleasant
(D) An essential

5. The word "**they**" in line 17 refers to

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(A) Slices of reality
(B) Similar textbooks
(C) Boundaries
(D) Seats

6. The phrase "**For example**," line 20, introduces a sentence that gives examples of
(A) Similar textbooks
(B) The results of schooling
(C) The workings of a government
(D) The boundaries of classroom subjects

7. The passage supports which of the following conclusions?
(A) Without formal education, people would remain ignorant.
(B) Education systems need to be radically reformed.
(C) Going to school is only part of how people become educated.
(D) Education involves many years of professional training.

8. The passage is organized by
(A) Listing and discussing several educational problems
(B) Contrasting the meanings of two related words
(C) Narrating a story about excellent teachers
(D) Giving examples of different kinds of schools

READING 7

The hard, rigid plates that form the outermost portion of the Earth are about 100 kilometers thick. These plates include both the Earth's crust and the upper mantle. The rocks of the crust are composed mostly of minerals with light elements, like aluminum and sodium, while the mantle contains some heavier elements, like iron and magnesium. Together, the crust and upper mantle that form the surface plates are called the lithosphere. This rigid layer floats on the denser material of the lower mantle the way a wooden raft floats on a pond. The plates are supported by a weak, plastic layer of the lower mantle called the asthenosphere. Also like a raft on a pond, the lithospheric plates are carried along by slow currents in this more fluid layer beneath them.

With an understanding of plate tectonics, geologists have put together a new history for the Earth's surface. About 200 million years ago, the plates at the Earth's surface formed a "supercontinent" called Pangaea. When this supercontinent started to tear apart because of plate movement, Pangaea first broke into two large continental masses with a newly formed sea that grew between the land areas as the depression filled with water. The southern **one** — which included the modern continents of South America, Africa, Australia, and Antarctica — is called Gondwanaland. The northern one — with North America, Europe, and Asia — is called Laurasia. North America tore away from Europe about 180 million years ago, forming the northern Atlantic Ocean.

Some of the lithospheric plates **carry** ocean floor and others carry land masses or a combination of the two types. The movement of the lithospheric plates is responsible for earthquakes, volcanoes, and the Earth's largest mountain ranges. Current understanding of the interaction between different plates explains why these occur where they do. For example, the edge of the Pacific Ocean has been called the "Ring of Fire" because so many volcanic eruptions and earthquakes happen there. Before the1960's, geologists could not explain why active volcanoes and strong earthquakes were **concentrated** in that region. The theory of plate tectonics gave them an answer.

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9. With which of the following topics is the passage mainly concerned?
(A) The contributions of the theory of plate tectonics to geological knowledge
(B) The mineral composition of the Earth's crust
(C) The location of the Earth's major plates
(D) The methods used by scientists to measure plate movement

10. According to the passage, the lithospheric plates are given support by the
(A) Upper mantle
(B) Ocean floor
(C) Crust
(D) Asthenosphere

11. The author compares the relationship between the lithosphere and the asthenosphere to which of the following?
(A) Lava flowing from a volcano
(B) A boat floating on the water
(C) A fish swimming in a pond
(D) The erosion of rocks by running water

12. The word "**one**" in line 13 refers to
(A) Movements
(B) Masses
(C) Sea
(D) Depression

13. According to the passage, the northern Atlantic Ocean was formed when
(A) Pangaea was created
(B) Plate movement ceased
(C) Gondwanaland collided with Pangaea
(D) Parts of Laurasia separated from each other

14. The word "**carry**" in line 17 could best be replaced by
(A) Damage
(B) Squeeze
(C) Connect
(D) Support

15. In line 23, the word "**concentrated**" is closest in meaning to which of the following?
(A) Allowed
(B) Clustered
(C) Exploded
(D) Strengthened

16. Which of the following can be inferred about the theory of plate tectonics?
(A) It is no longer of great interest to geologists.
(B) It was first proposed in the 1960's.

LIVEWORKSHEETS

(C) It fails to explain why earthquakes occur.
(D) It refutes the theory of the existence of a supercontinent.

17. The paragraph following the passage most probably discusses
(A) Why certain geological events happen where they do
(B) How geological occurrences have changed over the years
(C) The most unusual geological developments in the Earth's history
(D) The latest innovations in geological measurement

READING 8

In the United States in the early 1800's, individual state governments had more **effect** on the economy than did the federal government. States chartered manufacturing, banking, mining, and transportation firms and participated in the construction of various internal improvements such as canals, turnpikes, and railroads. The states encouraged internal improvements in two **distinct** ways; first, by actually establishing state companies to build such improvement; second, by providing part of the capital for mixed public-private companies setting out to make a profit.

In the early nineteenth century, state governments also engaged in a surprisingly large amount of direct regulatory activity, including extensive licensing and inspection programs. Licensing targets reflected both similarities in and differences between the economy of the nineteenth century and that of today: in the nineteenth century, state regulation through licensing fell especially on peddlers, innkeepers, and retail merchants of various kinds. The perishable commodities of trade generally came understate inspection, and such important frontier staples as lumber and gunpowder were also subject to state control. Finally, state governments experimented with direct labor and business regulation designed to help the individual laborer or consumer, including **setting** maximum limits on hours of work and restrictions on price-fixing by businesses.

Although the states dominated economic activity during this period, the federal government was not inactive. Its goals were the facilitation of western settlement and the development of native industries. Toward these **ends** the federal government pursued several courses of action. It established a national bank to stabilize banking activities in the country and, in part, to provide a supply of relatively easy money to the frontier, where it was greatly needed for settlement. It permitted access to public western lands on increasingly easy terms, culminating in the Homestead Act of 1862, by which title to land could be claimed on the basis of residence alone. Finally, it set up a system of tariffs that was basically protectionist in effect, although maneuvering for position by various regional interests produced frequent changes in tariff rates throughout the nineteenth century.

18. What does the passage mainly discuss?
(A) State's rights versus federal rights
(B) The participation of state governments in railroad, canal, and turnpike construction
(C) The roles of state and federal governments in the economy of the nineteenth century
(D) Regulatory activity by state governments

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19. The word "**effect**" in line 1 is closest in meaning to
(A) Value
(B) Argument
(C) Influence
(D) Restraint

20. All of the following are mentioned in the passage as areas that involved state governments in the nineteenth century EXCEPT
(A) Mining
(B) Banking
(C) Manufacturing
(D) Higher education

21. The word "**distinct**" in line 4 is closest in meaning to
(A) Separate
(B) Innovative
(C) Alarming
(D) Provocative
22. It can be inferred from the first paragraph that in the nineteenth century canals and railroads were
(A) Built with money that came from the federal government
(B) Much more expensive to build than they had been previously
(C) Built predominantly in the western part of the country
(D) Sometimes built in part by state companies

23. The regulatory activities of state governments included all of the following EXCEPT
(A) Licensing of retail merchants
(B) Inspecting materials used in turnpike maintenance
(C) Imposing limits on price-fixing
(D) Control of lumber

24. The word "**setting**" in line 15 is closest in meaning to
(A) Discussing
(B) Analyzing
(C) Establishing
(D) Avoiding
25. The word "**ends**" in line 18 is closest in meaning to
(A) Benefits
(B) Decisions
(C) Services
(D) Goals
26. According to the passage, which of the following is true of the Homestead Act of 1862?
(A) It made it increasingly possible for settlers to obtain land in the West.
(B) It was a law first passed by state governments in the West.
(C) It increased the money supply in the West.
(D) It established tariffs in a number of regions.

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27. Which of the following activities was the responsibility of the federal government in the nineteenth century?
(A) Control of the manufacture of gunpowder
(B) Determining the conditions under which individuals worked
(C) Regulation of the supply of money
(D) Inspection of new homes built on western lands

READING 9

Life originated in the early seas less than a billion years after Earth was formed. Yet another three billion years were to pass before the first plants and animals appeared on the continents. Life's transition from the sea to the land was perhaps as much of an evolutionary challenge as was the genesis of life.

What forms of life were able to make such a **drastic** change in lifestyle? The traditional view of the first terrestrial organisms is based on mega fossils — relatively large specimens of essentially whole plants and animals. Vascular plants, related to modern seed plants and ferns, left the first comprehensive mega fossil record. Because of this, it has been commonly assumed that the sequence of terrestrialization reflected the evolution of modern terrestrial ecosystems. In this view, primitive vascular plants first colonized the margins of continental waters, followed by animals that fed on the plants, and lastly by animals that preyed on the plant-eaters. Moreover, the mega fossils suggest that terrestrial life appeared and diversified explosively near the boundary between the Silurian and the Devonian periods, a little more than 400 million years ago.

Recently, however, paleontologists have been taking a closer look at the sediments below this Silurian-Devonian geological boundary. It turns out that some fossils can be **extracted** from these sediments by putting the rocks in an acid bath. The technique has uncovered new evidence from sediments that were deposited near the shores of the ancient oceans — plant microfossils and microscopic pieces of small animals. In many **instances** the specimens are less than one-tenth of a millimeter in diameter. Although **they** were **entombed** in the rocks for hundreds of millions of years, many of the fossils consist of the organic remains of the organism.

These newly discovered fossils have not only revealed the existence of previously unknown organisms, but have also pushed back these dates for the invasion of land by multicellular organisms. Our views about the nature of the early plant and animal communities are now being revised. And with those revisions come new speculations about the first terrestrial life-forms.

28. The word "**drastic**" in line 5 is closest in meaning to
(A) Widespread
(B) Radical
(C) Progressive
(D) Risky

LIVEWORKSHEETS

29. According to the theory that the author calls "the traditional view," what was the first form of life to appear on land?
(A) Bacteria
(B) Meat-eating animals
(C) Plant-eating animals
(D) Vascular plants

30. According to the passage, what happened about 400 million years ago?
(A) Many terrestrial life-forms died out.
(B) New life-forms on land developed at a rapid rate.
(C) The mega fossils were destroyed by floods.
(D) Life began to develop in the ancient seas.

31. The word "**extracted**" in line 15 is closest in meaning to
(A) Located
(B) Preserved
(C) Removed
(D) Studied

32. What can be inferred from the passage about the fossils mentioned in lines 17-20?
(A) They have not been helpful in understanding the evolution of terrestrial life.
(B) They were found in approximately the same numbers as vascular plant fossils.
(C) They are older than the mega fossils.
(D) They consist of modern life-forms.

33. The word "**instances**" in line 18 is closest in meaning to
(A) Methods
(B) Processes
(C) Cases
(D) Reasons

34. The word "**they**" in line 19 refers to
(A) Rocks
(B) Shores
(C) Oceans
(D) Specimens

35. The word "**entombed**" in lime 19 is closest in meaning to
(A) Crushed
(B) Trapped
(C) Produced
(D) Excavated

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36. Which of the following resulted from the discovery of microscopic fossils?
(A) The time estimate for the first appearance of terrestrial life-forms was revised.
(B) Old techniques for analyzing fossils were found to have new uses.
(C) The origins of primitive sea life were explained.
(D) Assumptions about the locations of ancient seas were changed.

37. With which of the following conclusions would the author probably agree?
(A) The evolution of terrestrial life was as complicated as the origin of life itself.
(B) The discovery of microfossils supports the traditional view of how terrestrial life evolved.
(C) New species have appeared at the same rate over the course of the last 400 million years.
(D) The technology used by paleontologists is too primitive to make accurate determinations about ages of fossils.

READING 10

What we today call American folk art was, indeed, art of, by, and for ordinary, everyday "folks" who, with increasing prosperity and leisure, created a market for art of all kinds, and especially for portraits. Citizens of prosperous, essentially middle-class republics — whether ancient Romans, seventeenth-century Dutch burghers, or nineteenth-century Americans — have always shown a **marked** taste for portraiture. Starting in the late eighteenth century, the United States contained increasing numbers of such people, and of the artists who could meet their demands.

The earliest American folk art portraits come, not surprisingly, from New England — especially Connecticut and Massachusetts — for **this** was a wealthy and populous region and the center of a strong craft tradition. Within a few decades after the signing of the Declaration of Independence in 1776, the population was pushing westward, and portrait painters could be found at work in western New York, Ohio, Kentucky, Illinois, and Missouri. Midway through its first century as a nation, the United States' population had increased roughly five times, and eleven new states had been added to the original thirteen. During these years the demand for portraits grew and grew eventually to be satisfied by the camera. In 1839 the daguerreotype was introduced to America, **ushering in** the age of photography, and within a generation the new invention put an end to the popularity of painted portraits. Once again an original portrait became a luxury, commissioned by the wealthy and **executed** by the professional.

But in the heyday of portrait painting — from the late eighteenth century until the 1850's — anyone with a modicum of artistic ability could become a limner, as such a portraitist was called. Local craftspeople — sign, coach, and house painters — began to paint portraits as a profitable sideline; sometimes a talented man or woman who began by **sketching** family members gained a local reputation and was besieged with requests for portraits; artists found it **worth their while** to pack their paints, canvases, and brushes and to travel the countryside, often combining house decorating with portrait painting.

38. In lines 4-5 the author mentions seventeenth-century Dutch burghers as an example of a group that
(A) Consisted mainly of self-taught artists
(B) Appreciated portraits
(C) Influenced American folk art
(D) Had little time for the arts

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39. The word "**marked**" in line 5 is closest in meaning to
(A) Pronounced
(B) Fortunate
(C) Understandable
(D) Mysterious

40. According to the passage, where were many of the first American folk art portraits painted?
(A) In western New York
(B) In Illinois and Missouri
(C) In Connecticut and Massachusetts
(D) In Ohio

41. The word "**this**" in line 9 refers to
(A) A strong craft tradition
(B) American folk art
(C) New England
(D) Western New York

42. How much did the population of the United States increase in the first fifty years following independence?
(A) It became three times larger.
(B) It became five times larger.
(C) It became eleven times larger.
(D) It became thirteen times larger.

43. The phrase "**ushering in**" in line 16 is closest in meaning to
(A) Beginning
(B) Demanding
(C) Publishing
(D) Increasing

44. The relationship between the daguerreotype (line 16) and the painted portrait is similar to the relationship between the automobile and the
(A) Highway
(B) Driver
(C) Horse-drawn carriage
(D) Engine

45. According to the passage, which of the following contributed to a decline in the demand for painted portrait?
(A) The lack of a strong craft tradition
(B) The westward migration of many painters
(C) The growing preference for landscape paintings
(D) The invention of the camera

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46. The word "**executed**" in line 18 is closest in meaning to
(A) Sold
(B) Requested
(C) Admired
(D) Created

47. The author implies that most limners (line 22)
(A) Received instruction from traveling teachers
(B) Were women
(C) Were from wealthy families
(D) Had no formal art training

48. The word "**sketching**" in line 22 is closest in meaning to
(A) Drawing
(B) Hiring
(C) Helping
(D) Discussing

49. Where in the passage does the author provide a definition?
(A) Lines 3-6
(B) Lines 8-10
(C) Lines 13-15
(D) Lines 21-23

50. The phrase "**worth their while**" in line 23-24 is closest in meaning to
(A) Essential
(B) Educational
(C) Profitable
(D) Pleasurable

LIVEWORKSHEETS