

Practice Test 2

Reading Test

1. (A) (B) (C) (D)
2. (F) (G) (H) (J)
3. (A) (B) (C) (D)
4. (F) (G) (H) (J)
5. (A) (B) (C) (D)
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36. (F) (G) (H) (J)
37. (A) (B) (C) (D)
38. (F) (G) (H) (J)
39. (A) (B) (C) (D)
40. (F) (G) (H) (J)

Reading Test

35 Minutes — 40 Questions

DIRECTIONS: Each of the four passages in this section is followed by ten questions. Answer each question based on what is stated or implied in the passage, and shade the corresponding oval on your answer grid.

Passage 1

Natural Science

Line When people hear the word “prehistoric,” they
think of animals, especially dinosaurs. But there
were prehistoric plants as well, and they were just
as unusual to modern sensibilities as the animals of
(05) those ancient times. Among the most interesting of
prehistoric plants are the cycads, which flourished
65 million to 240 million years ago. The plants are
extant today, in areas as widely scattered as South
America, Africa, Australia and Malaysia. Although
(10) they primarily live in the wet tropical or semi-
tropical habitats, some species can not only sur-
vive but thrive in arid regions as well. Scientists
long considered the widespread distribution of the
cycad a mystery, as the seeds were too large to be
(15) carried by wind or ocean currents or birds. One
popular theory connects the migration of cycads to
the theory of Continental Drift. Briefly, Continental
Drift hypothesizes that at one point millions of
years ago, there existed just one continent, a super-
(20) continent named Pangaea. Over the years, the
continents separated, drifting apart and taking their
flora and fauna with them. Thus, the plants that
otherwise would be not as widely dispersed are
found in far-flung areas.

(25) If these plants provided sustenance to the gar-
gantuan animals of that time (several times as large
as any animals alive today), the plants must have
been huge as well. Today’s cycads have trunks that
can grow up to 50 feet tall. But it is the cones that
(30) are perhaps the most impressive. There are two
different types of cones, pollen cones (which grow
on the male plants) and seed cones (which grow
on the female plants), and these can be as long
as 36 inches and weigh up to nearly 100 pounds.
(35) One variety of seed pods produces bright red seeds.
These seeds are ground into flour and used as food-
stuffs by people in Africa. Some Japanese cooks mix

brown rice with the powdered seeds of some
cycads and ferment the mixture into a miso. In
America, the Seminole Indians of Florida used the
pith of cycads to make bread. Unfortunately, some
ground cycad seeds have been found to be carcino-
genic (cancer-causing) if not properly prepared. (40)

There are also leaves on the cycad plant,
which grow into a sort of crown and thus make
many people who merely glance at a cycad think
it is a palm tree. The trunks may occasionally grow
underground, leaving an impression that the leaves
are growing directly out of the ground. In fact,
(45) many parts of the cycads are underground. Inside
the roots of the cycad are blue-green algae. The
conversion of atmospheric nitrogen into ammonia
is one way the cyanobacteria supply the cycad
with inorganic nitrogen. It is fascinating to note
that even though the cyanobacteria are in the
(50) dark underground, they have the same membrane
structure and pigments of other bacteria that thrive
in the sunlight. Why does this strange structure
remain? One theory is that evolution has not yet
had sufficient time to change the portions that at
(60) one point had been essential to the plant’s survival.

1. The main purpose of the passage is
 - A. to discuss similarities between prehis-
toric animals and prehistoric plants
 - B. to refute the theory that cycads were
spread via birds
 - C. to contrast and compare prehistoric and
current plant life
 - D. to provide an overview of cycads
2. In line 8, the word “extant” most nearly means
 - F. extinct
 - G. prehistoric
 - H. narrowly distributed
 - J. still existing

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3. According to the author, which of the following is a mystery to scientists?
- why the cycad is found in such different locales
 - what caused the continents to drift apart
 - why prehistoric plants were so much larger than current plants
- A. I only
B. II only
C. II and III only
D. I, II, and III
4. In line 12, "arid" most nearly means
- F. scented
G. dry
H. unpopulated
J. large
5. The author's purpose in mentioning Pangaea is to
- explain why the cycad is extinct today
 - prove the cycad was once the largest plant on earth
 - suggest one cause for the cycad's widespread distribution
 - refute the theory that the continents were once connected
6. In line 25, "sustenance" most nearly means
- F. nourishment
G. danger
H. medicine
J. continuation
7. The author mentions all of the following EXCEPT
- the differences between seed cones and pollen cones
 - Medicinal properties of the seeds of the cycad
 - dangers in using the seeds of the cycad
- A. I only
B. II only
C. III only
D. II and III only
8. The author claims that people confuse a cycad with a palm tree because
- they both produce coconuts
 - the cycad grows in the same tropical regions as does the palm tree
 - the cycad's leaves may resemble the fronds of a palm tree
 - both plants are approximately the same size
9. According to the passage, one function of cyanobacteria is
- to allow the cycad to live underground
 - to supply the cycad with inorganic nitrogen
 - to help the cycad reproduce
 - to enable the cycad to live long periods without water
10. The author of the passage would most likely agree with which of the following statements?
- Bacteria above and below ground do not usually have the same pigments.
 - Cycads will be much more widely distributed in the future than they are currently.
 - Cycads seeds offer a possible cure for cancer.
 - The cycads and the palm trees probably descended from a common ancestor.

Passage 2

Prose Fiction. This passage is adapted from George Eliot's *Middlemarch*.

Line The human soul moves in many channels, and Mr. Casaubon, we know, had a sense of rectitude and honorable pride in satisfying the requirements of honor, which compelled him to find other reasons for his conduct than those of jealousy and vindictiveness. The way in which Mr. Casaubon put the case was this:

"In marrying Dorothea Brooke I had to care for her well-being in case of my death. But well-being is not to be secured by ample, independent possession of property; on the contrary, occasions might arise in which such possession might expose her to the more danger. She is ready prey to any man who knows how to play adroitly either on her affectionate ardor or her quixotic enthusiasm; and a man is standing by with that very intention in his mind — a man with no other principle than transient caprice, and who has a personal animosity towards me — I am sure of it — an animosity which he has constantly vented in ridicule, of which I am as well assured as if I had heard it. Even if I live I shall not be without uneasiness as to what he may attempt through indirect influence. This man has gained Dorothea's ear; he has fascinated her attention; he has evidently tried to impress her mind with the notion that he has claims beyond anything I have done for him. If I die — and he is waiting here on the watch for that — he will persuade her to marry him. That would be calamity for her and success for him. She would not think it calamity; he would make her believe anything; she has a tendency to immoderate attachment which she inwardly reproaches me for not responding to, and already her mind is occupied with his fortunes. He thinks of an easy conquest and of entering into my nest. That I will hinder! Such a marriage would be fatal to Dorothea. Has he ever persisted in anything except from contradiction? In knowledge he has always tried to be showy at small cost. In religion he could be, as long as it suited him, the facile echo of Dorothea's vagaries. When was sciolism ever disassociated from laxity? I utterly distrust his morals, and it is my duty to hinder to the utmost the fulfillment of his designs."

The arrangements made by Mr. Casaubon on his marriage left strong measures open to him, but in ruminating on them his mind inevitably dwelt so much on the probabilities of his own life that the longing to get the nearest possible calculation had at last overcome his proud reticence and had determined him to ask Lydgate's opinion as to the nature of his illness.

He had mentioned to Dorothea that Lydgate was coming by appointment at half past three, and in answer to her anxious question, whether he had felt ill, replied, "No, I merely wish to have his opinion concerning some habitual symptoms. You need not see him, my dear. I shall give orders that he may be sent to me in the yew-tree walk, where I shall be taking my usual exercise."

When Lydgate entered the yew-tree walk he saw Mr. Casaubon slowly receding with his hands behind him according to his habit, and his head bent forward. It was a lovely afternoon; the leaves from the lofty limes were falling silently across the somber evergreens, while the lights and shadows slept side by side; there was no sound but the cawing of the rooks, which to the accustomed ear is a lullaby, or that last solemn lullaby, a dirge. Lydgate, conscious of an energetic frame in its prime, felt some compassion when the figure which he was likely soon to overtake turned around and in advancing towards him showed more markedly than ever the signs of premature age — the student's bent shoulders, the emaciated limbs, and the melancholy lines of the mouth.

"Poor fellow," he thought, "some men with his years are like lions; one can tell nothing of their age except that they are full grown."

"Mr. Lydgate," said Mr. Casaubon with his invariably polite air, "I am exceedingly obliged to you for your punctuality. We will, if you please, carry on our conversation in walking to and fro."

"I hope your wish to see me is not due to the return of unpleasant symptoms," said Lydgate, filling up a pause.

11. Which of the following best expresses the same idea as that given in the first sentence of the passage?

- A. Mr. Casaubon is justifiably proud of not being jealous or vindictive.
- B. Mr. Casaubon justified his actions to himself in a way that didn't make him seem jealous or vindictive.
- C. Mr. Casaubon was ashamed of his jealousy and vindictive toward those who pointed it out to him.
- D. Mr. Casaubon is afraid of his wife's jealousy and vindictiveness.

12. Mr. Casaubon feels that leaving his money to Dorothea in case of his death
- F. would be unfair to his children from a previous marriage.
 - G. would leave her vulnerable to fortune-hunters.
 - H. would be the right and proper thing to do.
 - J. would be fair because getting his money was the only reason that Dorothea married him in the first place.
13. Which of the following may you infer about the animosity of the man whom Mr. Casaubon fears is “standing by” to take Dorothea after Mr. Casaubon’s death (line 16)?
- A. He has never directly expressed any animosity toward Mr. Casaubon.
 - B. He has valid reasons for his animosity, which Mr. Casaubon is uneasily aware of.
 - C. His intentions toward Dorothea are not honorable.
 - D. He was a rival of Mr. Casaubon’s for Dorothea long ago.
14. In lines 8–45, you learn that Mr. Casaubon
- F. is afraid of the other man’s corrupting Dorothea.
 - G. has convinced himself that frustrating the other man is his responsibility.
 - H. hopes to avoid a confrontation with the other man.
 - J. is uneasily aware that Dorothea prefers the other man to him.
15. The sentence, “The arrangements made by Mr. Casaubon on his marriage left strong measures open to him . . .” emphasizes that
- A. Mr. Casaubon believed that Dorothea was marrying him only for his money.
 - B. Dorothea was unaware of Mr. Casaubon’s fears and neuroses.
 - C. Mr. Casaubon was a cautious man and may have had his concerns over Dorothea’s remarriage from the start.
 - D. Dorothea demanded that Mr. Casaubon divulge his arrangements to her before she agreed to marry him.
16. “. . . his mind inevitably dwelt so much on the probabilities of his own life that the longing to get the nearest possible calculation . . .” (lines 46–48). Which of the following expresses most nearly the same thought as in this quotation?
- F. He worried about his success at gambling and wanted advice from an outside expert.
 - G. He regretted his past actions and sought to find out what repercussions they may have.
 - H. He wondered how long he had left to live and wanted an estimate of his time remaining.
 - J. He was obsessed with himself and cared for no one else.
17. Which of the following attitudes best describes Lydgate’s feelings upon seeing Mr. Casaubon?
- A. confusion
 - B. embarrassment
 - C. self-pity
 - D. ebullience
18. You may infer which of the following was the author’s reason for describing the loveliness of the day (lines 63–68)?
- F. to show Lydgate’s tranquil frame of mind
 - G. to contrast the beauty of his surroundings with the unattractiveness and frailty of Mr. Casaubon
 - H. to foreshadow impending doom to Mr. Casaubon and his wife
 - J. to emphasize Mr. Casaubon’s wealth in comparison to his ill health
19. The author indicates that Lydgate’s comment (lines 83–85)
- A. was a professional pleasantry with which he always began a visit.
 - B. was intended to encourage Mr. Casaubon to discuss his illness.
 - C. was designed to make Mr. Casaubon conscious of his infirmity.
 - D. was made to end an awkward silence.
20. Which of the following most likely happens to the reader’s attitude toward Mr. Casaubon as he goes through this excerpt?
- F. It changes from contempt toward the man to pity for him.
 - G. It becomes progressively less tolerant of the man and more disgusted with his behavior.
 - H. It becomes indifferent, as the reader no longer cares what happens to Mr. Casaubon but focuses on Lydgate.
 - J. It becomes more understanding, finally seeing the reasons Dorothea married her husband.

Passage 3

Social Science. This passage is adapted from *How to Develop Self-Esteem in Your Child* by Dr. Bettie Youngs (copyright 1991 Bettie Youngs).

Line What is the work of childhood? Each stage of
a child's development presents its own set of
tasks and demands, all focused on gaining self-
knowledge: selfhood. The work of each stage is
(05) pretty well-defined.

Until the age of two, a child primarily views
himself as part of his mother (or father, if he is the
primary caretaker). Upon reaching two, he devel-
ops the ability to be aware that he is in reality sepa-
(10) rate from her. This situation presents him with the
task of establishing autonomy — separateness. The
two words that best describe his new-found self-
hood, that he is in fact a separate person, are no
and mine. Possession is the tool he uses to enforce
(15) that sense of separate self.

Having realized his separateness, the three-y-
ear-old goes on to master his environment. Mastery
plays an important role in his perception of self. It
influences his feelings of being capable or not capa-
(20) ble. His need for success in his endeavors at this
stage is crucial. He labors over each of his accom-
plishments. He is slow and methodical and takes
forever to do each task. Needing feedback to know
if he has been successful, he strives for recognition
(25) of these achievements. ("Watch me, Mommy! Watch
me, Mommy!") That he has something to offer nur-
tures his sense of competence and proves his value.

Parents are the name of the game for the five-
year-old. At this age, the mother is the center of the
(30) child's world. He not only wants to please her, but
he also wants to be near her, wants to talk with her,
wants to play with her, and wants to help her
around the house. The five-year-old's adoration of
his parents is unquestionably heartwarming. The
(35) result is almost totally parent-pleasing behavior. In
his determination to do everything just right, he'll
ask permission for the simplest thing, even when he
needn't; and he will then beam with pleasure when
the parent smiles and gives permission.

(40) Age six can be described as the stage of "me-
ness." Self-centeredness comes before other-
centeredness. While children were in the preschool

stage, they discovered that they were separate from
their parents, although they still kept their parents
as the center of their existence. At six, they must
shift the focus from their parents to themselves. (45)
They now place themselves at the center of their
world instead of parents or others. Although they
may appear to be excessively self-centered and
unconcerned with the needs and feelings of others, (50)
this is an important milestone in their develop-
ment. They are now ready to undertake the task
of being receptive to their own interests and
attempting to understand them.

At age 16, it is not uncommon for a child to
(55) experience feelings of being confused, embar-
rassed, guilty, awkward, inferior, ugly, and scared,
all in the same day. In fact, a teenager can swing
from being childish and petulant to being sedate, or
from acting rational to irrational, all in the same (60)
hour. It's a time of confusion and uncertainty. The
goal is to experience intimacy; he needs to belong.
This is a time of duality. The 16-year-old wants to be
with others, yet he wants to be alone; he needs his
friends, but he will sabotage them if they appear to (65)
outdo him; he'll root for a friend out loud, but he'll
secretly wish for his friend's failure. Age 16 is a time
when he wants total independence, but he is not
capable of it. He doesn't really want to live without
(70) his parents, although he believes that they are
roadblocks hindering his life.

The final stage of development in childhood is
establishing total independence. In changing from
being dependent on others to being self-dependent,
children confront some pretty big (and frightening) (75)
issues. They have three tasks. Their first task is to
determine vocation. A child needs to ask what he is
going to do with his life. Underlying this task is the
self-esteem need to be somebody, to experience
positive feelings of strength, power, and compe- (80)
tence. Second, he needs to establish values. The
goal is to sort out his own values and to decide
which ones to keep and which ones to discard.
Following this step is the only way that he can
develop integrity. Perhaps most striking is his need (85)
to establish a workable and meaningful philosophy
of life. Reevaluating his moral concepts will mean
searching for his own personal beliefs, complete
with facing religious, ethical, and value-laden ide- (90)
ologies. Developing personal convictions will be
influenced by his level of self-esteem, especially if a
conflict exists among what he believes, what his
family believes, and what his friends find accept-
able. Third, he needs to establish self-reliance.

21. The author's primary purpose in writing this passage is
- A. to show the importance of early childhood learning, which provides the foundation for life.
 - B. to analyze the causes behind low self-esteem in children.
 - C. to denounce child psychologists.
 - D. to discuss the various behaviors associated with the ages of children.
22. According to the author, the ultimate goal of children is
- F. recognition.
 - G. selfhood.
 - H. praise.
 - J. competence.
23. The author uses the comment "Watch me, Mommy! Watch me, Mommy!" to make the point that three-year-olds
- A. recognize they are individuals, separate from their parents.
 - B. do tasks in order to please their parents.
 - C. need outside acknowledgment of their accomplishments at a specific age of development.
 - D. are prone to repeating themselves.
24. Which of the following is another way of stating "Parents are the name of the game" (line 28)?
- F. Parents design games and activities to entertain and stimulate their children.
 - G. The names parents give their children determine their sense of self-worth.
 - H. Parental gamesmanship influences children's development.
 - J. Parents are of prime importance to their children.
25. You may infer from paragraph five that the author considers a lack of sensitivity in six-year-olds
- A. abnormal and rare.
 - B. unacceptable in adults, but cute in small children.
 - C. precocious; such egotism doesn't usually begin until the teenage years.
 - D. vital in order for children to recognize their separateness from their parents.
26. Which of the following phrases from paragraph six best expresses the idea of the paragraph?
- F. "The goal is to experience intimacy."
 - G. "This is a time of duality."
 - H. "Age 16 is a time when he wants total independence."
 - J. "He believes that [his parents] are road-blocks hindering his life."
27. As used in line 77, "vocation" means
- A. rest and relaxation.
 - B. geographical area.
 - C. romance.
 - D. career.
28. Which of the following does the author not mention as a factor in the development of convictions?
- I. educational level
 - II. age group
 - III. self-esteem
- F. I only
 - G. II only
 - H. II and III only
 - J. I, II, and III
29. Which of the following best describes the organization of the passage?
- A. from most-important to least-important concepts
 - B. from theories to proven facts
 - C. chronological
 - D. from beliefs to predictions
30. You may infer that all stages of childhood have as their ultimate goal
- F. fiscal security.
 - G. recognition.
 - H. independence.
 - J. parental respect.

Passage 4

Humanities

Line The months are familiar to everyone. Nearly
any small child can rattle off the twelve months of
the year. When students learn foreign languages,
one of the first exercises they practice is saying the
(05) names of the months. Despite all that familiarity,
however, one important piece of knowledge is still
missing: an explanation of how and why the names
of the months came into existence. Who decided on
the names? Were the months named after people?
(10) Did the months always have the same names
throughout history? The story of the months is a
fascinating one and deserves more attention.

Every month's name tells a story. January is
named after Janus, a Roman god who was depicted
(15) as having two faces, one looking forward and one
looking back. Janus is the Latin term for an arch or
gate (*janua* is door). The god Janus needed both of
his faces. As the guardian of doors or gateways, he
had to be vigilant for friends and foes coming from
(20) either direction. Of course, January is the first
month of the year, but it wasn't always so. Until
around 150 B.C., January was the eleventh month of
the year.

February is one of the few months not named
(25) after a person. February is a form of *februaire*, which
was the Latin word for "to purify." This month's
name came from the February 15 feast of purifica-
tion. On that feast day, people attempted to atone
for their sins and, by so doing, hoped to appease
(30) the gods sufficiently to ensure healthy children and
abundant crops in the next year.

March is named for Mars, whom many people
have read about as the god of war. Few people real-
ize that originally Mars was the god of springtime
(35) and new blossoms. Warriors would "take the winter
off" from fighting, resting while the weather was too
bad for battle. In the spring — around what we now
think of as March — battles would resume. From
this time line, Mars soon became more well-known
(40) as the god of war than of springtime.

Not every month's name has a definitive prove-
nance. Scholars debate the origins of the name of
April. Some writers and researchers claim that the
word is from the Latin term *aperire*, meaning to
(45) open. The buds of new plants opened at this time of
year. Other scholars believe the name April is per-
haps the namesake of the Greek goddess Aphrodite
(abbreviated to Aphro). Aphrodite and Ares —
whose Latin name was Mars — were a couple.
(50) Romantics prefer to think that as April follows
March, Venus/Aphrodite followed Mars.

May is also named after a goddess, Maika. She
was the goddess of plants. Because plants often
blossom in May, naming the month after the god-
dess has an indisputable logic. Not much else is
(55) known about Maika.

Not every month retained its original name over
the years. For example, July and August weren't
always known by those names. The original name
for July was *Quintilis*, "fifth month." (Previously,
(60) the Latin calendar began with what is now March.
Therefore, the month of July was originally the fifth
month: March, April, May, June, July.) August was
previously called *Sextilis*, "sixth month." Likewise,
September, October, November, and December were
(65) the seventh, eighth, ninth, and tenth months. (The
roots *sept*, *oct*, *nov*, and *dec* are common in many
other words we use today. A *septuagenarian* is a
person in his seventies; an *octogenarian* is a person
in his eighties, and so on.) How did July and August
(70) get their new names? When Julius Caesar was assas-
sinated, Mark Anthony ordered the Roman senate to
rename the fifth month, when Caesar was born, after
him. *Quintilis* became *Julius*, or *July*. Almost forty
years later, Julius Caesar's relative, Augustus Caesar,
(75) had August named after him. Augustus was born in
September but chose to give August his name
because that was the month in which he had made
several of his most important conquests.

The number of days in the months has changed
(80) throughout the years as well. It was a Roman super-
stition that even numbers were unlucky. Therefore,
all months in the Roman calendar had an odd
number of days, usually 31 or 29. Even the number
of days in the year has changed. In order to bring
(85) the Roman calendar back into sync with the solar
year, one memorable year, 46 B.C., actually con-
tained 445 days! The calendar of 365 days officially
began on January 1, 45 B.C. Even that, however, was
not sufficient to make the year balanced and equiv-
(90) alent with nature. To remedy the discrepancy, in
1582, Pope Gregory XIII stated that the day after
October 4 should be October 15!

Of course, not every year has exactly 365 days.
Some, known as leap years, have 366 days. A trivia
(95) question that many people believe they can answer
is, "When do leap years occur?" Most people
answer, "Every four years." They gloss over one
very important fact, however. Not every fourth year
is a leap year. The century years — 1600, 1700,
(100) 1800, 1900, and 2000 — are not leap years unless
they are evenly divisible by 400. For example, 1600
and 2000 are leap years, but 1700, 1800, and 1900
are not.

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31. As it is used in line 2, “rattle off” most nearly means
- A. shake until it drops off.
 - B. recite quickly.
 - C. eliminate.
 - D. upset.
32. The main purpose of the passage is
- F. to explain how the months got their names.
 - G. to show why there are twelve, not just ten, months.
 - H. to explain the role of superstition in the naming of the months.
 - J. to suggest new, alternate names for the months.
33. The passage states that Janus needed both of his faces for which of the following reasons?
- A. He was the caretaker of warriors in battle.
 - B. He was the god of the beginning of the year.
 - C. He had to look in both directions as the god of doors and gateways.
 - D. He had more days in his month than in the other months.
34. According to the passage, which of the following months was named for a feast?
- F. February
 - G. March
 - H. April
 - J. May
35. With which of the following statements would the author most likely agree?
- A. Many people have misconceptions about the origin of the name of March.
 - B. Many people believe that all the months are named after gods and goddesses.
 - C. Scholars agree on the origins of the names of the months.
 - D. The number of days in any month is determined by its lunar cycle.
36. As it is used in line 86, the expression “into sync” most nearly means
- F. within the receptacle
 - G. in line
 - H. politically correct
 - J. into the future
37. The passage discusses all of the following EXCEPT
- A. how July and August got their names
 - B. why July changed its name
 - C. how the calendar is balanced with the natural cycle
 - D. why Romans considered even numbers unlucky
38. Which of the following is the main idea of the seventh paragraph?
- F. Roman emperors had the power to change the calendar.
 - G. The Roman calendar was different from the calendar we have today.
 - H. Extra months were necessary to make the Roman calendar consistent with the calendars of the rest of the world.
 - J. The names of the months of the Roman calendar have changed over time.
39. The author of the passage states which of the following about leap years?
- I. They are every fourth year.
 - II. No century year is a leap year.
 - III. Century years are leap years if they are also millennium years.
- A. None
 - B. I only
 - C. II and III only
 - D. I, II, and III
40. In line 98, the author uses the phrase “gloss over” to mean
- F. polish
 - G. finish
 - H. ignore
 - J. shine

STOPDO NOT TURN THE PAGE UNTIL TOLD TO DO SO.
DO NOT RETURN TO A PREVIOUS TEST.