

FORM E

# The Nelson-Denny Reading Test

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**VOCABULARY**  
**COMPREHENSION**  
**READING RATE**

## PART I. VOCABULARY TEST

### DIRECTIONS TO STUDENTS

- A. Do not turn this page of the test booklet until directed to do so.
- B. Do not make marks of any kind on this test booklet.
- C. Part I, the Vocabulary Test, containing 100 items, is timed separately from Part II, Comprehension Test and Reading Rate. Work only on Part I during the 15 minutes allowed for it. Do not go on to Part II until told to do so.
- D. To make sure you know how to take the test, complete the three practice exercises below.

#### Practice Exercises

1. A *chef* works with:    A. bricks        B. music        C. clothes        D. food        E.  
statues.....

Which word best completes the opening statement? Yes, **food** is the best answer. Look at the first practice exercise answer row on the answer sheet to see how you are to mark your answer.

2. To *repair* is to :    A. destroy        B. finish        C. fix        D. work        E.  
show.....

Mark the space for the answer you think is correct. You should have marked space C, since **fix** is the correct answer.

3. *Mathematics* refers to:    A. letters        B. numbers        C. machines        D. plants  
E. stars.....

What is the letter of the best answer? Mark the space lettered the same as the answer you think is correct. You should have marked space B, **numbers** is the correct answer.

- E. Wait for the signal to turn this page.
- F. Now listen carefully to the examiner for further instructions.

**MAKE NO MARKS ON THIS TEST BOOKLET**

## VOCABULARY TEST

Page 1

1. *Plump* hands are: A. thin B. strong C. shapely D. chubby E. small
2. If you *object*, you: A. oppose B. approve C. throw out D. offer E. observe
3. To get *forgiveness* is to get: A. praised B. blamed C. scolded D. pardoned E. helped
4. To *probe* is to: A. search B. protect C. cure D. reason E. prevent
5. *Conning* means: A. caring B. tricking C. collecting D. helping E. writing
6. To *maltreat* is to: A. curse B. prescribe C. abuse D. pretend illness E. operate
7. A *brochure* is a: A. letter B. broken piece C. dialect D. sharp rod E. pamphlet
8. To *launch* is to: A. praise B. snack C. rinse D. anchor E. start
9. *Unique* means: A. good B. solid C. complete D. widely used E. one and only
10. *Corridors* are: A. passageways B. tunnels C. openings D. chambers E. glimpses
11. A *current* trend is: A. past B. expected C. decreasing D. present E. future
12. *Grotesque* shoes are: A. for dancing B. large C. ugly D. pointed E. strong
13. The art of *governing* refers to: A. ruling B. obeying C. taxing D. growing E. pleasing
14. A *metamorphosis* is a: A. severe phobia B. shock C. change D. photograph E. stark image
15. To *venture* is to: A. open B. watch C. write D. risk E. profit
16. *Economic* aid refers to: A. money B. information C. education D. farming E. culture
17. To *shuttle* is to go: A. up B. away C. back and forth D. aside E. astray
18. *Nonentity* means: A. not existing B. entire C. nonsense D. nucleus E. abnormal
19. A *trifle* is a: A. small article B. stone C. grant D. gift E. little trick
20. To *negotiate* terms is to: A. summarize B. break off C. ignore D. sign E. arrange
21. To *presume* is to: A. start B. presuppose C. request D. suggest E. repeat
22. *Misconstrued* means: A. misspelled B. misinterpreted C. misled D. hopeless E. bent
23. *Devastatingly* means: A. hopefully B. helplessly C. rightly D. destructively E. largely
24. *Validly* means: A. valiantly B. acceptably C. costly D. cleverly E. hopefully
25. *Discriminating* means: A. concluding B. finding C. disobeying D. discerning E. changing

Do not stop here. Turn to page 2

## VOCABULARY TEST (Cont.)

Page 2

26. A *granary* is a: A. cookie B. storehouse C. special school D. farmer's union E. small train
27. To *attain* success is to: A. describe it B. reach it C. buy it D. work toward it E. expect it
28. A nomadic group is: A. savage B. roving C. rural D. foreign E. small
29. Something *obscure* is: A. painful B. opaque C. clear D. hidden E. old
30. *Murkiness* is: A. lowness B. moisture C. quiet D. sincerity E. haziness
31. An adept performer is: A. active B. talkative C. changeable D. skilled E. happy
32. To *recoil* is to: A. lean forward B. fall back C. remember D. stretch E. continue
33. A *hacienda* is a: A. happy farewell B. haystack C. balcony D. country house E. kind of food
34. *Depicted* means: A. worn out B. settled C. lowered D. portrayed E. dependent on
35. *Inescapable* means: A. capable B. fearless C. hopeless D. tireless E. unavoidable
36. An *abhorred* idea is: A. clung to B. hated C. wondered at D. given up E. assumed
37. *Indomitable* means: A. ineffective B. undomesticated C. unconquerable D. studious E. industrious
38. *Anguish* refers to: A. hate B. joy C. excitement D. suffering E. disinterest
39. A *connoisseur* is: A. a nobleman B. an old-timer C. an expert D. a glutton E. a snob
40. To *emit* is to: A. confess B. send forth C. suggest D. enter E. die
41. A *compost* is a: A. fence B. fruit dish C. mixture D. stump E. column
42. Speaking *vaingloriously* is speaking: A. helpfully B. bravely C. boastfully D. sadly E. openly
43. A *titillating* movie is: A. depressing B. outstanding C. exciting D. comical E. tasteless
44. To *convey* is to: A. guide B. carry C. drive D. charge E. collect
45. If it is *obsolete*, it is: A. used B. not clear C. out-of-date D. obscene E. evident
46. *Encroachment* means: A. using B. developing C. invading D. ending E. lowering
47. If you are *crafty*, you are: A. sly B. crazy C. skillful D. cranky E. critical
48. An *inhibition* is a: A. habit B. failure C. connection D. dwelling E. restriction
49. If there is *pandemonium*, there is: A. rain B. money C. tumult D. revenge E. assistance
50. To *savor* is to: A. enjoy B. keep C. cure D. wash E. cook slowly

Do not stop here. Turn to page 3

51. An *imperative* decision is: A. improper B. urgent C. hopeless D. unnecessary E. constructive
52. *Donned* means: A. put on B. started C. taken off D. sat down E. sounded
53. *Discerned* means: A. disappeared B. perceived C. scowled D. heard E. soothed
54. A *vindictive* person is: A. hopeful B. strong C. mild-mannered D. practical E. spiteful
55. *Comatose* means: A. unconscious B. punctuated C. slow D. free-flowing E. hostile
56. A *credo* is a: A. small opening B. clue C. ridge D. statement of belief E. tall plume
57. *Aeon's* are: A. years B. aches C. endeavors D. ages E. seeds
58. To *degrade* is to: A. debase B. deliver C. bulldoze D. evaluate E. suspect
59. *Maxims* are: A. crowds B. minutes C. essays D. gadgets E. sayings
60. An *impending* crisis is: A. severe B. unexpected C. personal D. approaching E. obvious
61. *Facets* refer to: A. causes B. groups C. aspects D. truths E. skills
62. To *reiterate* is to: A. repeat B. reject C. trace D. destroy E. write
63. To play *havoc* is to: A. fight B. aid C. ruin D. shelter E. acquire
64. *Impeccable* means: A. immovable B. imminent C. subtle D. flawless E. authoritative
65. *Ineptness* means: A. awkwardness B. strangeness C. wildness D. vagueness E. willingness
66. To *trudge* is to: A. plod B. hasten C. loiter D. plunge E. walk
67. *Malleability* refers to: A. brittleness B. smallness C. density D. evenness E. pliability
68. A *palatable* dish is: A. large B. smooth C. tasty D. bland E. helpful
69. A *simpleton* is: A. self-conscious B. strange C. crazy D. silly E. sympathetic
70. To *impair* is to: A. match B. fix C. practice D. injure E. improve
71. *Adversity* is: A. faith B. progress C. worry D. misfortune E. capability
72. *Provocation* refers to: A. training B. stimulation C. lying D. occupation E. opening
73. A *terse* statement is: A. wordy B. awkward C. spicy D. short E. legal
74. To *stymie* is to: A. by-pass B. accelerate C. obstruct D. strike E. fail
75. *Unduly* means: A. shortly B. lively C. wavy D. excessively E. moderately

Do not stop here. Turn to page 4.

### VOCABULARY TEST (CONT.)

Page 4

76. A *melancholy* individual is: A. sad B. sick C. playful D. tender E. sentimental
77. To *succumb* is to: A. help B. prosper C. search D. sue E. yield
78. *Fluted* means: A. grooved B. perforated C. inserted D. excited E. flourished
79. A *dour* official is: A. ancient B. sick C. clever D. distrustful E. ill-tempered
80. *Ire* refers to: A. irritation B. anger C. pain D. faults E. suggestions
81. To *conjure* is to: A. join B. call up C. heal D. plot E. judge
82. A *congenial* person is considered: A. agreeable B. knowledgeable C. well-born D. talkative E. quiet
83. To be *impeded* is to be: A. hurried B. tormented C. accused D. improved E. hindered
84. *Kindred* spirits are: A. kind B. strange C. alike D. young E. unusual
85. A *mire* is a: A. small mirror B. farm C. sharp glance D. bog E. breed of cat
86. To be *disparaging* is to be: A. self-seeking B. controlling C. displaying D. quieting E. belittling
87. *Invariably* means: A. irregularly B. always C. seldom D. usually E. frequently
88. *Expository* material is: A. descriptive B. practical C. theoretical D. lengthy E. explanatory
89. *Lucrative* means: A. brilliant B. practical C. profitable D. established E. inventive
90. To *derogate* is to: A. open B. depend C. support D. detract E. tranquilize
91. *Autonomy* means: A. technical perfection B. independence C. motor-driven D. composite E. welfare
92. An *incisive* comment is: A. questioning B. harsh C. unclear D. ordinary E. penetrating
93. An *unprecedented* move is: A. unexampled B. uncertain C. inexact D. customary E. pressured
94. *Squalid* suggests something: A. irregular B. flat C. square D. soft E. filthy
95. To be *inundated* is to be: A. washed B. occupied C. touched D. flooded E. discovered
96. To sit *pensively* is to sit: A. quietly B. tiredly C. thoughtfully D. restlessly E. stiffly
97. *Tenets* are: A. doctrines B. renters C. occupants D. lawyers E. structures
98. *Veritably* means: A. absolutely B. verbally C. similarly D. hopefully E. truly
99. An *imminent* change is: A. important B. impending C. timely D. uncertain E. drastic
100. *Condiments* are: A. conditions B. shelters C. habits D. contracts E. seasonings

### STOP

You have completed the Vocabulary Test. You may recheck your work if time permits.

Do not go on to Part II until you are told to do so.

## PART I I. COMPREHENSION TEST AND READING RATE

### DIRECTIONS TO STUDENTS

- A. Do not turn this page of the test booklet until directed to do so.
- B. There are eight reading passages in the Comprehension Test. Read completely through a passage; then answer the questions following that passage. You may look back at the material you have read, but do not puzzle too long over any one question. When you have completed the questions for one passage, go immediately to the next one. Continue working until you have answered all of the questions or until you are told to stop.
- C. You will have 20 minutes to work on this part of the test. The first minute will be used to determine your Reading Rate. The examiner will call "Mark" when one minute has elapsed. At that time you are to record on your answer sheet the number printed to the right of the line you are reading. If, as in the example below, you were reading the line with the number 076 printed next to it, you would record that number in the appropriate place on your answer sheet.

#### Sample Reading Selection

One of the most important jobs of the priests in Babylonia and in Egypt	008
was watching the sun and the moon. These ancient astronomers	021
regularly observed the visible heavenly bodies in their daily movements	029
across the sky. Both of these groups had written languages by 3500 B.C.	041
and they very carefully recorded the actions of these "gods." They were	053
especially interested in eclipses, which they interpreted as one <u>god</u>	064
devouring the other. We owe much to these scientists of the past for their	076
careful observations and accurate record keeping.	088

- D. Wait for the signal to turn this page.
- E. Now listen carefully to the examiner for further instructions.

MAKE NO MARKS ON THIS TEST BOOKLET

## COMPREHENSION TEST

### PASSAGE ONE

A few had been wise enough to see a fine poet in Browning, and	007
Elizabeth Barrett was one of them. The young man with the lemon-	020
colored gloves and long dark hair and high-strung, restless manner who	033
had visited her in 1846 had been moved to write to her because she had	046
praised his poetry. She found the man even more to her liking than the	060
verse, and it was not so very long- only the time between May, <u>1845,</u>	075
and September, 1846- before Robert Browning had stolen the poetess	086
from the dour father who guarded her like a dragon (never wanting her to	098
marry any man), and taken her with him to Italy and a new life.	112
One morning, soon after their marriage, Elizabeth Browning thrust a	125
manuscript into her husband's pocket, and then ran upstairs in a swift	134
confusion to her room. It was a sonnet sequence on their love written	149
during the time of their courtship and love letters. Mrs. Browning never	161
intended these poems to be published, but her poet-husband promptly	172
declared that they must be. He suggested calling them <i>Sonnets from the</i>	184
<i>Portuguese</i> – a title which might hide the fact that they were personal.	195
They were in his mind "the finest sonnets written in our language since	209
<u>Shakespeare's"</u>	215
Browning's opinion of <i>Sonnets from the Portuguese</i> was hardly more	220
flattering to his wife than his opinion of most of her poetry. He thought	232
her a better poet than he was, and the world at the time agreed with	247
him. He called her his "moon of poets," as she considered him her sun.	262
She was pure singer with a lovely lyrical tenderness, the best poet of	272
her sex since Sappho. Her <i>Sonnets</i> , in their autobiographical candor, in	288
their fine restraint and fullness, reveal a woman's secret soul as had no	299
other poetry in our literature up to that time. Her lyrical mastery shines	314
in many passages of her writings.	325
Italy was a kind of promised land for Elizabeth Browning. Living in	332
Florence or in little villages in the summers, she drank in the sun of the	345
south and warmth of her husband's love, and blossomed in a life of	358
precarious happiness for fifteen years. In Italy she found friends, most	370



of them cultured Americans. Hawthorne saw the Brownings there; the 381  
 New England thinker and essayist Margaret Fuller visited them. The 391  
 painter Story came, and the young sculptress Harriet Hosmer. One 402  
 caller records that Robert Browning was “simple, natural, and playful,” 411  
 and that Mrs. Browning was all “genius and sensibility.” 423

Daytimes Browning walked forth with Elizabeth’s little dog Flush, but 429  
 he seldom could be lured from his home evenings. One privileged 442  
 intruder, coming frequently at night to join the poets over hot chestnuts 451  
 and mulled wine, found talk good and laughter plentiful. During the third 465  
 year of their stay in Italy, a son, Robert Weidemann Browning, was 479  
 born. 483

But through this happy life a strain of dark foreboding began to creep. 490  
 Elizabeth Browning’s father died unrelenting in his disapproval of her 501  
 marriage, refusing to see her or to allow any of his family to see her. A 514  
 dearly loved sister died and left three children all younger than her own 529  
 boy. She drooped and pined a little and Browning shielded her from 542  
 ordinary visitors. She had a sudden and alarming attack of sickness but 553  
 was not considered in any danger. One night, soon after, she awoke from 566  
 a troubled sleep and, apparently with no idea that she was about to leave 578  
 him, spoke in the tenderest fashion of her love for him, and in his arms, 593  
 her head drooped as through in a faint, but it was the end. 609

Profound and lasting was Browning’s grief. “Looking back,” he said, 619  
 “I see that we have been all the time walking over a torrent on a straw.” 633

1. Flush was the name of the Brownings.
  - A. cat.
  - B. dog.
  - C. canary.
  - D. turtle.
  - E. thrush.
2. At night the Brownings often enjoyed.
  - A. hot chestnuts.
  - B. a tart with clotted cream.
  - C. strawberries and cream.
  - D. café au lait.
  - E. cheese souffle.

3. The Brownings saw
  - A. Coleridge.
  - B. Byron.
  - C. Walt Whitman.
  - D. Poe.
  - E. Hawthorne.
4. Browning wrote to Mis Barrett because she had
  - A. invited him to visit.
  - B. written him for advice.
  - C. praised his poetry.
  - D. sent him one of her own poems.
  - E. sent a friend to meet him
5. The authors of this passage place most attention on the Brownings'
  - A. literary efforts.
  - B. personal relationship.
  - C. social contacts.
  - D. problems.
  - E. early meeting.
6. What best describes the Browning early days abroad?
  - A. Travel
  - B. Relaxation
  - C. Creative activity
  - D. Intellectual stimulation
  - E. Happiness
7. You would assume that Browning
  - A. found it easy to see Elizabeth
  - B. carefully avoided Mr. Barrett.
  - C. begged Mr. Barrett's consent marry.
  - D. understood Mr. Barrett.
  - E. got Elizabeth to ask her father consent.
8. In the "torrent on a straw" quotation the word straw probably refers to
  - A. the frailty of life.
  - B. weakness of character.
  - C. sorrow.
  - D. happiness.
  - E. the fleeting nature of fame.

## COMPREEHNSION TEST (Cont.)

### PASSAGE TWO

*Marketing* is the performance of those business activities that direct the flow of goods and services from producer to consumer or user. Marketing is the connecting link between the producer and the consumer or user. The marketing system brings production and consumption together.

Approximately one in every six gainfully employed persons is engaged directly in wholesaling or retailing activities. This ratio does not take into account other persons who are serving marketing through transportation, communication, and office jobs.

Marketing provides opportunities for many kinds of jobs requiring a wide range of skills and abilities. Although we naturally think of selling as being the primary occupation in marketing, there are opportunities in management, advertising, market and product research, and buying.

The economic well-being of our country is determined largely by productivity, consumption, and employment. The efficiency of the marketing process affects all three. If marketing stimulates demand, people will consume goods at at a high rate. High consumption requires high productivity to meet the wants of people, and high productivity and high-level activity in marketing combined result in high employment. Indirectly, marketing is a key to a high level of economic living for the people.

9. Our economic well-being is determined largely by how many factors?

- A. One
- B. Two
- C. Three
- D. Four
- E. Five

10. One major factor mentioned as affecting our economic well-being was

- A. high wages.
- B. low interest rates.
- C. technology.
- D. employment.
- E. foreign trade

11. The purpose of this passage is to

- A. persuade.
- B. guide.
- C. evaluate.
- D. inform.
- E. interest.

12. The chief emphasis is on

- A. defining marketing.
- B. principles of marketing.
- C. opportunities in marketing.
- D. kinds of jobs in marketing.
- E. the economic significance of marketing.

Do not stop here. turn to the next page.

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## COMPREHENSION TEST (Cont.)

### PASSAGE THREE

Atomic energy is the energy that holds the nucleus of an atom together.

The sun's energy is believed to originate from atomic reactions in which nuclei of helium are built up from nuclei of hydrogen. It has been found that the mass of an atomic nucleus is less than the total mass of the separate particles that make it up. The reason is that when a nucleus forms, part of the mass of the component particles is changed into energy, which is then radiated away. The quantity of energy released in reactions of this kind is almost inconceivably greater than the quantity released by any other type of reaction involving similar quantities of material. Every second, the sun sends into space a million times as much energy as it is stored in al of our coal, petroleum, and natural gas fields. If we could duplicate the method by which this energy is released, we could revolutionize the world. And the possibility of doing just this is no more fantastic today than the concept of an atomic bomb was in 1900. The time may come when the hydrogen from a cubic mile of sea water will provide enough energy to satisfy our needs at the 1960 rate for 300 centuries.

13. How much sea water was mentioned?

- A. One ton
- B. A cubic acre
- C. A cubic mile
- D. A thousand gallons
- E. A hundred tons

14. The quantity of energy released in an atomic reaction is spoken of as how much greater than with other types of reactions?

- A. Far greater
- B. Unbelievably greater
- C. A thousand times greater
- D. Inconceivably greater
- E. Tremendously greater

15. The primary focus is on

- A. how energy is released.
- B. where energy is found.
- C. the energy from atomic reactions.
- D. what happens in an atomic explosion.
- E. the energy present in sunshine.

16. This passage is best described as

- A. objective.
- B. skeptical.
- C. cautious.
- D. conservative.
- E. optimistic.

Do not stop here. Turn to the next page.

## COMPREHENSION TEST(Cont.)

### PASSAGE FOUR

Even most skeptics, because they seem to share the hope that there is life on Mars, try hard not to discount the possibility. But it was a comedown in the mid-190's when scientists involved in the Mars exploration studied photos taken by some of the early Mariener space flights. No canals. No seas. No busy Martian engineers. No menacing warlike Martians as huge as skyscrapers. Just mountains, craters, cold winds, and dust storms. It was almost as if scouts for Columbus has returned to Isabella's court with the news that the work had turned out to be flat after all.

Hopeful astronomers reminded us that the Mariner IV had photographed a mere one percent of the Martian surface from 2,00 miles away. And they pointed out that the Earth-orbiting Tiros weather satellite shot over 20,000 pictures before uncovering any evidence of life on Earth. But still, public enthusiasm for Martian exploration wilted.

By the time Viking I touched down on the Plain of Chryse in August, few seemed to care at all. J. Richard Keefe, one of the Viking scientists, declared himself "disgusted" at what he called the "blase... apathetic" public response and the skimpy television coverage of what was certainly one of the magnificent scientific and technical accomplishments in human history.

17. One weather satellite was named

- A. Latos.
- B. Tiros.
- C. Prometheus.
- D. Sonar.
- E. Satelos.

18. One of the Mariners photographed how much of the surface of Mars?

- A. One percent
- B. Two percent
- C. Three percent
- D. Four percent
- E. Five percent

19. Interest in Mars diminished largely because

- A. no Martians were found
- B. the TV coverage was poor
- C. the photos were all black and white
- D. nothing was brought back to earth
- E. the media did not appreciate the accomplishment

20. Mention of the flat world was used to point up

- A. the flatness of Mars.
- B. the lack of canals.
- C. the lack of seas
- D. the lack of Martians.
- E. the lack of mountains.

Do not stop here. Turn to the next page.

### COMPREHENSION TEST (Cont.)

#### PASSAGE FIVE

Fungi give cheese the flavor, odor, and character so highly prized by the gourmet. One such mold was first found in caves near the French village of Roquefort. Legend has it that a peasant boy left his lunch, a mild fresh piece of goat cheese, in one of these caves and on returning found it marbled, tart, and redolent. Only cheeses from the area around these particular caves are permitted to bear the name of Roquefort.

As early as the seventeenth century, ergot, the fungus of rye, was used to facilitate childbirth. One of its effects is the contraction of the involuntary muscles, particularly of the uterus. In the twentieth century, ergot has once more attracted interest as the source of the chemical from which the hallucinogenic drug LSD is derived. Most of the modern antibiotics are produced by fungi. The first of these was discovered by Alexander Fleming, who noted that a mold of the genus *Penicillium* which had contaminated a culture of *staphylococcus* growing on a nutrient agar plate had completely halted the growth of the bacteria. Antibiotics, of which many hundreds have now been discovered, are substances produced by a living organism that injure another living organism.

21. A fungus was used as medicine as early as what century?

- A. Sixteenth
- B. Seventeenth
- C. Eighteenth
- D. Nineteenth
- E. Twentieth

22. How many antibiotics have been discovered?

- A. Ninety-six
- B. Many hundreds
- C. Thousands
- D. Millions
- E. An unspecified number

23. This passage is mainly about

- A. ergot.
- B. drugs.
- C. fungi.
- D. antibiotics.
- E. cheese.

24. LSD is specifically mentioned to show that ergot

- A. needs to be further controlled.
- B. needs further research
- C. has medicinal value
- D. is of current interest.
- E. is dangerous.

**Do not stop here. Turn to the next page.**

## COMPREHENSION TEST (Cont.)

### PASSAGE SIX

Local governments were first governments. The primitive tribes that chose the strongest man to be its chief and the oldest men to form a council was establishing local government. It was seeking a better, safer life.

In the same way, the first English settlers who landed at Jamestown, Virginia, in 1607 soon realized that they needed rules and leaders. At first, the settlers at Jamestown had to look out for themselves. They searched for gold, and had to find their own food and provide their own shelter. As food supplies began to run low, and as the colonists faced hunger and disease they saw that they needed to work together if the colony was to survive. The colonists formed a council to make laws for the colony. They chose Captain John Smith as president of the council to see that the laws were carried out. This government at Jamestown was the first local government in America.

Today, local government is still the first and most important government in our lives. It protects our lives, our safety, and our homes, and it helps to keep our environment clean. Local government provides us with schools, libraries, and other important services.

25. The first colonial government was

- A. tribal.
- B. city.
- C. county.
- D. local.
- E. federal.

26. The Jamestown colonists formed a government because of

- A. pride.
- B. greed.
- C. necessity.
- D. togetherness.
- E. public spirit.

27. The best title for this selection would be

- A. John Smith
- B. The First Government.
- C. Jamestown.
- D. Local Government.
- E. American Government.

28. The overall goal of local government seems to be public

- A. regulation.
- B. wealth.
- C. growth.
- D. welfare.
- E. protection.

Do not stop here. Turn to the next page.

## COMPREHENSION TEST (Cont.)

### PASSAGE SEVEN

Once in a while you will hear about an artist who was recognized as a master during his own lifetime but who was then almost forgotten soon after his death. A good example is painter Domenicos Theotocopoulos, known because of his Greek ancestry as El Greco. After pursuing his early career in Italy, El Greco settled in the Spanish city of Toledo, where he prospered for the rest of his life. But after his death history forgot El Greco for nearly three hundred years, until he was rediscovered by artists and critics of the twentieth century. The power of El Greco's intensely emotional style can be felt most strongly in his later canvases, such as the famous *View of Toledo* which he painted in 1610, only a few years before his death. One notices in this strange landscape how the eerie, silvery buildings take on ghostlike stillness next to the explosive light of the sky and the writhing forms of the countryside below.

Curiously enough, another important artist of about this same time was scorned even by many of his own contemporaries. This artist was Caravaggio, a self-taught painter who had come to Rome around 1590 from a small town in Lombardy. Caravaggio's critics complained that he treated exalted religious subjects in a low, vulgar style, because he included in his paintings, the faces and figures of common people from the streets. By using stark contrasts of light and shadow, Caravaggio managed to conjure up unforgettable scenes of dramatic realism.

29. In his paintings, Caravaggio included

- A. common people
- B. strange landscapes.
- C. errie, silvery buildings.
- D. ghosts.
- E. corpses.

30. El Greco pursued his early career in

- A. Italy.
- B. Greece.
- C. Lombardy.
- D. Rome.
- E. Toledo.

31. Apparently a major technique of Caravaggio's was

- A. using exalted religious subjects.
- B. using stark contrasts.
- C. using cadavers.
- D. using ghostlike stillness.
- E. None of the above

32. The principal idea discussed in this passage concern

- A. El Greco.
- B. Caravaggio.
- C. contemporary approval of artists.
- D. the travels of painters.
- E. the prosperity of artists.

Do not stop here. Turn to the next page.



## COMPREHENSION TEST (Cont.)

### PASSAGE EIGHT

The key to the design called experimental is *random* assignment of subjects to conditions. By random assignment we insure against the influence on the results of some extraneous variable that is tied to or correlated with the variable under investigation. By contrast with experimental designs, correlational designs allow subjects, in a sense, to assign themselves to conditions. Thus, in the cancer studies as they have been done, only people who are four-pack-a-day smokers – *by their own "choice"* – get into a four-pack-a-day condition. What-ever the factors are that contribute to a person's being heavy smoker surely must also make him different from the typical nonsmoker in other ways. Hence the ambiguity of interpretation in correlational designs, and hence the virtue of experimental designs. In the latter case, if assignment to conditions is truly random then prevailing differences among individual subjects cannot *systematically* confound the results. Put another way, the experimenter has under his control all the variables that can influence the results. Whether he can exactly identify these variables is another question. Thus, experimental designs do not yield entirely unambiguous results, merely results that are less ambiguous than those associated with correlational designs.

33. Specific mention is made of

- A. psychogenesis.
- B. psychodynamics.
- C. psychobiology.
- D. psychotherapy.
- E. None of the above

34. How many research design patterns were discussed?

- A. One only
- B. Two
- C. Three
- D. Four
- E. Five

35. As used in this passage, the phrase *put another way* means

- A. rephrasing.
- B. enumeration.
- C. using details.
- D. reasoning.
- E. illustration.

36. In this passage the authors imply that heavy smoking is probably caused by

- A. tension.
- B. nervousness.
- C. habit.
- D. social pressure.
- E. All of the above and more.

STOP

**NELSON DENNY**  
**FORM E**  
**VOCABULARY PRACTICE**  
**ANSWERS**

- |       |       |        |
|-------|-------|--------|
| 1. D  | 34. D | 67. E  |
| 2. A  | 35. E | 68. C  |
| 3. D  | 36. B | 69. D  |
| 4. A  | 37. C | 70. D  |
| 5. B  | 38. D | 71. D  |
| 6. C  | 39. C | 72. B  |
| 7. E  | 40. B | 73. D  |
| 8. E  | 41. C | 74. C  |
| 9. E  | 42. C | 75. D  |
| 10. A | 43. C | 76. A  |
| 11. D | 44. B | 77. E  |
| 12. C | 45. C | 78. A  |
| 13. A | 46. C | 79. E  |
| 14. C | 47. A | 80. B  |
| 15. D | 48. E | 81. B  |
| 16. A | 49. C | 82. A  |
| 17. C | 50. A | 83. E  |
| 18. A | 51. B | 84. C  |
| 19. A | 52. A | 85. D  |
| 20. E | 53. B | 86. E  |
| 21. B | 54. E | 87. B  |
| 22. B | 55. A | 88. E  |
| 23. D | 56. D | 89. C  |
| 24. B | 57. D | 90. D  |
| 25. D | 58. A | 91. B  |
| 26. B | 59. E | 92. E  |
| 27. B | 60. D | 93. A  |
| 28. B | 61. C | 94. E  |
| 29. D | 62. A | 95. D  |
| 30. E | 63. C | 96. C  |
| 31. D | 64. D | 97. A  |
| 32. B | 65. A | 98. E  |
| 33. D | 66. A | 99. B  |
|       |       | 100. E |

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**NELSON-DENNY**

**FORM E**

**COMPREHENSION PRACTICE ANSWERS**

1. B
2. A
3. E
4. C
5. B
6. E
7. B
8. A
9. C
10. D
11. D
12. E
13. C
14. D
15. C
16. E
17. B
18. A
19. A
20. D
21. B
22. B
23. C
24. D
25. D
26. C
27. D
28. D
29. A
30. A
31. B
32. C
33. E
34. B
35. A
36. E