



PRACTICE TEST

Reading Subtest (091)

VA-PT-FLD091-01

VIRGINIA DEPARTMENT OF EDUCATION

EVALUATION SYSTEMS

National Evaluation Systems is now the Evaluation Systems group of Pearson.



Table of Contents

GETTING STARTED	1
Reviewing the Test Content	1
Taking the Practice Test	1
MULTIPLE-CHOICE QUESTION SET	2
Multiple-Choice Answer Sheet	2
Multiple-Choice Questions	3
EVALUATING YOUR PERFORMANCE.....	27
Answer Key	28
Results Worksheet	29



Readers should be advised that this practice test, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2008 Pearson Education Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Virginia Communication and Literacy Assessment, VCLA, and the Virginia Communication and Literacy Assessment logo are trademarks, in the U.S. and/or other countries, of Pearson Education Inc. or its affiliate(s).

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education Inc. or its affiliate(s).



GETTING STARTED

The Virginia Communication and Literacy Assessment® (VCLA™) is composed of two subtests—a reading subtest and a writing subtest. This document provides a full-length sample VCLA reading subtest consisting of 40 multiple-choice questions.

A practice test for the writing subtest is also available; see the VCLA Web site at www.va.nesinc.com.

◆ Reviewing the Test Content

The content of each VCLA subtest is documented in the test blueprint, which consists of a set of test objectives. The content of the VCLA reading subtest is defined by the objectives in the "Subtest I—Reading Comprehension and Analysis" section of the test blueprint.

The test blueprint for the VCLA is available on the VCLA Web site at www.va.nesinc.com.

◆ Taking the Practice Test

To take the practice test, follow these steps:

- Read each multiple-choice question carefully and choose the ONE best answer out of the four answer choices provided.
- Record your answer to each question on the Multiple-Choice Answer Sheet provided.
- Follow the instructions in "Evaluating Your Performance" to score your test and evaluate and interpret your results.

You may wish to monitor how long it takes you to complete the practice test. When taking the actual VCLA, you will have a four-hour test session. Keep in mind that if you are taking both VCLA subtests at one administration, you will be assigned to complete both subtests during one four-hour test session. If you are taking only one subtest, you will have the full four-hour test session to complete the subtest.



MULTIPLE-CHOICE QUESTION SET

◆ Multiple-Choice Answer Sheet

Use the space provided below to record your responses to the multiple-choice questions that follow.

Question Number	Your Response
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Question Number	Your Response
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	

◆ Multiple-Choice Questions

Use the passage below to answer the five questions that follow.

Bollywood

- 1 When asked to name the film capital of the world, most Americans would unhesitatingly answer, "Hollywood, California!" However, there is another city that has long exceeded Hollywood in terms of annual output. Mumbai, India, is a South Asian motion picture center known as "Bollywood" that produces almost 1,000 films a year in twenty different languages.
- 2 The structure and style of Bollywood films reflect a belief that movies should provide audiences with a complete entertainment experience. Generally three to four hours long, Bollywood pictures often have a fifteen-to-twenty minute intermission for viewers to purchase concessions and to discuss what they have been watching. Rather than adhere to a single genre, many of these films are called *masala* movies. *Masala* is a Hindi word for a spice mixture, and the typical *masala* film borrows elements from family dramas, love stories, action adventures, comedies, sports features, and, of course, musicals. No Bollywood picture would be complete without a handful of extravagantly staged musical numbers in which characters express their feelings through song and dance.
- 3 The Bollywood style first emerged during the early 1930s. With the introduction of sound in motion pictures, singing and dancing quickly became an integral part of Indian movies. Although filmmakers initially had difficulty locating actors who could sing, the adoption of "playback singing" in 1935 solved the problem. This innovation allowed actors to lip-synch songs recorded in advance of filming. A small group of Indian vocalists dominated playback singing for many years, recording thousands of songs and rising to the status of national celebrities.
- 4 By 1940, the Indian film industry had come into its own, with domestic productions accounting for 90 percent of the movies in Indian theaters. This paved the way for the creative advances of the 1950s and 1960s, a period that is now considered the "golden age" of Indian cinema and that strongly shaped the Bollywood cinema of today. It was during this era that movies began using songs and dialogue to promote Indian national identity, an emphasis that has continued to the present. Another "golden age" influence can be seen in the names of leading actors. Bollywood is a family business, and many of today's stars are related to idols of the past. It is not uncommon for two or three generations of actors to appear in a movie that is directed by yet another member of the family.
- 5 In the past decade, the audience for Bollywood movies has expanded considerably. Long confined largely to South Asian and Middle Eastern theaters, these films are now being screened all over the world. There are also signs that the gap between Bollywood

and Hollywood may be shrinking. Since the mid-1990s, budgets for Bollywood films have been steadily increasing as a consequence of actors' rising salaries and improved production values. Although this puts pressure on filmmakers to produce blockbusters to recoup investments, lovers of Bollywood need not

worry about the pictures losing any of the elements that make them unique. Recent big-budget releases have boasted more singing, more dancing, more extravagant shooting locations, and more of everything else that makes Bollywood a true *masala* feast.



1. Which of the following is the best ***synonym*** for the word screened as it is used in the fifth paragraph of the passage?
 - A. watched
 - B. shown
 - C. produced
 - D. shipped
2. Which of the following best describes the author's main purpose in this passage?
 - A. to demonstrate the superior quality of Indian films
 - B. to analyze the Indian star system
 - C. to describe the evolution of Indian filmmaking
 - D. to defend the Indian film industry
3. Information presented in the passage best supports which of the following conclusions?
 - A. Most Bollywood movies address important contemporary issues.
 - B. There is a larger global market for Bollywood films than for Hollywood movies.
 - C. Bollywood actors now earn more than their Hollywood counterparts.
 - D. Bollywood films have helped influence the development of Indian national culture.

4. Which of the following statements from the passage best represents the author's attitude toward Bollywood films?
- A. Mumbai, India, is a South Asian motion picture center known as "Bollywood" that produces almost 1,000 films a year in twenty different languages.
 - B. No Bollywood picture would be complete without a handful of extravagantly staged musical numbers in which characters express their feelings through song and dance.
 - C. Bollywood is a family business, and many of today's stars are related to idols of the past. It is not uncommon for two or three generations of actors to appear in a movie that is directed by yet another member of the family.
 - D. Recent big-budget releases have boasted more singing, more dancing, more extravagant shooting locations, and more of everything else that makes Bollywood a true *masala* feast.
5. Which of the following best represents the organization of the major topics addressed in the passage?
- A.
 - The structure and style of Bollywood films
 - Major developments in the Indian film industry, 1930–1970
 - Recent advances in the distribution and production of Bollywood films
 - B.
 - The number of Bollywood films produced each year
 - A description of *masala* movies
 - The "golden age" of Indian cinema
 - C.
 - Reasons why Bollywood films are usually three to four hours long
 - The introduction of "playback singing" in Indian cinema
 - Dominance of the Indian film industry by a small group of families
 - D.
 - A comparison of Hollywood and Bollywood
 - The significance of dance and song in Bollywood productions
 - Rising production costs in the Indian film industry

Use the passage below to answer the five questions that follow.

Kosher Food

- 1 Moving to an unfamiliar country is an experience that requires a great deal of courage and resourcefulness. As part of the adjustment process, immigrants often go to great lengths to preserve aspects of their home culture. This is not always easy. Something as simple as preparing a favorite family recipe can become a monumental task: a crucial ingredient may be unavailable, the altitude may affect how quickly the dough rises, or local spices may possess slightly different flavors than those customarily used. Early Jewish immigrants to the United States faced greater difficulties than most in this regard. In addition to being in an unfamiliar environment, they had to balance their strict dietary laws with the foods and lifestyles of their new country.
- 2 Originally taken from the Hebrew Bible, Jewish dietary laws dictate how to select, prepare, and consume food to ensure that it is *kosher* (i.e., acceptable for eating). Although the laws permit almost all fruits and vegetables, meat and animal products are much more strictly regulated. Only those fish that have both fins and scales (i.e., not shellfish), certain birds, and mammals that chew the cud and have cloven feet are acceptable (e.g., not pigs). Additional rules govern the slaughter of animals and the preparation of their meat. Because the Hebrew Bible states that a young animal should never be cooked in its mother's milk, meat and dairy products are always cooked and eaten separately.
- 3 Early Jewish settlers in the United States often had great difficulty finding food that met kosher standards. Meat, in particular, was extremely scarce. By the time a wider variety of foods became readily accessible, many settlers had begun making adjustments to their traditional lifestyles. As these small shifts in practice gradually accumulated, a less rigid form of Judaism was born. Led by Rabbi Isaac Mayer Wise, Reform Judaism called for changes in the dietary laws and other traditions that were not practical for American Jews. Although most Jews retained some aspects of a kosher diet, the reforms broadened the range of acceptable diets and cooking styles.
- 4 It was not until the late 1920s that kosher food products finally became available commercially. The first major breakthrough occurred when Joshua Epstein, an advertising executive and Orthodox Jew, convinced the Heinz Company to begin manufacturing vegetarian baked beans. Epstein also worked with the Union of Orthodox Jewish Congregations of America to create a symbol that could be used to certify foods as kosher. As companies increased their output of kosher foods, Jewish consumers soon learned to recognize the discreet Orthodox Union symbol on packaging. Today, the Orthodox Union trademark appears on thousands of products and remains the most widely recognized symbol of kosher certification in the world.
- 5 There is little question that a kosher diet is much easier to maintain today than it was a hundred years ago. The number of kosher foods on the market has never been greater, and new products are regularly being introduced. Whereas the difficulty of keeping traditional dietary laws once contributed to

the emergence of the Reform movement, today the opposite is occurring. A substantial number of nonobservant Jews have returned to the Orthodox faith, embracing all of the dietary strictures once honored by their

ancestors. Thus, at long last, one of the challenging cultural transitions undertaken by the nation's earliest Jewish settlers has come full circle.



6. Which of the following best defines the word strictures as it is used in the fifth paragraph of the passage?
- A. ingredients
 - B. reforms
 - C. prohibitions
 - D. practices
7. Which of the following parts of the passage best supports the author's contention that, compared with most other immigrant groups, early Jewish immigrants to the United States faced greater difficulties maintaining their traditional customs?
- A. the discussion in the first paragraph about the problems encountered preparing traditional foods in a new environment
 - B. the discussion in the second paragraph about kosher food and Jewish dietary laws
 - C. the discussion in the third paragraph about the emergence of the Reform movement in American Judaism
 - D. the discussion in the fourth paragraph about the creation of the Orthodox Union symbol for kosher foods
8. According to information presented in the passage, there was a cause-and-effect relationship between the:
- A. use of the Orthodox Union trademark and increased purchases of kosher foods by Jewish consumers.
 - B. formation of the Heinz Company and the creation of the Orthodox Union trademark.
 - C. emergence of a Reform movement in American Judaism and commercial production of kosher food products.
 - D. activities of Jacob Epstein and the formation of the Union of Orthodox Jewish Congregations of America.

9. Which of the following statements from the passage represents the author's opinion rather than a statement of fact?
- A. Led by Rabbi Isaac Mayer Wise, Reform Judaism called for changes in the dietary laws and other traditions that were not practical for American Jews.
 - B. It was not until the late 1920s that kosher food products finally became available commercially.
 - C. Today, the Orthodox Union trademark appears on thousands of products and remains the most widely recognized symbol of kosher certification in the world.
 - D. Thus, at long last, one of the challenging cultural transitions undertaken by the nation's earliest Jewish settlers has come full circle.
10. Which of the following best represents the organization of major topics in the passage?
- A.
 - I. Early Jewish immigration to the United States
 - II. The Hebrew Bible and Jewish food traditions
 - III. Jacob Epstein, the Heinz Company, and the production of kosher foods
 - IV. The development of a broader range of kosher foods
 - B.
 - I. The difficulty for immigrants of keeping to Jewish dietary laws
 - II. Reform Judaism and changes in Jewish dietary customs
 - III. Increased production of kosher foods and the creation of the Orthodox Union trademark
 - IV. Renewed adoption of traditional dietary laws and the resurgence of Orthodox Judaism
 - C.
 - I. A comparison of immigrant food traditions
 - II. Jewish immigrant adjustments to new lifestyles
 - III. Growing commercial production of kosher foods
 - IV. The contemporary dietary practices of Orthodox Jews in the United States
 - D.
 - I. The problems for immigrants associated with cooking traditional foods in an unfamiliar environment
 - II. Ways of selecting, preparing, and consuming kosher foods
 - III. The creation of a less rigid form of Judaism by Rabbi Isaac Mayer Wise
 - IV. The policies of the Union of Orthodox Jewish Congregations of America concerning dietary laws

Use the passage below to answer the five questions that follow.

Preservation Wars

- 1 Next time you are in a library, be careful not to mention the name "Nicholson Baker." His book, *Double Fold: Libraries and the Assault on Paper* (2001), caused an uproar in the usually quiet world of bookshelves and circulation desks. In *Double Fold*, Baker examined the practice of "destroying to preserve," the procedure by which old books and newspapers are cut apart to be photographed for microfilm. According to Baker, librarians' justifications for this destruction are based on flawed analysis and—in certain cases—blatant deception.
- 2 Most often, library officials cite the deterioration of old books and newspapers as the reason for converting them to microfilm. This became a major issue during the late 1980s, when concern spread that a large percentage of library collections were brittle and in need of immediate attention. Patricia Battin, the former president of the Commission on Preservation and Access, played a leading role in creating this apprehension. In journal articles, lectures, and media interviews, she spoke repeatedly of books literally turning to dust. Although clearly an exaggeration, the rhetoric helped secure funding for twenty prominent libraries to microfilm 7,500 volumes a year for twenty years.
- 3 As more federal funding became available, libraries turned to a simple test created in the 1950s to determine which books should be transferred to microfilm and retired from circulation. The corner of one of a book's pages is folded back and forth—sometimes as many as five times—to see if it will break; in certain cases, examiners even give a gentle tug on the folded corner. Librarians opposed to the "double-fold" test argue that it subjects the book to a trial that it would never face during regular use. Books that fail the test may still be able to withstand thousands of individual page turns, they add, which makes the practice seem more like an excuse for clearing materials from the shelves than a genuine examination of which books are too brittle to be handled.
- 4 Moreover, while conversions may create shelf space for libraries that are running out of room, there is a cost. Microfilming—the method still favored by preservationists—is expensive, typically exceeding \$150 to film one year of a newspaper collection, a sum that would cover the storage costs of thirty paper years for an indefinite period of time. Another concern is the substantial loss of detail that occurs in the conversion process. Newspapers such as Joseph Pulitzer's *New York World* were full of colorful illustrations—maps, political cartoons, murder diagrams, children's puzzles, and even needlepoint patterns. On microfilm, many of these illustrations are reduced to cloudy black blurs. Nor is it uncommon for portions of text to be blacked out or otherwise rendered illegible. A possible solution, and one urged by Nicholson Baker, is to keep both the original printed materials and the microfilm copies.

5 Ultimately, the conflict over the preservation of library materials can be attributed to a difference in philosophy. Preservationists who agree with Baker envision an ideal library with an infinite amount of storage space that also serves as an archive and museum. Regardless of whether they share Baker's vision, most librarians point to what they

consider to be a higher priority: the creation and maintenance of facilities that welcome the public for daily use. Until these priorities are reassessed and sorted out, the added space and ease of access provided by microfilming will continue to advance, but at a price not everyone is willing to pay.



11. Which of the following best defines the word apprehension as it is used in the second paragraph of the passage?

- A. confusion
- B. disagreement
- C. argument
- D. uneasiness

12. Which of the following statements best expresses the main idea of paragraph 3 of the passage?

- A. The double-fold test has been a standard procedure in U.S. libraries since the 1950s.
- B. Once increased federal funding made conversion to microfilm a real option, the double-fold test came into widespread use.
- C. Double-folding is used today primarily to determine which materials need conversion to microfilm.
- D. Many librarians consider the results of the double-fold test not realistic enough to be reliable.

13. According to information presented in the passage, differences over the preservation of library materials can best be seen as a conflict between:

- A. those most concerned about the destruction of books and those most concerned about library space and access.
- B. two different ideas about the value of books and periodicals.
- C. those who are responsible for funding book preservation and those who are responsible for conducting the work required.
- D. two different approaches to preservation with two different price tags.

14. The author's argument in the passage is based on the assumption that the most important step in the decision-making process is to:
- A. gather and assess information.
 - B. define terms that require clarification.
 - C. identify and rank goals.
 - D. determine alternative courses of action.
15. Which of the following statements best summarizes the main points of the passage?
- A. Nicholson Baker's book, *Double Fold: Libraries and the Assault on Paper*, met considerable opposition from librarians. Baker does, however, make a number of legitimate points in the book.
 - B. Although the practice of "destroying to preserve" creates needed shelf space for libraries, it has real costs. The conflict over creating a better way to preserve library materials will not be resolved until those involved in the process establish clear priorities.
 - C. Microfilming old library materials is much more expensive than many people realize. Nicholson Baker has addressed this and related questions in his book on the problem.
 - D. The "double-fold" test for determining which old books and newspapers should be microfilmed has resulted in the destruction of many valuable library materials. Joseph Pulitzer's *New York World* is a good example of what is being lost.

Use the passage below to answer the five questions that follow.

Private Investigators in Fiction and Fact

- 1 Shortly after I graduated from college and was looking for a job, a newspaper employment ad caught my eye—*Wanted: Private Investigator. Good research skills essential*. It sounded interesting, even exciting, and I sent in a résumé. To my surprise, I was called for an interview and found myself seated in the lobby of a large, nondescript office building alongside a dozen other hopeful job-seekers. When my turn came to be interviewed, I quickly discovered that the job was for a store detective. Duties included watching for shoplifters and tracking the legally or ethically questionable actions of store employees. Being a shy person, more interested in books than in people, I told the interviewer, "I don't think this job is for me." He agreed, and that was that.
- 2 The interview was my first hint that real-life private investigators were not like the characters one encountered in movies or mystery novels—plain-talking, hard-boiled detectives such as Raymond Chandler's Philip Marlowe or Dashiell Hammett's Sam Spade, whose tough exteriors belie their soft-hearted natures. They track down criminals and solve crimes in the most dangerous of circumstances, not letting anything get in their way. These heroic figures exude a tough realism and adhere to an incorruptible code of personal morality that enables them to surmount the most formidable obstacles as they apprehend criminals and restore order to society.
- 3 That is one vision of detective work. Another image comes out of a more playful tradition of mystery writing that includes characters such as Sherlock Holmes, the fictional genius who solves complex crimes—sometimes without leaving his comfortable armchair. Holmes approaches crime as if it was a crossword puzzle missing a few essential letters that, once supplied, make the motive for a crime and the identity of its perpetrator clear to all concerned. In this vein of detective fiction one also finds Agatha Christie's Miss Jane Marple, an individual with a keen eye and equally keen intelligence, who always happens to be in the right spot when a crime is committed. Using her wits and courage, she invariably ferrets out the needed evidence and quickly solves the crime.
- 4 In fact, all this is a far cry from the world of real-life detectives. Modern private investigators sometimes do monitor potential shoplifters, but more often are involved in actual investigations. Typical assignments might include doing background checks on people or tracking down missing persons at the request of a family member, an acquaintance, or an interested business party. The modern-day private investigator, however, spends less time on his or her feet and considerably more time on the computer conducting Internet research, retrieving and examining credit references, or verifying driver's licenses, marriage certificates, and birth records. Although the work is routine, the end result of such inquiries might lead to the reuniting of siblings separated since childhood or to the criminal investigation of a company's business practices.

5 Even at its most exciting, the work of modern-day private investigators is rarely glamorous. It is much more likely to involve the careful analysis of data than a high-speed car chase. Detail oriented, methodical, and often mundane, such tasks as today's private detectives typically perform are hardly the

stuff of the romantic, action-packed thrillers that I enjoyed so much as a young adult. But for those who like to solve puzzles, for those who like to find what's missing or figure out what someone may be up to, real private investigation still appeals to the detective in all of us.



16. Which of the following is the best *synonym* for the expression ferrets out as it is used in the third paragraph of the passage?

- A. assembles
- B. analyzes
- C. uncovers
- D. evaluates

17. Which of the following best describes the author's main purpose in this passage?

- A. to compare characters from two major traditions of mystery writing
- B. to show how the work of real-life detectives differs from the way their work is portrayed in books and movies
- C. to describe a typical day in the life of a contemporary private detective
- D. to analyze the impact that recent innovations in computer technology have had on the work of modern private investigators

18. Information presented in the passage best supports which of the following conclusions?

- A. The work of real-life private detectives requires discipline and concentration.
- B. Real private detectives are more like Sam Spade than Sherlock Holmes.
- C. Advances in technology have taken the fun out of private detective work.
- D. The work of today's private detectives is different from their predecessors.

19. Which of the following best expresses the author's opinion?
- A. Private detective work is complex and highly demanding.
 - B. For the most part, private detective work is demeaning and morally dubious.
 - C. While generally unexciting, the work of a private investigator is often very useful.
 - D. The job of a modern private detective is tedious and unrewarding.
20. Which of the following best organizes the main topics addressed in the passage?
- A.
 - The portrayal of private detectives in the movies
 - The portrayal of private detectives in literature
 - The portrayal of private detectives in today's media
 - B.
 - The main duties of store detectives
 - Detectives in the mystery novels of Raymond Chandler and Dashiell Hammett
 - The main duties of real-life private investigators
 - C.
 - Seeking work as a private investigator
 - Philip Marlowe and Sam Spade
 - Sherlock Holmes and Miss Jane Marple
 - D.
 - The hard-boiled realist image of detective work
 - The sharp-witted intellectual image of detective work
 - The kinds of work performed by real-life private detectives

Use the passage below to answer the five questions that follow.

The Law of Unintended Consequences

- 1 Actions intended to solve one problem often end up creating a different problem. This is the negative version of the Law of Unintended Consequences, a basic principle of economics. We encounter its workings when we deal with child-proof bottle caps that are intended to protect children but prove frustrating to everyone else. We meet it again when we struggle mightily to open CDs and DVDs that have been shrink-wrapped to discourage theft. The Law of Unintended Consequences further mocks us when, in order to spare our fingernails, we are forced to carry around lever-like devices to pry open drink cans with tab tops invented to make such devices unnecessary.
- 2 The Law of Unintended Consequences operates most cruelly when a cleverly designed solution actually worsens the very problem that it was intended to remedy. The public waste bin is a good example. Years ago, public waste bins were steel baskets with mesh sides that enabled waste removers to determine when the bins were full. Their size and shape allowed for easy emptying, which typically involved picking up the receptacle and overturning it into the back of a trash truck.
- 3 Unfortunately, the waste bins had problems such as unsightliness, bad odors, and messiness. The bins might contain organic waste or leftover liquids in carelessly disposed cups, cans, and bottles. These liquids produced a sticky sludge that dripped to the bottom of bins, leaving a malodorous puddle when the containers were picked up and a syrupy trail when taken to the trash truck. With the development of thin, flexible plastics, however, a solution seemed to be at hand.
- 4 Public waste bins were soon fitted with large plastic bags that would hold the trash securely for simple and clean removal. Waste removers had merely to lift out the old bag, replace it with a new bag, and carry the old bag to the truck. It was then that the Law of Unintended Consequences intervened. No one, it seems, anticipated the effect that the plastic bags would have on people's waste-disposal behavior. Anything could now be discarded, with no worry about spillage, so people casually tossed in soft drink cans, bottles, and paper cups, whether empty or full, upright or inverted. Food in any form—half-eaten doughnuts, pizza crusts, multilayered sandwiches, five-course takeout dinners—was simply thrown into the bin.
- 5 In theory, none of this should have been a problem. After all, what went into the bag stayed in the bag. It soon became apparent, however, that something had gone wrong. No matter how carefully the full, sloshing plastic bags were removed from the bins, they would frequently develop leaks and start releasing their contents in the back of trash trucks well before the vehicles reached their intended destination. Furthermore, the bags were vulnerable to squirrels and other rodents who could easily chew holes in them and release their liquid contents onto the ground before removal hour. Instead of well-maintained, plastic-lined disposal bins—or even the somewhat untidy mesh bins that preceded them—public spaces now overflowed with foul-smelling, messy, sticky, and rodent-infested heaps of muck. The Law of Unintended Consequences had struck again.



21. Which of the following best defines the word malodorous as it is used in the third paragraph of the passage?
- A. unhealthy
 - B. filthy
 - C. bad
 - D. stinking
22. Which of the following excerpts from the passage best expresses the main idea of the passage?
- A. Actions intended to solve one problem often end up creating a different problem. This is the negative version of the Law of Unintended Consequences, a basic principle of economics.
 - B. The Law of Unintended Consequences operates most cruelly when a cleverly designed solution actually worsens the very problem that it was intended to remedy.
 - C. No one, it seems, anticipated the effect that the plastic bags would have on people's waste-disposal behavior.
 - D. Instead of well-maintained, plastic-lined disposal bins—or even the somewhat untidy mesh bins that preceded them—public spaces now overflowed with foul-smelling, messy, sticky, and rodent-infested heaps of muck.
23. According to information presented in the passage, the plastic bag solution to the waste-removal problem proved ineffective largely because of:
- A. the carelessness of waste removers.
 - B. changes in people's eating and drinking habits.
 - C. the poor quality of the bags.
 - D. changes in people's waste-disposal behavior.

24. Which of the following best describes the logical structure of the author's argument in the passage?
- A. The author identifies a concept, then introduces a case study to illustrate that concept.
 - B. The author describes a problem, then explores various factors contributing to that problem.
 - C. The author examines potential solutions to a problem, then explains why none of the solutions worked.
 - D. The author identifies the positive results of a given action, then describes the negative consequences.
25. Which of the following statements best summarizes the main points of the passage?
- A. The placement of plastic bags within public waste bins promised to make the work of waste removers easier than it was before the introduction of the bags. This remains difficult work, however, and heaps of messy, slick, and foul-smelling muck still litter public spaces in many of the nation's communities.
 - B. The Law of Unintended Consequences is a basic principle of economics. As numerous examples demonstrate, the operation of the law can have negative as well as positive consequences.
 - C. The placement of plastic bags within public waste bins is a good example of the negative version of the Law of Unintended Consequences. Because no one anticipated the effect the bags would have on people's waste-disposal behavior, or their vulnerability to rodents, introducing them worsened the problem it was intended to remedy.
 - D. People have long been troubled by the unsightliness, foul odors, and general messiness of public waste bins. Thus far, efforts to correct the problem have been largely unsuccessful because most people refuse to change their waste-disposal behavior.

Use the passage below to answer the five questions that follow.

The Rise and Fall of the Drive-in Theater

- 1 The contemporary megaplex theaters, with their twelve, twenty-four, or even thirty individual screens, provide a far different experience for the movie-going public than the traditional single-screen movie theaters that dominated the film industry from the 1920s to the 1980s. The megaplexes are even further removed, however, from drive-in theaters—those unique expressions of American popular culture at the middle of the twentieth century that have since become an endangered cinematic species.
- 2 The drive-in was born at the Camden, New Jersey, home of Richard Hollingshead. In 1932, Hollingshead developed his idea for an open-air movie theater by conducting experiments in his backyard. He mounted a projector atop his car, tacked a screen across a couple of trees, and used a radio behind the screen to monitor sound levels. With this basic framework in place, Hollingshead moved on to more specific tests, exploring everything from the effects of different weather conditions to how vehicles could be spaced to obtain optimum sight lines. By the summer of 1933, Hollingshead had obtained a patent for his invention and opened the world's first drive-in movie theater.
- 3 The drive-in concept spread slowly at first, but by the late 1950s over 4,000 drive-ins existed nationwide. Some accommodated as many as 2,500 cars, others as few as fifty. One particularly innovative owner formed a partnership with a local airfield to create a combination drive-in and fly-in theater. Aside from the novelty of watching movies without leaving one's car, the main attraction of the drive-in theater was its informality. Unlike indoor theaters, patrons could dress however they liked, and there were numerous seating options. Some people sat in their cars, others sat on their cars, while still others could be spotted relaxing on blankets or sitting in lawn chairs. For many, the drive-in's most popular feature was the snack bar. All of the classic staples were present—hamburgers, hot dogs, french fries, soda, popcorn, pizza, candy, snow cones—often accompanied by interesting regional specialties, such as chop suey, lobster rolls, barbecue, and tacos. Some theaters even delivered food directly to the cars.
- 4 Yet by 2007, the number of drive-ins in the United States had dwindled to no more than a few hundred theaters. A number of factors have been responsible, beginning with rising land values. Drive-ins built on the outskirts of cities quickly found themselves right in the middle of suburban developments. The pressure on owners to sell their property was immense, especially when they faced increased insurance costs and competition from new multiplex theaters. Meanwhile, growing numbers of consumers chose either to stay home and watch television or to patronize indoor theaters that offered wider screens and improved sound. Families also began to stay away, turned off by rowdy patrons and R-rated movies. Even changing automobile trends worked against the drive-in, as the spacious cars of the 1950s that had made the experience feel so luxurious were replaced by smaller, more fuel-efficient vehicles. When the home video market arrived in the 1980s, it was the final nail in the coffin. Many celebrated drive-ins went dark for the last time.

5 Although it is easy to dismiss drive-in theaters as a relic of the past, there is a substantial audience that yearns for their return. Several groups have even organized guerrilla drive-ins that are publicized over the Internet. Someone in the group finds a good location to project a movie, the place and time

are announced on a Web site, and within hours hundreds of people show up for an instant drive-in experience. A visit to one of these gatherings makes it clear that, despite the disappearance of most open-air cinemas, the free spirit of the drive-in is alive and well.



26. Which of the following best defines the word mounted as it is used in the second paragraph of the passage?

- A. to fix in place
- B. to ascend
- C. to furnish
- D. to prepare for

27. Details presented in which of the following paragraphs best support the author's contention that drive-in theaters offered a more liberated way of experiencing a movie?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

28. According to information presented in the passage, suburban development most influenced the decline of drive-in theaters by:
- A. prompting increased sales of small, fuel-efficient vehicles.
 - B. forcing theater owners to obtain added insurance.
 - C. increasing the value of land on which theaters were located.
 - D. contributing to the growth of television ownership.
29. Which of the following statements best represents the author's attitude toward drive-in theaters?
- A. The author thinks the negative features of drive-ins outweighed their virtues.
 - B. The author yearns for the return of drive-ins.
 - C. The author believes the food service was the best thing about drive-ins.
 - D. The author considers drive-ins relics of the past.
30. Data on the changing number of drive-ins in the United States between 1950 and 2007 could be most clearly presented using which of the following graphic forms?
- A. a flowchart
 - B. a circle graph
 - C. a timeline
 - D. a line graph

Use the passage below to answer the five questions that follow.

Native American Snowshoe Designs

- 1 Native peoples in the most northerly regions of the North American continent have long relied on snowshoes to facilitate travel. The snowshoes they developed had four main designs that varied according to different needs, topographical conditions, and kinds of snow.
- 2 In what are now the Canadian provinces of Quebec and Labrador, which often experienced an abundance of dry, deep snow, Native Americans used the Beavertail snowshoe, consisting of a large, almost circular main portion and a smaller, rounded tail. The relatively short length of the Beavertail snowshoes made them well suited for climbing and descending hilly terrain and for quick maneuvering while doing camp chores, checking traplines, or traveling over rough ground. Native hunters could also follow their prey and then transport the meat back home, taking advantage of the stability of the wide Beavertails.
- 3 In Alaska and the Yukon, another kind of shoe developed. This was the Alaskan snowshoe, a narrow and extremely long piece of footgear that measured up to seven feet from head to tail and featured an upward-curving, rounded head. The narrowness and length were well adapted for high-speed travel on the open plains of Alaska and the Canadian Northwest. Although difficult to turn around in, the shoe was often used in conjunction with dogsleds for breaking trail through soft snow in front of the dog teams.
- 4 Where brush was common, or where the snow was firmer, native peoples created a design that took its name from the Ojibwa people of the Great Lakes region. The Ojibwa snowshoe was narrow, long, and pointed at both ends, features that combined speed with a maneuverability that enabled travelers to change direction quickly in order to avoid brush, rocks, and other obstructions. The points at either end of the shoe made it possible to cut through crusty snow and low brush; the shoes could even be propelled backward if an individual was unable to work around an obstruction. Native Americans in Manitoba, Canada, used these snowshoes to follow fast game animals through changing landscapes of rivers, forests, and lakes. Ojibwa shoes, however, were less stable than wider designs and thus unsuitable for carrying or pulling heavy loads.
- 5 In heavily forested areas, such as are common in eastern Canada, native peoples fashioned a different kind of snowshoe known as the Bear Paw, because of its resemblance to the rounded print of a bear's foot. Bear Paw snowshoes were short, oval shaped, and had no tail whatsoever. This design made them the most versatile of all four kinds of snowshoes. A person could easily turn, track around trees, and climb over rocks and down uneven slopes while traveling in deep snow. In addition to being easy to make, the Bear Paw had a width that provided sufficient stability for carrying heavy loads. Of course, the rounded shape, coupled with the lack of tail, caused these snowshoes to be slow and unsuited for traveling long distances in open spaces. Their shape also put a practical limit on the weight of users: the heavier the person, the larger the oval had to be to prevent the wearer from sinking into the snow.

6 The development of these different snowshoe designs demonstrated the creativity and versatility of native peoples in confronting the often forbidding environment of the regions in which they lived. Not surprisingly, the English and French who arrived in the 1600s quickly adopted the technology, and in the four centuries since their appearance, the

snowshoe design has continued to evolve. Yet even with the advantage of computer modeling and high-tech materials, today's snowshoe designs are based on the same principles that Native Americans employed centuries ago to survive in the deep snow of North American winters.



31. Which of the following best defines the word facilitate as it is used in the first paragraph of the passage?

- A. to expand
- B. to make easier
- C. to promote widely
- D. to inspire

32. Which of the following best describes the author's main purpose in the passage?

- A. to compare major snowshoe designs created by native peoples in northern regions of North America
- B. to analyze the influence of snowshoes on the development of native cultures in North America
- C. to demonstrate why snowshoes continue to be used in the northerly regions of North America
- D. to compare traditional Native American snowshoes with modern snowshoe designs

33. From the information in the passage, it is reasonable to conclude that:

- A. snowshoes developed in one part of North America were unknown in other parts of North America.
- B. the design of snowshoes was a source of competition among the Native Americans.
- C. snowshoes designed for one purpose were generally less useful for other purposes.
- D. snowshoes were unfamiliar to Europeans because they were a North American invention.

34. Which of the following statements from the passage represents the author's opinion rather than a statement of fact?
- A. The narrowness and length were well adapted for high-speed travel on the open plains of Alaska and the Canadian Northwest.
 - B. The Ojibwa snowshoe was narrow, long, and pointed at both ends, features that combined speed with a maneuverability that enabled travelers to change direction quickly in order to avoid brush, rocks, and other obstructions.
 - C. Ojibwa shoes, however, were less stable than wider designs and thus unsuitable for carrying or pulling heavy loads.
 - D. The development of these different snowshoe designs demonstrated the creativity and versatility of native peoples in confronting the often forbidding environment of the regions in which they lived.
35. Which of the following best represents the organization of the major topics addressed in the passage?
- A.
 - I. A comparison of Beavertail and Alaskan snowshoes
 - II. A comparison of Ojibwa and Bear Paw snowshoes
 - III. Reasons for the superiority of Bear Paw snowshoes
 - IV. Adoption of snowshoes by Europeans
 - B.
 - I. Winter travel in the most northerly regions of North America
 - II. The influence of terrain and climate on snowshoe design
 - III. Designing snowshoes to hunt game and transport goods
 - IV. Recent developments in snowshoe design
 - C.
 - I. Reliance of Native Americans on snowshoes
 - II. Major features and uses of Beavertail and Alaskan snowshoes
 - III. Major features and uses of Ojibwa and Bear Paw snowshoes
 - IV. Continuing enhancements to a basic design
 - D.
 - I. Snowshoes in Alaska and the Yukon
 - II. Snowshoes in the Great Lakes region
 - III. Designing snowshoes for speed and stability
 - IV. The evolution of snowshoe design since 1600

Use the passage below to answer the five questions that follow.

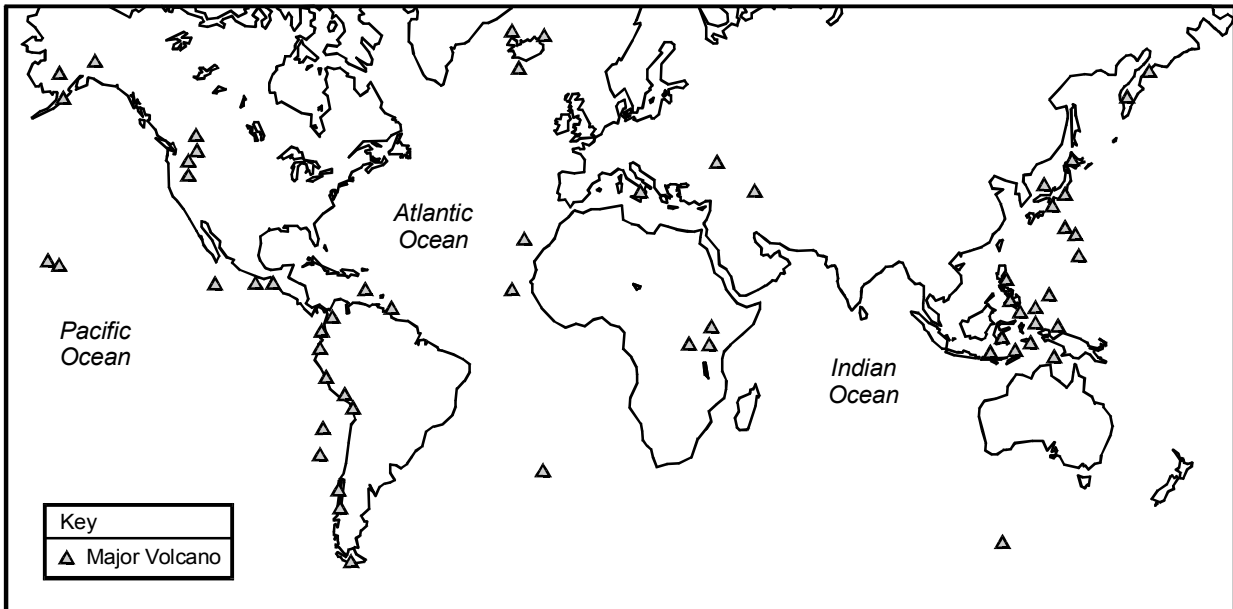
Volcanoes

- 1 Volcanoes are formed when materials from deep inside the earth, such as molten rock, hot ash, and gases, escape through an opening in the earth's crust. Such openings are called volcanic vents. Some volcanoes have only a single vent; others may have a main vent along with numerous subsidiary vents. Geologists typically classify volcanoes into four types: cinder cones, shield volcanoes, lava domes, and composite volcanoes. Each type has a characteristic eruption pattern and a characteristic shape.
- 2 Cinder cones are the simplest kind of volcano. They are formed when pieces of molten rock saturated with gases explode from a widening volcanic vent. Cinders result when the particles harden and drop to the earth. The rain of cinders during an eruption eventually creates a very steep-sided cone of loose material. Rarely more than 1,000 feet in height and with broad craters at the top, cinder cones erupt only once and are often grouped around a larger volcano. One of the most well known and highest cinder cones is Parícutín in Mexico, which erupted in 1943 from a small vent that appeared in a farmer's cornfield. The fissure quickly expanded, spewing molten rock into the air. Over a period of nine years, the volcano grew continuously until it had reached 3,000 feet in height and had blanketed 100 square miles with ash.
- 3 By contrast, shield volcanoes are formed almost entirely from molten rock flows called lava. Their shape, as suggested by their name, resembles a broad, slightly domed warrior's shield. Repeated eruptions of lava over many thousands of years can create formations of huge size. For example, Mauna Loa in Hawaii rises almost 30,000 feet from its base on the seafloor to its summit. Many Pacific islands originated from shield volcanoes, as did many mountains in California and Oregon. Shield eruptions typically spurt fountains of lava or ooze lava from central or peripheral vents in the mountain. The lava flows downslope, traveling up to ninety miles before hardening into a thin layer of rock. Because these lava flows generally move slowly, shield volcanoes are usually less dangerous than other volcanoes.
- 4 When the lava is too thick to flow any distance, lava domes are formed. The hardening lava piles up over the volcano's central vent, creating an irregular dome that gradually expands from lava continuing to well up from inside the earth. Meanwhile, the dome's exterior often cracks and sheds large fragments of stone. Lava domes are found singly and in groups, as independent volcanoes or as spin-off structures in the craters of composite volcanoes. Their initial eruption can be extremely violent, as was the case at Mount Pelée in Martinique, where an explosive eruption in 1902 killed all but two of the 28,000 inhabitants of the town of St. Pierre.
- 5 Composite volcanoes, which are formed by lava and by ejected volcanic materials, are probably the most familiar form of volcano. They can reach great heights and have wide, gently sloping bases culminating in steep-sided, symmetrical summits. They also have an internal system of vents that bring molten rock to the surface from deep in the earth. Well-known volcanoes of this type include Mount Rainier in the state of Washington and Mount Fuji in Japan. Composite volcanoes may erupt violently and without warning, sending molten rock thousands of feet into the air and blanketing miles of adjacent

countryside with burning ash. When the ash is mixed with superheated gases, the result is catastrophic: a glowing cloud rushes down the volcano and destroys everything in its path over distances up to sixty miles.

- 6 In sum, two basic processes are involved in volcano formation: the flow of lava and the violent ejection of volcanic materials. Shield

volcanoes and lava domes are primarily built from lava flows, while cinder cones result mainly from explosive episodes. Composite volcanoes represent a fusion of these two basic processes. The kind of volcano-building process in turn dictates the shape of each type of volcano, as well as the danger posed to the surrounding countryside and the people who live there.



36. Which of the following is best *synonym* for the phrase well up as it is used in the fourth paragraph of the passage?
- A. rise
 - B. expand
 - C. explode
 - D. circulate

37. According to the passage, which of the following most accurately lists the sequence of events during the eruption of a cinder cone volcano?
- A. 1. formation of cinders
2. expansion of the volcanic vent
3. creation of a cinder cone
4. spewing of molten rock into the air
 - B. 1. spewing of molten rock into the air
2. formation of cinders
3. creation of a cinder cone
4. expansion of the volcanic vent
 - C. 1. formation of cinders
2. spewing of molten rock into the air
3. expansion of the volcanic vent
4. creation of a cinder cone
 - D. 1. expansion of the volcanic vent
2. spewing of molten rock into the air
3. formation of cinders
4. creation of a cinder cone
38. From the information presented in the passage, it is reasonable to conclude that people generally have the greatest amount of time to respond to eruptions involving which of the following types of volcanoes?
- A. lava dome volcanoes
 - B. cinder cone volcanoes
 - C. shield volcanoes
 - D. composite volcanoes
39. Which of the following assumptions most influenced the author's argument in the passage?
- A. Most natural disasters occur suddenly and with little warning.
 - B. Volcanoes cause much greater destruction than most people imagine.
 - C. No spectacle on Earth is as awesome as a volcanic eruption.
 - D. Many natural processes have consistent and identifiable patterns.
40. The information on the map best supports which of the following conclusions?
- A. The coastal regions that surround the Pacific Ocean are among the most volcanically active on Earth.
 - B. There is no region of the world without volcanic activity.
 - C. Throughout the world, volcanoes of the same type are typically found together.
 - D. More volcanic eruptions occur in the sea than on the land.



EVALUATING YOUR PERFORMANCE

This section describes how to evaluate your performance on this practice test for the VCLA reading subtest. Your practice test results may provide helpful information regarding your preparedness in the content tested on the actual VCLA reading subtest.

In this section you will find:

- ◆ an Answer Key providing the correct response for each multiple-choice question and a column for tracking your results
- ◆ a Results Worksheet organized by objective that will help you interpret your multiple-choice question results

Use the resources provided in this section and the VCLA test blueprint (available free of charge at www.va.nesinc.com) to help determine your preparedness for the actual VCLA reading subtest. Although your results on this practice test cannot be used to determine your score on the actual subtest, your results may help you gauge your readiness to test and help identify any areas for further study.

◆ Answer Key

Determine which multiple-choice questions you answered correctly and incorrectly by comparing the answers you recorded on your Multiple-Choice Answer Sheet to the correct responses listed in the Answer Key below. Circle "Y" or "N" in the "Correct?" column to keep track of your results. For the questions you answered incorrectly, review these questions and their correct responses.

Question Number	Correct Response	Correct?
1	B	Y N
2	C	Y N
3	D	Y N
4	D	Y N
5	A	Y N
6	C	Y N
7	B	Y N
8	A	Y N
9	D	Y N
10	B	Y N
11	D	Y N
12	D	Y N
13	A	Y N
14	C	Y N
15	B	Y N
16	C	Y N
17	B	Y N
18	A	Y N
19	C	Y N
20	D	Y N

Question Number	Correct Response	Correct?
21	D	Y N
22	B	Y N
23	D	Y N
24	A	Y N
25	C	Y N
26	A	Y N
27	C	Y N
28	C	Y N
29	B	Y N
30	D	Y N
31	B	Y N
32	A	Y N
33	C	Y N
34	D	Y N
35	C	Y N
36	A	Y N
37	D	Y N
38	C	Y N
39	D	Y N
40	A	Y N

◆ Results Worksheet

Use the Results Worksheet below and the VCLA test blueprint to determine whether there are objectives for which you should further prepare before taking the actual VCLA reading subtest.

Transfer your results from the Answer Key to the Results Worksheet by totaling the number of questions you answered correctly for each objective.

Refer to the VCLA test blueprint to assist you in evaluating your performance. The test blueprint contains the objectives and descriptive statements that describe the content assessed by the VCLA.

Objective	Questions	Number Correct by Objective
1. Understand the meaning of words and phrases.	1, 6, 11, 16, 21, 26, 31, 36	_____ of 8
2. Understand the main idea and supporting details in written material.	2, 7, 12, 17, 22, 27, 32, 37	_____ of 8
3. Analyze the relationship among ideas in written material.	3, 8, 13, 18, 23, 28, 33, 38	_____ of 8
4. Use critical-reasoning skills to evaluate written material.	4, 9, 14, 19, 24, 29, 34, 39	_____ of 8
5. Apply skills for summarizing, outlining, and visually representing written materials and for interpreting information presented in graphic form.	5, 10, 15, 20, 25, 30, 35, 40	_____ of 8
<i>Performance on Reading Subtest:</i>		Total _____ of 40