

STANFORD DIAGNOSTIC READING TEST[®]
PRACTICE TEST
Davis Applied Technology College

Read each passage. Then read each question that follows the passage. Decide which is the best answer to each question. Mark the letter for that answer.

SAMPLE G

Rodeo Rider

A tingle of excitement ran through Elizabeth's body as she saddled her horse. At last she was old enough to enter her favorite event. Whoever was fastest would win.

As she daydreamed of accepting the first-place ribbon, a familiar voice interrupted her. "Are you ready for the rodeo?"

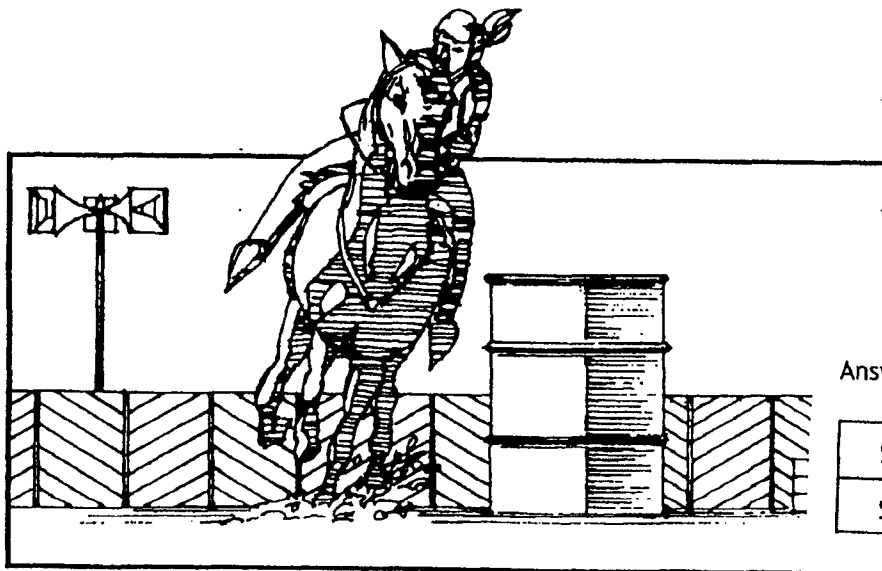
She didn't have to look up. The voice came from Karen Collins, her toughest competitor. "Yes," she replied, "and may the best rider win."

SG-1 You can tell from the passage that a tingle is something that you —

- A hear
- B say
- C feel
- D think

SG-2 The winner of Elizabeth's event will be the contestant with the best —

- F costume
- G speed
- H idea
- J friends



Answers

SG-1	C
SG-2	G

Finding Veronica

Every year the parents' association at Cassie's school held a huge lawn sale to raise money to purchase new books for the school library. People searched attics, closets, and garages and donated many kinds of odds and ends to be sold. Cassie looked forward to the sale each year because she enjoyed browsing through the unique treasures, but she bought mostly books.

Reading was Cassie's favorite pastime, and she had actually accumulated a sizable personal library. Beginning with animal stories, she progressed to mysteries, then to biographies, and then to contemporary fiction. Her current category of choice was poetry.

This year's sale seemed to have more books than ever. Some had been put on tables. Many were still in their boxes, just as they had come from their donors. Cassie combed through the boxes, looking for old books in need of a new home. Most of the hardcover books had jackets that were tattered and faded. As Cassie picked up a large book, a small, thin book fell back into the box. It appeared to have been stuck to the back of the large book, perhaps from being stored for so many years in a damp garage.

The small book was bound in rich blue leather that had aged gracefully over the years. Looking at the title, Cassie discovered it was a book of poems by Emily Dickinson. "I've read some of her poems," Cassie thought. "I remember that they were unusually brief but emotionally powerful. Rather than emulating another poet of her time, Dickinson had a bold and vivid style all her own." Leafing through the book, Cassie noticed that beside many of the poems were handwritten comments scripted in beautiful penmanship, the ink faded with time. Many of these notes were as intriguing as the poems.

Cassie purchased the slender book for 75 cents and sat down under the large oak tree outside the girls' gym — her favorite reading spot on campus. On the title page she noted an inscription in a different handwriting: "To our Veronica, with love from Mother and Father." Under it was written in the other script: "This book belongs to Miss Veronica Whitbeck."

When Cassie finished the book, she felt as though she had met Veronica Whitbeck and did not

want the friendship to end. One remark in particular stayed in her mind. It was next to the poem that read:

A word is dead
When it is said,
Some say.
I say it just
Begins to live
That day.

Beside the poem, a handwritten comment said simply, "With this poem, another writer was born!"

Knowing it was probably a lost cause, Cassie nevertheless decided to try to find out who Veronica Whitbeck was. Cassie went back to the sale area and looked through the rest of the books in the box. Several of the older books also had the name Miss Veronica Whitbeck in them. Others — the newer ones — had the names Veronica Whitbeck Porter and Rebecca Porter.

Looking through the phone book, Cassie found an address only for Rebecca Porter and decided to stop by on her way home. As she walked up the front steps, an elderly woman sitting on the porch greeted her warmly. "I knew there was a favorable wind blowing today, and here it brought you — and my poetry book," she commented, eyeing the leather-bound volume. "Sit down and tell me about yourself."

Thus began a wonderful friendship between Cassie and Mrs. Veronica Whitbeck Porter. On that afternoon and on many visits thereafter, Cassie learned the details of Veronica's long and fulfilling life. She had been given the book of poems when she had turned 14, and it had indeed served as her inspiration to become a writer. She talked of the many frustrations and joys that the pursuit had brought her. She even allowed Cassie to read some of the stories she had written. Cassie responded by sharing some of her favorite poems.

One day after a long visit, Veronica remarked, "Someday, Cassie, I hope you meet someone who will inspire you as you make choices in life."

"I think I already have," Cassie replied with a smile.

GO ON 

1 In this passage, the word *emulating* means --

- A copying
- B outliving
- C sponsoring
- D criticizing

2 Which phrase from the passage best conveys Cassie's fondness for her personal library?

- F Being stored for so many years
- G Jackets that were tattered and faded
- H Old books in need of a new home
- J Beginning with animal stories

3 What is the main idea of this passage?

- A Every year the parents' association at Cassie's school hosts a lawn sale to raise money for the library.
- B People should put their names in their books so the books can be returned if lost.
- C Cassie's curiosity and love of books enable her to become friends with an interesting woman.
- D Many modern poets were inspired by the works of Emily Dickinson.

4 The reader can tell that the handwritten comments beside the poems --

- F revealed a lot about Veronica Whitbeck as a person
- G were difficult to read because of the fancy penmanship
- H criticized the style and content of Emily Dickinson's poetry
- J were not really written by Veronica Whitbeck

5 Based on information in the passage, the reader can conclude that --

- A Veronica Whitbeck now lives with her daughter Rebecca
- B Cassie plans to donate books for next year's lawn sale
- C it is easy to become a writer
- D Cassie works part-time in a bookstore after school

6 Which statement relates to both the Emily Dickinson poem and the passage?

- F People tend to disagree with the opinions of strangers.
- G A writer's words live on when other people read them.
- H Gossip and rumors will die if people refuse to repeat them.
- J A person's words are not as powerful as firsthand experience.

7 Which of these is a FACT in the passage?

- A Cassie purchased the book of Emily Dickinson's poems for 75 cents.
- B Most of Emily Dickinson's poems were published after her death.
- C Veronica Whitbeck regretted donating her book to the lawn sale.
- D The comments beside the poems were written in beautiful penmanship.

8 When Cassie finished reading the volume of poems, she --

- F bought another book of poetry by Emily Dickinson
- G wanted Veronica Whitbeck to autograph the book
- H felt as though she had come to know Veronica Whitbeck
- J returned to the sale area to ask for a refund

GO ON 

How will Latrice make a new friend?

Latrice Brown was excited about starting her junior year. She had volunteered to participate in the Lincoln High School Freshman Friendship Program. As an upperclassman, she would be assigned a "freshman friend." Her duties would include helping her friend adjust to high school life by offering friendship. Latrice thought it was important to have someone with whom to talk and share concerns. She knew that the friendship program was conducive to making the freshman year of high school a positive experience. On July 24 Latrice received a notice in the mail about the schedule of events for the freshman orientation.

Freshman Orientation

TO: *Latrice Brown*
FROM: Mrs. Gómez, Guidance Counselor, 555-7295
Mr. Hunter, Guidance Counselor, 555-7282
DATE: July 23
SUBJECT: Freshman Friendship Program



FRESHMAN FRIEND: *Susan Brooks, 555-2168*

Please call your freshman friend and introduce yourself over the telephone.
Confirm that he or she will be attending the orientation.

SCHEDULE OF EVENTS FOR ORIENTATION

Wednesday, August 13 — 9:30 A.M. to 1:00 P.M.

9:30 A.M. to 10:30 A.M.

Upperclassmen and freshmen will gather for an assembly in the auditorium. Student Council president Sarah Wilke will give a speech titled "What It Means to Be in High School."

Ms. Reick, the principal, will welcome everyone to Lincoln High School and formally introduce each upperclassman to his or her freshman friend. After being introduced, please proceed to the cafeteria. At this time pick up your friend's class schedule and locker number at the guidance counselors' table.

10:30 A.M. to 11:30 A.M.

Start your campus tour at your friend's locker. Try the combination on the locker to be sure it works. If there is a problem, report it to Mr. Mulholland, the assistant principal. Then walk to the classrooms on the class schedule in the order in which they are listed. This will help familiarize your freshman friend with the schedule and the layout of the school. Discuss high school life but try not to inundate your freshman friend with too much information. High school is confusing and frightening when you're just starting and everything is new.

11:30 A.M. to 1:00 P.M.

Return to the cafeteria to enjoy pizza and to participate in a question-and-answer session.

Monday, August 18 (First Day of School) — All Lunch Periods

Meet your freshman friend in the cafeteria during lunch and discuss the morning of the first day. After lunch take your friend to the courtyard between the gym and the art rooms. Each club will have a table set up with information about its extracurricular activity and a sign-up sheet for students who wish to join. Club officers will be available to answer questions and to encourage freshmen to get involved.

GO ON 

- 9 In this passage, the word inundate means to —
- A betray
 - B annoy
 - C overwhelm
 - D ignore
- 10 Which of these is a FACT in this passage?
- F It is important for freshmen to have someone with whom to talk and share concerns.
 - G Class schedules and locker numbers can be picked up at the guidance counselors' table.
 - H Ms. Reick is popular with the students at Lincoln High School.
 - J In case of rain, the sign-up sheets for extracurricular activities will be in the gym.
- 11 During her first week in high school, Susan will most likely —
- A have the same class schedule as Latrice
 - B share a locker with Latrice
 - C join the same clubs as Latrice
 - D contact Latrice when she needs information
- 12 Information in the passage suggests that —
- F upperclassmen are required to participate in the freshman orientation
 - G extracurricular activities can help freshmen adjust to high school
 - H Susan Brooks's family recently moved to the community
 - J the orientation program is not popular with freshmen
- 13 What is the main idea of the notice?
- A Upperclassmen are notified of their role in the Freshman Friendship Program.
 - B Guidance counselors organize a freshman orientation program each year.
 - C Lincoln High School offers many extracurricular activities.
 - D The counselors and administrators of Lincoln High School welcome new students.
- 14 Which of these is the best summary of this passage?
- F Administrators at Lincoln High School ask juniors to call freshman students to see if they will attend a freshman orientation program.
 - G During freshman orientation Latrice will help familiarize Susan with her freshman class schedule, school activities, and high school life.
 - H Latrice volunteers to participate in a program called Freshman Friendship so that she can meet with a new student during two days in August.
 - J Latrice was excited about her junior year, when she would help Susan, her freshman friend.
- 15 The guidance counselors at Lincoln High School probably feel strongly about —
- A finding good athletes
 - B avoiding errors in class schedules
 - C supporting incoming students
 - D operating lockers correctly
- 16 Latrice can best be described as —
- F mischievous
 - G bored
 - H humorous
 - J helpful

GO ON 

Duke Ellington: Master Musician

Duke Ellington is known as one of the most important composers of his time, and his work has been enjoyed for more than 80 years by music lovers all over the world. During his lifetime Ellington turned musical sounds into many compositions, mostly in the style known as jazz.

The Early Years

Edward Kennedy Ellington was born in 1899 in Washington, D.C. Given his dislike of piano lessons as a child, no one could have predicted that he would become one of the most important composers of his time. It wasn't until Ellington was a teenager that his interest in music blossomed. He taught himself to play the piano by listening to local piano players. These musicians were pleased by the likable boy's enthusiasm for music. With their guidance he practiced constantly, trying to copy the lively ragtime tunes they played and to make the music sound just right. When Ellington became famous, he never forgot to give them credit for his success.

The Beginning of a Great Career

Sometime around 1916 Ellington, who had been nicknamed Duke because of his dignified behavior, began playing the piano at high school parties. Ellington realized that he enjoyed entertaining people with his music. He soon became a very popular musician, playing at parties and other events in the Washington area. He regaled audiences of all ages with his music and showmanship. Young adults seemed especially delighted by the peppy, modern pieces he composed.

Success in New York

In 1923, when Ellington was almost 24 years old, he moved to an area in New York City called Harlem. Harlem was home to a thriving African American musical community. He joined The Washingtonians, a five-piece group of musicians he had known in Washington, and he became the group's leader in early 1924. In 1927 Ellington and his orchestra auditioned for and won an engagement at Harlem's prestigious Cotton Club. He added more musicians and changed the name of the group to Duke Ellington and His Cotton Club

Orchestra. For the next three years, his orchestra played at the Cotton Club nearly every night.

The Influence of the Cotton Club

Working at the Cotton Club sparked Ellington's creativity. Since the shows changed every six months, he was challenged by the need to continually develop new material. He had to compose a wide variety of music to accompany the various acts in the Cotton Club shows and to adapt that music to the strengths and weaknesses of the players in his orchestra.

Ellington also gained notoriety from working at the Cotton Club. By 1928 the popular nightspot began radio broadcasts. From the broadcasts Ellington and his orchestra gained a national reputation.

On the Road

As Ellington's popularity increased, he realized that his orchestra could do well on concert tours. They left the Cotton Club in 1931 and toured America and Europe almost continually for the next 43 years. In addition to touring, Ellington made recordings and continued to compose music.

In Tune with His Orchestra

Most of Ellington's music was a blend of African American gospel, blues, ragtime, European and American light classical, and popular music that formed the uniquely American sound called jazz. His compositions encompassed a wide range of styles, tones, and emotions. He was a master at creating dramatic beginnings and exciting, beautiful backgrounds for solo musicians. Ellington worked with each musician to develop unique sounds and effects, and he experimented with unusual harmonies, rhythms, and musical arrangements to produce scintillating music.

Duke Ellington played the piano, composed music, and led his famous orchestra for more than 50 years, until his death in 1974. Music lovers all over the world agree that the abundance of music he created will be enjoyed for many years to come.

- 17 Ellington was known for playing a style of music called --
- A blues
 - B ragtime
 - C jazz
 - D classical
- 18 Based on information in the passage, the reader can conclude that Ellington --
- F made a significant impact on the world of music
 - G could play almost any instrument
 - H became an overnight success
 - J would have preferred to teach music
- 19 Information in the passage suggests that many people consider Ellington's music to be --
- A boring
 - B reserved
 - C timeless
 - D riotous
- 20 Which of the following is the best summary of this passage?
- F Duke Ellington blended African American gospel, blues, ragtime, European and American light classical, and popular music to create his own musical style.
 - G Duke Ellington worked with other musicians to develop unique sounds and effects by using unusual harmonies and rhythms.
 - H Duke Ellington composed a wide variety of music and adapted it to the strengths and weaknesses of players in his orchestra.
 - J Duke Ellington spent most of his life composing and playing music that entertained people all over the world.
- 21 What is the main idea of the section titled "The Early Years"?
- A As a teenager Ellington taught himself to play the piano and learned all he could from local musicians.
 - B Ellington performed popular tunes with other piano players at neighborhood parties during the summer.
 - C Ellington, who was born in Washington, D.C., disliked piano lessons as a child.
 - D When Ellington became famous, he never forgot to give his teachers credit.
- 22 The author tries to convince the reader of Ellington's leadership ability by --
- F describing his hometown as a place where African American music thrived
 - G stating that he did live radio broadcasts in New York City
 - H explaining that he assumed responsibility for a band and added new musicians
 - J showing that he began taking piano lessons when he was a child
- 23 The author provides sufficient evidence to show that Ellington --
- A wanted to be involved in theatrical productions
 - B preferred mature audiences to young adults
 - C could sing as well as he played the piano
 - D had a natural talent for musical composition
- 24 Which of these is an OPINION in this passage?
- F It was difficult for the musicians to work long hours.
 - G Harlem is in New York City.
 - H Ellington was a likable person.
 - J Ellington's orchestra continued to perform after his death.

GO ON 

Can the city council solve the parking problem?

Malcolm rarely read the editorial page of the newspaper, but this Saturday morning was different. Having just gotten his driver's license, he was concerned that he and other students might lose their parking privileges near their downtown high school. The city council was voting on a proposal to limit downtown parking near the school. For that reason, he was interested in the following letters to the editor in the local newspaper.

★ ★ ★ ★ ★ LANSINGTON NEWS ★ ★ ★ ★ ★

LETTERS TO THE EDITOR

Don't Limit Parking

I am writing as a member of the Lansing Merchants' Association in response to the plan currently being considered by the city council to limit parking in the Center Square district. As I understand it, residents of Center Square are requesting that special parking permits be issued to allow only residents to park on the streets. This would force shoppers, employees of downtown businesses, and students to use commercial parking lots. The downtown merchants oppose such a measure.

While we understand that most of the homes in this area do not have driveways and residents are forced to park on the street, we urge the city council — now at an impasse with a 4-4 vote — to reject the permit proposal. In the first place, streets are public. They are supported by the taxes of all citizens, not just the taxes of Center Square residents. In fact, commercial taxes account for 35 percent of the city's annual budget, while total residential taxes account for only 18 percent.

Also, it is important to the economy of our city that people shop downtown. In the last year 11 new businesses have opened in the area. Now there are 52 businesses in the merchants' organization. Will making these businesses inconvenient for customers promote further growth or discourage it? The answer to that question should be obvious.

Finally, our city claims to value its schools. Is the city council prepared to tell students and their parents that they must pay for parking? Many students who drive to school are seniors on the half-day work plan. They must be able to leave school in a timely fashion for their afternoon jobs.

We sympathize with the residents of Center Square who want to park near their homes, but banning everyone else from parking there would not be good for the majority of citizens in Lansing.

Jared Johnson

Save Our Neighborhood

As a resident of Center Square, I want to address the issue of parking permits. Opponents of the plan claim that we are seeking special privileges, but this is not the case. We are simply asking the city council to help with a situation that has become unbearable.

Though downtown merchants claim that anyone should be able to park in our neighborhood, the area is zoned for residential buildings only. In other words, this area was never meant to be part of the business district. We do not deny that downtown parking is a problem; we simply maintain that parking in our residential neighborhood is not the solution.

We have conducted a survey of people in Center Square. Thirty-seven percent are retired people who are elderly and need to be able to park close to their homes. If they leave in the morning on an errand, they often have to drive around the block several times before they find a parking space nearby. Or worse, they have to park several blocks away and then walk all the way home. City officials should be equally concerned about the 21 percent of residents who have infants. Presently, they must plan a trip to the grocery store at a time when parking spaces in the neighborhood are more likely to be available. Otherwise, they have to carry their young children and their groceries for several blocks. The residents of Center Square simply want a basic privilege enjoyed by most homeowners — a place to park next to their houses so they can come and go at will.

Outsiders who park here have a propensity to show disrespect toward the residents in the area. Many times I find trash along the curbs. I often cannot sleep because of the noise created by these cars and their radios. This neighborhood is our home, and we deserve the same courtesy that residents in other neighborhoods are given.

I hope the council will vote responsibly on this matter.

Anne Minor

GO ON 

25 What portion of Lansington's annual budget is represented by residential taxes?

- A 11 percent
- B 18 percent
- C 35 percent
- D 52 percent

26 The author probably wrote this passage to —

- F show how downtown areas are attracting new businesses
- G explain how to write a letter to the editor
- H present opposing sides of an issue
- J persuade the reader to attend city council meetings

27 The writers of both letters —

- A use percentages or numerical information to persuade the reader
- B are members of the Lansington Merchants' Association
- C express a concern for high school students on the half-day work plan
- D live in the neighborhood near Center Square

28 The reader can tell that the residents of Center Square would appreciate having —

- F nonresidents contribute more tax money
- G the city council vote to build playgrounds
- H nonresidents show them more consideration
- J the city council limit the debate on the parking situation

29 Which of these is an OPINION in this passage?

- A A new parking lot at the high school would raise school taxes.
- B Commercial taxes contribute to the city's budget.
- C Each business in Center Square needs its own parking lot.
- D The parking situation for residents of Center Square has become unbearable.

30 After the members of the city council listen to all the arguments, they will probably —

- F close downtown businesses
- G organize a student association
- H take another vote
- J raise residential taxes

31 Malcolm was concerned about parking limitations because —

- A his family had lived in the Center Square area for years
- B he had just received his driver's license and would be driving to school
- C his father was a member of the Lansington Merchants' Association
- D the parking lot near his school was going to be closed

32 When Anne Minor is not able to find a parking space near her home, she probably feels —

- F solemn
- G tolerant
- H inconvenienced
- J remorseful

GO ON 

Better Than "The Best"

With one smooth motion Quentin took the handoff from the quarterback, tucked the football tightly under his arm, and headed for the goal line. When he was less than ten yards away, a player from the opposing team dove toward him, hoping to prevent him from scoring. But Quentin executed his trademark "Quentin quick-change" and sidestepped the opponent's outstretched arms. The crowd roared as Quentin crossed the goal line and held the football up like a trophy.

In the locker room after the game, the crowd's cheers still reverberated in Quentin's ears, taking him back to that victorious moment. "Nice run, Quentin," Coach Calzi said, slapping him on the back.

"It was nothing, Coach," Quentin replied. "I could do it without even trying."

The coach looked at Quentin thoughtfully for a moment and then walked away without saying anything more.

One month after the season ended, Coach Calzi called the team together to begin postseason training. The team members didn't complain because they knew that conditioning was the main reason their team enjoyed winning seasons year after year. The coach first described the exercises he wanted everyone to do every day. Then he gave specific instructions to each player that would help overcome areas of particular weakness.

Quentin knew that he was in excellent physical shape, so he expected that his exercises would be relatively easy. He was totally unprepared for what the coach said next.

"Quentin," said Coach Calzi, "I want you to join the debate team."

"Join the debate team?" Quentin questioned. "I can't spend all winter arguing different sides of an issue. Besides, I want to be a professional football player, not a lawyer. Right now I'm the best halfback on the team. I need to stay in shape!"

"Yes, you are the best, Quentin," Coach Calzi agreed. "In fact, you're the best player this school has seen in many years. But even the best players can learn to be better. I think you will learn some valuable things about playing football by being on the debate team."

Quentin was still stewing about his assignment when he went to the debate team

meeting the following Monday. "Hi, Quentin," Rick called out. "We're glad you're joining us. Our debate topic is whether college athletes should have to maintain a C average in order to play. I'll bet you can give us some valuable insights."

"Hey, this might be easy after all," Quentin thought. But it wasn't. As the team worked on its debate, Quentin found that his opinion wasn't what mattered. The team needed facts to back up its position, so the members spent hours in the library researching and developing their arguments. When the other team presented its position, Quentin's team needed to listen carefully, pinpoint any weaknesses, and then argue against the other team's stand in a convincing manner. He noticed the way team members worked together to help each other to victory. They shared information, built each other's confidence, and developed a strategy for responding to their opponents.

"This is like playing football," Quentin realized one day. "It's like preparing for a big game."

By the end of the semester, Quentin had made a lot of progress. He had become a seasoned debater and had helped his team advance to the championship tournament. During the finals Coach Calzi was in the audience. The opposing team had been quite persuasive in presenting their position. When it was Quentin's turn, he was ready to present the response his team had prepared. But suddenly he thought of a more effective way to argue against their opponents. Quickly he whispered his idea to his debate partner. His new argument caught the other team off guard, and they were unable to respond effectively. It was like the "Quentin quick-change" of the football field. His alertness and reactive strategy helped his debate team win the championship.

After the debate Coach Calzi congratulated Quentin. "You were right, Coach," Quentin said as they shook hands. "Debating has taught me a lot about playing football. I will never assume I'm so good that I don't need to try. When I try out for football next year, I won't be just physically tough; I'll be mentally tough as well!"

"Good for you, Quentin," Coach Calzi replied. "I knew you could be better than 'the best.'"

GO ON 

33 In this passage, the word seasoned means —

- A interested
- B experienced
- C fulfilled
- D exhausted

34 What is the theme of this passage?

- F There's always room for improvement.
- G You can't win them all.
- H The unexpected always happens.
- J It is best to be on the safe side.

35 Which activities in football would be most like researching and developing arguments in debate?

- A Playing fairly and winning
- B Nominating and electing a captain
- C Exercising and practicing plays
- D Losing and being a good sport

36 Which of these is the best summary of the passage?

- F Quentin does not understand why his football coach wants him to join the debate team, so he reminds the coach that he wants to be a professional football player and that he needs to stay in shape.
- G Quentin is the best halfback on the football team because he has a special talent for executing an unexpected side step to avoid being tackled by his opponents.
- H Quentin learns that debating requires hours of researching topics, developing arguments, and listening carefully to pinpoint weaknesses in the other team's arguments.
- J Quentin, the football team's best halfback, is told by his coach to join the debate team, where he learns the similarity between debate and football and helps the debate team win the championship.

37 Coach Calzi can best be described as —

- A insightful
- B sympathetic
- C alarming
- D optimistic

38 Which of these events happened first?

- F Quentin's team won the debate championship.
- G Coach Calzi congratulated Quentin on his scoring run.
- H Quentin went to the debate team meeting.
- J Coach Calzi gave instructions for postseason training.

39 At the beginning of the passage, the reader can tell that Coach Calzi —

- A thought the other team would win the championship
- B debated when he was in high school
- C had coached only at Quentin's school
- D was concerned about Quentin's attitude

40 In writing this passage, the author —

- F advises college athletes to maintain a C average
- G compares debating to playing football
- H describes an exercise program
- J persuades students to participate in extracurricular activities

GO ON 

Gabriela Mistral: Poet, Teacher, and Diplomat

Gabriela Mistral was a poet, educator, and diplomat who received many awards and honors for her accomplishments. She was named Teacher of the Nation in her home country of Chile and was the recipient of honorary doctoral degrees from universities in Europe, Latin America, and the United States. One of Mistral's greatest achievements was receiving the Nobel Prize in literature in 1945. She was the first Latin American writer to receive the award, which honored her for writing exceptional poetry.

Becoming a Teacher

Gabriela Mistral was born Lucila Godoy Alcayaga in the spring of 1889 in Vicuña, a small town in northern Chile. She led a happy, sheltered life in the care of her mother and older sister. Her dream was to become a schoolteacher. Mistral's sister, who was a teacher, taught her reading, writing, history, and arithmetic at home.

Mistral was sent to school for her last year of primary lessons, but because she was timid and withdrawn, she soon returned home. There, her mother and sister continued to provide her with a thorough education.

As a teenager Mistral began writing poetry. Some of her poems were published, and she frequently expressed her opinions in newspaper articles. Mistral applied for admission to the Normal School in La Serena but was not accepted because her ideas, which had appeared in the newspapers, differed from those of the school officials. As a result, her mother and sister continued to tutor her at home.

Mistral devoted much of her life to teaching. She began her career in 1905 as an assistant in a rural primary school near her home. In 1910 she took the examination to get her teaching certificate and was awarded her official license to teach at the high school level. During the next ten years, she taught in several high schools, mostly in small communities and rural areas. Eventually Mistral held the position of director in the largest high school in the capital city of Santiago. This was the highest position that could be attained in the high school system in Chile.

Becoming a Poet

Mistral continued to write throughout most of her life. While she was teaching, she wrote numerous poems, mostly for her students to read. In 1914 she entered a Chilean literary contest called the Floral Games and won first prize. When she entered the contest, she decided to use the pseudonym Gabriela Mistral. She may have chosen to write under a different name in honor of two of her favorite poets, Gabriele D'Annunzio and Frédéric Mistral. Sometime after winning the contest, she permanently adopted the name Gabriela Mistral and used it the rest of her life.

The popularity of Mistral's poetry began to increase after she won the Floral Games. In 1922 Professor Federico de Onís, of Columbia University in New York, was partly responsible for having a collection of her poems published by the Hispanic Institute of Columbia University. Mistral gained worldwide recognition when her poems and journalistic writing were later translated into French, English, Italian, and many other languages.

Traveling the World

Because Mistral was well known throughout South America and Mexico, the Chilean government invited her to serve in the diplomatic corps in the 1930s. Eventually she served as consul to several countries, including Italy, France, Spain, and Brazil. Mistral also continued to travel all over Europe, Latin America, and the United States as a visiting lecturer at universities.

Although Mistral made contributions in various fields, the education and well-being of children remained the focus of her work. She never stopped writing about children or working to improve conditions for them. Mistral made use of her fame and diplomatic posts to campaign all over the world for her altruistic causes. Her concern for human rights was evident both in her writings and in her everyday life.

In December 1945 Mistral went to Stockholm, Sweden, to accept the Nobel Prize in literature. Later she returned to the United States, where she worked to educate people about the rich cultural heritage of Latin America. Gabriela Mistral continued to pursue her varied interests until her death on Long Island, New York, in 1957.

GO ON 

- 1 In this passage, a recipient is someone who
- A sponsors an activity
 - B accepts something
 - C speaks many languages
 - D dispatches something
- 2 When Mistral entered the Floral Games, she was a —
- F student
 - G mother
 - H teacher
 - J speaker
- 3 School officials in La Serena became aware of Mistral's opinions because —
- A her sister was a schoolteacher
 - B she described them in her school application
 - C she made public speeches
 - D her ideas had been published in newspapers
- 4 Which of these is the best summary of this passage?
- F Mistral's poems were published in New York by the Hispanic Institute of Columbia University, and Professor Federico de Onís was partly responsible.
 - G Mistral received many honors and awards for her accomplishments as a teacher, consul for her country, and writer.
 - H Mistral was awarded her official certificate to teach in high schools when she passed the necessary examinations.
 - J Mistral worked to teach people all over the world about the rich cultural heritage of Chile and the rest of Latin America.
- 45 Information in the passage suggests that as a girl —
- A Mistral preferred to write short stories and mysteries
 - B it was necessary for Mistral to achieve good grades to be accepted at the Normal School
 - C Mistral enjoyed playing games outside with her brother and sister
 - D it was easier for Mistral to write what she thought rather than to say it
- 46 Which is a FACT in this passage?
- F Mistral made her most important achievements as a diplomat.
 - G Santiago is the capital city of Chile.
 - H Mistral was an instructor of history, geography, and Spanish.
 - J The Nobel Prize in literature is awarded only to poets.
- 47 The passage provides enough evidence to convince the reader that Mistral was —
- A ambitious
 - B lonely
 - C impatient
 - D authoritative
- 48 How did the works of Gabriele D'Annunzio and Frédéric Mistral probably make Gabriela Mistral feel?
- F Envious
 - G Uncomfortable
 - H Relieved
 - J Inspired



STANFORD DIAGNOSTIC READING TEST[®]
PRACTICE TEST
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Answers

1	A
2	H
3	C
4	F
5	A
6	G
7	A
8	H
9	C
10	G
11	D
12	G
13	A
14	G
15	C
16	J
17	C
18	F
19	C
20	J
21	A
22	H
23	D
24	H
25	B

26	H
27	A
28	H
29	D
30	H
31	B
32	H
33	B
34	F
35	C
36	J
37	A
38	G
39	D
40	G
41	B
42	H
43	D
44	G
45	D
46	G
47	A
48	J