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READING TEST

35 Minutes—40 Questions

DIRECTIONS: This test includes four passages, each followed by ten questions. Read the passages and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passages as often as necessary when answering the questions.

PASSAGE I

PROSE FICTION: *This passage is adapted from Joseph Conrad's The Heart of Darkness © 1899.*

The *Nellie*, a cruising ship, swung to her anchor without a flutter of the sails, and was at rest. The tide had come in, the wind was nearly calm, and being bound down the river, the only thing for the ship was to come to and wait for the turn of the tide.

The Director of Companies was our captain and our host. We four affectionately watched his back as he stood in the bow looking toward the sea. On the whole river there was nothing that looked half so nautical. He resembled a pilot, which to a seaman is trustworthiness personified. It was difficult to realize his work was not out there in the luminous estuary, but behind him, within the brooding gloom.

Between us there was, as I have already said somewhere, the bond of the sea. Besides holding our hearts together through long periods of separation, it had the effect of making us tolerant of each other's stories—and even convictions. The Lawyer—the best of old fellows—had, because of his many years and many virtues, the only cushion on deck, and was lying on the only rug. The Accountant had brought out already a box of dominoes, and was toying architecturally with the pieces. Marlow sat cross-legged, leaning against the mast. He had sunken cheeks, a yellow complexion, a straight back, and, with his arms dropped, the palms of his hands outwards, resembled an idol. The Director, satisfied the anchor had good hold, made his way forward and sat down amongst us. We exchanged a few words lazily. Afterwards there was silence on board the yacht. For some reason or another we did not begin that game of dominoes. We felt meditative, and fit for nothing but placid staring.

“And this also,” said Marlow suddenly, “has been one of the dark places of the earth.” He was the only man of us who still “followed the sea.” The worst that could be said of him was that he did not represent his class—always the same. In their unchanging surroundings, the foreign shores, the foreign faces glide past, veiled not by a sense of mystery but by a slightly disdainful ignorance; for there is nothing mysterious

to a seaman unless it be the sea itself, which is the mistress of his existence and as inscrutable as destiny. For the rest, after his hours of work, a casual stroll or a casual spree on shore suffices to unfold for him the secret of a whole continent, and generally he finds the secret not worth knowing. The stories of seamen have a direct simplicity, the whole meaning of which lies within the shell of a cracked nut. But Marlow was not typical, and to him the meaning of an episode was not inside like a kernel but outside, enveloping the tale, which brought it out only as a glow brings out a haze, in the likeness of one of these misty halos that sometimes are made visible by the spectral illumination of moonshine.

His remark did not seem at all surprising. It was just like Marlow. It was accepted in silence. No one took the trouble to grunt even; and presently he said, very slow—“I was thinking of very old times, when the Romans first came here, nineteen hundred years ago.” And at last, in its curved and imperceptible fall, the sun sank low, and from glowing white changed to a dull red without rays and without heat, as if about to go out suddenly, stricken to death by the touch of that gloom brooding over a crowd of men.

Marlow broke off. Flames glided in the river, small green flames, red flames, white flames, pursuing, overtaking, joining, crossing each other—then separating slowly or hastily. The traffic of the great city went on in the deepening night upon the sleepless river. We looked on, waiting patiently—there was nothing else to do; but it was only after a long silence, when he said, in a hesitating voice, “I suppose you fellows remember I did once turn fresh-water sailor for a bit,” that we knew we were fated, before the ebb began to run, to hear about one of Marlow's inconclusive experiences.

- The narrator's point of view is that of:
 - an omniscient observer.
 - a member of the ship's crew.
 - another ship's captain.
 - a person watching from shore.

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2. It can reasonably be inferred from the passage that the crew most likely did not play dominoes because:
- F. they were simply too tired.
 - G. they did not get along well enough to play a game together.
 - H. the Director would not have approved of game-playing.
 - J. the sea was too rough.
3. Which of the following are explanations given by the narrator as to why the Lawyer used the ship's only cushion?
- I. He was very old.
 - II. He would not allow anyone else to use it.
 - III. He was greatly respected by the ship's crew.
- A. I and II only
 - B. I only
 - C. I and III only
 - D. II only
4. As it is used in line 32 of the passage, the word *placid* most nearly means:
- F. calm.
 - G. straightforward.
 - H. nervous.
 - J. playful.
5. According to the passage, how was Marlow unlike typical seamen?
- A. Marlow was content to stay in one place, while most men of the sea prefer to roam and explore.
 - B. Marlow believed his home was the ship, while most sailors believed their home was the sea.
 - C. Marlow found the sea inexplicable and full of secrets, while a typical sailor understands the mysteries of the water.
 - D. Marlow wove complicated and ambiguous tales, while most seamen prefer to tell simple and clear tales.
6. It can be reasonably inferred from the passage that Marlow is about to tell a story:
- F. that explains why he is now a freshwater sailor.
 - G. that is short and funny, like most of the stories he tells.
 - H. that had a profound effect on him.
 - J. about a man that he saved from drowning in a river.
7. According to the passage, how did the men aboard the *Nellie* feel about the Director?
- A. They respected and trusted him.
 - B. They felt that he was lazy.
 - C. They despised and rejected him.
 - D. They thought that he was gloomy.
8. The reaction of the narrator to Marlow's story can be most accurately described as:
- F. malicious annoyance.
 - G. resigned tolerance.
 - H. genuine interest.
 - J. sincere appreciation.
9. According to the passage, which of the following was not an effect of the "bond of the sea" (line 15)?
- A. It allowed the men to look past each other's criminal backgrounds.
 - B. The men did not mind listening to each other's meandering tales.
 - C. It eased the loneliness of extended periods of time away from each other.
 - D. The men were able to be more tolerant of each other's beliefs.
10. The main point of the second paragraph is:
- F. The ship's captain is better suited to be an aviator than a sailor.
 - G. The captain is unaware of the great amount of hard work that lies ahead of him.
 - H. An unqualified and inexperienced businessman is serving as the captain of the *Nellie*.
 - J. The narrator and other crew members greatly respect their ship's captain.

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PASSAGE II

SOCIAL SCIENCE: *This passage discusses some social and economic issues regarding liquid natural gas as an energy source.*

Although oil and gasoline remain important energy sources, it is natural gas that currently supplies around 25 percent of America's energy needs. A recent study shows that natural gas use was roughly 22 trillion cubic feet (TCF) annually. Natural gas demand is increasing at phenomenal rates because of its ability to create cleaner fuel for electrical power. Experts predict that annual demand is likely to increase to almost 32 TCF in less than a decade. At a consumption rate of 32 TCF per year, the United States would only have about a five-year supply of natural gas. Known natural gas reserves in North America are quickly becoming exhausted. In fact, in the past thirty years, known supplies have dwindled from almost 300 TCF to around 150 TCF.

It is no wonder that natural gas has become a controversial and critical topic of discussion among politicians, business leaders, and consumers. It is apparent that the United States will need to drastically increase imports of natural gas to relieve shortages. One way that economists believe this can be done is by importing liquid natural gas. Experts predict that liquid natural gas imports will increase by almost 500 percent in a few short years. Currently, the country imports very little liquid natural gas. The process of transporting liquid natural gas is complicated and expensive. This is the most obvious reason why America has been reluctant to choose liquid natural gas over other energy sources. Converting natural gas into liquid natural gas involves cooling natural gas as it is collected to -260°F . This transforms the gas into a liquid, which is then injected into a specially designed vessel for transport. When the liquid natural gas reaches its destination, the liquid is reheated into its original gaseous state and allowed to flow into a pipeline. Even though new technology has considerably decreased transportation costs for liquid natural gas, it is still often uneconomical. This is especially true for nations with other energy sources.

One of the largest misconceptions about liquid natural gas is that it is an abundant source of natural gas. While liquid natural gas imports continue to increase, the public demand for natural gas increases at an even higher rate. Even though the United States has several facilities that can process liquid natural gas, these facilities are consistently unable to obtain enough liquid natural gas to operate at their fullest capacity. Even when liquid natural gas is obtainable, there is a fear that low natural gas prices in the United States will make liquid natural gas uneconomical. Most business leaders and politicians are reluctant to create new facilities to process liquid natural gas because these facilities are expensive and risky. This limits the capacity to process liquid natural gas even if it becomes more readily available.

The United States also faces competition from Asia in securing liquid natural gas. Competition for liquid natural gas will most likely become even more ferocious as other populous countries like Japan and

China become more desperate for fuel sources. Some of the more daring politicians and business leaders believe that building new liquid natural gas facilities will help companies and consumers take advantage of future increased liquid natural gas imports. Currently, Canada is the largest liquid natural gas supplier for the United States. However, liquid natural gas imports from Canada will decrease considerably in the next decade as Canadian consumption increases and supplies of natural gas dwindle. Therefore, consumers and business leaders should not rely on liquid natural gas to solve America's energy needs and consumers should continue to expect high prices as demand grows and supplies decline.

11. According to the passage, current known North American supplies of natural gas are:
 - A. sufficient to provide the United States with natural gas for the next thirty years.
 - B. down approximately 50 percent from thirty years ago.
 - C. decreasing at a rate of 25 percent per year.
 - D. extremely difficult to access.
12. The author of the passage would most likely agree with which of the following statements?
 - F. Liquid natural gas will never be a viable source of energy in the United States.
 - G. America's energy needs will not be met by the use of liquid natural gas alone.
 - H. The populations of Japan and China are growing too rapidly to be served by liquid natural gas.
 - J. Until another reliable energy source is discovered, liquid natural gas is the best solution to the world's energy problems.
13. One of the main ideas of the passage is that:
 - A. energy sources are dwindling around the world.
 - B. natural gas supplies one-quarter of America's energy needs.
 - C. liquid natural gas takes millions of years to form.
 - D. the known supply of liquid natural gas is limited.
14. It can be inferred from the second paragraph (lines 16–38) that America's reluctance to choose liquid natural gas over other energy sources will:
 - F. not prevent America from importing more liquid natural gas from other countries.
 - G. induce Japan and China to build new liquid natural gas processing facilities.
 - H. most likely continue until the cost and problems associated with liquid natural gas can be reduced.
 - J. lead to a decrease in the current demand for liquid natural gas in other countries, such as Canada.

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15. According to the passage, which of the following countries supplies the most liquid natural gas to the United States?
- A. Japan.
 - B. China.
 - C. Canada.
 - D. Asia.
16. According to the third paragraph (lines 39–54), misconceptions exist about liquid natural gas regarding:
- I. its abundance.
 - II. the expense of converting it.
 - III. public demand for it.
- F. I only
 - G. II only
 - H. II and III only
 - J. I, II, and III
17. As it is used in line 6, the word *phenomenal* most nearly means:
- A. annual.
 - B. efficient.
 - C. extraordinary.
 - D. inconsequential.
18. The passage states that all of the following are reasons for America's reluctance to choose liquid natural gas EXCEPT:
- F. the expense of transporting liquid natural gas.
 - G. the increasing demand for liquid natural gas.
 - H. the difficulty in processing liquid natural gas.
 - J. the possibility of low natural gas prices.
19. The passage states that which of the following is true about natural gas?
- A. It currently supplies more than half of America's energy needs.
 - B. The United States has an unlimited supply of natural gas.
 - C. Canada is the world's largest exporter of natural gas.
 - D. Annual demand for natural gas is increasing at a rapid rate.
20. As it is used in line 32, the word *vessel* most nearly means:
- F. process.
 - G. source.
 - H. facility.
 - J. container.

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PASSAGE III

HUMANITIES: *This passage is adapted from The Nature of Goodness by George Herbert Palmer ©1903.*

My reader may well feel that goodness is already the most familiar of all the thoughts we employ, and yet he may at the same time suspect that there is something about it perplexingly remote. Familiar it certainly is. It attends all our wishes, acts, and projects as nothing else does, so that no estimate of its influence can be excessive. When we take a walk, read a book, pick out a dress, visit a friend, attend a concert, cast a vote, enter into business, we always do it in the hope of attaining something good. Since they are so frequently encountering goodness, both laymen and scholars are apt to assume that it is altogether clear and requires no explanation. But the very reverse is the truth. Familiarity obscures. It breeds instincts and not understanding. So woven has goodness become with the very web of life that it is hard to disentangle.

Consequently, we employ the word or some synonym of it during pretty much every waking hour of our lives. Wishing some test of this frequency I turned to Shakespeare, and found that he uses the word "good" fifteen hundred times, and its derivatives "goodness," "better," and "best," about as many more. He could not make men and women talk right without incessant reference to this concept.

How then do we employ the word "good"? I do not ask how we ought to employ it, but how we actually do. For the present, we shall be engaged in a psychological inquiry, not an ethical one. We need to get at the plain facts of usage. I will therefore ask each reader to look into his own mind, see on what occasions he uses the word, and decide what meaning he attaches to it. Taking up a few of the simplest possible examples, we will through them inquire when and why we call things good.

Here is a knife. When is it a good knife? Why, a knife is made for something, for cutting. Whenever the knife slides evenly through a piece of wood, and with a minimum of effort on the part of him who steers it, when there is no disposition of its edge to bend or break, but only to do its appointed work effectively, then we know that a good knife is at work. Or, looking at the matter from another point of view, whenever the handle of the knife neatly fits the hand, following its lines and presenting no obstruction, we may say that in these respects also the knife is a good knife. That is, the knife becomes good through adaptation to its work, an adaptation realized in its cutting of the wood and in its conformity to the hand. Its goodness always has reference to something outside itself, and is measured by its performance of an external task.

Or take something not so palpable. What glorious weather! When we woke this morning, drew aside our curtains and looked out, we said "It is a good day!" And of what qualities of the day were we thinking? We meant, I suppose, that the day was well fitted to its various purposes. Intending to go to our office, we saw there was nothing to hinder our doing so. We knew that the streets would be clear, people in an amiable mood,

business and social duties would move forward easily. In fact, whatever our plans, in calling the day a good day we meant to speak of it as excellently adapted to something outside itself.

A usage more curious still occurs in the nursery. There when the question is asked, "Has the baby been good?" one discovers by degrees that the anxious mother wishes to know if it has been crying or quiet. This elementary life has as yet not acquired positive standards of measurement. It must be reckoned in negative terms, a failure to disturb.

This signification of goodness is lucidly put in the remark of Shakespeare's Portia, "Nothing I see is good without respect." We must have some respect or end in mind in reference to which the goodness is compared. Good always means good "for." That little preposition cannot be absent from our minds, though it need not audibly be uttered. The knife is good for cutting and the day for business. Omit the "for," and goodness ceases. To be bad or good implies external reference. To be good means to be an efficient means; and the end to be furthered must be already in mind before the word good is spoken.

In short, whenever we inspect the usage of the word good, we always find behind it an implication of some end to be reached. Good is a relative term. The good is the useful, and it must be useful for something. Silent or spoken, it is the mental reference to something else which puts all meaning into it. So Hamlet says, "There's nothing either good or bad, but thinking makes it so." No new quality is added to an object or act when it becomes good.

21. One of the main arguments the author is trying to make in the passage is that:
- A. the word *good* always connotes the same idea no matter the context of the usage, whether people realize it or not.
 - B. although the word *good* is used frequently, the exact definition and connotation of the word is difficult to identify precisely.
 - C. things or people are either good or not good; goodness is not a quality that is debatable.
 - D. a debate of ethics, not psychology, will most clearly identify the exact definition and connotation of the word *good*.
22. The main idea of the sixth paragraph (lines 63–69) is that:
- F. it is irrelevant for a mother to inquire if her baby has been well-behaved or not.
 - G. a baby has not been alive long enough to be judged as either good or bad.
 - H. since the baby is so young, it is not judged as good by what it does, but rather what it does not do.
 - J. whether or not a baby has been crying is not a significant standard upon which to determine its goodness.

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23. According to the passage, why does the author concern himself with Shakespeare's usage of the word *good*?
- A. He was seeking confirmation for his belief that both the use of the word and the concept of *good* are strikingly common.
 - B. He was looking for a definition of the concept of *good* and turned to Shakespeare for inspiration.
 - C. He was trying to understand the lack of the concept of *good* and *goodness* in the works of Shakespeare.
 - D. He was seeking support for his belief that Shakespeare was able to use the concept of *good* more effectively than any other author.
24. The author of the passage asserts that the weather and a knife are similar because:
- F. both are defined as good if and only if they can be helpful to many people for a variety of reasons.
 - G. neither can be defined as good unless they remain consistent and unchanged in the wake of fluctuating circumstances.
 - H. both are defined as good when their characteristics serve appropriate external circumstances.
 - J. neither one can be good unless a universal definition of the concept is accepted.
25. As it is used in line 70, the word *lucidly* most nearly means:
- A. obscurely.
 - B. inappropriately.
 - C. enthusiastically.
 - D. coherently.
26. The author argues that a knife may be described as good:
- F. only if it cuts wood.
 - G. only if it is made for something other than cutting.
 - H. only as it relates to something other than itself.
 - J. only if it requires extra effort in its use.
27. As it is used in the passage, the word *palpable* most nearly means:
- A. apparent.
 - B. powerful.
 - C. drab.
 - D. complicated.
28. The main argument that the author tries to make in the seventh paragraph (lines 70–81) is that:
- F. it is always clear what is meant when someone describes something as *good*.
 - G. the concept of being *good* is entirely different than the concept of being *good for*.
 - H. it is often easier to understand the concept of *good* without using the phrase *good for*.
 - J. the word *good* is relative, finding meaning only when there is a specific end in mind.
29. It can be reasonably inferred from the passage that the author would agree that the word *good* actually means:
- A. measurable.
 - B. significant.
 - C. persistent.
 - D. practical.
30. When, referring to the role of goodness in life, the author states, "no estimate of its influence can be excessive" (lines 6–7), he most likely means that:
- F. people must be careful not to allow the search for goodness to monopolize their lives.
 - G. it is impossible to over-emphasize the power that the quest for goodness has on us.
 - H. it is impossible to conceptualize and grasp the definition of the word good.
 - J. people often inaccurately describe the role that goodness plays in their own lives.

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PASSAGE IV

NATURAL SCIENCE: *The Armored Armadillo*

Meandering along the shoulder of the highway, the armadillo is surprisingly unaffected by its surroundings. This nomad of the desert appears to have no cares in the world, and really, why should he, when he carries on his back a natural suit of armor? He looks far more awkward than do most animals, yet this alien creature handles himself remarkably well. For such a small animal, the armadillo can withstand a surprising amount of aggression from most predators. Although his shell is far from impenetrable, the armadillo can rest assured that he is safer than many animals who wander the Texas roads.

The *Dasyus novemcinctus*, or nine-banded armadillo, is characterized by the bands that arch across its back. The bands are made of bony plates and are covered with leathery skin—these plates, in fact cover the animal’s back, sides, tail, and the top of its head, creating a somewhat turtle-like shell. The interesting thing about the nine-banded armadillo is that the number of bands on its back may be anywhere between seven and eleven; nine is just the most common number. Contrary to popular belief, only one species of armadillo can roll itself into a ball; the three-banded armadillo does this as its primary defense against predators. Other armadillos often scurry under thorn bushes, rather like tanks strengthening their position.

Armadillos are, on average, two and a half feet long and they typically weigh between eight and sixteen pounds, although across different species those numbers can vary dramatically. Nine-banded females give birth once a year, generally to four identical young, which come from a single fertilized egg. The nine-banded armadillo is the only species of animal in which this remarkable trait occurs. The four-month-long gestation period is more than enough time for the offspring to develop, as they are born fully formed with their eyes open. After a few hours they begin to walk and are able to distance themselves from their mothers after only a few months. Few animals are able to outrun a startled armadillo, and if chased into its burrow, the animal is able to arch its armor against the burrow walls, making the armadillo nearly impossible to become dislodged; this is quite frustrating to dogs and other animals who would like to eat the armadillo. In addition to threats of being eaten by an opportunistic predator, the armadillo must also endure a more severe danger: automobiles. A significant number of armadillos die each year after being struck by cars.

Armadillos can be found in the northern parts of South America and as far north as the State of Texas. Nine-banded armadillos prefer warm climates and like to build burrows in the wet soil near streambeds, which they often share with other species, such as rabbits and opossums. Armadillos are nocturnal, and they spend their evenings digging for grubs and other invertebrates which make up the majority of their diet.

Most Texans see the armadillo as a pest, since the creatures have a tendency to ruin corn by eating the parts of the plants that are low to the ground; they

occasionally will eat other farm vegetables as well. Armadillos provide some benefits however, as they eat many annoying and harmful insects and are often used in medical research. Interestingly enough, they are the only mammal besides humans that can contract leprosy.

While armadillos are seen as strange and often troublesome animals, they are unique and valuable for research. This armored native of the south will most likely continue to fascinate and charm people for many years to come.

31. The author likens armadillos scurrying under thorn bushes to “tanks strengthening their positions” in Paragraph 2 because:
- A. armadillos are well armored and thorn bushes give them even more protection.
 - B. an armadillo’s shell is as hard as steel.
 - C. the scurrying of an armadillo sounds like a tank rolling over land.
 - D. the armadillo resembles a tank in appearance.
32. The author calls the armadillo an “alien creature” in the first paragraph because:
- F. not much is known about armadillos.
 - G. armadillos come from another planet.
 - H. armadillos are very aggressive.
 - J. an armadillo’s unique appearance makes it stand out.
33. The passage indicates that, unlike some other desert animals, the armadillo:
- A. lacks a means of defending itself.
 - B. can go without drinking water for long periods of time.
 - C. reproduces many times each year.
 - D. can withstand most predators’ attacks.
34. As it is used in the passage (line 42), the phrase “arch its armor” most nearly means:
- F. to construct.
 - G. to curve.
 - H. to dig.
 - J. to fight.
35. Based on information in the passage, the author feels that the nine-banded armadillo is especially unique because:
- A. it can curl into a ball.
 - B. it is the rarest type of armadillo.
 - C. it gives birth to four identical young.
 - D. its diet consists entirely of grubs.

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36. The passage indicates that most Texans consider the armadillo to be both:
F. rare and sacred.
G. strange and interesting.
H. annoying and helpful.
J. valued and dangerous.
37. What does the passage state is one of armadillo's greatest threats?
A. farmers.
B. cars.
C. opossums.
D. dogs.
38. The passage states that, in the Southern United States, armadillos do damage to:
F. crops.
G. deserts.
H. rivers.
J. houses.
39. The passage indicates that, at birth, armadillos:
A. are utterly helpless.
B. are identical to adults.
C. are able to see.
D. are totally independent.
40. According to the passage, the scientific name *Dasypus novemcinctus* is unique to:
F. the three-banded armadillo.
G. the six-banded armadillo.
H. all armadillos.
J. the nine-banded armadillo.

END OF THE READING TEST.

STOP! IF YOU HAVE TIME LEFT OVER, CHECK YOUR WORK ON THIS SECTION ONLY.

Reading Test

1. B	21. B
2. F	22. H
3. C	23. A
4. F	24. H
5. D	25. D
6. H	26. H
7. A	27. A
8. G	28. J
9. A	29. D
10. J	30. G
11. B	31. A
12. G	32. J
13. D	33. D
14. F	34. G
15. C	35. C
16. F	36. H
17. C	37. B
18. G	38. F
19. D	39. C
20. J	40. J

Science Reasoning Test

1. B	21. C
2. H	22. H
3. D	23. C
4. F	24. J
5. A	25. C
6. J	26. F
7. B	27. A
8. F	28. G
9. B	29. B
10. J	30. G
11. A	31. A
12. H	32. J
13. C	33. A
14. F	34. G
15. C	35. C
16. J	36. G
17. D	37. C
18. H	38. J
19. B	39. C
20. J	40. J

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35 Minutes—40 Questions

DIRECTIONS: This test includes four passages, each followed by ten questions. Read the passages and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passages as often as necessary when answering the questions.

PASSAGE I

PROSE FICTION: *The Summer Sandwich Club*

Maxwell was one of those kids I know I will remember for the rest of my life. I first met Max three summers ago when he showed up at the park on the first day of camp with his mother Katherine. After a brief good morning, he went off to play with the rest of the five and six year olds who I would be counseling for the next several weeks. As his mother walked back to her car, I couldn't help but notice that she looked as though she had just finished running a marathon; however, that thought left my mind soon after she drove away, as I was surrounded by the smiling faces of thirty brand new campers.

The summer started off great, and Max and I hit it off right away; he looked up to me as an older brother, and I thought he was a great little kid. There were a few things that stuck out in my mind as odd, though, like when he would complain of being hungry an hour or so after lunch at least once or twice a week. By the third week of camp, I decided that it was something I needed to investigate, and during lunch time I went over to his table and asked if I could sit next to him. He giggled and said, "Sure Jake," feeling special that I would want to spend my lunch break with him. His lunch consisted of a bag of potato chips, a can of soda, and a chocolate bar—hardly a healthy meal for a five year old. I offered him half of my sandwich and his eyes lit up like it was his birthday.

That afternoon, when Katherine came to pick Max up from the park, I pulled her aside to discuss the lunch issue.

"Katherine, Maxwell needs to have a healthy lunch." She looked down at the ground.

"What do you mean, Jake?"

"I mean Max can not keep eating junk food every day."

"Oh. That. I'm sorry about that. It's just that I work back-to-back jobs every night and barely make it home in time to get him out of bed and dressed before camp starts in the morning. His babysitter is supposed to pack Max's lunch for him at night when she puts him to bed. We have had a couple of new babysitters

lately, and sometimes they forget to do it, so I end up having to throw something together at the last minute. I'll make sure it doesn't happen any more."

45 "It happens to the best of us; I just wanted to make sure you knew what he was eating. After a couple days of him being hungry I got worried and wondered who was making his lunch for him. See you tomorrow morning then."

50 Several days later I expected to see Max eating a sandwich when I went over to him at lunchtime. His lunch once again consisted entirely of junk food. Something had to change; at the very least he needed to be eating much less sugar.

55 "Katherine," I called to his mother as she stepped out of her car that afternoon. I really had no idea what I was supposed to say. It was quite a predicament. "We really need to fix this problem with Max's lunch."

60 "Jake, I know, it's just that the house payment was due yesterday, and I haven't had the, uh, time to get to the grocery store," she trailed off. "Things are just a little hard for us right now."

65 She was obviously self-conscious at the moment, and I felt bad for having brought it up again. I told her that I had a plan, and not to worry about it. After explaining what I meant, the look on her face was one of relief and thanks, and she and Max headed home for the day.

70 For the rest of the summer, I spent my lunches with Max and his friends, having meetings of what we called the "Sandwich Club": every day I would bring a couple of extra sandwiches, and anybody who wanted to try one could have some. Max never seemed to care what kind of sandwiches I brought to the club, but just giggled and smiled up at me every afternoon.

75 At the end of the summer, I got a letter from Katherine, thanking me for being so kind to she and Max. I wrote back telling her that I could hardly wait until the next meeting of the "Sandwich Club," and to tell Max that I said hello.

80 For the next two years, the "Sandwich Club" had regular meetings, Monday-Friday at noon, all summer long. After that, Max and his mother moved to be closer to his grandparents, and I went back to having my lunch

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- 85 with the rest of the staff. But for those few years, the “Summer Sandwich Club” brought joy to one camp counselor and many young campers.
1. When Jake says, “It happens to the best of us,” he is primarily saying that:
 - A. he understands that sometimes things happen that are beyond our control.
 - B. Katherine is a perfect parent, and he is surprised that Max is unhappy.
 - C. Max is a picky eater and would not eat a healthy lunch anyway.
 - D. Max is his favorite camper, despite the problems faced by Max’s mother.
 2. It can be reasonably inferred from the conversations with Jake, that Katherine:
 - F. is a stay-at-home-mother.
 - G. does not care about her son.
 - H. works two jobs to make ends meet.
 - J. believes that junk food is healthy.
 3. The idea that Jake’s mother is trying her best to take care of her son is least supported by which of the following quotations from the passage?
 - A. “It’s just that I work back-to-back jobs every night and barely make it home in time to get him out of bed and dressed before camp starts in the morning.”
 - B. “Katherine, Maxwell needs to have a healthy lunch.”
 - C. “Things are just a little hard for us right now.”
 - D. “I’ll make sure it doesn’t happen any more.”
 4. As it is used in line 57 the word *predicament* most nearly means:
 - F. joke.
 - G. solution.
 - H. complaint.
 - J. challenge.
 5. It can be inferred from the passage that Jake is:
 - A. Max’s older brother.
 - B. dissatisfied with his job.
 - C. a good influence on Max.
 - D. someone Max barely knows.
 6. The passage makes it clear that the “Sandwich Club”:
 - F. lasted as long as Max was a camper.
 - G. met only when it rained.
 - H. was an insult to Katherine.
 - J. was Max’s favorite part of camp.
 7. You may reasonably infer from the details in the passage that Katherine and Max:
 - A. dislike Jake.
 - B. are very wealthy.
 - C. do not trust other people.
 - D. have little money.
 8. Katherine can most accurately be characterized as:
 - F. indifferent and withdrawn.
 - G. caring but distracted.
 - H. cruel and arrogant.
 - J. friendly but aloof.
 9. The word *issue*, as it is used in line 30, most nearly means:
 - A. publication.
 - B. incident.
 - C. idea.
 - D. problem.
 10. The title, “The Summer Sandwich Club,” combined with details presented in the passage imply that:
 - F. everyone loves sandwiches.
 - G. Jake only eats sandwiches in the summer.
 - H. children should join clubs to make friends.
 - J. the club was created because of Max.

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PASSAGE II

SOCIAL SCIENCE: *Lewis and Clark Go West*

Over two hundred years ago, at the request of President Jefferson, the corps of volunteers for “North Western Discovery” set off under the command of Meriwether Lewis and William Clark to find the fastest water route across North America. The path they were to carve out would be the first of its kind; they were setting a course through the territory of potentially dangerous Indian tribes and ferocious animals. None but the fearless and inventive, the most resourceful and curious, would dare to undertake such a venture. In 1803, virtually no one had attempted to cross the stretch of land between the mighty Mississippi and the vast Pacific Ocean using only water routes. All of the wonders of those states in the West are, in part, the result of this expedition. These intrepid pioneers, especially Lewis and Clark, deserve to be remembered now some two centuries after their courageous journey into the unknown lands west of the Mississippi. The rolling hills of the breadbasket, the ski-resorts in the snow-capped Rocky Mountains, and the lush, fertile valleys of the coast echo the bravery of all those involved.

After receiving wilderness training in Washington D.C., Meriwether Lewis set out on July 5, 1803, picked up guns at Harpers Ferry, Virginia, and then moved to Pittsburgh to pick up a 55-foot keelboat. Floating it down the Ohio, he met with Clark in Indiana, who took over command of the boat and crew, while Lewis then rode on to get supplies in St. Louis. Months later, in May, the entire party gathered in St. Louis. The forty-some men were to travel from there to the Pacific Ocean in only the keelboat and two smaller boats, all of which were moved by sails, towropes, poles, or oars.

The beginning of their journey was a voyage of confirmation; traders had gathered information of various possible water routes to the Pacific, and Lewis and Clark’s job was to confirm the truth of such reports and observe anything else of importance along the way. They also catalogued new species of plants and animals which they encountered, and worked toward peace with several Indian tribes. History tells us that the few messages the men were able to send back told of their health and high spirits. They were all eager to explore just what might lie beyond the Mississippi.

Despite having adequate supplies and equipment, including guns, the men’s journey was still a dangerous one. They were traversing the wild and until this point, the only other individuals to have crossed it were fur traders and trappers. It was largely Indian territory and although most tribes, such as the Otos, the Missouris, and the Mandans were friendly, the Sioux and the Blackfeet tried to impede the group’s progress on more than one occasion. Illness claimed the life of one man early, but despite the strenuous pace of the expedition, there were no further losses.

Throughout it all, including long winters and the harsh conditions of wilderness living, the travelers continued to forge west in search of an efficient trade route using only the rivers. In September of 1806, some three years after they started on their voyage, Lewis, Clark, and their team made it to the Pacific Ocean. Relying on

the Missouri and Columbia rivers as their main “highways,” and taking the help of friendly Indian tribes whenever they could, the expedition was a success, and served as an example for all manner of westward expansion.

Despite the success of their expedition, proving that there was indeed a water route from the Mississippi River to the Pacific Ocean, future travelers to the West found faster passage on land, utilizing the Oregon Trail. Keelboats were eventually replaced by covered wagons and trains, and America pushed ever onward into the West. The settlers who came after Lewis and Clark went forward with blind-devotion knowing then that it could be done. The initial breakthrough into that unknown land was all that the country really needed. From there on out, the rest was history.

11. One of the main points that the author seeks to make in the passage is that westward expansion:
 - A. was never attempted prior to the Lewis and Clark expedition.
 - B. was a challenging but important aspect of the growth of the United States.
 - C. led to the discovery of many new and dangerous Indian tribes.
 - D. resulted in the development of the corps of volunteers for “North Western Discovery.”
12. The focus of the passage can best be summarized as a study of both the:
 - F. Lewis and Clark Expedition and the characteristics of the United States in the early 1800s.
 - G. history of Midwest development and the Lewis and Clark Expedition.
 - H. Lewis and Clark Expedition and the legendary Northwest Passage.
 - J. losses and difficulties faced by the Lewis and Clark Expedition.
13. According to the information presented in the passage, which of the following best describes the relationship between the Lewis and Clark Expedition and the settlers who came after them?
 - A. Everyone to follow the Expedition used Lewis and Clark’s water route.
 - B. The settlers who went west after the Expedition were much more cautious.
 - C. Both the Lewis and Clark expedition and the future settlers suffered great losses.
 - D. The Lewis and Clark Expedition gave others confidence to head West.
14. According to the passage, the motivation for the Lewis and Clark Expedition was to:
 - F. make money.
 - G. catalog the animals of North America.
 - H. discover a water route to the Pacific.
 - J. reach the Rocky Mountains.

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15. As it is used in the 2nd paragraph (lines 22–32), the word *party* most nearly means:
- A. a joyous celebration.
 - B. a group of people setting out on a trip.
 - C. a segment of the population.
 - D. a meeting to discuss business matters.
16. As it is depicted in the passage, the initial mood of the Lewis and Clark expedition can best be described as:
- F. hopelessly discouraged.
 - G. eagerly determined.
 - H. remarkably cautious.
 - J. overtly happy.
17. It can be inferred that the word *forge* as it is used in Paragraph 5 (lines 55–65) refers to:
- A. creating new tools out of metal.
 - B. searching for food.
 - C. continuing a journey.
 - D. crossing a river on foot.
18. According to the passage, which of the following were the primary dangers faced by the Lewis and Clark expedition?
- F. Illness and lack of motivation.
 - G. Fast moving water.
 - H. Wagons that fell apart.
 - J. Conflicts with the indigenous people.
19. As it relates to the passage, all of the following were methods used to move the boats EXCEPT:
- A. man power.
 - B. wind power.
 - C. rowing power.
 - D. steam power.
20. According to the passage, in the early part of their journey members of the Lewis and Clark Expedition were doing all of the following EXCEPT:
- F. receiving wilderness training.
 - G. cataloguing new species of plants and animals.
 - H. confirming possible water routes across the continent.
 - J. sending back messages regarding their status.

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PASSAGE III

HUMANITIES: *Colorful Reflections on Fairfield Porter*

My first encounter with the international artist and art critic Fairfield Porter was actually through the poetry of his wife, Anne (Channing) Porter. While both grew to become quite celebrated in their crafts, Fairfield's story is unique.

Born into an affluent, artistic family in 1907, the boy who was to one day become a renowned artist and respected art critic showed a comparative lack of artistic ability when seen next to his siblings. While his older brother Eliot took to photography, Fairfield Porter, despite being remarkably intelligent, appeared to be lacking any natural artistic talents. It seemed that, although a member of a family full of artists, his true skill lay in the critiquing of others' artistry. This was evidenced in his second year at Harvard by Fairfield's decision to pursue art history as his major field of study. After studying at Harvard under Arthur Pope and then traveling briefly through Europe, Fairfield came back to the United States to further his education at the Art Students League in New York City. There he became acquainted with the famed photographer Alfred Stieglitz—the work of whom is said to have positively influenced Fairfield's paintings to some degree.

Between the years 1931 and 1932, Fairfield spent the majority of his time in Italy learning to appreciate and critique the works of the great Renaissance painters. His training came from both direct study under world-famous art historian Bernard Berenson, and from countless hours spent in museums and galleries observing the greatest pieces of Italian art.

Following his marriage to Anne upon his return from Italy, Fairfield spent the better part of the next two decades developing his skills as a painter while caring for his autistic son. During this period his meetings with the French Intimist painter Willem De Kooning would prove to have a profound effect on his later works. Porter was the first to publicly acclaim the work of Kooning.

In fact, what made Porter so famous was his knack for responding directly to an artist's work. He found fault with the common "talk based" criticism that spoke to art only in reference to its past or to some vague theoretical framework; such criticism attempted to shape the future of art and was far too biased for Porter. His time as an art critic for such publications as *Art News* and *The Nation* ended, however, in 1961 when he decided to pursue a full-time painting career.

The other side of his fame, his uncommon approach to painting, is just as important to the understanding of Fairfield Porter's contributions to the world of art. His personal philosophy comes from a blending of two views; art should be personal, emotional, and representative of its subject, while at the same time be boldly colorful, expressive, and generally abstract. Drawing on his vast knowledge of art history, especially the styles of French Intimism, Porter fused these two feelings to create a powerful, emotive collection of paintings about families, individuals, and the home, as well as moving nature scenes such as

60 *The Door to the Woods* (1971) and *Maine – Toward the Harbor* (1967).

When he died in 1975, on a morning walk along the ocean, he left the world as one of the most respected art critics in the past century. On top of that, his work as a painter is still viewed within the art community as amazingly distinctive and especially representative of his life. It is sad to say that now, however, some thirty years after his death, he is still virtually unknown outside of art circles. This remarkably insightful, articulate, creative individual needs to be discovered by the common man and revered for his continuing influence on the artists of today. The words of this intellectual were some of the best and most honest critiques of art ever spoken.

21. The main purpose of the passage can best be described as an attempt to:
- A. explain Porter's renowned ability to candidly address artists' works.
 - B. illustrate the influence several renowned artists had on the works of Porter.
 - C. appraise Porter's unusual methods of painting and critiquing artwork.
 - D. chronicle Porter's life, particularly the events and beliefs that shaped his career.
22. The author's attitude towards the subject of the passage can best be characterized as:
- F. detached interest.
 - G. amused tolerance.
 - H. warm appreciation.
 - J. deep abhorrence.
23. As described in the passage, Porter's method of criticizing art can best be summarized by which of the following statements?
- A. Porter's criticisms were frank and forthright, and were based solely on his evaluation of the piece of art that he was appraising.
 - B. Porter criticized art based on the context of the painting and conceptual structures that he found most useful in his evaluations.
 - C. Porter's critiques were comparable to those of Bernard Berenson, who greatly influenced Porter's outlook on art.
 - D. Porter targeted his criticisms at helping artists by attempting to influence their forthcoming works.
24. Porter's painting style can be described by all of the following EXCEPT:
- F. stirring.
 - G. vivid.
 - H. trite.
 - J. individualistic.

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25. Without the first paragraph, the passage would lose:
- A. an overview of the passage as a whole.
 - B. a brief introduction and transition into the topic.
 - C. important detail that later becomes relevant to the passage.
 - D. an explanation of the logic behind the author's viewpoint.
26. In line 11, the statement "despite being remarkably intelligent" is intended to:
- F. call attention to the fact that although Porter was a well-respected art critic, he failed to impress his college professors.
 - G. communicate to the reader that Porter's lack of a formal education did not detract from his ability to critique art.
 - H. emphasize to the reader that Porter's high level of intelligence was not related to his artistic ability.
 - J. inform the reader that Porter's position as an art critic was so difficult that it challenged his intellect.
27. The word *revered* in line 71 most nearly means:
- A. trusted.
 - B. depreciated.
 - C. reminiscent.
 - D. honored.
28. According to the passage, when did Fairfield Porter become serious about becoming an artist?
- F. Immediately upon his return from Italy.
 - G. While he was studying at the Art Students League.
 - H. Just before his death in 1975.
 - J. Approximately thirty years after he returned from Italy.
29. The third paragraph states that, during 1931 and 1932, Fairfield Porter was:
- A. continuing his training as an art critic.
 - B. the greatest art critic in Italy.
 - C. planning his marriage to Anne Channing.
 - D. training to become a Renaissance painter.
30. The author uses the phrase "other side of his fame" (line 48) most likely in order to:
- F. suggest that Fairfield Porter was better known as an artist than as an art critic.
 - G. indicate that Fairfield Porter was both a renowned art critic and painter.
 - H. show that Fairfield Porter was not aware of his popularity as a painter.
 - J. suggest that other art critics of the time were more famous than was Fairfield Porter.

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PASSAGE IV

NATURAL SCIENCE: *This passage discusses some of the controversy surrounding the existence of dark matter in the universe.*

Dark matter in the universe is believed by some scientists to be a substance that is not readily observable because it does not directly refract light or energy. Its existence can only be deduced because of the effect that it has on surrounding matter. In fact, some members of the scientific community have argued that dark matter does not actually exist. Others, however, believe in its existence, in part because the scientific community does not have a complete understanding of gravitational science. On the other hand, some would argue that it is the understanding of gravitational science that leads most scientists to believe in the existence of dark matter, because without dark matter, there are many cosmological phenomena that are difficult to explain.

For example, dark matter in the universe may have a peculiar effect on the Milky Way galaxy. Some scientists believe that the interaction between dark matter and other smaller, nearby galaxies is causing the Milky Way galaxy to take on a warped profile. It has been asserted that not only does dark matter exist, it may also be responsible for the Milky Way's unusual shape. The interaction referenced involves two smaller galaxies near the Milky Way, called Magellanic clouds, moving through an enormous amount of dark matter, which, in effect, enhances the gravitational pull that the two Magellanic clouds could have on the Milky Way and other surrounding bodies. Without the existence of the dark matter, the Magellanic clouds would not have sufficient mass to have such a strong effect on the bend of the Milky Way galaxy.

The strongest evidence for the validity of this hypothesis rests in Newtonian physics, and the hypothesis that anything with mass will exert a gravitational pull. The Milky Way and other galaxies with peculiar warped shapes are being molded by a gravitational force. However, there is nothing readily observable with sufficient mass that could cause such a high level of distortion via gravitational pull in the vicinity of the Milky Way. Therefore, something that is not easily observed must be exerting the necessary force to create the warped shape of the galaxy.

Aaron Romanowsky and several colleagues have questioned the effect that dark matter might have on galaxies. They point to the existence of several elliptical galaxies surrounded by very little dark matter as evidence that dark matter is not, in fact, the cause of the warped galaxies. While they do not claim that their findings should be interpreted to conclude that dark matter does not exist, they apparently believe that the results of their studies cast doubt on some of the conventional theories of galaxy formation and manipulation.

Several models constructed by researchers from the University of California at Berkeley, however, point to the idea that dark matter is the most likely explanation for the distorted shape of the Milky Way and other galaxies. Using computer models, they have

mapped the likely interactions between certain galaxies and the surrounding dark matter, and those models have shown not only the possibility that dark matter is responsible for the warped shape of the Milky Way, but that the relationship between the dark matter and the Magellanic clouds is dynamic; the movement of the clouds through the dark matter seems to create a wake that enhances their gravitational influence on the Milky Way.

31. As it is used in line 14, the term *phenomena* most nearly means:
- A. occurrences.
 - B. problems.
 - C. attitudes.
 - D. surprises.
32. The passage states that some members of the scientific community are reluctant to believe in the existence of dark matter because:
- F. there is absolutely no evidence for the existence of dark matter.
 - G. no one understands how to apply gravitational science.
 - H. dark matter cannot be directly observed.
 - J. dark matter has little effect on surrounding matter.
33. What does the passage offer as evidence for the existence of dark matter?
- A. A complete understanding of gravitational science.
 - B. The enormous mass of Magellanic clouds.
 - C. The shape of the Milky Way galaxy.
 - D. A photograph taken with the aid of a refracting telescope.
34. According to the passage, what is Aaron Romanowsky's theory regarding dark matter?
- F. It cannot be conclusively proven that dark matter affects the shape and formation of galaxies.
 - G. The discovery of certain galaxies disproves the theory that dark matter exists in the universe.
 - H. Computer models suggest that dark matter is responsible for warped galaxies.
 - J. Dark matter has not effect at all on the shape of a galaxy.

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35. The last paragraph supports the general hypothesis provided earlier in the passage that:
- A. the effect of Magellanic clouds on galaxies is enhanced by dark matter.
 - B. computer models are necessary for an understanding of gravitational science.
 - C. dark matter has little to no effect on the formation of certain cosmological phenomena.
 - D. the shape of the Milky Way galaxy can be deduced by observing the matter surrounding it.
36. The main purpose of the third paragraph is to point out that:
- F. dark matter was first discovered by applying Newtonian physics.
 - G. different viewpoints exist regarding gravitational science.
 - H. galaxies with peculiar shapes could not exist in the presence of dark matter.
 - J. scientific theories provide support for the existence of dark matter in the universe.
37. The word *conventional* in line 51 most nearly means:
- A. easily understood.
 - B. formally disputed.
 - C. strictly interpreted.
 - D. generally accepted.
38. Which one of the following is NOT mentioned in the passage as a scientific theory regarding dark matter?
- F. The existence of dark matter cannot be proved by direct observation.
 - G. Dark matter may be responsible for the shape of the Milky Way.
 - H. It is certain that dark matter has no influence on surrounding celestial bodies.
 - J. Magellanic clouds require the presence of dark matter in order to influence the shape of galaxies.
39. According to the passage, dark matter cannot be readily detected because:
- A. dark matter does not actually exist.
 - B. most of the dark matter in the universe is hidden behind galaxies.
 - C. it does not directly interact with light or energy.
 - D. it has no effect on the surrounding matter.
40. The passage supports which of the following statements about dark matter?
- F. Its existence is inferred by some researchers based on observations of cosmological bodies composed of ordinary matter.
 - G. Its existence has been conclusively proven by computer models.
 - H. If it does not exist, the universe is largely empty.
 - J. Its presence is readily observable to researchers who completely understand how to apply gravitational science.

END OF THE READING TEST.

STOP! IF YOU HAVE TIME LEFT OVER, CHECK YOUR WORK ON THIS SECTION ONLY.

Reading Test

1. A	21. D
2. H	22. H
3. B	23. A
4. J	24. H
5. C	25. B
6. F	26. H
7. D	27. D
8. G	28. J
9. D	29. A
10. J	30. G
11. B	31. A
12. F	32. H
13. D	33. C
14. H	34. F
15. B	35. A
16. G	36. J
17. C	37. D
18. J	38. H
19. D	39. C
20. F	40. F

Science Reasoning Test

1. C	21. B
2. H	22. H
3. C	23. C
4. G	24. G
5. A	25. C
6. H	26. F
7. C	27. A
8. H	28. G
9. A	29. B
10. F	30. F
11. D	31. D
12. G	32. F
13. A	33. C
14. G	34. G
15. B	35. A
16. J	36. G
17. D	37. C
18. G	38. H
19. B	39. D
20. G	40. J

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READING TEST

35 Minutes—40 Questions

DIRECTIONS: This test includes four passages, each followed by ten questions. Read the passages and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passages as often as necessary when answering the questions.

PASSAGE I

PROSE FICTION: *This passage is adapted from The Story of a Bad Boy by Thomas Bailey Aldrich © 1869.*

I call my story the story of a bad boy, partly to distinguish myself from those faultless young gentlemen who generally figure in narratives of this kind, and partly because I really was not an angel. I may truthfully say I was an amiable, impulsive lad, and no hypocrite. I didn't want to be an angel; I didn't think the sermons presented to me by the Reverend Hawkins were half so nice as Robinson Crusoe; and I didn't send my pocket-change to the needy, but spent it on peppermint-drops and taffy candy. In short, I was a real human boy, such as you may meet anywhere in New England, and not like the impossible boy in a storybook.

Whenever a new scholar came to our school, I used to confront him at recess with the following words: "My name's Tom Bailey; what's your name?" If the name struck me favorably, I shook hands with the new pupil cordially; but if it didn't, I would turn and walk away, for I was particular on this point. Such names as Higgins, Wiggins, and Spriggins were offensive affronts to my ear; while Langdon, Wallace, Blake, and the like, were passwords to my confidence and esteem.

I was born in Rivermouth almost fifty years ago, but, before I became very well acquainted with that pretty New England town, my parents moved to New Orleans, where my father invested in the banking business. I was only eighteen months old at the time of the move, and it didn't make much difference to me where I was because I was so small; but several years later, when my father proposed to take me North to be educated, I had my own views on the subject. I instantly kicked over the little boy, Sam, who happened to be standing by me at the moment, and, stamping my foot violently on the floor, declared that I would not be taken away to live among a lot of Yankees!

You see I was what is called "a Northern man with Southern principles." I had no recollection of New England: my earliest memories were connected with the South. I knew I was born in the North, but hoped nobody would find it out. I never told my schoolmates I was a Yankee because they talked about

the Yankees in such a scornful way it made me feel that it was quite a disgrace not to be born in the South. And this impression was strengthened by Aunt Chloe, who said, "there wasn't no gentlemen in the North no way."

To be frank, my idea of the North was not at all accurate. I supposed the inhabitants were divided into two classes—hunters and schoolmasters. I pictured it to be winter pretty much all the year round. The prevailing style of architecture I took to be log-cabins.

With this picture of Northern civilization in my eye, the reader will easily understand my terror at the bare thought of being transported to Rivermouth to school, and possibly will forgive me for kicking over little Sam, when my father announced this to me. As for kicking little Sam, I always did that, more or less gently, when anything went wrong with me.

My father was greatly perplexed and troubled by this violent outbreak. As little Sam picked himself up, my father took my hand in his and led me thoughtfully to the library. I can see him now as he leaned back in the bamboo chair and questioned me. He appeared strangely puzzled on learning the nature of my objections to going North, and proceeded at once to knock down all my pine log houses, and scatter all the hunters and schoolmasters with which I had populated the greater portion of the Eastern and Middle States.

"Who on earth, Tom, has filled your brain with such silly stories?" asked my father calmly.

"Aunt Chloe, sir; she told me."

My father devoted that evening and several subsequent evenings to giving me a clear and succinct account of New England: its early struggles, its progress, and its present condition—faint and confused glimmerings of which I had obtained at school, where history had never been a favorite pursuit of mine.

I was no longer unwilling to go North; on the contrary, the proposed journey to a new world full of wonders kept me awake nights. Long before the moving day arrived I was eager to be off. My impatience was increased by the fact that my father had purchased for me a fine little Mustang pony, and shipped it to Rivermouth two weeks before the date set for our own journey. The pony completely resigned me to the situation. The pony's name was Gitana, which is the Spanish for "gypsy," so I always called her Gypsy.

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Finally the time came to leave the vine-covered mansion among the orange-trees, to say goodbye to little Sam (I am convinced he was heartily glad to get rid of me), and to part with Aunt Chloe. I imagine them standing by the open garden gate; the tears are rolling down Aunt Chloe's cheeks; Sam's six front teeth are glistening like pearls; I wave my hand to him manfully. Then I call out "goodbye" in a muffled voice to Aunt Chloe; they and the old home fade away. I am never to see them again!

1. Which of the following persons mentioned in the passage had the greatest effect on the narrator's negative views of life in the North?
 - A. Sam
 - B. Aunt Chloe
 - C. Tom Bailey
 - D. Reverend Hawkins
2. As it is used in line 18, *cordially* most nearly means:
 - F. angrily.
 - G. strikingly.
 - H. sincerely.
 - J. offensively.
3. It can reasonably be inferred from the passage that, as compared to most boys in New England, the narrator was:
 - A. no better behaved, but no worse behaved.
 - B. more angelic and innocent.
 - C. less hypocritical but more troublesome.
 - D. very different in many ways.
4. According to the passage, which of the following names were acceptable to the narrator?
 - I. Higgins
 - II. Blake
 - III. Wallace
 - F. I only
 - G. III only
 - H. II and III only
 - J. I and III only
5. The narrator's initial feeling toward moving to Rivermouth can best be described as:
 - A. indifferent, as he was too young to know any better.
 - B. reluctant until his father dispelled inaccuracies about life in the North.
 - C. apprehensive because he would be forced to leave his pony, Gypsy, behind.
 - D. excited until he realized that he would have to part with Aunt Chloe and little Sam.
6. As he is revealed in the conversation he has with his son, the narrator's father can best be characterized as:
 - F. understanding and patient.
 - G. stern and unforgiving.
 - H. proud but uneducated.
 - J. ignorant but affectionate.
7. The narrator's point of view is that of:
 - A. a young boy.
 - B. an adult.
 - C. an omniscient observer.
 - D. a psychologist.
8. The sixth paragraph suggests that the narrator's relationship with little Sam is primarily characterized by:
 - F. the narrator's patience with Sam.
 - G. Sam's annoyance with the narrator.
 - H. the narrator's abuse of Sam.
 - J. Sam's respect for the narrator.
9. It can reasonably be inferred that, when the narrator describes himself as "a Northern man with Southern principles," he means that:
 - A. even though he now lives in the South, he has retained and is proud of his Northern heritage.
 - B. he is first and foremost a Yankee, as he was born in the North, reluctantly adapting to a Southern lifestyle.
 - C. he has successfully reconciled his conflicting allegiances, subscribing to some Northern values and some Southern values.
 - D. although he was born in New England he identifies more closely with the way of life and culture of the South.
10. It can reasonably be inferred that the author included the second paragraph to:
 - F. support the narrator's assertion that he is a "faultless young gentleman."
 - G. show just how much confidence and self-esteem the narrator possesses.
 - H. contradict the narrator's belief that he was not a well-behaved, amiable boy.
 - J. provide an example of how the narrator is both friendly and fickle.

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PASSAGE II

SOCIAL SCIENCE: *This passage is adapted from The American Republic: Constitution, Tendencies, and Destiny by O.A. Brownson © 1866.*

The ancients summed up the whole of human wisdom in the maxim "Know Thyself," and certainly there is for an individual no more important and no more difficult knowledge, than knowledge of himself.

5 Nations are only individuals on a larger scale. They have a life, an individuality, a reason, a conscience, and instincts of their own, and have the same general laws of development and growth, and, perhaps, of decay, as the individual man. Equally important, and no less
10 difficult than for the individual, is it for a nation to know itself, understand its own existence, powers and faculties, rights and duties, constitution, instincts, tendencies, and destiny. A nation has a spiritual as well as a material existence, a moral as well as a physical
15 existence, and is subjected to internal as well as external conditions of health and virtue, greatness and grandeur, which it must in some measure understand and observe, or become lethargic and infirm, stunted in its growth, and end in premature decay and death.

20 Among nations, no one has more need of full knowledge of itself than the United States, and no one has, to this point, had less. It has hardly had a distinct consciousness of its own national existence, and has lived the naive life of the child, with no severe trial,
25 till the recent civil war, to throw it back on itself and compel it to reflect on its own constitution, its own separate existence, individuality, tendencies, and end. The defection of the slaveholding States, and the fearful struggle that has followed for national unity and integrity, have brought the United States at once to a distinct recognition of itself, and forced it to pass from thoughtless, careless, heedless, reckless adolescence to grave and reflecting manhood. The nation has been suddenly compelled to study itself, and from now on must act from reflection, understanding, science,
35 and statesmanship, not from instinct, impulse, passion, or caprice, knowing well what it does, and why it does it. The change which four years of civil war have wrought in the nation is great, and is sure to give it the seriousness, the gravity, and the dignity it has so far lacked.

40 Though the nation has been brought to a consciousness of its own existence, it has not, even yet, attained a full and clear understanding of its own national constitution. Its vision is still obscured by the floating mists of its earlier morning, and its judgment rendered indistinct and indecisive by the wild theories and fancies of its childhood. The national mind has been quickened, the national heart has been opened,
45 the national disposition prepared, but there remains the important work of dissipating the mists that still linger, of brushing away these wild theories and fancies, and of enabling it to form a clear and intelligent judgment of itself, and a true and just appreciation of its own constitution tendencies.

50 As the individual states have vindicated their national unity and integrity, and are preparing to make a new start in history, nothing is more important than

60 that they should make that new start with a clear and definite view of their national constitution, and with a distinct understanding of their political mission in the future of the world. The citizen who can help his countrymen to do this will render them an important service and deserve well of his country, though he may
65 have been unable to serve in her armies and defend her on the battle-field. The work now to be done by American statesmen is even more difficult and more delicate than that which has been accomplished by our brave armies. As yet the people are hardly better prepared for the political work to be done than they were
70 at the outbreak of the civil war for the military work they have so nobly achieved. But, with time, patience, and good-will, the difficulties may be overcome, the errors of the past corrected, and the government placed
75 on the right track for the future.

11. The author's tone toward the subject of the passage can best be characterized as:
A. impassioned.
B. indifferent.
C. whimsical.
D. resigned.
12. The main idea of the passage can best be summarized by which of the following statements?
F. The United States will forever be disposed to repeating political mistakes of the past.
G. A country has the responsibility of providing safety and stability to its citizens in the form of a national constitution.
H. It is imperative that the United States comprehend its identity as a nation, which can be accomplished through an understanding of its unique qualities.
J. The United States is not prepared or able to reunite as one nation after the ideological division that caused the Civil War.
13. As used in line 24 of the passage, *naive* most nearly means:
A. aware.
B. inexperienced.
C. difficult.
D. incapable.
14. According to the passage, what caused the United States to "pass from thoughtless, careless, heedless, reckless adolescence to grave and reflecting manhood (lines 31–33)"?
F. A difficult and controversial legal trial that captured the whole country's attention
G. The ratification of the final draft of the constitution
H. International questioning regarding the integrity and viability of America's government
J. The secession of the southern states and the conflict that ensued

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15. Which of the following statements best summarizes the main point of the first paragraph?
- A. Understanding one's own strengths and weaknesses is a difficult yet important task, not only for individuals, but for nations as a whole.
 - B. The spirituality of individuals should be dictated by the nation's government.
 - C. Comparing a nation to a person is an inaccurate analogy that only leads to confusion and misrepresentation.
 - D. The United States was founded upon a principle of law originating from the ancient world.
16. According to the author, a citizen who helps his countrymen to develop "a distinct understanding of their political mission in the future of the world" (lines 61–62) should be:
- F. enlisted in the military.
 - G. ignored.
 - H. revered.
 - J. tried for treason.
17. According to the last paragraph, what does the author believe will happen if the United States is able to fully understand its own constitution and political duty on a global scale?
- A. Disagreements will be resolved diplomatically, rendering warfare obsolete.
 - B. The nation, as a whole, will reconcile its previous missteps and have a more hopeful future.
 - C. Citizens will be no more prepared for future conflicts and understanding the past and present of the nation's politics will have no benefit.
 - D. The government, realizing the inadequacies of the constitution, will take the necessary steps to improve upon it.
18. As it is used in line 56, the word *vindicated*, in this context, most nearly means:
- F. justified.
 - G. weakened.
 - H. squandered.
 - J. separated.
19. A recurring metaphor the author uses in the piece compares the United States to:
- A. a battlefield, where two separate armies are clashing over political issues.
 - B. an ancient sage, who is admired for his great knowledge and wisdom.
 - C. a scholar, who is dedicated to the pursuit of higher education.
 - D. a man, who begins as an immature child and grows into a wise and experienced adult.
20. According to the passage, what does the author assert will happen to the United States if the nation does not become more aware of itself and its role in the global community?
- F. The country will erupt in a civil war.
 - G. Its citizens, no longer having a conscience or moral compass, will rebel against the government.
 - H. The nation will become weak, leading to its eventual downfall.
 - J. Its strength and power will continue to grow, becoming a global leader in industry.

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PASSAGE III

HUMANITIES: *William Faulkner: Great Southern Author*

Born in Mississippi in 1897, William Faulkner is touted as the master of such revolutionary literary devices as stream of consciousness, multiple narra-
5 tions, and time-shifts within a narrative. During a career that spanned more than three decades, Faulkner produced literary works filled with emotional turmoil and unflinching honesty. His unique interpretation of history is highlighted in the symbolism and imagery
10 of his writing. It has also been argued that Faulkner's works are some of the best representations of Southern Gothic literature ever written.

It is clear that Faulkner's Deep South roots greatly influenced his writing. He was a prolific writer whose works both parallel and depart from popular myths of
15 southern culture. Faulkner's remarkable understanding of race relations and his clever satire of Southern characters stemmed from his memories of growing up in rural Mississippi. He set many of his short stories and novels in the fictional Yoknapatawpha County, based
20 on what Faulkner referred to as "my own little postage stamp of native soil," Lafayette County, Mississippi. It was there, immersed in traditional southern lore, that William Faulkner began to write of the great political, social, and economic transformation taking place in the
25 Deep South, depicting traditional society in timeless human dramas.

Faulkner came from an old and relatively prominent Southern family. He grew up surrounded by traditional folklore, family stories, accounts from the
30 Civil War, and lectures about being a Southern gentleman. In his works, Faulkner examined how traditional values and beliefs affected Southern society after the Civil War. Faulkner particularly abhorred the rampant racism and abuse that African Americans suffered in
35 the South. Although Faulkner's novels do not shy away from describing the brutality and anguish that life can bring, his works are filled with profound compassion and humor. Faulkner refused to avoid painful or controversial issues and he was intrigued with understanding
40 human freedom. His work explores, condemns, and analyzes obstructions to human freedom and happiness by examining racism, shame, fear, false pride, and abstract ideals. Much of Faulkner's exploration is done using brilliant symbolism and exquisite dialogue.
45 For example, his novel *The Sound and the Fury*, published in 1929, dealt with the painful demise of a distinguished southern family and demonstrated a rich variety of literary styles, relying most heavily on stream-of-consciousness writing, in which a character's
50 thoughts are conveyed in a manner roughly akin to the way the human mind actually works.

Faulkner's mastery of unique literary styles was formally recognized when, much to his surprise, he was awarded the Nobel Prize for literature in 1949.
55 Always his own harshest critic, William Faulkner considered many of his books failures because they did not live up to his high expectations. However, it is clear that Faulkner's experimental literary techniques simultaneously perplexed and challenged his readers, who were
60 more often than not inspired by his insightful analysis

of the human spirit. Faulkner continued to explore the interconnections between his characters and their counterparts in the real world until his death in 1962.

In the months before his death, Faulkner updated
65 his will, leaving the bulk of his manuscripts to the Faulkner Foundation at the University of Virginia, where he had been appointed its first Writer-in-Residence. While the original documents are protected, electronic versions of the collection are freely available
70 to scholars of great Southern literature and others interested in gaining additional insight into the life's work of a truly revolutionary American author.

21. As it is used in line 22, the word *immersed* most nearly means:
A. depicted.
B. submerged.
C. related.
D. interpreted.
22. The author describes Faulkner's writing as all of the following EXCEPT:
F. symbolic.
G. honest.
H. malicious.
J. tumultuous.
23. One of the main ideas of the passage is that:
A. Faulkner was devoted to his southern roots.
B. authors employed revolutionary literary devices.
C. Faulkner was a prominent author with strong convictions.
D. many of Faulkner's books were considered failures.
24. As it is used in line 33, the word *abhorred* most nearly means:
F. greatly enjoyed.
G. strongly disliked.
H. firmly believed in.
J. clearly misunderstood.
25. The author suggests which of the following about Faulkner's attitude toward racism in the South?
A. He felt that racism was a necessary evil.
B. He hated racism and sought to expose it in his writing.
C. He shied away from any discussion of racism.
D. He was not concerned about racism as a social issue.
26. The main emphasis of the fourth paragraph (lines 52–63) is to:
F. provide support for Faulkner's belief that he was a failed author.
G. question the claim that Faulkner was a master of unique literary styles.
H. summarize the value and importance of Faulkner's vision as an author.
J. sharpen the distinction between Faulkner's different techniques.

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27. With which of the following statements about Faulkner's literary style would the author most likely agree?
- A. It had never been utilized by authors of southern culture.
 - B. It was generally less effective than more traditional approaches.
 - C. It has often been employed by 20th-century authors.
 - D. It was an innovative approach to discussions of social issues.
28. The passage states that *The Sound and the Fury* depicted:
- F. the tragic downfall of a respected family.
 - G. the profound rise to freedom of Civil War slaves.
 - H. a harsh criticism of William Faulkner.
 - J. an inspirational look at southern life.
29. The author uses the term "counterparts" (line 63) most likely in order to:
- A. disprove the theory that fictional characters can be based on real people.
 - B. reveal the source of Faulkner's literary methods.
 - C. indicate that Faulkner's characters were often based on real people.
 - D. cast doubt on the idea that readers often identify with fictional characters.
30. Which of the following best states the main purpose of the passage?
- F. To suggest that some writers are more deserving of major literary awards.
 - G. To describe one man's desire to write about important social issues.
 - H. To review the use of certain literary devices in best-selling novels.
 - J. To illustrate one author's understanding of and commitment to his craft.

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PASSAGE IV

NATURAL SCIENCE: *Those Jellystone Bears*

Over the years, there have been countless fans of the classic Hanna-Barbera cartoon character Yogi Bear. The cartoon series enjoyed by young and old alike revolved mostly around the misadventures of this loveable bear and his sidekick Boo-Boo as they attempted to snag “pic-a-nic” baskets in the made-up land of Jellystone Park. It’s not often that people think about where the ideas for these cartoons characters come from, which brings up an interesting point: do bears actually search for food left in picnic baskets and unattended campsites? Anyone who has watched an episode of *Yogi Bear* can see that the bears’ behavior goes far beyond the limits of what is natural. The thing which must be explored, then, is which of those humorous antics were license on the part of Hanna-Barbera, and which were actually based on the bear’s normal behaviors.

Remarkably enough, bears have been known to seek out food from some unlikely sources, including picnic baskets, on top of their usual diet of berries, insects, and fish. Bears work throughout the summer and fall to build up fat stores so as to have energy enough to last them through their winter hibernations. Related to this is their need to replenish their depleted reserves when they wake up in the spring. Food is generally scarce in the early spring, and consequently they will gladly indulge in any foods that are high in proteins or fats. This is the main reason for many incidents involving bears entering campsites in search of food.

Although this behavior may seem strange, it is no more than the result of nature equipping bears with a variety of traits that allow them to remain well fed in increasingly human-populated habitats. Specifically, the American black bear, *Ursus americanus*, has color vision and has been observed by scientists using its color vision to distinguish between varying food items at close range. On top of this, all bears have an acute sense of smell and can use their especially sensitive lips to locate food. These sensory talents contribute to the bears’ remarkably high intelligence and curiosity, giving them the ability to open closed containers if they believe food is inside. Their exploratory and navigational skills are also worthy of note—most bears will maintain vast territories in order to obtain food from a variety of sources. Bears may even vary their sleep cycles in areas where there is a large degree of human activity, either feasting on road-side garbage during the day or scouring campsites for leftovers at night.

Yet another strange but true comparison is that Yogi and Boo-Boo have developed a social relationship much like the ones that will form between wild bears when several animals find themselves sharing a limited number of food sources. Generally solitary, black bears will create a hierarchical order in situations where paths cross in pursuit of food, so as to assure that all animals remain adequately fed. While it is unlikely that any black bears in nature would actually send a cub after a camper’s lunch, the behavioral relationships that might inspire the creation of such a story are indeed real.

60 Though many of the features of the comical Yogi Bear are likely the result of pure imagination, there is scientific fact behind at least some of his activities. Despite his appearance as a brown bear, the distinctive feeding behaviors of the American black bear match remarkably well with the habits of the cartoonish culprit. The uncanny truth behind little known scientific facts such as these should make everyone think twice the next time they sit down to watch Saturday morning cartoons.

31. The main idea of the passage is that:
- A. cartoon characters should never be based on real animals.
 - B. bears have some unique eating habits that are comically portrayed on television.
 - C. bears are generally solitary creatures, but they sometimes venture into human habitats.
 - D. there is little scientific data to support the comparison between “Yogi Bear” and the American black bear.
32. The passage states that bears maintain large territories in order to:
- F. avoid contact with humans.
 - G. develop stronger social relationships.
 - H. ensure that they have enough food.
 - J. more easily locate abandoned campsites.
33. The passage states that which of the following is a regular staple of a bear’s diet?
- A. Picnic baskets
 - B. Garbage
 - C. Insects
 - D. Small mammals
34. As it is used in line 37, the word *acute* most nearly means:
- F. small.
 - G. sharp.
 - H. reduced.
 - J. abnormal.

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35. According to the passage, which of the following traits CANNOT be attributed to bears?
- A. Intelligent
 - B. Curiosity
 - C. Solitary
 - D. Anti-social
36. With which of the following statements would the author most likely agree?
- F. Bears are particularly resourceful.
 - G. Bears cannot tolerate human food.
 - H. Bears eat voraciously throughout the winter.
 - J. Bears have only one method of obtaining food.
37. The author mentions all of the following as potential food sources for bears EXCEPT:
- A. garbage.
 - B. general stores.
 - C. fish and berries.
 - D. unattended campsites.
38. The passage suggests that one of the differences between the American black bear and other bears is the American black bear's:
- F. acute sense of smell.
 - G. abnormal sleep patterns.
 - H. color vision.
 - J. sensitive lips.
39. What is the main idea of the second paragraph (lines 18–29)?
- A. Despite the scarcity of food in the spring, most bears avoid human contact.
 - B. Bears must sometimes supplement their regular diets with food found near humans.
 - C. Bears engage in strange behaviors to maintain social order.
 - D. It is important that humans avoid any contact with bears during the summer and fall.
40. One of the main observations made in the next-to-last paragraph (lines 49–59) is that:
- F. black bears often rely on their cubs to secure food.
 - G. black bears will act as a group in order to secure food.
 - H. black bears are incapable of securing food without help from humans.
 - J. black bears secure food in a manner completely unique to the species.

END OF THE READING TEST.

STOP! IF YOU HAVE TIME LEFT OVER, CHECK YOUR WORK ON THIS SECTION ONLY.

Reading Test

1. B	21. B
2. H	22. H
3. A	23. C
4. H	24. G
5. B	25. B
6. F	26. H
7. B	27. D
8. H	28. F
9. D	29. C
10. J	30. J
11. A	31. B
12. H	32. H
13. B	33. C
14. J	34. H
15. A	35. D
16. H	36. F
17. B	37. B
18. F	38. H
19. D	39. B
20. H	40. G

Science Reasoning Test

1. D	21. D
2. F	22. F
3. C	23. A
4. H	24. F
5. A	25. B
6. J	26. F
7. B	27. D
8. F	28. G
9. C	29. D
10. H	30. H
11. D	31. B
12. H	32. H
13. A	33. B
14. G	34. F
15. D	35. A
16. J	36. H
17. C	37. D
18. J	38. F
19. D	39. A
20. F	40. J

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READING TEST

35 Minutes—40 Questions

DIRECTIONS: This test includes four passages, each followed by ten questions. Read the passages and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passages as often as necessary when answering the questions.

PASSAGE I

PROSE FICTION: *Football Failures*

A cold wind soothed the faces of the sweaty men huddled on the muddy field. The team stared at the goal line and focused on the game-ending, season-defining play in front of them. Dusty air filled their lungs with

5 each deep heave they mustered.

For almost two hours the men had battled their opponents on the barren football field. Joe, the center, could see the coach describing the play to a younger player. He was one of the grunts, a lineman, big and tall and eager to push open gaps for the backs. The under-

10 classman's labored jog back to the huddle mirrored every man's fatigue.

The quarterback confirmed the play and articulated it to his team. Joe saw his mouth move but could not hear the words; nonetheless, he knew his blocking assignment. The hiss of the crowd muffled all sound on the field. Suddenly, Joe picked a voice out of the din, and turned his attention to his good friend Mark. "This is it guys," Mark was yelling. "We've been practicing

20 for four months this season and for three more years before that. It's time we score and take home a win. Let's get it done!" They all clasped hands to break the huddle and returned to their individual concentration.

Time seemed to drag as the team marched back to the line of scrimmage. Joe glared at his opponents, pleased by the heavy clouds of vapor billowing from their mouths. Exhaustion was written on their faces and in their twitchy movements on the line. He turned his head toward the place in which he wanted to force

30 a gap, then to the defensive end who stood fast with his hands on his knees, gaze fixed on the ground. Joe smiled inwardly; he knew his team had beaten the other with physical play and superior endurance. Time froze as he prepared to snap the ball.

Joe leaned over carefully and clutched the moist leather ball. His teammates cautiously took their places right and left, lining up as in countless practice drills, in perfect order. Like clockwork, too, was each man's thorough examination of the opposing force, scanning back and forth for a gap or a weak player, feeling the opponents' stares in return. Joe felt the quarterback crouch behind him. The passer's booming voice still did not register with Joe, but instinct told him what he needed to know. Three staccato hikes later, he snapped

45 the ball with speed and hurled himself towards the first defender.

Joe felt the crunch of pads and brought his forearm under the other man's shoulder pads. Lifting with his arms and legs, he threw the lesser player onto his back.

50 The meager lineman lay stunned for a moment, which greatly amused Joe, assuming the two yards he had sent his man back was more than enough to free the rusher to enter the endzone. This lucid moment lasted but a split second before Joe again lunged toward an upright

55 opponent.

Joe turned abruptly at the sound of a whistle and strained to find the scoring rusher. Something was wrong. Joe's teammates stood stunned, staring at the pile of defensive players who had fallen on their running back. Referees began pulling men off the heap. With only a few men left on the ground, Joe could see the ball, still in the backfield, and in the arms of an opponent. He heard his coach from the sideline: "Fumble? Are you kidding me? I can't believe you

65 guys!"

His men had turned over possession of the ball, and time ran out on the game. "We had them beat, you know," Mark hissed to Joe as they walked slowly off the field. "They were dead tired. We should have won the game." Their one chance was gone and now they had to endure the other team's celebration on the field. Joe's team never liked losing, but having come so close to a victory that day meant their last-minute defeat would be especially disappointing.

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1. Joe would most likely agree with which of the following statements about the relationship between the players on his team?

- A. The players take the game very seriously and spend little time interacting with one another.
- B. Most of the players are excellent friends and maintain a lively atmosphere on the field.
- C. The players work very hard at a common goal and provide support for one another to achieve it.
- D. The players react poorly to their coach's hostile yelling and find strength in their shared objection.

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2. Joe can most accurately be characterized as:
- F. self-assured and presumptuous.
 - G. confident but dismayed.
 - H. amiable but reserved.
 - J. engrossed and dedicated.
3. Which of the following statements does NOT describe one of Joe's reactions to the events of the final play of the game?
- A. He glanced around, shocked.
 - B. He lunged at his opponents in a blind rage.
 - C. He commiserated with Mark.
 - D. He trudged off the field with his teammates.
4. The main point of the first paragraph is that:
- F. football is a game whose players can get very dirty.
 - G. the players have all worked hard to arrive at a crucial point in the game.
 - H. the long fall sports season can include some cold-weather days.
 - J. cool grass fields are ideal surfaces for football games.
5. The main point of the last paragraph is that Joe feels:
- A. sad as usual about the loss.
 - B. frustrated by his teammates' lackluster performance during the final play.
 - C. guilty that he and his teammates let down the coach.
 - D. dejected by the loss of this important game.
6. According to the passage, when Joe observes the opposing defensive line, Joe feels:
- F. surprised at their resilience so late in the game.
 - G. quietly pleased by their signs of weakness.
 - H. apprehensive about their alignment.
 - J. pensive over the strategy of the defense.
7. Which of the following statements most accurately expresses Mark's feelings after the loss?
- A. Mark was disappointed by the loss, but saw the circumstances that led to it.
 - B. Mark rejected the loss and held to the belief that they had won.
 - C. Mark denied the loss at first, but was convinced by Joe that it was legitimate.
 - D. Mark is angered by his team's failure to defeat an inferior team.
8. It can logically be inferred from the passage that the reason the players join hands at the end of a huddle is because:
- F. such a ritual draws attention to the quarterback, who must announce the play.
 - G. the team must have the right number of players to execute the play.
 - H. it reinforces the notion of team purpose and mutual reliance essential to game play.
 - J. it alerts players who cannot hear the quarterback to the end of the huddle.
9. A reasonable conclusion Joe draws about his first block is that the block:
- A. was particularly effective, leaving ample room for the rusher to score.
 - B. was insufficient to make a gap for the rusher, who ended up fumbling the football.
 - C. was clearly illegal, evident in the way Joe's thrust sent the opponent onto his back.
 - D. was not included in the original play.
10. According to the passage, the reason the final play of the game is crucial to the success of the entire season is that:
- F. no game had yet been so closely contested.
 - G. pride is at stake during important goal line plays.
 - H. the game comes late in the season after many weeks of preparation.
 - J. the defending team appeared fatigued and easy to beat.

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PASSAGE II

SOCIAL SCIENCE: *American Influences Abroad*

A tourist walks along a muddy Indonesian street looking for a souvenir that represents the local culture. He stops by a small street vendor to look at the goods for sale. What he sees shocks him: T-shirts and posters promoting American football, basketball, and baseball teams, brand-name American food and drink, and an assortment of other items of Americana.

Although this example may seem surprising, it is a reality in many countries. American culture has infiltrated many nations around the world that Americans generally consider the most exotic. In these places, the importation of American culture—be it by consumer goods, media, or otherwise—is affecting indigenous peoples and their traditions.

The presence of American culture in other countries receives mixed reactions. Some people praise American business or simply find the so-called invasion innocuous. American logos appear in quite unexpected places, embodying the ubiquitous American symbols worldwide. The presence of such American food and retail goods in a foreign market might indicate that the companies producing them are eager to support the local economy. American corporate confidence in a country's markets can boost additional foreign investment. In many cases, the populations of developing countries and highly industrialized and modern nations have embraced Americana.

Many other people reject what has been called American "cultural imperialism." Some sociologists, anthropologists, and cultural experts lament the steady decline of distinct national, ethnic, and cultural identities as omnipresent American influences overpower ancient traditions and beliefs.

For example, Mexico and the United States have often had a tense relationship unhelpt by the language barrier. Regardless, there has been an overwhelming influx of American ideas and products into Mexico. Look to the typical Mexico tourist resort. Only about fifty years ago the sleepy towns were still untouched by commercial development. They held their local culture close. Now, however, grand international hotels tower above the traditional colonial architecture. A walk down a main thoroughfare in a tourist town could reveal a plethora of American businesses. The local cantinas and native boutiques are losing the battle against large American corporations.

Despite these issues, however, many other experts have applauded the spread of American institutions across the world. They point to jobs created, as well as the modernization of infrastructure that comes with American commerce. They explain that these things will help bring lesser-developed nations into the modern world and help to decrease poverty and other social ailments. In fact, many of the jobs offered by American companies pay handsomely compared to the local market's average wage.

Furthermore, some experts point to Japan as a prime example of where American involvement has been beneficial. After helping to rebuild the country both politically and economically after World War II,

America left a pervasive cultural footprint on the country. Although the Japanese people have embraced many American concepts and products, they have maintained a distinct culture that is rich in the traditions of the past but open to Western ideas.

American commercial and cultural expansion abroad has created both benefits and problems. In many places, there is still no clear picture of the future effects of Americana.

- 65
11. According to the first paragraph, the tourist was shocked because:
- A. he could not find any souvenirs.
 - B. he expected to find souvenirs that reflected the local culture.
 - C. he did not realize that the shops would be so small.
 - D. he had never before been to Indonesia.
12. As it is used in line 19, the word *ubiquitous* most nearly means:
- F. very expensive.
 - G. supportive.
 - H. far-reaching.
 - J. localized.
13. According to the passage, some people reject Americana because:
- A. it boosts foreign investment in local economies.
 - B. it modernizes the infrastructure of aging communities.
 - C. it pays wages that local businesses cannot compete with.
 - D. it dilutes indigenous cultures.
14. According to the passage, the spread of American influences resulted in which of the following in certain foreign countries?
- I. Increased number of jobs
 - II. Modernized infrastructure
 - III. Decline in tourism
 - F. I only
 - G. II only
 - H. I and II only
 - J. II and III only

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15. The passage suggests that tourist resorts in Mexico:
- A. remain unaffected by American influences.
 - B. are struggling to maintain their cultural identity.
 - C. can only benefit from the influence of American ideas.
 - D. have never been so popular with Americans.
16. The passage indicates about America's influence on Japanese culture that it:
- F. was detrimental to the Japanese economy.
 - G. led to a harmonious blend of American and Japanese ideas.
 - H. had no direct effect on Japanese politics.
 - J. put Japan at a distinct disadvantage in relation to other Asian countries.
17. It can reasonably be inferred from the passage that, if American cultural influences continue to infiltrate foreign markets, those markets:
- I. will experience unlimited economic growth.
 - II. will not be able to maintain their unique identities.
 - III. could either benefit from or be harmed by such influences.
- A. I only
 - B. II only
 - C. III only
 - D. I and II only
18. As it is used in line 30, the word *lament* most nearly means:
- F. embrace.
 - G. enjoy.
 - H. deny.
 - J. regret.
19. According to the passage, the Indonesian street vendor sold:
- A. American sports memorabilia.
 - B. only goods manufactured in Indonesia.
 - C. souvenirs unsuitable for Americans.
 - D. trinkets imported from the surrounding countries.
20. It can be reasonably inferred from the last paragraph that:
- F. American expansion abroad continues to benefit some nations.
 - G. American expansion abroad will likely decline in the future.
 - H. American expansion abroad causes more problems than it solves.
 - J. American expansion abroad will not be supported by either Japan or Mexico.

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PASSAGE III

HUMANITIES: *Artistic Styles Explored*

Many of us have looked at a great work of art and wondered how a person is able to paint or draw something so lifelike and emotive. We see the masterpieces of painters such as Monet or Picasso and wonder what stirred these men to put brush to canvas so delicately. Most of an artist's greatness lies in his or her natural ability and practice of technique, but other factors affect the work an artist produces. The trained eye knows that even the smallest of details can have a powerful impact on the meaning of an artist's work.

A formal style is among the most apparent traits of a work of art. One of the first popular styles was known as Realism. Paintings from this school focused on depicting real life unembellished with fanciful notions or feelings. Realism traces its roots to ancient Rome, where artists attempted to depict their leaders in ways that did not glamorize or gloss over unattractive physical attributes. This approach became unpopular after a while for many different reasons, but was revived during the Renaissance. For the next several centuries, Western artists attempted to portray life as realistically as possible.

In the late 19th century, a rebellion against Realism arose in response to the rigidity and staleness some saw in the style. As a result, many artists began painting in the Impressionist style, which allowed for more creativity. Monet and Manet, two prominent painters, used this style of painting, characterized by its subtle use of light and color to create a dreamlike quality in scenes of the natural world.

Impressionist painters use small brush strokes with unmixed primary colors to simulate reflected light. The result is a picture that appears hazy, leaving a general "impression" upon the viewer. The large number of young painters who took up Impressionism resulted in it being a very vigorous and contentious school of thought. Impressionistic style is still popular with both art collectors and museum-goers.

Several new styles grew out of the Impressionist movement that actually rejected all or some of the beliefs held by Impressionists. Some of these styles became schools of thought in their own right, while others simply existed as one artist's trademark way of painting. Post-Impressionism is one example of a style that grew out of the naturalistic form of Impressionism. Post-impressionism uses form and color to reflect art in a more personal and subjective way than did its predecessor.

Another style that grew out of Impressionism was Pointillism. Georges Seurat led this movement, which emphasized the application of paint in small dots and brush strokes to create the effect of blending and luminosity.

Vincent Van Gogh, a well-known artist, adapted Impressionism to his own unique method. Although a real school of thought never followed his style of painting, he is nonetheless regarded as a brilliant painter for his use of bold, bright colors and even larger and bolder brush strokes.

60 Many other styles of painting evolved from the first descendants of Impressionism. Cubism, Abstract Art, Expressionism, Abstract Expressionism, Modernism, and a host of other styles have all expanded the range of acceptable artistic expression and allowed artists to explore new and creative ways in which to express themselves and their points of view. Each style has distinct ways of interpreting the world and depicting it in art. Although some have similarities, they all are unique and distinguishable from one another. For example, one tableau may reflect the world through rigid geometric figures while another may show life in smooth black curves.

One consequence of the spread of different artistic styles is the wide variety of art people enjoy today. While some favor one style over another, it is important that these styles coexist, because a variety of techniques and opinions is the ideal environment for the evolution of art.

21. As it is used in line 3, the word *emotive* most nearly means:
- A. inciting to action.
 - B. expressing emotion.
 - C. inducing impassiveness.
 - D. defining artistry.
22. The author mentions all of the following as adaptations of Impressionism EXCEPT:
- F. Modernism.
 - G. Cubism.
 - H. Realism.
 - J. Expressionism.
23. The author suggests that Realists were most interested in depicting:
- A. ancient Romans as glamorous figures.
 - B. people and places as they actually appeared.
 - C. unattractive physical attributes of Western artists.
 - D. the dreamlike quality of the real world.
24. The main emphasis of the second paragraph (lines 11–22) regarding the Realist approach is that:
- F. despite fluctuations in its popularity, it is an enduring style.
 - G. it regained popularity during the Renaissance.
 - H. it was the only formal style of painting in ancient Rome.
 - J. while it was popular during the Renaissance, it fell out of favor shortly thereafter.

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25. Which of the following best states the main point of the passage?
- A. Painters must adapt to a changing world.
 - B. Artistic styles have evolved over the years.
 - C. Some styles of painting are more popular than others.
 - D. Artists often change their styles based on popular demand.
26. As it is used in line 43, the phrase “artist’s trademark” most nearly means:
- F. prime example.
 - G. legal background.
 - H. formal training.
 - J. unique style.
27. The passage suggests that Impressionist painters:
- A. rejected Realism.
 - B. were unpopular.
 - C. embraced Realism.
 - D. were rigid and stale.
28. The author claims that Impressionism:
- F. was unable to expand the range of artistic expression.
 - G. was the precursor of both Realism and Pointillism.
 - H. paved the way for many other creative artistic styles.
 - J. evolved from other styles, such as Abstract Art and Cubism.
29. The author of the passage indicates that Post-Impressionism, as compared to Impressionism, is:
- A. more personal.
 - B. less subjective.
 - C. less natural.
 - D. more vigorous.
30. According to the passage, artists rebelled against Realism because:
- F. it used light and color to embellish the real world.
 - G. it traced its roots to ancient Rome.
 - H. it glossed over the true feelings of the artists.
 - J. it did not allow for freedom of artistic expression.

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PASSAGE IV

NATURAL SCIENCE: *Heredity and Gene-linkage: A Possible Relationship*

The ability of every organism on earth to reproduce is the hallmark of life. Reproduction can be either asexual, involving a single parent, or sexual, involving two parents. Sexual reproduction begets offspring that inherit half of their genes from each parent. This transmission of genes from one generation to the next is called *heredity*.

Each hereditary unit, the *gene*, contains specific encoded information that translates into an organism's inherited traits. Inherited traits range from hair color, to height to susceptibility to disease. Genes are actually segments of the *DNA* molecule, and it is the precise replication of *DNA* that produces copies of genes that can be passed from parents to offspring. *DNA* is subdivided into *chromosomes* that each include hundreds or thousands of genes. The specific traits or characteristics of each offspring depend on the arrangement and combination of the chromosomes supplied by both parents.

Genes located on the same chromosome tend to be inherited together. Transmission of these so-called linked genes can affect the inheritance of two different characteristics. Thomas Hunt Morgan was the first biologist to associate specific genes with specific chromosomes. In the early 20th century, Morgan selected a species of fruit fly, *Drosophila melanogaster*, on which to study his genetic theory. The fruit fly is a prolific breeder, producing hundreds of offspring in a single mating. In addition, the fruit fly has only four pairs of easily distinguishable chromosomes, making it the ideal experimental organism. Soon after Morgan commenced working with *Drosophila*, he began to notice variations in certain traits.

For example, Morgan noticed that the natural characteristics of *Drosophila* included gray bodies and normal wings. However, mutant examples of these characteristics sometimes appeared; these flies had black bodies, and much smaller, vestigial wings. Morgan crossed female flies that appeared normal, but carried the mutant genes, with males that exhibited the mutations. He expected the offspring to include equal numbers of gray flies with normal wings, black flies with vestigial wings, gray flies with vestigial wings, and black flies with normal wings. What he found was a disproportionate number of gray flies with normal wings and black flies with vestigial wings, which suggested to him that the genes for body color and wing size are transmitted together from parents to offspring because they are located on the same chromosome and must be somehow linked.

Additional research conducted by Morgan on *D. melanogaster* demonstrated that many, often spontaneous mutations occur across generations. These observations, together with the results of experiments carried out to test his theory on linked genes, led Morgan to postulate that the location of the genes on the chromosomes contributes to the likelihood of any given gene being transmitted from parent to offspring. This theory of linear arrangement, along with Morgan's

60 other important contributions to the field of genetics, led to his being awarded the Nobel Prize in Physiology or Medicine in 1933.

65 Current research exploring the significance of linked genes reveals that many factors affect the transmission of certain traits from parents to offspring. The location of genes on a particular chromosome is but one of a multitude of determinants involved in whether or not a characteristic will be inherited.

31. The main idea of the passage is that:
- A. fruit flies are excellent experimental organisms.
 - B. chromosomes contain many different genes.
 - C. the position of genes on a given chromosome can affect the inheritance of certain traits.
 - D. linked genes are primarily responsible for all of the mutations associated with body color and wing shape.
32. The passage states that a hereditary unit is called:
- F. a chromosome.
 - G. a gene.
 - H. an organism.
 - J. a characteristic.
33. The passage states that all of the following are examples of inherited traits EXCEPT:
- A. hair color.
 - B. molecules.
 - C. height.
 - D. disease susceptibility.
34. As it is used in line 28, the word *prolific* most nearly means:
- F. easily distinguishable.
 - G. characteristically ideal.
 - H. clearly superior.
 - J. highly productive.

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35. According to the passage, asexual reproduction involves:
- A. two parents.
 - B. either one or two parents.
 - C. one parent.
 - D. no parents.
36. With which of the following statements would the author most likely agree?
- F. There is still much to learn about the way in which genes are transmitted.
 - G. It is no longer necessary to study the effects of linked genes.
 - H. The *Drosophila melanogaster* is the best organism on which to experiment for all genetic research.
 - J. All genes that are located on the same chromosome are somehow linked.
37. What, according to the passage, was the primary reason that Thomas Hunt Morgan chose to experiment on *Drosophila melanogaster*?
- A. It had many easily distinguishable chromosomes.
 - B. It was able to produce many offspring in a short period of time.
 - C. It exhibited many different mutations.
 - D. It was the only organism that had linked genes.
38. The passage suggests that mutant genes:
- F. are always apparent in an organism's physical characteristics.
 - G. can sometimes be suppressed, causing the organism to appear normal.
 - H. are never transmitted from parent to offspring.
 - J. can clearly be seen on the chromosomes on which they are located.
39. What is the main idea of the last paragraph?
- A. Current research into the effects of linked genes is insufficient.
 - B. The location of genes on a chromosome is not important to the transmission of genetic material from parent to offspring.
 - C. Certain characteristics will never be inherited, due to their association with linked genes.
 - D. The transmission of genetic material is affected by more than simply the location of genes on a chromosome.
40. According to the passage, if the genes for blue eyes and brown hair are located on the same chromosome:
- F. none of the offspring will have both blue eyes and brown hair.
 - G. all of the offspring will have both blue eyes and brown hair.
 - H. both of the traits are considered mutations.
 - J. a certain number of offspring will inherit both traits.

END OF THE READING TEST.

STOP! IF YOU HAVE TIME LEFT OVER, CHECK YOUR WORK ON THIS SECTION ONLY.

Reading Test

1. C	21. B
2. J	22. H
3. B	23. B
4. G	24. G
5. D	25. B
6. G	26. J
7. D	27. A
8. H	28. H
9. A	29. A
10. H	30. J
11. B	31. C
12. H	32. G
13. D	33. B
14. H	34. J
15. B	35. C
16. G	36. F
17. C	37. B
18. J	38. G
19. A	39. D
20. F	40. J

Science Reasoning Test

1. D	21. D
2. J	22. J
3. B	23. C
4. H	24. G
5. D	25. A
6. G	26. H
7. D	27. B
8. H	28. J
9. A	29. C
10. F	30. G
11. B	31. C
12. H	32. J
13. C	33. A
14. G	34. J
15. C	35. C
16. G	36. G
17. D	37. B
18. J	38. H
19. B	39. A
20. H	40. G

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READING TEST

35 Minutes—40 Questions

DIRECTIONS: This test includes four passages, each followed by ten questions. Read the passages and choose the best answer to each question. After you have selected your answer, fill in the corresponding bubble on your answer sheet. You should refer to the passages as often as necessary when answering the questions.

PASSAGE I

PROSE FICTION: *The Lessons of Wilderness Living*

Members of modern society are fortunate to enjoy many conveniences once unheard of or reserved for the elite. Imagine, if you can, only one day without running water. It strains the mind to think of all the daily rituals one would have to change if the tap suddenly went dry. People today take electricity for granted, too. Lately, I've realized that while reliance on modern technology can improve the efficiency and quality of life, it also keeps people from learning meaningful lessons about living with the earth. The conservation ethics that I gained this summer while working at a hunting lodge I could not have learned elsewhere.

The lodge is located on a massive, little known lake in northern Canada, closer to the Arctic Circle than it is to the U.S. border. Every spring, the lodge reopens to welcome scores of dedicated anglers itching to dip a line in the nearby pristine creeks. By summer, the small lodge fills to capacity with eager hunters. On the guided treks, these men and women primarily chase migratory birds and caribou, but I have seen plenty of other unique game come back to the lodge kitchen for preparation. Every hunter agrees that what one finds at the lodge is a truly luxurious hunting experience. Many people are surprised to find the lodge is totally self-sufficient, with the exception of the food staples it receives by small airplane. For a whole season, I was "off the grid," totally dependent on the lodge to provide me with heat, light, water, and sanitation.

When I asked the owner why he built his modern-looking log lodge so far beyond the reach of civilization, he replied, "I didn't really like hunting anywhere the sewer line ran." Or *electricity or telephone or the water main*, I thought to myself. The boss is a peculiar man, but I see why he had no reservations about setting up shop so deep in the wilderness. He had learned to love it years ago when he was an elite mountain soldier in the army. He always mentioned that life wasn't as difficult in the sub-arctic wilderness as people think. Of course, he had a lodge to run, and not everyone was as hardy as he. His creative solutions to the lack of infrastructure are impressive.

The first necessity of employees and guests is clean water for cooking, eating, and washing. A nearby

creek feeds a large pump that draws the water through a particulate filter and into a large holding tank. A much smaller pipe takes some of this water through a series of purification devices. Inside, every sink has three taps: two blue and one red. Guests are used to the blue ones, drinkable hot and cold water, but the red one always requires an explanation. My contribution over the summer was to design a sign for each sink explaining the ways one could use the unpurified water from the red tap that came directly from the holding tank. Showering and cleaning are the most important uses, but "red" water is also useful for the garden or to give to the dogs.

The roof of the lodge is layered with solar cells to take advantage of the bright, clear summer sky. On average, the 10-room lodge can generate the same amount of power as a conventional two-bedroom apartment uses. Naturally, this poses challenges. The biggest conservation measure I could see was total lack of electronics, with the exception of the computer in the back office, which I've never seen turned on. The ceiling of every room has a large skylight, eliminating the need for electric light during the day. At night, a limited set of high-efficiency fluorescent bulbs illuminates the corridors and public spaces. Staff is equipped with flashlights for use in closets, outside, or in other unlit spaces. Interestingly, the low lighting seems to foster an "early to bed, early to rise" mentality among the guests, who always rave about how rested they feel after a week's stay.

Guests and staff alike stay warm with heavy woolen blankets, or, as my boss once quipped, "personal insulating devices." A full-circle fireplace in the center heats the main space. Smoke floats up the chimney while the heavy stainless steel hood reflects heat to all corners of the room. When guests close their room doors at night, they can barely hear the high-speed electric impellers that draw warmth from the fire into the rooms.

The lodge is a model of efficiency in an often-unforgiving territory. My summer there taught me to budget more carefully my consumption of water and power. It is such discipline that will be necessary in the future when costs of these commodities might be so high that civilization can no longer take their abundance for granted.

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1. Which of the following disadvantages of modern utilities is best supported by the details in the passage?
 - A. Public water and electricity are currently very expensive.
 - B. Utility commodities might eventually run out.
 - C. Public utility lines reinforce the divide between densely populated cities and sparse wilderness.
 - D. Municipal water and electricity are taken for granted, so most people never learn to live without them.
2. One can reasonably infer from the passage that a person who were to drink from a red tap would most likely:
 - F. prefer cooler water.
 - G. have to become accustomed to water with added chlorine or fluoride.
 - H. be disappointed by the low pressure.
 - J. risk falling ill from waterborne pathogens.
3. Given the way he is presented in the passage, the boss of the lodge can best be described as:
 - A. sheltered and timid.
 - B. vain and insincere.
 - C. eccentric and enterprising.
 - D. brash and calculating.
4. The narrator's comment about "luxurious" hunts (lines 22–23) refers to trips that:
 - F. provide amenities such as gourmet food.
 - G. are all-inclusive, where no one need bring personal equipment.
 - H. expose hunters to an unusual variety of game.
 - J. educate guests on arctic ecology as they hunt.
5. The second and third paragraphs suggest that, if not for the need to host a variety of guests, the boss would prefer:
 - A. a lodge closer to city services.
 - B. a more modest lodge with fewer creature comforts.
 - C. a large hunting estate with modern improvements.
 - D. a wilderness skills training facility.
6. Which of the following conclusions about the relationship between the narrator and the boss is best supported by the details in the passage?
 - F. The narrator does not fully grasp the boss's rationale for having such an isolated lodge, but admires his ingenuity nonetheless.
 - G. The boss largely ignores the narrator and the rest of the workforce, focusing instead on the guests, but the narrator does not resent him for it.
 - H. The boss is very shy and the narrator obliges him with privacy.
 - J. The narrator is an inquisitive person whose frequent questions irritate the boss.
7. What does the narrator suggest is a central characteristic of modern society's water and power consumption?
 - A. Temperance
 - B. Resourcefulness
 - C. Exorbitance
 - D. Caution
8. As it is used in line 27, the word *grid* most likely means:
 - F. roadway system.
 - G. map.
 - H. utility system.
 - J. populated land.
9. The boss would most likely agree with which of the following characterizations of his lodge?
 - A. It is rustic, unrefined, and occasionally uncomfortable.
 - B. It retains its wilderness charm in spite of concessions to some modern conveniences.
 - C. It establishes an oasis in the barren North for guests demanding luxury.
 - D. It focuses on premium lodging, with some guests choosing to participate in guided hunts.
10. It is most reasonable to infer from the passage that the creeks near the lodge are pristine because:
 - F. they teem with fish.
 - G. the lodge only draws water from one of them.
 - H. civilization is not present to alter or pollute them.
 - J. many specialty fishes can be readily caught in their waters.

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PASSAGE II

SOCIAL SCIENCE: *A Cure for Polio*

In the early twentieth century, no other disease caused as much fear and anxiety in the United States as *paralytic poliomyelitis*. *Paralytic poliomyelitis*, more commonly known as polio, was a particularly devastating disease because of its effect on children. Many children stricken with polio became permanently confined to wheelchairs or died at a very early age.

It was during the summer of 1916 that Americans first realized that polio was a threatening and deadly disease. As a virus, polio seemed to spread most quickly and easily during the summer months. Throughout that fateful summer, New York City experienced a polio epidemic that killed 9,000 people and left 27,000 paralyzed.

Even though polio was not a new disease, medical experts around the turn of the century were still uncertain about how to prevent it. While it is difficult to determine polio's first appearance in history, various accounts of lameness and paralysis suggest that polio can be traced back to early Egypt. It was probably not until 1908, when two Austrian physicians identified the submicroscopic virus, that scientists began to have an accurate understanding of the disease. Until 1908, conditions such as overheating, chilling, and even teething were thought to cause polio's symptoms. Some scientists and doctors even believed that diseases such as whooping cough and pneumonia were the cause of polio.

For many decades, polio research centered on treating symptoms as well as developing a vaccine to prevent polio. There was no known cure for people already infected with polio, so doctors focused on managing the disease's debilitating effects. Scientists and doctors concentrated on making the polio patient more comfortable and preventing fatalities. During the 1920s, the *iron lung* became a common device used to assist polio patients in breathing. When using the iron lung, patients would lie in a metal, human-sized tank for long periods of time. Sometimes, polio patients would have to continue this treatment their entire lives. Serum therapy was also attempted. During this type of treatment, polio victims would receive doses of serum extracted from polio-recovered monkeys, humans, and even horses. After nearly 20 years of research and trials, serum therapy was finally abandoned and deemed unsuccessful.

In the medical field, other debates occurred regarding the proper treatment of polio patients. Initially, it was thought that diseased limbs should be immobilized and even placed in casts. In addition, polio patients were prescribed complete bed rest. However, other theories suggested that paralyzed arms and legs should be wrapped in hot compresses and exercised regularly to prevent muscular atrophy. This latter approach soon became typical protocol because it seemed to relieve some pain and discomfort.

During World War II, the effort to cure and prevent polio in the United States was stalled because medical researchers became more involved with military issues and diseases overseas. However, at the end of the War,

as numerous troops returned home and polio epidemics once again increased, attention was turned back to this dreaded disease. Finally, a breakthrough occurred during the early 1950s when a medical researcher named Jonas Salk developed an effective vaccine using the tissue culture method. Salk discovered that injecting elements of the dead polio virus into healthy patients was effective, because vaccinated patients would build antibodies against the dead virus. These acquired antibodies prevented any future infection.

Later, another medical researcher named Albert Sabin developed an even easier method of distributing the vaccine. Sabin's vaccine became known as the oral polio vaccine. This innovation eliminated the use of needles; the vaccine was administered by mouth. Children had no difficulty tolerating the vaccine because it was infiltrated into a sugar cube. By 1955, the Salk vaccination trials were deemed successful. The government quickly established a program to administer vaccines to everyone in the country. By the early 1960s, the oral Sabin vaccine replaced the Salk injections. The Sabin vaccine was a live, attenuated virus that provided longer-lasting effects. By 1964, only 121 cases of polio were reported. This was a dramatic decrease from the 58,000 cases reported in 1952.

While the scourge of polio is well under control in the United States, it is still a dangerous disease worldwide. Polio is especially a threat in more remote and undeveloped countries. In addition, 500,000 Americans continue to live with the effects of childhood polio infections that began decades ago.

11. According to the passage, the most significant effects of the polio epidemic in America were on:
 - A. the development of government programs.
 - B. children stricken with the disease.
 - C. the medical community that attempted to cure polio.
 - D. public involvement in promoting the vaccine.
12. As it is used in the passage (line 33) the word *debilitating* most nearly means:
 - F. invigorating.
 - G. crippling.
 - H. coercing.
 - J. revitalizing.
13. According to the information presented in the passage, what would likely have happened if the iron lung had not been invented?
 - A. Some polio patients would have perished more quickly.
 - B. Paralysis in children would have worsened.
 - C. Patients would not have received proper bed rest.
 - D. Muscular atrophy would not have been prevented.

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14. According to the passage, why did medical research first focus on the treatment of polio's symptoms, instead of the disease itself?
- F. Scientists and medical experts did not understand the cause of polio.
 - G. A cure for the debilitating disease had recently been discovered.
 - H. Funds were not available from the government to develop a cure for polio.
 - J. Medical researchers were fearful of working with the polio virus.
15. As it is used in the fifth paragraph, the phrase "became typical protocol" implies that:
- A. the most common practice for treating polio became widely accepted.
 - B. medical experts debated with scientists regarding the proper treatment of polio.
 - C. doctors and scientists had yet to discover an effective polio treatment.
 - D. there was no consistent or widespread treatment for those infected with polio.
16. Based on the passage, the author's discussion of the polio virus emphasizes the:
- F. consequential debate about dead versus live viruses for vaccines.
 - G. competition among medical researchers to develop a cure.
 - H. complexity of the disease and the difficulty in discovering a cure.
 - J. lack of understanding in the medical community about curing diseases.
17. The information in the passage primarily suggests that:
- A. the Salk vaccine was not truly successful.
 - B. Salk and Sabin had strong disagreements over a polio cure.
 - C. the Salk vaccine paved the way for the Sabin oral vaccine.
 - D. the use of a live virus is always better in developing a vaccine.
18. It can be reasonably inferred that the author would probably consider which of the following to be most similar to the discussion of polio in the passage?
- F. Malnutrition and starvation in developing countries.
 - G. Researching and developing a cure for cancer.
 - H. Obesity in the United States.
 - J. Social security deficits leading to poverty.
19. According to the passage, which of the following is NOT true regarding polio?
- A. One of the most incapacitating effects of polio was the fact that it made it difficult to breathe properly.
 - B. Whooping cough and pneumonia were both thought to be caused by polio infection.
 - C. The season and time of year seemed to have an impact on the spread of the crippling disease.
 - D. Children seemed to bear the brunt of the attack of the polio virus.
20. Based on the overall tone of the passage, which of the following statements best summarizes the author's perspective on the effects of the American polio epidemic of the early 1900s?
- F. There is virtually no residual evidence of the epidemic today.
 - G. Polio continues to be a silent threat to American children.
 - H. The cure for polio may be temporary and prove ineffective in the future.
 - J. Thousands of Americans continue to live with the effects of polio.

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PASSAGE III

HUMANITIES: *Mythology of the Chinese Zodiac*

Everyday, one takes for granted the ease of finding out what date it is. This is simplified to such a great degree by following the Gregorian calendar, based on the solar cycle, which keeps track of 365.25 days each year. This has not always been the case, however. In ancient China, the calendar was based on the lunar cycle, and consisted of a repeating twelve-year sequence, each named for a different animal.

The origin of the twelve animals is mythological, with the story being passed down from generation to generation. A common telling of the tale recounts a celebration to honor the Jade Emperor; all of the animals were expected to pay tribute to him on the night of the New Year and the first twelve to arrive would receive a great distinction.

In order to reach the Emperor's Palace, the animals were required to cross a fast-moving river. The cunning rat arrived first, climbed atop the ox, who was a much stronger swimmer than the rat, and jumped off the ox right before reaching shore, so as to win the race. The ox received second place, followed shortly thereafter by the tiger – the strength of both animals allowed them to finish quickly. The rabbit followed, with his agility, by jumping from stone to stone across the river. Next came the mighty and majestic dragon, who flew across the river. When asked why he was not first, he replied that he needed to make rain for the people of Earth and was thus delayed. His kindness earned him the fifth place in the cycle. During the dragon's explanation there was a galloping sound, signaling the arrival of the horse. Suddenly, hidden coiled around the leg of the horse, appeared the snake – nearly as cunning as the rat – who darted in front of the horse taking sixth place. The horse settled for seventh, just as a raft reached the shore with three more animals. The sheep (eighth), the monkey (ninth), and the rooster (tenth) had worked together to build a raft and traverse the river using their combined efforts. For this show of teamwork they were rewarded in the order that they stepped off of the raft. Next to arrive was the dog, who was met with questioning looks. Supposedly the best swimmer, the dog's lateness was due to his taking a bath in the refreshing waters of the river. His vanity nearly cost him the race. Lastly was the lazy pig, who stopped on the other side of the river for a feast before attempting to cross, and was so weighed down by its meal that it arrived only moments before the Emperor declared the race to be finished.

Missing from this list of animals is the cat. Sadly, he was a victim of the rat's cunning; the day before the race the rat informed the cat that he would awaken him prior to the race, so as to allow the cat to rest and save its strength for the race. The day of the race arrived, and the cat continued to sleep while the rat took his spot atop the ox. When the cat awoke, the race was finished, and it has hated the rat for what it did ever since.

Beyond the twelve-year distinctions that the animals of the Zodiac lend to the calendar, there is an additional ten-year overlay of five elements: water,

wood, fire, metal, and earth. Each of these elements occurs two years in a row, in balance with the Yang and Yin, the governing forces of all things. Even numbered years are considered Yang, and odd numbered years are considered Yin. When all factors are combined, a sixty-year repeating calendar results, the current cycle of which began in 1984.

Despite its complexity, the Calendar is followed to a certain degree, and the Chinese New Year is celebrated by many. Primary among the great astrological purposes to the Zodiac is the common belief that the animal that governs the time of a person's birth will influence that person's personality for life. Whether or not that is true is a matter of debate that is sure to continue for many years to come.

21. The passage primarily emphasizes the idea that:
- A. the animals that are included in the Chinese Zodiac calendar all had to find ways to reach the Emperor's Palace.
 - B. the Chinese Zodiac calendar is correct in the long run, but somewhat distorted on a year-to-year basis.
 - C. the Chinese Zodiac calendar is surrounded by myths and legends that still permeate Chinese society today.
 - D. according to the Chinese Zodiac, the animal one is born under will directly influence that person's personality.
22. The passage begins with the phrase "Everyday, one takes for granted the ease of finding out what date it is" primarily to:
- F. draw the distinction between the ease of today's Gregorian calendar and the complexity of the Chinese Zodiac calendar.
 - G. emphasize to the reader how effortless it is to use the Chinese Zodiac calendar to determine the current date.
 - H. inform the reader that using a solar cycle to create a calendar is the simplest way to discern what the current date is.
 - J. downplay the fact that the Chinese Zodiac calendar has a varying number of days each year while the Gregorian calendar does not.
23. In the context of the passage, the phrase "His vanity nearly cost him the race," suggests that the dog:
- A. felt that the water was so refreshing, he had no choice but to bathe in it whether it lost him the race or not.
 - B. intended to look his best and be his cleanest when he reached the palace, in order to honor the Emperor.
 - C. forgot that he was in a race to reach the Emperor's Palace until he saw the pig approaching the riverbank.
 - D. prioritized his egotistical impulses over his desire to reach the Emperor's Palace on time.

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24. As it is used throughout the passage, the word *cunning* most nearly means:
- F. ingenuity.
 - G. dependability.
 - H. apprehension.
 - J. tolerance.
25. According to the passage, which of the following would NOT be a possible year of the Chinese Zodiac?
- A. Wood, Yang, dragon, 3028
 - B. Yin, fire, pig, 3029
 - C. Rat, earth, Yang, 3052
 - D. Metal, Yin, tiger, 3030.
26. The narrator uses the example of the cat in the passage (lines 49–57) most likely in order to:
- F. accentuate the fact that many animals strove to earn the Emperor's distinction but only a select few attained it.
 - G. highlight the fact that the rat was very shrewd and was only out for himself in the race to the Emperor's Palace.
 - H. offer proof that the cat was one of the most indolent animals and therefore did not deserve the Emperor's great distinction.
 - J. provide proof that, in actuality, the ox preferred the companionship of the rat to that of the cat.
27. It can be inferred from the passage that the Emperor most highly valued what traits among the animals?
- A. Deceitfulness and compassion.
 - B. Goodwill and narcissism.
 - C. Generosity and unanimity.
 - D. Gluttony and collaboration.
28. According to the passage, all of the following are true regarding the animals that reached the Emperor's Palace EXCEPT:
- F. the rabbit was very nimble in crossing the river and made it across quite easily.
 - G. the tiger's vigor allowed him to swim across the river effortlessly.
 - H. the snake wound himself around the dragon's leg to reach the end of the race.
 - J. the pig narrowly reached the end of the race to the Emperor's Palace.
29. As it is used in line 9, the word *mythological* most closely means:
- A. legitimate.
 - B. bona fide.
 - C. ludicrous.
 - D. legendary.
30. It can be reasonably inferred from the passage's last sentence that the narrator:
- F. believes that the Chinese Zodiac influences the personality of those who believe in the astrology of the Chinese Zodiac system.
 - G. does not have a rigid stance on the multitude of elements composing the Chinese Zodiac calendar and how these elements affect people.
 - H. thinks that calendars are too intricate to ever fully grasp how and when the days of each year occur.
 - J. is undecided as to whether or not the Chinese Zodiac system really has an effect on the calendar year.

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PASSAGE IV

NATURAL SCIENCE: *The Eating Habits of Related Primates*

Scientists know very little about the eating habits of our ancestors who lived over two and a half million years ago. To solve this problem, scientists have started examining chimpanzees' hunting behavior and diet to find clues about our own prehistoric past.

It is not difficult to determine why studying chimpanzees might be beneficial. Modern humans and chimpanzees are actually very closely related. Experts believe that chimpanzees share about 98.5 percent of our DNA sequence. If this is true, humans are more closely related to chimpanzees than to any other animal species.

In the early 1960s, Dr. Jane Goodall began studying chimpanzees in Tanzania. Before the 1960s, scientists believed that chimpanzees were strict vegetarians. It was Goodall who first reported that meat was a natural part of the chimpanzee diet. In fact, Goodall discovered that chimpanzees are actually very proficient hunters. Individual chimpanzees have been known to hunt and eat more than 150 small animals each year. Among the chimpanzees' favorite prey are the red colobus monkey, feral pig, and various small antelope species. The red colobus monkey is one of the most important animals in the chimpanzees' diet. In one notable study, the red colobus monkey accounted for more than 80 percent of the animals eaten by one group of chimpanzees.

Despite these findings, scientists still maintain that chimpanzees are mostly fruit-eating creatures. In fact, meat composes only about 3 percent of the chimpanzee diet. This is substantially less than the quantity of meat consumed by the average human. Studies show that chimpanzees do most of their hunting in the dry season. August and September appear to be the most popular months for hunting. During the dry season, food shortages in the forest cause the chimpanzees' body weight to drop. Consequently, chimpanzees supplement their diets with meat. During the height of the dry season, the estimated meat intake is about 65 grams of meat per day for adult chimpanzees. This is comparable to the quantity of meat eaten by modern human societies whose members forage when other food sources are scarce. The chimpanzees' eating habits also closely resemble those of the early human hunter-gatherers.

Humans and chimpanzees are the only members of the Great Ape family that hunt and eat meat on a regular basis. However, like chimpanzees, humans are not truly carnivorous creatures. In fact, most ancient humans ate a diet composed mostly of plants, and even modern humans are considered omnivores because they eat fruits, vegetables, and meat.

Most people assume that food choices are based solely on nutritional costs and benefits. Although it is clear that the hunting habits of chimpanzees are guided mostly by nutritional needs, some aspects of the chimpanzees' behavior are not well explained by nutrition alone. Researchers suggest that chimpanzees might hunt for social gain. For instance, a male chimpanzee might try to demonstrate his competence to other male

60 chimpanzees by killing prey. Chimpanzees may also use meat as a political tool to punish rivals and reward friends. However, a study also shows that female chimpanzees that receive large portions of meat after a hunt have healthier and stronger offspring. This indicates that there might be reproductive benefits to eating meat as well.

The information that scientists have been able to gather regarding chimpanzee hunting behavior is shedding some light on the eating habits of our ancestors. Further investigation is needed, however, to provide stronger evidence regarding this aspect of man's prehistoric past.

31. The main purpose of the passage is to:
- A. explore biological and physiological similarities between humans and chimpanzees.
 - B. examine the hunting behavior and diet of chimpanzees and compare them to similar human activity.
 - C. discuss the health benefits of hunting and eating meat while simultaneously predicting the effect of these behaviors on chimpanzee offspring.
 - D. bring attention to the pioneering research of Dr. Jane Goodall in Tanzania.
32. It can be inferred from the passage that chimpanzees:
- F. find that the red colobus monkey is the easiest prey to hunt.
 - G. only hunt when no other plant food is available.
 - H. hunt only during the dry season when other food sources are scarce.
 - J. vary their diet depending on environmental factors.
33. According to the passage, the word *proficient* (line 19) most nearly means:
- A. skilled.
 - B. individual.
 - C. incompetent.
 - D. important.
34. According to the passage, which of the following statements regarding the eating habits of chimpanzees is true?
- F. Chimpanzee eating habits cannot be studied in the wild.
 - G. Chimpanzee eating habits are directly influenced by social factors.
 - H. It is not possible to determine the exact diet of chimpanzees.
 - J. Chimpanzee eating habits are not related to those of humans.

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35. Based on the context of the passage, the author most likely makes the comparison between chimpanzees and humans (lines 45–51) in order to suggest that:
- A. chimpanzees are more similar to early humans than to modern humans.
 - B. studies of chimpanzees will contribute to an understanding of early humans.
 - C. early hunter-gatherers typically ate more meat than did chimpanzees.
 - D. data collected on chimpanzees cannot be applied to the study of humans.
36. As it is used in the passage, the word *forage* (line 42) most nearly means:
- F. consume meats.
 - G. alter their diets.
 - H. search for food.
 - J. lose weight.
37. According to the passage, Dr. Jane Goodall's research was important because:
- A. Dr. Goodall was the first scientists to study chimpanzees in their natural habitat.
 - B. Dr. Goodall discovered previously undocumented chimpanzee behavior.
 - C. Dr. Goodall had always argued that chimpanzees were actually carnivorous creatures.
 - D. Dr. Goodall discovered that red colobus monkeys make up 80% of chimpanzees' diets.
38. It can be inferred from the passage that ancient humans and chimpanzees:
- F. share a DNA structure that is more similar than that of any two other animals.
 - G. only ate meat when fruit, grains, and vegetables were not available.
 - H. differ from other related species.
 - J. hunted for social gain and prestige in their communities.
39. According to the passage, chimpanzees hunt primarily because of:
- A. increased numbers of red colobus monkeys.
 - B. food shortages during the dry season.
 - C. their DNA sequence.
 - D. their preference for meat over plants.
40. In the context of the passage, the tone in lines 52–66 can best be described as:
- F. affectionate.
 - G. humorous.
 - H. somber.
 - J. informational.

END OF THE READING TEST.

STOP! IF YOU HAVE TIME LEFT OVER, CHECK YOUR WORK ON THIS SECTION ONLY.

Reading Test

1. D	21. C
2. J	22. F
3. C	23. D
4. H	24. F
5. B	25. D
6. F	26. G
7. C	27. C
8. H	28. H
9. B	29. D
10. H	30. G
11. B	31. B
12. G	32. J
13. A	33. A
14. F	34. H
15. A	35. B
16. H	36. H
17. C	37. B
18. G	38. J
19. B	39. B
20. J	40. J

Science Reasoning Test

1. C	21. A
2. H	22. G
3. D	23. C
4. G	24. H
5. D	25. A
6. G	26. H
7. B	27. D
8. H	28. H
9. A	29. B
10. J	30. F
11. D	31. D
12. H	32. H
13. A	33. B
14. F	34. H
15. C	35. A
16. F	36. J
17. B	37. B
18. H	38. H
19. A	39. A
20. H	40. H