

**IMPROVING  
COLLEGE ADMISSION  
TEST SCORES**

**ACT Reading**

**Instructivision, Inc**  
Pine Brook, NJ 07058

# Acknowledgments

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ISBN 978-156749809-7  
Printed in Canada

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## INTRODUCTION

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### Overview

The American College Testing Program (ACT) is a comprehensive system of data collection, processing, and reporting designed to assist students in the transition from high school to college. Used in combination with a student's high school record, the ACT score report summarizes information about each student's interests, plans, college choices, and current level of educational development. It offers useful information that can help high school counselors advise their students about suitable colleges and programs and can help colleges compare and assess student qualifications.

The academic tests in English, mathematics, reading, and science reasoning emphasize reasoning and problem-solving skills. The test items represent scholastic tasks required in college level work and are oriented toward the major areas of high school and college instructional programs.

### The Reading Test

The Reading Test is a 40-question, 35-minute examination that measures the referring and reasoning skills of reading comprehension. Four passages that represent the reading encountered in college freshman curricula require students to refer to what is explicitly stated and reason to determine implicit meaning and to draw conclusions, comparisons, and generalizations. Each passage is accompanied by a set of 10 multiple-choice questions. In order to select the best answer to each question, students must examine the choices and, using a variety of complementary and mutually supportive reading comprehension skills, select the best answer.

Each of the four passages focuses on one of the following content areas: Prose Fiction (intact short stories or excerpts from short

stories or novels); Humanities (art, music, philosophy, theater, architecture, dance); Social Studies (history, political science, economics, anthropology, psychology, sociology); Natural Sciences (biology, chemistry, physics, physical sciences).

Students should read the entire passage carefully before responding to the questions. They should avoid skimming the passage, but rather should read each sentence, underlining important ideas. Students who spend 2 to 3 minutes reading each passage will have 35 to 41 seconds to answer each question. It is important not to spend too much time on any one question. Any remaining time can then be used to return to those difficult questions that were left unanswered. Because there is no penalty for guessing, students are encouraged to answer every question.

### How to Use the Reading Workbook

The Student Workbook consists of the introduction, four practice tests, and skill builders covering essential reading comprehension skills. The objectives of the program are to build self-confidence, refresh cognitive skills, identify strengths and weaknesses, and give practice in working with test questions

*Practice Tests:* There are four full-length practice tests. Under actual testing conditions, students are allowed 35 minutes for the entire test. The instructions should be followed carefully. Answers should be marked on the appropriate answer sheets printed in the back of the book. The answers will be reviewed by the teacher.

*Skill Builders:* The skill builders are designed to reinforce reading skills; they may or may not conform to the length of passages found in the practice tests. There are two types of skill builders: those arranged by content and those arranged by reading skill.

*NOTE: The answers to the practice tests and the skill builder exercises are **not** found in this Student Workbook. They are included in the Teacher Manual.*

### **How the ACT is Scored**

The maximum raw score that you can achieve on the ACT Reading test is 40, based on a total number of 40 questions on the test. The number of questions that you have answered correctly on the test is your raw score. The answers to the practice tests in this workbook are given in the Teacher Manual.

The scale on which ACT academic test scores are reported is 1-36, with a mean (or average) of 18, based on a nationally representative sample of October-tested 12th grade students who plan to enter two-year or four-year colleges or universities. You can use the raw score table on page *viii* to determine your scale score.

Three scores are reported for the ACT Reading Test: a total test score based on all 40 items, a subscore in Arts/Literature reading skills based on 20 questions, and a subscore in Social Studies/Sciences reading skills based on 20 questions. The scale for each subscore is 1-18, with a mean of 9. A guidance counselor will be glad to answer questions regarding the scoring process and the score reports.

### **Points for Students to Remember**

- Do not spend too much time on any one passage. You have only 35 minutes to read the passages and answer all 40 questions of the test. Therefore you will run out of time if you spend too much time on a single question (not more than 41 seconds on the average **after** reading the passage, preferably less).
- Read the entire passage carefully before answering the questions. (Some experts have suggested that you should skim the questions first, without the choices,

then read the passage through. Try it to see if it works for you.)

- Underline important ideas.
- Read all the choices before selecting the best answer.
- Eliminate known incorrect choices before guessing. Refer to the passage; answers must be based on what the passage implies or states; all the necessary information for answering the questions will always be in the passage.
- Familiarize yourself with content and format of the tests.

The Reading Test is designed to measure knowledge and skills necessary in college level work. The cognitive processes of referring (deriving meaning by referring to what is explicitly stated) and reasoning (determining implicit meanings) are evaluated in this important examination.

### **ACT Reading Test Content**

The Reading Test focuses on the complex range of complementary and mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas.

The test items require students to derive meaning from several texts by referring to what is explicitly stated and by reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations.

Passages on topics in social studies, the natural sciences, prose fiction, and the humanities are included. These four types of reading selections and the approximate proportion of the test devoted to each follow.

**ACT Assessment Reading Test**  
**40 items, 35 minutes**

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<b>Reading Context</b>	<b>Proportion of Test</b>	<b>Number of Items</b>
Social Studies	.25	10
Natural Sciences	.25	10
Prose Fiction	.25	10
Humanities	.25	10
<hr/>		
<b>Total</b>	<b>1.00</b>	<b>40</b>

---

**Scores reported:**

Social Studies/Natural Sciences (Social Studies, Natural Sciences: 20 items)

Arts/Literature (Prose Fiction, Humanities: 20 items) Total test score (40 items)

1. **Social Studies:** History, political science, economics, anthropology, psychology, sociology
2. **Natural Sciences:** Biology, chemistry, physics, physical sciences
3. **Prose Fiction:** Intact short stories or excerpts from short stories or novels
4. **Humanities:** Art, music, philosophy, theater, architecture, dance.

ACT also calculates your percentage on the Norms Table for the ACT Assessment based on your scale score. This information compares your performance with the national mean (average) score for each of the four ACT tests. The Norms Table for the ACT Assessment and other useful information can be found on ACT's website [www.act.org](http://www.act.org).

## SCORING TABLE

Formula used to obtain Scale Scores from Raw Scores for the ACT Reading Test

Scale Score	Raw Score
36	40
35	39
34	38
33	---
32	37
31	36
30	35
29	34
28	32-33
27	31
26	30
25	28-29
24	27
23	25-26
22	24
21	23
20	21-22
19	20
18	19
17	18
16	17
15	15-16
14	14
13	12-13
12	10-11
11	8-9
10	7
9	6
8	5
7	4
6	---
5	3
4	2
3	---
2	1
1	0

# ACT Practice Reading Tests

**Directions for ACT Practice Reading Tests:** Each test has four passages. Each passage is followed by ten questions. After reading a passage, choose the best answer to each question and blacken the corresponding oval on your answer sheet. You may refer to the passages as often as necessary.

## PRACTICE TEST A

35 Minutes – 40 Questions

**DIRECTIONS:** There are four passages in this test. Each passage is followed by ten questions. Choose the best answer to each question and blacken the corresponding oval on your answer sheet. You may refer to the passages as often as necessary.

### Passage I

American anti-intellectualism, then, is pervasive but not all encompassing. As it does with many other aspects of modern society, the TV show *The Simpsons* often uses this theme as fodder for its satire. In the Simpson family, only Lisa could really be described as an intellectual. But her portrayal as such is not unequivocally flattering. In contrast to her relentlessly ignorant father, she is often shown having the right answer to a problem or a more perceptive analysis of a situation, for example when she exposes political corruption or when she gives up her dream of owning a pony so that Homer won't have to work three jobs. When Lisa discovers the truth behind the myth of Jebediah Springfield, many people are unconvinced, but Homer says, "You're always right about this sort of thing." In "Homer's Triple Bypass," Lisa actually talks Dr. Nick through a heart operation and saves her father's life. But other times, her intellectualism is itself used as the butt of the joke, as if she were "too" smart, or merely preachy. For instance, her principled vegetarianism is revealed as dogmatic and inconsistent, and she uses Bart in a science experiment without his knowledge. She agitates to join the football team, but it turns out she is more interested in making a point than in playing. So although her wisdom is sometimes presented as valuable, other times it is presented as a case of being sanctimonious or condescending.

One common populist criticism of the intellectual is that "you're no better than the rest of us." The point of this attack seems to be that if I can show that the alleged sage is "really" a regular person, then maybe I don't have to be as impressed with his opinion. Thus the expression "Hey, he puts his pants on one leg at a time just like the rest of us." The implication of this non-sequitur is clearly "he is just a regular person like you and me, so why should we be awed by his alleged expertise?" In Lisa's case we are shown that she has many of the same foibles as many kids: she joins her non-intellectual brother

45 in revelry as they watch the mindlessly violent *Itchy and Scratchy* cartoon, she worships the teen idol Corey, she plays with Springfield's analogue to the Barbie Doll, Malibu Stacy. So we are given ample opportunity to see Lisa as "no better" in many respects, thus giving us another window for not taking her smarts seriously. Of course, it is true that this is merely typical young girl behavior, but since in so many other cases she is presented not simply as a prodigy but as preternaturally wise, the fondness of *Itchy and Scratchy* and Corey seem to be highlighted, taking on greater significance. Lisa is portrayed as the avatar of logic and wisdom, but then she also worships Corey, so she's "no better." In "Lisa and the Skeptic," Lisa becomes convinced that "the skeleton of an angel" has been found (it's a hoax), but when it seems to speak, Lisa is as afraid as everyone else.

Lisa's relationship with the Malibu Stacy doll actually takes center stage in one episode, and even this highlights an ambivalence in society about rationalism. It gradually occurs to Lisa that the Malibu Stacy doll does not offer a positive role model for young girls, and she presses for (and actually contributes to) the development of a different doll which encourages girls to achieve and learn. But the makers of Malibu Stacy counter with a new version of their doll, which triumphs on the toy market. The fact that the "less-intellectual" doll is vastly preferred over Lisa's doll, even though all of Lisa's objections are reasonable, demonstrates the ways in which reasonable ideas can be made to take a back seat to "having fun" and "going with the flow." This debate is often played out in the real world, of course: Barbie is the subject of perennial criticism along the lines of Lisa's critique of Malibu Stacy, yet remains immensely popular, and in general, we often see intellectual critiques of toys dismissed as "out of touch" or elitist.

—From William Irwin, Mark Conrad and Aeon Skoble, *The Simpsons and Philosophy: The D'Oh of Homer*: Illinois, Carus Publishing, 2001.

1. The main idea of the passage is that:
  - A. Lisa’s portrayal on *The Simpsons* is not unequivocally flattering.
  - B. American anti-intellectualism is not all encompassing.
  - C. Lisa is the avatar of logic and wisdom.
  - D. Lisa is not taken seriously.
  
2. In line 31, the word *sanctimonious* means:
  - F. inferior.
  - G. self-righteous.
  - H. blessed.
  - J. reprehensible.
  
3. Why does the author make reference to Lisa’s Malibu Stacy doll in paragraph 2?
  - A. to suggest that Lisa is immature
  - B. to suggest that playing with toys inspires Lisa to be creative
  - C. to show that while Lisa is a prodigy, she still exhibits typical characteristics for her age
  - D. to make the reader laugh
  
4. Why would Lisa be considered an “alleged sage” (line 35)?
  - F. Although Lisa appears to be very smart for her age, she sometimes acts like a regular child with a fondness for dolls and cartoons.
  - G. Lisa has weaknesses that discredit her superior intelligence.
  - H. Lisa plays with dolls, so she must not be smart.
  - J. Lisa is placed on a pedestal because she is intelligent.
  
5. According to the passage, Lisa’s foibles (line 43):
  - A. impair her judgment.
  - B. supplement her intelligence.
  - C. set her apart from other characters on the show.
  - D. contradict her intelligence.
  
6. What point does the author try to make by referencing the episode “Lisa and the Skeptic” (lines 60–63)?
  - F. Lisa is the only skeptical person on *The Simpsons*.
  - G. People make fun of Lisa’s intelligence.
  - H. At times, Lisa is preachy.
  - J. Lisa was fooled by the skeleton hoax too, so she is “no better” than the others.
  
7. Based on the information given in the passage, how would you characterize Homer?
  - A. ignorant and kind
  - B. skeptical and dogmatic
  - C. condescending and down to earth
  - D. prolific and anti-intellectual
  
8. You could infer from the passage that:
  - F. Dr. Nick really isn’t a doctor.
  - G. Lisa and Bart are cousins.
  - H. the Simpsons are a loving and caring family.
  - J. Lisa would not approve of the Barbie doll as an appropriate toy for girls.
  
9. Which of the following does the author use as an example of Lisa’s occasionally arrogant behavior?
  - A. Lisa discovers the truth behind the myth of Jebediah Springfield.
  - B. Lisa presses the doll maker to create a new version of Malibu Stacy.
  - C. Lisa helps save her father’s life.
  - D. There is nothing in the passage to suggest that Lisa is arrogant.
  
10. Which of the following is considered an example of Lisa’s magnanimous nature?
  - F. worshipping the teen idol Corey
  - G. her principled vegetarianism
  - H. giving up her dream of owning a pony
  - J. There is nothing in the passage to suggest that Lisa is magnanimous.

## Passage II

After the feast, winter descended on us, and the house became cold and flat. Besides a great deal of cleaning up, there was no longer something to look forward to. The girls, even  
5 Aleydis, became difficult, demanding attention, rarely helping. Maria Thins spent longer in her own rooms upstairs than she had before. Franciscus, who had remained quiet all the way through the feast, suffered from wind and  
10 began to cry almost constantly. He made a piercing sound that could be heard throughout the house—in the courtyard, in the studio, in the cellar. Given her nature, Catharina was surprisingly patient with the baby, but snapped  
15 at everyone else, even her husband.

I had managed to put Agnes from my mind while preparing for the feast, but memories of her returned even more strongly than before. Now that I had time to think, I  
20 thought too much. I was like a dog licking its wounds to clean them but making them worse.

Worst of all, he was angry with me. Since the night van Ruijven cornered me, perhaps even since Pieter, the son, smiled at me, he had  
25 become more distant. I seemed also to cross paths with him more often than before. Although he went out a great deal—in part to escape Franciscus' crying—I always seemed to be coming in the front door as he was leaving,  
30 or coming down the stairs as he was going up, or sweeping the Crucifixion room when he was looking for Maria Thins there. One day on an errand for Catharina I even met him in Market Square. Each time he nodded politely, then  
35 stepped aside to let me pass without looking at me.

I had offended him, but I did not know how. The studio had become cold and flat as well. Before, it had felt busy and full of  
40 purpose—it was where paintings were being made. Now, though I quickly swept away any dust that settled, it was simply an empty room, waiting for nothing but dust.

I did not want it to be a sad place. I  
45 wanted to take refuge there, as I had before.

One morning Maria Thins came to open the door for me and found it already unlocked. We peered into the semidarkness. He was asleep at the table, his head on his arms, his  
50 back to the door. Maria Thins backed out. "Must have come up here because of the baby's cries," she muttered. I tried to look again but she was blocking the way. She shut the door softly.

55 "Leave him be. You can clean there later."

The next morning in the studio I opened all the shutters and looked around the room for something I could do, something I could touch  
60 that would not offend him, something I could move that he would not notice. Everything was in its place—the table, the chairs, the desk covered with books and papers, the cupboard with the brushes and knife carefully arranged  
65 on top, the easel propped against the wall, the clean palettes next to it. The objects he had painted were packed away in the storeroom or back in use in the house.

One of the bells of the New Church began  
70 to toll the hour. I went to the window to look out. By the time the bell had finished its sixth stroke I knew what I would do.

I got some water heated on the fire, some soap and clean rags and brought them back to  
75 the studio, where I began cleaning the windows. I had to stand on the table to reach the top panes.

I was washing the last window when I heard him enter the room. I turned to look at  
80 him over my left shoulder, my eyes wide. "Sir," I began nervously. I was not sure how to explain my impulse to clean.

"Stop."

I froze, horrified that I had gone against  
85 his wishes.

"Don't move."

He was staring at me as if a ghost had suddenly appeared in his studio.

"I'm sorry, sir," I said, dropping the rag  
90 into the bucket of water. "I should have asked you first. But you are not painting anything at the moment and—"

He looked puzzled, then shook his head. "Oh, the windows. No, you may continue  
95 what you were doing."

I would rather not have cleaned in front of him, but as he continued to stand there I had no choice. I swished the rag in the water, wrung it out and began wiping the panes again, inside  
100 and out.

I finished the window and stepped back to view the effect. The light that shone in was pure.

He was still standing behind me. "Does  
105 that please you, sir?" I asked.

"Look over your shoulder at me again."

I did as he commanded. He was studying me.

He was interested in me again.

"The light," I said. "It's cleaner now."

110 "Yes," he said. "Yes."

The next morning the table had been moved back to the painting corner and covered with a red, yellow and blue table rug. A chair was set against the back wall, and a map hung over it.

115

He had begun again.

—*Girl with a Pearl Earring* by Tracy Chevalier  
©1999 by Tracy Chevalier

11. In lines 42-43, why might the narrator feel the room is “waiting for nothing but dust”?
- A. None of the maids have cleaned it in quite some time.
  - B. It has been a while since the room has been occupied.
  - C. Empty rooms collect dust quickly.
  - D. The paintings have been removed.
12. What is the narrator’s job?
- F. maid
  - G. painter
  - H. cook
  - J. mistress of the house
13. Based on the passage, we can infer that the painter:
- A. is a loving husband.
  - B. is a devoted father.
  - C. does not enjoy the narrator’s company.
  - D. has taken a hiatus from painting.
14. The word *purpose*, as used in line 40, most closely means:
- F. persistence.
  - G. function.
  - H. belief.
  - J. need.
15. What is the narrator doing in the studio when the painter enters?
- A. sweeping the floor
  - B. looking at the paintings
  - C. organizing the paintbrushes
  - D. cleaning the windows
16. Based on the information in the passage, the relationship between the narrator and the painter could best be described as:
- F. jovial.
  - G. intimate.
  - H. detached.
  - J. despondent.
17. What is the best interpretation of lines 20-21, when the narrator says, “I was like a dog licking its wounds to clean them but making them worse”?
- A. She was deliberately hurting herself.
  - B. She was over-analyzing painful thoughts.
  - C. She was vulnerable to pain.
  - D. She always does everything wrong.
18. Who does the narrator believe she has offended?
- F. Pieter the son
  - G. the painter
  - H. Franciscus
  - J. Agnes
19. The home identified in the passage could be described as:
- A. empty.
  - B. modest.
  - C. warm.
  - D. lavish.
20. In the passage, the narrator is preoccupied with thoughts of:
- F. the painter and wonders what she did to offend him.
  - G. Maria Thins and wonders why she spends so much time in her room.
  - H. Catharina and wonders why she is snapping at everyone in the house.
  - J. the children and wonders why they have become so difficult.

### Passage III

When Frank Lloyd Wright first visited Philadelphia department store owner Edgar Kaufmann's Bear Run property, he was shown areas suitable for a new house, including a waterfall with several cascades and large, smooth rock surfaces for basking. The dynamic rush of the stream, the thrusting ledges, and the break in the terrain with disjointed levels of trees and plants impressed him. Probably almost at once Wright saw the terrain-break as an invitation for an architectural element linking the upper and lower levels in a new harmony without altering the forms of nature.

Using a contour map, Wright located the house anchored in the rock next to the falls, jutting over the stream and counterweighted by massing at the back. A road with a small bridge crossing the stream already ran below a steep cliff. Keeping this, Wright oriented the house to the southeast, extending floors in horizontal bands that echoed rock ledges. The house was to hover serenely over the water.

Just uphill in a quarry on the property, native sandstone was available to compliment the reinforced concrete Wright had in mind for the cantilevered floors. With these materials, he needed glass, framed to give pattern and rhythm to the outlook; finally, the chosen trio of materials called for bright, warm coloring to offset the deep grays of the stone and visually inert concrete.

In a house designed for people to live in, these material components would create a whole that, inside and out, would be intimate and informal, yet the main living area would be ample. The sheltered spaces at the rear would open toward and flow into the space of the wooded valley. The eyes of the residents would be guided outward by low ceilings toward nature, not upward to a grand interior. Light would come from several sides to provide a balanced ambience, and the house and its setting would be vibrant with the changing daylight and the seasons' variations.

The client welcomed Wright's ideas, though he was surprised to think of living over, rather than looking at, the falls. As architect and client became better acquainted, adjustments were made to the design. Kaufmann asked that the living room hearth, the top of a natural boulder rising from the earth, be left rough instead of cut smooth. Liliane Kaufmann asked for a plunge pool next to the house and an outside staircase from pool to bedroom. She also

questioned the extensive carpeting and the formal armchairs at the dining table, both inconsistent with the casual life to be lived there. The tone of the interiors was adjusted accordingly. The Kaufmanns' son proposed fluorescent light strips along the windows of the main room, which would illuminate the inner and outer surfaces at night. He also suggested clean-cut foam rubber for long, cantilevered built-in seating and for the free seating elements as well. Both fluorescent lamps and foam rubber were novelties at the time.

In these and other instances the family modified Fallingwater without affecting Wright's grand concept and expert design. Despite a reputation for imposing his will on clients, with the Kaufmanns he was amenable. When it came to paintings and sculpture in and around the house, he was equally adaptable. The oriental art paralleled his own taste, but some other works did not; yet he advised on their placement in relation to the architecture and to nature, always to the advantage of art.

Construction began in the summer of 1936 with the bridge over the stream, placed exactly where an old wooden bridge had been. Work on the main house commenced with the vertical stone walls and four piers, which rise from the stream and support the first level cantilever. Next, the first floor slab was poured, the stone walls laid up to the second level, and by December, most of the stonework had been laid up, and all three levels plus the roof slab had been poured.

The work did not proceed without difficulties, however. Acting out of caution, Kaufmann ordered his engineers to check on the stability of the structure. Reports came back to him, warning that the building was not strong enough to withstand floods, that the cantilevers were too large and too heavy, and that the cracks that appeared in the parapets were indicative of structural failure. Kaufmann and Wright occasionally exchanged strong words during the construction of Fallingwater, but eventually Kaufmann came to place his trust in Wright's engineering.

The Kaufmanns began to use Fallingwater in the fall of 1937, the floors, window walls, and furnishings having been completed during that year. Following Wright's color scheme of gold, red, and neutral, the Kaufmanns selected their own upholstery fabrics and other textiles. Then, in January of 1938, Fallingwater burst upon the public imagination. The *Architectural Forum* issue of January 1938 was entirely devoted to the works of Frank Lloyd Wright, with 12 pages on

Fallingwater. Images of Fallingwater appeared in *Life* magazine and on the cover of *Time* magazine, both published in January. A photographic exhibit about Fallingwater opened at the

- 115 Museum of Modern Art that month.
- As the Kaufmanns began to use Fallingwater on weekends and vacations, they realized that the house had become an inseparable part of their enjoyment of Bear Run, even enhancing the
- 120 quality of their lives there. The revitalizing and refreshing forces of nature were now integrated into their daily patterns of eating, sleeping, relaxing, and entertaining—whether inside or outside. They continued to use Fallingwater until
- 125 Liliane’s death in 1952, and Edgar’s death three years later. The house then passed to their son, who used it until 1963, at which time he gave it to the Western Pennsylvania Conservancy.

21. Which of the following most nearly paraphrases the sentence “Probably almost at once Wright saw the terrain-break as an invitation for an architectural element linking the upper and lower levels in a new harmony without altering the forms of nature” (lines 9-13)?

- A. Wright decided to locate the house in the space between two terrains, in a way that would link the two without changing the natural surroundings.
- B. Wright wanted to place the house on a flat, barren piece of property that would not require cutting down any trees.
- C. Wright wanted to incorporate elements of the terrain-break into the upper and lower levels of his design.
- D. Wright wanted to bring harmony to the upper and lower levels of the property by altering the nature of the terrain-break.

22. Which of the following best summarizes the first paragraph?

- F. Due to the rough terrain of Kaufmann’s property, there was only one possible place for Wright to locate the house.
- G. In designing a house for the Kaufmanns, Wright was inspired by the natural beauty of the Bear Run property.
- H. Kaufmann’s Bear Run property included a cascading waterfall and a stream.
- J. Wright wanted to incorporate elements of Kaufmann’s department store into the landscape of the Bear Run property.

23. Which of the following best describes Wright’s “chosen trio of materials” (lines 28-29)?

- A. native sandstone, reinforced concrete and cantilevered floors
- B. glass, reinforced concrete and native sandstone
- C. native sandstone, inert concrete and warm coloring
- D. reinforced concrete, framed glass and cantilevered floors

24. According to the fifth paragraph, design changes were requested by Liliane Kaufmann, who:

- F. wanted the living room hearth to remain rough rather than smooth.
- G. wanted foam rubber used on the built-in seating.
- H. wanted a plunge pool and an exterior staircase.
- J. wanted plush carpeting and formal armchairs.

25. It may reasonably be inferred that the author considers Fallingwater Frank Lloyd Wright’s “grand concept and expert design” (line 69) in part because:

- A. of the unique placement of the house in relation to the waterfall.
- B. of the architect’s use of fluorescent lamps and foam rubber seats.
- C. the red, gold and neutral color scheme were visually appealing.
- D. Wright incorporated the original bridge over the stream into his design.

26. Paragraphs 5 and 6 suggest that even the most gifted architects:

- F. occasionally make mistakes in their designs.
- G. should take their clients’ wishes into consideration.
- H. have to work with unreasonable and demanding clients.
- J. are forced to make compromises for the sake of making money.

27. The author believes that in placing works of art “in relation to the architecture and to nature, always to the advantage of art” (lines 76-77), Wright:
- A. wanted visitors to Fallingwater to notice the artwork, not the design of the house.
  - B. wanted the Kaufmann family to display artwork that would not spoil the view of the house or the natural surroundings.
  - C. thought the contents of the artwork was more visually appealing than the house or its natural surroundings.
  - D. wanted the overall blend of artwork, architecture and nature to be artistically pleasing.
28. It may reasonably be inferred from lines 90-92 that:
- F. Edgar Kaufmann was concerned that flooding could damage the structure of the house.
  - G. Kaufmann’s engineers knew more about building structure than Wright did.
  - H. Wright did not consult any engineers before designing Fallingwater.
  - J. despite Wright’s “expert design,” Fallingwater was structurally unsafe.
29. Which of the following most fully lists the accolades Frank Lloyd Wright received in January of 1938?
- A. an article in *Life* magazine, coverage in *Architectural Forum*, a photographic exhibit at the Museum of Modern Art and a Nobel Prize in architecture
  - B. *Architectural Forum*’s Architect of the Year award, the cover of *Time* magazine and a photographic exhibit at the Museum of Modern Art
  - C. coverage in *Time* and *Life* magazines, a photograph exhibit at the Smithsonian, an article in *Architectural Forum*
  - D. an exhibit at the Museum of Modern Art, the cover of *Time* magazine and articles in *Life* and *Architectural Forum*
30. It can be inferred from the last paragraph that in the future, Fallingwater:
- F. will be torn down and replaced with commercial property.
  - G. will be sold to another wealthy family.
  - H. will be preserved and maintained by the Western Pennsylvania Conservancy.
  - J. will be renovated and modern amenities will be added.

## Passage IV

To survive, the polar bear must solve two major physiological problems: keeping its body at the right temperature and storing enough energy to last between meals that could be a few days or a few months apart. A bear's fur, tough hide, and blubber layer, which can be up to four and a half inches thick, provide such excellent insulation that the bear does not have to change its metabolic rate very often to maintain a stable body temperature, even when the surrounding temperature drops as low as -34°F. As long as a bear is relatively inactive, and is not exposed to wind, it does not burn excessive energy in cold weather.

The negative aspect of being so well insulated is that the bear overheats quickly. At temperatures ranging from about -4°F to 12°F, a polar bear's body temperature remains fairly constant at walking speeds of up to about two and a half miles per hour. After that, internal temperature begins to climb rapidly. When the animal is walking only four and a quarter miles per hour, its temperature is almost 100°F. To move even at this modest speed, a bear burns up thirteen times as much energy as it would if it was lying down.

In fact, to move at any speed the polar bear uses more than twice as much energy as do most other mammals. This inefficiency may be a result of the animal's bulky build and massive limbs and paws, which contribute a sideways motion to the bear's gait. All of these physical idiosyncrasies help explain the polar bear's preference for still-hunting. Lying motionless beside a breathing hole, waiting for a seal to surface, is energy efficient in an environment where calories can be hard to come by.

During the summer, polar bears spend a quarter of their time sleeping. In winter, bears may sleep even more to conserve energy, but they cannot be observed because of the constant darkness. When sleeping or lying down, bears may adopt one of many postures, depending on whether they want to get rid of heat or conserve it. On the open ice a bear may simply lie on its stomach with its hindquarters to the wind. On warm days, bears sprawl out and sometimes lie on their back with their feet in the air. On colder days they curl up, sometimes covering their heat-radiant muzzle area with a paw, or dig a pit for several hours, or even days. Sleeping on a warm day in the shelter of a pressure ridge, a bear may sprawl over and around the irregular ice blocks,

looking more like a jellyfish than the ultimate Arctic carnivore. During the ice-free period in places like Hudson Bay, bears often sleep in pits dug into sand or gravel ridges along the beach.

In the summer, in areas near the coast, there are usually hillsides with patches of snow on them. Females with cubs often climb a hundred yards up and dig a pit for themselves and their young to sleep in, probably to reduce the risk of encounters with adult males that might try to prey upon a cub. From the hillside, they have a good view of the region and are less likely to be surprised by another bear.

How long does a polar bear sleep? The average length of a polar bear's sleep time is seven hours and forty-five minutes, not much different from what a lot of humans need. Bears also tend to sleep more during the day than at night, although in the summer, with twenty-four hours of light the difference is only relative. Being active at night may relate to the behavior of the seals, which feed at night when their prey—Arctic cod and small crustaceans—come up closer to the surface of the water. The seals surface more frequently then, so a bear's chance of catching one at its breathing hole is greater than during the day. In places like Hudson Bay, however, there is no ice on which to hunt seals through the late summer and fall, and bears spend most of their time lying around doing nothing. There's no point wasting energy if there are no seals to catch.

—Adapted by permission of the publisher from *Polar Bears* by Ian Stirling and Dan Guravich © 1988 by the University of Michigan.

31. The passage states that an inactive polar bear does not have to “change its metabolic rate” (lines 8-9) in order to maintain a steady body temperature. This means that the bear does not have to alter:
- A. the rate at which it burns energy.
  - B. the time elapsed between feedings.
  - C. the length of time it sleeps.
  - D. the time it takes to chew its food.
32. According to the passage (line 34), “still-hunting” occurs when the polar bear:
- F. continues to hunt although exhausted from the effort required.
  - G. hunts in an aggressive manner for animals that are standing still.
  - H. lies motionless beside a breathing hole waiting for a seal to surface.
  - J. entices the desired prey at a distance from its natural home.
33. The information in the passage suggests that the polar bear’s struggle for survival requires a lot of loafing. Which information from the passage can be used to support this conclusion?
- A. Polar bears can walk four and a quarter miles per hour.
  - B. Active or inactive, polar bears use twice as much energy as do most other mammals.
  - C. The polar bear’s bulky build and massive limbs contribute to its sideways motion.
  - D. As long as a polar bear is relatively inactive, it does not burn excessive energy in cold weather.
34. The passage implies that the polar bear’s thick insulation is:
- F. unrelated to its survival in the severe Arctic winters.
  - G. a desirable adaptation that enables it to protect itself against predators.
  - H. an undesirable physical characteristic, especially in summer.
  - J. a generally desirable physical characteristic with some negative aspects.
35. The passage indicates that typical polar bear behavior includes:
- I. walking at one fixed rate of speed.
  - II. sleeping the same length of time each day.
  - III. exercising control over the loss of body heat.
- A. I only
  - B. II only
  - C. III only
  - D. I and III only
36. According to the passage, seals tend to surface more at night in order to:
- F. sleep on the surface of the ice.
  - G. prey upon Arctic cod and small crustaceans.
  - H. breathe the cooler night air.
  - J. warm their bodies when the water is colder.
37. Which of the following is the most logical inference from the statement that females try “to reduce the risk of encounters with adult males that might try to prey upon a cub” (lines 62-64)?
- A. The polar bear community is made up of family groups each including a father and mother.
  - B. The father polar bear shares with the mother the responsibility of guarding the young.
  - C. The mother polar bear has primary responsibility for protecting the young.
  - D. The polar bear cub is able to defend itself at an early age without parental help.
38. On the basis of information in the passage, which of the following is NOT characteristic of the polar bear?
- F. It can travel rapidly and efficiently cross country.
  - G. It prefers “still-hunting” to hunting on the move.
  - H. Females are very protective of the young.
  - J. It can go for weeks without eating.

39. The passage implies that, in order to survive, the polar bear must live in an area with an ample supply of Arctic cod and crustaceans because:
- A. polar bears need Arctic cod and crustaceans in their diet to supply energy.
  - B. young polar bears mature quickly on a diet of Arctic cod and crustaceans.
  - C. seals, a main source of food for polar bears, eat Arctic cod and crustaceans.
  - D. Arctic cod and crustaceans are found in sand or gravel ridges along the beach where bears sleep.
40. Which of the following determines the polar bear's body position during sleep?
- F. the number of winters that the polar bear has survived
  - G. the presence of predators in the area which might attack the polar bear in its sleep
  - H. the need for the polar bear's body to either conserve or dissipate heat
  - J. the distance the polar bear has traveled during the past eight hours

## PRACTICE TEST B

35 Minutes – 40 Questions

**DIRECTIONS:** There are four passages in this test. Each passage is followed by ten questions. Choose the best answer to each question and blacken the corresponding oval on your answer sheet. You may refer to the passages as often as necessary.

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### Passage I

Probably the most classic and memorable of New England central-chimney houses had a two-story front and a long roofline sloping down to one story in the rear. It went by several names.

5 Saltbox is the most familiar term, reflecting the look of a once-familiar container.

New Englanders were more likely to call it a “breakback,” as they would say in Connecticut, or a “lean-to,” which folks in Massachusetts favored. The lean-to form took a four-room house plan—two rooms below, two above—and enlarged it to include a sizable kitchen.

10 As an old man, Charles Hyde described the lean-to house where he grew up in the first decade of the 1800s. It was “built with its length along the line of the street. In the front were two rooms, between which was the door opening onto a narrow passage. From the passage-way doors led to each front room, and a staircase turning twice at right angles with landings in the corners, led to the chambers above. The kitchen occupied most of the rear half. A small bedroom was cut off from the end. A side door, the pantry, and cellarway occupied the other end.”

15 The saltbox was not a poor man’s house but a sign of moderate prosperity. (The less well-off lived in one-story houses or in “two over two” structures that didn’t have the extended kitchen.) For much of the 1700s, lean-tos, with their two-story facades, were the characteristic houses of comfortable (although not wealthy) farm families. But like today, the old gradually yielded to larger houses.

20 Saltbox or lean-to houses dwindled, not because they were no longer practical but because they were no longer fashionable. The town historian of Berlin, Massachusetts, estimated that in 1830 “one-third, perhaps” of the town’s houses “were of the long back roofs of one story and two stories front.” But two generations later, they had disappeared completely. “Our last,” he wrote, “went down in smoke, 1886.”

The Cape, or Cape Cod-style house, a smaller version of the central-chimney house, was another signature of New England architecture. Timothy Dwight gave us the first full description. The far-roaming president of Yale College traveled through New England almost every summer in the 1790s and 1800s and kept a journal of what he saw, often paying close attention to the houses.

45 While passing through the towns along the sandy hook of Massachusetts that ran from Barnstable to Provincetown, he saw buildings in a style that struck him as distinctive and called them “Cape Cod houses.” They had their chimneys “in the middle immediately beyond the front door” and had “one story and four rooms on the lower floor.” Upstairs were two bedchambers with steeply sloping ceilings defined by the roofline. Today we would call them “story-and-a-half” houses.

50 Dwight liked to enumerate things, so he counted their windows: “on each side of the door” were two, with two more on the gable ends and two small ones upstairs to give light to the upstairs chambers.

55 Actually, this was only the most typical form. There were “several varieties” of the Cape house, Dwight noted, but they were “of too little importance to be described”—the kind of offhand remark that historians find intensely frustrating. (Surviving buildings show what he didn’t bother to tell us—“half-Cape” houses with a single room above and below and “two-thirds Cape” houses with unevenly divided small and large rooms.)

60 These houses have been called “Cape houses” or “Capes” ever since, but the name is a bit misleading. True, they were almost universal along the sandy roads of the Cape, but more important, the houses he described would have been found just about all over New England, as they are today.

1. According to the passage, who was most likely to own a lean-to house?
  - A. a wealthy farmer
  - B. a poor laborer
  - C. a moderately successful businessman
  - D. a person with a large family
  
2. It can be inferred from the passage that the saltbox got its name from:
  - F. a cylinder-shaped salt shaker.
  - G. a square box with a sloping top that was used to store matches.
  - H. the fishermen who used salt to preserve cod and other fresh seafood.
  - J. a container with a sloping side, once used to store salt.
  
3. According to the passage, why did the number of saltboxes decrease?
  - A. They were made of wood, and most of them burned down.
  - B. With the invention of more modern heating techniques, central-chimney houses were no longer needed.
  - C. People's tastes in architecture changed with time.
  - D. Having the house built around the chimney was dangerous and impractical.
  
4. According to the passage, compared to the saltbox, the Cape Cod-style house was:
  - F. more popular.
  - G. not as large.
  - H. found only in Massachusetts.
  - J. more fashionable.
  
5. In line 46 the word *signature* refers to:
  - A. a means of identification.
  - B. a descriptive name.
  - C. something that no longer exists.
  - D. a distinguishing style.
  
6. The phrase “‘story and a half’ houses” (line 63) refers to houses
  - F. that have fewer rooms on the second floor.
  - G. that have less square footage on the upper level.
  - H. that have lower ceilings on the upper floor.
  - J. that have a one-story addition built onto them.
  
7. According to the passage, what did the saltbox and the Cape Cod have in common?
  - A. They are both home styles for wealthier people.
  - B. They both feature a central chimney.
  - C. Neither of them can be found outside New England.
  - D. They were both styles of farmhouses.
  
8. Which of the following statements is supported by evidence from the passage?
  - F. The 18<sup>th</sup> and early 19<sup>th</sup> centuries were the heyday of the saltbox style home.
  - G. Cape Cod got its name from a traveling Yale professor.
  - H. Saltboxes and Cape Cod homes are rarely seen outside New England.
  - J. Today, the trend in architecture is toward smaller, more energy efficient homes.
  
9. In the final paragraph, the author states that the name *Cape* “is a bit misleading” because:
  - A. the architectural style did not originate in Cape Cod.
  - B. the houses were also called saltboxes, lean-tos and breakbacks.
  - C. the houses were not restricted to that area of Massachusetts.
  - D. were not very popular in the Cape Cod area.
  
10. Why did the author include quotes from Charles Hyde and Timothy Dwight in the passage?
  - F. to give credit to the architects who designed the saltbox and the Cape
  - G. to encourage people to preserve early 19<sup>th</sup> century architecture
  - H. to provide first-hand descriptions of early 19<sup>th</sup> century architectural styles
  - J. to acknowledge the cooperation of these two town historians

## Passage II

For a period of time after they arrived in this country, Laura García always tried to invent something. Her ideas always came after the sightseeing visits she took with her daughters to department stores to see the wonders of this new country. On his free Sundays, Carlos carted the girls off to the Statue of Liberty or the Brooklyn Bridge or Rockefeller Center, but as far as Laura was concerned, these were men's wonders. Down in housewares were the true treasures women were after.

Laura and her daughters would take the escalator, marveling at the moving staircase, she teasing them that this might be the ladder Jacob saw with angels moving up and down to heaven. The moment they lingered by a display, a perky saleslady approached, no doubt thinking a young mother with four girls in tow fit the perfect profile for the new refrigerator with automatic defrost or the heavy duty washing machine with the prewash soak cycle. Laura paid close attention during the demonstrations, asking intelligent questions, but at the last minute saying she would talk it over with her husband. On the drive home, try as they might, her daughters could not engage their mother in conversation, for inspired by what she had just seen, Laura had begun inventing.

She never put anything actual on paper until she had settled her house down at night. On his side of the bed her husband would be conked out for an hour already, his Spanish newspapers draped over his chest, his glasses propped up on his bedside table, looking out eerily at the darkened room like a disembodied bodyguard. In her lighted corner, pillows propped up behind her, Laura sat up inventing. On her lap lay one of those innumerable pads of paper her husband brought home from his office, compliments of some pharmaceutical company, advertising tranquilizers or antibiotics or skin cream. She would be working on a sketch of something familiar but drawn at such close range so she could attach a special nozzle or handier handle, the thing looked peculiar. Her daughters would giggle over the odd doodles they found in kitchen drawers or on the back shelf of the downstairs toilet.

Her daughters would seek her out at night when she seemed to have a moment to talk to them: they were having trouble at school or they wanted her to persuade their father to give them permission to go into the city or to a shopping mall or a movie—in broad daylight, *Mami!*

Laura would wave them out of her room. “The problem with you girls....” The problem boiled down to the fact that they wanted to become Americans and their father—and their mother, too, at first—would have none of it. “You girls are going to drive me crazy!” she threatened, if they kept nagging. “When I end up in Bellevue, you’ll be safely sorry!”

She spoke in English when she argued with them. And her English was a mishmash of mixed-up idioms and sayings that showed she was “green behind the ears” as she called it.

If her husband insisted she speak in Spanish to the girls so they wouldn’t forget their native tongue, she’d snap, “When in Rome, do unto the Romans.”

Yoyo, the Big Mouth, had become the spokesman for her sisters, and she stood her ground in that bedroom. “We’re not going to that school anymore, Mami!”

“You have to.” Her eyes would widen with worry. “In this country, it is against the law not to go to school. You want us to get thrown out?”

“You want us to get killed? Those kids were throwing stones today!”

“Sticks and stones don’t break bones,” she chanted. Yoyo could tell, though, by the look on her mother’s face, it was as if one of those stones the kids had aimed at her daughters had hit her. But she always pretended they were at fault. “What did you do to provoke them? It takes two to tangle, you know.”

“Thanks, thanks a lot, Mom!” Yoyo stormed out of that room and into her own. Her daughters never called her *Mom* except when they wanted her to feel how much she had failed them in this country. She was a good enough Mami, fussing and scolding and giving advice, but a terrible girlfriend parent, a real failure of a Mom.

—Adapted from Julia Alvarez, *How the García Girls Lost Their Accents*: New York, Plume, ©1991.

11. What does the reader learn about Laura García in paragraph 1?
- Laura preferred to stay home when Carlos took the girls sightseeing.
  - Laura preferred to go shopping while Carlos took the girls sightseeing.
  - Laura preferred to take the girls on trips to the department store, where she found inspiration for inventions.
  - Trips to the Statue of Liberty and the Brooklyn Bridge inspired Laura to invent housewares.
12. In paragraph 2, the author suggests that the perky saleslady approached Laura because:
- she was an immigrant.
  - she had a large family and might have a need for such appliances.
  - she appeared to be naive.
  - she seemed interested in those appliances.
13. What word best describes Laura in lines 24–28?
- awed
  - frustrated
  - preoccupied
  - ignorant
14. In line 35, the word *disembodied* means:
- light.
  - intangible.
  - ethereal.
  - airy.
15. The main theme of the passage is that:
- Laura does not let her role as a housewife stifle her creativity.
  - Laura struggles with raising her girls in America.
  - Laura struggles with standing up to her husband and declaring her independence.
  - Laura has a tough time with the English language.
16. Why does Laura consider herself “a terrible girlfriend parent” (line 93)?
- She doesn’t let her daughters go to the city or to shopping malls by themselves.
  - She doesn’t let her daughters stay home from school.
  - She blames her daughters for starting a fight at school.
  - All of the above
17. What idiom does Laura mix up when she mistakenly says “green behind the ears” (line 66)?
- green around the edges
  - wet behind the ears
  - white behind the ears
  - yellow between the ears
18. According to the passage, what is the reason Carlos does not want his daughters to become Americanized?
- He doesn’t want the girls hanging out at shopping malls.
  - He doesn’t want their daughters to date American boys.
  - He doesn’t want the girls to abandon their heritage.
  - He doesn’t want the girls to forget how to speak Spanish.
19. When Laura snaps at Carlos, “When in Rome, do unto the Romans” (lines 69-70) what does she most likely mean?
- “We live in America now, so we should follow American custom.”
  - “When you get angry at the girls, you can yell in any language you like.”
  - “It’s easier said than done.”
  - “Don’t be too quick to criticize.”
20. What word best describes Yoyo in the passage?
- articulate
  - eloquent
  - assertive
  - reserved

### Passage III

“Genetically modified food is part of the fabric of American life.” So says Gene Grabowski, my seat mate and a front-line player in the new politics of food, as vendors hawk hot dogs, nachos, and Cracker Jacks in front of our Section 11 box seats in Camden Yards, one of America’s grand new baseball parks.

“In a food store, as much as 70 percent of the processed food might contain GMOs,” Gene tells me. As a vice president of the Grocery Manufacturers of America and therefore chief spokesman of the American food industry, he ought to know.

GMOs. Grabowski is speaking in a code that most Americans haven’t unraveled. In parts of the rest of the world—including Europe, Japan, and Brazil—these three letters trigger fear and befuddlement, with a measure of hope sprinkled in. As most Europeans can tell you, GMO stands for genetically modified organism, which is what you get when you move genes across the traditional species boundaries of plants and animals in the quest for new traits.

It is Opening Day at Camden Yards, and Gene has invited me to watch baseball and, as I suspected, to talk about genetically modified food. The subject has consumed us both of late, he as the point man for American food retailers, who worry increasingly about the reaction to GMOs in their food; I as a newspaper reporter writing about a powerful technology that has landed onto the world with breathtaking speed. It has been in our midst only since the mid-1990s, the brainchild of a handful of companies that have bigger plans for recreating what we eat.

Up to now, the DNA of plants has been manipulated to make growing them easier. Companies have profited, and farmers have saved money by heading better equipped into the battle with weeds and insects. But there’s been little in the technology to inspire consumers, which is one of the reasons Gene is feeling anxious. He would love to see scientists hasten their quest to produce genetically modified food that is more nutritious—or more appealing in any way—so that people won’t be suspicious when they learn GMOs have occupied their super-market shelves.

“So far, we’ve had to be futurists, talking about the foods that will be available someday, like fruits and vegetables that can retard tooth decay,” he tells me, as we alternate between baseball and GMOs during this annual rite of spring.

I joke in my mind, it’s not *really* Opening Day seeing how Major League Baseball commenced its season in Japan five days earlier. Hoping to enhance the game’s global appeal, baseball marketers dispatched the Chicago Cubs and the New York Mets to perform the Opening Day ritual on foreign soil. To dedicated fans, this was heresy. But tinkering with baseball is inconsequential compared to the bold drive by corporate science to reorder the world’s food system.

Fans watching Major League Baseball open its 2000 season at the Tokyo Dome ate snacks that contained GMOs. If they dipped their sushi, they undoubtedly consumed soy sauce from genetically modified soy beans. In 1999, Portugal, Rumania, and Ukraine planted engineered crops commercially for the first time, bringing to an even dozen the countries of the world where they legally sprout.

When it comes to transformation of food, Americans lead by example. Ball Park Franks, a brand of hot dogs, was one of the many foods found to contain genetically modified ingredients. As Gene had suggested, genetic engineering is as American as the national pastime.

North Americans are eating genetically modified foods regularly, but they don’t know which ones because, unlike Europe, Japan, and Australia, the United States and Canadian governments do not require GMOs to be labeled on food packaging. Thus, North Americans are unaware of how deeply the technology has already reached into their cupboards, found in breakfast cereals, corn and tortilla chips, and cake mix to name just a few.

GMOs are drunk as well as eaten. Soft drinks contain high-fructose syrup made from bulk corn that is likely to have engineered hybrids mixed in. Dairy farmers are using a genetically engineered hormone that induces cows to give more milk

Genetically engineered food is so new that in 1995, when Cal Ripken surpassed Lou Gehrig’s record of consecutive games, gene-altered corn and soybeans had not yet been planted commercially. They were sprouting for the first time the following spring.

—Adapted from Bill Lambrecht, *Dinner At the New Gene Cafe*: New York, St. Martin’s Press, ©2001.

21. The passage suggests that American consumers might be reluctant to embrace genetically modified foods because:
- the majority of processed foods in supermarkets contain GMOs.
  - obesity is a growing health concern in America.
  - there is no great benefit for consumers.
  - Americans are often suspicious of new products.
22. The author states that Gene is “speaking in a code that most Americans haven’t unraveled,” (lines 14–15) which means:
- most Americans don’t understand the complexity of DNA.
  - most Americans don’t know what GMO means.
  - most Americans are unaware the Grocery Manufacturers Association exists.
  - until recently, GMOs have only been available overseas.
23. According to the passage, the first GMO was planted in:
- 2000.
  - 1999.
  - 1995.
  - 1990.
24. What is the significance of the author’s joke to himself that opening day for baseball occurred five days earlier (paragraph 7)?
- to suggest that Gene may not be the most reliable source of information
  - to compare the beginning of the baseball season to the start of a new scientific phenomenon
  - to compare the success of one experiment to the failure of another
  - because he remembered that the opening of the baseball season for the first time in history took place outside the United States , in Japan five days earlier
25. In line 62, the word *heresy* means:
- unorthodox.
  - rumor.
  - a minor point.
  - noteworthy.
26. Why does Gene suggest that genetic engineering is “as American as the national pastime” in lines 79–81?
- Genetically altered foods are served at sporting events.
  - Genetically altered foods have become an important part of our culture.
  - Genetic engineering began in the United States.
  - Genetically altered foods have been consumed by Americans since the 1900s.
27. Why are so many processed foods genetically engineered?
- Such foods are healthier.
  - Such foods are cheaper to buy.
  - Manipulated crops are cheaper to grow.
  - Manipulated fruits and vegetables prevent tooth decay.
28. The passage suggests that each of the following products is likely to contain GMOs EXCEPT:
- soda.
  - cigarettes.
  - nachos.
  - water.
29. According to the passage, how widespread is the production of GMOs?
- As much as 70 percent of the food in American grocery stores may carry products containing GMOs.
  - Genetically altered crops are grown in Europe, Japan, Australia, and the U.S.
  - Genetically altered crops are grown in ten countries.
  - Genetically altered crops are grown in twelve countries.
30. Why does the author make repeated references to baseball?
- The author is at a baseball game.
  - Baseball is a science.
  - He explains how science and baseball, while similar, are very different.
  - Genetic engineering is the new national pastime.

## Passage IV

Millennials are less likely to regard themselves as either “white” or “black” than any prior American generation. So, too, are they, according to *American Demographics*, “the least prejudiced about race” and “the most dissatisfied with race relations.” What bothers them is decidedly *not* their own behavior, but what they perceive as the odd racial conceptions of the adult world. Millennials might ask why some Baby Boomers cling to white-versus-black morality play that worked when they were young but doesn’t work so well now. Why, for example, do TV shows and ads depict blacks far more often than Latinos and Asians, even as the latter two substantially outnumber blacks among today’s kids? Through the ‘90s, the share of TV characters who are Latino roughly doubled, but remained below 4 percent, less than one-fourth of their actual share of Millennials.

To Millennials, diversity doesn’t mean black or white, it means Korean, Malaysian, Latvian, Guatemalan, Peruvian, Nigerian, Trinidadian, and skins in more hues from more places than seen on any generation in any society in the history of humanity. “Where there were clear lines between Caucasian and Asian American and African American,” says Michael Wood of Teenage Research Unlimited, “those lines are becoming very blurred.” While Millennials still see ethnic inequalities in America, they’re becoming inured to the constant discussion of black-white issues in the media. In their eyes, race has become so fluid, complex, and multifaceted that the old answers seem less persuasive, the old struggles less purposeful, and the old racial equations less relevant. And, to this point, they don’t see the new verities reflected in pop culture. *Children Now* polled a multiracial group of 10- to 17-year olds, who said that TV showed whites and blacks in a mostly positive way, but Latinos in a mostly negative way.

Race has become something unique to each of today’s generations in youth. The Silent Generation were children in a time when multicultural consciousness was weak and official segregation strong. They later became, in their thirties and forties, America’s great civil rights generation, the demonstrators who marched with Martin, the adherents of nonviolence, the believers that “we” (all races united) “shall overcome,” the ones who crafted affirmative action but were seldom personally affected by it. Boomers were coming of age

when the civil rights movement was already in high gear. They are the rioters who rejected nonviolence, the angry radicals for whom bullets and bandoliers were political statements—and later, the icebreakers on affirmative action. Gen-Xers cannot personally recall race as a united element or nonviolent movement. As children, they were bused to public schools that (in the late 1980s) reached their apogee of integration. Their childhood era marked the cresting of welfare dependency, along with disintegrating families, crack cocaine, street crime, and harsh prison terms. As college students, they encountered affirmative action as the status quo. While they were growing up, Latino and Asian immigration swelled, and America became more diverse in nonracial ways—in cultures, lifestyles, and economics—as “multiculturalism” became entwined in the culture wars.

By the time Millennials came along, the civil rights wars were over, the positions were established, and the old turns of phrase were more descriptive of what *is* than what *could be*. The leftover agenda does not excite them. What does is a new agenda—their agenda—to create opportunities for racial groups to shed their adult-imposed sense of separateness. Millennials have never personally seen black-white race issues divide America. Affirmative action programs are now nearly two generations old, their original reasons altered by time and complicated by diverse new ethnic arrivals.

In the Millennial world, race is less a cutting-edge issue than a game of political nostalgia. Today’s kids are growing up in a world in which the language of oppression has become pop culture play. Their lack of living memory has combined with Gen-X gangsta-rap edginess and Boomer judgment-by-context to produce an oddly disjointed set of adult-imposed rules on youth behavior. Rap now has hard and sweet kinds, both of which have edged closer to pure entertainment. In a time of declining youth violence, all the new talk about extra punishment for “hate crimes” emanates from middle-aged people who seem angry themselves, unwilling to let the old passions ebb, always searching for racial motivations.

To the eyes of kids unfamiliar with the old causes, charges of racism seem to be flying from all directions, race cards played by people in power just as much as people on the outside. While adults tell kids not to make racial distinctions, adult institutions hire credentialed experts to collect racial data, debate the racial make-up of new hires or new ads, and pore over

standardized test questions to decipher how members of various racial groups might answer them differently. Meanwhile, busing is going down and schools are resegregating, more by income than race, reinforced by the declining interest of Boomer and Gen-Xer parents in raising their kids in multiracial settings. Kids would never guess that overcoming racial consciousness was the main original goal of the civil rights movement.

—From Neil Howe & William Strauss, *Millennials Rising: The Next Great Generation*: Vintage Books, New York, ©2000.

- 115
- 120
31. Why do some Millennials object to TV shows and ads?
- A. Blacks, a declining population, are featured too much.
  - B. There are more Latinos and Asians than blacks, so they should be featured instead of blacks.
  - C. Blacks are always portrayed in a positive way.
  - D. Other minorities are not featured on TV shows and in ads as frequently as blacks.
32. What best describes the theme of the passage?
- F. Today's youth are more diverse than any other generation in American history.
  - G. Today's youth don't see racial issues the way most of their parents do.
  - H. Unlike their parents, today's youth don't feel that racism exists in America.
  - J. Today's youth feel that blacks are overrepresented in the media.
33. In lines 32–36, the author writes, “In their eyes, race has become so fluid, complex, and multifaceted that the old answers seem less persuasive, the old struggles less purposeful, and the old racial equations less relevant.” What can the reader logically infer from this statement?
- A. To Millennials, diversity applies to more than just black people.
  - B. Millennials do not fully understand the importance of the civil rights movement.
  - C. Today's youth do not see ethnic inequalities in America.
  - D. Today's youth feel that affirmative action is pointless.
34. In line 63, the word *apogee* means:
- F. pinnacle.
  - G. limit.
  - H. quota.
  - J. point.
35. According to the passage, which generation was least affected by affirmative action?
- A. Baby Boomers
  - B. Millennials
  - C. the Silent Generation
  - D. Generation X
36. Which statement best describes the relationship between Millennials and Boomers on the issue of race?
- F. Millennials feel that Boomers are holding on to an old agenda instead of keeping up with the times.
  - G. Boomers are frustrated by the Millennial generation's ignorance on racial issues.
  - H. Both are always searching for racial motivations but looking at different races.
  - J. Boomers want pop culture to reflect multiculturalism in America today.
37. Which word best describes Generation X's outlook on race while growing up?
- A. ignorant
  - B. impetuous
  - C. hostile
  - D. ambivalent
38. Which of the following statements from the passage is meant to be ironic?
- F. While Millennials still see ethnic inequalities in America, they're becoming inured to the constant discussion of black-white issues in the media.
  - G. And, to this point, they don't see the new verities reflected in pop culture.
  - H. Millennials have never personally seen black-white race issues divide America.
  - J. Kids would never guess that overcoming racial consciousness was the main goal of the civil rights movement.

39. According to the passage, affirmative action:

- A. will probably end soon.
- B. only benefits blacks.
- C. has become complicated by a multicultural population.
- D. is responsible for today's multicultural population.

40. Why does the author suggest schools are resegregating?

- F. The experts hired by adult institutions are collecting insufficient racial data.
- G. Wealthy families move to affluent areas while children in poor families attend schools with other poor students.
- H. There are too many ethnic categories for a school to adequately fulfill every quota.
- J. Children with low standardized test scores are relocated to special schools.

## PRACTICE TEST C

35 Minutes – 40 Questions

**DIRECTIONS:** There are four passages in this test. Each passage is followed by 10 questions. Choose the best answer to each question and blacken the corresponding oval on your answer sheet. You may refer to the passages as often as necessary.

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### Passage I

HALFWAY down a by-street of one of our New England towns stands a rusty wooden house, with seven acutely peaked gables, facing towards various points of the compass, and a huge, clustered chimney in the midst. The street is Pyncheon Street; the house is the old Pyncheon House; and an elm tree, rooted before the door, is known to every town-born child by the title of the Pyncheon Elm. On my occasional visits to the town, I seldom failed to turn down Pyncheon Street, for the sake of passing through the shadow of these two antiquities.

The aspect of the venerable mansion has always affected me like a human countenance, bearing the traces not only of outward storm and sunshine, but expressive also of the long lapse of mortal life and accompanying changes that have passed within. Were these tales to be worthily recounted, they would form a narrative of no small interest, but the story would include a chain of events extending over the better part of two centuries and would fill a larger volume than could prudently be appropriated to the annals of all New England during a similar period.

With a brief sketch of the circumstances amid which the foundation of the house was laid, we shall commence the real action of our tale at a time not very remote from the present day. Still, there will be a connection with the long past—a reference to forgotten events and personages—which would serve to illustrate how much of old material goes to make up the freshest novelty of human life. Hence, might be drawn a weighty lesson from the little-regarded truth, that the act of the passing generation is the germ which may produce good or evil fruit in a far-distant time.

The House of the Seven Gables, antique as it now looks, was not the first house erected on the same spot of ground. Pyncheon Street formerly bore the humbler name of Maule's Lane, from the name of the original occupant of the soil, before whose cottage door it was a cow-path. A natural spring of soft and pleasant water—a rare treasure on the sea-girt peninsula—had early induced

Matthew Maule to build a hut on this spot, although somewhat too remote from what was then the centre of the village. In the growth of the town, however, after some forty years, the site covered by this rude hovel had become exceedingly desirable in the eyes of a prominent and powerful person, who asserted plausible claims to the proprietorship of this and a large adjacent tract of land, on the strength of a grant from the legislature.

Colonel Pyncheon, the claimant, was characterized by an iron energy of purpose. Matthew Maule, though an obscure man, was stubborn in the defense of what he considered his right; and, for several years, he succeeded in protecting the acre or two of earth which, with his own toil, he had hewn out of the primeval forest, to be his garden ground and homestead. This controversy between two ill-matched antagonists remained for years undecided, and came to a close only with the death of the party occupying the disputed soil.

The mode of his death affects the mind differently, in our day, from what it did a century and a half ago. It was a death that blasted with strange horror the humble name of the dweller in the cottage, and made it seem almost a religious act to drive the plough over the little area of his habitation and obliterate his place and memory from among men. Old Matthew Maule was executed for the crime of witchcraft. He was one of the martyrs to that terrible delusion, which should teach us, among its other morals, that the influential classes, and those who take upon themselves to be leaders of the people, are fully liable to all the passionate error that has ever characterized the maddest mob. Clergymen, judges, statesmen—the wisest, calmest, holiest persons of their day—stood in the inner circle round about the gallows, loudest to applaud the work of blood, latest to confess themselves miserably deceived. If any one part of their proceedings can be said to deserve less blame than another, it was the singular indiscrimination with which they persecuted, not merely the poor and aged, as in former judicial massacres, but people of all ranks; their own equals, brethren, and wives.

Amid the disorder of such various ruin, it is not strange that a man of inconsiderable note, like

Maule, should have trodden the martyr's path to the hill of execution almost unremarked in the throng of his fellow sufferers. But later, when the frenzy of that hideous time had subsided, it was remembered how loudly Colonel Pyncheon had joined in the general cry, to purge the land from witchcraft; nor did it fail to be whispered that there was an odious hostility in the zeal with which he had sought the condemnation of Matthew Maule. It was well known that the victim had recognized the bitterness of personal enmity in his persecutor's conduct towards him and that he declared himself hunted to death for his land. At the moment of execution—with the noose about his neck, and while Colonel Pyncheon sat on horseback, grimly gazing at the scene—Maule addressed him from the scaffold, and uttered a prophecy, of which history has preserved the very words. The dying man, pointing his finger, with a ghastly look at the undismayed countenance of his enemy, cried, "God will give him blood to drink!"

After the reputed witch's death, his humble homestead had fallen an easy spoil into Colonel Pyncheon's grasp. When it was understood that the Colonel intended to erect a family mansion over the spot first covered by the log-built hut of Matthew Maule, there was much shaking of the heads among the village gossips. Without expressing a doubt whether Pyncheon had acted as a man of conscience and integrity, they nevertheless hinted that he was about to build his house over an unquiet grave. His home would include the home of the dead and buried witch, and would thus afford the ghost of the latter the privilege to haunt the chambers where children of the Pyncheon blood were to be born.

But the Puritan soldier and magistrate was not a man to be turned aside from his well considered scheme by dread of Maule's ghost. Endowed with common sense as massive and hard as blocks of granite, coupled with stern rigidity of purpose, he carried out his original design. He dug his cellar and laid the deep foundations of his mansion on the square of earth where Matthew Maule, forty years before, had first swept away the fallen leaves.

It was a curious and, as some people thought, an ominous fact that soon after the workmen began their operations, the spring of water entirely lost the deliciousness of its pristine quality. Whether its sources were disturbed by the depth of the new cellar or whatever subtler cause might lurk at the bottom, it is certain that the water of Maule's Well, as it continued to be called, grew hard and brackish. Even such we find it now; and any old woman of the neighborhood will certify that it causes

intestinal mischief in those who quench their thirst there.

Thus the great house was built. Familiar as it stands in the writer's recollection—for it has been an object of curiosity with him from boyhood, both as a specimen of the best and stateliest architecture of a long past age and as the scene of events more full of human interest, perhaps, than those of a gray feudal castle—familiar as it stands, in its rusty old age, it is therefore only the more difficult to imagine the bright novelty with which it first caught the sunshine.

—Adapted from Nathaniel Hawthorne,  
*The House of the Seven Gables.*

1. According to the passage, which of the following most closely identifies how the author sees the exterior of Pyncheon House?
  - A. as a rude hovel located on a highly valuable piece of property
  - B. as a humble homestead that easily fell to ruin after the owner's execution
  - C. as a human face marked by the elements and the lives of the people who lived inside
  - D. as a rusted, antique home built on the site where a gallows once stood
2. It can reasonably be inferred from the third paragraph that:
  - F. the foundation of Pyncheon House will deteriorate and will cause the building to collapse.
  - G. events from the past will impact upon the lives of one or more of the characters in the present.
  - H. a germ will be passed down through Pyncheon's family and result in illness in one of his descendents.
  - J. one of the characters in the present writes a novel about the events of the past.

3. According to the passage, what lesson does the narrator believe people will learn from the events of the story?
- All old houses have interesting stories to tell.
  - Actions of the past may have consequences in the future.
  - A house is a constant reminder of the events that took place within its walls.
  - The history of New England can be found within the walls of its houses.
4. The fourth paragraph establishes all of the following EXCEPT:
- that another house once stood on the property of Pyncheon House.
  - that Pyncheon Street was once known as Maule's Lane.
  - Matthew Maule was the original owner of the property on which Pyncheon House was built.
  - Pyncheon House was built on land where cows once grazed.
5. As it is used in line 62, the phrase "ill-matched antagonists" refers to what difference between Pyncheon and Maule?
- Pyncheon was a Puritan while Maule was a witch.
  - Maule had a grand house while Pyncheon was homeless.
  - Maule was stubborn and quick to anger while Pyncheon was a patient, religious man.
  - Pyncheon was an influential magistrate while Maule was a simple farmer.
6. It can reasonably be inferred from the sixth paragraph that the narrator believes:
- that people in positions of power can use that power to their own advantage.
  - that people in positions of power are infallible.
  - that leaders have a responsibility to confess their wrongdoings.
  - that no leader is to be trusted.
7. Which of the following statements about the people accused of witchcraft is supported by the passage?
- Only poor and elderly people were accused.
  - Only people who owned valuable land were accused.
  - Only women were accused.
  - No one was safe from such accusations.
8. Which of the following statements about Matthew Maule's death is supported by the passage?
- Maule confessed to the crime of witchcraft before he was executed.
  - Maule was unaware of the enmity Pyncheon felt toward him.
  - Maule put a curse on Pyncheon before he was executed.
  - Maule deeded his land to Pyncheon before he died.
9. Which of the following might support the townspeople's fear that Colonel Pyncheon built his house "over an unquiet grave"?
- Pyncheon encountered Maule's ghost haunting his house.
  - The formerly sweet-tasting well water turned hard and brackish.
  - The new cellar Pyncheon built soon flooded.
  - Children of Pyncheon blood were born in the new dwelling.
10. The point of view from which the passage is told can best be described as that of:
- a man trying to right an injustice done more than a century earlier.
  - a man who is impressed with the look and history of a house in his hometown.
  - a descendent of a man who was falsely accused of a crime and executed.
  - a writer who is trying to chronicle the history of a small New England town.

## Passage II

Every time I visit a classroom to share information with students about my experiences as a writer, I'm always bombarded with questions from budding playwrights, which of course, I'm delighted to answer. "How old were you when you wrote your first play?" (A freshman in high school, just like the student who asked this question.) "Is it cool to hear actors saying lines you wrote?" (Definitely.) "When you took your play Off Broadway, did you make a million dollars?" (I wish!) Seriously, though, I've noticed that very few of their queries concern the practical basics of the craft. Lots of high school and middle school students these days want to express their creativity by writing an original script, it seems, but very few really understand the nuts-and-bolts process of the craft.

As an educator, it's your place to impart the proper mechanics of playwriting to your class. Doing this with young writers can present a unique double-edged sword, however. An inexperienced author brainstorming his or her first script will likely take every bit of technical know-how you teach to heart in the extreme, perhaps focusing intently on the writing of stage directions rather than the relative clarity needed for good plot and character development. Your challenge is to strike the right balance: you've got to make sure your class has a clear, correct understanding of playwriting structure and method, and then guide them through the creative process effectively, to maximize their self-expression. Essentially, first you instruct, then you inspire.

I believe that the essence of good playwriting is structure. Many theater artists would like to ignore this fact. I've often talked to inexperienced writers who believe that imposing any form of rule or order upon the practice of playwriting interrupts their creative flow. These folks passionately support the school of thought that original theater works best when it's off-the-cuff organic. To my mind, a free-form play comes off as self-indulgent and sloppy. An audience needs to be able to follow the storyline in order to absorb a play's ultimate message. There's not an example I can think of where good organization will fail you in the theater—even in terms of work that seems the most spontaneous, like improvisation (which follows its own unique form of pre-planned method).

Your students need to understand from the outset that a play's creative message will only

get across if it's built on a solid foundation. Writing a play is not the same as writing a poem or a short story.

The best way to familiarize yourself, and your students, with these basic ideas is to read as many published plays as possible. The more scripts you read, the more you'll notice how skillfully a good writer can employ customary structure to relate virtually any stage story imaginable vividly and powerfully.

There are some very specific things you can do to help students discover their own creative voice. To begin the writing process, ask each of your writers to brainstorm ideas they'd like to write about. Be prepared to give varying degrees of guidance here: some of your students may come up with well-formed highly detailed concepts right out of the box, while others may need you to help them find inspiration.

Remind your students to pay attention to the world around them. Encourage observance of everyday detail and urge your students to listen carefully to how people really talk to each other—there's no better way to hone a talent for writing dialogue that rings true.

When it's time to let the group start writing, make sure you keep everyone on track, both technically and creatively. But do your best to try to step back a bit as they plunge into the actual script process. Playwriting is a very personal exercise—your students need the freedom to experiment on their own.

You've done your job as a teacher when your playwriting students feel they've expressed themselves clearly and completely within their finished original works. Guiding them with a combination of discipline and imagination can make such great accomplishment happen—and create a truly enriching experience.

—Adapted from *Playwriting* 101 by Lisa Mulcahy.  
Courtesy of Educational Theater Association, Nov. 2003

11. The author refers to the use of "nuts-and-bolts" (line 17) to illustrate:

- A. the barely discernable steps of the writing process.
- B. the tight, strict format of writing a script.
- C. the practical aspects of playwriting.
- D. the complexities of playwriting.

12. On the basis of the information in the passage, which of the following statements is most clearly an opinion rather than a fact?
- F. Your students need to understand from the outset that a play’s creative message will only get across if it’s built on a solid foundation. (lines 53–55)
  - G. To my mind, a free-form play comes off as self-indulgent and sloppy. (lines 44–45)
  - H. Writing a play is not the same as writing a poem or a short story. (lines 56–57)
  - J. Playwriting is a very personal exercise—your students need the freedom to experiment on their own. (lines 84–86)
13. Which of the following statements is implied by information in the passage?
- A. Teachers must provide their students with inspiration.
  - B. Educators need to take more of a hands-on approach when it comes to student playwriting.
  - C. Today’s students are more creative than those of past generations.
  - D. Teachers need to help students understand the process of playwriting without hindering their creativity.
14. The second paragraph indicates that when it comes to taking criticism, impressionable students:
- F. will have trouble finding a way to express their feelings.
  - G. must be handled in a delicate manner.
  - H. will take advice too literally.
  - J. will become easily upset.
15. The main idea of the passage is that:
- A. students should learn the fundamental basics of playwriting before attempting to create a masterpiece.
  - B. good playwriting requires discipline and a lot of practice.
  - C. today’s high school theater students are overly ambitious.
  - D. students need to learn to better express themselves.
16. As used in lines 43–44, the phrase “off-the-cuff organic” most closely means:
- F. immature.
  - G. natural.
  - H. processed.
  - J. unusual.
17. Which of the following statements best sums up the author’s experiences visiting classrooms?
- A. I’m always bombarded with questions from budding playwrights. (lines 3–4)
  - B. Lots of high school and middle school students these days want to express their creativity by writing an original script. (lines 13–16)
  - C. I visit a classroom to share information with students about my experiences as a writer. (lines 1–2)
  - D. I’ve noticed that very few of their queries concern the practical basics of the craft. (lines 12–13)
18. According to the author, educators should take a back-seat role at which step of the writing process?
- F. actual script writing
  - G. brainstorming ideas
  - H. reading other published plays
  - J. organizing ideas
19. Based on the information in the passage, why might a budding playwright find slang useful?
- A. Slang can be used to write realistic dialogue.
  - B. Slang can help amateurs understand theater lingo.
  - C. Slang can help young playwrights express their creativity.
  - D. Slang can be helpful during improvisation exercises.
20. As used in line 62, the word *customary* most closely means:
- F. formal.
  - G. measured.
  - H. exceptional.
  - J. traditional.

### Passage III

Prior to 1890, the individual states regulated immigration to the United States. Castle Garden in the Battery served as the New York State immigration station from 1855 to 1890, and approximately eight million immigrants passed through its doors. Throughout the 1800s, ensuing political instability, restrictive religious laws and deteriorating economic conditions in Europe fueled the largest mass human migration in the history of the world. It soon became apparent that Castle Garden was ill-equipped to handle the growing numbers of immigrants arriving yearly.

The Federal government intervened and constructed a new Federally operated immigration station on Ellis Island that opened on January 1, 1892. Annie Moore, a 15-year-old Irish girl, entered history as she was the first immigrant to be processed at Ellis Island. Over the next 62 years, more than 12 million were to follow through this port of entry. While some immigrants entered the U.S. through other ports, New York was the most popular destination of steamship companies. The great lines such as White Star, Red Star, Cunard and Hamburg-America played a significant role in the history of Ellis Island and immigration in general.

Upon arrival in New York, ships would dock at the Hudson or East River pier. First and second class passengers would disembark, pass through Customs and then were free to enter the United States. These passengers were not required to undergo the inspection process at Ellis Island. Instead, they underwent a cursory inspection aboard ship and were only sent to Ellis Island if they were sick or had legal problems. The Federal government felt that these more affluent passengers would not end up in institutions or hospitals or become a burden to the state.

The scenario was far different for third class, or steerage, passengers. These passengers traveled in crowded and often unsanitary conditions near the bottom of ships, often spending up to two weeks seasick in their bunks during rough transatlantic crossings. Third class passengers were transported from the pier by ferry or barge to Ellis Island where everyone would undergo a medical and legal inspection.

If an immigrant's papers were in order and he or she was in reasonably good health, the inspection process would last approximately three to five hours. The inspections took place in the Registry Room (or Great Hall), where

doctors would briefly scan every immigrant for obvious physical ailments. Doctors became very adept at conducting these "six second physicals." By 1916, it was said that a doctor could identify numerous medical conditions just by glancing at an immigrant. The ship's manifest log, which was filled out at the port of embarkation, contained the immigrant's name and his or her answers to 29 questions. This document was used by the legal inspectors to cross-examine the immigrant during the legal inspection. The two agencies responsible for processing immigrants were the U.S. Public Health Service and the Bureau of Immigration (later known as the Immigration and Naturalization Service).

Despite the island's reputation as an "Island of Tears," the vast majority of immigrants were treated courteously and respectfully, and were free to begin their new lives in America after only a few short hours on Ellis Island. Only two percent of the arriving immigrants were excluded from entry. There were two main reasons for exclusion: if a doctor thought the immigrant had a contagious disease that would endanger the public health, or if a legal inspector thought the immigrant was likely to become a public charge or an illegal contract laborer.

During the early 1900s, immigration officials mistakenly thought that the peak wave of immigration had already passed. Immigration, though, was on the rise, and in 1907 more people immigrated to the U.S. than any other year. Approximately 1.25 million were processed at Ellis Island in that one year.

When the U.S. entered World War I, immigration decreased. Numerous suspected enemy aliens throughout the U.S. were brought to Ellis Island under custody. Between 1918 and 1919, detainees were transferred to other locations, and the U.S. Navy and Army Medical Department took over the island complex for the duration of the war. During this time, regular inspection of arriving immigrants was conducted on board ship or at the docks. At the end of World War I, a "Red Scare" spread across America, and thousands of suspected alien radicals were interned at Ellis Island. Hundreds were later deported based upon the principal of guilt by association with any organizations advocating revolution against the Federal government. In 1920 Ellis Island reopened as an immigration receiving station, and 225,206 immigrants were processed that year.

From the beginning of the mass migration that spanned the years 1880 to 1924, an increasingly vociferous group of politicians and

nativists demanded increased restrictions on immigration. Laws and regulations such as the Chinese Exclusion Act, the Alien Contract Labor Law and the institution of a literacy test barely stemmed this flood tide of new immigrants. The death knell for Ellis Island as a major entry point for new immigrants began to toll in 1921. It reached a crescendo between 1921 with the passage of the Quota Laws and 1924 with the passage of the National Origins Act. These restrictions were based upon a percentage system according to the number of ethnic groups already living in the U.S. as per the 1890 and 1910 Census and were meant to preserve the ethnic flavor of the “old immigrants,” those earlier settlers primarily from Northern and Western Europe. The perception was that the newly arriving immigrants, mostly from southern and eastern Europe, were somehow inferior to those who arrived earlier.

After World War I, the U.S. began to emerge as a potential world power. American embassies were established in countries all over the world, and prospective immigrants could apply for visas at American consulates in their own countries. The necessary paperwork was completed and medical inspections conducted at the consulate. After 1924, the only people who were detained at Ellis Island were those who had problems with their paperwork, war refugees, and displaced persons. In November of 1954 the last detainee, a Norwegian merchant seaman named Arne Peterssen, was released, and Ellis Island officially closed.

21. The mass immigration of the 1800s was fueled by:
- A. great prosperity in the U.S.
  - B. unfavorable conditions in Europe.
  - C. the emergence of steamship companies.
  - D. efficient processing of arriving immigrants.
22. The Federal government took over immigration processing from the individual states because:
- F. not all states had immigration stations.
  - G. it wanted to set restrictions on the number of immigrants arriving in the U.S.
  - H. unregulated immigration was a threat to national security.
  - J. the states could not handle the vast numbers of people entering the U.S.
23. Wealthy immigrants differed from poorer ones in that:
- A. they were more likely to become citizens.
  - B. they were automatically admitted into the country.
  - C. they were given preferential treatment when arriving in New York.
  - D. they could afford better accommodations at Ellis Island.
24. In which of the following sequences (from earliest to latest) did the events listed below occur?
- I. The National Origins Act was passed.
  - II. Annie Moore was processed at Ellis Island.
  - III. Castle Garden served as the New York State immigration station
  - IV. Arne Peterson was released from Ellis Island.
- F. III, II, I, IV
  - G. I, III, II, IV
  - H. I, IV, III, II
  - J. III, I, IV, II
25. The passage suggests that the physicals administered to arriving immigrants were:
- A. hurried and routine.
  - B. time consuming and exhaustive.
  - C. hasty but thorough.
  - D. lengthy but futile.
26. According to the passage, Ellis Island’s reputation as an “Island of Tears” was:
- F. merited.
  - G. undeserved.
  - H. prompted by yellow journalism.
  - J. widely known.

27. Which of the following did not occur at Ellis Island during World War I?
- A. The immigration station was occupied by the U.S. military.
  - B. Inspections were moved to nearby boats or docks.
  - C. Enemy aliens were temporarily located there.
  - D. Immigration into the U.S. increased.
28. As used in line 110, the word *vociferous* most closely means:
- F. powerful.
  - G. wealthy.
  - H. vocal.
  - J. popular.
29. With the passage of the 1921 Quota Laws and the 1924 Origins Act, who would have the most difficulties of being admitted into the U.S.?
- A. an Irish widow with four children
  - B. a former French merchant marine
  - C. a Romanian doctor
  - D. a newly married German couple
30. Today, people wanting to immigrate to the United States:
- F. don't need a medical examination.
  - G. can get a visa online.
  - H. must be processed at an international airport.
  - J. can be processed at an American consulate.

## Passage IV

Color is an important facet of nature, influencing the life of almost every creature. Color is ultimately a sensation in our minds, associated with rays of light striking our eyes.

5 The human eye has special cells (cone cells) containing three different pigments, which respond differently to different colors. The cones respond only to stronger light, and color is perceived according to the relative excitation of  
10 these pigments.

In nature, animals employ colors for many purposes. The most obvious is camouflage, which allows creatures to blend into their background and avoid detection. Often the  
15 animal's color changes with the seasons to coincide with foliage changes. A classic example of the selective advantage of camouflage is found in English peppered moths. Normally light in color, black specimens grew  
20 more common as 19<sup>th</sup> century industrial England burned more coal, which deposited considerable soot on buildings and trees. Of course birds could more easily see and catch lighter moths against this background. Now approximately 90  
25 percent of the moths in industrial areas of England are dark. A hopeful sign: lighter moths seem to be coming back as air pollution controls become more effective.

Nonetheless, many animals are brightly and  
30 conspicuously colored. One purpose of vivid display is warning. Poisonous and ill-tasting creatures use bright, easily recognized patterns as signals, reminding would-be predators to look but not taste. Predators avoid them, an  
35 advantage to both. And if imitation is the sincerest form of flattery, it can also be a key to survival. So effective are color patterns in protecting bad-tasting and poisonous insects, that completely harmless varieties sometimes mimic  
40 these patterns. The bluffers are afforded the same protection as their undesirable relative, so long as they do not become too numerous. Certain moths and butterflies make more bizarre use of color. Large eye-like markings on their  
45 wings apparently frighten, or at least confuse, birds and other predators. Similar markings are found on some fish. Some insects use color to disguise themselves as inanimate objects—imitating things ranging from leaves to bird  
50 droppings.

Color plays an important role in many animals' mating behavior. Usually, color functions either to warn off rivals or to make an individual more attractive in competition for a

55 mate. This is especially obvious when just one sex is highly colored, as are male robins and peacocks.

Human use of color dates back probably 150,000 to 200,000 years when prehistoric  
60 people first used red and yellow clays to paint their bodies. Early humans also burned bones and teeth to produce black pigments. Other mineral colors soon came into use, made from ores of iron, copper, and lead. Organic colors  
65 were obtained from insects, other animals, and plants. Chalk and lime were used for white. Reds were made from the root of madder plants, the dried bodies of female cochineal insects, and cinnabar. Blue came from copper minerals and  
70 the indigo plant. Typically these substances were first washed and dried, then mixed into oils for the use in crafts such as painting, pottery, and textiles.

Tyrian purple's story is fascinating. This  
75 brilliant purple dye, closely related to indigo, is prepared by oxidizing secretions from certain mollusks (Murex) found in the Eastern Mediterranean. According to one report, 240,000 of the sea creatures were required for  
80 one ounce of dye. The dye was, in any case, very expensive, the equivalent of about \$7,500 per ounce and traditionally was associated with royalty. Hence the expression, "born to the purple." Jealous Roman rulers passed a law  
85 forbidding anyone outside the court to wear purple robes, under the threat of death. This dye helped establish the Phoenician city of Tyre as an ancient trading center.

In many cases, color took on mystic and  
90 religious significance. The Greeks apparently assigned colors to what they believed were the four basic elements: earth (blue), water (green), fire (red), and air (yellow). In the Hindu Treatises one reads, "What is true is the three  
95 colors. The red color of the sun is the color for fire, the white of water, the black of earth . . ." Many American Indian tribes attached mystical significance to certain colors. Heraldry, which originated in Germany in the 12<sup>th</sup> Century and  
100 later came to England, evolved its own color symbolism; for example, gold for honor, red for courage, blue for piety. A modern example of such symbolism, the color of the hood of an academic gown, identifies the wearer's academic area of specialization.

105 —Adapted from *Color in Nature* by Paul Seybold. Reprinted in part with the permission of the American Chemical Society.

31. Which of the following sentences best states the main idea of the passage?
- Some colors are more beneficial to moths than others.
  - The colors of most animals protect them from predators.
  - The use of color dyes has caused major health problems in many countries.
  - Color serves useful purposes for living things.
32. In the second paragraph, the author suggests that an animal's color may be:
- a response to its environment.
  - the result of conscious thought by the animal.
  - a quality seen by human eyes, but not by the eyes of other animals.
  - an illusion better explained by physics than by biology.
33. It can be inferred from information in the passage that as the amount of light they received decreases, the cone cells of the human eye:
- can no longer distinguish more than one color at a time.
  - can no longer distinguish green.
  - become less effective in distinguishing color.
  - become more excited.
34. Which of the following statements regarding color is NOT supported by information in the passage?
- The ancient trading center Tyre flourished because of its proximity to the source of a rare natural dye.
  - Many arts and crafts expanded due to the discoveries of natural pigments and dyes.
  - Colors play a significant role in the customs and beliefs of many cultures.
  - Predators have a tendency to avoid dull and inconspicuously colored creatures.
35. The author suggests that survival of certain creatures that depend upon camouflage is related to:
- the number of predators in their surroundings.
  - their ability to destroy their enemies.
  - their ability to blend into their surroundings.
  - their mating behavior.
36. In the context of the passage, the expression "born to the purple" (lines 83–84) means born:
- in the Phoenician city of Tyre.
  - into royalty.
  - to die.
  - near the sea.
37. According to the Hindu Treatises, black is the color of:
- water.
  - sun.
  - earth.
  - the moon.
38. In comparing the color symbolism of the early Greeks to the color symbolism of heraldry, the passage shows that:
- the color red had the same symbolism for the Greeks as for heraldry.
  - the Greeks assigned color values to four basic elements while heraldry assigned color values to three basic elements.
  - heraldry developed its own color symbolism.
  - heraldry used the same color symbols on their academic gowns that the early Greeks used.
39. The passage suggests that prehistoric people:
- created colors from minerals, plants, and animals for use in crafts.
  - feared black and red pigments.
  - painted their bodies with various colors to identify their status in the tribe.
  - used chalk and lime to paint the walls of caves because of their pleasant odor.
40. One can logically infer that, because "color functions either to warn off rivals or to make an individual more attractive in competition for a mate" (lines 52–55), colors:
- play a vital function in the selectivity involved in the mating process.
  - determine the duration of the mating season.
  - are important primarily in regulating the population of insects.
  - are recognized solely by the females of certain species.

**PRACTICE TEST D**  
35 Minutes – 40 Questions

**DIRECTIONS:** There are four passages in this test. Each passage is followed by ten questions. Choose the best answer to each question and blacken the corresponding oval on your answer sheet. You may refer to the passages as often as necessary.

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**Passage I**

“Hello. That you, Mom? ... Oh, I’m sorry, operator, I thought I was connected with ... No, I’m trying to get long-distance ... What? Centerville, Ohio ... What? ... I *am* holding it.”

5 He fished nervously in his pocket for a pack of cigarettes, pulled one out of the pack and stuck it swiftly between his lips. He glanced at his watch and scowled. The game had been over for a half hour. The snake dance would be  
10 coming down the street this way any minute now. With his free hand he tore a match from the book, and propped the telephone receiver between shoulder and ear while he struck the match on the flap. As he put the match to the tip  
15 of the cigarette, a thin voice rasped vaguely inside the receiver, and he blew out the match.

“Hello. Mom? ... Oh, I’m sorry,” he mumbled. “How much?” He took a handful of change from his pocket and began to drop coins  
20 into the slot of the pay telephone. He could hear someone speaking above the echoing reverberations inside the phone.

“What? Oh, Hello, Mom. This is Jerry. I say, this is—Can you hear me now? ... Sure, I  
25 can hear you fine. ... Sure, I’m all right, and you? ... That’s good. Mom”—and his voice seemed to falter for a fraction of a second. Then: “How is he? Is there any change?”

There was a tiny silence.

30 “Oh.” His voice was a little duller when he spoke again. “I see. This afternoon, eh? And that other specialist, he said the same thing? Um-hmm ... Oh, sure, sure. No, of course, Mom, there’s nothing to worry about. No, I’m not  
35 worried; I only called to find out if there was any change, that’s all. ... Did they say if he could ever—I mean, can he move his arms any yet?” He gulped. “Well, that doesn’t mean anything, really ... No, of course, all those things take time.  
40 Sure, a year, or maybe even less ... What?”

He took a second cigarette out of his pocket and thrust it between his lips nervously. He lit it from the stub of the first one and ground out the stub beneath his heel.

45 “What money? Oh, you mean what I sent you last week? Now, Mom,” impatiently, “I told you all about that already in the letter, didn’t I? ... Sure it’s a scholarship. I got it for playing football. And so naturally I didn’t need all that  
50 money you and Pop had been saving up for me to go to college, and so I just thought maybe, with Pop being laid up now for a while and all ...

“Where? Why right here.” He frowned. “No, this isn’t exactly a dormitory; it’s—I live here in  
55 the fraternity house. Sure I’m in a fraternity. It’s the one Pop wanted me to join, too, tell him ... No, honest, Mom, it doesn’t cost me a cent for my room. It’s on account of my football.”

He opened the folding door a little. He  
60 thought he could hear the band in the distance.

“Who, me? Homesick? Not so you’d notice it.” He laughed. “I’m having the time of my life here. Everybody’s so swell. I know practically  
65 everybody here at Dover already. They even all call me by my first name. Say, if you don’t think I’m sitting pretty, you ought to see my fraternity house here.” He gazed out through the glass door of the phone booth.

“Every night the fellows sit around and we  
70 drink beer and chew the fat till ... Oh, no. No, Mom. Just beer. Or usually we just go down to Semple’s for a milk shake. No, that’s only the drugstore ... No.” He smiled slowly. “I promised you I wouldn’t drink, Mom.”

75 In the distance now he could hear the sound of the band approaching.

“Well, Mom, I gotta hang up now. The gang’ll be here in a minute. We’re having a celebration after the game today. We played  
80 Alvord—took ‘em sixteen to nothing. ... Sure I did, the whole game; you oughta seen me in there. I made two touchdowns. Everybody’s going down to Semple’s after the game, and I gotta be ready because of course they’ll all want  
85 me to be there, too. Can you hear the band now?”

It was growing louder. The voices in the snake dance could be heard above the brasses, chanting the final score in time with the band.

90 “Now, listen, Mom. One other little thing before they get here. I’m going to be sending you

about ten or twelve dollars or so each week from now on until Pop is better ... No, Mom. Heck, I got plenty. Sure, they always fix you up with a soft job if you're a good enough player. The alumni do it ... Here they are now. Hear them?"

95 The band had halted outside. Someone led a cheer.

100 "That's for me, Mom. ... Didn't I practically win the game for them today? Hear that?" He kicked open the door of the phone booth.

He held the receiver toward the open door of the phone booth. They were calling, "Jerry!" "Hey, Jerry, hang up on that babe!"

110 "Hear that, Mom? Oh, by the way, if you should ever happen to see Helen," he added carelessly, "tell her I'm sorry I couldn't ask her up to the freshman dance like I'd planned, but with the football season and my scholarship and all—Tell her, Mom. She—she didn't answer my last letter. O.K., Mom. Tell Pop everything's O.K., see? Now don't worry. ... 'Bye."

115 He replaced the receiver slowly on the hook and stared at the mouthpiece a moment. As he opened the door and stepped out of the booth, he could see his reflection for a moment in the tall mirror behind the soda fountain—the familiar white cap, the white jacket with *Semple's* stitched in red letters on the pocket. The crowd was lined along the soda fountain, shouting, "Jerry! Milk shake, Jerry!"

1. The author uses the scenes involving the pack of cigarettes in the paragraph 2 and paragraph 7 to illustrate:

- A. that Jerry is breaking his parents' rules against smoking.
- B. how anxious Jerry is about speaking to his mother.
- C. Jerry's lack of concern for his own health.
- D. what a troublemaker Jerry is.

2. From the information presented in the passage, you should be able to conclude that a snake dance is:

- F. a Native America custom.
- G. a tradition among college freshmen.
- H. a defensive football play.
- J. a custom at Dover football games.

3. In the passage, the author uses ellipses to indicate:

- A. where inappropriate language has been censored.
- B. that the phone is ringing.
- C. where people are speaking on the other end of the phone line.
- D. a lull in the conversation.

4. As it is used in line 27, the word *falter* means:

- F. whisper.
- G. stutter.
- H. disappear.
- J. pause.

5. You can conclude from the passage that Jerry's purpose in phoning his mother is to:

- A. inquire as to his father's health.
- B. inform her that he's received a scholarship.
- C. brag about winning the football game.
- D. borrow money from her.

6. In the passage, Jerry is portrayed as:

- F. hardworking and considerate.
- G. obedient and sympathetic.
- H. proud but sentimental.
- J. compassionate but untruthful.

7. In line 113 Jerry admits to not having taken Helen to the freshman dance as planned. You can logically infer from the passage that the real reason he didn't take her was that:

- A. he quit school and sent his tuition money to his parents.
- B. he was ashamed for her to see him working at a drugstore.
- C. Helen, not Jerry, was the one who didn't want to go to the dance.
- D. he didn't get time off from work to go.

8. From the information presented in lines 96-110, you can conclude that:

- F. the celebrants in the snake dance wanted to honor Jerry after the game.
- G. Jerry was anxious to end his conversation with his mother before the snake dance arrived at the drugstore.
- H. Jerry timed his phone conversation with his mother to coincide with the arrival of the snake dance.
- J. Jerry used the approaching snake dance as an excuse to end his conversation with his mother.

9. According to the information presented in the passage, what problem is Jerry faced with?

- A. how to keep a job and still devote time to his studies
- B. how to send money to his parents without their knowing where it came from
- C. how to maintain his grades and keep his football scholarship
- D. how to send money to his parents without hurting their pride

10. What does the author reveal at the conclusion of the passage?

- F. Most of what Jerry told his mother over the telephone was a lie.
- G. Jerry is homesick and wants to go back to Ohio.
- H. Jerry was exaggerating his importance to the football team.
- J. Jerry was underestimating the importance of his job.

## Passage II

In 1961, when the American farm wife known as Grandma Moses died, she was 101 and world-famous. Born a year before the Civil War, she was in her 70s when she taught herself to paint and in her 80s when she became a superstar.

Today, Anna Mary Robertson Moses (1860-1961) is known chiefly through reproductions of her oil paintings, especially her winter scenes, which still appear on dinnerware and millions of Christmas cards.

In the hope of deepening what they see as the shallow perception of her work, Moses' longtime New York dealership and several scholars have taken up the cause in "Grandma Moses in the 21<sup>st</sup> Century," a retrospective at the National Museum of Women in the Arts through June 10. In it are 87 paintings, tracing her rise from oblivion in Eagle Bridge, N.Y., to fame as the best-known female painter of her time.

She painted "old-timey things," as she put it—recollections of a happy life as a child, then wife, on a farm in upstate New York and, for a time, in Virginia's Shenandoah Valley. With a special gift for conjuring atmospheric landscapes and changing seasons, she filled her paintings with communal scenes of families and farmhands, grown-ups and children all happily working together on the endless cycle of farm tasks, making maple syrup or catching the Thanksgiving turkey.

Her birthdays were celebrated on the covers of *Time* and *Life* magazines. When Edward Murrow interviewed her on "See It Now," she shoved a piece of paper in front of him and told him to paint a tree: "Anybody can paint," she said. Her plain speaking endeared her to a world mostly baffled by abstraction.

"If I didn't start painting, I would have raised chickens," she told Murrow. "I would never sit back in a rocking chair, waiting for someone to help." That interview, which runs in the museum's orientation gallery, tells you all you need to know about why the public loved her.

Moses' art is most rewarding when seen through the prism of her remarkable life, which began as one of 10 children of a farmer who painted landscapes. She learned the womanly arts of cooking, cleaning, sewing, soap-making, candle making and so forth by age 12 and was sent to work as a hired girl to nearby relatives.

At 27 she married Thomas Salmon Moses and moved to the Shenandoah Valley, near

Staunton, Va., where they worked as tenant farmers. There she bore 10 children; only five survived infancy.

Two decades later the Moses family returned to upstate New York and bought a dairy farm a few miles from where she had grown up. She never painted until after her husband's death in 1927, when arthritis forced her to abandon the "worsted pictures" she had been embroidering. Soon she was offering her oil paintings on pressed wood for sale at county fairs, along with her prizewinning pickles.

In 1938 a traveling collector from New York saw the paintings in the window of a pharmacy in Hoosick Falls, N.Y., bought the lot and took them to Otto Kallir, an art dealer who had opened the Galerie St. Etienne in Manhattan.

Kallir launched Moses' career in 1940 with the show "What a Farm Woman Painted." Five years later, her fame skyrocketed when Hallmark purchased the right to reproduce her paintings on Christmas cards, selling 6 million copies the first year. That same year, the first book on "Grandma Moses" made the *New York Times* bestseller list.

"Until her death in 1961, she was a very big deal," says Kallir's granddaughter, art historian Jane Kallir, the current show's guest curator. Today, Kallir believes, Moses has been unjustly overlooked by the art world, partly due to over-commercialization, which Kallir says diminished her stature as an artist.

I first rolled my eyes over this "rethinking and revival" of Moses' work. This is folk art—what's to rethink? How could she be less relevant to our times? And how can you call her overlooked when no self-taught painter over 50 can pick up a brush without being labeled "a Grandma Moses"?

But I looked at the paintings and realized how rarely, apart from reproductions, this work is seen today, and what happy encounters the real ones could provide. Moses' paintings are time capsules, colorful narrative landscapes brimming with anecdotal vignettes about the joys of a way of life now lost.

True, Moses counts only the happy hours. But as she once said, "What's the use of painting a picture if it isn't something nice?"

Her paintings are cumulative, without linear perspective, and must be "read" as the eye wanders over the landscape adding up details. One wonderful painting from 1948 called "The Thunderstorm," for instance, is almost cinematic in the way it moves from one vignette to another.

As dark clouds gather, the wind whips the trees

and takes away the hat of the farmer rushing a hay wagon into the barn to beat the rain. A black horse bolts in fear, apparently at the sound of thunder. Two men lean on their rakes, watching the darkening sky. A child's long hair blows in the wind. Who could fail to enjoy such a picture?

115 There also are paintings of sleigh rides, picnics and quilting bees, all laden with nostalgia for an idealized American way of life that, to this day, is still defined by such pictures.

120 But Kallir may want too much from this show. Lynda Roscoe Hartigan, chief curator at the Smithsonian American Art Museum, set more realistic parameters.

125 "These are small pictures with tiny people in them, and we're a big-screen, billboard culture," Hartigan says. "But Grandma Moses was a visual storyteller, and human beings like to read stories in pictures. We have narrative minds. So why fight it? People should just enjoy these paintings for the storytelling pictures they are."

11. In line 13, the author refers to the "shallow perception of [Grandma Moses'] work." This perception probably results from:
- A. the fact that the artist was a very old woman.
  - B. the fact that she painted "old timey" things.
  - C. her work being mass produced commercially on dishware and cards.
  - D. the fact that she sold her paintings at county fairs.
12. Moses' paintings, as described in lines 25-31, could best be classified as:
- F. sentimental.
  - G. homespun.
  - H. historic.
  - J. feminist.
13. Grandma Moses is remarkable in that she:
- A. was a talented female artist.
  - B. went from being a poor farmer's wife to celebrated artist.
  - C. found time to paint while raising 10 children.
  - D. began her successful art career at such a late stage in her life.

14. According to the passage, what prompted Moses to begin painting?

- F. Her husband died, and she needed to find a means of support.
- G. She developed arthritis and could no longer do needlework.
- H. Once her children were grown, she had a lot of spare time on her hands.
- J. Hallmark offered her a job painting Christmas cards.

15. Based on information presented in the passage, one can conclude that folk art (line 88):

- A. depicts traditional, everyday life and values.
- B. has commercial appeal but no artistic value.
- C. was fashionable in the 19<sup>th</sup> century, but not today.
- D. is only popular in poor, rural communities.

16. Why does the author use the metaphor "Moses' paintings are time capsules" (lines 97-98)?

- F. Moses was born before the Civil War and lived to be 101 years old.
- G. Moses appeared on the covers of *Time* and *Life* and was interviewed by Edward Murrow.
- H. Moses' work is as well known today as it was in the 1940s and '50s.
- J. Moses' paintings portray American society as it existed in the past.

17. Based on the information in the passage, one could conclude that an art critic might find Moses' works:

- A. too idealistic and not representative of true life.
- B. too maudlin and critical of real life.
- C. too primitive and lacking artistic technique.
- D. too optimistic and overly patriotic.

18. The author sums up her article by referring to Grandma Moses as:
- F. a superstar.
  - G. a storyteller.
  - H. the best-known female painter of her time.
  - J. a self-taught painter.
19. It can be concluded from the information in the passage that Moses' work was LEAST appreciated by:
- A. the American public.
  - B. commercial businesses.
  - C. the media.
  - D. the art community.
20. Which of the following details from the passage does NOT support the author's statement that Moses was "the best-known female painter of her time" (line 20)?
- F. Hallmark sold 6 million copies of Christmas cards featuring her artwork the first year they were produced.
  - G. The first book on "Grandma Moses" made the *New York Times* bestseller list.
  - H. She learned the womanly arts of cooking, cleaning, sewing, soap-making, candle making and so forth by age 12 .
  - J. No self-taught painter over 50 can pick up a brush without being labeled "a Grandma Moses"

### Passage III

The House of Representatives' Un-American Activities Committee (HUAC) was originally established in 1937 under the chairmanship of Texas politician Martin Dies, Jr. The main objective of the HUAC was the investigation of un-American and subversive activities and was to include both left-wing and right-wing political groups. But on June 29, 1940, the Alien Registration Act was passed, making it illegal for anyone in the United States to advocate, abet, or teach the desirability of overthrowing the government. The Act also required all alien residents in the U.S. over fourteen years of age to file a comprehensive statement of their personal and occupational status and a record of their political beliefs. Within four months a total of 4,741,971 aliens had been registered. The main objective of the Alien Registration Act was to undermine the American Communist Party and other left-wing political groups in the United States, and it was decided that the HUAC would be the best vehicle to discover if people were trying to overthrow the government.

In 1947 the HUAC began an investigation into the Hollywood Motion Picture Industry. The Committee called in and interviewed forty-one screenwriters, directors, actors and other entertainers. Those people who cooperated with the HUAC became known as "friendly witnesses." During their interviews they named nineteen people whom they accused of holding left-wing views. Those nineteen people were brought before the Committee.

Larry Parks, the only actor in the those nineteen people named and the only person on the list who the average moviegoer would have known, agreed to give evidence and admitted that he had joined the Communist Party in 1941 but left it four years later. When asked for the names of fellow members, Parks replied, "I would prefer, if you would allow me, not to mention other people's names. Don't present me with the choice of either being in contempt of this Committee and going to jail or forcing me to really crawl through the mud to be an informer." The HUAC insisted that Parks answer all questions asked, and a private session was held. Two days later it was leaked to the newspapers that Parks had named names.

Unlike Parks, ten of the original nineteen named refused to answer any questions including "Are you now or have you ever been a member of the Communist Party?" These ten, who became known as the Hollywood Ten, claimed

that the First Amendment of the United States Constitution granted them the right to freedom of speech and assembly. The Committee disagreed and all ten were found guilty of contempt of congress and each was sentenced to between six and twelve months in prison. The day after the Hollywood Ten were so cited for contempt, a group of studio executives, acting under the aegis of the Motion Picture Association of America, announced the firing of the ten writers and directors. This became the first systematic Hollywood blacklist.

In June 1950, three former FBI agents and a right-wing television producer, Vincent Harnett, published "Red Channels," a pamphlet listing the names of 151 writers, directors and performers whom they claimed had been members of subversive organizations before the Second World War but had not so far been blacklisted. The names had been compiled from FBI files and a detailed analysis of the *Daily Worker*, a newspaper published by the American Communist Party. A free copy of "Red Channels" was sent to those involved in employing people in the entertainment industry. All those people named in the pamphlet were also blacklisted until they appeared in front of the HUAC and convinced its members they had completely renounced their radical past.

Edward Dmytryk, one of the Hollywood Ten, experienced financial problems as a result of divorcing his first wife. Faced with having to sell his plane and encouraged by his new wife, Dmytryk decided to try to get his name removed from the blacklist. On April 25, 1951, he appeared before the Committee again. This time he answered all their questions including the naming of twenty-six former members of left-wing groups. Dmytryk also revealed how people such as John Howard Lawson, Adrian Scott and Albert Maltz had put him under pressure to make sure his films expressed the views of the Communist Party. This was particularly damaging to those members of the Hollywood Ten who were at that time involved in court cases with their previous employers.

Over 320 people were placed on the blacklist that stopped them from working in the entertainment industry. Some blacklisted screenwriters continued to write under assumed names. Two of these writers, Dalton Trumbo [*Roman Holiday* (1953) and *The Brave One* (1956)] and Michael Wilson [*Bridge Over the River Kwai* (1957)], won Academy Awards for their screenplays.

- 110 Dalton Trumbo, in 1960, became the first  
blacklisted writer to use his own name when he  
wrote the screenplay for the film *Spartacus*.  
Based on the novel by another left-wing  
blacklisted writer, Howard Fast, the film  
115 examines the spirit of revolt. Reminiscent of his  
experiences with the HUAC, Trumbo included a  
scene at the end of the movie in which the  
Romans finally defeat the rebellion, but the  
captured slaves refuse to identify Spartacus (their  
120 leader). As a result, they are all crucified.
21. The main point made in the first paragraph is that:
- the purpose of the HUAC was to register all alien residents from Communist countries.
  - the HUAC was formed to protect the U.S. from political groups that posed a threat to the government.
  - most alien residents in the United States were not members of the Communist Party.
  - the HUAC wanted to reduce the number of illegal aliens in the United States.
22. It can be inferred from the first paragraph that:
- passage of the Alien Registration Act narrowed the focus of the HUAC.
  - most alien residents refused to register.
  - aliens who listed their political beliefs as pro-Communism were deported.
  - right-wing groups do not engage in subversive activities.
23. According to the passage, actor Larry Parks:
- was one of the original Hollywood Ten.
  - pleaded the First Amendment when called in before the HUAC.
  - was the only actor to ever be called in to appear before the HUAC.
  - admitted to once being a member of the Communist Party but was loathe to give the names of fellow members.
24. Which of the following most clearly states the Hollywood Ten's position on testifying before the HUAC?
- The Constitution guarantees a person protection from self-incrimination.
  - The Constitution guarantees a person the right to a lawyer and a trial by his peers.
  - The Constitution guarantees a person the right to express his beliefs even if those beliefs are critical of the U.S. government.
  - The Constitution prohibits blacklisting of unfriendly witnesses.
25. According to the passage, a person who did not cooperate with the HUAC investigation would be subject to which of the following?
- being imprisoned and deported
  - being imprisoned and blacklisted
  - being fined and imprisoned
  - having his name appear in the "Red Channels" pamphlet
26. According to the passage, some blacklisted Hollywood writers continued to work because:
- they wrote screenplays in countries outside the United States.
  - they wrote screenplays that expressed anti-Communist sentiments.
  - they wrote screenplays under assumed names.
  - they had written Academy Award-winning screenplays and were greatly respected for their work.
27. According to the passage, a blacklisted writer could be removed from the blacklist by doing which of the following?
- providing the HUAC with names of suspected Communist sympathizers
  - writing an award-winning screenplay
  - filing a comprehensive statement of his personal and occupational status and a record of his political beliefs
  - pleading his First Amendment right to freedom of speech

28. It can be inferred that in Dalton Trumbo's allegorical scene from the movie *Spartacus*:
- F. the Romans represent the HUAC and Spartacus represents Trumbo himself.
  - G. the Romans represent the U.S. government and the slaves represent the "friendly witnesses" that testified before the HUAC.
  - H. the Romans represent the U.S. government, the slaves represent the HUAC and Spartacus represents the Hollywood Ten.
  - J. the Romans represent the HUAC and the slaves represent the Hollywood Ten.
29. It can be reasonably inferred from the last paragraph that:
- A. by 1960 the practice of blacklisting people for their political views was coming to an end.
  - B. like Edward Dmytryk, Dalton Trumbo was forced to cooperate with the HUAC because he needed money.
  - C. all the blacklisted writers and directors were welcomed back to Hollywood.
  - D. the blacklisted writers continued to write subversive material despite the HUAC's efforts to curtail them.
30. It can be inferred that the HUAC investigated the Hollywood Motion Picture Industry because:
- F. most Americans recognize actors' names and faces.
  - G. it was one of America's most lucrative industries.
  - H. the HUAC feared movies might spread pro-Communist propaganda.
  - J. a large number of alien residents worked in Hollywood.

## Passage IV

A volcano is an opening in the earth's crust through which *magma* (amalgamated volcanic gases and molten rock) is discharged as lava. The volcanic gases that are also emitted are  
5 believed to be a combination of water, hydrogen, carbon monoxide and dioxide, nitrogen, argon, sulfur and its oxide compounds, and chlorine.

A volcanic eruption is one of the most  
10 awesome spectacles in all nature. Not all eruptions will follow a particular pattern. Volcanoes are notoriously individualistic, each one having some quirks of behavior not shared by others. Usually a few hours or days  
15 beforehand there is a warning in the form of an earthquake—minor shocks probably caused by movement of gases and liquids underground. The intensity of a volcanic explosion depends upon the number and size of the gas bubbles  
20 formed in the molten rock beneath the earth's crust. Tiny bubbles of volcanic gas rise within the magma, collide, and merge to form larger bubbles, until a bubble of considerable size and internal pressure forms near the surface of  
25 molten rock. This new bubble expands until the pressure exerted against the wall of the bubble overcomes the surface tension of the molten rock, whereupon the bubble explodes. The bursting of a mass of large, high pressure  
30 bubbles produces a volcanic eruption.

The chief factors that determine whether the intensity of the eruption will be largely quiet or largely explosive are the viscosity of the magma and the amount of dissolved gas it contains.  
35 Magmas with high percentages of silica are in general more sticky than those with large amounts of metallic oxides. The explosion will not be very large if the gas content is smaller and if the magma is very fluid and permits gas in it to  
40 bubble out freely. In more viscous magma, gas escapes less readily and accumulates under increasingly high pressure, until finally it bursts free.

Volcanic eruptions are classified into six  
45 categories, ranging from least to most intense: Fissure, Hawaiian, Strombolian, Vulcanian, Pelean, and Plinian.

A Fissure eruption expels large amounts of lava through long horizontal cracks in the earth's  
50 surface.

A Hawaiian volcanic eruption is comparatively quiet and may form lakes of very fluid molten lava. Hawaiian eruptions are characterized by fountains of liquid lava,

55 commonly several hundred feet high, and thin flows that spread to great distances.

Strombolian eruptions emit luminous clouds and are relatively mild and recurrent. They shoot ash and hot lava high into the air, where the lava  
60 cools into round or spindle shapes before falling to earth. A single eruption builds a heap of cinder, known as cinder cone, around the vent, while a lava flow commonly spreads out at the base of the cinder cone. The Stromboli volcano  
65 on the island of the same name north of Sicily has been called the Lighthouse of the Mediterranean, for it erupts regularly every few minutes, and the escaping steam appears red from the reflected glow of the lava below.

70 Between successive eruptions, a volcano that tends to have Vulcanian eruptions forms a plug of hardened lava that is blown out by intense gaseous pressure as large, destructive blocks of rock. It emits a large cloud of gas and  
75 ash and may produce a thick, short lava flow or none at all. Volcanic dust permeates the atmosphere and causes changes in the color of the sky.

The Pelean eruption is characterized by the  
80 formation of a volcanic dome. The volcano emits incandescent clouds of steam and ash and extremely mobile avalanches of lava that destroy everything in their paths. When Mount Pelee in northern Martinique erupted in 1902, it caused  
85 the death of more than 30,000 people.

The most explosive and destructive of all are the Plinian eruptions, named after the renowned Roman naturalist Pliny and Elder, who lost his life in one at Vesuvius in A.D. 79. These  
90 cataclysms are characterized by the blasting of pumice and ash high into the atmosphere and huge ash flows down the mountainside, and are accompanied by collapse of the top of the mountain to form a large crater. Froth and lava  
95 flow rapidly in glowing rivers down the volcano's exterior. The eruption of Krakatoa in Indonesia in 1883 is categorized as a Plinian eruption.

31. The passage states that which type(s) of volcano can produce small, spindle-like pieces of rock?
- I. Strombolian
  - II. Vulcanian
  - III. Plinian
  - IV. Fissure
- A. I only
  - B. I and IV only
  - C. II and III only
  - D. I, II, and IV only
32. The main function of paragraph 9 is to:
- F. give the characteristics of Pelean eruptions.
  - G. establish that Mount Pelee is located in northern Martinique.
  - H. emphasize that a volcano in 1902 killed more than 30,000 people.
  - J. specify that an eruption that issues steam should be classified a Pelean eruption.
33. On the basis of information in the passage, which of the following meteorological phenomena would be the most likely to occur in the days after a Vulcanian eruption?
- A. Rain because the recurrent emissions of escaping steam fall back to earth.
  - B. Cooler temperatures because new land is formed.
  - C. Unusually colored sunsets because a large cloud of ash is emitted.
  - D. Drought because the lava flows absorb moisture.
34. From information in the passage, one can logically infer that the Stromboli volcano has been called the “Lighthouse of the Mediterranean” because:
- F. it was named after a lighthouse on the island of Stromboli.
  - G. its silica-rich lava resembles the glass windows of a lighthouse.
  - H. its intermittent releases of steam glow like a lighthouse light.
  - J. its cinder cone reflects light as efficiently as the mirror in a lighthouse tower.
35. According to the passage, a gas bubble escapes the surface tension of molten rock when the surface tension is:
- A. equal to the pressure of the gas bubble.
  - B. exceeded by the pressure of the gas bubble.
  - C. exceeded by the pressure of metallic oxides.
  - D. exceeded by the pressure of the surrounding air.
36. According to information in the passage, which type of eruption forms a volcanic dome?
- F. Hawaiian
  - G. Strombolian
  - H. Vulcanian
  - J. Pelean
37. Which of the following sequences correctly orders Hawaiian, Plinian, and Vulcanian eruptions, from the type that emits the MOST gas and viscous lava to the one that emits the LEAST gas and viscous lava?
- A. Hawaiian, Plinian, Vulcanian
  - B. Plinian, Vulcanian, Hawaiian
  - C. Plinian, Hawaiian, Vulcanian
  - D. Vulcanian, Plinian, Hawaiian
38. According to the passage, large blocks of rock are ejected from Vulcanian eruptions because gas pressure:
- F. ejects loose rock heaped up around the exterior of the volcano.
  - G. causes volcanic ash and dust to solidify into large rocks.
  - H. blows apart a plug of hardened lava.
  - J. expels lava with such force that it is returned to Earth as light and porous rock.

39. According to the descriptions in the passage, which of the following combinations of gas bubbles and magma would produce the MOST violent eruption?
- A. small bubbles of gas and magma containing a high percentage of silica
  - B. small bubbles of gas and magma containing a high percentage of metallic oxides
  - C. large bubbles of gas and magma containing a high percentage of silica
  - D. large bubbles of gas and magma containing a high percentage of metallic oxides
40. The main function of the passage is to:
- F. illustrate how geographic factors influence historical events.
  - G. define what a volcano is and describe the categories of eruptions.
  - H. argue that more research is needed to predict volcanic eruptions and save lives.
  - J. explain the geological role that volcanoes play in continent-building.

**SKILL BUILDER ONE**  
**REFERRING TO WHAT IS EXPLICITLY STATED**  
**(LITERAL COMPREHENSION)**

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**Recognizing the Main Idea**  
**Identifying Important Details**

**EXAMPLE**

Water sustains life, so we should all be conscious about water conservation. Just as is the case with energy conservation and recycling, small changes add up quickly. For example, if everyone in America used just two minutes less water each morning and at night—while brushing teeth, showering, shaving, washing, etc.—the cumulative savings will be more than the amount of fresh water consumed in an entire year by New York, Chicago, Los Angeles and Houston combined. Municipal water systems require a lot of energy to purify and distribute water, so water conservation, especially hot water, will also lower greenhouse gas emissions.

We are all connected to each other and our environment. Only by working together can our planet be preserved.

1. Which of the following statements best expresses the main idea of this passage?
  - A. By using less water we are all doing our part in helping to preserve our planet.
  - B. New York, Chicago, Los Angeles and Houston use more water than the rest of the country.
  - C. Hot water uses more energy than cold water.
  - D. We all need to work toward lowering greenhouse gas emission.

Choice A best expresses the main idea of the entire passage. Choices B and C are supporting details. Choice D is incorrect since the passage is about water conservation.
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**Remember:** When you are asked to determine the main idea of a paragraph or of an entire passage, be sure your answer applies to the paragraph or passage as a whole. Do not choose an answer that is too specific and applies to a supporting detail.

**PRACTICE EXERCISES A**

**DIRECTIONS:** After reading each passage, choose the best answer for each question. Mark the letter of the answer you think is correct.

[1] The old Ho Chi Minh Trail passed right through the hamlet of Doi. During what the Vietnamese call the “American War,” many northern soldiers remember Doi, 50 miles south of Hanoi, as an overnight stop on their perilous journey to the southern battlefields.

The camouflaged network of footpaths and roads was the world’s most dangerous route. One North Vietnamese soldier counted 24 ways you could die on it: malaria and dysentery, U.S. aerial bombardments: tigers and snakes; floods and landslides. When the war ended in 1975, much of the Ho Chi Minh Trail was abandoned.

I returned to Vietnam last year to see what was left of the trail, and talked with Duyen. At 74, her memory of the war remained crystal clear. “There was not a day without famine then,” she said. “We had to farm at night because of the bombing.”

These days, though, Duyen has things other than the war on her mind. With Vietnam’s economy booming she wonders whether she should swap the family’s water buffalo for a new Chinese-made motor scooter. She also wonders what impact Vietnam’s most ambitious postwar public works project will have on Doi. The project, started in 2000, is turning much of the old trail into the Ho Chi Minh Highway, a paved multilane artery that will eventually run 1,980 miles from the Chinese border to the Mekong Delta. The transformation of trail to highway struck me as an apt metaphor for Vietnam’s journey from war to peace.

1. Which of the following statements best expresses the main idea of the passage?
  - A. The Ho Chi Min Trail then and now.
  - B. Vietnam’s historic places are replaced by a highway.
  - C. Old people have a crystal clear memory of the war.
  - D. How the war in Vietnam transformed Doi.

[2] The value of a coin does not come from the age of the coin but, rather, from its rarity and condition. An *uncirculated* coin is an ordinary coin which is unused. A *very fine* coin is in almost as good a condition as the uncirculated one. A *fine* coin is worn on the edges, but the date is still clear. A *very good* coin is quite worn but still readable. Certain uncirculated American pennies from the 1890s, because they are rare, are worth as much as fifty dollars, whereas some ancient Roman coins, which are easier to obtain, are worth only fifty cents. Certain very rare coins, depending upon their condition, can be very valuable. An 1861 Confederate half dollar, for instance, would be worth almost \$10,000 because only four of them were issued. In 1879, the same die, or mold, was used in New York City to produce similar coins but with a different date. The later coins are called *restrikes* and are worth less than one hundred dollars.

2. Which of the following statements best expresses the main idea of the passage?
  - F. Uncirculated coins are more numerous than fine coins.
  - G. The value of a coin is determined more by its rarity and condition than its age.
  - H. Those with specialized knowledge are the most likely to profit from coin collecting.
  - J. The government restrikes some valuable coins for collectors.
3. According to the passage, *restrikes* are:
  - A. worth less than original coins.
  - B. fine coins.
  - C. uncirculated coins with a later date.
  - D. coins made in 1879.

[3] Crater Lake, discovered by mining prospector John Hillman in June 1835, is a very deep body of water located in the crater of Mount Mazama, an inactive volcano in the Cascade Mountains of southwestern Oregon. The lake is one of the greatest scenic wonders of the world, which President Theodore Roosevelt set aside as a national park. The lake is dark blue in color and round in shape. The water is about two thousand feet deep. The walls of the volcano's crater rise from several hundred to two thousand feet above the lake's surface. They have been changed by the weather into fantastic forms and beautiful colors. Hemlock trees that cling to broken rocks around the lake are

reflected by the waters. There are more than five hundred kinds of flowering plants, ferns, and flowers on the slope of the volcano. Wild animals and birds are also plentiful.

4. Which of the following statements best expresses the main idea of the passage?
  - F. The water of Crater Lake is very deep and blue.
  - G. Crater Lake is very important because a president took interest in it.
  - H. Surrounded by natural beauty, Crater Lake is a great scenic wonder.
  - J. Beautiful lakes tend to form around volcanoes.

[4] To appreciate fully man's achievements in the field of communication, one need only look at a few contrasts between man and animals. Communication between animals is instantaneous or nearly so, but man can understand messages written by the Egyptians more than five thousand years ago. Animals, in general, can communicate only as far as they can see, hear, or smell, while man can get in touch with any part of the world and, in fact, with other worlds. Although animals communicate quickly when they are close together, man has accelerated long-distance communication to a speed of 186,000 miles per second, the speed of light. Animals can communicate only simple desires or fears, such as hunger or danger. Man can communicate more complicated ideas, such as humor, love of beauty, and philosophy. Music for instance, is a method of human communication. The musical scale represents a system of musical tones, and the instruments are the transmitters of the music.

5. The principal point of the passage is that, compared to animal communication, human communication:
  - A. extends beyond a person's sensory limits.
  - B. has made great advances.
  - C. transmits more complicated ideas.
  - D. utilizes music as a representational system.

[5] In New England and the middle colonies, the fireplace was the center of family life. All cooking was done over the open log in the huge fireplace. Kettles hung from a large crane, and Dutch ovens for baking were built into the wall on one side of the fireplace. Most indoor family activities occurred in front of the fireplace because it furnished all the heat and much of the light for the house. In the evening, the entire family gathered around the fireplace. The *settle*, which had a narrow seat and high, winged back, was the favorite fireside bench because it provided protection against drafts. Spinning wheels hummed busily as the women spun thread, or looms clicked as the thread was woven into cloth. Meanwhile, the men and boys mended their tools or carved new ones from the wood cut in the forest—ax handles, plows, and shovels for use in the fields; broomsticks, butter paddles, plates, spoons, and cups for their womenfolk. When a suitor called on one of the daughters of the family, the two sat with the family in front of the fire whispering to each other through a “courting stick,” a wooden tube six or eight feet long with a mouth and ear piece at each end.

6. Which of the following statements best expresses the main idea of the passage?
- F. In many of the colonies, the fireplace was the focal point of home and family life.
  - G. Fireplaces furnished heat as well as light for the colonists.
  - H. In colonial times courtship rituals took place in front of the family hearth.
  - J. Most spinning and tool-making were done beside a fireplace in colonial times.
7. The purpose of the “courting stick” was to:
- A. help the suitor pass the time by whittling wood.
  - B. hang a kettle over the fireplace.
  - C. allow engaged couples to sit by the fireplace.
  - D. permit the suitor to have a degree of conversational privacy.

[6] Because cockroaches grow and reproduce best where there is dirt, grease, and moisture, they can usually be kept out of houses by keeping the rooms clean and dry. They can be found almost every-where: in houses, bakeries, grocery stores, office buildings, restaurants, hotels, factories, and libraries. The Croton bug, probably the most common and destructive cockroach in the United States, gets its name because it first was discovered in large numbers in the Croton waterworks systems of New York City. Cockroaches can be killed by using roach powders that contain sodium fluoride, borax, rotenone, or pyrethrum. Roach powder can be dusted into crevices and hiding places around sinks and water pipes. The cockroach takes the poison into its body when it grooms itself. It scrapes the foreign particles and dust from its body with its legs and then draws its legs and feelers into its mouth.

8. Which of the following statements best expresses the main idea of the passage?
- F. Cockroaches are the easiest pests to exterminate.
  - G. The Croton cockroach is the most destructive of all the varieties of cockroaches.
  - H. Although cockroaches may be found almost everywhere, they can be prevented or at least controlled.
  - J. In order to control cockroaches, chemical powders should be applied to those places inhabited by man.

[7] The germs that cause colds may not be able to grow on a normal mucous membrane. But if the membrane becomes dried out, the germs can grow and spread infection. Such drying out, usually caused by central heating, lowers a person’s resistance to cold germs. For this reason, it is important to keep indoor air moist in the wintertime. Colds, like other infections, are caught by contact with a person who has a cold. Getting chilled and wet increases one’s chances of catching a cold. Chilling is bad because it affects the normal circulation of the blood and brings it to the chilled skin surfaces. This, in turn, tends to lower the body’s resistance to the cold germs. Still, however, when American soldiers landed on the Aleutian island of Attu, off the Alaskan coast, during the Second World War, for several days their bodies were cold and wet, yet there were remarkably few cases of colds among the troops—probably because no one had been ill before the landing occurred. Thus, exposure to a

person with a cold, especially if resistance is low, is one of the most important causes of coming down with a cold.

9. Which of the following statements best expresses the main idea of the passage?
- A. To catch a cold, one must first become chilled or wet.
  - B. Colds are more prevalent among those people who live in centrally heated homes.
  - C. Colds are spread mainly by human contact.
  - D. Once caught, a cold infection is difficult to treat.
10. On the basis of information in the passage, indoor air in the wintertime should be moist in order to:
- F. protect furniture from excessive drying.
  - G. increase the circulation of the blood.
  - H. lower heating expenses.
  - J. prevent mucous membranes from drying out.

[8] Accuracy of perception quickly diminishes with increasing "social distance," just as it does with increasing physical distance. We tend to perceive only the gross outlines of people and events that lie any distance from our own positions in the social structure. Our appraisals of the very rich, the very poor, the nurse, the banker, the protestor, or the politician tend to be exceedingly superficial. Just as buildings block our view of the next street, so the relative isolation of strata and subcultures from one another partly obstructs the visibility of even those social positions that are fairly close to us.

11. Which of the following statements best expresses the main idea of the passage?
- A. No two communities are alike.
  - B. Maintaining detached objectivity is the best way to observe people.
  - C. Social distance limits our ability to understand people in other social strata.
  - D. Absence makes the heart grow fonder.

[9] Research is constantly going on to refine the theories of personality. Learning theories suggest that the personality changes throughout a person's life, and that present situations are at least as important as past events in directing behavior. For example, psychoanalytical theory suggests that human behavior is largely determined by internal forces set into action in infancy and childhood. Humanistic theories are more optimistic, seeing the mature desire for self-fulfillment as a guide to behavior. There is no one theory that completely explains personality; each has its strengths and weaknesses.

12. Which of the following statements best expresses the main idea of the passage?
- F. Researches are on the verge of finding the best theory of human personalities.
  - G. Some theories relating to childhood problems are more valid than others.
  - H. The human personality is constantly undergoing change.
  - J. There are a number of theories of personality, each having its own strengths and weaknesses.

[10] Primitive cultures generally have no written laws, no courts, no jails, no bureaucracy to enforce laws or make political decisions. Everyone is tied together by kinship or clan loyalties. The collective interest of the group is clearly dominant in the settlement of disputes. For instance, in primitive Eskimo culture, a dispute over whether a wife left her husband for another man voluntarily or by force could be settled by two male Eskimos singing insulting songs about each other in front of the assembled tribe. The first man to break under the communal laughter lost the woman. If such a dispute led to murder, the murderer could expect to be stalked by members of the victim's family. Among the primitive Cherokee Indians, a strict code existed. A murder was an insult to a whole clan. Revenge could be taken against the murderer or against anyone in the murderer's clan. Justice to the Cherokee was not the punishment of the guilty, but the restoration of social balance to keep the peace.

13. The main idea of the passage is that in many primitive cultures justice is:
- A. built on the idea of rehabilitation.
  - B. based upon identifying and punishing the guilty individual.
  - C. based on the severity of the offense.
  - D. a collective, not an individual matter.

## Recognizing Relationships

### EXAMPLE

Paricutin was the first volcano to form in the Western Hemisphere since 1759. The volcano appeared in a cornfield after a violent earthquake on February 20, 1943, in the state of Michoacan, 180 miles west of Mexico City, Mexico.

When Paricutin first erupted, it belched forth rocks and sand. Later, it began to throw out dense streams of white-hot lava, which rolled down into the surrounding valley as fast as 1,000 feet per day.

Paricutin built up quickly. Within three years after it first erupted, it had become nearly half as high as Vesuvius, the well-known Italian volcano, whose present height (3,891 feet) is the result of several thousand years of activity. By comparison, the eruption in 1883 that destroyed the Krakatoa volcano in the South Pacific and the similar but less devastating eruption of Mount St. Helens in Washington State in 1980 were different situations entirely.

1. According to the passage, Paricutin is similar to Vesuvius in that they both:
  - A. are in Mexico.
  - B. are volcanoes.
  - C. built up quickly.
  - D. are almost 4,000 feet high.

Choice B is correct since the passage says both are volcanoes. Choice A is incorrect; Vesuvius is in Italy. Choice D is incorrect; Paricutin is “nearly half as high” as Vesuvius. Choice C only refers to Paricutin.

2. According to the passage, compared to Vesuvius, Paricutin is:
  - F. more scenic.
  - G. more violent.
  - H. less frequently active.
  - J. younger.

Choice J is the correct answer. Paricutin formed after 1759 whereas Vesuvius has been active for several thousand years. The other choices have no support from the passage.

**Remember:** When answering a literal comprehension question, you should be able to find support for your answer in the passage. If you are unsure of the correct answer, try eliminating those that have no support at all from the text.

## PRACTICE EXERCISES B

**DIRECTIONS:** After reading each passage, choose the best answer for each question. Mark the letter of the answer you think is correct.

[1] In 1774, Thomas Paine was alone and poverty-stricken in England. But he had gained the friendship of Benjamin Franklin, who was then in London. Franklin advised Paine to go to America to make a fresh start. Paine arrived in Philadelphia with nothing except letters of recommendation from Franklin, which won him recognition from the publisher of a new periodical, the *Pennsylvania Magazine*. He soon became the contributing editor and wrote on a wide range of topics.

The independence movement was growing rapidly in Philadelphia, and Paine threw himself into the cause of freedom with heart and soul. He had known only hardship and discrimination in England, where he had been born and raised—a fact which helped to make him an ardent American patriot. In 1776, he published his pamphlet *Common Sense*, which was read with great approval by George Washington, Thomas Jefferson, and other colonial leaders. Paine followed *Common Sense* in December 1776 with a series of pamphlets called *The Crisis*. The first of these began, “These are the times that try men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country...Tyranny, like hell, is not easily conquered.” Washington had the pamphlet read aloud to his shivering soldiers at Valley Forge. Paine’s bold, clear words encouraged the Continental Army during the darkest days of the war.

1. The passage reveals that George Washington and Thomas Jefferson were similar in that they both:
  - A. helped Paine to write *Common Sense*.
  - B. encouraged Paine’s patriotic spirit.
  - C. advised Paine to move to America.
  - D. approved of Paine’s *Common Sense*.
2. In the passage, compared to *Common Sense*, *The Crisis* was described as:
  - F. being received less favorably.
  - G. being published later.
  - H. containing more radical ideas.
  - J. containing fewer volumes.

3. According to the passage, before Paine came to America, he took the first steps to becoming an American patriot by:
- writing a pamphlet called *Common Sense*.
  - becoming a contributing editor for *Pennsylvania Magazine*.
  - becoming friends with Benjamin Franklin.
  - becoming involved in the colonial independence movement.

[2] Carmine is a beautiful red dye made from the dried, scaly bodies of insects called *cochineals*. *Coccus cacti* is the Latin name for the female insect that yields carmine. Cochineals are native to Mexico and Central America, but they have been transported to Spain, Algeria, and Java and successfully raised there. Swarms of insects are brushed from the cactus plants on which they feed and are killed by placing them in hot water or by exposing them to dry heat. The bodies of 70,000 insects will yield only one pound of carmine.

To prepare carmine, the insect scales are boiled in water. Then alum, hydrochloric acid, and other chemicals are added, and carmine appears as a fine, red powder. Carmine was once very important in making artificial flowers, maraschino cherries, water colors, rouge, and red ink. At the height of its use, carmine provided the scarlet color of the famous coats of soldiers in the British army during the 17<sup>th</sup> and 18<sup>th</sup> centuries. The importance of carmine has been greatly reduced by the development of coal tar and other chemical synthetic dyes, which are easier to apply.

4. Which of the following was/were once colored with carmine?
- coal tar
  - hydrochloric acid
  - insect scales
  - the red coats of British soldiers
5. According to the passage, compared to carmine, the use of coal tar dyes:
- results in lower costs of development.
  - permits easier application.
  - produces a brighter shade of red.
  - reduces the number of red-dyed objects in the world.

6. In making carmine, which of these steps come first?
- Brush cochineals from a cactus plant.
  - Boil insect scales in water.
  - Add alum to the mixture.
  - Expose *coccus cacti* to dry heat.

[3] The palate is the roof of the mouth. It consists of two parts, the *hard palate* in the front of the mouth and the *soft palate* in the back. The hard palate is formed by parts of the upper *maxillary* bones and the *palatine* bones. The hard palate is covered with a mucous membrane, the *mucosa*. Beneath this, in the *submucosa*, are numerous minute mucous glands, the secretions of which lubricate the throat.

The soft palate consists of a fold of muscular tissue covered with the same mucosa. It forms a partial partition between the rear of the mouth and the nasal part of the pharynx. When we swallow, the soft palate rises to block the entrance to the nasal passages. A conical projection called the *uvula* hangs from the middle of the soft palate. On each side of the uvula are two curved folds of membrane, the arches of the soft palate.

7. The hard and soft palates are structurally similar in that they both:
- are covered by the mucosa.
  - separate the mouth from the pharynx.
  - support a conical projection called the uvula.
  - are formed by maxillary and palatine bones.
8. According to the passage, compared to the hard palate, the soft palate is:
- farther from the nasal passages.
  - closer to the teeth.
  - more muscular.
  - less affected by swallowing.
9. According to the passage, what is the physical result of the rise of the soft palate?
- The entrance to the nasal passages is blocked.
  - The mucosa covers the soft palate.
  - The mucous glands secrete lubrication.
  - The submucosa lubricates the throat.

[4] The *woodland* caribou is larger and darker than the *barren ground* caribou. Some woodland caribou grow eight feet long and weigh more than 400 pounds, while the more plentiful barren ground caribou are four feet tall, six feet long, and weigh 300 pounds. The largest woodland caribou are thought by some experts to be a third type, called *mountain caribou*.

Like other reindeer, caribou are larger than true deer; however, they cannot be tamed like other reindeer. They have broad hoofs to give them support in deep snow and spongy tundra and have broader antlers than true deer. The male's antlers are much larger than the female's; the female caribou is the only American female deer to have antlers.

Woodland caribou are found from Nova Scotia and Newfoundland to British Columbia. In summer, they go about in small bands, moving out from cover in the evening to feed in bogs and around lakes. In cold weather they gather into larger herds, whereas barren ground caribou migrate year-round in huge herds through the same northern regions. Although there once were many woodland caribou in the extreme northern United States, now there are only a few, mostly in the state of Maine. There is a great danger that the woodland caribou will die out because people hunt them and destroy the food they eat. On the other hand, although their herds have been diminished in western Alaska and northeastern Canada, the barren ground caribou are still plentiful elsewhere.

10. The large herds of woodland caribou break into small bands during:

- F. spring.
- G. summer.
- H. autumn.
- J. winter.

11. Compared to woodland caribou, barren ground caribou are described in the passage as:

- A. less plentiful.
- B. having smaller bodies.
- C. having darker colors.
- D. traveling in smaller herds.

[5] Virgil was the greatest poet of ancient Rome. His *Aeneid* is an epic poem of Roman legend and one of the masterpieces of world literature. Virgil wrote this epic in Latin to celebrate the glory of Rome and its emperor, Augustus. Its structure was modeled after Homer's *Iliad* and its sequel, the *Odyssey*, but it is not as well written as these earlier Greek epics. The dramatic scenes in the *Aeneid* are poorly presented, and Aeneas, the hero, an ancestor of Augustus, never seems lifelike. But Dido, the queen of Carthage who kills herself for love of Aeneas, is skillfully presented. The *Aeneid* is a religious as well as a patriotic work, expressing Virgil's respect for the old spiritual institutions.

Other works by Virgil include the *Eclogues*, or *Bucolics*, which are poems dealing with the life of shepherds, and the *Georgics*, poems on agricultural subjects. Despite the fact that Virgil wrote them before he began the *Aeneid*, they are more polished if less ambitious works. But this is probably due to the fact that Virgil died soon after completing a first draft of the *Aeneid*; he never had an opportunity to revise and edit his manuscript.

12. Compared to the *Aeneid*, the *Iliad* is:

- F. more patriotic.
- G. less religious.
- H. more recent.
- J. better written.

13. The *Aeneid*, *Iliad*, and *Odyssey* are similar in that they all:

- A. are epic poems.
- B. were written in Latin.
- C. were written by Virgil.
- D. celebrate the glory of Augustus.

14. Which of these was written second?

- F. the *Iliad*
- G. the *Georgics*
- H. the *Odyssey*
- J. the *Aeneid*

## Recognizing Cause and Effect

### PRACTICE EXERCISES C

**DIRECTIONS:** After reading each passage, choose the best answer for each question. Mark the letter of the answer you think is correct.

[1] Explorer 1, the first American satellite, recorded vast layers of radiation particles surrounding the earth. Trapped by the planet's magnetic field, these layers extend 50,000 miles toward the sun. Named "Van Allen belts" after the scientist who identified them, the layers help protect the earth from the solar wind—a stream of lethal radioactive particles given off by the sun. Without the Van Allen belts, it is unlikely that earth could support life as we know it.

1. The layers of radiation particles surrounding the earth are named Van Allen belts because:
  - A. they guard the earth from the sun's radiation.
  - B. a scientist named Van Allen identified them.
  - C. an astronaut named Van Allen piloted Explorer 1.
  - D. they are inside the earth's gravitational pull.
2. From the passage it may be determined that there is a direct relationship between the presence of the Van Allen belts and:
  - F. survival of life on earth.
  - G. earth's having a magnetic field.
  - H. the solar wind's radioactivity.
  - J. the sun's giving off lethal radiation.

[2] Former victimizers of area residents, inmates of the Cape May County Jail have assumed the role of Santa's helpers. For several years, the prisoners have crafted ceramic Santa Claus boots for the elderly inhabitants of the county. The sheriff, who conceived and organized the program, donated candy and cookies to fill the boots. The sheriff saw his special Christmas program as a healthy part of the inmates' rehabilitation; the inmates saw it as an opportunity for them to make reparation to the people of this New Jersey county for their misdeeds. In response to the program, the correctional facility has received many complimentary phone calls and letters. The sheriff's "Santa's helpers" could take pride in a job well done and experience the joy that comes from giving.

3. The author of the passage says that the sheriff organized his special Christmas program because he:
  - A. wanted to play Santa Claus.
  - B. received many complimentary phone calls and letters.
  - C. wanted to keep the inmates busy.
  - D. thought it might help to rehabilitate the inmates.
4. According to the passage, inmates of the Cape May County Jail crafted ceramic Santa Claus boots for the elderly because:
  - F. county laws required the inmates to provide Christmas gifts to the elderly.
  - G. the elderly county residents were isolated.
  - H. it was an opportunity for them to make reparation to the county.
  - J. the sheriff wanted to fill boots with cookies.
5. According to the author, the inmates could be proud because:
  - A. they did a good job.
  - B. they were able to celebrate Christmas.
  - C. they enjoyed making the Santa Claus boots.
  - D. most were released early.

[3] On July 4, 1884, the Statue of Liberty was given to the United States by the people of France to remind Americans of the lasting friendship and the freedom the two countries share. Two years later, Miss Liberty was placed on a pedestal erected with the help of \$280,000 of American contributions. Lady Liberty has stood in New York Harbor ever since—the symbol of promise and hope. In enduring a century of weathering and pollution, the statue suffered extensive corrosion. Before the nation could joyfully celebrate her centennial, the great Lady needed help. For three years, Americans and neighbors around the world donated over \$230 million for her renovation. Dedicated workers repaired her structure, gave her a new protective coating, and improved the visitor facilities. Thanks to the efforts of people working together, Miss Liberty will proclaim both freedom and brotherhood for another hundred years.

6. According to the passage, the people of France gave the statue to the United States:
  - F. to repay a loan.
  - G. to symbolize promise and hope for new immigrants.
  - H. to remind Americans of the two countries' friendship and freedom.
  - J. to thank America for its financial aid.
7. Based on information in the passage, corrosion was caused mainly by:
  - A. unusual atmospheric conditions.
  - B. deterioration of the pedestal.
  - C. too many visitors.
  - D. a combination of pollutants and weathering.
8. The passage states that the necessary repairs were able to be made on the statue because:
  - F. many different people donated the money needed.
  - G. the renovators donated their services.
  - H. the French donated workers.
  - J. the U.S. government contributed \$230 million.
9. According to the passage, changes in weather are less likely to affect the statue over the next hundred years because:
  - A. new laws control air pollution.
  - B. workers gave her a new protective coating.
  - C. she will continue to proclaim freedom and brotherhood.
  - D. the climate is expected to become milder.

**SKILL BUILDER TWO**  
**REASONING TO DETERMINE IMPLICIT MEANINGS**  
**(INFERENTIAL COMPREHENSION)**

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**Inferring Main Idea**

**EXAMPLE**

Chuck often misses the bus. Then he has to walk to school. On Wednesdays, he has a Spanish Club meeting. He is supposed to be there at 3:30 P.M. but usually does not arrive until 4:00 P.M. The members of Chuck's family like to eat supper at 6:00 P.M., but they often have to wait for Chuck before they begin to eat. They don't understand why he can't be on time.

1. Which of these statements BEST expresses the main idea of the passage?
  - A. Everyone likes Chuck.
  - B. Chuck is a lazy person.
  - C. Chuck spends too much time with his girlfriend.
  - D. Chuck doesn't know how to manage his time.

Choice D is the correct answer. According to the passage, Chuck is often late for the bus, his Spanish Club meetings, and dinner with his family. You can infer then that he does not know how to manage his time. Choice A is incorrect because there is no logical relationship between Chuck's being late and everyone liking him. Choice C is incorrect because the passage does not imply that he is late because he is spending time with his girlfriend. Choice B might be correct; Chuck might be late getting to the bus in the morning because he is lazy. Between choice B and choice D, the latter makes more sense. Chuck is often late because he doesn't know how to manage his time.

**Remember:** Some questions require you to make an inference based on what is implied in the text. While the answer is not stated, you should be able to find some evidence in the text to support your inference.

**PRACTICE EXERCISES D**

**DIRECTIONS:** After reading each passage, choose the best answer for each question. Mark the letter of the answer you think is correct.

[1] All that is needed to grow potatoes is one potato with buds, or spots, that sometimes are called "eyes." The potato should be left in a light, airy place. In about a week, the buds will sprout. The potato should then be planted in a large pot. In a few weeks, green shoots will appear. Finally, the plant will flower, a signal that the magical process beneath the soil has been completed.

1. Which statement best expresses the main idea of the passage?
  - A. Potatoes are nutritious food.
  - B. Potatoes can be grown very easily.
  - C. Sprouts grow from the eyes of a potato.
  - D. Potatoes grow underground.

[2] The U.S. government probably has more regulations regarding business than any other nation in the world. The prices charged by public utilities such as gas and electric companies are approved by government agencies. Rates charged by interstate moving companies must receive the stamp of government approval. Certain industries such as steel and oil are granted tax allowances. The number of operating radio and television stations is controlled, and their advertising rates are monitored by a government agency.

2. The main idea of the passage with regard to governmental regulations is that:
  - F. price fixing is a common governmental practice.
  - G. government regulations need to be reduced.
  - H. the government decides what rates the public pays for goods and services.
  - J. governmental regulations are pervasive throughout industry and the economy.

[3] Most people recognize 911 as a quick way to call for help in an emergency. Unfortunately, not all the U.S. population is covered. The purpose of 911 is to help reduce the time it takes to reach emergency rescue and assistance. In the past there were different telephone numbers one had to use for rescue or assistance, depending on the circumstances. Today, in many parts of the country there is one: 911. Response time, however, varies greatly across the country. In one city, Detroit, the average response time is 10.4 minutes; in another Seattle, it's 3.5 minutes. In some cities, because of overcrowded conditions and overworked systems, calls to 911 may go unheeded altogether.

3. The main idea of this passage is that:

- A. physician participation in emergency rescues should increase.
- B. a shortage of qualified dispatchers has reduced the efficiency of 911.
- C. calling 911 is no guarantee of quick help.
- D. states should abandon the 911 calling system.

[4] From sending packages across the country to speeding up the purchase of cheese in supermarkets, the striped bar codes are serving many functions. More and more companies are using bar code technology for an array of industrial, commercial, and consumer-oriented applications. Parts manufacturers track inventory with bar codes. The U.S. Postal Service sends letters through an electronic reader that sprays on a bar code corresponding to the proper zip code. Airlines transfer luggage to planes. Hospitals imprint bar-coded information on patient wristbands. Today you can even download an app for your smart phone that will allow you to comparison shop online when you scan a product's bar code.

4. The main idea of this passage is that bar code technology:

- F. is a billion dollar industry.
- G. has resulted in increased prices of most goods and services.
- H. is used principally to track defective merchandise.
- J. has a variety of uses.

[5] In the 1960s, few people heeded the ominous warning that a water shortage of gigantic proportions was just around the corner in the Southwest. In California's San Joaquin Valley, the depletion of the aquifer (the underground water storage basin) was approaching one-half trillion gallons a year. The Arkansas River was so overused in its descent from the Rockies that stretches had dried up altogether. By the 1980s, withdrawals of irreplaceable groundwater more than doubled. In central Arizona, the aquifers were being drained at a rate of 2.5 million acre-feet a year. The demands of modern irrigation agriculture and expanding urbanization were irrevocably sapping the limited moisture in the ground. Today, based on population and agriculture growth projections, there are alarming predictions of water shortages for Phoenix, San Diego, and Los Angeles.

5. The main idea of the passage is that:

- A. the depletion of the aquifers of the Southwest cannot be reversed.
- B. most of the Southwest will soon be uninhabitable due to the lack of water.
- C. water will become increasingly more expensive to users in the Southwest.
- D. water resources of the Southwest are being depleted faster than they can be replenished.

[6] Children in many parts of the world grow up saying or singing nursery rhymes. But few people know how these songs arose. Many of them come from old fairs and holidays. Most of the earliest ones used to be said as prayers. Later, others were made up to spread the news or to help people remember things. Rhymes sometimes came from games that children would play. Many rhymes were learned from traveling actors who put on plays in the streets. About half the rhymes heard today are more than 400 years old. But many more have been discarded over time as language changed.

6. The main idea of the passage is that nursery rhymes:

- F. evolved from ancient prayers.
- G. usually have symbolic meanings.
- H. have diverse origins and were used for a variety of purposes.
- J. developed from theatrical drama performed for children.

[7] When the government has to spend more than it takes in, it must pay interest on the money it borrows to pay its debts. Since tax rates are fixed but individual and corporate income can vary widely from estimates, federal budgets are hard to balance. In the years since World War II, the amount of federal spending has increased steadily, and in the last decade very rapidly. The principal reason for this rapid increase is that in recessionary years, the federal government took in less money than it had in non-recessionary years. The two major increases in federal spending were net interest payments on money borrowed and the increasingly high cost of maintaining a superior military position.

Maynard Keynes revolutionized economic thought and practice in the thirties by suggesting that deficit spending was useful in stimulating an economy and should be practiced until the tax burden becomes intolerable to the taxpayer. His philosophy continued to be practiced so that today, the national debt is of unparalleled proportions. The federal government could always manufacture money in the central bank to pay back its debt, but artificially increasing the money supply in this way would be a sure way to start inflation. The solution now being tried is to cut back government spending gradually without weakening the economy or affecting the military.

7. The main idea of paragraph 1 is that the increase in governmental deficit spending is due to:
- A. the cost of financing World War II.
  - B. unbalanced budgets and interest payments on borrowed money.
  - C. a record number of post-war recessions.
  - D. the inability of individuals and corporations to pay taxes.

8. The main idea of paragraph 2 is that:
- F. military spending must be significantly reduced.
  - G. for years deficit spending was thought to have positive effects.
  - H. inflation does not weaken the economy.
  - J. the government can always manufacture money to pay off the national debt.

[8] The Voice of America, Radio Free Europe, Radio Moscow, the British Broadcasting Corp., Radio Canada, and Radio Beijing are just a few of the large number of shortwave broadcast organizations that carry news, documentary, and cultural programs around the world.

Although many think that such technology today is anachronistic or inferior to new breakthroughs in communication, shortwave remains and will remain, according to research by the National Academy of Sciences, the most effective way for a nation to get its message out to the largest number of people, over the widest possible distance, for the lowest possible cost. A \$25 shortwave receiver in the African bush or on a remote Pacific island can receive a shortwave signal by just extending the set's antenna.

Today there are so many shortwave broadcasters that nations are competing for audiences by offering more diversified and imaginative programming. It is no longer a matter of just transmitting propaganda; to succeed, the programming has to be honest and entertaining.

9. The main idea of the passage is that shortwave radio:
- A. costs broadcasters \$25 for each listener.
  - B. is being utilized for propaganda purposes in increasing numbers.
  - C. cannot compete with the quality of microwave transmission.
  - D. remains an efficient and popular way for nations to disseminate their messages.

## Inferring Relationships

### EXAMPLE

Jeff took a walk in the woods. He looked at the birds and the blossoming flowers and jotted down notes about them in his biology notebook. He knew that tomorrow his high school teacher would be checking his notebook. It was nice having the leaves back on the trees again. Then he saw a rabbit in the path. Jeff stood very still. The rabbit didn't know Jeff was there, and it did not move. Suddenly, Jeff sneezed, and the rabbit hopped quickly away.

1. One can logically infer that the rabbit hopped away because:
  - A. it was frightened by Jeff's sneeze.
  - B. the leaves made unusual noises.
  - C. the birds were annoying it.
  - D. the flowers were all eaten.

Choice A is the most logical inference since the rabbit hopped away after Jeff sneezed.

2. Jeff was probably walking in the woods because he was:
  - F. rabbit hunting.
  - G. bored.
  - H. doing a homework assignment.
  - J. taking a shortcut to school.

Choice H is the most logical inference since the passage refers to Jeff's biology notebook and the fact that his teacher would be checking the notebook the next day.

3. You can conclude from the passage that the season was:
  - A. autumn.
  - B. summer.
  - C. spring.
  - D. winter.

Choice C is the most logical conclusion. Jeff expresses the idea that it "was nice having the leaves back on the trees again."

**Remember:** When as to make an inference or draw a conclusion, look for key words, phrases or descriptions in the text that might lead you to the correct conclusion.

## PRACTICE EXERCISES E

**DIRECTIONS:** After reading each passage, choose the best answer for each question. Mark the letter of the answer you think is correct.

[1] The puffer fish swims about on the bottom of the ocean close to shore. When hungry sharks see the puffer fish, they think it looks good to eat. But as the sharks approach, the puffer fish blows itself up into a round ball by swallowing water, or even sand, to make itself as much as three times its normal size. Unable to swallow something this shape, the sharks usually swim away.

1. It can be concluded that nature has endowed the puffer fish with:
  - A. a means for moving rapidly in the water.
  - B. the ability to swim throughout the oceans.
  - C. the ability to attract sharks.
  - D. an effective defense against predators.

[2] When Glenn Cunningham was a boy, he was injured in a fire. His legs were badly burned, and doctors said he would not be able to walk again. Glenn refused to accept the doctors' predictions. He was determined to prove that they were wrong. He did exercises to make his legs as strong as possible. Eventually he was able to walk again. He continued to exercise and later became a runner. After a few years of hard work, he became a champion track star. He repeatedly broke world records for running the mile, and he won a silver medal in the 1936 Olympics.

2. Glenn refused to accept the doctors' predictions after he:
  - F. was injured in a fire.
  - G. had made his legs as strong as possible.
  - H. had begun to do exercises.
  - J. had won a silver medal in the Olympics.
3. It can be concluded from the passage that after Glenn had become a champion track star, he probably looked on his childhood injury as:
  - A. terrible misfortune.
  - B. challenge that he overcame.
  - C. minor inconvenience.
  - D. cruel twist of fate.

[3] Around noon there was a terrible rainstorm outside. Paul, who because he was working the night shift usually slept until 2:00 P.M., was awakened by the rain and hurried to close the windows. His mother, who had been gone for an hour, was at the grocery store.

Paul sat down at the kitchen table. The rain started coming down even harder, and looking out the window, he could see that the dirt driveway had become a river of mud. Then he jumped up. Paul had forgotten to close the windows in the basement. He ran downstairs but was too late. The dirt floor of the basement was already flooded with three inches of water.

4. When did Paul's mother go to the grocery store?

- F. after Paul discovered the flood in the basement
- G. after Paul closed the basement windows
- H. before Paul came home from work
- J. before the rainstorm started

5. The basement floor was like the driveway in that they both:

- A. were beneath ground level.
- B. were paved with cement.
- C. were made of dirt.
- D. would quickly dry when the sun came out.

[4] The honey bee probably has the most interesting social and communication system of any insect. Each hive is composed of a queen and a few drones for reproduction and several thousand workers. As the workers reach maturity, their jobs within the hive change. They begin by cleaning the hive and graduate to feeding the larvae. They continue changing jobs until they eventually work up to being field bees, whose duty it is to gather food for the hive. Older bees may eventually become scouts. They seek new sources of pollen and nectar and report information back to the other field bees by means of a "honey dance." The honey dance indicates the distance and direction of the new food source. The scouts also bring back samples of nectar so that the field bees know what kinds of flowers to seek. If a hive needs a new queen, it is the scouts' job to feed a bee larva a special food called "royal jelly."

6. On the basis of information in the passage, one could conclude that the major function of the oldest worker is to:

- F. mate with the queen.
- G. feed the larvae.
- H. clean the hive.
- J. perform the "honey dance."

7. The "honey dance" is considered to be a form of:

- A. entertainment.
- B. communication.
- C. education.
- D. art.

8. It can be concluded from the passage that the honey bee's social system is based on:

- F. family status.
- G. merit.
- H. majority rule.
- J. seniority.

[5] When Julia was offered a position with a fashion magazine near the end of her senior year in college, she was pleased; yet she was not entirely sure she would accept the magazine's offer. True, the magazine was presenting her with an important opportunity; and doubtless her creative abilities would be challenged when she had to keep coming up with ideas for articles. But each day she reflected upon her own strong background in history and political science as well as journalism and photography, she found herself increasingly excited by the thought of a different kind of writing: articles that would appear on the streets each day, would be read by millions, and would tell people what was happening in politics, business, and international affairs.

The magazine's offer was definite: she could have the job as long as she started working by July 1. That meant four weeks—four weeks in which to think about it—four weeks in which to look elsewhere.

9. Being "offered a position" is the same as being:

- A. notified of a job opening.
- B. invited for an interview.
- C. asked to come to work.
- D. recommended for consideration.

10. The passage suggests that Julia was uncertain about being “offered a position” with the fashion magazine because she:

- F. was afraid the challenge would be overwhelming.
- G. did not know what her salary would be.
- H. thought she might prefer to become a newspaper reporter.
- J. felt the position could not lead to advancement.

11. As compared to other work she was considering, Julia felt that the fashion magazine’s offer would be:

- A. less fulfilling.
- B. less work.
- C. more exciting.
- D. more lucrative.

**[6]** Every description of the scene of an event or of the position of an object in space is based on the specification of the point on a rigid body with which that event or object coincides. This applies not only to scientific description, but also to everyday life. The earth is the rigid body to which the specification of place refers; “Trafalgar Square, London” is a well-defined point, to which a name has been assigned, and with which the event coincides in space. If for instance, a cloud is hovering over Trafalgar Square, then we can determine its position relative to the surface of the earth by erecting a pole perpendicularly on the Square, so that it reaches the cloud. The length of the pole measured with the standard measuring rod, combined with the specification of the position of the foot of the pole, supplies us with a complete place specification.

—Adapted from “Relativity: The Special and The General Theory” by Albert Einstein. Reprinted with permission.

12. The author makes mention of a cloud primarily to:

- A. illustrate how tall the Square’s pole is.
- B. suggest its practical use as a measuring aid.
- C. relate scientific concepts to everyday life.
- D. describe London’s rainy weather.

## Making Critical Analyses

### EXAMPLE

Bill lay on his bed and watched television as he usually did when he was home. He had just turned down a weekly job to mow the neighbor's lawn. He gave the excuse that he didn't have time because he had to keep up with his schoolwork. In school, when he was asked to try out for the baseball team, he told the coach that he had a part-time job after school. Bill knew, as he was watching another rerun, that he was supposed to be doing his homework. His teacher had told Bill that he thought that most students his age probably watched about two and a half hours of television each day. Bill knew that he was not an average viewer. As he gazed around his room, he noticed that it was a gigantic mess. He thought about it and decided that doing homework and cleaning up were too much trouble.

1. On the basis of the information in the passage, which of the following statements is most clearly an opinion rather than a fact?
  - A. Bill did not try out for the school baseball team.
  - B. Bill lied when he told the coach that he had a part-time job after school.
  - C. Bill usually watched television in his bedroom.
  - D. Most students Bill's age watch too much television.

Choice D is the best answer. An opinion is one person's belief. Another person may feel differently. For instance, Bill may not think he watches too much television. His teacher and parents, on the other hand, might feel he does. Choices A, B, and C are all facts.

**Remember:** An opinion tells what someone thinks or feels. A fact is a statement that can be proven or tested.

## PRACTICE EXERCISES F

**DIRECTIONS:** After reading each passage, choose the best answer for each question. Mark the letter of the answer you think is correct.

[1] "Uncle Sam" has become a nickname for the federal government of the United States. "Uncle Sam" is depicted in pictures as a tall, kindly-looking gentleman with a high hat and clothes decorated with stars and stripes. He signifies all that is good and just in the United States. But many historians believe that the phrase "Uncle Sam" originally was used as an insult during the War of 1812. At that time, government supply wagons were stamped with the letters "U.S." Persons who were opposed to the war began to say that the letters stood for "Uncle Sam." These people accused "Uncle Sam" of being a wasteful and foolish old man who should not be allowed to have control over anything.

1. On the basis of the information in the passage, which of the following statements is most clearly an opinion rather than a fact?
  - A. "Uncle Sam" has become a nickname for the federal government of the United States.
  - B. "Uncle Sam" is depicted with a high hat.
  - C. If the War of 1812 had not occurred, there would be no "Uncle Sam."
  - D. Government supply wagons in 1812 were stamped with letters "U.S."
2. According to information in the passage, in 1812 the phrase "Uncle Sam" would most likely be used by those who:
  - F. supported the war.
  - G. were veterans.
  - H. felt the flag should have been designed differently.
  - J. objected to government inefficiency.

[2] Many people have heard the tales of Ulysses, his courageous exploits during the Trojan War and his many adventures with witches and one-eyed giants during his journey home to the island of Ithaca, of which he was king. However, few people know that Ulysses was extremely reluctant to leave for the war. In fact, he was so reluctant that he actually pretended to be insane in order to avoid having to go. He yoked together a bull and a horse

and began to plow the sand on the beach. Instead of planting seeds of grain he sowed grains of salt. Palamides, another Greek king, had been sent to fetch Ulysses. When he saw what Ulysses was doing, he grabbed the infant son of Ulysses and placed him right in front of the plow. When, at the last second, Ulysses saw Telemachus lying there, he quickly swerved the plow out of the way, proving that he was in possession of his senses and not insane.

3. On the basis of the information in the passage, which of the following statements comes closest to describing Ulysses' attitude toward war?
  - A. He was unwilling to serve Palamides because he believed the king was evil.
  - B. He preferred to farm rather than fight.
  - C. He was unwilling to harm his son to avoid duty.
  - D. He was morally opposed to war.
4. According to the passage, Ulysses yoked together a bull and a horse and began to plow the sand on the beach to demonstrate:
  - F. his mastery over the animals.
  - G. that he had the power to make the sand bring forth life.
  - H. that grains of salt would become plants.
  - J. his madness.

[3] Blood circulates through the human body in a system of tubes called blood vessels, of which there are three main kinds—arteries, capillaries, and veins. The arteries are muscular vessels that always carry blood away from the heart. All human arteries, with the exception of the pulmonary arteries, carry oxygenated blood. Capillaries are thin-walled vessels that branch from small arteries, known as *arterioles*. Actually arterioles are the functional parts of the circulatory system, since materials can only enter and leave the blood through these vessels. The special work of the veins is to return to the heart the blood which has given out nourishment to the tissues and taken up waste products. Blood in veins is called “venous blood.” Because venous blood has deposited much of its oxygen content to the body's cells, it tends to be bluish in color. It circulates through the right side of the heart and then goes into the lungs, where it gives off its waste carbon dioxide and takes on a new supply of oxygen. Red blood from the lungs then returns to the heart, before it begins another trip through the body.

5. In comparing blue blood to red blood, the passage shows that:
  - A. arterial blood is usually deep blue.
  - B. blue blood circulates through the left side of the heart as it goes to the lungs.
  - C. venous blood is reddened before it returns to the heart from the lungs.
  - D. the capillaries exchange blue blood for red blood.

[4] According to current theory, the universe began in an enormous explosion that took place more than 15 billion years ago. In the beginning, all matter in the universe was compressed into a very small volume, although it is difficult to say just how hot or how dense the universe was initially. It is probably safe to say that, at one point, there existed temperatures of billions of degrees, and the density of matter was millions of times greater than that of any terrestrial rock. Some scientists believe that under such conditions, black holes could very well have been created in different sizes early in the creation of the universe.

They would not be easy to detect. A black hole weighing 10 billion tons would have a diameter of about a trillionth of a centimeter. It is possible that some gamma-ray bursts that have since been detected by satellites are caused by disintegration of tiny black holes. All we really know is that gamma rays originate somewhere in our galaxy and some of them strike the earth. One must therefore conclude the likely existence of black holes.

6. The passage asserts that there is a likely existence of black holes. Is the passage logically consistent in sustaining that assertion?
  - F. Yes, because scientists will never really be able to prove conclusively the existence of black holes.
  - G. Yes, because some scientists believe that the universe in its present form could not exist without black holes.
  - H. No, because the terms “it is difficult to say,” “probably,” “could very well have been created,” and “it is possible” reflect the lack of support for the theory.
  - J. No, because the passage indicates that some black holes would not be easy to detect.

## SKILL BUILDER THREE

### CONTENT READING

**DIRECTIONS:** Each passage is followed by several questions. After reading a passage, choose the best answer to each question. You may refer to the passage as often as necessary.

#### Social Studies

The Earth Pledge Foundation has asked Americans to consider, on Earth Day, the meaning of “sustainable cuisine.” Arguably, the most sustainable food is the hot dog, since that’s where all of the stuff that would otherwise go to waste ends up. It’s like the Indians and the buffalo—they used everything. Buffalo hot dogs might be the best bet because, among all ungulates, buffalo use the prairies without destroying them. But most hot dogs are neither dogs nor buffalo but hogs, and, nowadays, that means industrial pork, which is one of the most unsustainable foods on earth.

North Carolina’s hogs now outnumber its citizens and produce more fecal waste than all the people in California. Some industrial pork farms produce more sewage than America’s largest cities. But while human waste must be treated, hog waste, similarly fetid and virulent, is simply dumped into the environment. Stadium-size culverts shoehorn 100,000 open-air pits three stories deep from which miasmal vapors choke surrounding communities and tens of millions of gallons of hog feces ooze into North Carolina’s rivers.

Such practices have created a nightmare that seems like something out of science fiction—but in this case, the effect is all too real. In North Carolina, the festering effluent that escapes from industrial swine pens has given birth to *Pfiesteria piscicida*, a toxic microbe that thrives in North Carolina rivers. This tiny predator, which can morph into 24 forms depending on its prey species, inflicts postulating lesions on fish whose flesh it dissolves with excreted toxins. The “cell from hell” has killed so many fish—a billion in one 1991 incident that North Carolina used bulldozers to bury them beneath the rancid shores of the Neuse River and Pamlico Sound. Scientists strongly suspect that *Pfiesteria* causes brain damage and respiratory illness in humans who touch infected fish or water. Two years ago *Pfiesteria* sickened dozens of people, including fishermen, swimmers and state workers.

Industrial farming is also for the birds. Some corporate poultry farms crowd a million

beakless chickens in cramped dark cages, soaking up antibiotics and laying their guts out for the duration of their miserable lives.

Corporate farming isn’t just bad for chickens and hogs and the environment — it is destroying family farms. According to *Sierra* magazine, billionaire chicken barons and billionaire hog tycoons have used their market power to drive a million family farmers out of business, including virtually every independent egg-and-broiler farmer in America. Each corporate farm puts 10 family farmers out of business. The same process of vertical integration has put the final nail in the coffin of Thomas Jefferson’s vision of democracy rooted in family-owned freeholds. Industrial meat moguls site their stinking farms in the poorest communities and pay slave wages to their minuscule work force for performing one of the most dangerous and unhealthy jobs in America.

Massive political contributions by billionaire agricultural barons allow them to evade laws that prohibit other Americans from polluting our waterways. Agricultural run-off now accounts for more than half of America’s water pollution. Last year *Pfiesteria* outbreaks combined with wastes from industrial chicken factories forced the closure of two major tributaries of the Chesapeake Bay and threatened Maryland’s vital shellfish industry. Drugs and hormones needed to keep confined animals alive and growing are mainly excreted with the wastes and now saturate local waterways. Such discharges foster the growth of the drug-resistant superbugs and threaten the disruption of human and animal endocrines.

Moreover, our pork and poultry are unsavory. Factory-raised pork is soft and bland. Corporate chicken is spongy. Americans have forgotten they’re not supposed to be able to cut chicken with a fork.

Americans can still find networks of family farms and farmers who raise their animals to range free on grass pastures. They feed them natural feeds without steroids, subtherapeutic antibiotics, or other artificial growth promotants, and treat their animals with dignity and respect. These farmers bring tasty, premium-quality meat

95 to customers while practicing the highest standards of husbandry and environmental stewardship.

Sustainable meats taste the best. This is a case where doing right means eating well. Like  
100 other Americans, I've reconciled myself to the idea that an animal's life has been sacrificed to bring me a meal of pork or chicken. However, industrial meat production—which subject animals to a life of torture—has escalated the  
105 karmic costs beyond reconciliation.

—From Newsweek, April 26, 1999. © 1999 Newsweek, Inc.  
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1. One of the author's intentions in writing this article was to promote:
  - A. industrial farms.
  - B. family farms.
  - C. corporate farms.
  - D. factory farms.
  
2. In paragraph 2, what does the author mainly use to support his position?
  - F. comparisons
  - G. statistics
  - H. opinions
  - J. contrasts
  
3. As used in line 21, the word *culverts* means
  - A. floors.
  - B. nets.
  - C. drains.
  - D. warehouses.
  
4. When the author writes "According to Sierra magazine," in paragraph 5, he is:
  - F. citing his source of information.
  - G. creating a comparison.
  - H. providing a transitional phrase.
  - J. introducing a direct quote.
  
5. According to the author, which of the following do the corporate farms NOT rely on?
  - A. political contributions
  - B. green pastures
  - C. cheap labor
  - D. market power
  
6. According to what the author writes in the last paragraph, he probably:
  - F. still eats meats from industrial farms.
  - G. reads packaging labels before he buys meats.
  - H. is no longer a meat eater.
  - J. still doesn't check to see where his meat is coming from.

## Science

From antiquity through medieval times, dreams were considered supernatural and prophetic manifestations. Although modern psychologists have been studying the nature and meaning of dreams, they still have no clear-cut definition of dreaming. However, much new information about the dreaming process is available because of research in sleep laboratories. We now know, for example, that a night's sleep is made up of several cycles of approximately ninety minutes in length. Each cycle is divided into five different levels or stages of sleep. The most vivid dreaming occurs in the last stage of the sleep cycle, which is called *REM* (rapid eye movement) sleep. People awakened during this period nearly always have clear memories of dreams. Although dreaming occurs during the other stages of sleep, it is less detailed and less frequent. We also know now that dreaming is important to mental health. If people are deprived of REM sleep for several nights, they will begin to hallucinate during waking hours. Finally, sleep laboratory research has also disproved several old myths about dreams: Dreams do not usually take place in an instant. Dreams that incorporate color are not limited to a few people. No one is dreamless.

Modern dream interpretation owes much to Sigmund Freud, who theorized that dreams serve two major purposes. First, they preserve sleep by incorporating external stimuli into the dream content. Second, dreams are the expression of the subconscious mind and represent wish fulfillment. Freud emphasized that every dream has a manifest content that is expressed through symbols. To uncover the latent and more important meaning of the dream, one must interpret these symbols, which are largely sexual and universal. Modern dream interpretation builds on, but greatly modifies, Freudian theory. It does so by emphasizing the manifest content of the dream, by supporting a wider range of meaning than wish fulfillment, and by de-emphasizing the universality of symbols. Dreams are the activity of the unconscious mind; but they stress that the unconscious often says what it means, puts forth much useful information, and uses personal symbols that are meaningful only as individuals can interpret them in the context of their own life experiences.

1. Based on information in the passage, what has modern research revealed about sleep?
  - A. Sleep is cyclic in nature.
  - B. Dreams take place in an instant.
  - C. Dreams may be prophetic.
  - D. Everyone needs at least seven hours of sleep nightly.
2. The best summary about the present state of research on dreams is that:
  - F. since recent research has proven earlier theorists accurate on most points, a good synthesis of work on dreams is now needed.
  - G. although relatively recent methods of research have added much knowledge about the dreaming process, there is much to be learned about the physiological as well as the interpretive aspects of dreaming.
  - H. what is not known about dreams at the present time is probably not worth the research that would be necessary to obtain further information.
  - J. modern research so completely refutes earlier theories that a breakthrough in dream research seems imminent.
3. Compared to Freudian dream theory, more modern dream theory:
  - A. allows for a wider range of interpretation.
  - B. emphasizes more strongly the universality of symbols.
  - C. rejects the theory that dreams are the activity of the unconscious mind.
  - D. dismisses the idea of personal symbols.
4. It may be inferred from information in the passage that a researcher who regularly awakens a subject just as he or she goes into the REM stage of sleep is most likely studying:
  - F. snoring.
  - G. sleep duration.
  - H. dream content.
  - J. dream deprivation.

## Prose Fiction

One day my mother and I were walking together down Wallhead Road. She was explaining to me that as I was eighteen it was time I found gainful employment and that no gentleman walked as I walked, his toes turned in, his knees bent, his arms hanging apelike at his sides, his expression vacant, his very being a shame and burden. No family, she continued, had been so vexed. “And, talking of family, there’s my cousin.”

Her cousin, Harvey Lockwood, was one of the counselors. His insurance business was reputed to be the richest in the county, his daughters, all three, taught in the best schools, his house was full of antiques and carpets. I have even seen him smoking a cigar—symbol of incredible wealth. We had never been in his house. We were the poor relations. Seeing us, he thought to avoid us by crossing the street, but the traffic was not kind to him. My mother planted herself in front of him. For a moment, I thought he would knock her down, so steadfastly was he looking at something above her head.

“Good morning,” she said to Harvey. It was a nice morning, in fact, but winter was in her eye.

Harvey’s start was a pleasant mixture of simulated surprise and delight. “Elsie,” he said.

“You remember my name!” said my mother. “That’s amazing.” She said it cynically, and with reproof.

“Now, Elsie,” said Harvey. “There’s no need for sarcasm. After all, we’re family. Our mothers were sisters, after all.”

I noticed that he had begun to wriggle and turn red. There was no cure for this, as I knew. My mother examined coldly the growing evidence of Harvey’s embarrassment.

“And who is this?” he blustered. “This young man can’t be your Selwyn? What a size he’s grown!”

“Hullo, Mr. Lockwood,” I said nastily.

“Oh, Uncle Harvey,” he said. “Call me Uncle Harvey.” He turned to my mother. “Now that I look at him,” he said, “he has quite a look of his grandfather about him. What a handsome fellow the old man was! What a big man! Pity he had such expensive habits.”

“That’s a nice coat you’re wearing, Harvey,” my mother said. “And where’s that lovely new car of yours?” Harvey winced. I could have told him he had no chance. “When are you and Sylvia going to Paris again?” my mother said, turning the steel.

“What are you going to do with this young man of yours?” Harvey said. I had to admit he was game, but this was the opening my mother had been looking for.

“What indeed?” she said. “That is something you might give a little thought to, Harvey. I see your daughters are all nicely settled, your brother Paul is an inspector of local transport. Selwyn must be the only member of the family who hasn’t yet enjoyed your generous help.” Now that Harvey was on the run, she was almost happy. She smiled, she made small, graceful gestures with her hands. “There’s nothing available for him in the Town Hall, is there?” she said. “He has a good brain, he’s industrious. What’s more, he can keep his mouth shut.” She offered this with a curious nod of the head.

Its effect on Harvey was instant and terrible. He gaped, he turned pale, and, grasping his briefcase firmly under his arm, he shot off into the traffic. “I’ll see what I can do,” he wailed, running.

“That’s all right, then,” my mother said.

“Is that why we came out this morning?” I said.

“You’re getting sharper, Selwyn,” my mother said, “We might make something of you yet. Stand up straight.”

—From Leslie Norris, “The Girl from Cardigan,”  
*The New Yorker*, 29 September 1986.

1. The phrase “the traffic was not kind to him” (line 20) means that the traffic:
  - A. almost knocked down Mr. Lockwood.
  - B. almost knocked down Elsie’s son.
  - C. prevented Mr. Lockwood from crossing the street.
  - D. damaged Mr. Lockwood’s lovely new car.
2. Elsie believes that Mr. Lockwood has helped every member of the family EXCEPT:
  - F. Paul.
  - G. his three daughters.
  - H. Sylvia.
  - J. Selwyn.

3. Elsie compliments Mr. Lockwood on his coat because she:
- A. wants to embarrass her cousin into doing her a favor.
  - B. wants her cousin to compliment her on her coat.
  - C. is afraid of offending or angering her cousin.
  - D. makes a regular practice of flattering her cousin.
4. Elsie tells Selwyn “You’re getting sharper” because he appears to realize that they “came out this morning” to:
- F. visit the Town Hall.
  - G. confront Mr. Lockwood.
  - H. teach him the ways of a gentleman.
  - J. enjoy the nice weather.
5. As she is revealed in the passage, Elsie can best be described as being:
- A. cold and uncaring.
  - B. foolish and timid.
  - C. compassionate and motherly.
  - D. sarcastic and shrewd.

## Science

Wait one second before you start with the whole “I’m not wearing any stupid looking glasses” because no matter what you say, there are more people paying extra to go to 3D movies than ever before, and the reason is simple: it’s because these movies aren’t like the 3D movies our parents and grandparents grew up with. Technology has come a long way since the old anaglyph red and blue glasses that once came in cereal boxes, and modern technology promises to bring us a real 3D revolution.

We have two eyes for a reason and while we’ve long enjoyed stereo sound on our audio devices, stereoscopic images haven’t quite arrived. At its core, 3D is as simple as using two cameras to capture the data that our eyes would, but it’s the display part that’s proven tricky. Ultimately, the technology has to find a way to present each eye with a different variation of an image, at that point our eyes and brain do the rest.

The one thing that hasn’t changed about 3D movies is the need for glasses. There are two types of 3D glasses: circular polarized and active LCD shutter. Both serve the same purpose, to ensure each eye sees a different image, but they accomplish this task in different ways.

Circular polarized glasses are the most common used glasses in 3D cinema today. If you’ve been to a 3D movie and used what looks like cheap sunglasses, you’ve probably tried the technology. Without going into detail, each lens is set to filter out different light. One of the problems with circular polarized 3D is that a special silver screen is required, and some argue it can negatively affect the color accuracy of the image. Also, most of us don’t have a projector at home and so far only a few HDTVs—which are ridiculously expensive—can create the same polarization trickery.

The alternative to circular polarized glasses is the LCD shutter glasses. This technology has actually been around for some time. There were eight Sega Master System games that worked with shutter glasses dating back to the ‘80s, but the 3D effect was limited by the display technology of that era. Basically the way shutter glasses work is each lens can be blacked out very quickly to synchronize with a frame displayed on the HDTV. An infrared (IR) emitter connected to the TV sends signals to the glasses to keep them in sync.

Shutter glasses make sense for home viewing because they don’t limit the viewing angles

55 of the display. Proponents also argue that the colors are more accurate and the contrast is greater between the left and right eyes. Shutter glasses are not without their drawbacks, however. Besides the cost of the glasses and the  
60 added emitter in the TV, some say that there is added flickering, and with the shutters closing in front of your eyes, the image is dimmed a bit.

While the glasses will not offer a 3D experience with your existing television, several  
65 major electronics manufacturers such as Sony and Panasonic will offer LCD and plasma HDTVs that support 3D technology.

Of course, 3D-capable displays don't do much without 3D content. The good news is that  
70 most of the infrastructure needed for 3D in the home is already here thanks to HD. The new HDMI has been updated to accommodate 3D, and the first source is almost guaranteed to be Blu-ray. There have already been 3D broadcasts  
75 of major sporting events. ESPN broadcasts 3D presentations of major sporting events to theaters around the country. Sure prerecorded movies will be the first to be delivered due to the slow evolution of broadcast technology, but satellite  
80 subscribers in the United Kingdom appear to be on track to get a 3D channel as early as next year. The other 3D content that is coming eventually is 3D gaming. Sony was showing 3D games at IFA 2010 consumer electronics exhibit,  
85 and there have been rumors that real 3D gaming is coming to the Xbox 360.

Unfortunately, 3D is not for everyone. Some viewers may experience motion sickness or even photosensitive epileptic seizures.  
90 Furthermore, it is estimated that 4 percent of us are actually physically incapable of seeing 3D no matter what the display technology. And even worse, according to the College of Optometrists in Vision Development, "Research has shown  
95 that up to 56 percent of those 18 to 38 years of age have one or more problems with binocular vision and therefore could have difficulty seeing 3D." So if you are one of these affected, it might be time to see an ophthalmologist and get  
100 screened for amblyopia. And if you happen to be blind in one eye you can still watch 3D, but it'll just look normal to you—assuming of course you have the glasses on.

1. The passage suggests that today's moviegoers:
  - A. are willing to pay extra to view movies in 3D.
  - B. prefer the 3D glasses that come free in cereal boxes.
  - C. are reluctant to go to 3D movies because they don't like wearing glasses.
  - D. won't watch a movie unless it is available in 3D.
  
2. Based on the passage, the primary purpose for special 3D glasses is to:
  - F. filter out infrared light.
  - G. present a different view of an image to each eye.
  - H. reduce the flickering effect found on 3D televisions.
  - J. enlarge the image a viewer sees in 3D.
  
3. According to the passage, one of the reasons only a few HDTVs use circular polarization technology for 3D viewing is that:
  - A. movie theaters own the rights to this technology.
  - B. they prefer technology that does not require the uses of special glasses.
  - C. there are health risks associated with this technology.
  - D. HDTVs using this technology are not cost effective.
  
4. The use of the word *trickery* in the phrase "can create the same polarization trickery" in the fourth paragraph implies which of the following?
  - F. Circular polarized glasses trick the eye into thinking the onscreen image is three dimensional.
  - G. The silver screen tricks the viewer into forgetting he's wearing glasses.
  - H. Consumers are tricked into believing HDTV will provide the same quality viewing as theater projectors.
  - J. Movie theater owners use cheap sunglasses to trick customers into believing 3D movies require advanced technology.

5. According to the passage, which of the following is a problem associated with LCD shutter glasses?
- A. inaccurate colors
  - B. greater contrast between the right and left eyes
  - C. added flickering
  - D. limited viewing angles
6. From the information in the fifth paragraph it can reasonably be inferred that:
- F. LCD shutter glasses are superior to circular polarized glasses.
  - G. video game manufacturers were the first to use 3D technology.
  - H. technology that uses LCD shutter glasses is more expensive than that which uses circular polarized glasses.
  - J. video game developers were hampered in using 3D technology by failure of television manufacturers to keep pace.
7. The passage indicates that existing televisions cannot offer 3D experiences even with LCD shutter glasses because:
- A. they require a special Blu-ray player.
  - B. they require an IR emitter.
  - C. they have to be HDTV compatible.
  - D. there are no plans to provide 3D content for in-home viewing.
8. The passage states that due to the slow evolution of broadcast technology:
- F. ESPN will broadcast sporting events in theaters rather than on television.
  - G. the United Kingdom has switched to satellite broadcasting.
  - H. video games will rely on old Sega Master System technology.
  - J. the first 3D content for home use will be in the form of prerecorded movies.
9. One of the main points made about 3D technology in the last paragraph is that:
- A. not everyone will want to own a 3D television.
  - B. 3D technology will never be popular because of the side effects associated with viewing 3D programs.
  - C. optometrists warn against watching 3D television.
  - D. people who view 3D movies should have regular screenings for amblyopia.
10. One of the author's main points about 3D television is that:
- F. new 3D technology doesn't require special glasses.
  - G. previous 3D technology posed health risks to viewers.
  - H. the 3D technology found in movie theaters is different from that intended for use in the home.
  - J. new 3D technology could adversely affect a viewer's vision.

## Humanities

Kabuki is one of Japan's traditional theatrical arts. Its inception goes back to the latter part of the 16th century and, with extensive and continuous evolution, it has now been perfected into a state of classical refinement. Though not as flourishing as it once was, the kabuki theater retains a wide popularity among the people, and is in fact drawing quite large audiences even now.

During the period generally referred to as the Edo Era, during which much of the development of kabuki took place, distinction between the warrior class and the commoners was more rigidly observed than at any other time in Japan's history. The art of kabuki was cultivated mainly by the merchants in those days. They had become increasingly powerful economically, but had to remain socially inferior as they belonged to the commoner class. To them kabuki was perhaps most significant as the artistic means by which to express their emotions under such conditions. Thus, the fundamental themes of kabuki plays are conflicts between humanity and the feudalistic system. It is largely due to this humanistic quality of the art that it gained such an enduring popularity among the general public of those days and remains this way today.

A unique feature of the kabuki art, and perhaps the most significant and in keeping with the kabuki spirit of unusualness, is the fact that it has no actresses whatsoever. All female parts are played by male impersonators known as *onnagata*. The players of the kabuki drama in its primitive stage were principally women, and with the increasing popularity of kabuki, many of the actresses began to attract undue attention from male admirers. The authorities felt that this would lead to a serious demoralization of the public and in 1629 the theatrical appearance of women was officially banned.

However, since kabuki as an art form was already accepted by the public, men immediately took over and have continued performing to the present. The ban on actresses was in effect for about 250 years. In the meantime kabuki brought to perfection the art of the *onnagata*. As a result, there was no room for actresses in kabuki when the ban was lifted. Moreover, the art of *onnagata* had become such an integral part of kabuki that, if deprived of this element, the traditional quality of kabuki could be lost forever.

Another important characteristic of kabuki is that it is an inclusive and accumulative theater.

Born at the turn of the 16th century, it incorporated parts of all the preceding theater forms of Japan. Among the traditional arts from which kabuki has drawn for stage techniques and repertoire are the *noh* drama and the *kyogen* play, or the comic interlude resented between *noh* performances. Today, the number of Japanese who appreciate *noh* proper is far smaller than that of those who favor kabuki, but those kabuki plays adapted from or inspired by *noh* plays enjoy a wide popularity and constitute an essential portion of the entire kabuki repertoire.

Another area from which kabuki has borrowed is the puppet theater, often referred to as *bunraku*, the development of which roughly paralleled that of earlier kabuki. In kabuki, the primary importance has always been placed on the actor rather than on any other aspect of the art, such as literary value of a play. During the early 17th century, some of the great writers, including Monzaemon Chikamatsu, often called the "Shakespeare of Japan," left kabuki with its actors' domination and turned to the puppet theater where their creative genius was more or less unrestricted. As a result, there was a period when puppets overshadowed actors and the puppet theater was more popular than kabuki. To meet this competition, kabuki adopted virtually all the puppet plays. Thus, today more than half of the conventional kabuki plays except for a group of dance-dramas are of *bunraku* origin. A final example of kabuki's all-embracing acquisitiveness came at the end of the 19th century, which added an element of literary realism to the art.

Until kabuki, the people of Japan had never seen theater of such color, glamour, excitement and general extraordinariness. In these qualities, perhaps no theater elsewhere in the world can excel the kabuki drama.

—The International Society for Educational Information, Inc., Tokyo. Reprinted with permission.

1. According to the author, what sets kabuki apart from other forms of theater is:
  - A. the themes of most plays concern the conflicts between humanity and social class.
  - B. the use of puppets.
  - C. it helped merchants become economically powerful.
  - D. the art of *onnagata*.

2. In line 35, the word *primitive* most closely means:
- F. late.
  - G. mature.
  - H. early.
  - J. main.
3. Females were barred from acting in plays because:
- A. actresses were preoccupied with raising families.
  - B. most females could not speak loudly enough.
  - C. the attention they received from males became distracting.
  - D. men wanted the parts for themselves.
4. According to the author, which of the following aspects of kabuki was valued most during the 17<sup>th</sup> century?
- F. actors
  - G. social significance of the play
  - H. audience
  - J. playwrights
5. What is the tone of the article?
- A. persuasive
  - B. informative
  - C. comical
  - D. dramatic

## Prose Fiction

Yes, Dan'l Webster's dead—or, at least, they buried him. But every time there's a thunderstorm around Marshfield, they say you can hear his rolling voice in the hollows of the sky. And they say that if you go to his grave and speak loud and clear, "Dan'l Webster—Dan'l Webster!" the ground'll begin to shiver and the trees begin to shake. And after a while you'll hear a deep voice saying, "Neighbor, how stands the Union?" Then you better answer the Union stands as she stood, rock-bottomed and copper-sheathed, one and indivisible, or he's liable to rear right out of the ground. At least, that's what I was told when I was a youngster.

You see, for a while, he was the biggest man in the country. He never got to be President, but he was the biggest man. There were thousands that trusted in him right next to God Almighty and they told stories about him that were like the stories of patriarchs and such. They said when he stood up to speak, stars and stripes came right out in the sky, and once he spoke against a river and made it sink into the ground. They said when he walked the woods with his fishing rod, Killall, the trout would jump out of the streams right into his pockets, for they knew it was useless putting up a fight against him; and, when he argued a case, he could turn on the harps of the blessed and the shaking of the earth underground. That was the kind of man he was, and his big farm up at Marshfield was suitable to him. The chickens he raised were all white meat down through the drumsticks, and the cows were tended like children, and the big ram he called Goliath had horns with a curl like a morning-glory vine and could butt through an iron door. But Dan'l wasn't one of your gentlemen farmers; he knew all the way of the land, and he'd be up by candlelight to see that the chores got done. A man with a mouth like a mastiff, a brow like a mountain and eyes like burning anthracite—that was Dan'l Webster in his prime. And the biggest case he argued never got written down in the books, for he argued it against the devil, nip and tuck and no holds barred. And this is the way I used to hear it told.

There was a man named Jabez Stone, who lived at Cross Corners, New Hampshire. He wasn't a bad man to start with, but he was an unlucky man. If he planted corn, he got borers; if he planted potatoes, he got blight. He had good enough land, but it didn't prosper him; he had a decent wife and children, but the more children he had, the less there was to feed them.

55 If stones cropped up in his neighbor's field, boulders boiled up in his; if he had a horse with spavins, he'd trade it for one with the staggers and give something extra. There's some folks bound to be like that, apparently. But one day  
60 Jabez Stone got sick of the whole business.

He'd been plowing that morning and he'd just broke the plowshare on a rock that he could have sworn hadn't been there yesterday. And, as he stood looking at the plowshare, the off horse  
65 began to cough—that ropy kind of cough that means sickness and horse doctors. There were two children down with the measles, his wife was ailing, and he had a whitlow on his thumb. It was about the last straw for Jabez Stone. "I  
70 vow," he said, and he looked around him kind of desperate— "I vow it's enough to make a man want to sell his soul to the devil! And I would, too, for two cents!"

Then he felt a kind of queerness come over  
75 him at having said what he'd said; though, naturally, being a New Hampshireman, he wouldn't take it back. But, all the same, when it got to be evening and, as far as he could see, no notice had been taken, he felt relieved in his  
80 mind, for he was a religious man. But notice is always taken, sooner or later, just like the Good Book says. And, sure enough, next day, about supertime, a soft-spoken, dark-dressed stranger drove up in a handsome buggy and asked for  
85 Jabez Stone.

Well, Jabez told his family it was a lawyer, come to see him about a legacy. But he knew who it was. He didn't like the looks of the stranger, nor the way he smiled with his teeth.  
90 They were white teeth, and plentiful—some say they were filed to a point, but I wouldn't vouch for that. And he didn't like it when the dog took one look at the stranger and ran away howling, with his tail between his legs.

—Adapted from "The Devil and Daniel Webster"  
by Stephen Vincent Benet

1. As used in line 52, the word *prosper* means:
  - A. satisfy.
  - B. profit.
  - C. consume.
  - D. interest.
2. Which literary device is used in line 7 (*the ground'll begin to shiver*)?
  - F. personification
  - G. metaphor
  - H. onomatopoeia
  - J. simile
3. The statement "If stones cropped up in his neighbor's field, boulders boiled up in his" (lines 55–56) suggests that:
  - A. the land Jabez Stone owned was worthless.
  - B. Jabez Stone was envious of his neighbor.
  - C. Jabez Stone was prone to bad luck.
  - D. Jabez Stone's children piled several rocks on his property.
4. Before Jabez Stone vows to sell his soul to the devil, his main problem is his bad:
  - F. temper.
  - G. business.
  - H. health.
  - J. luck.
5. Which of the following would be considered an example of exaggeration in this tall tale?
  - A. They told stories about him that were like the stories of patriarchs and such.
  - B. When he stood up to speak, stars and stripes came right out of the sky.
  - C. The dog took one look at the stranger and ran away howling, with his tail between his legs.
  - D. It's enough to make a man want to sell his soul to the devil!

## Humanities

Shakespeare's Globe Theatre is a storied place. The original Globe was built circa 1598 in London's Bankside district. It was one of four major theaters in the area—the other three being the Swan, the Rose, and the Hope. It was an open-air octagonal amphitheater that could seat up to 3,000 spectators. The theater was three stories high, with a diameter of approximately 100 feet. The rectangular stage platform on which the plays were performed was nearly 43 feet wide and 28 feet deep. This staging area probably housed trap doors in its flooring and primitive rigging overhead for various stage effects.

The first Globe Theatre has an interesting origin. It seems that the Lord Chamberlain's Men originally performed at a place appropriately named "The Theatre" (built by James Burbage in 1576) on the outskirts of London. As their lease on this building came to a close, Richard Burbage bought the Blackfriars theater, located in Upper Frater Hall. In 1598, however, after enduring complaints from their neighbors and a successful petition to the city fathers to keep the troupe out of Blackfriars, the company literally took matters into their own hands. They returned to The Theatre, stripped it to the foundation, moved the materials across the Thames to Bankside, and proceeded to construct the Globe.

This endeavor was not without controversy, as The Theatre had merely been under lease to Shakespeare's company, not owned. Upon notification of the incident, the owner—who had been away from London during this time—filed an understandable lawsuit against the company. Incredulously, the defendants won the case and continued producing at their "newly-acquired" theater. As an ironic epilogue, the troupe won the right in 1609 to produce works at Blackfriars in Upper Frater Hall, and subsequently split time between there and the Globe.

In 1613, the original Globe Theatre burned to the ground. Responsibility has been placed on a cannon shot during a performance of Henry VIII that ignited the thatched roof of the gallery. Construction was begun on the original foundation, and a new Globe was summarily completed before Shakespeare's death.

The new Globe continued operating as a theater until 1642, when it was closed down by the Puritans (as were all the theaters and any place, for that matter, where people might be

entertained). In 1644, the Globe was razed in order to build tenements upon the premises.

In 1993, the late Sam Wanamaker saw the beginning of construction on a new Globe Theatre near the site of the original. This latest Globe Theatre was completed in 1996, and was officially opened by Queen Elizabeth II in May of 1997 with a production of Henry V. The Globe is as faithful a reproduction as possible to the Elizabethan model, and seats 1,500 people between the galleries and the "groundlings." In its initial 1997 season, the theater attracted 210,000 patrons.

—Pressley, J. M. "An Encapsulated Biography."  
Shakespeare Resource Center, 2005.

1. According to the passage, how many Globe Theatres have existed?
  - A. one
  - B. two
  - C. three
  - D. four
2. The author considers the troupe's winning the right in 1609 to produce works at Blackfriars "ironic" (line 39) because:
  - F. the troupe won the lawsuit.
  - G. the troupe ended up with two theaters.
  - H. the neighbors had protested.
  - J. in 1613 the Globe burned to the ground.
3. As used in line 37, the word *incredulously* means:
  - A. regrettably.
  - B. confidently.
  - C. unbelievably.
  - D. inconspicuously.
4. It can be reasonably inferred from the passage that the Puritans closed down the Globe because:
  - F. they preferred to build tenements.
  - G. they wanted to build their own theater.
  - H. they were concerned it was a fire hazard.
  - J. their religion clashed with such entertainment values.
5. The author's primary purpose is to:
  - A. persuade the reader to visit the Globe.
  - B. inform the reader of the Globe's history.
  - C. dispute what people erroneously believe about the Globe.
  - D. teach the reader about Shakespearean plays.

## Prose Fiction

There was a woman who was beautiful, who started with all the advantages, yet she had no luck. She married for love, and the love turned to dust. She had bonny children, yet she felt they had been thrust upon her, and she could not love them. They looked at her coldly, as if they were finding fault with her. And hurriedly she felt she must cover up some fault in herself. Yet what it was that she must cover up she never knew. Nevertheless, when her children were present, she always felt the center of her heart go hard. This troubled her, and in her manner she was all the more gentle and anxious for her children, as if she loved them very much. Only she herself knew that at the center of her heart was a hard little place that could not feel love, no, not for anybody. Everybody else said of her: "She is such a good mother. She adores her children." Only she herself, and her children themselves, knew it was not so. They read it in each other's eyes.

There were a boy and two little girls. They lived in a pleasant house, with a garden, and they had discreet servants, and felt themselves superior to anyone in the neighborhood.

Although they lived in style, they felt always an anxiety in the house. There was never enough money. The mother had a small income, and the father had a small income, but not nearly enough for the social position which they had to keep up. The father went into town to some office. But though he had good prospects, these prospects never materialized. There was always the grinding sense of the shortage of money, though the style was always kept up.

At last the mother said: "I will see if I can't make something." But she did not know where to begin. She racked her brain, and tried this thing and the other, but could not find anything successful. The failure made deep lines come into her face. Her children were growing up, they would have to go to school. There must be more money, there must be more money. The father, who was always very handsome and expensive in his tastes, seemed as if he never would be able to do anything worth doing. And the mother, who had a great belief in herself, did not succeed any better, and her tastes were just as expensive.

And so the house came to be haunted by the unspoken phrase: There must be more money! There must be more money!

The children could hear it all the time though nobody said it aloud. They heard it at Christmas, when the expensive and splendid toys

filled the nursery. Behind the shining modern rocking-horse, behind the smart doll's house, a voice would start whispering: "There must be more money! There must be more money!" And the children would stop playing, to listen for a moment. They would look into each other's eyes, to see if they had all heard. And each one saw in the eyes of the other two that they too had heard. "There must be more money! There must be more money!"

It came whispering from the springs of the still-swaying rocking-horse, and even the horse, bending his wooden, champing head, heard it. The big doll, sitting so pink and smirking in her new pram, could hear it quite plainly, and seemed to be smirking all the more self-consciously because of it.

The foolish puppy, too, that took the place of the teddy-bear, he was looking so extraordinarily foolish for no other reason but that he heard the secret whisper all over the house: "There must be more money!"

Yet nobody ever said it aloud. The whisper was everywhere, and therefore no one spoke it. Just as no one ever says: "We are breathing!" in spite of the fact that breath is coming and going all the time.

"Mother," said the boy Paul one day, "why don't we keep a car of our own? Why do we always use uncle's, or else a taxi?"

"Because we're the poor members of the family," said the mother.

"But why are we, mother?"

"Well, I suppose," she said slowly and bitterly, "it's because your father has no luck."

The boy was silent for some time.

"Is luck money, mother?" he asked, rather timidly.

"No, Paul. Not quite. It's what causes you to have money."

"Oh!" said Paul vaguely. "I thought when Uncle Oscar said filthy lucker, it meant money."

"*Filthy lucre* does mean money," said the mother. "But it's lucre, not luck."

"Oh!" said the boy. "Then what is luck, mother?"

"It's what causes you to have money. If you're lucky you have money. That's why it's better to be born lucky than rich. If you're rich, you may lose your money. But if you're lucky, you will always get more money."

"Oh! Will you? And is father not lucky?"

"Very unlucky, I should say," she said bitterly.

The boy watched her with unsure eyes.

"And aren't you lucky, mother?"

“I can’t be, if I married an unlucky husband.”

“But by yourself, aren’t you?”

115 “I used to think I was, before I married. Now I think I am very lucky indeed.”

“Why?”

“Well, never mind! Perhaps I’m not really,” she said.

120 The child looked at her to see if she meant it. But he saw, by the lines of her mouth, that she was only trying to hide something from him.

“Well anyhow,” he said stoutly, “I’m a lucky person.”

125 “Why?” said his mother, with a sudden laugh.

He stared at her. He didn’t even know why he had said it.

“God told me,” he asserted, brazening it out.  
—Adapted from “Rocking Horse Winner” by D.H. Lawrence.

1. Based on the information in the passage, which of the following best describes the family’s conflict?
  - A. The family has a low income.
  - B. The family’s social standing is in jeopardy.
  - C. The mother and father have an unhappy marriage.
  - D. The supernatural occurrences in the house are creating anxiety.
2. In lines 77–81, the author compares whispering to breathing to illustrate that:
  - F. the sounds in the house had become as natural as breathing.
  - G. no one felt it was necessary to state the obvious.
  - H. the soft whispering was as quiet as breathing.
  - J. we can’t see breathing or whispering.
3. As used in line 128, the word *asserted* means:
  - A. defended.
  - B. forced.
  - C. muttered.
  - D. declared.

4. What might Paul’s mother be trying to hide in lines 119–121?

- F. her fear that she is the source of bad luck
- G. her fear that Paul is the source of bad luck
- H. her resentment towards Paul’s father
- J. information about Uncle Oscar

5. Who does the mother blame for the family’s misfortune?

- A. Paul
- B. Uncle Oscar
- C. the father
- D. herself

## Humanities

The Leaning Tower of Pisa, one of the seven wonders of the world, stirs the imagination of practically everybody, from young to old. It is one of the most famous buildings in the world.

5 The construction of this imposing architectural wonder was started in the year 1174 by Bonanno Pisano. Designed in the decorative architectural style known as Romanesque, the tower was intended to serve as a belfry for an adjacent cathedral, completed some fifty years earlier. When the construction of the tower had just about reached the third story, operations creased because the tower had started sinking into the ground. The soil under one side of the circular structure began to sink and the tower tipped. The tower remained tilted for ninety-nine years. In 1275 two architects worked out a plan to compensate for the tilt. Two stories of the tower, the third and the fifth, were built out of line with the others, closer to the true vertical, in an effort to alter the tower's center of gravity. The work was completed in 1284, and in 1350 a top story, also altered to the true vertical, was added to complete the building.

25 Aside from the fame it has acquired because of its tilt, the tower is greatly admired for its handsome architecture. The eight-story structure is made of striking white marble and is decorated with graceful arches and colored marble inlays. 30 The lowest story with fifteen columns is surmounted by six arcades with thirty columns each and a highly ornamental belfry with twelve columns. In the tower's bell chamber there are seven bells, each one of them turned to a different note of the musical scale. The tower is 35 179 feet high and 52 feet in diameter. An inner stairway of 296 steps leads to the observation platform near the top.

Each year thousands of visitors come to 40 marvel at the tower. Not only is the tower studied as an architectural wonder but also it serves as the site for some modern day experiments about the effects of gravity. It was long believed that Galileo dropped weights from 45 this platform in his studies of the effect of gravity on the acceleration of falling objects, but this story is now doubted.

1. The passage suggests that the reason the tower was built was to:
  - A. operate solely as a lookout post for Pisa.
  - B. create a seventh wonder of the world.
  - C. provide opportunities for Galileo's experiments.
  - D. house the bells for the cathedral.
2. In which of the following sequences (from earliest to latest) did the events below occur as described in the passage?
  - I. The cathedral was completed.
  - II. The altering of the top story to the true vertical.
  - III. The tower began to tilt.
  - IV. The third and fifth stories of the tower were built.
  - F. I, II, III, IV
  - G. I, III, II, IV
  - H. I, III, IV, II
  - J. II, I, IV, III
3. Which of the following statements about the Leaning Tower of Pisa is supported by the passage?
  - A. In 1257, architects restored the tower to its original vertical position.
  - B. The tower's belfry contains the least number of the columns.
  - C. Galileo dropped weights from the tower to test the effects of gravity on acceleration.
  - D. The architectural style of the tower is a mixture of Romanesque and Gothic architecture.
4. The passage suggests that the main purpose of building the third and fifth stories out of line with the others was to:
  - F. increase the weight of the tower.
  - G. permit the installation of more columns.
  - H. provide a stronger foundation of the bells.
  - J. prevent further tilting of the tower.
5. The word *surmounted* in line 31 means:
  - A. paved.
  - B. covered.
  - C. concealed.
  - D. surrounded.

## Social Studies

Many people undoubtedly have some personal memory or association with people who witnessed the cataclysmic events leading up to World War II and the years of destruction that followed.

First there was for Americans the cold shock that came with the opening of actual hostilities. As required by law, President Roosevelt declared that a state of belligerency existed and the Neutrality Law was automatically invoked. But within three weeks Poland had been smashed—without the possibility of France and Britain coming to her aid. And whatever American complacency had existed previously evaporated under the devastating expertness of German Blitzkrieg operations on the Polish plains.

On September 21, 1939, the President asked for a repeal of the arms embargo. A great debate took place in both houses of Congress. Finally a compromise was affected; the arms embargo was dropped but certain “danger zones” were declared and purchasers of American munitions had to come and get the arms themselves.

In general, there was still a confidence in the French army. However, the American Ambassador to France, William Bullitt was becoming exceedingly wary of the French military’s capabilities. After visiting the Maginot Line in the fall of 1939 he was fearful of what might happen if the Germans attacked in force, using the tactics that had proven so successful in Poland. Bullitt was able to sell French Defense Minister Daladier on the need of utilizing America’s industrial capacities for increased warplane production. As a close friend of President Roosevelt, he was in constant personal touch with the White House by phone and code.

At dawn on April 9, 1940 Hitler swept into Denmark, without a declaration of war, and overwhelmed that small country’s democracy in a matter of hours. Norway was also attacked and it surrendered with little resistance. The German tide swept relentlessly on. On May 10<sup>th</sup> the Nazis attacked Holland, Luxembourg and Belgium. The Germans soon started to break through the French defenses. The Maginot Line which was supposed to be an ultra modern defense system stretching from Switzerland to the Ardennes proved to be a failure. Ambassador Bullitt was visiting Defense Minister Daladier when he received the dire news that the German army had crossed the boarder into French territory.

Seemingly unstoppable, the German troops marched toward the French capital. The British and French army fought their way back and accomplished the “miracle” of Dunkirk. While Nazi troops massed for their assault on the Seine, French President Reynaud was desperately begging for planes from Britain and the United States. General Weygand could not cut off the forward German positions and the advance swept on toward Paris. Leaderless and demoralized French troops were already turning up in the city and the exodus of civilians had started—with automobiles, horse-drawn wagons, bicycles, baby carriages loaded with suitcases, furniture, hordes of food, clogging all the roads leading south. The city was being threatened with massive bombing, murderously similar to that suffered by Warsaw and Rotterdam, if the government refused to declare it an “open” city.

French President Reynaud complied with the invaders’ request. Then he and his cabinet joined up with the flood of refugees, heading toward Bordeaux nearer to the Spanish Border. Ambassador Bullitt decided to remain behind in Paris hoping to use his good offices as an official neutral meeting place to help smoothen the way to the city’s eventual surrender.

On the night of June 13<sup>th</sup>, 1940, the streets were deserted; the atmosphere was heavy, with the kind of splintered heaviness that follows in the wake of a sudden and devastating storm. Those who felt impelled to flee the city had already done so; the people who remained behind sat huddled in their homes, with nothing between them and their Nazi conquerors, except a few short hours of darkness.

The American Embassy, behind its shroud of blackout curtains, resembled an oasis under siege. Teletypes and typewriters crackled throughout the night. Under express orders from Ambassador Bullitt, all key personnel had been camping out in the offices and corridors on mattresses and table-tops for the past two days. Around midnight the low roar of hundreds of motorcycles could be heard at the Embassy compound. Those who peered through the blackout curtains could see the advance guard of German military police streaking through the empty boulevard and taking over the hotel across the street.

Early the next morning, the German columns, which had been poised imperiously on the outskirts of town, began to march. They came streaming down through the northern gates of the city, fanning out along the narrow streets with heavily shuttered shops, and heading over

the Concorde Bridge and on to the Arc de Triomphe.

115 When the people at the Embassy woke up, they could see Avenue Gabriel out front swarming with German troops. And by eleven o'clock the Plaza around the Embassy was rimmed with Parisians, steeped in apathy and bitter admiration for the carefully picked Nazi  
120 warriors who goose-stepped up the Champs-Élysées. That same afternoon, June 14<sup>th</sup>, news reached the embattled French Cabinet that Paris had been occupied.

1. The author's purpose for the article is to:
  - A. chronicle the causes for the start of World War II.
  - B. inform the reader about the events leading to the end of World War II.
  - C. report on events leading to the surrender of Paris to the Nazis.
  - D. tell us why the French army could not defeat the Germans without the help of America.
  
2. Which was not a direct consequence of the U.S. Neutrality Law?
  - F. The United States delayed supplying weapons to the French military.
  - G. President Roosevelt declared that a state of belligerency existed in Europe.
  - H. France was invaded by the superior German army with little resistance.
  - J. Poland was invaded without the assistance of Britain and France.
  
3. Ambassador Bullitt did not leave the city when the French government left because:
  - A. he was brave.
  - B. he thought it was his job to stay in Paris.
  - C. he wanted to help facilitate the surrender of the city.
  - D. he wanted to protect his staff from the German soldiers.

4. The word *complacency* in line 14 most nearly means:
  - F. ignorance.
  - G. contentment.
  - H. anxiety.
  - J. compassion.
  
5. The Maginot Line (line 29) was:
  - A. a main railroad connection.
  - B. a defense system.
  - C. a town in France.
  - D. an imaginary border
  
6. What was the request President Reynaud complied with in line 75?
  - F. That he would leave Paris.
  - G. That he would empty the hotels to make room for the German soldiers.
  - H. That he would help with the surrender of Paris to the Nazis.
  - J. That he would not try to block the German troops from occupying Paris.

## Prose Fiction

Aside from his qualities as a sea officer Captain Vere was an exceptional character. Unlike no few of England's renowned sailors, long and arduous service, with signal devotion to it, had not resulted in absorbing and salting the entire man. He had a marked leaning toward everything intellectual. He loved books, never going to sea without a newly replenished library, compact but of the best. The isolated leisure, in some cases so wearisome, falling at intervals to commanders even during a war cruise, never was tedious to Captain Vere. His bias was toward those books to which every serious mind of superior order occupying any active post of authority in the world naturally inclines: books treating of actual men and events no matter of what era—history, biography, and unconventional writers, who, free from cant and convention, like Montaigne, honestly and in the spirit of common sense philosophize upon realities.

In this love of reading he found confirmation of his own more reasoned thoughts—confirmation which he had vainly sought in social converse—so that, as touching most fundamental topics, there had got to be established in him some positive convictions which he forefelt would abide in him essentially unmodified so long as his intelligent part remained unimpaired. In view of the troubled period in which his lot was cast this was well for him. His settled convictions were as a dike against those invading waters of novel opinion, social, political, and otherwise, which carried away as in a torrent no few minds in those days, minds by nature not inferior to his own. While other members of that aristocracy to which by birth he belonged were incensed as the innovators mainly because their theories were inimical to the privileged classes, not alone Captain Vere disinterestedly opposed them because they seemed to him incapable of embodiment in lasting institutions, but at war with the peace of the world and the true welfare of mankind.

—From Herman Melville, *Billy Budd*

1. According to information in the passage, which of the following statements best characterizes Captain Vere's love of books?
  - A. He maintained a large library, which contained a wide variety of books.
  - B. He preferred books that reinforced his own convictions.
  - C. He preferred works of fiction.
  - D. He preferred books by writers hostile to the privileged class.
2. When the author says that "His settled convictions were as a dike against those invading waters of novel opinion..." (lines 32–33) he means that Captain Vere:
  - F. adhered to unconventional ideas.
  - G. would never take evasive actions in a sea battle.
  - H. held very strong ideas that would not be easily modified.
  - J. would repeatedly read the same books.
3. The author describes Captain Vere as "exceptional" because, unlike most renowned officers in the naval service:
  - A. his devotion to duty remained constant.
  - B. he failed to demonstrate an excessive love of glory.
  - C. his character had not deteriorated after so long a service.
  - D. he had only served during peacetime.
4. According to information in the passage, Captain Vere found his leisure time at sea:
  - F. stimulating.
  - G. festive.
  - H. fatiguing.
  - J. boring.
5. It can be inferred from information in the passage that Captain Vere thought Montaigne's writings to be:
  - A. ineffective.
  - B. insincere.
  - C. practical.
  - D. conventional.

## Prose Fiction

As I walked home in a pensive mood, my vanity got the better of my pity. I could not but highly plume myself on my masterly management in getting rid of Bartleby. Masterly  
5 I call it, and such it must appear to any dispassionate thinker. The beauty of my procedure seemed to consist in its perfect quietness. There was no vulgar bullying, no bravado of any sort, no choleric hectoring, and  
10 striding to and fro across the apartment, jerking out vehement commands for Bartleby to bundle himself off with his beggarly traps. Nothing of the kind. Without loudly bidding Bartleby depart—as an inferior genius might have done—  
15 I assumed the ground that depart he must; and upon that assumption built all I have to say. The more I thought over my procedure, the more I was charmed with it. Nevertheless, next morning, upon awakening I had my doubts—I  
20 had somehow slept off the fumes of vanity. One of the coolest and wisest hours a man has, is just after he awakes in the morning. My procedure seemed as *sagacious* as ever—but only in theory. How it would prove in practice—there was the  
25 rub. It was truly a beautiful thought to have assumed Bartleby’s departure; but, after all, that assumption was simply my own, and none of Bartleby’s. The great point was, not whether I had assumed that he would quit me, but whether  
30 he would prefer so to do. He was more a man of preferences than assumptions.

After breakfast, I walked downtown, arguing the probabilities pro and con. One moment I thought it would prove a miserable  
35 failure, and Bartleby would be found all alive at my office as usual; the next moment it seemed certain that I should find his chair empty. And so I kept veering about. At the corner of Broadway and Canal Street, I saw quite an  
40 excited group of people standing in earnest conversation.

“I’ll take odds he doesn’t,” said a voice as I passed.

“Doesn’t go?—done!” said I; “put up your  
45 money.”

I was instinctively putting my hand in my pocket to produce my own, when I remembered that this was an election day. The words I had overheard bore no reference to Bartleby, but to  
50 the success or non-success of some candidate for the mayoralty. In my intent frame of mind, I had, as it were, imagined that all Broadway shared in my excitement, and were debating the same question with me. I passed on, very thank-

ful that the uproar of the street screened my momentary absentmindedness.

As I had intended, I was earlier than usual at my office door. I stood listening for a moment. All was still. He must be gone. I tried the knob.  
60 The door was locked. Yes, my procedure had worked to a charm; he indeed must be vanished. Yet a certain melancholy mixed with this: I was almost sorry for brilliant success. I was fumbling under the door mat for the key, which Bartleby  
65 was to have left there for me, when accidentally my knee knocked against a panel, producing a summoning sound, and in response a voice came to me from within – “Not yet; I am occupied.”

It was Bartleby.

Herman Melville, *Bartleby*

1. According to the passage, as the speaker is walking home in a pensive mood (line 1), he:
  - A. chides himself for forgetting that it was election day.
  - B. convinces himself that Bartleby will arrive for work as usual the next day.
  - C. regrets the abusive language he used in his earlier conversation with Bartleby.
  - D. prides himself on the way he handled Bartleby.
2. The passage suggests that the relationship between the speaker and Bartleby is one of:
  - F. employee to employer.
  - G. employer to employee.
  - H. employee to employee.
  - J. father to son.
3. As used in line 23, the word *sagacious* means:
  - A. shrewd.
  - B. ordinary.
  - C. safe.
  - D. cruel.
4. According to the passage, the speaker believes that, in planning to deal with Bartleby, he:
  - F. would flatter Bartleby.
  - G. would offend Bartleby’s sensitive nature.
  - H. would use firm yet gentle arguments.
  - J. would make too many demands.

5. One may infer from the speaker's thoughts that he is:

- A. skeptical and aloof.
- B. compassionate and humble.
- C. confident yet forgetful.
- D. vain yet doubting.

## Social Studies

Who would pass up a no-risk investment with a guaranteed high rate of return? You would of course, because you know such deals are too good to be true.

5 Well, maybe not. Every year since the dawn of time, plenty of intelligent people lost money to shady schemes. Especially when these deals are pitched by someone you already know, they may be hard to resist. To find out what to watch

10 out for, we demonstrate two common schemes which you should definitely turn down.

People figure, with gas prices over \$3.00 a gallon, somebody's making money, and they can too. Con artists are touting new drilling

15 technology that supposedly allows prospectors to re-drill and drain old oil lines in the U.S. and overseas. The come-on looks plausible; after all, legitimate oil and gas drilling programs do exist, and isn't technology always improving?

20 Technology has indeed advanced, but sales people exaggerate its capabilities. Generally, no drilling takes place anyway, because salespeople's claims about the existence and location of such reserves are false. If you can't

25 check out a business through a reliable source, it's almost certainly a scam.

Here is another way you can lose your money quickly. Investors seeking interest rates that are higher than the bank rates can fall prey

30 to scammers offering "guaranteed" promissory notes or IOUs that supposedly return 15 to 20 percent or more a year. The money may be said to go into any number of investments, from real estate projects to start-up businesses.

35 The Securities and Exchange Commission and state regulators have taken action against dozens of such scams over the past few years. Generally the con artists use investors' money to finance lavish personal expenses. To avoid losing your

40 hard-earned money to a con artist you must be extra careful. Don't believe what you read in those slick expensive brochures. Don't let a salesman persuade you to complete a transaction immediately. Tell him or her that you need time

45 to think it over for a few days. The more insistent the salesman gets to close the deal, the more suspicious you should be. A lot of information about a company can easily be accessed on the internet. Remember, even very

50 smart people have been fooled.

1. The author implies that oil drilling deals:

- A. make investors rich.
- B. are frauds.
- C. are a smart investment for rich people.
- D. are often based on exaggerated claims of salespeople.

2. The word *guaranteed* in line 30 is written with quotation marks:

- F. to emphasize the value of the promissory notes.
- G. to indicate that the word is being used sarcastically because it is untrue.
- H. to explain the different types of investments.
- J. to tell you that this is a safe way to invest money.

3. On the basis of the information in the passage, you should be suspicious

- A. if a salesman promises a guaranteed income of 20 percent interest per year.
- B. if a salesman wears an expensive suit.
- C. if you are offered an investment in a mall in your neighborhood that has lots of stores and customers.
- D. if the salesman does not ask for a commission.

4. According to the passage, the reason why even smart people fall prey to investment scams is because:

- F. the deals promised are too good to be true.
- G. they get fooled by salespeople they already know.
- H. everybody is always looking to make more money.
- J. most people are not smart.

## Social Studies

Technology has had a profound effect on history. Consider, for example, the role it has played in determining the experiences of black Americans.

5 The lateen sail, the astrolabe, and the compass enabled the 15<sup>th</sup> century Portuguese to make voyages of unprecedented length. In their search for a sea route to India, they came into contact with the peoples of the west coast of  
10 Africa. The trade that developed involved not only nuts, fruit, olive oil, and gold, but also slaves. Later, when Europeans realized the need for a cheap, plentiful labor source to exploit the potential riches of the newly discovered  
15 Americas, the transatlantic slave trade was born.

The technological developments of the Industrial Revolution also had a significant effect on the African-American experience. In the textile industry, the introduction of the flying  
20 shuttle depleted the supply of thread until the spinning jenny appeared to restore the balance. These new spinning and weaving devices, in turn, created an insatiable demand for cotton, which was finally met with Eli Whitney's development  
25 of the cotton gin. Before the cotton gin, raising short staple cotton, the only type of cotton that could then be broadly cultivated in the United States, was unprofitable because the cotton seeds could not be separated from the fiber without  
30 great expense and difficulty. Whitney's invention transformed southern agriculture and, at the same time, gave the institution of slavery, which was fast becoming financially impractical, new economic strength. Suddenly—and ill-fatedly for  
35 African-Americans—it was profitable to apply slave labor to lands newly acquired through the Louisiana Purchase.

In more recent times, the increasing mechanization of southern agriculture and the  
40 demand for labor during two world wars caused many African-Americans to leave the rural South for the industrial centers of the North. In a single generation, millions of African-Americans made the traumatic transition from rural areas to  
45 crowded urban ghettos. This concentration made possible the economic and political organization that culminated in the civil rights movement of the 1960s. Here, too, technology played a vital role. By organizing activities to take full advantage of  
50 television news coverage black leaders used technology instead of being used by it.

1. The main idea of the passage with regard to technology is that:
  - A. the Louisiana Purchase, not technology, made slave trading financially practical.
  - B. technological developments have deeply affected the lives of African-Americans.
  - C. slavery was made increasingly impractical by technological development.
  - D. the invention of the cotton gin provided African-Americans with new economic opportunities.
2. The author implies that the development of slavery in the United States was determined primarily by:
  - F. cultural differences.
  - G. moral judgments.
  - H. economic considerations.
  - J. natural growth processes.
3. The author believes that the success of the civil rights movement in the 1960s was due in large measure to the:
  - I. political power developed by African-Americans in northern cities.
  - II. increased concentration of African-Americans in the South.
  - III. use of communications technology to stir the conscience of the American people.
  - A. I only
  - B. III only
  - C. I and III only
  - D. I, II, and III
4. The second paragraph implies that the transatlantic slave trading:
  - F. began by importing slaves from India.
  - G. was unprofitable for Europeans.
  - H. reduced the need to exploit the riches of the Americas.
  - J. indirectly resulted when technological inventions made long sea journeys possible.
5. The word *culminated*, as used in line 47, means:
  - A. claimed victory.
  - B. reached a high point.
  - C. made a truce.
  - D. joined.

## Social Studies

Three years ago my husband and I built our dream house in the country. It was exhilarating. We blazed trails through the woods, dug ponds and placed birdhouses and feeders throughout our  
5 143 acres. Our efforts were richly rewarded. We have watched blue herons wading in our ponds, turtles sunning on the shore and mallards swimming with their young. We have been visited by turkeys, opossums, coyotes, deer,  
10 skunks, raccoons, rabbits, foxes, and groundhogs. More than five varieties of birds have dined at our feeders. Friends who spent a week with us last summer christened our place “Shangri-La.”

During our first autumn in the country, we  
15 place NO HUNTING signs around our property to discourage trespassers, then hoped for the best. Deer-hunting season on mid-November brought a measurable increase in traffic on our seldom-traveled road. Cars and trucks filled with orange-  
20 and camouflage-attired hunters crept slowly by. Those who stopped to ask us permission to hunt were turned away disappointed. Before long, things took a turn for the worse. Our closest neighbors were relaxing in their living room on  
25 quiet Sunday when a bullet shattered their window and dropped to the floor. Police investigators traced the slug to the rifle of a hunter on an adjacent property. While he was more than 500 feet away from the residence—the minimum  
30 distance required by New York state law—his ammunition was powerful enough to travel more than 1,000 feet.

Hunters in New York who apply for a license need not demonstrate any proficiency at hitting a  
35 target, moving or fixed. Rather, they pay a licensing fee and take a safety course on how to render first aid should they shoot a fellow hunter (which some of them inevitably do each year.) Then they take to the woods, often with willful  
40 disregard for posted signs on private land. Although the state has thousands of acres of land open to hunters, many of them seek out the less crowded conditions found on private property.

Despite the conspicuously posted signs on  
45 our land, we’ve had numerous trespasses. The second Monday of last fall’s hunting season started out magically, as many of our days do. As the sun crept up over a distant hill, my husband spotted the silhouettes of three deer that had  
50 bedded down on the hill behind a pond, seeking rest and solitude after a long night of foraging for food. I was working at home that morning and welcomed the opportunity to observe these creatures in their natural habitat. A few minutes

55 after 8 a.m. a shot rang out at such close range that the walls of my study shook, and a flock of turkeys that had been feeding in the backyard scattered. When I ran to a front window, I saw a trio of hunters—two in their car and the one who  
60 had fired the shot standing next to it. He had shot right over the top of NO HUNTING sign and onto our property. Within minutes, an environmental conservation officer located the trio, who denied any wrongdoing. When they were confronted  
65 with the retrieved shell and the threat that their weapons might be confiscated, the driver of the car came clean. He was charged with two misdemeanors: firing from the road and discharging a weapon at an unsafe distance from a  
70 residence. Although he had broken the law, shattered my sense of safety, and deprived the deer of the sanctuary that our property was intended to provide, he was immediately released to resume his hunting. Eventually, he paid a \$200  
75 fine.

Last hunting season brought even more problems. While my husband was out walking one afternoon, he came upon an 18-year-old hunter wandering the property with a rifle slung  
80 over his shoulder. When my husband questioned him, he denied having seen our signs. Then in February, two rabbit hunters, a man and his neighbor’s 14-year-old son, walked right past our posted signs as if they were invisible. When  
85 questioned by authorities, the man said he’d hunted those grounds for years. He’d just never been caught before.

These experiences have taught us that signs are no more effective against trespassers than  
90 restraining orders are against the stalkers or batterers who are intent on harming their victims. While trespassing is not as serious as the crimes that often plague more populated areas, it is a manifestation of the same social illness that causes  
95 some people to believe that they are above the law. With children also bearing arms and taking to the woods (the legal age for hunting small game in New York is 12), the adults who ignore NO HUNTING signs are setting the example that  
100 it’s OK to trespass.

Living in the country rejuvenates the spirit, but it also has its price. We have to guard against such hazards as Lyme disease and rabid raccoons, but more worrisome than any natural danger is the  
105 weapon-toting human whose reckless disregard for the law is far more insidious.

—From Newsweek, October 5, 1998 © 1998 Newsweek, Inc. All rights reserved. Reprinted by permission.

1. As used in line 28, the word *adjacent* means:
  - A. distant.
  - B. bigger.
  - C. neighboring.
  - D. added.
  
2. When the author writes in lines 66-67 that the “driver of the car came clean,” she means he:
  - F. confessed to wrongdoing.
  - G. had an empty gun.
  - H. was cleared of any wrongdoing.
  - J. was able to get away without being caught.
  
3. The author addresses the hunting issue from the perspective of :
  - A. the hunters.
  - B. an environmental-conservation officer.
  - C. a police investigator.
  - D. a private property owner.
  
4. The author relies mainly on what type of information to present her argument?
  - F. statistics
  - G. personal experiences
  - H. government studies
  - J. documented hunters’ testimonies
  
5. The author repeatedly cites examples of hunters who:
  - A. ask permission to hunt on private property.
  - B. accidentally shoot each other.
  - C. are hunting without proper licenses.
  - D. ignore the NO HUNTING signs and trespass.

## Science

Star clusters have been objects of intense study for more than a century. They are the glittering gems of the night sky, aggregations of a few hundred to about a million stars, usually forming a single gravitationally bound entity. In our parochial view, star clusters come in two flavors—open and globular—that at first glance could not be more different.

Open clusters reside in our galaxy’s disk, typically contain stars no older than a billion years, and hold a few hundred to perhaps a few thousand solar masses. Their stars exhibit metallicity—the complement of elements heavier than helium—similar to or greater than our sun’s. Open clusters range in size from several to more than 50 light-years across and appear diffuse and irregularly shaped. About 1,000 have been cataloged, with the most famous examples being the familiar Pleiades and Hyades in Taurus. Thousands more likely exist beyond our ability to detect them.

Globular clusters ride orbits highly inclined to the Milky Way’s disk and are associated with its more spherical halo and bulge components. Globulars typically contain 100,000 solar masses, all of it packed into a spherical or elliptical volume 100 or so light-years across. With ages around 12 billion years, globular clusters are truly ancient objects, a fact reflected in the low metallicity of their stars. About 150 globulars—including several visible to the unaided eye—orbit the Milky Way

According to astronomers, any time you look at starburst and merging galaxies, you see very rich systems of young, compact clusters. The most massive end of these, the brightest end, has all the properties—masses, sizes, current luminosities—we would expect of young globular clusters. But, if we could look at these massive, young clusters far in the future, when the universe is twice its current age, they’d resemble the globular clusters we see orbiting the Milky Way today. Moreover, these objects aren’t unique to disturbed galactic environments. They occur in normal spirals, like M83 and NGC 6946, too.

When astronomers re-examine the Milky Way’s cluster system with this realization in mind, the once-clear distinction between open and globular clusters becomes blurred.

—Adapted from “Stellar Archaeology” by Francis Reddy, *Astronomy Magazine*, May 2005.  
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1. In paragraph 1, when the author states that “at first glance” open and globular clusters “could not be more different,” we can infer that:
  - A. open and globular star clusters are actually the same thing.
  - B. all star clusters are similar looking and hard to classify.
  - C. while open and globular clusters have distinct characteristics, they may also share some similarities.
  - D. a person is more likely to view an open cluster than a globular cluster because more open clusters exist.
  
2. According to the passage, the low metallicity of stars suggests:
  - F. how old a star cluster is.
  - G. how large a star cluster is.
  - H. how much helium a star contains.
  - J. how bright a star shines.
  
3. As used in line 29, the word *reflected* means:
  - A. mirrored.
  - B. exhibited.
  - C. contemplated.
  - D. assumed.
  
4. Compared to the sun, open star clusters:
  - F. are smaller in size.
  - G. contain less helium.
  - H. are similar in shape.
  - J. exhibit as much metallicity.
  
5. After reading paragraph 4, we could conclude that:
  - A. a young star cluster in existence today might be identified differently in the distant future.
  - B. there will be several disturbed galactic environments in the future.
  - C. in the future, every galaxy will resemble the Milky Way.
  - D. globular and open star clusters will exist in the future.

## Humanities

The High Middle Ages are one of the great epochs in the history of Western architecture. Stone churches, large and small, were built in prodigious numbers: in France alone, more stone was quarried during the High Middle Ages than by the pyramid and temple builders of ancient Egypt throughout its three-thousand-year history. Yet, the real achievement of the medieval architects lay not in the immense scope of their activities but in the splendid originality of their aesthetic vision. Two great architectural styles dominated the age: the Romanesque style evolved at the beginning of the eleventh century, rose to maturity in the early twelfth, and during the latter half of the twelfth century gave way to the Gothic style. From about 1175 to 1300 the greatest of the medieval Gothic cathedrals were built. Thereafter, the Gothic style lost some of its inspiration as it became overly elaborate and increasingly showy, but during the High Middle Ages it constituted one of humanity’s most audacious and successful architectural experiments.

The evolution from Romanesque to Gothic closely parallels a shift in literature and piety toward emotional sensitivity and romanticism. Romanesque architecture, although characterized by an exceeding diversity of expression, tended in general toward the solemnity of earlier Christian piety and uncompromising masculinity. Gothic architecture, on the other hand, is dramatic, upward-reaching, and even somewhat feminine.

The development from Romanesque to Gothic can also be understood as an evolution in the principles of structural engineering. The key architectural ingredient in the Romanesque churches was the round arch. Romanesque roof design was based on the various elaborations for the round arch. Heavy stone roofs required thick supporting walls with windows that were necessarily few and small, conveying a powerful feeling of earthbound solidity. Its massive arches, vaults, and walls, and its somber shadowy interior give the illusion of mystery and other worldliness.

The key features of the Gothic style were the pointed arch and the flying buttress. These and related structural devices resulted in totally new aesthetic experience. The pointed arch permitted the cathedral roof to soar upward. Churches now lost their earthbound quality. In the simplest terms, the Romanesque round arch resulted in a structure whose lines were chiefly horizontal, whereas the Gothic pointed arch emphasized the vertical. The flying buttresses were devices to

relieve the church walls of the outward and downward thrust of the roof. By so doing, they rendered the walls structurally superfluous and permitted the architecture to design huge windows usually filled with brilliant stained glass which flooded the interior of the Gothic church with light and color.

The Gothic cathedral's exterior was richly ornamented with sculptural representations of plants and animals; saints and statesmen, reproduced with a remarkable degree of realism. It was and is a functional and closely unified work of art whose dramatic effect, after seven centuries, still overwhelms worshippers and visitors.

—Adopted from *Medieval Europe: A Short History*, by C. Warren Hollister. © John Wiley & Sons, Inc., 1964

1. According to information in the passage, which of the following phrases best describes Romanesque church architecture?
  - A. “dramatic, upward-reaching, and even somewhat feminine”
  - B. “emphasized the vertical”
  - C. “humanity’s most audacious and successful architectural experiments”
  - D. “conveys a powerful feeling of earthbound solidity”
  
2. According to information presented in the passage, which of the following were prominent features of the Romanesque style of church architecture?
  - I. round arches
  - II. small windows
  - III. ornamental sculptures
  - IV. masculinity
  - F. I, II, and III only
  - G. I, II, and IV only
  - H. I, III, and IV only
  - J. II, III, and IV only
  
3. According to the passage, the pointed arch shifted visual orientation from the:
  - A. vertical to the horizontal.
  - B. horizontal to the vertical.
  - C. from the sky to the Earth.
  - D. from the exterior to the interior.

4. According to the passage, in contrast to Romanesque churches, the interiors of Gothic churches could be best characterized as being:

- F. shadowy.
- G. colorful.
- H. masculine.
- J. more expensive.

5. In comparing France’s building activity during the High Middle Ages to Egypt’s building activity during its three-thousand-year history, the first paragraph reveals that:

- A. Egyptian stone quarrying probably exceeded French stone quarrying.
- B. French stone quarrying probably exceeded Egyptian stone quarrying.
- C. Egyptian builders relied on Romanesque architectural design.
- D. Egyptians built larger houses of worship throughout their three-thousand-year history.

## Science

We don’t know how the disaster happened, or even exactly what it was. All we know for sure is that 65 million years ago a great many forms of plants and animals—including dinosaurs—suddenly disappeared.

One scientist postulates that 75 percent of the Earth’s species was wiped out, implying a disaster equivalent to the discharge of half the world’s stockpile of nuclear weapons.

10 Numerous theories have been formulated to explain this cataclysm. But none has yet proved totally satisfying.

The most reasonable “scenario for catastrophe” was proposed by Dr. Stefan Gartner of Texas A & M University.

15 Gartner believes that the disaster was triggered by an overflow of the Arctic Ocean. He claims that during the Cretaceous Period of the Earth’s history (136–165 million years ago), the Arctic Ocean was surrounded by land, isolated from other oceans, and filled with freshwater.

20 Then, at the dawn of the Tertiary Period 65 million years ago, a passage opened between Greenland and Norway, causing the freshwater to rush out of the Arctic, infiltrate other oceans and greatly reduce their salinity, killing off unadaptable creatures.

25

Freshwater also has a much lower density than salt water and would therefore form a suffocating layer on the surface of the oceans, cutting off oxygen and killing even more species. Larger marine animals used to living off smaller fish and marine plants would starve to death as their food supply dwindled.

“This whole process probably took less than a decade in the ocean,” Gartner surmises, “but its effects spread to the land animals and may have lasted for centuries.”

The freshwater flowing from the Arctic Ocean caused a drop of about 10° C in the atmosphere, cutting down rainfall by 50 percent. The resulting drought wiped out vegetation and left the great reptiles to perish.

So far, Gartner has been unable to prove unequivocally that the Arctic Ocean ever really was a freshwater body. And until he does, hundreds of other theories will continue to vie for top billing.

There are the extraterrestrial theories, for example, which claim that a huge asteroid hit the Earth with such force that the resulting shock waves could have torn large creatures apart and caused tidal waves of inestimable destructive power; or the theory that a supernova explosion could have created a sheet of high-level radiation traveling at the speed of light to destroy Earth’s ozone layer.

Another scientist discovered that dinosaur eggs in southern France had thinning shells. Since pollutants tend to thin egg shells and destroy the unborn, he theorized that pollutants caused dinosaur extinction.

The trouble with most of these theories is that they fail to explain how *so many* species disappeared at once.

“It is one of the most fascinating mysteries in the history of the world,” said Dr. D.A. Russell of the National Museum of Natural Sciences in Ottawa. “It is also possibly one of the most advantageous catastrophes as far as man is concerned, because if the dinosaurs hadn’t become extinct, man probably wouldn’t exist.”

—Adopted from *Science Digest*, Special Edition, Summer 1980

1. As used in line 26, *salinity* means:

- A. freshness.
- B. density.
- C. saltiness.
- D. filtration.

2. According to Dr. Gartner’s theory, as described in the passage, large marine animals would die because:

- F. freshwater would not have enough density to buoy them up.
- G. they would not have enough food to eat.
- H. drought would wipe out the vegetation upon which they depended.
- J. they would stay in the freshwater and lose oxygen.

3. The main idea of the passage, with regard to “the disaster,” is that:

- A. Dr. Stefan Gartner has offered proof for the most reasonable theory about the disaster.
- B. the Earth mysteries will eventually be uncovered in the search for truth.
- C. we do not even know if, or when, a disaster occurred.
- D. although many theories have been proposed, the cause of the disaster remains mysterious.

4. Does the following sentence from the passage (lines 39-41) state an established fact? “The freshwater flowing from the Arctic Ocean caused a drop of about 10° C in the atmosphere, cutting down rainfall by 50 percent.”

- F. Yes, because the freshwater theory explains why so many species disappeared at once.
- G. Yes, because it is the theory that has the most support.
- H. No, because a huge asteroid hit the Earth.
- J. No, because the statement is presented as part of a theory, not as fact.

5. According to information in the passage, one scientist theorized that pollution caused the dinosaurs to become extinct because:

- A. the Arctic Ocean became too contaminated.
- B. high levels of ozone caused the dinosaurs to eventually die.
- C. the dinosaurs could not breathe enough oxygen to support their weight.
- D. pollutants thinned their egg shells.