



BA

### Section 3

## Reading Comprehension

Time—35 Minutes

36 Questions

This section includes six reading passages. Each passage has six questions that can be answered using information stated or implied in the passage. You may write on the test.

STOP. DO NOT GO ON UNTIL TOLD TO DO SO.

STOP



## Questions 1–6

1 Edward Stratemeyer is most often recognized  
2 as the creator of the Hardy Boys, Nancy Drew,  
3 and the Bobbsey Twins. These stories were  
4 popular when they were published and  
5 influential for generations. However,  
6 Stratemeyer did not gain enormous commercial  
7 success through luck alone. His books, in which  
8 young amateur detectives had fantastic  
9 adventures and always saved the day, had a  
10 particular appeal in the time they were written.  
11 They continue to appeal to young readers, with  
12 new sequels of some series being published as  
13 recently as 2017.

14 Stratemeyer was born in New Jersey in 1862.  
15 When he was a boy, the harsh economics of an  
16 industrializing America quickly forced children  
17 to become adults. As factories were built across  
18 the country, the owners looked for the cheapest  
19 way to run them: child workers. Many families  
20 in the U.S. were poor, and children often  
21 dropped out of school to make money for their  
22 families.

23 By 1900, however, 28 states had passed laws  
24 regulating child labor, and by 1938, the Fair  
25 Labor Standards Act made schooling  
26 compulsory until the age of sixteen. These  
27 changes helped prolong childhood for many

28 children, creating a new stage of life:  
29 adolescence.

30 Young Americans, with more free time than  
31 the working youth of the previous century,  
32 looked to fiction and fantasy for adventure.  
33 Stratemeyer, writing under a variety of  
34 pseudonyms from 1876 to 1930, responded to  
35 the changing needs of his readers with a slew of  
36 heroic super-teens. By the time he died, he had  
37 published 168 books and dozens of short stories,  
38 dime novels, and magazine stories.

39 As a writer, Stratemeyer had more ideas for  
40 stories than time to write them, so he created a  
41 new writing method involving many different  
42 people that would become the Stratemeyer  
43 Syndicate. The Syndicate allowed Stratemeyer  
44 the chance to outline his ideas and have  
45 ghostwriters complete the stories. Stratemeyer  
46 and his assistant would then review the stories  
47 to ensure that they fit within the series as a  
48 whole before sending them to be revised or published.

49 After Stratemeyer's death, his daughters  
50 continued to run the Syndicate together for  
51 many years. Although the Stratemeyer Syndicate  
52 no longer exists, Stratemeyer's books continue to  
53 appeal to adolescents looking for adventure.

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## Questions 7–12

1 A ventriloquist's "dummy" is the wooden  
2 figure that a ventriloquist uses to create the  
3 illusion of "throwing" his or her voice. Although  
4 ventriloquism began as a religious practice, it  
5 became established as a performance art in the  
6 1800s. When the art was first developing,  
7 ventriloquists often focused on "throwing" their  
8 voices to make them seem as though they were  
9 coming from a different location. In 1886,  
10 however, Fred Russell introduced his dummy,  
11 "Coster Joe," and engaged in a conversation with  
12 him. Russell's act was so influential to the art of  
13 ventriloquism that he is now referred to as the  
14 father of ventriloquism.

15 On the outside, the first dummies, such as the  
16 one used by Russell, looked very much like many  
17 used today. Ventriloquist dummies typically  
18 have the same exaggerated mouth and limited  
19 range of movement. On the inside, however,  
20 these dummies can vary greatly. Some of the  
21 original wooden figures were a curious fusion of  
22 engineering feats and sculpture. Underneath the  
23 wig, the back of the dummy's head opens up,  
24 revealing tangled innards of metal and wire,  
25 screws, and levers.

26 Over time, these dummies have become more  
27 complex. Some of the most mechanically  
28 complex dummies were made by the McElroy  
29 brothers, who together created one hundred  
30 different figures in the ten years prior to the  
31 Second World War. The mechanical brains of  
32 the McElroy dummies were assembled from  
33 some 300 different springs, pieces of metal,  
34 typewriter keys, and bicycle spokes—a  
35 synergistic effort comparable to the work of the  
36 Wright Brothers. At one point, the McElroy  
37 dummies were even compared to renowned  
38 quality of Stradivarius instruments.

39 Modern dummies are often made of many  
40 different materials and range in size, from only  
41 about a foot tall to as tall as a human. These  
42 modern dummies can be quite complex, but the  
43 dummies created and used by those like Russell  
44 and the McElroy brothers helped ensure the  
45 success of the art of ventriloquism. Though  
46 modern dummies may look or feel different,  
47 they continue to engage in conversations with  
48 their ventriloquists whenever it is time to  
49 perform.

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A B

7. The primary purpose of the passage is to
  - (A) compare the achievements of two different families of inventors.
  - (B) relate the history of the ventriloquist's art.
  - (C) compare the ventriloquists' dummies of the 19th century with those produced today.
  - (D) describe the complex craftsmanship behind early ventriloquists' dummies.
8. It can be inferred from the passage that the varied outward appearance of ventriloquists' dummies
  - (A) is meant to seem as lifelike as possible.
  - (B) has not changed their roles in ventriloquists' acts.
  - (C) depends on what mechanical devices are inside them.
  - (D) changed after the work of the McElroy brothers.
9. The passage suggests that the most complex dummies are
  - (A) created using intricate craftsmanship.
  - (B) able to fool the most discerning observer.
  - (C) those with the widest range of movement.
  - (D) those made since the end of the Second World War.
10. The author probably argues that the McElroy brothers' dummies were "a synergistic effort" (lines 34–35) because
  - (A) the McElroys were related to the Wright Brothers.
  - (B) the McElroys borrowed design concepts from other inventors.
  - (C) the McElroys worked together on the design.
  - (D) their dummies required so much energy to operate.
11. The author's attitude toward the McElroy brothers can best be described as
  - (A) skeptical.
  - (B) puzzled.
  - (C) elated.
  - (D) appreciative.
12. All the following questions can be answered by the passage EXCEPT:
  - (A) How does a ventriloquist throw his or her voice?
  - (B) What is a dummy?
  - (C) How did the McElroy brothers' dummies differ from others?
  - (D) Did the McElroy brothers start making dummies before or after the war?

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### Questions 13–18

20 John Keats, Wordsworth's younger  
21 contemporary, brought a similar attitude to his

English Romantic poetry included many different themes, but Romantic poets are often remembered for writing about nature. However, many of these poets wrote about a range of themes, including imagination, melancholy, and the world of ancient Greece.



BA

13. The passage is primarily concerned with
  - (A) describing an artistic movement.
  - (B) detailing the achievements of William Wordsworth.
  - (C) criticizing traditional English poetry.
  - (D) providing information about John Keats.
14. In line 5, “traditional” most nearly means
  - (A) conservative.
  - (B) formal.
  - (C) boring.
  - (D) standard.
15. It is implied by the passage that
  - (A) Romantic poets were better than their predecessors.
  - (B) Keats imitated Wordsworth’s poetry.
  - (C) Keats is considered a Romantic poet.
  - (D) Keats only wrote poetry about nature.
16. By the statement in lines 16–17 that a poet should be “a man speaking to men,” Wordsworth probably meant that poetry should
  - (A) be written in the form of a dialogue.
  - (B) always be read aloud to an audience.
  - (C) not be written by women.
  - (D) have the directness and spontaneity of real speech.
17. All of the following are true about Wordsworth and Keats EXCEPT
  - (A) both were Romantic poets.
  - (B) both wrote with a naturalness of expression.
  - (C) both liked poetry that was told from an angle of a detached observer.
  - (D) both wanted to stray from traditional English poetry.
18. Based on the passage, in which of these aspects of poetry did Keats strive to reflect spontaneity?
  - (A) the use of emotional language
  - (B) the syntax of his sentences
  - (C) the subject matter of his poems
  - (D) the specific word use

GO ON TO THE NEXT PAGE. ►►►





## Questions 19–24

1 The Neanderthal was an early human that  
2 flourished throughout Europe and western Asia  
3 over 40,000 years ago. Scientists are still making  
4 discoveries and learning new information about  
5 this extinct group of humans that descended  
6 from a common ancestor about 400,000 years  
7 ago. Although Neanderthals lived a long time  
8 ago, they are believed to be the first primate  
9 species to create symbolic objects and bury their  
10 dead, sophisticated behaviors in any animal  
11 species.

12 Physically, Neanderthals differed from  
13 modern humans in many important ways. They  
14 had massive limb bones and a barrel chest, but  
15 they were shorter than most humans today.  
16 Their faces were large in the middle, and their  
17 noses were much larger than modern human's.  
18 They had thick brow ridges, a receding forehead,  
19 and a bun-like bulge on the back of the skull, and  
20 on average, Neanderthal brains and skulls were  
21 slightly larger, matching their larger body size.

22 Yet, despite Neanderthals' reputation for low  
23 intelligence and their larger brain, there is  
24 nothing that clearly distinguishes a  
25 Neanderthal's brain from that of modern  
26 humans. Combining enormous physical  
27 strength with manifest intelligence,  
28 Neanderthals appeared to be supremely well  
29 adapted to survival. They are known for having  
30 used a wide variety of tools, controlled fire, and  
31 built shelters, and they were skilled hunters, with  
32 evidence showing that they ate big land animals  
33 and a variety of marine animals.

34 Nevertheless, around 40,000 years ago,  
35 Neanderthals vanished from the face of the  
36 earth. The question of what became of the  
37 Neanderthals still baffles paleontologists and is  
38 perhaps the most talked-about issue in human  
39 origins research today.

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A

19. The primary purpose of this passage is to
  - (A) inform the reader about the Neanderthals' physical and mental characteristics.
  - (B) describe the history of the Neanderthals.
  - (C) explain the Neanderthals' fate.
  - (D) refute the theory that Neanderthals had low intelligence.
20. It can be inferred from the passage that most Neanderthals probably had
  - (A) strong arms.
  - (B) wide-set eyes.
  - (C) bowed legs.
  - (D) narrow feet.
21. According to the passage, Neanderthals lived
  - (A) in caves and mud dwellings.
  - (B) by hunting in packs.
  - (C) in Europe and Asia.
  - (D) on all the continents.
22. In line 37, "baffles" most nearly means
  - (A) angers.
  - (B) tricks.
  - (C) annoys.
  - (D) confuses.
23. The passage suggests that modern humans tend to think of Neanderthals as
  - (A) peaceful.
  - (B) skilled artists.
  - (C) farmers.
  - (D) unintelligent.
24. According to the passage, one question paleontologists are still trying to solve is:
  - (A) What constituted the basic Neanderthal diet?
  - (B) What were the Neanderthals' migratory patterns?
  - (C) Why did the Neanderthal species become extinct?
  - (D) Where did the Neanderthals originally come from?

GO ON TO THE NEXT PAGE. ► ► ►



## Questions 25–30

1 Researchers have identified two phenomena  
2 that in previous literature were confounded  
3 under one category: nightmares. Traditionally, a  
4 nightmare is any moment of fear that is  
5 experienced at night. However, these researchers  
6 have proved that there are both nightmares and  
7 night terrors. On the one hand, there is the true  
8 nightmare, which is an actual, detailed dream.  
9 On the other hand, there is the “night terror,”  
10 from which the sleeper, often a child, suddenly  
11 awakes in great fright with no memory of a  
12 dream, often screaming and sometimes going off  
13 in a sleepwalking trance.

14 Nightmares most often occur during rapid  
15 eye movement, or REM, sleep. This unique  
16 phase of sleep is defined by random movement  
17 of the eyes, relaxed muscles, and vivid dreams.  
18 After a nightmare, the person dreaming can  
19 retell the dream with detail, and these details can  
20 make it difficult to fall back asleep.

21 Someone who is experiencing a night terror  
22 wakes up suddenly with no memory of a dream.  
23 Those experiencing night terrors are often  
24 confused, unaware of their surroundings, and  
25 unable to communicate, and usually go right  
26 back to sleep. In the morning, they often won't  
27 remember what happened.

28 Night terrors, which share some  
29 commonalities with nightmares, can appear  
30 horrifying to anxious parents, but they are  
31 seldom of serious consequence. Outside of  
32 taking commonsense precautions—such as  
33 making sure a sleepwalker does not go to bed  
34 near an open window or on a balcony—there is  
35 nothing much to do about them. A child's night  
36 terrors can be reduced somewhat with a  
37 consistent sleep schedule and by avoiding  
38 excessive fatigue. Excessive concern or  
39 medication should usually be avoided.

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A

25. In line 2, "confounded" most nearly means

- (A) entitled.
- (B) confused.
- (C) written.
- (D) underappreciated.

26. The passage suggests that, until recently, sleep researchers

- (A) knew very little about the nature of dreams.
- (B) studied only adult sleeping habits, not those of children.
- (C) did not differentiate between nightmares and night terrors.
- (D) prescribed medication for children suffering from night terrors.

27. According to the passage, a nightmare is a

- (A) full-fledged dream.
- (B) dream fragment.
- (C) hallucination.
- (D) trancelike state.

28. The passage implies that parents of children who experience night terrors

- (A) tend to dismiss them as inconsequential.
- (B) also suffered night terrors when they were children.
- (C) find their occurrence nearly as frightening as the children themselves do.
- (D) should consult a doctor as soon as possible.

29. Which of the following questions is NOT answered in the passage?

- (A) What is the difference between nightmares and night terrors?
- (B) What are some precautions parents can take to ensure the safety of children who experience night terrors?
- (C) Does a child who is frightened upon waking from a night terror remember dreaming?
- (D) Why does a consistent sleep schedule reduce the incidence of night terrors?

30. According to the passage, how are night terrors different from nightmares?

- (A) One is remembered by the sleeper, and the other is not.
- (B) One happens when the person is asleep, and the other does not.
- (C) One will bring harm to the sleeper, and the other will not.
- (D) One requires hospitalization, while the other does not.

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## Questions 31–36

1 In the sport of orienteering, competitors use a  
2 map and compass to navigate their way cross  
3 country along an unfamiliar course. The history  
4 of orienteering began in the late 1800s in Sweden  
5 as military training. At the end of World War I,  
6 the man who would become the father of  
7 orienteering organized a large-scale  
8 orienteering meet in Stockholm, Sweden. As  
9 compasses became more reliable, the sport  
10 gained popularity, and by the mid-1900s,  
11 orienteering had spread as far as the United  
12 States.

13 At first glance, orienteering is a  
14 straightforward sport: there is a list of places to  
15 go, and the task is to visit each one, in order, as  
16 quickly as you can. The novice quickly finds,  
17 however, that the most important question in  
18 orienteering is not compass bearing but choice  
19 of route. There are almost always several  
20 different ways to get from one point to another,

21 and the beeline on a direct compass bearing over  
22 a mountain is seldom the best choice.

23 Indeed, veteran orienteers tend to disdain  
24 beelining over obstacles as a crude approach;  
25 instead, they aspire to intellectual finesse. If  
26 climbing 20 feet in elevation requires the time  
27 and energy it would take to travel 250 feet on  
28 level ground—the sort of quick calculation  
29 orienteers are always making—then it may be  
30 better to follow a prominent contour along one  
31 flank of the mountain or even to stick to the  
32 safety of a trail looping around the base. For  
33 those who prefer to enjoy exploring without a  
34 deadline, there are orienteering courses that can  
35 be enjoyed at whatever pace or difficulty. As  
36 navigation tools become cheaper and more  
37 accessible, it is likely that people will continue to  
38 enjoy orienteering as either a competitive or  
39 noncompetitive sport—or both!

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A

31. The passage suggests that a hiker with a map and compass is NOT orienteering if she
  - (A) climbs more than one mountain per route.
  - (B) travels over a known, familiar route.
  - (C) takes more than one route per day.
  - (D) follows a direct path over an obstacle.
32. According to the passage, an orienteer places greatest importance on
  - (A) maintaining a single compass bearing.
  - (B) avoiding hazardous terrain.
  - (C) overcoming obstacles as fast as possible.
  - (D) choosing the best route available.
33. It can be inferred from the passage that most orienteers would consider a competitor who climbs a mountain in order to take the most direct route to be
  - (A) gaining a major advantage.
  - (B) lacking sophistication.
  - (C) breaking the rules.
  - (D) endangering other competitors.
34. The passage suggests that one skill orienteers require is the ability to
  - (A) run while carrying a backpack.
  - (B) swim long distances.
  - (C) set up a campsite.
  - (D) make rapid calculations.
35. In line 25, "finesse" most nearly means
  - (A) skill.
  - (B) movement.
  - (C) inefficiency.
  - (D) devotion.
36. Which of the following best describes the author's attitude toward the subject?
  - (A) respect
  - (B) disdain
  - (C) indifference
  - (D) elation

STOP. IF THERE IS TIME, YOU MAY CHECK YOUR WORK IN THIS SECTION ONLY.

STOP

**Section 3****Reading Comprehension**

Time—35 Minutes

36 Questions

This section includes six reading passages. Each passage has six questions that can be answered using information stated or implied in the passage. You may write on the test.

**STOP. DO NOT GO ON UNTIL TOLD TO DO SO.****STOP**



Questions 1–6

1 The plague, or Black Death, struck Europe in a  
2 series of outbreaks in the 13th and 14th centuries,  
3 killing an estimated one-third of the continent’s  
4 population. This plague was one of the deadliest in  
5 human history, and scientists have determined that  
6 one specific pathogen is responsible for killing  
7 millions of people.

8 The Black Death wrought enormous changes in  
9 European society, some of which, ironically, were  
10 beneficial. Reform in the medical profession, which  
11 had mostly failed to relieve the suffering, was one  
12 of the most immediate benefits. A great many  
13 doctors died or simply ran away during the plague.  
14 Those that survived learned more about ways to  
15 care for those who are sick and dying.

16 By the mid-1300s, many universities were lacking  
17 professors of medicine and surgery. Into this void  
18 rushed people with new ideas. In addition, ordinary  
19 people began acquiring medical guides and taking  
20 command of their own health, demanding that those  
21 with advanced knowledge share this with others.  
22 Gradually, more medical texts began to appear in  
23 everyday languages rather than in Latin, making  
24 medical knowledge more accessible. In the years since,  
25 scientists have continued using the knowledge they  
26 gained during the Black Death to improve the lives of  
27 humans all over the world.

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B

1. The passage focuses primarily on
  - (A) the enormous loss of life caused by the plague.
  - (B) the lack of qualified doctors during the plague.
  - (C) one positive result of a catastrophic event.
  - (D) the translation of medical texts into everyday language.
2. In line 8, "wrought" most nearly means
  - (A) caused.
  - (B) needed.
  - (C) accelerated.
  - (D) offered.
3. The passage suggests that, prior to the plague outbreaks, European medicine was
  - (A) hampered by a shortage of doctors.
  - (B) available only to university students.
  - (C) in need of sweeping changes.
  - (D) practiced mainly in Latin-speaking countries.
4. It can be inferred from the passage that after the 1300s, medical texts
  - (A) included information on how to cure the plague.
  - (B) were more easily available to the general population.
  - (C) were no longer written in Latin.
  - (D) were not written by university professors.
5. Which of the following best describes the tone of the article?
  - (A) mournful
  - (B) sarcastic
  - (C) exuberant
  - (D) favorable
6. All of the following are outcomes of the plague EXCEPT
  - (A) medical information was made more accessible to people.
  - (B) people started learning Latin to understand the medical texts.
  - (C) people with new ideas on medicine started teaching medicine and surgery.
  - (D) a lot of people died from the plague.

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## Questions 7–12

1 The heyday of the log cabin occurred between 1780  
2 and 1850, when a great number of settlers forged  
3 westward. These cabins were built using logs, chips,  
4 and mud. Although the exact origin is uncertain, the  
5 first log buildings were most likely built in Europe over  
6 5,000 years ago.

7 While early cabins were primitive, with dirt floors  
8 and sod roofs, later settlers built fine two-story,  
9 log-hewn farmhouses with rooms for entertaining.  
10 The original log cabins were not built to last for many  
11 years, focusing instead on providing shelter to meet an  
12 immediate need. These temporary homes would  
13 eventually be replaced by larger, more permanent  
14 houses, so settlers did not worry about the durability  
15 of their original log cabins.

16 By the 1840s, the log cabin began fading out. Factors  
17 contributing to its decline included sawmills, nails, and  
18 the rising popularity of the Greek Revival-style house,  
19 with its democratic roots in ancient Greece and its  
20 temple front facing the street. Trains brought  
21 hardware, manufactured goods, and an end to  
22 geographic isolation. Climate and the proximity of the  
23 local forest no longer set architectural limits. In  
24 hundreds of towns, log homes were gradually sheathed  
25 with clapboard or brick or, in many instances, were  
26 simply burned. Logs continued to house livestock, but  
27 after the 1850s, fewer and fewer people chose to live in  
28 log houses.

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B

7. The passage suggests that the origins of the Greek Revival style
  - (A) arose out of a general desire to replace log cabins.
  - (B) widely influenced contemporary Greek architects.
  - (C) were popular with devoutly religious Americans.
  - (D) appealed to democratic-minded Americans.
8. In line 2, "forged" most nearly means
  - (A) fled.
  - (B) wandered.
  - (C) moved.
  - (D) returned.
9. It can be inferred from the passage that, unlike Greek Revival homes, log cabins
  - (A) did not always face the street.
  - (B) lacked indoor plumbing.
  - (C) could not have glass windows.
  - (D) were built near lakes and rivers.
10. It can be inferred from the passage that a limiting factor in the construction of a settler's log cabin was often
  - (A) the availability of nails.
  - (B) the location of the nearest forest.
  - (C) the opinions of other settlers.
  - (D) the laws of the local government.
11. According to the passage, most log structures after 1850 were built
  - (A) in wilderness areas.
  - (B) in frontier towns.
  - (C) as railroad depots.
  - (D) to shelter animals.
12. Which of the following questions is NOT answered in the passage?
  - (A) In their heyday, were log cabins common in the West?
  - (B) When did log cabins finally disappear?
  - (C) Why was the Greek Revival-style house popular?
  - (D) How were early log cabins typically different from later log cabins?

GO ON TO THE NEXT PAGE. ►►►



## Questions 13–18

- 1 Coyotes are one of the most primitive of living dogs.  
2 According to the fossil record, a close relative of the  
3 contemporary coyote existed here two to three million  
4 years ago. It in turn seems to have descended from a  
5 group of small canids that was widely dispersed  
6 throughout the world and that also gave rise to the  
7 jackals of Eurasia and Africa.
- 8 One to two million years ago, a division occurred  
9 between the coyote and the wolf. Time passed, and  
10 glaciers advanced and receded. Mammoths,  
11 saber-toothed tigers, and dire wolves (canids with  
12 enormous heads) came and went. Native horses left the  
13 continent over land bridges, and others returned on  
14 galleons. Some animals evolved to depend more on
- 15 hunting and meat eating, while other animals ate a mix  
16 of both meat and plants.
- 17 There is some debate over the exact relationship  
18 between the modern wolf and the modern coyote, but  
19 most scientists agree that dogs are more closely related  
20 to wolves than to coyotes. Although wolves are  
21 considered specialized carnivores, coyotes do have  
22 some dependencies on vegetable matter, and coyotes  
23 tend to be smaller than most wolves (and dogs of a  
24 similar size). Through it all, coyotes remained basically  
25 the same—primitive in evolutionary terms but  
26 marvelously flexible, always progressive and  
27 innovative—riding out, adjusting to, and exploiting the  
28 changes.

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B

13. The primary focus of the passage is on
  - (A) the ability of the coyote species to survive unchanged.
  - (B) the unfortunate extinction of many prehistoric life forms.
  - (C) the changing nature of animal life in prehistoric times.
  - (D) the evolutionary division between coyotes and wolves.
14. The passage suggests that modern dogs are
  - (A) direct descendants of dire wolves.
  - (B) native to North America but not to Eurasia.
  - (C) genetically related to coyotes.
  - (D) lacking in evolutionary flexibility.
15. According to the passage, a close relative of the coyote existed in North America
  - (A) ten million years ago.
  - (B) seven million years ago.
  - (C) five million years ago.
  - (D) two million years ago.
16. The author probably mentions mammoths and saber-toothed tigers in order to give examples of
  - (A) the coyote's more distant relatives.
  - (B) animals that did not leave North America by land bridge.
  - (C) species that the jackal hunted into extinction.
  - (D) species that failed to adapt as the coyote did.
17. When the passage states that "others returned on galleons" (lines 13–14), it most probably means that
  - (A) some species of horse became extinct, then others appeared.
  - (B) horses were reintroduced to North America when Europeans brought them by ship.
  - (C) some coyotes were introduced into Africa and Eurasia.
  - (D) prehistoric horses and dire wolves became extinct at roughly the same time.
18. All the following are true EXCEPT
  - (A) mammoths and dire wolves no longer exist.
  - (B) horses were in North America before the Europeans brought them here.
  - (C) coyotes are related to wolves.
  - (D) coyotes are not good at adapting to change.

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## Questions 19–24

- 1 The word “chocolate” is a generic term used to  
2 describe a variety of foods made from the seeds, or  
3 beans, of the cacao tree. For a period of time, cacao  
4 beans were considered valuable enough to use as  
5 money. Though many modern historians believe that  
6 chocolate has been around for over 2,000 years, recent  
7 research indicates that it may be even older than that.
- 8 The Mayans are believed to have first discovered  
9 cacao, but the first people known to have consumed  
10 chocolate were the Aztecs, who used cacao seeds to  
11 brew a bitter, aromatic drink. According to legend, this  
12 drink was taught to them by the Aztec God of  
13 Vegetation, Quetzalcoatl. When the other gods realized  
14 what Quetzalcoatl had done, he was subsequently  
15 banished from paradise. Because few Aztecs were  
16 wealthy enough to afford chocolate, many of
- 17 Quetzalcoatl’s students likely paid others to keep the  
18 secrets of their practice.
- 19 It was not until the Mexican expedition of Hernán  
20 Cortés in 1519, however, that Europeans first learned of  
21 cacao, and this discovery had a long-lasting impact on  
22 the world. Cortés came to the New World primarily in  
23 search of gold, but his interest was apparently also  
24 piqued by the Aztecs’ peculiar beverage, for when he  
25 returned to Spain, his ship’s cargo included three  
26 chests of cacao beans. It was from these beans that  
27 Europe experienced its first taste of what seemed a very  
28 exotic beverage. The drink soon became popular  
29 among those wealthy enough to afford it, and over the  
30 next century cafes specializing in chocolate drinks  
31 began to spring up throughout Europe.

GO ON TO THE NEXT PAGE. ► ► ►



B

19. In line 1, “generic” most nearly means
  - (A) scientific.
  - (B) technical.
  - (C) general.
  - (D) obscure.
20. The passage suggests that chocolate foods can be
  - (A) unhealthy if consumed in excessive quantities.
  - (B) one of the staples of a society’s diet.
  - (C) made from part of the cacao tree.
  - (D) made from ingredients other than the cacao tree.
21. It can be inferred from the passage that Cortés journeyed to Mexico mainly in order to
  - (A) conquer the Aztecs.
  - (B) increase his personal wealth.
  - (C) claim new land for Spain.
  - (D) gain personal glory.
22. The author implies in lines 22–31 that Cortés found the Aztecs’ chocolate drink to be
  - (A) sweet.
  - (B) relaxing.
  - (C) stimulating.
  - (D) strange.
23. The passage suggests that most of the chocolate consumed by Europeans in the 1500s was
  - (A) expensive.
  - (B) candy.
  - (C) made by Aztecs.
  - (D) made by Cortés.
24. All of the following questions can be answered in the passage EXCEPT:
  - (A) Did Cortés return to Europe with gold?
  - (B) How did the Aztecs consume chocolate?
  - (C) Were cacao beans well received in Europe?
  - (D) Who were the first people to enjoy chocolate?

GO ON TO THE NEXT PAGE. ► ► ►



## Questions 25–30

- 1 It has been known for some time that wolves live  
2 and hunt in hierarchically structured packs,  
3 organized in a kind of “pecking order” similar  
4 to that found in flocks of birds. This organization  
5 allows wolves to hunt animals that they may not  
6 otherwise be able to kill, such as moose. Wolf packs are  
7 known to hunt as a team and to lead prey into  
8 situations in which the rest of the team is waiting to  
9 ambush the prey.
- 10 At the top of the hierarchy in any wolf pack are the  
11 senior males, dominating all others in matters of  
12 privilege and leadership. As many as three other  
13 distinct subgroups may exist within a pack: mature  
14 wolves with subordinate status in the hierarchy,  
15 immature wolves that will not be treated as adults until  
16 their second year, and outcast wolves rejected by the  
17 rest of the pack. Wolves who have difficulty finding a  
18 role within one of these three subgroups may branch  
19 out on their own in an attempt to become a senior  
20 male.
- 21 Each individual wolf, moreover, occupies a specific  
22 position within these subgroups. These positions take  
23 precedence over wolves of lower rank in the selection  
24 of food, mates, and resting places. In addition, these  
25 positions determine whether wolves hold a greater  
26 share of the responsibility for protecting the pack from  
27 strange wolves and other dangers.

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B

25. According to the passage, wolves and birds are similar in that they both
  - (A) mate for life.
  - (B) become adults at two years of age.
  - (C) defer to senior females.
  - (D) live in structured groups.
26. The passage suggests that our knowledge of the social hierarchies of wolves is
  - (A) mostly theoretical.
  - (B) not a recent discovery.
  - (C) based on observations of individual wolves.
  - (D) in need of long-range studies.
27. What is implied in the passage about outcast wolves?
  - (A) They never share the pack's food.
  - (B) They sometimes kill the pack's young.
  - (C) Their status is lower than that of immature wolves.
  - (D) They are incapable of protecting the pack from strange wolves.
28. According to the passage, the structure of a wolf pack is determined by each wolf's share of all of the following EXCEPT
  - (A) food.
  - (B) water.
  - (C) resting place.
  - (D) mate.
29. The author's attitude toward the subject may best be described as
  - (A) admiring.
  - (B) critical.
  - (C) informative.
  - (D) neutral.
30. In line 14, "subordinate" most nearly means
  - (A) top.
  - (B) inferior.
  - (C) short.
  - (D) immature.

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### Questions 31–36

1 In 1916, James Van Der Zee opened a photography 14  
2 studio in New York City's Harlem. It was the eve of 15  
3 the Harlem Renaissance—the decade-long flowering 16  
4 of art and culture that established Harlem as the most 17  
5 artistically vigorous African American community in 18  
6 the nation. Once the Harlem Renaissance began, Van 19  
7 Der Zee photographed many different people, 20  
8 including African American celebrities like Florence 21  
9 Mills and Adam Clayton Powell Jr. 22

10 For some 40 years, Van Der Zee captured the life 23  
11 and spirit of that burgeoning community, producing 24  
12 thousands of portraits, not only of notables but of 25  
13 ordinary citizens—parents and children, brides and 26

grooms, church groups, and women's clubs. He then  
enhanced these photographs using darkroom  
techniques, and was known for sneaking images of  
the dead onto an original photograph.

Critics consider these images important today not  
only for their record of Harlem life but for their  
reflection of their subjects' keen sense of the  
importance of their culture. Van Der Zee's carefully  
staged photographs spotlighted his subjects' pride and  
self-assurance. His unique vision recorded time, place,  
and culture that might otherwise have slipped away,  
even though others may not agree with his strategies  
for doing this.

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B

31. This passage focuses primarily on
- (A) the cultural achievements of the Harlem Renaissance.
  - (B) the history of African-American photography.
  - (C) the creative influences that shaped one photographer's career.
  - (D) the cultural record left by a Harlem photographer.
32. It can be inferred from the passage that Van Der Zee opened his studio
- (A) just before the Harlem Renaissance began.
  - (B) in order to photograph African-American celebrities.
  - (C) without having previous photographic experience.
  - (D) with financial support from his community.
33. The passage most likely describes the subjects of Van Der Zee's photographs in order to
- (A) demonstrate the artist's flair for composition.
  - (B) show that his work represented the whole community.
  - (C) highlight the self-assurance of Harlem residents.
  - (D) reflect upon the nature of photography.
34. The author's attitude toward Van Der Zee can best be described as
- (A) neutral.
  - (B) condescending.
  - (C) admiring.
  - (D) generous.
35. Which of the following statements is NOT true?
- (A) Van Der Zee helped trigger the Harlem Renaissance.
  - (B) If it weren't for Van Der Zee, a part of Harlem life would have been forgotten.
  - (C) The Harlem Renaissance helped establish the neighborhood as an artistic community.
  - (D) Van Der Zee captured the lives of a variety of people in Harlem.
36. In line 11, "burgeoning" most nearly means
- (A) beautiful.
  - (B) barren.
  - (C) quiet.
  - (D) thriving.

STOP. IF THERE IS TIME, YOU MAY CHECK YOUR WORK IN THIS SECTION ONLY.

STOP



C

# Reading Comprehension

36 questions

35 minutes

The Reading Comprehension section has six short passages. Each passage has six questions after it. Choose the answer choice that comes closest to what is stated or implied in the passage. You may write in the test booklet.

**STOP**

**DO NOT MOVE ON TO THE SECTION UNTIL TOLD TO**

Questions #1-6

1       Stretching approximately 2,200 miles over 14 states, the Appalachian Trail is a  
2 popular hiking route that many hiking enthusiasts dream of one day completing. Some  
3 hikers, called "section hikers," choose to cover the trail in smaller sections over the  
4 course of multiple trips, or sometimes even several years. Others, who have the luxury  
5 of time and seek a more difficult challenge, attempt to hike the entire length within one  
6 hiking season. These adventurers are called "thru-hikers." Whether a section hiker or  
7 a thru-hiker, anyone who successfully completes the trail in its entirety is designated a  
8 "2,000 Miler" by the Appalachian Trail Conservancy. To date, there are more than  
9 10,000 people who have been bestowed with that title.

10       Beginning in March or April, most thru-hikers set off from Georgia and travel  
11 north along the trail toward Maine. Of the more than 1,000 people who begin the  
12 journey each year, only a few hundred actually complete it, usually within five to seven  
13 months. Along the way, the main path is marked by white paint and any side trails that  
14 extend to shelters are marked with blue paint. Hikers can stop at any of the more than  
15 200 shelters to rest, go to the privy (bathroom) if there is one, and possibly meet up with  
16 other hikers who are at the same location.

17       Many hikers would likely say that one of the best parts of the experience is the  
18 camaraderie among the hikers. As with many specific interests, there is a particular  
19 culture that surrounds the activity of thru-hiking. Many hikers give themselves a special  
20 trail nickname or have one assigned to them by other hikers. Another custom is for  
21 hikers to leave items, such as food, candy, or some other type of gift behind for a fellow  
22 hiker to find. These gifts, called "Trail Magic," can make for a pleasant surprise after a  
23 long day of intense hiking.

24       Because the majority of the trail passes through wilderness, many dangers lurk  
25 along the path and threaten to interfere with hikers' mission of reaching their final post.  
26 Each year only a small percentage of people who have intentions of thru-hiking  
27 accomplish the feat. Right from the beginning of the northbound journey, steep hills in  
28 Georgia pose a difficult, often painful, challenge that defeats some hikers who are less-  
29 seasoned mountain climbers. Similarly, overwhelming fatigue after months on the road,  
30 and minor injuries, such as sprained and broken bones, are also common reasons hikers  
31 depart from the trail early. And although animal attacks and animal-borne illnesses are  
32 rare, they do occur on occasion.

33       For an adventurous thru-hiker who thrives on adrenaline, though, all of these  
34 dangers are merely just part of the excitement of joining the exclusive club of 2,000  
35 Milers.

CONTINUE TO THE NEXT PAGE

C

1. Which best expresses the main idea of the passage?
  - (A) The Appalachian Trail is approximately 2,000 miles long.
  - (B) It is a great accomplishment to hike the entire Appalachian Trail.
  - (C) There is a risk of injury with any hiking experience.
  - (D) If hikers make it past Georgia, they are likely to complete the hike to Maine.
2. The first paragraph implies all of the following about the Appalachian trail EXCEPT
  - (A) many hikers choose to hike different portions of the trail over several years.
  - (B) it is easy to hike the entire trail in a season.
  - (C) it is considered an honor to be named a "2,000 Miler".
  - (D) it requires a large time commitment to hike the entire trail at one time.
3. The author describes Trail Magic as
  - (A) nicknames given to thru-hikers.
  - (B) dangerous animal-borne diseases.
  - (C) treats that hikers leave for one another.
  - (D) thru-hikers.
4. Which of the following can be inferred from the second paragraph?
  - (A) Bathroom facilities are not always available along the trail.
  - (B) Most hikers who don't complete the journey are stopped by the steep trails that they encounter in Georgia.
  - (C) The trail is regularly maintained and well-kept.
  - (D) Hikers are not allowed to begin in Maine and hike south towards Georgia.
5. According to the last paragraph, hikers who manage to complete the roughly 2,200-mile journey are generally
  - (A) injured by the time they finish hiking.
  - (B) worried about animal attacks.
  - (C) already planning when they will be able to come back and complete the Appalachian Trail again.
  - (D) motivated by the exhilaration they feel from completing an adventure.
6. The main purpose of the fourth paragraph (lines 24-32) is to
  - (A) explain why hiking the Appalachian Trail is a rare accomplishment.
  - (B) detail the steps hikers must take to prepare for the Appalachian Trail.
  - (C) describe why it is so difficult for hikers to make it through the Georgia section of the trail.
  - (D) create a sense of suspense for the reader.

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Questions #7-12

1       How much difference can one person make in the world? Consider the life of  
2 Wangari Maathi – the first African woman to win the Nobel Peace Prize. From fighting  
3 for change, to helping others in need, to using words to inspire others, she is one person  
4 who left a tremendous impact on the world that will have long-lasting effects beyond  
5 her lifetime.

6       Wangari Maathai was born in 1940 in Kenya. Because her family believed in the  
7 importance of education, she attended school as a child and then later transferred to a  
8 Catholic school, where she learned English. At a time when girls often did not have the  
9 same opportunities as boys, it could be difficult for a girl to obtain a higher education.  
10 However, Maathai was an exemplary student and was awarded a scholarship to study at  
11 Mount St. Scholastica College in Kansas, where she received a degree in biology in 1964.  
12 This would be the first of many earned and honorary degrees she would receive during  
13 her life. In 1966, she received a master's degree from the University of Pittsburgh and  
14 then earned a doctorate in veterinary medicine from the University of Nairobi five years  
15 later. This degree in particular was an extraordinary accomplishment. With it, she  
16 became the first woman in East or Central Africa to ever receive a doctoral degree.

17       As a leader for the National Council of Women of Kenya, Maathai often fought  
18 for women's rights. In addition to her desire to support women's interests, she was also  
19 interested in protecting the environment. With these motivations in mind, Maathai  
20 ultimately sought to develop a tree-planting program that could help the community  
21 while improving the environment.

22       In 1977, she founded the Green Belt Movement. At that time in Kenya, the  
23 expanding population created a demand for more homes and other buildings. This  
24 increase in development led to an increase in deforestation. With the Green Belt  
25 Movement, Maathai encouraged women to go to work planting trees. The mission of  
26 the movement was three-fold – it would plant trees to help the environment, create a  
27 source of firewood for fuel, and also provide employment for women.

28       After the movement spread across Kenya, Maathai met with people from other  
29 African countries to expand the program further. With the support of these additional  
30 countries, the Green Belt Movement has planted more than 30 million trees in Africa.

31       Throughout her life, Maathai continued to fight for democracy, women's rights,  
32 and environmental protection. Although she passed away in 2011, her work will  
33 continue to influence environmental and equality programs in Africa and beyond. And  
34 her life will continue to inspire people around the world.

CONTINUE TO THE NEXT PAGE

C

7. Which statement best expresses the main idea of the passage?
- (A) Wangari Maathai struggled to find educational opportunities.
  - (B) Without Wangari Maathai, women in Kenya would not be receiving doctoral degrees today.
  - (C) Wangari Maathai fought to improve the lives of others.
  - (D) Wangari Maathai helped developers responsibly build houses.
8. The passage implies that the Green Belt movement
- (A) was responsible for deforestation.
  - (B) had trouble transitioning to countries outside of Kenya.
  - (C) was only interested in increasing the number of trees in Kenya.
  - (D) led to a greater number of trees in Africa.
9. It can be inferred from the passage that
- (A) no Kenyan women received doctorates in 1965.
  - (B) Wangari Maathai came from a large family.
  - (C) Wangari Maathai has not been recognized outside of Africa.
  - (D) the number of African women employed has risen.
10. Which word best describes the author's tone concerning Wangari Maathai?
- (A) hesitant
  - (B) admiring
  - (C) doubtful
  - (D) awkward
11. As used in the passage, the term "deforestation" most nearly means
- (A) to plant more trees.
  - (B) to expand to other countries.
  - (C) to cut down trees.
  - (D) providing jobs for women.
12. Information from the passage supports which statement?
- (A) Women are more affected by deforestation than men.
  - (B) In 1977 there was a need for more firewood in Kenya.
  - (C) There were not other people fighting for women's rights in Kenya during Wangari Maathai's lifetime.
  - (D) The Nobel Peace Prize is frequently awarded to Africans.

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Questions #13-18

1 Many students and parents agree that our school district should install solar panels  
2 to power some, if not all, of our school buildings. Not only would solar panels be  
3 beneficial to our school community for several reasons, they would also help protect the  
4 environment in general.

5 First, unlike fossil fuels and other sources of nonrenewable energy, solar energy is  
6 a renewable resource. At some time in the possibly near future, nonrenewable energy  
7 sources will be completely depleted. Why should our schools create even more  
8 pollution and contribute to this destruction of Earth when instead we can do something  
9 beneficial for the environment? By using solar energy, we will be drawing from an  
10 endless supply of resources that can be renewed. Experts say that it would only take a  
11 small fraction of the world's surface to be covered in solar panels to supply enough  
12 power for the entire world. People who use solar energy prevent the use of over 70  
13 million barrels of oil each year.

14 Solar panels can also help the environment by being a source of educational  
15 lessons for children and adults alike. The panels on display are likely to become a talking  
16 point for environmental issues. Parents can teach their children about renewable energy  
17 sources. They also can show them other ways to minimize their impact on the  
18 environment at home and at school. Perhaps the schools' panels will even inspire other  
19 people to install panels for their businesses and homes. Like a rock skipping across a  
20 pond, our solar panels could create a ripple effect that ultimately benefits the greater  
21 community and the world.

22 Likewise, many solar panel programs support this theory. They even offer special  
23 initiatives for school districts willing to use their installed panels to educate students and  
24 others in their community. We may even be able to apply for a grant from one of these  
25 programs and have the panels installed at no cost to our taxpayers.

26 Even if the district has to pay the cost of installation, another major benefit of using  
27 solar panels is the money that can be saved on energy costs. One district in California  
28 saved almost 300,000 dollars after one year of using a solar system. Based on their best  
29 projections, they are hoping that solar energy will save them millions of dollars over 25  
30 years. Perhaps our district will benefit from such returns if we install solar panels, too.

31 Overall, with millions of dollars and the fate of the environment at stake, installing  
32 solar panels in our school district is one possibility that should not be ignored.

CONTINUE TO THE NEXT PAGE



C

13. What is the primary purpose of this passage?
- (A) To encourage a particular course of action.
  - (B) To inform the reader about the pros and cons of solar energy.
  - (C) To disprove a popular theory.
  - (D) To discourage the reader from polluting.
14. What does the author mean by “ripple effect” (line 20)?
- (A) An action by one person often influences one other person to do the same action.
  - (B) Pollution will lead to more pollution.
  - (C) The effect of a single action is often much greater than just the immediate response.
  - (D) A little water can lead to flooding.
15. The author’s tone when discussing the implementation of solar panels can best be described as
- (A) cynical.
  - (B) humorous.
  - (C) indifferent.
  - (D) passionate.
16. The passage implies that the economic effects of solar panels would be
- (A) potentially significant over the long term.
  - (B) disregarded by students.
  - (C) hard to determine.
  - (D) greater than the educational effects.
17. Which conclusion could be drawn from the evidence presented in the second paragraph?
- (A) Using solar panels for energy production has the potential to reduce oil use by 70 million barrels each year.
  - (B) Solar panel use is limited by current technology.
  - (C) It is tough to get community support for the installation of solar panels at schools.
  - (D) It is necessary for schools to encourage use of alternative energy sources since we could run out fossil fuels in the not too distant future.
18. Which best describes the organization of this passage?
- (A) An argument is presented and then proven wrong.
  - (B) An assertion is made and then evidence is provided to support that assertion.
  - (C) Several competing theories are presented.
  - (D) Events are presented in chronological order.

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Questions #19-24

1 In its over 80-year history, The Seeing Eye in Morristown, New Jersey has placed  
2 over 15,000 guide dogs with more than 8,000 visually-impaired people. Due to its long  
3 history and reputation for success, along with its influence on the development of  
4 similar organizations, The Seeing Eye has familiarized many people with the concept of  
5 service dogs for the blind. Yet, few people are aware of how the group began.  
6 Thousands of dogs may have passed through training and completed years of service,  
7 but as with the start of most things, it all started with one. That one dog's name was  
8 Buddy. She was the first Seeing Eye dog.

9 Buddy's human partner was a man named Morris Frank. Although many people  
10 often refer to a dog's handler as a "master," the relationship between person and Seeing  
11 Eye dog is more a dual partnership than a superior-subordinate match, and Buddy and  
12 Morris' relationship exemplified this right from the start.

13 Morris was able to obtain a Seeing Eye dog due to the work of Dorothy Eustis and  
14 Jack Humphrey. In 1927, Morris encountered an article in *The Saturday Evening Post*,  
15 written by Dorothy Eustis, in which she described a school that trained German  
16 Shepherd dogs to lead the blind. Dorothy and the dog-training school were located in  
17 Switzerland, but that did little to discourage Morris Frank. Interested in obtaining a  
18 guide dog of his own, Morris wrote a letter to Dorothy to inquire about the innovative  
19 program discussed in her article. Her encouraging reply led Morris to take a trip to  
20 Switzerland. There, he met with Dorothy and Jack Humphrey, the head trainer of the  
21 guide dog school.

22 In many ways, this historic meeting was the start of The Seeing Eye's development.  
23 Morris was matched with a German Shepherd named Buddy, and together, they  
24 completed five long weeks of intensive training. Then Morris and Buddy returned to  
25 America. Charged with the task of demonstrating the worthiness of a guide dog, Morris  
26 and Buddy walked along a busy New York City street, to the amazement of a group of  
27 on-looking reporters. Undoubtedly, both dog and man were proud of what they  
28 accomplished in that moment.

29 Shortly afterward, The Seeing Eye was officially formed, with Dorothy Eustis and  
30 Jack Humphrey serving as President and Vice President, respectively. Initially  
31 operating for two years in Morris' home state of Tennessee, the agency later relocated  
32 to its current location in New Jersey. With the help of Buddy, Morris gained a new  
33 independence, self-confidence, and sense of purpose. Although Buddy died after 10  
34 years of service, every Seeing Eye dog Morris received in successive years was also  
35 bestowed with the name Buddy in honor of the original heroine.

CONTINUE TO THE NEXT PAGE

C

19. The main purpose of this passage is to
- (A) provide background information about the work of Dorothy Eustis.
  - (B) describe the importance of working relationships between animals and humans.
  - (C) share a story of how one person's perseverance improved the lives of many.
  - (D) explain the differences between New York City and Switzerland.
20. According to the passage, Dorothy Eustis
- (A) was Vice President of the Seeing Eye.
  - (B) lived in Switzerland.
  - (C) trained the original Buddy herself.
  - (D) was passionate about bringing seeing eye dogs to America.
21. Why were reporters amazed to see Buddy and Morris Frank walking in New York City?
- (A) Morris Frank was visually-impaired and the reporters had never seen a demonstration with a seeing eye dog before.
  - (B) It is rare to see a dog on the streets of New York City.
  - (C) Morris Frank did not live in New York City.
  - (D) Buddy had not yet been trained.
22. What does it mean when the passages states that the relationship between Buddy and Morris Frank was "more a dual partnership than a superior-subordinate match"?
- (A) Buddy and Morris were equals in the relationship.
  - (B) Morris was clearly the master of Buddy.
  - (C) Morris and Buddy made the decision together to come to America.
  - (D) Buddy was also visually impaired.
23. According to the passage, how did Morris Frank first find out about seeing eye dogs?
- (A) Dorothy Eustis sent him a letter.
  - (B) He read an article in a newspaper.
  - (C) On a trip to Switzerland, he was introduced to Dorothy Eustis.
  - (D) He was contacted by The Seeing Eye in Tennessee.
24. The statement "charged with the task" (line 25) implies which of the following
- (A) Morris Frank was taking a considerable risk to use only a guide dog to navigate New York city streets.
  - (B) Dorothy Eustis was disappointed that few people knew about seeing eye dogs.
  - (C) Reporters were hesitant to allow a visually-impaired person to walk the streets in New York.
  - (D) Morris Frank felt responsible for illustrating the usefulness of seeing eye dogs.

CONTINUE TO THE NEXT PAGE

Questions #25-30

1 Seven-year-old Maggie lounged on the porch stoop, trapped in a perpetual state of  
2 lethargy brought on by the unbearable heat choking the air around her. A persistent  
3 wave of higher than normal temperatures had pounded the region for the past month  
4 and only served to worsen the already bad conditions brought on by the severe drought.  
5 Whenever Maggie heard her father talking with other farmers in town, this was all they  
6 ever discussed – how 1934 was the worst drought year they had ever experienced; how  
7 it was sure to be remembered as one of the worst droughts in history.

8 Although Maggie did not know if they were right since her less than decade of life  
9 limited her frame of reference, she did know that the conditions were the worst she had  
10 ever witnessed. This past season, their crops had withered and slumped over, like fallen  
11 soldiers on a battlefield. The dry, hardened ground disintegrated into dust, and then  
12 the dust was blown into large, swirling black clouds when harsh winds whipped through  
13 the plains.

14 Maggie recalled one day at school when her class became trapped by a sudden  
15 storm. As the barreling dust passed over the building, it covered the windows with dirt  
16 and debris. In an instant, the bright light of midday turned as dark as night, and the  
17 class and teacher were bound to the confines of the room's four walls. In the midst of  
18 nature's fury, they huddled together and comforted each other as they waited several  
19 hours for the storm to settle down and grant them their freedom.

20 That night at home, Maggie's father referred to the storm as a "black blizzard," and  
21 Maggie observed that she would much rather experience a traditional blizzard than this  
22 new dusty, dirty variety. At least a white blizzard created an occasion for fun. With any  
23 significant accumulation, Maggie and her siblings would take leave from their  
24 household duties early and spend the afternoon playing in the snow. In Maggie's view,  
25 there was nothing quite as beautiful as a sparkling canvas of fresh snow covering the  
26 acreage of their farm. She always paused to admire the untouched landscape before  
27 disturbing its newness with her footprints.

28 Now today, in the blistering heat, Maggie looked out onto the cracked layer of dust  
29 coating the earth and imagined it covered with a thick layer of snow. She envisioned  
30 shimmering hexagonal flakes floating down from the heavens and landing one by one,  
31 upon the layer of snow already before her. Slowly she stretched out her hand and  
32 pictured the drops softly falling into the curve of her uplifted palm. It was not long  
33 before the refreshing thoughts helped to soothe her scorching brain and eased her body  
34 into a deep and peaceful sleep.

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C

25. The main purpose of this passage is to
- (A) inform the reader of the dire consequences of the drought of 1934.
  - (B) compare and contrast dust storms and winter blizzards.
  - (C) explain why Maggie left school before finishing elementary school.
  - (D) share a childhood experience of a young girl in the 1930s.
26. According to the passage, a “black blizzard” is
- (A) dirty snow.
  - (B) a huge snow storm.
  - (C) a giant dust storm.
  - (D) extremely common in the area that Maggie lives in.
27. The mood of the first paragraph (lines 1-7) is best described as
- (A) oppressive misery.
  - (B) intellectual curiosity.
  - (C) childhood restlessness.
  - (D) nostalgic musing.
28. The passage provides evidence to support which statement about the farmers in the area where Maggie lives?
- (A) Many of them are planning to move away.
  - (B) They have had to adopt new farming techniques to deal with drought.
  - (C) They can’t remember a worse year for their crops.
  - (D) Heat stroke has become a major problem for them.
29. The phrase “they huddled together and comforted each other” (line 18) was included in order to
- (A) inform the reader about a dust storm.
  - (B) illustrate how scary it is to be caught in a dust storm.
  - (C) explain why Maggie wanted to leave her school.
  - (D) show that Maggie was fearless.
30. The word “lethargy” in line 2 here most nearly means
- (A) lack of energy.
  - (B) emotion.
  - (C) wonder.
  - (D) peace.

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Questions #31-36

1 Did you ever enter an elevator by yourself and stand with your back facing away  
2 from the doors? If you are like most people, you probably haven't, and perhaps the  
3 thought of facing that way has never even crossed your mind. Perhaps you have never  
4 even considered why people in an elevator stand one way versus another. This is  
5 because certain practices are social norms – unspoken rules of how people are expected  
6 to behave in social situations. This includes facing the door when riding in an elevator,  
7 joining an already-formed line by standing at the back of it, and practicing certain  
8 manners when dining at a restaurant.

9 Yet, if these customs are not formal rules, why do people follow them so often?  
10 Psychologists believe it is because of conformity. Although the term may have a  
11 negative connotation for some people, particularly those who desire to be different,  
12 conformity is simply a part of our nature as humans. Most people have the desire to be  
13 liked, and accepted by, others – at least to some degree.

14 Even people who deny any need to conform may have difficulty resisting  
15 conformity when faced with social pressures, and this is especially true when one person  
16 stands in opposition to the majority. A majority influence can be very powerful. It can  
17 cause people to give an incorrect answer they know to be wrong, to change their views,  
18 and even to see things that do not exist.

19 Imagine yourself walking up to a group of people looking up at something in a  
20 tree. They all claim to see a snake way up high on one of the branches. You join the  
21 group and strain to see the slithering creature that supposedly lies there in plain sight,  
22 and yet, you see nothing but a tree. What do you do? Do you report that you honestly  
23 cannot see anything, or do you claim that you can see what everyone else is seeing?

24 Surprisingly, when faced with this situation, many people would admit to seeing a  
25 snake, just like the rest of the group, even though there is no snake there. This trickery  
26 is effective because on some subconscious level, people believe that if the majority says  
27 something is true, then it must be so, despite the physical evidence to the contrary.  
28 When placed in opposition to the group view, people begin to doubt themselves. Or  
29 perhaps they feel confident in their view but do not want to be seen as strange or defiant  
30 by other members of the group.

31 In many cases, conformity is harmless, or sometimes even beneficial; but in other  
32 situations, it may be dangerous, or harmful to others. One must rely on an independent  
33 mind to appropriately discern the difference, though deciding whether to conform is  
34 not always a conscious choice.

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31. Which statement about conformity would the author be most likely to agree with?
- (A) Conformity should be avoided at all costs.
  - (B) The results of conformity are always harmless.
  - (C) People are not always aware that they are even making a choice to conform.
  - (D) For the good of society, more people should conform.
32. In line 5, the term “social norms” refers to
- (A) rules that people in a society seem to follow.
  - (B) interactions between people.
  - (C) large gatherings of people.
  - (D) data collected by social scientists.
33. The main purpose of the fourth paragraph (lines 19-23) is to
- (A) introduce a new topic.
  - (B) keep the reader’s attention with a humorous aside.
  - (C) present evidence against a particular theory.
  - (D) provide an example to illustrate the main point of the passage.
34. In lines 32-33, relying “on an independent mind” can be interpreted to mean
- (A) completely ignoring the influence of other people.
  - (B) evaluating a situation without the input of others.
  - (C) not joining social groups.
  - (D) weighing the opinions of other people before making a decision.
35. The organization of the passage as a whole can best be described as
- (A) a presentation of conflicting viewpoints.
  - (B) a theory is presented and then illustrations are provided.
  - (C) several unrelated stories.
  - (D) a collection of facts.
36. The passage suggests that a person who faces the door in an elevator most likely does so
- (A) in order to get off the elevator first.
  - (B) to limit interaction with other people.
  - (C) because other people are facing the door.
  - (D) for absolutely no reason.

**STOP**

**IF YOU HAVE TIME LEFT YOU MAY CHECK YOUR ANSWERS IN THIS SECTION ONLY**