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READING TEST

35 Minutes—40 Questions

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

PASSAGE I

PROSE FICTION: *The Summer Sandwich Club*

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

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

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

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

"What do you mean, Jake?"

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

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

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

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

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

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

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

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

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

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

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

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

SOCIAL SCIENCE: *Lewis and Clark Go West*

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

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

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

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

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

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

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

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

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

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PASSAGE III

HUMANITIES: *Colorful Reflections on Fairfield Porter*

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

5 Fairfield's story is unique.

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

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

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

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

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

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

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

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

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

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PASSAGE IV

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

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

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

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

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

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

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

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

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

END OF THE READING TEST.**STOP! IF YOU HAVE TIME LEFT OVER, CHECK YOUR WORK ON THIS SECTION ONLY.**