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READING TEST

35 Minutes—40 Questions

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

PASSAGE I

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

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

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

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

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

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

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

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

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

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

"Aunt Chloe, sir; she told me."

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

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

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

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

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PASSAGE II

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

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

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

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

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

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

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

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

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

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PASSAGE III

HUMANITIES: William Faulkner: Great Southern Author

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

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

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

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

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

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

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

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

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PASSAGE IV

NATURAL SCIENCE: *Those Jellystone Bears*

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

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

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

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

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

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

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

END OF THE READING TEST.

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