

# **READING FULL-LENGTH PRACTICE TESTS 3**

**READING TEST***40 Minutes—36 Questions*

**DIRECTIONS:** There are four passages in this test. Each passage is followed by several questions. After reading each passage, choose the best answer to each question and blacken the corresponding oval on your answer document. You may refer to the passages as often as necessary.

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**Passage I**

**PROSE FICTION:** This passage is an excerpt from the short story “Whimpering Wanderlust” by Gretchen Mueller (© 1955 by Gretchen Mueller).

Jacob Mathinson accepted, almost too early in his life, that he would never be a world-famous architect. His grandmother had instilled an indelible streak of humility in Jacob as a boy, telling him that he was special to her, but that the rest of the world  
5 was under no obligation to feel the same way. He attended Mount St. Mary's College, not because it had a renowned architectural program, but because he was able to get a partial scholarship by playing on the school's tennis team. Jacob did not want to admit it, especially years later, but his decision may have also  
10 been swayed by his desire to follow Erin Crawford, his high school crush, wherever she decided to go. Architecture was not his first calling, and, hence, his ambition towards ascending in the field extended only so far as his desire to walk through the streets of, say, Prague one day, a fetching girl on his arm,  
15 commenting on the array of Baroque, Renaissance, and even Cubist masterpieces along the Old Town Square.

Growing up in Gettysburg, Pennsylvania, Jacob, an average though not exceptional student, was not exactly exposed to a climate of forward thinking. The local economy was a tradi-  
20 tional, if unimaginative, one. Most of the infrastructure had been built during the Reconstruction to support the railroad industry.

In the summer of 1919, when Jacob was born, the town seemed frozen in the late 19th century, with bootblack, locksmith, and apothecary shops that seemed more at home in pre-industrial  
25 times. This lack of innovation deepened Jacob's disinterest in personal or academic enterprise. His impression was that there was little of interest to be discovered outside of Gettysburg, save a patchwork of towns as predictable as the repeating pattern of black and white tiles on a checkerboard.

30 During his junior year in high school, Jacob worked as a tour guide on one of the double-decker buses that shuttled tourists, Civil War enthusiasts mostly, around the perimeter of Gettysburg. Fancying himself as cutting quite a figure in his clean, pressed uniform, it was his great hope that one day Erin  
35 Crawford might take the tour and see him in action. He even went so far as to give her a voucher for a free ride, but as each tour began, he would heave a lonesome sigh, crestfallen that she with her sweet lilac fragrance had not whisked past him as the customers loaded on to the bus.

40 Nonetheless, Jacob enjoyed the job, partly because it was

easy—it consisted of reading a script of noteworthy details about the Gettysburg Battlefield—but mostly because it allowed for personal embellishment, since the tour included some of the area’s historic buildings as well. Jacob spent months explaining to his customers that the sloping roof on the Dobbin House Tavern is a pristine example of Celtic style architecture, and that the Shriver House Museum is one of the oldest standing pre-colonial buildings in America. Although for months he described these buildings of architectural interest, it wasn’t until he left that job that he actually began to think about them, notice them, and allow the buildings to “speak” to him in an aesthetic conversation.

The following summer, Jacob worked with his uncle, a residential plumber. Jacob enjoyed seeing homes in the intermediate stages of construction, half-naked, their internal structure exposed. Jacob found great satisfaction in the task of finding the most efficient and cohesive way to intertwine the circulatory system of plumbing into the skeletal structure of each house’s wooden framework. Again, he found a way to incorporate visions of Erin into his work, imagining that Erin’s parents would get a flooded basement, and he and his uncle

would arrive heroically, save the day, and leave her parents thinking, “that Jacob is a great boy.” (Jacob’s fascination with the science and art of building blossomed in his freshman  
65 year at Mount St. Mary’s, as did his fascination with the many young women also attending the school. Perhaps their attentions provided much-needed distraction from the difficulties he was having in his pursuit of Erin.)

He had not accounted for Mount St. Mary’s size relative  
70 to his high school and the difficulty of “accidentally” running into someone in the halls. Throughout the first semester, Erin might as well have been a ghost to Jacob, who tried his very best to make her acquaintance, but to no avail. Many years later, already married to Martha, a seamstress from Gettysburg, Jacob  
75 would daydream about the single time he and Erin had something resembling a date. With a resigned sigh, he remembered his hands trembling, even while jammed into the pockets of his pressed Ogilvy’s slacks; and the curious nature of her fragrance that seemed floral from a distance but minty up close; and the  
80 musical sound her shoes made on the cobblestone road leading to the assembly hall; and the way she seemed to be fearlessly striding toward an unknown future while he was just trying to acclimate to the present.

- 1.** The passage supports all of the following statements about Jacob’s job as a tour guide EXCEPT that:
  - A.** he observed many buildings with their skeletal structures exposed.
  - B.** there were some prepared remarks that Jacob was to read.
  - C.** the tour catered to certain people with a common interest.
  - D.** he wore what he considered to be a flattering uniform.
  
- 2.** One of the main ideas of the second paragraph (lines 17–29) is that:

- F. due to the nature of Gettysburg, Jacob did not have much desire to travel elsewhere.
  - G. Jacob imagined a better architectural plan for the town's older buildings.
  - H. it was hard for Jacob to find a job with mainly pre-industrial types of merchants.
  - J. Jacob lacked motivation for his studies because he planned to work for the railroad.
- 3.** The events in the passage are described primarily from the point of view of a narrator who presents the:
- A. actions and thoughts of both Jacob and Erin.
  - B. the inner emotions and thoughts of only Jacob.
  - C. actions and thoughts of all the characters discussed.
  - D. dialogue of all the characters, which suggests their thoughts.
- 4.** According to the passage, all of the following were aspects of Jacob's job with his uncle EXCEPT:
- F. seeing unfinished construction.
  - G. impressing Erin's parents.
  - H. daydreaming while he worked.
  - J. finding efficient paths for plumbing.
- 5.** According to the passage, Jacob's ambition toward becoming an architect included a desire to:
- A. point out interesting architecture to a girl.
  - B. find a new way to utilize plumbing.
  - C. redesign the Dobbin House roof.
  - D. enroll at a renowned architectural school.
- 6.** Which of the following questions is NOT answered by the passage?

- F.** What factors influenced Jacob's choice to go to Mount St. Mary's College?
- G.** Did Erin ever use her voucher for a free tour with Jacob?
- H.** How many people went to Jacob's high school?
- J.** What effect did the old infrastructure of Gettysburg have on Jacob?
- 7.** The passage indicates that compared to when Jacob worked as a tour guide, after he stopped working there he found the buildings of Gettysburg:
- A.** less fascinating.
  - B.** more fascinating.
  - C.** less historically noteworthy.
  - D.** more historically noteworthy.
- 8.** The passage indicates that Jacob's primary response to the events described in the last paragraph is:
- F.** remorse that he and Erin were largely disconnected.
  - G.** anger concerning the excessive size of Mount St. Mary's.
  - H.** gratitude for ultimately meeting and marrying Martha.
  - J.** contentment regarding the fact that he got to date Erin.
- 9.** That Jacob had an indelible streak of humility was:
- A.** a quality shared by most people who grew up in a working class community like that of Gettysburg.
  - B.** a consequence of accepting that he would probably never be a world-famous architect.
  - C.** an effect of Jacob's grandmother's words of caution regarding the unbiased impressions of the rest of the world.
  - D.** a character trait that evolved through years of pursuing but never obtaining Erin's affection.

**10.** In the passage, the statement that Erin was fearlessly striding toward an unknown future (lines 81–82) is best described as the opinion of:

**F.** the author of the passage, but not the opinion of Jacob.

**G.** Jacob as he struggled to “accidentally” run in to Erin at Mount St. Mary’s.

**H.** Erin, who has little interest in Jacob because he has no urge to leave Gettysburg.

**J.** Jacob as he reflects on the one date he had with Erin.

## Passage II

**SOCIAL SCIENCE:** This passage is excerpted from the article “The Irresistible Force” by Angela Suspak. (© 2008 by Luminary)

The author is reviewing the biographical book *The Long Walk Home* by Grace Jergensen.

During the summer of 1892, a reputable black store owner was lynched in Memphis, Tennessee. This outraged many local citizens, but Ida B. Wells felt compelled to take action and write a letter decrying the horrific act in the local press. However, as a  
5 black woman, her race and identity posed formidable obstacles. The volatility of her message, combined with the pervasive chauvinism of the times, made her “a hushed voice in the race debate,” according to Grace Jergensen, who writes a biography of Wells, entitled *The Long Walk Home*. Wells, taking matters  
10 into her own hands, joined a fledgling black newspaper called *The Free Speech and Headlight* as co-owner and editor.

Writing under the pseudonym of “Iola,” Wells lashed out against the intolerance and brutality of racially-motivated lynchings. She vilified the perpetrators of the crime, while also  
15 chastising the white community at large for virtually condoning these actions by its inaction. With her incendiary rhetoric, Wells became a hero in the civil rights community and a potential target for violence. Jergensen details the difficulties Wells underwent shortly after her article was published. While at an  
20 editing convention in New York, Wells learned that she had become a despised figure in Memphis, and the target of death threats. Considering the imminent danger she would face if she

returned home, “Wells had to decide whether she would rather be a nomad or a martyr.”

25 Wells was not used to backing down from a challenge,  
though. She was born just months before the Emancipation  
Proclamation declared an end to slavery. She grew up with the  
mindset of equal rights for all, despite being exposed to the  
deeply ingrained and intractable racial divisions in the South.  
30 Her parents perished when she was only 18 during a bout of  
yellow fever that plagued her hometown of Holly Springs,  
Mississippi. Wells, the oldest of eight siblings, was thrust into  
the role of caretaker. Wells’s Aunt Georgine recalls that “Ida  
saw herself now as the grown-up and wanted to be strong. She  
35 did all her crying in private so the little ones wouldn’t see her.”  
Jergensen reflects that Wells learned early on “that she was in  
charge of protecting her brothers and sisters, and that feeling  
extended later in life to her figurative brothers and sisters in  
the struggle for racial and gender equality.”

40 Wells went to Rust College to become a teacher, and  
her ability to mold the thought processes of others made her  
a persuasive orator and writer. Jergensen compares Wells’s

debating style to that of Socrates, who used shrewdly-worded questions and statements to lead his opponent from his original  
45 sense of certainty into a state of doubt about the correctness of his convictions. Similarly, Wells frequently started her essays and speeches with general questions about morality, fairness, and human rights, baiting her opposition into admitting certain core principles before challenging them to reconcile these  
50 fundamental rights with the unfair and discriminatory laws and practices they endorsed.

After a public speaking tour of England, Wells made a home for herself in Chicago, where she met the man who would eventually become her husband, Ferdinand Barnett. Together, they  
55 raised two sons and two daughters, though later in life, Wells would bemoan the fact that she felt as though the responsibility of raising and supporting the four children became her primary concern, while her husband became engrossed in a political bid to become a Circuit Court judge.

60 Domestic life didn't spell the end of Wells's struggle against inequality, however—during her time in Chicago, she founded the nation's first civic organization for black women. It was initially called the Women's Era Club, though it would

later be renamed the Ida B. Wells Club. In 1895, her book  
65 *A Red Record* was published, documenting the history of  
racially-motivated lynchings in America. Although the book  
succeeded in motivating an audience of progressive thinkers,  
race-related riots and violence continued virtually unabated  
into the early 20th century.

70 Jergensen conveys a clear appreciation for the deep reserves  
of patience on which Wells was repeatedly forced to draw  
in order to maintain her devotion to both family and society,  
despite often being castigated or ignored by both. By retracing  
Wells's "long walk home" from the grueling aftermath of her  
75 parents' death, through her exile from Memphis, to her eventual  
involvement in creating the NAACP (National Association for  
the Advancement of Colored People), Jergensen leaves the reader  
feeling exhausted, expending such vast amounts of sympathy for  
the injustices Wells faces. As portrayed by Jergensen, Wells is a  
80 protagonist who nobly walks a self-chosen path of monumental  
toil, with rewards few and far between. One such reward must  
have been the passage of women's suffrage in 1920 with the  
19th Amendment which Wells, then a grandmother, was finally  
able to see first-hand.

**11.** In the statement in lines 36–39 Jergensen most strongly stresses:

- A. a consistent propensity Wells had to take care of those in need of help.
- B. the way Wells's family persuaded her to take part in the civil rights struggle.
- C. the lessons of equality that Wells learned by acting like a parent to her siblings.
- D. a powerful metaphor Wells would later use in many of her incendiary speeches.

**12.** As portrayed in the passage, the reaction of Wells to her parents dying from a bout of yellow fever is best described as:

- F.** sad and frightened.
- G.** mournful but resilient.
- H.** relieved and emboldened.
- J.** brave but hopeless.

**13.** The passage's author most strongly implies that Wells's relationship with her husband:

- A.** began a decline in her activism as she turned her focus to starting a family.
- B.** was the most lasting consequence of her public speaking tour in England.
- C.** did not halt her efforts in the struggle for equality.
- D.** was the main reason behind her starting the Ida B. Wells Club.

**14.** Lines 6–9 most nearly mean that Wells:

- F.** faced the problem of audiences reluctant to hear what she had to say.
- G.** spoke too softly for many people to take her ideas seriously.
- H.** did not believe that people would discredit her because of her race or gender.
- J.** had to create a pen name in order to have her newspaper articles be read by the mainstream.

**15.** According to the passage, who disapproved of the ideas described in lines 12–16?

- A.** Wells herself
- B.** Jergensen
- C.** Some people in Memphis

**D.** The civil rights community

**16.** Another reviewer of Jergensen’s book sums up Wells in this way:

A tireless and outspoken advocate of equality, Ida B. Wells did not shy away from making controversial demands of her audience...sometimes jeopardizing her own safety, always reminding her listeners that equality was in accord with their fundamental sense of fairness.

How does this account of Wells compare to that of the passage’s author?

- F.** This account portrays Wells’s demands as fair, whereas the passage’s author remains less convinced.
- G.** This account emphasizes the danger Wells put herself in, whereas the passage’s author does not mention this.
- H.** Both provide a comparably unflattering portrayal of Wells’s goals and tactics.
- J.** Both provide a comparably flattering portrayal of Wells’s goals and tactics.

**17.** For the passage’s author, lines 81–84 mainly support her earlier point that:

- A.** Wells did manage to see some of her goals realized in her lifetime.
- B.** family was an essential factor in motivating Wells’s struggle.
- C.** significant changes happen in society with each new generation.
- D.** Wells became much wiser and more thankful in her old age.

**18.** According to the passage, Jergensen believes that Wells had a style of debating similar to that of Socrates because Wells:

- F.** had a strong sense of certainty about her philosophical convictions.

- G.** did not advance her own agenda but only wanted to understand her opponent.
- H.** understood that clever oration can only do so much to further a cause.
- J.** used points of agreement to show her opponents problems with their points of view.

**19.** The passage's author characterizes the book *A Red Record* most nearly as:

- A.** a good effort that was troubled by philosophical inconsistencies.
- B.** unusually radical compared to other books from the same era.
- C.** impressively broad in the scope of social issues it tackled.
- D.** mainly effective at inspiring its like-minded readers.

**20.** The passage most strongly suggests that Wells approached her life as a:

- F.** bleak marathon.
- G.** determined struggle.
- H.** confusing journey.
- J.** constant triumph.

## Passage III

**HUMANITIES:** Passage A is adapted from the novel *Southern Charmed Life* by Robert Anderson (© 1978 by Robert Anderson). Passage B is an excerpt from a 1986 interview with B.B. King (Library of Congress, 1986).

Passage A by Robert Anderson

Feeling particularly fearless for a ten year old, Sis asked B.B. why he likes playing sad music. B.B. gave a rich chuckle and decided he had to look Kathy Mae in the eyes for this one. He shifted his guitar to the side and turned his husky frame as  
5 far as he could, until his marbled, twinkling brown eyes could look straight into hers.

“Honey, the music isn’t sad. Life is sad...sometimes. And the Blues is just how you get through it. It’s hard for a young ’un to hear the Blues right because you haven’t been through  
10 enough pain of livin’ yet.” My Uncle was smiling, looking in the rear-view mirror at Sis, trying to judge her reaction. She seemed to be partly insulted by the implication that she would not be able to “get” the Blues.

“Have you ever cried yourself to sleep?” B.B. asked. Sis  
15 tightened her lips in resentment. “Don’t be shy. We all have. Didn’t you feel better when you woke up?” Sis tentatively agreed.

B.B. explained, “It’s because the pain is distant when you wake up. The Blues is how I cry myself to sleep. It puts a dream in between me and the pain, just like a thick frosted window pane that muffles it and makes it fuzzy to see.” Sis and I turned  
20 to each other, finding this pearl of wisdom difficult to digest and resigning to the fact that some things were not meant for kids.

Years later, I would find a deep appreciation for B.B.’s music. Whenever I hear him play, I can’t help but to imagine  
25 a waterfall—the pressure of the falling water was the weight of the pain. The mournful verses he sung made me think of the space behind the waterfall, a calm place of imprisonment, where a thundering curtain of water is all you see in front of you. And when he started his guitar solo, it was like I turned  
30 into a bird that flew out through the waterfall. The heavy water pounded my light, buoyant frame down as I passed through it, but, once through, I was able to feel the freedom of lift, the droplets of water rolling off my wings as I soared up towards the clouds, and the waterfall was only something beautiful to  
35 behold in the distance.

Passage B by B.B. King

I used to play a place in Twist, Arkansas. Still there, Twist, Arkansas. They used to have a little nightclub there that we played quite often. They used to take something looked like a big garbage pail and set it in the middle of the floor, half fill  
40 it with kerosene, and would light that fuel and that's what we used for heat. This particular night, two guys started to fighting and one of 'em knocked the other one over on this container. When they did, it spilled on the floor.

Now it was already burning, so when it spilled, it looked  
45 like a river of fire. Everybody ran for the front door including yours truly, but then I realized that I'd left my guitar inside. I went back for it. The building was a wooden building and it was burning so fast when I got my guitar, it started to collapse around me. So I almost lost my life trying to save the guitar.  
50 Well the next morning we found that these two guys was fighting about a lady. I never did meet the lady, but I learned that her name was Lucille so I named my guitar Lucille to remind me not to do a thing like that again.

The early years when I was starting, blues player, you wasn't  
55 always welcome in a lot of the other places. People usually have

preconceived ideas about blues music. They always feel that it's depressing and that it's just something that a guy sit out on a stool, grab a guitar, and just start singing or mumbling or whatever. Hard times don't necessarily mean being poor all the  
60 time. I've known people that was a part of a family and always feel that the family likes everybody else but them. That hurts and that's as deep a hurt as you can possibly get. I've known people that would have problems with their love life. This is kind of how blues began, out of feeling misused, feeling like  
65 they had nobody to turn to.

I don't like to feel that I owe anything. I like to feel that I pay my own way, no free lunch. When people give me all these great compliments, I thank them, but still go back to my room and practice. A lot of times I say to myself, "I wished I  
70 could be worthy of all the compliments that people give me sometimes." I'm not inventing anything that's going to stop cancer or muscular dystrophy or anything, but I like to feel that my time and talent is always there for the people that need it. When someone do say something negative, most times I think  
75 about it, but it don't bother me that much.

Questions 21–24 ask about Passage A.

**21.** In Passage A, King uses the simile in lines 19–20 to convey the ability of the Blues to:

- A.** get the most emotion out of a musical instrument.
- B.** dull the sharpness of suffering.

- C. transform complex feelings into simple ones.
- D. help people relax and get to sleep.

**22.** As it is used in line 21, the word *digest* most nearly means:

- F. understand.
- G. stomach.
- H. memorize.
- J. study.

**23.** It is most reasonable to infer from Passage A that King believes a true appreciation of the Blues comes primarily from:

- A. an upbringing similar to King’s in Mississippi.
- B. watching it performed live by musicians.
- C. experiencing the struggles of life.
- D. having deeply held religious beliefs.

**24.** The narrator compares the feeling created by King’s guitar solos to the feeling of:

- F. “a thick frosted window pane” (lines 19–20).
- G. “the space behind the waterfall” (line 27).
- H. “a thundering curtain of water” (line 28).
- J. “a bird that flew out through the waterfall” (line 30).

Questions 25–27 ask about Passage B.

**25.** According to Passage B, King most likely references the nightclub fire in order to emphasize:

- A. how little his life was worth living without his treasured guitar.
- B. that his guitar gained him entry to such nightclubs despite widespread prejudice.
- C. his peaceable nature and overall aversion to violence.
- D. how a single decision could have a lasting impact.

**26.** As it is used in line 64, the word *misused* most nearly means:

- F. clinically depressed.
- G. ill-treated.
- H. outraged.
- J. misled.

**27.** In Passage B, King indicates that he:

- A. feels humbled by the encouragement he receives from strangers.
- B. regrets reentering the burning building to save his guitar.
- C. believes his talents are only appreciated by those who are broken-hearted.
- D. once aspired to become a medical doctor.

Questions 28–30 ask about both pas

**28.** Which of the following best describes a difference in the two passages?

- F. Passage A relies heavily on figurative language to communicate the narrator's ideas, while Passage B uses a more straightforward style of expression.
- G. Passage A highlights King's sense of humor, while Passage B explains his love of storytelling.

**H.** Passage A is primarily about King’s career path, while Passage B is more focused on his home life.

**J.** Passage A praises King’s kindness and humble character, while Passage B critiques choices he had made in the past.

**29.** The narrator of Passage A would most likely respond to King’s statement in Passage B (lines 74–75) with:

**A.** envy.

**B.** esteem.

**C.** mistrust.

**D.** pity.

**30.** Both passages suggest that:

**F.** music can heal sickness.

**G.** anyone can play the Blues.

**H.** pain is a part of living.

**J.** most people are prejudiced.

## Passage IV

**NATURAL SCIENCE:** The following is adapted from the article “Seeking an Intelligent Definition of Intelligence” by Clark Matthews (© 2010 by Clark Matthews).

Cognitive psychologists who study humans and other animals are perpetually attempting to understand the type and extent of intelligence possessed by their subjects. Hindering their efforts is the ongoing debate about how we should define  
5 such a nebulous concept as ‘intelligence’ in the first place. A scatter-hoarder species of squirrel would probably define intelligence as the ability to remember and re-locate the thousands of caches of food it has burrowed in hiding places throughout its environment. A dog, on the other hand, may emphasize its  
10 ability to trace the source of objects in its environment based on the direction of the air current containing that smell.

There is a risk of bias in how we define intelligence because each species has evolved very specialized abilities based on its unique environmental niche and the techniques  
15 and strategies that niche requires for survival. If we use our concepts of human capacities to define intelligence, we may be creating a standard that other animals couldn’t hope to meet. Conversely, if we only mean by intelligence “the most highly refined capacities of that species” we make intelligence something  
20 that can only be compared within a species, not across species.

One definition of intelligence holds that it is “a wide range of abilities relating to learning from one’s environment and experience, and combining that learning with abstract reasoning to solve problems.” Scientists frequently begin assessing  
25 an animal’s intelligence based on its susceptibility to classical or operant conditioning. Both methods involve pairing either a stimuli or a behavior with certain consequences, and waiting to see if a subject learns to associate the two and act accordingly. The faster the animal appears to absorb and act on the  
30 association, the faster we believe it has ‘learned’ it. This gives us one supposedly objective means of comparing intelligent behavior across species.

The other primary evidence of an animal’s intelligence is its ability to solve novel and/or complex problems. A spider  
35 that spins a web to solve the problem of trapping insects for food is not considered to be displaying intelligence because the problem (food gathering) and behavior (spinning webs) are both embedded in the evolutionary history of a spider’s habitat. An elephant that picks a lock at the zoo is thought to be acting  
40 intelligently, since elephants do not pick locks in their native habitat and hence have no instinctive knowledge of how do undo them. The veined octopus is seen as a tool-user, scouring

the ocean for coconut shells, which it proceeds to bring back to its homestead for the sake of building shelter. Although many  
45 other animals, such as crabs and ants will take shelter using nearby objects, animal psychologists consider the long-term planning involved in the veined octopus's behavior as better evidence that it can conceptualize a goal and then act on it.

As if defining intelligence weren't tricky enough, measuring  
50 intelligence is also a tenuous task. Ultimately, scientists can only observe an animal's behavior. So how can they ascertain if the animal is just behaving instinctively or if it is actually conceptualizing, thinking abstractly, and aware of its problem solving process? Because understanding is a private experience,  
55 observing an animal's external behavior and hoping to infer its level of understanding is always a guessing game.

Both "intelligent" behavior and "unintelligent" behavior can be deceiving. Irene Pepperberg's famous subject, the parrot Alex, showcased a variety of impressive problem solving and  
60 communication abilities that suggested an internal awareness and capacity for intelligence was present. For instance, Alex correctly called a "key" a "key," no matter what size, color, or

orientation a certain key was. This suggests Alex had grouped the individual keys used to train him into a general category that could be applied to novel stimuli. However, sometimes Alex gave wrong answers to a task he had completed successfully many times before. This was interpreted as Alex's boredom and frustration at repeating a task he had already mastered. Although the behavior looked unintelligent, experimenters believed it was not due to a lack of understanding. Conversely, there is also the perpetual concern of the Clever Hans Effect, in which seemingly intelligent behavior is not believed to be the result of genuine understanding. The name comes from a horse named Clever Hans who was paraded around Europe in the early 20th century, supposedly a marvel of animal intelligence. Hans could indicate the correct solution to arithmetic problems by tapping his hoof the appropriate number of times. Ultimately, though, scientists realized that Hans was getting the answer by reading nonverbal clues from his trainer. The trainer would unknowingly tense up as the correct number of taps was getting nearer, which signaled to Hans when it was time to stop tapping. So although Hans exhibited behavior that seemed indicative of underlying intelligence, scientists do not believe he was actually solving the problems conceptually in his mind.

- 31.** The main function of the second paragraph (lines 12–20) in relation to the passage as a whole is to:
- A.** explain the human bias that is the focus of the rest of the passage.
  - B.** advance the argument that intelligence should be defined in human terms.
  - C.** show how certain types of definitions have undesirable consequences.
  - D.** provide background information about the evolutionary niches of species.

**32.** According to the passage, what is the primary problem with defining intelligence as “the most highly refined capacities” of a given species?

- F.** It would be a standard that no species could hope to meet.
- G.** It would not take into account each species’ unique environmental niche.
- H.** It would too closely mimic our concepts of human intelligence.
- J.** It would not be a standard we could use to compare one species to another.

**33.** According to the passage, all of the following behaviors seem to be intelligent EXCEPT:

- A.** a spider solving the problem of trapping insects by spinning a web.
- B.** an elephant picking a lock at the zoo.
- C.** a veined octopus finding coconut shells for its shelter.
- D.** a parrot identifying keys of various shapes and sizes.

**34.** According to the passage, scientists often start their assessment of an animal’s intelligence by:

- F.** analyzing its ability to solve new and complex problems.
- G.** identifying the most highly refined capacities of that species.
- H.** stimulating the animal and observing its behavior.
- J.** seeing how much information the animal can absorb.

**35.** Suppose beavers typically gather sticks from the forest floor and take them to a stream to construct a dam. One beaver that cannot find enough sticks on the ground begins to strip bark from dying trees. Based on the passage, the author would most likely describe the behavior of this beaver as:

- A.** intelligent if the lack of sticks is a novel problem.
- B.** unintelligent if there was long-term planning.

- C. impressive and the result of operant conditioning.
- D. deceptive and illustrating the Clever Hans effect.

**36.** The passage indicates that the shelters of the veined octopus differ from those of crabs and ants in that the octopus shelters:

- F. are more likely to be constructed from nearby objects.
- G. are made of much sturdier materials than are crab and ant shelters.
- H. have more architectural interest than those of the crabs and ants. **J.** seem more to be the result of a long-term plan.

# Answers and Explanation

# READING PRACTICE TEST 3

## EXPLANATIONS

### Passage I

1. A

This reference question asks which statement about *Jacob's job as a tour guide* is NOT supported by the passage. When a question asks what is NOT mentioned in the passage, eliminate answers that are mentioned. Lines 30–68 discuss Jacob's job as a tour guide. Choice (A) states that Jacob saw *buildings with their skeletal structures exposed*, but the passage doesn't indicate that the underlying structure of any of the buildings is visible. Keep (A). Lines 40–42 indicate that Jacob's job involved *reading a script*. This supports (B), so eliminate it. Lines 30–33 indicate that the tourists on Jacob's tour were *Civil War enthusiasts mostly*. This supports (C), so eliminate it. Choice (D) is supported by the phrase *Fancying himself as cutting quite a figure in his clean, pressed uniform* (lines 33–34), so eliminate (D). The correct answer is (A).

2. F

This reasoning question asks for a main idea of the *second paragraph*. Read the second paragraph as the window. The first few sentences of the second paragraph establish that Gettysburg is a town that is stuck in the past. Jacob is affected by the *lack of innovation* and gets the impression that *there was little of interest to be discovered outside Gettysburg*. Keep (F) because the impression Jacob was left with could mean he would not feel any desire to travel. Eliminate (G) and (H) because the paragraph does not discuss an *architectural plan* or Jacob's employment with *pre-industrial types of merchants*. While the *railroad* is brought up in the paragraph, eliminate (J) because it

doesn't talk about Jacob planning on working there. The correct answer is (F).

3. **B**

This reasoning question asks about the *point of view* of the narrator. Because this is a general question, it should be done after all the specific questions. Look for the Golden Thread. The passage narrates *Jacob's* thoughts. The passage does not narrate the thoughts of *Erin* or other *characters*, so eliminate (A), (C), and (D). Keep (B) because it matches the text from the passage. The correct answer is (B).

4. **G**

This reference question asks which was NOT an aspect of *Jacob's job with his uncle*. When a question asks what is NOT mentioned in the passage, eliminate answers that are mentioned. Look for the lead word *uncle* to find the window for the question. Lines 53–54 state that *Jacob worked with his uncle, a residential plumber*. The rest of the paragraph discusses that work. Eliminate (F) because lines 54–56 say that *Jacob enjoyed seeing homes in the intermediate stages of construction*. Keep (G) because the paragraph does not indicate that Jacob's job involved *impressing Erin's parents*; rather, he dreamt about this idea. Eliminate (H) because it is supported by lines 73–75. Eliminate (J) because it is supported by lines 56–59. The correct answer is (G).

5. **A**

This reference question asks about *Jacob's ambition toward becoming an architect*. Look for the lead word *architect* to find the window for the question. Lines 12–13 say that Jacob's *ambition towards ascending in the field* was to impress a girl by describing architectural features in *Prague*. Choice (A) matches this idea, so keep it. Eliminate

(B) because the passage never mentions Jacob devising *a new way to utilize plumbing*. Eliminate (C) because the passage never mentions a desire to *redesign the Dobbin House roof*. Eliminate (D) because lines 6–7 state that Jacob went to Mount St. Mary’s, *not because it had a renowned architectural program*. The correct answer is (A).

6. **H**

This reference question asks which answer choice is NOT answered in the passage. When a question asks what is NOT mentioned in the passage, eliminate answers that are mentioned. Work backward and use lead words from the answers to find the window for this question. Eliminate (F) because the question is answered in line 7: *he was able to get a partial scholarship*. Eliminate (G) because the question is answered in lines 36–39. Keep (H) because the passage does not indicate *how many people went to Jacob’s high school*. Eliminate (J) because the question is answered in lines 25–26: *this lack of innovation deepened Jacob’s disinterest in personal or academic enterprise*. The correct answer is (H).

7. **B**

This reference question asks what Jacob thought of the *buildings in Gettysburg* once he *stopped working as a tour guide*. Look for the lead words *Gettysburg* and *buildings* to find the window for the question. The fourth paragraph mentions buildings in Gettysburg. Lines 48–52 state that it wasn’t *until he left that job* that Jacob started thinking more about the buildings. Eliminate (A) because it is the opposite of what the passage indicates. Keep (B) because it matches the text from the passage. Eliminate (C) and (D) because the passage doesn’t draw any comparison between how *historically noteworthy* Jacob thought the buildings were during and after his job as a tour guide. The correct answer is (B).

8. F

This reference question asks about *Jacob's primary response to the events described in the last paragraph*. Read the last paragraph as the window. The paragraph states (line 76) that Jacob recalls the memory of a date with Erin *with a resigned sigh*. Choice (F) says that Jacob feels *remorse* over his disconnect with Erin. This matches *resigned sigh*, so keep (F). Eliminate (G) because the passage does not indicate that Jacob was angry about the *size of Mount St. Mary's*. Eliminate (H) because the passage does not express his *gratitude* for marrying *Martha*. Eliminate (J) because *contentment* does not match *resigned sigh*. The correct answer is (F).

9. C

This reasoning question asks about Jacob's *indelible streak of humility*. Look for the lead words *indelible streak of humility* to find the window for the question. The phrase is used in lines 2–5: Jacob's grandmother instilled this humility in him by telling him that *the rest of the world was under no obligation* to think he was *special*. Eliminate (A) because the passage never suggests humility is a trait of the *working class*. Eliminate (B) because Jacob's humility is the *consequence* of his feeling that he won't be famous. Choice (C) matches the text from the passage, so keep it. Eliminate (D) because the passage never draws a connection between Jacob's pursuit of *Erin* and his humility. The correct answer is (C).

10. J

This reasoning question asks for the source of the opinion that *Erin was fearlessly striding toward an unknown future*. Read a window around the line reference to find the window for this question. This phrase is part of a sentence in which *Jacob* reminisces about *Erin*. Therefore, the opinion belongs to Jacob. Eliminate (F) because it

contradicts the text from the passage. Eliminate (G) because, though the opinion belongs to Jacob, it does not concern his struggles locating *Erin* at college. Eliminate (H) because the lines are from Jacob's standpoint, not *Erin's*. Keep (J) because it matches the text from the passage. The correct answer is (J).

## Passage II

### 11. A

This reasoning question asks what the statement in lines 36–39 *stresses*. Read a window around the line reference. This statement from Jergensen talks about the way Wells took care of her siblings and how she looked out for the rights of those experiencing racial inequality. Look for an answer choice that matches this idea. Keep (A) because it matches the text from the passage. The text in the window makes no reference to Wells being *persuaded* by her *family*, so eliminate (B). While the window states that Wells is a parental figure to her *siblings*, it does not indicate that she learned *lessons of equality* from this. Eliminate (C). Eliminate (D) because the window does not reference a *metaphor*. The correct answer is (A).

### 12. G

This reasoning question asks for a description of Wells' reaction to her parents' deaths. Look for the lead words *yellow fever* to find the window for the question. Lines 30–39 state that Wells felt the need to be strong for her siblings, yet mourned in private. The correct answer needs to state both of these factors. Eliminate (F) because, while Wells was sad due to her parents' deaths, the text does not indicate that she was frightened. Keep (G) because it matches the text from the passage. Eliminate (H) because the text supports the opposite of *relieved* and *emboldened*. Eliminate (J) because there is no evidence

that Wells felt *hopeless*, even though there is support that she was *brave*. The correct answer is (G).

13. C

This reasoning question asks what the narrator implies about the relationship between *Wells* and *her husband*. Look for the lead words *Wells* and *husband* to find the window for the question. Lines 60–61 suggest that Wells’ domestic life didn’t spell the end of her struggle against inequality. The passage also describes Wells’ continued activism after marriage. Eliminate (A) because it contradicts the text from the passage. Eliminate (B) because Wells met her husband in *Chicago*, not *England*. Choice (C) is supported by the text, so keep it. Eliminate (D) because there is no connection between her husband and the *Ida B. Wells Club*. The correct answer is (C).

14. F

This reference question asks for the meaning of lines 6–9. Read a window around the line reference. Lines 7–8 portray Wells as a *hushed voice in the race debate*. Keep (F) because it matches the text from the passage. Eliminate (G) because the phrase *hushed voice* is metaphorical, not literal. Eliminate (H) because it contradicts the text from the passage. While the passage does state that Wells created a pen name, it does not state this was done for a *mainstream newspaper*. Eliminate (J). The correct answer is (F).

15. C

This reference question asks *who disapproved of the ideas described in lines 12–16*. Read a window around the line reference. In this window, the passage states that Wells became *a despised figure in Memphis* (line 21). Eliminate (A) and (B), as the text implies that a group of people despised Wells. Keep (C) because it matches the text

from the passage. Eliminate (D) because line 17 states that Wells *became a hero in the civil rights community*. The correct answer is (C).

16. J

This reasoning question asks for a comparison between two accounts of Wells. Because this is a general question, it should be done after all the specific questions. Look for the Golden Thread. The passage portrays Wells in a positive light, detailing her boldness and persuasive tactics. The reviewer's account portrays Wells as *a tireless and outspoken advocate of equality*. Eliminate (F) because the passage does not question Wells' *fairness*. Eliminate (G) because the passage does state that Wells put herself in *danger* to complete her objectives. Eliminate (H) because both Jergensen and the reviewer consistently paint Wells positively. Keep (J) because it matches the text from the passage. The correct answer is (J).

17. A

This reference question asks which earlier statement is supported in lines 81–84. Read a window around the line reference. The author mentions Wells' issues with only occasional rewards for what she does and uses women's suffrage in 1920 as an example of a reward. Keep (A) because it matches the text from the passage. Eliminate (B) because the passage never states that *family* motivated Wells' struggle. Eliminate (C) because the passage never suggests that each generation brings *significant change* to *society*. Eliminate (D) because the passage does not state that Wells *became much wiser and more thankful in her older age*. The correct answer is (A).

18. J

This reference question asks why *Wells* was similar to *Socrates* in her *style of debating*. Look for the lead word *Socrates* to find the window for the question. Lines 43–46 state that *Socrates used shrewdly-worded questions and statements to lead his opponent from his original sense of certainty into a state of doubt about the correctness of his convictions*. Likewise, the author states that *Wells asks questions to bait others to question their morality and fairness*. Eliminate (F) because the text does not mention *philosophical convictions*. Eliminate (G) because the passage states that *Wells would ask questions in order to advance her agenda*. Eliminate (H) because the text indicates that *Socrates and Wells based their debating strategies on clever oration*. Keep (J) because it matches the text from the passage. The correct answer is (J).

19. **D**

This reference question asks *how the author characterizes the book A Red Record*. Look for the lead words *A Red Record* to find the window for the question. Lines 66–69 state that the book motivated an audience of *progressive thinkers*, while the practical measures of the problem it addressed did not improve. Eliminate (A) because the window does not mention *philosophical inconsistencies*. The text does not call the book *unusually radical*, so eliminate (B). Eliminate (C) because the book focuses on the history of lynching in America, not a broad *scope of social issues*. Keep (D) because it matches the text from the passage. The correct answer is (D).

20. **G**

This reasoning question asks about the way in which *Wells approached her life*. Because this is a general question, it should be done after all the specific questions. Look for the Golden Thread. The passage, overall, describes *Wells' strength and the positive outcomes of her activism*. Eliminate (F) and (H) because both are negative.

Keep (G) because it reflects Wells' perseverance. Eliminate (J) because the passage does not suggest that Wells constantly triumphed. The correct answer is (G).

### Passage III

21. B

This reasoning question asks what ability of the Blues is conveyed by the simile in lines 19–20. Read a window around the line reference. King says the Blues *puts a dream between [him] and the pain, like a thick frosted windowpane*. The simile shows that the Blues has the ability to dull sadness and hurt. Eliminate any answers that are not consistent with that idea. Eliminate (A) because the simile is about a style of music, not a particular instrument. Choice (B) is a paraphrase of the text from the passage, so keep it. Eliminate (C) because there's no indication that the Blues is *transforming* emotions, but rather muffling or dulling them. Although King does refer to sleeping, he is not discussing the Blues's ability to help anyone sleep. Eliminate (D). The correct answer is (B).

22. F

This vocabulary in context question asks what the word *digest* means in line 21. Go back to the text, find the word *digest*, and cross it out. Carefully read the surrounding text to determine another word that would fit in the blank based on the context of the passage. After King compares the Blues to a frosted window, the author and her sister *turned to each other, deciding some things weren't meant for kids* after they found his *pearl of wisdom difficult to digest*. The word in context should mean something similar to “grapple with” or “accept.” Eliminate anything inconsistent with this idea. Keep (F), which matches the text from the passage. Eliminate (G) because, although *stomach* might be an attractive answer initially, they are not physically

digesting anything. Eliminate (H) and (J) because neither *memorize* nor *study* match the text from the passage. The correct answer is (F).

23. C

This reasoning question asks what can be inferred about where *King believes a true appreciation for the Blues comes from*. Look for the lead words *appreciation* and *Blues* to find the window for the question. In his conversation with Sis, he says that it's hard for a young 'un to hear the Blues right because *[they] haven't been through enough pain of livin' yet*. Therefore, those who appreciate the Blues *have been through the pain of living*. Eliminate any answers that aren't consistent with that idea. Eliminate (A) because King never refers specifically to his own *upbringing*. Eliminate (B) because the window does not mention watching the Blues performed by *live musicians*. Choice (C) is a paraphrase of the text, so keep (C). Eliminate (D) because King never discusses *religious beliefs*. The correct answer is (C).

24. J

This reference question asks what feeling cited by the narrator compares to the *feeling created by King's guitar*. Look for the lead words *King's guitar* to find the window for the question. Notice that each answer choice provides a specific line reference, so read carefully around each line reference to determine whether it refers to King's guitar solo or something else. Eliminate (F) because the *thick glass pane* refers to the way that the Blues muffles pain, not King's guitar solo. Choice (G) might initially look promising because the author is talking about listening to King play, but the *space behind the waterfall* is in reference to the *mournful verses*. Eliminate (G). Eliminate (H) because the *thundering curtain of water* is part of a metaphor describing the mournful verses. The author describes the

guitar solo starting and how his heart feels like *a bird that flew out of the waterfall*. This is consistent with (J). The correct answer is (J).

25. **D**

This reference question asks what King most likely means to emphasize when he discusses the *nightclub fire*. Look for the lead words *nightclub fire* to find the window for the question. In the second paragraph of Passage B, King talks about the event, how the fire started and how he almost died running back into the club for his guitar. Later, he mentions that he named his guitar Lucille after the woman who two men were fighting over when they started the fire, *to remind [him] not to do a thing like that again*. Eliminate any answer choices that aren't consistent with that text from the passage. Choice (A) can be eliminated because there's no evidence that King thought his life was worth less than his guitar. Eliminate (B) because the passage does not mention *prejudice*. Eliminate (C) because King tells the story to explain the lesson he learned, not to describe his own nature. Keep (D) because it is consistent with the text from the passage. The correct answer is (D).

26. **G**

This vocabulary in context question asks what the word *misused* means in line 64. Go back to the text, find the word *misused*, and cross it out. Carefully read the surrounding text to determine another word that would fit in the blank based on the context of the passage. King refers to people who feel rejected by *family* or who face *problems with their love lives*. He goes on to say that's how the Blues began, *out of feeling misused*, so the word must mean something like "hurt" or "treated badly." Eliminate (F) and (H), because neither *clinically-depressed* nor *outraged* is consistent with "hurt" or "treated badly." Choice (G) matches the text from the passage, so keep it. Choice (J) can be eliminated because there's no evidence that the

people were *misled*, simply that they were *hurt*. The correct answer is (G).

27. A

This reference question asks what King indicates in Passage B. There is no good lead word in this question, so work the question later. Eliminate any answer choices that aren't supported by the passage. Choice (A) is supported by King's statement in lines 67–69 that when people give him compliments, he thanks them but still goes back to his room to practice. Keep (A). Eliminate (B) because, although King certainly learned a lesson from the fire, there is no evidence that he *regrets reentering the building*. Eliminate (C) because, although those who are broken-hearted may appreciate the Blues, there's no indication that *only* the broken-hearted like it. Eliminate (D) because, though King mentions *cancer or muscular dystrophy*, there is no mention of his aspirations *to become a medical doctor*. The correct answer is (A).

28. F

This reasoning question asks which of the following best describes a difference between the two passages. Because this question asks about both passages, it should be done after the questions that ask about each passage individually. Consider the Golden Thread of both passages. Keep (F) because Passage A uses a great deal of *figurative language*, while Passage B is more *straightforward*. Eliminate (G) because Passage A does not highlight *King's sense of humor*. Eliminate (H) because Passage A does not primarily focus on King's *career path*. Eliminate (J) because Passage A focuses more on King's music than on his *kindness and humble character*. The correct answer is (F).

29. B

This reasoning question asks how the narrator of Passage A would most likely respond to the statement in Passage B on lines 74–75. Read a window around the line reference. In lines 74–75, King states, *When someone do say something negative, most times I think about it, but it don't bother me that much.* The author of Passage A feels *deep appreciation* for King and his music. Therefore, the author would likely think favorably of King's statement. Eliminate (A), (C), and (D) because each of these is negative. *Esteem* is consistent with *deep appreciation*, so keep (B). The correct answer is (B).

30. H

This reasoning question asks for an idea that both passages suggest. Because this question asks about both passages, it should be done after the questions that ask about each passage individually. Consider the Golden Thread of both passages. Although Passage A mentions the Blues helping with pain, there is no mention of the music's ability to *heal sickness*. Eliminate (F). Eliminate (G) because there is no discussion about who can or can't play the Blues. Keep (H): in line 7 of Passage A, King says, *Life is sad...sometimes*. In lines 60–65 of Passage B, King talks about the kinds of *hard times* that people go through. Eliminate (J) because there is no discussion of *prejudice* in Passage A. The correct answer is (H).

## PASSAGE IV

31. C

This reasoning question asks about the function of the *second paragraph*. Read the second paragraph as the window. The paragraph explains that defining intelligence in human terms might create a standard that other species can't meet. Therefore, we can't compare intelligence between species. Eliminate (A) because the *rest of the*

*passage* does not focus on *human bias*. Eliminate (B) because it contradicts the text from the passage. Choice (C) is supported by the paragraph, so keep it. Eliminate (D) because this paragraph does not *provide background information* about *evolutionary niches*. The correct answer is (C).

32. J

This reference question asks for the *primary problem with defining intelligence as “the most highly refined capacities” of a given species*. Look for the lead words “*the most highly refined capacities*” to find the window for the question. Lines 17–20 state that the definition makes *intelligence something that can only be compared within a species, not across species*. Look for an answer choice that matches this text from the passage. Eliminate (F) because the text does not indicate that the problem relates to an unmeetable *standard*. Eliminate (G) because the text does not indicate that the problem relates to *environmental niches*. Eliminate (H) because the text from the passage does not mention *human intelligence*. Keep (J) because it matches the text. The correct answer is (J).

33. A

This reference question asks which behavior is NOT intelligent, according to the passage. Work backward and use lead words from the answers to find the window for this question. Look for the lead word *spider*, which can be found in line 34. Lines 35–36 state that a spider that spins a web *is not considered to be displaying intelligence*, so keep (A). Look for the lead word *elephant*. Lines 39–40 state that *an elephant that picks a lock at the zoo is...acting intelligently*. Eliminate (B). Look for the lead words *veined octopus*. Lines 42–44 state that the veined octopus is intelligent because of its actions, so eliminate (C). Look for the lead word *parrot*. Lines 61–65 present Alex the

parrot's ability to identify and group objects as intelligent. Eliminate (D). The correct answer is (A).

34. H

This reference question asks how *scientists often start their assessment of an animal's intelligence*. Look for the lead words *scientists* and *assessment* to find the window for the question. Lines 24–26 say that *scientists frequently begin assessing an animal's intelligence based on its susceptibility to classical or operant conditioning*. This method involves *pairing either a stimuli or a behavior with certain consequences, and waiting to see if a subject learns to...act accordingly*. Look for an answer choice that matches this text from the passage. Eliminate (F) because the idea of *solving new and complex problems* does not match the text. Eliminate (G) because the text does not indicate that scientists first *identify the most highly refined capabilities* of a species. Keep (H) because it is a paraphrase of the text from the passage. Eliminate (J) because the passage never mentions testing an animal's capacity to absorb *information*. The correct answer is (H).

35. A

This reasoning question asks how the author of the passage would most likely describe the *behavior* of the *beaver*. Because this is a general question, it should be done after all the specific questions. Look for the Golden Thread. The passage discusses the definition of intelligence in animals, and the beginning of the fourth paragraph states that one of the primary sources of evidence for intelligence is the ability to solve novel problems. Keep (A) because the beaver in the example solves the stick problem by using bark—a solution to a novel problem. Eliminate (B) because *long-term planning* is a trait of something being intelligent, not *unintelligent*. Eliminate (C) because there is no indication that the behavior is *the result of operant*

*conditioning*. Eliminate (D) because the *Clever Hans effect* would prove a lack of intelligence, if true. The correct answer is (A).

36. J

This reference question asks how *the shelters of the veined octopus differ from those of crabs and ants*. Look for the lead word *veined octopus* to find the window for the question. Lines 44–48 discuss the long-term planning abilities of the veined octopus, stating that the octopus’s behavior is *better evidence that it can conceptualize a goal and then act on it*. Eliminate (F) because it applies to crab and ant shelters. Eliminate (G) because sturdiness is not mentioned in the passage. Eliminate (H) because *architectural interest* does not appear in the passage. Keep (J) because it matches the text from the passage. The correct answer is (J).