

READING FULL-LENGTH PRACTICE TESTS 4

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.

Passage I

PROSE FICTION: This passage is adapted from the novel *Birds of Paradise* by Minnie Foroozan (©2002 by Minnie Foroozan).

As a young woman, Ani Kealoha had never dreamt of someday owning a hotel on her native island of O’ahu, but—as she would happily tell any of the hotel guests and staff at her 120-room “home away from home”—her outgoing and caring nature, along with a strong work ethic and natural ability for organization, had practically made it her destiny. Ani had grown up in a small but happy family of limited means. Most days, Ani would help her parents with their market stall on King Kekaulike Street, where they served increasing numbers of tourists and military personnel. If she ever had aspirations of wealth, it was just to have enough money to visit the faraway places these visitors would talk about—Los Angeles, Sydney, or even New York. They captured her imagination and filled her with a desire for adventure.

15 In the years before statehood, once her sisters were old enough to assume some of her duties at the market, Ani Kealoha’s desire to help her family and teenage sense of adventure led her to find other work as well. Hawaii’s growing and near year-round influx of tourists allowed ample opportunity for someone of her character. She was a skillful musician and naturally graceful; she would play ukulele and

dance to the *hapa-haole* music for the frequent tourist hula shows, eventually acting as “manager” for several groups of musicians and dancers. Ani “The Fearless” would walk from
25 hotel to hotel, asking to see the manager and, more often than not, convincing him that he should invite her group to perform. It was during these frequent visits that she became familiar with the already world-famous Moana Hotel. During one of her visits, she learned of, and was eventually offered,
30 an opening for a staff position at the hotel, and she accepted without hesitation.

Although she started there as a chambermaid, Kealoha recalled her time at the Moana with nostalgia. The endless parade of visitors, from the obscure to the famous, never grew
35 tiresome for her, and her enthusiasm for her work soon saw her managing the entire housekeeping staff. After again proving her capability and resourcefulness as a manager, she was eventually to manage all guest services for the hotel.

With the arrival of statehood in 1959, everything changed.
40 Now a citizen of the United States, she, like her sisters and

many of her friends, was eager to take advantage of the new opportunities citizenship offered. While her sisters chose to go to university on the mainland, Ani's experience qualified her to be employed as a civilian for the Quartermaster Corps, 45 helping to organize and distribute supplies to American units and troops still stationed throughout the Pacific.

Gazing out of her office window, listening to the sound of the surf and the ocean breeze in the palms, she often thought of her time as a clerk in the Quartermaster Corps, where she met 50 Lt. James Santos, to whose company she had been assigned, and with whom she would gradually fall in love and then marry a year later. In the days just after their marriage, they lived on the Army base in a small but neat bungalow-style home. When Santos, now "Jimmy," was later promoted to Lieutenant Colonel, 55 Kealoha left her clerking position and spent her time turning their little bungalow into a home—cooking meals in their tiny kitchen, adding a rug here, curtains there, and the big purchase, a brand-new radio. Then one day, Jimmy came home with a surprise: a tiny, half-starved, brown puppy, apparently orphaned. 60 They nursed him back to health, and gave him the grand name Pua Pua Lena Lena—after the beloved dog of Hawaiian myth—

which was almost immediately shortened to “Pup.”

Thinking about evenings at home with Jimmy, listening to programs like *Hawaii Calls* and with Pup sitting and staring
65 at the radio (looking for all the world like the dog on the RCA Victor label), Kealoha would smile and think about the first time she met Jimmy. Born in the Philippines and raised in Tacoma, Jimmy was young for his rank, being only 24 years old at the time, and newly-arrived in Hawaii. He was slightly-built and
70 fair-skinned, which made him look even younger than he was. As such, he made a special effort to maintain what he felt was the “proper” military bearing. At their first meeting, when she had reported to his office, he was terse, but not rude, and called her “Ms. Kealoha.” She could tell that he was trying to make
75 his voice sound deeper than it actually was.

Lieutenant Santos was a tireless worker, and seemed to always find a reason to be at or near her desk, but at the same time, he would seldom speak to her or even make eye contact. Kealoha thought perhaps he felt that she, as a civilian, needed
80 extra supervision, and she made an extra effort to demonstrate just how capable she was.

- 1.** The events in the passage are described primarily from the point of view of a narrator who presents the:
 - A.** thoughts of Kealoha, her customers, and her family as conveyed in dialogue.
 - B.** inner thoughts and sentiments of Kealoha only.
 - C.** inner thoughts of Kealoha and Santos only.
 - D.** inner thoughts and emotions of all the people in Kealoha’s life.

- 2.** The passage supports all of the following statements about the Moana Hotel EXCEPT that:

- F. it was one of the better-known hotels on the island of O’ahu.
- G. Kealoha worked there as a chambermaid.
- H. it had more rooms than the hotel Kealoha currently owns.
- J. its guests included celebrities as well as people who were not as well-known.

3. Which of the following questions is NOT answered by the passage?

- A. What kind of business did Kealoha’s parents own?
- B. How long did Santos live in the Philippines before moving to Tacoma?
- C. How did Pup react when Kealoha and Santos listened to the radio?
- D. Under what circumstances did Kealoha first become aware of Santos?

4. One of the main ideas of the second paragraph (lines 15–31) is that:

- F. as a young woman, Kealoha often changed jobs because she quickly grew bored at each position.
- G. Kealoha’s work as a musical group manager earned her the nickname Ani “The Fearless.”
- H. working many jobs at once, Kealoha lost the opportunity to spend holidays with her family.
- J. because of her abilities and outgoing nature, Kealoha held a variety of jobs as a young woman.

5. According to the passage, all of the following were aspects of Kealoha’s time at the Moana Hotel EXCEPT:

- A. cooking meals in the kitchen.
- B. working there as a chambermaid.
- C. receiving a promotion for her efforts.
- D. seeing celebrities.

6. In the passage, the statement that Santos appeared even younger than he was is best described as the opinion of:

- F.** Kealoha which she expresses to him in an effort to compliment him.
- G.** Santos which he states to the men in his command in hopes that Kealoha will overhear.
- H.** Kealoha which she forms while working at Quartermaster Corps.
- J.** Kealoha which replaced her earlier impression of him that he reminded her of someone she once knew.

7. The passage indicates that Kealoha's primary response to the events described in the fourth paragraph (lines 39–46) is:

- A.** sadness due to her sisters' departure.
- B.** concern about the loss of her heritage.
- C.** optimism gained from new opportunities.
- D.** dismay over the increased number of troops.

8. According to the passage, as a young woman, Kealoha made goals for herself that included:

- F.** opening her own market.
- G.** owning a farm on a different island.
- H.** going to university on the mainland.
- J.** traveling to different cities.

9. The passage indicates that compared to her work at her parents' market, Kealoha's job at the Moana offered:

- A.** longer hours.
- B.** shorter hours.
- C.** fewer opportunities for advancement.
- D.** more opportunities for advancement.

10. That Santos felt self-conscious about his age was:

- F.** a confession he shared with the men in his platoon to put them at ease with him.
- G.** an insight Kealoha made based on the manner in which he spoke to her.
- H.** a question Kealoha posed to him in the first private conversation the two shared.
- J.** an opinion he held because he had been promoted so early in his career.

Passage II

SOCIAL SCIENCE: This passage is adapted from the article “A Mann for All Seasons” by Tiptan Held (©2007 by Brookvale).

Held is reviewing the biography *Lasting Vision* by Thomas Younger.

In 1837 the state of Massachusetts formed the first-of-its-kind State Board of Education, and the search began for someone to fill the role of First Secretary. Horace Mann, a state senator from Massachusetts, accepted the position, despite a successful
5 and promising political career and the lack of any demonstrated interest in public education prior to his appointment. He was supposedly drawn to the role solely because it offered a dependable salary, a perk not offered to state legislators. Whatever his motivation may have been, as Thomas Younger writes
10 in his new biography, “Once the reins of the school system were placed in the sure hands of Horace Mann, the landscape of education in Massachusetts, and indeed the United States, was to change forever.” And so it proved: after accepting the position, Mann turned to his duties with an unexpected, almost
15 unbelievable zeal, foregoing all other interests, both political and private, in their pursuit.

Thus began the legacy of the man who would eventually become known as the “Father of American Public Education,” a surprising epitaph for a man whose own education, at least
20 during his formative years, was not particularly exceptional. Mann was born in 1796 in Franklin, Massachusetts and was raised by his parents on their family farm. From the time he was

ten years old until he was twenty, he never attended more than six weeks of school in any given year. Some years, he didn't
25 attend at all. However, his Yankee upbringing had taught him the value of hard work and self-reliance. With the support of a tutor and using the resources of the town library, he studied on his own. He enrolled at Brown University at the age of twenty and graduated three years later as class valedictorian.

30 Younger's biography paints a picture of Mann as one of the most visionary and energetic reformers of his time, as well as one of the most prolific. He had already reached the relatively advanced age of forty-one when he was named First Secretary of the Board of Education, making the quality and quantity of
35 his accomplishments even more impressive. In what Younger calls "an unprecedented and daringly progressive campaign," Mann implemented the "common school" model, in which children from all social classes attended the same school. He argued that the common school model benefited all of society
40 and insisted that the single most important responsibility of a civilized state is the education of its citizens. In his description of Mann's reforms, Younger seems to invite a comparison to the similarly "radical" notions of abolition—a cause Mann would

champion with equal fervor upon his election to the U.S. Senate
45 in 1848—and the Civil Rights movement almost a century later.

Mann's considerable dedication to reform was certainly
impressive, all the more so considering the hardships he faced
along the way, both public and private. Then, as now, education
reform was a hotly-contested subject, and Mann encountered
50 resistance at nearly every turn, not only from the institutions
he was trying to change but also from students, parents, and
teachers. His stance on nonsectarian instruction angered many
parents and various religious groups, just as his controversial
proposal for the disuse of corporal punishment displeased a
55 group of schoolteachers in Boston. Mann also met with dif-
ficulty in his personal life; his grief over his first wife's death
in 1832 never wholly left him. At about the same time, he
inherited substantial debts left by his only brother. Despite
these difficulties (or perhaps because of them), Mann's tireless
60 pursuit of his vision for change continued unabated, fueled by
his singular passion and boundless energy.

Younger's well-structured narrative of Mann's life and
works goes far beyond a simple recounting of his actions
and achievements. By following him from his beginnings as

65 a self-educated young man, through his personal and profes-
sional travails and triumphs, to his eventually being named
President of Antioch University, a larger story than that of a
single individual emerges. Mann’s crusade for public education
becomes the story of reform itself, of drive and determination,
70 of struggle and sacrifice, and how the vision of one person,
pursued relentlessly and with sufficient vigor, can spark change
for an entire state, a nation, and indeed the world. Within a
year of his appointment as Secretary of the Board of Educa-
tion, Mann had visited every schoolhouse in the state to assess
75 personally the condition and quality of each. In 1838, Mann
instituted the “normal” school system (a school whose pri-
mary purpose is to train high-school graduates to be teachers
themselves, thereby establishing “norms”) in Massachusetts
and founded *The Common School Journal*, a publication in
80 which Mann, acting as sole editor, laid down his principles
for public education. During his tenure, he also published a
series of annual reports, which were circulated widely and
influenced other school systems to adopt similar measures.
It was this commitment not only to ideals but also to action,
85 Younger seems to tell us, that made Horace Mann an example
for others who seek to effect social reform.

- 11.** The passage’s author most strongly implies that Mann’s interest in public education:
- A.** was the result of a lifelong passion for education reform.
 - B.** gradually lessened after his appointment as First Secretary of the Board of Education.
 - C.** began in earnest after his appointment as First Secretary of the Board of Education.
 - D.** ended abruptly after his wife’s death in 1832.

12. According to the passage, who disapproved of the proposal described in lines 52–55?

- F. A group of Boston schoolteachers
- G. Younger
- H. Mann’s parents
- J. Mann himself

13. As portrayed in the passage, Mann’s reaction to the personal hardships he faced is best described as:

- A. angry and afraid.
- B. uncaring and selfish.
- C. surprised but confident.
- D. saddened but resolute.

14. In the statement in lines 10–13, Younger most strongly emphasizes:

- F. the significance and impact of Mann’s leadership as First Secretary of the Board of Education.
- G. the folly of Mann’s decision to give up a promising career in the legislature.
- H. how Mann’s upbringing had prepared him perfectly for his new position.
- J. the contrast between the state education in Massachusetts and other places in the United States.

15. According to the passage, Younger believes Mann sets an example for others who seek social reform because Mann:

- A. never sought the approval of others for his efforts to reform public education.
- B. recognized that education reform can come about only through increased legislation.

- C. was relentless in the pursuit of his own education.
- D. was committed not only to his ideals but also to action.

16. The passage most strongly suggests that Mann felt the use of corporal punishment in education was:

- F. necessary.
- G. improper.
- H. motivational.
- J. justified.

17. Lines 35–38 most nearly mean that Mann:

- A. patterned his model for a new school system on one that existed elsewhere.
- B. cautiously instituted small reforms, one at a time, in order to achieve his goals.
- C. fearlessly challenged the accepted social norms of the period in his efforts to reform education.
- D. was more concerned with cost-saving measures than was his predecessor.

18. The passage's author characterizes Mann in the U.S. Senate most nearly as:

- F. boldly engaged in other important reforms affecting the nation.
- G. obsessively focused on the issue of education.
- H. surprisingly inconsistent in his voting record on education issues.
- J. amazingly articulate about the role of the state in educating its citizens.

19. For the passage's author, lines 72–75 mainly serve to support his earlier point that:

- A. Mann had left the state legislature in order to be able to travel more.

- B.** there weren't enough schoolhouses in Massachusetts in the nineteenth century.
- C.** Mann tirelessly pursued his goal of improving and reforming education.
- D.** Mann was not effective at his job due to his extensive travel.

20. Another reviewer of Younger's book sums up Mann in this way:

Perhaps the single most important figure in American education reform, Horace Mann devoted himself entirely to the cause of public education. Despite facing widespread criticism, Mann never wavered in his commitment to universal education, and the effects of his reforms can still be seen today.

How does this account of Mann compare to that of the passage's author?

- F.** This account emphasizes Mann's commitment to reform, while the passage's author debunks it.
- G.** Both offer a similar and complimentary summary of Mann's work as a reformer.
- H.** Both offer a similar and critical summary of Mann's work as a reformer.
- J.** This account mentions Mann facing criticism, while the passage's author doesn't.

Passage III

HUMANITIES: This passage is adapted from the memoir *Sewing Circles* by Maria Erica Soreno (©2008 by Maria Erica Soreno).

Ingrid Bergman was a popular actress in Hollywood films of the 1940s and 1950s.

In the autumn of 1945, my older sister Ines and I lived with Tia Elena in her little house in Pasadena. There, working from her little shop on Paso Robles Street, Tia Elena had made quite a name for herself as a skilled *costurera*, sewing beautiful
5 dresses for the women in the surrounding neighborhoods. In fact, her work was of such quality that sometimes she would get special orders from some of the nearby film studios, where she had worked years previously.

It was one such order she had received from RKO Radio
10 Pictures that seemed particularly important to her: a gorgeous, flowing, beige crepe evening gown, so intricate that I knew it must be for something or someone special.

“It’s the most beautiful dress you’ve ever done, *Tia*,” I told her.

Tia Elena looked at me and smiled. “*Sì, hija*, and so it
15 should be—it’s for the most beautiful woman in Hollywood. Would you and your sister like to meet her?”

Ines and I exchanged glances and said nothing, uncertain if our aunt was making a genuine offer.

20 The next day, however, with the just-finished gown packaged carefully in a deceptively plain white box, Tia Elena called to Ines and me to join her on the trip to the studio to deliver the dress. Excited, but still a little doubtful, Ines and I climbed into the car, Ines in the front and I in the back, holding the box, with its delicate contents, on my lap.

25 We arrived at the studio lot, met by a guard at the gate who smiled at Tia Elena and winked at my sister and me. “Welcome to RKO,” he said and raised the gate to let us in. We parked the car and began walking towards one of the many buildings on the premises. Ines and I looked about in amazement at the
30 bustling studio lot—workers, costumed actors, cameramen, and hundreds of other people of every description were walking, running, standing, shouting, and laughing in a riot of noise and color. Tia Elena took the package from me. “Hold your sister’s hand, Maria,” she said, “We need to stay together.”

35 Despite the chaos and the fact that many of the large
buildings looked nearly identical, Tia Elena walked steadily
onward, leading Ines and me up to one of the buildings,
indistinguishable from the others apart from a large sign with
the number 20 over the entrance. Inside was much the same as
40 outside—people everywhere, moving equipment, shouting
directions, and generally appearing rushed. Apparently unfazed
by all the activity, Tia Elena led us confidently through the
maze of equipment and crowd of people until we arrived at a
door with a star and the name “Ms. Bergman” on it.

45 After a quick, reassuring glance at my sister and me, Tia
Elena knocked on the door, which was answered almost im-
mediately by a woman so strikingly tall and beautiful that
I could barely think to say anything. Tia Elena came to our
rescue, however. “Ms. Bergman, these are my nieces, Ines and
50 Maria. I hope you don’t mind visitors, but they were eager to
hear your opinion about the dress.”

Ms. Bergman smiled at us and crossed to where Tia was unfolding the dress for her. She gasped and exclaimed, “Oh, Elena—it’s the most wonderful gown I’ve ever seen; I’m
55 afraid I’ll never do it justice!” Tia Elena beamed with an artist’s pride, but only replied modestly, “I’m so happy you like it, Ms. Bergman, but I could never have done it without help from Maria and Ines.”

“Is that true, girls?” asked Ms. Bergman, and before we
60 could answer, said, “Well, your aunt is certainly lucky to have such helpful nieces. And please, enough of this ‘Ms. Bergman’ business; please call me Ingrid, and I’ll call you Maria and Ines, just like friends should. Now, such expert work surely deserves a little reward.” She took two photographs of herself
65 from a desk drawer and signed them. On mine she added, “For my friend, Maria,” and then did likewise for Ines.

In my memory, our visit to the studio that day unfolds like a scene in my very own movie, full of spectacle and wonder and emotion. Ingrid was filming *Notorious* on the day of our
70 visit, and although I've seen all of her films, I still think of that particular film as "ours." Her masterful portrayal of the tragic character Alicia Huberman always makes me remember that day, if only because it stands in such stark contrast to the smiling, friendly, generous woman I met. She was to say, much
75 later, in an interview:

"I have no regrets. I wouldn't have lived my life the way I did if I was going to worry about what people were going to say."

I was only eleven when I met Ingrid Bergman and couldn't really understand the magnitude of her accomplishments, but as
80 I read those words now, spoken of a life lived on a stage, with successes and hardships alike in plain view for all to see, I can't help but recognize, and be inspired by, a truly independent spirit.

21. The point of view from which the passage is told is best described as that of someone:

- A. visiting a movie studio with her aunt and sister.
- B. wanting to become an actor like Bergman.
- C. trying to adjust to life in California.
- D. looking back warmly on meeting Bergman.

22. According to the passage, which of the following events occurred last chronologically?

- F. The narrator feels inspired by Bergman.
- G. The narrator and her sister receive photographs from Bergman.
- H. The narrator visits a movie studio.

J. Tia Elena finishes the beautiful gown.

23. Through her description of her meeting with Bergman, the narrator portrays Bergman most nearly as:

A. snobbish.

B. rushed.

C. friendly.

D. regretful.

24. Based on the passage, the narrator's reaction to being first addressed by Bergman is one of:

F. fright and silence.

G. envy and jealousy.

H. awe and speechlessness.

J. excitement and doubt.

25. It is reasonable to infer that, following their first meeting with Bergman, the narrator and her sister:

A. instantly understood the impact that meeting Bergman would have on their lives.

B. were too busy helping their aunt with her work to think much about it.

C. continued to see Bergman's movies in order to recapture fond memories of meeting Bergman.

D. sold the rare autographed photos to a collector so they could afford beautiful dresses.

26. The narrator describes the building they visit at RKO as:

F. "a riot of noise and color" (lines 32–33).

G. "full of spectacle and wonder" (line 68).

H. "indistinguishable from the others" (line 38).

J. “strikingly tall and beautiful” (line 47).

27. As it is used in line 68, the word *spectacle* most nearly means:

- A. marvel.
- B. performance.
- C. demonstration.
- D. extravaganza.

28. The narrator makes the comparison in lines 73–74 to describe Bergman’s:

- F. ability to act in almost any kind of movie.
- G. portrayal of a character completely different from herself.
- H. appeal to fans of all ages.
- J. dramatic reaction to meeting the narrator.

29. Based on the passage, how old was the narrator when she met Bergman?

- A. Twenty
- B. Sixteen
- C. Thirteen
- D. Eleven

30. It is most reasonable to infer from the passage that the narrator gains an appreciation of Bergman’s accomplishments primarily as a result of:

- F. the way Bergman treated her when they met.
- G. the influence of her aunt and sister.
- H. her perspective as an adult.
- J. finally seeing Bergman wearing the dress Tia Elena had made.

Passage IV

SOCIAL SCIENCE: Passage A is adapted from *What is Life?* by Harrison George (© 2002 by Melman University Press). Passage B is adapted from “Planet, Dwarf Planet, or Celestial Body: Why Pluto is no Longer Considered to be a Planet” by Anne Goldberg-Baldwin.

Passage A by Harrison George

Few people have difficulty defining biology as “the study of life,” which is a practical enough definition and certainly true. It may seem contradictory, then, that one of the most difficult and controversial issues biologists have to contend with is defining what life really is. Since the time of Aristotle, there have been any number of definitions of life put forth, but as yet, there has been none that is accepted by all.

The very essence of a definition is to describe the complex in terms of the simple, but with a concept as vastly complex as life itself, the use of simple terms can be problematic. Some of the more frequently-used conditions put forth for “alive-ness” are complexity, autonomy, self-reproduction, evolution, and metabolism, all of which are assuredly qualities possessed by entities we would recognize as “alive.” However, is a forest fire, which self-reproduces and consumes fuel to produce energy (and therefore can be said to possess a “metabolism”) alive? How about a computer virus that can evolve or mutate according to its “environment”?

Perhaps the answer eventually to be found in the quest for
20 a definition of life won't really be an answer at all, but rather a
whole series of new questions—questions that will open up new
areas of study and help scientists gain a broader understanding
of life and its place in the universe. Remember that it wasn't so
25 “elements” in the universe: fire, air, water, and earth. However,
it was through efforts to gain a deeper understanding—to find
a definition, if you will—of those four elements that scientists
made monumental discoveries in physical and molecular
chemistry. Scientists could finally define water, for example,
30 as a compound composed of two hydrogen atoms bonded to a
single atom of oxygen. Now, such a straightforward and simple
description of so esoteric a concept as life may be unrealistic,
but that is a small matter. Perhaps in the end, rather than lead-
ing us to an answer, it will be the search itself that brings us
35 closest to understanding what it is to be “alive.”

Passage B by Anne Goldberg-Baldwin

On August 24th, 2006, the International Astrological Union (IAU) issued a decree that effectively stripped Pluto of its planetary status from our solar system. While this debate surrounded Pluto, the true debate stems from the definition
40 of what constitutes a planet. Until the IAU's Resolution 5A, which defines the term, the definition of "planet" was deemed a fundamental assumption in the field of astronomy.

So what is a planet anyways? Why is a protoplanet not considered a planet? Why are others considered dwarf planets?
45 What about asteroids and other objects in the galaxy and beyond? In simple terms, Resolution 5A defined a planet as a celestial body that orbits the sun, has enough mass to maintain a mostly circular orbit, and has cleared neighboring bodies from its orbital path.

50 Many celestial bodies fall short of this clearly defined term. Scientists debate what constitutes a "mostly circular orbit:" does it have to be a perfect circle? Most planets in our solar system do not have perfect circular orbits, but rather have slight variations that make the pathway an ellipse instead. Consider
55 Earth: there are times of the year in which the earth is closer to the sun and times when it is further away. Venus and Mercury

have more elliptical patterns, and therefore experience more drastic differences in climate. Since Pluto is so much further away from the sun, isn't an increase in its orbit's elliptical shape
60 to be expected, if not amplified?

As for the other parameters, Pluto's mass is decidedly less than that of other planets (it is even smaller than Earth's moon), but it still is massive enough to maintain an orbit around the sun. However, how massive is massive enough to be a planet? One
65 reason to account for the anomaly of Pluto's orbit is its largest moon, Charon. Charon is approximately half the size of Pluto, which is significantly larger in ratio than other celestial bodies' moons. Due to the gravitational forces exerted on each other, some scientists have suggested that Pluto and Charon should
70 instead be treated as a dual orbiting system of celestial bodies, rather than the relationship of planet and moon.

While it is certainly true that Pluto does not follow the definition of "planet" by strictest standards, astronomers opposed to Resolutions 5A argue that the nomenclature defined is
75 confusing, if not misleading, and that not enough astronomers were given a vote. If the process were opened up to more astronomers to weigh in, would Pluto have remained under the planetary umbrella?

Questions 31–33 ask about Passage A.

- 31.** It can reasonably be inferred that the author of Passage A believes that compared with current efforts to define life, efforts to define the elements:

- A. definitely answered more questions.
- B. led to a less straightforward set of more complex qualities and conditions.
- C. were ultimately more satisfying.
- D. required greater cooperation among scientists.

32. Passage A suggests that searching for a definition of “life” will most likely:

- F. lead to confusion within the scientific community.
- G. be impossible given the history of contention on this question.
- H. lead scientists to broaden the definition to include viruses.
- J. spur new discoveries in the field of biology.

33. The author of Passage A describes the four elements of the universe in lines 23–25 primarily to:

- A. give an example of a more fruitful scientific pursuit.
- B. downplay concerns about the difficulty of defining life.
- C. draw a comparison with current questions about the nature of aliveness.
- D. introduce a less contentious precedent.

Questions 34–37 ask about Passage B.

34. The author of Passage B mentions Earth and Venus (lines 54–58) primarily to:

- F. offer examples that raise questions about one aspect of Resolution 5A’s definition of “planet.”

- G.** exemplify the types of celestial bodies that the author believes should be defined as planets.
- H.** contrast true planets, which are closer to the sun, with dwarf planets such as Pluto, which are typically further away.
- J.** provide additional examples of celestial bodies whose status as planets was once debated.

35. According to Passage B, astronomers who oppose Resolution 5A make which of the following claims?

- A.** Resolution 5A clarified a confusing aspect of the definition of “planet.”
- B.** More astronomers should be made members of the International Astrological Union.
- C.** The definition included in Resolution 5A may have been intended to mislead.
- D.** Resolution 5A may not reflect the views of the majority of astronomers.

36. The author of Passage B indicates that some scientists believe Pluto and Charon should not be defined as planet and moon because:

- F.** Pluto does not have enough mass to maintain a circular orbit by itself.
- G.** Charon is too large to be categorized as a moon.
- H.** such a definition requires a planet and moon to function as a dual orbiting system.
- J.** the effect these celestial bodies have on one another makes another definition more appropriate.

Answers and Explanations

READING PRACTICE TEST 4

EXPLANATIONS

Passage I

1. B

This reasoning question asks about the point of the view of the narrator. Because this is a general question, it should be done after all the specific questions. Look for the Golden Thread. While a number of other people, including Kealoha's family, customers, and Santos, are all mentioned in the passage, they are all described from Kealoha's point of view, and only as she remembers them. Eliminate (A), (C), and (D) because none of these matches the Golden Thread. The correct answer is (B).

2. H

This reference question asks for a statement about the *Moana Hotel* that is NOT supported by the passage. When a question asks what is NOT mentioned in the passage, eliminate answers that are mentioned. Look for the lead words *Moana Hotel* to find the window for the question. The Moana Hotel is described as *world-famous* in line 28, so eliminate (F). Lines 32–33 indicate that Kealoha worked at the hotel as a chambermaid; eliminate (G). Keep (H) because the passage does not discuss the number of *rooms* at the Moana. Line 34 states that the hotel hosted *an endless parade of visitors, from the obscure to the famous*. Eliminate (J). The correct answer is (H).

3. B

This reference question asks for the question that is *NOT answered by the passage*. There is not a good lead word in this question, so work the question later. Eliminate (A) because line 8 indicates that Kealoha

worked at her parents' *market stall*. Keep (B) because the passage does not indicate how long *Santos* lived in the *Philippines* before moving to *Tacoma*. Eliminate (C) because lines 64–65 indicate that, while Kealoha and Santos listened to radio programs, Pup was *sitting and staring at the radio*. Eliminate (D) because lines 49–50 state that Kealoha met Santos when she began working at the *Quartermaster Corps*. The correct answer is (B).

4. J

This reasoning question asks about the main idea of *the second paragraph*. Read the second paragraph as the window. The paragraph lists the different jobs Kealoha held and relates them each to her personality. There is no evidence to support the fact that she grew *bored* with the jobs, so eliminate (F). The passage does mention her job as a *musical group manager*, but it is not the main idea of the paragraph. Eliminate (G). There is no mention of whether Kealoha *lost the opportunity to spend holidays with her family*, so eliminate (H). Keep (J) because it matches the text from the passage. The correct answer is (J).

5. A

This reference question asks for a statement that was NOT an aspect of *Kealoha's time at the Moana Hotel*. When a question asks what is NOT mentioned in the passage, eliminate answers that are mentioned. Look for the lead words *Moana Hotel* to find the window for the question. The third paragraph mentions Kealoha working as a chambermaid, seeing famous people, and being promoted for her work, which supports (B), (C), and (D), respectively. Eliminate these answer choices. Keep (A) because the fifth paragraph mentions her *cooking meals in a tiny kitchen* at home, not at the Moana. The correct answer is (A).

6. H

This reasoning question asks whose opinion is described by the statement that *Santos appeared even younger than he was*. Look for the lead words *Santos* and *younger* to find the window for the question. In lines 69–70, Kealoha thinks about the first time she met Santos and remembers that *he was slightly-built and fair-skinned, which made him look even younger than he was*. Eliminate (F) since she thinks this thought instead of expressing it vocally. Eliminate (G) since this is Kealoha’s thought, not Santos’s. Keep (H) because it matches the text from the passage. Eliminate (J) because the thought describes the first time she meets Santos; therefore, she does not have an earlier impression of him. The correct answer is (H).

7. C

This reference question asks about Kealoha’s primary response to the events described in the fourth paragraph. Read the fourth paragraph as the window. Lines 41–42 describe Kealoha as *eager to take advantage of the new opportunities citizenship offered*. Although her *sisters* and *troops* are both mentioned, there is no evidence given for her feeling either *sadness* or *dismay*, respectively, related to these groups; eliminate (A) and (D). Eliminate (B) because there is no mention of a *concern about the loss of her heritage*. Keep (C) because it matches the text from the passage. The correct answer is (C).

8. J

This reference question asks about Kealoha’s *goals for herself* as a *young woman*. Look for the lead words *goals* and *young woman* to find the window for the question. Lines 1–2 state, *As a young woman, Ani Kealoha had never dreamt of someday owning a hotel*. Later in that paragraph, lines 11–13 describe Kealoha’s aspirations *to have enough money to visit the faraway places these visitors would talk*

about—Los Angeles, Sydney, or even New York. Look for an answer choice that matches this text from the passage. Eliminate (F) because, though Kealoha worked in her parents’ *market*, there is no mention in the passage of her wanting to open one of her own. Eliminate (G) because there is no mention of her wanting to own a *farm*. Lines 42–43 indicate that Kealoha’s sisters *chose to go to university on the mainland*, but Kealoha does not; eliminate (H). Keep (J) because it matches the text from the passage. The correct answer is (J).

9. **D**

This reference question asks what *Kealoha’s job at the Moana* offered *compared to her work at her parents’ market*. Look for the lead words *market* and *Moana* to find the window for the question. Lines 7–14 state that Ani helped serve *tourists and military personnel*, and her *aspirations of wealth* only fueled dreams of traveling. The third paragraph states that Kealoha proved her *capability and resourcefulness* while at the Moana, ultimately earning several promotions. Eliminate (A) and (B) because the passage does not discuss the *hours* Kealoha worked. Kealoha is described in the third paragraph as having been promoted twice while at the Moana Hotel, and there is no evidence to show she was ever given added responsibility or higher pay while working for her parents, so eliminate (C). Keep (D) because the text indicates that Kealoha was promoted at the Moana. The correct answer is (D).

10. **G**

This reference question asks about *Santos’s feeling of self-consciousness* about his *age*. Look for the lead words *Santos* and *self-conscious* to find the window for the question. Lines 69–75 say that Santos looked *younger* than he was. *As such, he made special effort to maintain what he felt was the “proper” military bearing...He was terse, but not rude, and called her “Ms. Kealoha.” She could tell that*

he was trying to make his voice sound deeper than it actually was. Therefore, Kealoha infers that Santos is self-conscious about his age, based on how he acts toward her. Look for an answer choice that matches this text. Eliminate (F) and (H) because the passage does not say that Santos voiced concerns about his age. Keep (G) because it matches the text from the passage. Eliminate (J) because there is no evidence given for how Santos may have felt about being *promoted*. The correct answer is (G).

Passage II

11. C

This reasoning question asks what the author implies about *Mann's interest in public education*. Look for the lead words *Mann* and *public education* to find the window for the question. Lines 4–6 say that Mann accepted the position of First Secretary of Education *despite... the lack of any demonstrated interest in public education prior to his appointment* and carried out his duties with *an almost unbelievable zeal*. Eliminate (A) and (B) because they contradict the text from the passage. Keep (C) because it matches the text. Eliminate (D) because lines 58–61 state that Mann continued his efforts for education reform after his wife's death. The correct answer is (C).

12. F

This reference question asks who *disapproved of the proposal described in lines 52–55*. Read a window around the line reference. The *proposal* in lines 52–55 was for *the disuse of corporal punishment, which displeased a group of schoolteachers in Boston*. Keep (F) because it matches the text from the passage. Eliminate (G), (H), and (J) because there is no support in the passage that biographer *Younger*, *Mann's parents*, or *Mann himself* disapproved of Mann's proposal. The correct answer is (F).

13. D

This reference question asks about the description of *Mann's reaction to the personal hardships he faced*. Look for the lead words *Mann* and *personal hardships* to find the window for the question. Lines 56–60 state that the grief Mann felt over the death of his first wife *never wholly left him*, and that he at about the same time, *inherited substantial debt*. Nonetheless, his *vision for change continued unabated*. There is no evidence in the passage that he felt either *angry* or *afraid*; eliminate (A). Similarly, Mann is never described as *uncaring* or *selfish*; in fact, he is consistently shown to be quite the opposite. Eliminate (B). While there is evidence that Mann was quite *confident*, nothing supports that he may have been *surprised* about either event; eliminate (C). Keep (D) because it matches the text from the passage. The correct answer is (D).

14. F

This reasoning question asks what *Younger most strongly emphasizes* in lines 10–13. Read a window around the line reference. The passage states that Younger writes, “*Once the reins of the school system were placed in the sure hands of Horace Mann, the landscape of education in Massachusetts, and indeed the United States, was to change forever.*” Keep (F) because it matches the text from the passage. Eliminate (G) because the passage does not emphasize the *folly* of his decision to accept the role. Eliminate (H) because the passage does not discuss how *Mann's upbringing* prepared him for the *new position*. These lines do not compare the *state education in Massachusetts* with that of *other places*, so eliminate (J). The correct answer is (F).

15. D

This reasoning question asks why *Younger believes Mann sets an example for others who seek social reform*. Look for the lead words *social reform* to find the window for the question. In the last sentence of the passage, the author states that Mann was *an example for others who seek to effect social reform* because of his *commitment not only to ideals but also to action*. There is no mention in the passage of Mann *seeking approval*, so eliminate (A). While some of Mann’s reforms involved legislation, there is no evidence that reform can come about *only* through increased legislation. Eliminate (B). While the passage mentions Mann’s own education, this idea isn’t what the author offers as *an example for others who seek social reform*. Eliminate (C). Keep (D) because it matches the text from the passage. The correct answer is (D).

16. G

This reference question asks what the passage most strongly suggests about Mann’s thoughts on *the use of corporal punishment in education*. Look for the lead words *corporal punishment in education* to find the window for the question. Lines 52–55 state that Mann advocated for *the disuse of corporal punishment*. Eliminate (F), as Mann did not deem it *necessary*. Keep (G), since *improper* matches the text from the passage. Eliminate (H) because the text does not match *motivational*. Eliminate (J) because Mann never describes corporal punishment as *justified*. The correct answer is (G).

17. C

This reasoning question asks what *lines 35–38 most nearly mean*. Read a window around the line reference. The lines state that Mann’s campaign was *unprecedented and daringly progressive* because it enabled *children from all social classes* to attend *the same school*. Eliminate (A) because the campaign was *unprecedented*, meaning it had not been done elsewhere. Eliminate (B) because *cautiously*

instated small forms, one at a time does not match *daringly progressive*. Keep (C) because it matches the text from the passage. Eliminate (D) because neither *cost-saving measures* nor *his predecessor* are talked about in these lines. The correct answer is (C).

18. F

This reasoning question asks how the passage’s author *characterizes Mann in the U.S. Senate*. Look for the lead words *U.S. Senate* to find the window for the question. Lines 41–45 state that Mann had *similarly “radical” notions of abolition, a cause Mann would champion with equal fervor upon his election to the U.S. Senate*. Keep (F) because it matches the text from the passage. Eliminate (G) because *obsessively* would mean he focused on education only. Eliminate (H) because Mann’s *voting record* is never mentioned. While Mann certainly claimed that education was the responsibility of the state, he did so as First Secretary, not as a U.S. Senator; eliminate (J). The correct answer is (F).

19. C

This reasoning question asks how lines 72–75 support the author’s earlier point. Read a window around the line reference. The passage states, *Within a year of his appointment as Secretary of the Board of Education, Mann had visited every schoolhouse in the state to assess personally the condition and quality of each. This is an example of how the vision of one person, pursued relentlessly and with sufficient vigor, can spark change for an entire state, a nation, and indeed the world*. There is no mention of Mann’s desire to *travel* being the reason he left the state legislature; eliminate (A). There is no mention of the number of *schoolhouses* being sufficient or not; eliminate (B). Keep (C) because it matches the text from the passage. Choice (D) contradicts the passage, which describes Mann as successful primarily

because of the energy and personal attention he put into his job. The correct answer is (C).

20. **G**

This reasoning question asks how another *account of Mann compares to that of the passage's author*. Because this is a general question, it should be done after all the specific questions. Look for the Golden Thread. Both accounts use the same general criteria to praise Mann for his reforms and are not *critical* in tone—eliminate (F) and (H). Keep (G) because it matches the text from the passage. The passage's fourth paragraph recounts Mann facing criticism from various sources; eliminate (J). The correct answer is (G).

Passage III

21. **D**

This reasoning question asks about *the point of view* of the passage. Because this is a general question, it should be done after all the specific questions. Look for the Golden Thread. In the passage, the narrator fondly recalls meeting Ingrid Bergman. The narrator does indeed visit a *movie studio*, but the story's focus is on her meeting with Bergman, rather than her visit to the movie studio. Eliminate (A). The narrator never mentions wanting to become *an actress like Bergman*, so eliminate (B). There is no support for *adjusting to life* in California; the narrator merely mentions the fact that they live in California. Eliminate (C). Keep (D) because it matches the text from the passage. The correct answer is (D).

22. **F**

This reference question asks *which of the following events occurred last chronologically*. There is no good lead word for this question, so

work this question later. In the final paragraph, the narrator writes, *as I read those words now...I can't help but be inspired*. She is writing about her feelings as an adult. Choices (G), (H), and (J) all occurred when she was a child, so each must have happened before her account as an adult. The correct answer is (F).

23. C

This reasoning question asks how the *narrator portrays Bergman* in the *description of her meeting with Bergman*. Look for the lead words *meeting with Bergman* to find the window for the question. Lines 53–66 describe the meeting as positive, and line 63 conveys Bergman's insistence on calling each other by their first names *just like friends should*. Look for an answer choice that matches this idea. Bergman's actions are not *snobbish*, so eliminate (A). The people on the movie studio lot, not Bergman, are described as *rushed* in line 41. Eliminate (B). Keep (C) because it matches the text from the passage. Eliminate (D) because it is contradicted by Bergman's quote, *I have no regrets*, in line 76. The correct answer is (C).

24. H

This reference question asks about the *narrator's reaction to being first addressed by Bergman*. Look for the lead words *addressed* and *Bergman* to find the window for the question. In lines 47–48, the narrator describes her initial impression of Bergman: She was *so strikingly tall and beautiful that I could barely think to say anything*. There is no evidence to show she was afraid, so eliminate (F). There is also no support that the narrator felt *envy* or *jealousy*; eliminate (G). Keep (H) because it matches the text from the passage. Eliminate (J) because the narrator describes herself and her sister as *excited* and *doubtful* in line 22, not during her meeting with Bergman. The correct answer is (H).

25. C

This reasoning question asks what the narrator and her sister did following *their first meeting with Bergman*. There is no good lead word for this question, so work this question later. In lines 70–73, the narrator says that she *has seen all of Bergman’s films* and goes on to say how one film in particular *makes her remember that day*. Eliminate (A) because the final paragraph indicates that the narrator was too young to *really understand the magnitude of Bergman’s accomplishments*. There is no evidence in the passage for the sisters being *too busy to think about* meeting Bergman, so eliminate (B). Keep (C) because it matches the text from the passage. Eliminate (D) because the text does not indicate that the photos were *sold*. The correct answer is (C).

26. H

This reference question asks how *the narrator describes the building they visit at RKO*. Look for the lead word *RKO* to find the window for the question. In lines 35–38, the narrator indicates that *many of the large buildings looked nearly identical* and that the building they approached was *indistinguishable from the others*. Eliminate (F) because *riot of noise and color* refers to the movie studio lot in general, not to the buildings specifically. The narrator uses *full of spectacle and wonder* to describe her memories of the entire visit, so eliminate (G). Keep (H) because it matches the text from the passage. Eliminate (J) because it is a description of Bergman, not of the building. The correct answer is (H).

27. A

This vocabulary in context question asks what the word *spectacle* means in line 68. Go back to the text, find the word *spectacle*, 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. In lines 68–69, the narrator compares her memories of meeting Bergman to a scene in a movie, *full of spectacle and wonder and emotion*. Therefore, spectacle should mean something like, “amazing sight.” Keep (A) because *marvel* matches the text from the passage. Eliminate (B) because, while a *performance* might be an amazing sight, the narrator’s memories are not likened to performances. Eliminate (C) and (D) because *demonstration* and *extravaganza* do not match “amazing sight.” The correct answer is (A).

28. **G**

This reasoning question asks why the *comparison* in lines 73–74 is made. Read a window around the line reference. The comparison is between the tragic character Bergman portrays in the film and *the smiling, friendly, generous woman I met*. Therefore, it emphasizes that Bergman portrayed a character very different from herself. Eliminate (F) because the comparison does not relate to Bergman’s *ability to act in any kind of movie*. Keep (G) because it matches the text from the passage. Eliminate (H) because the passage never mentions Bergman’s *appeal to fans of all ages*. The narrator describes Bergman as *smiling, friendly, and generous*, so eliminate (J). The correct answer is (G).

29. **D**

This reference question asks how old the narrator was when she met Bergman. Look for the lead words *met Bergman* to find the window for the question. In line 78, the narrator states, *I was only eleven when I met Ingrid Bergman*. Eliminate (A), (B), and (C). The correct answer is (D).

30. **H**

This reasoning question asks how the narrator *gains an appreciation of Bergman's accomplishments*. Look for the lead words *Bergman's accomplishments* to find the window for the question. Lines 78–82 mention the narrator's awareness of the *magnitude* of Bergman's *accomplishments*, and the narrator states, *as I read those words now... I can't help but recognize, and be inspired by, a truly independent spirit*. Eliminate (F) because the text says that the narrator's appreciation was gained as an adult. Eliminate (G) because there is no proof for the claim that the narrator's *aunt and sister* had any *influence* on the narrator's appreciation of Bergman. Keep (H) because it matches the text from the passage. There is no mention of seeing *Bergman wearing the dress Tia Elena made*; eliminate (J). The correct answer is (H).

Passage IV

31. A

This reference question asks what the author of Passage A believes about *efforts to define the elements* compared with *current efforts to define life*. Look for the lead words *elements* and *define life* to find the window for the question. In the opening paragraph, the author says this question is *one of the most difficult and controversial issues biologists have to contend with*. Lines 27–29 say that *scientists made monumental discoveries in physical and molecular chemistry* while making efforts to understand the *elements*. Therefore, efforts to define the elements produced more concrete results. Keep (A) because it matches the text from the passage. Eliminate (B) because it contradicts the text. Eliminate (C) because the passage does not indicate that efforts to define the elements were *more satisfying*. Eliminate (D) because the text does not indicate that the definition of the elements *required greater cooperation among scientists*. The correct answer is (A).

32. J

This reasoning question asks what Passage A suggests will most likely come about from *searching for a definition of “life.”* Look for the lead words *definition of life* to find the window for the question. Although the author says in the third paragraph that perhaps the answer *won’t be an answer at all, but a whole new series of questions,* he goes on to say that these questions could *open up new areas of study and help scientists gain a broader understanding of life.* Eliminate any answers that inconsistent with this text from the passage. Eliminate (F) because it is not consistent with the text. Eliminate (G) because the author doesn’t indicate that the definition will be *impossible given the history of contention on this question.* Eliminate (H) because there is nothing about *viruses* in the text. Keep (J) because it matches the text from the passage. The correct answer is (J).

33. C

This reasoning question asks why *the author of Passage A describes the four elements of the universe.* Look for the lead words *four elements of the universe* to find the window for the question. After discussing the difficulties involved in defining life, the author reminds readers in the third paragraph to *remember it wasn’t so very long ago that scientists considered there to be only four elements in the universe...*and then goes on to explain how efforts to define the elements led to *monumental discoveries.* The author mentions the elements to show what could be possible in the search to define life. Eliminate (A) because, although defining the elements resulted in more concrete discoveries than did current attempts to define life, the author is not arguing for one scientific pursuit over another. Eliminate (B) because the author does not attempt to *downplay* anything. Keep (C) because it matches the text from the passage. Eliminate (D)

because the author does not try to establish *a precedent*. The correct answer is (C).

34. F

This reasoning question asks why *the author of Passage B mentions Earth and Venus in lines 54–58*. Read a window around the line reference. They are examples of planets that don't have *perfectly circular orbits*; so, they represent celestial bodies that *fall short of the clearly defined term of "planet."* Eliminate any answer choices that are inconsistent with this text from the passage. Keep (F) because it matches the text. Eliminate (G) because the author is not arguing for Earth and Venus to be *defined as planets*: they already are. The planets are mentioned as an example to support a point, not to demonstrate any *contrasts*, so eliminate (H). Eliminate (J) because it is not supported by the text: there is no evidence that Earth's status as a planet *was once debated*. The correct answer is (F).

35. D

This reference question asks what *claims the astronomers who oppose Resolution 5A* make, according to Passage B. Look for the lead words *oppose Resolution 5A* to find the window for the question. The final paragraph says that those who oppose the resolution argue that the definition *is confusing, if not misleading, and not enough astronomers were given a vote*. Eliminate any answer choices that are inconsistent with this information. Eliminate (A) because they argue that the resolution created, rather than *clarified*, confusion. Eliminate (B) because the text suggests that more members need to vote, not that the *Union* needs more *astronomers*. Eliminate (C) because there's no evidence that the resolution was *intentionally* misleading. Keep (D) because it matches the text from the passage. The correct answer is (D).

36. J

This reference question asks why *some scientists believe Pluto and Charon should not be defined as planet and moon*, according to Passage B. Look for the lead words *Pluto* and *Charon* to find the window for the question. The author says that some scientists *have suggested [they] be treated as a dual orbiting system of celestial bodies because of the gravitational forces they exert on each other*. Eliminate answers inconsistent with this text from the passage.

Eliminate (F) because the issue is not about the *mass* of either of the bodies individually. Eliminate (G) because, though the text discusses the size of *Charon*, it does not say that this size prevents Charon from being *categorized as a moon*. Eliminate (H) because the passage does not indicate that the definition *requires a planet and moon to function as a dual orbiting system*; in fact, it suggests the opposite. Keep (J) because it matches the text from the passage. The correct answer is (J).