

2.4.1 R

READING TEST

35 Minutes—40 Questions

Directions: The Reading Test includes multiple passages. Each passage includes multiple questions. After reading each passage, choose the best answer and fill in the corresponding bubble on your answer sheet. You may review the passages as often as necessary.

Passage I

PROSE FICTION: This passage is an excerpt from the short story "Graduation," by John Krupp.

Rosemary sat at her kitchen table, working at a crossword puzzle. Crosswords were nice; they filled the time and kept the mind active. She needed just one word to complete this morning's puzzle; the clue was "a Swiss river," and the first of its three letters was A. Unfortunately, Rosemary had no idea what the name of the river was and could not look it up. Her atlas was on the desk, and the desk was in the guest room, currently being occupied by her grandson Victor. Looking up over the tops of her bifocals, Rosemary glanced at the kitchen clock: it was almost 10 a.m. *Land sakes!* Did the boy intend to sleep all day? She noticed that the arthritis in her wrist was throbbing, and she put down her pen. At eighty-seven years of age, she was glad she could still write at all. She had decided long ago that growing old was like slowly turning to stone; you couldn't take anything for granted. She stood up slowly, painfully, and started walking to the guest room. The trip, though only a distance of about twenty-five feet, seemed to take a long while. Late in her ninth decade now, Rosemary often experienced an expanded sense of time, with present and past tense intermingling in her mind. One minute she was padding in her slippers across the living room carpet; the next she was back on the farm where she'd grown up, a sturdy little girl treading the path behind the barn just before dawn. In her mind's eye, she could still pick her way among the stones in the

darkness, more than seventy years later. Rosemary arrived at the door to the guest room. It stood slightly ajar, and she peered through the opening. Victor lay sleeping on his side, his arms bent, his expression slightly pained. *Get up, lazy bones*, she wanted to say. Even in childhood, Rosemary had never slept past 4:00 A.M.; there were too many chores to do. How different things were for Victor's generation! Her youngest grandson behaved as if he had never done a chore in his life. Twenty-one years old, he had driven down to Florida to visit Rosemary in his shiny new car, a gift from his doting parents. Victor would finish college soon, and his future appeared bright—if he ever got out of bed, that is.

Something Victor had said last night over dinner had disturbed her. Now what was it? Oh yes; he had been talking about one of his college courses—a "gut," he had called it. When she had asked him to explain the term, Victor had said it was a course that you took simply because it was easy to pass. Rosemary, who had not even had a high school education, found the term repellent. If she had been allowed to continue her studies, she would never have taken a "gut." . . . The memory flooded back then, still painful as an open wound all these years later. It was the first day of high school. She had graduated from grammar school the previous year, but her father had forbidden her to go on to high school that fall, saying that she was needed on the farm. After much tearful pleading, she had gotten

GO ON TO THE NEXT PAGE

2.4.1 R

60 him to promise that next year, she could start high school. She had endured a whole year of chores instead of books, with animals and rough farmhands for company instead of people her own age. Now, at last, the glorious day was at hand. She had put on
65 her best dress (she owned two), her heart racing in anticipation. But her father was waiting for her as she came downstairs.

"Where do you think you're going?" he asked.

"To high school, Papa."

70 "No you're not. Take that thing off and get back to work."

"But Papa, you promised!"

"Do as I say!" he thundered.

There was no arguing with Papa when he spoke
75 that way. Tearfully, she had trudged upstairs to change clothes. Rosemary still wondered what life would have been like if her father had not been waiting at the bottom of the stairs that day, or if somehow she had found the strength to defy him.

1. The author most likely regards Rosemary with:

- A. sympathy.
- B. anger.
- C. disappointment.
- D. confusion.

2. It can be inferred from the passage that Rosemary is disturbed by Victor's:

- F. intention to drop out of college.
- G. disregard for her harsh upbringing.
- H. willingness to take courses that are easy to pass.
- J. inability to get out of bed in the morning.

3. The passage suggests that in the year after she finished grammar school, Rosemary most wanted:

- A. an escape from her father's company.
- B. the opportunity to go to college.
- C. the chance to study challenging subjects.
- D. the company of people her own age.

4. The passage suggests that Rosemary's attitude toward the physical afflictions of old age is generally one of:

- F. sadness.
- G. acceptance.
- H. resentment.
- J. optimism.

5. According to the passage, Rosemary does crossword puzzles in order to:

- A. keep her mind active.
- B. practice her handwriting.
- C. learn new geographical facts.
- D. make her more aware of time.

6. As it is used in line 23, the word *expanded* most nearly means:

- F. better.
- G. broadened.
- H. unfurled.
- J. abridged.

2 4 1 R

7. In line 41, the author mentions Victor's "shiny new car" in order to illustrate:
 - A. the excessive generosity of Rosemary's parents.
 - B. the contrast between Rosemary's generation and his.
 - C. the strength of Victor's prospects for the future.
 - D. the lack of physical hardship in Victor's life.
8. The third paragraph (lines 44–67) primarily portrays Rosemary in her youth as:
 - F. resentful of her father's conduct.
 - G. eager to continue her education.
 - H. undecided about her future career.
 - J. proud of her appearance.
9. Rosemary's recollection of growing up on the farm (lines 26–30) is mentioned as an example of her:
 - A. nostalgia for her childhood experiences.
 - B. determination to overcome her physical disabilities.
 - C. ability to recall past and present events at the same time.
 - D. disappointment at being denied an education.
10. The author intends the statement that Victor's "future appeared bright" (lines 42–43) to reflect the opinion of:
 - F. Rosemary.
 - G. Victor.
 - H. Victor's parents.
 - J. Rosemary's father.

2.4.2 R

Passage II

SOCIAL SCIENCE: These two passages reflect two different views concerning the origins of modern liberal economic regulation in the United States. Passage A is from a 1980 newspaper article about the beginning of progressive reforms to the American economy. Passage B was written in the 1990s by a noted economic historian.

Passage A

The Sherman Antitrust Act was introduced into Congress by Senator John Sherman of Ohio, and, after being first rewritten by pro-business Eastern senators, was passed into law in 1890. The Act made 5 illegal "every contract, combination in the form of trust or otherwise, or conspiracy in the restraint of trade." Many have charged, at that time and since, that the decidedly vague wording introduced by the pro-business revisers resulted in the emasculation 10 of the law's antimonopoly message. Nevertheless, the Act was the first law to fight, even symbolically, against economic monopolies in the "open" market economy of the United States.

From the birth of the nation, many politicians 15 and influential business leaders had felt that the most natural and ideal democratic economy was one in which the government played a very limited role in regulating commerce. It was argued that by permitting businesses to pursue their own interests, 20 the government was promoting the interests of the nation as a whole—or as GM chairman Charles E. Wilson reportedly quipped, "What's good for General Motors is good for the nation." Many of the leaders of trusts and monopolies in the 1800s co- 25 opted the then cutting-edge terminology of Charles Darwin's theory of natural selection, arguing that in an unrestrained economy, power and wealth would naturally flow to the most capable according to the principles of "Social Darwinism." Their monopo- 30 lies were thus natural and efficient outcomes of economic development.

Toward the close of the 1800s, however, an increasingly large and vocal number of lower- and middle-class dissenters felt that the laissez-faire¹ 35 policies of the federal government allowed monopolistic trusts like Standard Oil to manipulate consumers by fixing prices, exploit workers by cutting wages, and threaten democracy by corrupting politicians. Most directly, the trusts and 40 monopolies completely destroyed the opportunities for competitors in their industries to do business effectively. The concerns of these working-class dissenters thus created a groundswell of support for the Sherman Antitrust Act, which attempted 45 to outlaw these monopolies and trusts. Even more important than the direct effects of the Act, however, were the signs of a new era of reform against monopolistic economic corruption and the rise of deliberate economic regulation in America. The 50 federal government had finally realized that it had to take a more active role in the economy in order to protect the interests and rights of consumers, workers, and small businesses while tempering the dominating power of big business.

Passage B

Some political historians contend that altera- 55 tions to the powers or role of the federal government are violations of the democratic principles and goals on which the United States was founded. I hold that the evolution of democracy in America 60 has been absolutely necessary and has led to positive reform to correct injustices and suit the needs of changing times. In no arena is this more evident than in the field of economic policy, especially during the presidency of Franklin D. Roosevelt.

Roosevelt was a liberal Democrat who looked 65 on his election in 1932 as a mandate from the nation's voters to forge a bold path out of the crippled economy, massive unemployment, and

¹ From the French "to allow to do," an economic policy of non-intervention

2.4.2R

plummeting farm prices brought on by the Great Depression.² Traditionally, it was believed that in democratic nations, the government should balance its own budget and not attempt to manipulate the economy as a whole by spending money. According to traditional or conservative capitalist economists, busts and booms in an open, unregulated economy were normal and healthy, part of a natural cycle that self-regulated excess consumption or overproduction. There was thus no need for government intervention during recessions. It seemed evident to Roosevelt, however, that the Great Depression would not “naturally” recede, and that he must, in his own words, “reform democracy in order to save it.” Roosevelt “pump-primed” the economy using government funds for the first time in American history by intentional deficit spending. In the Agricultural Adjustment Act, for example, Roosevelt controlled one of the causes and symptoms of the economic recession—agricultural overproduction—by using government funds to pay farmers to produce fewer crops. Perhaps more than any other, this act signaled the end of the laissez-faire economics era and ushered in the modern era of liberal economic regulation.

Our nation's founders had planned for a minimalist federal government that would balance its own books and mind its own business, and for some 150 years, this attitude seemed intrinsic to the role of the federal government. The deficit spending and deliberate manipulation of the national economy by the Roosevelt administration marked a radical revision of the role of the federal government, and it's likely that only the severe crisis of the Depression could have compelled Americans to fully embrace the notion that government intervention in the economy was both beneficial and necessary. The success of this approach in pulling the nation out of a crippling depression was undeniable. Also undeniable was the larger conclusion that the national government must adapt in both scope and purpose to fit the needs of changing times.

² A prolonged and severe economic recession in America during the 1930s

Questions 11–13 ask about Passage A.

11. The revisions mentioned in line 3 illustrate the:
 - A. support for Social Darwinism common in the nineteenth century.
 - B. resistance from pro-business opponents of antitrust reform.
 - C. lengthy period of debate that preceded the passage of the Sherman Act.
 - D. ineffective nature of Congressional legislation in the 1890s.
12. The author refers to *Social Darwinism* (line 29) in order to:
 - F. illustrate the similarities between economic evolution and biological evolution.
 - G. argue that only the strongest corporations could survive in a free-market economy.
 - H. introduce the terms that monopolists utilized to justify their control of industries.
 - J. provide an example of the influence of scientific theories on social and economic policy.

GO ON TO THE NEXT PAGE 

2.4.2 R

13. Based on information in the third paragraph of Passage A (lines 32–54), it seems most likely that the author of Passage A would agree with which of the following?

- A. All monopolistic trusts fixed prices and exploited workers.
- B. The overall effects of stifled competition were negative for many Americans.
- C. Outlawing monopolies was a necessary reform to save democracy.
- D. Standard Oil was prevented from freely competing by the Sherman Antitrust Act.

Questions 14–16 ask about Passage B.

14. The author cites the Agricultural Adjustment Act (lines 85–86) as:

- F. an important twentieth century antitrust act.
- G. an act that led to a resurgence of laissez-faire economic policy.
- H. a factor leading to the Great Depression.
- J. an example of aggressive government intervention in the economy.

15. According to the passage, Franklin D. Roosevelt was:

- A. a proponent of Social Darwinism.
- B. a leader in introducing government intervention in the economy.
- C. against the Sherman Antitrust Act.
- D. a proponent of a balanced government budget.

16. In the second paragraph of Passage B, the author includes the opinion of “conservative capitalist economists” (line 74) as:

- F. a demonstration of the conservative nature of the economic reforms introduced during the Roosevelt era.
- G. evidence in support of the Agricultural Adjustment Act.
- H. a view about the necessity of government economic regulation that the author will later refute.
- J. an argument that only severe poverty can force radical changes in America.

Questions 17–20 ask about both passages.

17. Both passages cite which of the following as a necessary reform to the original design of the American democracy?

- A. Lessening government control of the economy
- B. Abandoning laissez-faire economic policy
- C. Preventing unfair industry domination
- D. Passing laws to limit agricultural overproduction

2.4, 2R

18. The author of Passage B would most likely respond to the description of monopolies as "natural and efficient outcomes of economic development" (lines 30–31) by:
- F. arguing that theories of Social Darwinism were used as justification to promote the interests of the most wealthy.
 - G. noting that the most "natural" state of the economy is not necessarily the most preferable.
 - H. agreeing that government intervention in the economy is an abandonment of the ideals upon which the country was founded.
 - J. noting that the economic policies of Franklin Roosevelt were highly effective in battling such monopolies.
19. What aspect of government economic regulation is emphasized in Passage B but not in Passage A?
- A. Antitrust laws
 - B. Deficit spending
 - C. Congressional legislation
 - D. Laissez-faire policies
20. According to each passage, the term *laissez-faire* describes:
- F. an economic policy that is beneficial to consumers and a period in history that has yet to conclude.
 - G. a natural, ideal democratic economy and a government's attempt to balance its own budget without creating interference.
 - H. a philosophy that Roosevelt championed and a presidential legacy that is in effect to this day.
 - J. an approach that allowed trusts to manipulate consumers and an era that the Agricultural Adjustment Act ended.

GO ON TO THE NEXT PAGE 

2.4.3R

Passage III

HUMANITIES: This passage is an excerpt from *A Short History of Western Civilization, Volume I*, by John B. Harrison, Richard E. Sullivan, and Dennis Sherman, © 1990 by McGraw-Hill, Inc. Reprinted by permission of McGraw-Hill, Inc.

Enlightenment ideas were put forth by a variety of intellectuals who in France came to be known as the philosophes. *Philosophes* is French for philosophers, and in a sense, these thinkers were rightly

5 considered philosophers, for the questions they dealt with were philosophical: How do we discover truth? How should life be lived? What is the nature of God? But on the whole, the term has a meaning different from the usual meaning of *philosopher*.
10 The philosophes were intellectuals, often not formally trained or associated with a university. They were usually more literary than scientific. They generally extended, applied, popularized, or propagandized ideas of others rather than originating those ideas themselves. The philosophes were more
15 likely to write plays, satires, pamphlets, or simply participate in verbal exchanges at select gatherings than to write formal philosophical books.

It was the philosophes who developed the
20 philosophy of the Enlightenment and spread it to much of the educated elite in Western Europe (and the American colonies). Although the sources for their philosophy can be traced to the Scientific Revolution in general, the philosophes were most
25 influenced by their understanding of Newton, Locke, and English institutions.

The philosophes saw Newton as the great synthesizer of the Scientific Revolution who rightly described the universe as ordered, mechanical,
30 material, and only originally set in motion by God, who since then has remained relatively inactive. Newton's synthesis showed to the philosophes that reason and nature were compatible: Nature functioned logically and discernibly, and what was natural
35 was also reasonable. Newton exemplified the

value of reasoning based on concrete experience. The philosophes felt that his empirical methodology was the correct path to discovering truth.

John Locke (1632–1704) agreed with Newton
40 but went further. This English thinker would not exempt even the mind from the mechanical laws of the material universe. In his *Essay Concerning Human Understanding* (1691), Locke pictured the human brain at birth as a blank sheet of paper
45 on which nothing would ever be written except sense perception and reason. What human beings become depends on their experiences—on the information received through the senses. Schools and social institutions could therefore play a great
50 role in molding the individual from childhood to adulthood. Human beings were thus by nature far more malleable than had been assumed. This empirical psychology of Locke rejected the notion that human beings were born with innate ideas or
55 that revelation was a reliable source of truth. Locke also enunciated liberal and reformist political ideas in his *Second Treatise of Civil Government* (1690), which influenced the philosophes. On the whole, Locke's empiricism, psychology, and politics were
60 appealing to the philosophes.

England, not coincidentally the country of Newton and Locke, became the admired model for many of the philosophes. They tended to idealize it, but England did seem to allow greater individual
65 freedom, tolerate religious differences, and evidence greater political reform than other countries, especially France. England seemed to have gone furthest in freeing itself from traditional institutions and accepting the new science of the seventeenth century.
70 Moreover, England's approach seemed to work, for England was experiencing relative political stability and prosperity. The philosophes wanted to see in their own countries much of what England already seemed to have.

GO ON TO THE NEXT PAGE 

2.4.3R

75 Many philosophes reflected the influence of Newton, Locke, and English institutions, but perhaps the most representative in his views was Voltaire (1694–1778). Of all leading figures of the Enlightenment, he was the most influential.

80 Voltaire, the son of a Paris lawyer, became the idol of the French intelligentsia while still in his early twenties. His versatile mind was sparkling; his wit was mordant. An outspoken critic, he soon ran afoul of both church and state authorities. First he

85 was imprisoned in the Bastille; later he was exiled to England. There he encountered the ideas of Newton and Locke and came to admire English parliamentary government and tolerance. In *Letters on the English* (1732), *Elements of the Philosophy of*

90 *Newton* (1738), and other writings, he popularized the ideas of Newton and Locke, extolled the virtues of English society, and indirectly criticized French society. Slipping back into France, he was hidden for a time and protected by a wealthy woman who

95 became his mistress. Voltaire's facile mind and pen were never idle. He wrote poetry, drama, history, essays, letters, and scientific treatises—ninety volumes in all. The special targets of his cynical wit were the Catholic church and Christian institutions.

100 Few people in history have dominated their age intellectually as did Voltaire.

21. The philosophes can best be described as:

- A. writers swept up by their mutual admiration of John Locke.
- B. professors who lectured in philosophy at French universities.
- C. intellectuals responsible for popularizing Enlightenment ideas.
- D. scientists who furthered the work of the Scientific Revolution.

22. From the author's point of view, the philosophes were:

- F. Deservedly influential
- G. Seriously misguided
- H. Unoriginal in their thinking
- J. Excellent writers but poor philosophers

23. According to the passage, Locke felt that schools and social institutions could "play a great role in molding the individual" (lines 49–50) primarily because:

- A. human beings were born with certain innate ideas.
- B. human nature becomes more malleable with age.
- C. society owes each individual the right to an education.
- D. the human mind is chiefly influenced by experience.

24. Based on the information in the passage, which of the following best describes Newton's view of the universe?

- I. The universe was initially set in motion by God.
- II. Human reason is insufficient to understand the laws of nature.
- III. The universe operates in a mechanical and orderly fashion.

- F. I only
- G. I and II only
- H. I and III only
- J. II and III only

2.4.3 R

25. According to the passage, which of the following works questioned the idea that revelation was a reliable source of truth?
- A. *Letters on the English*
 - B. *Second Treatise of Civil Government*
 - C. *Elements of the Philosophy of Newton*
 - D. *Essay Concerning Human Understanding*
26. The passage supports which of the following statements concerning the relationship between Newton and Locke?
- F. Locke's psychology contradicted Newton's belief in an orderly universe.
 - G. Locke maintained that Newton's laws of the material universe also applied to the human mind.
 - H. Newton eventually came to accept Locke's revolutionary ideas about the human mind.
 - J. Newton's political ideas were the basis of Locke's liberal and reformist politics.
27. According to the passage, the philosophes believed that society should:
- I. allow individuals greater freedom.
 - II. free itself from traditional institutions.
 - III. tolerate religious differences.
- A. I only
 - B. I and II only
 - C. II and III only
 - D. I, II, and III
28. It can be inferred from the passage that the author regards England's political stability and economic prosperity as:
- F. the reason why the philosophes did not idealize England's achievement.
 - G. evidence that political reforms could bring about a better way of life.
 - H. the result of Voltaire's activities after he was exiled to England.
 - J. an indication that the Scientific Revolution had not yet started there.
29. As it is used in line 83, the word *mordant* most nearly means:
- A. random.
 - B. intellectual.
 - C. gentle.
 - D. biting.
30. What function does the statement that philosophes were "more literary than scientific" (line 12) play in the passage?
- F. It demonstrates how the philosophes' writings contributed to political change.
 - G. It compares the number of works that Voltaire authored to Newton's output.
 - H. It traces the influences of English literary works on French scientists.
 - J. It describes the kinds of literary activities the philosophes commonly engaged in.

2. 4. 34 R

Passage IV

NATURAL SCIENCE: This passage explores the theory that a large asteroid collided with the Earth 65 million years ago.

Sixty-five million years ago, something triggered mass extinctions so profound that they define the geological boundary between the Cretaceous and Tertiary periods (the K-T Boundary). Approximately 75 percent of all animal species, including every species of dinosaur, were killed off; those that survived lost the vast majority of their numbers. The Earth exists in a region of space teeming with asteroids and comets that on collision have frequently caused enormous environmental devastation, including extinctions of animal species. Yet few traditional geologists or biologists considered the effect such impacts may have had on the geologic and biologic history of the Earth. Since gradual geologic processes like erosion or repeated volcanic eruptions can explain the topographical development of the Earth, they felt that there was no need to resort to extraterrestrial explanations. An important theory proposed in 1980 by physicists Luis and Walter Alvarez challenged this view. The Alverezes argued that an asteroid roughly six miles in diameter collided with the Earth in the K-T Boundary. Although the damage caused by the meteorite's impact would have been great, the dust cloud that subsequently would have enveloped the planet, completely blotting out the sun for up to a year—the result of soil displacement—would have done most of the harm, according to this theory. The plunge into darkness—and the resulting drastically reduced temperatures—would have interrupted plant growth, cutting off the food supply to herbivorous species, the loss of which in turn would have starved carnivores. Additional species would have perished as a result of prolonged atmospheric poisoning, acid rain, forest fires, and tidal waves, all initiated by the asteroid's impact.

Some subsequent research not only tended to support the Alvarez theory but suggested that similar impacts may have caused other sharp breaks in Earth's geologic and biologic history. Research in the composition of the Earth revealed a 160-fold enrichment of iridium all over the world in a thin layer of sediments formed at the K-T Boundary. The presence of this element, which is extremely uncommon in the Earth's crust but very common in asteroids and comets, suggested that a meteorite must have struck Earth at that time. Additional physical evidence of such a strike was found in rock samples, which contained shocked quartz crystals and microtektites (small glass spheres)—both by-products of massive collisions.

Observation of the lunar surface provided further evidence of the likelihood of a massive strike. Since the moon and the Earth lie within the same swarm of asteroids and comets, their impact histories should be parallel. Although some lunar craters were of volcanic origin, over the last four billion years at least five impact craters ranging from 31 to 58 miles in diameter have marred the lunar surface. Therefore, over the same time span, Earth must have experienced some 400 collisions of similar magnitude. Although such an impact crater had not been found, Alvarez supporters didn't consider finding it necessary or likely. They reasoned that geologic processes over 65 million years, like erosion and volcanic eruptions, would have obscured the crater, which in any case probably formed on the ocean floor.

Traditional biologists and geologists resisted the Alvarez theory. They pointed to the absence of any impact crater; to the fact that iridium, while rare at the Earth's surface, was common at its core and could be transported to the surface by volcanic activity; and to the fact that the Alverezes, though eminent physicists, were not biologists, geologists, or paleontologists.

GO ON TO THE NEXT PAGE 

2.4.4 R

31. According to the Alvarez theory, the mass extinctions of animal species at the end of the Cretaceous period were caused by:
- A. animals being crushed by an enormous asteroid.
 - B. processes like erosion and repeated volcanic eruptions.
 - C. extreme global warming causing a global firestorm.
 - D. environmental conditions following a meteorite impact.
32. Based on the information in the passage, the author probably believes that those who held the traditional views about the topographical development of the Earth were:
- F. proven incorrect by the Alvarazes.
 - G. skeptical about the new evidence of iridium.
 - H. correct in challenging alternative views.
 - J. unreceptive to new evidence.
33. As it is used in line 42, the word *enrichment* most nearly means:
- A. wealth.
 - B. improvement.
 - C. increase in amount.
 - D. reward.
34. The views of scientists who opposed the Alvarez theory would have been strengthened if:
- F. major deposits of iridium were found in the lava flows of active Earth volcanoes.
 - G. iridium were absent in sediments corresponding to several episodes of mass extinction.
 - H. iridium were absent in fragments of several recently recovered meteorites.
 - J. the Alvarazes were biologists as well as physicists.
35. The author's attitude toward the Alvarez theory is best characterized as:
- A. dismissive.
 - B. neutral.
 - C. skeptical.
 - D. supportive.
36. According to the passage, which of the following is the correct order of events in the Alvarez theory explaining the mass extinction of species at the end of the Cretaceous period?
- F. Soil displacement, disappearance of the sun, decline of plant life, fall in temperature
 - G. Soil displacement, disappearance of the sun, fall in temperature, decline of plant life
 - H. Fall in temperature, decline of plant life, soil displacement, disappearance of the sun
 - J. Disappearance of the sun, fall in temperature, decline of plant life, soil displacement

2.4.4 R

37. The author discusses the Alvarezes' description of environmental conditions at the end of the Cretaceous period in order to:
- A. demonstrate that an immense meteorite hit the Earth.
 - B. explain why no trace of an impact crater has yet been found.
 - C. show that the Earth is vulnerable to meteorite collisions.
 - D. clarify how a meteorite may account for mass extinctions.
38. The author's statement (lines 8-9) that "Earth exists in a region of space teeming with asteroids and comets" is important to:
- F. the Alvarezes' claim that an asteroid's impact caused atmospheric poisoning, acid rain, forest fires, and tidal waves.
 - G. the Alvarezes' view that the resulting dust cloud, rather than the impact of the meteorite, did most of the harm.
 - H. the Alvarezes' argument that frequent damaging collisions must have occurred.
 - J. traditionalists' view that topographical development of the Earth can be explained by gradual geologic processes.
39. Supporters of the Alvarezes' theory believe finding the impact crater is not necessary because:
- I. the crater probably is on the ocean floor.
 - II. iridium occurs at the Earth's core.
 - III. processes like erosion and volcanic eruptions obscured the crater.
- A. I only
 - B. I and II only
 - C. I and III only
 - D. II and III only
40. As it is used in line 2, the word *profound* most nearly means:
- F. at a great depth.
 - G. difficult to understand
 - H. very important.
 - J. sincere

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

STOP