Reading Test Video Problems

Prose Fiction Passage

He'd not wanted to be an ambulance driver especially. In the first place, the world was full of ignorant people who pronounced the word am-byoo-lance. In the second place, he'd wanted to be a baseball player. He'd almost been one too.

All the way back to his freshman year in high school, he'd been billed as a premier pitcher destined for the major leagues. And even though he'd only weighed a hundred and forty-five, he could reach back out of sight, as the old men put it, and fire with a deadly accuracy rising at the mitt that popped with delight at never being able to fool him. He could put it anywhere too. Didn't need junk the way other pitchers did. That was because he'd already seen the batters in his sleep the night before, stared into their sweaty faces, and disgustedly witnessed the way they twisted themselves into tortuous poses trying to connect with a round blur that was, for most of them, as elusive as Eschol's dream.

He'd been more than good. Once, Joe Ingle, coach of the minor league franchise out of Chattanooga, had driven thirty miles to watch him pitch. The man had wanted to sign him, but not before he graduated from high school. He'd been good–no doubt about it. Too good for that hayseed coach, McEwell. McEwell had been jealous of Eschol's prospects for the big time and had started trying to tell Eschol what to do. McEwell knew that Eschol couldn't sign in the pros until he got out of high school. So McEwell was trying to make a name for himself, which was fine until McEwell began dictating Eschol's pitches to him. It came to a head one game when, in the fourth inning, Eschol had thrown two strikes, both curve balls breaking on the outside corner, to a batter who'd practically fractured his wrist trying to get to them. One more pitch and Eschol would retire his side, three up and three down, on his way to a third consecutive no-hitter.

But McEwell had drawn the catcher's attention to the dugout, flicking his wrist downward as a sign that Eschol was to throw a fastball. If one was inclined to play the odds, it wasn't bad strategy. But Eschol had never been one for the odds. Besides, he'd wanted to see this batter, a boy with chubby arms and ill-fitting pants, make a fool of himself for daring even to step into the box. Eschol might even do the unexpected and throw the high, inside fastball.

But no, the catcher had called for a fastball, waist-high and down the middle. Eschol cut his eyes over to the dugout where McEwell stood cross-armed.

Eschol faced the catcher once more and shook off the pitch. As before, the catcher, Eschol's first cousin and a boy named Wallace, called for a fastball. Eschol screwed up his face threateningly and let the word NO signal caution from his lips. Still, the catcher showed a single finger pointing toward the dirt. Eschol ignored this last appeal, kicked his leg toward the sky, and let the ball roll off the ends of his fingers, but not before giving his wrist a sharp twist that sent the now airborne projectile spinning in the opposite direction from the one the catcher intended. Eschol had struck out the batter, but knocked the catcher out in the process. The coach had suspended his star pitcher for two weeks.

Adapted from Edward Francisco's "Answering the Call."

1. Eschol had first been seen as a major league pitching prospect

   A. as a seven year old boy
   B. as a freshman in high school
   C. as a senior in high school
   D. when he graduated from high school

2. The catcher was what relation to Eschol?

   F. brother
   G. second cousin
   H. first cousin
   J. no relation

3. From the passage we can assume that McEwell began dictating pitches to Eschol because

   A. McEwell knew more about pitching
   B. Eschol wasn't pitching very well in the game
   C. Eschol had asked for McEwell's help
   D. McEwell was jealous of Eschol's major league prospects

4. Eschol's high school was how far from Chattanooga?

   F. 10 miles
   G. 20 miles
   H. 30 miles
   J. 40 miles

5. McEwell signalled to the catcher that, on the next pitch, Eschol was to throw

   A. a curve ball
   B. a fastball down the middle
   C. the same pitch as the previous two
   D. a fastball high and inside

6. The passage implies that Eschol's attitude toward the opposing batters was primarily one of

   F. sympathy
   G. friendship
   H. hatred
   J. ridicule

7. The passage suggests that, for a pitcher, Eschol's weight was

   A. below average
   B. average
   C. above average
   D. similar to the old men

8. The phrase, "never being able to fool him," refers to

   F. Eschol's pitching accuracy
   G. Eschol's mistrust of McEwell
   H. Eschol's feeling toward Wallace
   J. Eschol's attitude toward Joe Ingle

9. It can be inferred from the passage that, as a baseball player, Eschol

   A. had gone on to a career in the major leagues
   B. had stopped for some reason beyond his control
   C. had continued pitching part-time
   D. had very little talent

10. "As elusive as Eschol's dream" refers to

    F. batters in Eschol's sleep
    G. Eschol's major league prospects
    H. Eschol's coach
    J. a pitch Eschol threw

Social Sciences Passage

The associative stream studied in the psychology laboratory comes nowhere near the complexity of the associative stream each of us experiences in our private lives. For this reason, it is necessary to step outside the laboratory and look directly at an everyday phenomena: daydreaming. Perhaps the most famous bit of literary daydreaming was done by Molly Bloom in James Joyce's Ulysses. In her daydream, Molly begins by being impatient and then angry at having to wait for her husband. Having nothing to do, and unable to fall asleep, she looks around her apartment. In looking around, she notices the clock, the wallpaper, and other objects immediately at hand. Each of these objects serves as a starting point for a chain of thoughts. Ultimately, her images all melt together until finally Molly gets back to the days of her courtship with Leopold.

What little evidence there is on the amount of daydreaming shows it to be remarkably widespread. Singer found that 96% of the people who responded to a questionnaire reported that they engaged in some sort of daydreaming every day. Most people did not report that they engaged in wish-fulfilling or escape daydreams; rather, the most frequently reported daydreams concerned future plans and events.

To find out at what ages people daydream most often, Singer asked respondents to report how often they remembered daydreaming at various ages. Generally speaking, daydreaming reached its greatest peak between 18 and 27 years, with decreases reported up to age 50. Because no elderly people were included in this study, it is unknown whether such decreases would continue. It seems more likely that they would not, for it is reasonable to assume that older people might show a reemergence of daytime reverie, especially of a reminiscing sort.

The fact that daydreaming hits one peak during late adolescence suggests that such activity can have both an escape-from-reality and a problem-solving aspect. In its defensive (or escape-from-reality) role, daydreaming provides an antidote to present frustrations. In its problem-solving role, however, daydreaming allows the person to try out different modes of approach to a problem situation. Even if the daydream does not solve the problem, it can at least help people see which solutions might work and which would not.

Adapted from Howard R. Pollio, Behavior and Existence: An Introduction to Empirical Humanistic Psychology (1982).

11. The main idea in this passage is to

    A. criticize the escape-from-reality quality of daydreaming
    B. describe the frequency and purpose of daydreaming
    C. analyze the nature of adolescent daydreaming
    D. note the lack of daydreaming in elderly people

12. Molly's daydream begins by her

    F. waiting for her husband
    G. looking around her apartment
    H. noticing the clock and wallpaper
    J. reminiscing about her courtship with Leopold

13. Singer suggests that most people report that daydreams concern

    A. fulfilling wishes
    B. escaping from reality
    C. planning future events
    D. solving problems

14. The passage suggests that adolescent daydreams have which of the following aspects?

    I. Escape-from-reality
    II. Problem-solving
    III. Reminiscing about past events

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

15. Singer's research on daydreaming was based on which of the following techniques?

    A. analyzing daydreams in literary texts
    B. having people fill out questionnaires
    C. interviewing adolescents
    D. observing elderly people

16. Singer's research implies that the frequency of daydreaming before age 18 is

    F. almost nonexistent
    G. less than that between the ages of 18 and 27
    H. at the same levels as the ages of 18 to 27
    J. similar to 50 year olds

17. The passage implies that human events studied in the psychology laboratory

    A. are concerned primarily with the associative stream
    B. completely ignore the topic of daydreaming
    C. involve the analysis of literary texts
    D. are not as complex as those encountered in private life

18. Singer's evidence indicates that daydreaming

    F. occurs to some extent daily
    G. occupies over 90% of the day
    H. is primarily an adolescent activity
    J. does not occur in elderly people

19. The passage implies that the study of daydreaming by psychologists

    A. began with James Joyce
    B. is confined entirely to the laboratory
    C. is limited to a few research studies
    D. focuses mostly on adolescents

20. The author's claim that daydreaming reemerges in elderly people is based on

    F. an empirical finding
    G. an extension of Singer's evidence
    H. a new research study
    J. an assumption

Natural Sciences Passage

Energy ascending from inside the Sun heats the photosphere—the bright surface layer of gas that radiates the visible light of the Sun. The photosphere's temperature can be found quickly from Wien's law. In the solar spectrum the maximum solar radiation is yellow, with a wavelength of 510 nm. Application of Wien's law shows that the temperature of the photosphere is about 5700 K.

If the Sun is a giant ball of gas, why does it appear to have a sharply defined surface? The answer involves the opacity of the gas—its ability to obscure light passing through it. Air, for example, has low opacity. Gas in the photosphere has many negative hydrogen ions (hydrogen atoms with an extra electron, designated H-), which obstruct light and cause high opacity. They produce an opaque layer beyond which we cannot see. Only a few hundred kilometers above this layer, at the top of the photosphere, there are few H- ions and the gas is clear. Most of the Sun's light comes from a layer about 400 km thick, giving the appearance of a sharply defined surface. There is also hydrogen in the solar atmosphere above the photosphere, but no abrupt change in the gas density. A solid probe, if it could survive the 5700 K temperature, could drop directly through the photospheric "surface" and plunge into the Sun, like an airplane passing through the surface of a cloud.

The convective motions that bring mass and energy from the interior disturb the photospheric surface. A photograph of the Sun would show pronounced granules in the photosphere. Each bright granule is a convection cell 1000 to 2000 km across, rising from the subphotospheric layers. Each granule rises at a speed of 2 to 3 km/second and lasts for a few minutes. Slightly darker regions between granules mark areas where cooled gas descends again into the Sun.

Surging wave motions have also been observed in the gas, with wavelengths of about 5000 km and periods of about 5 minutes. Such sizes may seem abstract, but keep in mind that many moving masses being churned on the surface of the Sun are as large as the entire Earth!

Adapted from William K. Hartmann, Astronomy: The Cosmic Journey, 1989 by Wadsworth Publishing Company.

21. Wien's law indicates that the temperature of the photosphere is approximately

    A. 510 nm
    B. 5000 km
    C. 5700 K
    D. 6500 K

22. The high opacity of parts of the photosphere is caused by

    F. high temperatures
    G. presence of negative hydrogen ions
    H. absence of negative hydrogen ions
    J. clear gas

23. The depth of the photosphere which produces the Sun's visible light is approximately

    A. 200 km
    B. 400 km
    C. 1000 km
    D. 5000 km

24. The ratio of the size of the surging wave motions to granules could be

    F. 2:1
    G. 10:4
    H. 5:2
    J. 10:1

25. The photospheric surface and air share which of the following features?

    I. Similar temperature
    II. Low opacity
    III. Similar depth

    A. I only
    B. II only
    C. I and II only
    D. I, II, and III

26. The passage implies that, as granules rise through the photosphere, they

    F. decrease in temperature
    G. increase in temperature
    H. increase in speed
    J. decrease in speed

27. Maximum solar radiation is

    A. red
    B. yellow
    C. green
    D. blue

28. The main idea of the second paragraph is to

    F. describe motions in the photosphere
    G. compare the photosphere to air
    H. outline the nature of granules
    J. explain why the Sun appears to have a sharply defined surface

29. Granules and surging wave motions are similar in which of the following characteristics?

    I. Origin in the subphotosphere
    II. Speed
    III. Duration

    A. II only
    B. III only
    C. I and II only
    D. I, II, and III

30. If a particular bright granule lasted 10 minutes, the passage implies that it would cover a distance of

    F. 120 to 180 km
    G. 360 to 400 km
    H. 1200 to 1800 km
    J. over 2000 km