

SAT Test 3-1 Reading

Reading Test | 65 Minutes, 52 Questions

Questions 1-10 are based on the following passage.

Buckely, Christopher. *But Enough About You*. New York: Simon & Schuster. 2014. 15-17. Print.

Call me Whatever. At eighteen, I went to sea, not in Top-Siders, but in steel-toed boots, as a deck boy aboard a Norwegian tramp freighter. My pay was \$20 a week, about \$100 today. Overtime paid 40 cents an hour, 60 on Sundays. Not much, I know, yet I signed off after six months with \$400 in my pocket. My biggest expense was cigarettes (\$1 a carton from the tax-free ship's store; beer was \$3 a case). I've never since worked harder physically or felt richer. The Hong Kong tattoo cost \$7 and is with me still on my right shoulder, a large, fading blue smudge. Of some other shore side expenses, the less said, the better.

Shipping out was a phrase I'd always thought romantic, probably due to reading Conrad and Melville. At boarding school I used to stand way out on the ice on Narragansett Bay, far from shore, and watch the big ships make their way through the channel toward open sea. I wanted to go, and finally bound a berth on an orange-painted tramp freighter named *MV Fernbrook*. She took me from New York to Charleston, Panama, Los Angeles, San Francisco, Malia, Hong Kong, Bangkok, Singapore, Sumatra, Phuket (then still an endless white beach with not one building on it), Penang, Port Swettenham, India, and, as it was still called then, Ceylon.

The final leg – Colombo to New York, around the Cape of Good Hope – was thirty-three days, longer than expected owing to a Force 12 gale in the South Atlantic. In such seas, the ship's autopilot cannot function; the steering has to be done manually. I took my turns at the helm in a state of barely controlled panic at the thought that thirty-one lives depended on my ability to steer a shuddering, heaving 520-foot ship through mountainous seas. When the next man relieved me, my hands shook so that I couldn't light a cigarette. Even some of the older men, who'd seen everything in their time, were impressed by this storm. Arvid winked at me. "Maybe ve sink, eh?"

They were Norwegian mostly, a few Germans and Danskers. The mess crews were Chinese. The one in

charge of waking us for breakfast did so by going down the corridor, banging on our doors and shouting, "Eggah!" It took me a few days to decipher. Eggs. Breakfast.

We carried all kinds of cargo: a police car, penicillin, Dewar's whisky, toilets, handguns, lumber, Ping-Pong balls, IBM data cards. A giant crate of them slipped out of the crane strap and split open on the deck, just as we were making ready to depart San Francisco. A jillion IBM data cards, sufficient to figure out $E = mc^2$. As deck boy it fell to me to sweep them into the Pacific as the Gold Gate Bridge receded. In our modern era of recycling, this would constitute a crime worthy of being tried at the International Criminal Court at the Hague.

The crossing to Manila took three weeks. I didn't set foot onshore until four days after we landed. As the youngest man, I drew consecutive cargo-hold watch duty. My job was the prevent the stevedores from stealing, a function I performed with spectacular lack of efficiency. They loved me, the stevedores.

At one point I'd been awake for seventy-two hours when a huge crate slipped its straps and plunged fifty feet to the deck. Out spilled an improbable thing: five thousand copies of *The Short Stories of Guy de Maupassant* intended for Manila's public schools.

The stevedores were confused as to whether the books were worth stealing and turned to me, their new best friend, for guidance. I was beyond caring. I told them, "Well it is a good book."

At sea in those latitudes, the temperature in the ship's steel decks might hit 115 degrees. During my lunch break, I'd climb down the long ladder that led to the bottom-most reefer (refrigerated) hold, where it was pleasantly frigid and dark. Better still, there were hillocks of Oregon Red Delicious apples – I mean, mountains of them. I'd sit on top of a mound and munch away like a chipmunk in paradise. One day I consumed eight apples and emerged belching back into the heat and light to pick up my hydraulic jackhammer and resume chipping away at decades of rust and paint.

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I remember standing in the crow's nest as we entered the misty Panama Canal, and the queer sensation as the 4,000-ton ship rose higher and higher inside the lock. I remember dawn coming up over the Strait of Malacca; ragamuffin kids on the dock in Sumatra laughing as they pelted us with bananas; collecting dead flying fish off the deck and bringing them to our kindly, fat, toothless Danish cook to fry up for breakfast. I remember sailing into Hong Kong's

harbor and seeing my first junk; steaming upriver toward Bangkok, watching the sun rise and set fire to the gold-leafed pagoda roofs rising above the jungle canopy; climbing off the stern down a wriggly rope ladder into a sampan, and paddling for life across the commerce-mad river into the jungle, where it was quiet and then suddenly loud with monkey chatter and bird shriek. I remember moonlight on palm fronds. I remember it all.

- Which choice best describes what happens in the passage?
 - The narrator details all of the most salient memories of his life.
 - The narrator reminisces about a journey he once made.
 - The narrator uses a series of flashbacks to make a point about a life lesson.
 - The narrator parodies another book about sailing.
- Which choice best describes the developmental pattern of the passage?
 - A solemn depiction of six months on a ship.
 - A definitive description of the narrator's duties at sea.
 - A series of anecdotes without much structure.
 - A careful analysis of a journey taken.
- Why does the author detail how he was paid in lines 3-8?
 - To emphasize how rich he became after six months.
 - To provide modern readers with a sense of how much he was paid.
 - To highlight how underpaid he was.
 - To show how his experiences were worth more than the money.
- Which choice provides the best evidence for the answer to the previous question?
 - Lines 3-4 ("My pay...today")
 - Lines 4-5 ("Overtime paid...Sundays")
 - Lines 5-6 ("Not much...pocket")
 - Lines 8-11 ("I've never...smudge")
- In the passage, the juxtaposition of paragraphs 2 and 3 was intended to
 - Highlight the romantic appeal of going to new places.
 - Contrast the narrator's expectations of life at sea with reality.
 - Impress on the reader that the narrator traveled around the world.
 - Emphasize the difference in the weather between Narragansett Bay and the Cape of Good Hope.
- In line 54, "constitute" most nearly means
 - To be part of a whole.
 - To be equivalent.
 - To establish by law.
 - To have a malignant effect.
- In context, "stevedores" in lines 59, 61, and 67 most likely refers to
 - Vermin such as rats.
 - Sailors on the ship.
 - Other members of the ship who have access to the cargo-hold.
 - The narrator's fellow deck boys.
- According to the passage, what was one of the narrator's duties?
 - Befriending the stevedores.
 - Recycling.
 - Ship maintenance.
 - Lookout.

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9. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 53-55 (“In our...Hague”)
 - B) Lines 66-69 (“The stevedores...guidance”)
 - C) Lines 78-82 (“One day...paint”)
 - D) Lines 83-86 (“I remember...lock”)
10. The main purpose of the last paragraph is to
- A) List the narrator’s most important memories.
 - B) Highlight all the places the narrator traveled to.
 - C) Describe the educational opportunities afforded by travel.
 - D) Emphasize the impact the journey had on the narrator.

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Questions 11-21 are based on the following passage and supplementary material.

Darlington, Patricia S. E. and Becky Michele Mulvaney. *Women, Power, and Ethnicity*. Binghamton: Haworth Press. 2003. Print. 48-50. Table is from Rangaswamy, Padma and Dorothea Shah. *Asian Immigration to the United States*. Organization of American Historians and the National Center for History in the Schools. 14. <<http://www.learner.org/courses/amerhistory/pdf/Asian-ImmigrationL-One.pdf>>.

Daniels (1988) notes that Asians traditionally existed outside the canon of immigrant history in the US. That is, the study of immigration to the US typically focused on Europe. Furthermore, as Asian Americans early on were treated as a pariah group with little legal or social status, their history in the US is primarily a negative history, often focusing on what was done to them rather than on what they did. Due to the discrimination they faced, Asian ethnic groups in the US remained their own cohesive and discrete communities.

In some ways, however, early Asian immigrants to the US were similar to many other immigrant groups: they came during the industrial and agricultural expansion (1850s to 1930s); they arrived with little capital or education; and what they did when they got here (mining and agricultural work) was determined largely by the regions to which they immigrated.

The initial immigration patterns of the two groups we focus on here were somewhat different. According to Daniels, the Chinese began arriving in California during the gold rush of 1849. Those who left China did so as political refugees, as a result of the rapidly increasing population in China and a failing internal Chinese administration. They came to the US seeking economic opportunity, and they considered themselves sojourners who would eventually return to China. Although the idea of temporary migration to the US for economic opportunity is common among immigrant groups, the Chinese – unlike so many other immigrants – actually did make money and return home. The gold rush boom in California created a labor shortage the Chinese could fill. In addition, hostilities toward the Chinese and an

unbalanced sex ratio due to the immigration of few Chinese women made America an unlikely permanent home.

During the initial phase of Chinese immigration, many of the women who did arrive in the US were brought by brothel owners as prostitutes and were kept in a state of semislavery. Daniels reports that in 1880 Chinese men outnumbered Chinese women in the US 100,000 to 5,000. This imbalance was exacerbated by the 1882 Congressional Act that prevented further immigration from China. Although these factors led many Chinese to stay in the US only temporarily, they also led those Chinese who remained to maintain the initial immigration pattern of settling in specific areas much longer than usual. This phenomenon created the Chinatowns that still exist today.

Although the Chinese began arriving in the US in the late 1840s, according to Daniels no meaningful immigration of Japanese to the United States occurred until the 1880s, with Hawaii – not then a state – as the staging point for later immigration into mainland North America. During this period Japan was undergoing rapid modernization which had the effect of displacing many rural Japanese. So, not unlike the Chinese, Japanese sought economic opportunity in America. Although explicit discrimination against the Japanese had begun by the 1890s, and many Japanese women, similar to their Chinese counterparts, were subject to the brothel lifestyle, significant differences between the experiences of the two groups also existed. The Japanese government was aware of what happened to Chinese immigrants and, in an effort to protect its status, carefully oversaw the treatment of its people immigrating to the US. The Japanese-American experience was largely an urban one, with many Japanese establishing small businesses. In addition, Japanese women immigrated much sooner than had Chinese women, avoiding an unbalanced sex ratio, allowing for quicker development of a significant native-born Japanese-American population, and diminishing the chance that Japanese-American communities would be controlled primarily by first-generation immigrants, who remained unacculturated

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80 into old age. A final difference in the experience of
these two groups is the degree of discrimination they
faced. Although both anti-Chinese and anti-Japanese
sentiments existed, Japanese immigration began more
slowly than had Chinese immigration, accounting for
85 a slower growth in anti-Japanese sentiment. In
addition, the Japanese were not included in 1882
Exclusion Act, which thwarted the development of
dynamic Chinese-American communities early on.
However, the advent of World War II sent this
90 situation into a tailspin.

Daniels reports that WWII destroyed the young but
thriving Japanese-American society. Over 70,000
American citizens of Japanese ancestry were
imprisoned during the war, and the extent of

95 discrimination against Japanese Americans during the
1940s is well documented. This situation also had the
curious effect of giving Chinese Americans a brief
period of preferred status over the Japanese. The
postwar status of these two Asian groups then
100 reversed. Good political relations with postwar Japan
positively affected Japanese Americans, while
Chinese Americans began to be associated negatively
with “Red” China. Perhaps the precarious situation
of both groups understandably perpetuated their
105 closely knit, discrete immigrant cultures. According
to Daniels, since 1960 Asia has surpassed Europe as
a source of immigrants to the US. Since the 1970s the
term model minority has been applied to Asian
immigrants, especially due to the financial success
110 story of many Japanese Americans.

IMMIGRATION TO THE UNITED STATES FROM ASIA

Immigration to the United States from Asia 1851–1989*

Decade	Number of Asian Immigrants
1851–1860	41,538
1861–1870	64,759
1871–1880	124,160
1881–1890	69,942
1891–1900	74,862
1901–1910	323,543
1911–1920	247,236
1921–1930	112,059
1931–1940	16,595
1941–1950	37,028
1951–1960	153,249
1961–1970	427,642
1971–1980	1,588,178
1981–1989	2,416,278

*Includes China, Hong Kong, India, Iran, Israel, Japan, Korea, Phillipines, Turkey, Vietnam, Other Asia.

Source: "Immigration by Region and Selected Country of Last Residence, Fiscal Years 1820–1989" In George Brown Tindall with David E. Shi, *America. A Narrative History*, Third ed. (New York: W. W. Norton, 1992), A42–48.

11. In line 5, the word “pariah” most nearly means
- A) Outcast.
 - B) Predatory.
 - C) Preferred.
 - D) Specialized.
12. In the first two paragraphs, the author implies that
- A) The history of Asian immigration cannot be distinguished from that of other groups.
 - B) Asian Americans contributed little to the immigrant history of the US.
 - C) Immigrants only come to the US during industrial and agricultural expansions.
 - D) The Asian immigrant experience diverged from that of other groups because of discrimination.
13. In paragraphs 3 and 4, the author indicates that
- A) The Chinese only temporarily stayed in the US because there was a labor shortage.
 - B) Other immigrant groups stayed permanently in the US because they did not have an unbalanced sex ratio.

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- C) The unbalanced sex ratio of the Chinese immigrants led to the 1882 Congressional Act.
- D) Most of the Chinese sojourners eventually stayed to found the Chinatowns of today.
14. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 32-33 (“The gold...fill”)
- B) Lines 33-37 (“In addition...home”)
- C) Lines 41-45 (“Daniels reports...China”)
- D) Lines 45-51 (“Although these...today”)
15. According to the passage, which choice correctly depicts a facet of Japanese immigration to the US?
- A) Most Japanese immigrated to Hawaii and later stayed there permanently.
- B) Unlike the Chinese, the Japanese sought economic opportunity in America.
- C) No Japanese immigrated to the US prior to the 1880s.
- D) Most Japanese Americans were neither miners nor farmers.
16. The passage indicates that the Japanese government assumed that
- A) Poor treatment of Japanese immigrants would reflect badly on the Japanese government.
- B) What happened to Chinese immigrants would inevitably happen to Japanese immigrants.
- C) The key to establishing thriving communities is to ensure that Japanese women also immigrated.
- D) If Japanese immigrants established businesses, they would be garner more respect.
17. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 61-66 (“Although explicit...existed”)
- B) Lines 66-70 (“The Japanese...US”)
- C) Lines 70-72 (“The Japanese-American...businesses”)
- D) Lines 72-79 (“In addition...age.”)
18. As it is used in line 81, “degree” most nearly means
- A) The academic rank of.
- B) The differences in.
- C) The amount of.
- D) The quality of.
19. The author discusses the effects of World War II in order to
- A) Illustrate how political relationships can influence official policy in regards to immigrants.
- B) Show how official government policies can affect relationships among immigrants.
- C) Demonstrate the personal effects of discrimination on an institutional level.
- D) Reiterate the effect of political relationships on discrimination on both institutional and individual levels.
20. In the table shown, the author would claim that the decrease in the number of immigrants between 1871-1880 and 1881-1890 was due to
- A) The implementation of the 1882 Congressional Act.
- B) The start of explicit discrimination against the Japanese.
- C) The ending of the gold rush boom in California.
- D) The rapid modernization of Japan.
21. The author claims that the difference in the number of immigrants between 1921-1930 and 1931-1940 is due to the lack of economic opportunities. Which line best supports this statement?
- A) Lines 12-18 (“In some...immigrated”)
- B) Lines 28-32 (“Although the...home.”)
- C) Lines 57-61 (“During this...America”)
- D) Lines 82-85 (“Although both...sentiment”)

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Questions 22-31 are based on the following passage and supplementary material.

Tonomi, Guilio and Chiara Cirelli. “Perchance to Prune.” *Scientific American*. Aug 2013: 34-39. Print. Figure is from Rasch, Björn and Jan Born. “About Sleep’s Role in Memory.” *Physiol Rev*. 2013 Apr: 93(2): 681-766. Doi: 10.1152/physrev.00032.2012. <
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3768102/#B1188>.

Scientists first proposed the idea that sleep is important to memory nearly a century ago, and plenty of experiments since then have shown that after a night of sleep, and sometimes just a nap, newly formed memories “stick” better than they would if one had spent the same amount of time awake. This pattern holds for declarative memories, such as lists of words and associations between pictures and places, as well as for procedural memories, which underlie perceptual and motor skills, such as playing a musical instrument.

The evidence that sleep benefits memory led scientists to look for signs that the brain rehashes newly learned material at night. They found them: studies performed over the past 20 years, first in rodents and then in humans, show that patterns of neural activity during sleep sometimes do resemble those recorded while subjects are awake. For example, when a rat learns to navigate a maze, certain neurons in a part of the brain called the hippocampus fire in specific sequences. During subsequent sleep, rats “replay” these sequences more often than predicted by chance.

Because of such findings, many researchers came to assume that sleep “replay” consolidates memories by further reinforcing synapses – the contact points between neurons – that have been strengthened when an individual is awake. The idea is that, as linked neurons fire repeatedly, the synapses connecting them more readily convey signals from one neuron to another, helping neuronal circuits to encode memories in the brain. This process of selective strengthening is known as synaptic potentiation, and it’s the favored mechanism by which the brain is thought to accomplish learning and remembering.

Yet while replay and potentiation are known to occur during waking activities, scientists have so far found no direct evidence that the synapses in replayed circuits get strengthened during sleep. This lack of evidence hardly surprises us. It is consistent with our suspicion that while the sleeper lies unaware, all brain activity – the “replay” as well as other, seemingly random firings – might actually be *weakening* neural connections, not strengthening them.

There are many good reasons to propose that synapses must become weakened as well as strengthened for the brain to function properly. For one thing, strong synapses consume more energy than weak ones, and the brain does not have infinite stores of energy. In humans the brain accounts for almost 20% of the body’s energy budget – more than any other organ by weight – and at least two thirds of that portion goes to supporting synaptic activity. Building and bolstering synapses is also a major source of cellular stress, requiring cells to synthesize and deliver components ranging from mitochondria (the cell’s power plants), to synaptic vesicles (which ferry signaling molecules), to various proteins and lipids that are needed for communication across synapses.

It seems clear to us that this strain on resources is unsustainable. The brain cannot go on strengthening and maintaining revved-up synapses both day and night for the whole of an individual’s lifetime. We do not doubt that learning occurs mainly through synaptic potentiation. We simply doubt that strengthening continues to happen during sleep.

In contrast, synaptic weakening during sleep would restore brain circuitry to a baseline level of strength, thereby avoiding excessive energy consumption and cellular stress. We refer to this baseline-restoring function of sleep as preserving synaptic homeostasis, and we call our overall hypothesis about the role of sleep the synaptic homeostasis hypothesis, or SHY. In principle, SHY explains the essential, universal purpose of sleep for all organisms that do it: sleep restores the brain to a state where it can learn and adapt when we are awake. The risk we take by

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80 becoming disconnected from the environment for hours at a time is the price we pay for this neural recalibration. Most generally, sleep is the price we pay for the brain's plasticity – its ability to modify its wiring in response to experience.

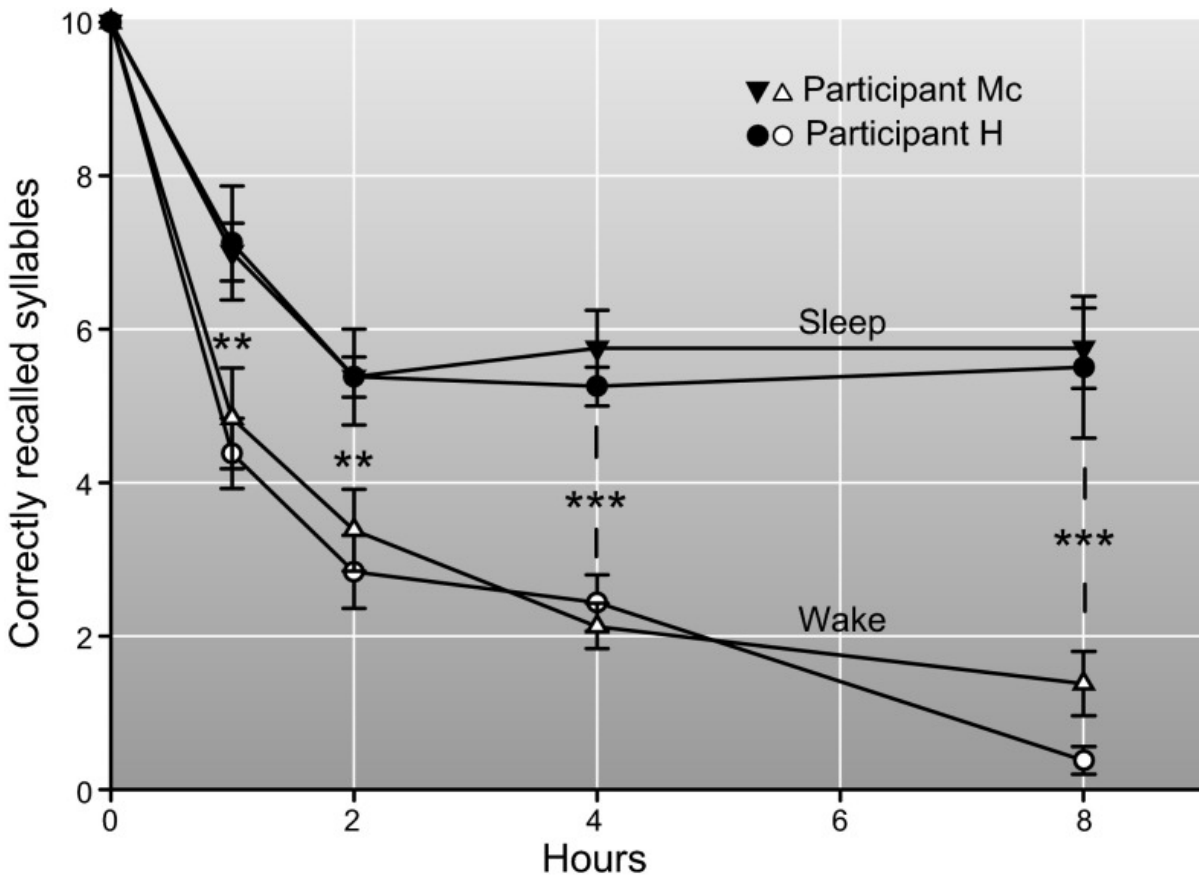
85 But how does SHY explain sleep's salutary effects on learning and memory? How can weakened synapses improve the overall retention of skills and facts? Consider that, over the course of a typical day, almost everything you experience leaves a neural trace in the
90 brain that the significant events, like meeting a new person or learning a piece of music on the guitar, make up just a trifling portion of that neural encoding. To improve memory, the sleeping brain must somehow distinguish the "noise" of irrelevant
95 information from the "signal" of significant happenings.

We suggest that in sleep, the spontaneous firing of neurons in the brain activates many different circuits in many different combinations, encompassing both
100 new memory traces and old networks of learned

associations. The spontaneous activity lets the brain try out which new memories fit better with stored memories of proved significance and weakens those synapses that do not fit well in the grand scheme of
105 memory. We and other investigators are exploring possible mechanisms by which brain activity could selectively weaken synapses that encode the "noise" while preserving those that correspond to the "signal."

110 While the brain tries out these imaginary scenarios and enacts weakening where appropriate, we had best be unaware of the surrounding environment and be incapable of acting in it; that is, we had best be asleep. Likewise, restoring synaptic homeostasis
115 should not take place while we are awake because the events of the day would dominate the process, giving salience to them rather than to all the knowledge the brain has accumulated over a lifetime. The profound disconnection of sleep frees our brain from the
120 tyranny of the present, creating an ideal circumstance for integrating and consolidating memories.

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Graph: Two participants were given a memory test after a certain number of hours spent either sleeping or awake. Results were averaged.

- | | |
|--|---|
| <p>22. The main purpose of this passage is to</p> <ul style="list-style-type: none"> A) Propose the idea that sleep is important to memory. B) Explain why the present model of memory and sleep is deficient. C) Present a balanced review informing the reader of both models and allowing the reader to form his or her own opinions. D) Present a new model explaining how memory benefits from sleep. | <p>24. The authors provide the examples in lines 46-61 in order to</p> <ul style="list-style-type: none"> A) Prove why the brain needs more energy than any other organ by weight. B) Explore the unrealistic energy requirements of the mechanism of synaptic potentiation. C) Warn against the source of cellular stress within the brain. D) Acquaint the reader with common features of synaptic activity in the brain. |
| <p>23. According to the passage, synaptic potentiation</p> <ul style="list-style-type: none"> A) Weakens neural connections. B) Strengthens the synapses of linked neurons. C) The specific sequences fired by the hippocampus during sleep. D) Conveys signals from one neuron to another. | <p>25. According to lines 62-84, the authors would most agree that the strengthening of synapses</p> <ul style="list-style-type: none"> A) Continues to happen during sleep. B) Restores brain circuitry to a baseline level of strength. C) Is integral to the learning process. D) Is completely incompatible with SHY. |

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26. The authors hypothesize that “sleep replay,” mentioned in lines 25, serves what purpose in SHY?
- A) It allows the brain to pinpoint which new memories are important.
 - B) It allows the brain to weaken those synapses involved in the replay.
 - C) It strengthens neural synapses associated with new information, such as meeting a new person.
 - D) It gives salience to the events of the day.
27. In regards to the passage as a whole, why do the authors include information that sleep reinforces synapses?
- A) To integrate it into their new model.
 - B) To later refute it with newer research.
 - C) To corroborate what has previously been surmised by the scientific community with new evidence.
 - D) To prevent any accusations of bias on the part of the authors.
28. Based on the passage, the authors’ statement in lines 101-105 (“The spontaneous...memory”) implies that
- A) Spontaneous memories leave little to no neural traces on the brain.
 - B) Stored memories of proven significance are strengthened.
 - C) “Noise” is invariably weakened while “signal” is always preserved during sleep.
 - D) New memories that are associated with older memories are more likely to be remembered than entirely new information.
29. The author states that SHY only takes place during sleep because
- A) Current memories would be more important than stored memories.
 - B) Stored memories are not accessed during when we are awake.
 - C) Current memories and stored memories are inherently incompatible and cannot be weakened at the same time.
 - D) Weakening and strengthening synapses cannot happen at the same time.
30. In the graph shown, at which point did Participant H outperform Participant Mc?
- A) 2 hours after sleeping.
 - B) 2 hours after staying awake.
 - C) 4 hours after sleeping.
 - D) 4 hours after staying awake.
31. Does the graph prove the authors’ point?
- A) Yes, the graph shows that sleeping improved memory.
 - B) Yes, the graph shows that synapses were strengthened when the participants were awake.
 - C) No, the graph does not show that synapses were weakened during sleep.
 - D) No, there was little difference between the number of correctly recalled syllables between the two participants.

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Questions 32-41 are based on the following passage.

Powell, William. “The American Chestnut’s Genetic Rebirth.” *Scientific American*. March 2014: 69-73. Print.

In 1876 Samuel B. Parsons received a shipment of chestnut seeds from Japan and decided to grow and sell the trees to orchards. Unbeknownst to him, his shipment likely harbored a stowaway that caused one of the greatest ecological disasters ever to befall eastern North America. The trees probably concealed spores of the pathogenic fungus, *Cryphonectria parasitica*, to which Asian chestnut trees – but not their American cousins – had evolved resistance. *C. parasitica* effectively strangles a susceptible tree to death by forming cankers – sunken areas of dead plant tissue – in its bark that encircle the trunk and cut off the flow of water and nutrients between the roots and leaves. Within 50 years this one fungus killed more than three billion American chestnut trees.

Before the early 1900s the American chestnut constituted about 25% of hardwood trees within its range in the eastern deciduous forests of the US and a sliver of Canada – deciduous forests being those composed mostly of trees that shed their leaves in the autumn. Today only a handful of fully grown chestnuts remain, along with millions of root stumps. Now and then these “living stumps” manage to send up a few nubile shoots that may survive for 10 years or longer. But the trees rarely live long enough to produce seeds because the fungus almost always beats them back down again.

In its prime, the American chestnut was a keystone species crucial to the health of a multitude of organisms in its ecosystem. Many different birds, insects and small mammals nested in its branches and burrowed into its bark. Bears, deer, turkeys, blue jays, squirrels and other animals ate the large, nutritious chestnuts. After losing so many mature chestnut trees, wildlife populations declined and became less diverse. The oaks that have since replaced the chestnut cannot support as many animals; the acorns they produce are only half as nutritious. And chestnuts once generated larger

quantities of nuts than oaks do today, in part because they flowered after frosts that might have destroyed delicate buds.

The American chestnut also had great economic value. Its nuts could be used for food or ethanol fuel. Because the American chestnut grows quickly, has sturdy, straight-grained wood and is very rot-resistant, it provides excellent timber. In fact, if the chestnut were still abundant, most decks would likely be made from its wood instead of from pressure-treated lumber, which often contains heavy metals and other preservatives that endanger the environment and people’s health when they find their way into soil and food. Last, the American chestnut has been an especially beloved tree, immortalized in poetry, songs, books, street signs, and the names of many schools, hotels and parks across the country.

We do not have to stand by as the American chestnut becomes a distant memory for most people. The culmination of decades of research suggests that science can restore the tree and all the resources it once offered people and wildlife. After a century of ineffective efforts to combat chestnut blight, two approaches are now meeting with some success. One strategy attempts to create blight-resistant American chestnuts with an ancient horticultural technique: hybridization. By mating American chestnuts with far smaller, fungus-resistant Chinese chestnuts, researchers “backcross” the resulting hybrids with other American chestnuts to Americanize the trees as much as possible while, it is hoped, keeping all the genes responsible for blight resistance. In addition to bring rather imprecise, however, backcross breeding requires many generations and thousands of trees to produce individuals suitable for restoration.

For those reasons, my many collaborators and I are focusing on a second approach, which relies on altering the chestnut tree’s DNA in a much more exact way than traditional breeding and which has the potential to produce more fungus-resistant trees more quickly. By borrowing genes from wheat and the Chinese chestnut, among other plants, and inserting them into the American chestnut’s genome, we have created hundreds of transgenic trees, some of which

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85 defend themselves against *C. parasitica* as well as, if
not better than, their Asian counterparts. If the US
Department of Agriculture, the Environmental
Protection Agency, and the Food and Drug
Administration approve our trees – which could
90 happen as soon as five years from now – they will be
the very first transgenic organisms used to restore a
keystone species to its native environment.

Compared with other efforts to revive endangered or
extinct species with genetic engineering and related

32. The main purpose of the passage is to
- A) Detail the history of *C. parasitica* in North America.
 - B) Compare the methods of backcrossing and genetic modification.
 - C) Highlight reasons why American chestnuts are important to ecological diversity.
 - D) Persuade the reader that the benefits of restoring the American chestnut through transgenic methods outweigh the risks.
33. According to the passage, American chestnuts support more animals than do oaks because
- A) They produce more acorns.
 - B) Chestnuts produce more and larger nuts.
 - C) Certain animals only eat chestnuts.
 - D) Chestnut trees grow more quickly.
34. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 33-35 (“Bears, deer...chestnuts”)
 - B) Lines 35-37 (“After losing...diverse”)
 - C) Lines 37-43 (“The oaks...buds”)
 - D) Lines 46-48 (“Because the...timber”)
35. The author most likely use the examples in lines 29-55 (“In its...country”) in order to
- A) Emphasize that the American chestnut’s contribution to ecological diversity is more important than its economic and sentimental values.
 - B) Highlight the many versatile ways humans can use the American chestnut.

95 biotechnologies – such as the proposed restoration of
the passenger pigeon, thylacine and mammoth – the
efforts to reinstate the American chestnut face far
fewer hurdles and offer much clearer benefits. Unlike
cloned mammoths and pigeons, trees do not require
100 surrogate mothers, parenting or socialization. And as
a massive organism that is home to many others, the
American chestnut can improve the health of the
forest more than any one animal.

- C) Describe the impact the loss of the American chestnut had in many different areas.
 - D) Persuade the reader that chestnuts are always superior to oaks.
36. As used in line 29, “keystone” most nearly means
- A) The central stone at the summit of an arch.
 - B) The center on which all else depends.
 - C) Typical and commonly found.
 - D) Large and branching.
37. The author indicates that backcrossing is impractical because
- A) It is an outdated horticultural technique.
 - B) It takes too long for the hybridized trees to mature.
 - C) The wood of the hybrids are not sturdy enough.
 - D) There is no cure for the chestnut blight.
38. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 62-64 (“After a...success”)
 - B) Lines 64-67 (“One strategy...hybridization”)
 - C) Lines 67-72 (“By mating...resistance”)
 - D) Lines 72-76 (“In addition...restoration”)
39. The “collaborators” mentioned in line 76 would most likely agree that
- A) Transgenic techniques could succeed where backcrossing has failed.

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- B) Borrowing genes from different species can be detrimental to the health of the chestnut.
 - C) Transgenic therapy allows the American chestnut to mature faster than backcrossing does.
 - D) Various US agencies will be happy to approve the transgenic trees.
40. The passage indicates that reviving endangered or extinct species other than the American chestnut
- A) Uses different techniques than those used with the American chestnut.
 - B) Offer much clearer benefits.
 - C) Often have other needs that cannot be easily met.
 - D) Cannot improve the health of the forest.
41. As used in line 97, “reinstate” most nearly means
- A) To restore.
 - B) To repeat.
 - C) To approve of.
 - D) To revitalize.

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Questions 42-52 are based on the following passages.

Passage 1 is from Mays, Benjamin E. “The Moral Aspect of Segregation Decisions.” *Desegregation*. Ed. Nick Treanor. Greenhaven Press: MI, 2003. 44-52. Print.

Passage 2 is from Kilpatrick, James Jackson. “The Southern Case for School Segregation.” *Desegregation*. Ed. Nick Treanor. Greenhaven Press: MI, 2003. 53-60.

Passage 1

So the May 17, 1954, Decision of the Supreme Court and all the decisions against segregation are attempts on the part of the judges involved to abolish a great wrong which the strong has deliberately placed upon the backs of the weak. It is an attempt on the part of federal and state judges to remove this stigma, this wrong through constitutional means, which is the democratic, American way. Let me try to analyze this burden, segregation, which has been imposed upon millions of Americans of color. There are at least three main reasons for legal segregation in the US.

The first objective of segregation is to place a legal badge of inferiority upon the segregated, to brand him as unfit to move freely among other human beings. This badge says the segregated is mentally, morally, and socially unfit to move around as a free man.

The second objective of segregation is to set the segregated apart so that he can be treated as an inferior: in the courts, in recreation, in transportation, in politics, in government, in employment, in religion, in education, in hotels, in motels, restaurants and in every other area of American life. And all of this has been done without the consent of the segregated.

The third objective of legalized segregation follows from the first two. It is designed to make the segregated believe that he is inferior, that he is nobody and to make him accept willingly his inferior status in society. It is these conditions which the May 17, 1954, Decision of the Supreme Court and other federal decisions against segregation are designed to correct – to remove this immoral stigma that has been placed upon 16 million Negro Americans, and these

35 are the reasons every thinking Negro wants the legal badge of segregation removed so that he might be able to walk the earth with dignity, as a man, and not cringe and kow-tow as a slave. He believes that this is his God-given right on the earth.

40 Segregation is immoral because it has inflicted a wound upon the soul of the segregated and so restricted his mind that millions of Negroes now alive will never be cured of the disease of inferiority. Many of them have come to feel and believe that they are inferior or that the cards are so stacked against them that it is useless for them to strive for the highest and the best. Segregate a race for ninety years, tell that race in books, in law, in courts, in education, in church and school, in employment, in transportation, in hotels and motels, in the government that it is inferior – it is bound to leave its damaging mark upon the souls and minds of the segregated. It is these conditions that the federal courts seek to change.

Passage 2

55 When the first trolleys came along, the few Negroes who rode them were mostly servants; others carried with them the fragrance of farm or livery stable. A Jim Crow section perhaps made sense in those days. But in my own nonage, during the 1920s, and in the years since then, few Southerners ever paused to examine the reasons for segregation on streetcars. We simply moved the little portable sign that separated white from Negro as a car filled up, and whites sat in front of the sign and Negroes sat behind it. This was the way we rode streetcars. After *Brown v. Board of Education*, when the abiding subconsciousness of the Negro turned overnight into an acute and immediate awareness of the Negro, some of these laws and customs ceased to be subject to reason anyhow; they became, confusingly, matters of strategy; they became occupied ground in an undeclared war, not to be yielded lest their yielding be regarded as needless surrender. Many aspects of our lives have gone that way since. The unwritten rules of generations are now being, in truth, unwritten; in their place, it is proposed by the apostles of instant integration that there be no rules at all. It seems so easy: “What

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difference does the color of a man’s skin make?”
“Why not just treat them as equals?” “There is no
80 such thing as race.”

Ah, but it is not so easy. The ingrained attitudes of a
lifetime cannot be jerked out like a pair of infected
molars, and new porcelain dentures put in their place.
For this is what our Northern friends will not
85 comprehend: The South, agreeable as it may be to
confessing some of its sins and to bewailing its more
manifest wickednesses, simply does not concede that
at bottom its basic attitude is “infected” or wrong. On
the contrary, the Southerner rebelliously clings to
90 what seems to him the hard core of truth in the whole
controversy: *Here and now*, in his own communities,
in the mid-1960s, the Negro race, as a race, plainly is
not equal to the white race, as a race; nor, for that
matter, in the wider world beyond, by the accepted
95 judgment of ten thousand years, has the Negro race,
as a race, *ever* been the cultural or intellectual equal
of the white race, as a race.

This we take to be a plain statement of fact. Those of
us who have ventured to discuss the issues outside
100 the South have discovered, whenever the point arises,

42. According to Passage 1, the May 17, 1954
Decision of the Supreme Court

- A) Deliberately placed a great burden on the backs of the weak.
- B) Abolished legal segregation.
- C) Abolished slavery.
- D) Listed three main reasons for legal segregation in the US.

43. The author of Passage 1 believes that legal segregation

- A) Is only felt through physical means.
- B) Only applies to African American men.
- C) Is based on reasons pertaining to the differences in the mentality, morality, and social structure of the segregated races.
- D) Promotes the mentality of inferiority.

44. Which choice provides the best evidence for the answer to the previous question?

- A) Lines 15-17 (“This badge...man”)

that no one is so intolerant of truth as academicians whose profession it is to pursue it. The whole question of race has become a closed question: the earth is a cube, and there’s an end to it; Two and two are four, the sun rises in the east, and no race is
105 inferior to any other race. Even the possibility of a conflicting hypothesis is beyond the realm of sober examination. John Hope Franklin, chairman of the history department at Brooklyn College, sees
110 Southern attitudes on race as a “hoax.” Their wrongness is “indisputable.” To Ashley Montagu, race is a myth. A UNESCO pamphlet makes the flat, unqualified statement that “modern biological and psychological studies of the differences between
115 races do not support the idea that one is superior to another as far as innate potentialities are concerned.” And when one inquires, why, pray, has it taken so long for the Negro’s innately equal potentialities to emerge, the answers trail off into lamentations on the
120 conditions under which the Negro has lived. Thus, the doctrine of environment, like the principle of charity, is trotted out to conceal a multitude of sins. The fault, if there be any fault, is held to be not in men’s genes, but in their substandard housing.

- B) Lines 18-23 (“The second...life”)
- C) Lines 27-30 (“It is...society”)
- D) Lines 30-39 (“It is...earth”)

45. As used in lines 6 and 33, “stigma” most nearly means

- A) A mark of shame.
- B) A visible mark on the skin.
- C) Shunning.
- D) A legal badge.

46. In lines 40-54, the author of Passage 1 states that abolishing segregation

- A) Will immediately reverse the damage done to the souls and minds of the segregated.
- B) Is the first step to remedying the disease of inferiority.
- C) Is immoral due to the restrictions placed on the minds and souls of African Americans.
- D) Will cause all African Americans to strive for the highest and the best.

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47. The central claim of Passage 2 is that segregation
- A) Is rooted in reason.
 - B) Is as flimsy a concept as moving a little portable sign on a trolley.
 - C) Causes African Americans to live in substandard housing.
 - D) Causes academicians to become intolerant of the truth.
48. The author of Passage 2 includes the anecdote about segregation on trolleys in order to
- A) Demonstrate how tradition cannot be easily changed.
 - B) Show how segregation was simple and had no other ill effects.
 - C) Highlight how segregation invaded all parts of everyday life.
 - D) Exemplify how unreasonable the laws of segregation were.
49. The purpose of lines 101-106 is to convey the idea that
- A) Humans used to believe that the earth was flat.
 - B) Academicians do not wish to pursue this question of race because they are afraid of repercussions.
 - C) Academicians do not pursue this question of race because they believe it has already been answered.
 - D) All races are equal is as absurd as the other examples posited.
50. The author of Passage 1 would most likely respond to the discussion of the innate potentialities of African Americans in lines 117-124, Passage 2, by claiming that
- A) The federal courts have abolished segregation.
 - B) The social environment has as much a detrimental effect on mental health and self esteem as genetics does.
 - C) The legal segregation of African Americans only causes others to believe African Americans are mentally inferior.
 - D) Segregation has permanently marred African Americans and they will never be cured of the disease of inferiority.
51. Which choice provides the best evidence for the answer to the previous question?
- A) Lines 12-17 (“The first...man”)
 - B) Lines 40-43 (“Segregation is...inferiority”)
 - C) Lines 44-47 (“Many of...best”)
 - D) Lines 53-54 (“It is...change”)
52. Which statement best describes the relationship between the passages?
- A) Passage 2 refutes the central claim advanced in Passage 1.
 - B) Passage 2 corroborates the main idea in Passage 1 with further evidence.
 - C) Passage 1 argues against the rationale behind a phenomenon posited by Passage 2.
 - D) Passage 1 purposes a solution that Passage 2 disagrees with.

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Answers

- | | |
|-------|-------|
| 1. B | 46. B |
| 2. C | 47. A |
| 3. D | 48. B |
| 4. D | 49. C |
| 5. B | 50. B |
| 6. B | 51. C |
| 7. C | 52. A |
| 8. C | |
| 9. C | |
| 10. D | |
| 11. A | |
| 12. D | |
| 13. B | |
| 14. B | |
| 15. D | |
| 16. A | |
| 17. B | |
| 18. C | |
| 19. D | |
| 20. A | |
| 21. A | |
| 22. D | |
| 23. B | |
| 24. B | |
| 25. C | |
| 26. A | |
| 27. B | |
| 28. D | |
| 29. A | |
| 30. C | |
| 31. C | |
| 32. D | |
| 33. B | |
| 34. C | |
| 35. C | |
| 36. B | |
| 37. B | |
| 38. D | |
| 39. A | |
| 40. C | |
| 41. A | |
| 42. B | |
| 43. D | |
| 44. C | |
| 45. A | |