

## CERT - Grade 12 - READING TEST 2

35 Minutes—40 Questions

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

### Passage I

**Prose Fiction:** The following passage is adapted from the short story “Twilight” by Wladyslaw Reymont.

Line Sokol lay dying. He had been lying this way for  
several weeks now. He was old and had fallen sick. The  
good people of the community argued that it would be  
wrong to kill him, even though his handsome hide would  
5 make fine leather. Yes, the good people preferred to let  
him die slowly, alone and forgotten. After asserting their  
will, they took no further notice of Sokol, except for the  
occasional furtive kick to remind him that he was dying  
too slowly. The others, thankfully, took no notice of  
10 Sokol at all.

Once in a while the hunting dogs, with whom he  
used to leap in the chase, came to visit him. But dogs  
have ugly souls (from too much contact with human  
beings), and at every call of their master, they left Sokol  
15 precipitously. Only Lappa, an old Siberian hound,  
stayed with him longer than the others. Lappa lay  
dozing under the feed trough, oppressed with sorrow at  
the sight of Sokol, whose large, pleading tearful eyes  
frightened him.

20 So the old horse was left to his solitary misery.  
The days kept him company—golden, rosy days or gray,  
harsh, painful ones—filling the stall with their sorrowful  
weeping. They peered into his eyes before departing  
silently, as if stricken with awe. But Sokol did not fear  
25 the days. He was afraid only of the nights—the fearfully  
silent nights of autumn. It was during those nights that  
he felt he would surely die. He became almost frantic  
with terror during those cool nights. In fact, he would  
often tear at his halter and beat his hoofs against the  
30 walls of his wooden stall. Sokol wanted only to escape,  
so that he would be free to run one last time.

One day, as the sun was setting, he began to  
neigh long and plaintively. Not a single voice, however,  
answered him from the close, heavy stillness of the  
departing day. From the distant meadows Sokol heard  
35 the sharp ringing and swishing of busy scythes. And  
from the fields of grain and flowers came a rustling, a  
humming, and a whispering. But about Sokol there was  
a deep, awful silence that only made him shiver. Somber  
panic seized him, and he began to tug frenziedly at his

halter. Finally, it broke and he fled, untethered, into the  
yard.

The sun blinded him as he emerged from the  
darkness of the barn and a wild pain gnawed at his  
45 entrails. He lowered his head, and stood motionless, as  
if stunned. Little by little, however, he came to himself  
again—dim memories of fields, forests, and meadows  
floated through his brain. There awoke in Sokol a  
resistless desire to run: it was a longing to conquer vast  
50 distances; a craving thirst to live again as he had once  
lived. He began eagerly to seek an exit from the yard. It  
was a square with three sides shut in by various  
buildings. Sokol searched in vain. He tried again and  
again, though he could barely stand on his legs, though  
55 every movement caused him indescribable pain, though  
the sweat kept flowing from his old pores.

At last he came to the wooden fence from which  
he could see the manor house. He gazed at the flower-  
covered lawn before it, where dogs were basking. He  
60 then gazed at the house itself with its windows glittering  
golden in the sun. He began to neigh pleadingly,  
piteously. If anyone had come and said a kind word to  
him, or smoothed his coat caressingly, he would  
willingly have laid down and died. But all about was  
65 deserted, drowsy, and unshakably still.

In despair, Sokol began to bite the rails and  
wrench the gate, leaning against it with all his weight. It  
burst open, eventually, and after recovering his balance,  
he walked slowly into the garden. He approached the  
70 verandah, still neighing plaintively, but no one heard  
him. He stood there a long time, gazing at the curtained  
windows. At one point, he even tried to climb the steps,  
but his legs would not cooperate. He then walked  
around the house.

75 When Sokol reached the open fields that greeted the  
front side of the manor house, he suddenly seemed to  
forget everything, his pain and discomfort included. He  
saw at that moment only visions of vast grain fields, as  
limitless as the sea, stretching away to a distant—  
80 endlessly distant—horizon. Bewitched by these alluring  
fancies he began to stagger forward with all his waning  
might. He dragged himself into the meadow and sank

exhausted to the ground. He stretched out his legs, looked up into the sky, and sighed. After a moments  
85 rest, he struck his paws into the ground and fancied he was up again, galloping across the field in the chase. The hounds were beside him barking, flying like the wind.

1. The main theme of the passage concerns:
  - A. the preferential treatment enjoyed by hounds.
  - B. a horse's perception of the sun.
  - C. the end of an old horse's life.
  - D. the ways most humans mistreat animals.
2. Which of the following questions is NOT answered by information in the passage?
  - F. Did Sokol wear a halter?
  - G. What was the breed of Lappa the hound?
  - H. Was Sokol a blind horse?
  - J. Did Sokol have a healthy appetite?
3. It can be inferred from the first paragraph (lines 1-10) that the author believes that "good" people:
  - A. always know what is best for aging animals.
  - B. sometimes unwittingly argue to prolong the suffering of an animal.
  - C. are hypocrites who secretly like to mistreat others in their community.
  - D. took no notice of the aged and dying horse.
4. The parenthetic in the second paragraph (lines 13-14) suggests that the author believes that:
  - F. dogs are born innocent and pure.
  - G. dogs should not be trusted near an ailing horse.
  - H. most humans fail to train dogs properly.
  - J. humans need dogs to hunt wild prey.
5. In terms of developing the story, the third paragraph (lines 20-31) primarily serves to:
  - A. highlight the passage of time and Sokol's solitary misery.
  - B. explain why Lappa was frightened by Sokol's tearful eyes.
  - C. set the scene for the fourth paragraph of the passage.
  - D. foreshadow the sharp ringing and swishing of busy scythes.
6. According to the passage, in his younger days, Sokol:
  - F. basked eagerly in the warm, golden sun.
  - G. enjoyed running long distances through fields.
  - H. leapt easily over the fence that bounded the yard.
  - J. grazed often in the vast fields near the manor house.
7. It can be inferred from the sixth paragraph (lines 57-65) that Sokol:
  - A. had once been inside the manor house.
  - B. enjoyed the attention of humans.
  - C. longed for the dogs to notice him.
  - D. was trying to avoid capture.
8. It can most reasonably be inferred from the use of the word "fancied" in line 85 that Sokol:
  - F. was delusional and near death.
  - G. was pleased to be able to stand one last time.
  - H. had been admired, earlier in life, by many.
  - J. enjoyed a burst of youthful energy.
9. According to the passage, the hounds described in line 87 were most likely "barking" at:
  - A. the prey they were hunting.
  - B. Sokol, who was running too slowly.
  - C. Lappa, the dog.
  - D. the sled they were pulling.
10. The last sentence of the passage (lines 87-88) can best be described as:
  - F. a literal description of Sokol's final moments of life.
  - G. Sokol's last vision before dying in the meadow.
  - H. a testament to the ugly souls of dogs.
  - J. a reaffirmation of Sokol's desire to flee the manor house.

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## Passage II

**Social Science:** Passage A is adapted from an essay "The Importance of Social Capital." Passage B is adapted from the article "Virtual and Real Communities."

### Passage A

Line One can form a working definition of the term  
"social capital" by looking at its two individual  
components. "Social" describes a person interested in the  
company of others, as one would call an outgoing person  
5 a *social* person. "Capital" means something having  
value; in the business world, a company's assets, whether  
money or property, are defined as *capital*. Combining  
these two meanings brings forth the idea that social  
capital is the wealth or value one finds in the company of  
10 others.

As a term, social capital has been around for  
decades, but it came into widespread acceptance in 1995,  
when Robert Putnam published an essay called "Bowling  
Alone: America's Declining Social Capital." In the essay,  
15 Putnam cited statistics related to the popularity of the  
sport of bowling. From 1980 to 1993, the number of  
Americans who bowled had steadily increased, but the  
number of people bowling in leagues had decreased by  
forty percent. Putnam concluded that people were  
20 bowling by themselves, with their families, or with close  
friends. The bowling league, a once-popular form of  
interaction between citizens of the same region, was not  
bringing people together as it once had. Thus, an oppor-  
tunity to foster and sustain social capital had been lost.

25 Putnam noted that a similar kind of loss was  
experienced in other areas of society. In the same period  
that bowling leagues waned, organizations such as the  
Boy Scouts declined in membership. Similarly, the  
number of volunteers for local parent-teacher  
30 associations dropped precipitously. During the same  
period, attendance at religious services also diminished  
across the country. Putnam and other sociologists who  
examined these statistics concluded that entertainment  
from cable television and video games had expanded  
35 into the space previously allotted to community  
organizations. This shift left individuals without as much  
social capital as previous generations had enjoyed.

Why did Putnam see this trend as worrisome? He  
argued that a lack of community ties contributed to  
40 decreasing interest in the political process. Voter turnout  
had paralleled the decline in civic activities. Putnam  
connected the voters' lack of interest to declining social  
capital, arguing that people who are not invested in their  
communities lose interest in community governance.

### Passage B

45 There is a gift shop adjacent to the Statue of  
Liberty's pedestal, a fact that will surprise almost no one.  
(Commercial enterprises are attached to anything that  
has a remote chance of attracting people.) Interestingly,  
the gift shop houses items that do not exactly exalt the  
50 statue. A favorite item among younger visitors is a  
goofy, wind-up, stick figure about four inches tall that  
moves robotically. The figure's head is a likeness of  
Miss Liberty's.

Frederic Bartholdi, the statue's sculptor, could not  
55 have envisioned the gift shop near his monumental work,  
or the kitschy merchandise sold therein. However, if we  
think about the gift shop and its offerings, we might  
discern a truth: good ideas often yield unanticipated  
consequences that undermine the ideas themselves. A  
60 prime example of this precept is the Internet, perhaps the  
most influential "good" idea of the modern era. Starting  
in the mid-1990s, Internet developers and proponents  
touted the additional layer of connectivity that it would  
provide, helping to build communities across the world.

65 To a great extent, that connectivity has been  
established. One does not need to search online long to  
find examples of people who are united by shared  
interests yet separated by great distances. Worldwide  
communities of cooking enthusiasts, pet owners, sports  
70 fans, and nearly anything else could not exist without the  
Internet. Their members share helpful advice, offer  
insights, and even offer emotional support to each other.

At the same time, however, the participants in these  
various virtual communities are physically isolated from  
75 one another and emotionally distant from those nearest  
to them. Consumed by the prospect of connecting with  
like-minded acquaintances, they sequester themselves in  
front of computers and mobile devices, disengaged from  
the world immediately around them. The resulting social  
80 dynamic is the essence of the paradoxical virtual  
experience: connected to others but somehow still alone.

Sociologists have not determined whether social  
interaction has been enhanced or frayed by the addition  
of virtual communities. However, many critics argue  
85 that local community ties have deteriorated and will only  
get better when citizens recommit to more frequent face-  
to-face interactions with neighbors and members of the  
community at large. Only through such encounters, the  
critics believe, will people reaffirm the human dignity of  
90 their fellow citizens and set true democracy, symbolized  
by Bartholdi's Lady Liberty, into action.

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Questions 11-15 ask about Passage A.

11. According to Passage A, outgoing people:
- A. tend to earn high incomes.
  - B. are the wealthiest in most societies.
  - C. find value in their social relationships.
  - D. rarely watch television or play video games.
12. Passage A suggests that Robert Putnam would most likely agree with which of the following statements?
- F. Social capital cannot be earned through relationships with family or close friends.
  - G. Bowling is a worthwhile sport for people of all social classes.
  - H. The competitive nature of bowling leagues in the 1980s caused many people to stop participating.
  - J. People who live in the same region cannot increase each other's social capital.
13. Based on Passage A, it is reasonable to conclude that social capital can be accumulated through all of the following activities EXCEPT:
- A. a well-attended religious service.
  - B. a volunteer fire department meeting.
  - C. a local Girl Scouts meeting.
  - D. an at-home movie marathon with siblings.
14. According to Passage A, Robert Putnam believes there is a link between:
- F. social capital and voter turnout.
  - G. civic activities and political corruption.
  - H. political interest and social discord.
  - J. citizen watchdogs and political accountability.
15. Passage A suggests Robert Putnam would find which of the following worrisome?
- A. A landslide victory for a presidential candidate.
  - B. A mayoral election with extremely low voter turnout.
  - C. A gubernatorial election with extremely high voter turnout.
  - D. A congressional election that is so close that a recount of votes is deemed necessary.

Questions 16 and 17 ask about Passage B.

16. The primary function of the parenthetical included in lines 47-48 is to:
- F. support an assertion made in the preceding sentence.
  - G. highlight American consumerism in the context of the tourism industry.
  - H. introduce a secondary theme that is explored later in the passage.
  - J. foreshadow the decline of social connectedness in America.
17. According to Passage B, it is reasonable to conclude that the "critics" referred to in lines 84 and 89:
- A. do not believe that citizens will recommit to face-to-face interactions.
  - B. believe that online relationships fail to reaffirm human dignity.
  - C. agree that virtual communities symbolize true democracy.
  - D. disagree with the findings of most sociologists.

Questions 18-20 ask about both passages.

18. Both Passage A and Passage B address:
- F. the value of online relationships in modern America.
  - G. the core principles of democracy at the local and national levels.
  - H. the possible link between in-person community interactions and self-governance.
  - J. the mixed messages sent by local civic organizations and virtual communities.
19. Based on the description of *social capital* (line 2) in Passage A and *community ties* (line 85) in Passage B, which of the following individuals would most likely enjoy the benefits of social capital?
- A. A member of a virtual pet-owner community.
  - B. The fan of a globally recognized soccer team.
  - C. The owner of an online gift shop.
  - D. A member of a local parent-teacher association.

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20. Elsewhere in the article from which Passage B was adapted, the author of Passage B writes:

A university once built a student center that was designed to allow all members of the diverse student body to interact informally. However, the building was ultimately used by students who preferred to spend time independently, absorbed by laptops, tablets, and other mobile devices.

Based on Passage A and Passage B, the construction of the university student center is a good example of:

- F. a project intended to discourage the accumulation of social capital.
- G. the creation of a virtual community with members that prefer the kitschy to the substantive.
- H. a good idea with unintended consequences.
- J. the design of a building without regard to the preferences of its intended users.

at the same time after one of them stumbles, causing all of them to land in a heap.

Proponents of these failure stories point out that it is good for a child to know that he or she is still loved, even in the face of failure. I admit that this message is a nurturing one, but I object to the single-mindedness with which it is communicated. Today's authors are so loath to address the topic of victory, that winning has subtly become tainted as an activity that is mean or underhanded. By failing to contemplate victory for their protagonists, failure-story authors miss out on an opportunity to teach two very valuable lessons.

The first of these lessons is the nobility of competition. Children should be assured that wanting to win (in a single-winner, hoist-the-laurel-wreath, or yes-there-are-losers type of victory) is a good and decent impulse. By competing, we all draw upon the best in ourselves. A sprinter can testify to the benefits of competition. Ask a sprinter to run 100 meters on her own at her fastest pace. Then, ask a sprinter to run 100 meters with a superior runner. Invariably, the dash against the superior runner pushes the sprinter to improve her performance. Competition elicits the best in all of us. It is not dirty or mean-spirited. To the contrary, competition is noble, and competing is one of the best things we can do to raise the effort level and performance in all we do.

A second valuable lesson concerns the qualities of a good winner. Failure stories address the qualities of a good loser, but they do not provide children with any models of grace and control in victory. The ancient Romans had a good precept: "He conquers twice who conquers himself in victory." Children would benefit from reading about likable characters who were able to maintain humility and respect for their opponents while enjoying the fruits of victory.

When I reflect upon the fact that my children are overrun by failure stories, I worry about their development as people. Are these stories over-emphasizing the message that failure is okay? More sobering is an assessment of the collective impact of failure stories on a generation. When today's five and six-year-olds reach their twenties, will they be ready to embrace the pressure inherent in life's day-to-day competitions? Will a child of this generation want to make his or her family, company, or country the best that it can be?

My father was born in 1930, smack in the midst of the Great Depression. His childhood took place during a period of widespread financial turmoil and

### Passage III

**Humanities:** The following passage explores a current theme in children's books.

I enjoy reading to my three young children. Most of the books in our ever-growing collection, however, are recent publications that I find charmless. So why do I read them aloud? Well, their plots are generally innocuous, and they *do* somehow succeed in entertaining my children, who find them "good."

There is one children's book storyline, however, that concerns me a bit. I call it the "failure story." If you are not in tune with recent publications like I am, you might be surprised to learn that many newly authored children's books aim to teach children how to cope with failure, assuring them, in my opinion, that failure is not only acceptable, but also expected!

Witness some examples: Anita goes down in the first round of the spelling bee, to be greeted by warm embraces from her parents and teacher. Jack wants his team to win a soccer match; the team loses, but is treated to ice cream by glowing parents who applaud the team's ability to work together (albeit ineffectively). Strangely, when a character *is* allowed to actually win a contest or competition in one of these books, she must do so in a manner that so diminishes the accomplishment as to make it meaningless. Witness Niall, who tries to win a running race, but who has to settle for a "group win" when all of the runners ridiculously cross the finish line

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social instability as the United States grappled with unprecedented unemployment and collective anxiety about the future of the country. We still have some of the books from his childhood. The collective themes of these works are illuminating. The books are of two types: sports books and biographies. In the sports books, the protagonists always win. In the biographies, the protagonists always display a sterling and overarching desire to do their best.

85 Were my father to read some of today's children's books, I think he would be surprised and saddened. In his day, books offered children inspiration. They presented models of excellence and were unapologetic in declaring winning as a goal—the goal, in fact. Today's children's books are so eager to coddle children that they fail to inspire them. In making this choice, the books trumpet a new ideology in which sixth place is somehow as good as first, and landing in a collective heap at the finish line is sadly encouraged.

21. In terms of the author's tone, which of the following best describes the first paragraph (lines 1-6)?
- A. Pleasant, then critical, then explanatory.
  - B. Critical throughout.
  - C. Pleasant throughout.
  - D. Cheerful, then explanatory.
22. Which of the following statements best parallels the author's logic in the second paragraph (lines 7-13)?
- F. Children who exercise every day will live longer, healthier lives.
  - G. Children who watch a lot of violence on TV will eventually become violent.
  - H. Children who do not watch TV will eventually become prolific readers.
  - J. Children are influenced by their parents and guardians.
23. In the context of the passage, the parenthetical phrase in line 19 could be interpreted to suggest that the author believes that:
- A. parents who applaud athletic failure read too many failure stories as children.
  - B. the ability of children to work together can be measured in many ways.
  - C. if a team works together effectively, it will always win.
  - D. parents who applaud athletic success should do so with humility.

24. The author suggests that some children's book authors communicate which of the following messages with "single-mindedness" (line 31)?
- F. Failure stories are nurturing.
  - G. Children who fail are still loved.
  - H. Children who fail need love.
  - J. Children fail because they are single-minded.
25. According to the author, a significant benefit of competition is:
- A. elevated social status.
  - B. increased running speed.
  - C. better health and wellbeing.
  - D. improved performance.
26. Which of the following is the best illustration of a person who has conquered "himself in victory" (line 58)?
- F. A world-class sprinter who breaks his own world record.
  - G. An adventurer who accomplishes his goal of scaling a mountain peak alone.
  - H. A sporting event winner who is disappointed because he won, but did not perform optimally.
  - J. A boxing champion who chooses to praise his opponent, rather than gloat his victory.
27. In paragraph seven (lines 62-72), the author included rhetorical questions in order to:
- A. encourage the reader to consider the possible long-term and large-scale consequences of failure stories.
  - B. promote the ban of failure stories in public schools or private schools that receive state or federal funding.
  - C. discourage future generations from reading failure stories to five and six-year-olds.
  - D. highlight the degree to which children are influenced by their environment during the formative years.
28. It can be reasonably inferred that the author's father read books during his childhood that:
- F. were, at the time, recently written and published.
  - G. included themes that led to the Great Depression.
  - H. helped adults cope with unemployment.
  - J. are still widely published today.

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29. As used in line 90, the word “coddle” most nearly means:
- A. protect
  - B. hug
  - C. criticize
  - D. brainwash
30. The author would most likely view a children’s story that concludes a competition with a four-way tie as all of the following EXCEPT:
- F. sad
  - G. uninspiring
  - H. nostalgic
  - J. worrisome

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## Passage IV

**Natural Science:** The following passage discusses the relationship between glaciers and global warming.

Line While environmentalists tend to disagree on the primary causes of global warming, most concede that average temperatures have been on the rise in recent times. Records dating back to the early twentieth century indicate that the Earth’s near-surface air and ocean temperatures have increased by approximately 0.18 °C over the last one hundred years.

The uncontroverted data does not ruffle some environmentalists, however. They believe that temperature fluctuations are a natural part of the Earth’s geological history and that the past century marks only the beginning of a slight upward shift in global temperatures. “Sure, temperatures may continue to rise by 0.18 °C per century for the next thousand years, but the next millennium may see an equally significant downward trend,” says one environmentalist. “All this talk about greenhouse gases is hype created by alarmists.”

It is not just alarmists, however, who believe human activity is largely to blame for the most recent warming trend. Most environmentalists around the world warn that humankind must change its behavior NOW in order to save the Earth from changes that threaten life as we know it. Among other calamities, a growing majority of environmentalists warn of the irreversible damage that will be caused by melting glaciers and icecaps. The glaciers of one stubborn mountain in northern California, however, appear to be bucking the trend.

30 Mount Shasta in Siskiyou County is one of northern California’s tallest peaks at nearly 14,200 feet above sea level. Hikers and other outdoor enthusiasts flock to it annually for recreation and adventure. Interestingly, researchers have recently reported that each of the seven massive glaciers that creep down the flanks of Mount Shasta inch-by-inch, year-after-year, have actually grown larger over the last few decades. In fact, they are reportedly the only glaciers in the lower forty-eight states that are actually increasing in size.

40 Unlike the shrinking glaciers of the nearby Sierra Nevada mountain range, for example, the seven glaciers of Mount Shasta—a volcanic peak at the southern end of the Cascade Range—are actually profiting from changed Pacific Ocean weather patterns. “The glaciers of Mount Shasta seem to be benefitting from recent increases in ocean temperatures that have changed local weather patterns,” said a professor of earth sciences at a nearby state university. To further explain the unusual trend, the professor referred to Mount Shasta’s glaciers as “understandable anomalies” before continuing: “The warmer ocean means more moist air, and more moist air means more clouds, and, finally, more clouds mean more snow feeding Mount Shasta’s glaciers.”

55 Mount Shasta’s glaciers are indeed bucking the global trend. Most of the world’s glaciers and ice caps are slowly melting and, thus, decreasing in size. Foresters at the Glacier National Park in nearby Montana, for example, report that the number of glaciers in the park has decreased from 150 to 26 since 1850. “Within one generation,” proclaimed one forester, “the name of this national preserve will, sadly, become a misnomer and a unique national treasure will have been lost.”

65 A glacier expert in Tanzania recently forecast that the enormous snow cap of Africa’s Mount Kilimanjaro may disappear due to warming temperatures by 2015, if not sooner. Except for a small glacier in the shaded crater of Mount St. Helen’s in Washington State, all of the Mount’s other glaciers are shrinking annually. Some North American glaciologists believe that, although there are far too many to track, most glaciers located in Alaska and Canada are shrinking annually as well.

75 Environmental alarmists declare that Mount Shasta is an oddity that will not survive. They claim that, while Mount Shasta’s glaciers are growing, the combined 4.7 billion cubic feet of ice divided among the

80 seven glaciers could be gone by 2100. For Shasta's glaciers to remain their current size, argue alarmists, they would have to receive 20 percent more snowfall annually for every 1.8-degree Fahrenheit increase in temperature.

31. According to the passage, an environmental alarmist and the environmentalist quoted in the second paragraph (lines 8-18) would most likely agree regarding:
- A. the need for humans to change their behavior.
  - B. the causes of global warming.
  - C. the recent increase in global temperatures.
  - D. the likelihood of global cooling in the next millennium.
32. The author typeset the word NOW (line 23) in all capital letters in order to:
- F. express the sense of urgency felt by most environmentalists.
  - G. intimidate readers who fail to participate in established recycling programs.
  - H. signify a lapse in time with regard to the passage as a whole.
  - J. exaggerate the position of environmental alarmists.
33. The fourth paragraph (lines 30-39) serves primarily to:
- A. explain why glaciers creep down mountain peaks inch-by-inch.
  - B. provide background information about Mount Shasta and its glaciers.
  - C. detail the topography of Mount Shasta and its glaciers.
  - D. explain why Mount Shasta is popular with hikers and mountain climbers.
34. Which of the following statements can reasonably be inferred from the fifth paragraph (lines 40-54)?
- F. Mount Shasta—a volcanic peak—has been dormant for at least the past century.
  - G. the southern end of the Cascade Range is near the Pacific Ocean.
  - H. Earth science is a popular major at many California state universities.
  - J. Moist air tends to decrease ocean temperatures.
35. The professor's conclusion at the end of the fifth paragraph (lines 51-54) depends on which of the following assumptions:
- A. strong ocean currents.
  - B. cold air temperatures.
  - C. strong air currents.
  - D. diminished greenhouse gases.
36. In the context of the passage as a whole, the sixth and seventh paragraphs, taken together, help illustrate why the glaciers of Mount Shasta can be accurately termed:
- F. national treasures.
  - G. enormous snowcaps.
  - H. anomalies.
  - J. massive glaciers.
37. The forester quoted at the end of the sixth paragraph (lines 61-64) used the term *misnomer* because of which of the following words?
- A. *Glacier*
  - B. *National*
  - C. *Park*
  - D. *Montana*
38. The exception noted in the seventh paragraph (lines 68-70) suggests that:
- F. glaciers formed in craters are thicker than most other glaciers.
  - G. exposure to direct sunlight generally contributes to the melting of glaciers.
  - H. small glaciers resist melting more effectively than do large glaciers.
  - J. Some North American glaciologists have studied Mount St. Helen.
39. According to the passage as a whole, which of the following statements is inaccurate?
- A. Global warming is conclusively irreversible.
  - B. The effects of global warming are detectable.
  - C. The effects of global warming are global.
  - D. Environmentalists sometimes disagree.
40. According to the passage, some environmentalists believe that:
- F. global warming is the result of human activity.
  - G. greenhouse gases are produced by humans alone.
  - H. the number of glaciers worldwide is growing.
  - J. all glaciers are shrinking in size annually.

**END OF TEST.**