

APPENDIX 'D'

READING COMPREHENSION TEST

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This is a test to show how well you read. There are four reading passages each followed by five questions about the passage. You should read each passage carefully and then try to answer the questions following that passage. If you do not know the answer at first, you may read the passage again, but do not spend too much time on one passage or you will not have enough time to finish.

EXAMPLE:

While getting ready to go to town one morning last week, my wife handed me a little piece of red cloth and asked if I would have time during the day to buy her two yards of cloth like that. I told her I would be glad to do it. And, putting the piece of cloth into my pocket, I took the train for town.

D. The person telling the story is

- (a) a married lady.
- (b) an unmarried lady.
- (c) a married man. X
- (d) an unmarried man.

You know that the person telling this story is a married man because he says, "... my wife handed me..." Because (c) a married man is the correct answer, a cross has been made in the space next to (c) for Example D above.

E. The author was given a piece of red cloth

- (a) in the morning. X
- (b) at noon.
- (c) in the afternoon.
- (d) in the evening.

The passage says, "... one morning last week, my wife handed me a little piece of red cloth ..." To show that (a) in the morning is the correct answer, a cross has been made in the space next to (a) for Example E above.

Answer all questions in this manner.

Mark only one answer for each problem.

I. READING COMPREHENSION

Americans do not give cooking, 'considered as one of the fine arts, 'an important place in life. Lunch is for them a kind of gratuity paid to the body. They hurriedly toss in a fruit or a fish and go back to work. Certain writers, in rebellion, have founded the club, 'Three Hours for Lunch', but they are an agreeable exception. Even at dinner, general conversation is rare. Everyone talks to his neighbor. After dinner the men linger at the table, a custom inherited from England. In New York, your host will often propose taking you to the theatre, or else he will provide a pianist, a singer, a lecturer. The idea of leaving the guests to themselves, and expecting them to get pleasure out of meeting one another, astonishes and even appalls him. His excessive modesty does not permit his imagining that his friends can be happy merely in being in his house, with one another. He treats them like children. On Christmas Eve you will see, in some of the pleasantest homes in New York, Christmas trees for grown people. In other places, after a dinner at which you exchange ideas, there will be a prestidigitator who will do his best to amuse the oldsters. There you must realize that the absence of conversation in America comes, not from absence of ideas or lack of intelligence or understanding, but from an unconquerable shyness and a prodigious self-distrust.

The Americans hurry through their lunch because

- a) they are ambitious.
- b) they have rebelled against English customs.
- c) they don't think it is important.
- d) talking while eating is impolite.

The author believes that

- a) people are capable of getting pleasure out of meeting one another.
- b) people enjoy their food better when they have entertainment with it.
- c) Americans don't want to act like mature adults.
- d) Americans don't think deeply enough to be good conversationalists.

The author talks about some American writers who

- a) wrote stories about American eating habits.
- b) decided to enjoy leisurely lunches.
- c) eat while they work.
- d) wrote short plays to be presented at fancy night clubs.

The author says that Americans are

- a) happy
- b) humble
- c) healthy
- d) honest

In England

- a) the men are accustomed to money.
- b) the men remain at the table to talk.
- c) the guests expect the host to have entertainment for them.
- d) people don't consider Christmas dinner important.

II. READING COMPREHENSION

I first met Alpheus Parr when I was in college. I was walking across campus with my roommate, Ross Kemp, a leader in all sorts of activities, when Alpheus move into sight. From a distance of five yards I could feel Parr's eyes upon us, begging for some kind of acknowledgment. Passing abreast of us he gurgled something that could have been "hello". It was all very awkward and pathetic. Today, however, Alpheus looked extraordinary. With the whitest of sheets wrapped about his cumbersome body, his hair brushed carefully to cover the bullet wound and his eyes closed, he looked almost dignified. Curious, isn't it, that a man whose greatest ambition in life was to attain dignity, should accidentally stumble upon it in death. But Alpheus was ever a stumbler, a buffoon, so one more stumble matters very little.

Alpheus

- a) was afraid to look at the author when they first met.
- b) stopped the author and begged for his friendship.
- c) looked pleadingly at the author when they first met.
- d) closed his eyes when he first met the author.

Alpheus Parr

- a) didn't want to be with people.
- b) was an active person.
- c) didn't notice people.
- d) wanted people to like him.

Alpheus Parr

- a) looked for dignity in death.
- b) accidentally found dignity in death.
- c) had an extraordinary dignity in life.
- d) was awkward even in death.

Alpheus was killed

- a) in a fall.
- b) by choking.
- c) by hanging.
- d) by gunshot.

The author is

- a) sad because Alpheus is dead.
- b) unconcerned over Alpheus' death.
- c) curious about why Alpheus died.
- d) confused by Alpheus' death.

III. READING COMPREHENSION

The difference between biological and physical science is not that one is inexact, the other exact, but in degree of exactness, this being related to the number of variables which must be dealt with simultaneously and the extent to which they can be controlled. In general, the biological sciences must deal with larger errors than the physical sciences; but this is not uniformly true, as the student will realize when he considers the accuracy of meteorological prediction or if he comprehends the meaning of the fact that the structural engineer considers it necessary very often to use a safety factor of two or three hundred per cent. The statistical principles of dealing with error of measurement, or in prediction and generalization, are the same whether the errors are large or small. Statistics is not a means of confusing issues that would otherwise be clear, nor a substitute for obtaining clear answers, but a means of checking and controlling conclusions by providing an estimate of the error to which a conclusion is subject.

What do statistics do for science?

- a) They get rid of intuition.
- b) They make it more logical.
- c) They reduce everything to numbers.
- d) They give an idea of the amount of error involved.

According to the writer, the exactness of a science is partly related to...

- a) the skill of the scientist.
- b) the extent to which variables can be controlled.
- c) the requirements of the observer.
- d) the development of more accurate instruments.

When the error is small, the statistical principles used in dealing with it are...

- a) simpler.
- b) more difficult.
- c) not yet understood.
- d) the same.

How often is physical science more accurate than biological science?

- a) Never.
- b) Always.
- c) Usually.
- d) Occasionally.

What is the author of this passage saying about meteorology?

- a) It is becoming more accurate.
- b) It is more accurate than the biological sciences.
- c) It is more accurate than some of the measurement of structural engineers.
- d) It is relatively inaccurate.

IV. READING COMPREHENSION

The variety and amount of experimental, as well as traditional, theatre produced at colleges is always surprising to those not aware of their scope. In order to give their students practical and high quality training in the theater, colleges usually offer plays during the year which are student produced, but whose audiences are not limited to students. The entire community enjoys the opportunity the productions offer. Even though they are usually laboratories for the undergraduates, they are of sufficiently high quality to make the evenings highly profitable. A season with 30 or 35 productions at a medium-sized college is average.

College plays are given

- a) for the practical training of students.
- b) for the enjoyment of undergraduates.
- c) to raise money for the college.
- d) to increase the scope of the community.

The local communities

- a) raise money for the plays.
- b) enjoy the plays.
- c) are unaware of the plays.
- d) don't like the plays.

According to the author, the plays

- a) earn a lot of money.
- b) are of varying quality.
- c) are given in laboratories.
- d) have surprising variety.

Medium-sized colleges

- a) have given 30 or 35 average plays.
- b) have each student play in 30 or 35 plays.
- c) have 30 or 35 different plays a year.
- d) give each play 30 or 35 times.

The author approves of plays at colleges because they are

- a) good.
- b) surprising.
- c) profitable.
- d) numerous.
