

READING TEST

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: This passage is adapted from the science fiction novel *Another Heaven, Another Earth* by H. M. Hoover (©1981 by H. M. Hoover).

Always in those first few minutes when the shuttle left the parent ship and accelerated to clear the gravitational pull of the larger mass, Lee was sure she had made a terrible mistake. She didn't belong here; none
5 of them did—fragile creatures set in rows in a canister shot through black space. She belonged to Earth. To be here was madness, an insane presumption, and there was no way to escape.

All she was, all she had accomplished, meant
10 nothing in this time of desperate sanity. The fifty-odd men and women in the cabin with her were all accomplished, all experts in their fields, and all incidental.

As the shuttle turned, the cameras gave them a view of the *Kekule*, the parent ship receding in the distance. Three miles long, half a mile deep and wide, the starship was a tribute to the art of welding. It floated in deep space like a chunk of bizarre litter. The word
15 "starship" evoked a far more poetic image than the real thing, Lee thought as she watched.

Around her, people talked and laughed. She didn't join in, nor did they try to talk to her. Past experience had taught them she was best left alone in shuttles—unless they wanted to be snapped at. In the confinement of starships individual quirks became well-known.
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The planet Xilan appeared on the screen, as green as Earth was blue. From this distance it suggested an agate ball, variegated with white, shining and untouched. It had been discovered five hundred Earth years before; there were records of several landings
25 there, but little more than basic data survived in the corporate archives. At the time of its discovery Xilan had been considered too far from Earth to make colonization profitable, too far to plunder for mineral wealth. Technology was changing that.
30

Hours passed. Polar ice caps and land masses came into focus. The white became clouds and then the gleam of snow-capped mountains. A wide tapering of beige suggested that desert covered the center of one
35

continent. Rivers veined into view. Several volcanoes
40 plumed into the upper atmosphere.

For Leland Hamlin, biologist, all this had just one joyous message—a wide variety of life forms existed on this world, animals never seen before, each one unique and fascinating. The archives reported only
45 lower life forms here, but to her that proved nothing. Five hundred years earlier, tests of sentience had been crude, full of Earthly chauvinism, unreliable.

Born in a ring-world colony in L₅, she had grown up without ever seeing any animals but humans—and
50 she missed animals. Her father said she was a product of a more primitive era. The data banks of her first learning center had been almost exclusively devoted to zoology. At fourteen, she had qualified for a scholarship at an Earthside university.

She had gone to her home planet expecting to find the wealth of species detailed in her studies. She found instead that humans had permitted only those creatures which served them to survive. The rest were extinct and had been for generations past. The child in her never
60 quite forgave her ancestors for that crime.

The ancient zoologist Beebe had written, "... when the last individual of a race of living things breathes no more, another heaven and another earth must pass before such a one can come again." And so,
65 finding Earth desolate, she searched.

It was not a quest one could go on alone, although she would have liked to. But she had learned the practical must enter into the realization of any dream, so when an employment recruiter from one of Earth's
70 largest corporations offered her a job as a biochemist on a deep space exploration venture, she accepted.

Fifteen space years had passed since then, and five more expeditions. Study during travel time had earned her two more doctorates. Two of her trip logs had been
75 so well written, so alive with her enthusiasm, that they sold throughout Earth's federation as popular adventure books. She had gained also in that time a devout respect for life. It was so rare a phenomenon. Entire galaxies existed without a trace of it. Billions of years passed on
80 planets while nothing ever changed but rock.

On Xilan's night side, in the lowest and last orbit, she saw a dull red glow of surface fire and something glinting in its light—lightning-struck vegetation, or molten lava? The shuttle was too close to the surface and moving too fast for its cameras to see clearly. She
85 glanced at nearby colleagues; none seemed to have noticed anything remarkable. The belltone signaled that they were landing.

1. The main character of the passage can best be described as a:
 - A. tourist looking for adventure.
 - B. traveler gathering information for an animal story.
 - C. scientist seeking evidence for her life's work.
 - D. scientist researching an astronomy book.
2. The main purpose of the third paragraph (lines 13–19) is to:
 - F. refute romantic ideas about starships.
 - G. explain how space travel creates litter.
 - H. indicate that traveling in space is like writing poetry.
 - J. point out the importance of space-age welding techniques.
3. The main purpose of the seventh paragraph (lines 41–47) is to:
 - A. explain the difference between higher and lower life forms.
 - B. compare modern and historical scientific tests of sentience used on Xilan.
 - C. indicate Lee's great hope that earlier reports on Xilan had been inaccurate.
 - D. inform readers that archives from earlier research on Xilan existed.
4. In the passage, the quotation from Beebe (lines 61–64) is most likely included to make a point about the:
 - F. mechanics of breathing.
 - G. extinction of animal species.
 - H. last human being in the galaxy.
 - J. beliefs of ancient zoologists.
5. Information in the passage indicates that Lee's dream is to:
 - A. find someone to share her quest.
 - B. find a place to house the animals left on Earth.
 - C. be the first woman to travel on deep-space expeditions.
 - D. discover a place where animal life abounds.
6. In the context of the passage, the statement in lines 23–24 most nearly means that:
 - F. unusual individuals choose to have careers on starships.
 - G. starships are physically smaller in reality than they appear to be.
 - H. people often become claustrophobic when working on starships.
 - J. people in close proximity learn what to expect from each other.
7. The passage mentions Xilan having all of the following features EXCEPT:
 - A. mountains.
 - B. islands.
 - C. rivers.
 - D. volcanoes.
8. As it is used in line 47, the word *crude* most nearly means:
 - F. unaltered.
 - G. primitive.
 - H. vulgar.
 - J. impolite.
9. The passage makes clear that animals have disappeared on Earth due to the:
 - A. fulfillment of Beebe's prediction about species.
 - B. volcanic destruction of the environment.
 - C. vegetation being struck by lightning.
 - D. human selection of useful animals.
10. As it is used in line 79, the word *it* most nearly refers to:
 - F. the phenomenon of life.
 - G. Earth's federation.
 - H. time passing.
 - J. the night side of Xilan.

Passage II

SOCIAL SCIENCE: This passage is adapted from the article “The Social Life of Paper” by Malcolm Gladwell (©2002 by The Condé Nast Publications).

Computer technology was supposed to replace paper. But that hasn’t happened. Every country in the Western world uses more paper today, on a per-capita basis, than it did ten years ago. The consumption of uncoated free-sheet paper, for instance—the most common kind of office paper—rose almost fifteen per cent in the United States between 1995 and 2000. This is generally taken as evidence of how hard it is to eradicate old, wasteful habits and of how stubbornly resistant we are to the efficiencies offered by computerization. A number of cognitive psychologists and ergonomic experts, however, don’t agree. Paper has persisted, they argue, for very good reasons: when it comes to performing certain kinds of cognitive tasks, paper has many advantages over computers.

The case for paper is made most eloquently in *The Myth of the Paperless Office*, by two social scientists, Abigail Sellen and Richard Harper. They begin their book with an account of a study they conducted at the International Monetary Fund, in Washington, D.C. Economists at the IMF spend most of their time writing reports on complicated economic questions, work that would seem to be perfectly suited to sitting in front of a computer. Nonetheless, the IMF is awash in paper, and Sellen and Harper wanted to find out why. Their answer is that the business of writing reports—at least at the IMF—is an intensely collaborative process, involving the professional judgments and contributions of many people. The economists bring drafts of reports to conference rooms, spread out the relevant pages, and negotiate changes with one another. They go back to their offices and jot down comments in the margin, taking advantage of the freedom offered by the informality of the handwritten note. Then they deliver the annotated draft to the author in person, taking him or her, page by page, through the suggested changes. At the end of the process, the author spreads out all the pages with comments on a desk and starts to enter them on the computer—moving the pages around, organizing and reorganizing, saving and discarding.

Without paper, this kind of collaborative, iterative work process would be much more difficult. According to Sellen and Harper, paper has a unique set of “affordances”—that is, qualities that permit specific kinds of uses. Paper is tangible: we can pick up a document, flip through it, read little bits here and there, and quickly get a sense of it. Paper is spatially flexible, meaning that we can spread it out and arrange it in the way that suits us best. And it’s tailorable: we can easily annotate it, and scribble on it as we read, without altering the original text. Digital documents, of course, have their own affordances. They can be easily searched, shared, stored, accessed remotely, and linked to other relevant material. But they lack the affordances that really matter to a group of people working together on a report.

Paper enables a certain kind of thinking. What covers many desks are piles of paper—journals, magazines, binders, postcards, videotapes, and all the other artifacts of the knowledge economy. When a group at a leading computer company studied piling behavior several years ago, they found that even the most disorderly piles usually make perfect sense to the piler. Over time, piles get broken down and resorted, sometimes chronologically and thematically; clues about certain documents may be physically embedded in the file by, say, stacking a certain piece of paper at an angle or inserting dividers into the stack.

But why do we pile documents instead of filing them? Because piles represent the process of active, ongoing thinking. The psychologist Alison Kidd, whose research Sellen and Harper refer to extensively, argues that “knowledge workers” use the physical space of the desktop to hold “ideas which they cannot yet categorize or even decide how they might use.” The messy desk is not necessarily a sign of disorganization. It may be a sign of complexity: those who deal with many unresolved ideas simultaneously cannot sort and file the papers on their desks, because they haven’t yet sorted and filed the ideas in their head. Kidd writes that many of the people she talked to use the papers on their desks as contextual cues to “recover a complex set of threads without difficulty and delay” when they come in on a Monday morning, or after their work has been interrupted by a phone call. What we see when we look at the piles on our desks is, in a sense, the contents of our brains.

11. The main purpose of the passage is to:
- encourage readers to embrace computer technology and abandon habits that waste paper.
 - encourage Western countries to be more aggressive in promoting paper recycling.
 - acknowledge that in the modern workplace, paper still plays a vital role.
 - describe new technologies available to knowledge workers who prefer to work on paper.
12. It is most reasonable to infer from the passage that many of the ideas it contains are those of:
- Sellen and Harper before their IMF study.
 - Sellen and Harper after their IMF study.
 - Kidd before she was influenced by Sellen and Harper.
 - the passage’s author before reading the research of Sellen and Harper.

13. Information in the passage suggests that Sellen and Harper's findings at the IMF conflict with the notion that:
- A. computers have become a part of the modern workplace.
 - B. revising documents page by page is a time-consuming process.
 - C. the use of paper has increased in the workplace in recent years.
 - D. complex reports are largely the product of solitary hours at the computer.
14. Which of the following questions is NOT directly answered by the passage?
- F. Who wrote *The Myth of the Paperless Office*?
 - G. What are some examples of "artifacts of the knowledge economy"?
 - H. What are some of the "affordances" of digital documents?
 - J. Why is uncoated free-sheet paper the most common kind of office paper?
15. According to the passage, the general but incorrect explanation for the current rate of paper use is that:
- A. the force of habit slows the transition to improved ways of performing work.
 - B. access to computer technology has increased on a global scale in recent years.
 - C. paper is more affordable than the software and hardware associated with digital documents.
 - D. the United States has lost its focus on environmental issues in recent years.
16. Which of the following best summarizes the first paragraph?
- F. Providing statistics on paper use around the world, it discusses the unequal access of countries to modern office technology.
 - G. Revealing that the views of Sellen overlap with those of Harper, it examines their ten-year collaboration at the IMF.
 - H. Referring to a false prediction about the effects of computers on paper use, it alludes to the reasons behind paper's persistence.
 - J. Focusing on the years 1995 to 2000, it reveals the widening gulf in the workplace between paper users and computer users.
17. The passage includes references to all the following professionals EXCEPT:
- A. knowledge workers.
 - B. cognitive psychologists.
 - C. ergonomic experts.
 - D. paper industry executives.
18. It is most reasonable to infer that the process described in lines 29–40 is one that the author of the passage views with:
- F. dismay over the inefficient practices of professionals at a prestigious institution.
 - G. excitement over groundbreaking approaches to document creation.
 - H. appreciation for the collaboration among those who produce sophisticated documents.
 - J. concern that document creation has become more complicated than the average worker can grasp.
19. As it is used in line 24, the phrase *awash in* most nearly means:
- A. disoriented by.
 - B. characterized by an abundance of.
 - C. clearing away unwanted quantities of.
 - D. limited by.
20. According to the passage, piling behavior in the modern workplace may indicate a worker's temporary inability to:
- F. spread document pages on a table.
 - G. categorize a document or decide on a way to use it.
 - H. meet with the author of a document in order to discuss possible changes to it.
 - J. clear space from filing cabinets.

Passage III

HUMANITIES: This passage is adapted from the essay “Lights in the Windows” by Naomi Shihab Nye (©1995 by The Assembly on Literature for Adolescents).

The narrator is a Palestinian American and an award-winning author of poetry, fiction, and children’s literature.

Years ago a girl handed me a note as I was leaving her proud town of Albany, Texas, a tiny, lovely place far in the west of our big state. “I’m glad to know there is another poet in the world,” the note said. “I always knew we would find one another someday and our lights would cross.”

Our lights would cross. That girl had not stood out to me, I realized, among the other upturned, interested faces in the classroom. How many other lights had I missed? I carried her smudged note for thousands of miles.

I was fascinated with the earliest poems I read and heard that gave insight into all the secret territories of the human spirit, our relationships with one another. Somehow those glimpses felt comforting, like looking through the lit windows of other people’s homes at dusk, before they closed the curtains. How did other people live their lives? Just a *sense* of so many other-worlds out there, beginning with the next house on my own street, gave me a great energy. How could anyone ever feel lonely? One of the first books I loved in my life was a thick, gray anthology edited by Helen Ferris, called *Favorite Poems Old and New*. Rich, intelligent voices spoke to me each time I opened its covers. I found Rabindranath Tagore, Carl Sandburg, Emily Dickinson, living side by side. I imagined I was part of a much larger family.

To me the world of poetry is a house with thousands of glittering windows. Our words and images, land to land, era to era, shed light on one another. Our words dissolve the shadows we imagine fall between. “One night I dreamt of spring,” writes Syrian poet Muhammad al Maghut, “and when I awoke / flowers covered my pillow.” Isn’t this where empathy begins? Other countries stop seeming quite so “foreign,” or inanimate, or strange, when we listen to the intimate voices of their citizens. I can never understand it when teachers claim they are “uncomfortable” with poetry—as if poetry demands they be anything other than responsive, curious human beings. If poetry comes out of the deepest places in the human soul and experience, shouldn’t it be as important to learn about one another’s poetry, country to country, as one another’s weather or gross national products? It seems critical to me. It’s another way to study geography!

Anyone who feels poetry is an alien or ominous form should consider the style in which human beings think. “How do *you* think?” I ask my students. “Do you think in complete, elaborate sentences? In fully developed paragraphs with careful footnotes? Or in flashes and bursts of images, snatches of lines leaping one to

the next, descriptive fragments, sensory details?” We *think* in poetry. But some people pretend poetry is far away.

Probably some of us were taught so long and hard that poetry was a thing to *analyze* that we lost our ability to find it delicious, to appreciate its taste, sometimes even when we couldn’t completely apprehend its *meaning*. I love to offer students a poem now and then that I don’t really understand. It presents them with the immediate opportunity of being smarter than I am. Believe me, they always take it. They always find an interesting way to look through its window.

I’m reminded of a dear teacher I had in high school who refused to go on to the next poem in our antiquated textbook until we had all agreed on the same interpretive vision of each poem—*her* vision. If we can offer each other a cognizance of *mystery* through the poems we share, isn’t that a greater gift? Won’t a sense of inevitable mystery underpinning our intricate lives serve us better than the notion that we will each be given a neat set of blanks to fill in—always?

Poems respect our ability to interpret and translate images and signs. Poems link seemingly disparate parts of experience—this seems particularly critical today. I have yet to meet one person in all my travels who doesn’t say they are too busy, they wish they had a little more time. If most of us have lost, as some poets suggest, our meaningful, deep relationships with the world of nature, poems help us to see and feel that world again, beyond our cities and double-locked doors. I have learned as much about nature from the poems of Mary Oliver as I have ever learned walking in the woods.

And since we now live in a world where activities in one person’s woods have a direct relationship on countries far away—the disappearing rain forests in southern Mexico and Hawaii and the changing weather everywhere, for example—we need to know one another. It is an imperative, not a luxury.

21. Which of the following quotations from the passage best expresses the main idea of the piece?
- A. “Years ago a girl handed me a note as I was leaving her proud town of Albany, Texas, a tiny, lovely place far in the west of our big state” (lines 1–3).
 - B. “How many other lights had I missed?” (lines 9–10).
 - C. “One of the first books I loved in my life was a thick, gray anthology edited by Helen Ferris, called *Favorite Poems Old and New*” (lines 21–23).
 - D. “Our words and images, land to land, era to era, shed light on one another” (lines 29–30).

22. It can most reasonably be inferred that the narrator includes references to several poets to make clear that she:
- F. appreciates a wide range of poetry.
 - G. usually reads poetry that was written by one of the poets mentioned.
 - H. prefers reading poetry anthologies to reading the full-length works by a single poet.
 - J. prefers Syrian poets to American poets such as Carl Sandburg or Emily Dickinson.
23. It can reasonably be inferred that the narrator's perspective on poetry is most different from that of which of the following people?
- A. A girl in Albany, Texas (lines 1–6)
 - B. Muhammad al Maghut (lines 32–34)
 - C. The teachers (lines 37–40)
 - D. The students (lines 59–63)
24. The narrator's statement in lines 18–21 most nearly means that she feels connected to people simply through:
- F. knowing the details of their family history.
 - G. conversing with them occasionally.
 - H. being aware of their existence.
 - J. teaching them about poetry.
25. As it is used in line 31, the word *shadows* most nearly means:
- A. outlines.
 - B. reflections.
 - C. spirits.
 - D. barriers.
26. As it is used in lines 53–54, the phrase *far away* most nearly means:
- F. something that they haven't read before.
 - G. a distant goal for future study and learning.
 - H. not at all a part of who they are.
 - J. only a minor, passing interest.
27. The narrator most strongly implies that when she presents her students with a poem she doesn't really understand, she invites her students to:
- A. help make the poem's single meaning clear to her.
 - B. make their own various interpretations.
 - C. analyze the poem together and as a group decide on its one true meaning.
 - D. disregard the meaning of the poem and instead study its structure.
28. The narrator's statement in lines 78–81 best supports a suggestion made earlier in the eighth paragraph (lines 73–84) that poetry:
- F. is, if it expresses our loss of nature, the most enlightening and relevant art of our time.
 - G. is often about nature, especially if it is written by Mary Oliver.
 - H. connects the many critical aspects of city people's busy lives.
 - J. links aspects of experience that seem markedly different or distant from one another.
29. The narrator states that she was intrigued by the earliest poems she experienced that gave her insight into all the secret territories of:
- A. other countries.
 - B. the human spirit.
 - C. words and images.
 - D. the world of nature.
30. The narrator proposes that some people have lost the ability to find poetry inviting as a result of a focus in classrooms on poetry:
- F. analysis.
 - G. writing.
 - H. recitation.
 - J. memorization.

Passage IV

NATURAL SCIENCE: This passage is adapted from the book *Life's Matrix: A Biography of Water* by Philip Ball (©1999 by Philip Ball).

Every day, every passing second, water is on the move. The rivers flow, the oceans perform their slow and elegant gyrations, the clouds congeal and weep. Each 3,100 years, a volume of water equivalent to all the oceans passes through the atmosphere, carried there by evaporation and removed by precipitation. Yet only a thousandth of 1 percent of the planet's total water resides in the atmosphere at any moment, enough to deposit just one inch of rain if it all fell uniformly throughout the world. This constant overturn of water between the reservoirs on land, in sea, and in sky is called the hydrological cycle, and it is as crucial for life on Earth as is the presence of liquid water in the first place.

Most of the water that falls as rain has found its way into the sky from the sea surface: the Sun's heat removes from the oceans the equivalent of three feet in depth each year—208 cubic miles in total every day. A further 38 cubic miles evaporates each day from the land surface. Of course, this rate of evaporation varies widely with the seasons and with geographical location: because the tropics are warmer, the rate of evaporation there is at least four times greater than at the poles.

Evaporation from the ground and from plants (a process called transpiration) removes water to the atmosphere, while precipitation, generally as rain and snow, supplies it to the land. The difference between precipitation and evaporation defines the amount of fresh water available for lakes, streams, and other reserves on land. This "runoff," which is mostly returned to the oceans through rivers, adds up to about 24 cubic miles globally per day.

The various cogs of the hydrological cycle turn at a wide range of speeds. Rainfall in a river's upland source region can take weeks to reach the sea, while water vapor evaporated from the sea surface typically takes about ten days to fall again as rain. For water locked up as ice (in the so-called cryosphere), the cogs may grind slowly indeed. The water at the base of the polar ice sheets has typically been frozen for hundreds of thousands of years. Most mountain glaciers melt and recede by several miles every decade under present-day conditions, while the sea ice in the polar seas expands and retreats seasonally.

The very existence of a hydrological cycle is a consequence of water's unique ability to exist in more than one physical state—solid, liquid, or gas—under the conditions that prevail at the surface of the planet. Volcanic areas excepted, the Earth's surface never gets hot enough to boil water; but it evaporates readily nonetheless, since the amount of water vapor in the air is generally well below the "saturation vapor pressure," which indicates the maximum humidity of air before

water droplets start to condense. That's why the oceans are, to a greater or lesser degree, always "steaming." When moist air cools, the water vapor may condense back to the liquid state, producing the pearly billows of clouds or the dank blankets of mountain mist.

The freezing of water, meanwhile, can send it on a millennia-long detour from the cycle of evaporation and precipitation. Yet the ability of water to enter the solid state is also a crucial aspect of the overall cycle. When water is frozen during the ice ages, the world's seas recede, the climate becomes drier, deserts expand, and ecosystems may be utterly transformed.

The hydrological cycle emphasizes the dynamic nature of the Earth's environment: it is constantly repeating and renewing itself. Substances other than water are cycled by geological and biological processes too. These cyclic sequences of chemical and biological transformation of the elements are called biogeochemical cycles.

Water is the lubricant for biogeochemical cycling. Because it is such a superb solvent, and because it is itself in constant flux, it helps to convey other substances hither and thither, between different ecosystems and different climates. Carbon dioxide in the atmosphere dissolves in the surface waters of the sea to provide a carbon source for marine photosynthesis, and in turn this biological growth in the ocean's upper layer drives the rest of the ocean's carbon cycle. Essential nutrients pervade the seas in soluble form: nitrate, phosphate, sulfate, and metals such as iron. The swift churning of the hydrological cycle helps to drive the cycling of these other substances: rain and rivers flush inorganic nutrients out of the minerals of the rocky Earth and carry them to the sea. There is little exaggeration in saying that it is water, in the end, that makes the world go round.

31. The main idea of the passage is not only that the presence of water on Earth is crucial for life, but also that water is:
- supplied to land through precipitation.
 - abundant in a liquid state.
 - constantly in motion.
 - a superb solvent.
32. Which of the following phrases most accurately describes how the hydrological cycle is portrayed in the passage?
- Intricate and vital
 - Unpredictable and elusive
 - Crucial but undependable
 - Simple but mysterious

33. The passage most strongly supports which of the following inferences about the hydrological cycle?
- It tends to progress more slowly in colder climates than in warmer climates.
 - It depends on a greater volume of water being evaporated than being returned to land as rain or snow.
 - It tends to make the deserts drier and the sea levels higher.
 - It is mainly a function of the land surface being heated by the Sun.
34. Which of the following is NOT mentioned in the passage as directly resulting from evaporation or condensation?
- Billows of clouds
 - "Steaming" oceans
 - Blankets of mountain mist
 - Sea ice in the polar seas
35. The main purpose of the last paragraph is to:
- raise questions about basic assumptions concerning the hydrological cycle.
 - introduce new theories regarding the hydrological cycle.
 - illustrate a primary function of the hydrological cycle.
 - speculate about unknown functions of the hydrological cycle.
36. According to the passage, what percent of Earth's total water is present in the atmosphere at any particular moment?
- Between 1 and 5 percent
 - About 1 percent
 - A tenth of 1 percent
 - A thousandth of 1 percent
37. As it is used in line 9, the word *uniformly* most nearly means:
- recurrently.
 - evenly.
 - simply.
 - inconspicuously.
38. According to the passage, the atmosphere acquires most of the water that later falls as rain from which of the following sources?
- Polar ice sheets
 - The sea surface
 - Land surfaces in the tropics
 - Freshwater lakes and rivers
39. Based on the passage, which of the following can most reasonably be inferred about air whose humidity has reached the saturation vapor pressure?
- It will no longer absorb additional water.
 - It will cause the oceans to stop absorbing carbon dioxide.
 - It will begin to absorb nutrients such as nitrates and phosphates.
 - It will not produce clouds or mist.
40. Based on the passage, the role of water in biogeochemical cycling can best be described as:
- competitive.
 - peripheral.
 - facilitative.
 - illustrative.

END OF TEST 3

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

DO NOT RETURN TO A PREVIOUS TEST.