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EGYPTIAN
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LEVEL
UP

2025 EDITION

TESTS

Refer to the passage below to answer questions 1 – 11.

This passage is adapted from P.G. Wodehouse, *Love Among Chickens*, originally published in 1920. The narrator, who is helping his friend with a new chicken farm in the country, has chased a chicken named Aunt Elizabeth into a tall shrub.

line I was in the middle of it, very hot, tired, and dirty, when from the other side I heard a sudden shout of "Mark over! Bird to the right!" and the next moment I found myself emerging with
5 a black face and tottering knees on the gravel path of a private garden. Beyond the path was a croquet lawn, and on this lawn I perceived, as through a glass darkly, three figures. The mist cleared from my eyes, and I recognized two of
10 them.

One was the middle-aged Irishman who had traveled down with us in the train. The other was his blue-eyed daughter.

15 The third member of the party was a man, a stranger to me. By some miracle of adroitness he had captured Aunt Elizabeth, and was holding her in spite of her protests in a workmanlike manner behind the wing.

20 There are moments and moments. The present one belonged to the more painful variety.

Even to my exhausted mind it was plain that there was a need here for explanations. An Irishman's croquet-lawn is his castle, and strangers cannot plunge in through hedges
25 without inviting comment.

Unfortunately, speech was beyond me. ... The conversation was opened by the other man, in whose restraining hand Aunt Elizabeth now lay, outwardly resigned but inwardly, as I, who knew
30 her haughty spirit, could guess, boiling with baffled resentment. I could see her looking out of the corner of her eye, trying to estimate the

chances of getting in one good hard peck with her aquiline beak.

35 "Come right in," said the man pleasantly. "Don't knock."

I stood there, gasping. I was only too well aware that I presented a quaint appearance. I had removed my hat before entering the hedge,
40 and my hair was full of twigs and other foreign substances. My face was moist and grimy. My mouth hung open. My legs felt as if they had ceased to belong to me.

45 "I must apologize— ..." I began, and ended the sentence with gulps.

The elderly gentleman looked at me with what seemed to be indignant surprise. His daughter appeared to my guilty conscience to be looking through me. Aunt Elizabeth sneered. The
50 only friendly face was the man's. He regarded me with a kindly smile, as if I were some old friend who had dropped in unexpectedly.

"Take a long breath," he advised.

I took several, and felt better.

55 "I must apologize for this intrusion," I said successfully. "Unwarrantable" would have rounded off the sentence neatly, but I would not risk it. It would have been mere bravado to attempt unnecessary words of five syllables. I took
60 in more breath. "The fact is, I did—didn't know there was a private garden beyond the hedge. If you will give me my hen ..."

I stopped. Aunt Elizabeth was looking away, as if endeavoring to create an impression of
65 having nothing to do with me. I am told by one who knows that hens cannot raise their eyebrows, not having any; but I am prepared to swear that at this moment Aunt Elizabeth raised hers. I will go further. She sniffed.

70 "Here you are," said the man. "Though it's hard to say good-bye."

He held out the hen to me, and at this point a hitch occurred. He did his part, the letting go, all right. It was in my department, the taking hold, that the thing was bungled. Aunt Elizabeth slipped from my grasp like an eel, stood for a moment eyeing me satirically with her head on one side, then fled and entrenched herself in some bushes at the end of the lawn.

There are times when the most resolute man feels that he can battle no longer with fate; when everything seems against him and the only course is a dignified retreat. But there is one thing essential to a dignified retreat. You must know the way out.

- The words "adroitness" and "workmanlike" (lines 15 – 17) help establish the narrator's first impression of the stranger as
 - a rather harsh person.
 - a longtime chicken farmer.
 - a person similar to the narrator in tastes.
 - at ease with rural life.
- The statement "There are moments and moments. The present one belonged to the more painful variety," (lines 19 – 20) serves to
 - reveal the nature of the relationship between the narrator and the Irishman.
 - indicate that the tone of the passage is about to change.
 - foreshadow the narrator's awkward exchange with the man holding Aunt Elizabeth.
 - introduce the idea that hard work and painstaking efforts are rewarded.
- The statement "An Irishman's croquet-lawn is his castle," (line 23) functions in the passage primarily to
 - mock the Irishman for valuing his croquet lawn so highly.
 - cause the reader to associate croquet with wealth and royalty.
 - describe the circumstances that inspired the narrator's apology.
 - imply that the Irishman lives on his croquet lawn rather than inside his house.
- As used in line 25, "inviting" most nearly means
 - preventing.
 - provoking.
 - appealing.
 - summoning.

- Based on the passage, the narrator's descriptions of Aunt Elizabeth serve primarily to
 - depict her as possessing human characteristics.
 - suggest that she has outsmarted the narrator.
 - elicit sympathy for Aunt Elizabeth.
 - contrast with the narrator's descriptions of himself.
- Which choice provides the best evidence for the answer to the previous question?
 - Lines 31 – 34 ("I could see...aquiline beak.")
 - Lines 37 – 41 ("I stood there...other foreign substances.")
 - Lines 65 – 69 ("I am told...She sniffed.")
 - Lines 72 – 75 ("He held out...the thing was bungled.")
- The sentences "'Unwarrantable' would have... words of five syllables" (lines 56 – 59) primarily serve to convey the idea that the narrator
 - is still exhausted from his physical exertions.
 - does not want to seem pretentious.
 - enjoys talking to strangers.
 - does not want to bore his audience.
- What is the narrator's attitude toward the Irishman, his daughter, and the stranger holding Aunt Elizabeth?
 - Earnest and mortified
 - Resentful and intimidated
 - Foolish and presumptuous
 - Respectful and demure
- As used in line 72, "hitch" most nearly means
 - barrier.
 - interlude.
 - setback.
 - catch.
- In regards to the narrator's relationship with Aunt Elizabeth, the narrator can be compared to a
 - romantic pursuing his unrequited love.
 - hunter being outmaneuvered by his prey.
 - warrior meeting his opponent on a battlefield.
 - clown performing tricks for an audience.

11. The narrator would most likely agree with which of the following statements regarding Aunt Elizabeth?

- (A) She is more cooperative than most other chickens.
- (B) She is less intelligent than others believe her to be.
- (C) She eludes the narrator out of resentment and obstinacy.
- (D) She would rather live with the Irishman and his daughter than with the narrator.

Refer to the passage below to answer questions 12 – 21.

This passage is adapted from Frederick Douglass' speech, "The Meaning of July Fourth to the Negro," delivered on July 4, 1852. Douglass, an African American, escaped from slavery as a young man. He became a famous orator, author, and newspaper publisher. At the time of this Independence Day speech, slavery was still legal in southern states.

line Fellow citizens, pardon me, and allow me to ask, why am I called upon to speak here today? What have I or those I represent to do with your national independence? Are the great principles
5 of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits, and express devout
10 gratitude for the blessings resulting from your independence to us?

...Would to God*, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions. But such is
15 not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings
20 in which you this day rejoice are not enjoyed in common. The rich inheritance of justice, liberty, prosperity, and independence bequeathed by your fathers is shared by you, not by me. The sunlight that brought life and healing to you has brought stripes* and death to me. This Fourth of
25 July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony.
30

...Would you have me argue that man is entitled to liberty? That he is the rightful owner of his own body? You have already declared

it. Must I argue the wrongfulness of slavery?
35 Is that a question for republicans*? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to understand? How should I look today
40 in the presence of Americans, dividing and subdividing a discourse, to show that men have a natural right to freedom, speaking of it relatively and positively, negatively and affirmatively? To do so would be to make
45 myself ridiculous, and to offer an insult to your understanding. There is not a man beneath the canopy of heaven who does not know that slavery is wrong for him.

What! Am I to argue that it is wrong to
50 make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them
55 with dogs, to sell them at auction, to sunder* their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood and stained
60 with pollution is wrong? No - I will not. I have better employment for my time and strength than such arguments would imply.

What, then, remains to be argued? Is it that slavery is not divine; that God did not establish
65 it; that our doctors of divinity* are mistaken? There is blasphemy in the thought. That which is inhuman cannot be divine. Who can reason on such a proposition? They that can, may—I cannot. The time for such argument is past.
70

At a time like this, scorching irony, not convincing argument, is needed. Oh! had I the ability, and could I reach the nation's ear, I would today pour out a fiery stream of biting
75 ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake.

The feeling of the nation must be quickened;
80 the conscience of the nation must be roused; the propriety of the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be denounced....

* would to God: I wish very much

* stripes: whippings

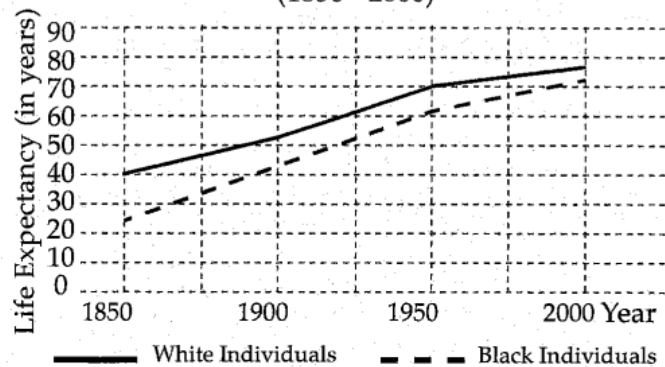
* republicans: people who live under a representative government

* sunder: split apart

* doctors of divinity: people who hold doctoral degrees in theological fields

Life Expectancy in the United States

(1850 - 2000)



Source: Michael Haines. "Fertility and Mortality in the United States," 2008.

12. In paragraph 1 (lines 1 – 11), Douglass asks why he has been invited to speak primarily to
- catch the listeners' attention.
 - surprise the event's organizers.
 - set an irreverent tone.
 - introduce an irony.
13. As used in line 16, "disparity" most nearly means
- opposition.
 - exception.
 - gap.
 - shift.
14. In lines 16 – 30 the main rhetorical effect of the listing of contrasts is to
- increase understanding by becoming more explicit with each sentence.
 - escalate the emotional pitch of his speech through a series of increasingly blunt truths.
 - clarify the differences in wealth between Douglass's audience and himself.
 - repeat and emphasize Douglass's confusion about why he was invited to speak.
15. The passage strongly suggests that Douglass shares which assumption regarding members of the audience?
- They are familiar with the contents of the Declaration of Independence.
 - They are descended from the original founders of the United States of America.
 - They already know about Douglass through his writings and previous speeches.
 - They are fully aware of how slaves live and what slaves feel.

16. Which choice provides the best evidence to answer the previous question?
- Lines 3 – 7 ("What have I...to us?")
 - Lines 14 – 16 ("But such....between us.")
 - Lines 27 – 30 ("To drag a man... sacrilegious irony.")
 - Lines 31 – 32 ("Would you have....to liberty?")
17. Which claim would be best supported by what Douglass says in lines 39 – 46 ("How should I look...understanding.")?
- Americans should learn about slavery before they discuss it.
 - Explaining the moral complications of slavery in a speech would be impossible.
 - There are more than two sides to the question of a natural right to freedom.
 - Slavery is so obviously wrong that there is no point in making a case against it.
18. According to the graph, in 1850, when most black Americans were slaves,
- many slaves died in infancy, adding to a low average life expectancy.
 - on average, white people could expect to live nearly twice as long as black people.
 - most slaves died in their early 20s; slave owners were usually dead before their early 40s.
 - slave-owning families tended to be older than most of their slaves.
19. In lines 63 – 67, what does Douglass imply about the era's theologians?
- They do not really have the education that they claim to have.
 - They do not have any authority over Douglass.
 - They disapprove of people arguing over slavery.
 - They claim that God established slavery.
20. As used in line 75, the phrase "stern rebuke" most nearly means
- angry outburst.
 - harsh reprimand.
 - solemn disapproval.
 - exacting criticism.

21. In lines 70 – 78, Douglass includes fire- and storm-related words such as “scorching,” “fiery,” “blasting,” and “thunder,” primarily to

- (A) warn people about civil war.
- (B) exhort people to civil disobedience.
- (C) ignite the audience’s passion for change.
- (D) describe his own feelings of anger.

Refer to the passage below to answer questions 22 – 32.

This passage is adapted from Henri Bergson, *Dreams*, originally published in 1914. Bergson is describing studies that attempt to discover the physiological processes behind dreaming.

line Thirty or forty years ago, M. Alfred Maury and, about the same time, M. d’Hervey, of St. Denis, had observed that at the moment of falling asleep these colored spots and moving forms
5 consolidate, fix themselves, take on definite outlines, the outlines of the objects and of the persons which people our dreams. But this is an observation to be accepted with caution, since it emanates from psychologists already half asleep.
10 More recently an American psychologist, Professor Ladd, of Yale, has devised a more rigorous method, but of difficult application, because it requires a sort of training. It consists in acquiring the habit on awakening in the morning
15 of keeping the eyes closed and retaining for some minutes the dream that is fading from the field of vision and soon would doubtless have faded from that of memory. Then one sees the figures and objects of the dream melt away little by little
20 into phosphenes, identifying themselves with the colored spots that the eye really perceives when the lids are closed. One reads, for example, a newspaper; that is the dream. One awakens and there remains of the newspaper, whose definite
25 outlines are erased, only a white spot with black marks here and there; that is the reality. Or our dream takes us upon the open sea—round about us the ocean spreads its waves of yellowish gray with here and there a crown of white foam. On
30 awakening, it is all lost in a great spot, half yellow and half gray, sown with brilliant points. The spot was there, the brilliant points were there. There was really presented to our perceptions, in sleep, a visual dust, and it was this dust which served
35 for the fabrication of our dreams.

Will this alone suffice? Still considering the sensation of sight, we ought to add to these visual

sensations which we may call internal all those which continue to come to us from an external
40 source. The eyes, when closed, still distinguish light from shade, and even, to a certain extent, different lights from one another. These sensations of light, emanating from without, are at the bottom of many of our dreams. A candle
45 abruptly lighted in the room will, for example, suggest to the sleeper, if his slumber is not too deep, a dream dominated by the image of fire, the idea of a burning building. Permit me to cite to you two observations of M. Tissie on this subject:

50 “B— — Léon dreams that the theater of Alexandria is on fire; the flame lights up the whole place. All of a sudden he finds himself transported to the midst of the fountain in the public square; a line of fire runs along the chains
55 which connect the great posts placed around the margin. Then he finds himself in Paris at the exposition, which is on fire. He takes part in terrible scenes, etc. He wakes with a start; his eyes catch the rays of light projected by the dark
60 lantern which the night nurse flashes toward his bed in passing. M— — Bertrand dreams that he is in the marine infantry where he formerly served. He goes to Fort-de-France, to Toulon, to Loriet, to
65 Crimea, to Constantinople. He sees lightning, he hears thunder, he takes part in a combat in which he sees fire leap from the mouths of cannon. He wakes with a start. Like B., he was awakened by a flash of light projected from the dark lantern of the night nurse.” Such are often the dreams
70 provoked by a bright and sudden light.

Very different are those which are suggested by a mild and continuous light like that of the moon. A. Krauss tells how one day on awakening he perceived that he was extending his arm
75 toward what in his dream appeared to him to be the image of a young girl. Little by little this image melted into that of the full moon which darted its rays upon him. It is a curious thing that one might cite other examples of dreams where
80 the rays of the moon, caressing the eyes of the sleeper, evoked before him virginal apparitions. May we not suppose that such might have been the origin in antiquity of the fable of Endymion—
85 Endymion the shepherd, lapped in perpetual slumber, for whom the goddess Selene, that is, the moon, is smitten with love while he sleeps?

22. Based on the passage, it can be inferred that the author views dreams as
- (A) highly metaphorical and dependent on poetical language.
 - (B) dependent on the dreamer's cultural and historical environment.
 - (C) experiences unique to every individual.
 - (D) phenomena that can be attributed to rational causes.
23. As used in line 7, "people" most nearly means
- (A) crowd.
 - (B) populate.
 - (C) individualize.
 - (D) humanize.
24. The author's stance on Maury's and d'Hervey's work—outlined in paragraph 1—is best described as
- (A) plainly critical.
 - (B) generally positive.
 - (C) deeply intrigued.
 - (D) highly skeptical.
25. According to paragraph 2 (lines 10 – 35), Professor Ladd's main contention about dreams is that
- (A) dreams develop from the colors that we discern during sleep.
 - (B) dreams consist of muted hues with shining spots.
 - (C) training can help people remember dreams on awakening.
 - (D) we visualize materials in dreams that are common in our lives.
26. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 13 – 18 ("It consists in...memory.")
 - (B) Lines 18 – 22 ("Then one sees...closed.")
 - (C) Lines 22 – 26 ("One reads...reality.")
 - (D) Lines 31 – 32 ("The spot...were there.")
27. As used in line 34, the word "dust" most nearly means
- (A) feather.
 - (B) dross.
 - (C) mist.
 - (D) trickle.
28. Which choice most clearly states the author's own proposal in the passage about dreams and light?
- (A) Dreams are about light-related events that penetrate our eyelids.
 - (B) People's dreams in the author's era were quite frequently about fire.
 - (C) External light can combine with memories to create dreams.
 - (D) Sudden flashes of fire cause nightmares; moonlight is preferable.
29. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 42 – 44 ("These sensations...dreams.")
 - (B) Lines 52 – 57 ("All of a sudden...fire.")
 - (C) Lines 64 – 66 ("He sees lightning...cannon.")
 - (D) Lines 73 – 76 ("A. Krauss tells...girl.")
30. In paragraph 4 (lines 50 – 70), the author quotes descriptions of
- (A) the effects of night nurses on two patients.
 - (B) the terrible memories that two military veterans relive.
 - (C) two fiery nightmares involving real world events.
 - (D) two hospital patients' nightmares in settings that are familiar to them.
31. The main rhetorical effect of the phrase "it is a curious thing" (line 78) is to
- (A) convey a sense of wonder.
 - (B) communicate confusion.
 - (C) express disapproval.
 - (D) encourage future thinkers.
32. The author refers to the fable of Endymion (lines 82 – 86) primarily to
- (A) celebrate a pair of famous lovers.
 - (B) distinguish between dreams arising from bright and dim light.
 - (C) demonstrate that dreams represent our deepest longings.
 - (D) suggest that some dreams may have inspired mythology.

Refer to the passage below to answer questions 33 – 43.

Passage 1 is adapted from Sun Tzu, *The Art of War*, written around 500 BCE and translated in 1910 by Lionel Giles. Passage 2 is adapted from Niccolo Machiavelli *The Prince*, published in 1532 and translated in 1908 by William K. Marriot.

Passage 1

line The art of war is of vital importance to the State. It is a matter of life and death, a road either to safety or to ruin. Hence it is a subject of inquiry which can on no account be neglected.

5 All warfare is based on deception. Hence, when able to attack, we must seem unable; when using our forces, we must seem inactive; when we are near, we must make the enemy believe we are far away; when far away, we must make him believe we are near.

10 Hold out baits to entice the enemy. Feign disorder, and crush him.

If he is secure at all points, be prepared for him. If he is superior in strength, evade him.

15 If your opponent is of choleric* temper, seek to irritate him. Pretend to be weak, that he may grow arrogant.

20 If he is taking his ease, give him no rest. If his forces are united, separate them. Attack him where he is unprepared, appear where you are not expected.

In war, practice dissimulation, and you will succeed.

25 Rapidity is the essence of war: take advantage of the enemy's unreadiness, make your way by unexpected routes, and attack unguarded spots. Keep your army continually on the move, and devise unfathomable plans.

30 Forestall your opponent by seizing what he holds dear, and subtly contrive to time his arrival on the ground.

Walk in the path defined by rule, and accommodate yourself to the enemy until you can fight a decisive battle.

* choleric: irritable, angry

Passage 2

35 Every one admits how praiseworthy it is in a prince to keep faith, and to live with integrity and not with craft*. Nevertheless our experience has been that those princes who have done great things have held good faith of little account, and
40 have known how to circumvent the intellect of men by craft, and in the end have overcome those who have relied on their word.

If men were entirely good this precept

would not hold, but because they are bad, and
45 will not keep faith with you, you too are not bound to observe it with them. Nor will there ever be wanting to a prince legitimate reasons to excuse this non-observance. Of this endless modern examples could be given, showing how
50 many treaties and engagements have been made void and of no effect through the faithlessness of princes; and he who has known best how to employ the fox has succeeded best.

55 But it is necessary to know well how to disguise this characteristic, and to be a great pretender and dissembler; and men are so simple, and so subject to present necessities, that he who seeks to deceive will always find someone who will allow himself to be deceived. One recent
60 example I cannot pass over in silence. Alexander the Sixth did nothing else but deceive men, nor ever thought of doing otherwise, and he always found victims; for there never was a man who had greater power in asserting, or who with
65 greater oaths would affirm a thing, yet would observe it less; nevertheless his deceits always succeeded according to his wishes, because he well understood this side of mankind.

70 And you have to understand this, that a prince, especially a new one, cannot observe all those things for which men are esteemed, being often forced, in order to maintain the state, to act contrary to fidelity, friendship, humanity, and religion. Therefore it is necessary for him to have
75 a mind ready to turn itself accordingly as the winds and variations of fortune force it, yet, as I have said above, not to diverge from the good if he can avoid doing so, but, if compelled, then to know how to set about it.

*craft: the skill of deceiving others

33. The author of Passage 1, Sun Tzu, and the author of Passage 2, Machiavelli, could both accurately be described as
- (A) advocates trying to start wars.
 - (B) critics of war and ruthless leadership.
 - (C) allies devising battle plans for a leader.
 - (D) pragmatists concerned with longevity.
34. The lack of examples or explanations in Passage 1 primarily serves to
- (A) create an impersonal and axiomatic tone.
 - (B) undermine the passage's central claim.
 - (C) draw attention to the writer's high status and authority.
 - (D) emphasize the emotional toughness that is necessary to win wars.
35. As used in line 11, "feign" most nearly means
- (A) exaggerate.
 - (B) conceal.
 - (C) pretend.
 - (D) forge.
36. How would Sun Tzu most likely respond to Machiavelli's claim that great leaders "circumvent the intellect of men by craft" (lines 40 – 41)?
- (A) With dispassionate concurrence
 - (B) With some misgivings
 - (C) With faint praise
 - (D) With conditional assent
37. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 1 – 2 ("The art...State.")
 - (B) Line 5 ("All warfare...deception.")
 - (C) Lines 13 – 14 ("If he...evade him.")
 - (D) Lines 15 – 16 ("If your...irritate him.")
38. In Passage 1, Sun Tzu's advice to "Keep your army continually on the move, and devise unfathomable plans" (lines 27 – 28) most clearly implies that
- (A) one's troops will succeed only if they remain in top physical condition.
 - (B) one's plans for proceeding should be physically and mentally challenging.
 - (C) one's troops will be more motivated to follow their leader if battle plans are explained.
 - (D) even one's own troops should be surprised by one's tactics in war.
39. As used in line 46, "observe" most nearly means
- (A) commemorate.
 - (B) pronounce.
 - (C) maintain.
 - (D) notice.
40. In paragraph 3 of Passage 2 (lines 54 – 68), Machiavelli identifies which of the following as a reason that people are prone to believing lies?
- (A) They want to solve immediate problems.
 - (B) They tend to be self-centered.
 - (C) They focus on details rather than seeing the big picture.
 - (D) They are unsophisticated.
41. Sun Tzu's advice in lines 22 – 23 ("In war... succeed") most closely resembles Machiavelli's advice to
- (A) act like Alexander VI.
 - (B) discern people's motivations.
 - (C) heed advice from elders.
 - (D) cultivate a flexible mind.
42. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 43 – 46 ("If men were...them.")
 - (B) Lines 63 – 67 ("for there never...wishes,")
 - (C) Lines 69 – 74 ("And you...religion.")
 - (D) Lines 74 – 79 ("Therefore...about it.")
43. On which of the following points would the authors of both passages most likely agree?
- (A) Most people are good on a fundamental level.
 - (B) A leader must always keep in mind the security of future generations.
 - (C) Leaders must demonstrate courage in order to inspire loyalty.
 - (D) Maintaining stable government is not always a noble task.

Refer to the passage below to answer questions 44 – 52.

This passage is adapted from "A 'Smoking Gun' for Dinosaur Extinction," Jet Propulsion Laboratory, California Institute of Technology, published in 2003.

line It is hard to imagine that one of the largest impact craters on Earth, 180 kilometers (112 mile) wide and 900 meters (3,000 feet) deep, could all but disappear from sight, but it did.

5 Chicxulub,* located on Mexico's Yucatán peninsula, eluded detection for decades because it was hidden (and at the same time preserved) beneath a kilometer of younger rocks and sediments. Size isn't the only thing that makes
10 Chicxulub special. Most scientists now agree it's the "smoking gun" – evidence that a huge asteroid or comet indeed crashed into Earth's surface 65 million years ago causing the extinction of more than 70 percent of the living species on
15 the planet, including the dinosaurs. This idea was first proposed by the father and son team of Luis and Walter Alvarez in 1980.

Though the buried giant can't be seen, the impact crater has left subtle clues of its existence
20 on the surface. "When I talk to school children, I describe it like this," says Dr. Gary Kinsland, a geology professor at the University of Louisiana at Lafayette who has been doing research on Chicxulub since 1994. "Put a bowl on your bed,
25 then throw the sheets and blankets over it. All you'll probably see of the bowl now is a subtle depression."

"There is not a big hole anymore," he continues, "but if you look at the rim of the
30 depression on your bed, you'll see that it is still in the same position as the rim of the bowl beneath. That's how surface expression allows us to interpret something about the buried structure."

The view from space lets scientists see some
35 of Chicxulub's surface features that are not nearly so obvious from the ground. Satellite images showing a necklace of sink holes, called cenotes, across the Yucatán's northern tip are what first caught the attention of NASA researchers Drs.
40 Kevin Pope, Adriana Ocampo and Charles Duller in 1990. They were among the first to propose Chicxulub as the impact site linked to the mass extinctions that occurred at the end of the Cretaceous and beginning of the Tertiary
45 geological ages, called the K/T boundary.

"We were ignorant of the existence of a crater," says Pope, now an independent geologist. "We were working on a project on surface water and Mayan archaeology when we saw this
50 perfect semi-circular structure in images from the Landsat* Thematic Mapper. We were fascinated and got the magnetic and gravity data from the area collected earlier by the Mexican petroleum

company, who had been looking for oil. Their data showed a large, remarkably circular
55 structure that they had identified as an impact crater." Pope and his colleagues reasoned that the cenotes resulted from fractures in the buried crater's rim and that the area within the cenote
60 ring corresponded with the crater's floor.

Further studies by other researchers of the magnetic and gravity data plus analysis of rocks and ocean sediments published in 1991 helped
65 convince the scientific world that Chicxulub was the site of the impact that sent life on Earth in a new direction, from the age of dinosaurs to the age of mammals.

Scientists continue to comb through the clues the impact has left behind, some of which show
70 up best from space. "The classic spaceborne synoptic* view," says Pope, "is what you need to see a large structure like this." Maps of the region's wetlands, produced by the spaceborne
75 imaging radar-C (SIR-C) mission in 1994, identified zones of groundwater discharge that correlate with the crater's structure.

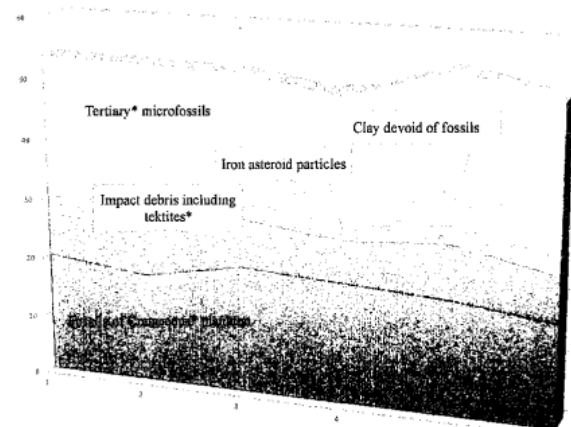
Now researchers are getting their first look at detailed, three-dimensional topographical data from the Shuttle Radar Topography Mission.
80 "This new image gives us both corroboration of what we expected and also shows up things we haven't seen before," says Kinsland. "We'll be working to get as much out of the data as possible. Anything we learn at the surface tells us
85 more about the buried crater."

*Chicxulub: pronounced "CHICK-sah-lube"

*Landsat: satellite program that collect images of Earth

*synoptic: taking a thorough view

Deep-Sea Sediment Layers



Layers of sediment below Blake Nose, a spot off the coast of Florida, as indicated by a core sample taken from 370 feet below the sea bed in 1997 by the Joint Oceanographic Institutions for Deep Earth Sampling

*tektites: glassy condensation from vaporized rock

*Cretaceous: last "dinosaur" period

*Tertiary: first "mammal" period

44. Which choice best summarizes the passage?
- (A) A father-son scientific team amassed evidence of a huge asteroid collision with Earth.
 - (B) Satellite images of Earth helped researchers deduce an event in geologic history.
 - (C) An asteroid or comet was responsible for the extinction of the dinosaurs.
 - (D) Researchers have found a large hole that they had not noticed before.
45. The author's central claim that the Chicxulub crater is a "smoking gun" means that it is
- (A) a steaming physical remnant of one of the biggest explosions imaginable.
 - (B) an exhilarating discovery, yet extremely controversial among researchers.
 - (C) persuasive evidence, similar to a just-used gun found on a murder suspect.
 - (D) just a bare physical trace of a violent event, like smoke left behind at a shooting.
46. What function does paragraph 2 (lines 5 – 17) serve in the passage as a whole?
- (A) It explains the strange fact that is introduced in the first paragraph.
 - (B) It places NASA's later findings in a context of earlier discoveries.
 - (C) It describes Chicxulub's historical background.
 - (D) It introduces Chicxulub and explains its significance to science.
47. As used in line 32, "expression" most nearly means
- (A) form.
 - (B) face.
 - (C) iteration.
 - (D) narrative.
48. In paragraph 3 (lines 18 – 27), the crater is compared to a blanket-covered bowl primarily to
- (A) mimic the way ice formed over and obscured the crater.
 - (B) model the object that formed the crater using simple household objects.
 - (C) demonstrate how some of the features of the crater were recognized.
 - (D) provide an exercise the reader can perform to better understand the scenario.
49. In the context of the passage, the author's use of the figurative phrase "a necklace of sinkholes" (line 37) describes
- (A) intricate connections among caverns.
 - (B) the presence of a string of sparkling ponds.
 - (C) natural wells occurring in an arc.
 - (D) a ring of land that encircles a lower area.
50. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 48 – 51 ("We were...Mapper.")
 - (B) Lines 51 – 54 ("We were...for oil.")
 - (C) Lines 57 – 60 ("Pope and his...floor.")
 - (D) Lines 70 – 72 ("The classic...like this.")
51. According to the author, space technology has supported the Chicxulub hypothesis by recording the
- (A) orbits of comets and asteroids.
 - (B) number of wetlands in the Yucatan.
 - (C) flow of water underground.
 - (D) composition of the soil in the region.
52. Does the diagram provide support for the hypothesis that a meteorite struck at Chicxulub?
- (A) Yes, because its layers of debris indicate a super-massive impact.
 - (B) Yes, because it adds to the fossil record on dinosaur-era extinction.
 - (C) No, because it does not describe sediment composition precisely.
 - (D) No, because it does not indicate the source for the debris.



1) **➡ D**
The claim that the man handled Aunt Elizabeth skillfully suggests that the man has a level of experience in the countryside that the narrator does not, so (D) is the correct choice. (A) is incorrect because holding a hen in a "workmanlike manner" does not indicate harsh treatment. (B) is incorrect because no direct information is given about the man's longtime profession. Finally, (C) is incorrect because the words "adroit" and "workmanlike" relate to ability, not to taste.

2) **➡ C**
The narrator speaks in general about the painfulness of the moment, and this can be taken to indicate the narrator's embarrassment about having burst into the garden chasing a chicken. The narrator's statement is about feeling foolish, and thus (C) is the answer. (A) is incorrect because the moments of which the narrator is speaking do not clarify the nature of the relationship between the narrator and the Irishman; the dynamic between the two is not what is being highlighted here. (B) is incorrect because the tone of the passage before and after the narrator's statement is relatively light-hearted and humorous. Finally, (D) is incorrect because the narrator's statement is not meant to introduce a general claim that hard work and effort are inevitably rewarded; the narrator's efforts have ended in failure up to this point, and will culminate in a failure to successfully take the bird from the man.

3) **➡ C**
The statement, "An Irishman's croquet-lawn is his castle" implies that a lawn is an important extension of personal living space for any Irishman who has one. As such, trespassers on the lawn would

not be welcome. Since the narrator is trespassing on the Irishman's croquet-lawn, he feels that he has made a serious social mis-step, so (C) is the correct choice. (A) is incorrect because the tone of the narrator is humorously self-deprecatory, and does not imply criticism or mockery of others. (B) is incorrect because the narrator does not associate a croquet-lawn with literal wealth and royalty. Finally, (D) is incorrect because it is inconsistent with the information presented in the passage.

4) **➡ B**
As used in the passage, to "invite" something is to elicit a particular reaction or response, generally to an action, such as the narrator running out of the hedge. Choice (B), "provoking," is correct because it highlights this action-response dynamic. (A) is incorrect because it is inconsistent with the usage in the passage. (C) is incorrect because "appealing a response" does not have clear meaning. Finally, (D) is incorrect because to summon a response would mean to urgently call for it or demand it, but the narrator's actions are an accident, not a demand or a summons.

5) **➡ A**
Throughout the passage, the narrator describes Aunt Elizabeth using terms that normally describe a person's mood, feelings, and behavior. He states that she is "resentful," that she "raises her eyebrows," and that she eyes the narrator "satirically." The narrator attributes human qualities and characteristics to Aunt Elizabeth, so (A) is correct. (B) is incorrect because Aunt Elizabeth escapes, not because she is cleverer than the narrator, but because the narrator himself is so inexperienced at working with chickens. (C) is incorrect because while the narrator does describe

Aunt Elizabeth in terms normally reserved for people, the effect of this language is not to elicit sympathy for Aunt Elizabeth, but to make her behavior and "moods" clearer to the reader while adding humor to the passage. Finally, (D) is incorrect because the narrator's descriptions of Aunt Elizabeth do not set up a clear and direct contrast with the narrator: descriptions are *not* of a clumsy narrator and a clever hen, but of a clumsy narrator and an angry hen.

6)  C

The most conspicuous example of the seemingly "human" characteristics of Aunt Elizabeth is when she "raised her eyebrows" at the narrator and "sniffed" at him. The hen is responding in a typically human fashion to the narrator, so (C) is correct. (A) is incorrect because the description of Aunt Elizabeth wanting to peck the man holding her does not indicate that she possesses human emotions so much as that she wants to get free of the man, which is natural for any animal being held against its will. The description in choice (B) serves to highlight the disheveled appearance and general incompetence of the narrator, but it does not indicate that Aunt Elizabeth possesses human characteristics. Finally, (D) is incorrect because the lines focus on the narrator, not Aunt Elizabeth.

7)  A

The narrator indicates that he is breathless when he claims, "I stood there, gasping." Thus, it makes sense that he cannot speak well because of his breathlessness, making (A) correct. (B) is incorrect because the context of the narrator's assertion at lines 56 - 59 does not suggest that he is worried about seeming pretentious, but rather that he feels foolish. (C) is incorrect because we cannot determine whether the narrator enjoys talking to strangers simply based on his hesitance to utter a five-syllable word. Finally, (D) is incorrect because the inability to articulate a long word is a humorous detail, not a means of skipping boring information.

8)  A

The narrator says that he is "only too well aware" of his disheveled appearance, and that his legs "felt as if they had ceased to belong to" him. We can infer that he is deeply embarrassed, so (A) is the correct choice. (B) is incorrect because there is no

indication that the narrator feels irritated by the other characters. (C) is incorrect because there is no indication that the narrator "presumes" or expects special treatment or privileges. He is, rather, apologetic for his blunder. (D) is incorrect because, although the narrator is embarrassed, he is not shy and reserved; he is willing to engage with the other characters and speak up to explain himself.

9)  C

The context in which the word "hitch" occurs suggests that the narrator had a problem taking hold of the hen, and that he "bungled" it. A "hitch" is a problem or interruption to a process. Thus, (C) is the correct answer. (A) is incorrect because a barrier prevents something from happening, and there is no indication that there was anything stopping the narrator from taking hold of the hen. (B) is incorrect because an interlude is an intervening period of time between two events, and there is no indication that there was one. Finally, (D) is incorrect because "catch" means a built-in problem or trap. There was no catch to the attempted handover of Aunt Elizabeth to the narrator; he simply bungled it by accident.

10)  B

The correct choice is (B) because the narrator is "hunting" Aunt Elizabeth by chasing her, and she is "outmaneuvering" him by running into hedges. (A) is incorrect because the narrator appears to dislike, not love, Aunt Elizabeth, imagining that she wants to peck him. (C) is incorrect because Aunt Elizabeth and the narrator are not actually opponents. Rather, the narrator is simply trying to capture her. Finally, (D) is incorrect because the narrator is not performing tricks for an audience.

11)  C

Aunt Elizabeth's refusal to be caught hints at her stubbornness, or obstinacy, and the narrator characterizes her as possessing "baffled resentment." Thus, choice (C) is correct. (A) is incorrect because the narrator's descriptions of Aunt Elizabeth, such as when he says that "she slipped from my grasp like an eel," indicate that she is exceptionally uncooperative. (B) can be eliminated because the narrator indicates that Aunt Elizabeth is fairly shrewd, as she eyes the narrator "satirically," an action that requires a degree of intelligence. There is not evidence to support

choice (D), as Aunt Elizabeth's attitude toward the Irishman is not mentioned in the passage.

12) **⇒** D

In the opening paragraph, Douglass notes that African Americans do not enjoy the same rights and privileges as white Americans, and that it would be absurd to rejoice in the benefits of liberty when African Americans are enslaved. Thus, Douglass's question pinpoints the irony of his presence at the Fourth of July celebration: he is being asked to celebrate freedom and independence even though African Americans have no such freedom. Thus, (D) is the correct answer. (A) is incorrect because while Douglass's question may serve to catch the listeners' attention, his question has the deeper purpose just stated. (B) is incorrect because there is no indication that Douglas is singling out the event organizers. Finally, (C) will not work because Douglass is not setting an irreverent tone, as that would imply a disrespecting something others take seriously; he instead speaks with great seriousness.

13) **⇒** C

After Douglass points out the irony of taking part in a Fourth of July celebration, he mentions that there is a significant disparity "between us," white Americans in the audience and himself, an African American. This disparity refers to the different life experiences of white and black Americans. Thus, the sense of "disparity" refers to a gap or difference, and choice (C) is correct. (A) is incorrect because the speech does not focus on disputes he has with audience members; rather, it seems they tend to agree with him and need to be pressured into action. (B) is incorrect because Douglass means to highlight the different experiences of white and black Americans; "exception" does not make sense. Finally, (D) is incorrect because Douglass is not discussing shifts or changes that have occurred between white and black Americans, so the word "shift" does not make sense in the context of the sentence.

14) **⇒** B

Douglass's listing of the contrasts between black and white Americans emphasizes a series of stark and uncomfortable realities to his audience: the blessings of liberty belong only to a select group of citizens, and not to others who are "in fetters," or in other words, metaphorically and

sometimes literally in chains. Thus, (B) is correct, as the successive listing of each of the contrasts between black and white Americans accentuates the inequality in America and rises in emotional import. (A) is incorrect because the sentences do not provide explanatory details; Douglass is imploring the audience to think in a new way about what they already know. (C) is incorrect because human rights, not wealth, are the focus of Douglass's speech. Finally, (D) is incorrect because Douglass is not genuinely confused about why he was asked to speak. His "confusion" was meant as a rhetorical device to introduce the irony of him being called on to speak.

15) **⇒** A

In lines 4 - 6, Douglass asks the rhetorical question, "Are the great principles...embodied in the Declaration of Independence, extended to us?" This indicates that he expects his audience to be familiar with the "principles" he mentions in passing, so (A) is correct. (B) is incorrect because there is no reference to the actual "forefathers" of audience members. (C) is incorrect because the focus of the speech is not on Douglass himself and his accomplishments, but rather on the injustices of slavery in general. Finally, (D) is incorrect because Douglass does not presuppose that the audience knows what life is like for slaves; rather, he uses the speech to illustrate the violence they face.

16) **⇒** A

The correct answer is (A) because in Lines 2 - 7, Douglass speaks of "national independence" as well as the principles "of political freedom and natural justice" in the Declaration of Independence without further explanation. Thus, he clearly assumes the audience is familiar with the document. Answer choice (B) is incorrect because even though Douglass refers to the "disparity" in freedom and justice for white and black Americans, he does not mention the Declaration of Independence. (C) is incorrect because the sentence does not require understanding the Declaration of Independence in order to have meaning. Finally, (D) is incorrect because this rhetorical question does not clearly refer to the Declaration of Independence.

17) **⇒** D

The answer is (D) because Douglass implies in lines 30 - 32 that the wrongfulness of slavery is so obvious in a country that has declared individual

liberties that debating the question would be pointless. (A) is incorrect because Douglass implies that he does not think the question of slavery requires more knowledge or discussion. (B) is incorrect because Douglass does not think that the wrongfulness of slavery is complicated. Finally, (C) is incorrect because Douglass's point is that slavery's wrongfulness is self-evident; so as far as Douglass is concerned, it is not an argument at all.

18)  B

The best choice is (B), as it clearly reflects the information in the graph, which shows that the average black person lived for just over 20 years, while the average white person lived for approximately 40 years. (A) is incorrect because it is not supported by the graph, which does not contain information about infant mortality rates. (C) is incorrect because it states a fact about "most" slaves and slaveowners, while the graph depicts only average life expectancies. (D) is incorrect because it makes an assumption that seems reasonable, but it cannot be supported because the graph does not mention life expectancies for slaves or slave owners.

19)  D

Choice (D) is correct. The three clauses in the sentence, "Is it that...are mistaken" (lines 61 – 63) are separated by semi-colons, which means that they are consistent. Here, Douglass implies that if slavery is "not divine" and not established by God, then the "doctors of divinity" are mistaken. These statements make it clear that theologians of the day were in the habit of justifying slavery as a part of God's will. Choice (A), (B), and (C) are incorrect because they refer to topics not discussed in these lines.

20)  B

A "stern rebuke" is a forceful expression of disapproval. Only choice (B) captures this meaning. (A) is incorrect because a stern rebuke is not an angry outburst. It is more controlled and refers to a rebuke in which someone is criticized or condemned. (C) is incorrect because a stern rebuke is more forceful and directed than a solemn disapproval. Finally, (D) is incorrect because an exacting criticism does not suggest the same weight and passion as a stern rebuke.

21)  C

Choice (C) is correct because in lines 70 – 78, Douglass uses the powerful imagery of scorching fire and ear-splitting thunderblasts to emphasize the need for dramatic change. He wants to incite people to overcome complacency and work to end slavery. Choice (A) is incorrect because there is no indication that Douglass thinks civil war is imminent or desirable. (B) is incorrect because Douglass does not exhort people to civil disobedience. Finally, (D) is incorrect because though it is clear that Douglass is angry about slavery, his speech is not focused on his own anger, as revealed when he claims that "we need the storm." The use of "we" reveals that he wants to excite the audience, not express his own anger.

22)  D

Throughout the passage, the author states that different phenomena can influence the production of different dreams. The author mentions that a flickering lamp of a night nurse can produce dreams of fire, and that the light of the moon can produce feelings of love. This suggests that dreams are produced by identifiable causes, so (D) is correct. (A) is incorrect because the author does not indicate that dreams are necessarily metaphorical and poetical. Though they may involve these elements, the main thrust of the author's claims is that dreams are connected to external reality. (B) is incorrect because the author does not state that dreams are determined by culture or history. Finally, (C) is incorrect because the author is concerned with those aspects of dreams that are common across individuals, not unique to them.

23)  B

In line 7, the author uses the word "people" as a verb. (B) is closest in meaning, because to populate means to fill or be present in an area, which is an accurate way to describe the objects and people present in one's dreams. (A) is incorrect because the fact that objects and people are present in our dreams does not necessarily mean that they crowd, or overpopulate, them. (C) is incorrect because to individualize means to change something to fit someone's needs, which does not make sense in the sentence. Finally, (D) is incorrect because humanizing involves making something seem more humane and civilized, and there is no

indication that the author means to suggest that dreams need to become more humane.

24) **➡ D**

In paragraph 1 the author states that the observations of Maury and d'Hervey should be taken with caution, because they are from psychologists who are literally "half asleep." This suggests that the author is skeptical of their work. (D) is the correct choice. (A) is incorrect because the author does not plainly disagree with or criticize Maury and d'Hervey. He instead counsels caution when considering their claims. (B) is incorrect because, if the author had a generally positive outlook toward Maury's and d'Hervey's work, he would not advise being cautious toward their claims. Finally, (C) is incorrect because the author does not display a deep fascination with Maury's and d'Hervey's work, and he does not discuss it in great detail.

25) **➡ A**

The author says that once people are trained to keep their eyes closed and retain dreams, "one sees the figures and objects of the dream melt away little by little into phosphenes, identifying themselves with the colored spots that the eye really perceives when the lids are closed." In other words, we construct our dreams based on colors that our eyes discern when closed, so (A) is correct. (B) is incorrect because the muted hues and shining spots associated with an ocean dream were meant to be an example, not applicable to every dream. (C) is incorrect because the author mentions training only in order to understand dreams, not as a goal in itself. (D) is incorrect because it is overly general; the passage does not include discussion about why certain materials appear in our dreams beyond claims that the specific colors and lights that appear are from external stimuli.

26) **➡ B**

Choice (B) is correct because it states that dreams include "the colored spots that the eye really perceives" even in sleep, which is the paragraph's main contention. (A) is incorrect because lines 13 – 18 describe a procedure, not a contention or conclusion. Neither (C) nor (D) are the correct choices because lines 22 – 26 and 31 – 32 describe examples, not main points.

27) **➡ C**

The best choice is (C) because it fits most closely with the metaphorical meaning of "dust" in line 33. The "visual dust" the author mentions refers to colors that appear, like dust motes in the air or water particles in a mist. (A) is incorrect because it does not fit the context of the sentence. (B) and (D) are incorrect because neither "dross" nor "trickle" describes floating particles.

28) **➡ C**

In paragraph 4 (lines 50 – 70), the author describes two dreams that are set in places familiar to the dreamer, and that are set aflame due to the influence of an external light source. Thus, (C) is the answer. The answer cannot be (A) because the author contends that light contributes in an abstract way to dreams, but not directly; in other words, the men did not dream about the passing lamp. (B) is incorrect because the author is discussing specific examples, not making general statements about fire in dreams. (D) is incorrect because it distorts the author's proposal about dreams.

29) **➡ A**

Choice (A) provides direct support to the answer to the previous question, because in lines 42 – 44, the author writes that external light "is at the bottom of many of our dreams." (B), (C), and (D) all describe specific examples, so they are incorrect answer choices.

30) **➡ D**

Choice (D) is correct because it is the best summary of the descriptions in paragraph 4. (A) is incorrect because the night nurses' lanterns, not the night nurses themselves, affect the patients' dreams. (B) is incorrect because the passage does not say or even imply that the patients in the hospital are military veterans reliving real experiences in their dreams. (C) is incorrect because the author does not say or imply that the dreams are about actual experiences or real-world events.

31) **➡ A**

The author uses the adjective "curious" in the sense of "strange or odd." Thus, (A) is the answer because the purpose of pointing out something odd is often to convey a sense of interest or wonder. (B) is incorrect because there is no indication that the author is confused, merely that he is pointing out

something he regards to be an odd phenomenon. (C) is incorrect because there is no indication that the author feels disapproval. (D) is incorrect because the author is not using "curious" in the sense of "eager to learn," nor mentioning anything about the need for further thought.

32) **⇒** D

Paragraph 5 discusses the types of dreams evoked by moonlight. The author suggests that moonlight causes people to dream of young girls – "virginal apparitions"—and further suggests that such common dreams may be the root of ancient stories about a moon goddess. Thus, (D) is correct. (A) is incorrect because the author's topic is dreams, not myths. (B) is incorrect because the author mentions the fable in order to present a theory about the moon's influence on dreams, not to distinguish between levels of light. Finally, (C) is incorrect because, in mentioning the fable of Endymion, the author does not establish a connection between dreams and our deepest longings.

33) **⇒** D

The authors of Passage 1 and Passage 2 are largely unconcerned with the morality of the actions they advocate as long as state stability is maintained. Morality plays little or no role in either author's analysis. This in turn suggests that each author has a practical mentality and is concerned with performing the actions necessary to achieve desired ends. Thus, (D) is the correct answer. (A) is incorrect because neither author appears interested in starting war for its own sake. (B) is incorrect because Passage 1's author, Sun Tzu, supports rather than opposes war when necessary to maintain the state; and the author of Passage 2, Machiavelli, advises the new prince to take any action to secure power. (C) is incorrect because the authors of both passages are not necessarily allies of the leaders to whom they are writing; more importantly, both authors present general strategies for winning, not plans for a specific battle.

34) **⇒** A

The answer is (A) because Sun Tzu's short, imperative statements are not directed at any one particular person, situation, place, or time. They can be thought of as "axioms"—statements to be taken as true. Because they can apply to any competitive circumstance, they are impersonal in tone. (B)

is incorrect because the statements do not seem weak or unlikely due to a lack of explanation; just the opposite, they seem to be more obviously true, more axiomatic. (C) is incorrect because the writer remains mysterious; the reader has no idea about what his status or authority may be. (D) is not the best choice because while the axiomatic statements sound like stark truths and stern commands, the author emphasizes the importance of shrewdness, not necessarily emotional toughness.

35) **⇒** C

Choice (C) is correct because "pretend" is closest in meaning to the more antiquated term "feign." Sun Tzu's advice here is to pretend to be disorganized in order to trap an attacking army. (A) is not as close in meaning; although feigning likely involves exaggeration, it is more important to draw the connection between "feign" and "pretend." (B) and (D) are incorrect because Sun Tzu is advising neither the covering up of nor the "forging" of actual disorder, but the opposite: pretending to be disordered to appear vulnerable.

36) **⇒** A

The correct choice is (A). Machiavelli is describing his observation that powerful men often hold onto power by tricking others—circumventing or "going around" peoples' better judgment. Sun Tzu advises holding onto power by playing tricks on the enemy. He even writes that "All warfare is based on deception." Therefore, it is likely that he would be unsurprised and dispassionate about Machiavelli's advice. (B) is incorrect because Sun Tzu seems to have no qualms about deception. (C) is incorrect because it is reasonable to suspect that Sun Tzu would be completely satisfied with Machiavelli's contention, not with the hesitancy suggested by "faint praise." (D) is wrong because there is no indication that Sun Tzu would set limitations or conditions for tricking others.

37) **⇒** B

Choice (B) is correct because Sun Tzu's statement that "All warfare is based on deception," is consistent with Machiavelli's assertion that great men stay powerful by tricking others. (A) is incorrect because while it says that the "art of war" is important to the state, it does not specifically address the topic of deception. (C) and (D) are incorrect because they describe strategies in war,

but do not specifically discuss deception.

38) **⇒** D

In the context of Sun Tzu's advice about ways to gain the advantage of surprise over the enemy, the statement about unfathomable plans—plans that no one can predict—suggests that the plans remain unpredictable even to one's own troops. Thus, (D) is the correct choice. (A) and (B) are incorrect because the juxtaposition of "keeping troops on the move" with "devising unfathomable plans" indicates that the topic is surprise, not the fitness of the troops. (C) is incorrect because "unfathomable" means "mysterious" and implies secrecy, the opposite of explaining one's strategies to the troops.

39) **⇒** C

While "observe" can refer to seeing something happen, another meaning is to comply with something, as in "observe the rules." Because the context in which "observe" is used suggests the latter meaning, the correct choice is (C). (A) is incorrect because "to commemorate" an event means remembering it with a marker or ritual, which would not make sense in the context. (B) and (D) are incorrect because neither "pronounce" nor "notice" would make sense in the context of the passage.

40) **⇒** A

Choice (A) is correct because Machiavelli notes that, in his experience, princes can fool people easily because "men are so simple, and so subject to present necessities." A paraphrase of the sentence is that people are ruled by what they need at the moment, or by solving immediate problems. (B) and (C) are incorrect because there is no indication in the passage that Machiavelli is saying that people cannot look outside of themselves or that they cannot see the "big picture." (D) is incorrect because Machiavelli clarifies that by "simple" he means short-sighted, not necessarily stupid or unsophisticated.

41) **⇒** A

The correct choice is (A) because Sun Tzu's advice to "dissimulate," or pretend to feel or think differently than one actually does is similar to Machiavelli's instructive description in lines 59 – 68 of Alexander VI. Machiavelli says that Alexander "did nothing else but deceive men, nor

ever thought of doing otherwise," and that there was never anyone who "with greater oaths would affirm a thing, yet would observe it less..." (B), (C), and (D) are all incorrect because they do not reflect the meaning of "dissimulate," and also because the concepts they represent are not mentioned by Machiavelli.

42) **⇒** B

Choice (B) is correct because in lines 63 – 67, Machiavelli is using Alexander VI as an example of someone who succeeded through dissimulation—pretending to think and feel differently than he did. (A) is incorrect because the statement in lines 43 – 46 is not specifically about Alexander. (C) and (D) are both incorrect because they do not directly address dissimulation and because they are not focused on Alexander.

43) **⇒** D

Both authors are concerned with maintaining stable governments, and both authors discuss the deception and trickery they feel is required to do so. Therefore, the correct choice is (D). (A) is incorrect because neither author seems to think that people are fundamentally good; Machiavelli even states that they are bad. (B) is incorrect because neither author mentions future generations; they both seem concerned with their own. Finally, (C) is incorrect because in these excerpts, neither author addresses ways to inspire loyalty.

44) **⇒** B

Choice (B) most accurately summarizes the passage. It mentions the main technology that led to the original hypothesis about Chicxulub (satellite technology), the process that led to the theory (deduction), and the conclusion (a geological event occurred at the site). Choices (A) and (C) are minor points in the passage. Choice (D) is incorrect because, as the passage points out in line 18, there is no longer a big hole at Chicxulub.

45) **⇒** C

Generally, a "smoking gun" is a metaphor that refers to compelling evidence, as in a murder suspect holding a gun that is still smoking from being fired. Thus, (C) is the correct choice. (A) is incorrect because there is no indication in the passage that the crater is still steaming or "smoking" 65 million years after the impact. (B) is incorrect because the passage does not identify the

it is a misinterpretation of the idiom and is not consistent with the way the evidence is discussed in the passage.

46) **➡** D

Choice (D) is correct because paragraph 2 provides the crater's name, location, condition (buried under a kilometer of rocks), and importance as the suspected site of the asteroid event proposed by the Alvarez team. Thus, it introduces Chicxulub and its scientific significance. (A) is incorrect because it is a partial answer; paragraph 2 does explain how the crater disappeared (by being buried), but it also includes other important information as well. (B) is incorrect because the paragraph does not provide descriptions of earlier discoveries. (C) is incorrect because it is too broad to describe paragraph 2.

47) **➡** A

In line 32, the "surface expression" of the buried crater is being compared to the rim of a blanket-covered bowl. One cannot see the bowl, just the shape, or "form," of its rim where it pushes up the blanket. Thus, (A) is correct. Choice (B) does not make sense in the context of the sentence since faces are unrelated to the topic of the passage. (C) is incorrect because an iteration is a repetition of a motion or an action, which could not be applied sensibly to a blanket-covered bowl. (D) is incorrect because the blanket-covered bowl in question could not be called a narrative.

48) **➡** C

Choice (C) is correct because, before the crater is compared to a blanket-covered bowl, the author says, "the impact crater has left subtle clues of its existence on the surface." Thus, the blanket-covered bowl is an example of the "subtle clues" that helped scientists identify the crater. (A) is incorrect because the blanket mimics rocks and sediment, not ice. (B) is incorrect because the blanket-covered bowl models the geography of the the crater, not the object that formed it. (D) is incorrect because neither the professor nor the passage's author recommends that readers create the model.

49) **➡** C

Choice (C) is correct because the surface feature is later described (lines 49 – 50) as water sources

Because the water is in "sink holes," (is sunk into the ground), the structures could be thought of as natural wells. (A) is incorrect because there is no mention in the passage of connections among sink holes. (B) is incorrect because the term "necklace" refers to the "perfect arc," not to jewel-like sparkling water; the water deep in the sink holes cannot be expected to sparkle in the sunlight. (D) is incorrect because a smooth ring of raised land does not fit the analogy of "a necklace of sink holes."

50) **➡** C

Choice (C) is correct; it describes the figurative "necklace" as cenotes (wells) occurring in a natural arc due to the asteroid's impact. Choice (A) is incorrect because it does not describe the sinkholes, but rather part of the discovery process. (B) and (D) are incorrect because they refer to aspects of the research other than geological evidence.

51) **➡** C

In lines 72 – 76, Pope states that satellite "maps of the region's wetlands...identified zones of groundwater discharge that correlate with the crater's structure." Thus, satellite images of underground water flow ("groundwater discharge") supported the Chicxulub hypothesis, making choice (C) correct. (A) is incorrect because celestial orbits are not mentioned in the passage. (B) is incorrect because the quantity of wetlands is not linked to the Chicxulub hypothesis. Choice (D) is incorrect because soil composition is not mentioned.

52) **➡** A

Because the diagram illustrates that some natural event produced layers of "impact debris" and "iron asteroid particles," we can infer that it supports the hypothesis that a large celestial object struck the Earth at the end of the Cretaceous period, making (A) correct. (B) is incorrect because the diagram makes no mention of new dinosaur fossil discoveries. (C) and (D) are incorrect because neither of these shortcomings are relevant enough to disprove or challenge the Chicxulub hypothesis.

Refer to the passage below to answer questions 1 – 10.

This passage is adapted from Mark Twain, *Tom Sawyer*, originally published in 1884.

line Saturday morning was come, and all the summer world was bright and fresh, and brimming with life. Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He surveyed the fence, and all gladness left him and a deep melancholy settled down upon his spirit. Thirty yards of board fence nine feet high. Life to him seemed hollow, and existence but a burden. Sighing, he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence, and sat down on a tree-box discouraged.

15 He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. ...At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

25 He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat.

30 Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment

35 and then said: "Hi-Yi! You're up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before.

40 Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

45 "Why, it's you, Ben! I warn't noticing."

"Say—I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther work—wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

50 "What do you call work?"

"Why, ain't *that* work?"

Tom resumed his whitewashing, and answered carelessly:

55 "Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you *like* it?"

The brush continued to move.

60 "Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

65 "Say, Tom, let *me* whitewash a little."

70 Tom considered, was about to consent; but he altered his mind:

"No—no—I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about

75 this fence—right here on the street, you know—
but if it was the back fence I wouldn't mind and
she wouldn't. Yes, she's awful particular about
this fence; it's got to be done very careful; I reckon
there ain't one boy in a thousand, maybe two
thousand, that can do it the way it's got to be
80 done."

"No—is that so? Oh come, now—lemme just
try. Only just a little—I'd let *you*, if you was me,
Tom."

85 "Ben, I'd like to, honest injun; but Aunt
Polly—well, Jim wanted to do it, but she wouldn't
let him; Sid wanted to do it, and she wouldn't let
Sid. Now don't you see how I'm fixed? If you was
to tackle this fence and anything was to happen to
it—"

90 "Oh, shucks, I'll be just as careful. Now
lemme try. Say—I'll give you the core of my
apple."

"Well, here—No, Ben, now don't. I'm
afeard—"

95 "I'll give you *all* of it!"

Tom gave up the brush with reluctance in his
face, but alacrity in his heart. And while the late
steamer Big Missouri worked and sweated in the
sun, the retired artist sat on a barrel in the shade
100 close by, dangled his legs, munched his apple,
and planned the slaughter of more innocents.

- As used in line 11, "operation" most nearly means
 - venture.
 - maneuver.
 - performance.
 - process.
- In paragraph 1 (lines 1 – 14), the narrator conveys Tom's attitude toward whitewashing the fence by
 - suggesting that Tom was unknowingly tricked into whitewashing the fence.
 - using hyperbole to highlight Tom's despair at the seeming enormity of the fence.
 - contrasting the simplicity of the task with Tom's relentlessly negative outlook.
 - comparing Tom to a reluctant hero embarking on a long journey.
- Which choice provides the best evidence for the answer to the previous question?
 - Lines 1 – 3 ("Saturday morning...with life.")
 - Lines 3 – 5 ("Tom appeared...a long-handled brush.")
 - Lines 7 – 9 ("Thirty yards...but a burden.")
 - Lines 9 – 11 ("Sighing, he dipped...did it again;")
- In context of the passage, paragraph 2 serves to
 - contrast Tom's generosity with the other boys' cruelty.
 - convey Tom's transformation from despondent to hopeful.
 - explain the origins of Tom's mental acuity.
 - provide justification for Tom's sorrow.
- In context of the passage, the author's statement, "Tom surveyed... as before," (lines 37 – 39) is meant to convey
 - the idea that Tom's artistic inclinations bleed into all aspects of his daily life.
 - Tom's earnest desire to impress Ben with his whitewashing skills.
 - Tom's enthusiasm for undertaking tasks with diligence and care.
 - Tom's level of commitment in his attempt to deceive Ben.
- Tom Sawyer first interests Ben in whitewashing by
 - comparing whitewashing to an activity that Ben enjoys.
 - offering Ben an apple in exchange for his help.
 - appealing to the novelty of the activity.
 - claiming that the activity is more fun than swimming.
- Tom mentions Aunt Polly (lines 71 – 89) primarily to
 - explain to Ben why he has so little time to play.
 - contrast her laziness with his diligence and determination.
 - suggest that whitewashing the fence correctly is extremely challenging.
 - imply that she will berate Ben if he does not help whitewash the fence.
- The relationship between Tom and Ben most closely resembles that between
 - a con man and his unsuspecting victim.
 - an artist and his wealthy patron.
 - a child and his disapproving father.
 - a detective and a criminal suspect.
- As used in line 97, "late" most nearly means
 - overdue.
 - recent.
 - tardy.
 - deceased.

10. Ben's impersonation of a steamboat and Tom's impersonation of an artist differ in that
- (A) Ben's act is skillful while Tom's is unconvincing.
 - (B) Ben's act is playful while Tom's is manipulative.
 - (C) Ben's act is harmless while Tom's is hurtful.
 - (D) Ben's act is offensive while Tom's is flattering.

Refer to the passage below to answer questions 11 – 21.

This passage is adapted from Lytton Strachey, *Queen Victoria*, originally published in 1921. Queen Victoria reigned in England from 1837 until her death in 1901. In 1897, countless celebrations were held across the British Empire to mark 60 years of Victoria's reign.

line The final years [of Victoria's reign] were years of apotheosis. In the dazzled imagination of her subjects Victoria soared aloft towards the regions of divinity through a nimbus of purest
5 glory. Criticism fell dumb; deficiencies which, twenty years earlier, would have been universally admitted, were now as universally ignored. That the nation's idol was a very incomplete representative of the nation was a circumstance
10 that was hardly noticed, and yet it was conspicuously true. For the vast changes which, out of the England of 1837, had produced the England of 1897, seemed scarcely to have touched the Queen...

15 But if the Queen and her epoch were profoundly separated, the points of contact between them also were not few. Victoria understood very well the meaning and the attractions of power and property, and in such
20 learning the English nation, too, had grown to be more and more proficient. During the last fifteen years of the reign, imperialism was the dominant creed of the country. It was Victoria's as well. In this direction, if in no other, she had allowed
25 her mind to develop. The British Dominions over the seas had come to mean much more to her than ever before, and, in particular, she had grown enamored of the East. The thought of India fascinated her; she set to, and learnt a little
30 Hindustani; she engaged some Indian servants, who became her inseparable attendants ... The imperialist temper of the nation invested her office with a new significance exactly harmonizing with her own inmost proclivities.

35 The English polity* was in the main a common-sense structure, but there was always

a corner in it where common-sense could not enter—where, somehow or other, the ordinary measurements were not applicable and the
40 ordinary rules did not apply. So our ancestors had laid it down, giving scope, in their wisdom, to that mystical element which, as it seems, can never quite be eradicated from the affairs of men. Naturally it was in the Crown that the mysticism
45 of the English polity was concentrated—the Crown, with its venerable antiquity, its sacred associations, its imposing spectacular array. But, for nearly two centuries, common-sense had been predominant in the great building, and
50 the little, unexplored, inexplicable corner had attracted small attention. Then, with the rise of imperialism, there was a change. For imperialism is a faith as well as a business; as it grew, the mysticism in English public life grew with it; and
55 simultaneously a new importance began to attach to the Crown. The need for a symbol—a symbol of England's might, of England's worth, of England's extraordinary and mysterious destiny—became felt more urgently than ever before. The Crown
60 was that symbol: and the Crown rested upon the head of Victoria. Thus it happened that while by the end of the reign the power of the sovereign had appreciably diminished, the prestige of the sovereign had enormously grown.

65 Yet this prestige was not merely the outcome of public changes; it was an intensely personal matter, too. Victoria was the Queen of England, the Empress of India, the quintessential pivot round which the whole magnificent machine
70 was revolving—but how much more besides! For one thing, she was of a great age—an almost indispensable qualification for popularity in England. She had given proof of one of the most
75 admired characteristics of the race—persistent vitality. She had reigned for sixty years, and she was not out. And then, she was a character. The outlines of her nature were firmly drawn, and, even through the mists which envelop royalty, clearly visible. In the popular imagination her
80 familiar figure filled, with satisfying ease, a distinct and memorable place.

In Victoria, [there was also] a peculiar sincerity. It was her sincerity which gave her at once her impressiveness, her charm, and her
85 absurdity. She moved through life with the imposing certitude of one to whom concealment was impossible—either towards her surroundings or towards herself. There she was, all of her—the Queen of England, complete and obvious;
90 the world might take her or leave her; she had nothing more to show, or to explain, or to modify; and, with her peerless carriage, she swept along her path.

*polity: form of government

Rise and Fall of the British Empire (1861 - 1991)



Adapted from graph by Arthur Wellesley, "Territorial Evolution of the British Empire," 2006

11. How does the phrase "dazzled imagination" in line 2 help establish the tone of the passage?
 - (A) It explains how much the writer admires Queen Victoria.
 - (B) It suggests that the writer is critical of public opinion at the time.
 - (C) It conveys the writer's outrage at the queen.
 - (D) It alludes to the joyful public celebrations surrounding the later years of Victoria's reign.

12. The author suggests that an elderly Victoria
 - (A) was pressured to live up to her role as an idol.
 - (B) overcame earlier deficiencies.
 - (C) suppressed criticism of herself or her reign.
 - (D) was widely regarded as a transcendent figure.

13. Which choice provides the best evidence for the previous question?
 - (A) Lines 1 - 5 ("The final years...glory.")
 - (B) Lines 8 - 11 ("That the nation's...true.")
 - (C) Lines 17 - 21 ("Victoria understood... proficient.")
 - (D) Lines 31 - 34 ("The imperialist... proclivities.")

14. In lines 22 - 23, the statement "imperialism was the dominant creed of the country" implies that
 - (A) nearly everyone in England believed that England should expand its territory.
 - (B) religious institutions included imperialistic ideas in their worship.

- (C) most English people assumed that there was global respect for the British queen.
 - (D) British people at the time often had to swear to uphold imperialistic beliefs.

15. The author's description of Victoria's fascination with the East (lines 27 - 31) is ironic because she
 - (A) showed almost no interest in the West.
 - (B) learned only Hindustani, not other languages.
 - (C) chose Indians as servants, not as friends.
 - (D) became interested once she was too old to travel.

16. As used in line 33, "office" most nearly means
 - (A) workplace.
 - (B) agency.
 - (C) position.
 - (D) duty.

17. In lines 37 and 49, the author's use of a "corner" serves as a
 - (A) reference to the partnership of the British parliament and prime minister.
 - (B) metaphor for the British public's occasional tendency to be irrational.
 - (C) figurative "place" for British society to express religious beliefs.
 - (D) mental image of the shift in the public's view of the monarchy during Victoria's reign.

18. As used in line 40, "scope" most nearly means
 - (A) freedom.
 - (B) limits.
 - (C) vision.
 - (D) reach.

19. Which implicit point about the end of Victoria's reign in the early 20th century is explicit in the graph?
 - (A) The British took control of more undeveloped nations each year.
 - (B) Great Britain conquered many lands in the East, including India and Hong Kong.
 - (C) England already occupied vast lands and was adding to them.
 - (D) The British government's expansionist policies caused the British Empire to spread.

20. The passage identifies which of the following as an important factor of Victoria's ultimate popularity?

- (A) Victoria's decades of serving the British public with great transparency
- (B) Britain's pride that Victoria was named Empress of India as well
- (C) belated public appreciation of Victoria's humility and confidence
- (D) the British public's desire to justify Britain's domineering behavior abroad

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

- (A) Line 24 – 25 ("In this direction...develop.")
- (B) Lines 55 – 58 ("The need...before.")
- (C) Lines 66 – 69 ("Victoria was...besides!")
- (D) Lines 84 – 87 ("She moved...herself.")

Refer to the passage below to answer questions 22 – 31.

This passage is adapted from Charles Darwin, *On the Origin of Species*, originally published 1859. The book laid the foundation for the study of evolutionary biology.

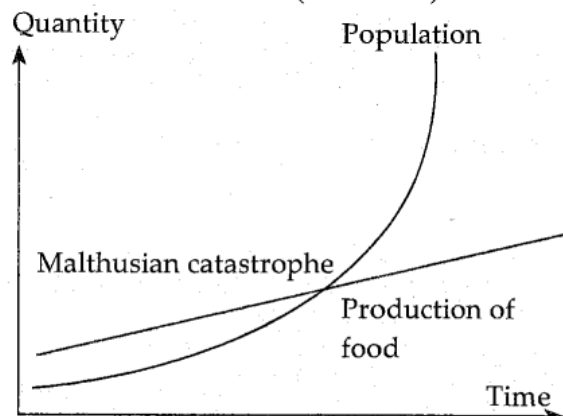
line I should premise that I use the term Struggle for Existence in a large and metaphorical sense, including dependence of one being on another, and including (which is more important) not only the life of the individual, but success in leaving progeny. Two canine animals in a time of dearth, may be truly said to struggle with each other which shall get food and live. But a plant on the edge of a desert is said to struggle for life against the drought, though more properly it should be said to be dependent on the moisture. A plant which annually produces a thousand seeds, of which on an average only one comes to maturity, may be more truly said to struggle with the plants of the same and other kinds which already clothe the ground. The mistletoe is dependent on the apple and a few other trees, but can only in a far-fetched sense be said to struggle with these trees, for if too many of these parasites grow on the same tree, it will languish and die. But several seedling mistletoes, growing close together on the same branch, may more truly be said to struggle with each other. As the mistletoe is disseminated by birds, its existence depends on birds; and it may metaphorically be said to struggle with other fruit-bearing plants, in order to tempt birds to devour and thus disseminate its seeds rather than those of other plants. In these several senses, which pass into each other, I use for convenience'

30 sake the general term of struggle for existence.

A struggle for existence inevitably follows from the high rate at which all organic beings tend to increase. Every being, which during its natural lifetime produces several eggs or seeds, must suffer destruction during some period of its life, and during some season or occasional year, otherwise, on the principle of geometrical increase, its numbers would quickly become so inordinately great that no country could support the product. Hence, as more individuals are produced than can possibly survive, there must in every case be a struggle for existence, either one individual with another of the same species, or with the individuals of distinct species, or with the physical conditions of life. It is the doctrine of Malthus applied with manifold force to the whole animal and vegetable kingdoms; for in this case there can be no artificial increase of food, and no prudential restraint from marriage. Although some species may be now increasing, more or less rapidly, in numbers, all cannot do so, for the world would not hold them.

It is good thus to try in our imagination to give any form some advantage over another. Probably in no single instance should we know what to do, so as to succeed. It will convince us of our ignorance on the mutual relations of all organic beings; a conviction as necessary, as it seems to be difficult to acquire. All that we can do, is to keep steadily in mind that each organic being is striving to increase at a geometrical ratio; that each at some period of its life, during some season of the year, during each generation or at intervals, has to struggle for life, and to suffer great destruction. When we reflect on this struggle, we may console ourselves with the full belief, that the war of nature is not incessant, that no fear is felt, that death is generally prompt, and that the vigorous, the healthy, and the happy survive and multiply.

Theory of Human Population Growth by Thomas Robert Malthus (1766 – 1834)



22. The statement in lines 6 – 8 (“Two canine... live”) sets up a contrast in the remainder of the paragraph between
- (A) competing for food and depending on other species.
 - (B) struggling for individual existence and struggling for success of one’s offspring.
 - (C) struggling against environmental factors and struggling against other organisms.
 - (D) actually fighting over food and a wider definition of the struggle for existence.
23. As used in line 2, the word “sense” most nearly means
- (A) feeling.
 - (B) wisdom.
 - (C) meaning.
 - (D) perception.
24. Darwin’s central claim in the passage is that
- (A) every living organism is engaged in a struggle for existence.
 - (B) understanding an organism’s struggle for existence is impossible.
 - (C) all organisms are part of a web of dependence.
 - (D) people should be careful to reproduce only in accordance with the food supply.
25. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 11 – 16 (“A plant which...ground.”)
 - (B) Lines 23 – 28 (“As the mistletoe...plants.”)
 - (C) Lines 40 – 45 (“Hence, as more...life.”)
 - (D) Lines 45 – 49 (“It is the...marriage.”)
26. Which statement about the struggle for existence is best supported by the graph?
- (A) Lines 1 – 6 (“I should premise...progeny.”)
 - (B) Lines 6 – 8 (“Two canine...live.”)
 - (C) Lines 28 – 30 (“In these several...existence.”)
 - (D) Lines 33 – 40 (“Every being...product.”)
27. Darwin mentions Malthus primarily to
- (A) argue that Malthus was wrong about animals and plants.
 - (B) adapt Malthus’s theory to non-human organisms.
 - (C) persuade the reader to accept Malthus’s conclusions.
 - (D) claim that increased food production would benefit all species.
28. As used in line 48, “artificial” most nearly means
- (A) fake.
 - (B) cultivated.
 - (C) imitation.
 - (D) dishonest.
29. In paragraph 3 (lines 52 – 70), Darwin’s stance could best be described as
- (A) an advocate seeking supporters for a policy.
 - (B) an expert attempting to simplify sophisticated concepts.
 - (C) a teacher advising persistence and humility.
 - (D) an environmentalist encouraging like-minded readers.
30. What is Darwin’s main point about mutual relations of organic beings?
- (A) We can comprehend them, but not fully.
 - (B) We must respect and protect them.
 - (C) We should think of ourselves as part of the system of mutual relations.
 - (D) We ought to double our efforts to study them.
31. The three-part structure of the passage most closely resembles which of the following?
- (A) Thesis-Evidence-Consequence
 - (B) Question-Answer-Discussion
 - (C) Argument-Counterargument-Synthesis
 - (D) Definition-Explanation-Commentary

Refer to the passage below to answer questions 32 – 42.

Passage 1 is adapted from Patrick Henry's speech to the Second Virginia Convention in 1775. Virginia was one of 13 British colonies in America; the colonies were debating whether to enter an armed struggle for independence from British control. Passage 2 is adapted from an 1811 speech by Tecumseh, a Shawnee Indian leader from the Northeast. After seeing his own territory overtaken by American colonists, he tried to unite all Native Americans in armed resistance. The following is from a speech he gave in Mississippi to members of the Choctaw and Chickasaw tribes.

Passage 1

line Mr. President,

...Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated... In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free, if we mean to preserve inviolate those inestimable privileges for which we have been so long contending, if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house?...The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave....There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death.

Passage 2

...The whites are already nearly a match for us all united, and too strong for any one tribe alone to resist; so that unless we support one another with our collective and united forces; unless every tribe unanimously combines to give check to the ambition and avarice of the whites, they will soon conquer us apart and disunited, and we will be driven away from our native country and scattered as autumnal leaves before the wind.

But have we not courage enough remaining to defend our country and maintain our ancient independence? Will we calmly suffer the white intruders and tyrants to enslave us?...The annihilation of our race is at hand unless we unite in one common cause against the common foe. Think not, brave Choctaws and Chickasaws, that you can remain passive and indifferent to the common danger, and thus escape the common fate. Your people, too, will soon be as falling leaves and scattering clouds before their blighting breath. You, too, will be driven away from your native land and ancient domains as leaves are driven before the wintry storms.

Sleep not longer, O Choctaws and Chickasaws, in false security and delusive hopes. Our broad domains are fast escaping from our grasp. Every year our white intruders become more greedy, exacting, oppressive and overbearing.... Before the palefaces* came among us, we enjoyed the happiness of unbounded freedom, and were acquainted with neither riches, wants, nor oppression. How is it now? Wants and oppression are our lot; for are we not controlled in everything, and dare we move without asking, by your leave*? Are we not being stripped day by day of the little that remains of our ancient liberty? Do they not even kick and strike us as they do their blackfaces**? How long will it be before they will tie us to a post and whip us, and make us work for them in their cornfields as they do them? Shall we wait for that moment or shall we die fighting before submitting to such ignominy?

* palefaces: people of European ancestry

* by your leave: with your permission

* blackfaces: people of African ancestry

32. Passage 1 strongly suggests that, given circumstances in the American colonies at the time,
- (A) expecting a peaceful solution would be wishful thinking.
 - (B) a standoff might be possible unless Americans are disarmed.
 - (C) the British governors are probably ready to negotiate seriously.
 - (D) Virginians should focus on the goal of building a strong Virginia.
33. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 4 – 5, (“We have...supplanted.”)
 - (B) Lines 5 – 7 (“In vain...reconciliation.”)
 - (C) Lines 8 – 10 (“If we wish...contending.”)
 - (D) Lines 21 – 23 (“Will it be...house?”)
34. As used in line 14, “object” most nearly means
- (A) recipient.
 - (B) item.
 - (C) goal.
 - (D) protest.
35. In line 26, Henry uses the phrase “Our chains are forged!” primarily to
- (A) allude to the work of making weapons to fight the British.
 - (B) argue that the colonists are already doomed.
 - (C) encourage a debate in Virginia about whether to own slaves.
 - (D) suggest that complete political oppression is imminent.
36. Tecumseh’s metaphor of autumn leaves blown by wind (lines 49 – 51) primarily conveys the idea that
- (A) European people will destroy vital plants and animals.
 - (B) native people will be forcibly detached from communities.
 - (C) his listeners’ dreams for a better life will be crushed.
 - (D) everyone involved will be unable to exercise self-restraint.
37. Tecumseh strongly suggests in Passage 2 that, for native tribes,
- (A) preparing to defend their own territories is paramount.
 - (B) a natural strategy would be identifying with African American slaves.
 - (C) retaining each tribe’s unique culture is a major concern.
 - (D) overcoming their differences is crucial for their survival.
38. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 55 – 57 (“The annihilation...foe.”)
 - (B) Lines 58 – 61 (“Think not...fate.”)
 - (C) Line 68 – 69 (“Our broad...grasp.”)
 - (D) Lines 79 – 80 (“Do they not...blackfaces?”)
39. As used in line 74, the word “wants” most nearly means
- (A) wishes.
 - (B) privations.
 - (C) interests.
 - (D) objectives.
40. In Passage 2, does Tecumseh base his pro-war argument on the same premise as Patrick Henry does in Passage 1?
- (A) Yes, because both refer to their frustration with ineffective written and verbal protests.
 - (B) Yes, because both predict that courage and vigilance can overcome a stronger enemy.
 - (C) No, because unlike Henry, Tecumseh claims that the war has already begun.
 - (D) No, because unlike Henry, Tecumseh warns of the complete loss of communities.
41. One difference between the two speakers’ arguments in the passages is that
- (A) Tecumseh describes his own experiences in battle.
 - (B) Henry claims he is ready to die for the cause.
 - (C) Henry supports unifying the rebels.
 - (D) Tecumseh warns about literal slavery.
42. Passages 1 and 2 both feature which component?
- (A) Evidence in terms of facts and figures
 - (B) A rhetorical question about dying
 - (C) A reference to past heroes who prevailed against all odds
 - (D) A narrative account of a person’s suffering

Refer to the passage below to answer questions 43 – 52.

This passage is adapted from Monte Basgall, “A smashing success,” 2014 by the Krell Institute. The passage primarily discusses the acquisition and analysis of data from particle colliders, which guide groups of particles into near-light-speed collisions. These collisions can reveal even smaller particles, many of which can only be observed during particle collisions.

line In 2012, as a worldwide collaboration of physicists labored to assemble findings that would spawn global headlines, 33 computational scientists at Brookhaven National Laboratory
5 were working equally long and tense hours to keep many of those particle hunters supplied with constantly updated information.

“Those were probably the most exciting moments of my professional career, and this
10 was true for many other people working in computing,” recalls Michael Ernst about his group’s role in the discovery of the Higgs boson. Ernst directs the RHIC and ATLAS Computing Facility (RACF) at Brookhaven, which has served
15 as a key data hub for two massive particle accelerators making landmark findings in physics.

“It was essential for everybody directly involved in the analysis to have immediate access to the data. Everybody was committed to
20 resolving problems, regardless of what the hour. Whenever something was not going as projected there were automatic alarms, and people got out of their beds to solve these problems immediately.”

Since 2000, RHIC – for Relativistic Heavy Ion Collider – has pushed gold ions to near-light speeds around a 2.4-mile racetrack at Brookhaven, colliding them at energies of up to 500 billion electron volts (GeV). That high-energy crash is
30 thought to free an optimal number of quarks from their normal bondage to gluons, something theoreticians say last happened 100 millionths of a second after the Big Bang.

Researchers anticipated the collisions would
35 result in intensely hot gaseous plasmas of quarks and gluons. But RHIC experiments are instead showing these extreme conditions create a perfect liquid – a substance that flows with virtually no viscosity.

40 The RHIC, in essence, is a time machine. So is the Large Hadron Collider (LHC), a 17-mile track at the French-Swiss border. At intervals since 2008, the LHC has smashed together beams of protons at energy levels of up to 8 trillion electron
45 volts (TeV). Theoretically, that can recreate other kinds of physics from just after the Big Bang.

The LHC’s most notable finding to date is the apparent discovery of the last major fundamental particle needed to complete the Standard Model
50 dictated by quantum mechanics. Theoreticians say

the Higgs boson begat the mass in most states of matter.

55 The Tevatron, a 4-mile, 1 TeV proton-and-antiproton smasher at the Fermi National Accelerator Laboratory (Fermilab) near Batavia, Illinois, narrowed down the Higgs search before closing in 2011. That quest then refocused at the higher-energy LHC. Meanwhile, both Fermilab and Brookhaven took on major roles in the
60 European-based mission.

Seeking particles and states of matter that don’t exist in today’s world are needles-in-haystacks challenges that demand careful sifting through the many fragments from ferocious
65 matter smashing.

The Higgs challenge has confronted about 6,000 scientists from 38 nations with byproducts from 600 million proton-proton collisions per second, reports CERN, the laboratory that hosts
70 the LHC. Only one of each trillion such bust-ups would likely create a Higgs, Brookhaven experts say. Caught outside its time zone, each candidate Higgs would instantly decay, in as many as a dozen ways, into other detectable particles.

75 RHIC’s gold-gold ion smashups, meanwhile, occur thousands of times a second to generate many more fragments for more than 1,000 other investigators in the U.S. and abroad to analyze.

80 These two divergent experiments pose another set of challenges for the information scientists at Ernst’s RACF. Besides managing megadata for all RHIC collaborators, Brookhaven and Fermilab also agreed to split the more imposing information management duties for all
85 U.S. collaborators in the LHC.

That means RACF serves about 600 Americans who analyze fragments logged by the LHC’s huge ATLAS particle detector. Fermilab supplies an equal number using LHC’s other
90 detector, called CMS.

RACF is among about 140 data centers sharing the LHC’s information-handling duties via a high-speed global fiber optic data grid. PanDA, a special workload management system
95 for ATLAS that draws on disk storage, processors and enabling software, ensures that all of that detector’s researchers receive whatever data they need, regardless of where they’re working.

100 “I think it’s fair to say that all these resources combined form a worldwide distributed supercomputer,” Ernst says.

43. Over the course of the passage, the focus of the article shifts from
- (A) the benefits of experimentation to the costs of experimentation.
 - (B) the production of data to the analysis of data.
 - (C) developments in the United States to developments in Europe.
 - (D) historic notions of the genesis of the universe to contemporary developments.
44. As used in line 16, "landmark" most nearly means
- (A) geographic.
 - (B) visible.
 - (C) inspiring.
 - (D) seminal.
45. Based on Ernst's description in lines 18 – 25, the atmosphere at the RACF facility is best described as
- (A) pressing and collaborative.
 - (B) frantic and competitive.
 - (C) frustrated and aggressive.
 - (D) open and forgiving.
46. In paragraph 4 (lines 26 – 34), the author mentions "near-light speeds," "energies of up to 500 billion electron volts," and "100 millionths of a second" primarily to
- (A) provide the reader with the sense of the magnitude of the endeavor.
 - (B) convince the reader of the wastefulness of the experimental procedures.
 - (C) intimidate the reader with difficult concepts.
 - (D) encourage the reader to reach out to laboratories and get involved.
47. In paragraph 6 (lines 41 – 47), the author refers to the RHIC and the LHC as time machines primarily to convey the idea that
- (A) they challenge traditional concepts of time and space.
 - (B) they were first envisioned by science-fiction writers.
 - (C) they allow us to study the origins of the universe.
 - (D) they provide glimpses of processes that have not yet occurred.
48. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 30 – 34 ("That high-energy crash...Big Bang.")
 - (B) Lines 37 – 40 ("But RHIC experiments...no viscosity.")
 - (C) Lines 62 – 66 ("Seeking particles and...matter smashing.")
 - (D) Lines 67 – 71 ("The Higgs challenge...the LHC.")
49. According to the passage, the RHIC and LHC produce collisions of
- (A) ions and protons, respectively.
 - (B) gluons and quarks, respectively.
 - (C) antiprotons and protons, respectively.
 - (D) ions and neutral atoms, respectively.
50. In the context of the passage, the author's use of the phrase "needles-in-haystacks" (lines 63 – 64) is primarily meant to convey the
- (A) difficulty and laboriousness of the scientists' task.
 - (B) mathematical impossibility of the search.
 - (C) necessity of collaboration in science.
 - (D) smallness of the Higg's boson compared to an atom or ion.
51. The passage most strongly suggests which of the following about the Higgs boson?
- (A) It does not actually exist.
 - (B) It has sparked much controversy among scientists.
 - (C) Its existence has been suspected since antiquity.
 - (D) It can only be identified indirectly.
52. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 8 – 12 ("Those were probably...Higgs boson.")
 - (B) Lines 46 – 47 ("Theoretically, that can...Big Bang.")
 - (C) Lines 48 – 51 ("The LHC's most...quantum mechanics.")
 - (D) Lines 62 – 66 ("Seeking particles and...matter smashing.")



1)  D

The word "operation" refers to the process of dipping the brush in the whitewash and painting the fence, which Tom repeats over and over, so (D) is correct. Choice (A), "venture," does not refer to a process; it is a risky adventure or journey. Choice (B), "maneuver," refers to a carefully executed series of movements; the word implies a level of skill that does not fit the context of painting the fence as well as "operation" and "process" do. Choice (C) is incorrect because Tom is not giving a performance for anyone by painting the fence; he is simply going about his work for the day.

2)  B

The author speaks of the "far-reaching continent" of fence that Tom is required to paint. The author also speaks of life being "hollow" and a "burden" for Tom. These are exaggerations meant to convey Tom's child-like discouragement at having to paint such a large fence. (B) is correct because "hyperbole" refers to exaggerated speech or writing. (A) is incorrect because there is no evidence that Tom was tricked into painting the fence. In fact, the passage later reveals that Tom tricks another into painting the fence for him. (C) is incorrect because, although it is true that the job is simple and that Tom is negative, the answer choice implies a note of judgment; the author, in contrast, simply conveys Tom's childish feelings, creating ironic humor as a result. (D) is incorrect because it is *too* hyperbolic; Tom's attitude does not extend to thinking of himself as a hero.

3)  C

In lines 8–9, the author writes that life seems "hollow" to Tom and existence a "burden." These

terms are meant to convey the depth of Tom's discouragement at having to paint the fence by using hyperbole. Thus, (C) is correct. Choice (A) is incorrect because it does not establish Tom's mood, instead making a general comment on the day appearing "bright" and "fresh." Choice (B) is incorrect because it simply explains that Tom appeared with a brush and a bucket of whitewash, which does not convey Tom's attitude toward painting the fence. Finally, while (D) does convey a slight sense of discouragement and weariness in Tom, the statement does not convey the depth of Tom's discouragement.


4)  B


Paragraph 2 starts out by discussing Tom's sorrow at having to paint the fence. Yet the paragraph transitions to a moment of "magnificent inspiration" that encourages Tom and brightens his mood. Thus, choice (B) is correct. (A) is incorrect because the paragraph does not mention Tom's generosity, only that he has a plan that cheers him up. (C) is incorrect because paragraph 2 does not discuss Tom's background or intelligence. (D) is incorrect because the paragraph describes Tom's feelings but does not justify them.


5)  D


The statement in lines 37–39 indicates that Tom is fascinated with his painting task. Yet the reader understands that Tom is pretending: the reader knows that Tom does not want to paint the fence and that he was suddenly struck by an idea. Thus, (D) is correct. (A) and (B) are incorrect because one can infer that Tom's motivation is neither artistic expression nor making a good impression on one of his peers. (C) is incorrect because the reader knows that moments before, Tom was

unenthusiastic about the task, and there is no indication that he has changed his mind.


- 6)  C
Choice (C) is correct because Tom interests Ben by saying, "Does a boy get a chance to whitewash a fence every day?" (lines 61 – 62), implying that it is a rare opportunity. (A) is incorrect because Tom does not mention any other activities; rather, he pretends to focus all attention on whitewashing. (B) is incorrect because it is Ben who offers Tom an apple, not the other way around. (D) is incorrect because Tom does not mention swimming.


- 7)  C
The correct choice is (C) because Tom speaks of Aunt Polly as an authority figure who is "awful particular," and that painting the fence "has got to be done very careful." He implies that Aunt Polly has privileged him by asking him to take on a task that only "one boy in a thousand, maybe two thousand," could do. (A) is incorrect because Tom does not blame Aunt Polly for depriving him of play time; he instead speaks of her with what appears to be reverence. (B) is incorrect because, while Tom pretends to be diligent for the sake of his ruse, he never suggests that Aunt Polly is lazy. (D) is incorrect because the opposite is true; Tom implies that Aunt Polly would not want Ben to help.


- 8)  A
Tom's despondence changes when he has the idea to manipulate Ben into painting the fence for him. Thus, Tom is similar to a con man who wants to deceive Ben into thinking that whitewashing the fence is enjoyable and requires the talents of an expert, so (A) is correct. (B) is incorrect because a patron hires an artist to produce art, but in this case neither boy is paying the other to create anything for him; rather, Ben is "paying" Tom for the privilege of doing the work. (C) is incorrect because neither boy has authority over the other, and neither boy disapproves of the other. (D) is incorrect because Tom is not trying to find or catch Ben, and vice versa. Tom's principal aim is to get Ben to take over his chore.

- 9)  B
Lines 97 – 99 discuss "the late steamer" and "the retired artist." Ben was *recently* "personating (impersonating) a steamboat," and the reader can

understand that Tom was pretending to be an artist, so (B) is correct. (A) and (C) are incorrect because neither refers to a past condition that ended. (D) is incorrect because it does not make sense to speak of "the late steamer" as deceased, since Ben is actively working on the fence.

- 10)  B
Choice (B) is correct because the passage indicates that Ben is being playful when impersonating a steamboat, revealing that "his heart was light" as he committed to his impersonation. On the other hand, Tom's impersonation of an artist is designed to interest Ben in painting the fence through manipulation. (A) is incorrect because there is little indication that Ben's impersonation of a steamboat evinces any skill while Tom's impersonation of an artist is apparently convincing. (C) is incorrect because, while Ben's impersonation of a steamboat may be harmless, saying that Tom is hurting Ben by impersonating an artist is not entirely true. (D) is incorrect because there is no indication in the passage that Ben's impersonation offends Tom, and Tom is not offering artificial compliments to Ben.


- 11)  B
Choice (B) is correct because to say that the public viewed the queen with "dazzled imagination" is to say that the public was not facing reality; the British people were choosing to believe a fantasy. Such a statement is a criticism of public opinion. (A) is incorrect because the author expresses subtle criticism, not admiration, throughout the passage. (C) is incorrect because the phrase "dazzled imagination" reflects criticism of the public's views, not outrage toward the Queen. (D) is incorrect because the phrase refers to public opinion, not specifically to public celebrations.

- 12)  D
The answer is (D) because the author indicates that Queen Victoria's subjects seemed to picture her as approaching "regions of divinity;" in other words, she transcended humanity and became god-like. (A) is incorrect because the passage does not indicate that the queen was pressured by anyone. (B) is incorrect because the author claims that the public largely ignored the Queen's deficiencies, not that she overcome them. (C) is incorrect because there is no indication that

Victoria tried to suppress criticism.

13)  A

The correct choice is (A) because lines 1–5 say that the public thought of Victoria as soaring toward “the regions of divinity,” or coming close to being a god. (B), (C), and (D) are incorrect because none of these choices suggest that Victoria was regarded as divine or god-like.

14)  A

Choice (A) is correct because a “creed” is a set of beliefs; therefore, a “dominant creed” would be something that most people believe. Imperialism requires the assumption that one’s country should expand and is entitled to take over other areas. (B) is incorrect because the passage is not discussing religious institutions or worship ceremonies. (C) is incorrect because the phrase refers to beliefs regarding the right to take over certain territories, not about how people around the globe felt about the queen. Finally, (D) is incorrect because the author does not assert that English people were forced to swear to anything.

15)  C

Choice (C) is correct because an irony is something that is deliberately contrary to what one would expect. Usually, when people are “enamoured” of a place, they seek out friendships to respectfully learn and understand different ways of doing things. But the author implies that by employing Indian servants, the Queen symbolically placed herself above India’s culture. (A), (B), and (D) are incorrect because there is no indication that any are true in the passage.

16)  C

The answer is (C) because lines 31–32 indicates that public support for imperialism gave *her office* a new significance. In other words, the feeling was not necessarily about Victoria herself. The claim is that because the British public needed to justify its own feeling of entitlement, it suddenly felt that the British monarch (whoever held the top position) was important. (A), (B), and (D) are incorrect because none of the words make sense in the context of line 30.


17)  B

In lines 35–39, the author uses imagery: British politics is like a building (structure) in which

everything is practical. But in the metaphor, there is one corner of the “building” inhabited by superstition rather than by common sense, representing the public’s irrational and mystical beliefs related to the monarchy. Thus, the answer is (B). (A) is incorrect because government branches are not mentioned; (C) is incorrect because religion is not the focus of the passage; and (D) is incorrect because the author uses the “corner” as a metaphor for limited irrationality, not a shift in public opinion.

18)  A

Choice (A) is correct because to give someone “scope” to do something is to give him or her freedom to do it. Choice (B), “limits,” is another common meaning of scope, which does not make sense in this context. (C) and (D) are also other meanings of “scope” that do not make sense in the context of line 40.

19)  C

According to the graph, British-controlled lands increased from around 8 million square miles to around 12 million from the middle of the 19th century to the end. Thus, the answer is (C) because the author implies that the country was expanding its reach during the later years of Victoria’s reign. (A) and (B) are incorrect because the graph does not indicate specific regions or nations that were added to the Empire. (D) is incorrect because the graph does not depict information about British policies.

20)  D

The correct choice is (D). In paragraph 3 (lines 35–63), the author argues that the British public needed to believe in its own “mysterious destiny” to rule others, and the monarchy became the symbol of that belief system. (A) is incorrect because there is no indication that Victoria served with “transparency.” (B) is incorrect because Victoria’s title as “Empress of India” is barely mentioned in the passage. (C) is incorrect because the author does not describe Victoria as acting humbly or having a sense of humility. Rather, she has an “imposing certitude” that there was nothing about her that needed changing.


21)  B

The answer is (B) because lines 55–58 support

the claim that Victoria owed her popularity to her subjects' need to justify imperialism with a symbol. (A) is incorrect because lines 24 – 25 discuss Victoria's own learning, but not public opinion. (C) and (D) are incorrect because they speculate about a possible view of Victoria at the time, but do not directly support the claim that she was popular because she was a necessary symbol for imperialism.

22)  D

Darwin states at the beginning of the paragraph that he uses the term "struggle for existence" in a "large and metaphorical sense," then sets that against the example of the "two canine animals," such as wolves or dogs, fighting for food when there is a dearth (shortage) of it. His point is that the struggle for existence extends beyond the out-and-out fight to eat between two animals. Thus, the answer is (D). Choices (A), (B), and (C) are incorrect because they do not describe the author's basic contrast in the paragraph.

23)  C

The correct choice is (C) because in line 2, the author explains in what sense he is using a term—that is, what *meaning* he intends. Choices (A), (B), and (D) are incorrect because the author is not discussing the feeling, wisdom, or perception of what he intends, but rather, the meaning.


24)  A

Choice (A) is correct because Darwin is painting a new world-view for readers of his era in which nature is not gentle, and large-scale "destruction" is normal. (B) is incorrect because, although Darwin does make the claim that such understanding is ultimately impossible, it is not the passage's main focus. (C) is incorrect because, while Darwin does mention dependence among organisms, it is, again, not his main topic. (D) is incorrect because Darwin does not mention anything about human reproduction levels.

25)  C

Choice (C) is correct because lines 40 – 45 support the claim that all organisms struggle to survive because more are produced than can survive. (A) is incorrect because it is a specific example, not a statement that summarizes the main point of the passage. (B) is incorrect because, again, it is


only one example of an organism's competitive challenge. (D) is incorrect because it refers to a theory that helps explain the point; it is not in and of itself a central claim.

26)  D

Choice (D) is correct because the graph depicts the "principle of geometric increase" in population that Darwin mentions in lines 37 – 38, as well as the way that a population inevitably exceeds its food supply such that "no country could support" it. Choices (A), (B), and (C) are incorrect because they describe aspects of the struggle for existence but only relate to the graph indirectly.

27)  B

The correct choice is (B). In lines 45 – 49, after Darwin makes his main claim about the struggle for existence, he explains that he has been describing Malthus's population theory, but in relation to animals and plants. (A) is incorrect because Darwin is using, not rejecting, Malthus's theory. (C) is incorrect because Darwin does not provide evidence or reasoning to support Malthus; he assumes the reader already accepts Malthus's conclusions. (D) is incorrect because Darwin is not discussing artificial food production.

28)  B

Choice (B) is correct because in line 48, Darwin mentions that plants and animals must rely on a natural food supply, presumably as opposed to humans, who have an "artificial" food supply in the sense that we can grow crops and raise animals; in other words, we can *cultivate* food. (A) and (C) are incorrect because Darwin clearly is not referring to fake or imitation food, but simply to food that is not wild. (D) is incorrect because there is no indication that Darwin considers cultivating food to be dishonest.

29)  C

The correct choice is (C). In paragraph 3, Darwin says that it is good to try to understand why some species or individuals have advantages, but to keep in mind that it will be impossible to completely succeed, because of limitations in our perceptions. He is most like a teacher encouraging his students to persist in a difficult task. (A) is incorrect because Darwin does not propose any policies in the passage. (B) is incorrect because Darwin is not simplifying concepts but

commenting on them. (D) is incorrect because Darwin does not promote any action except research and study.

30)  A

Choice (A) is correct because Darwin points out that when we try to comprehend all of the connections (“mutual relations”) between an organism and its environment, we will inevitably fail, and that we should be aware of that, even though it is difficult to accept. (B) is incorrect because Darwin does not advocate respect or protection for organisms or habitats in the passage. (C) is incorrect because Darwin does not claim that humans are part of these relationships. Finally, (D) is incorrect because Darwin does not explicitly advocate more study.

31)  D

In paragraph 1, Darwin defines several senses of the term “Struggle for Existence.” In paragraph 2 he explains why this struggle takes place: the high reproduction rate of species. He sums up these ideas in the last paragraph and adds some commentary about how to approach the study of organisms. Thus, the passage as a whole has a Definition—Explanation—Commentary structure, and choice (D) is correct. (A) is incorrect because the author is not presenting a thesis in paragraph 1, but is instead defining and giving examples of a term. Likewise, paragraph 3 does not provide any consequences of the discussion in the previous two paragraphs. (B) is incorrect because none of the information in paragraph 1 is stated in the form of a question. Finally, (C) is incorrect because the second paragraph is not in the form of a counterargument—the author does not argue against anything he stated in the first paragraph.

32)  A

The correct choice is (A) because in line 4, Henry says that after so many failed attempts, it would be useless (“vain”) to “indulge in fond hopes (wishful thinking) of peace and reconciliation.” (B) is incorrect because Henry is not arguing for a standoff with the British, but for war. (C) is incorrect because Henry’s point is not that the British may be ready to negotiate, but that the time for negotiating with the British has passed. (D) is incorrect because Henry is not speaking

specifically about the state of Virginia, but about the colonies as a whole.

33)  B

Choice (B) is correct because, in lines 5 – 7, Henry describes hopes for peace as being “in vain,” or futile. (A) is incorrect because lines 4 – 5 merely provide the context for Henry’s claim about wishful thinking. (C) and (D) are incorrect because they are both part of Henry’s exhortations to the assembly to go to war, and they do not speak clearly and directly to the idea that peace is impossible under the present circumstances.

34)  C

Henry uses the phrase “the glorious object of our contest” to refer to the objective, or *goal*, of American independence. Thus, choice (C) is correct. Choice (A) is incorrect because a recipient is someone who receives something, and Henry is not talking about a “recipient” of the aim or goal of independence, but the goal itself. (B) is incorrect because an “item” is a thing, which does not make sense in the context of the sentence. (D) is also incorrect: although the colonies are protesting their treatment by the British, their protests are meant to achieve a specific *goal*—independence.

35)  D

The answer is (D). In line 26, Henry warns that if colonists do not fight, they will end up “in submission and slavery,” and he adds the metaphor “our chains are forged!” to imply that the British have prepared oppressive laws and policies for the colonies, presumably to prevent further rebellion. (A) is incorrect because Henry is speaking metaphorically about political oppression, not about making weapons to fight the British. (B) is incorrect because Henry does not use the metaphor of the chains to imply that people are doomed; rather, he is using it to warn about what could happen if colonists try to avoid war. (C) is incorrect because the threat of the chains is not addressing actual slavery, but rather a metaphor for political oppression.

36)  B

In lines 42 – 50, Tecumseh warns that Native Americans must unite or they all will be “driven from” their native country, or *forcibly detached* and “blown away” like leaves blown from trees

in autumn. Thus, (B) is correct. Since Tecumseh is only speaking metaphorically, and not literally, about autumn leaves being “blown by wind,” (A) is incorrect. (C) is incorrect because it articulates a more general consideration than what Tecumseh is speaking about. Finally, (D) is incorrect because Tecumseh is not discussing self-restraint; he is instead trying to provoke action.

37) **⇒** D

Choice (D) is correct because Tecumseh speaks of the need for the different Native American tribes to unite and collectively face the danger that is upon them. (A) is incorrect because it encompasses part of Tecumseh’s message, but not its overall focus on uniting forces. (B) is incorrect, because while Tecumseh does state that whites “kick and strike” them as they do African Americans (lines 79 – 80), Tecumseh does not imply that Native American tribes should unite with African Americans. Finally, (C) is incorrect because Tecumseh’s focus is on the tribes’ need to unite and see themselves as one group; he is not discussing how to preserve unique tribal cultures.

38) **⇒** A

(A) is the correct choice because in lines 55 – 57, Tecumseh clearly states his fear that the very survival of native tribes is at stake, and that their only hope is to combine forces to fight. (B) is incorrect because it is more of a general warning to the audience than an articulation of his overall message. (C) is incorrect because Tecumseh states that the tribes’ lands are fast disappearing to support a call to arms; it is not in itself what he mainly suggests. Choice (D) contains a rhetorical question that Tecumseh is using to motivate Native Americans to unite, so it is not a direct message.

39) **⇒** B

Usually “want” is used as a verb that is similar in meaning to “desire.” The noun form of “want” refers to a lack of something, as in a “need.” Tecumseh is saying here that the Native American tribes had neither riches nor wants—they were not rich but they did not lack anything that they needed. Only choice (B)—“privations”—means the same thing as “want” in this context. (A) is

incorrect because having a “wish” is having a desire for something, while having a “want” is having an unmet need. (C) is incorrect because an “interest” is a desire to know something or learn something. This is conceptually different from a want. Finally, (D) is incorrect because an “objective” is an aim or goal, not quite the same as an unmet need.

40) **⇒** D

The correct choice is (D). The two passages differ in that Henry warns about political oppression while Tecumseh warns of being evicted and scattered—a “complete loss of communities.” (A) is incorrect: although Tecumseh accuses the Choctaws and Chickasaws of having “false security and delusive hopes” of peace, he does not explicitly describe peaceful yet ultimately ineffective protests. (B) is incorrect because neither writer predicts victory; only that war is inevitable. (C) is incorrect because both men, not just Tecumseh, state that war has begun or been ongoing.

41) **⇒** D

Choice (D) is correct. In Passage 1, Henry speaks metaphorically of the colonists’ chains being forged, but the colonists are not in danger of being literally enslaved. This fact distinguishes Henry’s argument from Tecumseh’s argument in Passage 2, because Tecumseh warns of literal slavery if the Native American tribes do not unite to face the whites. (A) is incorrect because neither Henry nor Tecumseh describe their own experiences in battle. (B) is incorrect because Tecumseh expresses his willingness to die for his cause, asking rhetorically whether tribes should wait for slavery, or die fighting against it. Similarly, (C) is incorrect because both men speak of the need for unity; Henry exhorts his audience to join others to the north by saying “Our brethren are already in the field!” while Tecumseh also calls for tribes to combine forces.

42) **⇒** B

Choice (B) is the correct answer because both speakers ask questions that are intended to motivate their audiences to risk their lives in battle. Henry asks, “Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?” Tecumseh warns of slavery and asks,

“Shall we wait for that moment, or shall we die fighting before submitting to such ignominy?” (A) is incorrect because neither passage uses “facts and figures.” (C) is incorrect because neither passage mentions heroes. Finally, (D) is incorrect because both passages speak of the plight that their audiences face, and not specifically about the suffering of any one individual.

43)  B

Paragraphs 1 and 2 discuss the roles of computational scientists and the role of Brookhaven in managing the vast quantities of data from the collision experiments that physics researchers around the world sort through. In paragraphs 10 and 12, the author discusses the task of analyzing the enormous amount of data generated by particle colliders. Thus, (B) is correct. (A) is incorrect because the author does not speak about benefits and costs of experimentation. (C) is incorrect because the author shifts throughout the article from discussing the work of teams in the United States to discussing the work of teams in Europe. There are no places in the article where the focus is exclusively on the United States, and then exclusively on Europe. Finally, (D) is incorrect because although the passage briefly mentions current ideas about the genesis of the universe, there is no mention of past theories.

44)  D

A “landmark” finding is one that is so significant that it marks a change or a turning point in thinking. Thus, (D) is the correct choice because only the term “seminal” conveys a similar significance; “seminal” refers to new, influential ideas. Choice (A), “geographic,” is incorrect because “landmark” is not being used in a literal sense to refer to a structure or natural feature. (B) is incorrect because “visible” does not make sense in the context. In addition, (C) is incorrect because it adds a subjective evaluation of the findings and therefore is not a precise substitute.

45)  A

Choice (A) is correct because the author quotes Ernst as saying that all of the individuals involved were committed to solving problems with the work, regardless of the time of day or night. This suggests that workers felt both collaborative and pressed for time. (B) is incorrect because although

the atmosphere may have been stressful, to say that it was “frantic” is too strong; there is also no indication that it was competitive. (C) is incorrect because there is no evidence that the scientists involved were frustrated. The fact that problems were tackled head-on whenever they arose speaks to their dedication, not to frustration or aggression. Finally, (D) is incorrect because the quotes refer to the professional working atmosphere at the facility, not to the emotional atmosphere.

46)  A

The extraordinary factors described in the work indicate the magnitude of the experiments. Thus, (A) is correct. (B) is incorrect because it conflicts with the author’s positive tone toward the experiments being conducted, and there is no evidence that the author thinks the experimental procedures are wasteful. Likewise, (C) is incorrect because the author does not use jargon or references to concepts that might undermine the reader’s self-confidence, and instead takes a neutral, explanatory tone. Finally, (D) is incorrect because at no point in paragraph 4 or in the passage as a whole does the author encourage the reader to get involved in the experiments.

47)  C

The author mentions that the RHIC allows collision experiments to free quarks from gluons, which last occurred 100 millionths of a second after the Big Bang—the explosion that created the universe. Taken in conjunction with the claim that both the RHIC and LHC are “time machines,” this suggests that both of these experiments allow physicists to better understand the Big Bang. Thus, (C) is correct. (A) is incorrect because no mention is made in the passage about challenges to traditional notions of time and space. (B) is incorrect because the passage does not anywhere mention science-fiction. (D) is incorrect because the passage explicitly states that colliders provide information about how the universe began, not about what might occur in the future.


48)  A

Choice (A) is correct because in lines 30 – 34, the author explicitly states that research from the colliders provides information about the Big Bang. (B) does not directly support the connection

between the research and the Big Bang, but rather provides a brief description of an apparent discovery from the research. (C) and (D) both provide information about the research process, but do not support the concept that the colliders are "time machines" because they give us a glimpse of the Big Bang.

49)  A

Lines 27 – 28 mentions that the RHIC smashes gold ions at speeds close to the speed of light; line 43 mentions that the LHC smashes protons into each other. Thus, (A) is the correct answer. (B), (C), and (D) are incorrect because they are not mentioned as colliding particles.

50)  A

The phrase "needle in a haystack" is meant to convey the difficulty of finding something that is hidden among countless similar things. Thus, (A) is correct. (B) is incorrect because the passage nowhere mentions the mathematical impossibility of finding what the experimenters are looking for. Similarly, (C) is incorrect because the author does not use the image of the needle in the haystack to convey an idea about collaboration, but rather about the task itself. (D) is incorrect because the passage never discusses the size of the Higgs boson relative to an atom or ion.

51)  D

In lines 73 – 75, the author states that even if the colliders create a Higgs boson, it would "instantly" decay into particles that are "detectable." Similarly, lines 62 – 63 state that the search for "particles and states of matter that don't exist in today's world" is challenging. These statements strongly suggest that the Higgs boson can only be detected indirectly, so (D) is correct. (A) is incorrect because the passage nowhere states that the Higgs boson does not exist, or that scientists suspect that it does not exist. Likewise, (B) is incorrect because there is no indication that the search for the Higgs has generated controversy. Finally, (C) is incorrect because the passage offers no claim or evidence that the existence of the Higgs boson has been suspected since ancient times.

52)  D

The correct choice is (D), because lines 62 – 66

point out that the Higgs boson is a particle that does not exist today, and that it must be made by the colliders. The implication is that the Higgs boson can only be detected through indirect evidence. (A) is incorrect because it describes the researchers' excitement, not the method for identifying the Higgs boson. (B) is incorrect because it focuses on the possible results of particle collision experiments, but does not specify whether the results would be obtained directly or indirectly. (C) does focus on the Higgs boson discovery, but it is incorrect because it describes the significance of finding the particle, not the method used to find it.

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Refer to the passage below to answer questions 1 – 10.

This passage is adapted from W.E.B. Dubois, *The Souls of Black Folk*, originally published in 1903. Dubois was an African-American sociologist, historian, author, and activist who devoted his life to securing equal rights for African Americans.

line Between me and the other world there is ever an unasked question: unasked by some through feelings of delicacy; by others through the difficulty of rightly framing it. All, nevertheless, flutter 'round it. They approach me in a half-hesitant sort of way, eye me curiously or compassionately, and then, instead of saying directly, "How does it feel to be a problem?" they say, "I know an excellent colored man in my town;" or, "I fought at Mechanicsville;"* or, "Do not these Southern outrages make your blood boil?" At these I smile, or am interested, or reduce the boiling to a simmer, as the occasion may require. To the real question, How does it feel to be a problem? I answer seldom a word.

And yet, being a problem is a strange experience, peculiar even for one who has never been anything else, save perhaps in babyhood and in Europe. It is in the early days of rollicking boyhood that the revelation first bursts upon one, all in a day, as it were. I remember well when the shadow swept across me. I was a little thing, away up in the hills of New England, where the dark Housatonic winds between Hoosac and Taghkanic to the sea. In a wee wooden schoolhouse, something put it into the boys' and girls' heads to buy gorgeous visiting-cards—ten cents a package—and exchange. The exchange was merry, till one girl, a tall newcomer, refused my card,—refused it peremptorily, with a glance.

Then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil. I had thereafter no desire to tear down that veil, to creep through; I held all beyond it in common contempt, and lived above it in a region of blue sky and great wandering shadows. That sky was bluest when I could beat my mates at

40 examination-time, or beat them at a foot-race, or even beat their stringy heads.

Alas, with the years all this fine contempt began to fade; for the words I longed for, and all their dazzling opportunities, were theirs, not mine. But they should not keep these prizes, I said; some, all, I would wrest from them. Just how I would do it I could never decide: by reading law, by healing the sick, by telling the wonderful tales that swam in my head,—some way. With other black boys the strife was not so fiercely sunny: their youth shrunk into tasteless sycophancy, or into silent hatred of the pale world about them and mocking distrust of everything white; or wasted itself in a bitter cry, Why did God make me an outcast and a stranger in mine own house? The shades of the prison-house closed round about us all: walls straight and stubborn to the whitest, but relentlessly narrow, tall, and unscalable to sons of night who must plod darkly on in resignation, or beat unavailing palms against the stone, or steadily, half hopelessly, watch the streak of blue above.

After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world,—a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

* Mechanicsville: a city in Virginia near which several important Civil War battles were fought.

1. In the context of the passage, the "other world" referred to in line 1 most likely refers to
 - (A) those who do not view the narrator as a "problem."
 - (B) those who hope to gain a better understanding of American culture.
 - (C) those who enjoy social privileges that are denied to black Americans.
 - (D) those who refuse to recognize the cultural differences among individuals.
2. The "unasked question" discussed throughout paragraph 1 (lines 1 – 15) is best described as
 - (A) the subtext of a conversation between a white and a black American.
 - (B) the rhetorical device that the narrator often uses in conversation.
 - (C) a puzzling social imbalance that exclusively affects the narrator.
 - (D) a serious concern among American writers and orators.
3. As used in line 4, "framing" most nearly means
 - (A) presenting.
 - (B) establishing.
 - (C) drafting.
 - (D) placing
4. Which of the following best describes the way that paragraph 2 (lines 16 – 30) functions in the passage as a whole?
 - (A) It sets the nostalgic tone that dominates the passage.
 - (B) It provides a window into the initial shock of being excluded.
 - (C) It emphasizes the importance of the "unasked question" introduced in paragraph 1.
 - (D) It establishes the contrast between the author's determination and the laziness of others.
5. The statement "or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil," (lines 33 – 34) primarily serves to
 - (A) distinguish the narrator from other black Americans.
 - (B) point out specific similarities between different cultures.
 - (C) state that black Americans are not inherently different from others.
 - (D) suggest that black Americans do not realize that they are different from others.
6. By paragraph 4 (lines 42 – 62), the "region of blue sky" introduced by the narrator in paragraph 3 (lines 31 – 41) becomes
 - (A) something to be celebrated rather than avoided.
 - (B) a useful tool rather than an unattainable goal.
 - (C) a manageable nuisance rather than a constant distraction.
 - (D) a metaphor for unattainable dreams rather than a viable means of escape.
7. From paragraph 3 (lines 31 – 41) to paragraph 4 (lines 42 – 62), the narrator's attitude toward the opportunities denied to black Americans changes from
 - (A) burning jealousy to resignation.
 - (B) disdain to defiant desire.
 - (C) ambivalence to concern.
 - (D) contentment to rebellion.
8. As used in line 54, "bitter" most nearly means
 - (A) sharp
 - (B) churlish
 - (C) petulant
 - (D) aggrieved
9. What does the narrator suggest about the "veil" that separates black Americans from the opportunities available to others?
 - (A) It contributes to the formation of a "double-consciousness" in black Americans.
 - (B) It creates a rift between the narrator's generation and the preceding one.
 - (C) It causes many black Americans to emulate the actions of white Americans.
 - (D) It drives many black Americans to work harder than their white counterparts.
10. Which choice provides the best evidence for the answer to the previous question?
 - (A) Lines 42 – 45 ("Alas, with...not mine.")
 - (B) Lines 56 – 58 ("The shades...the whitest.")
 - (C) Lines 63 – 65 ("After the Egyptian...seventh son,")
 - (D) Lines 69 – 72 ("It is a peculiar sensation...of others,")

Refer to the passage below to answer questions 11 – 21.

Susanna Heckman, "Income Inequality," © 2015
KALLIS EDU.

line My middle school son, under the spell of
pop stars and professional athletes, described a
baseball player's signing bonus the other day.
After I expressed the appropriate admiration, I
5 added that no one needs that much money.

This was dismissed. "Are you really gonna
say that a great player, who has worked really
hard all his life, and can do what no one else can
do, shouldn't get what he *deserves*?"

10 I had just read a newspaper account of a
celebrity selling her home, which includes a
hall that sounds like a royal ballroom. It made
me wonder who *deserves* to earn millions upon
millions of dollars. Why isn't one million enough?

15 Maybe even less? Who *needs* a palace? Didn't
we once fight a war against the British over this
question? We are not supposed to be living in
a monarchy. We are not supposed to believe in
supporting an entitled class that possesses more
20 money than it could ever spend.

Tax rates that took effect in 2013 have made
a small improvement in income inequality. But
in truth, there is still an enormous polarization of
wealth in the United States. Rappers, athletes, and
25 other celebrities are not even the most affluent,
though they are the most visible. American wealth
is concentrated in the hands of a relatively
tiny group that dwells on fluffy pink clouds of
privilege, sometimes with personal jets.

30 On these fluffy clouds, there are no past-
due rent notices, no struggle over new shoes
for growing kids, no waiting for payday to buy
groceries. I don't have to look far for a contrast. In
my family's neighborhood of 1950s homes, many
35 people get by on fixed incomes or slim profits
from their own tiny businesses. Single teachers
and nurses support their children. Work trucks
line the street. Multigenerational households are
common. Next door to us, three hardworking
40 families with young children squeeze into one
small house.

Theirs is not an unusual situation. U.S.
Census data indicate that nearly half of all people
in the United States qualify as low-income or
45 poor; the figure is a shocking 57 percent for
children. Meanwhile, research shows that the top
1 percent of the population possesses 40 percent
of the nation's wealth and takes home nearly a
quarter of the nation's income each year. These
50 wealthy are not likely to socialize with people
like my neighbors—a dozen people who share
one bathroom. Instead, the super-wealthy are
swaddled by their quiet, green neighborhoods
and well-kept schools. Their "normal" is different,
55 and they see no reason why it should change.
From childhood on, they meet people like

themselves, and visit friends who live in mansions
like theirs.

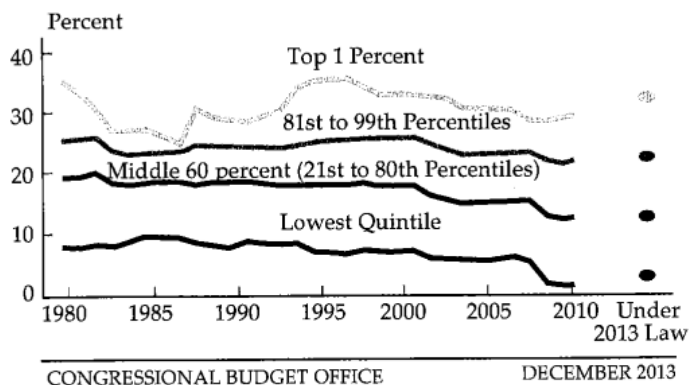
60 Economist Robert Reich estimates that if the
economic gains of the last three decades had been
divided equally among Americans, the typical
American would be 60 percent better-off now.
Instead, a large portion of the money has
gone to the already wealthy. As a group,
65 middle-income earners have actually seen their
incomes fall. Admittedly, this dynamic is not
simple; its causes certainly include the decline
of manufacturing jobs in the U.S., increased
automation in the service industry, and the
70 decline of organized labor.

However, one of the causes of the lopsided
distribution is clear. In the U.S., according to
the non-profit, nonpartisan National Bureau
of Economic Research (NBER), companies' top
75 managers regularly help each other take greater
proportions of company profits. NBER cites a
study showing that top management received 5
percent of their firms' profits in 1995, ballooning
to 13 percent by 2002. No matter how chief
80 executive officers (CEOs) perform, NBER says,
cronyism results in their getting a bigger piece
of the pie. Boards of directors made up of their
peers approve salary packages that the CEOs
supposedly "deserve," and then shower them
85 with stock options and other benefits that enrich
them further.

Many of the super wealthy give to charity,
and many people admire them greatly. Bill
Gates has famously given away an astounding
90 amount—nearly \$40 billion by some accounts—
saving millions of lives through vaccine
programs. Of course, Gates acquires billions *more*
dollars every year through investments; he is still
the richest man on Earth, worth nearly \$80 billion
95 in 2015. Moreover, Gates' grants and donations
give him undue influence in fields such as public
education and medical research. He gets to set
the priorities. By handing out money, the wealthy
claim power that is not theirs by right.

100 But my son was not much convinced by
differences in lifestyle or societal influence.
Ultimately, what shocked him was that money
buys more life. My son and his friends are all
familiar with the 2011 science fiction thriller
105 *In Time*. In the film, minutes of life are a form
of currency, making the super-rich virtually
immortal. In today's United States, life expectancy
is increasing much more for the rich than for
the poor, according to the Brookings Institute.
110 The average life span of poor women is actually
declining. The data show that whatever the
specific causes of the longevity gap, the link to
income is clear. Rich Americans live to an older
age than poor Americans. This blunt, dystopian
115 fact should prod all of us to question the status
quo.

**Average Federal Tax Rates, by Income Group,
1979 to 2010 and Under 2013 Law**



11. Within the passage, the main purpose of paragraphs 1 and 2 (lines 1 – 9) is to
- provide personal details about the author.
 - introduce opposing viewpoints on the topic.
 - produce an image of disproportionate wealth.
 - criticize the effect of media on the attitudes of young people.
12. In paragraph 3 (lines 10 – 20), the author most strongly implies which of the following?
- Having a house that includes a royal ballroom is unethical.
 - America’s Revolutionary War against the English king was ultimately meaningless.
 - Celebrities in the United States receive too much money and become arrogant.
 - Assuming that certain people deserve wealth is a characteristic of monarchies.
13. Which of the author’s claims about society is best supported by the graph?
- Lines 12 – 14 (“It made me...of dollars.”)
 - Line 21 – 22 (“Tax rates...income inequality.”)
 - Line 22 – 24 (“But in truth...United States.”)
 - Lines 26 – 29 (“American wealth...personal jets.”)
14. According to the graph, which statement is true about average tax rates for people with incomes in the top 1 percent?
- In 2013, they returned to about what they were in 1979.
 - From 2000 to 2010, they were roughly the same as the other income groups.
 - Since 1979, they have varied between 25 and 40 percent of income.
 - The top 1 percent receives almost 40 percent of the nation’s wealth.
15. In paragraph 5 (lines 30 – 41), the author describes her own neighborhood primarily to
- prove how hard most people work to survive.
 - inform readers about an unfamiliar lifestyles.
 - explain how her background informs her opinion.
 - illustrate in human terms the statistics that follow.
16. The passage strongly suggests that the author shares which assumption?
- Rich people in America actively thwart upward mobility of the less well-off.
 - Most affluent Americans do not form emotional bonds with poorer people.
 - The very wealthy in the U.S. rarely leave their own neighborhoods.
 - The American middle class will disappear within a short time frame.
17. Which choice provides the best evidence for the answer to the previous question?
- Lines 42 – 46 (“U.S. Census...for children.”)
 - Lines 54 – 55 (“Their ‘normal’ is...change.”)
 - Lines 56 – 58 (“From childhood...like theirs.”)
 - Lines 64 – 66 (“As a group, middle-income... seen their incomes fall.”)
18. As used in line 66, “dynamic” most nearly means
- motility.
 - interaction.
 - change.
 - upsurge.
19. The author recognizes a counter argument to the position she takes in the passage by
- acknowledging large charitable donations by the affluent.
 - admitting a false assumption about charitable funds associated with Bill Gates.
 - introducing data about fighting disease, medical research, and public education.
 - conceding that the wealthy are usually right about effective aid programs.
20. As used in line 96, “undue” most nearly means
- needless.
 - exorbitant.
 - unwanted.
 - unwarranted.

21. According to the passage, the relationship between the film *In Time* and today's United States is most like
- (A) a stumble compared to a fall.
 (B) hyperbole challenging a flaw.
 (C) a warning regarding a possible outcome.
 (D) an aggregate of multiple concerns.

Refer to the passage below to answer questions 22 – 31.

This passage is adapted from Albert Einstein, *Relativity: The Special and General Theory*, originally published in 1920. In this passage, the German-born physicist discusses the "truth" of fundamental geometric ideas as well as their correspondence to that which is observed in the real world.

line In your schooldays most of you who read this book made acquaintance with the noble building of Euclid's geometry, and you remember—perhaps with more respect than love—the magnificent structure, on the lofty staircase of which you were chased about for uncounted hours by conscientious teachers. By reason of your past experience, you would certainly regard every one with disdain who should pronounce even the most out-of-the-way proposition of this science to be untrue. But perhaps this feeling of proud certainty would leave you immediately if some one were to ask you: "What, then, do you mean by the assertion that these propositions are true?" Let us proceed to give this question a little consideration.

Geometry sets out from certain conceptions such as "plane," "point," and "straight line," with which we are able to associate more or less definite ideas, and from certain simple propositions (axioms) which, in virtue of these ideas, we are inclined to accept as "true." Then, on the basis of a logical process, the justification of which we feel ourselves compelled to admit, all remaining propositions are shown to follow from those axioms, i.e. they are proven. A proposition is then correct ("true") when it has been derived in the recognized manner from the axioms. The question of the "truth" of the individual geometrical propositions is thus reduced to one of the "truth" of the axioms. Now it has long been known that the last question is not only unanswerable by the methods of geometry, but that it is in itself entirely without meaning. We cannot ask whether it is true that only one straight line goes through two points. We can only say that Euclidean geometry deals with things called "straight lines," to each of which is ascribed the property of being uniquely determined by

40 two points situated on it. The concept "true" does not tally with the assertions of pure geometry, because by the word "true" we are eventually in the habit of designating always the correspondence with a "real" object; geometry, however, is not concerned with the relation of the ideas involved in it to objects of experience, but only with the logical connection of these ideas among themselves.

It is not difficult to understand why, in spite of this, we feel constrained to call the propositions of geometry "true." Geometrical ideas correspond to more or less exact objects in nature, and these last are undoubtedly the exclusive cause of the genesis of those ideas. Geometry ought to refrain from such a course, in order to give to its structure the largest possible logical unity. The practice, for example, of seeing in a "distance" two marked positions on a practically rigid body is something which is lodged deeply in our habit of thought. We are accustomed further to regard three points as being situated on a straight line, if their apparent positions can be made to coincide for observation with one eye, under suitable choice of our place of observation.

If, in pursuance of our habit of thought, we now supplement the propositions of Euclidean geometry by the single proposition that two points on a practically rigid body always correspond to the same distance (line-interval), independently of any changes in position to which we may subject the body, the propositions of Euclidean geometry then resolve themselves into propositions on the possible relative position of practically rigid bodies. Geometry which has been supplemented in this way is then to be treated as a branch of physics. We can now legitimately ask as to the "truth" of geometrical propositions interpreted in this way, since we are justified in asking whether these propositions are satisfied for those real things we have associated with the geometrical ideas. In less exact terms we can express this by saying that by the "truth" of a geometrical proposition in this sense we understand its validity for a construction with ruler and compasses.

Of course the conviction of the "truth" of geometrical propositions in this sense is founded exclusively on rather incomplete experience. For the present we shall assume the "truth" of the geometrical propositions, then at a later stage (in the general theory of relativity) we shall see that this "truth" is limited, and we shall consider the extent of its limitation.

22. In lines 1 – 7, the author mentions "Euclid's geometry" and a "lofty staircase" primarily to
- (A) describe a context to which he will later refer as part of his argument.
 - (B) highlight the relationship between architecture and geometry.
 - (C) emphasize the importance of diligence in the study of geometry.
 - (D) relate his topic to a situation with which he believes most of his readers are familiar.
23. The author's use of the phrase "perhaps with more respect than love" (line 4) is primarily meant to convey the sense of
- (A) reverence that most students feel for figures of authority.
 - (B) ambivalence that students feel when studying a challenging subject.
 - (C) nostalgia about first encountering the principles of geometry.
 - (D) formality that marked the relationship between teacher and pupil.
24. According to paragraph 3 (lines 49 – 64), the geometric concepts plane, point, and straight line probably stem from their
- (A) indisputable truth.
 - (B) simplicity and clarity.
 - (C) similarity to actual entities.
 - (D) cross-cultural acceptance.
25. As used in lines 19 – 20, the phrase "more or less" most nearly means
- (A) concretely.
 - (B) quantitatively.
 - (C) unreliably.
 - (D) approximately.
26. According to the author, the Euclidean definition of a "straight line" is problematic primarily because
- (A) it does not correspond to lived experience.
 - (B) it involves two points when it should actually include three.
 - (C) it does not sufficiently support the axioms that come from it.
 - (D) it is logically connected to other geometric ideas.
27. As used in line 55, "course" most nearly means
- (A) class.
 - (B) practice.
 - (C) itinerary.
 - (D) direction.
28. Based on the passage, which choice best describes the relationship between geometry and physics?
- (A) Geometry overlaps with physics when its concepts are applied to real-world situations.
 - (B) Geometry and physics are both important in an educational curriculum.
 - (C) Geometry is based in fiction and physics is based in truth.
 - (D) Geometry is measured using generalizations whereas physics is studied through experiments.
29. In the final paragraph (lines 86 – 93), the author suggests that the "truth" of geometric propositions" is challenged by
- (A) the artificiality of geometry as a system of knowledge.
 - (B) humans' limited understanding of physical phenomena.
 - (C) humans' inability to confirm geometric truths by measurement.
 - (D) the fact that truth actually resides in physics, not geometry.
30. Based on the passage as a whole, the author would most likely agree with the definition of "truth" as
- (A) a concept that corresponds with lived experience.
 - (B) a concept that can be experimentally verified.
 - (C) a concept that can be applied in a practical setting.
 - (D) a notion about which the vast majority would agree.
31. Which choice provides the best evidence to the previous question?
- (A) Lines 7 – 11 ("By reason of...be untrue.")
 - (B) Lines 40 – 44 ("The concept 'true'...'real' object.")
 - (C) Lines 51 – 54 ("Geometrical ideas correspond...those ideas.")
 - (D) Lines 86 – 88 ("Of course the...incomplete experience.")

Refer to the passage below to answer questions 32 – 42.

Passage 1 is adapted from Emma Goldman, "Marriage and Love," Mother Earth Publishing Association, 1911. Emma Goldman was a well-known anarchist and feminist writer. Passage 2 is adapted from Susanna Heckman, "Modern Love: Marriage in the 21st Century," originally published in 2015, by KALLIS EDU.

Passage 1

line Marriage and love have nothing in common; they are as far apart as the poles; are, in fact, antagonistic to each other. No doubt some marriages have been the result of love. Not, however, because love could assert itself only in marriage; much rather is it because few people can completely outgrow a convention. There are today large numbers of men and women to whom marriage is naught but a farce, but who submit to it for the sake of public opinion. At any rate, while it is true that some marriages are based on love, and while it is equally true that in some cases love continues in married life, I maintain that it does so regardless of marriage, and not because of it.

15 On the other hand, it is utterly false that love results from marriage. On rare occasions one does hear of a miraculous case of a married couple falling in love after marriage, but on close examination it will be found that it is a mere adjustment to the inevitable. Certainly the growing-used to each other is far away from the spontaneity, the intensity, and beauty of love...

Marriage is primarily an economic arrangement, an insurance pact. It differs from the ordinary life insurance agreement only in that it is more binding, more exacting. Its returns are insignificantly small compared with the investments. In taking out an insurance policy one pays for it in dollars and cents, always at liberty to discontinue payments. If, however, woman's premium is a husband, she pays for it with her name, her privacy, her self-respect, her very life, "until death doth part." Moreover, the marriage insurance condemns her to life-long dependency, to parasitism, to complete uselessness, individual as well as social. Man, too, pays his toll, but as his sphere is wider, marriage does not limit him as much as woman. He feels his chains more in an economic sense.

40 Behind every marriage stands the life-long environment of the two sexes; an environment so different from each other that man and woman must remain strangers. Separated by an insurmountable wall of superstition, custom, and habit, marriage has not the potentiality of developing knowledge of, and respect for, each other, without which every union is doomed to failure.

Passage 2

In today's United States, getting married is like tossing a coin. More than half of all marriages end in divorce. The failure rate is even higher for second and third marriages. The number of U.S. homes maintained by married couples is shrinking, dipping below 50 percent in the 2010.

55 Presumably most people are aware of the statistics. Yet, optimism seems to persist. Millions of couples get married each year, vowing to stay together forever. Why do couples believe they will live "happily ever after?" Is the chance of wedded bliss worth the risk of painful divorce?

60 It turns out that there may be some solid facts underpinning the popular notion that marriage is blissful. Studies have found that on average, married people claim to be happy more often than their single peers do.

65 Claims are all well and good, but there is medical evidence, as well. Since the mid-1800s, researchers have noticed and puzzled over the fact that married people live longer, on average, than never-married, divorced, or widowed people. Research has continually confirmed that married people tend to have lower blood pressure, suffer less from depression, and have more efficient immune systems. Stressful relationships are the exception; people who report conflict-ridden marriages are no healthier than singles. Thus, the evidence points to the conclusion that a loving, supportive relationship reduces stress levels, resulting in the noted health benefits.

80 Researchers have collected massive amounts of data on what makes a relationship last. Not surprisingly, among the conclusions is that couples who stay together tend to talk. They talk about more than just household chores; they share hopes, fears, and dreams. They celebrate successes and make each other feel special and cared-for. They maintain a certain level of kindness and consideration, even during arguments. Also, married couples who report high levels of happiness together early in the relationship are more likely to still be married years later.

32. The author of Passage 1 most strongly implies which of the following about marriage?
- (A) Keeping love alive in marriage requires work.
 - (B) Only unconventional people really fall in love.
 - (C) Some people have to get married so that they can get health insurance.
 - (D) People frequently get married just to fit into society.
33. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 3 – 7 (“No doubt...convention.”)
 - (B) Lines 7 – 10 (“There are...opinion.”)
 - (C) Lines 15 – 16 (“On the other...marriage.”)
 - (D) Lines 23 – 24 (“Marriage is primarily... pact.”)
34. In lines 33 – 36, the author of Passage 1 mentions parasitism primarily to
- (A) characterize the predicament women found themselves in at the time.
 - (B) criticize the way health insurance takes advantage of the healthy.
 - (C) demand equal opportunities for jobs for women.
 - (D) illustrate the way that unhappy marriages use up the energy of both parties.
35. As used in line 44, “superstition” most nearly means
- (A) magic.
 - (B) belief.
 - (C) charm.
 - (D) fear.
36. In Passage 2, the author focuses on which quandary?
- (A) Some people get married and divorced multiple times.
 - (B) Fewer U.S. homes include two adults.
 - (C) People continue to risk getting married.
 - (D) Medical researchers still have not been able to explain marriage's effects on health.
37. The author of Passage 2 implies which hypothesis?
- (A) People should get married.
 - (B) Any marriage can become happy.
 - (C) Marriage can be calming.
 - (D) Wedded bliss is a fairy tale.
38. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 63 – 65 (“Studies have...peers do.”)
 - (B) Lines 67 – 71 (“Since the mid-1800s... people.”)
 - (C) Lines 74 – 77 (“Stressful relationships... singles.”)
 - (D) Lines 77 – 80 (“Thus, the evidence... benefits.”)
39. As used in line 89, the word “consideration” most nearly means
- (A) sensitivity.
 - (B) factor.
 - (C) contemplation.
 - (D) deliberation.
40. The author of Passage 2 would most likely respond to the life insurance metaphor for marriage in lines 23 – 36 by
- (A) criticizing Passage 1 for ignoring medical research on the health benefits of marriage.
 - (B) pointing out that over the last century, divorce laws and women's status have changed.
 - (C) agreeing that the “returns” of marriage are much smaller than the “investments.”
 - (D) arguing that the author of Passage 1 was too extreme in her cynical analysis.
41. In Passage 1, is the principle of the “insurmountable wall” (line 44) consistent with conclusions in Passage 2?
- (A) Yes, because Passage 2 concludes that communicating (breaking down walls metaphorically) sustains marriages.
 - (B) Yes, because Passage 1 cites research regarding arguments.
 - (C) No, because the wall described in Passage 1 has no current equivalent.
 - (D) No, because Passage 2 focuses more on statistics than relationships.
42. It is reasonable to conclude that the authors of Passage 1 and Passage 2 would both advise that
- (A) young couples should avoid marriage due to the stress it causes.
 - (B) young couples should get married if they really love each other.
 - (C) getting married will not make a couple love each other more.
 - (D) the only way to be healthy and happy is to get married.

Refer to the passage below to answer questions 43 – 52.

Nick Stockton, "Heat, Pollution, and Skyscrapers Make Cities Have More Thunderstorms," © 2015 by Conde Nast.

line Ah, city life: The culture! The food! The music! The thunderstorms! Wait, what? Thunderstorms? Yes, that's right: You can add weather to the list of things that are more exciting
5 in the city than in the sticks.

Ok, not all cities. But in regions like the American south, normal urban attributes like heat, pollution, and tall buildings could stir up more storms. New research examined nearly two
10 decades of meteorological data from Georgia and found thunderstorms were slightly more likely to form over Atlanta than the surrounding rural areas. Through modeling and other research, meteorologists have known about the connection
15 between cities and storms for decades, but this is the first time data has shown the phenomena in action.

During the summer, cumulonimbus clouds ripen like peaches over Georgia and Alabama.
20 These moisture-heavy storms appear on radars as dark, pixellated patterns. Alex Haberlie, a geography doctoral student at Northern Illinois University, used a computer program to find these patterns, then crunched 17 years' worth of
25 data. In all, the geographers found that Atlanta is 5 percent more likely to initiate a thunderstorm than the surrounding rural area.

"By our count, that's a couple to three or more storms a year," Haberlie, the study's lead author,
30 says. This doesn't seem like much, but a city's built infrastructure compounds the effects of any storm. For instance, Atlanta's catastrophic 2009 floods probably were worsened because all the asphalt and concrete kept the water from seeping
35 into the soil.

"The discovery that urban environments can create their own storms and rainfall: Not new at all," says J. Marshall Shepherd, a researcher at the University of Georgia who is an expert
40 in urban meteorology. Researchers have long known that cities generally get more rainfall than their surrounding areas. Shepherd says that he and other researchers teased out the relationship between cities and thunderstorms by running
45 models. "Set up studies where you don't include Atlanta, and some where you do, and lo and behold you can see that taking away the city reduces the rainfall," he says. Based on research he's seen, Shepherd says he isn't surprised by
50 the 5 percent difference between Atlanta and its realm. He expected the number to be upward of 20 percent. But despite his misgivings about the degree of difference shown in the current study's results, he says what's really important is that

55 their methods show that these effects are actually happening.

According to Shepherd and Haberlie, these storms are brewed by several factors. First, cities are hotter than surrounding areas. This
60 warm, rising city air creates circulation that mixes with other atmospheric conditions to create thunderheads. Second, tall buildings form a barrier that pushes wind up and around the city. "Upward motion is always good for
65 thunderstorms," says Haberlie. Finally, pollution particles act like nuclei that water glom onto, creating droplets. In essence, cities get more thunder and rain because they are hot, stale, and dirty.

70 But you can't generalize this type of research to every city. Places like New York, Chicago, and Washington D.C. are probably also contributing to their own thunderstorms, but because these cities are so close to large bodies of water, it
75 would be hard to tease this out of radar data the way Haberlie and his co-authors did with Atlanta. Research like this could help city managers plan for bigger influxes of water, either by opening up more reservoirs, or coming up with better
80 strategies for flooding. But perhaps most important, there is no telling if this research will result in a long-awaited new verse to the AC/DC* classic, "Thunderstruck."

* An Australian rock band popular in the 1970s and 1980s. "Thunderstruck" was one of their later hits.

43. The author begins the passage by mentioning aspects of city life primarily to
- (A) introduce a specific characteristic of city life about which readers may not be familiar.
 - (B) imply that he grew up in an urban setting.
 - (C) demonstrate how these aspects are affected by weather patterns.
 - (D) point out differences between city and rural life that are just as important as differences in weather.
44. As used in line 13, "modeling" most nearly means
- (A) sculpture.
 - (B) acting.
 - (C) simulations.
 - (D) imitations.

45. According to the passage, approximately how many more storms per year can be expected in Atlanta compared to surrounding rural areas?
- (A) Two or more
 - (B) Less than three
 - (C) Twice as many
 - (D) Half as many
46. Based on the passage, it can be reasonably inferred that the author shares which of the following assumptions about the experimental technique of modeling weather patterns?
- (A) It is as important as data-based methods.
 - (B) It is ultimately more effective than data-based methods.
 - (C) It provides insight but is not definitive.
 - (D) It generates conflicting results.
47. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 9 – 13 (“New research examined... rural areas.”)
 - (B) Lines 13 – 17 (“Through modeling...in action.”)
 - (C) Lines 25 – 27 (“In all, the...rural area.”)
 - (D) Lines 48 – 51 (“Based on research...its realm.”)
48. Based on the passage, the relationship between Shepherd’s and Haberlie’s research can best be described as
- (A) different approaches to a problem that produce different results.
 - (B) different approaches to a problem that produce similar results.
 - (C) similar approaches to a problem that produce similar results.
 - (D) similar approaches to a problem that produce different results.
49. The author states that cities are “hot, stale, and dirty” (lines 68 – 69) primarily to
- (A) summarize the preceding information.
 - (B) point out similarities between two diverging viewpoints.
 - (C) express a common opinion.
 - (D) clarify his purpose in writing the article.
50. The passage strongly suggests that storm effects have a larger impact on cities than on surrounding areas because
- (A) the same factors that make storms more likely also make them harder to deal with.
 - (B) population density in cities makes storm evacuation practices an issue of public safety.
 - (C) it is more difficult to predict when they will occur due to the challenges of obtaining data.
 - (D) cities represent greater economic investments and are subject to greater losses.
51. The passage strongly suggests that the difference in weather research between Atlanta and New York is due to
- (A) the fundamental ineffectiveness of radar as a research tool.
 - (B) the unpredictability of the Atlantic Ocean.
 - (C) geographical factors that obscure results.
 - (D) a greater concern about flooding effects in cities in the American South.
52. The value of both modeling and interpreting data in verifying weather phenomena is best supported by which choice?
- (A) Lines 9 – 13 (“New research examined... rural areas.”)
 - (B) Lines 13 – 17 (“Through modeling...in action.”)
 - (C) Lines 40 – 42 (“Researchers have... surrounding areas.”)
 - (D) Lines 71 – 76 (“Places like New York...with Atlanta.”)



1)  C

The answer is (C) because throughout the passage, Dubois describes what it feels like to live outside the dominant culture—a “world” that he cannot enter. He speaks of himself as a “Negro” existing “behind a veil” that separates him from this world of white privilege. (A) is incorrect because the “other world” is one that Dubois defines as peopled by those who *do* consider him to be a problem. (B) is incorrect because the narrator is referring to people who exclude him, not to people who want to understand American culture. (D) is incorrect because the “other world” is people who emphasize, rather than disregard, perceived differences, cultural as well as ethnic.

2)  A

Choice (A) is correct because the passage implies that the “unasked question,” which we learn is, “How does it feel to be a problem?” is being asked of him in one way or another by “curious or compassionate” white people who do not think of themselves as “a problem.” (B) is incorrect because the narrator is not using the device in conversation; instead, the “unasked question” is implicit in the questions asked of him by whites. (C) is incorrect because throughout the passage, the narrator assumes that readers understand that he is not talking about an experience that is unique to himself, but rather is experienced from childhood by him and by “other black boys.” (D) is likewise incorrect because Dubois does not mention the intellectual concerns of other writers and orators; the “unasked question” instead refers to the implication from acquaintances that he is a social problem rather than an individual.

3)  A

The correct answer is (A) because “framing”

is used to refer to the best way of stating or *presenting* some information, i.e. what exactly to say and which words to use to have one’s meaning understood. (B) is incorrect because the speaker’s problem is expressing, not setting up or answering, the question. Choice (C) is incorrect because the question is not about trying out a phrase, as in writing a first draft, but rather in carefully expressing it. Choice (D) is incorrect because the question is not about where in a conversation to mention something, as in where to place it, but rather how best to express it.

4)  B

The correct answer is (B) because in paragraph 2 the narrator is recounting how, during a “rollicking boyhood,” a “shadow swept across me.” (A) is incorrect because the narrator is recounting the dawn of a painful realization, not feelings of nostalgia. (C) is incorrect because the personal experiences recounted in the second paragraph do not emphasize the importance of the “unasked question” so much as they elaborate on it by describing the narrator’s first experience of exclusion and its effect on his attitudes. (D) is incorrect because paragraph 2 does not discuss work ethics.

5)  C

Choice (C) is correct because the phrase functions as a claim that Dubois was not different from his white classmates, but rather the same in “life and love and longing.” (A) is incorrect because the reader can infer that the narrator’s classmates are white, and that he is made to feel different from them because he is black. (B) is incorrect because Dubois is not pointing out similarities between any cultures, but between himself and his classmates. (D) is incorrect: by using his own experiences as a black child, Dubois indicates the

subtle instruction that informs black children that they are viewed as “different.”

- 6) **➡ D**
Choice (D) is correct because in paragraph 3, Dubois uses the “blue sky” to symbolize equal opportunity to succeed; it was a “region” in which he could feel successful as he played and competed with his white classmates. But in paragraph 4, he suggests that such a bright feeling is nearly impossible for black adults to attain because they are trapped by barriers from which they cannot escape. (A) is incorrect because the “blue sky” is a positive image, but not one to be celebrated in itself. (B) is incorrect because the “blue sky” is not spoken of as a means to accomplish something (i.e. as a tool). (C) is incorrect because the “blue sky” is never merely a distraction or a nuisance.

- 7) **➡ B**
Choice (B) is correct because in paragraph 3, the narrator describes coping with prejudice by adopting a disdainful attitude toward his white classmates, holding them and others on the other side of the “veil” in “common contempt.” In paragraph 4, he has realized that he will not have the same opportunities that they will, and defiantly decides to out-compete them in some way. (A), (C) and (D) are inaccurate descriptions of the narrator’s emotions.

- 8) **➡ D**
Choice (D) is correct because the word occurs in the midst of a sentence about how some African American boys coped with discrimination; some respond with a “bitter cry” against God for making them an “other” in their own country. Thus, Dubois is using “bitter” in the sense of “aggrieved,” or anger at being wronged. Choice (A), “sharp,” is incorrect because it does not convey the emotional meaning of “bitter.” (B) is incorrect because “churlish” implies “mean,” which does not convey the author’s intended meaning. (C) is incorrect because “petulant” conveys a sense of childishness or a bad mood, which does not fit the serious context of the sentence.








- 9) **➡ A**
The answer is (A) because the narrator indicates that the veil symbolizes racism; it symbolizes the divide between being like others and being

identified as “different.” Black people’s “double-consciousness” stems from the “peculiar sensation” of always seeing oneself as different through the eyes of others. (B) is incorrect because, although Dubois describes his own changing attitudes as he matures, there is no mention of different generations’ views on racism. (C) and (D) are incorrect because, for the narrator, the veil symbolizes general racist views, not specific consequences of those views.


- 10) **➡ D**
Choice (D) is correct because it provides specific evidence to support the narrator’s connection of the veil—a symbol of the racism experienced by black Americans—to the sense of “twoness” felt by blacks. (A) is incorrect because it does not address the symbolism of the veil or the “double-consciousness.” (B) is incorrect because it does not directly address issues of identity. (C) is incorrect because the “seventh son” is an allusion to folklore in which a seventh son may possess special powers (in this case, second-sight). However, the connection between the veil and a “double-consciousness” is not clear and direct, as it is in (D).


- 11) **➡ B**
Choice (B) is correct because paragraph 1 depicts admiration for a baseball player’s signing bonus. Next, the author contrasts that admiration with the comment that no one needs that much money. This establishes the two opposing viewpoints in the passage. (A) is incorrect because the purpose of the paragraphs is not to introduce the author but to introduce an argument. (C) is incorrect because the author mentions the athlete’s large signing bonus but does not at this point attempt to describe an image of the wealthy. (D) is incorrect because, although the author’s son may be demonstrating the influence of the media, that is not mentioned as a focus of the paragraphs.


- 12) **➡ D**
The best answer is (D), because the author alludes to the Revolutionary War (“a war against the British”), which challenged the assumption that it is the birthright of royalty—kings, queens, and nobles—to make the rules and own the land. The author is implying that such an assumption is echoed in the belief that some people deserve to have enough money to build modern-day

- “palaces,” such as the celebrity whose home included “a royal ballroom.” (A) is not the best answer, because the author’s focus is not on the ethics of a particular house or type of house, but on the overall attitude about deserving excessive wealth. (B) is not the answer because the author does not make or imply sweeping statements about the Revolutionary War itself. (C) is incorrect because the mention of celebrities in paragraph 3 is designed to serve as a springboard for the questions the author subsequently asks, and not to open a discussion of celebrities as such.
- 13)  B
The graph indicates that tax rates increased for the nation’s top earners in 2013. This is consistent with the author’s statement about improving income inequality, so (B) is the correct choice. (A) and (D) are incorrect because they highlight the author’s opinion with rhetorical devices rather than discussing tax rates. (C) is incorrect because the graph does not display information about the polarization of wealth in the United States.
- 14)  A
The graph shows that under the 2013 tax law, the tax rate of people with incomes in the top 1 percent should return to approximately where it was in 1979. (B) is incorrect because the tax rate of the top 1 percent fell in similar fashion as other tax rates during the decade, but it was not itself the *same* as rates for other income groups. Choice (C) is incorrect because tax rates for the wealthiest 1 percent consistently remained below 40 percent. (D) is incorrect because the graph does not illustrate the distribution of wealth in the United States.
- 15)  D
Choice (D) is correct because the images of working families who struggle financially immediately precedes the information that nearly half of Americans are considered low-income or poor. (A) is incorrect because the author does not describe how hard people work. (B) is incorrect because the description of the neighborhood serves as a rhetorical device to compare with other neighborhoods; the author’s purpose is not to inform the reader more completely about a “way of life.” (C) is incorrect because the author does not mention how she formed her opinion.
- 16)  B
Choice (B) is correct because the author explicitly states that wealthy Americans generally do not socialize with individuals who are not wealthy. She states that instead, wealthy Americans tend to “meet people like themselves.” (A) is incorrect because there is no evidence that the author believes that wealthy Americans actively thwart the upward mobility of those less well-off. (C) is incorrect because, while the passage says that wealthy Americans are “swaddled” in their own neighborhoods, there is no suggestion that wealthy Americans never leave. (D) is incorrect because the author does not discuss the fate of the middle class in America.
- 17)  C
Choice (C) is correct because it implies that affluent people mainly befriend other affluent people. (A) is incorrect because the author’s discussion of the poverty rate for children is a separate and distinct point from the discussion of the insulated social life of wealthy Americans. Choice (B) is incorrect because it primarily speaks about assumptions about “normal” life, not specifically how the assumptions form. Choice (D) mentions an economic fact—that middle-income Americans’ incomes have fallen. But again, this factual evidence does not pertain to affluent people’s social and emotional bonds.
- 18)  C
The answer is (C) because, as used here, a “dynamic” is a change that requires explanation. The author uses it to refer to an economic phenomenon—the falling incomes of the middle class—that the author admits is “not simple.” (A) is incorrect because “motility” refers to the ability to move, which would not make sense in the context. (B) is incorrect because the author is not merely referring to an interaction, but a measurable change. (D) is incorrect because the author is not describing an upsurge, or increase in wealth, but an actual decrease in income for middle-class Americans.
- 19)  A
The author agrees with the counter-argument that many wealthy Americans have given enormous sums of money to charity. Thus, choice (A) is correct. (B) is incorrect because the author does not say that she made any false assumptions. (C) is


incorrect because the author does not present any statistics about fighting disease, medical research, or public education. Rather, these are mentioned as areas in which wealthy donors contribute. (D) is incorrect because the author does not concede that wealthy donors are usually right about aid programs—in contrast, she complains that the wealthy have excessive influence in setting public priorities.


20)  D
Something that is “undue” is unearned or unjustified. In this paragraph the author is implying that wealthy Americans should not have excessive influence in setting societal priorities. Choice (A) is incorrect because “needless” means unnecessary. The author is not saying that Bill Gates’ influence is unnecessary, but unjustified. Answer choice (B), “exorbitant,” would not make sense in the context because it primarily refers to prices that are very high. (C) is incorrect because the author does not make the case that wealthy donors do not want influence.


21)  B
The answer is (B) because the film depicts an exaggerated dystopian scenario that serves as a segue into a discussion of wealth inequality and life expectancy in the United States. (A) is incorrect because the author does not imply that the country’s circumstances are even worse than in the film, as falling is to stumbling. (C) is incorrect because the author does not argue that the film might become reality. (D) is incorrect because the author does not indicate that there are multiple concerns relevant to both the film and today’s American society. The author’s use of the film is to dramatize the single fact that life expectancy is tied to income level.


22)  D
Choice (D) is correct because Einstein uses the notion of a “structure” with “staircases” as a metaphor for describing the process of building proofs, one based upon another, that comprise Euclidean geometry. He assumes that the experience is shared with readers. (A) is incorrect, because once Einstein uses the metaphor of a staircase in the first paragraph, he does not use it subsequently. (B) is incorrect because it misinterprets the architectural metaphor as representing an actual relationship between geometry and architecture. (C) is incorrect because the notion that geometry must

be studied with diligence is separate and distinct from the discussion of geometry as a “structure.”

23)  B
Choice (B) is correct because the phrase “perhaps more respect than love” is meant to suggest that readers would remember geometry as something they respected, but not something they enjoyed. (A) is incorrect because “reverence” implies warm feelings, while “more respect than love” implies the opposite. (C) is incorrect because a nostalgic memory would be a generally positive one, the opposite of what Einstein implies. (D) is incorrect because the phrase “more respect than love” refers to readers’ attitudes toward geometry, not toward their teachers.

24)  C
Choice (C) is correct because Einstein says that the ideas’ apparent correspondence to objects in nature is “undoubtedly the exclusive cause of the genesis of those ideas.” (A) is incorrect because Einstein does not say that the geometrical principles under discussion are “indisputable;” rather, he is preparing to dispute them. (B) is incorrect because Einstein made no mention of how simple or clear these concepts are. Similarly, (D) is incorrect because the author does not discuss the concepts in terms of cultures.

25)  D
Choice (D) is correct because “more or less definite ideas” means that the ideas are nearly, or *approximately*, definite. (A) is incorrect because “concretely definite” is redundant, and the phrase does not fit conceptually in the passage, which challenges the certainty of the concepts. (B) is incorrect because Einstein is not discussing concepts quantitatively, i.e., with numbers. (C) is incorrect because it is not clear what it would mean to say that an idea is “unreliably definite.”

26)  A
Choice (A) is correct. In paragraph 2, Einstein says that “the concept ‘true’ does not tally with the assertions of pure geometry” because geometry is not based on real objects that people experience in their lives, but only on the logical connections of certain ideas. (B) is incorrect because Einstein’s point is that it is impossible to prove the definition of “straight line,” not that the definition itself needs to change. (C) sounds like the answer, but on closer examination, Einstein is saying that

the definition of a straight line *does* support the geometric axioms that come from it, which does not make it problematic. (D) is incorrect because the definition of a straight line is not problematic because it is connected to other ideas in geometry, but because it is unverifiable.

27) **⇒** B

A "course" is a way of proceeding, or in this case, the usual practices in geometry of considering propositions to be "true." Thus, (B) is the answer. (A) is incorrect because a "class" is a category or classification, and it would not make sense to say that geometry should refrain from such a class. (C) is incorrect because "itinerary" typically refers to a planned route of a journey, and the author is not talking about a journey in this sentence. (D) incorrectly implies that geometry is just beginning to engage in the practices, as in "heading in that direction."

28) **⇒** A

Choice (A) is correct because in paragraph 3, Einstein discusses how humans habitually think of points on a rigid object as representing a straight line, even if one of the points is farther away and even seems to "coincide" with the others and appear to be one point. For example, looking at the end of a string of beads, one might see only one bead. In paragraph 4, Einstein says that such real-world experiences can form the basis for legitimate questions about the "truth" of geometric propositions, interpreted as physics problems. (B) is incorrect because Einstein does not provide an opinion in the passage about whether geometry and physics are both important in an educational curriculum; rather, he describes a new perspective on geometry itself. (C) is incorrect because Einstein says only that geometric principles are limited in their truth, not that they are fiction. (D) is not the answer because Einstein is not drawing a contrast between generalizations and experiments.

29) **⇒** B

The answer is (B) because Einstein points out that, when physicists examine the fundamental truth of geometric propositions, even the notion of "real things" is based on "rather incomplete experiences." In other words, humans have a limited understanding of the phenomena around them. (A) is incorrect because Einstein does not

call geometry an "artificial" system of knowledge. (C) is incorrect because Einstein does not mention measurement. (D) is incorrect because Einstein does not say that geometrical propositions are untrue, but that the theory of relativity in physics can demonstrate that their truth is limited.

30) **⇒** A

Choice (A) is correct because, in lines 40 - 44 and lines 76 - 81, Einstein implies that it is only meaningful to consider the truth of geometric propositions in terms of "objects of experience," or in other words, "real things." (B) is incorrect because Einstein does not mention experiments. (C) is incorrect because Einstein does not discuss applying concepts for practical purposes. (D) is incorrect because there is no indication that Einstein would consider something to be true simply because it is what most people think is true. Instead, Einstein is questioning readers' "proud certainty" that geometric propositions are true.

31) **⇒** B

Choice (B) is correct because in lines 40-44, Einstein points out that people believe something is true if it corresponds with a real object. (A) is incorrect because it is not a statement by Einstein about a definition of truth, but about people remembering as "true" what they learned in school. (C) simply critiques geometry because its ideas are based on "more or less exact objects," so it does not directly address Einstein's concept of "truth." (D) is incorrect because again, Einstein is pointing out a problem with the notion of "truth," not a definition of truth that he supports.

32) **⇒** D

Choice (D) is correct because in paragraph 1, Goldman implies that many marriages are not the result of love, but rather of people wanting to take part in a societal convention and gain public approval. (A) is not the answer because the author does not mention working on love in a marriage; in fact, she suggests that love rarely continues in married life. (B) is incorrect because Goldman does not claim that all people in love are "unconventional." (C) is incorrect because in the passage, Goldman uses insurance as an analogy to marriage; she does not discuss getting health insurance via marriage.

33) **➡ B**
Choice (B) most clearly and directly confirms the author's assertions about marriage, namely that couples get married in order to gain approval from society. (A) is incorrect because it does not address the reason that most people get married, according to Goldman. Instead, it addresses the reason that some people who are truly in love get married. (C) is incorrect because it comprises Goldman's view that getting married never causes couples to fall in love, which does not directly address marrying for convention's sake. (D) is incorrect because it focuses on economic rather than social pressures to get married.

34) **➡ A**
Choice (A) is the answer because when she mentions parasitism, Goldman is commenting on married woman in her era (she published the article in 1911). She implies that they are not allowed to work outside the home, and thus their "predicament" is that they are subjected to "life-long dependency" on their husbands. (B) is incorrect because the only role health insurance plays in the paragraph is as an analogy to marriage. (C) is incorrect because the passage focuses on the effects of marriage, with only an indirect suggestion about equality in the job market. (D) is incorrect because the metaphor of the parasite refers only to the wife being financially dependent on the husband; the metaphor does not address energy.

35) **➡ B**
Choice (B) is correct because in paragraph 4, Goldman argues that society keeps men and women strangers to each other by means of an "insurmountable wall;" the wall comprises the undramatic factors of "custom and habit," so that the reader can infer that "superstition" simply means unfounded beliefs about the opposite gender. (A), (C), and (D) are incorrect because there is nothing in the rest of the sentence or the passage to suggest that Goldman is referring to magic, charm, or fear keeping the genders from knowing and respecting each other.

36) **➡ C**
According to the author of Passage 2, it is intriguing that, despite the fact that half of all marriages end in divorce, people continue to get married and remain optimistic. Thus, (C) is the answer. (A) is incorrect because the main focus

of the passage is on why people get married. (B) is incorrect because the author does not focus on analyzing why fewer homes include two adults. (D) is incorrect because, while the author mentions research from the mid-1800s, she does not focus on it in the passage.

37) **➡ C**
Choice (C) is correct because in paragraph 4, the author says that that married people tend to have lower blood pressure and suffer less from depression than their single counterparts. This indicates the hypothesis that marriage can have a calming effect. (A) is incorrect because the author does not offer any recommendations, namely that people should or should not get married. (B) is incorrect because there is no evidence that the author is suggesting that any marriage can be happy; rather, she provides figures indicating that more than half of them end in divorce. At the same time, (D) is incorrect because the author does not imply that happy marriage is only a fantasy.

38) **➡ D**
Choice (D) is correct because it most directly links healthy marriage and reduced stress levels, so it provides the best evidence that "marriage can be calming." (A) is incorrect because its focus is the happiness of married people, not their calmness. (B) is incorrect because it discusses married people living longer without attributing that to any cause. (C) is incorrect; although it reports that, as a group, people in stressful marriages do not tend to exhibit better health than singles, that is only indirect evidence that marriage can be calming.


39) **➡ A**
Choice (A) is the answer because, as used here, "consideration" means the act of considering or being sensitive to another person's feelings, in this case even during an argument. (B), (C), and (D) are incorrect, because although they can all serve as synonyms of consideration in other contexts, none of them makes sense in the context of "maintaining a level of kindness and consideration..."

40) **➡ B**
The answer is (B); the author of Passage 1 is writing in 1911, more than 100 years before the author of Passage 2. Thus, whereas Goldman says

that women who get married become trapped in a state of economic dependence until death, the author of Passage 2 would be likely to point out that the status of American women has changed so much that marriage is no longer a form of dubious "insurance" in the same way. (A) is incorrect because there is no indication that research on the health benefits of marriage was available in 1911. (C) is incorrect because the author of Passage 2 cites research showing that marriage can have substantial "returns." (D) is incorrect because the author of Passage 2 is not offering a personal evaluation of marriage as an institution, so she would not likely critique Goldman's analysis.

41)  A

Choice (A) is correct because in Passage 1, Goldman uses the image of a wall to symbolize the barriers to men and women becoming close in marriage; she says that they "remain strangers." In Passage 2, the author describes "massive amounts of data" that conclude that marriages are more successful if couples talk to each other "about more than just household chores." Based on the data, it is likely that she would agree with Goldman that, if there is an "insurmountable wall" blocking communication, the "union is doomed to failure." (B) is incorrect because the principle of the "insurmountable wall" is not focused on questions of arguments, but on communication. (C) is incorrect because the "insurmountable wall" is a metaphor for barriers to communication, a timeless problem. (D) is incorrect because Passage 2 incorporates more than just statistics; it includes researchers' conclusions about relationships.

42)  C

Choice (C) is correct; in Passage 1, Goldman states her view that "it is utterly false that love results from marriage." The author of Passage 2 cites research findings in paragraph 5 that married couples who are happiest at the beginning of the marriage are the most likely to stay together. Thus, it is likely that both authors would agree that couples should not expect to fall more in love or to become happier in a relationship just by getting married. (A) is incorrect because neither author says that marriage causes stress. (B) is incorrect because neither author recommends marriage; Goldman describes a negative view of it, and the author of Passage 2 does not make any recommendations. (D) is incorrect because

neither author implies that the only way to be healthy and happy is to get married; Goldman, in fact, believes that in her era (1911), marriage causes unhappiness.

43)  A

The answer is (A) because the author begins by listing well-known aspects of city life, and then adds weather to the list, something readers would not normally expect to be different in cities. (B) is incorrect because the passage is not about the author and where he grew up; it is about research on weather. (C) is incorrect because the author does not address the ways that weather affects urban culture, such as its food and music. (D) is incorrect because the passage that follows is not about general differences in city life and rural life; rather, the opening sentence sets up the following discussion about unexpected weather patterns in cities.

44)  C

Choice (C) is correct because in the context, the author means that meteorologists have studied thunderstorm patterns by creating replicas, or *simulating* the conditions and patterns that they have observed. (A) is incorrect because a sculpture is a work of art, which does not fit the scientific context. (B) is incorrect because there is no indication that anyone or anything is "acting." (D) is incorrect because modeling the weather implies creating a small image or digital depiction, and simulating possible activity, whereas to imitate something is to act like it, which is impossible in terms of atmospheric conditions.

45)  A

In paragraph 4, Haberlie says that a difference of 5 percent in the number of storms per year amounts to "a couple to three" more storms per year. Thus choice (A) is correct. (B) is incorrect because Haberlie specifically states that three or more extra storms per year are possible. (C) is incorrect because "twice as many" storms is more than a 5 percent increase. (D) is incorrect because it contradicts what Haberlie says: that there are more storms per year, and not half as many.

46)  C

Choice (C) is the answer because in paragraph 2, the author says that modeling made researchers aware of the phenomena of increased rainfall in cities, but that the new research verifies the

models by showing actual effects over time. Thus, modeling provides ideas about how things work, but not proof. (A) and (B) are both incorrect because the author is not evaluating the relative importance of modeling vs. data collection. If anything, the passage indicates that both are important. (D) is incorrect because the author not does address the question of models generating conflicting results.

47) **⇒** B

The answer is (B) because it supports the notion that, in this case, modeling was verified by data, indicating a practical relationship between the two methods. (A) is incorrect because it describes the new research, but does not mention models. (C) is incorrect because it reports results, but does not compare them to models. (D) is incorrect because it is merely a researcher's reaction to data, and is too indirect to serve as evidence.

48) **⇒** B

Choice (B) is correct because the passage describes how Haberlie's data and Shepherd's models both showed that cities experience an increased number of thunderstorms compared to their rural surroundings. (A) is incorrect because the researchers both had similar, not different, findings. (C) and (D) are incorrect because Shepherd created simulations, and Haberlie compiled measured data; therefore, their approaches were different, not similar.

49) **⇒** A

Choice (A) is correct because the adjectives "hot, stale, and dirty" conclude a paragraph that begins by laying out "several factors" that cause storms over cities. Another clue is that the adjectives follow the phrase "in essence," which indicates that the previous information is about to be compressed and summed up. (B) is incorrect because the passage does not compare "two diverging viewpoints." The two scientists quoted in the passage both agree that cities "brew up" more thunderstorms. (C) is incorrect because, while it may be common opinion that cities are hot, stale, and dirty, the author's purpose is to explain the consequences of those factors. (D) is incorrect because the author is not explicitly addressing heat and pollution as problems; instead, he is discussing a related phenomenon and the research methods used to identify it.

50) **⇒** A

Choice (A) is the answer because in paragraph 4, the author points out that the asphalt and concrete in cities blocks the soil from absorbing water, leading to increased run-off and flooding. The same materials presumably cause cities to be hotter (paragraph 6) and thus create conditions for more thunderstorms and rain. (B) is incorrect because the passage mentions neither population density, nor evacuation. (C) is incorrect because there is no indication that data for cities is difficult to obtain. (D) will not work because the author does not address the topic of thunderstorms' economic impact on either cities or their surrounding areas.

51) **⇒** C

Choice (C) is correct because paragraph 7 explains that the radar-data research method cannot be applied to every city; as an example, it would be too difficult to separate out effects caused by the city and those caused by a large body of water (like New York and the Atlantic Ocean.) (A) is incorrect because the author never states that radar is ineffective. (B) is incorrect because the author does not state that the Atlantic Ocean is unpredictable, only that large bodies of water near cities make weather patterns more complicated. (D) is incorrect because the author does not address public concern regarding flooding in one place or another.

52) **⇒** B

Choice (B) is correct because it summarizes the concept that recent data analysis has supplemented previous meteorological models to confirm the connection between cities and storms. Choices (A) and (C) are incorrect because they focus solely on either modeling or data interpretation, but they do not mention any synthesis between the topics. (D) is incorrect because it addresses the limitations, not value, of modeling and data interpretation.

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Refer to the passage below to answer questions 1 – 10.

This passage is adapted from Mary Shelley, *Frankenstein*, originally published in 1818.

line It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that
5 I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I
10 saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch
15 whom with such infinite pains and care I had endeavored to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries
20 beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same color as the dun-white sockets in which they
25 were set, his shriveled complexion and straight black lips.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole
30 purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardor that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless

35 horror and disgust filled my heart.
Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to compose my mind to sleep.
40 At length lassitude succeeded to the tumult I had before endured, and I threw myself on the bed in my clothes, endeavoring to seek a few moments of forgetfulness. But it was in vain; I slept, indeed, but I was disturbed by the wildest
45 dreams. I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her, but as I imprinted the first kiss on her lips, they became livid with the hue of death; her features appeared
50 to change, and I thought that I held the corpse of my dead mother in my arms; a shroud enveloped her form, and I saw the grave-worms crawling in the folds of the flannel.
I started from my sleep with horror; a cold
55 dew covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch—the miserable monster whom I had
60 created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear;
65 one hand was stretched out, seemingly to detain me, but I escaped and rushed downstairs. I took refuge in the courtyard belonging to the house which I inhabited, where I remained during the rest of the night, walking up and down in the
70 greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life.

1. As used in line 5, "infuse" most nearly means
 - (A) saturate.
 - (B) bathe.
 - (C) imbue.
 - (D) inspire.
2. The descriptions in paragraph 2 (lines 13 – 26) indicate that what the narrator despises most about his creation is its
 - (A) yellow skin.
 - (B) muscular build.
 - (C) pale eyes.
 - (D) black hair.
3. The statement "The different accidents of life are not so changeable as the feelings of human nature" (line 27 – 28) primarily comments on the
 - (A) variability of human emotions and attitudes.
 - (B) methods that people use to cope with misfortune.
 - (C) narrator's negative outlook toward the concept of fate.
 - (D) process by which accidental encounters cause people to feel differently.
4. The narrator leaves his creation alone after giving it life because he
 - (A) believes that his creation is violent and dangerous.
 - (B) feels revolted and repulsed by his creation.
 - (C) wants his creation to become self-sufficient.
 - (D) is exhausted and leaves to get some rest.
5. The narrator's actions in lines 36 – 39 ("Unable to endure...compose my mind to sleep") most closely resemble those of
 - (A) an unwilling father rejecting his child.
 - (B) a dissatisfied customer returning a product.
 - (C) an editor revising a manuscript.
 - (D) a soldier pursuing an enemy.
6. The narrator recounts his dream (lines 43 – 53) primarily to
 - (A) emphasize that he can find no relief from the specter of death.
 - (B) convey his sorrow regarding the death of his mother.
 - (C) explain why he decided to create life from nonliving matter.
 - (D) reveal his growing acceptance of his creation.
7. As used in line 61 – 62, "fixed on" most nearly means
 - (A) connected to.
 - (B) focused on.
 - (C) mended by.
 - (D) linked to.
8. Over the course of the passage, the narrator's attitude shifts from
 - (A) Fear that his experiment will fail to unmitigated joy at its success.
 - (B) amazement at the beauty of his creation to disappointment in its inability to communicate.
 - (C) exhaustion due to his physical and mental exertions to exhilaration because of the success of his experiment.
 - (D) nervous excitement at the prospect of bringing his creation to life to abject horror at his creation's existence.
9. Which choice provides the best evidence for the answer to the previous question?
 - (A) Lines 2 – 6 ("With an anxiety...at my feet.")
 - (B) Lines 16 – 18 ("His limbs...Great God!")
 - (C) Lines 32 – 35 ("I had...filled my heart.")
 - (D) Lines 40 – 43 ("At length...moments of forgetfulness.")
10. The main rhetorical effect of the narrator calling his creation a "thing" and a "creature" is to
 - (A) dehumanize his creation.
 - (B) confuse and disorient his creation.
 - (C) hide his true feelings toward his creation.
 - (D) emphasize his creation's unusual appearance.

Refer to the passage below to answer questions 11 – 20.

This passage is excerpted from U.S. President Bill Clinton's speech, "Remarks to the People of Ghana," which he delivered in Accra, the capital of Ghana, on March 23, 1998.

line Africa has changed so much in just 10 years. Dictatorship has been replaced in so many places. Half of the 48 nations in sub-Saharan Africa choose their own governments, leading a new
5 generation willing to learn from the past and imagine a future. Though democracy has not yet gained a permanent foothold even in most successful nations, there is everywhere a growing respect for tolerance, diversity, and elemental
10 human rights. A decade ago, business was stifled. Now, Africans are embracing economic reform. Today from Ghana to Mozambique, from Cote d'Ivoire to Uganda, growing economies are fueling a transformation in Africa.

15 For all this promise, you and I know Africa is not free from peril: the genocide in Rwanda; civil wars in Sierra Leone, Liberia, both Congos; pariah states that export violence and terror; military dictatorship in Nigeria; and high levels
20 of poverty, malnutrition, disease, illiteracy, and unemployment. To fulfill the vast promise of a new era, Africa must face these challenges. We must build classrooms and companies, increase the food supply and save the environment, and
25 prevent disease before deadly epidemics break out.

The United States is ready to help you. First, my fellow Americans must leave behind the stereotypes that have warped our view and
30 weakened our understanding of Africa. We need to come to know Africa as a place of new beginning and ancient wisdom from which, as my wife, our First Lady, said in her book, we have so much to learn. It is time for Americans to put a
35 new Africa on our map.

Here in Independence Square, Ghana blazed the path of that new Africa. More than four decades ago, Kwame Nkrumah proposed what he called a "motion of destiny" as Ghana stepped
40 forward as a free and independent nation. Today, Ghana again lights the way for Africa. Democracy is spreading. Business is growing. Trade and investment are rising. Ghana has the only African-owned company today on our New York Stock
45 Exchange.

You have worked hard to preserve the peace in Africa and around the world – from Liberia to
50 Lebanon, from Croatia to Cambodia. And you have given the world a statesman and peacemaker in Kofi Annan to lead the United Nations. The world admires your success. The United States admires your success. We see it taking root throughout the new Africa. And we stand ready

to support it.

55 First, we want to work with Africa to nurture democracy, knowing it is never perfect or complete. We have learned in over 200 years that every day democracy must be defended and a more perfect union can always lie ahead.
60 Democracy requires more than the insults and injustice and inequality that so many societies have known and America has known. Democracy requires human rights for everyone, everywhere, for men and women, for children and the elderly,
65 for people of different cultures and tribes and backgrounds. A good society honors its entire family.

Second, democracy must have prosperity. Americans of both political parties want to
70 increase trade and investment in Africa. We have an "African Growth and Opportunity Act" now before Congress. Both parties' leadership are supporting it. By opening markets and building businesses and creating jobs, we can
75 help and strengthen each other. By supporting the education of your people, we can strengthen your future and help each other. For centuries, other nations exploited Africa's gold, Africa's diamonds, Africa's minerals. Now is the time for
80 Africans to cultivate something more precious, the mind and heart of the people of Africa, through education.

Third, we must allow democracy and prosperity to take root without violence. We must
85 work to resolve the war and genocide that still tear at the heart of Africa. We must help Africans to prevent future conflicts. Here in Ghana, you have shown the world that different peoples can live together in harmony. You have proved that
90 Africans of different countries can unite to help solve disputes in neighboring countries. Peace everywhere in Africa will give more free time and more money to the pressing needs of our children's future. The killing must stop if a new
95 future is to begin.

Fourth and finally, for peace and prosperity and democracy to prevail, you must protect your magnificent natural domain. Africa is mankind's
100 first home. We all came out of Africa. We must preserve the magnificent natural environment that is left. We must manage the water and forest. We must learn to live in harmony with other species. You must learn how to fight drought and famine and global warming. And we must share with you
105 the technology that will enable you to preserve your environment and provide more economic opportunity to your people.

Percentages of African Population by Income Category

	Wealthy	Middle Class	Poor
1980	4.8	26.2	69.0
1990	4.3	27.0	68.7
2000	6.5	27.2	66.3
2010	4.8	34.3	60.8

SOURCE: African Development Bank

11. The most prevalent contrast throughout the speech is that between
- America's flawed perceptions of Africa and reality.
 - Africa's troubled past and Africa's hopeful future.
 - Ghana's peaceful democracy and the violent dictatorships of other African nations.
 - Ghana's struggling economy and America's thriving economy.
12. Which choice best summarizes paragraphs 1 and 2 (lines 1 – 26)?
- African nations now tend to have elected governments, and improved human rights.
 - Political and economic improvements in Africa have not yet lifted Africans out of danger.
 - Ghana must help other African nations meet challenges in education, business, food, and so on.
 - America needs to embrace both the change and the challenge in Africa.
13. As used in line 9, "elemental" most nearly means
- fundamental.
 - rudimentary.
 - instrumental.
 - environmental.
14. Throughout the speech, Clinton refers to Ghana as
- a social utopia that America should attempt to replicate.
 - a troubled nation on the brink of social revolution.
 - a mirror image of America when it was establishing a democracy.
 - a model that other African nations should aspire to.
15. Which choice provides the best evidence for the answer to the previous question?
- Lines 30 – 34 ("We need to...much to learn.")
 - Lines 40 – 43 ("Today, Ghana...are rising.")
 - Lines 55 – 57 ("First, we want...perfect or complete.")
 - Lines 79 – 82 ("Now is the time...through education.")
16. The table suggests that in 1998, when Clinton delivered his speech, African nations were experiencing
- widespread prosperity.
 - slightly increasing average incomes.
 - affluence in a few regions.
 - a revolution in social mobility.
17. Which trend mentioned in the passage is best supported by the table?
- Lines 11 – 14 ("Now, Africans...Africa.")
 - Lines 41 – 42 ("Democracy is spreading.")
 - Lines 77 – 79 ("For centuries...minerals.")
 - Lines 87 – 89 ("Here in Ghana...harmony.")
18. As used in line 66, "honors" most nearly means
- obeys.
 - praises.
 - worships.
 - respects.
19. The main rhetorical effect of Clinton's use of "we" throughout the passage is to
- distinguish Ghana as a fellow democratic nation.
 - imply a promise of military aid in case of a threat to Ghana.
 - emphasize the U.S. pledge to help develop a "new Africa."
 - focus more on the U.S. than on Africa.
20. In the context of the speech, Clinton regards the social, political, and economic future of Africa
- with vitriolic pessimism.
 - with a combination of optimism and pragmatism.
 - with admiration that borders on jealousy.
 - with a mixture of resignation and reverence.

Refer to the passage below to answer questions 21 – 30.

This passage is adapted from naturalist John Burroughs, *The Breath of Life*, originally published in 1915.

line We read our astronomy and geology in the light of our enormous egotism, and appropriate all to ourselves; but science sees in our appearance here a no more significant event than in the foam
5 and bubbles that whirl and dance for a moment upon the river's current. The bubbles have their reason for being; all the mysteries of molecular attraction and repulsion may be involved in their production; without the solar energy, and the
10 revolution of the earth upon its axis, they would not appear; and yet they are only bubbles upon the river's current, as we are bubbles upon the stream of energy that flows through the universe. Apparently the cosmic game is played for us no
15 more than for the parasites that infest our bodies, or for the frost ferns that form upon our window-panes in winter. The making of suns and systems goes on in the depths of space, and doubtless will go on to all eternity, without any more reference
20 to the vital order than to the chemical compounds.

The amount of living matter in the universe, so far as we can penetrate it, compared with the non-living, is, in amount, like a flurry of snow that whitens the fields and hills of a spring morning
25 compared to the miles of rock and soil beneath it; and with reference to geologic time it is about as fleeting. In the vast welter* of suns and systems in the heavens above us, we see only dead matter, and most of it is in a condition of glowing metallic
30 vapor. There are doubtless living organisms upon some of the invisible planetary bodies, but they are probably as fugitive and temporary as upon our own world. Much of the surface of the earth is clothed in a light vestment* of life, which, back
35 in geologic time, seems to have more completely enveloped it than at present, as both the Arctic and the Antarctic regions bear evidence in their coal-beds and other fossil remains of luxuriant vegetable growths.

Strip the earth of its thin pellicle* of soil, thinner with reference to the mass than is the peel to the apple, and you have stripped it of its life. Or, rob it of its watery vapor and the carbon dioxide in the air, both stages in its evolution, and
45 you have a dead world. The huge globe swings through space only as a mass of insensate* rock. So limited and evanescent* is the world of living matter, so vast and enduring is the world of the non-living. Looked at in this way, in the light of
50 physical science, life, I repeat, seems like a mere passing phase of the cosmic evolution, a flitting and temporary stage of matter which it passes through in the procession of changes on the surface of a cooling planet. Between the fiery mist

55 of the nebula, and the frigid and consolidated globe, there is a brief span, ranging over about one hundred and twenty degrees of temperature, where life appears and organic evolution takes place. Compared with the whole scale of
60 temperature, from absolute zero to the white heat of the hottest stars, it is about a hand's-breadth compared to a mile.

Life processes cease, but chemical and mechanical processes go on forever. Life is as fugitive and uncertain as the bow in the clouds,
65 and, like the bow in the clouds, is confined to a limited range of conditions. Like the bow, also, it is a perpetual creation, a constant becoming, and its source is not in the matter through which
70 it is manifested, though inseparable from it. The material substance of life, like the rain-drops, is in perpetual flux and change; it hangs always on the verge of dissolution and vanishes when the material conditions fail, to be renewed again
75 when they return. We know—do we not?—that life is as literally dependent upon the sun as is the rainbow, and equally dependent upon the material elements; but whether the physical conditions sum up the whole truth about it, as
80 they do with the bow, is the insoluble question. Science says "Yes," but our philosophy and our religion say "No." The poets and the prophets say "No," and our hopes and aspirations say "No."

* *welter* – a state of disorder or chaos.

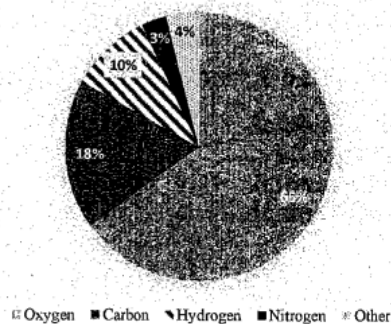
* *vestment* – a garment or piece of clothing

* *pellicle* – a thin membrane or film

* *insensate* – unable to perceive or experience physical sensations

* *evanescent* – quickly fading or disappearing

Elemental Composition of the Human Body



21. Over the course of the passage, the author presents his argument primarily by
- (A) analogy and reasoning.
 - (B) argument and counterargument.
 - (C) metaphor and hyperbole.
 - (D) appealing to physical laws.
22. As used in line 2, "light" most nearly means
- (A) illumination.
 - (B) context.
 - (C) ambiance.
 - (D) opinion.
23. The author likens living matter to light snow on a "spring morning" (lines 21 – 27) primarily to
- (A) suggest that life is both rare and fleeting on a cosmic scale.
 - (B) indicate that spring will always bring new life.
 - (C) allude to the conditions that may have created life.
 - (D) provide a metaphor for our shallow understanding of life.
24. The author suggests that the amount of life on Earth at present is
- (A) lower than in past geologic periods.
 - (B) higher than in past geologic periods.
 - (C) comparable to past geologic periods.
 - (D) comparable to that on similar planets throughout the universe.
25. As used in line 72, "hangs" most nearly means
- (A) sticks.
 - (B) exists.
 - (C) prevails.
 - (D) depends.
26. According to the chart, the human body is
- (A) comprised of materials not fully understood by scientists.
 - (B) composed entirely from only five elements.
 - (C) mostly oxygen at the atomic level.
 - (D) not unique in terms of elements.
27. Which statement from the passage is best supported by the chart?
- (A) Lines 17 – 20 ("The making...compounds.")
 - (B) Lines 47 – 49 ("So limited...non-living.")
 - (C) Lines 54 – 59 ("Between the...place.")
 - (D) Lines 67 – 70 ("Like the bow...from it.")
28. The author would most likely agree that science
- (A) is unable to resolve certain important questions about life.
 - (B) has failed the public by not providing answers about life.
 - (C) is actually a type of poetic expression.
 - (D) consists of an entirely arbitrary set of principles.
29. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 1 – 6 ("We read our...river's current.")
 - (B) Lines 33 – 39 ("Much of the...vegetable growths.")
 - (C) Line 63 – 64 ("Life processes cease...on forever.")
 - (D) Line 75 – 80 ("We know...question.")
30. Based on the passage as a whole, the author's argument is best described as
- (A) an interrogation of traditionally accepted ideals.
 - (B) a scientific question approached from a philosophical perspective.
 - (C) a poetic treatment of a technical subject.
 - (D) a skeptical dismissal based on evidence from the natural world.

Refer to the passage below to answer questions 31 – 41.

This passage is excerpted from the Bill of Rights, which went into effect in 1791. The Bill of Rights is a list of the first ten changes (amendments) to the Constitution of the United States.

line **THE** Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, 5 that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution....

Amendment 1 Congress shall make no 10 law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of 15 grievances.

Amendment 2 A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

20 **Amendment 3** No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4 The right of the people to 25 be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly 30 describing the place to be searched, and the persons or things to be seized.

Amendment 5 No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of 35 a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be 40 compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

45 **Amendment 6** In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the

50 State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel 55 for his defense.

Amendment 7 In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be 60 otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment 8 Excessive bail shall not be required, nor excessive fines imposed, nor cruel 65 and unusual punishments inflicted.

Amendment 9 The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

70 **Amendment 10** The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

31. According to paragraph 1 (lines 1 – 8), Congress included the Bill of Rights primarily to
- (A) ensure freedom of speech.
 - (B) restrict the new government’s powers.
 - (C) ensure that people approve of the government.
 - (D) halt cases of abuse.
32. Based on Amendment 1, the authors wanted to prevent Congress from passing laws that
- (A) require people to respect established religions.
 - (B) ban people from grieving publicly.
 - (C) ban individuals from owning guns.
 - (D) ban or establish some religions or religious practices.
33. As used in line 15, “grievances” most nearly means
- (A) injustices.
 - (B) sorrows.
 - (C) rights.
 - (D) indignities.
34. In line 27, the authors refer to “Warrants” primarily to
- (A) propose a new method for police to keep track of particular searches and seizures.
 - (B) specify the conditions under which a local judge can authorize a search.
 - (C) state that official documents must justify and limit searches and seizures beforehand.
 - (D) emphasize the privacy of homes and belongings, and that authorities should enter respectfully.
35. Amendment 5 strongly suggests that the authors wanted to prevent
- (A) civil courts from judging military cases.
 - (B) arbitrary imprisonment, execution, and confiscation of goods.
 - (C) government malfunctioning, including mistrials in court cases.
 - (D) attorneys and bureaucrats from having too much political power.
36. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 35 – 37 (“except in...actual service”)
 - (B) Line 39 – 41 (“nor shall...against himself.”)
 - (C) Lines 41 – 42 (“nor be...due process of law.”)
 - (D) Line 43 – 45 (“nor shall private property... just compensation.”)
37. Between Amendment 6 and Amendment 6, the authors’ focus shifts from
- (A) limits on bringing charges to rights of the accused.
 - (B) how to form grand juries to the right to have a defense attorney.
 - (C) exceptions regarding land or naval forces to the importance of juries.
 - (D) seizing the property of individuals to criminal prosecutions.
38. In Amendment 8, the authors use the words “excessive,” “cruel,” and “unusual” primarily to
- (A) emphasize their strong humanitarian values.
 - (B) indicate their intent without creating specific rules.
 - (C) give courts the authority to set bail as well as to fine and punish people.
 - (D) imply that the new government would be more beneficent than the old.
39. As used in line 68, “construed” most nearly means
- (A) deciphered.
 - (B) interpreted.
 - (C) simplified.
 - (D) translated.
40. The passage strongly suggests that the founding document of the new government should
- (A) explicitly resolve future grievances.
 - (B) suggest that an elected government can be trusted.
 - (C) primarily describe limitations.
 - (D) serve as a rough draft to be rewritten frequently.
41. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 9 – 15 (Amendment 1)
 - (B) Lines 20 – 23 (Amendment 3)
 - (C) Lines 63 – 65 (Amendment 8)
 - (D) Lines 70 – 73 (Amendment 10)

Refer to the passage below to answer questions 42 – 52.

Passage 1 is adapted from H. W. Conn, *The Story of Germ Life*, originally published in 1915. Passage 2 is adapted from "Guideline for Hand Hygiene in Health-Care Settings," published in 2002.

Passage 1

line In the study of medicine in the past centuries
the only aim has been to discover methods of
curing disease; at the present time a large and
increasing amount of study is devoted to the
5 methods of preventing disease. Preventive
medicine is a development of the last few years,
and is based almost wholly upon our knowledge
of bacteria. This subject is yearly becoming of
more importance. Forewarned is forearmed,
10 and it has been found that to know the cause of
a disease is a long step toward avoiding it. As
some of our contagious and epidemic diseases
have been studied in the light of bacteriological
knowledge, it has been found possible to
15 determine not only their cause, but also how
infection is brought about, and consequently
how contagion may be avoided. Some of the
results which have grown up so slowly as to be
hardly appreciated are really great triumphs. For
20 instance, bacteriological study has shown that
the source of cholera infection in cases of raging
epidemics is, in large part at least, our drinking
water; and since this has been known, although
cholera has twice invaded Europe, and has been
25 widely distributed, it has not obtained any strong
foothold or given rise to any serious epidemic
except in a few cases where its ravages can be
traced to recognized carelessness.

The study of preventive medicine is yet in its
30 infancy, but it has already accomplished much.
It has developed modern systems of sanitation,
has guided us in the building of hospitals, given
rules for the management of the sick-room which
largely prevent contagion from patient to nurse;
35 it has told us what diseases are contagious,
and in what way; it has told us what sources
of contagion should be suspected and guarded
against, and has thus done very much to prevent
the spread of disease. Its value is seen in the fact
40 that there has been a constant decrease in the
death rate since modern ideas of sanitation began
to have any influence, and in the fact that our
general epidemics are less severe than in former
years, as well as in the fact that more people
45 escape the diseases which were in former times
almost universal.

Passage 2

For generations, handwashing with soap and
water has been considered a measure of personal
hygiene. The concept of cleansing hands with an
50 antiseptic agent probably emerged in the early
19th century. As early as 1822, a French
pharmacist demonstrated that solutions
containing chlorides of lime or soda could
eradicate the foul odors associated with human
55 corpses and that such solutions could be used as
disinfectants and antiseptics.

In 1961, the U. S. Public Health Service
produced a training film that demonstrated
handwashing techniques recommended for use
60 by health-care workers (HCWs). At the time,
recommendations directed that personnel wash
their hands with soap and water for 1–2 minutes
before and after patient contact.

In 1975 and 1985, formal written guidelines on
65 handwashing practices in hospitals were
published by CDC (Centers for Disease Control
and Prevention). These guidelines recommended
handwashing with non-antimicrobial soap
between the majority of patient contacts and
70 washing with antimicrobial soap before and after
performing invasive procedures or caring for
patients at high risk. Use of waterless antiseptic
agents (e.g., alcohol-based solutions) was
recommended only in situations where sinks were
75 not available.

In 1988 and 1995, guidelines for handwashing
and hand antisepsis were published by the
Association for Professionals in Infection
Control (APIC). Recommended indications for
80 handwashing were similar to those listed in
the CDC guidelines. The 1995 APIC guideline
included more detailed discussion of alcohol-
based hand rubs and supported their use in more
clinical settings than had been recommended
85 in earlier guidelines. In 1995 and 1996, the
Healthcare Infection Control Practices Advisory
Committee (HICPAC) recommended that either
antimicrobial soap or a waterless antiseptic
agent be used for cleaning hands upon leaving
90 the rooms of patients with multidrug-resistant
pathogens (e.g., vancomycin-resistant enterococci
[VRE] and methicillin-resistant *Staphylococcus
aureus* [MRSA]). These guidelines also provided
recommendations for handwashing and hand
95 antisepsis in other clinical settings, including
routine patient care. Although the APIC and
HICPAC guidelines have been adopted by
the majority of hospitals, adherence of HCWs
to recommended handwashing practices has
100 remained low.

42. As used in line 30, "infancy" most nearly means
- childhood.
 - beginnings.
 - immaturity.
 - fantasy.
43. Which choice best describes the term "preventive medicine" as it appears in Passage 1?
- Lines 1 – 5 ("In the study...preventing disease.")
 - Lines 5 – 8 ("Preventive medicine is...of bacteria.")
 - Lines 9 – 11 ("Forewarned is forearmed...avoiding it.")
 - Lines 11 – 17 ("As some of...be avoided.")
44. The reference to the cholera epidemics in lines 19 – 28 primarily serves to
- downplay the importance of scientific research to medicine.
 - warn against the consequences of personal negligence.
 - demonstrate a major achievement of preventive medicine.
 - suggest a future free of epidemics.
45. As used in line 54, "foul" most nearly means
- avian.
 - putrid.
 - illegal.
 - frightening.
46. The author of Passage 2 mentions "chlorides of lime and soda" (line 53) primarily to
- criticize 19th century medicine's crudeness.
 - describe early forms of disinfectants used by doctors.
 - update the reader on recent advances in antiseptic technology.
 - provide an example of a household remedy that was adopted by the scientific community.
47. The progression of hand-washing procedures as outlined in paragraphs 2 and 3 of Passage 2 (lines 57 – 75) is best described as
- optional to required.
 - guidelines to regulations.
 - disinfectant to antiseptic.
 - general to specific.
48. The author of Passage 2 strongly suggests that the biggest challenge to improving hand-washing procedures in health-care settings is
- providing adequate education.
 - compelling workers to follow recommendations.
 - availability of necessary cleaning agents.
 - opposition from hospital bureaucracies.
49. Which choice provides the best evidence for the answer to the previous question?
- Lines 51 – 56 ("As early as...antiseptics.")
 - Lines 72 – 75 ("Use of waterless...not available.")
 - Lines 85 – 91 ("In 1995...pathogens.")
 - Lines 96 – 100 ("Although...remained low.")
50. How would the author of Passage 1 most likely respond to the description of the French pharmacist in Passage 2 (lines 51 – 56)?
- With surprise, because it refutes the author's assertion that preventive medicine is a 20th century development.
 - With approval, because he represents an early pioneer in an important movement in public health.
 - With disdain, because of the crude methods he used to treat disease.
 - With ambivalence, because it is unrelated to his area of concern.
51. Which choice best states the relationship between the two passages?
- Passage 2 provides a public health perspective on a scientific breakthrough described in Passage 1.
 - Passage 2 describes the failings of a project introduced in Passage 1.
 - Passage 2 discusses international implications of concerns raised in Passage 1.
 - Passage 2 criticizes the practicality of the proposals outlined in Passage 1.
52. What information discussed in Passage 1 is represented by Passage 2?
- Line 29 – 30 ("The study of...accomplished much.")
 - Lines 32 – 34 ("given rules for...to nurse")
 - Lines 35 – 39 ("it has told...of disease.")
 - Lines 39 – 44 ("Its value is...former years")



1) **⇒** C

Choice (C) is correct because the narrator wants to give the body a "spark of being," or fill it with life, and "imbue" means to cause someone or something to absorb feelings or qualities. (A) is incorrect because "pervade" is not something that can be done to another person or object; while life could pervade the body, it would not make sense to say that the doctor "pervaded" the body with life. (B) is incorrect because "bathe" most nearly means to immerse, which would be an exterior treatment only. Finally, (D) is incorrect because "inspire" means to give someone the will to do something, which does not fit the context.

2) **⇒** C

Choice (C) is correct because the narrator says that the creature's otherwise beautiful features "formed a more horrid contrast with his watery eyes," which were almost as white as his eye sockets. (A) is incorrect because, although the narrator mentions the creature's yellow skin, he specifically calls the eyes "horrid." (B) is incorrect because the only comment the narrator makes about the creature's build is positive—that his "limbs were in proportion." Finally, (D) is incorrect because the narrator mentions the creature's "lustrous" hair as one of its positive features.

3) **⇒** A

This statement means that the different circumstances and events of life do not change as much as feelings change; in other words, a person's feelings frequently undergo transformations. Thus, (A) is correct. (B) is incorrect because the narrator is not specifically speaking of misfortune, but instead about all kinds of circumstances. (C) is incorrect because the narrator is not focusing

on fate and does not express an outlook on it. Finally, (D) is incorrect because the narrator is not commenting on the effects of accidents. Rather, he is explaining how drastically his feelings changed.

4) **⇒** B

Choice (B) is correct because, at the end of paragraph 3, the narrator states that "horror and disgust" filled his heart. In other words, he was "revolted and repulsed." (A) is incorrect because the narrator does not specifically mention in the passage that he is afraid that the creature is violent. (C) is incorrect because the narrator does not leave the creature in order to help it gain self-sufficiency, but because of his own overwhelming emotions. (D) is not the best answer because in paragraph 4 the narrator says that he rushed out of the room because he was "unable to endure the aspect of the being I had created"; thus, although he may have been tired, he did not leave because of it.

5) **⇒** A

Choice (A) is correct, as the narrator leaves his creation because he cannot stand to look at it, and sleeplessly paces in his bedroom. This behavior strongly suggests that the narrator—the creator—rejects the monster—his own creation. (B) is incorrect because a customer is able to return a product at will, but the monster cannot be returned, which is the cause of the narrator's agitation. (C) is incorrect because an editor generally revises manuscripts written by others; in this case, not only is the narrator unable to change the creature, but he himself created it, and thus has responsibility for it. Finally, (D) is incorrect because the narrator is not pursuing the creature; rather, he is fleeing it.

- 6) **▶ A**
Choice (A) is correct because the narrator's dream is about the death and decay of his loved ones. The horrific images indicate that even in sleep, he is not able to forget what he has created with parts of corpses. (B) is incorrect because the main focus of the narrator's dream is not sorrow at the death of his mother, but his preoccupation with death now that he has created life from death. (C) is incorrect because the narrator's dream hints at, but does not fully explain, his reasons for undertaking the experiment. Finally, (D) is incorrect because the dream indicates the narrator's disgust and regret, not his acceptance, of his creation.
- 7) **▶ B**
The correct choice is (B) because the narrator says that when the creature held up the bed curtain, the creature's eyes were fixed on him. When eyes "fix on" something it means they are staring; in other words, the creature's eyes were focusing on the narrator and nothing else. (A), (C), and (D) are incorrect because these other meanings of "fixed" would not make sense in this context.
- 8) **▶ D**
Choice (D) is correct because in the opening paragraph, the narrator speaks of his "anxiety that almost amounted to agony." By paragraph 3, he says that what he had desired "with an ardor that far exceeded moderation" horrified him as soon as he accomplished it. (A) is incorrect because, while the narrator may have felt fear that the experiment would fail, he feels horror, not joy, when it succeeds. (B) is incorrect because the narrator does not feel that the creature is beautiful; moreover, he does not attempt to communicate with it. Finally, (C) is incorrect because the narrator does not start out feeling tired. Also, by the end of the passage, he indicates regret, not exhilaration.
- 9) **▶ C**
The answer is (C) because it captures the hopeful excitement that the narrator had for his experiment—"the beauty of the dream"—and the "breathless horror" he felt the instant the creature came to life. (A) is incorrect because it expresses only the nervous feelings of the narrator before he brings his creation to life. (B) is incorrect because reveals only the shock and horror the narrator feels when the creature opens his eyes. Finally, (D) is incorrect because it does not support the narrator's major shift from excitement to horror; rather, it describes his desire to escape his feelings for awhile with sleep.
- 10) **▶ A**
Choice (A) is correct because, by calling his creation a "thing" and a "creature," the narrator identifies it as an object or an animal, not as a human with thoughts and feelings. Thus, the narrator's descriptions "dehumanize" it. (B) is incorrect because the narrator is not attempting to disorient his creation; he is too caught up in his own feelings of revulsion to be concerned with confusing his creation. (C) is incorrect because the narrator does not attempt to hide his feelings toward his creation. Finally, (D) is incorrect because the terms "thing" and "creature" have a more general rhetorical effect; they emphasize the creature's non-human status, not just its unusual appearance.
- 11) **▶ B**
Choice (B) is correct because Clinton says in line 1 that "Africa has changed so much in just 10 years," and the rest of the passage is about how to reinforce positive changes in Africa, contrasting the troubled past with the hopeful future. (A) is incorrect because although paragraph 3 states that Americans must change their stereotypes of Africa, that contrast is not a focus of the speech. (C) is incorrect; although Clinton praises Ghana's democratic movement by saying that "Ghana blazed the path of that new Africa," he does not dwell on the differences between Ghana's government and those of other African nations. Finally, (D) is incorrect because Clinton only mentions Ghana's economy to point out a firm from Ghana that is traded on the New York Stock Exchange.
- 12) **▶ B**
Choice (B) best summarizes the points made in the first two paragraphs: (1) Africa has changed politically and economically over the last decade, and (2) Africa is not "free from peril." (A) is incorrect because Clinton says that "democracy has not yet gained a foothold even in most successful nations" in Africa (lines 6 – 8), not that African nations tend to have elected governments now. (C) is incorrect because paragraphs 1 and 2 talk about the African continent in general, not about Ghana in particular. (D) is incorrect because Clinton does not mention the United States in the

first two paragraphs of the passage; rather, he provides a general overview of African nations' positive shifts and continuing challenges.

13)  A

Choice (A) is correct because the term "elemental" refers to parts of something that cannot be broken down further. Within the context of the speech, "elemental" refers to the basic rights of every human; in other words, "fundamental" rights. (B) is incorrect because "rudimentary" carries the connotation of undeveloped, which does not make sense in Clinton's reference to human rights. (C) is incorrect because "instrumental" connotes something that is helpful or useful, which does not make sense in the context. Finally, (D) is incorrect because "environmental" refers to the conditions surrounding something, which would not make sense in terms of human rights.

14)  D

Choice (D) is correct because Clinton praises Ghana for blazing "the path of that new Africa" through political and peacekeeping efforts (lines 36 - 51), implying that Ghana is a progressive African nation. Thus, (D) is correct. (A) is incorrect because Clinton praises Ghana, but he never refers to it as a "utopia": a perfect, idealized society. (B) is incorrect because Clinton's speech focuses largely on Ghana's social and political progress in recent years; (D) is incorrect because, although Clinton relates the establishment of democracy in Ghana to democracy in America, he does not imply that Ghana *mirrors* America.

15)  C

Choice (B) is correct because it clearly establishes Ghana as a model for other African nations by stating, "Ghana again lights the way for Africa." (A) is incorrect because it focuses on Americans' perceptions of Africa, not on Ghana's relationship with Africa. (C) and (D) are incorrect because they do not focus on Ghana's potential as a model for the rest of the continent.

16)  B

Choice (B) is correct because, when Clinton gave the speech in 1998, the middle class was experiencing slight growth while the number of poor people was gradually decreasing, indicating slightly higher incomes for many Africans. (A) is incorrect because even with the positive changes, around two-thirds of Africans could still be classified as "poor," which is the opposite

of "widespread prosperity." (C) cannot be supported because the table is not differentiated by region. (D) is incorrect because the changes are slight, which does not indicate a sudden change, or "revolution."

17)  A

Choice (A) is correct because it refers to the trend toward "growing economies" in Africa, which is supported by the slight rise in the middle class and slight decrease in poor people throughout Africa, as indicated by the table. (B) is incorrect because it refers to political change, which cannot be supported by the information in the table. (C) is incorrect because it refers to economic exploitation of resources, which is not reflected in the contents of the table. (D) is incorrect because it refers to the trend of peace and tolerance within Ghana, not to economic trends indicated by the table.

18)  D

Choice (D) is correct because in lines 65 - 66 Clinton refers to society metaphorically as a family, and says that a good society "honors," or *respects*, each family member. The overall emphasis is on respect for individuals' human rights. (A) is incorrect because it would not make sense to suggest that society should obey each member. (B) is incorrect because Clinton is not referring to praising each member of society, but to recognizing that each member has basic rights. (C) is incorrect because "worship" refers to demonstrating reverence, typically for a deity; Clinton does not intend to speak of worshipping all members of a society.

19)  C

Choice (C) is correct because in the passage Clinton uses the term "we" when proposing various measures that must be taken to put Africa on a path to prosperity and democracy. The use of "we" coming from the leader of the United States indicates the U.S. commitment, or pledge, to help set Africa on a new course. (A) is incorrect because Clinton does not use "we" to distinguish Ghana from other nations, but to encourage Ghana and other nations to see themselves as unified by common political and social goals. (B) is incorrect because, although Clinton does emphasize that America is interested in helping to cultivate democracy in Africa, this point is subsumed under the larger focus on unity and cooperation in Clinton's speech. (D) is incorrect because the

passage consistently focuses on African society, and the U.S. is only mentioned in passing.

20) **▶▶▶** B

Clinton expresses optimism in Africa's political future when he says that the U.S. sees Ghana's success "taking root throughout the new Africa." Yet Clinton remains pragmatic, acknowledging that Africa still has many hurdles to overcome, and that democracy "is never perfect or complete." (A) is incorrect because while Clinton does say in the paragraph that war and genocide still "tear at the heart of Africa" (line 86), he does not elaborate on the horrifying outcomes, so pessimism is not his dominant attitude. (C) is incorrect because Clinton never mentions jealousy, even though he does claim that "the United States admires your [Ghana's] success." And (D) is incorrect because Clinton never shows resignation. Rather, he consistently expresses optimism and determination.

21) **▶▶▶** A

Choice (A) is correct because the author uses analogy to help explain his perspective: he likens humans' cosmic significance to that of "foam and bubbles upon the river's current." He also uses logic and reasoning to emphasize his points: he uses reasoning to conjecture that life elsewhere in the universe must be as fleeting as life on Earth. (B) is incorrect because the passage is a philosophical musing, not a structured argument containing counterarguments. (C) is incorrect because it is too limited; the passage does use metaphor, but the passage is primarily philosophical in nature, so the author makes use of reasoning as well and uses no exaggeration or hyperbole. Finally, (D) is incorrect because the author does not appeal to specific physical laws to present his views.

22) **▶▶▶** B

The correct choice is (B). If we use the idiom "*in the light of (x), we have decided (y)*" we mean "*considering (x), we think (y)*;" in other words, the idiom "in light of" refers to ideas or information that help one interpret other ideas or pieces of information. In this case, humans think highly of themselves, and in this *context* interpret themselves as being important in the universe. Thus, (B) "context," is close to "in light of" because it refers to circumstances that lead to a particular interpretation. (A), (C), and (D) do not make sense in the sentence.

23) **▶▶▶** A

The answer is (A) because the author's point is that living matter in the universe is minuscule and short-lived compared to nonliving matter. Life is analogous to a thin layer of snow that melts quickly on a warm spring morning, insignificant when compared to the miles of rock upon which it briefly exists. (B) is incorrect because the analogy does not include any mention of life recurring in spring; the point of the "spring morning" is the idea that the warm sunlight will quickly melt the snow. (C) and (D) are incorrect because the author says he is comparing the amount of living matter to non-living matter, so his purpose is neither to speculate on the conditions that created life, nor to describe a shallow understanding of life.

24) **▶▶▶** A

The answer is (A) because, according to the information available in the author's era (he published the passage in 1915), it appeared that in past geological periods life "seems to have more completely enveloped" the Earth (lines 33 – 39). (B) and (C) are incorrect because they contradict the author's assertion in lines 33 – 39. Finally, (D) is incorrect because the author does not make a comparison between the amount of life on Earth and the amount of life on other planets. He says that other planets likely contain life, but he does not compare the amount of life on Earth to the amount on other planets.

25) **▶▶▶** B

Choice (B) is correct; when the author states that life "hangs on the verge of dissolution," he means that life exists on the verge of termination. Thus, "hangs" means "exists precariously," or simply "exists." (A) is incorrect because the author is not implying that life is attached or stuck in the universe in any way; rather, he is emphasizing that is in constant danger of disappearing. (C) is incorrect because "dangles" implies that life is literally hanging over a precipice. In the passage, however, "hangs" is used metaphorically, not literally. Finally, (D) is incorrect because to say that life "depends" on the verge of dissolution would not have a clear meaning, as dependence involves relying upon something.

26) **▶▶▶** C

Choice (C) is correct, because the chart shows that the element oxygen makes up 65 percent of a human body. The chart shows proportions

of materials at the level of (elemental) atoms, rather than compounds made up of molecules, such as water. (A) is incorrect because there is no information in the chart about how well understood the composition of the human body is. (B) is incorrect because the chart lists four elements and one "other" category, which consists of an unknown number of additional elements. (D) is incorrect because the chart does not compare the elements in humans to the elements in other species, so it does not address whether the human composition is unique.

27) **⇒** D

The answer is (D) because it refers to the mystery of life that is evident in the chart: living things such as humans are made up of nonliving elements (as shown in the chart) without which they cannot live. Yet, if one were to mix those same elements together in a laboratory, the result would not be a living thing. (A), (B), and (C) are incorrect because the chart shows only the proportions of elements that make up the human body; there is no direct connection to the insignificance of life in the universe or the limited conditions in which life can exist.

28) **⇒** A

Choice (A) is correct because the author states that, when it comes to life, we do not know "whether the physical conditions sum up the whole truth about it." The author calls the question "insoluble," meaning that science may never be able to answer it. (B) is incorrect because the author does not criticize science. (C) is incorrect because, although the author uses poetic analogies to articulate his points, these are not meant to indicate that science itself is poetry. Finally, (D) is incorrect because the author never indicates that he considers science to consist of an arbitrary or meaningless set of principles. Rather, the author seeks to draw attention to scientific facts.

29) **⇒** D

Choice (D) is correct because lines 75–80 provide the clearest evidence of the author's belief that there are certain questions that science is not equipped to answer. (A) is incorrect because it focuses on humans lacking perspective on their own place in the universe, which by itself does not address science's limitations. (B) is incorrect because it focuses on the amount of life present on

Earth over the course of time; it does not comment on scientific limitations. Finally, (C) is incorrect because it is a straightforward factual claim; life ends, but the universe's chemical and mechanical process seem to be without end. The statement does not address the deeper questions of whether science can determine what creates life, what life is, or whether it matters.

30) **⇒** B

Choice (B) is correct because the author considers whether life originates from materials only, and whether life is a phenomenon that science can ever explain. Thus, he is exploring a scientific question, but at the same time, his approach is philosophical; he predicts that the question is "insoluble," meaning that we will never be able to solve the problem. (A) is incorrect because the author is not interrogating, or asking questions; he is providing perspective on human understanding. (C) is incorrect because, although the author uses poetic analogies (bubbles, snow, cliffs, apples, rainbows, etc.), he is not primarily concerned with either poetry or technical subjects. Finally, (D) is incorrect because the author does not demonstrate personal skepticism, or disbelief, about anything.

31) **⇒** B

Choice (B) is correct because the authors say that their purpose is to "prevent misconstruction or abuse of powers" with "restrictive clauses." (A) is incorrect because, although freedom of speech is mentioned in the First Amendment, the Bill of Rights addresses the larger purpose of limiting government powers. (C) is incorrect because although the introduction does mention that the Bill of Rights is designed to increase public confidence in the government, the way to do so is to prevent abuses by the government. Finally, (D) is incorrect because although the authors mention "abuse," they are referring specifically to government exceeding its rightful powers.

32) **⇒** D

Choice (D) is correct because in paragraph 2—the First Amendment—the authors state that Congress does not have the power to make any law regarding setting up any religion, nor to prohibit people from freely exercising religion. Thus, it cannot favor, sponsor, or ban any religion. (A) is incorrect for the same reason; the word "respecting" in this case means "regarding"

not “honoring.” (B) is incorrect because a “redress of grievances” refers to compensation/recognition for being wronged or harmed; thus, the passage does not mention “grieving.” (C) is incorrect because a discussion of “arms,” in the sense of guns and other weapons, occurs in the Second Amendment, not the First Amendment.

33)  A

Choice (A) is correct because a “grievance” is a complaint of a wrong or an injustice that was committed. The “redress of grievances” means that citizens will have the right to petition the government to acknowledge and address their complaints. (B) is incorrect because although “grievance” shares the same root as “grief,” which means “sorrow,” a grievance is an injustice, not a feeling of sadness. (C) is incorrect because a “grievance” is a complaint, while a “right” is an entitlement to act a certain way. Finally, (D) is incorrect because an “indignity” refers to a situation that makes a person feel embarrassed or ashamed; an indignity might cause someone to have a grievance—a feeling of anger at having been wronged—but it is not the same as a grievance.

34)  C

Choice (C) is correct because the Fourth Amendment describes the only conditions under which representatives of the government (such as the police) can undertake searches. A “Warrant” (justification) to search must include a specific explanation of purpose. (A) is incorrect because the purpose of the amendment is to protect people from “unreasonable searches and seizures” by authorities, not to keep records. (B) is incorrect because the amendment does not provide details about exactly what would justify searches; that is left open to interpretation. (D) is incorrect because while the amendment does emphasize the privacy of homes and belongings, it is not enough for officials to enter respectfully. Rather, officials must have formal permission for a justifiable search.

35)  B

Choice (B) is correct because the Fifth Amendment states that no person be “deprived of life, liberty, or property, without due process of law”; in the context of the amendment, this provides protection from being executed, imprisoned, or having property taken without fair legal procedures. (A) is incorrect because lines 35 – 37 make a fairly minor point, which is that in

times of crisis, members of the military may not have access to the same grand jury protection regarding being charged with a crime that they would have in civilian life. (C) is incorrect because the focus of the amendment is on the rights of people accused of wrongdoing, not on preventing government problems. Finally, (D) is incorrect because Amendment 5 is quite general, and does not discuss the role of attorneys or bureaucrats.

36)  C

The answer is (C) because lines 41 – 42 summarize the major concern of the authors here, which is to limit the government’s power to accuse people, bring them to trial, and so on. Choices (A) and (B) are incorrect because they include details rather than a summary of the purpose of the amendment. Finally, (D) is incorrect because it concerns the separate matter of the right to compensation if the government takes one’s property, as in claiming someone’s land to make room for a road.

37)  A

The correct choice is (A) because the Fifth Amendment restricts the government from accusing and imprisoning people without the “due process of law,” while the Sixth Amendment focuses on the rights of people who have been accused and are being tried in court. (B) is incorrect because it is inaccurate; the Fifth Amendment does not provide details about forming grand juries, and the right to having an attorney is not the major focus of Amendment 6. (C) is incorrect because it does not capture the overall focus of either amendment. (D) is incorrect because seizing the property of individuals is an aspect, but not an overall focus, of Amendment 6.

38)  B

Choice (B) is correct because the authors indicate that they intend that bail, fines, and punishments be reasonable and standard. The authors do not provide specifics, leaving open the interpretation of their words. (A) is incorrect because the authors’ purpose is not exactly to emphasize humanitarian values, but rather to set limits on government powers. (C) is incorrect because the authors are not establishing the power of the courts in this amendment, but rather, limiting it. (D) is incorrect because Amendment 8 has a narrower purpose: keeping the treatment of convicted criminals within bounds.

39)  B

The correct choice is (B). To “construe” something

is to interpret it a particular way; in line 68, the authors are warning that their words should not be *misconstrued*—they have listed certain rights, but readers should not *interpret* that to mean they have listed the *only* rights guaranteed to people. (A) is incorrect because to “decipher” something means to figure it out, and the act of listing rights does not need to be figured out. (C) is incorrect because simplifying someone else’s action is not necessarily the same as interpreting it. Finally, (D) is incorrect because “translated” also would be an imprecise synonym for “construed.”

40) **➡ C**

The correct choice is (C) because the authors state in the introductory paragraph that they are adding the Bill of Rights to the Constitution to satisfy critics who want more “declaratory and restrictive clauses” to be added regarding governmental powers. Most of the wording in the amendments is about what the government “shall not” do. (A) is incorrect because the authors do not appear to think that the founding document should try to resolve all future problems that people will have with the government. (B) is incorrect because the restrictions on government power outlined in the passage suggest that the government cannot necessarily be trusted. Finally, (D) is incorrect because the authors do not suggest or imply in the Bill of Rights that any of the amendments should be altered in the future.

41) **➡ D**

The correct choice is (D). In the Tenth Amendment, the authors make a sweeping statement about the Constitution and its first amendments. They declare that the federal government holds only those powers that are delegated to it in the Constitution, and that all other powers belong to the people through the states. This best supports the authors’ view that the founding document should primarily describe limitations on power. Choices (A), (B), and (C) are incorrect because they describe specific restrictions rather than general purpose.

42) **➡ B**

Choice (B) is correct because generally, when a field of study (preventative medicine, in this case) is in its infancy, it is just beginning, like an infant just beginning life. (A) is incorrect because it would be awkward and unclear to say that the study of preventive medicine is “in its childhood.” (C) is incorrect because it is a less precise synonym than (B); “immature” can convey a critical tone,

which would not match the author’s attitude, and in addition, it is not logical to say that something is “in its immaturity.” Finally, (D) is incorrect because “fantasy” refers to imaginary ideas, which would not make sense in the context.

43) **➡ D**

Choice (D) is correct because it describes preventive medicine thoroughly, encompassing the study of how different bacteria cause infectious diseases and how to prevent their spread. (A) is incorrect because it describes the increasing interest at the time (1915) in preventing rather than just trying to cure disease but does not describe the concept of preventive medicine in any detail. (B) is incorrect because it says that preventive medicine is based on the knowledge of bacteria but does not explain the connection. (C) is incorrect because it is simply a general statement about avoiding disease by knowing what causes it; the statement does not describe any specific aims of preventive medicine.

44) **➡ C**

The answer is (C) because the author says that stemming the spread of cholera is one instance of the “really great triumphs” of preventive medicine (lines 18–19). (A) is incorrect because the author’s purpose is to highlight, not downplay, the importance of scientific research. (B) is incorrect because the author is not addressing personal responsibility or negligence regarding cholera. (D) is incorrect because the author discusses triumphs over cholera but does not speculate about a disease-free future.

45) **➡ B**

Choice (B) is correct. In lines 51–56, the author discusses the “foul odors associated with human corpses”; The reader can infer that “foul” here means “disgusting” and “repulsive,” similar meanings to “putrid.” (A) is incorrect because “avian” refers to “fowl”—birds—a homonym to the word “foul” which would not make sense in the context. (C) and (D) are incorrect because it does not make sense to say that an odor is “illegal” or “frightening.”

46) **➡ B**

The answer is (B). In lines 47–56, the author of Passage 2 is pinpointing a time when “the concept of cleansing hands with an antiseptic agent probably emerged”: he mentions that around 1822, “chlorides of lime and soda” became known as disinfectants. (A) is incorrect because the author is not criticizing 19th century medicine as primitive;

rather, his diction suggests that he admires people for understanding hygiene “as early as 1822.” (C) is incorrect because the author of Passage 2 is not talking about “recent advances;” rather, he is writing in 2002 about events taking place in 1822. Finally, (D) is incorrect because the author does not indicate whether chlorides of lime and soda were a household remedy.

47) **➡** D

The correct choice is (D) because lines 57 – 63 describe the government recommending washing hands with soap before and after contact with patients; but lines 64 – 75 describe more recent and more specific federal recommendations about what kinds of soaps to use in which situations. In other words, recommendations went from general to more specific. (A) and (B) are incorrect because both paragraphs 2 and 3 describe the guidelines as recommendations, not requirements or regulations. (C) is incorrect because “disinfectant” generally refers to cleansers for non-living surfaces, while “antiseptic” refers to cleansers for living tissue, such as the skin. The paragraphs do not discuss the difference.

48) **➡** B

Choice (B) is correct because the author of Passage 2 mentions in paragraph 4 that despite most hospitals adopting more specific guidelines for hand washing procedures, “adherence of HCWs (health care workers) to recommended handwashing practices has remained low” (lines 96 – 100). Thus, the challenge is “compelling” or convincing workers to cooperate. (A) is incorrect because the author does not mention challenges regarding educating people in health care settings, although such a problem is indirectly implied. (C) and (D) are incorrect because the author does not mention either topic.

49) **➡** D

Choice (D) is correct because it directly mentions the biggest challenge to improving hand washing procedures in health-care settings: getting people to do what they should. (A), (B), and (C) are incorrect because they describe historical facts or specific hand-washing recommendations; they do not precisely address improving hand-washing procedures in today’s health care settings.

50) **➡** B

The answer is (B) because the author of Passage 1 is describing the triumphs of preventive medicine; his positive attitude indicates that he would

approve of the 1822 discovery of disinfectants and antiseptics. (A) is incorrect because the author of Passage 1 states that the practice of preventive medicine arose over the past few years, not that all related discoveries only took place within the 20th century. (C) is incorrect because it does not match the tone of Passage 1, and because the French pharmacist is not described as treating disease. Finally, (D) is incorrect because the French pharmacist’s discovery is directly related to the author’s area of concern: preventing the spread of harmful bacteria.

51) **➡** A

Choice (A) is correct. The “scientific breakthrough” described in Passage 1 is the study of “contagious and epidemic diseases in the light of bacteriological knowledge” (lines 11 – 17), which provided a clear understanding of how to prevent diseases such as cholera. Passage 2’s “public health perspective” shows how that understanding has furthered the practice of hand washing recommendations in health-care settings. (B) is incorrect because Passage 1 describes a successful trend in medical research, not a failed project. (C) is incorrect because Passage 2 does not discuss any international concerns, but rather focuses on U.S. health care settings. (D) is incorrect because Passages 1 and 2 do not make direct proposals or criticisms; they report information neutrally.

52) **➡** B

The correct choice is (B). Passage 2 provides an overview of the development of hand-washing, especially hand-washing expectations for health-care workers in hospitals and other health-care settings. Thus Passage 2 most directly relates to the mention in Passage 1 about the effect of preventive medicine research on “rules for the management of the sick-room which largely prevent contagion from patient to nurse” (lines 31 – 34). (A) is incorrect because it is a general statement that preventive medicine has “accomplished much,” and the author of Passage 2 does not discuss the accomplishments of preventive medicine. (C) is incorrect because it concerns learning about sources of contagion, and the connection between this topic and Passage 2 is indirect. Finally, (D) is incorrect because it addresses preventive medicine’s importance, which is not mentioned in Passage 2.

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Refer to the passage below to answer questions 1 – 10.

This passage is adapted from Anton Chekhov's short story, "Small Fry," in *The Schoolmistress and Other Stories*, originally published in 1885.

line "Honored Sir, Father and Benefactor!" a petty clerk called Nevyrazimov was writing a rough copy of an Easter congratulatory letter. "I trust that you may spend this Holy Day even as many
5 more to come, in good health and prosperity. And to your family also I..."

The lamp, in which the kerosene was getting low, was smoking and smelling. A stray cockroach was running about the table in alarm
10 near Nevyrazimov's writing hand. Two rooms away from the office Paramon the porter was for the third time cleaning his best boots, and with such energy that the sound of the blacking-brush and of his expectorations was audible in all the
15 rooms.

"What else can I write to him, the rascal?" Nevyrazimov wondered, raising his eyes to the smutty ceiling.

On the ceiling he saw a dark circle—the shadow of the lamp-shade. Below it was the dusty cornice, and lower still the wall, which had once
20 been painted a bluish muddy color. And the office seemed to him such a place of desolation that he felt sorry, not only for himself, but even for the
25 cockroach.

"When I am off duty I shall go away, but he'll be on duty here all his cockroach-life," he thought, stretching.

Nevyrazimov put his ear to the open
30 [window] pane and listened. The Easter chimes floated into the room with a whiff of fresh spring air. The booming of the bells mingled with the rumble of carriages, and above the chaos of sounds rose the brisk tenor tones of the nearest
35 church and a loud shrill laugh.

He moved away from the window and walked wearily about the rooms. The din of the bells grew louder and louder.... There was no need to stand by the window to hear it. And

40 the better he could hear the bells and the louder the roar of the carriages, the darker seemed the muddy walls and the smutty cornice and the more the lamp smoked.

"Shall I hook it and leave the office?" thought
45 Nevyrazimov.

But such a flight promised nothing worth having.... After coming out of the office and wandering about the town, Nevyrazimov would have gone home to his lodging, and in his lodging
50 it was even grayer and more depressing than in the office.... Even supposing he were to spend that day pleasantly and with comfort, what had he beyond? Nothing but the same gray walls, the same stop-gap duty and complimentary letters.

55 Nevyrazimov stood still in the middle of the office and sank into thought. The yearning for a new, better life gnawed at his heart with an intolerable ache. He had a passionate longing to find himself suddenly in the street, to mingle
60 with the living crowd, to take part in the solemn festivity for the sake of which all those bells were clashing and those carriages were rumbling. He longed for what he had known in childhood—the family circle, the festive faces of his own people,
65 the white cloth, light, warmth...! He thought of the carriage in which the lady had just driven by, the overcoat in which the head clerk was so smart, the gold chain that adorned the secretary's chest.... He thought of a warm bed, of the Stanislav order,
70 of new boots, of a uniform without holes in the elbows.... He thought of all those things because he had none of them.

"Shall I steal?" he thought. "Even if stealing is an easy matter, hiding is what's difficult. Men
75 run away to America, they say, with what they've stolen, but the devil knows where that blessed America is. One must have education even to steal, it seems."

And Nevyrazimov, racking his brain for a
80 means of escape from his hopeless position, stared at the rough copy he had written. The letter was written to a man whom he feared and hated with his whole soul, and from whom he had for the last ten years been trying to wring a post worth

85 eighteen rubles a month, instead of the one he had at sixteen rubles.

"Ah, I'll teach you to run here, you devil!"

He viciously slapped the palm of his hand on the cockroach, who had the misfortune to catch his
90 eye. "Nasty thing!"

The cockroach fell on its back and wriggled its legs in despair. Nevyrazimov took it by one leg and threw it into the lamp. The lamp flared up and spluttered.

95 And Nevyrazimov felt better.

1. The descriptions of "Easter chimes," "spring air," and "the rumble of carriages" (lines 29 – 35) primarily serve to
 - (A) remind Nevyrazimov of experiences from his childhood.
 - (B) highlight reasons for Nevyrazimov's distracted demeanor.
 - (C) inspire Nevyrazimov to make several significant lifestyle changes.
 - (D) contrast with the miserable conditions in which Nevyrazimov is immersed.
2. As used in line 33, "chaos" most nearly means
 - (A) tumult.
 - (B) mayhem.
 - (C) turmoil.
 - (D) turbulence.
3. Based on the passage, Nevyrazimov's attitude is best described as
 - (A) optimistic yet cautious.
 - (B) fatalistic and resigned.
 - (C) opportunistic and cunning.
 - (D) honest and sincere.
4. Which choice provides the best evidence for the answer to the previous question?
 - (A) Lines 16 – 18 ("What else...smutty ceiling.")
 - (B) Lines 51 – 54 ("Even supposing...letters.")
 - (C) Lines 56 – 58 ("The yearning...ache.")
 - (D) Lines 92 – 94 ("Nevyrazimov took...and spluttered.")
5. As used in line 60, "solemn" most nearly means
 - (A) earnest.
 - (B) dour.
 - (C) ceremonious.
 - (D) imposing.
6. It can be inferred from the passage that the intended recipient of Nevyrazimov's letter is
 - (A) Nevyrazimov's superior at his place of work.
 - (B) Nevyrazimov's friend who refuses to lend him money.
 - (C) a wealthy member of Nevyrazimov's family.
 - (D) a corrupt government official.
7. The irony of the contents of the letter that Nevyrazimov is writing at the beginning of the story is that
 - (A) the letter focuses on generosity, but its intended recipient is known for his greed.
 - (B) the letter is flattering and friendly, but Nevyrazimov despises its intended recipient.
 - (C) the letter is formal and serious, yet Nevyrazimov is a flippant and jocular person.
 - (D) the letter shows reverence, yet Nevyrazimov has little respect for religious institutions.
8. Which choice provides the best evidence for the answer to the previous question?
 - (A) Lines 1 – 3 ("Honored Sir...letter.")
 - (B) Lines 16 – 18 ("What else...smutty ceiling.")
 - (C) Lines 81 – 87 ("The letter...rubles.")
 - (D) Lines 91 – 93 ("The cockroach...lamp.")
9. Over the course of the passage, Nevyrazimov's attitude toward the cockroach shifts from
 - (A) feeling protective of the cockroach to being repulsed by it.
 - (B) feeling sympathy for the cockroach to feeling contempt toward it.
 - (C) being unperturbed by the cockroach to becoming obsessed with it.
 - (D) being disgusted by the cockroach to developing a begrudging sense of camaraderie with it.
10. Nevyrazimov probably kills the cockroach to
 - (A) convey his desire to keep his workplace clean.
 - (B) show his disdain toward those whom he perceives as beneath him.
 - (C) take out his frustrations regarding his station in life.
 - (D) demonstrate that he is determined to make positive changes to his life.

Refer to the passage below to answer questions 11 – 21.

The following passage is adapted from a speech given by lawyer Andrew Hamilton in 1735. While what is now the east coast of the United States was still a British colony, a newspaper publisher named John Peter Zenger was jailed for printing criticisms of the British colonial governor. In court, Andrew Hamilton (no relation to Alexander Hamilton) defended Zenger. The following is an excerpt of Hamilton's defense in court. (He refers to the prosecutor as "Mr. Attorney.")

line It is said, and insisted upon by Mr. Attorney, that government is a sacred thing; that it is to be supported and revered; it is government that protects our persons and estates; that prevents
5 treasons, murders, robberies, riots, and all the train of evils that overturn kingdoms and states and ruin particular persons; and if those in the administration, especially the supreme magistrates, must have all their conduct censured
10 by private men, government cannot subsist. This is called a licentiousness not to be tolerated. It is said that it brings the rulers of the people into contempt so that their authority is not regarded, and so that in the end the laws cannot be put in
15 execution.

These, I say, and such as these, are the general topics insisted by men in power and their advocates. But I wish it might be considered at the same time how often it has happened
20 that the abuse of power has been the primary cause of these evils, and that it was the injustice and oppression of these great men which has commonly brought them into contempt with the people. The craft and art of such men are great,
25 and who that is the least acquainted with history or with the law can be ignorant of the specious pretenses which have often been made use of by men in power to introduce arbitrary rule and destroy the liberties of a free people...

30 The loss of liberty to a generous mind is worse than death; and yet we know there have been those in all ages who, for the sakes of preferment or some imaginary honor, have freely lent a helping hand to oppress, nay, to destroy,
35 their country. This brings to my mind that saying of the immortal Brutus, when he looked upon the creatures of Caesar, who were very great men, but by no means good men: "You Romans," said Brutus, "if yet I may call you so, consider what
40 you are doing; remember that you are assisting Caesar to forge those very chains which one day he will make yourselves wear." This is what every man that values freedom ought to consider; he should act by judgment and not by affection or
45 self-interest...

Power may justly be compared to a great

river; while kept within its bounds, it is both beautiful and useful, but when it overflows its banks, it is then too impetuous to be stemmed; it bears down all before it, and brings destruction and desolation wherever it comes. If, then, this be the nature of power, let us at least do our duty, and, like wise men who value freedom, use our utmost care to support liberty, the only bulwark
55 against lawless power, which, in all ages, has sacrificed to its wild lust and boundless ambition the blood of the best men that ever lived...

The question before the court, and you, gentlemen of the jury, is not of small nor private concern; it is not the cause of a poor printer, nor of New York alone, which you are now trying. No! It may, in its consequence, affect every free man that lives under a British government on the main continent of America. It is the best cause;
65 it is the cause of liberty; and I make no doubt but your upright conduct, this day, will not only entitle you to the love and esteem of your fellow citizen, but every man who prefers freedom to a life of slavery will bless and honor you as men
70 who have baffled the attempt of tyranny, and, by an impartial and uncorrupt verdict, have laid a noble foundation for securing to ourselves, our posterity, and our neighbors that to which nature and the laws of our country have given us a
75 right – the liberty of both exposing and opposing arbitrary power (in these parts of the world at least) by speaking and writing truth...

11. In the context of the passage, Hamilton's use of the phrase "it is government that protects our persons and estates" (lines 3 – 4) is primarily meant to
- (A) explain why people should value and respect the government.
 - (B) introduce a list of "evils" and crimes.
 - (C) propose better law enforcement in the colonies.
 - (D) repeat one of the justifications for the charges.
12. As used in line 9, "censured" most nearly means
- (A) censored.
 - (B) admonished.
 - (C) evaluated.
 - (D) sentenced.
13. In lines 26 – 27, Hamilton refers to "specious pretenses" primarily to
- (A) describe false reasons commonly given for oppression.
 - (B) define the types of laws that forbid free speech.
 - (C) clarify the difference between his stance and his opponent's.
 - (D) comment on the arrogance of British government officials.
14. Within the passage, paragraph 2 (lines 16 – 29) can best be described as
- (A) a rebuke of the prosecution's disrespectful charges.
 - (B) a partial concession to some of the opponent's points.
 - (C) a rebuttal of the prosecution's argument.
 - (D) an introduction to the Roman history that follows.
15. In the third paragraph (lines 30 – 45), Hamilton strongly suggests that people who assist tyrants
- (A) do not value liberty.
 - (B) often expect some kind of promotion in return.
 - (C) expect the tyrant to promote freedom of speech.
 - (D) want to destroy their countries.
16. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 16 – 18 ("These, I say...advocates.")
 - (B) Lines 31 – 35 ("and yet we...their country.")
 - (C) Lines 38 – 42 ("You Romans,'...wear.")
 - (D) Lines 46 – 51 ("Power may...it comes.")
17. In lines 38 – 42 ("You Romans'...'yourselves wear'"), Hamilton implies that
- (A) the British governor plans to enslave everyone.
 - (B) those who help an oppressive government will go to jail.
 - (C) the British governor is acting exactly like Caesar did in Rome.
 - (D) people who assist in denying liberty to others will also lose their liberty.
18. The main rhetorical effect of comparing power to a great river (lines 46 – 57) is to
- (A) emphasize its constant potential danger.
 - (B) remind people that power is always destructive.
 - (C) predict that the government will be swept away.
 - (D) place the present struggle in a larger context.
19. In line 54, "bulwark" most nearly means
- (A) large weapon.
 - (B) convincing argument.
 - (C) defensive wall.
 - (D) stern warning.
20. In paragraph 5 (lines 58 – 77), Hamilton discusses the possible consequences of the jury's decision in order to
- (A) persuade members to take courageous action.
 - (B) inspire members to speak out themselves.
 - (C) make sure that members can come to a unanimous decision.
 - (D) explain details of the case that were confusing.
21. Which choice indicates Hamilton's predictions for the historical importance of the case?
- (A) Line 60 – 61 ("it is not...now trying.")
 - (B) Lines 62 – 64 ("It may, in its...of America.")
 - (C) Lines 65 – 68 ("I make...fellow citizen")
 - (D) Lines 70 – 77 ("by an impartial...truth.")

Refer to the passage below to answer questions 22 – 32.

This passage is adapted from Jean-Henri Fabre (trans. Bernard Miall), *Social Life in the Insect World*, originally published in 1911. The excerpt is a portion of Fabre's observations of crickets in captivity and outdoors during the crickets' year-long life cycle.

line April comes to an end, and the song of the Cricket commences. At first we hear only timid and occasional solos; but very soon there is a general symphony, when every scrap of turf has its performer. I am inclined to place the Cricket at the head of the choristers of spring... The lark hushes her song, that the blue-grey fields of lavender, swinging their aromatic censers before the sun, may hear the Cricket alone at his humble, solemn celebration.

But here the anatomist intervenes, roughly demanding of the Cricket: "Show me your instrument, the source of your music!" Like all things of real value, it is very simple; it is based on the same principle as that of the locusts; there is the toothed fiddlestick and the vibrating tympanum.

The right wing-cover overlaps the left and almost completely covers it, except for the sudden fold which encases the insect's flank. This arrangement is the reverse of that exhibited by the green grasshopper, the Decticus, the Ephemera, and their relations. The Cricket is right-handed, the others left-handed. The two wing-covers have the same structure. To know one is to know the other. Let us examine that on the right hand.

It is almost flat on the back, but suddenly folds over at the side, the turn being almost at right angles. This lateral fold encloses the flank of the abdomen and is covered with fine oblique and parallel nervures*. The powerful nervures of the dorsal portion of the wing-cover are of the deepest black, and their general effect is that of a complicated design, not unlike a tangle of Arabic calligraphy.

Seen by transmitted light the wing-cover is of a very pale reddish color, excepting two large adjacent spaces, one of which, the larger and anterior, is triangular in shape, while the other, the smaller and posterior, is oval. Each space is surrounded by a strong nervure and goffered by slight wrinkles or depressions. These two spaces represent the mirror of the locust tribe; they constitute the sonorous area. The substance of the wing-cover is finer here than elsewhere, and shows traces of iridescent though somewhat smoky color.

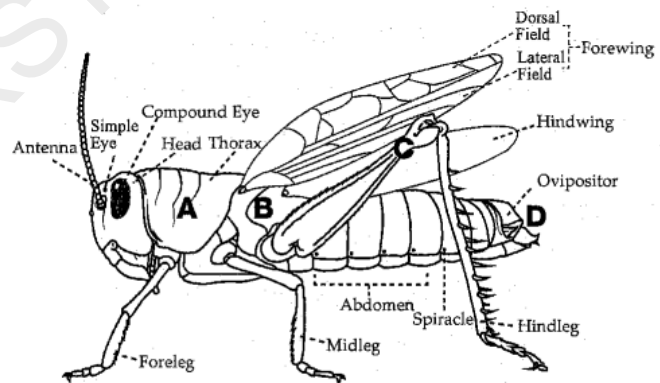
These are parts of an admirable instrument, greatly superior to that of the Decticus. The five hundred prisms of the bow biting upon the ridges of the wing-cover opposed to it set all four tympanums vibrating at once; the lower pair by

direct friction, the upper pair by the vibration of the wing-cover itself. What a powerful sound results! The Decticus, endowed with only one indifferent "mirror," can be heard only at a few paces; the Cricket, the possessor of four vibratory areas, can be heard at a hundred yards.

The Cricket rivals the Cigale [cicada] in loudness, but his note has not the displeasing, raucous quality of the latter. Better still: he has the gift of expression, for he can sing loud or soft. The wing-covers, as we have seen, are prolonged in a deep fold over each flank. These folds are the dampers, which, as they are pressed downwards or slightly raised, modify the intensity of the sound, and according to the extent of their contact with the soft abdomen now muffle the song to a mezza voce and now let it sound fortissimo.

* nervures: the hollow veins that form the framework of an insect's wing

Figure 1: Anatomy of a Cricket



22. In the context of the metaphor introduced in paragraph 1, the blue-grey fields of lavender fill the role of the
- (A) audience.
 - (B) orchestra.
 - (C) stage crew.
 - (D) soloist.
23. Based on paragraph 3 (lines 18 – 26), the arrangement of the wings of the green grasshopper is
- (A) right over left.
 - (B) left over right.
 - (C) side by side.
 - (D) highly complex.
24. The sentence “To know one... the other” (lines 25 – 26) is used primarily to convey the idea that
- (A) one need not study different species of locust individually.
 - (B) insects are swarm animals and do not possess individuality.
 - (C) the wing structures of the Cricket and the grasshopper are essentially the same.
 - (D) apart from their positioning, the two wing-covers of the Cricket can be thought of as identical.
25. The author includes the sentence “Let us examine...right hand.” (line 26) primarily to
- (A) indicate that the discussion that follows refers to a single wing.
 - (B) highlight the differences between mirror images.
 - (C) emphasize that the cricket and the grasshoppers are related.
 - (D) assert the greater importance of the right over the left wing.
26. In paragraph 4 (lines 27 – 35), the author compares the Cricket’s wing to a “tangle of Arabic calligraphy” primarily to
- (A) point out that they were historically used as a source of ink.
 - (B) connect crickets to the geographical area from which they originated.
 - (C) give the reader a sense of their elegance and beauty.
 - (D) suggest that their patterns acted as a form of camouflage.
27. As used in paragraph 5 (lines 36 – 47), the terms “anterior” and “posterior” most likely refer to
- (A) species of Crickets.
 - (B) positions on an insect’s body.
 - (C) shapes of wing structures.
 - (D) functions in producing sound.
28. The phrase “the mirror of the locust tribe” (lines 43) refers to
- (A) the unique reproductive rituals that characterize the species.
 - (B) the way in which individuals in the species appear in their adult stage.
 - (C) the mechanism by which members of the species recognize each other.
 - (D) a biological apparatus that reflects sound.
29. The passage identifies which of the following as the primary factor in crickets’ “gift of expression”?
- (A) Their differences from the “raucous” cicadas
 - (B) Their ability to lift and lower their wing-covers.
 - (C) Their ability to fold their wing-covers.
 - (D) Their skill at chirping loudly.
30. As used in (line 61), “quality” most nearly means
- (A) cost.
 - (B) fabric.
 - (C) tone.
 - (D) trait.
31. According to the passage, which of the following positions on the diagram above is most likely the site of the tympanum?
- (A) Position A
 - (B) Position B
 - (C) Position C
 - (D) Position D
32. The author uses the musical notation terms “mezza voce,” and “fortissimo” (lines 62 – 69) in reference to the Cricket primarily to
- (A) emphasize the melodious resonance of a Cricket’s call.
 - (B) suggest that Crickets speak to each other through song.
 - (C) note the most important difference between the two species.
 - (D) describe the Cricket in terms of its native land.

Refer to the passage below to answer questions 33 – 43.

This passage is adapted from a speech given by United States President Ronald Reagan on January 28, 1986. On the morning of January 28, 1986, a NASA space shuttle, the *Challenger*, exploded just after launching. All seven crew members aboard were killed, including Christa McAuliffe, who would have been the first teacher in space. Students in many schools were watching the live coverage when the explosion took place. In the evening, United States President Ronald Reagan addressed the nation with the following televised speech.

line Ladies and gentlemen, I'd planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle *Challenger*. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we've never lost an astronaut in flight; we've never had a tragedy like this. And perhaps we've forgotten the courage it took for the crew of the shuttle. But they, the *Challenger* crew, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, "Give me a challenge, and I'll meet it with joy." They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us. We've grown used to wonders in this century. It's hard to dazzle us. But for 25 years the United States space program has been doing just that. We've grown used to the idea of space, and perhaps we forget that we've only just begun. We're still pioneers. They, the members of the *Challenger* crew, were pioneers.

And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's takeoff. I know it is hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The *Challenger* crew was pulling us into the future, and we'll continue to follow them.

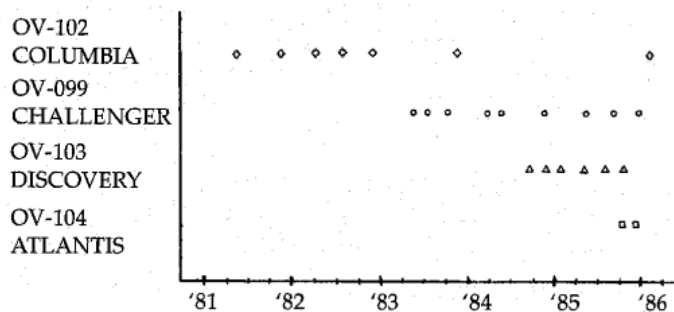
I've always had great faith in and respect for our space program, and what happened today does nothing to diminish it. We don't hide our space program. We don't keep secrets and cover things up. We do it all up front and in public. That's the way freedom is, and we wouldn't change it for a minute. We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue. I want to add that I wish I could talk to every man and woman who works for NASA or who worked on this mission and tell them: "Your dedication and professionalism have moved and impressed us for decades. And we know of your anguish. We share it."

There's a coincidence today. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers were the oceans, and an historian later said, "He lived by the sea, died on it, and was buried in it." Well, today we can say of the *Challenger* crew: Their dedication was, like Drake's, complete.

The crew of the space shuttle *Challenger* honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and "slipped the surly bonds of earth" to "touch the face of God."*

* lines from the poem "High Flight," by John Gillespie Magee, Jr.

Space Flights by Shuttle and Date



SOURCE: "Shuttle Flights as of January 1986," Space Shuttle Mission STS-51L, Press Kit, January 1986, NASA.

33. What main effect does the phrase "Nancy and I are pained to the core..." (lines 5 – 6) have on the tone of the passage?
- (A) It creates a morbid tone, focusing on the pain experienced by the crew.
 (B) It creates a personal tone, connecting to audience members' emotions.
 (C) It creates a tranquil tone, reminding viewers to turn to family for support.
 (D) It creates an impassioned tone, foreshadowing a description of deep flaws in the system.
34. Reagan says, "This is truly a national loss" (line 8), and "We mourn their loss as a nation together" (line 19 – 20), primarily to
- (A) indicate that he is not speaking for political gain.
 (B) persuade all American viewers to feel devastated.
 (C) promise that the victims will not be forgotten.
 (D) define how history will view the explosion.
35. In the context of the passage, "bear" (line 21) most nearly means
- (A) experience.
 (B) produce.
 (C) convey.
 (D) withstand.
36. The speech strongly suggests that President Reagan believes
- (A) the Challenger's destruction was inexplicable.
 (B) some members of the public will fault the crew members.
 (C) the space shuttle program takes the lives of special people.
 (D) the crew members' lives were not wasted by the explosion.
37. Which choice provides the best evidence for the answer to the previous question?
- (A) Line 11 - 12 ("But we've never...like this.")
 (B) Lines 16 - 19 ("We mourn...McAuliffe.")
 (C) Lines 28 - 29 ("They wished...all of us.")
 (D) Lines 32 - 34 ("We've grown used...begun.")
38. According to the chart, at the time of the crash, NASA's space shuttle program
- (A) had used the Challenger more than all the other shuttles combined.
 (B) had begun to phase out the Challenger for newer shuttles.
 (C) relied on the Challenger more than the other shuttles in 1983 and 1984.
 (D) overused the Challenger in 1985, contributing to safety issues in 1986.
39. In the context of the passage, "quest" (line 53) most nearly means
- (A) inquiry.
 (B) search.
 (C) pilgrimage.
 (D) pursuit.
40. In the speech, the president most strongly implies that the accident
- (A) should not cause NASA to lose funding.
 (B) should be investigated to determine fault.
 (C) may have been caused by enemies of democracy and freedom.
 (D) may cause NASA employees to quit their jobs.
41. Which choice provides the best evidence for the answer to the previous question?
- (A) Line 45 – 46 ("The Challenger...follow them.")
 (B) Lines 49 – 51 ("We don't hide ...in public.")
 (C) Lines 56 – 57 ("Nothing ends...continue.")
 (D) Lines 62 – 63 ("And we know...share it.")
42. President Reagan's mention of Sir Francis Drake in the speech primarily serves as
- (A) an indicator of how long explorers remain famous after their deaths.
 (B) an analogy for the historical contribution of the Challenger crew.
 (C) an example of how often risk-takers die in pursuit of their goals.
 (D) a symbol of a frontier that is easier for viewers to understand.
43. It is reasonable to conclude that the main goal of the speech is to
- (A) put the accident within a historical context.
 (B) comfort the families of the deceased crew members.
 (C) provide inspiration at a discouraging time.
 (D) remind the public that space exploration has just begun.

Questions 44 – 52 are based on the following passages.

Passage 1 is adapted from Carolyn Graybeal, "Did you know 'storm spotters' in your community keep you safe during severe weather?" published in 2015. Passage 2 is from Eva Lewandowski, "Declining monarch population means increased need for citizen scientists," published in 2015.

Passage 1

line During hazardous weather, we rely on the knowledge, skill and expertise of meteorologists and designated emergency personnel to keep you safe and in the know. They in turn rely on data
5 supplied by not just satellites and Doppler radars but also a network of citizen scientists.

But wait. With all our sophisticated technology, what could a few volunteers possibly contribute?

10 "Radars can tell us that there is heavy snowfall, but radars don't tell us how much, or if rain is mixing with the snow, or what damage is occurring. Our spotters do," explains Tanja Fransen of the National Weather Service in
15 Glasgow, Montana.

Skywarn, a national network of more than 350,000 volunteers, was created after a particularly devastating series of tornadoes ripped through Midwestern states in 1965.

20 Overseen by National Oceanic and Atmospheric Administration's (NOAA)'s National Weather Service, the Skywarn program trains citizens to identify severe storms and provide accurate reports of storm developments and effects.

25 During a storm, volunteers send in reports to National Weather Service forecaster offices about what is happening locally. Meteorologists use this valuable 'ground truth' to validate data from their instruments and fill in information gaps, enabling
30 them to make better predictions about what the storm might do next.

Skywarn storm spotters are a diverse group of people varying in age, background and skill level. What they do have in common is an interest
35 in weather and public service. To be a Skywarn storm spotter, volunteers must attend free training courses which cover the basics of storm formations, accurate reporting techniques and of course, storm safety. Last year alone, NOAA
40 trained over 70,000 storm spotters.

The Skywarn network includes a subset of licensed amateur radio operators who provide additional assistance during storms. The National Weather Service forecast offices utilize amateur
45 radio to maintain communication between on the ground storm spotters and forecasters. And during especially large storms, which can knock out phone service, amateur radio volunteers help keep their communities informed of new
50 warnings and other critical information.

Passage 2

The annual estimates of the monarch population are taken at the monarch's overwintering site in central Mexico. Most of the monarchs in North America live east of the Rocky
55 Mountains, and each fall they migrate thousands of miles south to their overwintering location in Mexico, where they cluster together on oyamel fir trees. In the spring those same monarchs fly north, where they produce new generations that
60 spread throughout the United States and Canada. Their vast summer range can make it difficult to get precise estimates of the population size, but in winter the monarchs are bunched tightly together, making population estimates more feasible.

65 Instead of counting individual monarchs, scientists record the amount of land that the overwintering monarch population covers.

This year, the monarchs covered 1.13 hectares; that's a little more than two football fields' worth
70 of land. That might sound like a staggeringly small size, but it's actually a 69 percent increase over last year's population, which was the smallest on record.

...Planting native nectar plants and native
75 milkweed, the only plant on which monarchs will lay eggs, is an easy way to help, but people who want to get more involved will find a whole host of monarch citizen science projects in need of volunteers. These projects study monarchs
80 as they migrate and reproduce in the United States and Canada, and provide insight into how disease, climate change, and habitat loss are affecting the monarch population. Citizen science is so important to monarch research that since
85 2000, almost two-thirds of the published results on monarch field research have used citizen science data (Ries, L., and K.S. Oberhauser, in press).

44. As used in line 2, "expertise" most nearly means
- (A) adroitness.
 - (B) prowess.
 - (C) aptitude.
 - (D) dexterity.
45. In Passage 1, paragraph 3 (lines 16 – 24) is primarily concerned with establishing a contrast between
- (A) hazardous weather and damage on the ground.
 - (B) contributions by individuals and by networks.
 - (C) heavy snowfall and snow mixed with rain.
 - (D) information gleaned from different sources.
46. In Passage 1, the central claim about the Skywarn program is that it
- (A) provides an opportunity for public service.
 - (B) educates the public about meteorology.
 - (C) improves the accuracy of storm predictions.
 - (D) prevents severe storm damage.
47. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 16 – 19 ("Skywarn, a national...1965.")
 - (B) Lines 20 – 24 ("Overseen by...effects.")
 - (C) Lines 27 – 31 ("Meteorologists use...next.")
 - (D) Lines 34 – 35 ("What they do...service.")
48. The author of Passage 1 suggests that amateur radio operators can
- (A) radio police units and paramedics in their areas.
 - (B) provide details that ordinary storm spotters cannot.
 - (C) take responsibility for emergency evacuations.
 - (D) function even during phone and power outages.
49. The author of Passage 2 implies that citizen scientists
- (A) observe the monarch population when it is most active.
 - (B) should focus on adding the monarch's host plant in their gardens.
 - (C) supplant professional naturalists in the study of monarch butterflies.
 - (D) provide the most reliable data.
50. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 65 – 67 ("Instead of...covers.")
 - (B) Lines 70 – 73 ("That might...record.")
 - (C) Lines 79 – 83 ("Those projects...population.")
 - (D) Lines 83 – 87 ("Citizen science...data.")
51. The authors of Passage 1 and Passage 2 would most likely agree that
- (A) citizen science data are somewhat useful.
 - (B) citizen science volunteers must undergo training.
 - (C) networks of citizens can monitor immense territories.
 - (D) public enthusiasm for citizen science projects tends to be low.
52. The main purpose of both passages is to
- (A) describe a particular case of public participation in science.
 - (B) encourage readers to become citizen science volunteers.
 - (C) criticize the science community's dependence on technology.
 - (D) inform readers about potential environmental crises.



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1) **⇒** D

Choice (D) is correct because Nevyrazimov does not react with pleasure to the sounds of festivities and the spring air from outdoors, and in the following paragraph, the narrator implies that the sounds only make the room seem darker and dirtier in contrast. (A) is incorrect because the character's childhood does not factor into his thoughts at this point in the story. (B) is incorrect because, although the joyful noises outside do serve to distract Nevyrazimov, they in themselves do not explain the reasons for his "distracted demeanor." (C) is incorrect because there is no indication in the story that the festivities outside inspire Nevyrazimov to make any lifestyle changes; they merely deepen his negative feelings.

2) **⇒** A

Choice (A) is correct because "tumult" precisely conveys the idea of a "chaos of sound" caused by excited crowds of people outside Nevyrazimov's window. (B) and (C) both refer to confusing disturbances and conflicts, thus they do not make sense in the context of festivities. (D) is incorrect because "turbulence" refers to violent or unsteady movement of air or water, or to violent confusion, so it does not fit with the context of the passage.

3) **⇒** B

The answer is (B) because, while the holiday seems to provoke the character to consider several ways that he might change his evening, and even his life, in the end, he has resigned himself to the fatalistic belief that none of these plans will work and that he is trapped

by his circumstances. (A) is incorrect because the character never appears optimistic. For instance, when he considers stealing and running away to America, he rejects the entire idea because he has no idea where America is (lines 75 - 77). (C) is incorrect because the reader does not know enough to appraise the character as opportunistic or cunning; we learn nothing of his behavior in the past. Finally, (D) is incorrect because the passage begins with Nevyrazimov writing a formal but friendly letter to his employer, even though he has contempt for him. Therefore, the reader cannot consider the character to be honest and sincere.

4) **⇒** B

Choice (B) is correct because, in these sentences, the character decides not to leave the office for the Easter festivities after all because he probably would not have a good time, and that even if he did, it would not change his life. This illustrates that he is discontented with his life and feels powerless to change it. (A) is incorrect because it indicates only a difficult relationship with his "Honored Sir, Father and Benefactor." (C) is incorrect because it indicates only the character's desire for a better life, but not his feelings that it is impossible for him to have one. Finally, (D) is incorrect because, though the act of killing the cockroach shows Nevyrazimov's bitterness and callousness, it does not clearly demonstrate a sense of resignation.

5) **⇒** A

Choice (A) is correct in the context of the passage. It forms a phrase, "solemn festivities,"

which combines two words that appear to be opposite in meaning, unless "solemn" is taken in the sense of "serious" or "earnest." The phrase then has the meaning that the celebrants are sincere and serious, which is consistent with the descriptions in the passage. Choices (B), (C), and (D) are incorrect because they do not describe this sentiment.

6) **➡** A

The correct choice is (A). In line 1, Nevyrazimov starts his letter with "Honored Sir, Father and Benefactor!"—all of which indicate that he is writing to a superior. Later the reader learns that Nevyrazimov has been trying to get a promotion from the man to whom he is writing, providing definitive evidence that the man is his boss (line 80 – 86). (B) is incorrect because it is unlikely that the character would call a friend by such titles, and there is no indication that he is trying to get a loan from the recipient. (C) is incorrect because Nevyrazimov begins writing greetings "to your family," indicating that the recipient is not related to him. Finally, (D) is incorrect because there are no indications that the recipient is corrupt or engages in criminal activity of any kind.

7) **➡** B

The correct choice is (B) because it is ironic that Nevyrazimov addresses the man as "Honored Sir" in the letter, and then privately calls him a "rascal" (line 16). This inference is confirmed later in the story, when it is revealed that Nevyrazimov despises the man "with his whole soul" (lines 82 – 83). (A) is incorrect because, although Nevyrazimov dislikes the recipient, there is no direct indication of either generosity or greed on his part. (C) is incorrect because, although the letter is formal and serious, it is clear from the context of the entire passage that Nevyrazimov is not a high-spirited person, or in any way "flippant" or "jocular." Finally, (D) is incorrect because it appears that Nevyrazimov has respect for religious institutions, as he longs to take part in the religious festivities (lines 57 – 61).

8) **➡** C

The correct choice is (C) because it captures the irony of the letter, which is written with warmth in spite of the character's true feelings.

(A) is incorrect because, while it includes the honorific titles the character is using to address his recipient, it does not indicate anything about his actual feelings. (B) is incorrect because although the character calls the recipient a "rascal" in this sentence, it does not reveal the extent of his negative feelings for him. (D) is incorrect because it does not concern the letter.

9) **➡** B

Choice (B) is correct; in lines 22 – 28, the reader learns that Nevyrazimov feels sorry for the cockroach because it cannot leave the office, but in lines 90 – 93, Nevyrazimov calls it a "nasty thing" and throws it into the flame. (A) is incorrect because it is not true to say that the character ever felt protective of the cockroach. (C) is incorrect because, although the character does seem "unperturbed" by the cockroach, he does not become obsessed by it. (D) is incorrect because it is in the wrong order; it is correct to say that the character felt camaraderie and then disgust, but not the other way around.

10) **➡** C

Choice (C) is correct because the character's anger grows as he contemplates his "hopeless situation," a feeling which is mirrored by the cockroach wriggling its legs "in despair." (A) is incorrect because Nevyrazimov is concerned with his situation, not his office. (B) is incorrect because the passage does not portray Nevyrazimov's attitude toward anyone he might consider to have an inferior position. Finally, (D) is incorrect because the character appears to kill the cockroach out of anger, not due to optimism about making positive changes.

11) **➡** D

Choice (D) is correct because the phrase is part of a longer sentence that begins, "It is said, and insisted upon by Mr. Attorney, that..." (lines 1 – 2) in which Hamilton lists the justifications put forth by the other side. Answer choices (A), (B), and (C) fail to correctly comprehend the meaning of Hamilton's long sentence.

12) **➡** B

The correct choice is (B) because, according to the prosecution's claims (in Hamilton's

paraphrase), government cannot be effective if the "supreme magistrates" have their actions criticized—i.e., if they are admonished— "by private men." (A) is incorrect because "censor" has a different meaning than "censure." In this sentence, Hamilton is not referring to people censoring (suppressing) governmental actions, but rather, criticizing them. (C) is incorrect because evaluating is a private mental process, not necessarily an outward expression. Finally, (D) is incorrect because the paragraph does not discuss "sentencing" anyone for a crime; rather, its topic is the open criticism of the government.

13) **⇒** A

Choice (A) is correct because in paragraph 2 Hamilton says that leaders have historically used "specious pretenses," or tricky excuses, for totalitarian rule. (B) is incorrect because Hamilton is not discussing types of laws, but abuses of power. (C) is incorrect because it is not the primary, specific purpose of the phrase "specious pretenses." (D) is incorrect because Hamilton is not singling out British officials, but talking about leaders in general.

14) **⇒** C

The correct choice is (C). In paragraph 1, Hamilton describes the prosecution's view, namely that the government cannot enforce laws if people do not respect its authority. In paragraph 2, Hamilton responds to these charges, arguing that if people do not respect leaders' authority, it is due to the leaders themselves and their abuse of power, not because people are criticizing them. (A) is incorrect because in paragraph 2 Hamilton does not focus on issues of respect for himself or his client. (B) is incorrect because Hamilton does not concede any points in paragraph 2. (D) is incorrect because, although Hamilton does use an example from Roman history later in his speech, paragraph 2 does not introduce details or themes that directly relate to it.

15) **⇒** B

The correct choice is (B). In paragraph 3, Hamilton states that many people throughout history have lent a hand in destroying their own countries "for the sake of preferment or some imaginary honor," that is, for some benefit

or favorable status. (A) is incorrect because those who have a hand in oppression may or may not value liberty, but act primarily out of their own self-interest. (C) is incorrect because Hamilton does not suggest that people who help tyrants expect them to restore freedoms. Finally, (D) is incorrect because Hamilton does not suggest that certain people want to destroy their countries. Instead, they want to secure certain advantages for themselves.

16) **⇒** B

Choice (B) is correct because it provides direct support of the idea that people assist oppressive leaders out of self-interest. They help "for the sakes of preferment or some imaginary honor." (A), (C), and (D) are incorrect because none of them explains the probable motivations of the people who have "freely lent a helping hand" to oppressors (lines 33 – 34).

17) **⇒** D

The correct choice is (D). In lines 35 – 45, Hamilton refers to Brutus, a senator in ancient Rome who opposed the dictator Julius Caesar. Brutus warns other senators that when they help Caesar set up the means of oppression, they should remember that they themselves will be among the oppressed. (A) and (B) are incorrect because Hamilton is speaking of enslavement or imprisonment metaphorically, not literally. Choice (C) is incorrect because Hamilton is using Caesar as an example for a specific point, not an extended comparison.

18) **⇒** A

The correct choice is (A). According to Hamilton, power is similar to beautiful and useful rivers that nevertheless occasionally overflow their banks; potential danger is always present. (B) is incorrect because the river metaphor does not imply that power is always destructive, only that it always carries the potential to become destructive. (C) is incorrect because Hamilton's river metaphor is not a prediction about particular governments or people. (D) is incorrect because the imagery of a river creates a specific effect; it is not merely an indication of a larger context.

19) **⇒** C

Choice (C) is correct. In lines 54 – 55, Hamilton

urges listeners to “support liberty, the only bulwark against lawless power” in the sense that the only “wall” that protects against the abuse of power is liberty. (A) is incorrect because Hamilton is talking about containing and managing power, not attacking it with a weapon. (B) and (D) are incorrect because it does not make sense to say that liberty is a convincing argument; nor does it make sense to say that liberty is a stern warning. Liberty is an abstract concept, which cannot be described as a type of statement.

20)  A

The correct choice is (A); Hamilton focuses on the impact that jury members can have by laying a “noble foundation” for liberty, not just in their state, but throughout the colonies. (B) is incorrect because there is no indication that Hamilton wishes the jury members to speak out. (C) is incorrect because it can be assumed that all lawyers want to persuade all juries to vote unanimously in their favor, so that alone cannot explain Hamilton’s action. Finally, (D) is incorrect because Hamilton is not clarifying details, and there is no indication that the case was confusing.

21)  D

Choice (D) is correct because here Hamilton says that ruling in favor of his client will lay a foundation of liberty for “ourselves, our posterity, and our neighbors...” Specifically, the decision will secure the right to oppose and expose “arbitrary power...by speaking and writing truth.” In other words, Hamilton is predicting that the case will make history as a victory for freedom of speech. (A), (B), and (C) are incorrect because they describe the importance of the case to the colonies, but not its historical significance.

22)  A

The correct choice is (A). In the first paragraph, the author says that the lark (a type of bird) “hushes her song” so that the fields of lavender can hear the crickets; the fields are like an audience listening to a musical performance. Answer choices (B), (C), and (D) do not make sense in the context of the analogy.

23)  B

Choice (B) is correct. At the beginning of paragraph 3, the author writes of the body of the cricket: its “right wing-cover overlaps the left” (line 18). The structure is “the reverse of the green grasshopper...” which is “left-handed;” in other words the wings are folded left over right. (A), (C), and (D) are all incorrect interpretations of the text.

24)  D

Choice (D) is correct. While the statement in lines 19 – 22 compares similar insects in terms of wing arrangement, the focus of the paragraph returns to a description of cricket wings; “The two wing-covers have the same structure” and “To know one is to know the other” indicate that the cricket’s two wing-covers are identical. Choices (A) and (B) are incorrect because they do not focus on crickets or their wing structures. (C) is incorrect because, although the statement follows a comparison to the grasshopper in terms of wing-cover arrangement, the author’s purpose is primarily to describe cricket wings. In order to describe only one of the wings in the following paragraph, he points out that the right and left wing-covers of the cricket are identical.

25)  A

Choice (A) is correct. Paragraph 3 discusses the wings of crickets and related species, as well as the relationship of the cricket’s two wings to each other. The sentence serves to clarify that the following paragraph refers to a single wing. (B) is incorrect because the author is inviting the reader to examine a single cricket wing, the one on the right; there is no mention of differences between mirror images. (C) is incorrect because it does not reflect the author’s purpose, which is to describe cricket wings. (D) is incorrect because the author is not asserting the importance of the right wing-cover. Rather, he seems to have chosen it randomly, since he has said that the two have the same structure.

26)  C

The correct choice is (C). The reference to Arabic calligraphy—a type of writing renowned for its elaborate beauty—serves to underscore

the author's admiration for the tiny structure: he refers to "powerful" veins of "the deepest black" on the back of the cover. (A) and (B) are incorrect because the author is describing the "general effect" of the veins on the wing-cover's appearance, not conveying information about their use or their place of origin. (D) is incorrect because there is no speculation in the passage about any biological advantage the cricket might gain from the appearance of its wings.

27) **⇒** B

Choice (B) is correct. In paragraph 5, the author indicates that a light through a cricket wing-cover illuminates its overall color of pale red, with two spots that are exceptions—an anterior triangular area, and a posterior oval area. Thus it is apparent that the author is describing the locations of the shapes, or their "positions." (A) is incorrect because the terms are clearly part of a description of the wings, not a discussion of different cricket species. (C) is incorrect because the sentence begins by describing the wing-cover's color, and then two adjacent regions on it that are a different color. Thus, "anterior" and "posterior" clearly indicate positions of regions of the wing-cover, not shapes of the wing-covers. (D) is incorrect because, while the author does mention later in the paragraph that the two regions make up the "sonorous," or sound-making, area of the wing, the author is primarily describing appearance, not function, in the paragraph.

28) **⇒** D

Choice (D) is correct because the phrase refers to the two "sonorous" spots on each cricket wing that create sound when they vibrate. (A), (B), and (C) are incorrect because they do not address the topic of the sentence, which is producing sound.

29) **⇒** B

The author describes the cricket's ability to "modify the intensity of the sound" by pressing down or slightly raising its folded wing covers from its abdomen. Thus, choice (B) is the answer because it describes the mechanism for chirping loudly or softly. (A) is incorrect because the passage does not discuss cicada noise-making structures.

(C) is incorrect because the wing-covers are always folded, according to the passage. (D) is incorrect because a "skill at chirping loudly" is too general to explain the author's specific description.

30) **⇒** C

Choice (C) is correct because the author uses the words "loudness," "note," and "raucous" in the sentence, indicating that he is referring to sound; "tone" is the only choice that indicates sound. Choices (A), (B), and (D) are incorrect because they do not refer to sound. Although (D) refers to a feature or a distinguishing characteristic, the word "trait" is usually used in terms of people—not a phenomenon such as a sound.

31) **⇒** B

According to lines 48 – 54, a cricket's sound is produced when the wing-covers rub together and create vibration in the tympani. In lines 17 – 19 and lines 62 – 63, the wing covers are described as extending and folding over the animal's flank. This suggests that the most likely position of the tympani are on the sides of the cricket close to the wings. Position B fits this description, so choice (B) is correct. Choices (A), (C), and (D) are incorrect because they are not consistent with the passage.

32) **⇒** A

Choice (A) is correct because the terms "mezzo voce" and "fortissimo" are terms used in musical notation to signify medium or loud volume. The use of musical terms implies a musical or melodic sound. (B) is incorrect because the author is not suggesting that the sounds function as communication. (C) is incorrect because the author does not claim that he is identifying "the most important difference" between the two species. (D) is incorrect because there is no discussion in the text about where the species originated.

33) **⇒** B

The correct choice is (B). By mentioning his wife, Nancy, and talking about the couple's emotional response to the explosion, Reagan is responding on a personal level and identifying with the feelings of many of the people who are watching the speech. (A) is incorrect

because Reagan does not focus on the morbid details of the explosion. (C) is incorrect because the description "pained to the core" is not a tranquil, or calm, one. (D) is incorrect because Reagan's statement that he and his wife are feeling deep pain does not serve as an introduction to impassioned criticism of the system.

34) **➡** A

Choice (A) is correct because Reagan's statements emphasize a sense of shared grief as a whole nation, not as a political group. (B) is incorrect because Reagan does not attempt to persuade viewers to feel sadness. Rather, his statements assume that the feeling already exists. (C) and (D) are incorrect because the short phrases describe a sense of grief and unity and do not address the larger ideas of the explosion's legacy.

35) **➡** A

Choice (A) is correct because as used here, "bear" implies carrying a heavy load, or (metaphorically) experiencing grief. (B), (C), and (D) are incorrect because they are different meanings for "bear," which do not make sense in the context of the sentence.

36) **➡** D

Choice (D) is correct because the president calls the crew members "heroes" (line 17), saying that "they wished to serve, and they did. They served all of us" (lines 28 – 29). These statements imply the crew members' lives were meaningful to the whole nation and even the world. (A) is incorrect because Reagan does not mention anything about the cause of the explosion. Instead, the tone suggests that the nation is in shock ("Today is a day for mourning," lines 4 – 5), and that it is too early for explanations. (B) is incorrect because Reagan says the crew members did their jobs "brilliantly," and there is no indication that anyone is blaming or faulting them. (C) is incorrect because Reagan does not speak in a critical tone regarding the space shuttle program. In fact, in paragraph 5 (lines 47 – 63), Reagan vows to continue the shuttle program.

37) **➡** C

Choice (C) is correct because it provides the

most direct evidence to support the suggestion that crew members' lives were meaningful because they served the public. (A) is incorrect because it does not focus on the lives of the crew members. Choice (B) is incorrect because , while Reagan calls the crew members "heroes," in this sentence he does not explain the significance of their lives. Finally, (D) is incorrect because it does not focus solely on the astronauts.

38) **➡** C

Choice (C) is correct. The chart shows that Challenger has six flights in 1983 and 1984, whereas all other shuttles had a combined three flights during the same period. Choices (A) and (B) are incorrect according to the information in the chart. (D) is incorrect because there is no information about safety issues in the chart.

39) **➡** B

Choice (B) is correct because when Reagan says that "We'll continue our quest in space," the context suggests an adventurous journey in *search* of something, like the Medieval knights' "quests" for the Holy Grail. (A) is incorrect because "inquiry" does not incorporate the sense of an ongoing journey. (C) is incorrect because a pilgrimage is a regular, usually religious, journey to a known location, unlike the exploration of space. (D) is incorrect because "pursuit" implies an attempt to catch or achieve a specified objective, which would not fit in a general statement about space exploration.

40) **➡** A

Choice (A) is correct because in lines 55 – 59, Reagan explicitly states that the space shuttle program will continue. These statements make clear Reagan's stance on funding NASA's missions. (B) is incorrect because Reagan does not mention an investigation in the speech. (C) is incorrect because Reagan never implies that the accident was caused by enemies of democracy and freedom. Reagan's tone here is not accusatory. Finally, (D) is incorrect because Reagan seeks to reassure "every man and woman who works for NASA" (lines 60 – 64) that the nation has been moved and impressed by them "for decades," but this encouragement does not imply that the accident might cause

them to quit their jobs.

41) **⇒** C

Choice (C) is correct because it is the most comprehensive statement in which Reagan says that he wants NASA to continue in spite of the accident. (A) is incorrect because it is vague and does not directly refer to NASA. (B) is incorrect because it is a positive description of NASA's transparency but does not address its future. Finally, (D) is incorrect because it expresses sympathy to NASA employees, but like (B), it does not address the agency's future.

42) **⇒** B

Choice (B) is correct because Reagan implies that the space shuttle crew were like Sir Francis Drake: they explored the unknown frontiers of their time, right up until their deaths. (A) is incorrect because, even though the implication is that we still remember Drake after 390 years and that the shuttle crew will also be remembered, it is not the primary purpose of mentioning Drake. (C) is incorrect because Reagan's focus is the astronauts' lifelong dedication, not the dangers of risk-taking in general. Finally, (D) is incorrect because mention of Drake's sea explorations does not serve to clarify any difficult concepts.

43) **⇒** C

Choice (C) is correct because the speech's main focus is on the crew's courage and dedication to discovery. One can infer that these words are meant to comfort viewers and to inspire viewers to follow the crew's example. (A) is incorrect because history is only mentioned at a few points in the speech. (B) is incorrect because Reagan's main audience is television viewers, and his remarks are mainly directed to them. Finally, (D) is incorrect because the speech is primarily about the admirable traits of the crew members, not space exploration.

44) **⇒** B

The author points out that the public relies on meteorologists' "skill, knowledge, and expertise." Thus, "expertise" here indicates experience that surpasses skills and knowledge. (B) is the correct choice because "prowess" connotes a superior ability, which is similar to expertise. (A) and (D) are incorrect because

both of these words simply suggest a quick reaction or physical skill, while (C) is incorrect because "aptitude" refers to natural ability, not mastery of a field of knowledge.

45) **⇒** D

The paragraph quotes an employee of the National Weather Service explaining what types of information only radar can provide and what types trained storm spotters can provide. Thus, (D) correctly identifies the contrast described in the paragraph. Choice (A) is incorrect because it does not describe contrasting elements, and, like (B) and (C), it does not reflect the main point that the speaker makes in the quotation.

46) **⇒** C

The introductory sentences in Passage 1 describe how the community relies on meteorologists, who in turn rely on community volunteers, to "keep us safe and in the know." Thus, the passage is mainly about contributions that improve weather forecasting, and (C) is correct. The passage does suggest that Skywarn provides the public with information and opportunities, but these are minor points, thus (A) and (B) are incorrect. (D) is incorrect because the passage focuses on making better predictions, not on preventing damage once a storm arrives.

47) **⇒** C

Choice (C) is correct because the sentence fully articulates the passage's central claim: that "ground truth" provided by volunteers helps meteorologists predict storm activity. (A) and (B) are incorrect because, although they describe the Skywarn program, neither of them describes the program's ultimate value. (D) is incorrect because it describes basic characteristics of volunteer storm spotters, which does not convey the passage's central claim.

48) **⇒** D

Choice (D) is correct because Passage 1 describes professional forecasters' frequent reliance on amateur radio operators who "provide additional assistance during

storms." The radio operators can "maintain communication" between forecasters and communities during large storms that "knock out phone service." These statements suggest that radio operations can occur even when telephones and the Internet are disabled, and thus (D) is correct. Meanwhile, there is no textual support for choices (A), (B), or (C).

49) **⇒** A

In Passage 2, the author describes the butterflies clustering in Mexico in winter. After the monarchs' winter of inactivity, they disperse all over the northern areas of the continent, where citizen scientists are called upon to study them. Thus, (A) is correct. The author does not state that citizen scientists should grow host plants, that they take the place of professional naturalists, or that they provide more reliable data than any other source. Therefore, (B), (C), and (D) are incorrect.

50) **⇒** C

Choice (C) is correct because it states that citizen scientists participate when the monarchs migrate and reproduce throughout the United States and Canada. The reader can infer that citizen scientists are not needed to observe the population while it overwinters (and is inactive) in Mexico. Choices (A) and (B) are incorrect because they do not address the work of citizen scientists; (D) is incorrect because it does not indicate anything about when citizen scientists participate in data collection.

51) **⇒** C

The author of Passage 1 describes citizen scientists reporting from specific locations within areas covered by "satellites and Doppler radars." The author of Passage 2 describes citizen scientists contributing information from the monarch's "vast summer range." Thus, (C) is correct because both authors emphasize the practical effect of far-flung volunteers. (A) and (D) are incorrect because neither author addresses the quality of the data from volunteers, nor do they address the skills required within the fields that they discuss. (B) is incorrect because, while Passage

1 mentions required training, Passage 2 does not, so it is impossible to predict the author's attitude toward it.

52) **⇒** A

The answer is (A) because each passage primarily describes a particular case where non-scientists provide valuable assistance to scientists. Meanwhile, the tone of both passages is neutral, allowing readers to eliminate choices (B) and (C). Choice (D) is incorrect because in a precise sense neither passage's focus is on environmental issues, but rather on scientific research.

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Refer to the passage below to answer questions 1 – 10.

This passage is adapted from Oscar Wilde, *The Picture of Dorian Gray*, originally published in 1890.

line “Dorian Gray? Is that his name?” asked Lord Henry, walking across the studio towards Basil Hallward.

5 “Yes, that is his name. I didn't intend to tell it to you.”

“But why not?”

10 “Oh, I can't explain. When I like people immensely, I never tell their names to anyone. It is like surrendering a part of them. I have grown to love secrecy. It seems to be the one thing that can make modern life mysterious or marvelous to us. The commonest thing is delightful if one only hides it. When I leave town now I never tell my people where I am going. If I did, I would lose all my pleasure. It is a silly habit, I dare say, but somehow it seems to bring a great deal of romance into one's life. I suppose you think me awfully foolish about it?”

20 “Not at all,” answered Lord Henry, “not at all, my dear Basil. You seem to forget that I am married, and the one charm of marriage is that it makes a life of deception absolutely necessary for both parties. I never know where my wife is, and my wife never knows what I am doing. When we meet—we do meet occasionally, when we dine out together, or go down to the Duke's—we tell each other the most absurd stories with the most serious faces. My wife is very good at it—much better, in fact, than I am. She never gets confused over her dates, and I always do. But when she does find me out, she makes no row at all. I sometimes wish she would; but she merely laughs at me.”

“I hate the way you talk about your married

35 life, Harry,” said Basil Hallward, strolling towards the door that led into the garden. “I believe that you are really a very good husband, but that you are thoroughly ashamed of your own virtues.

40 You are an extraordinary fellow. You never say a moral thing, and you never do a wrong thing. Your cynicism is simply a pose.”

45 “Being natural is simply a pose, and the most irritating pose I know,” cried Lord Henry, laughing; and the two young men went out into the garden together and ensconced themselves on a long bamboo seat that stood in the shade of a tall laurel bush. The sunlight slipped over the polished leaves. In the grass, white daisies were tremulous.

50 After a pause, Lord Henry pulled out his watch. “I am afraid I must be going, Basil,” he murmured, “and before I go, I insist on your answering a question I put to you some time ago.”

55 “What is that?” said the painter, keeping his eyes fixed on the ground.

“You know quite well.”

“I do not, Harry.”

60 “Well, I will tell you what it is. I want you to explain to me why you won't exhibit Dorian Gray's picture. I want the real reason.”

“I told you the real reason.”

65 “No, you did not. You said it was because there was too much of yourself in it. Now, that is childish.”

70 “Harry,” said Basil Hallward, looking him straight in the face, “every portrait that is painted with feeling is a portrait of the artist, not of the sitter. The sitter is merely the accident, the occasion. It is not he who is revealed by the painter; it is rather the painter who, on the colored canvas, reveals himself. The reason I will not exhibit this picture is that I am afraid that I have shown in it the secret of my own soul.”

1. As used in line 12, "delightful" most nearly means
 - (A) sublime.
 - (B) alluring.
 - (C) enjoyable.
 - (D) distracting.
2. Basil wants to withhold Dorian Gray's name from Lord Henry because
 - (A) Basil is ashamed that he is acquainted with Dorian Gray.
 - (B) Basil enjoys withholding the names of people whose company he enjoys.
 - (C) Basil believes that Lord Henry will be jealous of his friendship with Dorian Gray.
 - (D) Basil tries not to talk about his personal life with Lord Henry.
3. Lord Henry talks to Basil about marriage primarily to
 - (A) shift the conversation away from Dorian Gray.
 - (B) explain why he can relate to Basil's fondness for secrecy.
 - (C) provide a description of his wife.
 - (D) encourage Basil to get married.
4. Based on paragraph 5 (lines 19 – 33), it can be inferred that Lord Henry's wife
 - (A) has a cruel sense of humor.
 - (B) is well-respected among her peers.
 - (C) is a skillful liar.
 - (D) has little respect for Harry.
5. Which contradiction does Basil use to characterize Lord Henry?
 - (A) Lord Henry's virtuous actions undermine the immorality he espouses.
 - (B) Lord Henry's predictable behaviors belie his supposed love of deception.
 - (C) Lord Henry claims to be adventurous but rarely tries new things.
 - (D) Lord Henry appears confident but is filled with self-doubt.
6. As used in line 41, "pose" most nearly means
 - (A) pretense.
 - (B) position.
 - (C) posture.
 - (D) stance.
7. In the last paragraph (lines 65 – 73), Basil reveals
 - (A) the personal nature of his artwork.
 - (B) the reason he rarely paints portraits.
 - (C) the biggest challenges he faces when painting.
 - (D) the reason he decided to become an artist.
8. Which choice provides the best evidence for the answer to the previous question?
 - (A) Lines 39 – 41 ("You never say...a pose.")
 - (B) Lines 58 – 60 ("I want you...Dorian Gray's picture.")
 - (C) Line 68 – 69 ("The sitter...the occasion.")
 - (D) Lines 69 – 71 ("It is not he...reveals himself.")
9. In the context of the passage, Basil and Lord Henry differ in that
 - (A) Basil values the beauty provided by nature whereas Lord Henry prefers city life.
 - (B) Basil encourages social interaction whereas Lord Henry simply begrudgingly accepts it.
 - (C) Basil maintains secrecy through silence whereas Lord Henry maintains secrecy through deception.
 - (D) Basil appreciates the subjectivity of art whereas Lord Henry prefers rationality and objectivity.
10. The conversation between Basil and Harry most closely resembles that between
 - (A) old friends catching up on current events.
 - (B) business associates celebrating their successes.
 - (C) family members quarreling over trivial matters.
 - (D) mortal enemies settling a score.

Refer to the passage below to answer questions 11 – 20.

This passage is adapted from Susanna Heckman, "Marrying Older, But Sooner." ©2015 by KALLIS EDU.

Most developed countries report that more young people are postponing marriage until later in life than has been the case historically. The romantic image of fresh-faced brides and grooms in their early 20s is now largely a myth. In Hong Kong, for example, men tend to be at least 31 years old, and women around 28, when they marry for the first time; in South Korea, the averages are 32 and 29, respectively. Many European countries record even higher average ages, with Sweden topping the charts at 35 for men and 33 for women. North American figures are also rising, with the average age for men in the U.S. being 29, and for women, 27.

Grandparents and parents of the current crop of young adults most likely married younger and had more children. These older generations may worry about their offspring "boomeranging" from independent living back to the family home, putting off marriage seemingly forever.

The lack of a healthy income has been a factor in the postponement, according to many economists. Since the global economic recession began in 2008, couples increasingly cannot afford to start a new life together. Even many people with full-time jobs live with their parents. Popular culture has coined many terms to describe this phenomenon. In Brazil, singles living with their parents have been called "the Kangaroo Generation," referring to young kangaroos living in their maternal pouches. In Greece, young people have bitterly called themselves the "700 Euros Generation," referring to the legal minimum wage as all they can hope to earn.

The "Sampo Generation" in South Korea, meanwhile, is also a bitter reference to young adults who have reached their 30s without achieving a reliable income that can sustain a family. *Sampo* translates as "give up three," namely the three goals of attaining a career, getting married, and having children. In Japan, popular perception is even darker, with the "Satori Generation" supposedly not even caring about a successful career or a romantic attachment of any kind, let alone marriage.

Some demographers have encouraged taking a longer-term perspective. They say that comparing today's statistics with those from periods of strong economic growth is misleading. In the U.S., for example, the average ages at first marriage seem high when compared to the period of economic boom after World War II. In 1956, a man typically got married at 23. But looking back to 1890, a man usually waited until his late

20s. U.S. Census Bureau blogger Jonathan Vespa points out that, in the U.S., "The 1950s and 1960s stand out as the exception for marriage, not the norm."

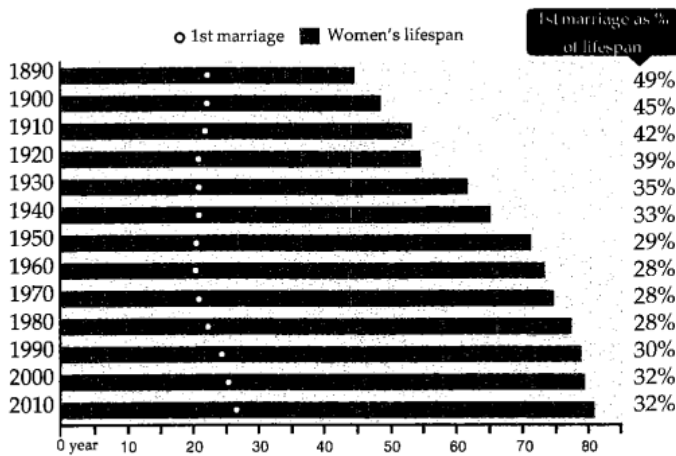
Data also indicate that, from a historical perspective, young single people have always tended to live at home with their families, calling into question the current anxiety about generations acting like boomerangs or kangaroos. In the 1940s, more than 70 percent of singles in their 20s lived with their parents. By this standard, the picture looks different; perhaps what has changed are the expectations about what young people *should* be able to achieve in terms of their career. It may be unfair to compare younger generations to their Baby Boomer parents and grandparents, who came of age in the 1960s and 1970s, when economic conditions were more favorable. People's expectations may have also been influenced by watching films or television programs that portray fictional young adults living in enormous apartments and seldom working.

Another way to gain perspective on the data is to look at marriage in terms of historical increases in lifespan. Census experts say that even taking into account the slight skewing of data by higher infant mortality in the 19th century, it is clear that people are marrying earlier in their expected lifespan than ever before. In 1890, an American woman was likely to get married at 22, and to live to be 45. She was marrying nearly halfway into her life. Today, a young woman can expect to live to be 80. If she gets married at around 27, that is only about a third of the way through the typical lifespan. Figures for men are similar.

"Despite marrying at older ages," Vespa writes, "Americans are actually marrying sooner in their lifetime than they did a century ago."

Besides economic circumstances, then, it is quite possible that changes in life expectancy have had an effect on individuals' personal decisions. They may feel that they simply have more time to gain an education and job experience before launching into marriage and parenthood.

Marrying Older, but Sooner?



SOURCE: U.S. Census Bureau, *Decennial Censuses, 1890-1940 and Current Population Survey, Annual Social and Economic Supplements.*

11. In paragraph 1, the author most likely mentions “romantic image” (line 4) in order to
- draw an analogy with actual circumstances.
 - provide a realistic context for claims in the text.
 - indicate the most ideal approach to marriage.
 - introduce stereotypes that contradict reality.
12. As used in line 15, the word “crop” most nearly means
- yield.
 - coalition.
 - cutting.
 - group.
13. The passage strongly suggests that middle-aged and older people
- advise younger generations not to move back home.
 - feel impatient for their adult children to get married.
 - do not want to support their offspring.
 - prefer that their children stay at home into their 20s.
14. Which choice best describes the structure of paragraph 3 (lines 21 – 34)?
- Description followed by logical analysis
 - Problem followed by a proposed solution
 - Claim followed by anecdotal support
 - Facts followed by an overall conclusion
15. The author most strongly implies which of the following about the “Satori Generation”?
- It is based on depressing and indisputable facts.
 - It may reflect a current stereotype rather than a reality.
 - It does not describe any actual individuals in Japan.
 - It probably demonstrates multiple factors at work in Japanese society.
16. The author uses the phrase “by this standard” (lines 65 – 66) primarily to
- establish an alternative norm.
 - refute the statistical evidence.
 - argue for a new set of ideals.
 - encourage particular life choices.
17. Which claim about average age at marriage is best supported by the graph?
- Lines 56 – 58 (“The 1950s and 1960s... norm.”)
 - Lines 64 – 65 (“In the 1940s...their parents.”)
 - Lines 69 – 73 (“It may be unfair...favorable.”)
 - Lines 78 – 80 (“Another way...lifespan.”)
18. The graph indicates that, based on past trends,
- average age at first marriage will gradually catch up to lifespan.
 - average lifespan will level off at about where it is now.
 - average age at first marriage will not rise much higher.
 - average age at first marriage will dip down again in the near future.

19. The main rhetorical effect of the quotation in lines 92 – 94 is to
- (A) introduce a new perspective to the discussion.
 - (B) emphasize the main conclusion from the data.
 - (C) persuade the reader that the data is accurate.
 - (D) restate information from the beginning of the article.
20. Based on the passage, it can be inferred that the author's hypothesis about people marrying later is which of the following?
- (A) There are more varied opportunities for the current generation.
 - (B) Young people nowadays tend to be more mature when entering marriage.
 - (C) Economic factors affect the trend but are not the cause of it.
 - (D) Longer life expectancy leads people to take their relationships less seriously.

Refer to the passage below to answer questions 21 – 30.

Mary Bates, "Monkey Faces Give Clues to Species and Individual Identity," © 2015 by Conde Nast.

line In a new study, researchers looked at whether there were clues in certain components or the overall configurations of monkey faces that could reliably send signals to other monkeys —

5 about the species that a face belonged to or the individual identity of a monkey.

William Allen and James Higham, of New York University, previously found that in guenons, a group of Old-World monkeys, species that live near one another tend to look more different from one another, an adaptation that helps prevent hybridization* between species.

In their latest study, Allen and Higham looked at overall face pattern and specific features like eyebrow patches and nose-spots. They examined the performance of a machine learning algorithm to see whether those traits could be used to distinguish between different guenon species or different individuals within a species.

20 "Essentially, we tried to get a computer to do something as similar as possible to what a guenon viewing other guenons' faces would do," says Allen. "This meant taking measurements of visual attributes from photographs of guenon faces and

25 asking a computer to try and separate different groups as accurately as possible on the basis of these measurements. Once it has learnt how to separate groups with one set of data we can then

30 test if its classification 'rules' also work to classify new data that it has not seen before."

Allen and Higham found that across the 12 species of guenon studied, both overall face pattern and differences in eyebrows and nose-spots could be used to reliably categorize species and individuals. These traits did not help classify guenons with respect to age or sex, however.

35 The researchers say this pattern makes sense, as guenons often form mixed-species groups in which members of the same species can develop complex social relationships, but the presence of other species creates a risk of hybridization.

Higham says that facial patterns do not seem to be different between males and females, and do not seem to change as individuals age, suggesting that facial patterns do not play much of a role in mate choice within specific guenon species.

45 "Guenons live in stable social groups where they learn and remember things about each other over time," says Higham. "Perhaps if they have individual recognition, and can reliably determine which social partner they are interacting with, then this is sufficient, as other characteristics can then be associated with that individual."

The fact that guenon faces support both species and individual identification has interesting implications for how evolution shapes the design of signals that have conflicting requirements. Guenon faces may represent a compromise, or trade-off, in that they allow individuals within a species to look similar enough so that their species can be ascertained, but also unique enough so that others can tell who a familiar individual is by their face alone.

65 Animals that can recognize individuals from their facial appearance include humans as well as species as diverse as chimpanzees, sheep, and paper wasps.

Allen says such individual recognition is far from ubiquitous in the animal kingdom. "Generally, it only evolves in species that have complex social systems within which individuals form relatively stable long-term relationships," he says.

75 Higham and Allen are optimistic about the use of algorithms and machine learning to look at animal visual communication. "We think that machine learning approaches have a really big future in studies of the evolution of animal visual signals, enabling researchers to assess the potential informative content of signals, and hence determine the selective pressures that are likely to have led to their evolution," says Higham.

* hybridization : mating between individuals of different species that results in offspring with combined genetic material

21. As used in line 3, "configurations" most nearly means
- (A) confluences.
 - (B) geometries.
 - (C) alignments.
 - (D) arrangements.
22. According to the passage, guenon species that live near each other look more different than those that live far from each other because these differences
- (A) assist in the formation of social bonds.
 - (B) prevent interspecies breeding.
 - (C) reinforce familial structures important in raising offspring.
 - (D) allow guenon monkeys to form mixed-species groups, which are favorable to survival.
23. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 1 – 6 ("In a new...a monkey.")
 - (B) Lines 31 – 35 ("Allen and Higham...and individuals.")
 - (C) Lines 37 – 41 ("The researchers say...of hybridization.")
 - (D) Lines 58 – 63 ("Guenon faces may...face alone.")
24. As used in line 14, "features" most nearly means
- (A) presentations.
 - (B) secrets.
 - (C) highlights.
 - (D) characteristics.
25. The experimental procedure outlined in paragraph 4 (lines 20 – 30) is most similar to
- (A) running a mouse through a maze using positive and negative reinforcement.
 - (B) programming a computer to redraw photographs of human faces.
 - (C) teaching monkeys to form simple words using blocks that have letters on them.
 - (D) training a police dog to sniff contraband.
26. Based on the passage, the computer algorithm was able to identify an individual guenon's
- (A) social status.
 - (B) species affiliation.
 - (C) sex.
 - (D) approximate age.
27. Based on the passage, the work of Allen and Higham is primarily concerned with
- (A) the computer modeling of recognition processes.
 - (B) the similarities between monkey and human behaviors.
 - (C) the evolution of facial recognition across species.
 - (D) the role of facial recognition in mating behaviors.
28. The author uses the phrase "trade-off" (line 59) primarily to
- (A) clarify a technical concept using a phrase from common speech.
 - (B) make an analogy between biology and economics.
 - (C) inject humor into a serious discussion.
 - (D) suggest that scientists and non-scientists interact more.
29. The passage strongly suggests that Allen and Higham share which assumption?
- (A) There are still many Old-World monkey species to be discovered.
 - (B) Interbreeding between species produces offspring that have lower rates of survival.
 - (C) Guenon monkeys recognize other species to avoid mating with them.
 - (D) Computer programs can perfectly mimic biological processes.
30. According to the last paragraph (lines 74 – 83), Higham and Allen suggest that their studies in animal recognition are significant because
- (A) they produce important data regarding mate selection across all species.
 - (B) they may provide insight into the nature and development of animal communication.
 - (C) they address questions of human evolution from primate ancestors.
 - (D) they can be used to improve recognition technologies for human faces.

Refer to the passage below to answer questions 31 – 41.

This passage is adapted from Susanna Heckman, "Palm Oil." ©2015 by KALLIS EDU.

line In zoos around the world, some of the most popular animals among visitors are the shaggy, red-haired apes—the orangutans. Young orangutans endearingly chase, play, and roll
5 around their enclosures. Older orangutans sit quietly and treat visitors to soulful gazes.

In 2008, the Singapore Zoo held a memorial service for a female orangutan named Ah Meng, and 4,000 people attended. At the zoo in
10 Houston, Texas, people pay hundreds of dollars for paintings created by orangutans, including "Doc," who was also known as one of the most dotting ape dads ever. At the San Diego Zoo, Ken Allen, another male orangutan, inspired his own
15 fan club in the 1980s. He became iconic because he repeatedly outwitted his keepers by breaking out of his enclosure, apparently so that he could peacefully wander around the zoo and look at the other animals.

20 Celebrity status for orangutans in zoos notwithstanding, wild orangutans struggle to remain in existence today. They are one of countless species threatened by deforestation of their tropical habitat in Indonesia and Malaysia.
25 Unfortunately for orangutans and other wildlife, the same equatorial conditions which support lush rainforests—year-round warmth, humidity, and rain—are ideal for cultivating a wildly popular product: palm oil.

30 The forests of Malaysia and Indonesia have long been logged for timber. But increasingly, the forests are cleared completely out of the way to make way for oil-producing palm trees. In Malaysia, tidy rows of cultivated palm trees
35 already cover an estimated 14 percent of the total land area. A report by the United Nations Environment Program, "Last Stand of the Orangutan," predicted that Indonesia's national parks would be 98 percent destroyed by 2022
40 due to illegal clearing, mostly for large palm oil plantations.

The constant pressure to expand the palm oil industry comes from its profitability. The oil comes from the fruit of particular palm trees,
45 which produce for around 25 years. Therefore, the trees are more stable sources of income than annual crops. They also have a much higher yield per acre than other vegetable oil crops, making them efficient in terms of land use. Not
50 surprisingly, local governments tend to support palm plantations because they have the potential to lift many of the rural poor out of poverty. This is especially true in Indonesia, where millions live on less than two dollars per day.

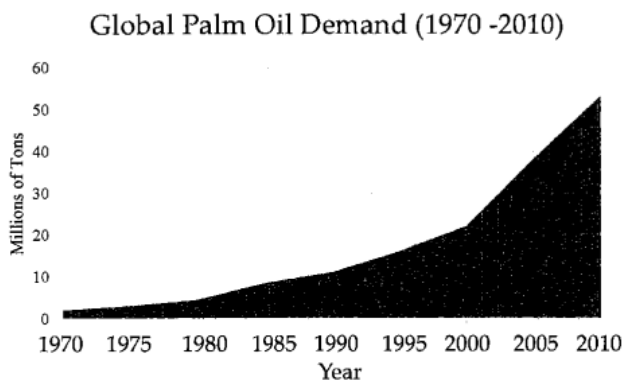
55 Meanwhile, global demand for palm oil has skyrocketed. The oil is solid at room temperature, similar to butter. Thus it is useful not only for cooking, but for packaged foods such as cookies. It is also a common ingredient in cosmetics, soaps,
60 and detergents.

Environmental groups have attempted to educate consumers in the United States and Europe about the oil's impact. The research group Earthwatch Institute has called palm oil
65 "one of the main reasons for massive rainforest destruction in some of the most wildlife-rich places on Earth." Some zoos have urged visitors to avoid buying products containing palm oil. And the group SumOfUs.org drew millions
70 of social network viewers when it parodied a commercial for a popular snack in the U.S. that contains palm oil. The parody reveals the source of the snack as a burned-out, barren field in the midst of a rainforest.

75 The media has also aired claims that profits from the industry are enriching a small elite. Human rights groups say that, in general, laborers earn very little, and the industry is rife with abusive labor practices. Meanwhile,
80 members of indigenous forest tribes lose their livelihoods altogether when forests are bulldozed. The Rome-based Inter-Press Service (IPS) quotes one indigenous activist, Mina Setra, as direly predicting that the industry "will expand until it
85 pushes us into the ocean."

The bad press has created a niche market for palm oil that is grown in a more responsible manner. Some palm oil producers have teamed
90 up with environmental groups and consultants to create a system of certifying oil so that it can be labeled "sustainable."

The certification system gathers environmental groups including the World Wildlife Fund with investors, growers,
95 producers, traders, buyers, and governments. These "stakeholders" form the Roundtable on Sustainable Palm Oil (RSPO), which certifies as "sustainable" any oil that is not from illegally cleared forest land. About 15 percent of all palm
100 oil produced is now RSPO-certified. However, companies say that it is not yet possible for them to trace the source of all palm fruit that they use. Several multinational food companies have vowed to make every part of the supply chain
105 transparent. They are in a race against time; environmentalists using satellite data report the widespread continuation of illegal burning and clearing of rainforests in the archipelago.



SOURCE: USDA report "Indonesia: Rising Global Demand Fuels Palm Oil Expansion," 2010.

31. The passage strongly suggests that
- orangutans could become extinct fairly soon.
 - logging rainforests for timber is decreasing.
 - a benefit of palm oil is the tidiness of palm plantings.
 - the United Nations is helping to enforce laws in Indonesia.
32. Which choice provides the best evidence for the answer to the previous question?
- Lines 22 – 24 ("They are one...Malaysia.")
 - Line 30 – 31 ("The forests...for timber.")
 - Lines 33 – 36 ("In Malaysia, tidy... land area.")
 - Lines 36 – 41 ("A report by the... plantations.")
33. What function does paragraph 3 (lines 20-29) serve in the passage as a whole?
- It supports claims made in the first two paragraphs.
 - It illustrates an important example.
 - It provides important background information.
 - It transitions to the main topic.
34. As used in line 46, the word "stable" most nearly means
- settled.
 - reliable.
 - inflexible.
 - sturdy.
35. In paragraph 5 (lines 42 – 54), the author implies that
- there is no other land-use in the region that could turn such a profit.
 - palm oil plantations have already improved the lives of poor Indonesians.
 - equivalent yields from other vegetable oil crops would require more land.
 - it is nearly impossible for local governments to enforce laws about land use.
36. The author refers to poverty in Indonesia (lines 52 – 54) primarily to
- persuade the reader to support palm oil in spite of its environmental impact.
 - introduce a discussion about jobs and the environment.
 - argue that annual crops cannot adequately feed populations in the region.
 - help explain one reason that policymakers allow palm oil plantations.
37. Paragraph 8 (lines 75 – 85) is primarily concerned with establishing a contrast between
- the media vs. palm oil growers and manufacturers.
 - a thriving few vs. many who are impoverished.
 - job opportunities vs. the rights of local villages.
 - agriculture lifestyles vs. hunting and gathering lifestyles.
38. As used in line 86, "press" refers to
- weights.
 - a pushing crowd.
 - reports.
 - machinery.
39. What is the author's main point about palm oil certification?
- The RSPO process generally cannot be trusted.
 - Some food companies are more transparent than others.
 - Consumers may be able to decrease rainforest destruction.
 - Laws may be able to decrease rainforest destruction.

40. Which choice provides the best evidence for the answer to the previous question?
- (A) Lines 86 – 88 (“The bad press...manner.”)
 (B) Lines 92 – 95 (“The certification system... governments.”)
 (C) Lines 99 – 100 (About 15...RSPO-certified.”)
 (D) Lines 105 – 108 (“They are in...archipelago.”)
41. Do the data in the graph provide support for the author’s claim that “global demand for palm oil has skyrocketed” (lines 55 – 56)?
- (A) Yes, because between 2000 and 2010, demand increased substantially.
 (B) Yes, because it shows global demand growing from near zero to over 50 million tons.
 (C) No, because there is no way to tell if the demand was actually met.
 (D) No, because the term “skyrocketed” is misleading, as demand has risen steadily since 1970.

Refer to the passage below to answer questions 42 – 52.

Passage 1 is adapted from Jean-Baptiste Lamarck, *Zoological Philosophy*, originally published in 1809. In this passage, Lamarck is outlining a theory that accounts for physiological variations between and within species. Passage 2 is adapted from Charles Darwin, *On the Origin of Species*, originally published in 1859.

Passage 1

line But changed circumstances produce changed wants, [and] changed wants [produce] changed actions. If the new wants become constant, the animals acquire new habits, which are no less
 5 constant than the wants which gave rise to them. And such new habits will necessitate the use of one member rather than another, or even the cessation of the use of a member which has lost its utility.

10 The frequent use of an organ, if constant and habitual, increases its powers, develops it, and makes it acquire dimensions and potency such as are not found among animals which use it less.

15 Of this principle, the web-feet of some birds, the long legs and neck of the stork, are examples. Similarly, the elongated tongue of the ant-eater, and those of lizards and serpents.

20 The effect of use is curiously illustrated in the form and figure of the giraffe. This animal, the largest of mammals, is found in the interior of Africa, where the ground is scorched and destitute of grass, and has to browse on the foliage of trees. From the continual stretching thus necessitated over a great space of time in all
 25 the individuals of the race, it has resulted that the

fore legs have become longer than the hind legs, and that the neck has become so elongated that the giraffe, without standing on its hind legs, can
 30 raise its head to a height of nearly twenty feet. Observation of all animals will furnish similar examples.

Passage 2

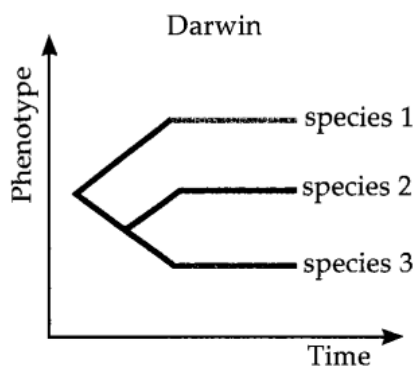
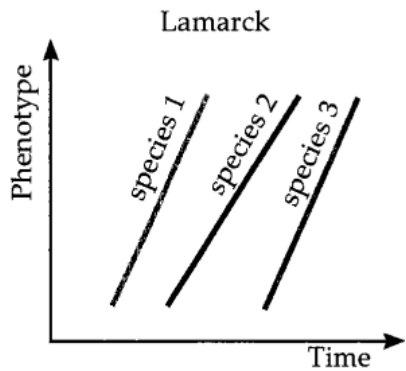
Naturalists continually refer to external conditions, such as climate, food, etc., as the only
 35 possible cause of variation. In one limited sense, as we shall hereafter see, this may be true; but it is preposterous to attribute to mere external conditions the structure, for instance, of the woodpecker, with its feet, tail, beak, and tongue,
 40 so admirably adapted to catch insects under the bark of trees. In the case of the mistletoe, which draws its nourishment from certain trees, which has seeds that must be transported by certain birds, and which has flowers with separate sexes
 45 absolutely requiring the agency of certain insects to bring pollen from one flower to the other, it is equally preposterous to account for the structure of the [plant], with its relations to several
 distinct organic beings, by the effects of external
 50 conditions, or of habit, or of the volition of the plant itself.

How have all the exquisite adaptations of one part of the body to another part, and to the conditions of life, and of one organic being to
 55 another being, been perfected? For everywhere we find these beautiful adaptations.

The answer is to be found in the struggle for life. Owing to this struggle, variations, however slight, and from whatever cause proceeding, if
 60 they be in any degree profitable to the individuals of a species in their infinitely complex relations to other organic beings and to their physical conditions of life, will tend to the preservation of such individuals, and will generally be inherited
 65 by the offspring. The offspring, also, will thus have a better chance of surviving, for, of the many individuals of any species which are periodically born, but a small number can survive. I have called this principle, by which each slight
 70 variation, if useful, is preserved, by the term Natural Selection, in order to mark its relation to man's power of selection. But the expression, often used by Mr. Herbert Spencer, of the Survival of the Fittest, is more accurate.

75 We have seen that man, by selection, can certainly produce great results, and can adapt organic beings to his own uses, through the accumulation of slight but useful variations given to him by the hand of Nature. Natural Selection
 80 is a power incessantly ready for action, and is as immeasurably superior to man's feeble efforts as the works of Nature are to those of Art.

Lamarck's and Darwin's Ideas of Evolution



42. As used in line 7, "member" most nearly means

- (A) participant.
- (B) appendage.
- (C) element.
- (D) supporter.

43. The author mentions "scorched" ground that is "destitute of grass" (lines 21 – 22) as an example of

- (A) conditions that compel a species to move to another area.
- (B) scarcity that provokes competition within a species.
- (C) the distribution of resources evoking certain behaviors.
- (D) displays of dominance in the food chain.

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

- (A) Lines 1 – 3 ("But changed...actions.")
- (B) Lines 3 – 5 ("If the new...them.")
- (C) Lines 10 – 13 ("The frequent...less.")
- (D) Lines 23 – 30 ("From the...feet.")

45. As used in line 38, "structure" most nearly means

- (A) organization.
- (B) design.
- (C) anatomy.
- (D) edifice.

46. Based on Passage 2, the "struggle for life" introduced in line 57 – 58 most probably includes

- (A) competition among individuals for food.
- (B) various uses of the term "Natural Selection."
- (C) destructive conditions imposed by human society.
- (D) rivalry among siblings for their parents' affection.

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

- (A) Lines 36 – 46 ("but it is...the other,")
- (B) Lines 58 – 65 ("Owing to...the offspring.")
- (C) Lines 68 – 72 ("I have...selection.")
- (D) Lines 75 – 79 ("We have seen...Nature.")

48. An example of the process described in lines 75 – 79 ("We have seen...Nature.") is

- (A) the environmental impact of humanity's overuse of natural resources.
- (B) the hunting of an endangered species to the point of extinction.
- (C) the creation of different dog breeds to fill various practical roles.
- (D) the use of rats and mice in cancer-related research.

49. According to the graphs, a major disagreement between the authors is whether

- (A) organisms should be divided into two or three kingdoms.
- (B) phenotype is important when categorizing species.
- (C) species can become extinct under certain conditions.
- (D) life on Earth originated once or multiple times.

50. The author of Passage 2 (Darwin) would most likely claim that the author of Passage 1 (Lamarck)

- (A) relies too heavily on casual observation to formulate a valid argument.
- (B) overlooks the importance of predation in determining physiological variations.
- (C) incorrectly assesses the function of the giraffe's long neck.
- (D) misinterprets the role of environmental factors in determining variation among species.

51. Which claim from Passage 2 most effectively undermines Passage 1's claim in lines 6 – 13?
- (A) Lines 33 – 35 ("Naturalists...variation.")
 - (B) Lines 52 – 55 ("How have all...been perfected?")
 - (C) Lines 58 – 65 ("Owing to...the offspring.")
 - (D) Lines 75 – 79 ("We have seen...Nature.")
52. The first paragraph of Passage 2 effectively serves to
- (A) refute the thesis of Passage 1.
 - (B) contrast woodpeckers and mistletoes.
 - (C) expand on the discussion of the giraffe in Passage 1.
 - (D) introduce the "struggle for life" outlined later in the passage.



1) **⇒** C

Choice (C) is correct because the character is claiming that secrecy can make life "mysterious" and "marvelous," and even the "commonest thing" can be enjoyable if hidden; for example, going out without telling anyone where he is going. (A) is incorrect because "sublime" is closer in meaning to "glorious" or "majestic." (B) is incorrect because "alluring" means powerfully attractive, which would not make sense in the context. (D) is incorrect because "distracting" can mean "amusing" but more often has a negative connotation.

2) **⇒** B

Choice (B) is correct because Basil says in lines 7 – 8 that he enjoys withholding names of friends: "When I like people immensely, I never tells their names to anyone. It is like surrendering a part of them." Choices (A) and (C) are incorrect because there is no implication of a sense of shame or concerns about jealousy in the excerpt. (D) is incorrect because the reader can infer from the rest of the passage that Basil usually shares personal news with Lord Henry.

3) **⇒** B

Choice (B) is correct because Lord Henry begins talking about his marriage in order to assure Basil that he empathizes with his need to keep secrets: "The one charm of marriage is that it makes a life of deception absolutely necessary for both parties." (A) is incorrect because there is no indication that Lord Henry does not want to discuss Dorian Gray. (C) and (D) are incorrect because Lord Henry does not provide a description of his wife

or suggest that Basil should get married.

4) **⇒** C

Choice (C) is correct because Lord Henry explains that his wife is much better at the "absurd stories" they tell each other about where they have been and does not get confused about her own lies. Thus, clearly she is a skillful liar. (A) is incorrect because there is no indication that Lord Henry's wife is truly cruel; Lord Henry says that when she catches him in his lies, she "makes no row at all," and merely laughs at him. (B) and (D) are incorrect because there are no indications of how Lord Henry's wife is regarded by her peers or how she truly regards Lord Henry.

5) **⇒** A

Choice (A) is correct because Basil tells Lord Henry, "You never say a moral thing, and you never do a wrong thing. Your cynicism is simply a pose" (lines 39 – 41). (B) is incorrect because Basil does not claim that Lord Henry is predictable. (C) is incorrect because Lord Henry does not lie about having adventures, except as a kind of game with his wife. Furthermore, Basil does not comment on whether his friend is adventurous or tries new things. (D) is incorrect because the topic of self-confidence does not appear in the passage.

6) **⇒** A

Choice (A) is correct because the way that Lord Henry presents himself is "simply a pose;" this is similar to the meaning of a "pretense"—an attempt to make something appear true when it is not. (B), (C), and (D) are incorrect because none of them implies deception, as does (A).

- 7) **▶ A**
Choice (A) is correct because Basil explains in the last paragraph that when portraits are painted with feeling, they reveal the artist's true self; he says he may have disclosed "the secret of my own soul" (line 73) with his portrait of Dorian Gray. (B), (C), and (D) are incorrect because the passage does not address how often Basil paints portraits, what challenges he faces when painting, nor the reason that he decided to become an artist.
- 8) **▶ D**
Choice (D) is correct because it most directly expresses the personal nature of Basil's portrait of Dorian Gray, saying that the painter reveals himself on the canvas. (A) is incorrect because its focus is on Lord Henry, not on Basil's artwork. (B) is incorrect because it is a request for Basil's explanation, not the explanation itself. (C) is incorrect because it describes what the artwork is not, rather than what it is.
- 9) **▶ C**
Choice (C) is correct because Basil says that he had not intended to reveal the name of the subject of his painting, and he does not want to exhibit the painting. Lord Henry pretends to be worse than he is; for him it is normal to keep secrets through deception. (A) and (B) are incorrect because no mention is made of nature, city life, or social interaction. (D) is incorrect because Lord Henry's opinions on subjectivity do not appear in the passage.
- 10) **▶ A**
Choice (A) is correct because there are several indications that the two characters are old friends: they call each other by their first names, "Basil" and "Harry;" they each share details of their inner lives; and they seem to have known each other for a long time. (B) is incorrect because they do not discuss business matters in the passage. (C) and (D) are incorrect because there is no indication that the two are quarreling or that they are enemies; rather, they speak in a friendly manner and sit down together on a garden bench (lines 45 – 46).
- 11) **▶ D**
Choice (D) is correct because the "romantic image" in question is brides and grooms in their early 20s; the author states that such an image is "now largely a myth;" in other words, it contradicts reality. (A) is incorrect because the "romantic image" is meant to contradict actual circumstances, not serve as an analogy for them. (B) is incorrect because the point of the "romantic image" is that it is not realistic. (C) is incorrect because the author uses the term "romantic" to describe how people tend to see marriage rather than how it is. The author does not imply that there is an ideal approach to marriage.
- 12) **▶ D**
Choice (D) is correct because the author uses the word "crop" in its metaphorical sense to refer to a generation or a cohort of people. (A) and (C) are incorrect because they both indicate a more literal sense of the word—a season's agricultural planting, as in "this year's crop of corn." These meanings do not make sense in the context of the passage. (B) is incorrect because a coalition is a set of cooperating groups with a shared goal; this meaning does not make sense in reference to young adults as a whole.
- 13) **▶ B**
Choice (B) is correct because in paragraph 2 the author says that older generations might worry that their adult children are putting off marriage "seemingly forever." (A) is incorrect because the passage does not precisely address whether older generations are advising younger generations not to move home. (C) is incorrect because the passage addresses parents' specific feelings and expectations regarding their adult children or grandchildren becoming independent, not their general feelings about supporting their children. (D) is incorrect because the passage does not imply that parents want their adult children to stay home, but the opposite—that older generations may be impatient for their adult children to move out and establish their own homes and families.
- 14) **▶ C**
Choice (C) is correct because paragraph 3 begins with the claim that "a major factor" of marriage at older ages is that incomes are not high enough. To show that the phenomenon is real and widespread, the author then describes two cultural terms that describe it in two different countries. Rather

than data, the terms serve as anecdotal evidence. (A) is incorrect because the author does not provide logical analysis of the claim that people cannot afford to marry and establish homes. (B) is incorrect because the phenomenon is not presented as a problem, and popular terms such as "kangaroo generation" serve as descriptions, not solutions. (D) is incorrect because there is no "overall conclusion" about not being able to afford to establish a household.

15) **⇒** B

Choice (B) is correct. In paragraph 4, the author states that the popular perceptions of the "Satori Generation" are "even darker" than the Korean perception of having lost the chance to ever marry. The author's use of the word "supposedly" implies doubt that the extreme attitude is actually pervasive in Japan. (A) is incorrect because the author only mentions the popular term, and does not back it up with facts. (C) is incorrect because though the stereotype of the "Satori Generation" may be exaggerated, it is also unlikely that it describes no one. Finally, (D) is incorrect because the author mentions the "Satori Generation" term only briefly, and does not analyze the societal factors behind it.

16) **⇒** A

Choice (A) is correct because the author uses "standard" here to indicate a means of measuring, a different way of deciding what is normal. (B) is incorrect because the author is not seeking to argue against statistical evidence, but rather to draw different conclusions from it. (C) and (D) are incorrect because the author's tone is neutral; she does not attempt to argue for a new set of ideals or to encourage particular life choices.

17) **⇒** A

The correct choice is (A). The graph shows that for both men and women in the United States, age at first marriage dipped in the 1950s and 1960s. Therefore, it makes sense to say that the age of first marriage during those decades is not the norm. (B) is incorrect because the graph does not indicate the number of adult children living with their parents. (C) is incorrect because the graph does not provide information about economic

conditions in any of the time periods. (D) is incorrect because it describes the graph's objective but does not make a claim based on its data.

18) **⇒** C

Choice (C) is correct because the graph indicates that average lifespan for men and women in the U.S. has grown continually since 1890, and that average age at first marriage has stayed more consistent over time. (A) is incorrect for the same reason: the graph indicates that age of first marriage is not catching up to increased lifespan. (B) is incorrect because the graph shows that average lifespan has been increasing over the entire time period documented by the graph, so it is not reasonable to predict that it will level off. Finally, (D) is incorrect because there is no pattern established by the graph from which we can infer that average age at first marriage will drop lower in the future. Rather, the dip in the 1950s and 1960s appears to be an anomaly.

19) **⇒** B

Choice (B) is correct. In the preceding paragraph, the author says that "Census experts say...people are marrying earlier in their expected lifespan than ever before," and provides an example. After the example, the direct quotation serves to summarize and restate the conclusion drawn from the data. (A) is incorrect because the quotation does not provide a new perspective. (C) is incorrect because there is no attempt to persuade the reader that the data is accurate. (D) is incorrect because the quotation is not restating information from the beginning of the passage. Rather, the quotation describes the U.S. average from the perspective of average lifespan.

20) **⇒** C

The correct choice is (C). The author suggests that a strong economy may have lowered the age of first marriage in the 1950s and 1960s, and a weaker economy may be raising it now. However, she also suggests that the real cause may be a longer expected lifespan, as people now may "feel that they simply have more time." (A), (B), and (D) are incorrect because the author makes no mention of varied opportunities, maturity, or the quality of relationships.

21) **➡ D**

Choice (D) is correct because a "configuration" is a specific arrangement of a group of elements—in this case, how the face looks in terms of nose, eyes, mouth, and so on. (A) is incorrect because "confluence" refers to the merger of two things, which does not make sense in the context of the sentence. (B) is incorrect because "geometries" does not include the concept of "arrangement" which is central to "configuration. Finally, (C), "alignments" is incorrect because an alignment refers to an arrangement that is in a straight line, which does not fit the meaning in this case.

22) **➡ B**

Choice (B) is correct because the researchers suggest that neighboring monkey species' different appearances are "an adaptation that helps prevent hybridization between species" (lines 11 – 12). (A) is incorrect because the author does not claim that species' different appearances help them form social bonds, although it is implied that it makes it possible for them to live together in social groups. (C) is incorrect because the passage does not address the effect of appearance on raising offspring. Finally, (D) is incorrect because the passage does not speculate about whether different appearances provide an adaptive advantage gained from living in mixed-species groups.

23) **➡ C**

The correct choice is (C). The author is reporting on the researchers' interpretation of their findings. They state that differing appearances between species that live near each other makes sense because otherwise, there would be "a risk of hybridization." (A), (B), and (D) are incorrect because none of them describes the study's findings in terms of the prevention of interbreeding; (A) is an introduction, (B) is a factual statement about the study results, and (D) is an extended discussion of the implications.

24) **➡ D**

Choice (D) is correct. In line 7, the author says that the researchers looked at "specific features like eyebrow patches and nose-spots;" she is using the word "features" in the sense of "parts of the face," making "characteristics" the best answer. Choices (A) and (B) are incorrect because it would not make

sense to refer to eyebrow patches and nose-spots as "presentations" or "secrets." (C) is incorrect because a "highlight" is a main or outstanding feature; the author does not indicate that eyebrow patches and nose-spots are highlights of the face.

25) **➡ D**

The correct choice is (D) because the method used in the study involves programming a computer to discern facial features; it is analogous to training a dog to pinpoint the smell of contraband among other smells. (A) is incorrect because training a mouse to memorize a pathway through a maze is not complex enough to be an analogy for training a computer to recognize and distinguish between configurations. (B) is incorrect because the goal of the study is not to reproduce single images, but to recognize and categorize different images. (C) is incorrect because the study is not analogous to teaching a pattern, such as forming words with letters on blocks.

26) **➡ B**

Choice (B) is correct because in lines 34 – 35, the author reports that the computer was able to "reliably categorize species and individuals." (A) is incorrect because the passage does not discuss the social status of monkeys within their groups. (C) and (D) are incorrect because lines 35 – 36 say that the computer was *not* able to determine an individual guenon's age or sex based on its facial features.

27) **➡ A**

The correct choice is (A). In lines 15 – 19, the author says that the study "examined the performance of a machine learning algorithm" to see if it could classify monkeys based on particular facial traits. In lines 74 – 82, the researchers are quoted as concluding that algorithms and machine learning can help researchers study the evolution of visual signals in animals. (B) is incorrect because the study did not address monkey or human behaviors. (C) is incorrect because, while the researchers clearly have an interest in the evolution of visual communication in species, it is not their primary interest. (D) is incorrect because the study in the passage did not focus on mating behaviors, but rather on facial recognition abilities.

their spots, and are somewhat “inflexible” and “sturdy,” these words do not quite make sense when placed with “sources of income.”

35) **➡ C**

The correct choice is (C) because the author says in lines 47 – 49 that palm trees have a much higher yield per acre than other vegetable oil crops; it follows that if growers wanted to get similar yields from a different vegetable oil crop, they would need to use more land. (A) is incorrect because, although the author states that palm oil plantations are profitable, she does not imply that there are no other possible uses of the land that could generate a comparable profit. (B) is incorrect because in paragraph 5 the author mentions that palm oil plantations have the potential to lift many poor people out of poverty. The reader can infer that this “potential” has not yet been realized. Finally, (D) is incorrect because the author does not address the issue of land use in the passage.

36) **➡ D**

The correct choice is (D). In paragraph 5, the author explains that palm oil plantations are profitable, reliable, and efficient, and that there are many poor people in the region, so it is “not surprising” that local governments approve plantations to help ease poverty. (A) is incorrect because the author does not attempt to persuade the reader to support palm oil. (B) is incorrect because the author does not make general comments about jobs and the environment. (C) is incorrect because the author does not address the question of how best to meet the food needs of the region’s population.

37) **➡ B**

The correct choice is (B). In line 75 – 76, the author reports claims that the palm oil plantations are “enriching a small elite” group of people. In contrast, the people who actually work on the plantations have small wages and suffer from abusive labor practices. (A) is incorrect because the paragraph does not mention growers’ responses. (C) is incorrect because the author does not refer to conflicts between laborers and villagers. (D) is incorrect because the paragraph does not focus on contrasting “lifestyles.”

38) **➡ C**

The correct choice is (C). In line 82, the author refers to a quotation from the “Inter-Press Service,” and in line 86, the author refers to the palm oil industry getting “bad press.” The reader can infer that “press” here refers to media reports, and that the “Inter-Press Service” must be a news publisher. Choices (A), (B), and (D) are incorrect because it would not make sense in the context for the industry to suffer from bad “weights,” “crowds,” or “machinery.”

39) **➡ C**

The correct choice is (C) because the author introduces the concept of the RSPO by saying that “the bad press has created a niche market for palm oil that is grown in a more responsible manner.” By this, she implies that some consumers are demanding “sustainable” palm oil, creating a market force that is changing the practices of some companies. (A) is incorrect because the author does not claim that the RSPO certification process cannot be trusted. (B) is incorrect because, while some companies may be more transparent than others about ingredient sources and other matters, such discrepancies are not the author’s main focus. (D) is incorrect because the author does not describe the RSPO as a government organization, but rather, a private cooperative. Therefore, it is not concerned with creating laws.

40) **➡ A**

Choice (A) is correct because it provides the most direct support for the author’s main point about palm oil certification—when consumers learned about the effects of palm oil production through the media (i.e., the industry got “bad press,”) some formed a consumer base (“niche market”) for differently produced oil. (B) is incorrect because it simply describes the participants in the certification system and does not mention the role of consumers. (C) is incorrect because it describes the effects of the RSPO on the industry—changes in about 15 percent of the market—but again, it does not mention consumers. (D) is incorrect because it describes the urgent need for market pressures to halt clear-cutting, but does not refer directly to the role that consumers can play.

41) **B**
The correct choice is (B). The graph shows that since 1970, the demand for palm oil has more than doubled during every 10-year period. (A) is incorrect because while demand did grow more quickly between 2000 and 2010 than during previous decades, the term "increased substantially" is a vague description of its rise. (C) is incorrect because it raises a question that is not relevant to supporting the author's characterization of demand for palm oil. (D) is incorrect because it presents a subjective interpretation of a word but does not support it convincingly. "Rising steadily" is not necessarily incompatible with "skyrocketing."

42) **B**
The correct choice is (B) because Lamarck claims in lines 6 – 9 that animals' changing habits cause "the use of one member rather than another," and that some "members" might cease to be useful at all. Thus, the reader can infer that the author was using diction more common to his era (1809) for "limb" or "appendage." (A), (C), and (D) are incorrect because they would not make sense in the context of discussing physical development in animals.

43) **C**
Choice (C) is correct. Lamarck states that since the ground in "the interior of Africa" is "scorched and destitute of grass," the giraffe has to eat leaves from trees. The leaves have made "continual stretching" necessary "over a great space of time in all the individuals of the race" (lines 23 – 25). Thus, Lamarck says that the distribution of resources has evoked the behavior of stretching the neck. (A) is incorrect because the author does not claim that the conditions cause the giraffe to relocate, but rather to reach up. (B) and (D) are incorrect because the author does not imply that the giraffes must compete with each other or establish dominance.

44) **A**
Choice (A) is correct because it most directly supports Lamarck's use of "scorched" bare ground as an example of a "changed circumstance," that produces wants and needs that in turn produce "changed actions," such as the behavior of reaching up to the trees to eat leaves. (B), (C),

and (D) are incorrect because in them, the author elaborates upon his theory. (A) is the only choice that focuses solely on distribution of resources changing animals' behaviors.

45) **C**
Choice (C) is correct. In lines 38 – 41, Darwin mentions "the structure...of the woodpecker, with its feet, tail, beak, and tongue, so admirably adapted to catch insects under the bark of trees." Thus by "structure," Darwin is referring to composition or "anatomy" of the woodpecker's body. (A) is incorrect because "organization" connotes the way that various parts are arranged, not how they are formed and adapted. (B) is incorrect because a "design" is a plan or blueprint for something, whereas Darwin is referring to actual birds. (D) is incorrect because "edifice" refers to buildings, not animals.

46) **A**
The correct choice is (A). In lines 58 – 64, Darwin says that because of the "struggle for life," individuals tend to survive if they have variations that are "in any way profitable" in their environments. Based on the examples Darwin uses in lines 38 – 42, the reader can infer that obtaining food is "profitable" to an animal and is a major part of the "struggle for life." (B) and (C) are incorrect because neither makes sense as a component of the "struggle for life." (D) is incorrect because the "struggle for life" in organisms would not generally include a struggle for parental affection.

47) **A**
The correct choice is (A) because it provides two examples of obtaining food that Darwin uses to introduce the term "struggle for life." Choices (B), (C), and (D) are incorrect because they do not directly connect the Darwinian "struggle for life" with "competition among individuals for food."

48) **C**
Choice (C) is correct. In lines 75 – 79, Darwin explains that people have been able to "produce great results" in adapting organisms (such as "dog breeds") to become more useful to them ("fill practical roles"). Darwin says that people have achieved these results by accumulating variations provided by "the hand of Nature;" i.e., selectively

breeding plants or animals to emphasize various traits. (A) is incorrect because it refers to humanity's overuse of natural resources, not its manipulation of natural selection. (B) is incorrect because hunting an animal to the point of extinction destroys it, rather than adapts it for human uses. (D) is incorrect because the use of rats and mice in cancer research refers to observing individuals subjected to certain conditions, not to selective breeding.

49)  D

Because the graphs include only three unnamed species, the reader can infer that the graphs are meant to convey basic concepts rather than precise information. The correct answer is (D) because the graph depicting Lamarck's theory shows species being generated spontaneously over time, while Darwin's theory shows species branching out from one origin in time. (A), (B), and (C) are incorrect because the graphs do not supply information regarding the two theories' stance on these topics.

50)  D

The correct choice is (D) because the author of Passage 2 (Darwin) would most likely claim that his predecessor (Lamarck) misinterpreted the way in which conditions influence the development of organisms. Lamarck writes that changes in organisms come about when they change their habits in response to changing conditions; Darwin criticizes such an interpretation when he says it is "preposterous" to think that animals and plants decide to change their habits based on external conditions (lines 33 – 51). (A) is incorrect because there is no indication that Lamarck is relying on casual observations. (B) is incorrect because neither Darwin nor Lamarck mentions predation in the passages. (C) is incorrect because Lamarck indicates that the function of the giraffe's long neck is to enable it to browse on tree leaves; it is unlikely that Darwin would disagree.

51)  C

Choice (C) is correct. In lines 6 – 13, Lamarck claims that, if an organism uses a part of its body more, it will become larger and more powerful. Darwin most clearly refutes this hypothesis in lines 58 – 65, where he explains the principle

of Natural Selection—that certain variations in individuals tend to help them survive, and that their offspring will be more likely to possess the same variations. Darwin's explanation of the mechanism for acquiring different traits thus undermines Lamarck's. (A) and (B) are incorrect because they are not precise claims. (D) is incorrect because it focuses on how humans have altered the development of some organisms to become more useful to them; it does not explain how differences among organisms develop.

52)  A

The correct choice is (A). In the first paragraph of Passage 2, Darwin describes as "preposterous" the belief that "mere external conditions" cause differences among organisms. He points to both a bird and a plant that have unique abilities for getting food from trees. Darwin argues that the two species could not have developed such complicated adaptations simply by means of habitual practice. (B) is incorrect; Darwin mentions the woodpecker and mistletoe not to compare the two organisms to each other, but to give two examples of complexity. (C) and (D) are incorrect because Darwin does not mention either giraffes or the struggle for life in the first paragraph of Passage 2.

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TEST 1

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Questions 1–11 are based on the following passage.

Mark Twain's Autobiography

It was a heavenly place for a **1** boy. That farm of my Uncle John. The house was a double log one, with a spacious floor (roofed in) connecting it with the kitchen. In the summer the table was set in the middle of that shady and breezy floor, and the sumptuous meals—well, it makes me cry to think of them. The way that the things were cooked was perhaps the main splendor—particularly a certain few of the dishes like the corn bread, the hot biscuits, wheat bread, and the fried chicken. **2** These things have never been properly cooked in the North. No one there is able to learn the art, so far as my experience goes. The North thinks it knows how to make corn bread, but this is complete **3** ignorance. Perhaps no bread in the world is quite so good as Southern corn bread, and perhaps no bread in the world is quite so bad as the Northern imitation of it.

Moreover, the North seldom tries to fry chicken, and this is well; **4** nonetheless, the art cannot be learned either north of the Mason–Dixon line **5** or anywhere in Europe. This is not hearsay; it is experience speaking. In Europe, it is imagined that the custom **6** for serving various kinds of bread blazing hot is "American," but that is too broad a spread; it is custom in the South but is much less than that in the North. **7** In the North and in Europe, hot bread is considered unhealthy, probably another fussy superstition, like the European superstition that ice-water is unhealthy. Europe does not need ice-water and does not drink it; however, **8** its word for it is better than ours, because it describes it, whereas ours doesn't. Europe calls it "iced" water while our word describes water made from melted ice—**9** a drink with no character or taste and one we drink only rarely.

It seems a pity that the world should throw away so many good things **10** to get rid of them merely because they are unwholesome. I doubt if God has given us any refreshment which, taken in moderation, is unwholesome, except microbes. Yet there are people who strictly deprive themselves of each and every eatable, drinkable, and smokable that has in any way at all acquired a clear reputation. They pay this price for **11** health. Health is all they get for it. How strange it is—like paying out your whole fortune for a cow that has gone dry. I'd rather not be healthy if it means I don't get to enjoy life.

1)

A NO CHANGE

B boy, this is my Uncle John's farm.

C boy, my Uncle John's farm.

D boy. Which is the farm of my uncle John.

2)

Which choice most effectively combines the underlined sentences?

A These have never been correctly experienced in the North, since no one there is able to learn the art of cooking so far as I can tell.

B My experience has been that people in the North cannot properly cook these dishes because no one there can learn the art.

C These things have never been cooked right in the North; in fact, since they are not experienced, they cannot learn the art.

D Artful cooking escapes people who live in the North who have not been properly trained and do not have the experience of Southern cooks.

3)

The writer wants to convey an attitude of humorous exaggeration and to minimize the possibility of offending people. Which choice best accomplishes this goal?

A NO CHANGE

B filth.

C stupidity.

D superstition.

4)

A NO CHANGE

B however,

C consequently,

D in fact,

5)

A NO CHANGE

B nor

C but

D and

6)

A NO CHANGE

B of

C about

D DELETE the underlined portion

7)

At this point, the writer is considering adding the following sentence:

"People there don't know what really good food tastes like."

Should the writer make this addition here?

- A Yes, because it adds essential information so that the paragraph is coherent.
- B Yes, because it includes accurate details to support the writer's assertion.
- C No, because it interrupts the discussion with an unnecessary generalization.
- D No, because it includes information that undermines the paragraph's claim.

8)

A NO CHANGE

B it's

C there

D their

9)

Which choice most closely matches the stylistic pattern established earlier in the sentence?

A NO CHANGE

B a beverage lacking character and taste, so the majority never consume it.

C a drink that's characterless and lacking in taste, so you drink other liquids.

D a refreshment without character or taste that people aren't familiar with.

10)

A NO CHANGE

B to eliminate these

C to discard those objects

D DELETE the underlined portion.

11)

Which choice most effectively combines the sentences at the underlined portion?

A health,

B health, which is

C health; in addition, health is

D health; however, health is

Questions 12–22 are based on the following passage.

12 Today when someone calls out to us pointing a camera, we smile. This is the cultural and social reflex of our time, and such are our expectations of a picture portrait. But in the long history of portraiture, the open smile has been largely, as it were, frowned upon.

A walk around any art gallery will reveal that the image of the open smile has, for a very long time, been deeply unfashionable. 13 Equivocal "smirks" do make more frequent appearances in portraits. This happens because a smirk may offer artists an opportunity for ambiguity that the open smile cannot. Such a subtle and complex facial expression may convey almost anything—piqued interest, condescension, flirtation, wistfulness, boredom, discomfort, contentment, or mild embarrassment. This equivocation allows the artist to offer us a lasting emotional engagement with the image.

14 An open smile, however, is unequivocal, a signal moment of unselfconsciousness. The most famous and enduring portrait in the world functions around the conflict between the serious and the smirk. The *Mona Lisa* and her smirk—more generously known as her "enigmatic smile"—have always had the 15 affect of demanding further examination. Leonardo da Vinci impels us to do this using a combination of skillful *sfumato* (the effect of blurriness, or smokiness) and his profound understanding of human desire. The *Mona Lisa* is thus, in many ways, designed to frustrate—and frustrate she did.

16 [1] Consequently, both painters and sitters did have a number of good reasons for being disinclined to encourage the smile. [2] The primary reason is obvious and often overlooked: it is hard to do. [3] History proves this point. [4] When a camera is 17 presented today and we are asked to smile, we perform gamely. [5] But should the process take too long, it takes only a fraction of a moment for our smiles to turn into uncomfortable grimaces. 18

Smiling also has a large number of discrete cultural and historical significances, few of them in line with our modern perceptions of 19 it's being a physical signal of warmth, enjoyment, or indeed of happiness. By the 17th century in Europe, it was a well-established fact that the only people who smiled 20 broadly, in life and in art were the poor, the lewd, the drunk, the innocent, and the entertainment. Showing the teeth was, for the upper classes, a more-or-less formal breach of etiquette.

Thus the critical point: should a painter have persuaded his sitter to smile, and 21 chose to paint it, it would immediately radicalize the portrait, precisely because it was so unusual and so undesirable. In this sense, a portrait was 22 not so much an unattainable representation as a formalized ideal of a person.

12)

- A NO CHANGE
- B Today when someone, pointing a camera, calls out to us,
- C Today when someone pointing a camera calls out to us,
- D When someone calls out to us, today, pointing a camera,

13)

Which choice most effectively combines the underlined sentences?

- A Equivocal "smirks" do make more frequent appearances in portraits; however, a smirk may offer artists an opportunity for ambiguity that the open smile cannot.
- B Equivocal "smirks" do, however, make more frequent appearances in portraits: a smirk may offer artists an opportunity for ambiguity that the open smile cannot.
- C A smirk may offer artists an opportunity for ambiguity that the open smile cannot, and that is when equivocal "smirks" do make more frequent appearances in portraits.
- D In painted portraits, equivocal "smirks" do make more frequent appearances; then artists may be offered an opportunity for ambiguity that the open smile cannot give them.

14)

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A Kept, because it provides a detail that supports the main point of the paragraph.
- B Kept, because it creates a transition from the previous paragraph to this one.
- C Deleted, because it does not support the main idea of the paragraph.
- D Deleted, because it repeats a detail found in an earlier paragraph.

15)

A NO CHANGE

B affects of

C effect on

D effect of

16)

A NO CHANGE

B For example,

C Nonetheless,

D Conversely,

17)

A NO CHANGE

B exposed

C discovered

D developed

18)

To improve the cohesion and flow of this paragraph, the writer wants to add the following sentence.

In the few examples we have of broad smiles in formal portraiture from the past, the effect is often not particularly pleasing.

The sentence would most logically be placed after

A sentence 1.

B sentence 2.

C sentence 3.

D sentence 4.

19)

A NO CHANGE

B their

C them

D it

20)

A NO CHANGE

B broadly in life and in art

C broadly in life and in art,

D broadly, in life and in art,

21)

A NO CHANGE

B choose

C choosing

D chosen

22)

Which choice most effectively sets up the contrast in the sentence and is consistent with the information in the rest of the passage?

A NO CHANGE

B never so much a true record

C never so much a theoretical portrayal

D not so much a preferable concept

Questions 23–33 are based on the following passage.

There's been a lot of talk recently about the role and responsibilities of businesses in today's society. It's a topic the president spoke about during his most recent State of the Union address. It's not a new concept. Just ask Henry Ford.

23 We believe that the best companies view their employees as an asset to help the business thrive. They don't view employees as a cost to be mitigated. We spend a lot of time talking to business leaders 24 that invest in their workforce, as well as to thought leaders who have shown in their research that, in the long term, companies have a 25 pre-eminent position relative to other establishments when the well-being of their workforce is a key consideration in their business strategy.

Over two days this summer, 15 companies and organizations came together to share what works, what they want to 26 change, and what bumps they see—even along the high road—in business culture, government, and academia. The companies represented hospitality, retail, manufacturing, health care, consulting, and more. 27 All 28 can be at different points in their journey, but what was exciting was their shared interest in participating in this exploration and learning from one another.

The group tackled a fundamental question: What if we could demonstrate that being values-driven and empowering workers do not come at the expense of profit, but rather can drive growth?

The group began with a working definition for "people-centered 29 business"; "an organization that puts its people first based on a shared understanding that people drive business forward." They observed that in the current state "people-centered business is rare and considered an alternative to mainstream corporate America," but they have committed themselves to the goal of creating an environment in which "people-centered businesses are the norm and drive the U.S. economy."

Research shows that there's unequivocally a business 30 case for this approach. MIT Sloan Professor Zeynep Ton's book *The Good Jobs Strategy* clearly shows that creating good jobs makes business sense, even in retail—a sector known for its high turnover and low wages. She demonstrates that there is a roadmap for companies to create good jobs, maintain low prices, and provide excellent customer service while seeing significant financial returns.

31 That isn't easy. It goes against some serious headwinds. 32 Although, the participants believed all businesses, from small to multinational, have a reason to pay well and empower people on the job.

The next question is obviously how we can encourage more businesses to take this kind of approach. The businesses involved in this conversation understand that it's crucial to demonstrate that 33 their not succeeding at the expense of employees and customers but rather because the businesses are investing in all stakeholders. We look forward to continuing that conversation with them.

23)

What is the most effective way to combine these two sentences?

- A We believe that the best companies view their employees as an asset to help the business thrive, but they don't view employees as a cost to be mitigated.
- B We believe that the best companies view their employees as an asset to help the business thrive, not as a cost to be mitigated.
- C We believe that the best companies view their employees as an asset to help the business thrive, not as employees whose cost should need to be mitigated.
- D We believe that the best companies view their employees as an asset to help the business thrive, not as a cost to the company.

24)

- A NO CHANGE
- B which
- C who
- D whom

25)

- A NO CHANGE
- B leg up over other businesses
- C better edge in the market
- D competitive advantage

26)

A NO CHANGE

B change; and

C change and;

D change and,

27)

At this point, the writer is considering adding the following sentence:

These businesses included well-known brands like Union Square Hospitality Group, The Container Store, PwC, KIND Snacks, Shake Shack, Root, Inc., Boloco, and others.

Should the writer make this addition here?

A Yes, because it adds details that support the claim made in the previous sentence.

B Yes, because it shows a shift in emphasis from the meeting to the companies.

C No, because it is not relevant to the paragraph's discussion of financial results.

D No, because it simply restates the idea expressed in the previous sentence.

28)

A NO CHANGE

B were

C had been

D would have been

29)

A NO CHANGE

B business":

C business".

D business:"

30)

A NO CHANGE

B burden

C excuse

D state

31)

A NO CHANGE

B These

C That approach

D This approach

32)

A NO CHANGE

B Yet,

C Otherwise,

D Hence,

33)

A NO CHANGE

B there

C they

D they're

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Questions 34–44 are based on the following passage.

For a nation that values both families and hard work, making sure every family has access to quality, affordable child care when they need it 34 which seems like a no-brainer. And yet, in 33 states and the District of Columbia, infant care is costlier than in-state public university 35 tuition: about \$10,000.

The Department of Health and Human Services sets its benchmark for affordable child care for low-income families at 7% of a family's income, which is the national average for all families, according to U.S. Census data. However, low-income families on average spend approximately four times the share of their income on child care compared to higher-income families, and in 38 states, the average cost of center-based care for an infant alone is over 10% of the median income for a two-parent family. An Economic Policy Institute analysis found that for a family with two kids, ages 4 and 8, child care is more expensive than rent in 80% of the 36 locations in the geological region analyzed.

37 For higher-income families the expense of high-quality child care is less noticeable. But inaction carries a steep cost 38 as a consequence.

[1] More and more, children are living in homes with only one parent—39 usually the mother. [2] Gone are the days when the majority of families had one parent at home with the kids while the other secured a paycheck. [3] And while single mothers are more likely than other groups to be in the labor force, nearly half of working single mothers are in the bottom 20% of earners nationwide, compared with fewer than one in ten married mothers who work. [4] Working women are a boon to our economy and family economic security, but most of our public policies—including paid leave, child care, workplace flexibility and other work-family supports—40 all fail to keep up with these new realities, making it difficult to be both a parent and a productive employee. [5] 41 However, that boon is less apparent since women's labor force participation plateaued in the late 1990s after decades of growth. 42

Unfortunately, when American workers stop working or cut back their hours to care for children, 43 losing out on up to \$8.3 billion in wages each year, according to one recent analysis. And off-ramping from employment for even one year can have negative repercussions for someone's career, lifetime earnings and retirement security.

No one should have to choose between the paycheck their family needs and the peace of mind that comes from knowing that they have the high-quality care their children deserve. Supporting working families so that they don't have to make that choice is just one more reason we need a serious and 44 substantial investment in high-quality, affordable child care.

34)

- A NO CHANGE
- B that
- C and this
- D DELETE the underlined portion.

35)

(A) NO CHANGE

(B) tuition which is

(C) tuition;

(D) tuition, that is

36)

(A) NO CHANGE

(B) areas of geology

(C) geographic areas

(D) geographic places

37)

Which choice most effectively anticipates and addresses a relevant counterargument to the argument that quality child care should be made more accessible?

(A) NO CHANGE

(B) Friends and family are often willing to participate in child-rearing when parents require assistance.

(C) Skeptics argue that investing in high-quality, affordable child care is prohibitively expensive.

(D) Cynics respond that aspiring parents should set aside savings before having children.

38)

(A) NO CHANGE

(B) even so.

(C) on the other hand.

(D) DELETE the underlined portion and end the sentence with a period.

39)

(A) NO CHANGE

(B) their mothers.

(C) with the mothers.

(D) the children's mothers.

40)

(A) NO CHANGE

(B) have failed to keep up with these new realities, making

(C) having failed to keep up with these new realities, they make

(D) which fail to keep up with these new realities and make

41)

Which choice provides the most logical introduction to the sentence?

- A NO CHANGE
- B This lack of support helps explain why
- C But some say the policies need not change, as
- D Consequently, parents choose to stay home, and the

42)

To make this paragraph most logical, sentence 1 should be

- A where it is now.
- B placed after sentence 2.
- C placed after sentence 3.
- D DELETED from the paragraph.

43)

- A NO CHANGE
- B they are losing
- C to lose
- D having lost

44)

A NO CHANGE

B fundamental

C gigantic

D hefty

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TEST 2

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Questions 1–11 are based on the following passage.

[1] It was 1972 and I was talking to a group of fellow graduate students just before leaving the country to conduct my dissertation research when I declared that anthropology should not be "applied" to helping others. [2] Viewing anthropology as an intellectual discipline, 1 yet I thought that if someone wanted to "help" people, that individual should become a social worker. 2 [3] Fast forward several decades and once again I'm speaking to anthropology students, only now I'm telling them that their research should help people in how they live. [4] So, what changed my mind? 3

I became interested in aging and old age just before I took my first job and decided to focus on 4 issues surrounding the definition and treatment of the elderly in non-industrial societies. This research was still fairly abstract and certainly far removed from "helping" people. However, it was a 5 constricted thoroughfare from analyzing secondary data to actually conducting research on treatment of the elderly. This research led to an interest in the relationship between health and aging, which in turn led to a focus on home health care.

A decade later, once I had completed my research, I was being issued a series of patents 6 after ten years for a behavioral monitoring system to be used in the residences of at-risk elderly. After starting my own company and then selling the patents to General Electric, I launched a career as a consultant, helping doctors and nurses deliver care through the use of various technologies. As a result of this journey, I encourage students and researchers who are either pursuing 7 his or her graduate studies or entering the job market to focus on issues surrounding health and care delivery.

Thus, I welcome the launch of *Anthropology-Open Journal*, since, as the British are fond of saying, it ticks all the 8 boxes: it focuses on the intersection of anthropology and biology and health; it is online; and it is open access. Let me venture to say that what we have with this publication is a 9 design of where the discipline is headed.

First, by almost every measure, there is no more relevant subject matter today than health and care provision. Perhaps maintaining health absorbs an increasingly large share of society's 10 resources. It has been one of those cultural universals that link all peoples. Second, the *Journal* being online and open access just makes sense in the world we live in. The paramount goal of all researchers is to have their results read by the largest possible audience so that 11 they will impact the work of others. How better to reach this goal than to have their work made readily available by this journal?

1)

(A) NO CHANGE

(B) and

(C) so

(D) DELETE the underlined portion

2)

At this point, the writer is considering adding the following sentence.

Anthropology is the study of how human beings, their societies, and their cultures have developed over time.

Should the writer make this addition here?

- A Yes, because it supports the paragraph's point with an important detail.
- B Yes, because it provides a logical transition from the preceding sentence.
- C No, because it undermines the main claim of the paragraph.
- D No, because it is not directly related to the main point of the paragraph.

3)

Where is the most logical place in this paragraph to add the following sentence?

In fact, if they can't assist individuals, I don't think the research should be conducted.

- A After sentence 1
- B After sentence 2
- C After sentence 3
- D After sentence 4

4)

A NO CHANGE

B issues, surrounding the definition and treatment of the elderly

C issues surrounding the definition, and treatment of the elderly

D issues surrounding the definition and treatment, of the elderly

5)

A NO CHANGE

B fairly short journey

C little ways to go

D truncated route

6)

A NO CHANGE

B —taking ten years—

C that took ten years

D DELETE the underlined portion.

7)

A NO CHANGE

B one's

C their

D our

8)

A NO CHANGE

B boxes'—

C boxes,

D boxes';

9)

A NO CHANGE

B purpose

C vision

D strategy

10)

Which choice most effectively combines the two sentences at the underlined portion?

A resources, and maintaining health is

B resources, being

C resources, and such maintenance is

D resources, and this health is

11)

A NO CHANGE

B the findings

C this

D it

Questions 12–22 are based on the following passage.

A number of studies have addressed the problems of safety and health of young people **12** from the job. Still, youths under the age of 18 **13** continuing to work in occupations that expose them to dangers for which they may not be prepared. The following **14** circumstances were developed by the Minnesota Department of Public Health.

15 First, a 10-year-old boy died on July 30, 1994. He was driving a tractor that overturned during a turn off a public highway onto a gravel road. The tractor was towing a hay baler and loaded hayrack, and it was not equipped with a rollover protective structure and seat belt. He died from acute laceration of the brain with multiple skull fractures.

Next, a 13-year-old boy died on July 11, 1995, after being engulfed by corn inside a grain bin. The boy and his father were using a portable auger to unload corn from the bin into a truck. The youth uncovered the bin roof access opening and sat on the roof ladder to monitor the flow of corn. Fifteen minutes later, **16** he noticed the boy was no longer on the roof. The father climbed to the roof but was unable to locate him. He shut down the auger and attempted to break open the bin with a loader-equipped tractor. Emergency personnel cut holes in the bin with power saws and extracted the youth **17** out of the bin. He was transported to a medical center but died two days later from complications of a brain injury.

The third situation occurred on August 17, 1995. A 17-year-old boy died after being struck by a front-end loader bucket. The boy was riding in a tractor with the farmer and **18** dismounted to open a gate to allow the farmer to drive through. He then climbed into the bucket, which had been improperly secured. The farmer raised the bucket and proceeded down the driveway. The tractor struck a bump, bouncing the loader arms and disengaging the bucket. **19** Subsequently, the boy fell and was struck by the falling bucket. He died from skull fracture and massive fracture of the cervical spine.

The fourth incident happened on September 13, 1997. A 13-year-old boy died after being run over by a grass seeder being towed by a tractor on sloped land. The youth was riding on the frame of the seeder and using his hand to ensure even seed flow when he **20** lost his balance, he fell from the seeder, and was run over. He died from severe chest and head trauma.

Statistics show that the risk of a fatality in an agricultural job is over 4 times greater than the risk for all working youths. Luckily, most youths' working time is spent in relatively safe jobs outside agriculture. The occupation with the third-highest number of fatalities for youths under age 18 is **21** retail trade, although the overall percentage for minors is still less than for adults. **22** All occupations except agriculture and retail present a lower risk of fatality for youths under age 18 than for adults.

Occupational Fatalities Among Youths Under Age 18 by Major Industry
Division 1992-1998

	Youths under age 18		All age 18+	
	Counts	Percent	Counts	Percent
Agricultural, forestry, & fishing	200	42.7	5,595	12.9
Construction	64	13.7	7,195	16.6
Manufacturing	24	5.1	5,169	11.9
Transportation & public utilities	12	2.6	6,514	15.0
Wholesale trade	14	3.0	1,757	4.0
Retail trade	90	19.2	4,854	11.2
Services	38	8.1	5,355	12.3

12)

A NO CHANGE

B on

C over

D to

13)

A NO CHANGE

B continues

C will continue

D continue

14)

A NO CHANGE

B details

C conditions

D cases

15)

In context, which choice best combines the underlined sentences?

- A A 10-year-old boy died first on July 30, 1994, because a tractor overturned while turning off a public highway he was driving onto a gravel road.
- B First, a 10-year-old boy died on July 30, 1994, when the tractor he was driving overturned during a turn off a public highway onto a gravel road.
- C When he was driving, a tractor overturned during a turn off a public highway onto a gravel road and a 10-year-old boy died first on July 30, 1994.
- D On July 30, 1994, a tractor overturned while he was driving and turning off a public highway onto a gravel road and a 10-year-old boy died.

16)

A NO CHANGE

B his father

C they

D one

17)

A NO CHANGE

B away from the bin.

C out.

D DELETE the underlined portion, and end the sentence with a period.

18)

A NO CHANGE

B dismounts

C dismounting

D had dismounted

19)

A NO CHANGE

B Likewise,

C Consequently,

D Nevertheless,

20)

A NO CHANGE

B lost his balance, fell from the seeder, and was run over.

C lost his balance, fell from the seeder, and ran over.

D lost his balance, fell from the seeder, and then he was run over.

21)

Which choice most accurately represents the information in the table?

(A) NO CHANGE

(B) agriculture

(C) construction

(D) manufacturing

22)

Which choice offers an accurate interpretation of information in the table?

(A) NO CHANGE

(B) Some occupations, including agriculture, present a lower risk of fatality for youths under age 18 than for adults.

(C) All occupations except agriculture and services present a higher risk of fatality for youths under age 18 than for adults.

(D) All occupations, including agriculture, present a higher risk of fatality for youths under age 18 than for adults.

Questions 23–33 are based on the following passage.

Disney Parody: "After Ever After"

23 YouTube artist Jon Cozart asks, "Do you ever wonder why Disney tales all end in lies?" in his 2013 musical parody. Cozart responds to the question with a catchy and humorous, but slightly shocking, series of answers about what he thinks could have happened after Ariel, Jasmine, Belle, and Pocahontas experienced their "happily ever afters." The medley was published on a musical video-sharing site, where it has been watched over 61 million times since its publication. The **24** video—titled "After Ever After," reimagines these four self-aware Disney princesses in our real world and speculates about how they would handle this **25** harsh and difficult reality.

This formulaic ending for protagonists of the fairy tale has been **26** persuasive to the genre. The development of postmodernism and feminism in recent decades has resulted in an audience that is less willing to accept that standard and unsatisfying conclusion. Due to this dissatisfaction, revisionist versions of classic stories have become popular. A combination of fairy tale scholarship, new media and amateur media studies, folklore, and cultural studies adds to the analysis of this form of fairy tale revision, which **27** reflects the globalized and digitized world in which Cozart's video was created.

While there has recently been a surge in fairy tale retellings through television shows, movies, and books to meet this contemporary demand, the **28** feminist views emerging on the videos of YouTube.com allow an individual to create and broadcast material to a worldwide audience from the comfort of his or her own home. **29** Being comfortable is important to making popular movies.

Cozart parodies the plots of four animated Disney movies with recognizable music from the original films. Many find this compilation to be artistic, humorous, and extremely catchy. Others question whether its familiar characters **30** might satirically critique the politics, environmentalism, racism, and colonialism of Western society. Cozart's perspective as the creator is that of a young American male, but his audience is expanded by the content of his parody and the platform through which the material was produced.

This case **31** study, of Cozart's first "After Ever After" video examines the use of Disney heroines as spokespersons of Cozart's digital parody, **32** which can be considered quite funny to some people but very offensive to others. Cozart is one of many who make use of "the end" as a new beginning. **33** In doing so, he retains some aspects of "classic Disney" while subverting much of the sense of wonder that gives the original genre its name.

23)

- (A)** NO CHANGE
- (B)** YouTube artist Jon Cozart, asks
- (C)** YouTube artist, Jon Cozart asks,
- (D)** YouTube artist, Jon Cozart, asks

24)

A NO CHANGE

B video

C video;

D video,

25)

A NO CHANGE

B harsh, brutal

C harsh and brutal

D harsh

26)

A NO CHANGE

B persuasive with

C pervasive in

D persuasive in

27)

The writer wants a conclusion to the sentence and paragraph that logically completes the discussion of how the media portrays the current worldview and provides an effective transition to the next paragraph. Which choice best accomplishes these goals?

- (A) NO CHANGE
- (B) reinvents fictional accounts of real-world incidents that have a solid ancestral precedence.
- (C) determines what new global scenarios make sense for people to watch on their computers.
- (D) shows why instructors expect their students to think of new endings to traditional legends.

28)

Which choice most effectively supports the central point of the paragraph?

- (A) NO CHANGE
- (B) unique access and sharing capabilities
- (C) unsatisfactory endings to the movies
- (D) musical variety and great range

29)

Which choice most effectively concludes the paragraph?

- (A) NO CHANGE
- (B) This is the setting in which "After Ever After" has been watched millions of times.
- (C) The Internet has really revolutionized the message of Cozart's video.
- (D) That's why people want to remake fairy tales with different endings.

30)

- (A) NO CHANGE
- (B) might satirically critique the politics, environmentalism, racism, and colonialism of Western society?
- (C) satirically might critique the politics, environmentalism, racism, and colonialism of Western society.
- (D) satirically might critique the politics, environmentalism, racism, and colonialism of Western society?

31)

- (A) NO CHANGE
- (B) study, of Cozart's first,
- (C) study of Cozart's first—
- (D) study of Cozart's first

32)

Which choice best supports the main point of the paragraph?

- (A) NO CHANGE
- (B) which question how these four young girls would be able to live in today's reality.
- (C) which functions as social, historical, political, and environmental commentary.
- (D) although these stories end with a more realistic "happily ever after."

33)

At this point, the writer is considering adding the following sentence.

Since endings tend to be depressing, making them beginnings gives people hope for the future.

Should the writer make this addition here?

- (A) Yes, because it adds important information essential for reader comprehension.
- (B) Yes, because it allows a smooth transition between the surrounding sentences.
- (C) No, because it offers irrelevant details that do not support the writer's main point.
- (D) No, because it is redundant, repeating a thesis already proposed by the writer.

Questions 34–44 are based on the following passage.

"Blogging, Branding, and Business"

As fashion consumers continue to stray from traditional magazines, enterprising fashion bloggers have experienced new 34 circumstances to establish themselves in the 35 industry. They have built their own businesses by creating an engaging online presence.

These independent bloggers 36 could have quickly become "front-row" socialite's sitting alongside photographers and editors from major fashion magazines at runway shows. They have revolutionized the fashion industry by asserting 37 themselves. As potential advertising platforms, powerful consumer influencers, and popular fashion icons in their own right. Most importantly, they have become formidable entities by turning their blogs into *brands*, and finally, into full-blown *businesses* with promising potential for growth.

Among the most prominent bloggers, the path from establishing a blog to developing a brand has generally followed a consistent pattern.

Many popular fashion blogs began as nothing more than earnest attempts to express unique, creative philosophies through words and images. Kevin Ma, founder of the streetwear-inspired blog *Hypebeast*, 38 had always considered himself a fashion-forward young man with a sense of style and an eye for design. Leandra Medine, founder of *The Man Repeller*, launched her blog as a site for quirky high-fashion aficionados to browse through her comical commentaries and personal style 39 looks; which consist of unconventional designer pieces typically considered "repulsive" by men.

40 The most distinguished bloggers-turned-entrepreneurs used traditional banner ads, sponsorships, and collaborations to produce revenue. Scott Schuman, founder of the photography-based fashion blog *The Sartorialist*, 41 generating profit by selling ads to retailers like American Apparel and Net-a-Porter, and then to bigger companies like Coach and Tiffany & Co. as website traffic increased. 42 Conversely, sponsorships and collaborations with mega fashion brands have been a primary strategy in increasing brand awareness. They have also fostered powerful associations with established industry leaders. After appealing to advertisers, the popular beauty blog *Into the Gloss*, founded by Emily Weiss and Nick Axelrod, caught the attention of cosmetic giant Lancôme. The company collaborated with them to create Lancôme's new lipstick line.

By capitalizing on opportunities to sell advertising and to collaborate with established brands, bloggers have been able to 43 stimulate the money required to expand their blogs into publishing, designing, and e-commerce. Both Medine and Schuman have published best-selling books based on their blogs. Medine has additionally collaborated with designers like Aimee Cho of Gryphon to create exclusive clothing lines, featured on her site. Ma of *Hypebeast* ventured into e-commerce, first selling apparel from up-and-coming brands and then moving on to luxury designer labels.

The rise of blogs as advertising platforms 44 is a revolutionary phenomenon in fashion for talented young entrepreneurs with limited capital but limitless drive.

34)

A NO CHANGE

B privileges

C reasons

D opportunities

35)

Which choice most effectively combines the two sentences at the underlined portion?

- A industry, building
- B industry, and bloggers built
- C industry, like opportunities to build
- D industry, who built

36)

- A NO CHANGE
- B have quickly become "front-row" socialites
- C can quickly become "front-row" socialite's
- D were quickly becoming "front-row" socialites

37)

- A NO CHANGE
- B themselves as potential advertising platforms,
- C themselves as potential, advertising platforms
- D themselves—as potential advertising platforms—

38)

Which choice provides the most relevant detail?

- A NO CHANGE
- B took photos with his phone and shared them with colleagues who insisted he pursue a career in freelance photography.
- C began his blog for sneaker and street style enthusiasts to browse through photos of urban-inspired shoes and apparel.
- D initially studied business and psychology, working in finance at a bank before turning to blogging full-time.

39)

- A NO CHANGE
- B looks, they consist of
- C looks consisting of
- D looks and consisted of

40)

At this point, the writer is considering adding the following sentence:

Neither strictly journalists nor essayists, bloggers are sometimes overlooked as writers, despite suggestions that the blog post is an emerging genre all its own.

Should the writer make this addition here?

- A Yes, because it expresses a general idea about how other writers view the craft of blogging
- B Yes, because it provides a different perspective about the role of bloggers in modern journalism
- C No, because it provides information about bloggers that is not supported by the details of the paragraph
- D No, because it contradicts the main idea of the previous paragraph that many blogs began as vehicles for personal expression

41)

- A NO CHANGE
- B which generated
- C to generate
- D generated

42)

A NO CHANGE

B Therefore,

C However,

D DELETE the underlined portion

43)

A NO CHANGE

B envision

C sidestep

D generate

44)

A NO CHANGE

B are

C was

D were

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TEST 3

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Questions 1–11 are based on the following passage.

When you work with ancient objects, new discoveries are often small: a fragment of a vase, for example, or half an earring. But Jeffrey Spier, the Getty Villa's senior curator of antiquities, recently **1** bumped into something much bigger.

This past spring, Spier was in New York and dropped by a gallery in midtown Manhattan. While there, he turned around and noticed **2** the marble, stone head of an older woman who was stern-looking mounted on a pedestal by the wall.

3 I immediately thought: "That's the head!" recalls Spier.

Decades of studying Greek and Roman art and a keen visual memory, which is an indispensable skill for any curator, **4** has snapped into place. Spier had just identified a carved marble head that had been mysteriously missing for decades from the body of the Getty's 2,000-year-old Roman *Statue of Draped Female*.

5 To most people, ancient classical sculptures probably look similar: remarkably graceful drapery, straight noses, perfect physiques. But as Spier explains, "Roman sculptors prided themselves in **6** making their subjects look as good as possible. Unlike the Greeks, they didn't create idealized beauty. So once I saw a photograph of this sculpture's missing head, I recognized it easily, the way you'd recognize a person you'd met before." He laughed, "When I saw it I thought: Don't I know you?"

The whereabouts of the Roman woman's head had been a mystery for decades. The headless statue intrigued Spier and associate curator **7** Jens Daehner. Therefore, provenance researchers helped them find documentation that confirmed the statue *did have* its original head in the early 20th century.

Yet sometime before 1972, as the 7-foot-tall lady circulated through several European collections, she was decapitated.

But why? And by whom? **8** For certain, greed is not a motive: perhaps the neck partially broke in transit and then the owner decided to remove the head, or maybe a former owner felt he could make a larger profit selling two separate pieces rather than one tall statue.

9 Whoever deprived this Roman woman of her head wasn't particularly careful about it. Associate conservator Eduardo Sanchez is pretty convinced that the head was broken off **10** forcibly by use of a power tool drill in combination with hard impacts to the front of the neck. When the head was brought to the Getty Villa, Sanchez created a lightweight replica of the broken neck surface to test its fit to the neck break on the body. The fit was inarguably perfect, except for some missing fragments in the front of the neck.

While the head and body are prepared for re-capitation, which is not a typical task for antiquities conservators, **11** continuing to comb through 19th-century catalogues and travel guides, trying to discover the identity of the Roman woman she was modeled after.

1)

A NO CHANGE

B arrived at

C tracked down

D stumbled upon

2)

- A NO CHANGE
- B the marble, stone head of a stern-looking older woman
- C the marble head of a stern-looking older woman
- D the head of a woman who was stern-looking

3)

- A NO CHANGE
- B "I immediately thought: 'That's the head!'"
- C I immediately thought; "'That's the head!'"
- D "I immediately thought—'That's the head!'"

4)

- A NO CHANGE
- B have snapped
- C snaps
- D snapped

5)

Which of the following provides the most logical introduction to the sentence?

A NO CHANGE

B In most circumstances,

C In a variety of situations,

D As a rule,

6)

Which choice most effectively sets up the information in the next sentence?

A NO CHANGE

B gaining the highest commissions for their work

C accurate and realistic portraits

D using flawless technique

7)

A NO CHANGE

B Jens Daehner, although

C Jens Daehner, and

D Jens Daehner, nevertheless

8)

Which choice most effectively sets up the examples given at the end of the sentence?

A NO CHANGE

B Spier can only speculate on a motive:

C Possibly, the neck partially broke during transport:

D Sometimes owners look for profit opportunities:

9)

A NO CHANGE

B The person that

C Whom

D Whoever

10)

The writer wants to convey, without judgment, the idea that the head was broken off on purpose and that the reasons why are unknown. Which choice best accomplishes this goal?

A NO CHANGE

B resolutely

C maliciously

D intentionally

11)

A NO CHANGE

B the Antiquities team is continuing

C are continuing

D continue

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Questions 12–22 are based on the following passage.

Michelangelo's place in the world of art is altogether unique. His supremacy is acknowledged by all, but is understood by only a few. In the presence of his works, none can stand unimpressed, yet few dare to claim any intimate knowledge of his art. He is one **12** to awe rather than attracting, to overwhelm rather than to delight. The spectator must exclaim with humility, "Such knowledge is too wonderful for me; it is high, I cannot attain it." Yet, while Michelangelo **13** may never be a popular artist in the ordinary sense of the word, the powerful influence which he exercises seems constantly increasing. Year by year, there are more who, drawn by the strange fascination of his genius, seek to read the meaning of his art.

His subjects are all profoundly serious in intention. **14** Life was no holiday to this strenuous spirit. It was a stern conflict with the powers of darkness in which such heroes as David and Moses were needed. Like the old Hebrew prophets, the artist poured out his soul in a vehement protest against evil and a stirring call to righteousness.

[1] After learning his first lessons about that vehicle from the art of the Greeks, he soon possessed himself of the great principles of classic sculpture. [2] Then he boldly struck out on his own path; his was a spirit to lead, not to follow. [3] Both as a sculptor and a painter, Michelangelo used the human body as his one vehicle of expressing emotion. [4] He never limited himself to only one artistic medium—the human body was the single common factor in all his works. [5] By combining the Greek and **15** Michelangelos' sense of line and form, an entirely new motif was created. [6] In contrast to the ideal of **16** animation, which was the leading canon of the Greeks, his chosen ideal was one of action. **17**

18 Moreover, he invariably fixed upon some decisive moment in the action he had to represent, a moment which suggests both the one preceding **19** as well as the one following, and which gives us the whole story. **20** It was a far cry from the elegant calm of the Greek god to the restless energy of a rugged youth.

Even with seated figures, he followed the same principle. Moses and the Duke Giuliano are ready to rise to their feet if need be. In his frescoes we again find **21** the same motif. Adam rising to his feet in obedience to the Creator's summons, and Christ the Judge sweeping asunder the multitudes.

In his love of action and his passion for the human form lay the elements of his art most easily lending **22** itself to exaggeration. That the master did indeed permit himself to be carried beyond due limits is seen by comparing the grandeur of the Sistine ceiling with the mannerisms of the Last Judgment.

12)

(A) NO CHANGE

(B) awing rather than attracting,

(C) to awe rather than to attract,

(D) who awes rather than to attract,

13)

A NO CHANGE

B may someday

C will always

D should always

14)

What choice most effectively combines the underlined sentences?

A With life being no holiday to this strenuous spirit, it was a stern conflict with the powers of darkness in which such heroes as David and Moses were needed.

B Life was no holiday to this strenuous spirit: it was a stern conflict with the powers of darkness in which such heroes as David and Moses were needed.

C Life was a stern conflict with the powers of darkness in which such heroes as David and Moses were needed, and it was no holiday to this strenuous spirit.

D No holiday, which was life to this strenuous spirit, was a stern conflict with the powers of darkness in which such heroes as David and Moses were needed.

15)

A NO CHANGE

B Michelangelo's

C Michelangelos

D Michelangelo

16)

A NO CHANGE

B movement,

C repose,

D vitality,

17)

To make this paragraph most logical, sentence 3 should be

A placed before sentence 1.

B placed after sentence 1.

C placed after sentence 5.

D placed after sentence 6.

18)

A NO CHANGE

B Conversely,

C Henceforth,

D However,

19)

A NO CHANGE

B along with

C also

D and

20)

At this point, the author is considering adding the following sentence.

Thus in his statue of David, we see the youth's preparation, aim, and action before battle.

Should the writer make this addition here?

A Yes, because it provides an important restatement of information from the previous sentence.

B Yes, because it provides a specific example that illustrates a general previous statement.

C No, because it repeats information that has already been presented earlier in the passage.

D No, because it presents information that is only tangential to the point that is being made.

21)

A NO CHANGE

B the same motif (Adam rising)

C the same motif—Adam rising

D the same motif, such as: Adam rising

22)

A NO CHANGE

B himself

C theirselves

D themselves

Questions 23–33 are based on the following passage.

The Krakatoa Sunsets

[1] The tiny volcanic island of **23** Krakatoa located halfway between Java and Sumatra staged a spectacular eruption at the end of August **24** 1883. [2] Nearly 40,000 people were killed by a series of mountainous waves thrown out by the force of the explosion: more than a hundred coastal towns and villages were partially or completely destroyed. [3] For weeks afterwards, the bodies of the drowned continued to wash up along the shoreline. **25** [4] Accordingly, the vast volcanic ash-cloud spread into a semi-opaque band that threaded slowly westward around the equator, forming memorable sunsets across the Earth's lower latitudes. [5] This explosion generated 13,000 times the power of the bomb that devastated Hiroshima, Japan, during WWII. **26**

A few weeks later, the stratospheric veil moved outwards from the tropics to the poles, and by October 1883, most of the world, including Britain, was subjected to lurid evening **27** displays caused by the scattering of incoming light through the volcanic haze. Throughout November and December, the skies flared through virulent shades of green, blue, copper, and magenta. "The glow is intense," wrote British poet Gerard Manley Hopkins. "That is what strikes everyone; it has prolonged the daylight and optically changed the season. It bathes the whole sky. It is mistaken for the reflection of a great fire."

Like most other observers at the time, Hopkins had no idea what was causing the phenomenon, but he grew fascinated by the daily atmospheric displays, tracking **28** its changing appearances over the course of that winter. **29** He was not alone in his interest; all over the world, writers, artists, and scientists responded to the drama of the volcanic skies. The poets Algernon Swinburne, Robert Bridges, and Alfred Tennyson **30** was writing lengthy works prompted by the unearthly twilights.

Visual artists also found themselves extending their color ranges in awed emulation of the skies. In Oslo, Norway, the sunsets helped **31** inaugurate one of the world's best-known paintings. Edvard Munch was walking with friends one **32** evening, as the sun descended through the haze. "It was as if a flaming sword of blood slashed open the vault of heaven," he recalled. "The hills became deep blue—among the yellow and red colors—my companions' faces became yellow-white—I felt something like a great scream—and truly I heard a great scream." His painting *The Scream* (1893), of which he made several versions, is an enduring (and much stolen) expressionist masterpiece, a vision of human desolation beneath an apocalyptic sky, as "a great unending scream pierces through nature."

As it happens, the final eruption of Krakatoa on August 27, 1883 **33** was the loudest sound ever recorded, travelling almost 5,000 km and heard over nearly a tenth of the earth's surface: a great scream indeed.

23)

- A** NO CHANGE
- B** Krakatoa, located halfway between Java and Sumatra
- C** Krakatoa located halfway between Java and Sumatra,
- D** Krakatoa (located halfway between Java and Sumatra)

24)

Which choice adds the most relevant supporting information to the paragraph?

A 1883, jettisoning billions of tons of ash and debris deep into the Earth's upper atmosphere.

B 1883, making the island an ideal source for mined pumice beginning in the early 1900s.

C 1883, inspiring the fictional children's book, *The Twenty-One Balloons* by William Pène du Bois.

D 1883, leaving researchers of the day with a wealth of sedimentary clues to excavate and study.

25)

A NO CHANGE

B For instance,

C Meanwhile,

D In contrast,

26)

To make this paragraph most logical, sentence 5 should be placed

A where it is now.

B after sentence 1.

C after sentence 2.

D after sentence 3.

27)

A NO CHANGE

B displays, that were caused by

C displays which were causing

D displays so as to cause

28)

A NO CHANGE

B his

C their

D there

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29)

At this point, the writer is considering adding the following sentence:

Hopkins' periodic bouts of depression plagued him during this time, most likely brought on by dissatisfaction in his career rather than by the moody skies overhead.

Should the writer make this addition here?

- A Yes, because it provides a supporting detail about Hopkins' personal life.
- B Yes, because it connects to the following sentence about other artists.
- C No, because it introduces information loosely connected to the main idea.
- D No, because it dismisses the phenomenon's importance to Hopkins.

30)

- A NO CHANGE
- B have been writing
- C have written
- D wrote

31)

A NO CHANGE

B advance

C breed

D inspire

32)

A NO CHANGE

B evening; as the sun descended

C evening: as the sun descended

D evening as the sun descended

33)

A NO CHANGE

B being

C has been

D will be

Questions 34–44 are based on the following passage.

Should we read or teach literature now? If so, which works? How should these be read, and **34** which should teach them?

When I taught at the Johns Hopkins University, from 1953 to 1972, I had answers to these questions. We in the English Department thought we were benefiting the **35** country, we were teaching young citizens the basic American ethos and researching the "truth" about the fields in our disciplines. Such truth was a good in **36** itself, like knowledge of black holes or genetics.

Over fifty years later, everything is different in U.S. universities. Nowadays, over 70% of the teaching is done by adjuncts without prospects of tenure. Often they are kept just below half-time, so they do not have benefits. **37**

U.S. universities have come to be run more like corporations governed by the financial bottom line, the "bang for the buck." Universities have consequently become more and more trade schools. **38** It is difficult to demonstrate that humanities bring financial return. It is, likewise, difficult to prove that majoring in English is preparation for anything but a service job or teaching.

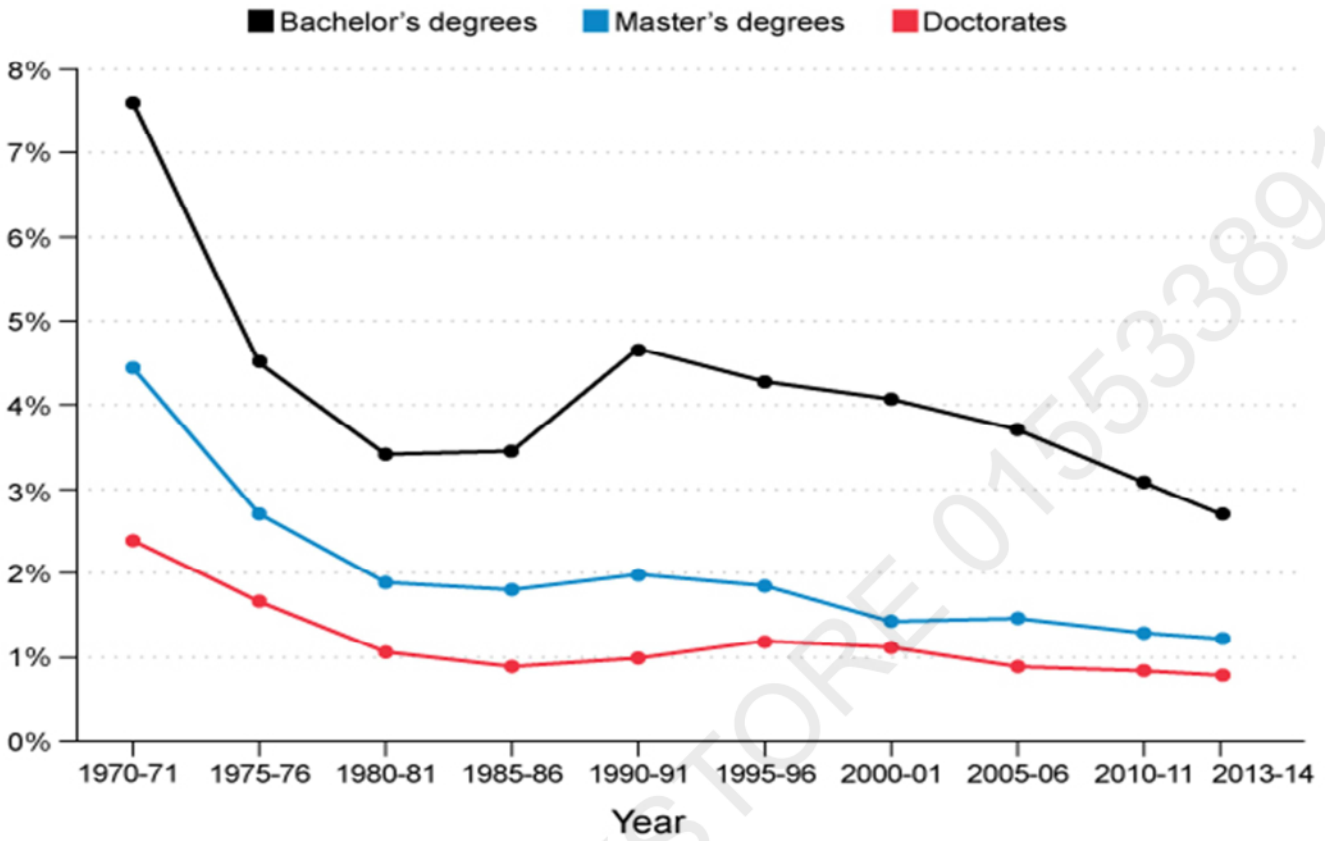
Enrollments in humanities courses and numbers of majors **39** will be shrunken to a tiny percentage of the enrolled population. Only composition and beginning language courses plus required distribution courses are doing well.

[1] The usual response by embattled humanists is to become defensive and say literature ought to be taught because we need to know our cultural past, or need to "expand our minds," or need the ethical teaching within literary works. [2] With issues of economic stability looming large nationwide, students need training that will help them get a job and avoid starving. [3] I think this view of literary study is dead and gone these days. [4] For example, it is not at all clear to me how reading Shakespeare, Keats, or Dickens helps us deal with the problems that confront U.S. citizens these days. **40**

Do I think much future exists in universities for such readings? No, I do not. I think this dimming of the future is due partly to the turning of our universities into trade schools, but due even more to the rapid development of teletechnologies that are making literature **41** archaic.

I add in conclusion, timidly and tentatively, one use of studying literature and literary theory in these bad days. U.S. citizens are inundated with distortions and outright lies from politicians and media. Learning how to read literature "rhetorically" is primary training in how to spot such lies and distortions. The chances that literary study would have this benign effect on many people are slim. One can only have the audacity of hope and believe that some **42** can be led to the habit of unmasking ideological **43** aberrations such as those that surround us on all sides in the U.S. today.

English Degrees as a Percent of Total Degrees



Question 44 asks about the graphic.

34)

(A) NO CHANGE

(B) who

(C) whom

(D) what

35)

(A) NO CHANGE

(B) country: we were

(C) country. We were:

(D) country. We were—

36)

(A) NO CHANGE

(B) itself, it was like

(C) itself. Like

(D) itself. Similar to

37)

At this point, the writer is considering adding the following sentence.

Teaching positions with tenure are few and far between, with hundreds of applicants for each one, and an ever-accumulating reservoir of unemployed humanities PhDs in fields like literature, history, and philosophy.

Should the writer make this addition here?

(A) Yes, because it gives more information about the availability of teaching jobs with tenure.

(B) Yes, because it provides a logical transition from the previous sentence.

(C) No, because it fails to take into account untenured positions that are still full time.

(D) No, because it is not directly related to the main point of the paragraph.

38)

Which choice most effectively combines the underlined sentences?

- A Like demonstrating that humanities bring financial return, proving that English is preparation for anything besides a service job or teaching is difficult.
- B Both to demonstrate that humanities bring financial returns and to prove that English is preparation for anything but a service job or teaching are difficult.
- C Demonstrating that humanities bring financial return is difficult, and proving that majoring in English is preparation for anything but a service job or teaching is just as hard.
- D It is difficult to demonstrate that humanities bring financial return or that majoring in English is preparation for anything but a service job or teaching.

39)

- A NO CHANGE
- B shrunk
- C have shrunk
- D were shrinking

40)

To make this paragraph most logical, sentence 2 should be

- A placed before sentence 1.
- B placed after sentence 3.
- C placed after sentence 4.
- D DELETED from the paragraph.

41)

A NO CHANGE

B obsolete.

C out of fashion.

D passé.

42)

Which choice most effectively suggests that some people being "led to the habit of unmasking ideological aberrations" is a real, but unlikely, possibility?

A NO CHANGE

B might

C should

D will

43)

(A) NO CHANGE

(B) aberrations such as:

(C) aberrations, such as,

(D) aberrations; such as

44)

Which choice offers an accurate interpretation of the data in the graph?

(A) The lower the education level, the smaller the percentage of English graduates.

(B) The percentage of each level of degree awarded in English in 2014 is less than half what it was in 1970.

(C) The percentage of master's degrees awarded in English was roughly four percentage points lower in 2014 than in 1970.

(D) Across all levels, the percentage of English graduates has constantly declined, relative to total graduates.

Test 4

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Questions 1–11 are based on the following passage.

Since 1986, the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) has had special agent criminal profilers assigned to the Federal Bureau of Investigation's (FBI's) National Center for the Analysis of Violent Crime (NCAVC) in Quantico, **1** Virginia: the NCAVC is a law enforcement-oriented behavioral science and resource center that offers investigative support, research, and training to law enforcement agencies throughout the world. Currently, ATF has two behavioral profilers **2** assigning the NCAVC's Behavioral Analysis Unit (BAU).

The primary mission of the behavioral profilers is to support arson and bombing investigations in the identification, arrest, and prosecution of the offender. **3** ATF profilers undergo an intensive two-year training program in behavioral science principles, crime scene analysis and interpretation, forensic science, and pathology. Upon completing training, **4** certificates are given in Criminal Behavioral Analysis.

The profilers continue to enhance their own skills and specialties through a continuing education program consisting of presentations from visiting lecturers, attendance at advanced seminars and programs, and maintaining contact with the arson, explosives and profiling **5** community through membership in professional organizations. ATF profilers also provide training and presentations to hundreds of police and fire personnel each year on behavioral profiling techniques. They routinely lecture **6** about the ATF and FBI National Academies, the International Association of Arson Investigators, the International Association of Bomb Technicians and Investigators and various regional training schools.

[1] ATF profilers have contributed articles and studies on bombing and arson profiling and threat assessment in various publications. [2] ATF profilers offer their services to any law enforcement or fire service agency **7** at home or abroad. [3] The profilers also work on research projects at the NCAVC to publish articles designed to **8** augment law enforcement. [4] In addition to ATF's resources, the profilers have access to the NCAVC's expertise and research on violent crime. [5] While at the NCAVC, the profilers have participated in studies involving serial arsonists, bombers, rapists, school shooters, workplace and domestic violent offenders, serial murderers, and persons who engage in threatening communications. **9**

10 As the program is relatively new, ATF profilers face great scrutiny while assisting in cases; however, their expertise in profiling, analysis and threat assessment is so undeniable, that they have still been called upon to participate in prominent cases. Some notable cases in which their skills have been used **11** include the bombing of a power plant during the Winter Olympics in Salt Lake City, Utah, the Washington, D.C. sniper attacks, the Sept. 11 terrorist attacks, the Washington, D.C. serial arsons, and the 2013 bombings during the Boston Marathon.

1)

A NO CHANGE

B Virginia, the

C Virginia—the

D Virginia. The

2)

A NO CHANGE

B assigned to

C assign for

D with assignment to

3)

At this point the writer is considering adding the following sentence.

They offer services in fields ranging from crime analysis and criminal profiling, to strategies for investigations and prosecutions, and are often relied upon as expert witnesses during trials.

Should the writer make this addition here?

A Yes, because it clarifies how ATF profilers provide the support mentioned in the previous sentence.

B Yes, because it provides a transition into the next sentence's mention of ATF profilers' training.

C No, because it disrupts the paragraph's discussion of ATF profilers' skills with unnecessary details.

D No, because it does not specify how the services offered by ATF profilers are carried out.

4)

A NO CHANGE

B certification is awarded

C the profilers are certified

D the program instructors certify them

5)

(A) NO CHANGE

(B) community, through membership in professional organizations.

(C) community—through membership in professional organizations.

(D) community (through membership in professional organizations).

6)

(A) NO CHANGE

(B) at

(C) for

(D) in

7)

(A) NO CHANGE

(B) in every country in the world.

(C) in the United States and worldwide.

(D) in the world.

8)

A NO CHANGE

B edify

C educate

D encourage

9)

To make this paragraph most logical, sentence 1 should be

A placed after sentence 2.

B placed after sentence 3.

C placed after sentence 5.

D DELETED from the paragraph.

10)

Which choice is the best introduction to the paragraph?

- A** NO CHANGE
- B** Because of the cooperative nature of this program, ATF profilers have participated in numerous significant cases and become internationally recognized experts in the areas of arson and bombing profiling, statement analysis, and threat assessment.
- C** Because of the limited size of this program, ATF profilers are treated as special assets and their expertise in threat assessment and criminal profiling are only relied on in cases of national security.
- D** The program's connections to the FBI and various international law enforcement associations provide ATF profilers opportunities to support their research on arson and bombing profiling, statement analysis and threat assessment with practical experience in high-profile cases.

11)

- A** NO CHANGE
- B** include the bombing of a power plant during the Winter Olympics in Salt Lake City, Utah—the Washington, D.C. sniper attacks—the Sept. 11 terrorist attacks—the Washington, D.C. serial arsons—and the 2013 bombings during the Boston Marathon.
- C** include the bombing of a power plant during the Winter Olympics in Salt Lake City, Utah; the Washington, D.C. sniper attacks; the Sept. 11 terrorist attacks; the Washington, D.C. serial arsons; and the 2013 bombings during the Boston Marathon.
- D** include: the bombing of a power plant during the Winter Olympics in Salt Lake City, Utah, the Washington, D.C. sniper attacks, the Sept. 11 terrorist attacks, the Washington, D.C. serial arsons and the 2013 bombings during the Boston Marathon.

Questions 12–22 are based on the following passage.

A vampire is a thirsty thing, spreading **12** metaphors like antigens, through its victim's blood. It is a rare situation that is not metaphorically defamiliarized by the introduction of a vampiric motif, whether it be migration and industrial change in **13** Dracula; adolescent coming-of-age in Twilight; or racism in True Blood. Beyond undead life and the knack of becoming a bat, the vampire's true power is its ability to induce intense paranoia about the nature of social relations to ask, "who are the real bloodsuckers?"

This is certainly the case with the first fully realized vampire story in English, John Polidori's 1819 tale, "The Vampyre." **14** It is Polidori's text that establishes the vampire as we know it. He reimagined the feral, mud-caked creatures of southeastern European legend as the **15** elegantly magnetic denizens swarming all around the cosmopolitan assemblies and polite drawing rooms.

"The Vampyre" is a product of 1816, when Lord Byron left England in the wake of a disintegrating marriage and rumors of madness, to travel to the banks of Lake Geneva and there loiter with Percy and Mary **16** Shelley; then still Mary Godwin. **17** Polidori served as Byron's travelling physician. He also played an active role in the summer's tensions and rivalries. He also participated in the famous night of ghost stories that produced Mary Shelley's "hideous progeny," *Frankenstein*.

Like *Frankenstein*, "The Vampyre" **18** draws extensively on the mood at Byron's Villa Diodati. But whereas Mary Shelley incorporated the orchestral thunderstorms that illuminated the lake and the sublime mountain scenery that served as a backdrop to Victor Frankenstein's struggles, Polidori's text is woven from the invisible dynamics of the Byron-Shelley circle, and especially the humiliations he suffered at Byron's hand.

The most overt example of Byron as the devourer of souls was a novel Polidori read over the course of the summer—*Glenarvon* by Lady Caroline Lamb. Byron and Lamb had enjoyed a brief affair until he, somewhat rattled, had called it off. That Polidori **19** took inspiration from Lamb is revealed in the name he gives his villain—Lord Ruthven, one of *Glenarvon's* various ancestral titles. Polidori's Ruthven also inhabits *Glenarvon's* aristocratic milieu as a member of the *bon ton*.

Rather than providing a creative outlet for Polidori, **20** his humiliation was only compounded by the publication of "The Vampyre." Although the text was similarly prompted by the ghost story competition that inspired Mary Shelley so ably, Polidori only completed his story for the pleasure of a friend outside of the Byron-Shelley circle. The manuscript **21** have laid forgotten for three years until finally coming into the hands of the disreputable journalist Henry Colburn, who **22** reported it in his *New Monthly Magazine* under the title "The Vampyre: A Tale by Lord Byron."

12)

- A** NO CHANGE
- B** metaphors: like antigens,
- C** metaphors like antigens
- D** metaphors, like antigens

13)

A NO CHANGE

B *Dracula*, adolescent coming-of-age in *Twilight*, or racism

C *Dracula*—adolescent coming-of-age in *Twilight*—or racism

D *Dracula*: adolescent coming-of-age in *Twilight*: or racism

14)

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

A Kept, because it describes the process of change that a character goes through.

B Kept, because it provides a detail that supports the main topic of the paragraph.

C Deleted, because it blurs the paragraph's main focus with a loosely related detail.

D Deleted, because it reinforces the central idea described in the passage.

15)

A NO CHANGE

B elegantly magnetic denizens in cosmopolitan assemblies

C elegant, magnetic denizens that always swarmed the cosmopolitan assemblies

D elegant, magnetic denizens of cosmopolitan assemblies

16)

A NO CHANGE

B Shelley (then still Mary Godwin).

C Shelley; then still Mary Godwin.

D Shelley then, still Mary Godwin.

17)

Which choice most effectively combines the underlined sentences?

A Polidori served as Byron's travelling physician; for instance, he played an active role in the summer's tensions and rivalries.

B Polidori served as Byron's travelling physician, so his next decision was to play an active role in the summer's tensions and rivalries.

C Polidori served as Byron's travelling physician, and he played an active role in the summer's tensions and rivalries.

D In serving Byron, Polidori found that he was the man's travelling physician; then he played an active role in the summer's tensions and rivalries.

18)

A NO CHANGE

B contracts

C traces

D casts

19)

(A) NO CHANGE

(B) plagiarized

(C) was motivated by

(D) influenced

20)

(A) NO CHANGE

(B) the publication of "The Vampyre" only served to compound his humiliation.

(C) it only served to compound his humiliation when "The Vampyre" had its publication.

(D) he was humiliated when the publication of "The Vampyre" came out.

21)

A NO CHANGE

B lay

C lain

D laid

22)

A NO CHANGE

B disclosed

C published

D exposed

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Questions 23–33 are based on the following passage.

Triple H Therapy: Hugs, Humor and Humility

The most memorable patient I have come across was a gentleman in his 23 mid-50s who had arrested weeks after having received his first course of treatment, diagnosed with diffuse large B-cell lymphoma. As I approached the patient and his family shortly after he was stabilized, I saw his kind, almost angelic face, one that was experiencing love and fear at the same time. Clearly he had concerns and 24 needed a doctor's appointment. I recall that the patient's sister and brother-in-law, having been involved heavily in his care, were equally in need of certainty, peace of mind, and clarity. At that moment, I felt the need to turn my pager off, hang my white coat on the hook, and sit down at eye level with the patient and his family.

Once I explained the intricate details of his lymphoma and prognosis, I decided to lighten the mood. 25 I pulled out my iPhone and started to play funny movie clips. One such clip was of a dark, disgruntled children's television star attempting to sabotage his rival in a rhino outfit. 26 As a result, after laughing ourselves near the point of tears, each of us 27 gave the warmest hug before I left the room. That was the start of an incredibly trusting and very special doctor-patient relationship.

When the patient required further treatment, he specifically requested that I be the physician to administer the drug. It became a tradition that I would enter the fluoroscopy suite with a smile, a reassuring hug, and a 5-minute movie clip 28loaded on my iPhone for him to watch during the procedure. As the disease continued to progress despite repeated doses of high-dose methotrexate IV, the emotional and psychological relationship grew stronger. Unfortunately, the patient 29expired, but the family remembered my attention and humor during his care. This helped them greatly during the grieving process.

The physiology of laughter and hugging another human being is complex and has positive physiological effects. Opioid receptors have an improved threshold for pain, serum cortisol levels drop, anxiety 30 goes down, blood pressure is lowered by decreased vasoconstriction, protection from inflammation and oxidative stress occurs, and the social sense of belonging is enhanced. Endorphins increase, as do serotonin levels. 31 Oxytocin is also released. This release results in vasodilation and lowered blood pressure.

My extensive life journey through 32 different and various phases of my own development has allowed me to identify the crucial role that palliative medicine plays in oncology. Mediating and harnessing the 33 power: of human physiology and spirit is pivotal in ultimate treatment outcomes. Clinical decision-making should come from both an open mind and an open heart.

23)

A NO CHANGE

B mid-50s, who had arrested weeks after having received his first course of treatment,

C mid-50s who had arrested weeks after having received his first course of treatment

D mid-50s, who had arrested weeks after having received his first course of treatment

24)

Which choice most effectively sets up the information that follows?

(A) NO CHANGE

(B) was looking for answers.

(C) missed seeing his family.

(D) sensed he was dying.

25

At this point, the writer is considering adding the following sentence:

Doctors are always looking for new and different ways to make their patients feel better.

Should the writer make this addition here?

(A) Yes, because it gives information about the reasoning behind the doctor's motivation.

(B) Yes, because it reinforces the doctor's point about a good way to develop relationships.

(C) No, because it interrupts the flow of the paragraph with a poorly integrated piece of information.

(D) No, because it fails to take into account the specific needs of this particular patient.

26)

(A) NO CHANGE

(B) On the other hand,

(C) For example,

(D) DELETE the underlined portion and begin the sentence with a capital letter.

27)

A NO CHANGE

B giving

C which gave

D to give

28)

A NO CHANGE

B which loaded

C loading

D to load

29)

A NO CHANGE

B left,

C forgot,

D improved,

30)

A NO CHANGE

B is reduced,

C becomes lower than before,

D gets to be less,

31)

Which choice effectively combines the underlined sentences?

A Oxytocin is released: the result of this oxytocin being that vasodilation occurs and blood pressure is lowered.

B Oxytocin is released; this release has the result of causing vasodilation and lowered blood pressure.

C Oxytocin is released, which results in vasodilation and lowered blood pressure.

D Oxytocin is released, and the release of this oxytocin results in vasodilation and lowered blood pressure.

32)

(A) NO CHANGE

(B) distinctively different

(C) distinctive and various

(D) different

33)

(A) NO CHANGE

(B) power, of human physiology and spirit

(C) power of human physiology and spirit,

(D) power of human physiology and spirit

Questions 34–44 are based on the following passage.

Getting Veterans the Credentials They've Earned

U.S. veterans often need assistance in finding civilian work after their military careers are over. Luckily, the Iraq and Afghanistan Veterans of America recently released its 7th annual member survey, 34 its members listed professional certifications, education resources, and connecting with veteran-friendly employers as most helpful to their job search.

[1] Initially reported was the fact that more than three-fourths of workers in health care and technical occupations held certifications. [2] As far as documented credentials go, earlier this year the Bureau of Labor Statistics released information on occupations requiring licenses and certifications. [3] Also, employed people were twice as likely to hold an active certification or license. [4] Median weekly earnings of certified or licensed workers were 34 percent higher than of those without such documentation. [5] In 2015, people with a certification or license had a lower unemployment rate (2.7 percent) 35 then, that without these credentials. [6] These findings show just how important licenses and certifications can be for veterans, who may experience challenges in attaining them. 36

To benefit veterans, an 18-month study and demonstration project was conducted to help service members not only transition from active duty to civilian employment 37 and also to encourage states to award civilian credit for military skills. During this study, six 38 states' designed and implemented a strategy for matching state-specific license and certificate requirements to military training, and also examined civilian training and employment-related costs after military service.

The states found three common barriers encountered by veterans 39 whom seek employment. First, civilian licensor boards often do not recognize military documentation regarding training and experience. Next, civilian requirements often dictate that experienced veterans participate in duplicative training to attain a 40 relevant license or certification. Finally, administrative rules and processes create challenges for veterans who wish to transfer their skills, training and experience into a similar civilian occupation.

The costs to veterans who have to overcome the aforementioned problems can be extensive, and many veterans use their post-9/11 GI Bill and other programs funded by the Department of Veterans Affairs to pay for some duplicate training and licensing programs. 41 However, the study identified potential cost savings in which states create simpler licensing and certification paths for eligible veterans.

Through the demonstration project, the six states made progress on strategies across selected occupations, making it easier for veterans to apply for and obtain licenses 42 for jobs. 43 These strategies can help veterans in all states find practical experience to attain the licenses and certifications required by civilian occupations.

Other states should use the study and incorporate best practices to help veterans bridge the gap between skills learned in the military and those needed for state certifications. Veterans deserve to have the support they need to 44 create new programs to improve their employment prospects.

34)

A NO CHANGE

B those

C in which

D DELETE the underlined portion.

35)

A NO CHANGE

B than those

C than that

D then those

36)

To make this paragraph most logical, sentence 1 should be

A placed after sentence 2.

B placed after sentence 4.

C placed after sentence 6.

D DELETED from the paragraph.

37)

A NO CHANGE

B but also to encourage

C it also encourages

D encouraging

38)

(A) NO CHANGE

(B) states designed

(C) states design

(D) states' designs

39)

(A) NO CHANGE

(B) whom seeks

(C) who seek

(D) who seeks

40)

Which choice best fits with the tone of the rest of the passage?

(A) NO CHANGE

(B) on target

(C) spot-on

(D) logical

41)

A NO CHANGE

B For example,

C Fortunately,

D Moreover,

42)

A NO CHANGE

B to get work.

C for their careers.

D DELETE the underlined portion and end the sentence with a period.

43)

At this point, the writer is considering adding the following sentence.

Many former soldiers took advantage of these programs.

Should the writer make this addition here?

- A Yes, because it explains the primary benefit veterans receive from these programs.
- B Yes, because it reinforces a claim that the writer makes earlier in the paragraph.
- C No, because it distracts from the paragraph's emphasis on helping veterans obtain jobs.
- D No, because it blurs the paragraph's focus by introducing an idea that interrupts the discussion.

44)

Which choice most clearly ends the passage with a restatement of the writer's primary claim?

- A NO CHANGE
- B validate their employer's military certification requirements.
- C smooth their transition from military to civilian careers.
- D capitalize on the respect people have for the military.

TEST 5

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Questions 1–11 are based on the following passage.

A risky undertaking for anyone, **1** driving can be really hazardous for adolescents. Beginning teenage drivers get into more accidents than anybody else. **2** There are countless reasons teenage drivers wreck their cars so often. Immaturity contributes to youngsters' not being able to make good judgment calls when driving. In addition, when a parent or another adult is not in the car, teens are more likely to take risks. Unfortunately, this risky behavior can be fatal. In fact, despite teenagers having well-developed muscles, quick reaction times, and **3** having great hand-eye coordination, automobile accidents are the number one killer of this age group.

Young people often do not make good decisions because their brains are not fully developed. A study by the National Institutes of Health suggests that the area of the brain **4** that hinders unsafe actions is not totally formed until age 25. Some perilous teenage motor vehicle practices include speeding, not wearing seat belts, running red lights, and drinking or using drugs while driving. Additionally, inexperienced drivers may weave in and out of traffic, tailgate, or run stop signs. **5** Other problematic driving actions consist of miscalculating the amount of space between cars, failing to keep a safe distance, and not understanding a vehicle's capabilities.

[1] In addition, certain distractions present difficulties for rookie motorists. [2] Some of the most prevalent preoccupations for teen drivers are cell phones, music, and pets. [3] Passengers can also be a major distraction, keeping youngsters from paying close attention to the road. [4] When friends are in the **6** car, teens are much more likely to show off, speed, and lose focus on their driving. [5] In fact, as the number of passengers increases, so does the number of teen automobile accidents. [6] Predictably, the worst crashes occur when drivers are traveling at high rates of speed. **7**

Driving at night can also be tricky, as evidenced by the fact that the most serious wrecks for teenage drivers occur at night and on weekends. Driving with reduced visibility is challenging for novices because they do not have enough experience to predict potential problems and respond to nighttime road conditions. Also, when teenagers drive at night, it is likely that **8** he or she is carrying additional passengers without parental supervision and driving too fast. Both factors increase the **9** visible risk of getting into an accident.

Because teenagers have such limited driving experience, they need **10** lots more of safely maneuvering practice. Luckily, the more time teen drivers spend on the road, the better drivers they become. Young motorists improve the most during their first year and 1,000 miles of driving. So it is extremely important for teenagers to practice as much as possible to improve **11** their chances of being safe on the road.

1)

A NO CHANGE

B the act of driving

C you should recognize that driving

D the driving of cars

2)

The writer wants to add a supporting detail to indicate that driving can be dangerous for teens. Which choice best accomplishes this goal?

- A NO CHANGE
- B In 2016, more Americans died in car crashes than from cancer or heart disease.
- C Learning to drive is a complex process that takes a long time for teens to master.
- D The leading cause of death among 15- to 20-year-olds is motor vehicle accidents.

3)

- A NO CHANGE
- B great hand-eye coordination,
- C coordinating greatly between the hand and eye,
- D having the coordination of hand and eye,

4)

- A NO CHANGE
- B hindering unsafe action and not being totally formed
- C hindering unsafe actions, it is not totally formed
- D that hinders unsafe actions, it is not totally formed

5)

At this point, the writer is considering adding the following sentence:

Because teenagers don't drive more carefully, their insurance rates are usually higher than those for adults over age 25.

Should the writer make this addition here?

- A Yes, because it gives important information about the consequences of unsafe driving by using a relevant example.
- B Yes, because it reinforces the writer's point about common problematic teenage driving behaviors.
- C No, because it blurs the focus of the paragraph by introducing a poorly integrated piece of information.
- D No, because it fails to consider other drivers with high insurance rates due to unsafe driving.

6)

A NO CHANGE

B car, teens

C car; teens

D car. Teens

7)

To improve the cohesion and flow of this paragraph, the writer wants to add the following sentence:

Teens are especially vulnerable if the extra passengers are their friends.

This sentence would most logically be placed after

A sentence 1.

B sentence 2.

C sentence 3.

D sentence 4.

8)

A NO CHANGE

B additional passengers are being carried by him or her

C additional passengers are being carried by them

D they are carrying additional passengers

9)

Which choice most effectively establishes that the likelihood of a teen getting into an accident increases when teens drive with more passengers, as mentioned earlier in the part of the passage related to distractions?

A NO CHANGE

B implicit.

C corresponding.

D fundamental.

10)

A NO CHANGE

B abundant practice to maneuver safely.

C to maneuver safely with a surplus of practice.

D tons of practice to safely maneuver.

11)

A NO CHANGE

B there

C they're

D his or her

Questions 12–22 are based on the following passage.

[1] In early 1942, with America still **12** reeling them from the attack on Pearl Harbor, Hollywood mobilized for war. [2] Soon, silver-screen luminaries like Jimmy Stewart and Clark Gable were enlisting, making the roster of the U.S. Army Air Forces look like the opening credits of a new blockbuster. [3] From Walt Disney to Warner Bros., the animation studios were letting slip the dogs—and ducks—of war. [4] And while Tinseltown's new uniforms **13** gleamed and glowed, neighboring Toontown was also joining the war effort. [5] Donald, of course, was a natural recruit (he's a sailor, after all). [6] The feathered hero saw action in the jungles of Asia, **14** braving snipers and ravenous crocodiles to single-wingedly wipe out an enemy airbase. [7] Daffy Duck proved that he too was a bird to be reckoned with. [8] In 1943, the fowl-mouthed mallard parachuted commando-style behind German lines to wage havoc. [9] **15** Other's followed suit: Popeye punched Nazis, Superman sunk ships, and Bugs Bunny peddled war bonds. [10] For these characters, it was a merry **16** war. Especially enjoyable for the army's secret mascot: Private Snafu.**17**

Private Snafu was the star of classified military training films shown to audiences of new recruits. **18** The twenty-six surviving episodes of his adventures run the gamut of military **19** safety topics; how to maintain proper hygiene in the field, what to do when faced with a squadron of malarial mosquitoes, and why it's simply not a good idea to go skipping through a minefield. In one short film, for example, Private Snafu learns that keeping his rifle muzzle-down in the mud can lead to a **20** sticky situation when caught off-guard by a German patrol. Similarly, in another episode in which Bugs Bunny makes a brief cameo, Snafu learns the value of keeping his gas mask handy when clouds of poisonous fumes catch him napping under a tree.

One Snafu cartoon, however, was considered too confidential to be released. In this prophetic cartoon, Private Snafu unwisely brags that the U.S. has a weapon designed to obliterate Japan. Ironically, the filmmakers had no knowledge of the Manhattan Project, which had been in existence over a year prior to their independent invention of the atomic bomb. **21** Oddly enough, only two atomic bombs were available for actual deployment in the fall of 1945. The cartoon was pulled, not to see the light of day until some years after the war. The unintentional similarity to actual military events leaves us to ponder which is more **22** confusing: the fact that filmmakers could randomly hit upon the most significant breakthrough in modern warfare, or that the scientists responsible for designing the most destructive weapon in human history—a device capable of eradicating all life on Earth in the blink of an eye—seemed to share so much in common with the creator of Wile E. Coyote.

12)

A NO CHANGE

B reeled them

C reeling

D unreeled

13)

A NO CHANGE

B gleamed, and glowed neighboring Toontown

C gleamed and, glowed, neighboring Toontown

D gleamed and glowed neighboring Toontown,

14)

A NO CHANGE

B and he braved snipers as well as ravenous crocodiles

C in addition to the snipers and ravenous crocodiles he braved

D not only braving snipers but also ravenous crocodiles too

15)

A NO CHANGE

B Others'

C Others

D Other characters'

16)

A NO CHANGE

B war; especially

C war especially

D war, especially

17)

For the sake of the logic and cohesion of the paragraph, sentence 4 should be

A placed where it is now.

B placed after sentence 2.

C placed after sentence 5.

D DELETED from the paragraph.

18)

Which choice adds the most relevant supporting information to the paragraph?

A Used by the U.S. government for decades, the "classified" designation indicates sensitive information related to national security.

B Snafu is a short, bald screw-up with a penchant for leaking top-secret information and accidentally blowing himself up.

C Recruits came from every slice of American life, many still in their teens, signing up for the very adult job of defending the country.

D With his bumbling antics, Snafu encouraged low morale among civilians, only made worse by government rationing.

19)

A NO CHANGE

B safety topics, how

C safety topics: how

D safety topics. How

20)

A NO CHANGE

B bothersome

C formidable

D tactical

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21)

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

A Kept, because it provides supporting details about the Manhattan Project.

B Kept, because it connects the topic of atomic bombs to the following sentence.

C Deleted, because it inserts a critical tone into the humorous paragraph.

D Deleted, because it does not further connect entertainment with real life.

22)

A NO CHANGE

B disturbing:

C embarrassing:

D tormenting:

Questions 23–33 are based on the following passage.

The Evolution of American Hipster Subculture

Skinny jeans, chunky glasses, and T-shirts with vintage logos—the American hipster is a recognizable figure in the modern United States. **23** Although these fashion statements are easy to spot, a modern-day hipster is not so easily characterized. As a subculture, hipsters spurn many of the values and beliefs of U.S. culture and prefer vintage clothing to fashion and a Bohemian lifestyle to one of wealth and power. While hipster culture may seem to be the new trend among young, middle-class youth, **24** there history stretches back to the early decades of the 1900s.

Where did the hipster culture begin? In the early 1940s, jazz music was on the rise in the United States. **25** Musicians were known as "hepcats" and had a smooth, relaxed quality that went against upright, mainstream life. Those who were "hep" or "hip" lived by the code of jazz, while those who were "square" lived according to society's rules. The idea of a "hipster" was born.

[1] By the 1950s, the jazz culture was winding down and many traits of hepcat culture were becoming mainstream. [2] A new subculture was on the rise. [3] The "Beat Generation," a title coined by writer Jack Kerouac, was anticonformist and antimaterialistic. [4] They were writers who listened to jazz and embraced radical politics. [5] They bummed around, hitchhiked the country, and lived in squalor. **26**

The lifestyle spread. **27** College students clutched copies of *On the Road* written by Kerouac. They dressed in berets, black turtlenecks, and black-rimmed glasses. Women wore black leotards and grew their hair long. Herb Caen, **28** he was a San Francisco journalist, used the suffix from *Sputnik 1*, the Russian satellite that orbited Earth in 1957, to dub the movement's followers "Beatniks."

As the Beat Generation faded, a new, related movement began. This movement also focused on breaking social boundaries, but **29** it advocated freedom of expression, philosophy, and love. Over time, the "little hipsters" of the 1970s **30** became known simply as "hippies."

Today's generation of hipsters rose out of the hippie movement in the same way that hippies rose from Beats and Beats from hepcats. Although contemporary hipsters may not seem to have much in common with 1940s hipsters, the desire for nonconformity is still present. Much as the hepcats of the jazz era opposed **31** moderate culture with carefully crafted appearances of coolness and relaxation, modern hipsters reject mainstream values with a purposeful apathy.

Young people are often drawn to oppose mainstream **32** conventions, they rebel in the same way that others before them have. Ironic, cool to the point of noncaring, and intellectual—hipsters continue to embody a subculture while simultaneously **33** burdening mainstream culture.

23)

Which choice most effectively sets up the examples in the following sentence?

- A** NO CHANGE
- B** In fact, many musicians have gained a sizable following by projecting a hipster image in performance and on social media.
- C** Sociologists have begun to study this group and others, such as Trekkies and gamers, to analyze emerging trends.
- D** Based primarily in metropolitan areas, hipsters define themselves through a rejection of anything mainstream.

24)

A NO CHANGE

B its

C it's

D their

25)

The author is considering deleting the underlined sentence. Should the sentence be kept or deleted?

A Kept, because it provides details about life in the 1940s.

B Kept, because it indicates the original "hipsters."

C Deleted, because it does not identify specific musicians.

D Deleted, because the information is irrelevant to the discussion.

26)

To make the paragraph most logical, sentence 1 should be placed

A where it is now.

B after sentence 3.

C after sentence 4.

D after sentence 5.

27)

Which choice most effectively combines the underlined sentences?

- A College students, clutching copies of *On the Road* written by Kerouac, dressed in berets, black turtlenecks, and black-rimmed glasses.
- B College students clutched copies of *On the Road* written by Kerouac, and these students dressed in berets, black turtlenecks, and black-rimmed glasses.
- C With them clutching copies of *On the Road* written by Kerouac, college students were dressing in berets, black turtlenecks, and black-rimmed glasses.
- D Dressed in berets, black turtlenecks, and black-rimmed glasses, college students were clutching written copies of *On the Road* by Kerouac.

28)

- A NO CHANGE
- B himself
- C him being
- D DELETE the underlined portion

29)

- A NO CHANGE
- B that
- C which
- D DELETE the underlined portion

30)

A NO CHANGE

B were becoming

C being

D have become

31)

A NO CHANGE

B common

C average

D routine

32)

A NO CHANGE

B conventions, rebelling

C conventions; rebelling

D conventions, which rebel

33)

A NO CHANGE

B emphasizing

C impacting

D pressuring

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Questions 34–44 are based on the following passage.

—1—

Did you know that we throw away 165 billion dollars worth of food per year in America? That's more than the budgets for America's national parks, public libraries, federal prisons, veterans' health care, the **34** FBI and the FDA combined. While producing enough food for over 500 million people, **35** the United States still has 50 million citizens who are food insecure. In fact, the amount of food that ends up in landfills wastes enough water to meet the domestic water needs of every American citizen.

—2—

These are some mind-blowing statistics that you probably still need to see to believe. This weekend I arrived in New York City from my second bike ride across America, living on food from grocery store dumpsters. On my first ride dumpster diving across America, about 70% of my diet came from **36** dumpsters. This made up a total of about 280 pounds of food in over 4,700 miles of cycling.

—3—

I'm not just dining from the dumpster to meet my needs, though. I'm doing this to inspire America to stop throwing away food. In eight cities along the tour, I went out dumpster diving, usually **37** on most occasions just for one night, and set up my find in a public park the next day. Many people were shocked by what I showed them. Even more were angry, not at me, but at the waste in our society when millions of Americans are hungry.

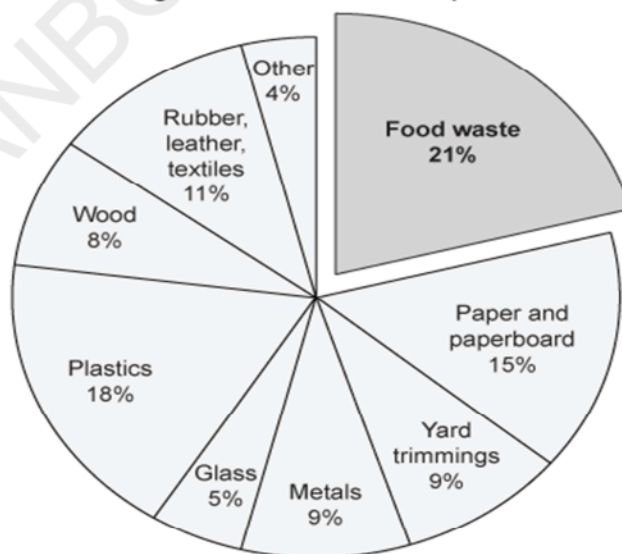
—4—

My experience shows me that grocery store dumpsters are overflowing with perfectly good food every day in nearly every city across America, all while children at school are too hungry to concentrate on their studies. Our message to grocery stores is that we want them to stop dumping their excess food and start **38** contributing it to non-profits, so it can be distributed to people in need. It's up to us to hold them accountable **39** with treating the environment and our hungry Americans with the respect they deserve.

—5—

Among all of the demonstrations that I hosted, we ended up giving away over \$10,000 worth of **40** rejected grocery store food and fed well over 500 people. This proves the food being thrown away is just as good as **41** those being bought at grocery stores. I've learned that I can roll up in nearly any city across America and get enough food to feed hundreds of people in one night. The only thing that **42** could limit me was the size of the vehicle I had to transport the food. **43**

Percentage of Waste in Municipal Landfills



Data from 2011 Municipal Solid Waste Characterization Report provided by the U.S. Environmental Protection Agency

Question **44** asks about the previous passage as a whole.

34)

(A) NO CHANGE

(B) FBI, and

(C) FBI: and

(D) FBI, and,

35)

(A) NO CHANGE

(B) food insecurity is experienced by 50 million United States citizens.

(C) 50 million citizens in the United States experience food insecurity.

(D) those who are food insecure in the United States number 50 million.

36)

Which choice most effectively combines the sentences at the underlined portion?

(A) dumpsters, totaling about

(B) dumpsters, which made a dumpster diving total of approximately

(C) dumpsters, of which my dumpster diving totaled in the neighborhood of

(D) dumpsters and made this a total of just around

37)

A NO CHANGE

B quite often

C frequently

D DELETE the underlined portion

38)

Which choice best maintains the style and tone of the passage?

A NO CHANGE

B donating

C awarding

D presenting

39)

A NO CHANGE

B of

C for

D DELETE the underlined portion

40)

A NO CHANGE

B discarded food from the dumpsters

C food

D excess food that had been dumped out

41)

A NO CHANGE

B these

C that

D DELETE the underlined portion

42)

Which choice most effectively suggests that feeding even more people was a real possibility but one that did not happen?

A NO CHANGE

B limited

C need limit

D must limit

43)

At this point, the writer is considering adding the following sentence.

In fact, according to the data presented in the pie chart, food waste could fill 21% of all the vehicles in the U.S. because it takes up the greatest amount of landfill space.

Should the writer make this addition here?

- A Yes, because it provides detailed support for the point the writer is making in the paragraph.
- B Yes, because it is an effective summary of the information in the paragraph.
- C No, because it introduces unnecessary information that's not relevant to the topic of the passage.
- D No, because it is not an accurate interpretation of the data.

44)

To make the passage most logical, paragraph 5 should be placed

- A where it is now.
- B after paragraph 1.
- C after paragraph 2.
- D after paragraph 3.

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TEST 6

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Questions 1–11 are based on the following passage.

Food security...the term is often used, and a number of definitions have been offered for it. The United Nations' (UN's) FAO Committee on World Food Security offers this: "All people at all times have both physical and economic access to the basic food **1** it will need." At present, that means more than 7.3 billion people. In fact, despite efforts to the contrary, the world population continues to expand at an alarming rate relative to **2** history—as the population **3** would not reach even 1.0 billion until the 19th century.

4 Because the rate of growth has decreased the last 50 years, the population continues to grow. At the current rate of growth, the Earth's population is expected to reach 10.0 billion soon after the year 2050. According to the World Bank and the UN, 1–2 billion people in the world remain **5** impoverished due to insufficient food, incomes, and food distribution. If this trend continues to 2050, we can expect 1.3–2.7 billion people to be in similar circumstances.

"Crop yields will continue to increase; the developing world is just starting to eat meat at levels rivaling the developed world, so production can continue to expand and has great upward-potential." This sounds like positive news for the world's hungry and especially for the providers of these **6** commodities, and few have projected beyond 2050. How long before the growth of population and food production "hit the wall"? An example: in 2014, 723 million pigs were slaughtered in China. That represented 51% of pigs slaughtered in the world that year (~1.418 billion pigs). **7** If the growth rate of this industry continues, that number will be 3.835 billion pigs by 2115 and 205.3 billion pigs by 2515.

What are some of the potential solutions should our population continue to expand? The developed world over-eats; the underdeveloped world under-eats. One can draw the appropriate conclusion from that fact. A large portion of the world eats to excess, often at the expense of its health and pocketbook, and to **8** detriment inside the remaining population: the guilty population cannot continue this endlessly.

[1] We also think nothing of wasting food. [2] At least one-third of all the food produced in the world is wasted. [3] Food security is an issue that won't go away, and it will grow in scope with every passing decade. [4] For those of us who believe that: "We can feed the world by increasing production," if the issue of food waste is not addressed, we will be increasing production so that we can throw one-third away. [5] In the developing world, most of the waste occurs **9** post-harvest, because the proper mechanisms are not in place to keep food intact until it reaches the consumer. [6] For much of the developed world, food is simply thrown away. [7] Some of that is inevitable, but much is **10** accidental. [8] Let's think of future generations and contribute solutions to the problems that they will inherit. **11**

1)

A NO CHANGE

B they need."

C we will need."

D it needs."

2)

A NO CHANGE

B history; as the

C history: as the

D history, because the

3)

A NO CHANGE

B could not reach

C did not reach

D has not reached

4)

A NO CHANGE

B Although

C For example,

D As such,

5)

A NO CHANGE

B frustrated

C despondent

D malnourished

6)

A NO CHANGE

B commodities, so

C commodities;

D commodities, but

7)

The writer is considering deleting the underlined sentence. Should the writer do this?

A Yes, because it fails to support the argument brought up in this paragraph.

B Yes, because it does not transition into the following paragraph.

C No, because it illustrates the problem presented in this paragraph.

D No, because it sets up the argument in the following paragraph.

8)

A NO CHANGE

B the detriment across

C the detriment of

D detriment with

9)

Which choice provides the most relevant detail?

=

A NO CHANGE

B post-harvest and little is being done by the developed world to prevent it.

C post-harvest, as other industries such as oil and gas create a surge in economic activity.

D post-harvest, although less is lost in parts of the world where subsistence farming is practiced.

10)

A NO CHANGE

B forgivable.

C inexcusable.

D unavoidable.

11)

To make this paragraph most logical, sentence 3 should be placed

A where it is now.

B after sentence 1.

C after sentence 5.

D after sentence 7.

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Questions 12–22 are based on the following passage.

Precision

Chances are your mobile phone company and the makers of your laptop and household appliances are all counting on their products to 12 collapse. Not too quickly, of course, or consumers wouldn't stand for it—but frequently enough that you might find that it costs far more to fix a device than to replace it with a newer model. Or, you find the phone company emails you saying that you're eligible for a free new phone because yours is a whopping two years old. While appliance repair people might be fixing some machines that are 20 years 13 old. They generally aren't fixing those that are seven years old; newer models are built to be thrown out. This strategy is called planned obsolescence, and it is the business practice of planning for a product to be obsolete or unusable when it has been created. Like some business practices, this strategy can significantly increase consumer spending, which, in turn, 14 is beneficial only to business.

For this purpose, planned obsolescence is a natural extension of new and emerging technologies. 15 In general terms, who is going to cling to an enormous and slow desktop computer from 2000, when a few hundred dollars can 16 repair its outdated operating system? But the practice is not always so benign. The 17 classic example of planned obsolescence is the nylon stocking. Women's stockings—once an everyday staple of women's lives—get "runs" or "ladders" after only a few wearings. This requires the stockings to be discarded and new ones purchased. Not surprisingly, the garment industry did not invest heavily in finding a rip-proof fabric; it was in manufacturers' best interest that 18 his product be regularly replaced.

Those who use Microsoft Windows might feel that, like the women 19 which purchased endless pairs of stockings, they are victims of planned obsolescence. Every time Windows releases a new operating system, there are typically not many innovations 20 of it that consumers feel they must have. However, the software programs are upwardly compatible only. This means that, while the new versions can read older files, the old version cannot read the newer ones. In short order, those who have not upgraded right away find themselves 21 initially amused by the situation, and they usually wind up upgrading as well.

Ultimately, whether you are getting rid of your old product because you are being offered a shiny, new, free one (like the latest smartphone model), or because it costs more to fix than to replace (like the iPod model), or because not doing so leaves you out of the loop (like the Windows 22 model), the result is the same. It might just make you nostalgic for your old Sony Discman and simple DVD player.

12)

A NO CHANGE

B stop

C fail

D change

13)

(A) NO CHANGE

(B) old: They generally

(C) old; they generally

(D) old, they generally

14)

(A) NO CHANGE

(B) are

(C) is being

(D) have been

15)

(A) NO CHANGE

(B) For example,

(C) In contrast,

(D) Nevertheless,

16)

A NO CHANGE

B be an investment in America's economy?

C buy one that is significantly faster and better?

D be spent on more worthwhile purchases?

17)

A NO CHANGE

B average

C correct

D acceptable

18)

A NO CHANGE

B its

C whose

D their

19)

A NO CHANGE

B who

C that

D whom

20)

A NO CHANGE

B among

C about

D in

21)

Which choice best supports the statement made in the previous sentence?

A NO CHANGE

B unable to open files sent by colleagues or friends,

C unaware of their device's technological obsolescence,

D deceived by the computer and software industry,

22)

A NO CHANGE

B model) the

C model). The

D model): the

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Questions 23–33 are based on the following passage.

Many Americans believe that **23** there is nothing they can do to help prevent child labor around the world. It's not like you can easily find out what goods and services in a **24** provided country are made with child labor or forced labor, or what countries are doing, or should be doing, to address the problem of child labor and forced labor, right?

Well, now there's an app for that.

On September 30, 2015, the Department of Labor released the 14th edition of the annual *Findings on the Worst Forms of Child Labor* report, and we also have brought our flagship reports on child labor and forced labor into the digital age. **25** Along with the report, we launched Sweat & Toil, a new Smartphone app that puts information from our reports on global child labor issues in the palm of your hand.

Just as importantly, we also threw open the gates to our massive reservoir of data on child labor and forced labor through our developer portal, putting over 1,000 pages of information on **26** this at the fingertips of creative people like you. We hope that these tools will amplify and maximize the impact of the work we are doing here at the department to address these issues. The key idea here is **27** that: transformative change can come from anywhere. Government doesn't have all the answers and is only part of the solution.

28 Solving any problem starts with asking questions. For 14 years, our Bureau of International Labor Affairs **29** asked questions about how we can work together as a global community to end child labor. This year's report suggests several important steps, such as the critical importance of providing children with an adequate education and the urgent need to mainstream the elimination of child labor into broader development goals.

Sharing the knowledge you've gained from our reports is a vital step toward meaningful change, and the new Sweat & Toil app is a fantastic tool for raising awareness. **30** Although you don't need the Internet to access the information it contains, you can use it to start a conversation about child labor **31** to any corner of the world, from an office in Washington, D.C., to a backyard in Haiti.

32 Creating lasting change requires substantial efforts on the ground. Struggling families and children need help the most on the ground level. We fund programs to help build the capacity of countries that want to take our suggested actions to protect their children but need a little help—for example, countries with significant **33** mining and quarrying, the sector that shows the greatest number of abuses by countries using child and forced labor. Everyone has an important role to play—including you.



23)

(A) NO CHANGE

(B) their

(C) they're

(D) theirs

24)

(A) NO CHANGE

(B) presented

(C) supplied

(D) given

25)

(A) NO CHANGE

(B) Along with the report we launched Sweat & Toil a new Smartphone app

(C) Along with the report, we launched Sweat & Toil; a new Smartphone app

(D) Along with the report we launched—Sweat & Toil—a new Smartphone app

26)

A NO CHANGE

B them

C these

D such

27)

A NO CHANGE

B these

C this

D those

28)

The author is considering deleting the underlined sentence. Should the sentence be kept or deleted?

A Kept, because it provides general information that sets up the specific information that follows.

B Kept, because it adds a vital detail that is necessary to understand the rest of the paragraph.

C Deleted, because it introduces information that is only loosely related to the rest of the paragraph.

D Deleted, because it contains information that contradicts the main claim of the passage.

29)

A NO CHANGE

B has asked

C has been asking

D will be asking

30)

A NO CHANGE

B Therefore

C Yet

D Because

31)

A NO CHANGE

B in

C for

D at

32)

Which choice most effectively combines the underlined sentences?

- A Creating lasting change requires substantial efforts on the ground, where struggling families and children need help the most.
- B Creating lasting change requires substantial efforts on the ground because struggling families and children need help the most on the ground level.
- C Creating lasting change requires substantial efforts on the ground, and struggling families and children need help the most.
- D Creating lasting change requires substantial efforts on the ground, although struggling families and children need help the most on the ground level.

33)

Which choice offers an accurate interpretation of the information in the graph?

- A NO CHANGE
- B gold
- C sugarcane
- D agriculture

Questions 34–44 are based on the following passage.

What **34** begins as a casual game among colleagues in 1909 has evolved into one of Congress's most anticipated annual pastimes. Each summer, representatives and senators don baseball uniforms and organize teams along party lines, **35** in order to play ball for charity. The Congressional Baseball Game has raised millions of dollars for local charities in the District of Columbia. Spectators include members, congressional staffers, and, occasionally, U.S. presidents, **36** they are world leaders enjoying the friendly competition. More than 100 years later, the Congressional Baseball Game has grown into an institution of its own.

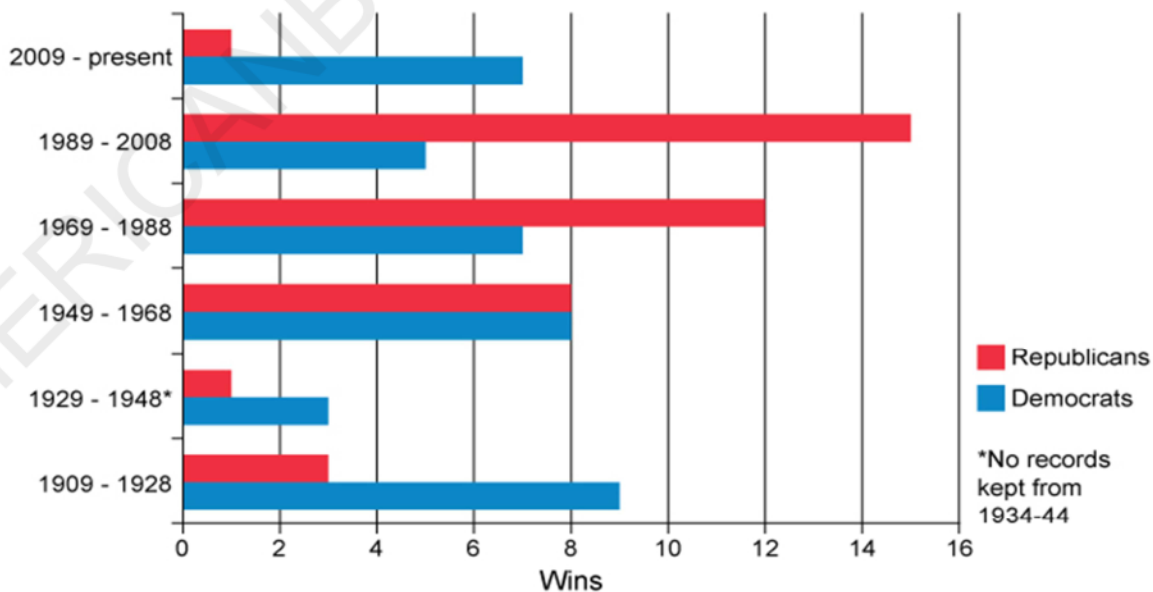
Initially held at American League Park in northwest Washington D.C., games today are played at Nationals Park Stadium, open since 2008. Over the years, the roster has **37** created athletes out of politicians. Former professional baseball players elected to Congress, like Representative Vinegar Bend Mizell (1969–1975), have starred in its annual game. In the case of Representative Mizell of North Carolina, a former professional **38** pitcher, therefore the Republican team was victorious for each year that he played. In 1917, Representative Jeannette Rankin of Montana tossed out the first pitch and kept score, becoming the first woman to participate in the annual event. **39** More than 70 years later, in 1993, Representatives Ileana Ros-Lehtinen of Florida, Maria Cantwell of Washington, and Blanche Lincoln of Arkansas became the first women to break into the starting lineup.

The event has, at times, interrupted the work flow of Congress. In 1914, Speaker James Beauchamp Clark of Missouri became **40** prejudiced against the game's interference with legislative business. An appropriations bill on Civil War cotton damage was to be debated on the House floor, but too many members were absent. Speaker Clark sent an official to the field to return the members to the House chamber, but rain had already canceled the game. The House eventually adjourned without making progress on the bill: **41** Congress members were obviously very indecisive.

Representative James Richards of South Carolina summarized the spirit of the games in a speech on the House floor in 1948:

"Mister Speaker, in all seriousness, I want to say that it is a fine thing when two great parties of a great Nation, the greatest Nation on the face of the earth, can drop the care and worries of Capitol **42** Hill, forget about the heat and temporary animosities of debate, and go out at night to a baseball field where the great American game is played. It is a wonderful thing to get together and show the people of the United States that regardless of the fact that we sometimes differ on party matters, that after all, we love our country and our flag, and like every boy in America, **43** one's great national game."

Congressional baseball game wins from 1909 - present



Question [44] asks about the graphic.

34)

A NO CHANGE

B began

C has begun

D was beginning

35)

A NO CHANGE

B in order for playing

C so that they are playing

D so to play

36)

A NO CHANGE

B presidents are

C their being

D DELETE the underlined portion

37)

Which choice most effectively sets up the information that follows?

- (A) NO CHANGE
- (B) represented men and women equally.
- (C) been the subject of controversy.
- (D) included several memorable players.

38)

- (A) NO CHANGE
- (B) pitcher, the Republican team
- (C) pitcher, so the Republican team
- (D) pitcher: the Republican team

39)

At this point, the author is considering adding the following sentence.

She also made history as the only Congress member to vote against declaring war on Japan after the bombing of Pearl Harbor.

Should the writer make this addition here?

- (A) Yes, because it introduces a serious tone to an amusing subject.
- (B) Yes, because it enhances the reader's appreciation of her contributions.
- (C) No, because it introduces a detail that is irrelevant to the paragraph.
- (D) No, because her congressional vote happened much later in her career.

40)

A NO CHANGE

B amused by

C skeptical of

D frustrated by

41)

Which choice most effectively completes the explanation of a possible reason Congress made no progress?

A NO CHANGE

B The House Speaker had resigned.

C Members remained preoccupied with the unfinished game.

D The aging roof of the House chamber had multiple leaks.

42)

A NO CHANGE

B Hill. Forget

C Hill. Forgetting

D Hill, they can forget

43)

A NO CHANGE

B our

C his

D their

44)

Which choice offers an accurate interpretation of the data in the graph?

A Republicans have posted more wins than Democrats since 1969.

B Congress lost most records of games played during WWII from 1939 to 1944.

C Democrats have struggled to maintain their win record over the last decade.

D The earliest games reflected an equal number of wins by both parties.

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TEST 7

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Questions 1–11 are based on the following passage.

The Earth is a complex, dynamic system we do not yet fully understand. The Earth's **1** system like the human body is comprised of diverse components that interact in complex ways. We need to understand the Earth's atmosphere, lithosphere, hydrosphere, cryosphere, and biosphere as a single connected system, since our planet is changing on all spatial and temporal scales.

The purpose of NASA's Earth Science program is to develop a scientific understanding of the Earth's system and **2** its response to natural or human-induced changes. The program is also designed to improve predictions of climate, weather, and natural hazards.

A major component of NASA's Earth Science Division is a coordinated series of satellite and airborne missions for long-term global observations of the land surface, biosphere, solid Earth, atmosphere, and oceans. This coordinated approach enables an improved understanding of the Earth as an integrated system **3** that works together. NASA is completing the development and launch of a set of Foundational missions, new Decadal Survey missions, and Climate Continuity missions.

4 While these observations have proven invaluable, NASA and the Agency's research partners will continue to **5** devise the use of both space-borne and aircraft measurements. These calculations will be used to characterize, understand, and predict variability and trends in the Earth's system for both research and applications.

The Earth is the only planet we know to be capable of sustaining life. **6** It is our lifeboat for space travel. Over the past 50 years, the world population has doubled, grain yields have tripled, and economic output has grown sevenfold. Earth science research can ascertain whether and how the Earth can sustain this growth in the future. Also, a third of the US economy—\$3 trillion annually—**7** are influenced by climate, weather, and natural hazards, providing an economic incentive to study the Earth.

NASA Earth System Science conducts and sponsors research, collects new observations, develops technologies, and **8** science and technology education is extended to learners of all ages. **9** NASA works closely with its global partners in government, industry, and the public to enhance economic security and environmental stewardship, benefiting society in many tangible ways.

NASA conducts research to answer basic science questions about the changes in climate, weather, and natural **10** hazards, it delivers sound science that helps decision-makers make informed decisions. NASA is able to inspire the next generation of explorers by providing opportunities for learners of all ages. Educational explorers will be able to investigate the Earth system using unique **11** one of a kind NASA resources and research. The result will be stronger science, technology, engineering and mathematics learning programs throughout the United States.

1)

A

NO CHANGE

B

system, like the human, body

C

system, like the human body,

D

system like the human body,

2)

A NO CHANGE

B it's

C there

D their

3)

A NO CHANGE

B by blending a variety of parts.

C meant to function in combination.

D DELETE the underlined portion.

4)

Which choice provides the most effective transition from the previous paragraph?

A NO CHANGE

B In order for their calculations to be accurate,

C For the sake of ongoing studies,

D Along with these missions,

5)

A NO CHANGE

B pioneer

C relaunch

D manufacture

6)

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

A Kept, because it adds essential details to reinforce the paragraph's main idea.

B Kept, because it uses an effective metaphor that relates to the passage's main idea.

C Deleted, because it includes unnecessary information that fails to connect sentences.

D Deleted, because it repeats ideas from both the preceding and following sentences.

7)

A NO CHANGE

B is influenced

C influences

D have influenced

8)

Which choice most closely matches the stylistic pattern established earlier in the sentence?

A NO CHANGE

B the extension of science and technology

C extending science and technology education

D extends science and technology education

9)

A NO CHANGE

B NASA works, closely with its global partners

C NASA works closely, with its global partners

D NASA, works closely with its global partners,

10)

A NO CHANGE

B hazards and

C hazards, NASA

D hazards,

11)

A NO CHANGE

B special

C particular

D DELETE the underlined portion.

Questions 12–22 are based on the following passage.

Diabetes is a **12** disease: in which blood glucose (sugar) levels are above normal. Most of the food we eat is turned into sugar for our bodies to use as energy. The **13** pancreas, an organ lying near the stomach makes a hormone called insulin to help sugar get into the cells of our bodies. When you have diabetes, your body either doesn't make enough insulin or can't use its own insulin as well as it should. This causes sugar to build up in your blood. **14**

There are three main types of diabetes: type 1, type 2, and gestational. Type 1 diabetes is usually diagnosed in teens and young adults, and we don't know how to prevent it. Type 2 diabetes is usually diagnosed in **15** adults, although it is becoming more common in children) and is linked to obesity. It can often be prevented and even **16** improved by having a better attitude. Some ways to do so include getting enough physical activity, eating healthy foods, and losing weight. Gestational diabetes occurs during pregnancy and is a risk factor for developing type 2 diabetes later in life.

17 Before developing high blood sugar, beware of the warning labels for a condition called pre-diabetes. Everyone with pre-diabetes **18** is at higher risk for developing type 2 diabetes and other serious health problems, such as heart disease and stroke. People may have pre-diabetes and be at risk for type 2 diabetes if **19** he or she is 45 years of age or older, are overweight, have a family history of type 2 diabetes, have high blood pressure, are physically active less than three times a week, or have ever had gestational diabetes or given birth to a baby who weighed **20** more than 9 pounds.

The Centers for Disease Control and Prevention (CDC) estimate that more than 29 million people 20 years of age or older in the United States have diabetes (12.3% of the adult population), and 1 in 4 of them are not **21** cognizant of it. Approximately 2 in 5 U.S. adults are expected to develop diabetes during their lifetime, and the numbers look even worse for some African American and other ethnic minority groups: 1 in 2 Hispanic men and women and non-Hispanic black women are expected to develop the disease. In fact, Hispanics have a 51% higher death rate from diabetes than whites and are more likely to develop end-stage renal disease, or kidney failure, as well as other complications **22** in addition.

12)

A NO CHANGE

B disease in which

C disease, in which

D disease in which,

13)

A NO CHANGE

B pancreas an organ lying near the stomach,

C pancreas, an organ, lying near the stomach,

D pancreas, an organ lying near the stomach,

14)

The writer is considering deleting the previous sentence. Should the author make this change?

A Yes, because it does not support the main idea addressed in the passage.

B Yes, because it supplies extraneous details that distract from the paragraph's purpose.

C No, because it clarifies the preceding sentence by further explaining a result.

D No, because it introduces the following sentence by discussing different causes.

15)

A NO CHANGE

B adults; (although

C adults (although

D adults although

16)

Which choice most effectively sets up the list of examples that follows in the next sentence?

(A) NO CHANGE

(B) enhanced with regular physical exams.

(C) reduced with appropriate medication.

(D) reversed by following a healthy lifestyle.

17)

Which choice best connects the sentence with the previous paragraph?

(A) NO CHANGE

(B) Another related health concern that is often undiagnosed and undetected is

(C) Many symptoms show that babies might be prone to developing

(D) High blood sugar and other types of diabetes lead to

18)

(A) NO CHANGE

(B) are

(C) is being

(D) has been

19)

A NO CHANGE

B they are

C we are

D it is

20)

A NO CHANGE

B more, than

C more then

D more, then

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21)

A NO CHANGE

B vigilant

C heedful

D wary

22)

A NO CHANGE

B on top of these

C likewise

D DELETE the underlined portion, and end the sentence with a period.

Questions 23–33 are based on the following passage.

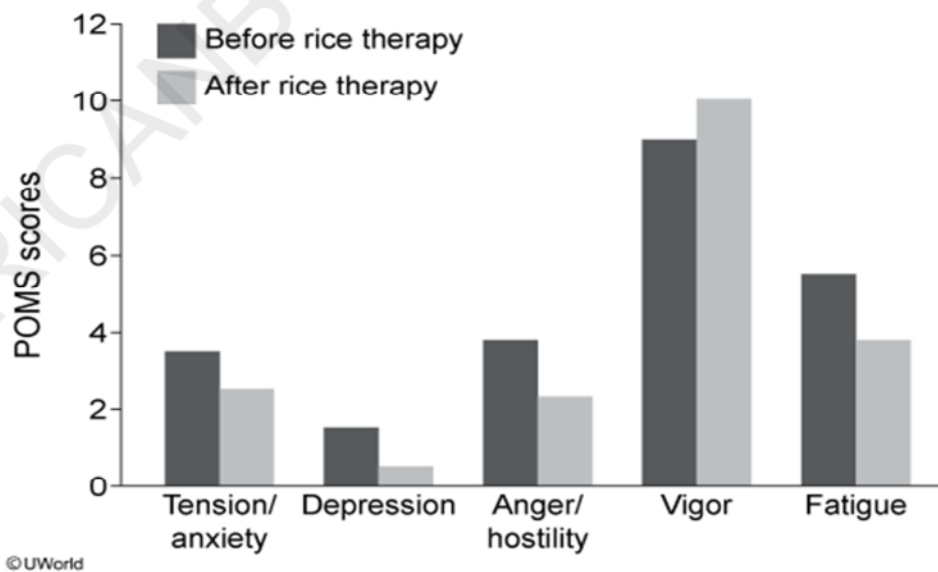
Rice is the main staple food for approximately 70 percent of the world's population, most of **23** who live in the Asia-Pacific region. In many countries, rice contributes to health by supplying dietary energy, proteins, and fat. **24** In Japan, the average citizen consumes 60 grams of protein a day, and half comes from rice. It accounts for more than 50 percent of the diet in Bangladesh, Myanmar, Lao PDR, Vietnam, and Indonesia. In this regard, the nutritional aspects of rice should be re-evaluated.

Until the late 19th century, Japanese traditional meals were composed of unpolished brown rice and barley as staple food, miso (fermented soy) soup and side dishes cooked with vegetables, soybean products, and different varieties of roots. In the Meiji era (1868–1905), though, polished rice became popular, and beriberi, a debilitating condition, increased to epidemic proportions until vitamin B₁ was found in rice bran. **25** After World War II polished rice, meat, eggs, and dairy products became the **26** large food items composing main and side dishes in Japanese kitchens. **27** For instance, these new dietary habits largely account for the high prevalence of metabolic syndrome and other lifestyle-related chronic diseases in today's Japanese population.

There is, however, a traditional Japanese way of eating focusing on macrobiotics. Whole grains and whole foods are emphasized as central to the macrobiotic diet. Locally produced, **28** organically grown too, and minimally processed foods are also recommended. The macrobiotic dietary habit of eating brown rice seems to contribute to the healthy state of its practitioners. Organic rice can also be used as a means **29** of removing arsenic from the body and other toxic chemicals ingested from fertilizers and insecticides. In addition, brown rice increases the amount of chewing a person does more than when eating meat or fish dishes. Increased chewing acts to prevent fast eating, which can lead to obesity, and it relieves stress. **30**

So brown rice could be called the "medical rice for health." The effects of eating brown rice have gained attention for preventing and treating not only beriberi and constipation, but also other chronic diseases. To that end, many different kinds of brown rice **31** is developed in Japan and other rice-producing countries. Some varieties are expected to prevent various diseases or to be used for dietary therapy. For example, "super-hard" high-amylose rice could be used for diabetic patients, low-protein or low-gluten rice for patients with kidney failure, GABA-rich large germ rice is expected to improve mental health, and rice with high antioxidant properties—like black rice, even—could be effective for the prevention of cancer and other diseases.

For these reasons, it **32** was time to introduce the concept of medical rice for disease prevention and treatment. **33** A return to traditional Japanese ways, such as macrobiotic eating, could have lasting benefits for individuals as well as for the world.



Pregnant mothers' stress measured by POMS (Profile of Mood States) scores after 14 days of brown rice consumption

23)

A NO CHANGE

B who lives

C whom live

D whom lives

24)

Which choice best supports the main idea of the paragraph?

A NO CHANGE

B Rice production has enabled many countries in the region to join the global trade market.

C Although scientific evidence links the origin of rice to China, it is grown throughout the world.

D Other important crops include wheat and maize, yet vegetable consumption has been on the rise.

25)

A NO CHANGE

B After, World War II polished rice,

C After World War II, polished rice,

D After World War II polished rice

26)

A NO CHANGE

B major

C highest

D vast

27)

A NO CHANGE

B Likewise,

C Meanwhile,

D Consequently,

28)

A NO CHANGE

B also organically grown,

C organically grown,

D in addition to organic,

29)

A NO CHANGE

B through

C by

D DELETE the underlined portion.

30)

At this point, the writer is considering adding the following sentence based on the information provided in the graph.

In fact, based on studies, adding brown rice to a pregnant woman's diet can boost mood and energy levels.

Should the writer make the addition here?

A Yes, because it addresses a potential concern regarding the safety of food therapy.

B Yes, because it illustrates an additional example of a health benefit of brown rice.

C No, because it is not an accurate interpretation of the data provided by the graph.

D No, because it introduces a new topic without providing further explanation.

31)

A NO CHANGE

B have been developed

C had been developed

D is being developed

32)

A NO CHANGE

B is

C will be

D has been

33)

Which choice is the best conclusion to the passage?

A NO CHANGE

B As more diseases threaten the world's population, an emphasis on early detection and treatment is more crucial than ever to ensure our continuing health.

C The health effects of brown rice are well known, and evidence about its medicinal benefits strongly supports the consumption of brown rice in meals.

D Because of the potential of rice to treat illnesses, new research being conducted on two other ancient grains—amaranth and quinoa—holds similar promise.

Questions 34–44 are based on the following passage.

Forgotten failures

In 1815, the British government sent a large, well-financed army expedition into the African interior. Its mission was to march inland, contact African states to establish trading **34** relations: then follow the Niger to its outlet. That mission would be swept away by the implacable realities of Africa.

So what went wrong? The expedition consisted of **35** a small military force, 69 Royal African Corps troops (40 white, 29 black), 32 African civilians, 200 pack animals, several field cannons, various other weapons, plentiful gifts for local rulers, and the standard necessities for such a force. **36** The party was still in base camp when its commander succumbed to some sort of fever, as did another officer. Unbowed, the expedition set out under a new commander, Captain Campbell.

While disease threatened the men, it was even more deadly to the animals, **37** which proved to be the expedition's undoing. The expedition had moved scarcely a hundred miles when losses drove it to bury its field guns and appeal to a local ruler for porters. **38** That ruler was known as the Almamy. He shrewdly negotiated with the British, upping demands repeatedly and withdrawing aid until those demands were met. It gradually dawned on Campbell that he would not reach his destination: the Almamy wanted to prevent him from supplying another kingdom with arms. **39** Simultaneously, the expedition abandoned its supplies and retreated to the coast, where Campbell promptly died, as did the officer who succeeded him.

40 Just the beginning? Hardly. In an astonishing act of hubris, the British gave it another go, and with a stubbornness that beggars belief, they adopted the same strategy that had proven so disastrous the first time—now under Major Gray's command. Once again it relied on pack animals to move supplies, and once again they succumbed to diseases. Once again it tried to hire porters from local rulers, and once again those rulers made extortionate demands while working "to oppose progress." Throughout these ordeals, Gray insisted he was driven by a disinterested desire to reach and trace the Niger. "Whenever I **41** am speaking of my anxiety to see the Niger," Gray reports, his African interlocutors "asked me if there were no rivers in the country... we inhabit." Despite many such disputes with his local guides, **42** Gray never actually set eyes on the Niger.

Yet these failures exposed the disparity between ambition and achievement. The British still lacked the capacity to enter the continent and intervene in **43** its affairs. This was partly due to diseases, but it was also due to the African **44** peoples, they were able to undermine the British at every turn. Successful explorers recognized their vulnerability and collaborated with indigenous parties. The expeditions discussed here demonstrate that the explorers of Africa may have been the harbingers of colonial conquest, but they were hardly its agents.

34)

A NO CHANGE

B relations; and

C relations, and

D relations, then

35)

A NO CHANGE

B food for several months,

C horses and camels to carry supplies,

D DELETE the underlined portion.

36)

At this point the writer is considering adding the following sentence.

While the expedition's objectives were more diplomatic than scientific, it did include a naturalist, the German Adolphus Kummer.

Should the writer make this addition here?

A Yes, because it provides a detail that helps establish the purpose of the expedition.

B Yes, because it gives more information about the composition of the expedition.

C No, because it interrupts the paragraph's discussion with irrelevant information.

D No, because it fails to take into account the expedition's militaristic objectives.

37)

A NO CHANGE

B and

C that

D this

38)

Which choice most effectively combines the underlined sentences?

- A "The Almamy" was the title of the ruler, and he was a shrewd negotiator who repeatedly upped his demands and withdrew aid from the British until they gave in.
- B That ruler, the Almamy, proved a shrewd negotiator and repeatedly upped demands, withdrawing aid until the British gave in.
- C By repeatedly upping demands then withdrawing aid until the British gave in, this ruler, the Almamy, proved to the British that he was a shrewd negotiator.
- D In a display of shrewd negotiation, that ruler, the Almamy, repeatedly upped his demands on the British and withdrew his aid until the British gave in.

39)

A NO CHANGE

B Eventually,

C Nevertheless,

D Similarly,

40)

A NO CHANGE

B More to the tale?

C All in vain?

D End of story?

41)

A NO CHANGE

B have spoken

C speak

D spoke

42)

The writer wants a conclusion to the sentence and paragraph that logically completes the discussion of Major Gray's expedition and provides an effective transition into the next paragraph. Which choice best accomplishes these goals?

A NO CHANGE

B This continued for nearly six years before Gray was forced to ask the French for help.

C Gray continued insisting, as he had heard many tales of the Niger's exceptional beauty.

D They failed to persuade him against continuing the expedition.

43)

A NO CHANGE

B it's

C their

D those

44)

A NO CHANGE

B peoples: they

C peoples, which

D peoples; who

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AMERICAN

TEST 8

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Questions 1–11 are based on the following passage.

Conservation and Management of Monarch Butterflies

Monarch butterflies are one of the most **1** recognizable and charismatic, even superstar, insects of North America. Each year, monarchs undertake long-distance, seasonal migrations **2** which ranged across Canada, Mexico, and the United States. These migrations take them from overwintering areas in coastal California and the Oyamel fir forests of central Mexico to their northernmost range in southern Canada.

The amazing annual migrations capture the hearts and minds of communities along their path. Because of the public's affection **3**, they bring countries together for the cause of monarch conservation. As autumn approaches and the **4** availability for flowering plants **5** become limited in northern areas, monarch butterflies seek areas for winter layovers. From inland mountains and meadows in the Western United States, monarch butterflies flock to critical forest habitat along coastal California. Here, they cling to the leaves of eucalyptus, Monterey pine, and other trees, and then to each other—forming long cascading tendrils of fluttering black and orange wings. Similarly, monarch butterflies from Eastern Canada and the Eastern United States migrate southward to high mountain forests in Mexico to spend the winter, clustering tightly on Oyamel fir tree trunks and branches.

As spring approaches, monarch butterfly populations return northbound to flower-rich areas in the Southern and Western United States. Three to four generations later, they arrive at the northeastern limits of their range. **6** Monarchs fly long distances, **7** to mate along their migration routes, and lay their eggs on milkweed plants across the nation. Eye-catching yellow, black, and white caterpillars feed on milkweed. They later morph inside a gold-flecked, lime-green chrysalis **8** into a stunning orange black, and white, adult butterfly. The mysterious cycle of migration continues annually, with newly hatched monarchs instinctively knowing where to head for the next stage of the migration phenomenon. When fall arrives, the great-great-grandchildren of the original overwintering monarch butterflies embark on the migration route of their ancestors. These butterflies find the same forests to spend the winter in that their predecessors **9** had been finding generations ago. How they consistently flock to the same locations during migration remains to this day one of science's unsolved mysteries.

Not long ago, **10** accumulated masses, of monarch butterflies on fir trees in Mexico were heavy enough to cause entire branches to break. For more than a decade, monarch butterfly numbers have been declining yearly. Population **11** investigations for 2014 are at record low levels—so low that scientists fear the migration phenomenon and monarch butterfly populations as a species are at heightened risk of extinction. Monarch butterflies need our intervention to continue to exist on the planet.

1)

A NO CHANGE

B charismatic even superstar

C recognizable and charismatic

D recognizable and infamous

2)

A NO CHANGE

B that ranged

C ranging

D with range

3)

At this point the writer is considering adding the following information.

and serious declines in monarch butterfly populations

Should the writer make this addition here?

A Yes, because it illustrates the reason for the cooperation of countries mentioned later in the sentence.

B Yes, because it provides a specific example of international conservation discussed in the sentence.

C No, because it interrupts the flow of the sentence by introducing irrelevant information.

D No, because it weakens the focus of the passage by discussing a subject other than monarch migrations.

4)

A NO CHANGE

B available for

C availability of

D available to

5)

A NO CHANGE

B became

C will become

D becomes

6)

Which choice most logically follows this sentence?

A Monarch butterflies have beautiful, vibrant coloring that makes them easily identifiable.

B The population of monarch butterflies has decreased drastically during the past 15 years.

C The milkweed plant is a staple of the monarch butterfly diet that is found in many places.

D The generational lag occurs because adult monarch butterflies live for only two to six weeks.

7)

A NO CHANGE

B mate along their migration routes,

C they mate along their migration routes,

D mating along their migration routes,

8)

A NO CHANGE

B into a stunning orange black, and white adult butterfly.

C into a stunning orange, black and white, adult butterfly.

D into a stunning orange, black, and white adult butterfly.

9)

A NO CHANGE

B will find

C found

D would have found

10)

A NO CHANGE

B accumulated masses of monarch butterflies on fir trees

C accumulated masses, of monarch butterflies, on fir trees

D accumulated, masses of monarch butterflies on fir trees

11)

A NO CHANGE

B conclusions

C estimates

D judgments

Questions 12–22 are based on the following passage.

Fortune Head Geologies

Fortune Head is the location of a "Global Boundary Stratotype Section and Point." This means it is an internationally recognized reference point in the geologic record, a moment in time and space marked by either a real or **12** fake golden spike. A reference point, of course, permits the discussion of one location by describing its relationship to another. **13** For example, the line drawn between the Cambrian and Precambrian periods is such a reference point. These periods provide a path for scientists to navigate the nebulous waves of deep time as they crash together, hinting at the formation of the Earth.

After reading about Fortune **14** Head I decided to go and study this geologic treasure myself. On a windy spring day I photographed the rocks, but I could not see the dividing line. **15** The strata of rock, like the ticks of a clock, suggest a great passage of time, but still appear indistinct. The dark grey band near the bottom of the rocks is only the result of waves crashing against **16** it.

The Precambrian-Cambrian division is significant in the history of the earth. The **17** Ediacaran and the period preceding the Cambrian was an era of soft-bodied and frond-like creatures. The Cambrian was a period of great change; it is even described as an explosion, although explosions in geological time still take millions of years. It was a time of massive earthquakes and continental change. New landmasses, oceans, and mountains formed. The very chemistry of the earth system changed. **18** It was also a time of great evolutionary surges, an explosion of new life forms that brought to the world novel biological features, including skeletons, predation, and sexual reproduction.

One important sign that confirms rocks from the Cambrian era is the evidence of "bioturbating" organisms—that is, organisms that **19** disturb and displace sediments. When they were alive, these small, soft-bodied animals **20** burrow through the ocean strata while eating the sediment that collected there. Their burrow patterns left distinctive, fossilized traces in the geologic record and are abundant in the rocks of Fortune Head.

21 However, our human burrowing activities are marked in the landscape here, too. A rusty orange stain crumbles out of a gully between the grey strata and into the ocean. The men in the nearby lighthouse apologize for **22** its presence, explaining that it is the remains of an old garbage dump which served the town of Fortune before the geological significance of the site was known, that is, before it was re-marked as a reference point.

12)

A NO CHANGE

B model

C intangible

D theoretical

13)

Which choice most effectively combines the underlined sentences =

- A** There is a line drawn at Fortune Head, and that line—the one between the Cambrian and the Precambrian—is a reference point that allows the scientists who study it to navigate the nebulous waves of deep time, as those waves crash together and hint at the formation of the Earth.
- B** In this case, the reference is the line drawn between the Cambrian and Precambrian periods, which provide a way for scientists to navigate the nebulous waves of deep time as they crash together, hinting at the formation of the Earth.
- C** Scientists navigating the nebulous waves of deep time as they crash together, hinting at the formation of the Earth, require a path provided by the reference point of line drawn between the Cambrian and Precambrian periods.
- D** The path for scientists to navigate the nebulous waves of deep time that crash together and hint at the formation of the Earth is provided by the Cambrian and Precambrian periods, and the line between them at Fortune Head provides a reference point.

14)

A NO CHANGE

B Head:

C Head,

D Head. Then,

15)

The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A Kept, because it helps explain the purpose of the strata of rock.
- B Kept, because it illustrates a situation discussed in the paragraph.
- C Deleted, because it blurs the paragraph's focus with a poorly integrated analogy.
- D Deleted, because it creates confusion about what the "dividing line" is.

16)

- A NO CHANGE
- B themselves.
- C the band.
- D them.

17)

- A NO CHANGE
- B Ediacaran: the period preceding the Cambrian,
- C Ediacaran, the period preceding the Cambrian,
- D Ediacaran—the period preceding the Cambrian,

18)

Which choice most effectively concludes the paragraph?

A NO CHANGE

B The sudden abundance of oxygen in the atmosphere is often cited as a factor in the development that characterized the period.

C Unfortunately, as with any explosion, the Cambrian explosion left scars on this earth, many of which persist even to this day.

D Yet, for all the monumental changes that set the Cambrian period apart, the line between it and the surrounding periods is hard to see after more than 500 million years.

19)

A NO CHANGE

B disturb or displace

C disturb and cause displacement in

D disturb

20)

A NO CHANGE

B burrowed

C can burrow

D have burrowed

21)

A NO CHANGE

B Consequently,

C That said,

D Unfortunately,

22)

A NO CHANGE

B it's

C their

D there

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Questions 23–33 are based on the following passage.

[1] Non-communicable diseases (NCDs) are being studied to find cures. [2] NCDs 23 cause over 36 million death's each year and are highly prevalent in low- and middle-income countries. [3] It is estimated that 16 million people die before age 70 due to NCDs. [4] NCDs are the leading cause of hospital admissions and premature deaths. [5] Some NCDs include diabetes, asthma, hypertension, heart attacks, cancer, obesity, and depression. [6] In 2012, cardiovascular diseases, cancer, respiratory diseases, and diabetes 24 merged, contributing to 17.5 million deaths, or 82% of all NCD deaths worldwide. 25

Some of the major NCDs like diabetes, hypertension, and dyslipidemia are attributed to unhealthy lifestyle behaviors. A few prominent risk 26 factors, such as smoking, physical inactivity, alcohol use, and unhealthy diet, have been associated with NCD deaths.

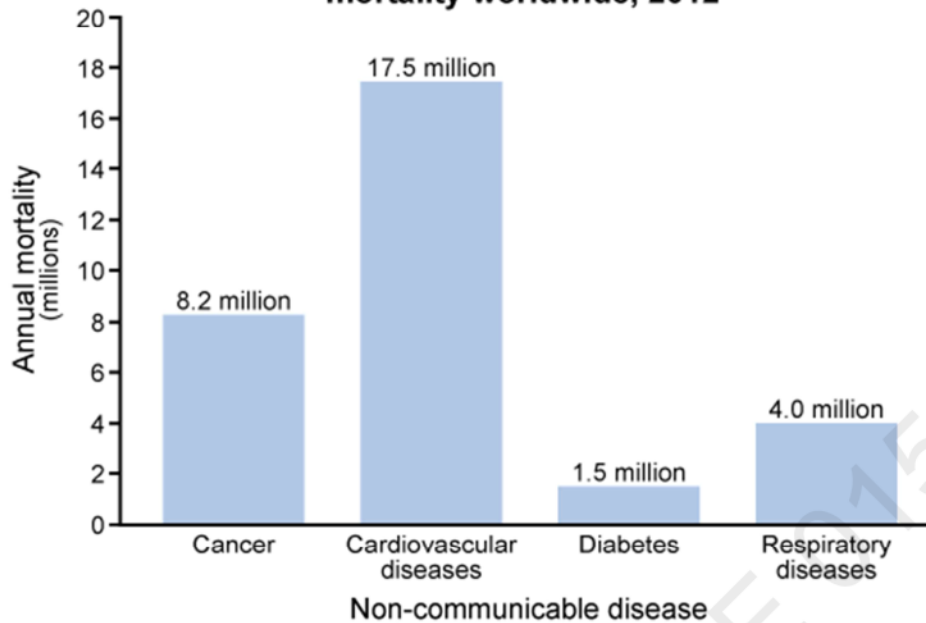
Numerous efforts have been made to tackle NCDs. 27 Moreover, diabetes health awareness campaigns regarding diet, physical activity, and education have been implemented. Although some awareness has been created, it's not nearly enough. Awareness through education is important in preventing 28 NCDs. This educational awareness must have the proper focus. According to a study on the effectiveness of health communication campaigns, understanding the reasons for making behavioral changes is more important than simply being aware that a problem exists.

Many studies have shown that risk factors for NCDs such as diabetes are inversely associated with education; however, low education is not a hindrance to behavioral lifestyle changes. 29 Knowledge of the progression and symptomatology of diseases such as diabetes and hypertension, as well as awareness and management of the risk factors that could be prevented by lifestyle changes, 30 is still lacking among the general population. This was noted in a diabetes prevention program in Finland (FIN-D2D). This project, conducted by the Finnish Diabetes Association, was aimed at preventing type 2 diabetes. By raising the awareness of diabetes and its risk factors, FIN-D2D helped participants with lifestyle changes as well as early diagnosis and management of type 2 diabetes.

However, knowledge does not always result in changed behavior. For example, a study of hypertension in Gandhinagar, Gujarat, has shown that subjects have good knowledge of the disorder but are poor in 31 its attitude and practice. Similarly, a study in Nepal on cardiovascular 32 health cites experts who claimed "among those with satisfactory knowledge, only a small percentage had highly satisfactory attitudes and satisfactory or highly satisfactory practices."

Being unwilling to change is one of the reasons why NCDs are difficult to tackle. When people are eventually diagnosed with NCDs, they are aware of the negative factors of these diseases, but it may be too late 33 as the disease may have been developing for quite some time before diagnosis.

Non-communicable diseases and mortality worldwide, 2012



©UWorld

23)

- (A) NO CHANGE
- (B) cause over 36 million deaths
- (C) could have caused over 36 million deaths
- (D) have caused over 36 million deaths'

24)

The writer wants to include information from the graph that is consistent with the description of NCDs in the passage. Which choice most effectively accomplishes this goal?

- (A) NO CHANGE
- (B) individually, contributing to 1.5
- (C) combined contributed to 31.2
- (D) separately contributed to 12.2

25)

To make this paragraph most logical, sentence 5 should be

- (A) placed where it is now.
- (B) placed before sentence 1.
- (C) placed after sentence 1.
- (D) DELETED from the paragraph.

26)

- (A) NO CHANGE
- (B) factors, such as:
- (C) factors such as:
- (D) factors, such as,

27)

- (A) NO CHANGE
- (B) Despite this,
- (C) Nevertheless,
- (D) For example,

28)

Which choice most effectively combines the sentences at the underlined portion?

A NCDs, which

B NCDs: it

C NCDs, but it

D NCDs that

29)

At this point, the writer is considering adding the following sentence:

People can change regardless of their financial situation.

Should the writer make this addition here?

A Yes, because it reinforces the point in surrounding sentences.

B Yes, because it adds essential propaganda to support the topic.

C No, because it offers repetitive and redundant findings.

D No, because it includes off-topic, extraneous information.

30)

A NO CHANGE

B are still lacked

C has still lacked

D have still been lacking

31)

A NO CHANGE

B it's

C there

D their

32)

A NO CHANGE

B health cites experts who claimed,

C health cites, experts who claimed

D health, cites experts who claimed,

33)

A NO CHANGE

B even though

C so that

D where

Questions 34–44 are based on the following passage.

Two Degrees of Caution passage

The Paris Agreement calls for holding the **34** severe rise in global average temperature to "well below 2°C above pre-industrial levels," while "pursuing efforts to limit the temperature increase to 1.5°C." How much difference could that half-degree of wiggle room possibly make in the real world? Quite a bit, it appears.

The European Geosciences Union examined the impact of a 1.5°C versus a 2.0°C increase by the end of the century. It found that the jump from 1.5°C to 2°C raises the impact by about that same fraction, very roughly, on most of the phenomena the study covered (like heat waves, storms, and sea level rise).

But in some cases, that extra jump to 2°C **35** is somewhat useful. Up to 1.5°C, production of wheat and soy is forecast to increase, partly because warming is favorable for farming in higher latitudes and partly because the added carbon dioxide in the **36** atmosphere. Carbon dioxide is largely responsible for the temperature increase, is thought to have a fertilization effect. But at 2°C, that set of advantages **37** is plummeting by 700% for soy and disappears entirely for wheat.

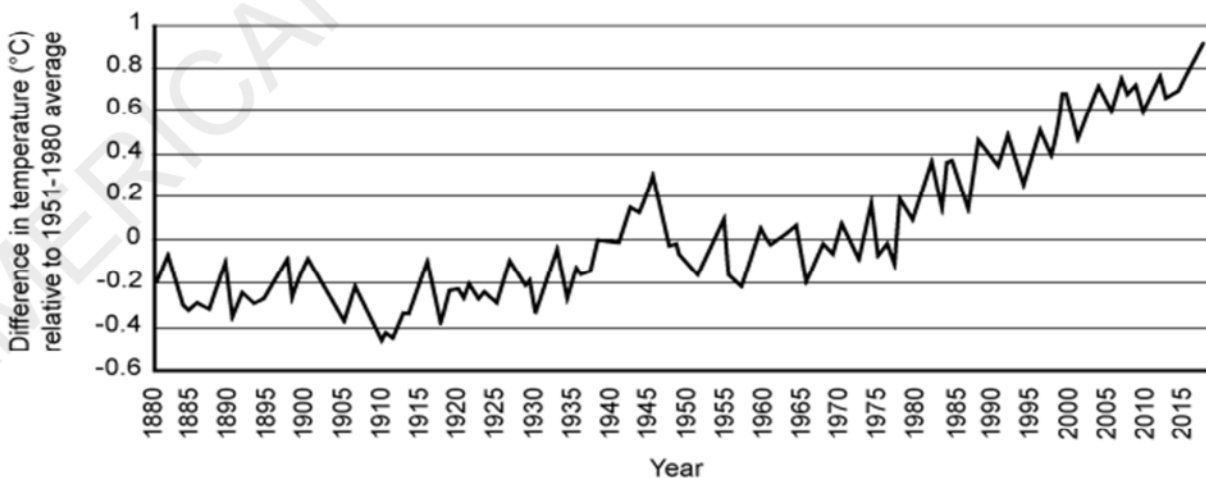
[1] Felix Landerer, who studies sea level and ice at NASA's Jet Propulsion Laboratory (JPL), said timescale is critical to forecasting how high the ocean will rise. [2] Studies show that giant glaciers melt not only from the top down, but also from the bottom up as relatively warm ocean water makes its way to their undersides. [3] "At two degrees," he said, "you might have crossed a threshold for significantly more sea level rise than indicated." [4] In other words, even if we are able to limit the rise in global air temperature to 2°C by the end of the century, the seas and ocean remain at a high enough temperature that **38** it's heat can continue melting ice sheets and thus raise sea level far beyond that point in time. **39**

"The air temperatures level off; you stabilize them; **40** and you have committed to sea level rise over multiple centuries," Landerer said. "So it's good to stay away from two degrees. That's an experiment you don't want to **41** run. That's an experiment that would potentially wipe Florida off the map."

JPL's Michelle Gierach attended the conference that produced the Paris Agreement and was happy to see the ocean and climate getting their due attention. But **42** there exists many difficulties in turning that attention into action over a long period of time.

"It's very against how our society is now," she said. "We want to see something impossibly **43** fast: climate repair in a matter of moments, not decades. That's not something that's going to happen with climate change. You need to just keep pursuing it and know that generations down the road will reap the benefits."

Global Temperature: Annual Averages
(1880-2015)



Question **44** asks about the graphic.

34)

The writer wants to convey an attitude of genuine concern and to avoid the implication that the problem is unavoidable. Which choice best accomplishes this goal?

A NO CHANGE

B unending

C inevitable

D present

35)

Which choice most effectively sets up the information of the paragraph that follows?

A NO CHANGE

B can go by relatively unnoticed.

C makes things much worse.

D only affects plant life.

36)

A NO CHANGE

B atmosphere, which

C atmosphere

D atmosphere, because it

37)

A NO CHANGE

B plummet

C plummets

D will plummet

38)

A NO CHANGE

B its

C there

D their

39)

To improve the cohesion and flow of this paragraph, the writer wants to add the following sentences.

"I would frame the discussion," he said, "in the context that...there is growing concern that the ice sheets are very sensitive to the surrounding ocean warming."

The sentence would most logically be placed after

A sentence 1.

B sentence 2.

C sentence 3.

D sentence 4.

40)

A NO CHANGE

B but

C consequently,

D furthermore,

41)

A NO CHANGE

B run, and such an experiment

C run because it

D run. That experiment

42)

A NO CHANGE

B has been

C will be

D are

43)

A NO CHANGE

B fast, climate

C fast. Climate

D fast; climate

44)

Which choice offers an accurate interpretation of the data in the graph?

A The Earth's average temperature has increased every year since 1980.

B Every annual average since 1980 has been above the 1951–1980 average.

C No annual average before 1980 was above 0.2°C.

D The lowest average temperature on the graph was before 1900.

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TEST 9

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Questions 1–11 are based on the following passage.

Increased sugar intake has become a major concern in the United States over the past few decades, with particular concern related to sugar-sweetened beverages. Between 1977 and 1996, all age groups in the United States (US) 1 more than doubled their consumption of sugary beverages to over twice the amount they had previously consumed. In 2000, the average American citizen consumed 260 grams of sugar per day, although the United States Department of Agriculture (USDA) recommends no more than 40 grams per 2 day, this amount is equivalent to one 12-ounce soft drink. The United States also has an increasing rate of mental health disorders, especially depression and anxiety. According to the National Institutes of Health (NIH), 15.7 million 3 adults—6.7% of the US—reported having at least one major depressive episode in 2013. The NIH also reported that an estimated 18% of the adult population identifies themselves as having an anxiety disorder, with 4% of these being classified as "severe." 4 The increase in mental health disorders has reached a crisis point in the US, surpassing even obesity as a national epidemic and should be given higher priority in research settings.

In our recent studies, we found that sugary drink consumption was positively associated with depression, controlling for age, sex, and measures of socio-economic status. 5 For this research, fruit juices and artificially sweetened beverages were not considered as sugary drinks, only soda and other sugar-sweetened drinks. For every sugary drink consumed daily, the odds of depression increased by 5%. Depression was also independently associated with race, with non-Hispanic blacks being 60% more likely to be depressed than non-Hispanic whites. 6 Additionally, results indicated sugary beverages may have a greater effect on women than men.

Regardless of race and gender, the association between sugar consumption and depression is especially concerning in 7 young children, tweens, and teens, as this age 8 groups' rates for both are dramatically increasing. An Australian study reported that individuals who 9 consumed more than a half liter of soft drinks per day had approximately a 60% greater risk of having depression, stress, suicidal ideation, and psychological distress than those who did not consume soft drinks. A cross-sectional study in China of 12-19-year-old students 10 finds an association between soda intake and suicidal plans or attempts. Individuals who consumed at least three soft drinks per day were 80% more likely to attempt suicide than non-consumers. Additionally, a survey in 2005 in California reported 40% of 2-11-year-old children consumed at least one soda per day. A significant association between soda consumption and withdrawn behavior, attention, and aggressive behaviors has been reported among urban 5-year-olds. This may influence the occurrence of mental disorders as the children grow.

As policymakers look to advocate against high sugar contents in foods and beverages, this data can provide additional support for 11 its recommendations. Lowering the allowable sizes of sugar-sweetened beverages available for purchase or informing consumers of the health consequences of their beverage choices is important to begin reducing the prevalence and frequency of preventable illnesses.

1)

Between 1977 and 1996, all age groups in the United States **1** more than doubled their consumption of sugary beverages to over twice the amount they had previously consumed.

A NO CHANGE

B drank more than twice, or double, the number of sugary beverages than previously.

C consumed double or more the previous sugary beverages in amounts over twice as much.

D more than doubled the amount of sugary beverages they had previously consumed.

2)

A NO CHANGE

B day—the recommendation of

C day, the equivalent of

D day; the recommended equivalent to

3)

A NO CHANGE

B adults, 6.7% of the US

C adults and 6.7% of the US

D adults; 6.7% of the US;

4)

Which choice most effectively concludes the paragraph =

A NO CHANGE

B Traditional treatments for depression and anxiety have involved prescription medication; however, health care providers now recommend holistic remedies, such as exercise and meditation.

C Since its inception in 1887, the NIH has played a key role in identifying health concerns and eradicating them; there is little doubt the NIH will continue its work in this field.

D Both the increased levels of sugar intake and mental illnesses are major public health concerns in the US, leading many to wonder if there is positive correlation.

5)

Which choice provides the most relevant detail?

A NO CHANGE

B Researchers' biggest challenge was identifying a control group, a segment of the population that did not consume any sugary or unsweetened drinks.

C Additionally, many participants had not previously been part of a scientific study and were ideal candidates to provide unbiased feedback for our research.

D Depression can also be caused by other life events, such as loss of a loved one, family issues, and bullying; these causes of depression are typically more difficult to treat.

6)

A NO CHANGE

B Yet,

C Nevertheless,

D Despite this,

7)

A NO CHANGE

B adolescents,

C all children and individuals under the age of 18,

D youthful individuals still developing and of an impressionable age,

8)

A NO CHANGE

B group's rates

C groups rate's

D groups rates'

9)

A NO CHANGE

B guzzled

C downed

D partook

10)

A NO CHANGE

B has found

C found

D would have found

11)

A NO CHANGE

B it's

C their

D there

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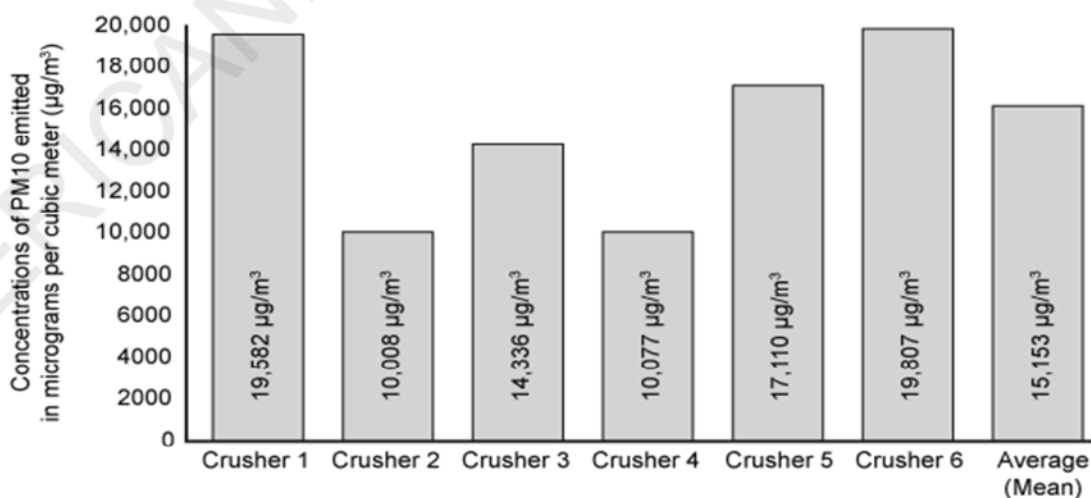
Questions 12–22 are based on the following passage.

12 Oxygen is a biological necessity for human beings and is provided to our bodies through the lungs. In 2007, the World Health Organization released data on estimated deaths worldwide attributable to selected environmental risk factors, including deaths per country per year as a result of outdoor air pollution. Worries that air pollution may have significant effects on health—including physiological reactions like leukocytosis—have recently been fueled by publication of new evidence linking low levels of ambient air pollution and negative systemic biological effects.

Large quantities of air pollution were produced in Gaza as a result of two governments fighting for occupation of the land. The Israeli and Palestinian conflicts in 2008, 2012, and 2014 resulted in the destruction of numerous buildings. Large amounts of particulates from building rubble were released into the air. Owners of crusher plants used homemade crushers **13** at various sights to rebuild what was destroyed by the occupation wars in Gaza, which also released particulates into the air. **14** The processes of both destruction and reconstruction caused even more air pollution.

Researchers reviewed complete blood counts taken from workers who had direct exposure to particulate matter air pollution for **15** contentious long hours of work. In the Middle Governorate, which has six crushers **16** distributed throughout the area—this study was conducted on all workers who were continuously exposed to dust without using any protective devices. The findings suggest that inflammatory mediators released from the lungs are capable of not only irritating a local inflammatory response, **17** they also aggravate a systemic response when PM10 (a type of air pollution) is deposited in the lungs, resulting in leukocytosis. Scientists observed a significant relationship between PM10 air pollution and increasing white blood cell **18** counts. This relationship is consistent with the results of physiologic and related studies. A crossover study among 29 cyclists exposed to particulate air pollutants did not find any significant association of particulate air pollutants with hemoglobin, red blood cell and platelet counts, and markers of inflammation in healthy adolescents and children.

The particulate matter emitted from the crushers **19** had varied widely from its low of 10,008 micrograms per cubic meter ($\mu\text{g}/\text{m}^3$) to 19,807 $\mu\text{g}/\text{m}^3$ of air, with an average particulate matter contribution of 15,153 $\mu\text{g}/\text{m}^3$. This number is more than 300 times higher than the particulate matter (PM10) existing standard of 50 $\mu\text{g}/\text{m}^3$ per 24-hour period. In fact, **20** Crusher 1 had the highest emission of PM10 at 19,582 $\mu\text{g}/\text{m}^3$, which is still more than 200 times the standard (see graph). **21** Three of the six crushers emitted more than 14,000 $\mu\text{g}/\text{m}^3$. An increased white blood cell count was reported in this study among the exposed workers. **22** Alternatively, this increase was found to be related to exposure to PM10 air pollution as a result of the systemic inflammatory process. This study helped the World Health Organization communicate the dangers of air pollution in regard to public health.



Concentrations of PM10 that emitted from six crushers and the average of these concentrations. PM10 air pollution monitoring data for the six crushers.

12)

Which choice is the best introduction to the paragraph?

A NO CHANGE

B Many studies have shown that acute exposure to air pollution is associated with leukocytosis (increased white blood cell count).

C Scientists who study air pollution typically analyze two completely different types of particulate matter (dust), PM10 and PM2.5.

D Too many of the world's problems grow bigger every day, and countries need to take the time to address them now.

13)

A NO CHANGE

B with various cities

C at various sites

D with various sights

14)

Which choice most effectively concludes the paragraph?

A NO CHANGE

B Although the amount of particulates released from building rubble has decreased significantly, air pollution remains a problem.

C Like war, many buildings had been around for a long time, but the process of rebuilding them has begun already.

D However, given the amount of pollution that already existed, the amount of particulates released by rebuilding is negligible.

15)

A NO CHANGE

B contained

C contending

D continuous

16)

A NO CHANGE

B distributed throughout the area,

C distributed, throughout the area,

D distributed throughout the area

17)

A NO CHANGE

B but also aggravating

C and also aggravating

D aggravating

18)

Which choice most effectively combines the sentences at the underlined portion?

A counts, so that it is

B counts—

C counts, which is

D counts; this relationship is

19)

A NO CHANGE

B varied widely from their

C varied widely from its

D had varied widely from their

20)

Which choice offers an accurate interpretation of the data in the graph?

A NO CHANGE

B Crusher 4 had the lowest emission of PM10 at 10,077 $\mu\text{g}/\text{m}^3$.

C The average emission from all crushers was 14,336 $\mu\text{g}/\text{m}^3$.

D Crusher 2 had the lowest emission of PM10 at 10,008 $\mu\text{g}/\text{m}^3$.

21)

Which choice most accurately and effectively represents the information in the graph?

A NO CHANGE

B Five of the seven

C Four of the six

D Four of the seven

22)

A NO CHANGE

B In reality,

C In the final analysis,

D Simultaneously,

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Questions 23–33 are based on the following passage.

Technology is being used for nearly three-quarters of this generation's waking hours, and young people today—never having known a world without the 23 Internet, are accustomed to having it available as quick as thought. Today more researchers are interested in how the human brain interacts with the use of technology. There is no question that a 24 rising throng of research suggests that technology has a profound and altering effect on memory, particularly our working 25 memory, the scratch pad of our consciousness, and its ability to transfer information to long-term memory.

More emphasis has been put on the pros and cons of such immersion in technological devices. Researchers have found that the Internet teaches our minds to have a disconnected train of thought in which it can jump between ideas. Researchers have studied whether this frees up any storage in the brain for other, more complex activities or whether our working memory experiences a digital overload. The use of fMRI (functional magnetic resonance imaging) to study processes of the brain has increased exponentially since the 1990s. 26 Neuroscience has come to find that there's a continual depletion of information that's constantly replaced by new information. 27 Nevertheless, there is no place to maintain or hold what one has already learned. In essence, we end up feeling overwhelmed with an endless amount of facts that won't become meaningful unless we find ways to connect to them on a personal or emotional level.

Psychologists have discovered that retention of information is vastly improved with better connections involving 28 emotions; the gateway to hippocampal memory centers within the brain. Attention is also critical to forming strong memories, and technological distractions interrupt our retention of events. Studies 29 indicate young people are experiencing 30 difficulties. Their difficulty is in remembering basic tasks when asked to recall them in order. It is apparent that when we are not paying attention to any one activity, our memories aren't very strong, and we have difficulties retrieving the critical information we need.

Some view technological advances as useful in training our brains to be nimble and to process new ideas quicker than ever before. In terms of productivity, there are those who identify an increase in efficiency since the advent of the Internet. 31 However, 32 findings that students who claim to multitask while doing schoolwork actually understand and retain less information than those who focus on single tasks at a time.

We walk a very slippery slope when it comes to the use of technology and its effects on the brain. 33 Because of its obvious negative outcomes, we need to focus on the benefits technology brings to learning while being mindfully aware of the potential harm of technological overload.

23)

(A) NO CHANGE

(B) Internet—

(C) Internet;

(D) Internet

24)

A NO CHANGE

B whole lot

C profuse bounty

D growing body

25)

A NO CHANGE

B memory, the scratch pad of our consciousness

C memory the scratch pad of our consciousness,

D memory, the scratch pad, of our consciousness

26)

The writer is considering deleting the previous sentence. Should the writer make this change?

A Yes, because it expresses a general idea rather than provides specific support.

B Yes, because it interrupts the flow of the paragraph's ideas about brain research.

C No, because it provides an example of beneficial technology use in science.

D No, because it supports the conclusion drawn in the following sentence.

27)

A NO CHANGE

B At any rate,

C Subsequently,

D In any case,

28)

A NO CHANGE

B emotions:

C emotions: being

D emotions; and they are

29)

A NO CHANGE

B indicating

C to indicate

D which indicate

30)

- A difficulties remembering
- B difficulties, after remembering
- C difficulties remembering which
- D difficulties, and they cannot remember

31)

At this point, the writer wants to add support for the mental benefits of technology use. Which choice best accomplishes this goal?

- A In some instances, there is a bit of a trade-off when new technological advances are discovered and utilized.
- B While we used to ask children to memorize their parent's phone numbers, devices now store this information expertly.
- C For example, an individual can apparently utilize and pay attention to several activities simultaneously.
- D Undoubtedly, the Internet, convenience of devices, and constant connection has changed every aspect of our society.

32)

A NO CHANGE

B the finding

C having found

D studies have found

33)

Which choice provides the most logical introduction to the sentence?

A NO CHANGE

B Older generations are living proof that

C Technology remains unexplored, and

D As a matter of finding balance,

AMERICAN

ANSWERS

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TEST 1

1.	C
2.	B
3.	D
4.	D
5.	A
6.	B
7.	C
8.	A
9.	A
10.	D
11.	B
12.	C
13.	B
14.	C
15.	D
16.	C
17.	A
18.	C
19.	D
20.	D
21.	D
22.	B
23.	B
24.	C
25.	D
26.	A
27.	A
28.	B
29.	B
30.	A
31.	D
32.	B
33.	D

34.	D
35.	A
36.	C
37.	C
38.	D
39.	A
40.	B
41.	B
42.	B
43.	B
44.	A

TEST 2

1.	D
2.	D
3.	C
4.	A
5.	B
6.	D
7.	C
8.	A
9.	C
10.	B
11.	B
12.	B
13.	D
14.	D
15.	B
16.	B
17.	D
18.	A
19.	C
20.	B
21.	C
22.	A
23.	A
24.	D
25.	D
26.	C
27.	A
28.	B
29.	B
30.	A
31.	D
32.	C
33.	C

34.	D
35.	A
36.	B
37.	B
38.	C
39.	C
40.	C
41.	D
42.	D
43.	D
44.	A

TEST 3

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

TEST 4

1.	D
2.	B
3.	A
4.	C
5.	A
6.	B
7.	D
8.	C
9.	B
10.	B
11.	C
12.	C
13.	B
14.	B
15.	D
16.	B
17.	C
18.	A
19.	A
20.	B
21.	B
22.	C
23.	B
24.	B
25.	C
26.	D
27.	A
28.	A
29.	A
30.	B
31.	C
32.	D
33.	D

34.	C
35.	B
36.	A
37.	B
38.	B
39.	C
40.	A
41.	C
42.	D
43.	D
44.	C

TEST 5

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

TEST 6

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

TEST 7

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

TEST 8

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

TEST 9

1.	D
2.	C
3.	A
4.	D
5.	A
6.	A
7.	B
8.	B
9.	A
10.	C
11.	C
12.	B
13.	C
14.	A
15.	D
16.	B
17.	B
18.	C
19.	C
20.	D
21.	C
22.	C
23.	B
24.	D
25.	A
26.	B
27.	C
28.	B
29.	A
30.	A
31.	C
32.	D
33.	D