



ENGLISH TEST

45 Minutes—75 Questions

DIRECTIONS: In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose "NO CHANGE." In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I

Picking the Tamed Wild Grape

The farmer, my new boss, handed me a bucket pointing down a long row.

1

"Scuppernongs are this way," he said.

2

"Muscadines start two rows over."

2

From a distance, the field had looked contained and orderly with its grapevines in row upon tidy row, they were all the same breadth and height and spaced

3

the same distance apart. For instance, the scene was

4

more chaos, enchanting so. Vines tangled around each other, heart-shaped leaves reaching in all directions.

5

- A. NO CHANGE
B. and pointed
C. by pointing
D. pointing me
- The writer would like to introduce the topic of the essay by closely connecting the opening paragraph to the setting that is described in the rest of the essay. Given that all the choices are true, which one best accomplishes the writer's goal?
F. NO CHANGE
G. It had taken me several weeks to find a summer job.
H. Scuppernongs and muscadines are available at certain times of the year but not others.
J. "Thank you," I said, noticing that it was a big bucket.
- A. NO CHANGE
B. all of them were
C. they're
D. all
- F. NO CHANGE
G. Under the circumstances,
H. Up close,
J. Or else,
- A. NO CHANGE
B. chaotic, enchantingly so.
C. so enchantingly chaotically.
D. chaos so enchantment.



Clusters of grapes drooped haphazardly. The outer portions of the vines had already been picked clean.

I could see other workers nearby.

Scuppernongs and muscadines—the words themselves so flavorful—growing wild in the southeastern United

States for centuries. Few farms cultivate it commercially.

The grapes have a faintly musky flavor. They can be twice as big as the grapes more commonly sold in grocery stores. Instead of being oblong or egg-shaped, they are almost perfectly spherical, something like marbles, only soft, and full of summer.

Typically, commercial grapes can be cut from the vine a cluster at a time, because all the fruit in a cluster ripens at the same time. A single cluster of scuppernongs or muscadines, however, may have two grapes ready to be picked immediately, four that will be ready the following day, and a half dozen that won't ripen until the following week. Harvesting is, therefore, labor-intensive.

6. Given that all the choices are true, which one continues to provide a contrast with the description in this paragraph's first sentence?
 - F. NO CHANGE
 - G. had been neatly arranged on tables.
 - H. were available for purchase.
 - J. were ready to be picked.
7. Given that all the choices are true, which one most effectively focuses on the act of one person picking grapes?
 - A. NO CHANGE
 - B. I stuck my arm shoulder-deep into the mass of leaves and felt a cluster there.
 - C. This farm has been part of the local landscape since before I was born.
 - D. In my family, there's an annual tradition of making grape jelly from locally harvested fruit.
8. F. NO CHANGE
 - G. have grown
 - H. to grow
 - J. DELETE the underlined portion.
9. A. NO CHANGE
 - B. there own
 - C. it now
 - D. them
10. Given that all the choices are true, which one provides information that is most relevant to the focus of the paragraph?
 - F. NO CHANGE
 - G. The farm has been in the Johnson family for three generations.
 - H. The day was already hot, and it wasn't even noon yet.
 - J. I love all kinds of fruit, but grapes are my favorite.



Scuppernongs make a transition color-wise from light green to translucent yellow as they mature. But when the fruit, which grows in vineyards, is deep in the vine, so a vineyard worker can have a hard time seeing the color of the grapes. Following instructions from the farmer, I picked by feel instead, testing the skin for the rubbery texture that would indicate ripeness. After filling my bucket to the brim, I walked back to the shelter, the harvest accumulating there on long wooden tables. Resting a moment, I slipped a grape in my mouth, spat out the bitter seeds and skin, and let the sweet fruit settle on my tongue.

11. A. NO CHANGE
B. go through making a color change
C. change color
D. colorize
12. F. NO CHANGE
G. fruit, always a healthy choice,
H. fruit on the vine
J. fruit
13. A. NO CHANGE
B. whether
C. if
D. DELETE the underlined portion.
14. F. NO CHANGE
G. bucket, to the brim
H. bucket to the brim;
J. bucket to the brim:
15. A. NO CHANGE
B. would of spit
C. have spat
D. spitted

PASSAGE II

A Six-Month Stay in Space

When U.S. astronaut, Sunita Williams, left for her six-month stay at the International Space Station (ISS) in December 2006. The United States was not the only country tracking her voyage.

Because her father had been born in India, many citizens

of India also proudly followed Williams as she completed research about spaceflight.

16. F. NO CHANGE
G. astronaut, Sunita Williams
H. astronaut Sunita Williams,
J. astronaut Sunita Williams
17. A. NO CHANGE
B. 2006, the
C. 2006; the
D. 2006 the
18. Given that all the choices are true, which one gives the most relevant background information to explain the details presented in the remainder of the sentence?
F. NO CHANGE
G. Through articles published in local papers about Williams's accomplishments,
H. Although Williams had been born in the United States,
J. Admiring her work throughout her career,
19. Which choice most clearly suggests that Williams is not the only astronaut who has worked at the ISS?
A. NO CHANGE
B. contributed to ongoing
C. devoted herself to
D. worked on

[1] As a NASA flight engineer, Williams was assigned to conduct maintenance on the ISS, some of which needed²⁰ to be performed outside the station. [2] Their spacewalk lasted over seven hours, during which they rerouted the temporary power system to a permanent one. [3] Before her first spacewalk in December 2006, Williams and her colleague, Bob Curbeam, spent hours preparing for the environment of space, which was to be sleeping in an²¹ airlock to help them adjust to a lack of air pressure. [4] Over the next three months, Williams conducted three more additional²² spacewalks to make repairs. [5] These brought her total spacewalk time to 29 hours 17 minutes, a record for women at that time. 23

Williams also conducted experiments and educational demonstrations for NASA; however, her most publicized event involved a personal goal. Having qualified for the spring 2007 Boston Marathon before her voyage; she decided²⁴ to run the marathon (during the actual Boston race) on the ISS treadmill, which is used by the astronauts to fight the physical effects of microgravity. To hold the nearly weightless runner in place, a harness fastens around the runner's hips and shoulders and connect²⁵ to the treadmill with bungee cords and clips. Williams completed her run in 4 hours 24 minutes, becoming the first person to participate in a marathon while in orbit.

20. F. NO CHANGE
 G. of it needed
 H. needed
 J. need

21. A. NO CHANGE
 B. that includes
 C. including
 D. they were

22. F. NO CHANGE
 G. numerous
 H. further
 J. DELETE the underlined portion.

23. For the sake of the logic and coherence of this paragraph, Sentence 2 should be placed:
 A. where it is now.
 B. before Sentence 1.
 C. after Sentence 3.
 D. after Sentence 4.

24. F. NO CHANGE
 G. voyage, she decided
 H. voyage she decided
 J. voyage, deciding

25. A. NO CHANGE
 B. are connected
 C. connected
 D. connects



26 At the 2007 International Astronautical Congress

in Hyderabad, India, she spoke about the effects of

27

spaceflight on the human body. Due in part to one's

28

research, one day both men or women may be able to

29

journey farther out into space.

26. Given that all the following statements are true, which one, if added here, would most logically lead readers into the paragraph?

- F. One of the training procedures Williams did prior to her spaceflight was to stay in an underwater laboratory for ten days.
- G. Williams credits her teachers from her hometown of Needham, Massachusetts, with inspiring her.
- H. Williams planned to continue to train for and run in marathons after her arrival back on Earth.
- J. After returning to Earth, Williams accepted many professional invitations to share her work.

27. A. NO CHANGE

- B. affects for
- C. effects for
- D. affects of

28. F. NO CHANGE

- G. their
- H. her
- J. its

29. A. NO CHANGE

- B. and women may be
- C. and women maybe
- D. or women maybe

Question 30 asks about the preceding passage as a whole.

30. Suppose the writer's goal had been to focus on the path that Williams took to become an astronaut. Would this essay accomplish that goal?

- F. Yes, because it focuses on how parts of Williams's past led to her trip to the ISS.
- G. Yes, because it focuses on Williams's personal goals as an astronaut.
- H. No, because it focuses on long-term spaceflight and the human body.
- J. No, because it focuses on Williams's stay at the ISS.

PASSAGE III

Form Follows Function

Many cities are adorning³¹ their public transportation systems by implementing bike-share programs. Bikes docked at stations throughout these cities³² provide commuters and tourists with another mode of transit for short, in-city trips. A person can take a bike (usually for a small fee) from one station, ride it, and then return it to another station near his or her destination. Programs vary based on cities' unique conditions, but one thing is consistent,³³ bike-share bikes—often described as clunky or even ugly—don't look like ordinary bikes. There are, however, good reasons for that.

Bike-share bikes are designed to be durable and easy to repair. Steel, not lightweight aluminum,³⁴ is the preferably material³⁵ for building sturdy bike frames. To minimize mechanical problems, many programs provide single-speed or three-speed bikes: fewer gears means fewer repairs. In hilly cities, where more gears are essential,³⁶ bikes are equipped with enclosed, or

internal, hub gears,³⁷ they protect the gears from weather- or contact-related damage.

31. A. NO CHANGE
B. accumulating
C. augmenting
D. elaborating
32. F. NO CHANGE
G. station's throughout these cities'
H. station's throughout these cities
J. stations throughout these cities'
33. A. NO CHANGE
B. conditions but, one thing is consistent;
C. conditions, but one thing is consistent:
D. conditions: but one thing is consistent,
34. F. NO CHANGE
G. aluminum—
H. aluminum;
J. aluminum
35. A. NO CHANGE
B. preferred material
C. preferred materials
D. preferable materials
36. Which choice most strongly emphasizes the necessity of having more gears?
F. NO CHANGE
G. nice to have,
H. helpful,
J. useful,
37. A. NO CHANGE
B. gears that which
C. gears, this is to
D. gears that



Some bike features have been specifically chosen to prevent theft. Painting all the bikes one color, however,³⁸ makes them easily identifiable. [A] Another theft deterrent is the use of not your ordinary³⁹ bike parts. [B] Because the goal of many bike thieves is to reuse or sell individual parts; components⁴⁰ incompatible with non-bike-share bikes are relatively useless to thieves. [C] Other bike modifications make city riding practical. A front basket or rear rack accommodates bags or briefcases. [D] To keep riders' clothing clean and dry, they are⁴¹ outfitted with fenders and mud flaps to prevent riders from getting dirty.⁴² Some bikes have chain guards, encasements that prevent bike chains from rubbing grease on riders' pants. Bright lights and an upright seating position help the rider see and be seen. 43

As cities continue to experiment, bike-share programs are becoming more sophisticated, adopting "smart" technologies, such as: GPS and WiFi.⁴⁴

45 Chances are, though, that one thing won't change: the bikes will still stand out.

38. F. NO CHANGE
G. for example,
H. therefore,
J. in fact,
39. A. NO CHANGE
B. irregular, as in not standard,
C. not the same standardized
D. nonstandard
40. F. NO CHANGE
G. parts. Components
H. parts, components
J. parts: components
41. A. NO CHANGE
B. bikes are
C. it is
D. DELETE the underlined portion.
42. F. NO CHANGE
G. to prevent riders' clothes from getting dirty.
H. to keep riders clean.
J. DELETE the underlined portion and end the sentence with a period.
43. The writer wants to divide this paragraph into two in order to separate the information about theft prevention from the information about the features that are helpful for riders. The best place to begin the new paragraph would be at Point:
A. A.
B. B.
C. C.
D. D.
44. F. NO CHANGE
G. technologies such as,
H. technologies such as
J. technologies such as:
45. At this point, the writer is considering adding the following true statement:
Additionally, some cities are adopting car-share programs.
Should the writer make this addition here?
A. Yes, because it develops the essay's discussion of bike-share programs to include other forms of transportation.
B. Yes, because it provides another example of cities' innovative efforts to expand transportation options.
C. No, because it doesn't indicate if car-share programs are also using GPS and WiFi technologies.
D. No, because it digresses from the main topic of the essay by introducing loosely related information.

PASSAGE IV

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in brackets, and question 60 will ask you to choose where Paragraph 4 should most logically be placed.

America the Beautiful

[1]

Katharine Lee Bates had rarely traveled out of her home state of Massachusetts before the excursion that would take her by wagon and then by mule to the top of Pikes Peak in July of 1893. As she began her motion in an upward direction of the towering landmark in Colorado Springs, Bates looked up in awe at the Rocky Mountains rising majestically into the clouds.

[2]

Bates, a professor of English at Wellesley College, had traveled by train with several colleagues to Colorado College to teach a three-week session. The trip itself was an adventure. Instead, a two-day train ride ended in Chicago, where the World's Columbian Exposition, a nineteenth-century world's fair, was taking place.

West of Chicago, the train's vision shifted with the passing miles. In Colorado, because the expanse of ripening grain under ample skies gave way to the spectacle of the Rocky Mountains.

46. F. NO CHANGE
G. uprising movement
H. going up
J. ascent

47. A. NO CHANGE
B. On the other hand, a
C. Overall, a
D. A

48. F. NO CHANGE
G. happening there in Chicago.
H. on location in that place.
J. in effect.

49. A. NO CHANGE
B. train's vision from the window
C. view from the train
D. view of the train

50. F. NO CHANGE
G. where
H. seeing
J. DELETE the underlined portion.



[3]

Bates composed the first verse of her poem,
51

“America the Beautiful” while standing atop Pikes Peak.

From the crest, at an elevation of over
52

14,000 feet high up in elevation, she gazed
53
out at an America she had never seen before,
the land below as vast as the sky above.

[4]

After descending to Colorado Springs that evening,
Bates could not get the spirit of the landscape or the
staggering sight of the purples, browns, greens, and golds
of the mountain vista out of her mind. She wrote down
four stanzas of the poem in her notebook, however, she
54

was not pleased with this first attempt and set it aside.
55

[5]

Two years later, when she found her notes from
56
the Colorado trip, rewrote the poem, and submitted it
for publication. “America the Beautiful” appeared in the
July 4, 1895, issue of *The Congregationalist* magazine.

But Bates, whichever the perfectionist, continued to
57

revise the poem. In 1913, she revised “America the
58
Beautiful” for the last time, and, like some previous
versions, it was set to the tune of the old hymn “Materna.”

51. A. NO CHANGE
B. verse of her poem
C. verse, of her poem,
D. verse, of her poem
52. Given that all the choices are true, which one most directly reminds readers of the dramatic setting that inspired Bates?
E. NO CHANGE
G. before making the return trip to Massachusetts.
H. in a moment of inspiration.
J. in the nineteenth century.
53. A. NO CHANGE
B. feet high or more,
C. feet high up,
D. feet,
54. F. NO CHANGE
G. notebook; however,
H. notebook however,
J. notebook however
55. A. NO CHANGE
B. sat them beside.
C. set it sideways.
D. sat it aside.
56. F. NO CHANGE
G. later, having
H. later, she
J. later
57. A. NO CHANGE
B. who is
C. ever
D. if
58. If the writer wants to emphasize Bates’s determination to continue to improve her poem, which choice would be LEAST acceptable?
F. NO CHANGE
G. rethink sections of the poem.
H. reread her favorite parts.
J. generate new versions.

1 ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ 1

This version, still sung today, reflects Katharine Lee Bates's own encounter with the vastness and natural beauty of the United States of America.

59. Which choice concludes the essay by summarizing it?
- A. NO CHANGE
 - B. was once sung to a variety of tunes by people in many parts of the country.
 - C. is a reminder that successful poets sometimes revise their work multiple times before they are happy with it.
 - D. is the one I remember learning when I was in grade school.

Question 60 asks about the preceding passage as a whole.

60. For the sake of the logic and coherence of the essay, Paragraph 4 should be placed:
- F. where it is now.
 - G. before Paragraph 1.
 - H. after Paragraph 1.
 - J. after Paragraph 2.

PASSAGE V

The Evolution of Vocal Learning

[1]

Scientists distinguish *vocal learning*, the ability to remember and reproduce sounds after hearing them from auditory learning, the ability to make associations with certain sounds. For example, dogs' ability to recognize a command such as "sit" is an example of auditory learning because while dogs can learn to identify and respond to the sound, they can't imitate the sound. Dogs do of course vocalize, they bark. However, dogs' ability to bark is a genetically innate vocalization. That is, a dog doesn't learn to bark but, rather, are born knowing how. [A]

61. A. NO CHANGE
B. *learning* the ability to remember and reproduce sounds after hearing them,
C. *learning*, the ability to remember and reproduce sounds after hearing them,
D. *learning* the ability, to remember and reproduce sounds, after hearing them
62. F. NO CHANGE
G. Dogs do, of course, vocalize:
H. Dogs, do of course vocalize,
J. Dogs do, of course, vocalize
63. A. NO CHANGE
B. dogs don't
C. one doesn't
D. you don't



[2]

Only humans, bats, cetaceans (whales and dolphins),⁶⁴ seals, elephants, and three groups of birds—parrots, hummingbirds, and songbirds—are capable of vocal learning. [B] Even though these groups of animals are only distantly related, they have similarities in brain structure that accounts for the shared vocal learning ability.⁶⁵ [C] Neurobiologist Erich Jarvis, who studies the vocal learning process in birds, has a theory about why so little species' possess this ability.⁶⁶ 67

[3]

Jarvis suspects vocal learners share a common ancestor that existed before the avian/mammalian evolutionary split.⁶⁸ [D] Vocal learning was once a common ability, it was, however, eliminated in most species by natural selection.⁶⁹ Because vocal learners produce a wide range of sounds, or varied syntax,⁷⁰ Jarvis surmises that such creatures were in more danger from predators than were innate vocalizers, whose less-varied sounds blend more easily with background noise. The

64. F. NO CHANGE
G. cetaceans (whales and dolphins,)
H. cetaceans, (whales and dolphins)
J. cetaceans, (whales) and dolphins,

65. A. NO CHANGE
B. of which accounts
C. of which account
D. that account

66. F. NO CHANGE
G. few species
H. few species'
J. little species

67. At this point, the writer is considering adding the following true statement:

In interviews, Jarvis states that his passion for studying the vocal learning process—bird songs, in particular—has been influenced by his background in classical dance.

Should the writer make this addition here?

- A. Yes, because it elaborates effectively on the preceding statement about Jarvis.
B. Yes, because it explains why Jarvis chose to study vocal learning.
C. No, because it interrupts the progression of ideas in the essay.
D. No, because it introduces information that isn't relevant until later in the essay.
68. F. NO CHANGE
G. previously to
H. precedent
J. prior of
69. A. NO CHANGE
B. ability, however, it was
C. ability, but it was
D. ability; but
70. F. NO CHANGE
G. The reason being because
H. Being that the reason
J. The reason because



species that have retained vocal learning ability are rare exceptions. They either have few natural predators ⁷¹ or have effective escape methods (as in the case of birds).

[4]

Similarly, vocal learners may have developed the ⁷²

ability in a state of independence of one another. Jarvis ⁷³ concedes that he has yet to identify a common ancestor.

The similarities in vocal learners' brain structure's, ⁷⁴ however, make it difficult for Jarvis to dismiss the theory.

71. Which of the following parenthetical phrases, if added here, would be most consistent with the other type of information provided within the sentence?
- A. (vocal learning being different than auditory learning)
 - B. (better to be the hunter than the hunted, I always say)
 - C. (as in the case of humans, whales, and elephants)
 - D. (defined as creatures that rely on predation for survival)
72. F. NO CHANGE
G. Alternatively,
H. For instance,
J. Therefore,
73. A. NO CHANGE
B. in independency
C. independently
D. independence
74. F. NO CHANGE
G. learners' brain structures,
H. learner's brain structures'
J. learners brain structures

Question 75 asks about the preceding passage as a whole.

75. The writer is considering adding the following true statement to the essay:
- Vocal learning differs from innate vocalization in that learners must first hear the sound they later imitate.
- If the writer were to add this sentence to the essay, it would most logically be placed at Point:
- A. A in Paragraph 1.
 - B. B in Paragraph 2.
 - C. C in Paragraph 2.
 - D. D in Paragraph 3.

END OF TEST 1

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