



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

The Object of Love

[1]

[A] I was waiting at the veterinarian's office recently with my cat when a young woman came in. After she sat down next to me, she asked if I would mind if she took her pet iguana out of its carrier. It was just a baby, she said, and it liked being held. [B]

1. A. NO CHANGE
- B. into the veterinarian's office where I was.
- C. in, and there I was, waiting in the office.
- D. in while I was waiting there.

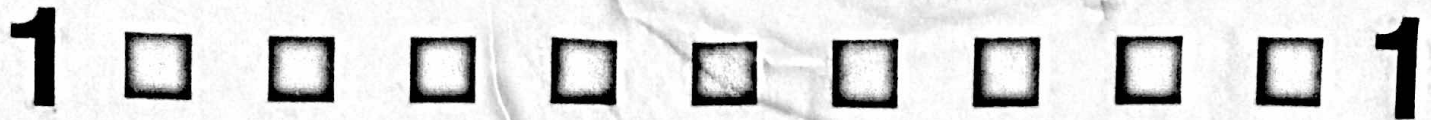
[2]

Now, I'm not fond of iguanas. [C] They're strange, unpredictable creatures that belong deep in a rain forest, walking on the ground or resting

2. Which choice provides the most vivid description of iguanas on the floor of a rain forest?
- F. NO CHANGE
- G. scuttling through dank undergrowth
- H. living underneath the treetops
- J. moving about down low

high in the trees, which are hidden in the canopy.

3. A. NO CHANGE
- B. trees, they are
- C. trees,
- D. trees;



Wishing to be polite, but with reluctance in my voice,

I told the woman that I didn't mind. She thanked me as she popped open the plastic carrier and pulled the iguana out, onto her lap.

[3]

I guardedly examined the animal: A dinosaur-like thing, it was the size of a cat but armored in gray-green scales, with a black-striped, whiplike tail two feet long.

It had a spine with tiny spikes, and its muscular limbs ended with what resembled crinkly leather gloves drawn tightly over fine-boned human hands. When I looked more closely, I saw a tiny claw at the tip of each slender finger.

[4]

The woman began to pet the iguana under its chin, and the little dragon arched its neck and closed its eyes. The reptile's calmness amazed me, as did the caress that was given tenderly from the woman to her pet and watched it peacefully rest. With a twinge of pity, I

thought how sad it was for us to lavish so much affection on something that couldn't love her back.

[5]

At that moment, the iguana slowly opened its eyes, which shone large and bright, from its scaly face. [D]

Head slightly cocked, it regarded me, steadily and

fixedly, like a judge delivering a verdict.

4. The writer is considering deleting the underlined portion. Should the underlined portion be kept or deleted?
- F. Kept, because it suggests that the narrator had previously sat next to an iguana, out of its carrier, at the veterinarian's office.
 - G. Kept, because it emphasizes the narrator's feelings about the iguana being taken out of its carrier.
 - H. Deleted, because it characterizes the narrator in a manner that's inconsistent with how the narrator is characterized in the rest of the essay.
 - J. Deleted, because it detracts from the paragraph's purpose of providing background information about iguanas.

5. Given that all the choices are accurate, which one provides the most precise description of the pattern of spikes on the iguana's spine?
- A. NO CHANGE
 - B. I saw spikes that looked like they were just beginning to develop,
 - C. There were small spikes on its armored back,
 - D. Rows of budding spikes lined its spine,

6. F. NO CHANGE
G. tenderness with which the woman caressed her pet
H. woman caressing her pet tenderly
J. tenderness the woman showed

7. A. NO CHANGE
B. the woman
C. people
D. you

8. F. NO CHANGE
G. large and bright from,
H. large, and bright from
J. large and bright from

9. Which of the following alternatives to the underlined portion would NOT be acceptable?
- A. scrutinized
 - B. supposed
 - C. appraised
 - D. considered

10. F. NO CHANGE
G. having a delivery of
H. in deliverance with
J. deliver



[6]

“Who are you,” it seemed to ask me, “to name the proper object of love?”

[7]

The veterinary assistant called for my cat, and me from the hallway that leads to the examination area. A bit unsettled, I rose and picked up my cat carrier. As I walked from the waiting room into the hall, I glanced back and saw the iguana snuggle down into the young woman’s lap, looking as content as a kitten, and close its eyes again.

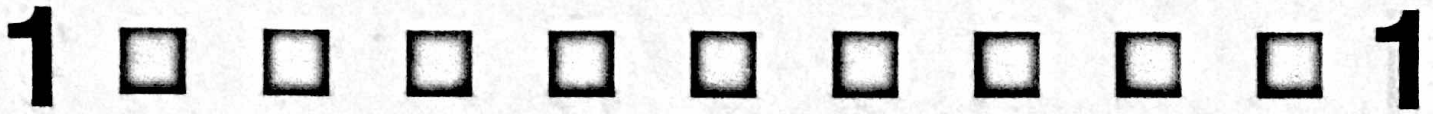
- 11. A. NO CHANGE
- B. cat, and me from the hallway,
- C. cat and me from the hallway,
- D. cat and me from the hallway

- 12. F. NO CHANGE
- G. like as if it was giving off the impression of being
- H. appearing something like
- J. sort of like it was

Questions 13 and 14 ask about the preceding passage as a whole.

- 13. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:
 She told me that her iguana especially liked attention when it was in unfamiliar surroundings, and that this was its first trip to the veterinarian.
 If the writer were to add this sentence to the essay, it would most logically be placed at:
 A. Point A in Paragraph 1.
 B. Point B in Paragraph 1.
 C. Point C in Paragraph 2.
 D. Point D in Paragraph 5.

- 14. Suppose the writer’s primary purpose had been to describe a moment in which a person notices something unexpected while observing his or her surroundings. Would this essay accomplish that purpose?
 F. Yes, because it describes what the narrator, while waiting at the vet, perceived to be a surprising bond between a woman and her pet iguana.
 G. Yes, because it recounts a moment when the narrator, while waiting at the vet, realized people often don’t know when they’re being impolite.
 H. No, because it instead tells the story of why the narrator doesn’t like iguanas.
 J. No, because it instead focuses on providing information about the physical characteristics of iguanas and their habitat.



PASSAGE II

Billy Mills Takes the Gold

[1] Runner Billy Mills qualified to run in the 10,000-meter race in the 1964 Tokyo Olympics, but he was a long shot. [2] In Tokyo, however, Mills became the first to win an Olympic gold medal for the United States in this event. [3] His qualifying entry time lagged almost a full minute above the world-record time held by Australian

Ron Clarke. 18

Mills, an Oglala Lakota, spent his childhood on the Pine Ridge Reservation in South Dakota. He started long-distance running while attending boarding school in Kansas. Initially, running was part of his training regimen for boxing, his first love. Mills had dreamed of being a boxer since he was a child.

Mills broke numerous high school track records, earning himself an athletic scholarship to the University of Kansas. With Mills as a star runner, Kansas won the 1959 and 1960 NCAA Outdoor Track and Field Championships. After graduation, he became an officer in the Marines and assumed the duties of military life. However, Mills was soon drawn back to the track, and, while still in the Marines, races became part of his life again.

- 15. A. NO CHANGE
B. nonetheless,
C. in fact,
D. DELETE the underlined portion.
- 16. F. NO CHANGE
G. Olympic gold medal,
H. Olympic gold, medal,
J. Olympic, gold medal
- 17. A. NO CHANGE
B. around
C. behind
D. from
- 18. Which of the following sequences of sentences makes this paragraph most logical?
F. NO CHANGE
G. 1, 3, 2
H. 2, 1, 3
J. 2, 3, 1
- 19. A. NO CHANGE
B. Mills an Oglala Lakota
C. Mills an Oglala Lakota,
D. Mills, an Oglala Lakota
- 20. Given that all the choices are true, which one most effectively concludes this paragraph and provides a transition to the following paragraph?
F. NO CHANGE
G. Yet Mills didn't quite make it as a boxer.
H. Mills soon realized that he had greater potential as a runner than as a boxer.
J. Mills also tried playing basketball and football, although he didn't excel at them.
- 21. A. NO CHANGE
B. his talent raced back to him
C. he began racing
D. racing was in his life

1 □ □ □ □ □ □ □ □ 1

At an important point in his training, Mills wrote the words "Gold Medal" in his journal. He was determined to

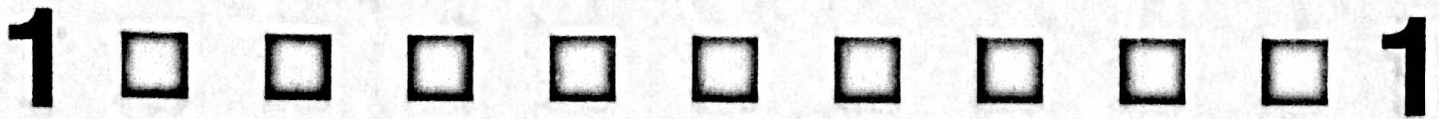
win, despite being rather unknown as an athlete. 23
Because of his unremarkable qualifying time, the US Olympic shoe sponsor didn't even send him running

shoes for the race. Luckily, Mills borrowed a pair and

was ready to run when he hit the starting line. 25

All eyes were on the overseers, Mohamed Gammoudi of Tunisia and Ron Clarke, as they began the last lap of the race. Suddenly, Mills, who had been in third place, broke from the pack, sprinted ahead, and won the race. Before a

22. Given that all the choices are accurate, which one most effectively introduces the paragraph by returning to the topic of the essay's opening paragraph?
- F. NO CHANGE
G. A future inductee into the US Track and Field Hall of Fame,
H. Three weeks before the 1964 Olympics,
J. Committed to success,
23. If the writer were to delete the word *rather* from the preceding sentence, the sentence would primarily lose a word that:
- A. implies that some people were already aware of Mills's talent.
B. helps describe Mills's approach to motivating himself for a race.
C. explains why Mills decided to take on the challenge of running in the Olympics.
D. emphasizes that Mills needed more training before he could win the race.
24. Which choice best emphasizes Mills's commitment to winning the gold medal?
- F. NO CHANGE
G. Eventually,
H. Undeterred,
J. Concentrating,
25. At this point, the writer is considering adding the following true statement:
- Bob Hayes, another US runner in the Tokyo Olympics, ran with a borrowed shoe after realizing he only had one of his two shoes with him; he then won the 100-meter race.
- Should the writer make this addition here?
- A. Yes, because it adds important details about two US track and field gold medalists in 1964.
B. Yes, because it reveals that two runners used other people's shoes to win their races.
C. No, because it shifts the essay's focus from the US track team members to their shoes.
D. No, because it interrupts the essay's discussion of Mills preparing for and running the 10,000-meter race.
26. F. NO CHANGE
G. rulers,
H. authorities,
J. leaders,
27. A. NO CHANGE
B. Mills who had been in third place,
C. Mills, who had been in third place
D. Mills who had been in third place



stunned crowd, Mills had run the 10,000 meters 45 seconds faster than his qualifying time. He set an Olympic record

of 28 minutes 24 seconds, finishing ahead of Mohamed Gammoudi and Ron Clarke. As of 2014, he remained the only US runner to have won an Olympic gold medal in the 10,000-meter race.

28. F. NO CHANGE
G. has ran
H. has run
J. had ran
29. The writer is considering deleting the underlined portion (adjusting the punctuation as needed). Should the underlined portion be kept or deleted?
- A. Kept, because it effectively connects the closing paragraph to the essay's opening paragraph.
B. Kept, because it adds a detail to the essay's retelling of Mills's victory.
C. Deleted, because it repeats a point already made clear by the paragraph.
D. Deleted, because it strays from the main point of the paragraph.

PASSAGE III

Hearing Is Believing

The movie scene unfolds, a boy out exploring trudges across the snow and arrives at a boarded-up house. As the lad knocks on the door, it slowly opens. Inside, dim light from a cracked and dusty window reveals an old man descending a staircase. Part of what draws an audience into scenes like this, with that in mind, is the sounds that accompany the images. The crunch, the knock, the squeak, the creak.

In most films, such sounds are recorded after the cameras have stopped rolling, a practice named for Jack Foley, who was working in Hollywood in the late 1920s when "talkies" swept silent movies off the screen. It was

Foley whom figured out that squeezing a sock full of

cornstarch, a sound like that of footsteps in the snow. He put an old rocking chair to work to create the creaking of

30. F. NO CHANGE
G. unfolds a boy,
H. unfolds. A boy
J. unfolds a boy
31. A. NO CHANGE
B. this, for the time being,
C. this, nevertheless,
D. this
32. Which choice best suggests that talkies swiftly and dramatically put an end to the silent-movie era?
- F. NO CHANGE
G. invited the beginning of what would one day become a new era in the film industry.
H. stirred up the movie industry and delighted the general public.
J. began their entrance onto the screens of Hollywood.
33. A. NO CHANGE
B. himself whom
C. who
D. he
34. F. NO CHANGE
G. cornstarch, which makes
H. cornstarch produces
J. cornstarch to get

1 □ □ □ □ □ □ □ □ 1

stairs. When a scene called for the sound of more than one person walking, Foley grabbed a cane to generate the allusion of many people on foot.

35

Low-budget solutions to big problems that eventually earned him the status of a Hollywood legend.

36

Movies with sound were in their infancy at the time.

37

The need for "Foley" arises from the sound clutter of real life. The job of the sound technician

38

(whose role is distinct from that of the "Foley artist") is to record dialogue without capturing all the distracting background noise. An airplane flying overhead. A phone

39

ringing. A door. Then, while viewing the film in a Foley

40

studio: a small room with a screen, a microphone, and countless props—the Foley artist re-creates the sounds of the actors' actions. It was Jack Foley who pioneered this process.

41

Directors adored him. To re-create the audible ruckus of Caesar's army for the movie *Spartacus*, Foley jangled a set of keys in front of the microphone. That simple act, a Jack Foley classic, cut the movie's budget by untold thousands of dollars.

42

35. A. NO CHANGE
B. produce the elusion
C. create the illusion
D. make the allusion
36. F. NO CHANGE
G. about which they eventually
H. that eventually even so
J. eventually
37. A. NO CHANGE
B. A cane was one of the props Foley used to achieve the desired sound effects.
C. The process he pioneered is one that takes place after the actors have been filmed for the movie.
D. DELETE the underlined portion.
38. F. NO CHANGE
G. aroused from
H. arises
J. arise
39. If the writer were to delete the underlined portion, the essay would primarily lose information that:
A. establishes what the role of a sound technician is in making a movie.
B. clarifies the origin of the term "Foley artist."
C. indicates that various occupations were highly influenced by the work of Jack Foley.
D. reduces the chance of confusion about whether "sound technician" means "Foley artist."
40. F. NO CHANGE
G. The slamming door, which is not part of the scene.
H. The sound of a door.
J. A door slamming.
41. A. NO CHANGE
B. studio—
C. studio,
D. studio
42. F. NO CHANGE
G. unspeakable
H. speechless
J. endless



The director had planned to ship actors and horses, an army's worth headed to a battlefield overseas to get an authentic sound recording. Instead, they all stayed home,

and the audience never knew the difference. 44

43. A. NO CHANGE
B. worth, were headed to
C. worth, to
D. worth
44. The writer is considering deleting the preceding sentence. Should the sentence be kept or deleted?
F. Kept, because it suggests that audiences eventually came to know about Foley's work.
G. Kept, because it ends the essay with a detail that suggests the impact of Foley's work on both the makers and viewers of movies.
H. Deleted, because it shifts the focus of the paragraph from Foley to the movie's director, making a weak ending to an essay about Foley.
J. Deleted, because it suggests that Foley's work was insignificant to the public.

PASSAGE IV

Talking Bacteria

In her lab at Princeton

University, molecular biologist, Bonnie Bassler

leans over a collection of petri dishes; her face illuminated by an aquamarine glow. The glow,

caused by a particular species, of bacteria is confirmation of a phenomenon Bassler has been investigating for years.

Bacteria, the simplest forms of life, have the ability to communicate with each other.

As a student in graduate school, Bassler became intrigued with other researchers' and their discoveries

involving *Vibrio fischeri*; a luminescent marine bacteria. Researchers found that these bacteria only begin to glow once they have formed a group. A series of experiments revealed that each bacterial cell releases an autoinducer,

45. A. NO CHANGE
B. University, molecular biologist Bonnie Bassler,
C. University, molecular biologist Bonnie Bassler
D. University molecular biologist Bonnie Bassler
46. F. NO CHANGE
G. dishes and her face is
H. dishes, her face is
J. dishes, her face
47. A. NO CHANGE
B. species, of bacteria,
C. species of bacteria,
D. species of bacteria
48. F. NO CHANGE
G. researcher's and their
H. researchers'
J. researchers
49. A. NO CHANGE
B. *fischeri* which is
C. *fischeri*,
D. *fischeri*



a type of chemical signal. A sensory protein allowed⁵⁰ other bacteria to “hear” this molecular message.

Once the bacteria have released a high enough concentration of autoinducer, they assemble and begin to glow. This “quorum sensing”⁵¹ enables the bacteria to coordinate their actions and perform their specific function.

On the contrary, in her own lab,⁵² Bassler found evidence of quorum sensing in a related bacterial species called *Vibrio harveyi*. She also discovered that *V. harveyi* release a second autoinducer,⁵³ or AI-2. This AI-2, which Bassler has described as a chemical “trade language,” makes it possible for bacteria to communicate with other species of bacteria in the same neck of the woods. She found that each of the⁵⁴

species she studied, including ones that live in humans, releases AI-2.⁵⁵

After her 2002 discovery, Bassler began using information from her quorum-sensing studies to understand how virulent strains of bacteria found in humans communicate. These⁵⁶

disease-spreading bacteria rely on quorum sensing to spread disease.⁵⁷ Bassler is hopeful that her ongoing studies of AI-2 will enable she and her team to disrupt⁵⁸

50. F. NO CHANGE
G. would have allowed
H. has allowed
J. allows

51. A. NO CHANGE
B. autoinducer—they
C. autoinducer. They
D. autoinducer they

52. F. NO CHANGE
G. Eventually,
H. Ordinarily,
J. Namely,

53. A. NO CHANGE
B. related, bacterial species, called
C. related, bacterial species called
D. related bacterial species called,

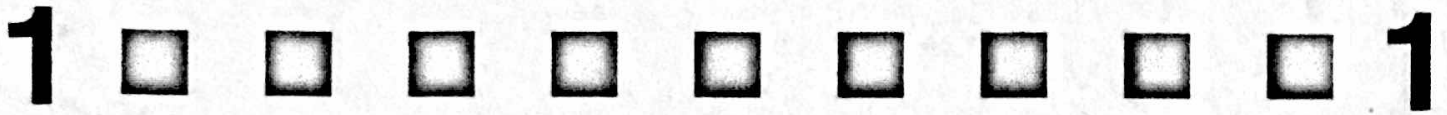
54. F. NO CHANGE
G. neighboring proximity.
H. surrounding locale.
J. vicinity.

55. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. the kinds
B. species
C. those
D. them

56. F. NO CHANGE
G. has been communicating.
H. is communicating.
J. communicates.

57. A. NO CHANGE
B. bacteria that Bassler has studied
C. bacteria that live in humans
D. bacteria

58. F. NO CHANGE
G. her and her team
H. herself and them
J. her and them



quorum sensing 59.

59. At this point, the writer is considering adding the following information:

and ultimately develop new methods for treating bacterial infections

Given that the information is accurate, should the writer make this addition here?

- A. Yes, because it clarifies that Bassler and her team are focusing their research on bacteria that live in humans.
- B. Yes, because it specifies how Bassler's research could directly affect humans.
- C. No, because it fails to specify which strains of bacteria are prone to attacking humans' immune systems.
- D. No, because it fails to explain how Bassler and her team plan to disrupt quorum sensing.

PASSAGE V

Mapping the London Underground

[1]

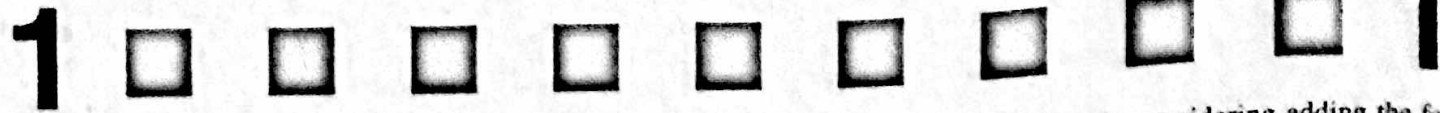
Soon after the London Underground subway lines were introduced in the late 1800s, a system for mapping these vicinities creeping beneath was needed so that travelers could navigate this new mode of transportation.

As a result, early maps relied on a geographically accurate scale that simply superimposed the twisting subway lines over standard maps of the city streets above. [A] These maps clearly depicted the few subway lines that extended into suburban London, but they compressed and obscured the compact, heavily trafficked routes

60. F. NO CHANGE
G. subterranean routes
H. submerged zones
J. low-down alleys

61. A. NO CHANGE
B. To provide an example, early
C. Secondly, early
D. Early

62. Which choice is clearest and suggests the highest degree of failure of early maps to legibly depict the subway routes directly under central London?
- F. NO CHANGE
G. in general were disappointing about
H. made indecipherable
J. didn't fully capture



that converged directly under central London. ⁶³

[2]

In the 1930s, electrical engineer Harry Beck proposed a solution that would eliminate the need for geographical accuracy. He created a map that was a scaled-down linear diagram of the subway lines.

More a stylistic outline of the routes besides ⁶⁴

true-to-life sketch; it did not represent actual ⁶⁵ distances between points. [B] Beck's map, modeled after electrical wiring diagrams, had a clean, grid-like structure having also color-coded routes. Focusing ⁶⁶

on creating the simplest possible schema to show ⁶⁷ travelers how to get from one station to another, he

did away with all references to city streets above. ⁶⁸

[3]

[1] The London Passenger Transport Board, which represented the subway lines, initially resisted Beck's map. [2] Still, willing to try anything to rise subway ridership and therefore revenues, ⁶⁹

a limited number of copies were printed. ⁷⁰

[3] Beck's map became a huge success.

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

Today, the Tube, as the London Underground subway is called, covers approximately 250 miles of trackway.

Should the writer make this addition here?

- A. Yes, because it provides details about the London Underground that explain the significance of the subway's modern name.
- B. Yes, because it suggests the need for clear, accurate maps of the expansive London Underground.
- C. No, because it is only loosely related to the information about the London Underground that is provided in the first paragraph.
- D. No, because it blurs the focus of the first paragraph, which is about the most recent maps of the London Underground.

64. F. NO CHANGE

- G. than
- H. instead
- J. into

65. A. NO CHANGE

- B. sketch, and it
- C. sketch, it
- D. sketch. It

66. F. NO CHANGE

- G. additionally included
- H. and featuring
- J. and

67. A. NO CHANGE

- B. would show
- C. had shown
- D. showed

68. Given that all the choices are accurate, which one gives the clearest example of how Beck created the "simplest possible schema" in his map for subway passengers?

- F. NO CHANGE
- G. had been irritated with the curving lines on early maps of the London Underground.
- H. knew that if his map were to become popular, it had to be easy to use.
- J. created a map that has iconic status today.

69. A. NO CHANGE

- B. increase
- C. enlarge
- D. upend

70. F. NO CHANGE

- G. the board printed a limited number of copies.
- H. copies in a limited number were printed.
- J. copies printed in a limited number.



[4] Over a million copies were in circulation within six months. [5] Board members felt that not showing relative distances between stations was too radical. 71

[4]

For most of his life, Beck continued to make small refinements to “the diagram,” as he called his map, but he retained it’s basic elements. [C] His deceptively simple

⁷²

diagrammatic approach to mapping, remains standard in the field of information design not only in London but also around the world. From Sydney, Australia, to Chicago, Illinois, urban transit maps continue to model this to navigate the spaces below. [D]

⁷³

⁷⁴

71. For the sake of logic and cohesion, Sentence 5 should be placed:
- A. where it is now.
 - B. after Sentence 1.
 - C. after Sentence 2.
 - D. after Sentence 3.
72. F. NO CHANGE
G. their
H. its
J. its’
73. A. NO CHANGE
B. diagrammatic, approach to mapping,
C. diagrammatic approach to mapping
D. diagrammatic approach, to mapping,
74. F. NO CHANGE
G. this means Beck created, which remains standard in the field,
H. Beck’s deceptively simple approach to mapping
J. Beck’s innovative method

Question 75 asks about the preceding passage as a whole.

75. The writer is considering adding the following sentence to the essay:
- Actual distances shouldn’t matter to subway passengers, he believed, because they didn’t have to make navigational decisions, such as choosing when to turn.
- If the writer were to add this sentence, it would most logically be placed at:
- A. Point A in Paragraph 1.
 - B. Point B in Paragraph 2.
 - C. Point C in Paragraph 4.
 - D. Point D in Paragraph 4.

END OF TEST 1

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