

Chapter 1

The English Test

Brush off your grammar rules and scrutinize your writing skills. About an equal number of the 75 English test questions test your knowledge of both. The ACT presents five passages with about 15 questions each for you to examine within a total limit of 45 minutes. The passages cover a range of topics and tones to allow you to evaluate all kinds of writing forms.

The Problems You'll Work On

When working through the questions in this chapter, be prepared to do the following:

- » Pick apart underlined portions to determine whether they're presented properly or need a change.
- » Decide when you need to insert a comma, semicolon, colon, or dash — and when you don't.
- » Choose the right words for the context and clarity of the sentence.
- » Organize words, sentences, and paragraphs in the most logical manner.
- » Determine the purpose and relevance of ideas in an essay.
- » Discover the relationship between ideas to create the most accurate transitions.

What to Watch Out For

Trap answers include the following:

- » Phrasings that seem correct until you read them within the context of the entire sentence
- » Misused alternatives to proper phrasing, such as improperly using *effect* instead of *affect* or *it's* instead of *its*
- » Options that entice you by duplicating language in the question instead of providing the specifically requested construction

Public Relations for Nonprofits

Questions 1–15 are based on the following information.

(adapted from *The Public Relations Handbook for Nonprofits*, by Art Feinglass, Wiley, 2005)

A obvious, (1) goal of public relations campaigns are (2) to stand out from the crowd. And when it comes to nonprofits, there is always a crowd.

People in the nonprofit world (3) often don't like to think of themselves (4) as being in competition in the way that businesses are. But the competition is there just the same, and ferocious (5).

No matter what your organization's (6) field of activity — health care, community service, education, the arts, environmental protection, promotion of cultural activities, historical preservation, or any other worthwhile cause (7) — you are, in affect, in competition (8) with all the other organizations that specialize in the same area. And not only are you competing with your sister's organizations, (9) you are also in de facto competition with organizations that operate in other areas. Despite the focus of your efforts, the odds are that you and your competitors are reaching out to many of the same people.

The reality is that people usually don't support just one organization. (10) More typically, they support concerns ranging from the local to the global. It is not unusual for one person to support his local library and homeless shelter and symphony orchestra (11) while being involved with organizations that protect whales in the Pacific, support medical research in the Amazon, or providing care for orphans in Africa. (12) And then there is your organization who is trying (13) desperately to be heard above the clamor. That one individual may receive letters, appeals, and newsletters from literally dozens of organizations, all asking for backing and support (14). Therefore, one obvious job that your public relations efforts should accomplish is to help your organization stand out from the

background noise by making a personal connection. In more hard-nosed terms; public relations (15) can be a tool to help you beat the competition.

1.
 - (A) NO CHANGE
 - (B) One obvious
 - (C) A obvious
 - (D) One, obvious
2.
 - (A) NO CHANGE
 - (B) campaign are
 - (C) campaigns is
 - (D) campaign is
3.
 - (A) NO CHANGE
 - (B) Those people in the nonprofit world
 - (C) A person in the nonprofit world
 - (D) In the nonprofit world there are people
4.
 - (A) NO CHANGE
 - (B) themselves
 - (C) himself
 - (D) herself
5.
 - (A) NO CHANGE
 - (B) and its ferocious
 - (C) and it can be ferocious
 - (D) the competition is ferocious
6.
 - (A) NO CHANGE
 - (B) organizations
 - (C) organizations'
 - (D) organization is

7. The best placement in the sentence for the underlined portion would be:
- (A) where it is now
 - (B) after *field*
 - (C) after *No matter what*
 - (D) after *organizations*
- 8.
- (A) NO CHANGE
 - (B) are, in effect, in competition
 - (C) are in affect in competition
 - (D) are in effect, in competition
- 9.
- (A) NO CHANGE
 - (B) sisters' organizations,
 - (C) sister's organization's
 - (D) sister organizations,
10. If the writer were to delete the preceding sentence, the passage would primarily lose:
- (A) an insignificant detail.
 - (B) a point that contradicts statements made earlier in the passage.
 - (C) a necessary transition between the third and fourth paragraphs.
 - (D) a concise summary of the author's knowledge of nonprofits.
- 11.
- (A) NO CHANGE
 - (B) library, homeless shelter, and symphony orchestra
 - (C) library, homeless shelter, and, symphony orchestra
 - (D) library and homeless shelter, symphony orchestra

- 12.
- (A) NO CHANGE
 - (B) organizations that protect whales in the Pacific or support medical research in the Amazon; caring for orphans in Africa.
 - (C) organizations that protect whales, in the Pacific, supporting medical research in the Amazon or caring for orphans in Africa.
 - (D) organizations that protect whales in the Pacific, support medical research in the Amazon, or care for orphans in Africa.
- 13.
- (A) NO CHANGE
 - (B) organization, trying
 - (C) organization who are
 - (D) organization trying though it may
- 14.
- (A) NO CHANGE
 - (B) support
 - (C) backing up and support
 - (D) support to back them up
- 15.
- (A) NO CHANGE
 - (B) hard-nosed terms: public relations
 - (C) hard-nosed terms public relations,
 - (D) hard-nosed terms, public relations

West African Dances

Questions 16–30 are based on the following information.

[1] Rather than through the media and peers, [2] in West Africa, [3] social patterns and values as well as the tools needed to help people work, mature, and praise members of the community [4] are taught through dances. (16) The power of dance provides for the sense (17) of belonging and solidarity that brings people together no matter there

(18) age or the status they hold in the community. In the West African county of Guinea, there are many rhythms each (19) comes from different parts of it's (20) eight regions. A few of these Guinean rhythms include Kuku; Yole; Sonsorne; and Sinte. (21) (22)

Kuku comes from the forest part of Beyla. Located (23) in the region of Nzerekore, and is performed by the Koninke, Manian, and Maokaethnic groups. It is mostly common (24) played at festivals, including the full moon celebration, and is one of the most popular West African rhythms. It is a celebration dance known as a womens (25) dance and is performed in a circle. The rhythm, traditionally played with sticks on Krins which are hollowed wood logs, (26) was originally played when the women would come back from fishing. The women used a variety of tools to make their fishing trips more efficient. (27) The dance of the Kuku embodies the people who perform it. The rhythm of Yole comes from Sierra Leone near the Guinean border, from the Temne people. (28) The Yole is the traditional mask dance and is danced by young and old at nearly all (29) festive occasions.

- 16.** Given proper capitalization of the first word and the appropriate punctuation, which of the following arrangements of the designated parts of the sentence makes this sentence most logical?

(A) NO CHANGE
(B) 2, 3, 4, 1
(C) 2, 4, 1, 3
(D) 1, 4, 2, 3

17.

(A) NO CHANGE
(B) provides that the sense
(C) provides a sense
(D) provide the sense

18.

(A) NO CHANGE
(B) they're
(C) they are
(D) their

19.

(A) NO CHANGE
(B) rhythms. Each
(C) rhythms, each
(D) rhythms and each

20.

(A) NO CHANGE
(B) its
(C) it is
(D) it has

21.

(A) NO CHANGE
(B) Kuku and Yole, Sonsorne and Sinte.
(C) Kuku, Yole, Sonsorne, and Sinte.
(D) Kuku, Yole, Sonsorne, Sinte.

- 22.** Assuming that all are true, which of the following additions to the preceding sentence (replacing *Sinte*) would be most relevant?

(A) Sinte, and each one has a distinctive beat.
(B) Sinte, words that sound unfamiliar to people in North America.
(C) Sinte, beats that originate in different regions of West Africa.
(D) Sinte. I like some of these rhythms better than others.

23.

(A) NO CHANGE
(B) Beyla, located
(C) Beyla; located
(D) Beyla, and located

24.

(A) NO CHANGE
(B) mostly commonly
(C) most common
(D) most commonly

25.

- (A) NO CHANGE
- (B) women
- (C) women's
- (D) womans'

26.

- (A) NO CHANGE
- (B) Krins, that have been hollowed logs,
- (C) Krins that have been created from hollowing out wooden logs,
- (D) hollowed logs called Krins,

27. The author is considering removing the preceding sentence from the essay. Should the author make this deletion?

- (A) No, because the sentence contains information about fishing traditions that relate directly to understanding how Kuku is performed.
- (B) No, because without the inclusion of the sentence, the reader would not know that the women use tools to fish.
- (C) Yes, because the sentence does not provide information that is relevant to understanding how Kuku is performed.
- (D) Yes, because the sentence provides details that contradict information that the author presents earlier in the essay.

28.

- (A) NO CHANGE
- (B) The Guinean border is near Sierra Leone, which is where the rhythm of Yole comes from, from the Temne people.
- (C) From the Temne people, the rhythm of Yole comes from Sierra Leone near the Guinean border.
- (D) The rhythm of Yole comes from the Temne people, who live in Sierra Leone near the Guinean border.

29.

- (A) NO CHANGE
- (B) most nearly all
- (C) most all
- (D) each and every one of the

Question 30 asks about the preceding passage as a whole.

30. Suppose the author's intention was to write a brief essay describing some West African dances and summarizing their significance to the current culture. Would this passage fulfill the author's intent?

- (A) No, because the author does not provide any details about the origins of some of the dances.
- (B) No, because the author describes some of the dances, but he does not summarize how they are significant.
- (C) Yes, because the essay presents the benefits of the dances and gives some details about the way some of them are performed.
- (D) Yes, because it compares the way people danced in earlier times to the way that people dance in modern day.

Reflections on Toothpaste Considerations

Questions 31–45 are based on the following information.

Shopping for groceries, the one area (31) that in an irrational way (32) overwhelms me is the toothpaste aisle. Every brand claims to do the same thing with the only variation being a slight taste difference or maybe a promise of “fresh breath strips” inside. (33)

[1] In order to avoid anxiety in the grocery store, I will have (34) stuck to the same tube since high school. [2] Recently, however, I've noticed that the whitening affect (35) it claims to have may actually

just be their (36) to compete with the other brands that surround it in the store. [3] Due to the fact that sorority recruitment is in two weeks, I've wanted to brighten my smile, but like most college students, I don't have the \$60 to spend on whitening strips. [4] When I saw a commercial for a new line of whitening toothpaste and mouthwash, I immediately thought about making the switch. (37)

I trust whitening strips because I've used them in the passed but (38) even more convincing was the commercial, which featured a person who was in a similar situation to the won (39) I was in. It showed a woman who (40) needed her teeth to be whiter in 14 days but at the same time didn't want (41) to give up the things in her daily lifestyle that make teeth yellow as coffee and blueberries, (42) two things that I consume daily. (43)

If I can get the same whitening effect with an inexpensive mouthwash and toothpaste combination that I can with a \$60 whitening strip product and still be able to consume what I do regularly, the switch from my old standby, which has been having no whitening effect (44), seems like something I should've done a long time ago. I look to my next trip to the toothpaste aisle with eager anticipation.

31.

- (A) NO CHANGE
- (B) When I grocery shop, the one area
- (C) Grocery shopping, the one area
- (D) Shopping for groceries, the main area

32.

- (A) NO CHANGE
- (B) irrationalness
- (C) irrational
- (D) irrationally

33.

- (A) NO CHANGE
- (B) fresh breath strips inside?
- (C) "fresh, breath strips" inside.
- (D) "fresh breath strips," inside.

34.

- (A) NO CHANGE
- (B) I had
- (C) I should have
- (D) I've

35.

- (A) NO CHANGE
- (B) whitening effect
- (C) whitening's affect
- (D) whitening affects

36.

- (A) NO CHANGE
- (B) they're
- (C) there
- (D) they are

37. Which of the following sequences of sentences makes this paragraph most logical?

- (A) NO CHANGE
- (B) 2, 1, 3, 4
- (C) 3, 2, 1, 4
- (D) 3, 4, 2, 1

38.

- (A) NO CHANGE
- (B) passed, but
- (C) past, but
- (D) past but

39.

- (A) NO CHANGE
- (B) one
- (C) won,
- (D) one,

40.

- (A) NO CHANGE
- (B) women who
- (C) women whom
- (D) woman whom

41.

- (A) NO CHANGE
- (B) days, but at the same time didn't want
- (C) days but at the same time, didn't want
- (D) days but, at the same time didn't want

42.

- (A) NO CHANGE
- (B) teeth yellow, such as coffee and blueberries,
- (C) teeth yellow, as coffee and blueberries,
- (D) teeth yellow; like coffee and blueberries,

43. At this point in the essay, the author is contemplating including a list of other foods and liquids that stain teeth. Would that addition to the paragraph be appropriate?

- (A) Yes, because the essay is about ways to whiten teeth, and a list of items that stain teeth would provide readers with the knowledge of what to avoid.
- (B) Yes, because the addition of the list would provide interesting detail that would help the reader better understand the author's personality.
- (C) No, because the list would interrupt the flow of the author's story.
- (D) No, because, although the list would provide relevant information, this information would be more appropriately placed in the final paragraph of the essay.

44. Given that all of the choices are true, which provides information that most logically completes the point of the paragraph?

- (A) NO CHANGE
- (B) which seems to be working just fine
- (C) which tastes like blueberries
- (D) which I've used for most of my life

Question 45 asks about the preceding passage as a whole.

45. Suppose the author wrote this essay in response to a writing assignment that asked for an analysis of the particular conditions that influence consumers to change toothpaste brands. Would this response successfully fulfill the assignment?

- (A) Yes, because the essay gives descriptive detail of a particular time when the author changed toothpaste brands.
- (B) Yes, because the essay shows that the quality of a particular toothpaste brand's whitening effect is what inspires consumers to choose that brand.
- (C) No, because the essay does not specify the name of the brand of toothpaste she decides to switch to.
- (D) No, because the essay is a personal account rather than an analysis.

A Study of Soap Operas

Questions 46–60 are based on the following information.

[1] Soap operas have become the modern, day melodrama. (46) [2] Characters are classified as good guys, or bad guys, (47) and the bad guys are always trying to find some way to make the lives of the good guys miserable. [3] Soap operas sets are boring and bland, (48) and directors tend to rely on the close up to convey characterization. [4] The shot closes in on the bad character displaying an evil and calculating expression as she informs the good character that she is going to ruin her life. [5] The camera then captures the worried and helpless (49) expression of the potentially ruined good girl. [6] Most actors confirm that they would rather play bad characters than good, but (50) it is more fun to give evil expressions then helpless ones. (51) (52)

There seems to be those (53) for every scene, for instance, (54) whenever two lovers embrace in reconciliation, the camera closes in on the face of one of them to show the worry and doubt that character has about the stability of the reconciliation. The camera pulling away, (55) the audience can view the results of very little rehearsal. Actors appear wooden and posed in full length. As (56) there seems to be stock facial expressions, there also appears to be stock physical poses. Exasperated characters breathing deeply and heaving their shoulders (57) up and down. Pleading characters embrace (58) their ground and lift their hands in supplication. (59) The only overt physical demonstrations of emotion is (60) raging lunges and passionate embraces.

46.

- (A) NO CHANGE
- (B) todays melodrama
- (C) the modern-day melodrama
- (D) the modern, day, melodrama

47.

- (A) NO CHANGE
- (B) good guys. Or, bad guys
- (C) good guys or bad guys
- (D) good guys or bad guys,

48.

- (A) NO CHANGE
- (B) bland,
- (C) boring and uninteresting,
- (D) boring

49.

- (A) NO CHANGE
- (B) worried, helpless,
- (C) worried,
- (D) worried and helpless,

50. Which of the following choices provides the most logical transition between the ideas in the sentence?

- (A) NO CHANGE
- (B) good; therefore,
- (C) good;
- (D) good; however,

51.

- (A) NO CHANGE
- (B) then it is to give a helpless one.
- (C) than those that look helpless.
- (D) than helpless ones.

52. What is the most logical position for the preceding sentence?

- (A) Where it is now
- (B) After Sentence 1
- (C) After Sentence 3
- (D) After Sentence 4

53.

- (A) NO CHANGE
- (B) them
- (C) stock expressions
- (D) some of those

54.

- (A) NO CHANGE
- (B) every scene; for instance,
- (C) every scene: for instance
- (D) every scene, for instance

55.

- (A) NO CHANGE
- (B) Pulling away, the camera reveals
- (C) When the camera pulls away,
- (D) Because the camera pulls away,

56. Which of the following alternatives to the underlined word would be LEAST appropriate?
- (A) Whereas
 - (B) While
 - (C) At the same time as
 - (D) Just as
- 57.
- (A) NO CHANGE
 - (B) characters breathe deeply and heave their shoulders
 - (C) characters that breathe deeply and heave their shoulders
 - (D) characters, which breathing deeply and heaving their shoulders,
- 58.
- (A) NO CHANGE
 - (B) defend
 - (C) hold
 - (D) clutch
59. The author is considering revising the paragraph by deleting the preceding two sentences because he thinks they may be irrelevant. If the author makes this deletion the paragraph will primarily lose:
- (A) interesting but irrelevant details about the kinds of facial expressions soap opera characters make.
 - (B) examples of the common types of poses soap opera characters strike to portray emotions.
 - (C) examples of the rare instances of overt physical demonstrations of emotion portrayed in soap operas.
 - (D) important details about the kinds of poses the audience sees in camera close ups of soap opera characters.
- 60.
- (A) NO CHANGE
 - (B) emotion are
 - (C) emotion has been
 - (D) emotion had been

Why Study Philosophy?

Questions 60–75 are based on the following information.

In an essay entitled *Philosophy: Who needs it?* (61), Ayn Rand explains that philosophy answers three questions; (62) Where am I, how do I know, and what do I do. These questions are also (63) the three branches of philosophy, metaphysics, epistemology, and ethics. (64) The answers to these questions determine how we live our lives and arguably make up the most essential (65) elements of human survival. Other philosophers go along (66) and explain that we need to understand philosophy or we will end up like ancient cave dwellers' (67) without an understanding of how the world works.

Many people avoiding philosophy (68) for several main reasons. The first reason why (69) some choose to avoid studying philosophy is because they fear change and don't want to leave there (70) comfort zones. Philosophy is a very deep process of thinking (71) and some decide they don't want to discover new ideas because they will go against their prior knowledge and make them leave a level of comfort that they are not willing to let go. (72)

The second reason people do not want to study philosophy is because of the feeling of insignificance they can feel (73) when they explore the vast world of philosophy. Philosophy studies everything that has to do with human life and the human mindset, and this (74) can sometimes leave one with a sense of insignificance. The third reason that some may choose to avoid philosophy is because they feel that they will lose control over their lives. When studying philosophy, some theories (75) suggest that what humans perceive as the world is really just made up in their minds. This concept leaves some people feeling as though they have no true sense of reality and therefore no control over their lives.

61.

- (A) NO CHANGE
- (B) "Philosophy: Who Needs It?"
- (C) "Philosophy: Who Needs It"?
- (D) Philosophy: Who Needs It?

62.

- (A) NO CHANGE
- (B) questions
- (C) questions, such as,
- (D) questions:

63.

- (A) NO CHANGE
- (B) also are
- (C) also correspond to
- (D) also represent

64.

- (A) NO CHANGE
- (B) philosophy being metaphysics, epistemology, and ethics.
- (C) philosophy, metaphysics; epistemology; ethics.
- (D) philosophy, which are metaphysics, epistemology, and ethics.

65.

- (A) NO CHANGE
- (B) and arguably, make up the most essential
- (C) and, arguably, make up the more essential
- (D) and, arguably comprise the most essential

66. Which of the following choices provides the best alternative to the underlined words?

- (A) get along
- (B) concur
- (C) disagree
- (D) acquiesce

67.

- (A) NO CHANGE
- (B) cave dweller's
- (C) cave's dwellers
- (D) cave dwellers

68.

- (A) NO CHANGE
- (B) people who are avoiding philosophy
- (C) people have avoided the study of philosophy
- (D) people avoiding philosophy study

69.

- (A) NO CHANGE
- (B) reason for which
- (C) reason which
- (D) reason

70.

- (A) NO CHANGE
- (B) their
- (C) they're
- (D) them, the

71.

- (A) NO CHANGE
- (B) Philosophy has been a very deep process of thought,
- (C) Philosophy requires a deep thought process,
- (D) Philosophy requires you to think deeply,

72. Which of the following would NOT be a suitable replacement for the underlined text?

- (A) make them leave their comfort zone.
- (B) create discomfort.
- (C) force them to step outside their comfort zone.
- (D) make them leave a level of discomfort for which they are unprepared.

73.

- (A) NO CHANGE
- (B) the feeling of insignificance they experience
- (C) the feeling of insignificance they're feeling
- (D) the feeling of insignificance experienced

74.

- (A) NO CHANGE
- (B) it
- (C) this breadth
- (D) they

75.

- (A) NO CHANGE
- (B) Philosophy provides theories that some
- (C) When studying philosophy, some
- (D) Some philosophical theories

Planning for Human Error

Questions 76–90 are based on the following information.

(adapted from *Contingency Planning and Disaster Recovery: A Small Business Guide*, by Donna R. Childs and Stefan Dietrich, Wiley)

[1] Human error is by far, (76) the most commonly frequent (77) cause of business disasters. [2] By definition, human errors are unintentional, and (78) because they occur randomly, we hope that the overall impact on your business operations will be negligible. [3] Each of us have had (79) the experience of developing a new document by revising an older document or by using a template. [4] The same is true when we reorganize our files to reduce the clutter we made in the last month and unintentionally delete a whole folder of important documents. (80) [5] When we finish our work, hit (81) the “save” button, and immediately realize that we have just written over with new text an old document that we will need again in the future.

Unfortunately, there is no simple single, solution. (82) We have to expect that human errors will be made, and we must be able to protect our businesses from ourselves’ (83) to the extent possible. I often notice that managers hope that they’re (84) employees will be careful with important files, and when they inadvertently delete a file they (85)

hope a backup file exists. I usually suggest keeping track of these events. If you do so, you will begin (86) to realize that these errors occur with greater frequency than you thought. Another drive is enthusiastically used for backing up data and then forgotten after a few weeks passed. (87) And (88) the corrective action taken is most often less than satisfactory.

In fact, we have observed with frequency that the loss of a file is either not even realized or simply never reported, until someone runs, nervous, through (89) the company asking if anyone still has a copy of a particular file.

76.

- (A) NO CHANGE
- (B) human error is, by far,
- (C) human error by far
- (D) By far, human error, is

77.

- (A) NO CHANGE
- (B) most frequent
- (C) most frequently common
- (D) most common and most frequent

78.

- (A) NO CHANGE
- (B) unintentional and,
- (C) unintentional and
- (D) unintentional, but

79.

- (A) NO CHANGE
- (B) Each of us have
- (C) Each of us has had
- (D) Each of us had

80. The best placement for this sentence would be:

- (A) where it is now
- (B) after sentence 1
- (C) after sentence 2
- (D) after sentence 5

81.

- (A) NO CHANGE
- (B) our work hit
- (C) our work, we hit
- (D) our work I hit

82.

- (A) NO CHANGE
- (B) simple, single, solution
- (C) single simple, solution
- (D) single simple solution

83.

- (A) NO CHANGE
- (B) itself
- (C) ourselves
- (D) themselves

84.

- (A) NO CHANGE
- (B) their
- (C) there
- (D) they are

85.

- (A) NO CHANGE
- (B) when, inadvertently, they delete a file, managers
- (C) when employees inadvertently delete a file they
- (D) when employees inadvertently delete a file, managers

86.

- (A) NO CHANGE
- (B) If you do so you'll begin
- (C) If you do, so you will begin
- (D) If you'll do so, begin

87.

- (A) NO CHANGE
- (B) a few weeks have passed
- (C) a few weeks have past
- (D) few weeks have passed

88. Which of the following alternatives to the underlined portion is most acceptable?

- (A) While
- (B) But
- (C) Therefore,
- (D) OMIT the underlined portion and capitalize *The*.

89.

- (A) NO CHANGE
- (B) runs nervous through
- (C) running nervously through
- (D) runs nervously through

Question 90 asks about the preceding passage as a whole.

90. A business owner is looking for an article that explains how businesses can avoid costly employee mistakes. Would this passage be appropriate for that purpose?

- (A) Yes, because the passage gives examples of common office errors.
- (B) Yes, because the passage offers a simple solution to correcting human errors.
- (C) No, because the passage does not specifically address the kinds of errors employees make.
- (D) No, because although it describes the types of human errors that occur in the office environment, the passage does not provide an explanation of how to avoid them.

Is Deviant Behavior Learned?

Questions 91–105 are based on the following information.

Aleister Crowley was born on October 12, 1875 (91) and from birth he marked himself already for deviant behavior (92). He was born with a swastika-shaped birthmark, (93) and in many ways this

birthmark shaped the rest of his life. Born into a Protestant family, his dad was an influential preacher. (94) Crowley came to despise the Christian religion, and his mother named him “The Beast.” (95) At a later age, turning (96) to the occult and practice of black magic. Crowley experimented with it (97) and continued a life of deviant behavior, acting violent, and was devoted to the powers of darkness throughout his life. (98) Crowley perfectly exemplifies the fact that it may be nature not nurture that determines one’s bent (99).

[1] Crowley has had many followers since his death, but none of them were born with the cruel mindset that Crowley was born with. (100) [2] Some philosophers and psychologists try to argue that its (101) in fact nurture that determines if a person is evil (102). [3] When you consider the case of Crowley, however (103), it is hard to argue that he was nurtured to be the demon that he was. [104] [4] The nature theory explains why identical twins, raised under different conditions (105) grow up to have very similar personalities instead of different personalities as the nurture theory would suggest.

91.

- (A) NO CHANGE
- (B) October 12, 1875,
- (C) October 12, 1875
- (D) October, 12, 1875

92.

- (A) NO CHANGE
- (B) he was marked for behavior that was deviant already
- (C) he, marked already for deviance
- (D) he was already marked for deviance

93.

- (A) NO CHANGE
- (B) birthmark;
- (C) birthmark:
- (D) birthmark —

94.

- (A) NO CHANGE
- (B) Crowley was born into a Protestant family; his father was an influential preacher.
- (C) Born into a Protestant family, Crowley’s father was an influential preacher.
- (D) Being born into a Protestant family, an influential preacher was his dad.

95. The author is considering deleting the underlined portion from the sentence. If the author were to delete this clause, the essay would primarily lose:

- (A) a minor detail about Crowley’s family life.
- (B) an explanation of why Crowley rejected Christianity.
- (C) an additional detail that supports the author’s point that Crowley engaged in deviant behavior from an early age.
- (D) a necessary transition that links a major point the author makes in the first few sentences to a contrasting point at the end of the paragraph.

96.

- (A) NO CHANGE
- (B) he turned
- (C) was turning
- (D) he had been turning

97.

- (A) NO CHANGE
- (B) them all
- (C) it all
- (D) the supernatural

98.

- (A) NO CHANGE
- (B) a life of deviant behavior, acting violently, and was devoted to the powers of darkness throughout his life
- (C) a life of deviant behavior, violent actions, and devotion to the powers of darkness
- (D) a life of deviant behavior, acting violently and devoted to the powers of darkness

99.

- (A) NO CHANGE
- (B) ones bent
- (C) their bent
- (D) the way that one bends

100. Upon reviewing this sentence, the author is considering moving it to another place in the paragraph. The most logical position for this sentence would be:

- (A) where it is now
- (B) before sentence 3
- (C) after sentence 3
- (D) after sentence 4

101.

- (A) NO CHANGE
- (B) it is
- (C) it has
- (D) it's

102.

- (A) NO CHANGE
- (B) if a person is evil or not
- (C) whether a person's evil or not
- (D) whether a person is evil

103. Which of the following choices would be the LEAST acceptable alternative to the underlined word given the context of the sentence?

- (A) but
- (B) though
- (C) in contrast
- (D) on the other hand

104. Which of the following sentences if added here would provide the best transition to the next sentence and remain consistent with the main idea of the passage?

- (A) Some of Crowley's followers hold to the nature theory while others accept the nurture theory.
- (B) The nature theory provides a different philosophy from the nurture theory.
- (C) Had Crowley been a twin, that twin could have had a completely different personality from his.
- (D) A better explanation for Crowley's personality would be the nature theory.

105.

- (A) NO CHANGE
- (B) twins who are raised under different conditions
- (C) twins, raised under conditions that are different,
- (D) twins who, raised under the different conditions,

The Legend of the Five Suns

Questions 106–120 are based on the following information.

The Mexica people's history of constant migration and destruction of community are communicated (106) in the Legend of the Five Suns. "The Codex of Chimalpopoca," which has been translated by John

Bierhorst, (107) documents this legend about what happened to the Mexica people as a result of the five suns.

The first sun was known as Four Water and was supposedly the tale of how the gods created humans, yet its ending (108) a flood where the survivors turned into fish. The second sun, Four Jaguar, (109) ended when the sun fell to the earth and set it ablaze. Like the second sun, (110) the third sun, known as Four Rain, also ended in a blaze, when it and gravel, (111) rained down from the sky and ignited the land. The remaining people turned into birds. Four Winds, the fourth sun, existing as it did (112) under the rule of Quetzalcoatl and ended with a hurricane that blew the people off the face of the earth. Those who survived were changed into monkeys and scattered throughout (113) the forests and mountains. The fifth sun is known as Four Movement, and it is supposed to end in earthquakes. (114)

Although the story of the five suns' is just (115) a legend; it has helped (116) show the origins of the Mexica people's struggle to keep a community together despite disaster and death. Disasters did not occur exactly like the ones described in the Legend of the Five Suns, but (117) native people experienced similar disasters when marauders annihilated several city states, crushing their communities, taking away their beliefs, and wiping out their histories. (118) For example, the Tolltecs disbanded in 1064 under the leadership of Huemac due to the fact that (119) the city of Tollan fell. The people wandered for seven years, which caused the city to fall apart and (120) resulted in the dispersal of the people throughout the continent.

106.

- (A) NO CHANGE
- (B) are told
- (C) is communicated
- (D) have been conveyed

107. If the author deleted the underlined clause and comma that precedes it, the reader would primarily lose:

- (A) specific documentation of the source of the author's materials.
- (B) an important transition between the purpose of the legend and the information it contains.
- (C) a relevant detail that helps the reader gain an understanding of the origins of the legend.
- (D) insight into why the legend was documented in "The Codex of Chimalpopoca."

108.

- (A) NO CHANGE
- (B) humans, yet its ending with
- (C) humans yet ending with
- (D) humans, yet it ended with

109.

- (A) NO CHANGE
- (B) sun Four Jaguars
- (C) sun called Four Jaguars,
- (D) sun, with a name of Four Jaguars

110.

- (A) NO CHANGE
- (B) As the second sun,
- (C) As for the second sun,
- (D) Like the second sun did

111.

- (A) NO CHANGE
- (B) they and gravel
- (C) it, and gravel,
- (D) fire and gravel

112.

- (A) NO CHANGE
- (B) existing
- (C) existed
- (D) as it did exist

113.

- (A) NO CHANGE
- (B) within
- (C) by
- (D) between

114. The author is considering adding the following sentence to beginning of this paragraph:

The people who lived by the Legend of the Five Suns had very little hope.

Given the subject matter of the information in the rest of the paragraph, would this sentence be a relevant first sentence to the paragraph?

- (A) Yes, because it lets the reader know that there were people who lived by the Legend of the Five Suns.
- (B) Yes, because it provides a helpful introduction that ties together the subsequent descriptions of the five suns.
- (C) No, because it conveys a negative tone that is not consistent with the rest of the paragraph.
- (D) No, because it does not provide a relevant transition between this paragraph and the one that precedes it.

115.

- (A) NO CHANGE
- (B) suns are just
- (C) sun's only
- (D) suns is just

116.

- (A) NO CHANGE
- (B) legend. It helps
- (C) legend it helps out to
- (D) legend, it helps

117. If the writer were to delete the underlined portion and capitalize "native" to begin the sentence, the essay would primarily lose:

- (A) an insignificant detail.
- (B) information that clarifies the difference between myth and what really happened to the Mexica people.
- (C) evidence of the author's extensive knowledge about each of the stories of the five suns.
- (D) descriptive detail that links the Legend of the Five Suns to the concept of Armageddon.

118.

- (A) NO CHANGE
- (B) when several city-states were annihilated, their communities were crushed, their beliefs were taken from them, and their history was wiped out
- (C) when several city-states were annihilated, crushing their communities, their beliefs were taken from them, and wiping out their history
- (D) when marauders destroyed several city-states by crushing their communities, their beliefs taken from them, and their history wiped out

119.

- (A) NO CHANGE
- (B) because
- (C) owing to the fact that
- (D) due to

120.

- (A) NO CHANGE
- (B) which, causing the city to fall apart,
- (C) which
- (D) OMIT the underlined portion.

Acting for Television

Questions 121–135 are based on the following information.

At first, acting for television seems to be similar to acting on the big screen. Although (121) there are similarities between the two, such as the use of a camera to capture the performance, (122) television acting is different from that of motion pictures in its resources and purpose. Acting for television tends to be (123) more superficial then (124) acting on the big screen.

To begin with, (125) television as a medium is more limited than motion pictures. As compared to the big screen, television generally requires significantly fewer (126) preparation time for each episode; less taped footage to draw from; and less time to edit the final product. (127) Characters, therefore, may be more one-dimensional and lack depth (128). (129)

Deviations from the script may be more common and even acceptable on television. The time constraints for filming a motion picture, on the other hand (130), are generally not as severe, and big screen actors can rehearse and film their presentations for a much longer period of time. Giving them (131) a better opportunity to develop their characters' reactions to the particular circumstances presented in the film.

Time and budget restraints also effect (132) the amount of taped footage in television. Therefore, television actors do not have the luxury of providing a variety (133) of takes. Unless there are blatant errors in a scene, the actors' first performance for the camera will be there final one (134).

121.

- (A) NO CHANGE
- (B) However, although
- (C) But,
- (D) Likewise,

122.

- (A) NO CHANGE
- (B) two like the use of a camera to capture the performance
- (C) two, like the use of a camera to capture the performance
- (D) two; such as the use of a camera for performance capture,

123. Which of the following alternatives to the underlined portion would *not* be acceptable?

- (A) can be
- (B) is likely
- (C) leans toward being
- (D) has a tendency toward

124.

- (A) NO CHANGE
- (B) as
- (C) than
- (D) as is

125. If the author deletes the underlined portion, the sentence will primarily lose:

- (A) a beginning phrase that introduces the sentence but does not add vital information.
- (B) an essential transition without which the preceding paragraph does not flow to the second paragraph.
- (C) the first designation of a numbered list.
- (D) an example of how television acting differs from movie acting.

126.

- (A) NO CHANGE
- (B) significant fewer
- (C) significantly less
- (D) less significance in

127.

- (A) NO CHANGE
- (B) for each episode, which means there is less taped footage to draw from and less time to edit the final product.
- (C) for each episode, less taped footage to draw from, and less time to edit the final product.
- (D) for each episode: fewer taped footage to draw from and fewer time to edit the final product.

128.

- (A) NO CHANGE
- (B) be more one-dimensional than and lack as much depth
- (C) be one-dimensional and more
- (D) lack depth

129. At this point, the author is considering adding the following sentence:

Actors exhibit much more spontaneity, too.

Would this addition be appropriate?

- (A) Yes, because the sentence adds another reason that television actors are different, and a writer should include as many supporting examples as possible.
- (B) Yes, because it provides a necessary transition to the next paragraph.
- (C) No, because the sentence presents a positive difference about television actors, and the rest of the passage focuses on only the negative aspects of television acting.
- (D) No, because the sentence contains comparison language but doesn't provide a specific comparison.

130. Which of the following alternatives to the underlined portion would be LEAST acceptable?

- (A) conversely
- (B) in other words
- (C) in contrast
- (D) on the contrary

131.

- (A) NO CHANGE
- (B) This giving them
- (C) Providing them
- (D) This gives them

132.

- (A) NO CHANGE
- (B) effect, too,
- (C) also affect
- (D) are also affecting

133.

- (A) NO CHANGE
- (B) diverse variety
- (C) small variety
- (D) various diversity

134.

- (A) NO CHANGE
- (B) they're final one
- (C) his final act.
- (D) their last

Question 135 asks about the preceding passage as a whole.

135. Given that the author intended to write an essay that contrasts television acting with movie acting, did the passage fulfill this goal?
- (A) Yes, because the passage states that television acting is different from movie acting and then provides specific ways that the two types of acting differ.
 - (B) Yes, because the passage points out that despite their differences, television acting and movie acting are really quite similar.
 - (C) No, because the passage focuses on only the differences between acting for television and acting in movies.
 - (D) No, because the author does not provide specific examples of television and movie actors to support the points made in the passage.

Greek Tragedy

Questions 136–150 are based on the following information.

[1]

[1] Greek drama evolved during the fifth century B.C. from the public performance of narrative lyrics. [2] Three dramatists (136) dominated the fifth-century Athenian stage, they were (137) Aeschylus, Sophocles, and Euripides. (138) [3] Actors dressed in masks and platform shoes accompanied by a chorus, (139) performed the plays for large audiences using mostly dialogue rather than action to tell the story. (140)

[2]

Their tragedies chronicled the inevitable (141) movement of a tragic hero from good fortune

to destruction usually due to (142) a flaw in the hero's character. The tragedies focused on human's (143) inability to control their own fates. Attempts by the hero to change fate usually result (144) in increased suffering. (145)

[3]

Sophocles' *Oedipus Tyrannus* is a classic example of the tragic dilemma. Oedipus, through a series of deceptions and mistaken identities, learning (146) that he cannot escape the prophecy that he would murder his father. He accepts his role in the situation (147), which leaves the chorus to lament about the cruelty and inevitability of fate.

[4]

The tragedies of Euripides, who was Sophocles' contemporary, are different, however (148). Euripides, one of the great Greek dramatists of the fifth century B.C., (149) was the first to express some of his ideas about man through the principal actors. In so doing, he made his characters more human, made them feel and think more like men, and showed how love and passion influenced the course of men's lives. Rather than emphasizing one tragic flaw and the inevitability of fate, Euripides' *Alcestis* focuses on friendship and its ability to affect the course of fate.

136.

- (A) NO CHANGE
- (B) 3 dramatists
- (C) Three dramatists'
- (D) 3 dramatist's

137.

- (A) NO CHANGE
- (B) stage, being
- (C) stage:
- (D) stage. They

- 138.** The author is considering adding this sentence:

Greek dramatists created great works in other centuries, too.

Would this addition be appropriate given the primary topic of the paragraph?

- (A) Yes, because the paragraph is about Greek dramatists.
- (B) Yes, because the sentence provides additional information about Greek dramatists that improves the readers understanding of how influential Greek drama was in early times.
- (C) No, because the paragraph is about dramatists from all cultures and the sentence only mentions Greek dramatists.
- (D) No, because the paragraph is specifically about fifth-century Greek drama.

139.

- (A) NO CHANGE
- (B) Actors, dressed in platform shoes and they have masks on and are accompanied by a chorus,
- (C) Actors, dressed in masks, platform shoes, and accompanied by a chorus,
- (D) Actors, accompanied by a chorus and dressed in masks and platform shoes,

- 140.** Upon reviewing the previous paragraph, the author is considering changing the order of the sentences. Which ordering of the sentences would be the most logical?

- (A) NO CHANGE
- (B) 1, 3, 2
- (C) 2, 1, 3
- (D) 3, 1, 2

- 141.** Which of the following would be the LEAST acceptable substitute for the underlined word given the context of the paragraph?

- (A) unavoidable
- (B) usual
- (C) inescapable
- (D) certain

142.

- (A) NO CHANGE
- (B) because of the fact that there is
- (C) due
- (D) since there is

143.

- (A) NO CHANGE
- (B) humans'
- (C) human
- (D) humanity

144.

- (A) NO CHANGE
- (B) results
- (C) resulted
- (D) had resulted

- 145.** Given that the following choices are true, which would most effectively lead the reader from the information in the previous paragraph to the description that follows in the third paragraph?

- (A) NO CHANGE
- (B) All three Greek dramatists wrote plays that provide classic examples of the tragic hero.
- (C) Like those by the other two dramatists, Sophocles wrote tragedies that focused on heroes who could not control their own fates.
- (D) Sophocles wrote a tragedy about one of those heroes, called *Oedipus Tyrannus*.

146.

- (A) NO CHANGE
- (B) ascertains
- (C) making the discovery
- (D) stumbles upon

147. Given that the following choices are true, which one states the most logical cause for the action described in the clause that follows the underlined portion?

- (A) NO CHANGE
- (B) He learns that his attempts to escape his fate serve to worsen his destruction.
- (C) The members of his family point out that Oedipus's pride contributed to his destruction.
- (D) Only Oedipus has the power to undo the destruction that has taken place.

148.

- (A) NO CHANGE
- (B) therefore
- (C) mostly
- (D) supposedly

149. The author is considering removing the underlined portion and omitting the comma after *Euripides*. The primary effect of this change would be that the

- (A) reader would be confused about the identity of Euripides
- (B) flow of the last paragraph would be interrupted
- (C) sentence would be punctuated incorrectly
- (D) passage would avoid stating an unnecessary redundancy

Question 150 asks about the preceding passage as a whole.

150. The most logical arrangement of the paragraphs in this passage would be

- (A) as it is now
- (B) 4, 3, 2, 1
- (C) 2, 1, 3, 4
- (D) 1, 2, 4, 3

Wonderful Wokamama

Questions 151–165 are based on the following information.

From the first day we arrived in London, and on, (151) all I heard about was a casual restaurant called Wokamama. I eventually got around to trying it, and I was in love. From the relaxed atmosphere to the amazing, and unique (152) Asian fusion cuisine, it quickly became my number one place to get a delicious meal. I consumed a variety of dishes; sumptuous sushi, (153) aromatic noodle bowls, and crunchy spring rolls were among my favorites. (154)

London had many other great restaurants, but I didn't have time to visit them all. (155) When in Amsterdam, they had (156) a place with a similar concept to Wokamama; yet, offered a (157) create-your-own Asian noodle bowl, called Wok the Walk (158). This establishment had a fast food style set up that made it easy to take it (159) home or eat there. Like Wokamama, Wok the Walk had tasty, delicious (160) food, and I was pretty bummed that I arrived back in the States and then found out there had been one pretty close by me in (161) London the entire time. Guess it made me realize that even if I had grown up in London, I would have always been discovering new restaurants no matter how much I explored.

Back in the States, due to a lack of good Asian restaurants, (162) I realize that likely the closest I can get to Wokamama is (163) Panda Panda in the mall. I used to like Panda Panda, but now that I have experienced a true melting pot of cultures like

that in London, this “foreign” cuisine just doesn’t taste right. However, (164) I learned that Wok the Walk and Wokamama exist in the United States on the east coast and are expanding. Soon, these excellent establishments will reach the west coast so those of us who live east of the Mississippi have an opportunity to expand our experience of Asian cuisine. (165)

151.

- (A) NO CHANGE
- (B) and continuing on,
- (C) including the days ever after in the future,
- (D) OMIT the underlined portion.

152.

- (A) NO CHANGE
- (B) amazing and unique
- (C) amazing and, unique
- (D) amazing, and unique,

153.

- (A) NO CHANGE
- (B) dishes, sumptuous sushi,
- (C) dishes sumptuous sushi,
- (D) dishes, which were sumptuous sushi,

154. If the writer were to delete the preceding sentence, the paragraph would essentially lose:

- (A) more specific details about the restaurant’s offerings.
- (B) an explanation of why Wokamama became the writer’s favorite restaurant.
- (C) insight into how frequently the writer patronized the restaurant.
- (D) a list of the types of food a visitor to London may expect to find in its top restaurants.

155. Which of these sentences provides the best transition from the first paragraph to the information that follows:

- (A) NO CHANGE
- (B) Although I ate at other Asian restaurants in Europe, none was as satisfying as Wokamama.
- (C) I later learned that Wokamama had locations in the United States.
- (D) My travels provided other encounters with Asian fusion.

156.

- (A) NO CHANGE
- (B) When in Amsterdam, it had
- (C) When I went to Amsterdam, they had
- (D) In Amsterdam, I found a place that

157.

- (A) NO CHANGE
- (B) Wokamama, which offered a
- (C) Wokamama, but mostly offered a
- (D) Wokamama was more of a

158. Based on information in the paragraph, the best location in the sentence for the underlined part is:

- (A) where it is now.
- (B) after *place*.
- (C) after *concept*.
- (D) after *Wokamama*.

159.

- (A) NO CHANGE
- (B) them
- (C) meals
- (D) it all

160.

- (A) NO CHANGE
- (B) tasty and delicious
- (C) delectably tasty
- (D) tasty

161.

- (A) NO CHANGE
- (B) when I discovered after I arrived back in the States that one had been pretty close to me in
- (C) that I discovered one pretty close by me after I arrived back to the States in
- (D) when one pretty close to me was discovered not until after arriving back in the States from

162.

- (A) NO CHANGE
- (B) States due to a lack of good Asian restaurants
- (C) States due to a lack, of good Asian restaurants,
- (D) States, due to a lack of good, Asian, restaurants,

163.

- (A) NO CHANGE
- (B) was
- (C) would have been
- (D) had been

164.

- (A) NO CHANGE
- (B) Consequently,
- (C) On the other hand,
- (D) Happily,

165.

Suppose the writer had intended to create an essay that explores the role that food plays in helping a person from one country appreciate the culture of a foreign country. Would this essay accomplish that goal?

- (A) Yes, because the essay gives examples of foreign food that she likes better than food from her native country.
- (B) Yes, because the passage indicates that the writer gained a better appreciation for London culture by eating in its various restaurants.
- (C) No, because although the writer explores her developing appreciation for London cuisine, it doesn't provide examples of her appreciation for other cultures.
- (D) No, because the essay doesn't directly relate appreciation of foreign food to appreciation of foreign cultures.

Seeking Partners for Greater Competitive Advantage

Questions 166–180 are based on the following information.

(adapted from *Adapt or Die: Transforming Your Supply Chain into Adaptive Business Network*, by Claus Heinrich, Wiley)

[1]

Few businesses truly exist in isolation. No matter the strength, the power, and market force a company can bring to bear, it (166) always has suppliers and customers. [A] To flourish in today's rapid-paced (167) business landscape, companies need to work quicker and more effectively (168) to form partnerships with multiple customers and suppliers. (169)

[2]

Partnerships present the opportunity to quickly gain access to a technology or product, develop a broader mix of products and services, and achieving (170) the nimbleness (171) required to adapt to rapidly changing market conditions. In today's fast-moving economy, if companies don't form effective partnerships, they're not just marginalized — (172) they're eliminated. Yet, with all the potential partnerships offer to enhance a companys' (173) competitiveness, businesses continue to either resist partnerships in general or form partnerships that are limited in scope. (174) [B]

[3]

First, many companies view themselves as isolated entities. They're focused on performing better, more cheaply, and faster within their own walls. Just like two divisions within a corporation, (175) a company that fails to integrate it's (176) business processes and share information with its partners will not be able to work with those partners efficiently. Suppliers can't effectively manage their inventory when they have no information about demand for the finished product. Similarly, suppliers (177) can't respond quickly to changes in customer demand when it takes weeks or months to learn about these changes. [C] These are just some of the issues companies could address by working closer (178) with their trading partners.

[4]

Second, until recently, the technology has not existed to allow companies to form flexible, low-cost relationships with partners. Over the past few decades, larger companies have began (179) communicating electronically through direct links with their suppliers, but these linkages remain expensive to install and maintain. [D] In addition to its expense, this technology doesn't provide the flexibility needed to change suppliers if they are later deemed ineffective or if market conditions change. [180]

166.

- (A) NO CHANGE
- (B) bear; it
- (C) bear: it
- (D) bear, and

167.

- (A) NO CHANGE
- (B) today's rapid-paced
- (C) today's rapid-paced,
- (D) todays' rapid-paced,

168.

- (A) NO CHANGE
- (B) more quicker and effective
- (C) quickly and effectively
- (D) quick and effective

169. The writer is considering adding the following statement to the end of this paragraph:

Businesses should also invest dollars in and devote time to research and development.

Should the writer add the statement here?

- (A) Yes, because it summarizes the paragraph's main point by providing another way businesses can flourish.
- (B) Yes, because it shows that owning a business requires a large number of resources.
- (C) No, because it interrupts the transition between this paragraph and the one that follows.
- (D) No, because providing ways to make businesses more successful is inconsistent with the rest of the essay.

170.

- (A) NO CHANGE
- (B) are achieving
- (C) achieved
- (D) achieve

171. Which of the choices provides a state most consistent with the requirement mentioned in the rest of the sentence?

- (A) NO CHANGE
- (B) caution
- (C) evolvment
- (D) accomplishment

172.

- (A) NO CHANGE
- (B) marginalized, they're
- (C) marginalized, their
- (D) marginalized they're

173.

- (A) NO CHANGE
- (B) companies
- (C) company's
- (D) companies'

174. Which of the following statements provides the best transition from this paragraph to the rest of the essay?

- (A) NO CHANGE
- (B) Businesses have at their disposal two ways to overcome their resistance to forming partnerships.
- (C) The isolation created when businesses fail to join forces with other may be devastating.
- (D) Businesses are best served when they approach forming alliances with caution.

175.

- (A) NO CHANGE
- (B) Just like two divisions of a corporation,
- (C) Just like a corporation that lacks communication between its divisions,
- (D) Just as a corporation with two divisions,

176.

- (A) NO CHANGE
- (B) its
- (C) their
- (D) its'

177. Which of the following alternatives to the underlined portion is LEAST acceptable?

- (A) And
- (B) Consequently,
- (C) Additionally,
- (D) Likewise,

178.

- (A) NO CHANGE
- (B) in a much closer manner
- (C) more close
- (D) more closely

179.

- (A) NO CHANGE
- (B) begun
- (C) had begun
- (D) have begun

Question 180 asks about the passage as a whole.

180. The writer wants to add the following sentence to the essay:

But not every company has partners.
The most logical placement for this sentence is:

- (A) point A in paragraph 1.
- (B) point B in paragraph 2.
- (C) point C in paragraph 3.
- (D) point D in paragraph 4.

The Rise of Feudalism

Questions 181–195 are based on the following information.

Rome began to fall. Barbarian raiders pillaged and raided (181) Roman cities. Forced to pull back, the Roman army were losing (182) many battles against several Barbarian tribes. It took time, but (183) the formerly strong, unbeatable Roman Empire gradually disintegrated.

As one Barbarian tribe, the Visigoths, who was led by a warrior king named Alaric, marching toward Rome. the inhabitants (184) were quaking with fear. The Senate tried to pay off the Visigoths. Therefore, (185) on the fourth of August in 410 AD, Rome was defeated (186) in a six-day rampage, and no mercy was given.

Without the authority and stability, the Roman Empire had supplied, (187) confusion and instability (188) broke out among common people and farmers. They gravitated to rural estates and away from urban cities, which were targeted by Barbarian raids. Wealth began to shift from money to land because land, not money, produced food.

Estate owners, the nobility, took over Roman government, and they provided protection from raiders to farmers in trade for (189) their farm land and labor. This was the beginning of the age of Feudalism, a hierarchical pyramid where all members knew their place. (190)

Medieval kings were at the very top of the feudal pyramid and lived lives of complete luxury, with every other level of the system supplying them with everything they needed and more. They ate gourmet meals with many fantastically plated courses and were entertained by minstrels and jokers who kept them entranced. They showed off extravagantly and wore fancy clothes and jewelry. Some kings had several majestic castles with beautiful keeps and thick, strong, siege-proof, curtain

walls (191) surrounding their kingdoms. These (192) often were fitted with the latest luxuries and included a nearby cathedral or abbey, which were led (193) by an abbot.

The king was the leader of a kingdom, sometimes an entire country, and this title brought many duties. One of the most important was to create laws for his country to keep order and prevent chaos. The king had to protect his land and its inhabitants against any attackers that could take over and plunder his kingdom. In addition to fortifying his kingdom against attackers, the king had to keep peace with the nobles on his land. These things could lead to a successful kingdom. (195)

181.

- (A) NO CHANGE
- (B) pillaged by looting and stealing from
- (C) pillaged loot from
- (D) pillaged

182.

- (A) NO CHANGE
- (B) lost
- (C) have lost
- (D) losing

183.

- (A) NO CHANGE
- (B) time and
- (C) time, however,
- (D) time: but

184.

- (A) NO CHANGE
- (B) Alaric, march toward Rome,
- (C) Alaric marched toward Rome. The inhabitants
- (D) Alaric, marched toward Rome, the inhabitants

185.

- (A) NO CHANGE
- (B) Consequently,
- (C) However,
- (D) Additionally,

186. Of the following alternatives to the underlined portion, which is the LEAST acceptable?

- (A) conquered
- (B) taken over
- (C) subdued
- (D) rebuffed

187.

- (A) NO CHANGE
- (B) stability the Roman Empire had supplied,
- (C) stability, supplied by the Roman Empire,
- (D) stability supplied by the Roman Empire

188.

- (A) NO CHANGE
- (B) unstableness
- (C) disarray
- (D) OMIT the underlined portion.

189.

- (A) NO CHANGE
- (B) to trade from
- (C) as trade with
- (D) by trading with

190. At this point in the essay, the writer is considering adding the following sentence:

This system was structured like a pyramid with the king or very powerful lord on top.

Should the writer make this addition here?

- (A) No, because the sentence offers irrelevant information that distracts the reader from the main idea of the essay.
- (B) No, because the addition provides details that are already stated elsewhere in the essay.
- (C) Yes, because without the addition, the reader would not be aware that kings occupied the highest position in the feudal system.
- (D) Yes, because the addition provides details that help the reader envision the pyramid structure introduced in the preceding sentence.

191.

- (A) NO CHANGE
- (B) keeps, and thick, strong, siege-proof curtain walls
- (C) keeps and thick, strong, siege-proof curtain walls
- (D) keeps, and thick, strong, siege-proof, curtain walls

192.

- (A) NO CHANGE
- (B) They
- (C) These bastions
- (D) It

193.

- (A) NO CHANGE
- (B) abbey which was led
- (C) abbey, which was led,
- (D) led

194. Of the following alternatives to the underlined portion, which is the LEAST acceptable?
- (A) Though he fortified his kingdom against attackers,
 - (B) Additionally,
 - (C) Also,
 - (D) As well as fortifying his kingdom against attackers,
195. Which of the following choices best summarizes the final paragraph in keeping with the purpose of the passage as a whole?
- (A) NO CHANGE
 - (B) The successful accomplishment of these goals resulted in a feudalistic system that lasted for centuries.
 - (C) The other members of the feudalistic society had their own duties to fulfill.
 - (D) Kings who fulfilled their responsibilities were rewarded by the Roman government.

Earning a Nursing Associate Degree

Questions 196–211 are based on the following information.

[1]

After securing a high school diploma, earning an associate degree is the path many students choose to follow. (196) This degree, which is an internationally acknowledged academic achievement earned by students who participate in about two years of close study of a particular topic, field, or industry has become (197) increasingly popular. One of the most sought after degree paths is that of a nurse, and many people find that a nursing associate degree is a great way to find entry-level work within the medical profession.

[2]

The program itself (198) may vary considerably regarding (199) factors, such as where the nursing program is offered and whether it is taken full or part-time. However, the curriculum studied in these programs is often similar. (200) Some nursing programs also emphasize a particular aspect of the medical practice, such as pediatric nursing or obstetric nursing, while others offer a broader and comprehensive (201) discussion of medical topics.

[3]

Once a graduate is armed with an associate degree, he or she is (202) generally prepared to enter the nursing profession or health care field in some capacity. Many graduates of nursing associate degree programs find gainful employment within doctor's offices, hospitals, rehabilitation clinics, and other (203) clinical settings. While (204) some graduates choose to work on the administrative side of things. (205) Some nursing professionals may decide to return to a more advanced nursing program with the goal of furthering their (206) education, career opportunities, and earning potential.

[4]

The nursing field is desirable for many people, part (207) of the attraction is that the industry is poised for long-term growth. As long as populations continue to age, the need for nurses continue (208) to grow. Pursuing an associate degree offers a great way to train to become a nurse, a career with global opportunities. (209) (210) (211)

196.

- (A) NO CHANGE
- (B) an associate degree is chosen by many students.
- (C) many students choose to earn an associate degree.
- (D) the path many choose to follow is earning an associate degree.

197.

- (A) NO CHANGE
- (B) industry, has become
- (C) industry, becoming
- (D) industry, and has become

198.

- (A) NO CHANGE
- (B) program, itself
- (C) program, itself,
- (D) program itself,

199. After rereading this paragraph, the writer wishes to add a word that will clarify the types of factors described in last part of the sentence. Which of the choices best accomplishes the writer's goal?

- (A) intangible
- (B) crucial
- (C) administrative
- (D) content-based

200. The writer is considering adding the following true statement here:

Common areas and subjects of study often include anatomy, chemistry, biology, pharmacology, and nutrition.

Should the writer make this addition?

- (A) Yes, because the statement provides more detailed information to support the sentence that precedes it.
- (B) Yes, because without the sentence, the reader would not know that different programs share common courses of study.
- (C) No, because the statement contains unnecessary details that interrupt the paragraph's flow of ideas.
- (D) No, because the paragraph focuses on how programs are different rather than how they are the same.

201.

- (A) NO CHANGE
- (B) broader and more comprehensive
- (C) comprehensive
- (D) broader, all-encompassing

202.

- (A) NO CHANGE
- (B) they are
- (C) it is
- (D) which is

203. If the writer were to delete the underlined portion, the paragraph would essentially lose:

- (A) detailed descriptions of the kinds of employment opportunities available to nurses.
- (B) more specific information about the types of possible working environments for nurses.
- (C) a logical transition from the types of careers available to associate degree holders as compared to those available to those who complete more advanced programs.
- (D) an explanation of why a nursing career is desirable.

204.

- (A) NO CHANGE
- (B) Although
- (C) Whenever
- (D) OMIT the underlined portion and capitalize *some*.

205.

- (A) NO CHANGE
- (B) side.
- (C) side, which is an option.
- (D) end of things.

206.

- (A) NO CHANGE
- (B) there
- (C) they're
- (D) an

207.

- (A) NO CHANGE
- (B) people; part
- (C) people part
- (D) people, who are part

208.

- (A) NO CHANGE
- (B) have continued
- (C) continues
- (D) are continuing

209.

- (A) NO CHANGE
- (B) a global career with world-wide opportunities.
- (C) a global career with opportunities that are available around the world
- (D) a career that has opportunities that span the globe.

Questions 210–211 ask about the preceding passage as a whole.

210. For the sake of logic and cohesion, paragraph 2 should be placed:

- (A) where it is now.
- (B) before paragraph 1.
- (C) after paragraph 3.
- (D) after paragraph 2.

211. Suppose the writer had intended to create an essay that compares the opportunities available from obtaining an associate degree with those available from holding more advanced degrees. Would this essay accomplish that goal?

- (A) Yes, because the essay gives specific examples of one career opportunity available by obtaining an associate degree.
- (B) Yes, because the essay discusses a career for which one may prepare by obtaining an associate degree or a more advanced degree.
- (C) No, because the essay compares the opportunities available for those with an associate degree with those with advanced degrees but only for nursing and not for other vocations.
- (D) No, because although the essay mentions that nurses may pursue advanced degrees, it does not explain how the resulting opportunities differ from those available to holders of an associate degree.

Environmental Disturbances

Questions 212–225 are based on the following information.

(adapted from *Environmental Science For Dummies*, by Alecia M. Spooner, Wiley)

[1]

Disturbances can change the structure of plant communities in several different ways, including knocking down trees or removing plants and animals from large parts of an environment. Although your instinct may tell you (212) to protect communities from such disruptive events, scientists have found that some communities actually prefer to be disturbed every now and then.

[2]

Even without humans or other animals, plant communities often have to deal with unexpected changes, such as floods, fires, and windstorms. (213) These events that disrupt the community are called (214) disturbances.

[3]

Take for example the ponderosa pine tree forests in the western U.S. Under natural conditions, these forests experience common (215) relatively small fires that burn away the low-growing plants and grasses, but only (216) gently burn the bark of the trees, leaving them to recover and continue growing. The U.S. Forest Service's efforts to reduce and diminish (217) forest fires interrupted this natural cycle of disturbance. As a result, instead of an occasional small fire, when fires did occur in these forests, they grew to a much larger size and caused a lot more damage — (218) destroying every tree in their path. The buildup of low-growing plants and small trees gave fuel to the fires, making them strong enough for more than 200 years to destroy pine trees that had weathered smaller fires. (219)

[4]

Scientists have since realized that fire is a welcome occasional disturbance in these communities. In fact, some species are considered disturbance-adapted species because they have adapted and evolved (220) to depend on the occasional community disturbance. In the case of the lodgepole pine, however, (221) the trees need fire in order to open its (222) pine cones and release seeds.

[5]

[1] When any type of disturbance disrupts a community, the organisms in the community must respond quickly and effectively if they want to survive. [2] This ability to respond quickly (in other words, to bounce back) from a disturbance is called resilience. [3] The resilience of a specific community often depends on the complexity and structure of that community. [4] The more diverse a community is, the more easily it can respond quickly to a disturbance. [5] For example, a community, with

a high degree of diversity (223) has many species available to refill the ecological niches left empty after a disturbance. (224) (225)

212.

- (A) NO CHANGE
- (B) one
- (C) them
- (D) people

213. If the writer were to delete the underlined part and adjust the punctuation, the sentence would primarily lose:

- (A) information that explains why plant communities have to code with unforeseen circumstances.
- (B) specific types of natural disturbances.
- (C) examples of disasters caused by humans and other animals.
- (D) a list of ways that communities may protect themselves from unexpected events.

214.

- (A) NO CHANGE
- (B) has been called
- (C) are calling
- (D) were called

215. Given that all choices are true, which provides the clearest representation of the occurrence frequency of the small forest fires?

- (A) NO CHANGE
- (B) a high frequency of
- (C) quinquennial
- (D) numerous

216.

- (A) NO CHANGE
- (B) grasses but only
- (C) grasses, only
- (D) grasses but they only

- 217.
- (A) NO CHANGE
 - (B) reduce
 - (C) lessen the occurrences of
 - (D) diminish down to nothing
- 218.
- (A) NO CHANGE
 - (B) damage
 - (C) damage;
 - (D) damaging and
219. The best location for the underlined phrase in the sentence is:
- (A) where it is now.
 - (B) after *pine trees*.
 - (C) after *destroy*.
 - (D) after *fires*.
- 220.
- (A) NO CHANGE
 - (B) adapt and evolve
 - (C) have evolved
 - (D) adapted and evolved
- 221.
- (A) NO CHANGE
 - (B) therefore,
 - (C) consequently,
 - (D) for example,
- 222.
- (A) NO CHANGE
 - (B) its
 - (C) they're
 - (D) it's
- 223.
- (A) NO CHANGE
 - (B) a community with a high degree of diversity
 - (C) a community with a high degree, of diversity,
 - (D) a community with a high degree of diversity,

224. For the sake of logic and coherence of the paragraph, sentence 3 should be placed:
- (A) where it is now.
 - (B) before sentence 1.
 - (C) after sentence 4.
 - (D) after sentence 5.

Question 225 asks about the passage as a whole.

225. For the sake of logic and cohesion, paragraph 2 should be placed:
- (A) where it is now.
 - (B) before paragraph 1.
 - (C) after paragraph 3.
 - (D) after paragraph 4.

Flu Care Packages

Questions 226–240 are based on the following information.

[1]

On average about 15 percent of people in the United States get the flu each year, and more than 200,000 people are hospitalized from flu-related complications. [A] Because stress (226) can make flu symptoms worse, and flu season peaks right around the most stressful time in a college student's life, (227) December during finals. Although many students will be lucky enough to avoid the flu this year, others, possibly your friends and family members, will not. (228) With flu season quickly approaching, how will you and your readers cheer up your loved ones when they have the flu this year without putting yourself at risk of receiving this nasty (229) virus?

[2]

According to *Forbes Magazine*, one remedy for the flu is eating oats. [B] However, (230) when people have the flu, they hardly have enough energy to get up and make themselves oatmeal or even purchase superfoods like oats to help them get better.

Being sick is never fun, and as your college readers know (231) receiving just about anything from a loved one when they're (232) sick means the world. With this knowledge, (233) many Madison businesses are using this information to cater to the needs of suffering students this flu season through care package delivery programs. [C] These local Madison businesses, such as Fresh Baked and Spruce Confections, allow you to design the combination of goodies you want to include, compose a specialized note with what you want to say to your sick loved one, and provide delivery of the treats. (234) It also helps that both of these businesses offer numerous items with oats, to further promote a speedy recovery. (235)

[3]

There are many college students that have shared (236) their flu season stories with us and (237) will be available to share heartwarming stories about how much receiving one of these care packages meant. [D] We will also introduce you to the owners of the two bakeries so they can explain what makes these care packages so beneficial, as well as how they came (238) up with such a unique idea. (239)

226.

- (A) NO CHANGE
- (B) If stress
- (C) While stress
- (D) Stress

227.

- (A) NO CHANGE
- (B) college's students life,
- (C) college students' life,
- (D) college student's life

228. The writer is considering deleting the underlined part of the preceding sentence. Should the part be kept or deleted?

- (A) Kept, because it provides a helpful transition to an idea in the following sentence.
- (B) Kept, because without it the reader would not know that many people suffer from the flu.
- (C) Deleted, because it contains a reference to *you* than is inconsistent with the rest of the passage.
- (D) Deleted, because it repeats information previously stated in the passage.

229. Which of the following choices is the LEAST acceptable alternative to the underlined word?

- (A) horrible
- (B) loathsome
- (C) vile
- (D) raunchy

230.

- (A) NO CHANGE
- (B) Similarly,
- (C) Likewise,
- (D) Consequently,

231.

- (A) NO CHANGE
- (B) know,
- (C) know;
- (D) know:

232.

- (A) NO CHANGE
- (B) their
- (C) it is
- (D) one is

233.

- (A) NO CHANGE
- (B) Knowing this,
- (C) Having this knowledge available to them,
- (D) OMIT the underlined portion and capitalize *many*.

234.

- (A) NO CHANGE
- (B) include and compose a specialized note to your sick loved one, and they
- (C) include, compose a specialized note with what you want to say to your sick loved one, and they
- (D) include and compose a specialized note to your sick loved one, providing

235.

- (A) NO CHANGE
- (B) businesses, offer numerous items with oats, to further promote a speedy recovery
- (C) businesses offer numerous items with oats to further promote a speedy recovery
- (D) businesses offer numerous items with oats to further promote, a speedy recovery

236.

- (A) NO CHANGE
- (B) There exist many college students who have shared
- (C) Many college students have shared
- (D) There are many students who are in college that have shared

237.

- (A) NO CHANGE
- (B) us, and
- (C) us; and
- (D) us but

238.

- (A) NO CHANGE
- (B) come
- (C) had came
- (D) has come

Questions 239–240 ask about the passage as a whole.

239. The writer wants to add the following sentence to the passage:

Since last year's outbreak, the flu is on the minds of many people, especially frequent readers of your articles and blogs about staying healthy.

Which of the following is the best placement for the sentence in the passage?

- (A) Point A in paragraph 1
- (B) Point B in paragraph 2
- (C) Point C in paragraph 2
- (D) Point D in paragraph 3

240. Suppose the writer's goal was to persuade other writers to promote a particular service. Would this essay accomplish this goal?

- (A) Yes, because the essay discusses the benefits of eating oats.
- (B) Yes, because the essay directs information about care packages toward blog writers.
- (C) No, because the essay is primarily directed toward parents rather than writers.
- (D) No, because the essay promotes a particular lifestyle instead of a service.

Planning Your Wedding

Questions 241–255 are based on the following information.

Congrats on finding that person with whom (241) you want to spend the rest of your life! Now that you've said "I will," its (242) time to start thinking dresses, dates, and details. [A] If you don't have a year or two to carefully plan every last detail, don't stress — (243) many couples find that they can design dream weddings in only about six months with minimal stress and anxiety. (244) While it (245) may force you to be more flexible when it comes to selecting dates, vendors, and venues, you should otherwise experience very little trouble designing a day you will remember forever, as long as you draft a schedule, and stick (246) to it.

[1] Arguably, one of the biggest (247) decisions you'll have to make, at least at the beginning of the wedding-planning process, involves setting a budget. [2] You may have heard the phrase "budget drives strategy," and this rule rings true for (248) wedding planning. [3] Once you settle on a number, you will have a far better idea of how many people you can invite, how far you'd like to travel, if at all, and so on. [B] [4] With the budget taken care of, it's time to concentrate on the nitty-gritty details. [5] Wedding dresses take a notoriously long time to be altered in most cases (the same goes for bridesmaid's dresses (249) and tuxedos), so you may want to place this (250) toward the top of your to-do list. [6] You may also benefit financially from booking your honeymoon as far in advance as possible. [C] (251)

Once you have worked your way through the details, it is time to start thinking of the things (252) you've likely overlooked. Did you send save-the-dates, or at least, invitations, (253) in a timely manner? Is your photographer booked, and your vows written? Make a list and check it carefully — twice, because (254) you want nothing left to chance when it comes to your big day. [D] (255)

241.

- (A) NO CHANGE
- (B) who
- (C) which
- (D) OMIT the underlined word.

242.

- (A) NO CHANGE
- (B) it's
- (C) it
- (D) its'

243.

- (A) NO CHANGE
- (B) stress
- (C) stress,
- (D) stress, so

244.

- (A) NO CHANGE
- (B) a minimum of stress and anxiety.
- (C) minimal anxiety.
- (D) a minimum of stress.

245.

- (A) NO CHANGE
- (B) they
- (C) its
- (D) a shortened timeline

246.

- (A) NO CHANGE
- (B) schedule and, stick
- (C) schedule and stick
- (D) schedule, stick

247.

- (A) NO CHANGE
- (B) one of the most biggest
- (C) the biggest
- (D) the most big

248. Which of the choices best references the quote provided in the first part of the sentence and remains consistent with the following sentence?

- (A) NO CHANGE
- (B) this maxim applies to
- (C) this proverb relates to
- (D) following this cliché ruins

249.

- (A) NO CHANGE
- (B) bridesmaids' dresses
- (C) bridesmaid dresses
- (D) dresses for bridesmaids'

250.

- (A) NO CHANGE
- (B) alterations
- (C) these
- (D) that

251. After reading this paragraph, the writer decides to break it into two. The best place to begin the new paragraph is after sentence:

- (A) 3, because this sentence completes the discussion of the topic discussed in the first three sentences before a new topic is introduced in the last sentences.
- (B) 3, because this sentence is the last to mention the necessity of a budget.
- (C) 4, because this sentence provides information that summarizes the importance of the budget and sets up the next paragraph about alterations.
- (D) 4, because this sentence emphasizes the importance of a budget before the essay talks about wedding details in the next paragraph.

252.

- (A) NO CHANGE
- (B) details
- (C) tasks
- (D) stuff

253.

- (A) NO CHANGE
- (B) send save-the-dates or at least invitations,
- (C) send save-the-dates, or, at least, invitations
- (D) send save-the-dates or, at least, invitations

254.

- (A) NO CHANGE
- (B) carefully — twice — because
- (C) carefully, twice — because
- (D) carefully twice because,

Question 255 asks about the preceding passage as a whole.

255. The writer wants to add the following sentence to the essay:

So it's wise to start looking into your dream destination sooner than later.

The best placement for this addition would be:

- (A) point A.
- (B) point B.
- (C) point C.
- (D) point D.

Early History of Electricity Markets

Questions 256–270 are based on the following information.

(adapted from *Electricity Markets: Pricing, Structures and Economics*, by Chris Harris, Wiley)

[1]

In the late 19th century, the economic model in the industrial nations for new infrastructure development such as railways and canals was a mixture of private and municipal development, a time

in which electricity supply could be said to have become an industry. (256) Governments imposed a series of laws and rulings that first increased the standardization and coordination and then expanding (257) the degree of public ownership and control where national interests dictated that it should. Then, as much as now, the organizational structure of the ESI was strongly shaped (258) by the prevailing political paradigm. Closely following attempts to standardize were attempts to regulate. Therefore, (259) in 1898 Samuel Insull in the USA who tried to impose regulation over “debilitating competition” and New York and Wisconsin that initiated (260) state regulation of utilities in 1907, while England took a more liberal view and allowed a “rabble of small inefficient electrical undertakings with which parliament had unwisely saddled the country.”

[2]

[A] In the early days, electricity usage was largely for municipal installations such as lighthouses and street lighting (261). [B] In truth, the product sold was light rather than electricity. [C] The provision of the service used a levy, and the municipality contracted directly with utilities with names, such as Illinois Power and Light, which raised debt and equity from private investors. (262) [D] [263]

[3]

With the rapid arrival of new utilities providing light and power and light to an increasing number (264) of buildings, the need for greater coordination became apparent, and legislation was set up to systematize the procedure for setting up public supplies. Then national grids being (265) set up by statute. For example, in the U.K. in the 1926 Electricity Supply Act, the General Electricity Board was created (266) and the National Grid begun (267) development and construction. Between 1920 and 1950, most houses in Europe, and [267] America became connected to the networks. [269] [270]

256.

- (A) NO CHANGE
- (B) The economic model in the industrial nations for new infrastructure development such as railways and canals was a mixture of private and municipal development in the 19th century, a time in which electricity supply could be said to have become an industry.
- (C) The economic model in the industrial nations in the 19th century for new infrastructure development such as railways and canals was a mixture of private and municipal development, a time in which electricity supply could be said to have become an industry.
- (D) Being a mixture of private and municipal development in the 19th century, there was an economic model in the industrial nations for new infrastructure development such as railways and canals, a time in which electricity supply could be said to have become an industry.

257.

- (A) NO CHANGE
- (B) then expand
- (C) expanding then
- (D) then expanded

258.

- (A) NO CHANGE
- (B) Then as much as now, the organizational structure of the ESI was strongly shaped,
- (C) Then, as much as now, the organizational structure, of the ESI, was strongly shaped
- (D) Then as much as now the organizational structure of the ESI was strongly shaped,

259.

- (A) NO CHANGE
- (B) For example,
- (C) Likewise,
- (D) Also,

260.

- (A) NO CHANGE
- (B) initiating
- (C) initiated
- (D) who initiated

261. If the writer were to delete the underlined information, the paragraph would primarily lose:

- (A) details about the types of electricity available in the early days.
- (B) examples of the types of entities that required electricity.
- (C) an explanation of the difference between light products and electricity products.
- (D) irrelevant information about early sources of light.

262.

- (A) NO CHANGE
- (B) the municipality contracted directly with utilities with names, such as Illinois Power and Light which raised debt, and equity from private investors.
- (C) the municipality contracted directly with utilities, with names such as Illinois Power and Light, which raised debt and equity from private investors.
- (D) the municipality contracted directly with utilities with names such as Illinois Power and Light that raised debt and equity from private investors.

263. The writer wants to add the following sentence to this paragraph:

The earliest installations were a matter of civic pride.

The most logical placement for this sentence is at:

- (A) point A.
- (B) point B.
- (C) point C.
- (D) point D.

264.

- (A) NO CHANGE
- (B) a greater amount
- (C) an increasing amount
- (D) an increasingly number

265.

- (A) NO CHANGE
- (B) were
- (C) have been
- (D) are

266.

- (A) NO CHANGE
- (B) under the 1926 Electricity Supply Act, the U.K. created the General Electricity Board,
- (C) in the U.K., under the 1926 Electricity Supply Act, the General Electricity Board was created,
- (D) created by the 1926 Electricity Supply Act in the U.K. was the General Electricity Board

267.

- (A) NO CHANGE
- (B) begins
- (C) has begun
- (D) began

268.

- (A) NO CHANGE
- (B) Europe and,
- (C) Europe and
- (D) Europe, and,

Questions 269–270 ask about the preceding passage as a whole.

269. Which of the following orderings of the paragraphs is most logical?

- (A) NO CHANGE
- (B) 1, 3, 2
- (C) 2, 1, 3
- (D) 2, 3, 1

270. Suppose the writer wanted to write an essay that documents a complete history of electricity markets in England and the United States. Would this essay accomplish that goal?

- (A) Yes, because it mentions regulation of utilities in 1907 England.
- (B) Yes, because the essay covers electricity products during two different centuries.
- (C) No, because the essay covers the rise of electricity markets in earlier centuries but not in current markets.
- (D) No, because the essay does not specifically reference electricity markets in the United States.

When You Leave Your Vehicle

Questions 271–285 are based on the following information.

Whether you are a “snowbird,” or (271) simply someone who splits his or her (272) time among several addresses, you may find yourself leaving your vehicle unattended for extended periods of time. Even cars that don’t move too often are in

need of a little TLC now and then, however, so (273) read on for a look at how to keep it (274) safe and sound — even when you’re not around.

Though it may sound as if it would be wasteful (275) to wash that car right before you leave town, doing so is actually a smart move. Water spots, bird droppings, and dried mud or dirt (276) can damage your car’s paint job if they are left on a vehicle for an extended period, but (277) washing (and, ideally, waxing) your vehicle carefully before you leave will help prevent this harm. (278)

You should also think twice about leaving your vehicle parked on the street outside (279) for multiple reasons. Criminals and critters being (280) just a few of things you may have to worry about (281) in your absence. For example, (282) rain and snow can do a number on the overall condition of your car. Your best bet is to keep the car inside a garage, but if you’re forced to park it on street, be sure to protect it with a weather-resistant cover.

In addition to washing your car, its (283) smart to fill it with oil and gas before embarking on any type of long-term absence. When a less-than-full gas tank sits for a long time, it may (284) absorb moisture, which may cause damage. Engine oil, too, can prove dangerously (285) to your car if it’s left to sit without being changed for an extended period of time. Take these minor precautions prior to traveling, and you’ll enhance the chances your car will be road-ready upon your return.

271.

- (A) NO CHANGE
- (B) “snowbird” or,
- (C) “snowbird” or
- (D) “snowbird,” or,

272.

- (A) NO CHANGE
- (B) they’re
- (C) its
- (D) your

273.

- (A) NO CHANGE
- (B) then; however so
- (C) then: however, so
- (D) then however so,

274.

- (A) NO CHANGE
- (B) yours
- (C) its
- (D) it all

275.

- (A) NO CHANGE
- (B) as though it would be wasteful
- (C) like it's wasteful
- (D) wasteful

276. The writer wants to show the variety of grimy substances that can harm car finishes. Which choice best accomplishes this goal?

- (A) NO CHANGE
- (B) Grimy substances from air and land
- (C) A wide variety of dirty elements
- (D) There is no end to the substances that

277. Which of the following choices is the LEAST acceptable alternative to the underlined part?

- (A) time; however,
- (B) period; though,
- (C) time; nonetheless,
- (D) period, for

278. At this point in the essay, the writer is considering adding the following sentence:

Grimy substances from the air and ground can also damage the paint on your home.

Should the writer make this addition here?

- (A) Yes, because the sentence relates to the paragraph's main point about the damage caused by dirt.
- (B) Yes, because without it the reader would not know that houses also need protection from the elements.
- (C) No, because the sentence introduces a new dilemma that is unrelated to the essay's main idea.
- (D) No, because the essay fails to state how homeowners can prevent the elements from damaging paint on their homes.

279.

- (A) NO CHANGE
- (B) outdoors
- (C) out-of-doors
- (D) OMIT the underlined part.

280.

- (A) NO CHANGE
- (B) creating
- (C) are
- (D) were being

281.

- (A) NO CHANGE
- (B) from
- (C) on
- (D) by

282.

- (A) NO CHANGE
- (B) Accordingly,
- (C) On the other hand,
- (D) Furthermore,

283.

- (A) NO CHANGE
- (B) it's
- (C) its'
- (D) you're

284.

- (A) NO CHANGE
- (B) could
- (C) could have
- (D) should

285.

- (A) NO CHANGE
- (B) dangerous
- (C) to be dangerously
- (D) danger

The Link Between Substance Abuse and Assault

Questions 286–300 are based on the following information.

[1]

Common knowledge indicates that alcohol and drug use and abuse is (286) prevalent in today's society. Different perceptions regarding (287) what constitutes the difference between use and abuse. What some may see as a casual night of drinking, (288) or needing to drink to fit in, has many consequences and for some may lead to a substance dependency. The use of alcohol and drugs has shown to have a negative affect (289) on the human body, whether by (290) impairing one's judgment, a coping device, (291) or further promoting

aggressive behavior, and causing people to do things (292) they would not likely do otherwise. Much research has been done to study the role that alcohol and drug use has in cases of sexual abuse and assault, both for the victim and the abuser. However, it is too simplistic to say the consumption of drugs and alcohol are the cause of sexual assault and sexual abuse.

[2]

The idea of alcohol consumption's being a social reality surrounding (293) us given the media and personal daily experience. This common exposure seems to make alcohol and drug use common (294) and therefore acceptable. Antonia Abbey's research cites a study conducted by Kilpatrick and colleagues that reveals that alcohol is the drug of choice, and more than 95 percent of victims who were impaired reported that they had consumed alcohol. (295)

[3]

Numerous cases of sexual assault and abuse have been dismissed because one or both parties involved had been drinking. Excusing cases involving alcohol suggests that society sees it as more acceptable for someone to force sexual acts on one who is impaired. However, according to Bedard-Gilligan and her colleague's (296) research, in many cases when alcohol is involved, the assaults, "were more severe in terms of injuries, and the use of force." The fact that research showed that assaults were more violent when alcohol was involved (297) poses a major problem if the "I was drunk" excuse is used to minimize the responsibility for sexual assault.

[4]

Societal influence also plays a major role in the relationship between alcohol use and the steps that lead to sexual assault or abuse. The desire to use alcohol and drugs is often promoted by the influence of others around one is using them as well (298). As explained by Michele Berdard-Gilligan and several colleagues, using alcohol as a form of "liquid courage" may lead to increased intoxicated risk-taking, which may put victims in situations

where they are more likely to experience an assault. (299) The need to use alcohol to feel more comfortable in a social setting may more likely result in the occurrence of some form of assault. (300)

286.

- (A) NO CHANGE
- (B) were
- (C) has been
- (D) are

287.

- (A) NO CHANGE
- (B) exist regarding
- (C) regards
- (D) regarded

288.

- (A) NO CHANGE
- (B) drinking
- (C) drinking;
- (D) drinking:

289.

- (A) NO CHANGE
- (B) effect
- (C) affectation
- (D) effectuation

290.

- (A) NO CHANGE
- (B) as
- (C) on
- (D) for

291.

- (A) NO CHANGE
- (B) judgment, coping device,
- (C) judgment by a coping device,
- (D) judgment, becoming a coping device,

292. The writer wants to convey the danger of substance abuse. Which of the choices best accomplishes this goal?

- (A) NO CHANGE
- (B) commit acts
- (C) engage in risky behaviors
- (D) perform activities

293.

- (A) NO CHANGE
- (B) surrounds
- (C) had surrounded
- (D) surrounded

294.

- (A) NO CHANGE
- (B) familiar
- (C) day-to-day
- (D) useless

295. The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted?

- (A) Kept, because the sentence cites statistical data, and statistics are always relevant.
- (B) Kept, because the sentence provides clear support for the premise that daily exposure to media has made alcohol use more common.
- (C) Deleted, because the statistics presented are not directly relevant to the statements made in the first sentences of the paragraph.
- (D) Deleted, because although the statistical data in the sentence supports the main topic of the paragraph, it does not pertain to the main idea of the passage.

296.

- (A) NO CHANGE
- (B) colleagues
- (C) colleagues'
- (D) colleague

297.

- (A) NO CHANGE
- (B) research shows that assaults were more violent when alcohol was involved
- (C) research shows that assaults are more violent when alcohol was involved
- (D) research shows that assaults are more violent when alcohol is involved

298.

- (A) NO CHANGE
- (B) others that surround one
- (C) all of the others that are around you
- (D) others

299.

- (A) NO CHANGE
- (B) risk-taking, which may put victims in situations, where they are more likely to experience an assault.
- (C) risk-taking, which may put victims, in situations where they are more likely to experience an assault.
- (D) risk-taking which may put victims in situations, where they are more likely to experience an assault.

Question 300 asks about the preceding passage as a whole.

300. Which of the following provides the most logical placement of paragraph 4?

- (A) where it is now
- (B) before paragraph 1
- (C) before paragraph 2
- (D) before paragraph 3

