

1



1

ENGLISH TEST

45 Minutes – 75 Questions

DIRECTIONS: In the passages that follow, some words and phrases are underlined and numbered. In the answer column, you will find alternatives for the words and phrases that are underlined. Choose the alternative that you think is best and fill in the corresponding bubble on your answer sheet. If you think that the original version is best, choose “NO CHANGE,” which will always be either answer choice A or F. You will also find questions about a particular

section of the passage, or about the entire passage. These questions will be identified by either an underlined portion or by a number in a box. Look for the answer that clearly expresses the idea, is consistent with the style and tone of the passage, and makes the correct use of standard written English. Read the passage through once before answering the questions. For some questions, you should read beyond the indicated portion before you answer.

PASSAGE I

A Focused Intelligence

Aviator Charles A. Lindbergh was undeniably a man of genius. In 1927, he was the first person to complete a successful flight from New York to Paris. Such success was not the result of academic excellence, but the
result of ingenuity¹ and determination.

Throughout his childhood and early adulthood being
Charles Lindbergh² was not interested in erudition. In 1918, with the United States in the throes of World War I, as a result of which³ Lindbergh eagerly agreed to return to the family farm to grow food for the war effort in exchange for his high school diploma. Though the small Minnesota farm, under his care, thrived,⁴ his passion was not for agriculture, but for things mechanical. When he expressed these interests to his parents, a congressman and a teacher⁵ encouraged him to obtain a more formal education.

Lindbergh attended the University of Wisconsin to study engineering. However, Lindbergh’s penchant for “hands-on” learning, combined with a lack of scholarly discipline and study skills, because of⁶ academic probation

1. A. NO CHANGE
B. excellence, but the result, of ingenuity,
C. excellence but the result of, ingenuity
D. excellence, but the result of, ingenuity
2. F. NO CHANGE
G. adulthood, he,
H. adulthood, which was
J. adulthood,
3. A. NO CHANGE
B. War I;
C. War I,
D. War I, the result was that
4. F. NO CHANGE
G. farm thrived, under his care
H. farm thrived under his care,
J. under his care, the farm thrived,
5. A. NO CHANGE
B. teacher. They
C. teacher, they
D. teacher; they
6. F. NO CHANGE
G. resulted in
H. as a result of
J. primarily resulting from

GO ON TO THE NEXT PAGE.

1



1

after barely two years. Realizing that the only practical knowledge he had gained in college was through his participation in the Reserve Officers' Training Corps (R.O.T.C.), Lindbergh dropped out of college, never to return in pursuit of a degree.
7

In 1922, after brief aviation training at the Nebraska Aircraft Corporation, Lindbergh spent two summers traveling from state to state, performing: as a
8
barnstormer, wing walker, parachutist, and skydiver.
8

Having found his true passion as a pilot, Lindbergh
9
enlisted in the Army along with 103 other cadets. Despite his aversion to classroom learning, he focused
10
his efforts and learned to truly study during ground school. Failing any one test would have resulted in being "washed out," but Lindbergh passed his tests with "flying" colors. In 1925, when graduation occurred,
11
only eighteen cadets remained, and Lindbergh achieved the highest ranking among all of the members of his class.

Despite
12
his disinterest in formal education, Lindbergh displayed an enjoyment of learning throughout his life,

seeking out and accepted
13
new challenges. He charted transcontinental and transoceanic air routes that are still used today. His sister-in-law's fatal heart condition

led to his work in the development with surgeon Alexis
14
Carrel of a perfusion pump, which enabled a
14
damaged heart to continue pumping while doctors

7. A. NO CHANGE
B. return.
C. return in order to graduate.
D. return so that he could earn a college degree.
8. F. NO CHANGE
G. performing, as a barnstormer
H. performing: as a barnstormer,
J. performing as a barnstormer,
9. A. NO CHANGE
B. pilot. Lindbergh
C. pilot; Lindbergh
D. pilot Lindbergh
10. F. NO CHANGE
G. has focused
H. was focusing
J. focuses
11. A. NO CHANGE
B. At graduation, which was in 1925,
C. When he graduated in 1925,
D. When, in 1925, graduation came
12. F. NO CHANGE
G. Even though
H. Due to
J. Because of
13. A. NO CHANGE
B. sought out and accepting
C. seeking out and accepting
D. seeks out and accepts
14. F. NO CHANGE
G. led to his work with surgeon Alexis Carrel in developing a perfusion pump
H. led to the development of a perfusion pump with surgeon Alexis Carrel
J. led to the surgeon Alexis Carrel and his work with him to develop a perfusion pump

GO ON TO THE NEXT PAGE.

1



1

worked to repair it. ¹⁵

15. Which of the following choices (assume all are true) should the writer use here to provide an appropriate conclusion to the essay?
- A. Charles Lindbergh dedicated his efforts to becoming a pilot.
 - B. Charles Lindbergh will be best remembered for his trans-Atlantic flight in 1927.
 - C. Charles Lindbergh developed cancer and spent his last days in Hawaii.
 - D. Charles Lindbergh could look back with the wisdom of life's experiences, knowing that he had focused his intelligence in untraditional ways and changed the world.

PASSAGE II**Crude Sophistication**

The Vikings of Scandinavia (what is now Norway, Sweden, and Denmark) led what would today be considered a crude existence. In many ways, ¹⁶therefore, they were far more advanced than their contemporaries.

¹⁷ In fact, to a great extent, Vikings seemed more at home on the ocean than did other European cultures even centuries later.

The Vikings were among the first international

¹⁸seafaring, traders with purpose-built,

¹⁹wooden trading ships. Vikings sailed from Scandinavia through the Straits of Gibraltar to the eastern Mediterranean. These intrepid explorers also crossed the

16. The writer wants to emphasize that the Vikings, though crude in many ways, were sophisticated in many others. Which choice does that best?
- F. NO CHANGE
 - G. similarly,
 - H. however,
 - J. to that end,
17. Which of the following sentences, if inserted here, would best illustrate the accomplishments of the Vikings?
- A. Vikings were very loyal to family members, even if they did something wrong.
 - B. Vikings gained much of their wealth by robbing and plundering, finding easy victims in Christian monasteries.
 - C. Vikings traveled far and wide.
 - D. Although Christopher Columbus is credited with "discovering" America in 1492, Viking explorers appear to have reached North America much earlier.
18. F. NO CHANGE
- G. seafaring traders: with
 - H. seafaring traders, with,
 - J. seafaring traders with
19. A. NO CHANGE
- B. trading ships constructed of wooden products.
 - C. wooden ships for trading.
 - D. ships, constructed of wood, for trading.

GO ON TO THE NEXT PAGE.

1



1

Atlantic Ocean, settling in Iceland and Greenland. From there, the Vikings of Scandinavian countries²⁰ crossed a much shorter distance to the North American continent, where archaeological evidence of their landing has been found in what is now northern Newfoundland, Canada. Regardless of whether Vikings arrived first, there²¹ distant travel during the ninth to twelfth centuries is quite remarkable.

Vikings were skillful boatbuilders and sailors. Their ancient marinas included small river boats, ocean-going cargo ships, and even warships used to raid their Christian neighbors. Viking traders sailed around²² the Baltic sea, obtaining furs and amber.

In Russia, they will meet²³ up and traded goods with Arab traders carrying silks and spices.

Vikings possessed many complicated skills and were fine craftsmen. For example, their steel sword and ax blades were heavy and powerful²⁴. Similar craftsmanship was used by leather workers on shoes, harnesses, and saddlery. Viking women

also possessed diverse skills²⁵. Making butter, cheese, and ale, and often weaving intricate geometric designs into their multi-colored fabrics (woven fabrics are still used in clothes throughout the world today).²⁶

One way in which the Vikings were behind their contemporaries was in reading and writing. Few Vikings could read or write, so those who could were considered²⁷ valuable. Records of brave deeds were etched on large

standing stones called runes. These runes²⁸ were made up of sixteen different symbols. Because so few Vikings could read, they

20. F. NO CHANGE
G. the Vikings
H. the Vikings of Scandinavian origin
J. ancient Scandinavian Vikings

21. A. NO CHANGE
B. first, their
C. first: their
D. first; they're

22. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. over
G. across
H. into
J. on

23. A. NO CHANGE
B. met
C. would meet
D. would be meeting

24. Given that all of them are true, which choice supports the paragraph by giving the most specific details?
F. NO CHANGE
G. well made.
H. often inlaid with intricate designs in silver.
J. made of steel.

25. A. NO CHANGE
B. skills; making
C. skills and included making
D. skills, including making

26. F. NO CHANGE
G. fabrics; fabrics like those used in today's clothes.
H. fabrics — clothes are made from fabrics.
J. fabrics.

27. A. NO CHANGE
B. was considering
C. that were considerate
D. considered

28. F. NO CHANGE
G. These rune's
H. These runes
J. They're runes

GO ON TO THE NEXT PAGE.

1



1

believed that runes were²⁹ magical and could be used to cast spells. Because they wrote down very little of their history or beliefs, most of what is known of the Vikings today is the result of archaeologists' discoveries and ³⁰.

29. A. NO CHANGE
B. had been
C. were being
D. was being
30. The writer wants the final statement to reflect information previously provided in the essay. Given that all of the following concluding phrases are true, which one, if inserted here, would do that best?
- F. written records of people who met them, such as their Christian neighbors (and victims) and the Arabs with whom they traded.
G. other research.
H. some recovered runes, which were often used by the archaeologists to cast spells and make predictions.
J. the testimonies of Scandinavian immigrants to America.

PASSAGE III

The following paragraphs may or may not be in the most logical order. You may be asked questions about the logical order of the paragraphs, as well as where to place sentences logically within any given paragraph.

Everybody Loves Kari

[1]

Kari has always been one for³¹ my favorite cousins. We were allies against the older, bigger cousins in games of hide-and-seek.

But Kari's appeal³² isn't specific to me

— it's universal! She has a³³ pretty face and innocent expression make her irresistible to boys. Her genuine concern for others combined with her occasional forgetfulness makes her unthreatening among girls; and her gregarious nature juxtaposed with a genuine³⁴ sweetness appeals to adults. Despite her overwhelming popularity,

31. A. NO CHANGE
B. one with
C. one of
D. one being
32. F. NO CHANGE
G. the appeal of Kari
H. the appealingness of Kari
J. Kari's level of appeal
33. A. NO CHANGE
B. She's
C. It's her
D. Her
34. F. NO CHANGE
G. girls, so her
H. girls, with her
J. girls, and her

GO ON TO THE NEXT PAGE.

1



1

Kari's congeniality occasionally gets her into trouble. [35]

[2]

Girls State provides promising high school juniors the opportunity of participating on hands-on citizenship ³⁶ training. They learn about government by electing each other as public officials on the local, county, and state levels and then by carrying out the respective duties of their offices. From each Girls State convention, two Senators are chosen to continue on to Girls Nation. Kari was of course chosen, ³⁷ to be one of her state's senators.

[3]

At Girls Nation, the schedule was ³⁸ packed from morning until night, with one exception: the girls were allowed one afternoon to sight-see according to their own agenda. Kari had been sightseeing for about five minutes when she was meeting ³⁹ a nice, young military

cadet, who gallantly offered, ⁴⁰ to show her around the nation's capital. After a fun (and surprisingly educational) day together, Kari vowed to write often. Unlike most people who promises to write, ⁴¹ Kari actually does.

[4]

[1] Kari and the cadet were pen pals for several months until one fateful day when Kari wrote to a girlfriend from

35. Which of the following sentences, if added here, would most effectively signal the essay's shift in focus occurring at this point?

- A. *Congeniality* is defined as "pleasantness," "sociability," or "geniality."
- B. Take the time she was chosen to represent her home town at the American Legion Auxiliary Girls State convention.
- C. Kari doesn't get into trouble with the law — just embarrassing situations like you see on television comedies.
- D. I could give you many examples.

36. F. NO CHANGE

- G. of participating in
- H. in participation of
- J. to participate in

37. A. NO CHANGE

- B. was of course chosen:
- C. was of, course chosen,
- D. was, of course, chosen

38. F. NO CHANGE

- G. schedule being
- H. schedules, some were
- J. schedules was

39. A. NO CHANGE

- B. met
- C. had metted
- D. had a meeting with

40. F. NO CHANGE

- G. cadet, who, gallantly offered
- H. cadet who gallantly offered:
- J. cadet, who gallantly offered

41. A. NO CHANGE

- B. who promise to write, Kari actually does.
- C. Kari actually does write when she promises she'll write.
- D. to whom they promise to write, Kari does it.

GO ON TO THE NEXT PAGE.

1



1

camp. [2] Her letter to her girlfriend was newsy and filled with many confidences. [3] Kari had attended three proms (with three different boys) that spring, and she had enjoyed herself at each. [4] Her favorite, however, had been with a very cute boy from a town 100 miles away. [5] (How Kari met him is another long story, the details of which she did *not* omit in her letter to her girlfriend.)

[42] [6] The same day, Kari wrote a letter to the cadet.

[7] However, out of consideration for the hard-working young man, she omitted information about the many social events she had recently attended. [8] A week later, she received a brief note from the cadet with her letter returned. [9] It said, "I believe you intended

the enclosed letter for another friend." [43] In her haste to send the letters, Kari had inadvertently mixed up the addresses.

Kari and the cadet stopped corresponding.

44

42. The writer had considered deleting the italics on the word *not* in the preceding sentence and revising *did not* to read as the contraction *didn't*. If the writer had done this, the sentence would have lost its:

I. emphasis on the difference between Kari's letter to her girlfriend and her letter to the cadet.
II. implication that this information was insignificant in the letter.
III. suggestion that this information would be critical later in the essay.
F. I only
G. III only
H. I and II only
J. I and III only

43. The writer is considering the division of Paragraph 4 into two separate paragraphs. In terms of the logic and coherence of the essay, the best course of action to take would be to:

A. begin a new paragraph with Sentence 3.
B. begin a new paragraph with Sentence 4.
C. begin a new paragraph with Sentence 6.
D. begin a new paragraph with Sentence 7.

44. The writer wishes to add a light note at this point, supporting the essay's sense of completion by tying the ending back to the essay's beginning. Given that all are true, which choice would best accomplish this?

F. NO CHANGE
G. Okay, so *almost* everybody loves Kari!
H. Kari's friend wrote back immediately.
J. The cadet eventually left the military.

The following question asks about the preceding passage as a whole.

45. Suppose the writer had been assigned to write an essay describing the many opportunities that Girls State offered to high school juniors. Would this essay successfully fulfill the assignment?

A. Yes, because the essay indicates that Girls State offers many opportunities to high school juniors.
B. Yes, because Kari was selected to be one of her state's senators.
C. No, because the essay proves that Girls State did not provide high school juniors with any opportunities.
D. No, because the essay is a personal recollection of a favorite cousin.

GO ON TO THE NEXT PAGE.

1



1

PASSAGE IV

The following paragraphs may or may not be in the most logical order. You may be asked questions about the logical order of the paragraphs, as well as where to place sentences logically within any given paragraph.

Field of Error

[1]

“Hey, Clint!” I shouted. “Did you know that each stalk of corn only has one ear of corn on it?”

“No way! That seven-foot tall stalk only produces one ear of corn?”

“Really! Isn’t that amazing? Get it? A-maize-ing!”

[2]

Have you ever asserted yourself as an expert, only to have your “expertise” challenged and proven wrong?

The experience can be, humbling, embarrassing, and seemingly never-ending.

[3]

Growing up on a farm in Iowa where I spent my evenings, weekends, and summers performing menial labor. In the course of doing my chores, I picked up a few bits of trivia — like the one-ear-of-corn-per-stalk information. After high school, I went away to

college, and took great pains to ensure that I always had summer jobs lined up that did *not* involve farm labor.

[4]

After college, I moved to the city, where my friends enjoyed hearing occasional anecdotes and bits of trivia about life on the farm. Therefore, the truth as I knew it had changed.

46. F. NO CHANGE
G. be humbling,
H. be, humbling
J. be humbling

47. A. NO CHANGE
B. On a farm in Iowa, I grew up where I spent my evenings, weekends, and summers doing menial labor.
C. Performing menial labor in the evenings, on weekends and in summers, I grew up on a farm in Iowa where I did those things.
D. I grew up on a farm in Iowa where I spent my evenings, weekends, and summers performing menial labor.

48. F. NO CHANGE
G. college and
H. college,
J. college

49. A. NO CHANGE
B. Unfortunately,
C. In other words,
D. Hence,

GO ON TO THE NEXT PAGE.

1



1

[5]

Apparently, while I was away at college and beginning my career, genetic engineering had been applied in the⁵⁰ field of agriculture, and corn stalks now regularly sported two ears of corn instead of one. I learned this the⁵¹ hard way.⁵¹

[6]

One day,⁵² as Clint and his friends were about to tee off while playing golf,⁵³ Clint spied a cornfield.

[54] “Hey guys! I’ll bet you ten bucks that not one stalk of corn out there has more than one ear on it.” “You’re crazy!” they replied. “We’ll take that bet!” And so Clint lost ten dollars and some measure of pride.

I on the other hand lost⁵⁵ all credibility.

It’s now much later, ten years later, in fact, and⁵⁶

I still cannot see Clint without reminding me⁵⁷ of that

lost bet. [58]

50. F. NO CHANGE

- G. applied by
- H. applied with
- J. applied for

51. A. NO CHANGE

- B. This, I learned, the hard way.
- C. I learned something like this the hard way.
- D. The hard way is how I learned this.

52. F. NO CHANGE

- G. One day in the past
- H. One day long ago
- J. One day, a while back,

53. A. NO CHANGE

- B. from the fifth of eighteen holes,
- C. on the golf course,
- D. OMIT the underlined portion.

54. At this point, the writer would like the reader to imagine the emotion and motivation behind Clint’s next words. Which of the following sentences, if added here, would most effectively accomplish this?

- F. “Here’s a bet I’m sure to win!” he thought to himself.
- G. “Golfing is a dumb game,” he mused.
- H. “I know something about corn,” he said.
- J. “There’s a cornfield,” Clint thought to himself.

55. A. NO CHANGE

- B. I, on the other hand lost
- C. I on the other hand, lost,
- D. I, on the other hand, lost

56. F. NO CHANGE

- G. Now, after ten long years,
- H. It’s been ten years,
- J. Ten long years have gone by,

57. A. NO CHANGE

- B. without his reminding me
- C. without being reminded by him
- D. without receiving a reminder from him

58. The writer would like to add an introductory sentence to Paragraph 6 that shows why Clint challenged his friends. Which of the choices does that best?

- F. My childhood friend Clint likes to make small bets with his golfing buddies.
- G. My friend Clint has been to Las Vegas many times.
- H. My friend Clint loves to golf.
- J. My friend Clint has a degree in accounting.

GO ON TO THE NEXT PAGE.

1



1

Questions 59 and 60 ask about the preceding passage as a whole.

59. The writer is considering adding the following sentence to the essay, in order to emphasize that she did not intentionally mislead her friends.

With the exception of occasionally exaggerating some of the “characters” in my stories, I told my friends the truth.

If added, this new sentence would best support and be placed after the first sentence in Paragraph:

- A. 2
- B. 3
- C. 4
- D. 5

60. Suppose the writer had been assigned to write an article for a farming magazine that described the impact of genetic engineering on agriculture. Would this essay successfully fulfill the assignment?

- F. No, because the essay describes the writer’s experience with the repercussions of authoritatively sharing outdated information.
- G. No, because the essay focuses on the golf habits of her friend and does not describe genetic engineering in agriculture in detail.
- H. Yes, because the essay focuses on how genetic engineering has increased corn yields.
- J. Yes, because the essay states that corn stalks now contain two ears of corn where there previously was only one.

PASSAGE V

The Perfect Part-Time Job

Like most college students, I usually needed extra cash.

However, I was a bit too discriminating in how I earned that money. Since my parents were paying my tuition,

I couldn’t very well get a job that interfered ⁶¹with my

classes, nor did I want to give up any of my extra-

curricular activities. Babysitting often fit within

these parameters, only to find that it usually didn’t pay

very well. I scoured the campus papers, only to find that

the good jobs were always taken by the time

⁶²one could call. And then I found it — the perfect part-

time job.

61. A. NO CHANGE
B. in
C. by
D. among

62. F. NO CHANGE
G. I called.
H. you could call.
J. you can call.

GO ON TO THE NEXT PAGE.

1

As I left my sociology class one day, I saw the flyer posting nearly outside the door. “Help wanted for ⁶³ Psychology Dissertation Research — Acting Experience Preferred.” Normally, I avoided any opportunities that involved psychology research because it ⁶⁴ generally involved some form of pain or deprivation for a meager stipend, which can range from twenty to ⁶⁵ fifty dollars. Nevertheless, I was intrigued by the ⁶⁶ request for acting experience, and since most of my extracurricular time was spent on stage, I decided this opportunity warranted a phone call.

As it turned out, I was to be the experimenter; not the ⁶⁷ subject. And I did not have to inflict any pain. Essentially, I read the same series of questions to the subjects of the ⁶⁸ experiment and providing varied levels of feedback to ⁶⁹ each subject’s answers. In some cases, I would say nothing and simply read the questions. In other cases, I would say things like, “Uh huh,” or “Yeah, that happened to me once!” At certain times, I kept my face devoid of emotion and made very little eye contact, while at others, ⁷⁰ I nodded, smiled, leaned forward, showed concern, and so on in response to the subject’s answers. By combining these verbal, and nonverbal, ⁷¹ responses, I played four different roles.

[1] Although the pay was minimal, I found the work exhausting. ⁷² [2] I would have loved for the experiments to continue, but the research grant money was running low, and the experiments had already yielded definitive

63. A. NO CHANGE
B. just flying outside
C. posted just outside
D. it was posted just outside
64. F. NO CHANGE
G. they
H. it’s
J. its
65. A. NO CHANGE
B. stipend.
C. twenty to fifty-dollar stipend.
D. stipend. These are usually in the twenty to fifty-dollar range.
66. F. NO CHANGE
G. request for acting experience and
H. requesting acting experience, and
J. request for acting, experience, and
67. A. NO CHANGE
B. experimenter, not
C. experimenter; and not
D. experimenter. Not
68. F. NO CHANGE
G. subjects with
H. subjects to
J. subjects on
69. A. NO CHANGE
B. various levels of feedback were provided
C. providing varying levels of feedback
D. provided varying levels of feedback
70. F. NO CHANGE
G. so at others
H. being at others
J. OMIT the underlined portion.
71. A. NO CHANGE
B. verbal, and nonverbal
C. verbal and nonverbal
D. verbal, and, nonverbal
72. The writer wishes to conclude this sentence with a phrase that would explain why she would have liked the job to continue. Which choice would best accomplish this?
F. NO CHANGE
G. fascinating and fun.
H. about the same as babysitting.
J. better than nothing.

GO ON TO THE NEXT PAGE.

1



1

results. [3] All too soon, the experiments were completed.

[4] To avoid inadvertently skewing the results, I was not allowed to know the researcher's hypothesis ahead of time. [5] When the experiments were complete, my suspicions were confirmed: body language (nonverbal feedback) affects what (and how much) people tell you far more than anything you say. [73]

73. For the sake of unity and coherence, Sentence 3 of the last paragraph should be placed:
- A. where it is now.
 - B. immediately before Sentence 1.
 - C. immediately before Sentence 2.
 - D. immediately before Sentence 5.

Questions 74 and 75 ask about the essay as a whole.

74. The writer is considering the addition of the following sentence to the essay:

William James Hall is the building where classes for both the Sociology Department and the Psychology Department are held.

Given that this statement is true, should it be added to the essay, and if so, where?

- F. Yes, at the very beginning, because the sentence effectively introduces the subject of this essay.
 - G. Yes, at the beginning of the second paragraph, because the sentence explains why the writer would have seen a psychology flyer outside a sociology classroom.
 - H. No, because the information does not add value to this essay about a part-time job.
 - J. No, because it is unlikely that any of the students know who William James is.
75. Suppose that the editor of a magazine had assigned the writer to prepare a firsthand account of an undergraduate student majoring in sociology. Does the essay successfully fulfill this assignment?
- A. Yes, because the essay describes what happens when the writer is leaving a sociology class.
 - B. Yes, because sociology and psychology are closely linked.
 - C. No, because the essay describes a part-time job working on a psychology dissertation research project.
 - D. No, because the essay's tone is too formal and too personal for such an assignment.

END OF THE ENGLISH TEST
STOP! IF YOU HAVE TIME LEFT OVER, CHECK YOUR WORK ON THIS SECTION ONLY.