

# Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

## DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

### Questions 1-10 are based on the following passage.

This passage is adapted from William Maxwell, *The Folded Leaf*. ©1959 by William Maxwell. Originally published in 1945.

The Alcazar Restaurant was on Sheridan Road near Devon Avenue. It was long and narrow, with tables for two along the walls and tables for four down the middle. The decoration was *art moderne*, except for the series of murals depicting the four seasons, and the sick ferns in the front window. Lymie sat down at the second table from the cash register, and ordered his dinner. The history book, which he propped against the catsup and the glass sugar bowl, had been used by others before him. Blank pages front and back were filled in with maps, drawings, dates, comic cartoons, and organs of the body; also with names and messages no longer clear and never absolutely legible. On nearly every other page there was some marginal notation, either in ink or in very hard pencil. And unless someone had upset a glass of water, the marks on page 177 were from tears.

While Lymie read about the Peace of Paris, signed on the thirtieth of May, 1814, between France and the Allied powers, his right hand managed again and again to bring food up to his mouth. Sometimes he chewed, sometimes he swallowed whole the food that he had no idea he was eating. The Congress of Vienna met, with some allowance for delays, early in November of the same year, and all the powers engaged in the war on either side sent

plenipotentiaries. It was by far the most splendid and important assembly ever convoked to discuss and determine the affairs of Europe. The Emperor of Russia, the King of Prussia, the Kings of Bavaria, Denmark, and Wurttemberg, all were present in person at the court of the Emperor Francis I in the Austrian capital. When Lymie put down his fork and began to count them off, one by one, on the fingers of his left hand, the waitress, whose name was Irma, thought he was through eating and tried to take his plate away. He stopped her. Prince Metternich (his right thumb) presided over the Congress, and Prince Talleyrand (the index finger) represented France.

A party of four, two men and two women, came into the restaurant, all talking at once, and took possession of the center table nearest Lymie. The women had shingled hair and short tight skirts which exposed the underside of their knees when they sat down. One of the women had the face of a young boy but disguised by one trick or another (rouge, lipstick, powder, wet bangs plastered against the high forehead, and a pair of long pendent earrings) to look like a woman of thirty-five, which as a matter of fact she was. The men were older. They laughed more than there seemed any occasion for, while they were deciding between soup and shrimp cocktail, and their laughter was too loud. But it was the women's voices, the terrible not quite sober pitch of the women's voices which caused Lymie to skim over two whole pages without knowing what was on them. Fortunately he realized this and went back. Otherwise he might never have known about the



secret treaty concluded between England, France, and Austria, when the pretensions of Prussia and Russia, acting in concert, seemed to threaten a renewal of the attack. The results of the Congress were stated clearly at the bottom of page 67 and at the top of page 68, but before Lymie got halfway through them, a coat that he recognized as his father's was hung on the hook next to his chair. Lymie closed the book and said, "I didn't think you were coming."

Time is probably no more unkind to sporting characters than it is to other people, but physical decay unsustained by respectability is somehow more noticeable. Mr. Peters' hair was turning gray and his scalp showed through on top. He had lost weight also; he no longer filled out his clothes the way he used to. His color was poor, and the flower had disappeared from his buttonhole. In its place was an American Legion button.

Apparently he himself was not aware that there had been any change. He straightened his tie self-consciously and when Irma handed him a menu, he gestured with it so that the two women at the next table would notice the diamond ring on the fourth finger of his right hand. Both of these things, and also the fact that his hands showed signs of the manicurist, one can blame on the young man who had his picture taken with a derby hat on the back of his head, and also sitting with a girl in the curve of the moon. The young man had never for one second deserted Mr. Peters. He was always there, tugging at Mr. Peters' elbow, making him do things that were not becoming in a man of forty-five.

1

Over the course of the passage, the primary focus shifts from

- A) Lymie's inner thoughts to observations made by the other characters.
- B) an exchange between strangers to a satisfying personal relationship.
- C) the physical setting of the scene to the different characters' personality traits.
- D) Lymie's experience reading a book to descriptions of people in the restaurant.

2

The main purpose of the first paragraph is to

- A) introduce the passage's main character by showing his nightly habits.
- B) indicate the date the passage takes place by presenting period details.
- C) convey the passage's setting by describing a place and an object.
- D) foreshadow an event that is described in detail later in the passage.

3

It can reasonably be inferred that Irma, the waitress, thinks Lymie is "through eating" (line 37) because

- A) he has begun reading his book.
- B) his plate is empty.
- C) he is no longer holding his fork.
- D) he has asked her to clear the table.

4

Lymie's primary impression of the "party of four" (line 42) is that they

- A) are noisy and distracting.
- B) are a refreshing change from the other customers.
- C) resemble characters from his history book.
- D) represent glamour and youth.

5

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

- A) Lines 45-47 ("The women . . . down")
- B) Lines 47-52 ("One . . . was")
- C) Lines 55-59 ("But . . . them")
- D) Line 69 ("Lymie . . . book")



6

The narrator indicates that Lymie finally closes the history book because

- A) his father has joined him at the table.
- B) the people at the other table are too disruptive.
- C) he has finished the chapter about the Congress.
- D) he is preparing to leave the restaurant.

7

The primary impression created by the narrator's description of Mr. Peters in lines 74-79 is that he is

- A) healthy and fit.
- B) angry and menacing.
- C) nervous and hesitant.
- D) aging and shriveled.

8

The main idea of the last paragraph is that Mr. Peters

- A) neglects to spend any time with his family members.
- B) behaves as if he is a younger version of himself.
- C) is very conscious of symbols of wealth and power.
- D) is preoccupied with the knowledge that he is growing old.



9

Which choice best supports the conclusion that Mr. Peters wants to attract attention?

- A) Lines 80-81 ("Apparently . . . change")
- B) Lines 81-85 ("He straightened . . . hand")
- C) Lines 90-91 ("The young . . . Mr. Peters")
- D) Lines 91-93 ("He was . . . forty-five")

10

As used in line 93, "becoming" most nearly means

- A) emerging.
- B) fitting.
- C) developing.
- D) happening.

**CONTINUE**



**Questions 11-21 are based on the following passages.**

Passage 1 is adapted from Catharine Beecher, *Essay on Slavery and Abolitionism*. Originally published in 1837.

Passage 2 is adapted from Angelina E. Grimké, *Letters to Catharine Beecher*. Originally published in 1838. Grimké encouraged Southern women to oppose slavery publicly. Passage 1 is Beecher's response to Grimké's views. Passage 2 is Grimké's response to Beecher.

**Passage 1**

Heaven has appointed to one sex the superior, and to the other the subordinate station, and this without any reference to the character or conduct of either. It is therefore as much for the dignity as it is for the interest of females, in all respects to conform to the duties of this relation. . . . But while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or all-pervading. But it was designed that the mode of gaining influence and of exercising power should be altogether different and peculiar. . . .

A man may act on society by the collision of intellect, in public debate; he may urge his measures by a sense of shame, by fear and by personal interest; he may coerce by the combination of public sentiment; he may drive by physical force, and he does not outstep the boundaries of his sphere. But all the power, and all the conquests that are lawful to woman, are those only which appeal to the kindly, generous, peaceful and benevolent principles.

Woman is to win every thing by peace and love; by making herself so much respected, esteemed and loved, that to yield to her opinions and to gratify her wishes, will be the free-will offering of the heart. But this is to be all accomplished in the domestic and social circle. There let every woman become so cultivated and refined in intellect, that her taste and judgment will be respected; so benevolent in feeling and action; that her motives will be revered;—so unassuming and unambitious, that collision and competition will be banished;—so “gentle and easy to be entreated,” as that every heart will repose in her presence; then, the fathers, the husbands, and the sons, will find an influence thrown around them, to which they will yield not only willingly but proudly. . . .

A woman may seek the aid of co-operation and combination among her own sex, to assist her in her appropriate offices of piety, charity, maternal and

domestic duty; but whatever, in any measure, throws a woman into the attitude of a combatant, either for herself or others—whatever binds her in a party conflict—whatever obliges her in any way to exert coercive influences, throws her out of her appropriate sphere. If these general principles are correct, they are entirely opposed to the plan of arraying females in any Abolition movement.

**Passage 2**

The investigation of the rights of the slave has led me to a better understanding of my own. I have found the Anti-Slavery cause to be the high school of morals in our land—the school in which *human rights* are more fully investigated, and better understood and taught, than in any other. Here a great fundamental principle is uplifted and illuminated, and from this central light, rays innumerable stream all around.

Human beings have *rights*, because they are *moral* beings: the rights of *all* men grow out of their moral nature; and as all men have the same moral nature, they have essentially the same rights. These rights may be wrested from the slave, but they cannot be alienated: his title to himself is as perfect now, as is that of Lyman Beecher:<sup>1</sup> it is stamped on his moral being, and is, like it, imperishable. Now if rights are founded in the nature of our moral being, then the *mere circumstance of sex* does not give to man higher rights and responsibilities, than to woman. To suppose that it does, would be to deny the self-evident truth, that the “physical constitution is the mere instrument of the moral nature.” To suppose that it does, would be to break up utterly the relations, of the two natures, and to reverse their functions, exalting the animal nature into a monarch, and humbling the moral into a slave; making the former a proprietor, and the latter its property.

When human beings are regarded as *moral* beings, *sex*, instead of being enthroned upon the summit, administering upon rights and responsibilities, sinks into insignificance and nothingness. My doctrine then is, that whatever it is morally right for man to do, it is morally right for woman to do. Our duties originate, not from difference of sex, but from the diversity of our relations in life, the various gifts and talents committed to our care, and the different eras in which we live.

<sup>1</sup> Lyman Beecher was a famous minister and the father of Catharine Beecher.



11

In Passage 1, Beecher makes which point about the status of women relative to that of men?

- A) Women depend on men for their safety and security, but men are largely independent of women.
- B) Women are inferior to men, but women play a role as significant as that played by men.
- C) Women have fewer rights than men do, but women also have fewer responsibilities.
- D) Women are superior to men, but tradition requires women to obey men.

12

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

- A) Lines 6-10 ("But . . . all-pervading")
- B) Lines 13-14 ("A man . . . debate")
- C) Lines 16-18 ("he may coerce . . . sphere")
- D) Lines 41-46 ("but whatever . . . sphere")

13

In Passage 1, Beecher implies that women's effect on public life is largely

- A) overlooked, because few men are interested in women's thoughts about politics.
- B) indirect, because women exert their influence within the home and family life.
- C) unnecessary, because men are able to govern society themselves.
- D) symbolic, because women tend to be more idealistic about politics than men are.

14

As used in line 2, "station" most nearly means

- A) region.
- B) studio.
- C) district.
- D) rank.

15

As used in line 12, "peculiar" most nearly means

- A) eccentric.
- B) surprising.
- C) distinctive.
- D) infrequent.

16

What is Grimké's central claim in Passage 2?

- A) The rights of individuals are not determined by race or gender.
- B) Men and women must learn to work together to improve society.
- C) Moral rights are the most important distinction between human beings and animals.
- D) Men and women should have equal opportunities to flourish.

17

In Passage 2, Grimké makes which point about human rights?

- A) They are viewed differently in various cultures around the world.
- B) They retain their moral authority regardless of whether they are recognized by law.
- C) They are sometimes at odds with moral responsibilities.
- D) They have become more advanced and refined throughout history.

18

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

- A) Lines 58-61 ("Human . . . same rights")
- B) Lines 61-65 ("These . . . imperishable")
- C) Lines 71-76 ("To suppose . . . property")
- D) Lines 77-81 ("When . . . nothingness")



19

Which choice best states the relationship between the two passages?

- A) Passage 2 illustrates the practical difficulties of a proposal made in Passage 1.
- B) Passage 2 takes issue with the primary argument of Passage 1.
- C) Passage 2 provides a historical context for the perspective offered in Passage 1.
- D) Passage 2 elaborates upon several ideas implied in Passage 1.

20

Based on the passages, both authors would agree with which of the following claims?

- A) Women have moral duties and responsibilities.
- B) Men often work selflessly for political change.
- C) The ethical obligations of women are often undervalued.
- D) Political activism is as important for women as it is for men.

21

Beecher would most likely have reacted to lines 65-68 ("Now . . . woman") of Passage 2 with

- A) sympathy, because she feels that human beings owe each other a debt to work together in the world.
- B) agreement, because she feels that human responsibilities are a natural product of human rights.
- C) dismay, because she feels that women actually have a more difficult role to play in society than men do.
- D) disagreement, because she feels that the natures of men and women are fundamentally different.

**Questions 22-31 are based on the following passage and supplementary material.**

This passage is adapted from Bryan Walsh, "Whole Food Blues: Why Organic Agriculture May Not Be So Sustainable." ©2012 by Time Inc.

When it comes to energy, everyone loves efficiency. Cutting energy waste is one of those goals that both sides of the political divide can agree on, even if they sometimes diverge on how best to get there. Energy efficiency allows us to get more out of our given resources, which is good for the economy and (mostly) good for the environment as well. In an increasingly hot and crowded world, the only sustainable way to live is to get more out of less.

Every environmentalist would agree.

But change the conversation to food, and suddenly efficiency doesn't look so good. Conventional industrial agriculture has become incredibly efficient on a simple land to food basis. Thanks to fertilizers, mechanization and irrigation, each American farmer feeds over 155 people worldwide. Conventional farming gets more and more crop per square foot of cultivated land—over 170 bushels of corn per acre in Iowa, for example—which can mean less territory needs to be converted from wilderness to farmland. And since a third of the planet is already used for agriculture—destroying forests and other wild habitats along the way—anything that could help us produce more food on less land would seem to be good for the environment.

Of course, that's not how most environmentalists regard their arugula [a leafy green]. They have embraced organic food as better for the planet—and healthier and tastier, too—than the stuff produced by agricultural corporations. Environmentalists disdain the enormous amounts of energy needed and waste created by conventional farming, while organic practices—forgoing artificial fertilizers and chemical pesticides—are considered far more sustainable. Sales of organic food rose 7.7% in 2010, up to \$26.7 billion—and people are making those purchases for their consciences as much as their taste buds.

Yet a new meta-analysis in *Nature* does the math and comes to a hard conclusion: organic farming yields 25% fewer crops on average than conventional agriculture. More land is therefore needed to produce fewer crops—and that means organic farming may not be as good for the planet as we think.



## Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer sheet to answer the questions in this section.

### DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a "NO CHANGE" option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

### Prehistoric Printing

Paleontologists are using modern technology to gain a greater understanding of the distant past. With the aid of computed tomography (CT) scanning and 3-D printing, researchers are able to create accurate models of prehistoric fossils. **1** These models have expanded

1

At this point, the writer is considering adding the following sentence.

Fossils provide paleontologists with a convenient way of estimating the age of the rock in which the fossils are found.

Should the writer make this addition here?

- A) Yes, because it supports the paragraph's argument with an important detail.
- B) Yes, because it provides a logical transition from the preceding sentence.
- C) No, because it is not directly related to the main point of the paragraph.
- D) No, because it undermines the main claim of the paragraph.



researchers' knowledge of ancient species and **2** swear to advance the field of paleontology in the years to come.

CT scanners use X-rays to map the surface of a fossil in minute detail, recording as many as one million data points to create a digital blueprint. A 3-D printer then builds a polymer model based on this blueprint, much as a regular computer printer reproduces digital documents on paper. **3** Whereas the head of an ordinary computer printer moves back and forth while printing ink onto paper, the corresponding part of a 3-D printer moves in multiple dimensions while squirting out thin layers of melted polymer plastic. The plastic hardens quickly, **4** it allows the printer to build the layers of the final model. Compared with older ways of modeling fossils, scanning and printing in this way is extremely versatile.

2

- A) NO CHANGE
- B) subscribe
- C) vow
- D) promise

3

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

- A) Kept, because it helps explain why X-rays are used in CT scanners.
- B) Kept, because it provides details to illustrate how a 3-D printer works.
- C) Deleted, because it contradicts the passage's information about digital blueprints.
- D) Deleted, because it creates confusion about how researchers gather data.

4

- A) NO CHANGE
- B) this
- C) which
- D) that



[1] One significant benefit of 3-D printing technology is its ability to create scale reproductions of fossils. [2] But now 3-D scale models can be rearranged with ease, which is a huge boon to scientists. [3] A team led by Drexel University professor Kenneth Lacovara is making models of dinosaur bones one-tenth the bones' original sizes **5** in order to learn how they fit together when the animals were alive. [4] In the past, such research was limited by the weight and bulk of the fossils as well as **6** its preciousness and fragility. [5] In many cases, scientists had to rearrange bones virtually, using artists' renderings. **7**

Because CT scanners can map objects that are impossible to excavate, CT scanning and 3-D printing can also be used to reproduce fossils that scientists cannot observe firsthand. **8** By contrast, researchers

5

- A) NO CHANGE
- B) in order for learning
- C) so that one is learning
- D) so to learn

6

- A) NO CHANGE
- B) it's
- C) their
- D) there

7

To make this paragraph most logical, sentence 2 should be placed

- A) where it is now.
- B) before sentence 1.
- C) after sentence 4.
- D) after sentence 5.

8

- A) NO CHANGE
- B) Nonetheless,
- C) Besides,
- D) For example,



from the National Museum of Brazil **9** has relied on this technique to study a fossilized skeleton that was discovered protruding from a rock at an old São Paulo railroad site. **10** The fossil was too delicate to be removed from the rock. Because of the fossil's delicate nature, the team dug up a block of stone around the fossil and brought it to their lab. With the aid of a CT scanner and a 3-D printer, they were able to produce a resin model of the fossil. Examining the model, the researchers determined that **11** one had found a new species, a 75-million-year-old crocodile. While not every discovery will be as dramatic as this one, paleontologists anticipate further expanding their knowledge of ancient life-forms as CT scanning and 3-D printing continue to make fossils more accessible.

9

- A) NO CHANGE
- B) relied
- C) will rely
- D) is relying

10

Which choice most effectively combines the underlined sentences?

- A) The fossil could not be removed from the rock on account of it being too delicate; moreover, the team dug up a block of stone around it and brought it to their lab.
- B) The team thought the fossil was too delicate to remove from the rock, and their next decision was to dig up a block of stone around the fossil and bring it to their lab.
- C) The fossil was too delicate to be removed from the rock, so the team dug up a block of stone around the fossil and brought it to their lab.
- D) In removing the fossil from the rock, the team found it was too delicate; then they dug up a block of stone around the fossil and brought it to their lab.

11

- A) NO CHANGE
- B) he or she
- C) they
- D) it



Questions 12-22 are based on the following passage.

### Thomas Nast, the Crusading Cartoonist

"Stop them pictures!" Legend has it that the corrupt politician William "Boss" Tweed once used those words when ordering someone to offer a bribe to Thomas Nast, an artist who had become famous for cartoons that called for reforms to end corruption. **12** As a result, Tweed's attempt to silence the artist failed, and Nast's cartoons, published in magazines like *Harper's Weekly*, actually played a key role in bringing Boss Tweed and his cronies to justice.

**13** There were powerful political organizations in the 1860s and the 1870s. The organizations were known as "political machines" and started taking control of city governments. These political machines were able to pack legislatures and courts with hand-picked supporters by purchasing **14** votes, a form of election fraud involving the exchange of money or favors for votes. Once a political machine had control of enough important positions, its members were able to use public funds to enrich themselves and their friends. Boss Tweed's Tammany Hall group, which controlled New York

**15** City in the 1860s—stole more than \$30 million,

12

- A) NO CHANGE
- B) Therefore,
- C) Furthermore,
- D) DELETE the underlined portion.

13

Which choice most effectively combines the underlined sentences?

- A) Powerful political organizations in the 1860s and the 1870s started taking control of city governments, and they were known as "political machines."
- B) Known as "political machines," in the 1860s and the 1870s, political organizations that were powerful started taking control of city governments.
- C) City governments were taken control of in the 1860s and the 1870s, and powerful political organizations known as "political machines" did so.
- D) In the 1860s and the 1870s, powerful political organizations known as "political machines" started taking control of city governments.

14

- A) NO CHANGE
- B) votes, being
- C) votes, that is
- D) votes, which it is

15

- A) NO CHANGE
- B) City in the 1860s,
- C) City, in the 1860s,
- D) City in the 1860s



the equivalent of more than \$365 million today.

**16** Tweed had been elected to a single two-year term in Congress in 1852. Tammany Hall was so powerful and

**17** corrupt that, the *New York Times*, commented “There is absolutely nothing . . . in the city which is beyond the reach of the insatiable gang.”

Given the extent of Tweed’s power, it is remarkable that a single cartoonist could have played such a significant role in bringing about his downfall. Nast’s cartoons depicted Tweed as a great big bloated thief. One of the artist’s most **18** famous images showed Tweed with a bag of money in place of his **19** head. Another featured Tweed leaning against a ballot box with the caption “As long as I count the votes, what are you going to do about it?” These cartoons were so effective in part because many of the citizens who supported Tweed were illiterate and thus could not read the newspaper accounts of his criminal activities. Nast’s cartoons, though, widely exposed the public to the injustice of Tweed’s political machine.

16

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

- A) Kept, because it introduces the quote from the *New York Times* in the next sentence.
- B) Kept, because it adds a vital detail about Tweed that is necessary to understand his power.
- C) Deleted, because it blurs the focus of the paragraph by introducing loosely related information.
- D) Deleted, because it contains information that undermines the main claim of the passage.

17

- A) NO CHANGE
- B) corrupt, that the *New York Times* commented,
- C) corrupt that the *New York Times* commented,
- D) corrupt that the *New York Times*, commented

18

- A) NO CHANGE
- B) famous and well-known
- C) famous and commonly known
- D) famous, commonly known

19

Which choice adds the most relevant supporting information to the paragraph?

- A) head; like many other Nast cartoons, that one was published in *Harper’s Weekly*.
- B) head; Nast would later illustrate Tweed’s escape from prison.
- C) head, one depiction that omits Tweed’s signature hat.
- D) head, an image that perfectly captured Tweed’s greedy nature.



Nast's campaign to bring down Tweed and the Tammany Hall gang was ultimately successful. In the elections of 1871, the public voted against most of the Tammany Hall candidates, greatly weakening Tweed's power. Eventually, Tweed and his gang were

**20** persecuted for a number of charges, including fraud and larceny, and many of them were sent to jail. In 1875 Tweed escaped from jail and fled to Spain and unwittingly **21** brought about one final **22** pinnacle for the power of political cartoons: A Spanish police officer recognized Tweed from one of Nast's cartoons. Consequently, Tweed was sent back to jail, and Nast was hailed as the man who toppled the great Tammany Hall machine.

20

- A) NO CHANGE
- B) persecuted on
- C) persecuted with
- D) prosecuted on

21

- A) NO CHANGE
- B) bringing
- C) brings
- D) has brought

22

- A) NO CHANGE
- B) triumph
- C) culmination
- D) apex