

# Test 10

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

This reading is an excerpt from the essay "The Grand Unifying (Geological) Theory" by Eliza Morris.

The theory of plate tectonics posits that Earth's landmasses sit atop massive "plates," which shift with the passage of time. The theory was proposed in the early 1960s, as an answer to the problems with the theory of continental drift. Since that time, the plate tectonic theory has become widely accepted in the scientific community. Yet there remain dissenters, scientists who believe they see problems in the idea of plate tectonics. Though passions can run high over plate tectonics, dissent—even unpopular dissent—is part of the scientific process. Plate tectonics has a long and complicated history. In 1915, Alfred Wegener proposed a theory he called "continental drift." His ideas were based on his observation that Earth's continents could fit together neatly, like puzzle pieces—implying that they once fit together border-to-border. Wegener concluded that Earth's continents must have moved into their present positions over millions of years.

Wegener got it partially right—according to the theory of plate tectonics—when he said that the continents had moved. Yet Wegener, who was meteorologist and not a geologist, couldn't explain their movement. Scientists of the day pointed to one major hole in his theory: the oceanic crust is much too thick for continents to simply push their way through. It wasn't until the 1960s that scientists were able to propose a better hypothesis: that Earth's continents lie on top of vast plates, which are moved along by the spreading of the seafloor and the interaction of the different layers of the Earth.

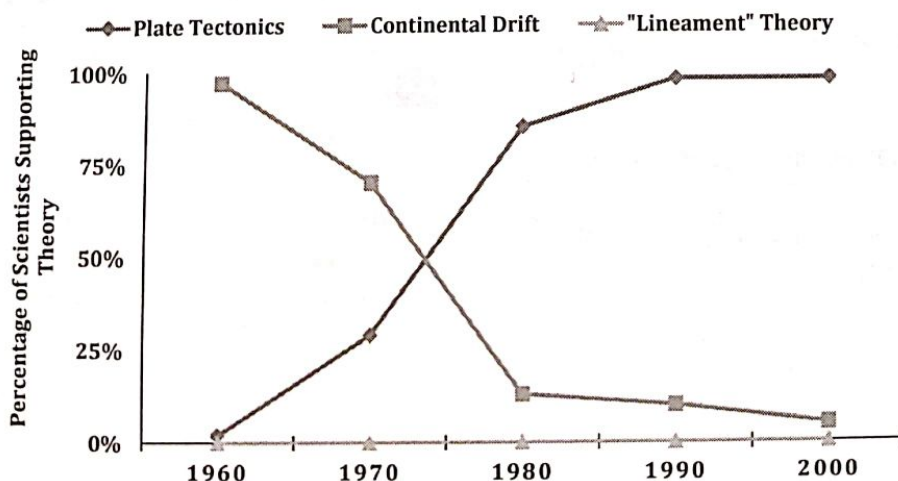
Plate tectonics proposes what is generally referred to as the "conveyor belt principle." This states that as the seafloor spreads outward from the center, the material at the edges gets subducted into the Earth's mantle. The total surface area of

the planet remains the same: as new material is introduced, older material is recycled. Another crucial component of plate tectonics is its explanation of volcanic and geologic activity. Scientists have noticed that mountains, deep-sea trenches, and

volcanoes all tend to form where the massive plates converge. This theory, however, is not without its detractors. In 1996, after a symposium in Beijing, a few scientists formed what they called "The New Concepts in Global Tectonics Group." Concerned with what they saw as shortcomings in the theory of plate tectonics, the leaders wrote: "... the Plate Tectonic Theory has swept aside much well-based data as though it never existed ... result[ing] in the suppression or manipulation of data which does not fit the theory. In the course of time the method has become narrow, monotonous and dull ... As new data has arisen there is a growing skepticism about the theory." Much of the evidence presented in the group's newsletter proposes an alternative hypothesis, which involves a system of "lineaments" which cover the surface of the Earth.

Most other critics of plate tectonics point out what they perceive as flaws in the theory, rather than proposing new theories to explain Earth's geology. Far from being a form of mere naysaying, this spirit of refutation is a vital part of how sound scientific practice operates. Indeed, the plate tectonics theory has undergone several important revisions since it was first proposed. Yet it's important to separate the working process of the scientific method (which thrives on the discarding of old, faulty data) from ideological dispute. According to the National Center for Higher Education, plate tectonics continues "to generate social controversy over [its] implications for policy or for personally-held religious views," much as the issues of global warming and evolution do. However, even in the face of the theory's shortcomings, and in reference to politically- or religiously-motivated dissent, the Center states that "plate tectonics [is] not scientifically controversial today."

Theory Approval in Scientific Community Regarding Landmass Movement





- 22 The passage indicates that the theory of continental drift is
- A) not entirely inaccurate, but still incomplete.
  - B) unhelpful to the scientific process.
  - C) far-fetched but true.
  - D) still the best explanation for the movement of landmasses.

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

- A) Lines 3-4 ("The theory . . . drift")
- B) Lines 4-6 ("Since that . . . community")
- C) Lines 14-16 ("Wegener . . . of years")
- D) Lines 17-20 ("Wegener . . . movement")

24 As used in line 24, "vast" most nearly means

- A) limitless.
- B) profound.
- C) immeasurable.
- D) tremendous.

25 The main idea of the fourth paragraph (lines 36-48) is that

- A) plate tectonic theory does not have very much support.
- B) critics of plate tectonic theory argue that its proponents may be manipulating data to confirm their beliefs.
- C) the scientific community is experiencing an ideological split that could threaten the objectivity of the scientific method.
- D) a new explanation has superseded plate tectonic theory as the most popular landmass theory within the scientific community.

26

The passage suggests that some critics of the theory of plate tectonics may be

- A) guilty of skewing data to confirm their own theories.
- B) teaming up to attack the reputation of Alfred Wegener.
- C) motivated by personal beliefs rather than scientific observations.
- D) skeptical of the idea that landmasses are moving.

27

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

- A) Line 36 ("This theory . . . detractors")
- B) Lines 46-48 ("Much of the . . . Earth")
- C) Lines 51-53 ("Far from . . . operates")
- D) Lines 55-57 ("Yet it's . . . dispute")

28

As used in line 55, "separate" most nearly means

- A) quarantine.
- B) differentiate.
- C) sever.
- D) divide.



# Test 10

29

The main purpose of the final paragraph is to

- A) distinguish between useful scientific debate and other, less scientific arguments against plate tectonic theory.
- B) discuss the relative value of two disparate scientific organizations.
- C) advocate for those who take issue with plate tectonics on ideological grounds.
- D) criticize scientists who refute plate tectonics without offering a better alternative.

30

Data in the graph indicate that the greatest difference between support for plate tectonic theory and support for continental drift occurred during which year?

- A) 1970
- B) 1980
- C) 1990
- D) 2000

31

Data in the graph most strongly support which of the following statements?

- A) From 1975 to 2000, plate tectonic theory replaced continental drift as the most popular explanation for the movement of landmasses.
- B) Plate tectonic theory has consistently garnered more support than continental drift.
- C) The scientific community grew considerably larger between 1980 and 2000.
- D) In 2000, the combined support for continental drift and "lineament" theory was greater than support for plate tectonic theory.

Questions 32-41 are based on the following passage.

First introduced in 1923, The Equal Rights Amendment was designed to combat legal and workplace discrimination against women. In this 1970 speech, Congresswoman Shirley Chisholm explains why such an amendment would be a boon to American society.

What would be the economic effects of the Equal Rights Amendment? Direct economic effects would be minor. If any labor laws applying only to women still remained, their amendment or repeal would provide opportunity for women in better-paying jobs in manufacturing. More opportunities in public vocational and graduate schools for women would also tend to open up opportunities in better jobs for women.

The indirect effects could be much greater. The focusing of public attention on the gross legal, economic, and social discrimination against women by hearings and debates in the Federal and State legislatures would result in changes in attitude of parents, educators, and employers that would bring about substantial economic changes in the long run.

Sex prejudice cuts both ways. Men are oppressed by the requirements of the Selective Service Act, by enforced legal guardianship of minors, and by alimony laws. Each sex, I believe, should be liable when necessary to serve and defend this country. Each has a responsibility for the support of children.

There are objections raised to wiping out laws protecting women workers. No one would condone exploitation. But what does sex have to do with it. Working conditions and hours that are harmful to women are harmful to men; wages that are unfair for women are unfair for men. Laws setting employment limitations on the basis of sex are irrational, and the proof of this is their inconsistency from state to state. The physical characteristics of men and women are not fixed, but cover two wide spans that have a great deal of overlap. It is obvious, I think, that a robust woman could be more fit for physical labor than a weak man. The choice of occupation would be determined by individual capabilities, and the rewards for equal works should be equal.

This is what it comes down to: artificial distinctions between persons must be wiped out of the law. Legal discrimination between the sexes is, in almost every instance, founded on outmoded views of society and the pre-scientific beliefs about psychology and physiology. It is time to sweep away these relics of the past and set further generations free of them.

Federal agencies and institutions responsible for the enforcement of equal opportunity laws need the authority of a Constitutional amendment. The 1964 Civil Rights Act and the 1963 Equal Pay Act are not enough; they are limited in their coverage—for instance, one excludes teachers, and the other leaves out administrative and professional women. The Equal Employment Opportunity Commission has not proven to be



45 an adequate device, with its power limited to investigation, conciliation, and recommendation to the Justice Department. In its cases involving sexual discrimination, it has failed in more than one-half. The Justice Department has been even less effective. It has intervened in only one case involving discrimination on the basis of sex, and this was on a procedural point. In a second case, in which both sexual and racial discrimination were alleged, the racial bias charge was given far greater weight.

Evidence of discrimination on the basis of sex should hardly have to be cited here. It is in the Labor Department's employment and salary figures for anyone who is still in doubt. Its elimination will involve so many changes in our State and Federal laws that, without the authority and impetus of this proposed amendment, it will perhaps take another 194 years. We cannot be parties to continuing a delay. The time is clearly now to put this House on record for the fullest expression of that equality of opportunity which our founding fathers professed. They professed it, but they did not assure it to their daughters, as they tried to do for their sons.

65 The Constitution they wrote was designed to protect the rights of white, male citizens. As there were no black Founding Fathers, there were no founding mothers—a great pity, on both counts. It is not too late to complete the work they left undone. Today, here, we should start to do so.

32

According to Chisholm, the indirect economic effects of the Equal Rights Amendment could be

- A) the same as the direct economic effects.
- B) less than the direct economic effects.
- C) greater than the direct economic effects.
- D) impossible to predict.

33

As used in line 14, “cuts” most nearly means

- A) exerts a harmful influence.
- B) divides people into factions.
- C) penetrates.
- D) separates.

34

The third paragraph (lines 14–18) serves to

- A) show how sexual discrimination affects military personnel.
- B) explain why sexual discrimination is mostly aimed at women.
- C) argue that there is no difference between men and women.
- D) illustrate that discrimination due to sex affects men as well as women.

35

Chisholm's examples of the “robust woman” and “weak man” (lines 28–29) serve to

- A) call attention to two forms of sexual discrimination.
- B) bring up scenarios that are discussed later on.
- C) provide support for the previous sentence.
- D) make a broad distinction between men and women.

36

According to the passage, laws that discriminate between the sexes are based on

- A) antiquated views in society that predate scientific findings in psychology and physiology.
- B) the comparatively primitive psychological research of the time.
- C) unfair verdicts made on the basis of sex by the Justice Department.
- D) the Constitution as it was originally written by the Founding Fathers.

37

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

- A) Lines 19–20 (“There . . . workers”)
- B) Lines 25–27 (“The physical . . . overlap”)
- C) Lines 33–36 (“Legal . . . psychology”)
- D) Lines 54–56 (“Evidence . . . doubt”)

CONTINUE



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38 Chisholm states that existing legislation designed to promote equal opportunity is ultimately

- A) fair, as it covers both sexes and all races.
- B) inadequate, because it doesn't apply to all vocations.
- C) superfluous, because the Constitution applies to everyone.
- D) beneficial, as it addresses the exclusions in the Constitution.

39

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

- A) Lines 23-25 ("Laws . . . State")
- B) Lines 32-33 ("This is . . . the law")
- C) Lines 40-43 ("The 1964 . . . women")
- D) Lines 65-66 ("The Constitution . . . male citizens")

40

In combating sexual discrimination, the Equal Employment Opportunity Commission, in comparison to the Justice Department, is

- A) a completely failing organization.
- B) more slowly making a positive change.
- C) more helpful, but still deficient.
- D) more harmful in the long run.

41

As used in line 61, "expression" most nearly means

- A) explanation.
- B) verbalization.
- C) mention.
- D) enactment.

Questions 42-52 are based on the following passage and supplementary material.

This passage is adapted from Danielle Barkley, "Major Environmental Problem, Microscopic Solution."

Today, tiny organisms—some so tiny that each one consists of a single cell—are increasingly recognized as assets in solving a variety of scientific problems. One of the most pressing of these problems is the challenge of controlling the methane levels in the Earth's atmosphere. Methane is a chemical compound consisting of one atom of carbon and four atoms of hydrogen; it is produced naturally when larger organic materials are broken down either by microbes or by heat and pressure. Methane is a major component of a major human fuel source, natural gas, and the process of producing, storing, and distributing natural gas results in methane escaping into the atmosphere. Like carbon dioxide, methane is a greenhouse gas: when it enters the atmosphere it absorbs the sun's heat and can contribute to rising temperatures. Estimates suggest that since pre-industrial times, the concentration of methane in the earth's atmosphere has risen 160%. Industry is indeed largely responsible, though other human activities have exacerbated the problem: for example, methane is also produced through the decomposition of the large quantities of organic material in landfill sites.

Among ecologists, environmentalists, and concerned citizens generally, substantial interest in reducing methane emissions has arisen due to methane's potential for environmental disruption. One strategy for achieving methane reduction might be to harness the power of small but mighty microorganisms known as methanotrophs. Like bacteria, methanotrophs are prokaryotes, which means that they are single-celled entities whose cellular structures are not enclosed in separate compartments. In order to survive, methanotrophs metabolize methane: they break down the chemical bonds between atoms and use the resulting carbon as their source of energy. To perform this process, methanotrophs make use of two enzymes, one of which contains copper and the other of which contains iron. Because copper and iron are vital to methanotrophs, these microorganisms cultivate special proteins that allow them to store these chemical elements.

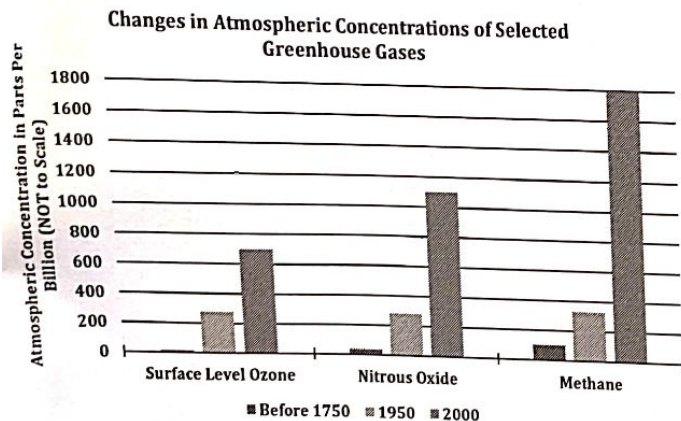
Since methanotrophs rely on methane as their sole source of energy, they can only exist in environments where methane is present in relative abundance. At the same time, they are able to survive extreme temperatures and to tolerate both acidic and alkaline environments. Common habitats for methanotrophs include stretches of soil near marshes, lakes, and agricultural sites. These exceptional microorganisms also exist deep underwater, at sites where methane is released through cracks in the ocean floor. The presence of methanotrophs in these environments is important, since methanotrophs help to regulate and sustain diverse communities of microscopic life



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forms. Thus, when methane occurs naturally, it forms part of a healthy biological system. However, as methane levels become elevated by human activity, the balance is altered.

The existing relationship between methanotrophs and methane makes these organisms a potential tool of great promise for controlling levels of methane emission. There are two main approaches to the study of methanotrophs. One is to learn from what these organisms have evolved to do and to adapt these strategies into ways of making methane less harmful, either before or as it is released. Scientific research related to this approach focuses on obtaining a more detailed picture of how methanotrophs metabolize methane; the hope is that this deepened understanding will generate insight into how humans can likewise render methane more innocuous. A different approach focuses on limiting the quantity of methane that is released. Studies supporting this approach are premised on monitoring the population levels of methanotrophs, ascertaining whether certain environments tend to support higher populations, and encouraging the presence of methanotrophs so as to ensure that the maximum possible amount of methane is consumed rather than released. In either case, the science of methanotrophs suggests that a naturally occurring balance between organisms and their energy source may hold the key to the sustainable use of natural resources on a human level.



42

The author most likely mentions carbon dioxide in the first paragraph to

- A) lend authority to the author's claim about the effects of the sun on global temperature.
- B) suggest that gases found in the atmosphere typically do not have a warming impact.
- C) highlight how unimportant carbon dioxide levels are when compared to methane concentrations.
- D) provide a reference point for the reader by introducing a substance comparable to methane.

43

The "ecologists, environmentalists, and concerned citizens" (lines 21-22) would likely describe the recent changes in methane concentration as

- A) irreversible.
- B) surprising.
- C) disturbing.
- D) fortuitous.

44

As used in line 32, "perform" most nearly means

- A) conduct.
- B) show.
- C) channel.
- D) transmit.

45

The passage indicates that the environments where methanotrophs can thrive are

- A) determined by the presence of methane.
- B) only in areas where water can be found.
- C) not at all overlapping with those of humans.
- D) always conducive to methanotrophs' mobility.

46

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

- A) Lines 26-29 ("Like bacteria . . . compartments")
- B) Lines 37-39 ("Since methanotrophs . . . abundance")
- C) Lines 43-45 ("These exceptional . . . ocean floor")
- D) Lines 63-68 ("Studies supporting . . . than released")

47

As used in line 41, "Common" most nearly means

- A) unrefined.
- B) widespread.
- C) typical.
- D) plentiful.

CONTINUE



# Test 10

48

The author indicates that people value methanotrophs primarily because they believe that

- A) studying methanotrophs will yield knowledge that is useful for mitigating human-sourced emissions.
- B) confining methanotrophs to isolated areas will decrease the harm that they inflict on the atmosphere.
- C) methanotrophs produce proteins that humans can use in industrial processes.
- D) maintaining a healthy methanotroph population worldwide will foster the stability of other microorganism populations.

49

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

- A) Lines 3-5 ("One of the . . . atmosphere")
- B) Lines 34-36 ("Because copper . . . elements")
- C) Lines 45-48 ("The presence . . . life forms")
- D) Lines 57-62 ("Scientific . . . more innocuous")

50

The graph following the passage offers evidence that the atmosphere has changed since 1750 in that

- A) methane is the only greenhouse gas that has become more concentrated.
- B) both nitrous oxide and methane have become less concentrated.
- C) the concentration of surface level ozone has recently declined.
- D) methane, nitrous oxide, and surface level ozone have all become more concentrated.

51

The author would most likely attribute the rise in methane concentration in the atmosphere as represented in the graph to

- A) the relative fall in concentrations of other greenhouse gases.
- B) the prevalence of industrialization.
- C) the decay of organic matter.
- D) inadequate use of microorganisms.

52

According to the data in the graph, which of the following choices represents the greatest percentage increase in atmospheric concentration?

- A) Surface Level Ozone, 1750-1950
- B) Surface Level Ozone, 1950-2000
- C) Nitrous Oxide, 1950-2000
- D) Methane, 1750-1950

## STOP

If you finish before time is called, you may check your work on this section only.

Do not turn to any other section.



# Practice Test 5

## ENGLISH TEST

45 MINUTES—75 QUESTIONS

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

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

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

### Passage I

#### A Never-Ending Battle

Not many people know it, but the character was originally a villain. Intending it as an allegory for the growing Nazi menace in Europe, in 1933 two teenage,  
Jewish-American science-fiction fans—Jerry Siegel  
and Joe Shuster—concocted a story for a pulp magazine about an evil figure with strange mind-control powers bent on world domination. No one took much notice.

As the political situation in Europe and the Great Depression in America both worsened, and after Siegel's father died during a robbery of his New York City clothing store; the two boys became disenchanted with writing about a villain. They decided that what the world needed were uplifting stories about a hero who used his

1. A. NO CHANGE  
B. two, teenage Jewish-American, science-fiction  
C. two teenage, Jewish-American, science-fiction,  
D. two teenage Jewish-American science-fiction
2. F. NO CHANGE  
G. powers being bent  
H. powers, which bent  
J. powers were bent
3. A. NO CHANGE  
B. store, the  
C. store. The  
D. store, therefore the

GO ON TO THE NEXT PAGE.



1

abilities to protect societies' downtrodden and

4

defenseless, rather than by exploiting them.

5

Over the next few years they revamped their cre-  
ation along these lines altering his appearance and attrib-  
utes but retaining the original name: Superman.

6

6

An instant success from his first appearance in 1938,  
when Superman gave rise to the concept of the super-  
hero, which quickly became the dominant genre of the  
 comic-book medium. Today, everyone knows that a  
 superhero is someone with special powers and a flashy  
 costume involving shorts over tights, a cape and a logo,  
on the chest. But few stop to consider the complex and  
 moving psychological underpinnings of this cultural  
 phenomenon. 9 Although he became a powerful sym-  
 bol of "the American way," Superman is, like Siegel and

Shuster's parents, an immigrant: the last survivor of his  
doomed home planet of Krypton. In addition to his  
 refugee status, some of Superman's other distinguishing  
 characteristics also reflect his creators heritage. His  
 Kryptonian name, Kal-El, is similar to the Hebrew for  
 "voice of God," and there has even been speculation  
 that the famous "S" insignia on Superman's chest is a

10

11

4. F. NO CHANGE  
 G. societys  
 H. society's  
 J. societies

5. A. NO CHANGE  
 B. from exploiting  
 C. was exploiting  
 D. to exploit

6. F. NO CHANGE  
 G. Over the next few years, they revamped their  
 creation along these lines, altering his  
 appearance  
 H. Over the next few years they revamped their  
 creation along these lines, altering his  
 appearance,  
 J. Over the next few years, they revamped their  
 creation, along these lines altering his  
 appearance

7. A. NO CHANGE  
 B. however  
 C. after which  
 D. DELETE the underlined portion.

8. F. NO CHANGE  
 G. shorts, over tights, a cape and a logo  
 H. shorts over tights, a cape, and a logo  
 J. shorts over tights a cape and a logo

9. If the writer were to delete the preceding sentence,  
 the passage would primarily lose:  
 A. a logical transition into the following sentence.  
 B. details supporting the claim that the story of  
 the creation of Superman is a moving one.  
 C. insight into why so few people stop to con-  
 sider the ideas concerned.  
 D. an explanation of the psychological underpin-  
 nings of the creation of superheroes.

10. F. NO CHANGE  
 G. parents an immigrant, the last survivor of  
 H. parents, an immigrant, the last survivor: of  
 J. parents, an immigrant—the last survivor—of

11. A. NO CHANGE  
 B. his creators'  
 C. Superman's creators  
 D. Supermans creators'



1 subtle portrayal<sup>12</sup> by the yellow badges that Jews were forced to wear in Nazi Germany.

The “Man of Steel” himself is invulnerable, but the story of his creation involves a great deal of suffering: a boy’s mourning for his father, a people fleeing murderous oppression, and the struggle of immigrant groups became<sup>13</sup> “more American than the Americans.” Now and for all time, Superman symbolizes humanity’s hope that

the great power possessed by some will use<sup>14</sup> for the benefit of all. 15

12. F. NO CHANGE  
G. reference to  
H. definition of  
J. symbol within

13. A. NO CHANGE  
B. becoming  
C. to become  
D. had become

14. F. NO CHANGE  
G. some use  
H. some have used  
J. some will be used

Question 15 asks about the preceding passage as a whole.

15. Suppose the author had intended to write an essay about the ways in which popular entertainment has been inspired by tragedy. Would this essay fulfill that goal?
- A. Yes, because it explains how suffering, on both personal and grand scales, led inevitably to the popularity of superhero comics.  
B. No, because the essay deals primarily with one specific character.  
C. Yes, because Superman has appeared in a wide variety of media besides comic books.  
D. No, because superhero comics are a niche medium that is only popular with a select audience.

## Passage II

### Splat, You’re Out

I’m not sure whose idea it was, but around the end of ninth grade, a bunch of guys from my class, myself<sup>16</sup> included: started<sup>16</sup> playing paintball.

If your not familiar<sup>17</sup>, its that game where two teams run around shooting at each other with gas-powered

16. F. NO CHANGE  
G. class, myself included started  
H. class—myself included—started  
J. class. Myself included, started

17. A. NO CHANGE  
B. you’re not familiar, it’s  
C. your not familiar, it’s  
D. you’re not familiar, its



1

guns that fire little pellets of brightly colored paint:  
get hit with a pellet, and you're out.  
 18

[1] The first thing I learned about paintball is that  
 it's quite an investment. A decent gun at the time costs  
 19  
 about seventy-five dollars, but that wasn't the end of it.

[2] Pads aren't necessary, because getting shot in the  
 arm or leg doesn't hurt much, but you'd be a fool to  
 play without a facemask, throatguard, and another piece  
 of athletic equipment specific to male players.

[3] You'll be sufficiently sick, after your first day  
 20  
too, to shell out for a suit of camouflage after—the  
 20  
odds are—getting spotted a mile away and immediately  
 20  
peppered. [4] And of course, paintball means regular  
 20  
 bike rides to the sporting-goods store to buy more  
 ammunition and get your gas canister refilled.

[5] A bunch of protective gear is required too. [21]

Nowadays, there are official paintball ranges you  
 22  
can pay to play on, but we just played in the woods  
 22  
behind Bobby's house. It was the only location where  
 22  
 we could be sure not to hit any homes, cars, or innocent

bystanders, that surely would have brought our  
 23  
 paintball days to an abrupt end. We cleared brush to  
 make paths, and dug pits and erected walls to make two

18. Which of the following alternatives to the underlined portion would NOT be acceptable?
- F. getting hit with a pellet means you're out.
  - G. when a player is hit, they're out.
  - H. a direct hit means that a player is out.
  - J. you're out once you get hit, but only until the next game.

19. A. NO CHANGE  
 B. having cost  
 C. costing  
 D. cost

20. F. NO CHANGE  
 G. The odds are, to shell out for a suit of camouflage, you'll be sufficiently sick after your first day of getting spotted, a mile away too, and immediately peppered.  
 H. To shell out for a suit of camouflage after your first day, the odds are you'll be sufficiently sick of getting spotted a mile away and immediately peppered too.  
 J. After your first day, the odds are you'll be sufficiently sick of getting spotted a mile away and immediately peppered to shell out for a suit of camouflage too.

21. For the sake of logic and coherence, Sentence 5 should be placed:

- A. where it is now.
- B. before Sentence 4.
- C. after Sentence 1.
- D. after Sentence 2.

22. Which of the following choices best introduces the paragraph?

- F. NO CHANGE
- G. There weren't any official paintball ranges near us (at least, not that we knew of).
- H. There were a few different guys in our crew whose houses had back woods big enough to play in.
- J. What we needed now was a safe place to play.

23. A. NO CHANGE  
 B. bystanders  
 C. bystanders, whom  
 D. bystanders; any such occurrence



opposing forts. This was more yardwork than we would have done even if our parents had paid us, but no hardship was going to stand between the thrill<sup>24</sup> of sneaking up on a friend and shooting him in the butt with exploding pellets of neon goo.

Now and then, the memories of my heroism that summer still bring<sup>25</sup> a smile to my face. There was the time I discovered a secret trail up a hillside full of prickerbushes and picked off three guys without their having<sup>26</sup> any idea where I was. Then there was the time I snuck a giant sheet of clear plexiglass into Bobby's woods, put it up between two trees, and tauntingly danced safely behind it while opponents wasted their ammo.

Sure, it was cheating, but it was also hilarious:<sup>27</sup>

[1] I guess, one by one, everyone got a girlfriend and stopped coming out to the games. [2] After a year or two, he probably did the same. [3] I ended up selling my gun and all my gear to a kid a couple of grades

younger. [4] I didn't exactly remember<sup>28</sup> why we stopped playing. [5] And I'd like to believe that, even now, that same equipment is still being used by some ninth

grader he is<sup>29</sup> discovering the joy of squeezing the trigger on a paintball gun and hearing his shot followed by a loud pop and a swear word from his friend echoing through the woods. 30

24. F. NO CHANGE  
G. our thrill  
H. us and the thrill  
J. ourselves, and the thrill

25. A. NO CHANGE  
B. brings  
C. brought  
D. have brought

26. F. NO CHANGE  
G. having  
H. him having  
J. DELETE the underlined portion.

27. The author is considering deleting the underlined sentence. Should the author make this deletion?
- A. Yes, because such specific information about the rules of paintball is unnecessary in this brief essay.  
B. Yes, because it contradicts information presented elsewhere in the essay.  
C. No, because it is a humorous way of establishing that the author and his friends did not take the game too seriously.  
D. No, because it is important for the reader to know that the author is someone who once cheated at paintball.

28. F. NO CHANGE  
G. don't exactly remember  
H. hadn't exactly remembered  
J. wouldn't remember exactly

29. A. NO CHANGE  
B. just  
C. and  
D. whose

30. The most logical order for the sentences in the final paragraph would be:
- F. NO CHANGE  
G. 4, 3, 5, 1, 2.  
H. 4, 1, 3, 2, 5.  
J. 3, 5, 4, 2, 1.