

## PRACTICE TEST 2

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# **REASONING THROUGH LANGUAGE ARTS**

## Section 1

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40 questions

35 minutes

The Reasoning Through Language Arts test is 150 minutes, with a 10-minute break after Section 2 (the Extended Response portion of the test).

## Practice Test 2: Reasoning Through Language Arts (RLA)

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### Section 1

Read the following excerpt from Thomas de Quincey's essay "The Vision of Sudden Death." Then answer questions 1–7.

What is to be thought of sudden death? It is remarkable that, in different conditions of society it has been variously regarded as the consummation of an earthly career most fervently to be desired, and, on the other hand, as that consummation which is most of all to be deprecated. Caesar the Dictator, at his last dinner party, (*cœna*), and the very evening before his assassination, being questioned as to the mode of death which, in his opinion, might seem the most eligible, replied—"That which should be most sudden." On the other hand, the divine Litany of our English Church, when breathing forth supplications, as if in some representative character for the whole human race prostrate before God, places such a death in the very van of horrors. "From lightning and tempest; from plague, pestilence, and famine; from battle and murder, and from sudden death,—Good Lord, deliver us." Sudden death is here made to crown the climax in a grand ascent of calamities; it is the last of curses; and yet, by the noblest of Romans, it was treated as the first of blessings. (In that difference, most readers will see little more than the difference between Christianity and Paganism. But there I hesitate. The Christian church may be right in its estimate of sudden death; and it is a natural feeling, though after all it may also be an infirm one, to wish for a quiet dismissal from life—as that which seems most reconcilable with meditation, with penitential retrospects, and with the humilities of farewell prayer. There does not, however, occur to me any direct scriptural warrant for this earnest petition of the English Litany. It seems rather a petition indulged to human infirmity, than exacted from human piety. And, however that may be, two remarks suggest themselves as prudent restraints upon a doctrine, which else may wander, and has wandered, into an uncharitable superstition. The first is this: that many people are likely to exaggerate the horror of a sudden death, (I mean the objective horror to him who contemplates such a death, not the subjective horror to him who suffers it,) from the false disposition to lay a stress upon words or acts, simply because by an accident they have become words or acts. If a man dies, for instance, by some sudden death when he happens to be intoxicated, such a death is falsely regarded with peculiar horror; as though the intoxication were suddenly exalted into a blasphemy. But that is unphilosophic. The man was, or he was not, habitually a drunkard. If not, if his intoxication were a solitary accident, there can be no reason at all for allowing special emphasis to this act, simply because through misfortune it became his final act. Nor, on the other hand, if it were no accident, but one of his habitual transgressions, will it be the more habitual or the more a transgression, because some sudden calamity, surprising him, has caused this habitual transgression to be also a final one? Could the man have had any reason even dimly to foresee his own sudden death, there would have been a new feature in his act of intemperance—a feature of presumption and irreverence, as in one that by possibility felt himself drawing near to the presence of God. But this is no part of the case supposed. And the only new element in the man's act is not any element of extra immorality, but simply of extra misfortune.

1. What is the main idea in this text?
  - A. Death, by any method, is horrible.
  - B. Slow death is preferable to sudden death.
  - C. The positive or negative qualities of sudden death are debatable.
  - D. Sudden death is preferable to slow death.
2. What can you infer about the relationships presented in this text?
  - A. Religion and philosophy agree that sudden death is to be preferred over other methods.
  - B. There are conflicting viewpoints about sudden death between philosophy and religion.
  - C. Alcohol and sudden death are matters that seem to go hand in hand.
  - D. A pious life determines whether a person will die suddenly or slowly.
3. What is the meaning of the word **prostrate** as it is used in the following sentence from the text?

On the other hand, the divine Litany of our English Church, when breathing forth supplications, as if in some representative character for the whole human race prostrate before God, places such a death in the very van of horrors.

- A. vertically positioned
  - B. up in arms against
  - C. angrily opposing
  - D. at the mercy of
4. What role does the following sentence play in the development of the purpose of this text?

What is to be thought of sudden death?

  - A. It forces the reader to question this for themselves.
  - B. It lays the premise for the rest of the paragraph's development of the scope of this idea.
  - C. It lays out the author's direction of his opinion that sudden death is preferable.
  - D. It implores a more knowledgeable person to answer the question.

5. Which claim is NOT supported by reason?
- A. “Sudden death is here made to crown the climax in a grand ascent of calamities; it is the last of curses; and yet, by the noblest of Romans, it was treated as the first of blessings.”
  - B. “There does not, however, occur to me any direct scriptural warrant for this earnest petition of the English Litany.”
  - C. “The first is this: that many people are likely to exaggerate the horror of a sudden death, (I mean the objective horror to him who contemplates such a death, not the subjective horror to him who suffers it,) from the false disposition to lay a stress upon words or acts, simply because by an accident they have become words or acts.”
  - D. “If a man dies, for instance, by some sudden death when he happens to be intoxicated, such a death is falsely regarded with peculiar horror; as though the intoxication were suddenly exalted into a blasphemy.”
6. Which sentence best supports the main idea of this passage?
- A. “It is remarkable that, in different conditions of society it has been variously regarded as the consummation of an earthly career most fervently to be desired, and, on the other hand, as that consummation which is most of all to be deprecated.”
  - B. “. . . being questioned as to the mode of death which, in his opinion, might seem the most eligible, replied—“That which should be most sudden.”
  - C. “From lightning and tempest; from plague, pestilence, and famine; from battle and murder, and from sudden death,—Good Lord, deliver us.”
  - D. “And the only new element in the man’s act is not any element of extra immorality, but simply of extra misfortune.”
7. How would the tone of the sentence differ if the word **infirmity** were to be replaced with the word **suffering**?

It seems rather a petition indulged to human infirmity, than exacted from human piety.

- A. By replacing “infirmity” with the weaker word “suffering,” the tone would seem more in favor of the English Litany’s position.
- B. By replacing “infirmity” with the stronger word “suffering,” the tone would seem more in favor of the English Litany’s position.
- C. By replacing “infirmity” with the stronger word “suffering,” the tone would seem more condemnation for the English Litany’s position.
- D. There would be no change in tone.

Consider the following two articles, “As Food Imports Rise, So Do Safety Concerns” and “Two Concerns Addressed with One Stone” to answer questions 8–15.

### **As Food Imports Rise, So Do Safety Concerns**

- (1) From New Zealand lamb to Mexican papaya and Colombian coffee, your local grocery store provides a truly international experience. And while plantains, eddoes and avocados expand culinary horizons, importing these foods raises legitimate safety concerns.
- (2) Americans rely heavily on imported food—the U.S. now imports nearly 85 percent of its fish consumption, and fruit and vegetable imports have doubled since 1998. Even products made in the United States may contain foreign products, such as Chinese wheat gluten or Mexican green onions. And while many countries enforce safety standards equal to those used in the U.S., newly industrialized or industrializing nations may not have the resources or infrastructure to meet safety and quality benchmarks.
- (3) Unfortunately, the U.S. Food and Drug Administration (FDA) cannot pick up the slack. The FDA reports that, due to its own lack of resources, 99 percent of the imports that enter the U.S. are not inspected.
- (4) Experts agree that prevention, not inspection, will best ensure food safety. One life sciences company, Global Food Technologies, Inc., has developed an organic processing method that ensures that foods do not become contaminated during processing or packaging. By destroying the microbes in the food without harmful chemicals, the company achieves higher safety standards than the minimum required by law. The processing method, designated by the iPura brand name, is currently being used to produce seafood in several overseas nations. Any product bearing the iPura label is guaranteed to be a result of its comprehensive Source-to-Retail food safety program.
- (5) The Centers for Disease Control and Prevention (CDC) reports that 325,000 Americans are hospitalized and 5,000 die annually from foodborne illnesses. A food company that does not adhere to food safety practices will eventually be driven out of business, a fact that tends to encourage good practices and results in a relatively safe food supply. Yet reports of new outbreaks continually surface, indicating that more work must be done to safeguard the food supply.

### **Two Concerns Addressed with One Stone**

- (1) A global recession has a wearied public in its grip as consumers tighten their belts. Policymakers are engaging in a fierce battle for short-term and long-term solutions while ordinary Americans go about their daily lives with hopes that the situation won't get any worse.

- (2) Nearly one trillion dollars has been injected into the faltering system, but immediate success has yet to materialize. Fears about the sagging pocketbook are coupled with feelings of insecurity about the safety and quality of products being imported from overseas, especially the food being imported into the U.S. at an unprecedented rate. Americans currently import over 80 percent of seafood meals consumed, while statistics indicate that seafood is the leading cause of foodborne illnesses. With the FDA able to inspect less than one percent of the shipments into U.S. ports, consumers have expressed deep concern about the safety of their families.
- (3) A California-based life sciences company, Global Food Technologies (GFT), is primed to take advantage of the current economic situation by offering its first product into the market, iPura. The first of its kind, iPura is a food-safety company with a unique approach combining technological hardware and methods with trained technicians to ensure that the very highest standards have been implemented in the delivery of seafood imported from overseas.
- (4) Including an organic “clean step” that reduces disease-causing pathogens, iPura escorts the product from foreign-based factories to the U.S.-held fork with a seal of authenticity that includes temperature monitoring, traceability, and full transparency for the consumer.
- (5) “iPura instills confidence in foreign-sourced seafood by giving consumers the peace of mind they deserve,” says GFT President Keith Meeks.
- (6) With the wild volatility of most sectors on Wall Street, household goods and staples have not fallen as much as the others, reflective of the trend for consumers to take care of essentials before discretionary purchases such as electronic goods and new automobiles. As food safety has become a major concern for food company executives, with 84 percent in a recent survey stating that food safety is their main priority, iPura offers investors a chance to profit in a time of uncertainty and economic downturn by meeting market demand.
8. What thematic idea do these two articles share?
- A. Foods imported from other countries can be dangerous to Americans’ health.
  - B. The economic crisis has caused Americans to import more foods.
  - C. Imported foods make up the vast majority of our diet.
  - D. Americans cannot produce their own foods fast enough to make enough produce to feed themselves without relying on imports.

9. According to the first text, the Food and Drug Administration inspects what percentage of food imports entering the United States?
- A. 85 percent
  - B. 1 percent
  - C. 15 percent
  - D. 99 percent
10. What is one point about which the authors would disagree?
- A. Imports are responsible for our failing economy.
  - B. Imports have a role in many of our health problems.
  - C. The biggest factor dealing with imported foods is the economy.
  - D. America should do more to increase its own food production.
11. How does the impact of these two texts differ?
- A. The first article encourages readers to buy organic foods, while the second article urges readers to consider more healthfully treated foods.
  - B. The first article broadens the scope of imports to many kinds of foods, whereas the second article simply deals with seafood.
  - C. The first article urges Americans to be more health conscious, while the second encourages us to be more fiscally conservative.
  - D. The first article informs readers of the potential impacts of imported food on our health, and the second encourages readers to seek other solutions.
12. How is the idea of iPura differently emphasized in these two articles?
- A. The first article uses it as a scare tactic, while the second article examines the role it can play in ensuring American safety.
  - B. The first article discusses iPura as a business model, while the second discusses its beneficial qualities as a scientific endeavor.
  - C. The first article mentions it as a new method to ensure safety, and the second article furthers this idea by highlighting it as a vehicle for helping America's failing economy.
  - D. The first article examines it as a business model, and the second article uses it to emphasize the dangers of imported foods.

13. What is the purpose of the first article?
- A. to warn Americans about the potential hazardous impacts of imported foods
  - B. to discuss the beneficial qualities of the company iPura
  - C. to encourage Americans to grow their own food
  - D. to criticize the FDA for not inspecting our imports
14. What is the purpose of the second article?
- A. to applaud iPura for its revolutionary business model
  - B. to comment on the impacts a failing economy can have on America's consumer habits
  - C. to inform Americans about alternatives to imported foods
  - D. to warn Americans about the harmful effects of imported foods
15. What is something these two authors would agree about?
- A. A struggling economy creates innovative companies.
  - B. Reliance on imported foods should be diminished.
  - C. Consumer safety should be the No. 1 priority when dealing with imported foods.
  - D. Failing health creates innovative companies.

**Read the following article, “What Every Woman Should Know About Long-Term Care,” to answer questions 16–21.**

- (1) With women generally outliving men, planning for long-term care becomes more urgent for them in their pre-retirement years. After all, while longevity definitely has its upside—including more time to enjoy travel and family—there's no denying its biggest potential downside: the increased risk of health problems that can make caring for oneself difficult.
- (2) Today, seven in 10 nursing home residents are women.
- (3) They also represent a whopping 76 percent of assisted living residents, according to the latest statistics, and two-thirds of all home-care recipients.
- (4) And that care isn't necessarily what many would consider “affordable” —unless you're perhaps lucky enough to have the opportunity to enroll in the likes of the Federal Long-Term Care Insurance Program (FLTCIP).



- (5) “Like other forms of health care, long-term care is expensive, and costs continually increase,” says Paul Forte, CEO of Long Term Care Partners, which administers the FLTCIP. The program is specifically designed to help current and retired federal employees safeguard their retirement income and savings while maintaining their independence and avoiding reliance on their children.

### **How Will You Pay for Care?**

- (6) The most recent John Hancock Cost of Care Study puts the national average cost of a licensed home health aide at \$20 per hour, with private and semiprivate nursing home rooms going for \$235 and \$207, respectively, a day.
- (7) Those costs aren’t generally covered by health plans such as Medicare, the Defense Department’s TRICARE, TRICARE for Life, or even the regular Federal Employees Health Benefits Program. And as for Medicaid, as Forte notes, “it covers long-term care only for those with very low income and assets, so the responsibility for paying may fall on you.”
- (8) Now suppose you’re a woman who is eligible for the FLTCIP, but you haven’t yet applied. Ask yourself these four questions:
- (9) • Considering your health and family history, might you live a long life with health conditions that could hinder caring for yourself?
- (10) • Do you live alone?
- (11) • If you don’t live alone, how might tending to you disrupt the professional and personal lives of others, and do you wish to be dependent on them?
- (12) • If you do live alone, will you have the resources not just to pay for care, but to also maintain a comfortable lifestyle?

### **The Advantages of the Federal Long-Term Care Insurance Program**

- (13) Established by an act of Congress in 2000 and overseen by the U.S. Office of Personnel Management, the program is tailored exclusively to meet the budgetary and lifestyle needs of what’s referred to as “the federal family.” And as so often is the case with the federal workforce, the cost to enrollees is surprisingly affordable.

### **How affordable?**

- (14) Well, there’s a choice of four prepackaged plans that combine the most popular program features, with customizable plans also available.

- (15) So, say you're a 45-year-old woman who chooses the FLTCIP's most popular prepackaged plan (Plan B, with the 4 percent inflation rider). You'd pay a biweekly premium of \$33.90—less than \$68 per month, or slightly more than \$2 a day—for protection that can save you thousands of dollars in future care costs.
- (16) The program's consumer-friendly website lets you calculate the premium rate for your age and choice of plans, and view current and past informational webinars. Personal consultants can also walk you through the entire process, including plan design and applications.
- (17) Again, not everyone is eligible for FLTCIP, and certain medical conditions, or combinations of conditions, will prevent some from being approved for coverage. Premiums are set with the expectation that they'll suffice, but aren't guaranteed. While the group policy is in effect, the Office of Personnel Management must approve an increase in premium.

16. What is the underlying premise of this article?

- A. Men should take better care of themselves so they can live as long as their female partners.
- B. The assumption that women outlive men.
- C. Without proper planning for the future, people can suffer serious consequences.
- D. People should find ways to care for themselves rather than moving into assisted living facilities.

17. Which sentence proves the author has taken other, potentially conflicting factors into consideration before making this argument?

- A. "After all, while longevity definitely has its upside—including more time to enjoy travel and family—there's no denying its biggest potential downside: the increased risk of health problems that can make caring 'for oneself difficult.'"
- B. "Today, seven in 10 nursing home residents are women."
- C. "Established by an act of Congress in 2000 and overseen by the U.S. Office of Personnel Management, the program is tailored exclusively to meet the budgetary and lifestyle needs of what's referred to as 'the federal family.'"
- D. "Again, not everyone is eligible for FLTCIP, and certain medical conditions, or combinations of conditions, will prevent some from being approved for coverage."

18. Identify the text's stated advantages of the Federal Long-Term Care Insurance Program by placing the choice letter (A, B, C, etc.) to go in each of the three blank boxes.

**Advantages of Federal Long-Term Care Insurance Program**

A. Helps protect retirement assets
B. Provides coverage not available through Medicaid
C. Avoids reliance on private insurers
D. Customizable plans available
E. Locked-in premiums

19. What is the inherent cause-and-effect argument presented in this article?
- A. If you do not raise your children properly, they will not take care of you when you are old.
  - B. Longevity will impact choices you will have to make.
  - C. The cost of living will not rise in the future.
  - D. Living longer will not impact the future.
20. How can this information be applied to readers in different situations?
- A. Readers can be encouraged to make smart decisions (such as saving money) for their future.
  - B. Readers can take more time to spend with their children to ensure a healthier relationship.
  - C. Readers can ensure they take the right steps to care for themselves in the future.
  - D. Readers can visit the websites provided to receive the care mentioned in this article.

21. Place all the supporting details for the main idea in the four blank boxes. Use the letters to make your selections.

**Supporting Details**

A. With women generally outliving men, planning for long-term care becomes more urgent for them in their pre-retirement years.

B. They also represent a whopping 76 percent of assisted living residents, according to the latest statistics, and two-thirds of all home-care recipients.

C. The program is specifically designed to help current and retired federal employees safeguard their retirement income and savings while maintaining their independence and avoiding reliance on their children.

D. The most recent John Hancock Cost of Care Study puts the national average cost of a licensed home health aide at \$20 per hour, with private and semiprivate nursing home rooms going for \$235 and \$207, respectively, a day.

E. And as for Medicaid, as Forte notes, “it covers long-term care only for those with very low income and assets, so the responsibility for paying may fall on you.”

F. How affordable?

G. Personal consultants can also walk you through the entire process, including plan design and applications.

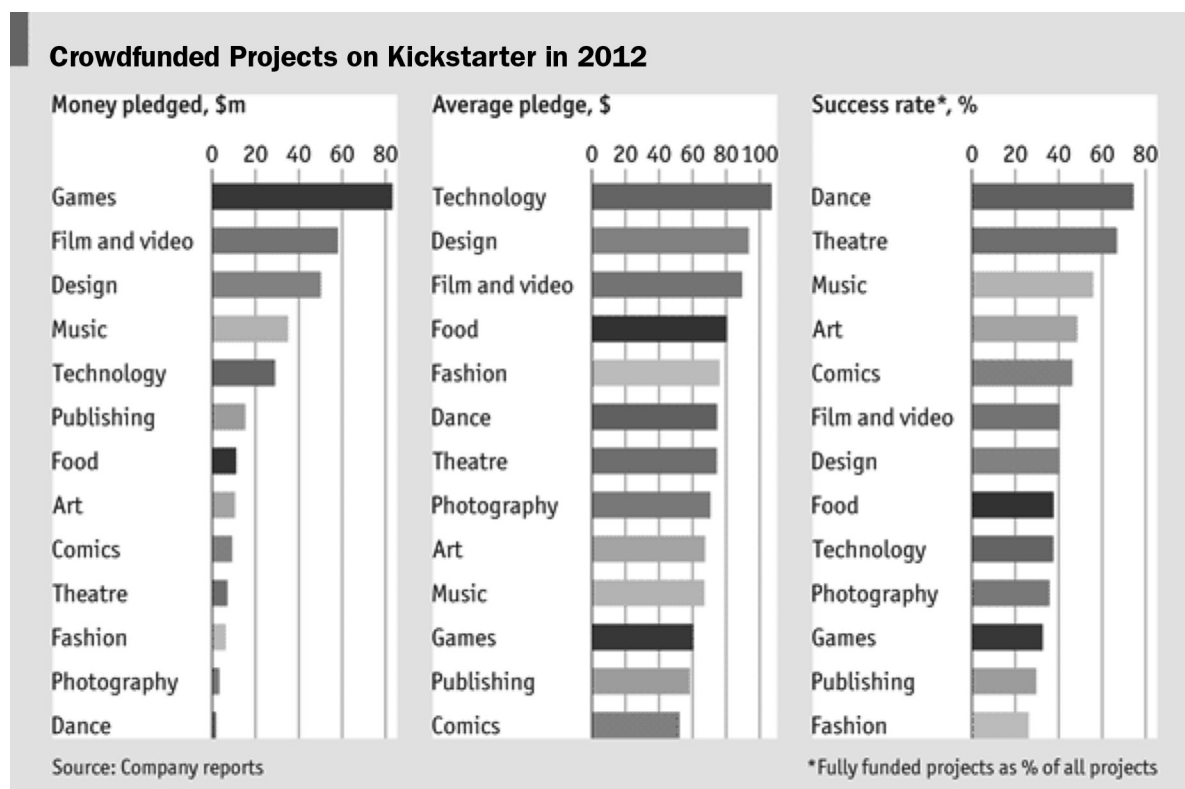
**Consider the following two pieces of information: the article, “Crowdfunding Brings Relief to Student Debt Burden,” and the graph, “Crowdfunded Projects on Kickstarter, 2012” to answer questions 22–28.**

**Crowdfunding Brings Relief to Student Debt Burden**

- (1) Whether you’re a supportive parent, an eager high school grad, or an adult looking to return to school, the reality of higher education is gloomy. Tuition keeps climbing, the job market isn’t

improving fast enough, and the mountain of student loan debt passed the \$1 trillion mile marker and kept on trucking with enthusiasm.

- (2) Successful entrepreneur and owner of NBA team the Dallas Mavericks, Mark Cuban blogged a great question, “We freak out about the trillions of dollars in debt our country faces. What about the trillion dollar plus debt college kids are facing?”
- (3) Student debt is a growing problem for more than 37 million Americans. People are falling behind on student loans at a worse level than before. Now, long-term delinquency rates for student loans are higher than delinquency rates for car loans, mortgages, and home equity loans.
- (4) These dismal statistics aren’t surprising, considering a recent labor analysis by the Associated Press indicating that over half the adults below 25 with a bachelor’s degree are under-employed or can’t find a job at all.
- (5) “Although the situation is growing worse, the federal government hasn’t been able to find a real solution to the student loan crisis,” says Amy Mintz, founder of *Student Body of America Association* (SBAA). SBAA is a nonprofit organization that offers information, support, and viable solutions to the student debt crisis and escalating costs of higher education through several programs including movie production and disbursement of funds for U.S. students.
- (6) SBAA is the fiscal sponsor of CrowdFundEDU—a new and potentially integral piece in the student debt puzzle. CrowdFundEDU is a social fundraising platform with tangible results and real-world applications.
- (7) “CrowdFundEDU is basically Kickstarter for education,” explains Mintz. “People hold an online fundraiser for any education-related goal. That includes tuition, student loans, seminars, equipment, study-abroad programs, activities, you name it.”
- (8) Much like Kickstarter, CrowdFundEDU relies on social networks to stir interest and urge supporters to donate to a good cause. People can make direct contributions to fundraisers or a general donation to SBAA, which is tax-deductible and allocated to student and school fundraisers. As with other online fundraisers, seeing strangers and acquaintances alike rally to help someone is inspiring. Get a glimpse of the CrowdFundEDU mentality at [www.projectpayitforward.org](http://www.projectpayitforward.org), SBAA’s documentary film currently in pre-production.
- (9) CrowdFundEDU can be used for all levels of education, including grades K–12 up to a Ph.D. plus trade school degrees and certifications. But, given the heightened interest in the skyrocketing costs of education, the platform sparked special interest in its potential to alleviate the student debt problem. To learn more about the unsustainable student loan system mired in higher education, visit [www.thefallenamericadream.com](http://www.thefallenamericadream.com).



22. How does the information in the chart clarify the information presented in the article?

- A. The chart negates all information presented in the article because it does not show specific scholarship awards through crowdfunding.
- B. The chart indicates that only fine arts majors, such as photography, music, and dance, will have any success with Kickstarter.
- C. Certain Kickstarter projects have made nearly \$80 million dollars, which gives proof there is a substantial amount of money to be made through this avenue.
- D. The chart indicates that technology projects receive the highest pledge value, but games have the most interest.

23. What is the common theme between the two pieces of information?

- A. Crowdfunding can help fund major projects.
- B. Crowdfunding is an unfair and unethical manner to raise money.
- C. Kickstarter is only successful with independent projects that will yield returns.
- D. Patrons do not want to support the arts.

24. How will the graph potentially affect the intended audience of the article?
- A. Students will be incredibly pleased with the graph because it will give them many ideas about the types of projects they can potentially crowdsource.
  - B. Students will be angered by the graph because it indicates that traditional methods of paying for school are no longer available to them.
  - C. Students with full scholarships will not be affected by the graph.
  - D. Students may be disappointed by the information presented by the graph, as it does not show the data regarding educational projects.
25. What conclusions can be drawn from the information presented?
- A. A person will likely come up against many obstacles when attempting to crowdfund his education.
  - B. Education is becoming more and more costly as times progress.
  - C. Without a college degree, a person cannot be successful in life.
  - D. A person must have the proper tools and motivation to make money off of crowdfunding.
26. How can the overall impact of this information be applied to different situations?
- A. People looking to crowdfund might find the best opportunities for projects other than education given the information presented in the chart.
  - B. People will find that education is no longer a necessary commodity and will enter the workforce.
  - C. People will learn how to use the internet as a tool to build businesses.
  - D. People will become more interested in attending or supporting projects backed by crowdfunding websites such as Kickstarter.
27. How does the data in the chart support the author's claims?
- A. The chart indicates that crowdfunding can be lucrative.
  - B. The chart indicates that many crowdfunded projects fail.
  - C. The chart indicates that education is directly affected by Kickstarter.
  - D. The chart indicates that crowdfunding is a time-consuming effort.

28. What conclusions can be drawn from the article and the chart?

- A. Kickstarter projects ultimately make people happy.
- B. Funding through crowdfunding is the solution to tough economic times.
- C. Crowdfunding will pave the way for more independent film projects.
- D. Crowdfunding is a legitimate option for funding one's education.

**Read the following excerpt from Ralph Waldo Emerson's essay "Illusions." Then answer questions 29–34.**

- (1) I own, I did not like the cave so well for eking out its sublimities with this theatrical trick. But I have had many experiences like it, before and since; and we must be content to be pleased without too curiously analyzing the occasions. Our conversation with Nature is not just what it seems. The cloud-rack, the sunrise and sunset glories, rainbows, and northern lights are not quite so spherulic as our childhood thought them; and the part our organization plays in them is too large. The senses interfere everywhere, and mix their own structure with all they report of. Once, we fancied the earth a plane, and stationary. In admiring the sunset, we do not yet deduct the rounding, coordinating, pictorial powers of the eye.
- (2) The same interference from our organization creates the most of our pleasure and pain. Our first mistake is the belief that the circumstance gives the joy which we give to the circumstance. Life is an ecstasy. Life is sweet as nitrous oxide; and the fisherman dripping all day over a cold pond, the switchman at the railway intersection, the farmer in the field, the negro in the rice-swamp, the fop in the street, the hunter in the woods, the barrister with the jury, the belle at the ball, all ascribe a certain pleasure to their employment, which they themselves give it. Health and appetite impart the sweetness to sugar, bread, and meat. We fancy that our civilization has got on far, but we still come back to our primers.
- (3) We live by our imaginations, by our admirations, by our sentiments. The child walks amid heaps of illusions, which he does not like to have disturbed. The boy, how sweet to him is his fancy! how dear the story of barons and battles! What a hero he is, whilst he feeds on his heroes! What a debt is his to imaginative books! He has no better friend or influence, than Scott, Shakespeare, Plutarch, and Homer. The man lives to other objects, but who dare affirm that they are more real? Even the prose of the streets is full of refractions. In the life of the dreariest alderman, fancy enters into all details, and colors them with rosy hue. He imitates the air and actions of people whom he admires, and is raised in his own eyes. He pays a debt quicker to a rich man than to a poor man. He wishes the bow and compliment of some leader in the state, or in society; weighs what he says; perhaps he never comes nearer to him for that, but dies at last better contented for this amusement of his eyes and his fancy.



29. What is the theme of this passage?
- A. At some point in our lives, we all must grow up and abandon the illusions of our youth.
  - B. Imagination is detrimental to achievement.
  - C. People's imaginations and attitude are what shape our experience of events.
  - D. Illusions color our perceptions of reality.
30. What is the meaning of the word **fop** as it is used in the fifth line of paragraph 2?
- A. goat
  - B. fancy gentleman
  - C. angry
  - D. rubbish
31. What is the author's attitude toward illusions?
- A. Illusions are sentimental aspirations, which, while necessary, should be kept separate from our professional lives.
  - B. Illusions are what help us become better people.
  - C. Illusions are only to be embraced because to deny them would be a distraction that keeps us from being productive.
  - D. Illusions are a necessary and integral part of our lives, and grow with us from childhood into adulthood.
32. How does the structure of the following sentence affect its message?
- Life is sweet as nitrous oxide; and the fisherman dripping all day over a cold pond, the switchman at the railway intersection, the farmer in the field, the negro in the rice-swamp, the fop in the street, the hunter in the woods, the barrister with the jury, the belle at the ball, all ascribe a certain pleasure to their employment, which they themselves give it.
- A. The use of figurative language helps to draw the reader into believing that life is very sweet.
  - B. The use of dependent clauses as part of a run-on sentence helps to sway the reader into the melodious nature of imagination.
  - C. The listing employed helps to portray a universal aspect of the idea that all walks of life require imagination and joy.
  - D. The semicolon joins the two sentences together, making them a coherent argument.

33. What is the main rhetorical approach employed by Emerson in this passage?

- A. Emotional appeal
- B. Appeal to tradition
- C. Logical persuasion
- D. Ethical appeal

34. What is the author's implicit purpose in this text?

- A. To encourage readers to reflect on what makes them so lucky in life.
- B. To encourage readers to embrace imagination and live life joyously.
- C. To encourage readers to be nicer to each other.
- D. To encourage readers to live every day as if it was their last.

**Read the following passage from *Jane Eyre* by Charlotte Brontë. Then answer questions 35–40.**

- (1) It is in vain to say human beings ought to be satisfied with tranquility: they must have action; and they will make it if they cannot find it. Millions are condemned to a stiller doom than mine, and millions are in silent revolt against their lot. Nobody knows how many rebellions besides political rebellions ferment in the masses of life which people earth. Women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties, and a field for their efforts, as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags. It is thoughtless to condemn them, or laugh at them, if they seek to do more or learn more than custom has pronounced necessary for their sex.
- (2) When thus alone, I not unfrequently heard Grace Poole's laugh: the same peal, the same low, slow ha! ha! which, when first heard, had thrilled me: I heard, too, her eccentric murmurs; stranger than her laugh. There were days when she was quite silent; but there were others when I could not account for the sounds she made. Sometimes I saw her: she would come out of her room with a basin, or a plate, or a tray in her hand, go down to the kitchen and shortly return, generally (oh, romantic reader, forgive me for telling the plain truth!) bearing a pot of porter. Her appearance always acted as a damper to the curiosity raised by her oral oddities: hard-featured and staid, she had no point to which interest could attach. I made some attempts to draw her into conversation, but she seemed a person of few words: a monosyllabic reply usually cut short every effort of that sort.

- (3) The other members of the household, viz., John and his wife, Leah the housemaid, and Sophie the French nurse, were decent people; but in no respect remarkable; with Sophie I used to talk French, and sometimes I asked her questions about her native country; but she was not of a descriptive or narrative turn, and generally gave such vapid and confused answers as were calculated rather to check than encourage inquiry.
- (4) October, November, December passed away. One afternoon in January, Mrs. Fairfax had begged a holiday for Adele, because she had a cold; and, as Adele seconded the request with an ardour that reminded me how precious occasional holidays had been to me in my own childhood, I accorded it, deeming that I did well in showing pliability on the point. It was a fine, calm day, though very cold; I was tired of sitting still in the library through a whole long morning: Mrs. Fairfax had just written a letter which was waiting to be posted, so I put on my bonnet and cloak and volunteered to carry it to Hay; the distance, two miles, would be a pleasant winter afternoon walk. Having seen Adele comfortably seated in her little chair by Mrs. Fairfax's parlour fireside, and given her her best wax doll (which I usually kept enveloped in silver paper in a drawer) to play with, and a story-book for change of amusement; and having replied to her "Revenez bientot, ma bonne amie, ma chere Mdlle. Jeannette," with a kiss I set out.

35. Indicate the order of events in this passage by placing the correct letter in each box.

- A. Jane discusses the need for women to have an occupation.
- B. Jane invites Adele for a holiday.
- C. Jane sees Grace Poole steal beer from the kitchen.
- D. Jane speaks with Sophie, the French nurse.
- E. Jane hears the strange laugh of Grace Poole.
- F. Jane goes for a walk.

Order of Events

↓
↓
↓
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36. Which sentence best indicates that Brontë may be a feminist?

- A. Women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties, and a field for their efforts, as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags.
- B. There were days when she was quite silent; but there were others when I could not account for the sounds she made.
- C. The other members of the household, viz., John and his wife, Leah the housemaid, and Sophie the French nurse, were decent people; but in no respect remarkable; with Sophie I used to talk French, and sometimes I asked her questions about her native country; but she was not of a descriptive or narrative turn, and generally gave such vapid and confused answers as were calculated rather to check than encourage inquiry.
- D. One afternoon in January, Mrs. Fairfax had begged a holiday for Adele, because she had a cold; and, as Adele seconded the request with an ardour that reminded me how precious occasional holidays had been to me in my own childhood, I accorded it, deeming that I did well in showing pliability on the point.

37. How does Jane feel toward Grace Poole?

- A. interested
- B. caring
- C. judgmental
- D. anxious

38. What is the effect of the figurative language used in the following sentence?

Nobody knows how many rebellions besides political rebellions ferment in the masses of life which people earth.

- A. Repeating the word “rebellions” helps to cement the author’s feeling that mutiny is a way of life.
- B. Using the word “ferment” to describe internal struggles indicates a rising boil of passion within a person, inflaming the audience’s senses.
- C. The phrase, “masses of life which people earth” is particularly effective in indicating the sheer number of people who live on earth.
- D. No figurative language is used in this sentence.

39. What is the effect of paragraph 1 on the rest of the selection?

- A. It sets the stage for the events to unfold.
- B. It describes the characters in the rest of the piece.
- C. It sets the tone for the entire novel.
- D. It indicates Jane’s fierce independence.

40. What can you conclude about Jane’s character?

- A. Jane is weak.
- B. Jane is more interested in the affairs of others than she is in her own.
- C. Jane is curious and strong-willed.
- D. Jane is cruel-hearted.

PRACTICE TEST 2 (cont'd)

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# **REASONING THROUGH LANGUAGE ARTS**

## **Section 2**

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One Extended-Response Essay  
45 minutes (followed by a 10-minute break)

## Practice Test 2: Reasoning Through Language Arts (RLA)

### Section 2 (Extended Response)

**Analyze the thoughts and arguments presented in the book excerpt in Passage #1 and in the excerpt of the speech in Passage #2.**

**In your response, develop an argument in which you explain how one way of invention is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.**

**Remember, the better-argued position is not necessarily the position with which you agree. You must complete this task in 45 minutes. Your response should contain 4 to 7 paragraphs of 3 to 7 sentences each, or about 300 to 500 words.**

**If possible, type your response on a computer. Be sure to time yourself.**

#### Innovation and Invention Stimulus Passage #1

Excerpt from *Nature's Teachings* by John George Wood

It is tolerably evident that the first raft was nothing more than a tree-trunk. Finding that the single trunk was apt to turn over with the weight of the occupant, the next move was evidently to lash two trunks side by side.

Next would come the great advance of putting the trunks at some distance apart, and connecting them with cross-bars. This plan would obviate even the chance of the upsetting of the raft, and it still survives in that curious mixture of the raft and canoe, the outrigger boat of the Polynesians, which no gale of wind can upset. It may be torn to pieces by the storm, but nothing can capsize it as long as it holds together.

Laying a number of smaller logs or branches upon the bars which connect the larger logs is an evident mode of forming a continuous platform, and thus the raft is completed. It would not be long before the superior buoyancy of a hollow over a solid log would be discovered, and so, when the savage could not find a log ready hollowed to his hand, he would hollow one for himself, mostly using fire in lieu of tools. The progress from a hollowed log, or "dug-out," as it is popularly called, to the bark canoe, and then the built boat, naturally followed, the boats increasing in size until they were developed into ships.

Now, let us ask ourselves whether, in creation, there are any natural boats which existed before man came upon the earth, and from which he might have taken the idea if he had been able to reason on the subject. The Paper Nautilus is, of course, the first example that comes before the mind; but although, as we have seen, the delicate shell of the nautilus is not used as a boat,

and its sailing and rowing powers are alike fabulous, there is, as is the case with most fables, a substratum of truth, and there are aquatic mollusks which form themselves into boats, although they do not propel themselves with sails or oars.

(Source: Wood, J.G., 1907. *Nature's Teachings: Human Invention Anticipated by Nature*. London: The Gresham Press, Unwin Brothers, Ltd.)

## Innovation and Invention Stimulus Passage #2

Excerpt of Inaugural Address of President John F. Kennedy  
Washington, D.C.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

(Source: John F. Kennedy Presidential Library and Museum)



PRACTICE TEST 2 (cont'd)

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# **REASONING THROUGH LANGUAGE ARTS**

## Section 3

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50 questions

60 minutes

## Practice Test 2: Reasoning Through Language Arts (RLA)

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### Section 3

Read the following blog entry and answer questions 1–9.

#### Battle of the Sexes

- (1) Today a man actually said, out loud, to me, “Only a woman would be so selfish.” He was talking about my very legal, very public right to park my Vespa—unobtrusively at that—at a bicycle rack on a sidewalk. I suppose it is up for debate whether it is selfish of me to: drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immovable object designed for such a purpose, live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant. What really startled me, of course, was his blatant sexism.
- (2) This man did not appear to be uneducated, in fact, he was really quite dapper, and albeit rotund (so he must be making decent enough money). He wasn’t notably older than me and didn’t have a southern drawl—though DC is still south of the Mason-Dixon line, no matter which way you slice it—so there was no reason to believe he had grown up around such ardently expressed, vocal prejudice. (I only refer to the south as a seed of such sexism because I remember my science teacher in Fayetteville in the 7th grade telling me in front of the class that my effort to get an A was a waste of time, women belonged in the kitchen.) This was just an average, middle class white guy.
- (3) I channeled Esther Greenwood. I have never met a woman-hater before.
- (4) So I started thinking, what makes men hate women? Generally, I think it is women who tend to be the ones big on the slandering of the opposite sex. Stereotypically, gals have all the right ammunition to fire against men: rape, oppression, promiscuity, abandonment, blah blah blah . . . But what does our sex, in general, do to paint ourselves as fundamentally selfish to the menfolk?
- (5) I did see a special on social networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services. Sure, these “Sugar Babies” may have some pretty questionable motives, but is it necessarily selfish? It seems to me both parties are receiving benefits. I think women, yes, can be good with manipulation, particularly that of the emotional variety, but that makes us coercive, not selfish. I guess in the past women have typically been the ones to survive off their husband’s much fatter paychecks, but still, they cook, clean, mother children, entertain at least five full-time-stay-at-home-OTHER jobs at that, AND work on a budget of what is allowed them. I don’t really see that as selfish, but I guess some men might.

- (6) I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at union station in the first place—to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer. That would score him some right to be bitter chips, I guess. But to be bitter to ALL women? Me? I never dated him, never would, actually, and had never given him any reason to judge and exploit my character flaws. Let alone those of my whole sex.
- (7) Effectively quieting the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes. Wouldn’t it have been more productive, if I was indeed BEING selfish, to say something like, Hey. You know, that’s kind of rude, what you’re doing there. I don’t have a bike with me, but if I did, I might like to park it there, instead of at the other, far less accessible to YOU, but not anyone with a bicycle space. Why don’t you move somewhere else? Or, Hey. You’re in the way of my invisible entourage. Move it.
- (8) I probably would have taken ACTION in his best interest if he had approached me with a more logical and concerted effort. Nope. Instead all I get is snarky bitterness because I’m a woman. Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize: it’s not because he’s a man that he made that remark. It’s because he’s \_\_\_\_\_. I’ve inserted several colorful invectives in that sentence to pass the time in commute between work and home.
- (9) Maybe insult was added to injury because I towered over him. Strong, tall women. Man, we rock. We scare men into making derogatory comments at us just because they’re intimidated.

1. How can this sentence be rewritten to avoid the error?

I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at union station in the first place—to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.

- A. “I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at Union Station in the first place—to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.
- B. “I wonder if this particular man’s wife left him and took the car and the house in the ‘burbs, and that’s why he was at union station in the first place—to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. older and much richer.

- C. “I wonder if this particular man’s wife left him and took the car and the house in the ’burbs, and that’s why he was at union station in the first place—to take the metro to his measly intern-esque, low-paying job, only too kiss the profit goodbye to pay her alimony and child support while she’s off with Mr. Older and Much Richer.
- D. No change.

2. Rewrite this segment from paragraph 6 to avoid the fragmentation.

I never dated him, never would, actually, and had never given him any reason to judge and exploit my character flaws. Let alone those of my whole sex.

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3. How can the following sentence from paragraph 5 be rewritten to avoid the pronoun confusion?

I did see a special on social networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services.

- A. I did see a special on social networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), when money and goods are exchanged for services.
- B. I did see a special on Social Networking sites about women searching for men to be her “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services.
- C. I did see a special on social networking sites about women searching for men to be their “Sugar Daddies,” but it seems to me that this is often a consensual, upfront arrangement, like prostitution (which I’m neither championing nor denouncing, just noting it as a contractual agreement), in which money and goods are exchanged for services.
- D. No change.

4. How should the following sentence from paragraph 8 be rewritten to avoid the subject-verb agreement error?

Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize: it's not because he's a man that he made that remark.

- A. "Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realized: it's not because he's a man that he made that remark."
  - B. "Of course, I have to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize it's not because he's a man that he made that remark."
  - C. "Of course, I had to fight the urge to retort with an equally debasing, dehumanizing sexist remark, because I realize: it's not because he's a man that he made that remark."
  - D. No change.
5. Correctly punctuate the following excerpt from the text:

Wouldn't it have been more productive, if I was indeed BEING selfish, to say something like, Hey. You know, that's kind of rude, what you're doing there. I don't have a bike with me, but if I did, I might like to park it there, instead of at the other, far less accessible to YOU, but not anyone with a bicycle spaces. Why don't you move somewhere else? Or, Hey. You're in the way of my invisible entourage. Move it.

6. How can the following sentence be rewritten to avoid the informal register—that is, to not come off as casual?

I wonder if this particular man's wife left him and took the car and the house in the 'burbs, and that's why he was at union station in the first place—to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she's off with Mr. Older and Much Richer.

- A. I wonder if this particular man's wife left him and took the car and the house in the suburbs, and that's why he was at Union Station in the first place—to take the metro to his measly intern-style, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she's off with Mr. Older and Much Richer.
- B. I wonder if this particular man's wife left him and took the car and the house in the 'burbs, and that's why he was at Union Station in the first place—to take the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she's off with someone else.
- C. I wonder if this particular man's wife left him and took the car and the house in the suburbs, and that's why he was at union station in the first place—to take

the metro to his measly intern-esque, low-paying job, only to kiss the profit goodbye to pay her alimony and child support while she's off with Mr. Older and Much Richer.

D. No change.

7. Which word should replace the word **their** in the following sentence?

I guess in the past women have typically been the ones to survive off their husband's much fatter paychecks, but still, they cook, clean, mother children, entertain at least five full-time stay-at-home OTHER jobs at that, AND work on a budget of what is allowed them.

- A. they're
- B. there
- C. her
- D. No change.

8. How should this sentence be rewritten to ensure proper coordination?

I suppose it is up for debate whether it is selfish of me to: drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immovable object designed for such a purpose, live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.

- A. I suppose it is up for debate whether it is selfish of me to drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immovable object designed for such a purpose, live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.
- B. I suppose it is up for debate whether it is selfish of me to drive a scooter, take an insignificant and unclaimed slice of the sidewalk, protect my expensive belonging by securing it to an immovable object designed for such a purpose, or live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.
- C. I suppose it is up for debate whether it is selfish of me to: drive a scooter; take an insignificant and unclaimed slice of the sidewalk; protect my expensive belonging by securing it to an immovable object designed for such a purpose; live and breathe at all . . . but whether or not my actions caused this guy some inconvenience or strife for which I should have been aware of my need to apologize to him is actually irrelevant.
- D. No change.

9. How should this sentence be rewritten to fix the awkward construction?

Effectively quieting the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes.

- A. Effective to quiet the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes.
- B. Effectively quieting the notion that he may have been speaking to someone else, what further eludes me about this situation is why he would have possibly articulated this thought while looking me dead in the eyes.
- C. What further eludes me about this situation is why he would articulate this thought while looking me dead in the eyes, effectively quieting the notion that he may have been speaking to someone else.
- D. No change.

Read the following business memo. Then answer questions 10–18.

### Success Prep: Helping Struggling Students

- (1) Yesterday Melanie Harris and I visited Carver High School to investigate their LEARN model. They have been working on intervention strategies for 10 years, and are perhaps the most progressive school in the county in terms of being a truly established PLC. It is imperative we change our model to follow theirs.
- (2) We met with students, teachers, administrators, student services and testing coordinators, and came back with more information than I can share in a succinct email. To put it simply, Carver's successful plan boils down to three pieces:
  - (3) 1) They use their **Success Prep** classes to directly intervene with students who are struggling. These kids, as it was beautifully put, are the ones they hope become AVID kids. The rules for scheduling students are: no IEPs. 1.5-2.5 GPA, no behavioral problems, no big weakness. SP is a course that organizes binders, checks homework, assigns LEARN, teaches study strategies, etc. They choose their teachers carefully. There are 3 sections arranged by grade level (9, 10 and 11). They are an English teacher, a math teacher and a science teacher, and they are the "jack of all trades" in the departments. They teach IB courses, but CHOOSE to also work with these kids to establish a rapport with them, encourage them and help them succeed. These teacher's were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms. (10<sup>th</sup> grade SP has every 10<sup>th</sup> grade textbook, etc.). SP meets the same block so the teachers can send kids to the math expert if that is where the student is struggling. The classes started very small (around 7) so students could be added through the year as they were identified. At March they have about 15–20.

- (4) 2) **LEARN** has two levels of teacher support, advisor and mentor. LEARN has 3 levels of Standing: Good, Monitored, and Supervised. Good students have all Cs or above Monitored have 1 D or F and Supervised have multiple Ds and Fs. Carver has PDAs for students to check in, but they do not assign LEARN unless a student is in Supervised Standing. They keep records about where everyone goes, though, and once a quarter, the LEARN advisor disseminates a LEARN report along with the interim. This report is created by the Testing Coordinator. The LEARN report shows the child where they have gone, and this is a useful tool for the teacher at parent conferences. Carver has LEARN 4 times a week (not Wednesday, the day the school begins late for teacher collaboration). The students said they hate Wednesdays because they NEEDS LEARN, and that the 36 minutes is not nearly enough time.
- (5) 3) Carver staffs an IA who runs **ISS**, but this is an **ACADEMIC** intervention for the most part, with only occasional behavioral referrals. When kids are not attending assigned LEARN, or when they are chronically at the "Supervised" level, teachers can send their students to ISS teachers know they are monitored there. The IA is gifted in math, and he establishes a good rapport with the students and forces them to do work. This runs all day.
- (6) A few things the crew at Carver communicated very strongly:
- (7) 1) One time a week is not nearly enough to make this model work in any kind of productive fashion.
- (8) 2) Student choice is very important, and you have to trust the kids to do the right thing so the atmosphere does not become negative. Someone said this profound statement, "Why make a rule that only applies to 10% of the kids that 100% of the people have to follow?" There was some disagreement about whether or not the cafeteria should be open to students as a place to hang out, but at first the general sentiment was that it was a good strategy for a reward. Of course, there is a gate keeper, and students not in Good Standing CANNOT enter. This is easy to determine by the PDAs.
- (9) 3) All the work for success is done on the front end.
- (10) 4) ILT uses their time to talk about the 10% of kids who keep failing. However, they've begun the new LEARN model, they have decreased their failure rate to 8%. They have the highest IB scores in the county, and the largest number of students sitting for exams because their culture is such: give the kids the resources they need to take really hard classes and they will do it.
- (11) Finally, we learned that Carver is a really excellent school for teachers, parents, administrators and students to be at.



10. Fix the apostrophe in the following sentence from paragraph 3.

These teacher's were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms.

- A. These teachers' were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms.
- B. These teacher's were paid for 8 hours to meet in the summer to plan the year, they'll have the same planning block and they have every resource necessary in their classrooms.
- C. These teachers were paid for 8 hours to meet in the summer to plan the year, they all have the same planning block and they have every resource necessary in their classrooms.
- D. No change.

11. How should this sentence from paragraph 8 be rewritten to give it more clarity?

There was some disagreement about whether or not the cafeteria should be open to students as a place to hang out, but at first the general sentiment was that it was a good strategy for a reward.

- A. At first there was some disagreement about whether or not the cafeteria should be open to students as a place to hang out, but the general sentiment was that it was a good strategy for a reward.
- B. There was some disagreement about whether or not the cafeteria should be open to students as a place to hang out, but the general sentiment was that it was a good strategy for a reward at first.
- C. There was some disagreement about whether or not the cafeteria should at first be open to students as a place to hang out, but the general sentiment was that it was a good strategy for a reward.
- D. No change.

12. How should this sentence be rewritten to avoid the run-on?

When kids are not attending assigned LEARN, or when they are chronically at the “Supervised” level, teachers can send their students to ISS teachers know they are monitored there.

- A. When kids are not attending assigned LEARN or when they are chronically at the “Supervised” level teachers can send their students to ISS teachers know they are monitored there.
- B. When kids are not attending assigned LEARN, or when they are chronically at the “Supervised” level, teachers can send their students to ISS; teachers know they are monitored there.
- C. When kids are not attending assigned LEARN, or when they are chronically at the “Supervised” level, teachers can send their students to ISS teachers. Know they are monitored there.
- D. No change.

13. Correct the punctuation in this sentence from paragraph 4.

Good students have all Cs or above Monitored have 1 D or F and Supervised have multiple Ds and Fs.

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14. How should this sentence be properly worded?

Finally, we learned that Carver is a really excellent school for teachers, parents, administrators and students to be at.

- A. Finally, Carver is a really excellent school for teachers, parents, administrators and students to be.
- B. Finally, we learned that Carver is a really excellent school for teachers, parents, administrators and students.
- C. Finally, we learned that Carver is a really excellent school.
- D. No change.

15. Which word should replace the word **to** in the sentence?

One time a week is not nearly enough to make this model work in any kind of productive fashion.

- A. too
- B. two
- C. that
- D. No change.

16. Fix the subject-verb agreement in this sentence:

The students said they hate Wednesdays because they needs LEARN, and that the 36 minutes is not nearly enough time.

- A. The students said them hate Wednesdays because they needs LEARN, and that the 36 minutes is not nearly enough time.
- B. The students said they hate Wednesdays because they need LEARN, and that the 36 minutes is not nearly enough time.
- C. The students said they hate Wednesday's because they needs LEARN, and that the 36 minutes is not nearly enough time.
- D. No change.

17. What change needs to be made to fix the transitional word in the following sentence?

However, they've begun the new LEARN model, they have decreased their failure rate to 8%.

- A. Change "However," to "Since."
- B. Change "However," to "Therefore" and remove the comma.
- C. Change "However," to "Since" and remove the comma.
- D. No change.

18. Rewrite this sentence to eliminate wordiness:

It is imperative that we must change our model to follow theirs.

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**Read the following pre-service teacher's essay. Then answer questions 19–26.**

### How I Knew I Wanted to be an English Teacher

- (1) I knew that I wanted to be an English teacher NOT in my English class. I was actually in speech, practicing an oratory about imaginary friends to the sand hills of North Carolina just beyond the second story window of my high school. I was very seriously discussing the negative impacts

of growing up too quickly when a marvelous event unfolded. The AP Physics teacher ran out of space for a very complicated equation on his chalkboard. It was the first clear and mildly warm day (in February), and they decided to bring his class outside to finish the problem on a seemingly endless chalkboard: the sidewalk. The commencement of the public chalking intrigued me. I stood in awe as I watched the fifteen student's mark up the sidewalk for the better part of an hour with what looked to me like hieroglyphics.

- (2) I hate physics. I am no good at math and equations. But this man made me want to drop my other interests, meander outside and take part in finding the solution. In science. I remember thinking to myself—Wow. If that man can make physics—a curriculum in which I have absolutely zero interest—look appealing to me, imagine what I could do with English.
- (3) Being that I wanted to become a high school English teacher, I've never forgotten this day. When I was a junior in high school, a purpose for my life began to develop as I watched this teacher change the lives of his students, my peers, heck, even me—the irrelevant spy and innocent bystander, mauled by physics. My purpose was stemmed in an emerging belief, a belief that everyone deserves the opportunity to make meaningful connections to frustrating tasks, and sometimes we require the service of a talented guide to help us make those connections. I am lucky enough to be on the path to becoming one such a guide.
- (4) In my experience as a Student teacher, I have learned that in my job, content is secondary. I believe that high school English classes are not about Literature with a capital L. Reading and writing are merely byproducts of the work we do with kids. In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, and their lives to relates to the program of studies we are required to teach. Teaching high school English is about opening students' minds to possibility. I believe English classes are about preparing students for life outside of high school, and if we're lucky enough, to create one or two English majors along the way. If we're really lucky, we'll engender a lifelong love of learning and reading. Our real job is singular: to help them develop their ability to think. Our means are simply works of Literature.

19. Which of the edits eliminates the fragment in this example?

But this man made me want to drop my other interests, meander outside and take part in finding the solution. In science.

- A. "This man made me want to drop my other interests, meander outside and take part in finding the solution. In science."
- B. "But this man made me want to drop my other interests, meander outside and take part in finding the solution, in science."
- C. "But this man made me want to drop my other interests, and meander outside and take part in finding the solution. In science"
- D. No change.

20. How should the following sentence be edited to correct the pronoun agreement?

It was the first clear and mildly warm day (in February), and they decided to bring his class outside to finish the problem on a seemingly endless chalkboard: the sidewalk.

- A. Replace “they” with “he.”
- B. Replace “they” with “him.”
- C. Replace “his” with “their.”
- D. No change.

21. Edit the illogical word order in this sentence:

But this man made me want to drop my other interests, meander outside and take part in finding the solution.

- A. Replace “meander” with “wander.”
- B. Replace “other” with “current.”
- C. Replace “But” with “However.”
- D. No change.

22. Correct the capitalization in this sentence:

In my experience as a Student teacher, I have learned that in my job, content is secondary.

- A. “In my experience as a Student Teacher, I have learned that in my job, Content is secondary.”
- B. “In my experience as a student Teacher, I have learned that in my job, content is secondary.”
- C. “In my experience as a student teacher, I have learned that in my job, content is secondary.”
- D. No change.

23. Correct the awkward wording in this sentence:

Being that I wanted to become a high school English teacher, I’ve never forgotten this day.

- A. “Because I wanted to become a high school English teacher, I’ve never forgotten this day.”
- B. “I’ve never forgotten this day, being that I wanted to become a high school English teacher.”
- C. “I wanted to become a high school English teacher, I’ve never forgotten this day.”
- D. No change.

24. Correct the subject-verb agreement with the interceding phrase in this sentence from paragraph 4:

In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, and their lives to relates to the program of studies we are required to teach.

- A. In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, and their lives to relates to the program of study we are required to teach
- B. In a classroom where we compete with texting, homecoming, budding adulthood, celebrities, fashion and bullying, we have to find ways to use their interests, their problems, and their lives to relate to the program of studies we are required to teach
- C. In a classroom where we compete, we have to find ways to use their interests, their problems, and their lives to relates to the program of studies we are required to teach
- D. No change.

25. Which word should replace the word **knew** in the following sentence?

I knew that I wanted to be an English teacher NOT in my English class.

- A. new
- B. know
- C. think
- D. No change.

26. How should the informal use be corrected in the following sentence?

When I was a junior in high school, a purpose for my life began to develop as I watched this teacher change the lives of his students, my peers, heck, even me—the irrelevant spy and innocent bystander, mauled by physics.

- A. Remove the word “heck” and the comma following it.
- B. Replace the word “mauled” with “intrigued.”
- C. Remove the phrase “When I was a junior in high school.”
- D. No change.

Read the following information to answer questions 27–34.

### Your First Time as a Forensics Judge?

- (1) Since everyone must start somewhere—here are a few tips . . .
- (2)
  - Bring a reliable stopwatch, pen and/or pencils. Arrive at the high school where the tournament is being held ON TIME!! Late judges result in fines for the school, and late starts equal long days!
- (3)
  - When you arrive, check in with the coaches (usually in the judges' lounge or near the TAB ROOM). Find out where and when the Judges' Meeting will be held & GO!
- (4)
  - Your coach will give you a judge code. This code is used to identify your judging assignments—no switching judge codes! (It results in BIG problems!)
- (5)
  - Claim a comfortable spot in the judge's lounge. So wear comfortable clothing, it can be a long day; bring reading material and food. Some schools feed you like royalty, but others aren't quite so generous.
- (6)
  - After the judges' meeting, the meet organizer will "post" the Round I listings. If your code is posted go to the Tab Room, or ballot table to pick up your ballots and the list of students in your room. Go to the room where you've been assigned. Tip: go to the restroom on route if in doubt, because it can be a long round. Judging is already difficult to do and much harder when you are uncomfortable.
- (7)
  - Review the criteria and ballots—if in doubt, ask another adult before you go to the room, competent. Event rules change from league to league. After you have judged a few times this will become second nature.
- (8)
  - Fill out the information on the top parts of each ballot. To save time and prevent hand cramps, some judges ask students to fill it out (that is okay to do).
- (9)
  - Start once all students have arrived. Although it is not necessary, most judges have students sign in on the board with their speaker code, title and author of selection. Some may have signed in on the board with an asterisk (\*) or "D.E." next to their speaker code. This means they are double entered and will return after going to their other event (or, they may ask to speak first and leave to go to their other event.)
- (10) A good forensics judge is four main things:
- (11) 1. S/he is familiar with the rules.
- (12) 2. S/he is willing to be flexible in accepting the student's interpretation of a piece of literature.

- (13) 3. S/he is capable of communicating nonverbally during a performance. This is the only form of immediate feedback a student will receive! It is okay to laugh, cry and make eye contact, etc. if you feel that it is appropriate.
- (14) 4. S/he is well-read and familiar with various forms of literature and current events.
- (15) Focus on the selection choice, how it was prepared and delivered, and how the author's expression of meaning and feeling was communicated. Justify and support your decisions! Remember it is constructive criticism, and the students are LEARNING! Find a balance between praise and criticism. To receive a rank and score from a judge without any comments to justify or support the decision, nothing is more frustrating! Be consistent!
- (16) • Have students perform in the order they are listed. Double entered students are the exception. She should perform first and be permitted to leave OR they can perform when they return. Do NOT give oral critiques.
- (17) • Keep accurate time and give hand signals. This is essential for Impromptu and Extemp. Most events have a 30 second grace period.
- (18) • Once all students have performed, they may be dismissed. Finalize your comments and rankings (first through sixth). Make sure your rankings on the individual ballots matches the master ballot. Check it again.
- (19) • Assign a numeric score (1–100). Scores should NOT go below an 85 (unless it was terrible). No two performers can have the same score or rank.

27. Correct the subordination in this sentence:

So wear comfortable clothing, it can be a long day; bring reading material and food.

- A. So where comfortable clothing, it can be a long day; bring reading material and food.
- B. It can be a long day, so wear comfortable clothing; bring reading material and food.
- C. So wear comfortable clothing, it can be a long day.
- D. No change.

28. Correct the punctuation in this sentence:

If your code is posted go to the Tab Room, or ballot table to pick up your ballots and the list of students in your room.

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29. Show correct possession in this sentence:

Claim a comfortable spot in the

Select ▼
judges lounge.
judges' lounge.
judges lounge's.

30. Correct the pronoun agreement in this sentence:

She should perform first and be permitted to leave OR they can perform when they return.

- A. Replace “She” with “They.”
- B. Replace “they” with “she.”
- C. Replace “they” with “them.”
- D. No change.

31. Correct the misplaced modifier in this sentence:

Review the criteria and ballots—if in doubt, ask another adult before you go to the room, competent.

- A. “Review the competent criteria and ballots—if in doubt, ask another adult before you go to the room.”
- B. “Review the criteria and ballots—if in competent doubt, ask another adult before you go to the room, competent.”
- C. “Review the criteria and ballots—if in doubt, ask another competent adult before you go to the room.”
- D. No change.

32. Rewrite this sentence to ensure logical clarity:

To receive a rank and score from a judge without any comments to justify or support the decision, nothing is more frustrating!

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33. Which word should replace the word **matches** in the following sentence to demonstrate proper subject-verb agreement?

Make sure your rankings on the individual ballots matches the master ballot.

- A. matched
- B. match
- C. matching
- D. No change.

34. Which word should be capitalized in the following sentence?

Although it is not necessary, most judges have students sign in on the board with their speaker code, title and author of selection.

- A. judges
- B. title
- C. author
- D. No change.

**Read the following letter of recommendation. Then answer questions 35–42.**

#### **Letter of Recommendation for Jennifer Fountain**

- (1) To Whom It May Concern:
- (2) I am writing to recommend Jennifer Fountain for your program. I have known Jennifer since August of this year, when she came to school a week before it began to find out if she was eligible to take IB English.
- (3) Jennifer was particularly memorable to me not only because of her initiative, but because of her story. She had been homeschooled until this year, and still managed to take and excel in AP courses. She was curious to find out if she could also add the additional burden of IB to her senior year in high school. When I explained all the catching up she would have to do, she did not flinch. She simply responded ecstatically You mean I can still do the IB work I don't have to be enrolled in regular English 12? I will do anything you ask me to do!
- (4) To hear that from a parent is one thing, but to hear it from a student is something else entirely. Its novel. I haltingly gave her a book to read for the summer reading assignment, which was due less than a week from the day I was giving it to her. She did not blink. Instead, she read the entire novel over the weekend, and submitted her work first thing with the other students. The behavior impressed me, as did the quality of her work. Indeed, it is rare that I write a recommendation for a student in the first quarter of my class for a November deadline if I have not taught her before. Jennifer has done nothing but impress me as good natured, hard-working, thoughtful and diligent.

- (5) Jennifer takes every opportunity to improve her already excellent work. I allow for re-writes in my class, and Jennifer re-writes everything. This knowledge of the writing process and willingness to improve shows a philosophy it takes most students four years of college to master: writing is re-writing. Jennifer demonstrates an ideology that is the embodiment of the striving for perfection; though I doubt she would be so cliché as to word it like that. When it is true, though, it is true. She never takes offense, either, when I criticize her work. She is earnest in her desire to improve, and seeks me out for counsel often. Jennifer is brilliant, she tries her best.
- (6) Jennifer’s accomplishments are not simply limited to the classroom, therefore. I coach volleyball and was surprised to see her leading the way on our track team at after-school practices. Though I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has, I am incredibly proud and in awe of her drive. She is very friendly, and her interests expand beyond school and its sports. She also has experience with the responsibility of caring for horses, teaching lessons and organizing events on a larger scale with her church youth group.
- (7) It is without a moment’s hesitation that I recommend Jennifer Fountain. I finds her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of home schooling. Jennifer is a wonderful student, and I am certain she will make a wonderful addition to your University. Please do not hesitate to contact me if you have any questions about Jennifer.

35. Eliminate the wordiness in this sentence:

I haltingly gave her a book to read for the summer reading assignment, which was due less than a week from the day I was giving it to her.

- A. “I gave her a book to read for the summer reading assignment, which was due less than a week from the day I was giving it to her.”
- B. “I haltingly gave her a book for the summer reading assignment, which was due less than a week from the day I was giving it to her.”
- C. “I haltingly gave her a book, which was due less than a week from the day I was giving it to her.”
- D. No change.

36. Select the correct answer.

Jennifer’s accomplishments are not simply limited to the classroom,

Select	▼
however.	
although.	
as such.	
therefore.	

37. Correct this run-on sentence:

Jennifer is brilliant, she tries her best.

- A. Jennifer is brilliant, and she tries her best.
- B. Jennifer is brilliant she tries her best.
- C. Jennifer is brilliant, tries her best.
- D. No change.

38. How should the following sentence be properly punctuated?

She simply responded ecstatically You mean I can still do the IB work I don't have to be enrolled in regular English 12? I will do anything you ask me to do!

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39. What should replace the word **its** in the following sentence?

Its novel.

- A. A
- B. It is
- C. Its'
- D. No change.

40. How can this sentence be reworded to avoid the dangling modifier?

Though I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has, I am incredibly proud and in awe of her drive.

- A. I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has, I am incredibly proud and in awe of her drive.
- B. I am incredibly proud and in awe of her drive, though I barely know her, it takes a lot of courage to submerge into public school in the way Jennifer has.
- C. It takes a lot of courage to submerge into public school in the way Jennifer has, and though I barely know her, I am incredibly proud and in awe of her drive.
- D. No change.

41. What word should be replaced to avoid informal usage in the following sentence?

Jennifer demonstrates an ideology that is the embodiment of the striving for perfection; though I doubt she would be so cliché as to word it like that.

- A. cliché
- B. ideology
- C. embodiment
- D. No change.

42. Correct the subject-verb agreement in the following sentence.

I finds her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of home schooling.

- A. I find her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of homeschooling.
- B. I found her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of homeschooling.
- C. I finding her competent, capable, enjoyable and exceptionally intrinsically motivated, which I believe is likely from the years of homeschooling.
- D. No change.

**Read the following report about a blind cook who turned into a Master Chef. Then answer questions 43–49.**

- (1) If you watched season three of Fox TV's reality cooking show *MasterChef* you remember the big smile that lit up Christine Hà's face every time she impressed the judges with her bold flavors and especially when her threecourse meal of Vietnamese comfort food won Hà the "MasterChef" title.
- (2) What viewers casually may not have realized right away is that the amateur cook from Houston, Texas, is blind. In 2003, Hà was diagnosed with neuromyelitis optica (NMO), a rare neurological condition that deteriorates the optic nerves and spinal cord. By 2007, Hà had lost most of her vision. But she had regained her love of reading, through help from the National Library Service for the Blind and Physically Handicapped (NLS).
- (3) "[NLS] reignited my love for literature. It was what kept me sane when I went through my first bouts of NMO," says Hà, who also authors the blog *theblindcook.com*. "When I went through some of my worst health issues in 2003—complete paralysis from my neck down due to spinal inflammation, and complete blindness—all I could do was lie in bed and listen to NLS audiobooks."

- (4) NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot hold a book because of a physical disability. NLS patrons may choose from tens of thousands of books and dozens of magazines in audio and braille—including dozens of cookbooks, such as “O, the Oprah Magazine Cookbook” and titles by Julia Child, James Beard, and other famous foodies. NLS also loans the portable playback equipment needed to read its audiobooks. Computer-savvy patrons’ may access books online through the NLS Braille and Audio Reading Download (BARD) service.
- (5) Hà, who is pursuing a master of fine arts degree at the University of Houston, always has a book checked out from NLS. Recently she was reading Gail Caldwell’s “Let’s take the long way home” in braille. And she currently is working on her “MasterChef” cookbook, which is set for a spring 2013 release.
- (6) Disabilities do not need to stand in the way of our dreams; this is something that has been proven throughout the ages. If you have a problem, you can always find a way to get over it, get through it, or around it.

43. Correct the subject-verb agreement in this sentence from paragraph 4:

NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot hold a book because of a physical disability.

- A. “NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizen living abroad who are blind, have low vision, or cannot hold a book because of a physical disability.”
- B. “NLS, part of the Library of Congress, oversee a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot hold a book because of a physical disability.”
- C. “NLS, part of the Library of Congress, oversees a free reading program for U.S. residents and citizens living abroad who are blind, have low vision, or cannot hold a book because of a physical disability.”
- D. No change.

44. Which word should replace **through** in the following sentence?

But she had regained her love of reading, through help from the National Library Service for the Blind and Physically Handicapped (NLS).

- A. thorough
- B. threw
- C. thru
- D. No change.

45. How should the parallelism be properly written in the following sentence?

If you have a problem, you can always find a way to get over it, get through it, or around it.

- A. “If you have a problem, you can always find a way to get over it, get through it, or get around it.”
- B. “If you have a problem, you can always find a way to get over it, through it, or get around it.”
- C. “If you have a problem, you can always find a way to get over it.”
- D. No change.

46. Correct the capitalization in this sentence:

Recently she was reading Gail Caldwell’s “Let’s take the long way home” in Braille.

- A. “Let’s Take the long Way Home”
- B. “let’s take the long way home”
- C. “Let’s Take the Long Way Home”
- D. No change.

47. Correct the possession in the following sentence:

Computer-savvy patrons’ may access books online through the NLS Braille and Audio Reading Download (BARD) service.

- A. patron’s
- B. savvy’s
- C. patrons
- D. No change.

48. Insert the proper punctuation marks into this sentence:

If you watched season three of Fox TV’s reality cooking show *MasterChef* you remember the big smile that lit up Christine Hà’s face every time she impressed the judges with her bold flavors and especially when her threecourse meal of Vietnamese comfort food won Hà the “MasterChef” title.

49. Eliminate the wordiness in the following sentence.

Hà, who is pursuing a master of fine arts degree at the University of Houston, always has a book checked out from NLS.

- A. Hà, who is pursuing a master of fine arts degree at the University of Houston, has a book checked out from NLS.
- B. Hà, pursuing a master of fine arts degree at the University of Houston, always has a book checked out from NLS.
- C. Hà, who is pursuing a master at the University of Houston, always has a book checked out from NLS.
- D. No change.

50. The passage that follows is incomplete. For each “Select . . .” option, choose the response that correctly completes the sentence.

### How Stock-Car Racing Became Popular

Stock-car racing is a major spectator sport in this country,

Select 1 . . .	▼
but	
however	
with	
ipso facto (by that very fact)	

an estimated 30 percent of Americans claiming to be fans of this more than half-century-old sport. However, racing has not always been so popular. As a matter of fact, it had a rather shaky start, with a negative reputation and problems with the law. During the 1920s, with Prohibition came moonshining; and with moonshining came

Select 2 . . .

- |   |
|---|
| bootleggers who were moonshine runners that illegally ran whiskey           |
| bootleggers, or moonshine runners,  |
| the illegal running of whiskey by bootleggers, or moonshine-running whiskey |
| bootleggers who are moonshine runners who ran whiskey                       |

from the illegal stills to the markets. These

drivers ran races with the law; the losers were subject to jail time and steep fines. Soon racing among the bootleggers became a weekend sport; they used their “whiskey run” cars to prove who was the fastest. And of course folks from the area came out to watch.



These races became popular. They continued even after the end of Prohibition. In 1938 Bill France organized the first Daytona Beach race. Winners received such prizes as rum, cigars, and motor oil. After a hiatus during World War II, in the late 1940s France held a meeting of promoters. This three-day meeting

Select 3 ▼

reinstated

emphasized

nevertheless led to

resulted in

specifications, and official name of the organization—the National Association of Stock Car Auto Racing, or NASCAR.

## Answers: Reasoning Through Language Arts—Practice Test 2

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### Section 1

1. C.

This article considers both the positive and negative aspects of sudden death, and discusses the differing opinions about it. The text does not give a specific opinion about death itself being good or bad (A), and although the author may seem to imply that sudden death is the better option (D), he makes no definitive statement regarding this. The author only states that religion seems to prefer a slow death (B).

2. B.

The author discusses the conflicting stance between religion and Roman philosophy as to whether sudden death is or is not preferable. Because this conflict is true, you can rule out choice (A). Although the author does discuss intoxication, he points out that the mere coincidence of “some sudden death when [one] happens to be intoxicated” could be “falsely regarded with peculiar horror”—implying “extra immorality” when in actuality “extra misfortune” may be at work. (C). Finally, while the author does discuss a person’s excessive drinking habits in terms of intoxication (D), he makes no claim that the regularity of such habits will determine a person’s fate.

3. D.

You can infer the meaning of “prostrate” from the sentence in which it appears: “On the other hand, the divine Litany of our English Church, when breathing forth supplications, as if in some representative character for the whole human race **prostrate** before God, places such a death in the very van of horrors.” This is because the sentence means the Church thinks it has the corner on human servitude (supplication) to God. In this light, “vertically positioned” (A), “up in arms against” (B), and “angrily opposing” (C) simply do not make sense.

4. B.

By beginning with this question, the author indicates he will answer, or at least flesh out, the implications of this idea. You should already know that he presents conflicting information in this paragraph, so you can rule out choice (C). Although it may have the effect of forcing the readers to ask themselves this question, this does not warrant the development or assertion of a main idea itself (A). Because the author endeavors himself to answer this question, you can tell that he is not asking someone else to answer it for him, as choice (D) indicates.

5. B.

This answer is a reason, not a claim. It is indicating that the scripture does not provide evidence for the claim, thus it is the reasoning and evidence itself. Choice (A) is a claim that is supported by the sentence immediately preceding it. Choice (C) is a claim with its reasoning coupled in the same sentence. Choice (D) is a claim the author spends the rest of the paragraph reasoning out.

6. A.

This sentence is, in fact, the main idea, which is that different parts of society view sudden death as either desirable or despicable. Choice (B) is a bit of reasoning that supports one conflicting side of the argument, as is choice (C). Neither of these is explicitly the main idea, though both are connected to it. Choice (D) is simply a conclusive statement that, when placed in the context of the whole passage, helps to support the main idea—that the method of death is up for debate—but on its own is simply reasoning regarding the drunkard’s method of death.

7. C.

“Infirmity” indicates illness or weakness, which is not directly qualified by “suffering,” though it can be inferred. “Suffering” is a harsher word that takes human emotion into consideration. To that end, if the author had used “suffering” instead of “illness,” he would indicate more directly that the Church is cruel for allowing the misery to continue. Therefore, you can rule out both choices (A) and (B), which indicate the author would be in favor of the Church’s position—which should have been clear simply from the sentence itself. There is definitely a change in tone, so you can rule out choice (D).

8. A.

Both articles address this issue. Although choice (B) is somewhat handled by the second article, it is not a thematic idea presented in the first. Similarly, choice (C) is discussed in the first article, but it is not a large enough focus of the second to be considered a theme. Finally, while choice (D) might be something you can infer from the information presented in both articles, it is not a theme for either.

9. B.

The correct is choice (B), 1 percent. Notice that the question asks you what percentage *is* inspected, which is the flip side of how the statistic is presented in the text: the 99% of food imports *not* inspected. When you’re asked a question like this, be careful not to latch on to the wrong data.

10. C.

It seems the first article is more concerned with the safety aspect of imports, while the second article deals more with the economic hardships regarding importation. Though the second article does mention food safety concerns, it is far more concerned with the United States' failing economy. Choice (A) is incorrect because it is likely that both authors would agree that this idea is false. The authors would probably agree to (rather than dispute) both choices (B) and (D).

11. D.

Though the purpose of both articles is to inform, the second article offers positive, hopeful motivation that the first does not. Choice (A) is incorrect because it misses the point of both articles entirely. While choice (B) may be a correct observation of the two articles, it does not discuss the impact these articles intend to create. Finally, choice (C) is halfway correct, but it misinterprets the aim of the second article—which deals with fiscal impacts, but does nothing to encourage readers to be more thrifty.

12. C.

Both articles mention iPura, but the first one simply uses it as part of a hopeful discussion of a means to help decrease food safety issues. The second article realizes the potential for American business to become successful by recognizing the problem of food import safety. Both articles consider iPura to be positive, so you can rule out (A), which describes it as a “scare tactic.” (B) has the emphasis jumbled between the two articles, as does (D).

13. A.

The article is designed to educate Americans about the health problems imported foods can cause. Though iPura is mentioned as a benefit (B), showcasing it is not the intended purpose of the article; rather it is used as a side comment. Though this article may encourage readers to grow their own food (C), this would be a side benefit, as the text gives no specific direction to do so. Finally, the FDA is actually pardoned within the article by “experts” for its lack of inspection, so you can rule out choice (D).

14. B.

The article seeks to educate its readers on a successful business model, which seems to solve two problems at once—hence the title. The article does applaud iPura (A), but this is an example to strengthen the commentary, not part of the overall purpose. The article does not deal with alternatives to imported foods (C), which would center on guidance on how to buy American produce. Although choice (D) is mentioned in the article, this is the main purpose of the first article, and is only used by the second as a mitigating factor.

15. B.

Both articles deal with the problems created by imported foods, but one couches this in terms of economic hardship and the other highlights health problems. This indicates that the underlying problem is reliance on imported foods. Although both articles deal with an innovative company, iPura, the two authors would likely disagree on the reasons this company came into existence, so you can rule out choices (A) and (D). Although both authors agree that public health is a factor with imported foods (C), the articles indicate a disagreement about the priority of food safety, as one discusses food safety in tandem with money.

16. C.

A *premise* is the major argument or impact of an article, and in this one the author encourages readers to make their own plan for the future so as not to suffer the consequences. Although choice (A) might be an inference a reader could make, it is certainly not the focus of the article. Choice (B) is a correct observation, but it does not directly answer the question. Finally, choice (D) might be a potential point a reader might take away from the article, but it certainly is not the point the author attempts to convey.

17. A.

This sentence assumes there is an argument made that “it is better to live longer.” The author, in this instance, considers this and its positive outcomes before moving on to discuss the true purpose of the article: planning for the downside of what happens when you outlive your spouse. Choice (B) is a piece of information that supports the main argument, but does not indicate conflict. Similarly, choices (C) and (D) are simply additional pieces of information that support the main ideas presented in the piece. Neither (C) nor (D) indicates a conflicting point of view.

18. A., B., and D.

This item asks you to select three details mentioned in the article. The correct answers are (A), (B), and (D):

Helps protect retirement assets
Provides coverage not available through Medicaid
Customizable plans available

In terms of the remaining two response options, (C) and (E), note that the article is silent on avoiding “reliance on private insurers” and says the U.S. Office of Personnel Management must approve premium increases, not that premiums will not rise.

19. B.

At its basal level, the article assumes the cause-and-effect relationship that living longer causes you to face up to decisions to make about how you want to plan for your future. The article makes no argument about how to raise children (A); indeed, it encourages readers to take the burden off their children. The argument about the cost of living is actually negated in the article (C), and choice (D) runs opposite the premise of the entire article.

20. A.

Because the question asks for different situations, you can immediately rule out choices (C) and (D) because those responses deal with the argument presented within this article. The problem with choice (B) is that although children and relationships are mentioned, there are no steps provided—such as “employ better communication skills” to help apply to building a relationship. So, choice (A) is the best answer because it employs the same skills mentioned in this article to a similar scenerio that happens to deal with different subject matter.

21. The correct answer is: B, C, D, and E.

Choice (A) is the main idea of the text, so you can tell immediately that it is not a supporting detail. Choice (F) simply asks a question, so you should immediately rule it out. Finally, choice (G) is a comment in the nature of advice, not a detail that supports the main idea. Choices (B), (C), (D), and (E) all support the main idea that women are outliving men and need to consider planning for long-term care.

22. C.

Because the question asks about clarification, you must draw the parallel relationship between the two pieces of information. Choice (C) is the only response option that presents an accurate distinction. Although choice (A) may seem like a legitimate response, this would be an answer to a question that asks how the chart disagrees with the article rather than how it clarifies it. Although choice (B) may be a correct observation—that the fine arts projects seem to have the greatest success—these are independent projects, not crowd-funded options for education. Finally, choice (D) is another correct observation, but it does not consider the article, so no relevant comparison or clarification is offered.

23. A.

The reader can infer from the article and graph that there is a distinctive parallel between crowdfunding and success rates for financial gain. Because the article is suggesting the use of crowdfunding websites, you can rule out choice (B). Similarly, the article indicates that there has been some success with crowdfunded projects such as Kickstarter in regards to helping fund education, so choice (C) is also ruled out. Clearly, the graph indicates that the arts are supported by crowdfunding (D).

24. D.

Although choice (C) may be a true statement, you can assume that the intended audience for the article is students looking to fund their education, so you can rule it out as a reaction. Choice (D) is correct because it is a logical assumption to make that the students, not seeing education listed in the graph, might consider it an endeavor not worth their effort. Finally, the graph does not indicate in any way that traditional methods of financing school are obsolete, so you can rule out choice (B) as well.

25. D.

A person must have vision and drive, but both the article and the graph support the idea that there is money to be made in the internet world of crowdfunding. Although choice (A) may be true, this information is clearly negated in the chart as it indicates most projects come close to the \$1 million mark. Although choices (B) and (C) are both easily inferred from the article, they are not supported by the graph.

26. A.

Once readers consider the evidence in the chart, it is a fair, logical conclusion to draw that they may be swayed to attempt other Kickstarter projects such as gaming or photography endeavors. Choice (B) is incorrect because it does not reference the graph, and makes a claim not supported by the article. Choice (C) may be an attractive answer, but the Kickstarter information is applicable to projects, and does not give instructions about how to build a business. Finally, choice (D) may be an outcome of the two pieces of information, but it is not an *application* of the information, so it does not answer the question.

27. A.

The chart supports the author's claim that Kickstarter or other crowdfunding websites can be successful in garnering financial backing. Even if choice (B) might be true in the success ratio column of the graph, this does not support the author's claim and should be ignored. Choice (C) is incorrect because the chart does not directly address education as a potential project on Kickstarter. Finally, the chart makes no mention of the time involved in running a Kickstarter project (D).

28. D.

Because the chart shows the success of projects on Kickstarter, it is logical to conclude that it is a viable option for funding one's education. There is no basis to decide that Kickstarter makes people happy (A) or that it will be the necessary conclusive item that makes more independent film projects (C). Although choice (B) might seem correct, ultimately crowdfunding is presented as an *option*, not the ultimate or sole solution to trying economic times.

29. C.

Throughout the passage, the author argues that illusion, imagination, and attitude are the elements that make life enjoyable. The author discusses how even adults employ illusion in their jobs, so you can rule out choices (A) and (B). Although choice (D) is the next best response, it is only mentioned in a tertiary, and positive way. The tone of choice (D) is negative, so you should rule it out as well.

30. B.

Technically “fop” is a “dandy,” but from context clues and the subject of the sentence—people’s occupations—you should at least be able to determine it is some kind of human. This information rules out choices (A), (C), and (D).

31. D.

Although choice (B) may seem like a viable option, the author would likely argue that illusions are a part of us that we cannot separate ourselves from, they do not necessarily make us better people, they are simply a part of who we are. Choice (D) is correct because it embodies this idea. Because of this, you can rule out choices (A) and (C), which both negate the idea that illusions are integral parts of our personae.

32. C.

The author’s sincere effort to include a variety of jobs through a seemingly endless list helps to indicate that no one is immune to imagination and attitude. Choice (A) might seem a viable option, but it deals with figurative language—diction—rather than the syntax—sentence structure—which is what the question asks about. Choice (B) is interesting, but ultimately it is an incorrect assessment—the sentence is not a run-on, so you can rule it out. Choice (D) is a correct observation, but it does not address the second part of the question, which deals with how this structure helps convey the message.

33. A.

Emerson plays on people’s emotions as he connects adults to their youth, as well as appealing to our sense of belonging as he describes our own jobs and relates to us. He makes no reference to tradition (B), and though the piece is logically constructed (C) in an easy-to-follow manner, there is very little analysis of cause and effect or use of statistics to argue his point. The piece uses very little ethical appeal (D), such as the citation of authority or research to prove the author’s integrity.



34. B.

The author's main goal here is to personally connect with the audience and encourage them to enjoy life and approach it with a positive attitude. The piece does not deal with fate or luck (A), and though choice (C) might seem like a logical answer, it would be more of a side-glance than a direct outcome of this text. Similarly, choice (D) is an acceptable answer, but it is not as precise in the analysis of the author's intent as choice (B).

35.

**Order of Events**

A. Jane discusses the need for women to have an occupation.



E. Jane hears the strange laugh of Grace Poole.



C. Jane sees Grace Poole steal beer from the kitchen.



D. Jane speaks with Sophie, the French nurse.



B. Jane invites Adele for a holiday.



F. Jane goes for a walk

36. A.

In this line, Brontë indicates that women have equally as passionate feelings about work and occupations as men do, which was a relatively unorthodox view at the time of Brontë's writing. Nonetheless, the explicit mentions of equality between the sexes in this sentence should answer this question, provided you know the definition of feminist: someone who believes women should be treated equally to men. To that end, choice (B) is incorrect because it does not deal with equality among men and women; choice (C), too, is incorrect not least because it describes Sophie as vapid, which is an insult. Choice (D) is incorrect as well, though it may be alluring because it shows Jane has a modicum of power in decision making, but it is not as precise in answering the question as choice (A).

37. C.

Jane is judgmental of Grace Poole, as is evidenced by her parenthetical note regarding Grace's alcohol use. "Interested" (A) may vie for your attention, but it's not the best answer because Jane's initial attempts at showing interest by striking up a conversation with Grace are met with "few words," which is discouraging. Instead of "caring" (B), Jane actually adopts a superior attitude toward Grace. Finally, choice (D) should be eliminated because Jane exhibits no signs of anxiety in the course of assessing Grace's "oddities" and flaws.

38. B.

This is an exaggerated description of internal conflict, and using fermentation to describe it indicates a sour feeling and building pressure within. Choice (A) might seem a viable answer, but it is incorrect because repetition is not figurative language. Choice (C), too, is incorrect because it does not talk about the effect itself, but merely indicates that the phrase is a good choice of description. Finally, choice (D) is incorrect because ferment is both a metaphor and hyperbole.

39. D.

You can tell from Jane's diatribe regarding female occupation that Jane is not the type of person to sit idly by. This is substantiated in the final paragraph when she endeavors a two-mile walk to post a letter, and in the descriptions of her attempts to engage Sophie in conversation. Choice (A) is incorrect; the events in this section do not definitively relate back to this particular paragraph. Choice (B) is incorrect because no character other than Jane herself is described (D). Finally, you cannot choose option (C) because even if it is correct, you have no basis for comparison unless you have read the entire novel, and this question assumes you have not.

40. C.

Jane is interested in many things, as illustrated in this passage, and she discusses her beliefs at length. Choice (A) is incorrect because Jane actually demonstrates a great deal of strength in this passage. Although Jane is interested in other characters (B), as is evidenced by her discussion of them, there is no reason to determine she cares more about them than she does herself, especially given the information presented in the first paragraph. Finally, there is no reason to determine Jane is cruel (D). Even if she calls Sophie vapid, she invites Adele to visit and suffers Grace Poole, who she considers slightly morally reprehensible.

## Extended Response—Section 2

Let's consider how you would approach building a solid essay on the topic at hand.

Start by brainstorming. For this prompt, two passages have been presented that showcase the physical invention of the boat and the mental and emotional invention of ideas and innovation. While it seems as if both texts are arguing very different ideas, both are still speaking of invention.

First, consider how each passage frames new knowledge (invention). Then, noticed how each passage delivers that information to you as the reader.

When selecting which passage is stronger than the other, it may help to select which argument *you naturally believe in*. From there, pull which parts of the passage make the argument so strong.

Remember: There is no right answer here, so you may find it to be more comfortable to discuss in your writing how that passage is better or stronger because you naturally believe this to be true. Although this may be your personal opinion, however, it is important that you avoid using the personal pronoun of “I,” as your argument must remain objective in looking at the two passages. Nothing in your argument can be self-evident — there has to be a reason behind everything you say. The better you clarify what that reason is, the better and more persuasive your argument will be.

Below is a four-paragraph structure to help you craft your extended-response essay. This four-paragraph structure happens to be on the short end of GED Testing Service’s recommended four- to seven-paragraph length. Having the confidence to collect your thoughts and make your case in four compelling paragraphs will tend to lift your entire response.

In fact, aiming for four paragraphs will help you to focus and organize your attention on the most important pieces of the task itself, especially since you are being timed.

The opening statement will allow you to present your position — that one passage delivers a better argument than the other. The next two paragraphs (the body paragraphs) are where you should (a) present supporting evidence as to how one passage is more effective than the other, and (b) provide information as to how, *specifically*, the other passage’s position is weaker. When you cite information from the passages, be sure to select key words, phrases, and examples of tone that support your claims that one passage is ultimately more successful than the other.

This leaves the closing statement, which not only allows you to add emphasis as you work to drive your points home, but also to summarize the overall strengths of the passage you favor (for example, in tone and word choices). Let’s boil it down in an outline:

## How to Organize Your Extended-Response Essay at the Paragraph Level

### Paragraph 1: Opening Statement

- Discuss how Passage #1 delivers its information.
- Discuss how Passage #2 delivers its information.
- Select which passage delivers its position on invention better. Put this in the last sentence of the paragraph. This is your thesis statement.

After you read through this primer, be your own best critic. You may spot weaknesses in your essay. It’s not test day yet, so you still have time to can take another shot. Be sure to have someone you trust read your work. Then listen carefully to their criticisms. Let’s look at a bad introduction versus a good one to give you a feel for how you should have approached this prompt.

**Bad opening statement...**

*Passage #1 focuses on the past while Passage #2 focuses on the future. After all, how much can one accomplish by building a boat?*

(short, dismissive, simplistic — lacking explanation)

**Good opening statement...**

*Passage #1 uses workmanlike language — literal, concrete descriptions of the history of boat-making. It plods along, describing what it takes to build a boat — and asks us to consider how the invention of the boat may have come about. Passage #2, on the other hand, uses soaring language and the power of metaphor to appeal to our highest sense of ourselves and what we, as human beings, can accomplish when we collaborate. Thus, the stronger position of the two is found in President Kennedy’s inaugural address, which paints a picture of the American ideal that is the beacon for freedom for people everywhere.*

(thoughtful and analytical — and properly lengthy)

**Paragraph 2: Laying Out the Evidence & Defending Your Position**

- This paragraph and the next are where the heart of your analysis will be.
- Discuss first key strength/argument of the better passage in the first sentence of this paragraph.
- Support your point by citing information from that passage that shows how that first key strength is conveyed.
- Contrast the weaker passage’s approach with your favored passage’s first key strength.

**Paragraph 3: Laying Out the Evidence & Defending Your Position**

- This paragraph continues the analysis begun in Paragraph 2.
- Discuss the second key strength/argument of the better passage in the first sentence of this paragraph.
- Support your point by citing information from that passage that shows how that second key strength is conveyed.
- Contrast the weaker passage’s approach with your favored passage’s second key strength.

#### Paragraph 4: Concluding Statement

- Emphasize how one passage makes its argument in a better way than the other.
- Address how tone may be more impactful in that overall passage versus the other (which then contributes to the passage's argument).
- Address how key words or phrases may be more impactful in that overall passage versus the other (which then shows how the passage's argument is stitched together as a whole).

### Section 3

1. A.

Union Station is a proper noun and needs to be capitalized. Choice (B) is incorrect because “Mr. Older and Much Richer,” too, is a proper noun and is correctly capitalized in the sentence. Choice (C) is also incorrect because it fails to capitalize the proper noun, and replaces the correctly written word “to” with its incorrect homonym “too.”

2. The correct answer is:

*I never dated him, never would, actually, and had never given him any reason to judge and exploit my character flaws, let alone those of my whole sex.”*

(This is a long, complex sentence but “let alone those of my whole sex” is a dependent clause that requires combination with the independent clause preceding it.)

3. C.

The word “their” refers to the women who are searching for men. The word “women” is plural, so the pronoun that goes along with it must be plural as well. “Her” is singular. Choice (A) changes the wording to something potentially correct, but ignores the pronoun agreement error. Choice (B) makes a capitalization error and ignores the pronoun error.

4. C.

This is a tricky question. The present tense of the word “realize” would indicate that the speaker should speak in the present tense for the entire sentence. Alternatively, the sentence should all be written in past tense. This sentence continues in the past, reflective tense of the rest of the passage (“had”) and then switches to the present tense to make an observation

about the speaker herself at ALL times—including the present time of writing. This means changing “realize” to “realized” (A) is incorrect because the problem of tenses is switched. Choice (B) simply removes the colon, a stylistic choice that by itself could be correct, but ignores the tense problem.

5. This should read:

*Wouldn't it have been more productive, if I was indeed BEING selfish, to say something like, "Hey. You know, that's kind of rude, what you're doing there. I don't have a bike with me, but if I did, I might like to park it there, instead of at the other, far less accessible to YOU, (but not anyone with a bicycle) spaces. Why don't you move somewhere else?" Or, "Hey. You're in the way of my invisible entourage. Move it."*

There should be quotation marks around the dialogue, and because the first sentence is very long, it required some parentheses around the parenthetical side comment. Additionally, due to length, the fragment has been left in for style in the second sentence.

6. A.

To avoid the informal usage, the sentence must eliminate the colloquial version of the word “suburbs” (“burbs”) correct the capitalization error and fix the made-up word “internesque.” Choice (B) is incorrect because it deals only with the capitalization error and adjusts a proper noun, which, while perhaps sarcastic, is not necessarily informal. Similarly, choice (C) only fixes half of the problem with informal register.

7. D.

The pronoun agreement is correct, as “women” is plural and requires a plural pronoun. Choice (A) is an incorrect homonym meaning “they are,” which does not make sense in context, as is “there” (B), the homonym meaning “that place.” “Her” (C) would be correct if the sentence was written for just one woman, as in “I guess in the past the woman has typically been the one to survive off her husband’s much fatter paycheck, but still, a woman cooks, cleans, mothers children, entertains at least five full-time stay-at-home OTHER jobs at that, AND works on a budget of what is allowed to her.”

8. B.

To ensure proper coordination, the sentence requires the conjunction “or” to make the first half of it an independent clause. Choice (A) removes the colon, which is necessary for such a massive list. Choice (C) is the second best answer as it shows another plausible way to separate a list, but does not fix the error in coordination.

9. C.

The first half of this sentence is a dependent clause, which, while technically acceptable, confuses the intention of the sentence by placing this clause first. This is corrected by reversing the clause order. Choice (A) is incorrect because it does not fix the awkward sentence; indeed it, like choice (B), makes the sentence even *more* awkward.

10. C.

“Teachers” is not a possessive noun, so it does not require an apostrophe. Choice (A) changes it to plural possessive case, but again, “teachers” is only plural in this sentence, not possessive. Choice (B) ignores the error and changes a different word, “they’ll,” which is a contraction for “they will,” which is contrary to “they all” in the sentence.

11. A.

“At first” is a conditional modifier, so it is important to place it in a section of the sentence that makes the most sense. You must consider the context of the sentence. Choice (B) indicates that allowing students to hang out in the Cafeteria became a bad strategy, and nothing indicates that in the following sentence. Similarly, choice (C) indicates that the Cafeteria’s status would change, but this, too, is unsubstantiated. Written as is, the sentence indicates that the sentiment has changed, which does not make sense since there was “some disagreement.”

12. B.

The run-on happens between the two independent clauses, the second of which reads, “teachers know they are monitored there.” There are two ways to fix this sentence: The first is choice (B). The other is to split this into two complete sentences: “When kids are not attending LEARN, or when they are chronically Supervised, teachers can send their students to ISS. Teachers know they are monitored there.” Choice (C) attempts this, but puts the period and capitalization in the wrong place. Choice (A) compounds the run-on by removing the commas.

13. The correct answer is:

*Good students have all Cs or above, Monitored have 1 D or F, and Supervised have multiple Ds and Fs.*

(Only lowercased letters require an apostrophe when they are used as plurals; there need to be commas between the items in the list: Good students, Monitored students, and Supervised students.)

14. B.

The problem with the sentence written as it is, is the dangling preposition at the end. Although this is corrected in choice (A), by removing the phrase “we learned,” the meaning of the sentence is thereby changed, and that is not what the question asks you to do. Choice (B) fixes it without leaving the awkward infinitive at the end—and fixes the incorrect assumption that the parents will be “at” school. Choice (C) completely alters the meaning of the sentence.

15. D.

This sentence is correctly written, and replacing the word “to” with either of its homonyms, “too” (A) or “two” (B), the sentence meaning shifts respectively to: “not nearly enough also make this model work . . .” and “not nearly enough 2 make this model work . . .” (C) is incorrect because replacing the word “to” with “that” simply makes the sentence incoherent.

16. B.

“Students” is a plural noun, and therefore needs the verb constructed to plurality, which in this case is “need.” Students need. (A) is incorrect because it does not fix the error and replaces “they” with “them”—an incorrect pronoun for the case. (C) is incorrect because it ignores the error and creates another one by making a possessive noun out of a plural one.

17. C.

The first clause is a dependent, conditional clause that requires a conditional word, like “Since.” The transitional word “However” indicates that there would be some contrary information presented from the previous sentence, which in this case is not correct. (A) is incorrect because it would leave in the comma, which does not make grammatical sense. Changing “However” to “Therefore” (B) would indicate that the sentence will provide some sort of conclusive argument, which the sentence does not.

18. The correct answer is:

*We must change our model to follow theirs.*

In this instance, “It is imperative” is redundant and unnecessary to the meaning of the sentence, which is simply a declarative statement: “We must change our model to follow theirs.”



19. B.

The fragment in this instance is the phrase “In science” because it does not contain a subject and a verb. Although choice (A) corrects the conjunction at the beginning of the sentence, it does not address the fragment, which is what you’re asked to do. Choice (C) is also incorrect because it creates a run-on sentence and does not correct the fragment.

20. A.

In this instance, the pronoun is referring to the subject in a previous sentence, “the AP Physics teacher.” This is one person, so the pronoun selected must be singular—in this instance, “he.” Choice (B) is incorrect because “him decided” is an incorrect pronoun-verb agreement. Finally, although choice (C) does create pronoun agreement between “they” and “their,” it fails to achieve agreement with the antecedent, “AP Physics teacher.”

21. C.

A formal correct sentence never begins with a conjunction. Therefore, it must be replaced with a different transitional word. “However” works in this instance because it is hinged upon the idea presented in the previous sentiments—that the speaker does not like science or math. Choices (A) and (B) deal only with diction, failing to correct the problem with transition.

22. C.

“Student Teacher” is not a proper noun and should not be capitalized. Choice (A) is incorrect because “content” is not a proper noun. Choice (B) is close to correct, but it assumes “teacher” is a proper noun, which it is not.

23. A.

The problem with this sentence is that it begins with a dependent clause in a conditional sense. Choice (A) corrects this by replacing the phrase “being that” with “Because,” which corrects the subordination. Choice (B) might sound correct, but it does not fix the error in subordination. Choice (C) would be correct if the comma were changed to a semicolon. Otherwise, it is a run-on sentence.

24. B.

The subject of the sentence is “we,” and though the infinitive verb “to relate” comes well after the interceding phrase, it still must agree with the subject. We “relate,” not “relates.” Choice (A) is incorrect because it ignores this problem and changes an arbitrary word, “stud.” Choice (C) is incorrect because it, too, ignores the problem even though it removes the intercession.

25. D.

“Knew” is the correct past tense of “know,” and it is the correct word in this sentence. Replacing it with the homonym “new” (A) changes the meaning of the sentence, and makes no logical sense. Using the present tense “know” (B) would disrupt the past tense used in the rest of the essay. Replacing it with the word “think” (C) creates the same problem.

26. A.

The word “heck” is a slang term used for effect in this instance, but it is not standard, formal English. Choices (B) and (C) are simply stylistic, failing to not remove the colloquialism, “heck.”

27. B.

The dependent clause “so wear comfortable clothing” must hinge logically behind its independent clause because of the word “so.” It makes logical sense to switch the order of the sentence rather than rewrite the entire thing, which may change the meaning of it. Choice (A) simply changes a homonym, but does not fix the subordination problem. Choice (C) would be correct if the comma was replaced with a semicolon and the word “so” were removed.

28. The correct answer is:

*If your code is posted, go to the Tab Room or ballot table to pick up your ballots and the list of students in your room.*

This sentence requires a comma between the dependent clause “if your code is posted” and the rest of the independent, declarative sentence. The additional comma between “Room” and “or” is not necessary because it is not a conjunction.

29. **judges’ lounge**

You can tell from the sentence — “Claim a spot” — that there is more than one judge enjoying the lounge; otherwise, there would be no need to claim anything because the reader of the sentence would be the only judge. Plural possessives require an apostrophe after the “s.” Therefore, “judges lounge” is incorrect because it does not show possession. “Judges lounge’s” is incorrect because it incorrectly assigns the possession to the lounge. “Judge’s lounge” is incorrect because it is singular possessive.

30. A.

The pronoun “she” is actually referring to the “students” in the previous sentence. Because the antecedent is plural, so, too, must the pronoun be. In this instance, “she”

should be replaced with “they.” Replacing the “they”s with “she”s (B) will only continue to confuse the pronoun and the subject-verb agreement, “she can perform when she return” would require “return” to be adjusted to “returns.” Choice (C) does not correct the number agreement and chooses the incorrect pronoun.

31. C.

“Competent” means capable, and so you should know that it is modifying the word “adult” (C). The sentence does not make sense if you modify the “criteria” (A) or “doubt” (B) with “capable.”

32. The correct answer is:

*Nothing is more frustrating than to receive a rank and score from a judge without any comments to justify or support the decision!*

The original sentence creates a dependent clause where none should exist. Rewriting it in this way creates one full, declarative sentence.

33. B.

“Rankings” is plural and requires a plural verb form of the word “match” — “rankings match.” You can tell that you do not need to go change the verb tense to past (A) because “Make sure” is a present tense command. It would make sense to change the word “matches” to “matching” (C) if the word “are” were to be placed before it; however, this would be passive voice.

34. D.

This sentence contains no proper nouns, and there is no reason to consider “judges” (A), “title” (B), or “author” (C) proper.

35. B.

This sentence becomes wordy with the repetition of the word “read” and its other form, “reading.” This can be eliminated by removing “to read.” The meaning of the sentence remains intact. Choice (A) simply removes the word “haltingly,” which does not affect the wordiness of the sentence. Choice (C) is illogical since it would indicate the book itself was due less than a week later, which changes the meaning of the sentence.

36. **however**

The sentence as it appears in the given text includes a transitional word, “therefore,” which does not make sense in context. This sentence does not provide a conclusive, definitive statement; rather, it is contrary or enlightening the transition from the information presented earlier, so the transitional cue should be “however.” In context, “although” makes no sense, and “as such” is not only awkwardly placed but also misused, because its definition is “in the capacity previously spelled out” or “in itself.” “As such” could work here only if, for example, the discussion of “classroom” were extended metaphorically. Instead, the text shifts to the athletic field.

37. **A.**

Though it is short, this is a run-on sentence because it fuses two short, independent clauses together. Fixing this requires use a conjunction (A). Removing the comma does not correct the problem (B), nor does removing the word “she” (C).

## 38. The correct answer is:

*She simply responded ecstatically, “You mean I can still do the IB work? I don’t have to be enrolled in regular English 12? I will do anything you ask me to do!”*

When punctuating dialogue, there must be a comma before the quotation marks, and because the line the child delivers is interrogative, her first sentence should end with a question mark.

39. **B.**

The two-word sentence “It is” (B) is correct because it has just what it needs to function as a sentence: a subject and a verb. Only a simple spelling error keeps choice (C), the contracted form of “it is” or “it has,” from being correct; “Its” (with the apostrophe after the “s” instead of before it). If the contraction misrendered in choice (C) were to show the apostrophe in the correct position (“It’s”), this option would be an acceptable answer. Choice (A) would create a sentence fragment, and choice (D) is incorrect because “its” is the possessive form of the word “it.” Learning the distinction between “its” and “it’s” (covered elsewhere in this test guide) will save you lots of headaches—including on the job and other situations where it’s vital to communicate clearly.

40. **C.**

The problem with the modifier in this sentence is that it is modifying the “courage” clause rather than the “pride” clause. This is only true in (C). Choice (A) simply removes the word “Though,” which does not fix the modification problem. Choice (B) is actually a run-on sentence, which replaces one error with another.

41. D.

None of the answer choices—“cliché” (A), “ideology” (B), or “embodiment” (C) represents informal usage; in fact, each word is particularly formal.

42. A.

The subject, “I,” is singular and requires a singular form of the verb “find.” This is found in choice (A). Choice (B) may seem like a correct response, but it is incorrect because it shifts tense in the sentence—“I believe,” rather than “I believed.” It is generally best to maintain the same tense. Choice (C) is incorrect because it would require “I am finding” in order to be grammatically sound, and this is wordy and in passive voice.

43. C.

This is a complex sentence with multiple subjects. The first is NLS, which is singular; the second is “residents and citizens” which is plural. The second subject is not part of an independent clause, so the word “holds” is the problem in this sentence because it is not a verb belonging to the second subject. Choice (C) is the only response which handles this. Choice (A) merely changes the word “citizens” to its singular form, which creates more problems with agreement in the sentence. Choice (B), too, creates a problem with agreement—“NLS oversee” does not work because subject and verb do not agree.

44. D.

The sentence as written employs the correct word “through” to indicate a means to an end. Replacing it with either of its homonyms: “threw” (B) does change the meaning to indicate throwing, and “thru” (C) though technically acceptable creates a different problem: informality. “Thorough” (A) is an entirely different word; including it would alter the meaning of the sentence, nor is it grammatically sound.

45. A.

The problem with the parallelism in this sentence is the removal of the final repetitive construction, “get \_\_\_\_\_.” To achieve correct parallel structure, all aspects of the list should be structured in the same manner. Choice (A) fixes this problem, but choice (B) simply moves the incorrect parallel to a different part of the list. Choice (C) removes the parallel structure entirely.

46. C.

The first word in book titles must always be capitalized, so you can immediately rule out choice (B). In addition, all proper nouns, verbs, adjectives, adverbs, and subordinating conjunctions should also be capitalized, which would include the adjective “Long” (A). The article “the” does not need to be capitalized in a title, so the correct choice is option (C).

47. C.

In this instance, there is no need for the word “patrons” — nor for “savvy” to be possessive — choices (A) and (B), respectively. Choice (D) is also incorrect because in its current state, the possessive is for a plural, which is still unnecessary.

48. The correct answer is:

*If you watched season three of Fox TV’s reality cooking show, “MasterChef,” you remember the big smile that lit up Christine Ha’s face every time she impressed the judges with her bold flavors, and especially when her three-course meal of Vietnamese comfort food won Ha the “MasterChef” title.*

When introducing a modifier, in this case, “MasterChef,” it must be set off by commas. Additionally, the title should be underlined. A comma must be inserted to create a correct compound sentence before the “and,” and “three-course” must be hyphenated.

49. B.

Although this sentence is technically acceptable as it stands, the wordiness comes into play with the unnecessary phrase “who is.” This should be eliminated. This is dissimilar to choice (A), which indicates it is unusual for Ha to have a book checked out by eliminating the word “always.” Similarly, removing “fine arts degree” (C) takes away some of the important information presented.

50.

**Select 1 correct answer is Choice (C): with**

Here, “with” is used as a function word to indicate a means, cause, agent, or instrumentality. In this case, the popularity of NASCAR racing is established by the fact that nearly one-third of the Americans describe themselves as fans. “But” (A) and “however” (C) do not fit because they signal a contrast rather than a reinforcing phrase. Choice (D) could fit the intended meaning, but only if the sentence were flipped around to read something like this, “An estimated 30 percent of Americans claim to be fans of stock-car racing, making it ipso facto a major spectator sport.”

Select 2 correct answer is Choice (B): bootleggers, or moonshine runners,

Choice (B) is the best answer because it advances the narrative logically while avoiding wordiness. It correctly uses a comma to set apart the appositive “or moonshine runners,” which is used to explain the noun, “bootleggers.” Choice (A) creates the redundancy of “illegally” and “illegal” in the same sentence. It also contains the unneeded words “who were also called . . . because.” Choice (C) is ungrammatical and contains the tangled illogical phrase “moonshine-running whiskey.” Choice (D) shifts from past tense to present tense, while the repetition of the word “who” is awkward though grammatically correct.

Select 3 correct answer is Choice (D): resulted in

Choice (D) is the correct answer. The context tells you that the promoters came together to advance the prospects of stock-car racing. “Reinstated” (A) would have to involve restoring some kind of status, which is illogical because NASCAR’s founding stemmed from the meeting. “Emphasized” (B) is off the mark because nothing is being emphasized over anything else; there’s just a simple list of achievements. “Nevertheless led to” would make it seem as if the meeting’s agenda had been challenged in some way; however, the passage offers no such evidence. Rather, the passage indicates that the promoters knew what they wanted to do, and they went and did it.