PRACTICE TEST I

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SECTION 1: ENGLISH TEST

45 Minutes—75 Items

DIRECTIONS: In the passages below, certain parts of the sentences have been underlined and numbered. In the right-hand column, you will find different ways of writing each underlined part; the original version is indicated by the "NO CHANGE" option. For each item, select the choice that best expresses the intended idea, is most acceptable in standard written English, or is most consistent with the overall tone and style of the passage.

There are also items that ask about a section of the passage or the passage as a whole. These items do not refer to an underlined portion of the passage; these items are preceded by statements that are enclosed in boxes.

Read the passage through once before you begin to answer the accompanying items. Finding the answers to certain items may depend on looking at material that appears several sentences beyond the item. So, be sure that you have read far enough ahead before you select your answer choice. Answers are on page 691.

PASSAGE I

Basic Principles of Nuclear Weapons

The challenge <u>to start to begin to make</u>[1] timely progress toward removing the threat of nuclear war is the most important challenge in international relations today. Three general principles guide our defense and negotiating policies toward such a goal, principles based on the technical realities of nuclear war.

First, nuclear weapons are <u>fundamentally</u>[2] <u>different than</u>[2] non-nuclear weapons. These weapons of mass destruction <u>that could do a lot of harm</u>[3] have a

1. A. NO CHANGE
   B. to begin making
   C. to begin the making of
   D. of beginning the making of

2. F. NO CHANGE
   G. different than fundamentally
   H. different from fundamentally
   J. fundamentally different from

3. A. NO CHANGE
   B. (and they could also do a great deal of harm)
   C. (owing to the fact that they could do a lot of harm)
   D. OMIT the underlined portion.

long and deadly radioactive memory, the unknowns of
4
nuclear conflict dwarf the predictable consequences.

4. F. NO CHANGE
G. memory. The
H. memory the
J. memory and the

The number of deaths resulting from injuries and the
5
unavailability of medical care and the economic
5

5. A. NO CHANGE
B. from injuries and also from the unavailability of medical care
C. from the unavailability of injuries and medical care
D. both from injuries and also from the unavailability of medical care as well

damage as a result from disruption and disorganization
6

6. F. NO CHANGE
G. as a result to
H. resulting from
J. with a result of

would be even more devastating than the direct loss of
7
life and property. [8]

7. A. NO CHANGE
B. is even more devastating than
C. are even more devastating as
D. might be more devastating even as

8. Which of the following would be an appropriate final sentence for this paragraph?

F. And so I believe nuclear weapons to be a challenge.
G. Nuclear war could have no winners.
H. Nuclear conflict is very dangerous.
J. Nuclear conflict would be rather wasteful.

Second, the sole purpose of nuclear weapons
9

9. A. NO CHANGE
B. solely, the purpose
C. the solely purpose
D. the purpose solely

must be to deter nuclear war, it is neither a substitute
10
for maintaining adequate conventional military forces

10. F. NO CHANGE
G. war. They are
H. war they are
J. war; it is

to meet vital national security goals but[11] an effective defense against the almost total mutual annihilation and devastation that results from a full-scale nuclear war. Third,[12] arms control is an essential part of our national security. Thus far, we have had no effective controls on offensive nuclear weaponry, and it is clear that each step forward in the arms race toward more and improved weapons has made less[13] our security. Before deploying additional weapons, they must develop[14] a coherent arms control strategy.

11. A. NO CHANGE
    B. and
    C. nor
    D. including

12. F. NO CHANGE
    G. Third
    H. (Begin a new paragraph) Third
    J. (Begin a new paragraph) Third,

13. A. NO CHANGE
    B. has lessened
    C. have lessened
    D. have made less of

14. F. NO CHANGE
    G. the development is necessary of
    H. it is necessary to develop
    J. it is necessarily to be developed,

Items #15–16 ask about the preceding passage as a whole.

15. Which of the following best describes the overall structure of the essay?

    A. A three-part argument
    B. A two-part narrative
    C. A three-part comparison
    D. A four-part argument

16. Which of the following is the thesis of this essay?

    F. Nuclear weapons are fundamentally different from non-nuclear weapons.
    G. The sole purpose of nuclear weapons must be to deter nuclear war.
    H. There are three principles that guide our effort to remove the threat of nuclear war.
    J. Nuclear war is a frightening possibility.

PASSAGE II

Education for a New Republic

The founders of the Republic viewing their (17) revolution primarily in political terms rather as (18) in economic terms. Therefore, (19) they viewed the kind of education needed for the new Republic largely in political terms instead of as a means to (20) academic excellence or individual self-fulfillment. Talking about (21) education as a bulwark for liberty, equality, popular consent, and devotion to the public good goals (22) that took precedence over (23) the uses of knowledge for self-improvement or occupational preparation. Over and over again, the Revolutionary generation, both liberal and conservative in outlook—assert their (24) faith that the welfare of the Republic rested upon an educated citizenry.

17. A. NO CHANGE
    B. having viewed its
    C. viewed its
    D. viewed their

18. F. NO CHANGE
    G. rather than
    H. but
    J. OMIT the underlined portion.

19. A. NO CHANGE
    B. Since
    C. However
    D. On the contrary

20. F. NO CHANGE
    G. as a means or a way to
    H. to
    J. as

21. A. NO CHANGE
    B. Talking
    C. They talked about
    D. With the talking about

22. F. NO CHANGE
    G. good. Goals
    H. good, goals
    J. good; goals

23. A. NO CHANGE
    B. precede
    C. precede over
    D. took precedence on

24. F. NO CHANGE
    G. outlook, asserted its
    H. outlook; asserted its
    J. outlook asserts their

All agreed that the principal ingredients of a civic education was[25] literacy and inculcation of patriotic and moral virtues some[26] others added the study of history and the study of the principles of the republican government itself. The founders, as was the case of almost all their successors, were long on exhortation and rhetoric regarding the value of civic education;[27] since[27] they left it to the textbook writers to distill the essence of those values for school children. Texts in American history and government appeared as early as the 1790s. The textbook writers turned out being[28] very largely of conservative persuasion, more likely Federalist in outlook than Jeffersonian, and universally[29] almost agreed[29] that political virtue must rest upon moral and religious precepts. Since most textbook writers were New Englanders, this meant that the texts had a decidedly Federalist slant.

In the first half of the Republic, civic education in the schools emphasized the inculcation of civic values, put less emphasis on political knowledge, and no attempt to develop[30] political skills. The development of political skills was left to the local parties, town meetings, churches, coffeehouses, and ale houses

25. **A.** NO CHANGE
B. being
C. were
D. were like

26. **F.** NO CHANGE
G. virtues—some
H. virtues, some
J. virtues; some

27. **A.** NO CHANGE
B. education. And
C. education. Since
D. education, but

28. **F.** NO CHANGE
G. turned out to be
H. turning out to be
J. having turned out to be

29. **A.** NO CHANGE
B. almost, agreed universally
C. almost universally agreed
D. almost universally, agreed

30. **F.** NO CHANGE
G. made no attempt to develop
H. none at all on the development of
J. none was put at all on developing

where men gathered to talk. [31]

31. Which of the following correctly describes how the last paragraph of the essay functions?

A. It contradicts much of what was said before.
B. It continues the logical development of the essay.
C. It reiterates what was said in the first paragraph.
D. It is a transitional paragraph to introduce a new topic.

Item #32 asks about the preceding passage as a whole.

32. This essay would most likely be published in a:

F. history textbook.
G. political science journal.
H. journal for educators.
J. biography of Jefferson.

PASSAGE III

Women and World War I

[1]

The contribution of women [33] on the home front during World War I was varied. It included a large range of activities—from knitting and the operation of [34] drill presses—and engaged a cross section of the female population, from housewives to society girls. World War I marked the first time [35] in the history of the United States that a systematic effort was made, through organizations like the League for Women's

33. A. NO CHANGE
B. Women, their contribution
C. The contribution of woman
D. Woman's contribution

34. F. NO CHANGE
G. from knitting with the operation of
H. from knitting and operating
J. from knitting to operating

35. A. NO CHANGE
B. has marked the first time
C. is the first time it is marked
D. was marked, the first time

Service, to utilize (36) the capabilities of women in all regions of the country.

36. F. NO CHANGE
G. being able to utilize
H. utilizing
J. and utilize

[2]

While much of this volunteer work falls within (37) the established bounds of women's club work, many women entered areas of industrial work previously (38) reserved by (38) the male population. Women put on the uniforms of elevator operators, streetcar conductors, postmen, and industrial workers. However, they were (39) employed (39) in aircraft and munitions plants as well as in shipbuilding yards and steel mills.

37. A. NO CHANGE
B. fell within
C. having fallen within
D. fell in

38. F. NO CHANGE
G. having previously been reserved
H. previously reserved for
J. reserved previous to then

39. A. NO CHANGE
B. workers. They were employed
C. workers, but they were employed
D. workers. Since they were employed

[3]

Much of the work fell into the traditional realm of volunteer activity knitting (40) garments for the boys overseas, canning for Uncle Sam, planting Victory gardens, etc. Through these activities, every homemaker could demonstrate their (41) patriotism while still fulfilling her role as homemaker. Women with more time volunteered to hostess at canteens: make (42) bandages, and organize food and clothing drives. The Women's Land Army, dressed in bloomer uniforms and armed with such slogans as "The Woman with the

40. F. NO CHANGE
G. activity—knitting
H. activity: knitting
J. activity, knitting

41. A. NO CHANGE
B. be demonstrating
C. have demonstrated their
D. demonstrate her

42. F. NO CHANGE
G. canteens make
H. canteens, make
J. canteens; make

Hoe Must Defend the Man with the Musket," was dispatched to assist farmers in processing crops.

[4]

Women performed ably during the war and laid the foundation for more specialized jobs, increased wages, better working conditions, and a more competitive job status in the labor market.

43. A. NO CHANGE
B. Musket," which was then dispatched
C. Musket," and it was dispatched
D. Musket," and it got dispatched

44. F. NO CHANGE
G. the foundation was laid
H. the foundation was lain
J. laying the foundation

Items #45–46 ask about the preceding passage as a whole.

45. Which of the following represents the most logical order for the paragraphs?

A. 1, 4, 3, 2
B. 1, 3, 4, 2
C. 1, 3, 2, 4
D. 2, 4, 3, 1

46. Is the use of the sample slogan appropriate to the essay?

F. Yes, because it helps the reader to understand one of the points being made.
G. Yes, because all general statements should be illustrated with an example.
H. No, because it does not help the reader to understand the point being made.
J. No, because it is needlessly distracting.

PASSAGE IV

Democracy in Japan

Following the end of World War II, substantial changes undertaken in Japan to liberate the individual from authoritarian restraints. The new democratic

47. A. NO CHANGE
B. will be undertaken
C. have been undertaken
D. were undertaken

value system was acceptable by many teachers,
48

48. F. NO CHANGE
G. excepted to
H. excepted by
J. accepted by

students, intellectuals, and old liberals, and it was not
49

immediately embraced by the society as a whole.

49. A. NO CHANGE
B. liberals, since
C. liberals, but
D. liberals; consequently

Japanese traditions were dominated by group values,
50

and notions of personal freedom and individual rights

50. F. NO CHANGE
G. Dominated by group values were the Japanese traditions
H. Group values were always dominating the Japanese traditions
J. Dominating Japanese traditions were group values

being unfamiliar.
51

51. A. NO CHANGE
B. were
C. was
D. are

Today, the triumph of democratic processes
52

52. F. NO CHANGE
G. (Do NOT begin a new paragraph) Today the triumph, of
H. Today, the triumph, of
J. (Do NOT begin a new paragraph) Today, owing to the fact that

is clear evident in the widespread participation of the
53

53. A. NO CHANGE
B. is
C. is clear and also
D. are clearly

Japanese in social and political life. Furthermore,
54

there is no universally accepted and stable value

54. F. NO CHANGE
G. Therefore,
H. So,
J. Yet,

system, values being constantly modified by strong
55

infusions of Western ideas. School textbooks expound

55. A. NO CHANGE
B. system with that values are
C. system since that values are
D. system since values are

GO ON TO THE NEXT PAGE.

democratic principles, and so emphasizing equality over hierarchy and rationalism over tradition, but in practice, these values are often sometimes distorted, particularly by the youth that translated the individualistic and humanistic goals of democracy into egoistic and materialistic ones.

56. F. NO CHANGE
G. principles, emphasizing
H. principles and the emphasis of
J. principles with the emphasis that

57. A. NO CHANGE
B. had been misinterpreted and distorted often
C. often misinterpreted and distorted
D. are often misinterpreted and distorted

58. F. NO CHANGE
G. that translate
H. who translate
J. translate

59. What type of discussion might logically follow this last paragraph?

A. A discussion of goals of Japanese youth
B. A discussion of democratic principles
C. A discussion of Western education
D. A discussion of World War II

PASSAGE V

Zoological Nature

From the beginning, humankind always has shared some sort of link with the animal world. The earliest and most primitive was surely that of hunter and prey—with humans possibly playing the fatal role of victim. Later, of course, humans reversed the roles as they became more skillful and intelligenter.

60. F. NO CHANGE
G. have always shared
H. is always sharing
J. has always shared

61. A. NO CHANGE
B. so intelligent
C. and more intelligent
D. but intelligent

The later domestication of certain animals and also the discovery of agriculture, made for a more settled and stable existence and was an essential step in the not-so-orderly and very chaotic process of becoming civilized. However, the intellectual distance between regarding an animal as the source of dinner or of material comfort and to consider them a worthy subject for study is considerable.

Not until Aristotle did the animal world become a subject for serious scientific study. Although he seemingly writes on every subject, Aristotle's work in zoology—studying animals as animals—is considered his most successful. He seemed to have had a natural affinity for and curiosity about all the living creatures of the world, and he took special interest in marine life.

Aristotle's zoological writings reveal him to be a remarkably astute observer of the natural world, wedding his observations to what might be called speculative reason. He was therefore a theorist as well.

His overall theory was simple. In the works of Nature," he said, "purpose and not accident is predominant." A thing is known then when we know

62. **F.** NO CHANGE
G. animals, also
H. animals, along with
J. animals; along with

63. **A.** NO CHANGE
B. (and very chaotic)
C. yet very chaotic
D. OMIT the underlined portion.

64. **F.** NO CHANGE
G. considering it
H. considering them
J. then to consider them

65. **A.** NO CHANGE
B. he wrote (seemingly) on
C. writing seemingly on
D. he wrote on seemingly

66. **F.** NO CHANGE
G. subject; Aristotles work
H. subject Aristotles' work
J. subject: Aristotle's work

67. **A.** NO CHANGE
B. so
C. but
D. because

68. **F.** NO CHANGE
G. who was wedded to
H. in that he wedded
J. with the wedding of

69. **A.** NO CHANGE
B. simple—in
C. simple. "In
D. simply. "In

what it is for. He linked <u>and combined</u> theory and
70
practice by saying that interpretation of an observed

phenomenon must always be made <u>in light of its</u>
71
<u>purpose</u>. His zoological theory was thus a reflection
71
of the essentially teleological nature of his overall

philosophy. [72]

70. **F.** NO CHANGE
G. combining
H. to combine
J. OMIT the underlined portion.

71. **A.** NO CHANGE
B. always keeping its purpose in mind
C. without ever forgetting what its purpose is
D. given an understanding of what its purpose is

72. Is the quote from Aristotle in the last paragraph appropriate?

F. Yes, because it is important to quote the works of people you are talking about.
G. Yes, because it is a succinct statement of Aristotle's theory.
H. No, because the quote is irrelevant to what the author is talking about in that paragraph.
J. No, because it is wrong to quote when you can express the idea in your own words.

Items #73–75 ask about the preceding passage as a whole.

73. The author probably had which of the following audiences in mind for this essay?

A. Zoologists
B. Students who are studying Aristotle
C. The average person interested in science
D. Teachers of marine biology

74. What is the actual thesis of this essay?

F. People have always liked animals.
G. Animals and people reversed roles.
H. Aristotle was interested in the natural world.
J. The animal world became a source of serious study because of Aristotle.

75. How does the first paragraph of this essay function?

A. It poses questions to be answered.
B. It provides general background for the rest of the passage.
C. It introduces an argument.
D. It provides an anecdote related to the rest of the passage.

END OF TEST 1

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

NO TEST MATERIAL ON THIS PAGE