

Multiple-Choice Explanations

Section 1: English

1. (B) (p. 468) *English/Rhetorical Skills/Style/Conciseness*. The original sentence is needlessly repetitious: to begin means to start. (B) eliminates the unnecessary repetition.
2. (J) (p. 468) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence contains an error of diction. The correct word for making the comparison intended by the original is “from,” not “than.” (“Than” is a conjunction, and conjunctions are used to introduce clauses. What follows the underlined part of the sentence is a noun phrase, not a clause.) (G) fails to make the needed correction. (H) makes the needed correction but introduces a new error. In general, a modifier should be placed as close as possible to what it modifies. Here, “fundamentally” must modify “are different,” but the placement of “fundamentally” after “from” suggests that it is intended to modify “weapons.” Thus, (H) would result in an ambiguous sentence.
3. (D) (p. 468) *English/Rhetorical Skills/Style/Conciseness*. The underlined material is needlessly repetitious. A weapon of “mass destruction” is one “that could do a lot of harm.” Eliminate the surplus material.
4. (G) (p. 469) *English/Usage and Mechanics/Sentence Structure/Run-On Sentences*. The original sentence is a run-on sentence. (G) solves the problem by starting a new sentence at an appropriate point. Neither (H) nor (J) solve the problem of the run-on sentence.
5. (A) (p. 469) *English/Rhetorical Skills/No Change*. The original sentence is correct. (B) destroys the logic of the sentence. (C) ambiguously implies that injuries are unavailable. (D) is needlessly wordy.
6. (H) (p. 469) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence is not idiomatic. (H) is idiomatic with “resulting from.” (G) and (J) are not idiomatic.
7. (A) (p. 469) *English/Usage and Mechanics/No Change*. The original sentence is correct as written. The use of the subjunctive “would” correctly suggests that a nuclear war might or might not occur. (B) and (C) are both wrong because the indicative mood (“is” and “are”) does not have this meaning. Additionally, (B) must be wrong because the subject of the sentence is the compound subject “number of deaths...and economic damage,” and a compound subject requires a plural verb. (C) is also wrong because “as” makes the answer unidiomatic. In (D), although “might” preserves the element of contingency suggested by the subjunctive “would,” the phrasing “more devastating even as” is not idiomatic.
8. (G) (p. 469) *English/Rhetorical Skills/Strategy/Effective Concluding Sentence*. In the second paragraph, the author is arguing that nuclear weapons are fundamentally different from conventional weapons because of their massive destructive power on multiple levels. (G) correctly summarizes this point.
9. (A) (p. 469) *English/Usage and Mechanics/No Change*. The original sentence is correct. The other choices introduce errors in modification.
10. (G) (p. 469) *English/Usage and Mechanics/Sentence Structure/Run-On Sentences and Grammar and Usage/Pronoun Usage*. The original sentence has two mistakes. It is a run-on sentence. Also, “it” is singular but refers to “weapons,” which is plural. (G) makes both the needed corrections.
11. (C) (p. 470) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence is not idiomatic as written. The correct idiom is “neither...nor,” not “neither...but.”
12. (J) (p. 470) *English/Rhetorical Skills/Organization/Paragraph-Level Structure*. The original sentence is incorrect because a new paragraph should begin here. In the opening paragraph, the author announces that he or she will make three points. The second paragraph is devoted to the first point—the other two points should be presented in separate paragraphs.

13. (B) (p. 470) *English/Rhetorical Skills/Style/Conciseness*. The original sentence is awkward. (B) is more concise and reads better than the original sentence. (C) is incorrect because the subject of the sentence is the singular verb “step.” (D) has the errors of the original sentence and inappropriately includes a plural verb.
14. (H) (p. 470) *English/Usage and Mechanics/Grammar and Usage/Pronoun Usage*. The ubiquitous “they” makes the original sentence ambiguous. Who are they? The other choices eliminate the ambiguous pronoun, but (H) is the most direct and concise.
15. (A) (p. 470) *English/Rhetorical Skills/Organization/Passage-Level Structure*. In the initial paragraph, the author announces that three considerations should guide our formulation of a defense policy. The author then proceeds to address each consideration.
16. (H) (p. 470) *English/Rhetorical Skills/Strategy/Main Idea*. Again, the author argues that three principles should guide our defense policy.
17. (D) (p. 471) *English/Usage and Mechanics/Sentence Structure/Fragments*. The original sentence lacks a main verb. (C) and (D) supply the verb, but (B) does not. (“Having viewed” is a participle form and cannot be a main verb.) In (C), “its” is intended to refer to “founders,” but “founders” is plural.
18. (G) (p. 471) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence is not idiomatic. The correct idiom is “rather than,” not “rather as.” Both (H) and (J) are wrong because they too are not idiomatic.
19. (A) (p. 471) *English/Rhetorical Skills/Strategy/Effective Transitional Sentence*. This question tests understanding of the relationship between ideas in the passage. The idea discussed in the second sentence of the passage is the result or effect of the idea discussed in the first sentence.
20. (F) (p. 471) *English/Usage and Mechanics/No Change*. The original sentence is correct as written. (G) is needlessly wordy, so the original sentence is preferable. (H) destroys the logical structure of the sentence. The resulting construction would read: “Therefore, they viewed the kind of education needed for the new Republic largely in political terms instead of to academic excellence or individual self-fulfillment.” (J) changes the intended meaning of the sentence by implying that the founders could have chosen to view education “as” academic excellence, rather than “as a means to” academic excellence.
21. (C) (p. 471) *English/Usage and Mechanics/Sentence Structure/Fragments*. The problem with the sentence as originally written is that it lacks a conjugated or main verb. “Talking” is a participle and cannot function as a main verb. Only (C) supplies a conjugated verb form.
22. (H) (p. 471) *English/Usage and Mechanics/Punctuation/Commas*. The original sentence is not punctuated correctly. “Goals” is an appositive that refers to “liberty,” etc. The correct punctuation is a comma preceding the appositive. (G) is wrong because the period completely isolates the appositive from the sentence that supports it and turns everything following the comma into a sentence fragment. (J) is also incorrectly punctuated. The semicolon is too powerful—it signals that an independent clause will follow. An appositive, however, is dependent for its existence on the nouns that come before it, so a comma provides enough separation from the main body of the sentence without being too powerful.
23. (A) (p. 471) *English/Usage and Mechanics/No Change*. The original sentence is correct as written. To “take precedence over” is an English idiom meaning to be more important than something else. (B) distorts the intended meaning of the original sentence. To “precede” means to come before in time, so the resulting sentence would make no sense. (C) and (D) are simply not idiomatic.
24. (G) (p. 471) *English/Usage and Mechanics/Punctuation/Commas and Grammar and Usage/Subject-Verb Agreement and Pronoun Usage*. The original sentence contains three errors. First, a comma, not a dash, must close the parenthetical expression signaled by the comma following “generation.” (Dashes or commas may be used to set off such remarks, but not a mixture of both.) Second, the subject of the sentence is “generation,” which

is singular. So, the plural noun “assert” is wrong. Third, “their” refers to “generation” and so fails to agree in number with its referent. (G) makes all three changes. (H) makes two of the changes, but the semicolon is a mistake. The semicolon would be used to separate two clauses, but what follows the semicolon used in (H) is not a clause. Finally, (J) fails to correct the third error mentioned above and is incorrectly punctuated (a second comma is needed). Additionally, (J) uses the present tense verb “asserts,” which is inconsistent with the other verbs in the selection.

25. (C) (p. 472) *English/Usage and Mechanics/Grammar and Usage/Subject-Verb Agreement*. The verb “was” is singular and fails to agree with its plural subject, “ingredients.” (C) corrects this problem. (B) eliminates the problem of agreement. “Being” is a participle and does not show number. Unfortunately, since “being” is a participle, the resulting construction lacks a main verb, and the sentence becomes a sentence fragment. Finally, (D) distorts the intended meaning of the original sentence. The author does not mean to say that the principal ingredients of a civic education were “similar” to literacy and inculcation of patriotic and moral virtues.
26. (J) (p. 472) *English/Usage and Mechanics/Sentence Structure/Run-On Sentences*. The original sentence is a run-on sentence, with two clauses that run together without any punctuation or conjunction. (J) is one way of solving the problem: use a semicolon to separate the two clauses. (A comma and a coordinate conjunction such as “and” could also be used.) The dash cannot be used to separate two clauses, so (G) is wrong. As for (H), a comma by itself is just not strong enough to do the job.
27. (D) (p. 472) *English/Usage and Mechanics/Sentence Structure/Problems of Coordination and Subordination*. The original sentence contains an error of illogical subordination, compounded by a punctuation mistake. The two ideas joined at the underlined part have equal importance. One should not be subordinated to the other, but “since” always signals a subordinate idea. Additionally, a semicolon cannot be used to join a subordinate clause to an independent or main clause. (B) solves the subordination problem, but “and” signals a continuation of a thought. The second idea here contrasts with the first and should be signaled by a word like “but.” (C) eliminates the punctuation mistake but creates a sentence fragment in the second half of the sentence. “Since” introduces a subordinate clause that must be joined to an independent or main clause.
28. (G) (p. 472) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence is not idiomatic. The correct idiom requires the use of the infinitive “to be” rather than the gerund “being.” (H) and (J) both correct this error, but they also eliminate the only conjugated verb in the clause. The result is a fragment rather than a complete sentence. (G) correctly uses “to be” without introducing another error.
29. (C) (p. 472) *English/Usage and Mechanics/Grammar and Usage/Diction*. The placement of “almost” is not idiomatic. Given its proximity to “agreed,” “almost” seems to modify “agreed” rather than “universally.” The intended meaning of the sentence is that “almost” modifies “universally.” (C) provides the correct and idiomatic placement of “almost.” (B) is also not idiomatic. As for (D), although the words are in the correct order, the comma between “universally,” an adverb, and the word it modifies, “agreed,” disrupts the logical flow of the sentence.
30. (G) (p. 472) *English/Usage and Mechanics/Sentence Structure/Faulty Parallelism*. The underlined part is incorrect because it destroys the parallelism of the sentence. The sentence has a series of three elements: “emphasized,” “put,” and “attempt.” However, the third element is a noun rather than a verb. (G) restores the parallelism of the sentence by supplying a verb. (H) fails to provide a verb. Finally, although (J) includes a verb, it also includes a subject. The result is a clause that is not parallel to the verb forms.
31. (B) (p. 473) *English/Rhetorical Skills/Organization/Paragraph-Level Structure*. The final paragraph contains a new thought that extends the logical development of the essay.
32. (H) (p. 473) *English/Rhetorical Skills/Strategy/Audience*. The passage is a discussion of old textbooks. Surely educators would be most interested in old textbooks.

33. (A) (p. 473) *English/Rhetorical Skills/No Change*. The original sentence is correct. (B) destroys the logic of the sentence. (C) and (D) are illogical because the sentence intends to refer generally to “the contribution of women” as a whole—not to the contribution of any particular individual.
34. (J) (p. 473) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence is non-idiomatic. (J) provides the correct idiom: “range...from...to.” (G) and (H) fail to correct the problem, though (H) does change the noun “operation” to the verb “operating,” creating parallelism with “knitting.”
35. (A) (p. 473) *English/Rhetorical Skills/No Change*. The original sentence is correct as written. It is idiomatic, and the past tense verb “marked” is consistent with the other past tense verbs in the selection. (B) is wrong because the present perfect “has marked” implies an action that began in the past but continues into the present. (C) is wordy and awkward. As for (D), the use of the passive voice completely destroys the logic of the sentence.
36. (F) (p. 474) *English/Usage and Mechanics/No Change*. The original sentence is correct as written: “effort was made...to utilize.” (G) and (H) are not idiomatic—“effort was made...being able to utilize” and “effort was made...utilizing.” Finally, (J) destroys the logical structure of the sentence: “effort was made...and utilize.”
37. (B) (p. 474) *English/Usage and Mechanics/Grammar and Usage/Sequence and Verb Tense*. The original sentence uses an incorrect verb tense. The present tense “falls” conflicts with the other past tense verbs of the selection. (B) and (D) both make the needed correction, but (D) is not idiomatic. The correct idiom is “falls within” a category. Although “falls in” is idiomatic, it has a meaning that is not appropriate here. (C) is grammatically incorrect because it eliminates the only conjugated verb in the clause introduced by “while.”
38. (H) (p. 474) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence is not idiomatic. The correct idiom is “reserved for,” not “reserved by.” “Reserved by” has a meaning that is not appropriate here. (G) is needlessly wordy and ambiguous because it is not clear what the phrase is intended to modify. It seems to modify “women,” but the intent of the sentence is for the phrase to modify “work.” (J) is also wordy and awkward.
39. (B) (p. 474) *English/Usage and Mechanics/Sentence Structure/Unintended Meanings*. The original sentence uses an illogical transition word. “However” is used to signal a contrast, but the sentence that is introduced by “however” is actually a continuation of the thought contained in the previous sentence. (B) is correct; since there is no transition word, the reader will naturally assume that the next sentence will continue the train of thought. (C) is wrong because the use of “but” tells the reader to expect a contrasting thought. Finally, (D) is a fragment rather than a complete sentence.
40. (H) (p. 474) *English/Usage and Mechanics/Punctuation/Colons*. The original sentence is incorrectly punctuated. Since there is no punctuation between “activity” and “knitting,” a reader will not pause after “activity.” Consequently, “knitting” seems to be a participle that somehow modifies “activity.” The author intends for “knitting” to be a gerund in the series including “knitting,” “canning,” and “planting.” The correct punctuation in this series is the colon.
41. (D) (p. 474) *English/Usage and Mechanics/Grammar and Usage/Pronoun Usage*. The original sentence contains an error of pronoun usage. The pronoun “their” refers to “homemaker”—the singular “her” should be used. (B) eliminates the problem by using no pronoun at all. The resulting structure is a bit awkward (“could be demonstrating patriotism”) but not incorrect. The verb in (B) is not acceptable. “Could be demonstrating” is inconsistent with the other verbs in the paragraph. (C) is incorrect—the verb “could have demonstrated” implies that a woman might or might not have demonstrated her patriotism, but this is not the intended meaning. The author means to assert definitely that women did demonstrate their patriotism. (C) is also wrong because it fails to correct the pronoun problem.
42. (H) (p. 474) *English/Usage and Mechanics/Punctuation/Commas*. The original sentence is incorrectly punctuated. The colon seems to signal a clarification of the idea of hostessing at canteens. Instead, hostessing is one of a group of activities women volunteered to do. The correct punctuation is a comma.

43. (A) (p. 475) *English/Rhetorical Skills/No Change*. The material between the commas is an adjective phrase: "Army, dressed...and armed...with the Musket, was dispatched." The other choices destroy this logic.
44. (F) (p. 475) *English/Usage and Mechanics/No Change*. The original sentence is correct as written. The other choices disrupt the parallelism of the sentence. Since the two verbs "performed" and "laid" have a similar function in the sentence, they should both have similar forms. (G) and (H) use the passive voice and are not parallel to the active voice "performed." (J) is the participle and is not parallel to "performed," a conjugated verb.
45. (C) (p. 475) *English/Rhetorical Skills/Organization/Passage-Level Structure*. A way to fix the order of the paragraphs is to recognize that neither [2] nor [3] can be the first paragraph. "This" in the first sentence of [2] clearly refers to something that has come before.
- Similarly, the phrase "much of the work" in the first sentence of [3] also refers to something that has come before. [1] appears to be the best choice for the first paragraph because [4] seems to be a summary or conclusion. Only (C) has [4] as the conclusion, so it is the correct answer.
- As for [2] and [3], [2] must follow [3] because [2] is intended to contrast with [3]: most of the work was traditional but some was not. A reader cannot understand the importance of the contrast suggested by [2] without the information provided by [3].
46. (F) (p. 475) *English/Rhetorical Skills/Strategy/Appropriate Supporting Material*. Examples are often helpful, as they enable readers to understand a general point in a more concrete fashion.
47. (D) (p. 475) *English/Usage and Mechanics/Sentence Structure/Fragments*. "Undertaken" is the past participle of the verb "to undertake." A past participle is not itself a complete verb. (D) solves this problem by creating a sentence that uses the passive voice: "changes were undertaken."
48. (J) (p. 476) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence is not idiomatic. The sentence means to say that some people embraced the new values, and that is the sense of (J). (G) introduces an error in diction, substituting "excepted" for the intended word choice "accepted," as well as using the wrong preposition for "excepted." (H) is wrong for the same first reason that (G) is wrong.
49. (C) (p. 476) *English/Usage and Mechanics/Sentence Structure/Problems of Coordination and Subordination*. The two ideas joined at the underlined part contrast with each other: these did something; the others did not. To signal this contrast, something other than "and" must be used. "But" is an acceptable choice, so (C) is correct. (B) and (D) are incorrect because "since" and "consequently" signal a relationship in which one idea follows from or is the consequence of another.
50. (F) (p. 476) *English/Rhetorical Skills/No Change*. The original sentence is correct. By comparison, the other choices are needlessly wordy and awkward.
51. (B) (p. 476) *English/Usage and Mechanics/Sentence Structure/Fragments*. The comma and the conjunction "and" signal that the last half of the sentence is a clause. Yet, the original contains no main verb. (B) supplies a main verb in the right tense that also agrees in number with its subject, "notions."
52. (F) (p. 476) *English/Rhetorical Skills/No Change*. The original sentence is correct. This is the proper place at which to begin a new paragraph since the author is shifting from talking about the past to a discussion of the present. Since a new paragraph is needed here, (G) and (J) are wrong. (J) is wrong for two additional reasons: "Today, owing to the fact that...political life" is an incomplete sentence; and the use of "owing to the fact that" makes "democratic processes" the new subject which will no longer agree with the verb "is." "Triumph" is the necessary subject. Finally, (H) illogically isolates the subject of the sentence from its verb.
53. (B) (p. 476) *English/Rhetorical Skills/Style/Conciseness*. In the original sentence, "clear" is intended to modify "evident." However, that is a job that can be done only by the adverb "clearly." In any event, "clear" and

- “evident” are synonyms, so both are not needed. (B) is the best choice because it eliminates the redundant term “clear.”
54. (J) (p. 476) *English/Rhetorical Skills/Strategy/Effective Transitional Sentence*. The transitional word must signal a contrast between two ideas. The best choice is “yet.”
55. (D) (p. 476) *English/Rhetorical Skills/Style/Conciseness*. “Being” is a participle that can function as an adjective. However, there is no noun that can logically be modified by “being.” What the sentence means to assert is that the lack of a stable value system is due to the influence of Western ideas. The word “since” in (D) is sufficient by itself to give the reason for the preceding part of the sentence. Both (B) and (C) are wrong because they are awkward.
56. (G) (p. 477) *English/Usage and Mechanics/Sentence Structure/Unintended Meanings*. “And so” distorts the logical structure of the sentence. It seems to introduce another clause, but what follows lacks a main verb. By eliminating “and so,” (G) allows “emphasizing,” a participle, to function as an adjective modifying “principles.” (For purposes of such proximity, “emphasizing” could very well modify “democratic principles.”) (H) results in a sentence that is distorted because “and” seems to join another verb to the first verb, “expound.” However, “emphasis” is a noun, so the sentence reads: “textbooks expound...and the emphasis.” In (J), “that” seems to introduce a relative clause, but no verb follows.
57. (D) (p. 477) *English/Rhetorical Skills/Style/Conciseness*. “Often sometimes” is not a possible phrase because the words have contradictory meanings. One of the words must be eliminated. All of the choices make this correction. (B), however, uses a verb tense that is inconsistent with the other tenses in the paragraph. In (C), “misinterpreted” and “distorted” are past participles and cannot stand alone. They require another verb such as “are.”
58. (H) (p. 477) *English/Usage and Mechanics/Grammar and Usage/Sequence and Verb Tense and Pronoun Usage*. The original sentence contains two errors. The past tense “translated” is inconsistent with the present tense verbs in the rest of the paragraph. Also, “who” should replace “that” since the author is referring to people. Only (H) makes both corrections.
59. (A) (p. 477) *English/Rhetorical Skills/Strategy/Appropriate Supporting Material*. At the end, the author introduces the topic of Japanese youth; it would be appropriate for the discussion to continue along these lines.
60. (J) (p. 477) *English/Usage and Mechanics/Grammar and Usage/Diction*. The original sentence does not contain a grievous error, but it is not as idiomatic as (J). The placement of “always” directly before the main element of the verb, instead of before “has,” is preferable to the original. (G) is wrong because “have” does not agree with the singular “humankind.” (H) is wrong as the present tense is inconsistent with the introductory phrase “from the beginning.”
61. (C) (p. 477) *English/Usage and Mechanics/Grammar and Usage/Faulty or Illogical Comparisons*. In English, if an adjective has more than one syllable, the comparative is formed by using “more” rather than by adding “-er.”
62. (H) (p. 478) *English/Usage and Mechanics/Punctuation/Commas*. The comma following “agriculture” has no logical function in the sentence. (H) solves this problem by allowing it to mark the close of a parenthetical expression introduced by the first comma in front of “along.” (G) attempts the correction but is wrong because the resulting phrase has no clear logical connection with the rest of the sentence. (H) does not have this problem. In (H), the noun “discovery” is the object of a preposition, and the prepositional phrase is connected to the rest of the sentence as a modifier of “domestication.” (J) destroys the logical structure of the sentence by isolating the subject from the verb. The semicolon is too strong.
63. (D) (p. 478) *English/Rhetorical Skills/Style/Conciseness*. The underlined material is repetitious and therefore should be omitted.

64. (G) (p. 478) *English/Usage and Mechanics/Sentence Structure/Faulty Parallelism* and *Grammar and Usage/Pronoun Usage*. The original sentence contains two errors. First, it lacks parallelism. As written, it reads: "between regarding...and to consider." Second, the pronoun "them" does not agree in number with its antecedent "animal." Only (G) corrects both of these problems. (H) solves the problem of parallelism but fails to eliminate the wrong pronoun. (J) does not correct either mistake.
65. (D) (p. 478) *English/Usage and Mechanics/Sentence Structure/Misplaced Modifiers* and *Grammar and Usage/Sequence and Verb Tense*. The original sentence contains two errors. First, the placement of "seemingly" is incorrect. It is intended to modify "every," which in turn modifies "subject." However, its placement in front of the verb seems to suggest that Aristotle "seemingly" wrote. Second, the present tense "writes" is inconsistent with the other verbs in the paragraph (e.g., "seemed" and "took"). (Note: The present tense verbs are used to describe our attitudes today. Although Aristotle wrote in the past, we currently have certain attitudes about those writings.) (B) corrects the second problem but not the first. Simply putting "seemingly" into parentheses does not clarify what the word is supposed to modify. As for (C), while it eliminates the problem of verb tense by reducing the verb to a participle modifying "Aristotle," there is still the ambiguity created by "seemingly."
66. (F) (p. 478) *English/Usage and Mechanics/No Change*. The original sentence is correct as written. The comma following "subject" marks the end of the introductory dependent clause. Since punctuation is needed at that point, (H) is wrong. The correct punctuation is a comma. The semicolon and the colon are both too powerful, so (G) and (J) are wrong as well.
67. (A) (p. 478) *English/Usage and Mechanics/Sentence Structure/Problems of Coordination and Subordination*. The transition word here must connect the two ideas: Aristotle was interested in all life; he was particularly interested in marine life. "And" correctly coordinates these two ideas. Had the passage gone on to discuss marine life in particular, then the contrast set up by "but" in (C) would make it the better choice.
68. (F) (p. 478) *English/Rhetorical Skills/No Change*. The original sentence is correct as written. "Wedding" is a participle that modifies "observer." (G) distorts the intended meaning by suggesting that Aristotle was himself joined to something. The sentence means to say that Aristotle joined two ideas. (H) is needlessly wordy and awkward. Finally, (J) creates a prepositional phrase that does not clearly modify any other element in the sentence.
69. (C) (p. 478) *English/Usage and Mechanics/Punctuation/Quotation Marks*. The original sentence is incorrectly punctuated. Quotation marks must be used to indicate the start of the quotation. (B) fails to make this correction and makes another error of punctuation. A dash cannot be used instead of a period. (D) is wrong because the adverb "simply" cannot be used as a predicate complement; that is, "simply" cannot modify the subject of the sentence.
70. (J) (p. 479) *English/Rhetorical Skills/Style/Conciseness*. The underlined material is repetitious and therefore should be omitted.
71. (A) (p. 479) *English/Rhetorical Skills/No Change*. The original sentence is correct. By comparison, the other choices are needlessly wordy and awkward.
72. (G) (p. 479) *English/Rhetorical Skills/Strategy/Appropriate Supporting Material*. The author's use of Aristotle's own words is particularly forceful. It lets Aristotle make the point for himself.
73. (B) (p. 479) *English/Rhetorical Skills/Strategy/Audience*. The passage is expository but not overly technical, so (A) and (D) are wrong. Since the main topic is Aristotle, (B) is the best choice.
74. (J) (p. 480) *English/Rhetorical Skills/Strategy/Main Idea*. As stated in the first sentence of the second paragraph of the passage, the essay intends to show how the animal world became a source of serious study because of Aristotle.

75. (B) (p. 480) *English/Rhetorical Skills/Organization/Paragraph-Level Structure*. The function of the first paragraph is to place Aristotle in a certain context.

Section 2: Mathematics

1. (A) (p. 482) *Mathematics/Algebra/Solving Algebraic Equations or Inequalities with One Variable/Equations Involving Rational Expressions*. Solve for x : $\frac{1}{x} + \frac{1}{x} = 8 \Rightarrow \frac{2}{x} = 8 \Rightarrow x = \frac{1}{4}$. Also, one can reason that $\frac{1}{x}$ and $\frac{1}{x}$ are equal, and since their sum is 8, $\frac{1}{x}$ equals 4. Thus, $x = \frac{1}{4}$.
2. (K) (p. 482) *Mathematics/Algebra/Expressing and Evaluating Algebraic Functions/Function Notation*. $3x - 4y = 3(2) - 4(-1) = 6 + 4 = 10$.
3. (C) (p. 483) *Mathematics/Arithmetic/Common Arithmetic Items/Percents*. 20% of 600 boys equals $0.20(600) = 120$ boys on the honor roll. 30% of 400 girls equals $0.30(400) = 120$ girls on the honor roll. Therefore, there are 120 boys + 120 girls = 240 students on honor roll.
4. (K) (p. 483) *Mathematics/Arithmetic/Common Arithmetic Items/Properties of Numbers*. Since an even number times any other whole number yields an even number, the correct answer is (K). Since the variable t is outside the brackets and parentheses, it must be multiplied by everything within the brackets and parentheses. Therefore, t must be even. None of the other letters guarantees an even result.
- Alternatively, for each letter, assume that that letter only is even and that all other numbers are odd. Only t generates an even result under those circumstances.
5. (E) (p. 483) *Mathematics/Statistics and Probability/Data Representation/Tables (Matrices)*. The trick of this question is to see that the number of flies in each successive week is four times the number of the previous week. The final count should be $4 \cdot 192 = 768$.
6. (H) (p. 484) *Mathematics/Arithmetic/Simple Manipulations and Statistics and Probability*. Use the formula for finding the number of permutations: $3! = 3 \cdot 2 \cdot 1 = 6$.
- Alternatively, simply count the number of possibilities: $ABC, ACB, BAC, BCA, CAB, CBA$.
7. (D) (p. 484) *Mathematics/Coordinate Geometry/The Coordinate System*. Since the x -coordinate of both points is 2, the line runs parallel to the y -axis. The x -coordinate of the midpoint will also be 2. As for the y -coordinate, the midpoint is halfway between 2 and -2 : 0.
8. (H) (p. 484) *Mathematics/Algebra/Solving Algebraic Equations or Inequalities with One Variable/Equations Involving Absolute Value*. Since the absolute value of xy is positive, xy itself must be positive (since $|xy| = xy$). Therefore, both x and y have the same sign. They might both be positive, or they might both be negative. (F), (G), (J), and (K) can all be true; x and y cannot, however, have different signs because a positive times a negative yields a negative result.
- Alternatively, substitute some numbers. If $x > 0 > y$, then x could be 1 and y could be -1 , and $(1)(-1) = -1$.
9. (D) (p. 485) *Mathematics/Geometry/Rectangles and Squares*. Convert the dimensions shown to real dimensions. Since 1 centimeter is equal to 4 meters, the width of the room is 4 meters, and the length is 4.8. Thus, the area of the room is $4 \cdot 4.8 = 19.2$.