



# ESSAY

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Time — 25 minutes

The essay gives you an opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet—you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

### Important Reminders:

- **A pencil is required for the essay.** An essay written in ink will receive a score of zero.
- **Do not write your essay in your test book.** You will receive credit only for what you write on your answer sheet.
- **An off-topic essay will receive a score of zero.**
- **If your essay does not reflect your original and individual work, your test scores may be canceled.**

You have twenty-five minutes to write an essay on the topic assigned below.

Think carefully about the issue presented in the following excerpt and the assignment below.

There are good reasons to pay attention to people who are older or more experienced than we are, even if their opinions on important issues are very different from ours. Of course, not every person older than us is worth learning from, while many young people are. But if the only people we listen to are our age and are likely to see things the same way we do, we will miss out on something important.

**Assignment:** Should we pay more attention to people who are older and more experienced than we are? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

BEGIN WRITING YOUR ESSAY ON PAGE 2 OF THE ANSWER SHEET.

**If you finish before time is called, you may check your work on this section only.  
Do not turn to any other section in the test.**

**SECTION 3**

Time — 25 minutes

24 Questions

**Turn to Section 3 (page 4) of your answer sheet to answer the questions in this section.****Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

**Example:**

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . . useful  
 (B) end . . . divisive  
 (C) overcome . . . unattractive  
 (D) extend . . . satisfactory  
 (E) resolve . . . acceptable

(A) (B) (C) (D) ●

- Costa Rican-born artist Jimenez Deredia works on a ----- scale: the sculptures he creates are truly immense.  
 (A) monumental (B) prolific (C) rarified  
 (D) polemical (E) holistic
- Gertrude Stein's life demonstrates her -----, her refusal ever to give up without having achieved her goal.  
 (A) acumen (B) sedateness (C) indomitability  
 (D) originality (E) munificence
- Around strangers, Ravi appeared -----; but once he was with his friends, his self-confidence returned, and he became more -----.  
 (A) retiring . . . taciturn  
 (B) assured . . . skittish  
 (C) diffident . . . assertive  
 (D) unfaltering . . . outgoing  
 (E) coy . . . befuddled
- Despite the ----- of popular interest in rain forests and medicinal plants, there is a ----- easy-to-use field guides.  
 (A) burgeoning . . . paucity of  
 (B) dearth . . . scarcity of  
 (C) flurry . . . wealth of  
 (D) restoration . . . market for  
 (E) abatement . . . decline in
- While the manager clearly sought to ----- the optimism of the marketing team, she stopped short of pronouncing their plan unfeasible.  
 (A) sustain (B) temper (C) emulate  
 (D) convey (E) rekindle



The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

Questions 6-9 are based on the following passages.

**Passage 1**

During the rapid expansion in the number of Internet companies (“dot-coms”) in the 1990s, a lot of entrepreneurs thought the Internet had changed everything. They saw an opportunity, got really greedy, and made a lot of bad decisions. As their big plans went belly up because they hadn’t figured out how to continue making money, cracks started to show. When the Internet companies started losing money, the public—which had initially rushed to buy stock in these new companies—refused to fund any more risky experiments. The market for stock in Internet companies collapsed, entrepreneurs looked for opportunities somewhere else, and the survivors struggle on. Boom! End of story.

**Passage 2**

There are many similarities between the Internet expansion and Britain’s railway mania in the 1840s. Just after the railroad was invented, would-be rail millionaires raised vast sums of money to finance proposed lines. Most railway companies never paid a penny back to investors, and many companies went bust. Anyone who bought stock shares in the Great Western Railway at its launch in 1835 and held them until 1913 would have seen an unremarkable annual return of only 5 percent. Even so, railroads brought huge benefits to the economy long after share prices crashed. The lesson is that the Internet may still produce long-term economic gains, even though many investors could lose their shirts.

6. Both authors imply which of the following about people who invested in Internet companies?

- (A) Unusual greed was the principal motivating factor.
- (B) Lack of historical perspective was a commonly shared trait.
- (C) Bad financial news about Internet companies prompted them to overreact.
- (D) It was not uncommon for them to lose most or all of their investments.
- (E) Holding on to their investments over the long term would generally have paid off.

7. The “entrepreneurs” (line 3, Passage 1) are most similar to which of the following from Passage 2?

- (A) “would-be rail millionaires” (line 16)
- (B) “Anyone” (line 19)
- (C) “Great Western Railway” (line 20)
- (D) “railroads” (line 22)
- (E) “Internet” (line 24)

8. In Passage 2, the author suggests that an investor would likely regard the “annual return” of 5 percent (line 22) with

- (A) enthusiasm
- (B) jocularly
- (C) dissatisfaction
- (D) incredulity
- (E) bitterness

9. Compared with the tone of Passage 2, the tone of Passage 1 is more

- (A) tentative
- (B) scholarly
- (C) somber
- (D) glib
- (E) sympathetic



Questions 10-18 are based on the following passage.

The following passage is adapted from an African American journalist's autobiography published in 1996. Here the author recalls his childhood during the early 1960s in New York City.

The old black-and-white TV set worked—sometimes. It wasn't high on Mommy's list of things to fix. She called it "the boob tube" and rarely allowed us to watch it. We didn't need to.

Our house was a combination three-ring circus and zoo, complete with ongoing action, daring feats, music, and animals. Over the years we assembled a stable of pets that resembled a veritable petting zoo: gerbils, mice, dogs, cats, rabbits, fish, birds, turtles, and frogs that would alternately lick and bite us and spread mysterious diseases that zipped throughout our house. Mommy once brought home a chick for Easter, and it grew and grew until she came home from work one night, opened the door, and saw eight kids chasing a rooster around the living room. "Get him out!" she screamed.

We never consulted Mommy about minor problems. Her time merited only full-blown problems like "Is the kitchen floor still under two feet of water since y'all flooded it?" and school, which was a top priority. Excuses for not doing homework were not accepted. Cursing was not allowed. We weren't even allowed to say the word "lie"; we had to use "story." "Do your homework and don't tell stories and you might become like your brother Dennis," Mommy admonished. "Just look at how good he's doing. Educate your mind like your brother *Dennis*."

Dennis.

You could hear the sighs all through the house when she mentioned the name. They sounded like the whistle on the Long Island Rail Road that passed by on the tracks a few blocks from our house.

Dennis was the eldest sibling and a family pioneer. He was an artist who drew pictures that told incredible stories about the places he'd been and the people he'd met. He had money in his pocket, actual dollars and cents, with change to spare. He was a giant among us, casting a huge, oblong shadow that hung over us children like the Lincoln Memorial, which he had visited—twice. His great achievements, spoken of in his absence because he came home only for holidays, were glowingly recounted, dissected, rumored, enhanced, extolled. The heights he attained, heights we puny mortals could only dream of achieving, were trumpeted and crowed about by Mommy in every corner of the house. Dennis had finished college. Dennis had gone to Europe. And now, for his crowning achievement, Dennis, oh glorious Dennis, oh mighty Dennis—Dennis! *Dennis!*—sought the highest, most

wonderful, most incredible achievement any human being, any son, could hope to achieve.

Dennis was going to be a doctor.

Well, there was no greater honor. I mean, forget it. Doctor, teacher, take your pick. Had Mommy known what Dennis was really doing in school, other than being a straight-A student, she might have had a different opinion of him. Dennis was one of the most active civil rights students the University of Pennsylvania Medical School had ever seen. He marched on Washington. He organized a hospital workers' union. He sat at segregated lunch counters in the South. He had encounters with the police. Dennis was at war with the system, but as long as he kept his war out of the house and stayed in medical school, that was OK with Mommy.

10. In line 2, "high" most nearly means

- (A) important
- (B) serious
- (C) strong
- (D) exalted
- (E) tall

11. The author's reference to the "three-ring circus and zoo" (line 5) suggests that the

- (A) family's home was not located in a residential neighborhood
- (B) family's home was full of stimulation and entertainment
- (C) children invented imaginary companions
- (D) children aspired to be animal trainers
- (E) children regularly visited the local zoo

12. The incident with the rooster in lines 11-15 ("Mommy . . . screamed") conveys which of the following?

- (A) The mother's frustration with the children's pranks
- (B) The family's nostalgic feelings for rural life
- (C) The children's difficulty working together
- (D) A riotous moment in the family's home
- (E) A desire on the children's part to create havoc



13. In line 21, "allowed" most nearly means

- (A) assigned
- (B) permitted
- (C) acknowledged
- (D) considered
- (E) admitted

14. The author uses a single word as an entire paragraph (line 26) primarily in order to

- (A) draw attention to the evocative power the name had for the author
- (B) demonstrate the author's difficulty in talking about his brother
- (C) present a concise interpretation of a memorable event
- (D) emphasize the mother's limited expectations for her children
- (E) signal a sudden shift to a topic unconnected to the family

15. How does the reference to a "shadow" in line 36 contribute to the portrait of Dennis?

- (A) It suggests a sinister aspect of his personality.
- (B) It indicates the dismay the younger siblings felt in his presence.
- (C) It conveys the awe with which the family viewed him.
- (D) It emphasizes his absolute control over the family.
- (E) It alludes to his awareness of his superior status.

16. The author uses the name "Dennis" repeatedly in lines 45-46 primarily to convey the

- (A) intensity with which the siblings missed their brother.
- (B) mother's insistence that the children follow the same path
- (C) children's excitement over their brother's career choice
- (D) mother's exaggerated regard for her son
- (E) memories he cherished of his brother

17. In line 59, "the system" refers to

- (A) educational opportunities
- (B) medical training
- (C) major labor movements
- (D) certain efforts at political reform
- (E) the power structure at the time

18. The statement that Dennis "kept his war out of the house" (lines 59-60) most directly means that he

- (A) protected his family from dangers outside the home
- (B) minimized his academic struggles when he was with his family
- (C) refused to participate in the family's political discussions
- (D) avoided arguments with his mother in front of his siblings
- (E) refrained from involving his family in his social activism