

ENGLISH TEST

45 Minutes—75 Questions

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

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

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

PASSAGE I

The Triangular Snowflake

[1]

Snowflakes form from tiny water droplets, following a specific process of chemical bonding as they freeze, which results in a six-sided figure. The rare "triangular" snowflake, similarly, confounded scientists for years because it apparently defied the basic laws of chemistry. [A] The seemingly triangular shape of those snowflakes suggests that forming through a different process of chemical bonding. [B] By re-creating snowflake formation, a discovery has revealed to scientists Kenneth Libbrecht and Hannah Arnold the cause of this apparent variation.

[2]

Snowflakes begin to form when water in the atmosphere freezes it causes the water molecules to bond into a hexagonal shape. During the flake's descent from Earth's upper atmosphere, other water vapor molecules bumps into the hexagonal structure.

1. A. NO CHANGE
B. form, from tiny, water droplets,
C. form from tiny, water, droplets
D. form, from tiny water droplets
2. F. NO CHANGE
G. for example,
H. additionally,
J. however,
3. A. NO CHANGE
B. the manner in which formation
C. which had formed
D. that they form
4. F. NO CHANGE
G. the discovery of the cause of this apparent variation has been made by scientists Kenneth Libbrecht and Hannah Arnold.
H. scientists Kenneth Libbrecht and Hannah Arnold have discovered the cause of this apparent variation.
J. the cause of this apparent variation has been discovered by scientists Kenneth Libbrecht and Hannah Arnold.
5. A. NO CHANGE
B. freezes, causing
C. freezes, it causes
D. freezes, this causes
6. F. NO CHANGE
G. has bumped
H. bumped
J. bump



By passing the liquid water phase, those molecules
⁷
condense directly onto the established hexagonal pattern.
As a result, the flake grows outward into bigger and more
complex hexagonal arrangements surrounding the original
hexagonal shape at the center of the flake. [C]

[3]

In 2009, Libbrecht and Arnold's experiments
revealed that triangular snowflakes begin with the
same process of chemical bonding and forms a hexagonal
shape. The triangular shape is an illusion resulting from
⁸
one significant addition to the process dust.
⁹

[4]

Triangular snowflakes begin to form when a tiny
dust particle or other such impurity collides with the
flake as it falls, thereby pushing one edge upward. [D]
The downward edge of the snowflake encounters more
wind resistance than the rest of the flake. The greater
the pressure from the wind, causes bonds to form
¹⁰

quick at this edge than in the rest of the snowflake.
¹¹

[5]

The resulting snowflake has three long sides and
three sides that are so short they are difficult to detect.
Although these snowflakes appear to have a triangular
shape—they actually have a hexagonal pattern. Such
¹²
snowflakes offer evidence that even when impurities

interfere, the basic laws of chemistry still apply.
¹³

7. If the writer were to delete the underlined portion (adjusting the capitalization as needed), the sentence would primarily lose:
- A. an explanation of the process water molecules undergo to change from liquid to vapor to solid.
 - B. a detail that mentions a step some water molecules skip in changing from vapor to solid.
 - C. a visual description of what water vapor molecules look like.
 - D. an explanation of how molecules react to various air temperatures.
8. F. NO CHANGE
G. were they to form
H. if they formed
J. form
9. A. NO CHANGE
B. process is
C. process:
D. process;
10. F. NO CHANGE
G. pressure from the wind, which
H. the pressure, as the wind
J. pressure from the wind
11. A. NO CHANGE
B. more quickly
C. most quickly
D. quickest
12. F. NO CHANGE
G. shape,
H. shape:
J. shape:
13. Which choice most effectively concludes the sentence and the essay?
- A. NO CHANGE
 - B. scientists can be certain that a solution to even the most confusing event will be found.
 - C. snowflakes will still fall if atmospheric conditions are favorable.
 - D. snowflakes come in many different shapes and sizes.

Questions 14 and 15 ask about the preceding passage as a whole.

14. The writer is considering adding the following sentence to the essay:

This growth can take the form of either branching (which forms stable, symmetrical shapes) or faceting (which forms unstable, complex shapes).

If the writer were to add this sentence, it would most logically be placed at Point:

- F. A in Paragraph 1.
- G. B in Paragraph 1.
- H. C in Paragraph 2.
- J. D in Paragraph 4.

15. Suppose the writer's primary purpose had been to offer an example of a discovery that changed the way scientists viewed the basic laws of chemistry. Would this essay accomplish that purpose?

- A. Yes, because it describes how the observation of triangular snowflakes has led scientists to discover that their understanding of the basic laws of chemistry is flawed.
- B. Yes, because it describes how scientists have applied the knowledge they've gained through studying snowflakes to other areas of chemistry.
- C. No, because it focuses on how scientists are struggling to determine how triangular snowflakes are formed.
- D. No, because it explains that triangular snowflakes appeared to, but don't actually, violate the basic laws of chemistry.

PASSAGE II

Climbing Mt. Fuji

[1]

Bundled up in wool sweaters and thick

coats, and we watched the sun setting on Mt. Fuji

¹⁶ in Japan. It was August and our clothes were stifling,

but we would have needed the warmth from our bodies

¹⁷ sealed around us as we hiked into the high altitudes.

Three friends and I stepped away from the crowd of other hikers and spoke our intention: "Sunset at the base, sunrise at the top." [A]

[2]

As we hiked, a patchwork of clouds swept across the darkening sky, hiding all traces of our surroundings outside our flashlights' beams. The trail gradually changed from compact dirt to a jumble of volcanic rocks. [B]

16. F. NO CHANGE
G. coats while watching
H. coats, we watched
J. coats watching

17. A. NO CHANGE
B. would need
C. will need
D. need



We tried to steady ourselves with our walking sticks but slipped and stumbled because of the jumbled rocks we were slipping on.

¹⁸
[3]

Every thousand feet, we came to a small station constructed of tin and cement, barely able to block the wind. At each one, we noted the roof piled high on fallen rocks and felt both unsettled and reassured by this evidence of the station's protective ability. We rested uneasily for a moment as a clerk burned the station brand into our walking sticks which it was proof of our progress through the darkness.

¹⁹
²⁰
[4]

As we neared the summit, the whole group of hikers—thinly spread across the mountain for most of

²¹

the route—condensed, forming an illuminated line along

²²

the trail. [C] Our pace slowed. Progressing along the trail, we reached the summit just five minutes before dawn. [D]

²³

In the half-light of the rising sun, we began to make

²⁴

out the dark lines of the cliffs' at the crater's edge.

²⁵

18. F. NO CHANGE
G. even though we used our walking sticks.
H. despite any efforts to remain steady.
J. with each step.
19. A. NO CHANGE
B. piling high with
C. piled high with
D. piling high on
20. F. NO CHANGE
G. sticks, it was proof of
H. sticks, proof of
J. sticks proved
21. A. NO CHANGE
B. the most part
C. majority
D. more
22. F. NO CHANGE
G. they formed
H. there was
J. we saw
23. Which choice emphasizes the slowness of the ascent and supports the idea that the narrator's group of friends did not set their own pace?
A. NO CHANGE
B. Able to advance only a few steps at a time,
C. Moving forward with each step,
D. Climbing higher in altitude,
24. F. NO CHANGE
G. sun—
H. sun,
J. sun;
25. A. NO CHANGE
B. cliff's at the craters'
C. cliffs at the crater's
D. cliffs at the craters

We crouched down on jutting pieces of rock and waited for the shifting clouds to clear. We waited for the sun. 26

[5]

Generally, a sudden gap in the clouds left us blinking 27

as the sunlight snatched out the severe landscape of gray volcanic rock. We leaned against each other, spent 28

Perhaps there is truth in the old Japanese saying: A wise man climbs Mt. Fuji, but only a fool climbs it twice.

Questions 29 and 30 ask about the preceding passage as a whole.

29. The writer wants to add the following sentence to the essay:
- We clipped small flashlights onto our coats, picked up our walking sticks, and started up the trail with the other hikers as the sun dipped below the trees.
- The sentence would most logically be placed at Point:
- A. A in Paragraph 1.
B. B in Paragraph 2.
C. C in Paragraph 4.
D. D in Paragraph 4.
26. If the writer were to delete the preceding sentence, the paragraph would primarily lose:
- F. a restatement of an idea that emphasizes the hikers' anticipation when they reached the summit.
G. a statement that introduces the idea of waiting, which is the focus of the following paragraph.
H. an unnecessary detail that contradicts information presented earlier in the paragraph.
J. a clear image that conveys what the hikers saw when they reached the summit.
27. A. NO CHANGE
B. Furthermore,
C. Once again,
D. Finally,
28. Which choice most dramatically emphasizes the ruggedness of the landscape?
- F. NO CHANGE
G. shattered over
H. smothered
J. went over
30. Suppose the writer's primary purpose had been to describe the experience of doing something difficult. Would this essay accomplish that purpose?
- F. Yes, because it tells about a variety of challenges the hikers faced along their journey.
G. Yes, because it focuses primarily on the hikers' need for walking sticks and other tools to make it up the trail.
H. No, because it focuses on the rewarding nature of the experience but does not describe the hike as challenging.
J. No, because it focuses mainly on the beauty of the surrounding landscape.

PASSAGE III

The Pottery of Mata Ortiz

In the early 1950s, a twelve-year-old boy named, Juan Quezada, gathered firewood 31 in the mountains near the village of Mata Ortiz in Chihuahua, Mexico. Though he dreamed of becoming an artist, Quezada spent all of his free time selling firewood to help support his family.

31. A. NO CHANGE
B. boy named Juan Quezada
C. boy, named Juan Quezada
D. boy named Juan Quezada,