

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.

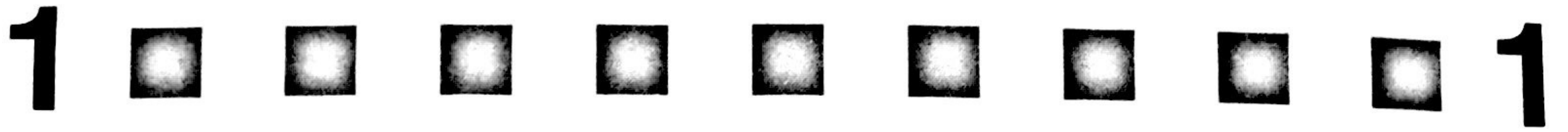
PASSAGE I

Of Whalebones and Bonnets

Over the centuries, different cultures have used different methods to iron wrinkles from clothing and household fabrics such as curtains and tablecloths, each¹ culture has performed the task on some kind of flat surface. For example, although ancient Koreans and Vikings had different types of irons, both used smooth surfaces to iron their clothes. On the other hand, the² Koreans used stone slabs. The Vikings used whalebone.

If the idea of ironing on these surfaces seems prehistoric, maybe they³ shouldn't. The modern ironing board—the type that has legs and can be folded and neatly stored—wasn't patented in the United States until the 1860s. Before their⁴ invention, Americans ironed on makeshift tables, which could sometimes be easily taken apart after use.⁵

1. A. NO CHANGE
B. tablecloths, each and every
C. tablecloths that each
D. tablecloths, but each
2. F. NO CHANGE
G. Be that as it may, the
H. By now, the
J. The
3. A. NO CHANGE
B. those
C. it
D. DELETE the underlined portion.
4. F. NO CHANGE
G. its
H. its'
J. it's
5. Given that all the choices are true, which one most specifically describes what was sometimes used to create temporary ironing boards?
A. NO CHANGE
B. surfaces that might be used for other household projects after the ironing chores were completed.
C. often laying a plank across two chairs to form a literal ironing board.
D. making do with whatever they could find around the house.



Some types of wood were considered better suited to the job then others. In her 1841 book, *Cottage Comforts*, Esther Copley writes, “No wood does so well as deal [pine or fir] for an ironing board; the heat draws out a stain from any other kind.”

Accustomed to their traditional boards, 1860s Americans weren’t quick to adopt new, often mass-produced, ironing boards. As a result, inventors began to craft more specialized boards that weren’t so general.

Patents emerged for newly designed ironing boards

intended exclusively for difficult-to-iron attire, like bonnets.

[1] Of the numerous ironing board inventors, of which there were many, Sarah Boone is credited by

the US Patent and Trademark Office, turning the tide against homemade boards. [2] Boone, a former slave,

patented an ironing board that had a tapered end in 1892 so that anyone could iron a sleeve easily and quickly.

[3] Her board had collapsible legs and was reversible, allowing the user to iron one side of a sleeve and then the

other without having to move the shirt at all. [4] Popular

for its efficiency and convenience, Boones’ invention pushed the modern ironing board into the American

domestic mainstream while simultaneously obscuring

its long, homemade history. 14

6. F. NO CHANGE
G. than others.
H. than another.
J. then another.

7. A. NO CHANGE
B. that weren’t the same as the others had been.
C. that they made.
D. DELETE the underlined portion and end the sentence with a period.

8. F. NO CHANGE
G. newly designed,
H. newly, designed
J. newly, designed,

9. A. NO CHANGE
B. most exclusively
C. more exclusive
D. exclusive

10. F. NO CHANGE
G. who spent time coming up with new objects,
H. invention being a good thing,
J. DELETE the underlined portion.

11. A. NO CHANGE
B. Office, it was she who turned
C. Office with turning
D. Office she turned

12. Which of the following placements of the underlined portion most clearly indicates that Boone patented her ironing board design in 1892?

- F. Where it is now
G. After the word *slave* (and before the comma)
H. After the word *board*
J. After the word *could*

13. A. NO CHANGE
B. Boone’s
C. Boones’s
D. Boones

14. For the sake of the logic and coherence of this paragraph, Sentence 4 should be placed:

- F. where it is now.
G. before Sentence 1.
H. after Sentence 1.
J. after Sentence 2.

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's goal had been to write a brief essay explaining some of the history behind a common household object. Would this essay accomplish that goal?
- A. Yes, because it describes precursors to Boone's ironing board, which the essay shows became a common household item in the United States.
 - B. Yes, because it explains that Boone developed the first ironing board that was used in US households.
 - C. No, because it indicates that Boone's ironing board design was just one of many that became popular in the United States.
 - D. No, because it focuses instead on Boone's many inventions, only some of which were used for household work.

PASSAGE II

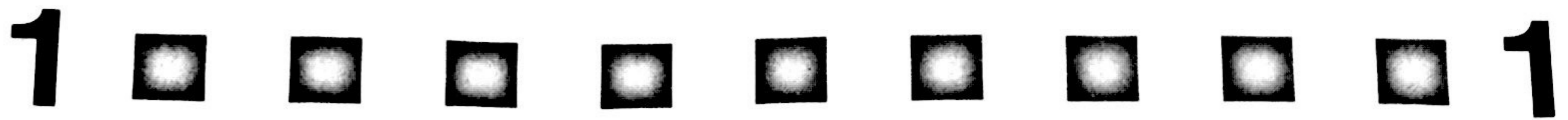
Meriwether Lewis: Botanist by Request

[1]

In 1803, Meriwether Lewis,
private secretary to President Jefferson,
 16
 was commissioned by the president to lead

a newly formed Corps of Discovery and travel
 17
 west to the Pacific Ocean. [A] Lewis was expected
 to record "with great pains and accuracy" the "growth
 and vegetable production" of the country the Corps
 passed through. [18] Jefferson hoped the information
 would provide a key to the agricultural and commercial
 possibilities of the western territory.

16. If the writer were to delete the underlined portion (adjusting the punctuation as needed), the paragraph would primarily lose:
- F. a comment that begins the essay's discussion of the various professions Lewis held.
 - G. a detail that, in part, explains Lewis's connection to Jefferson.
 - H. a claim about Lewis that shifts the focus of the paragraph away from Jefferson.
 - J. an aside that introduces the two men who are the main focus of the essay.
17. A. NO CHANGE
 B. a, newly formed, Corps of Discovery
 C. a newly, formed Corps of Discovery
 D. a newly formed, Corps of Discovery,
18. The use of quotation marks around two phrases in the preceding sentence is most likely intended to:
- F. suggest the task of cataloging plants would be one Lewis would have to struggle to accomplish.
 - G. distinguish Jefferson's exact words from the essay writer's paraphrase of the directive.
 - H. emphasize that the words were directed only to Lewis and not to the rest of the Corps.
 - J. add drama to what would otherwise be a dry historical narrative.



[2]

Lewis might of seemed to be an odd choice. He was no botanist but rather an army officer with only a few years of schooling. Lewis had, however, grown up in the presence of an expert. His mother, Lucy Meriwether Lewis Marks, was a respected herbal doctor in Virginia.

[B] From her, Lewis had learned to identify which plants were beneficial and the ones that weren't to avoid. He had a catalog of medicinal herbs committed to memory and a talent for observation.

[3]

Prior to setting out with William Clark, Lewis spent two years learning the principles of preserving and cataloging botanical specimens. [C] His mentor was the countries most prominent botanist,

Benjamin Smith Barton. [22] During what could

be summarized an apprenticeship, Lewis perfected his ability to dry a specimen between pages of blotting paper and methodically keeping notes.

- 19. A. NO CHANGE
- B. could seemingly been
- C. might have seemed
- D. could seem being

- 20. F. NO CHANGE
- G. which plants were beneficial and which were to be avoided.
- H. which plants were beneficial and avoiding the ones that weren't.
- J. the beneficial plants and the ones that weren't should be avoided.

- 21. A. NO CHANGE
- B. country's most prominent
- C. countries' more prominent
- D. country's most prominently

- 22. At this point, the writer is considering adding the following true statement:

As a young man, Barton had gone to Scotland, intending to complete his study of medicine at Edinburgh University.

Should the writer make this addition here?

- F. Yes, because it establishes the scientific qualifications of Lewis's mentor.
- G. Yes, because it indicates that Barton was accustomed to studying in distant places.
- H. No, because it doesn't indicate whether Barton was still at Edinburgh University at the time.
- J. No, because the information doesn't pertain to Lewis's preparations for the trip.

- 23. A. NO CHANGE
- B. exclaimed
- C. called
- D. cited
- 24. F. NO CHANGE
- G. had been keeping
- H. had kept
- J. keep

1 On the expedition, he would meticulously describe, in writing and through sketches, each plant, including: details about how it
25

tasted, smelled, seemed, and handled.
26 [4]

Lewis diligently collected seeds and brought back over 150 specimens, at least half of which had been previously unknown to botanists. [D] He more than fulfilled Jefferson's directive despite the fact that his own botanical skills were, as he put it, "slender."
27

[5]

Declared a national hero, the collection of botanical specimens became one of the richest legacies of the expedition. Among the plants were species that would become official state flowers. Your state flower may be one of them.
28
29

25. A. NO CHANGE
B. including details about how it:
C. including details about: how it
D. including details about how it

26. F. NO CHANGE
G. appeared, and touched.
H. looked, and felt.
J. saw, and sensed.

27. The writer is considering deleting the underlined portion (adjusting the punctuation as needed). Should the underlined portion be kept or deleted?

- A. Kept, because it serves as the only indication that it was Lewis himself who described his botanical skills as lacking.
B. Kept, because it emphasizes how unqualified Lewis was to lead the Corps of Discovery.
C. Deleted, because it presents Lewis in an unflattering light.
D. Deleted, because it weakens the essay's point that Lewis performed an extraordinary task.

28. F. NO CHANGE
G. An impressive contribution to science,
H. Regardless of his minimal expertise,
J. Better known as an explorer,

29. Which choice provides the most logical conclusion to the paragraph?

- A. NO CHANGE
B. flowers: Idaho, Montana, and Oregon.
C. flowers. None of them were states yet, of course.
D. flowers, although Lewis couldn't have known it at the time.

Question 30 asks about the preceding passage as a whole.

30. The writer plans to add the following sentence to the essay:

The president's directive was clear.

This sentence would most logically be placed at Point:

- F. A in Paragraph 1.
G. B in Paragraph 2.
H. C in Paragraph 3.
J. D in Paragraph 4.