



EST I – Literacy Test I

Date 03 June 2022
Test Center: Test Center 12333
Room Number B5208
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National ID 12345678901234
EST ID ab12cd34ef56gh78ij90xw12

Duration: 35 minutes

44 Multiple Choice Questions

Instructions:

- Place your answer on the answer sheet. Mark only one answer for each of the multiple choice questions.
- Avoid guessing. Your answers should reflect your overall understanding of the subject matter.



ABC-abc-1234

Directions: Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions. Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole. After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

The Everyday Life of Abraham Lincoln

By Francis Fisher Browne

The year (1) 1809—that year which gave William E. Gladstone to England—was in our country the birth-year of him (2) when wears the most distinguished name that (3) has yet been wrote on the pages of American history—ABRAHAM LINCOLN. In a (4) quaint cabin in a clearing, in the wilds of that section which was once the hunting-ground and later the battle-field of the Cherokees and other war-like tribes, and which the Indians (5) ourselves had named Kentucky because it was "dark and bloody ground," the great War President of the United States, after whose name History has written the word "Emancipator," first saw the light. Born and nurtured in penury, inured to hardship, coarse food, and scanty clothing,—the story of his youth is full of (6) pathos.

1. The author is considering removing the dashes in the underlined portion. Should he do so?
 - A. Yes, the dashes are inconsistent with the style of the passage.
 - B. Yes, the information between dashes is restrictive.
 - C. No, the dashes emphasize the modifier.
 - D. No, the dashes serve to break from the flow of the passage to introduce new ideas.
- 2.A. NO CHANGE
 - B. who
 - C. which
 - D. whose
- 3.A. NO CHANGE
 - B. yet been written
 - C. had yet been written
 - D. has yet been written
4. The writer wants to express crudeness. Which choice best accomplishes this goal?
 - A. NO CHANGE
 - B. massive
 - C. primitive
 - D. solemn
- 5.A. NO CHANGE
 - B. themselves
 - C. herself
 - D. himself
- 6.A. NO CHANGE
 - B. triumph
 - C. abuse
 - D. hope

(7) Small wonder that when asked in his later years to tell something of his early life, he replied by quoting a line from Gray's Elegy:

"The short and simple annals of the poor."

Lincoln's ancestry has been traced with tolerable certainty through five generations to Samuel Lincoln of Norfolk County, England. Not many years after the landing of the "Mayflower" at Plymouth—perhaps in the year 1638—Samuel Lincoln's son Mordecai had (8) run to Hingham, Massachusetts. Perhaps (9) although he was a Quaker, a then persecuted sect, he did not remain long at Hingham, but came westward as far as Berks County, Pennsylvania. His son, John Lincoln, went southward from Pennsylvania and settled in Rockingham County, Virginia. Later, in 1782, while the last events of the American Revolution were in progress, Abraham Lincoln, son of John and grandfather of President Lincoln, moved into Kentucky and took up a tract of government land in Mercer County. In the Field Book of Daniel Boone, the Kentucky pioneer, (now in possession of the Wisconsin Historical Society), appears the following note of purchase:

"Abraham Lincoln enters five hundred acres of land on a Treasury warrant on the south side of Licking Creek or River, in Kentucky."

7. The author is considering deleting the underlined sentence. Should the sentence be kept or deleted?
- A. Kept, the sentence provides details about the preceding sentence.
 - B. Kept, the sentence provides an important contradiction to the previous sentence.
 - C. Deleted, the sentence is unrelated to the rest of the paragraph.
 - D. Deleted, the sentence provides details that should not be presented at the end of the paragraph.
- 8.A. NO CHANGE
B. emigrated
C. flown
D. hurried
- 9.A. NO CHANGE
B. due to
C. as a result of
D. because

At this time Kentucky was included within the limits and jurisdiction of Virginia. In 1775 Daniel Boone had built a fort at Boonesborough, on the Kentucky river, and it was not far from this site that Abraham Lincoln, President Lincoln's grandfather, located his claim and put up a rude log hut for the shelter of his family. The pioneers of Kentucky cleared small spaces and erected their humble dwellings. (10) They had to contend not with only the wild forces of nature, and to defend themselves from the beasts of the forest,—more to be feared either than were the hostile Indians. (11)

10.A. NO CHANGE

- B. They had to contend not only with the wild forces of nature, but to defend themselves from the beasts of the forest,—more to be feared than either were the hostile Indians.
- C. They had to contend not only with the wild forces of nature, and to defend themselves from the beasts of the forest,—more to be feared either than were the hostile Indians.
- D. They had to contend not with only the wild forces of nature, and to defend themselves from the beasts of the forest,—more to be feared than either were the hostile Indians.

11. Which of the following best adds onto the writer's sense of danger?

- A. The settlers were filled with terror of these stealthy foes.
- B. It was such experiences as these that made of the pioneers the sturdy men they were.
- C. Their senses became sharpened.
- D. "He was naturally a man of considerable genius," says one who knew him.

Questions 12-22 are based on the following passage.

Mechanical Drawing Self-Taught

By Joshua Rose, M.E.

THE DRAWING BOARD.

(12) To draw curves that are not formed of arcs or parts of circles, templates called curves are provided. (13) Its surface should be flat and level, or a little rounding, so that the paper shall lie close to its surface, which is one of the first requisites in making a good drawing. Its edges should be straight and at a right angle one to the other, and the ends of the battens in Figure 1 should fall a little short of the edge of the board, so that if the latter shrinks they will not (14) crease.

12. Which of the following best introduces the paragraph?

- A. NO CHANGE
- B. It is not intended or necessary to enter into an elaborate discussion of the various kinds of drawing instruments, since the purchaser can obtain a good set of drawing instruments from a reputable dealer by paying a proportionate price.
- C. It is recommended that the beginner purchase as good a set of instruments as his means will permit.
- D. A Drawing Board should be of soft pine and free from knots, so that it will easily receive the pins or tacks used to fasten down the paper.

13.A. NO CHANGE

- B. Its
- C. Their
- D. They're

14.A. NO CHANGE

- B. tear
- C. protrude
- D. be recycled

The size of the board of course depends upon the size of the paper, hence it is best to obtain a board as small as will answer for the size of paper it is intended **(15)** to use. The student will find it most convenient as well as cheapest to learn on small drawings rather than large ones, **(16)** since they took less time to make and cost less for paper; **(17)** although they require more skill to make, they are preferable for the beginner, because he does not require to reach so far over the board, and furthermore, they teach him more quickly and effectively.

15.A. NO CHANGE

- B.** to use! The
- C.** to use, the
- D.** to use; the

16.A. NO CHANGE

- B.** since they take less time to make and costs less for paper;
- C.** since they takes less time to make and cost less for paper;
- D.** since they take less time to make and cost less for paper;

17.A. NO CHANGE

- B.** although they require more skill to make, and are preferable for the beginner,
- C.** although they require more skill to make, however are preferable for the beginner,
- D.** hence, they require more skill to make, yet are preferable for the beginner,

(18) 1. It is unnecessary to enter into a description of the various kinds of drawing boards in use, because if the student purchases one he will be (19) incorrectly informed of the kinds and their special features. 2. On the other hand, if he intends to make one, the sketch in Figure 1 will give him all the information he requires, save that, as before noted, the wood must be soft pine, well seasoned and free from knots, while the battens B should be dovetailed in and the face of the board trued after they are glued and driven in. 3. To true the edges square, it is best to make the two longest edges parallel and straight, and then the ends may be squared from those long edges.

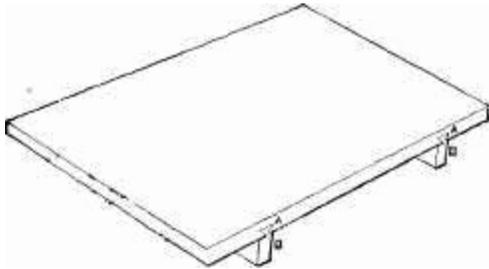


Fig. 1.

THE T SQUARE.

Drawing squares or T squares, as they are termed, are made (20) of wood hard rubber, and steel.

18. The writer would like to insert this sentence.

“A beginner sketcher should take into consideration his drawing board.”

The best placement for this sentence is

- A. before sentence 1.
- B. before sentence 2.
- C. before sentence 3.
- D. after sentence 3.

19.A. NO CHANGE

- B. absently
- C. unexpectedly
- D. duly

20.A. NO CHANGE

- B. of wood, hard rubber, and steel
- C. of wood and hard rubber, and steel
- D. of wood, and hard rubber, and steel

(21) 1. There are several kinds of T squares. 2. In one the blade is solid, as it is shown in Figure 5. 3. In another the back of the square is pivoted, so that the blade can be set to draw lines at an angle as well as across the board (22), which is often very convenient, although this double back prevents the triangles, when used in some positions, from coming close enough to the left hand side of the board. 4. In an improved form of steel square, with pivoted blade, the back is provided with a half circle divided into the degrees of a circle, so that the blade can be set to any required degree of angle at once.

All the instruments that need be used in the examples of this book are as follows:



Fig. 2.

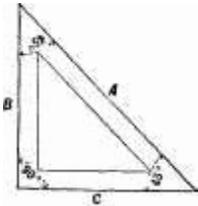


Fig. 3.



Fig. 4.

THE TRIANGLES.

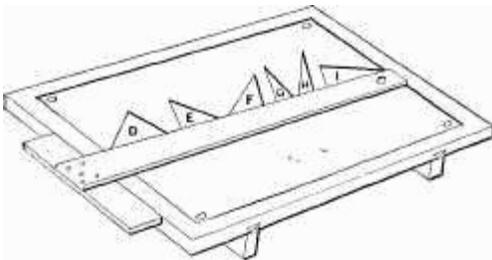


Fig. 5.

21. Which choice refers to the explanation of figure 2?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

22.A. NO CHANGE

- B. , which is often very convenient— although
- C. —which is often very convenient, although
- D. , which is often very convenient; although

Questions 23-33 are based on the following passage.

The Genetic Effects of Radiation

By Isaac Asimov and Theodosius Dobzhansky

1. Nor is the sun itself new, we might add. (23) 2. There is nothing new under the sun. 3. As long as life has existed on earth, it has been exposed to radiation from the sun. 4. Life and radiation are old (24) acquaintances and have learned to live together.

We are accustomed to looking upon sunlight (25) as certainly we could not live long without it due to its benefits. The energy of sunlight (26) warms the earth, is producing the winds that tend to equalize earth's temperatures, evaporates the oceans, and produces rain and fresh water. Most important of all, it supplies what is needed for green plants to convert carbon dioxide and water into food and oxygen, making it possible for all animal life (including ourselves) to live.

23. To make this paragraph most logical, sentence 2 should be placed
- A. where it is.
 - B. before sentence 1.
 - C. after sentence 3.
 - D. after sentence 4.
24. Which word is synonymous with “acquaintances” and best suits the meaning of the paragraph?
- A. enemies
 - B. strangers
 - C. associates
 - D. friends
- 25.A. NO CHANGE
- B. something good, useful, and desirable, and certainly we could not live long
 - C. something good and certainly we could not live long without it
 - D. something good, useful, and desirable, and certainly we could not live long without it
- 26.A. NO CHANGE
- B. warms the earth, produces the winds that tend to equalize earth's temperatures, evaporated the oceans, and produced rain and fresh water.
 - C. warms the earth, produces the winds that tend to equalize earth's temperatures, evaporates the oceans, and produces rain and fresh water.
 - D. warms the earth, is producing the winds that tend to equalize earth's temperatures, evaporates the oceans, and is producing rain and fresh water.

Yet sunlight has its (27) dangers, too lizards avoid the direct rays of the noonday sun on the desert, and we ourselves take precautions against sunburn and sunstroke.

(28) The same division into good and bad is to be found in connection with other forms of radiation, which mankind has only recently become aware of. Such radiations, produced by radioactivity in the soil and reaching us from outer space, have also been with us from the beginning of time. They are more energetic than sunlight, however, and can do more damage, and because our senses do not detect them, (29) we, like slow turtles in a race, have not learned to take precautions against them.

27.A. NO CHANGE

- B. dangers, too. Lizards
- C. dangers, too while lizards
- D. dangers, too, lizards

28.A. NO CHANGE

- B. Which mankind has only recently become aware of, the same division into good and bad is to be found in connection with other forms of radiation.
- C. The same division into good and bad is to be found in connection, which mankind has only recently become aware of, with other forms of radiation.
- D. The same division, which mankind has only recently become aware of, into good and bad is to be found in connection with other forms of radiation.

29.A. NO CHANGE

- B. we, like trained assassins in battle, have
- C. we, like lazy cats in bed, have
- D. we, like legless fish on land, have

To be sure, energetic radiation is present in nature in only very small amounts and is not, therefore, much of a danger. Man, however, has the capacity of (30) imitating nature. (31) Long ago in dim prehistory, for instance, he learned to manufacture a kind of sunlight by setting wood and other fuels on fire. This involved a new kind of good and bad. A whole new technology became possible, on the one hand, and, on the other, the chance of death by burning was also possible. The good in this case far outweighs the evil.

In our own twentieth century, mankind learned to produce energetic radiation in concentrations far surpassing those we usually encounter in nature. Again, a new technology is resulting and again there is the possibility of death.

The balance in this second instance is less certainly in favor of the good over the evil. To shift the balance clearly in favor of the good, (32) its necessary for mankind to learn as much as possible about the new dangers in order that we might minimize them and most effectively guard against them. (33)

30.A. NO CHANGE

- B. ruining
- C. ignoring
- D. endangering

31. The authors are considering deleting the underlined sentence. Should the sentence be kept or deleted?

- A. Kept, the sentence provides a detailed example for the claim made in the previous sentence.
- B. Kept, the sentence explains the process of building a fire.
- C. Deleted, it is redundant.
- D. Deleted, it is unrelated.

32.A. NO CHANGE

- B. it is necessary
- C. they're necessary
- D. there necessary

33. Which sentence is best suitable for the concluding sentence?

- A. Again, the development of technology can be helpful in learning how to defend ourselves.
- B. Death is inevitable.
- C. The electromagnetic waves emitted are especially high in energy.
- D. To see the nature of the danger, let us begin by considering living tissue itself—the living tissue that must withstand the radiation and that can be damaged by it.

Questions 34 through 44 are based on the following passage.

The Florentine Painters of the Renaissance

By Bernard Berenson

I.

Florentine painting between Giotto and Michelangelo contains the names of such (34) artists as Orcagna, Masaccio, Fra Filippo, Pollaiuolo, Verrocchio, and Leonardo, and Botticelli. Put beside these the greatest names in Venetian art, the Vivarini, the Bellini, Giorgione, Titian, and Tintoret. The difference is (35) striking and significant. The significance of the Venetian names is exhausted with their significance as painters (36) (not so with the Florentines). Forget that they were painters, they remain great sculptors; forget that they were sculptors, and still they remain architects, poets, and even men of science. They left no form of expression (37) unclear, and to none could they say, "This will perfectly convey my meaning." Painting, therefore, offers but a partial and not always the most adequate manifestation of their personality, and we feel the artist as greater than his work, and the man as soaring above the artist.

34.A. NO CHANGE

B. artists as Orcagna, Masaccio, Fra Filippo, and Pollaiuolo, Verrocchio, Leonardo, and Botticelli.

C. artists as Orcagna, Masaccio, Fra Filippo, Pollaiuolo, Verrocchio, Leonardo, and Botticelli.

D. artists as Orcagna, Masaccio, Fra Filippo, Pollaiuolo, Verrocchio, Leonardo, Botticelli.

35. Which choice best matches the other quality the author mentions?

A. NO CHANGE

B. unimportant

C. unworthy

D. shocking

36. What should be done with the parentheses?

A. Keep them. The information within the parentheses is nonrestrictive.

B. Keep them. The parentheses offer a change in tone.

C. Delete them. The parentheses do not match the author's writing style.

D. Delete them. Parentheses can only be placed in the middle of a sentence, not the end.

37. The author wants to express something unventured. Which choice best accomplishes this goal?

A. NO CHANGE

B. untried

C. unimportant

D. unyielding

(38) It would be absurd, therefore, to treat the Florentine painter as a mere link between two points in a necessary evolution. The history of the art of Florence never can be, as that of Venice, the study of a placid development. Each man of genius brought to bear upon his art a great intellect, which, never condescending merely to please, was tirelessly striving to reincarnate what it comprehended of life in forms that would fitly convey it to others; and in this endeavour each man of genius was necessarily compelled to create forms essentially his own. But because Florentine painting was pre-eminently an art formed by great personalities, it grappled with problems of the highest interest, and offered solutions that can never lose their value.

38. Which choice best introduces the paragraph and matches the author's writing style?
- A. The immense superiority of the artist even to his greatest achievement in any one art form means that his personality was but slightly determined by the particular art in question, that he tended to mould it rather than let it shape him.
 - B. This is his everlasting claim to greatness, and it is this which will make him a source of highest æsthetic delight for a period at least as long as decipherable traces of his handiwork remain on mouldering panel or crumbling wall.
 - C. Well, it was of the power to stimulate the tactile consciousness—of the essential, as I have ventured to call it, in the art of painting—that Giotto was supreme master.
 - D. At the risk of seeming to wander off into the boundless domain of æsthetics, we must stop at this point for a moment to make sure that we are of one mind regarding the meaning of the phrase “artistic pleasure,” in so far at least as it is used in connection with painting.

(39) In the same unconscious years we learn to make of touch, of the third dimension, the test of reality.

II.

The first of the great personalities in Florentine painting was Giotto. Although he affords no exception to the rule that the great Florentines (40) exploited all the arts in the endeavour to express themselves, he, Giotto, renowned as architect and sculptor, reputed as wit and versifier, differed from most of his Tuscan successors in having peculiar aptitude for the essential in painting *as an art*.

39. Which of the following best concludes the paragraph and transitions to the next section?

- A. NO CHANGE
- B. The painter must, therefore, do consciously what we all do unconsciously,—construct his third dimension.
- C. I beg the reader to observe—is somehow to stimulate our consciousness of tactile values, so that the picture shall have at least as much power as the object represented, to appeal to our tactile imagination.
- D. What they aimed at, and what they attained, is the subject of the following essay.

40.A. NO CHANGE

- B. used
- C. burned
- D. displayed

(41) 1. But before we can appreciate his real value, we must come to an agreement as to what in the art of figure-painting—the craft has its own altogether diverse laws—is the essential. 2. For figure-painting, we may say at once, was not only the one pre-occupation of Giotto. 3. Psychology has ascertained that sight alone gives (42) anyone no accurate sense of the third dimension. (43) 4. In our infancy, long before we are conscious of the process, the sense of touch, helped on by muscular sensations of movement, teaches us to appreciate depth, the third dimension, both in objects and (44) in space; an extraordinary sense indeed.

41. The author would like to insert this sentence to provide further support to his argument in this paragraph.

“It was also the dominant interest of the entire Florentine school.”

The best placement for this sentence is

- A. before sentence 1.
 - B. before sentence 2.
 - C. before sentence 3.
 - D. after sentence 3.
- 42.A. NO CHANGE
- B. someone
 - C. something
 - D. everything
- 43.A. NO CHANGE
- B. In our infancy, the sense of touch, helped on by muscular sensations of movement, long before we are conscious of the process, teaches us to appreciate depth, the third dimension, both in objects and
 - C. In our infancy, long before we are conscious of the process, helped on by muscular sensations of movement, the sense of touch, teaches us to appreciate depth, the third dimension, both in objects and
 - D. Long before we are conscious of the process, the sense of touch, helped on by muscular sensations of movement, teaches us to appreciate depth, the third dimension, both in objects and
- 44.A. NO CHANGE
- B. in space—an extraordinary sense indeed
 - C. in space. An extraordinary sense indeed
 - D. in space, and an extraordinary sense indeed



EST I - Literacy Test II

Date 03 June 2022
Test Center: Test Center 12333
Room Number B5208
Student's Name Ahmed Mahmoud Abdel Rahman Abdel Raouf
National ID 12345678901234
EST ID ab12cd34ef56gh78ij90xw12

Duration: 65 minutes

52 Multiple Choice Questions

Instructions:

- Place your answer on the answer sheet. Mark only one answer for each of the multiple choice questions.
- Avoid guessing. Your answers should reflect your overall understanding of the subject matter.



ABC-abc-1234

The following edited passage is an excerpt from Vanity Fair by William Makepeace Thackeray on Joe Sedley's attempt to court Rebecca.

Poor Joe's panic lasted for two or three days; during which he did not visit the house, nor during that period did Miss Rebecca ever mention his name. She
5 was all respectful gratitude to Mrs. Sedley; delighted beyond measure at the Bazaars; and in a whirl of wonder at the theatre, whither the good-natured lady took her. One day, Amelia had a
10 headache, and could not go upon some social gathering to which the two young people were invited: nothing could induce her friend to go without her. "What! You who have shown the poor
15 orphan what happiness and love are for the first time in her life—quit YOU? Never!" and the green eyes looked up to Heaven and filled with tears; and Mrs. Sedley could not but own that her
20 daughter's friend had a charming kind heart of her own.

As for Mr. Sedley's jokes, Rebecca laughed at them with a cordiality and perseverance which not a little pleased
25 and softened that good-natured gentleman. Nor was it with the chiefs of the family alone that Miss Sharp found favour. She interested Mrs. Blenkinsop by evincing the deepest sympathy in the
30 raspberry-jam preserving, which operation was then going on in the Housekeeper's room; she persisted in calling Sambo "Sir," and "Mr. Sambo," to the delight of that attendant; and she
35 apologised to the lady's maid for giving her trouble in venturing to ring the bell, with such sweetness and humility, that the Servants' Hall was almost as charmed with her as the Drawing Room.
40 Once, in looking over some drawings which Amelia had sent from school, Rebecca suddenly came upon one which caused her to burst into tears and leave

the room. It was on the day when Joe
45 Sedley made his second appearance.

Amelia hastened after her friend to know the cause of this display of feeling, and the good-natured girl came back without her companion, rather
50 affected too. "You know, her father was our drawing-master, Mamma, at Chiswick, and used to do all the best parts of our drawings."

"My love! I'm sure I always heard Miss
55 Pinkerton say that he did not touch them—he only mounted them." "It was called mounting, Mamma. Rebecca remembers the drawing, and her father working at it, and the thought of it came upon her rather suddenly—and so, you know, she—"

"The poor child is all heart," said Mrs. Sedley.

"I wish she could stay with us another
65 week," said Amelia.

"She's devilish like Miss Cutler that I used to meet at Dumdum, only fairer. She's married now to Lance, the
70 Artillery Surgeon. Do you know, Ma'am, that once Quintin, of the 14th, bet me—"

"O Joseph, we know that story," said Amelia, laughing. "Never mind about
75 telling that; but persuade Mamma to write to Sir Something Crawley for leave of absence for poor dear Rebecca: here she comes, her eyes red with weeping."

"I'm better, now," said the girl, with the
80 sweetest smile possible, taking good-natured Mrs. Sedley's extended hand and kissing it respectfully. "How kind you all are to me! All," she added, with a laugh, "except you, Mr. Joseph."

85 "Me!" said Joseph, meditating an instant departure. "Gracious Heavens! Good Gad! Miss Sharp!"

"Yes; how could you be so cruel as to make me eat that horrid pepper-dish at dinner, the first day I ever saw you? You are not so good to me as dear Amelia."

"He doesn't know you so well," cried Amelia.

95 "I defy anybody not to be good to you, my dear," said her mother.

"The curry was capital; indeed it was," said Joe, quite gravely. "Perhaps there was NOT enough citron juice in it—no, there was NOT."

"And the chilis?"

"By Jove, how they made you cry out!" said Joe, caught by the ridicule of the circumstance, and exploding in a fit of laughter which ended quite suddenly, as usual.

"I shall take care how I let YOU choose for me another time," said Rebecca, as they went down again to dinner. "I didn't think men were fond of putting poor harmless girls to pain."

"By Gad, Miss Rebecca, I wouldn't hurt you for the world."

"No," said she, "I KNOW you wouldn't"; and then she gave him ever so gentle a pressure with her little hand, and drew it back quite frightened, and looked first for one instant in his face, and then down at the carpet-roads; and I am not prepared to say that Joe's heart did not thump at this little involuntary, timid, gentle motion of regard on the part of the simple girl.

1. In lines 114-123, the tone is best described as
 - A. tense and unforgiving.
 - B. unsettling and disparaging.
 - C. caring and persistent.
 - D. innocent and unexpected.
2. Which of the following best describes the relationship between Joe Sedley and Rebecca?
 - A. There is animosity between them.
 - B. They are dear friends.
 - C. There remains tension between them.
 - D. They are strangers.
3. Which choice best provides evidence for the answer to the previous question?
 - A. Lines 1-4 ("Poor ... name.")
 - B. Lines 44-45 ("It ... appearance.")
 - C. Lines 84-87 ("except ... sharp!")
 - D. Lines 93-94 ("He ... Amelia.")
4. As used in line 13, "induce" most nearly means
 - A. generate.
 - B. instigate.
 - C. persuade.
 - D. foster.
5. According to the passage, why did Rebecca cry in lines 40-44?
 - A. She knew that Joe Sedley was coming to visit.
 - B. She is prone to random bursts of emotion.
 - C. She recalled her father after seeing his art.
 - D. She would be leaving Amelia that week.

6. Rebecca's relationship with her father is best similar to
- A. a bird who has fallen out of the nest and is saved by its mother.
 - B. an orphaned tailor who has sentimentally kept his late father's equipment.
 - C. an apple that has fallen early from a tree.
 - D. an orphan who has never known his or her parents.
7. As used in line 95, "defy" most nearly means
- A. escape.
 - B. challenge.
 - C. violate.
 - D. frustrate.
8. Which of the following best describes Rebecca's character?
- A. good-natured and appeals to all
 - B. condescending and overbearing
 - C. emotional and constantly distraught
 - D. stubborn and unwavering in her determination
9. Which choice best provides evidence for the answer to the previous question?
- A. Lines 28-39 ("She ... Room.")
 - B. Lines 40-44 ("Once ... room.")
 - C. Lines 56-61 ("It ... she—")
 - D. Lines 107-111 ("I ... pain.")
10. In lines 115-119, what can best be deduced from Rebecca's reaction?
- A. Rebecca was worried about Joe Sedley's reaction to her forwardness.
 - B. Rebecca forgot she was speaking to Joe Sedley.
 - C. Rebecca was embarrassed in the presence of Mrs. Sedley and Amelia.
 - D. Rebecca did not like to entertain Joe Sedley.

The following passage is taken from The American Railway by Thomas Clarke et al. on the movement of locomotives in 1888.

We come next to the superintendent of machinery, whose duty it is to provide and maintain locomotives and cars of all kinds to handle the company's traffic. His department is subdivided between a master mechanic, in charge of locomotives and machine-shops, and a master car-builder, in charge of car-shops.

10 The master mechanic selects and immediately controls all engine-runners and firemen, and keeps performance sheets of all locomotives, showing miles run, cars hauled, wages paid, coal and oil consumed, and other details giving results accomplished by different runners and firemen, and by different types of engine, or on different divisions or roads. Runners and firemen accomplishing the best results are often remunerated with premiums.

25 The master car-builder has charge of the shops where cars are built and repaired, and of the car-inspectors who are stationed at central and junction points to prevent defective cars being put into the trains.

30 Formerly each railroad used its own cars exclusively, and through freights were transferred at every junction point. This involved such delay and expense that railroads now generally permit all loaded cars to go through to destination without transfer, and allow each other a certain sum for the use of cars. Usually this is about three-quarters of a cent for each mile which the car travels on a foreign road. This involves a great scattering of cars, and an extensive organization to keep record of their whereabouts and of the accounts between the companies for mileage. This organization will be referred to more fully in connection with

the department of transportation. But the joint use of each other's cars makes it necessary that there should be at least enough similarity in their construction and their coupling appliances to permit their indiscriminate use upon all roads. And conventions of master car-builders have recommended certain forms and dimensions as standards, which are now in general use.

There is much convenience in this, but one disadvantage. It requires almost unanimous action to introduce any change of form or of construction, however advantageous it may be. And to secure unanimous action in such matters is almost as hard as it would be to secure unanimity in a change in the spelling of English words. Still there is progress, though slow, toward several desirable reforms, the most important of which is the adoption of a standard automatic coupler.

Having shown how the property of all kinds is kept in efficient condition, we next come to its operation. This is called "conducting transportation," and the officer in charge is usually called the superintendent of transportation. All train-despatchers, conductors, train-men, and telegraph operators are under his immediate control. He makes all schedules and provides all extra and irregular service that the traffic department makes requisition for, himself calling upon the superintendent of machinery for the necessary locomotives, switching engines, and cars. It is his especial province to handle all trains as swiftly as possible, and to see that there are no collisions. It is impossible to detail fully the safeguards and precautions used to this end, but the general principles observed are as follows.

First, a general time-table or schedule is carefully made out for all regular trains upon each division, showing on one sheet the time of each train at each station.

95 This schedule is all that is needed so long as all trains are able to keep on time, and there are no extras. Trouble begins when regular trains cannot keep on schedule, or when extra trains have to be sent out, not provided for on the schedule. A diagram, or graphic representation of this schedule, on a board or large sheet of paper, is an important feature of the office regulating train-movements. Twenty-four vertical lines divide the board into equal spaces representing the twenty-four hours of the day, numbered from midnight to 100 midnight. Horizontal lines at proportionate distances from the top represent the stations in their order between the termini, represented by the top and bottom lines of the diagram. The course of every train can now be plotted on this diagram in an oblique line joining the points on each station line corresponding to the time the train arrives at and leaves that station.

A.	MILES RUN.					F.
	B.	C.	D.	E.		
1	—	12,084	4,253	64	16,401	
2	—	2,672	11,779	954	15,405	
3	5,402	14,471	408	120	20,407	
4	28,643	4,168	—	—	32,811	
5	28,275	4,490	—	72	32,837	
6	—	—	—	32,370	32,370	
8	3,229	11,799	4,779	—	19,807	
9	1,050	23,203	—	—	24,253	
10	874	24,729	—	96	25,699	
11	—	—	—	23,609	23,609	
12	1,527	—	4,369	12,060	17,956	
30	41,345	—	—	—	41,345	
31	37,450	—	—	—	37,450	
32	4,233	13,516	—	120	17,869	
34	13,742	5,217	—	1,224	20,183	
	165,770	116,349	25,588	70,695	378,402	

A. Number of Engines
 B. Passengers
 C. Freight
 D. Gravel or Construction
 E. Switching
 F. Total

Report of Performance, 1888

Source: Thomas Clarke

11. Which of the following is most likely a “premium” as mentioned in line 21?

- A. a gift
- B. a salary bonus
- C. extra hours of paid work
- D. a certificate of acknowledgement

12. According to the passage, which of the following is a drawback to having standards that rarely change?

- A. Change can only be made if everyone agrees to it even if it is beneficial.
- B. Reform only takes place during certain times. Therefore, it is rare.
- C. Change is immediate, leading to many faults.
- D. There is a lack of unanimity in the scheduling of trains.

13. Which choice best provides evidence for the answer to the previous question?

- A. Lines 50-53 (“And ... use.”)
- B. Lines 55-58 (“It ... be.”)
- C. Lines 62-66 (“Still ... coupler.”)
- D. Lines 94-97 (“Trouble ... schedule.”)

14. The passage is most likely written from the point of view of

- A. a president of a railroad company, since the author is familiar with the technical details of operation.
- B. a 20th century historian, since the author walks the reader through the past.
- C. a museum tour guide, since the passage presents a table.
- D. a locomotive enthusiast, since the passage is filled with fan jargon.

15. As used in line 22, “charge” most nearly means

- A. payment.
- B. assault.
- C. responsibility.
- D. allegation.

16. The passage resembles which of the following structures?
- A. compare and contrast
 - B. problem and solution
 - C. descriptive
 - D. sequence
17. As used in line 93, “keep” most nearly means
- A. save.
 - B. delay.
 - C. obey.
 - D. remain.
18. The purpose of the final paragraph is to
- A. provide an example of a train collision.
 - B. refute the importance of a time-table.
 - C. highlight the responsibilities of a superintendent.
 - D. conclude the aforementioned main ideas.
19. According to the passage, what is an essential element of keeping trains on track?
- A. a list of extra locomotives
 - B. a visual representation
 - C. follow-up on moving trains
 - D. a detailed schedule
20. Which choice best provides evidence for the answer to the previous question?
- A. Lines 84-87 (“It ... follows.”)
 - B. Lines 92-94 (“This ... extras.”)
 - C. Lines 94-97 (“Trouble ... schedule.”)
 - D. Lines 97-101 (“A ... train-movements.”)
21. According to the graphic, the locomotives in 1888 carried more
(Refer to the back of the test booklet)
- A. passengers than goods.
 - B. material for construction than passengers.
 - C. gravel than goods.
 - D. items on a switching train than passengers.

The first edited passage is from Animals of the Past by Frederic Lucas on the reason animals become extinct. The second edited passage is taken from Our Vanishing Wildlife by William T. Hornaday on the abuse of nature.

Passage 1

It is often asked "why do animals become extinct?" but the question is one to which it is impossible to give a comprehensive and satisfactory reply; this chapter does not pretend to do so, but merely presents a few aspects of this complicated, many-sided problem.

In very many cases it may be said that actual extermination has not taken place, but that in the course of development one species has passed into another; species may have been lost, but the race, just as in the growth of a tree, the twigs and branches of the sapling disappear, while the tree, as a whole, grows onward and upward. This is what we see in the horse, which is the living representative of an unbroken line reaching back to the little Eocene Hyracothere. So in a general way it may be said that much of what at first glance we might term extinction is really the replacement of one set of animals by another better adapted to surrounding conditions.

Again, there are many cases of animals, and particularly of large animals, so peculiar in their make up, so very obviously adapted to their own special surroundings that it requires little imagination to see that it would have been a difficult matter for them to have responded to even a slight change in the world about them. Such great and necessarily sluggish brutes as Brontosaurus and Diplodocus, with their tons of flesh, small heads, and feeble teeth, were obviously reared in easy circumstances, and unfitted to succeed in any strenuous struggle for existence. Stegosaurus, with his bizarre array of

plates and spines, and huge-headed Triceratops, had evidently carried specialization to an extreme, while in turn the carnivorous forms must have required an abundant supply of slow and easily captured prey.

Coming down to a more recent epoch, when the big Titanotheres flourished, it is easy to see from a glance at their large, simple teeth that these beasts needed an ample provision of coarse vegetation, and as they seem never to have spread far beyond their birthplace, climatic change, modifying even a comparatively limited area, would suffice to sweep them out of existence. To use the epitaph proposed by Professor Marsh for the tombstone of one of the Dinosaurs, many a beast might say, "I, and my race perished of over specialization." To revert to the horse it will be remembered that this very fate is believed to have overtaken those almost horses the European Hippotheres; they reached a point where no further progress was possible, and fell by the wayside.

Passage 2

For educated, civilized Man to exterminate a valuable wild species of living things is a crime. It is a crime against his own children, and posterity.

No man has a right, either moral or legal, to destroy or squander an inheritance of his children that he holds for them in trust. And man, the wasteful and greedy spendthrift that he is, has not created even the humblest of the species of birds, mammals and fishes that adorn and enrich this earth. With all his wisdom, man has not evolved and placed here so much as a ground-squirrel, a sparrow or a clam. It is true that he has juggled with the wild horse, sheep, and the goats and produced some hardy breeds that can withstand his abuse without going down before it; but as for species, he has not yet created and placed here even so much as a protozoan.

The wild things of this earth are *not* ours, to do with as we please. They have been given to us *in trust*, and we must account
90 for them to the generations which will come after us and audit our accounts.

But man, the shameless destroyer of Nature's gifts, blithely and persistently exterminates one species after another.
95 From ten per cent (or more) of the human race, the high moral instinct which is honest without compulsion *is absent*. The things that seemingly decent citizens,—men posing as gentlemen,—will do to
100 wild game when they secure great chances to slaughter, are appalling. I could fill a book of this size with cases in point.

To-day the women of England, Europe
105 and elsewhere are directly promoting the extermination of scores of beautiful species of wild birds by the devilish persistence with which they buy and wear feather ornaments made of their plumage.
110 They are just as mean and cruel as the truck-driver who drives a horse with a sore shoulder and beats him on the street. But they do it! And appeals to them to do otherwise they laugh to scorn, saying, "I
115 will wear what is fashionable, when I please and where I please!"

To-day, the thing that stares me in the face every waking hour, like a grisly spectre with bloody fang and claw, is *the extermination of species*. To me, that is a horrible thing. It is wholesale murder, no less. It is capital crime, and a black disgrace to the races of civilized mankind. I say "civilized mankind,"
125 because savages don't do it!

22. The purpose of the first paragraph of Passage 1 is to
- A. introduce the premise of the passage.
 - B. refute a common misconception.
 - C. speculate the importance of the question proposed.
 - D. highlight the different aspects of extinction.
23. As used in line 31 "matter" most nearly means
- A. material.
 - B. consequence.
 - C. content.
 - D. situation.
24. Which of the following best explains the author's stance on Man in Passage 2?
- A. Man, like animals, faces extinction.
 - B. Man is a victim of nature's perils.
 - C. Man is purposefully cruel to nature.
 - D. Man unintentionally destroys all that surrounds it.
25. Which choice best provides evidence for the answer to the previous question?
- A. Lines 70-73 ("No ... trust.")
 - B. Lines 77-80 ("With ... clam.")
 - C. Lines 92-94 ("But ... another.")
 - D. Lines 117-120 ("To-day... *species*.")

26. Which choice best states the relationship between the two passages?
- A. Passage 1 attacks the stance taken in Passage 2.
 - B. Passage 1 provides scientific evidence for the information presented in Passage 2.
 - C. Passage 1 argues for the failure of Man supported in Passage 2.
 - D. Passage 1 demonstrates the historical context mentioned in Passage 2.
27. As used in line 100, “secure” most nearly means
- A. fasten.
 - B. ensure.
 - C. protect.
 - D. connect.
28. Which of the following statements of the author’s stance in Passage 2 is true?
- A. The author provides subjective and objective evidence that fails to support his claim.
 - B. The author provides objective evidence to support his claim.
 - C. The author provides little evidence to support his claim.
 - D. The author provides no substantial evidence for his position.
29. Which of the following does the author of Passage 1 state as a reason for extinction?
- A. Extinction is the inevitable development of new species.
 - B. Animals naturally replace other animals with time due to the food chain.
 - C. When animals adapt to their surroundings, they replace other animals leading to their extinction.
 - D. Extinction does not exist and is only a myth.
30. Which choice best provides evidence for the answer to the previous question?
- A. Lines 1-4 (“It ... reply;”)
 - B. Lines 8-11 (“In ... another;”)
 - C. Lines 19-24 (“So ... conditions.”)
 - D. Line 33-39 (“Such ... existence.”)
31. While the author of Passage 1 discusses extinction of nature as related to nature, the author of Passage 2 discusses the extinction of nature as related to
- A. man-kind.
 - B. certain species.
 - C. the royal class.
 - D. fashion.
32. When mentioning “Ecocene Hyracothere” in line 19, which of the following does the author assume?
- A. The reader is familiar with the term as a high school student.
 - B. The reader is an avid reader of animal literature.
 - C. The reader is unfamiliar with the term and so the author proceeds to explain it.
 - D. The reader is familiar with the term and is a professional in the field.

The following edited passage is taken from The Federalist Papers by Alexander Hamilton on the general power of taxation.

It has been already observed that the federal government ought to possess the power of providing for the support of the national forces; in which proposition was intended to be included the expense of raising troops, of building and equipping fleets, and all other expenses in any way connected with military arrangements and operations. But these are not the only objects to which the jurisdiction of the Union, in respect to revenue, must necessarily be empowered to extend. It must embrace a provision for the support of the national civil list; for the payment of the national debts contracted, or that may be contracted; and, in general, for all those matters which will call for disbursements out of the national treasury. The conclusion is, that there must be interwoven, in the frame of the government, a general power of taxation, in one shape or another.

Money is, with propriety, considered as the vital principle of the body politic; that which sustains its life and motion, and enables it to perform its most essential functions. A complete power, therefore, to procure a regular and adequate supply of it, as far as the resources of the community will permit, may be regarded as an indispensable ingredient in every constitution. From a deficiency in this particular, one of two evils must ensue; either the people must be subjected to continual plunder, as a substitute for a more eligible mode of supplying the public wants, or the government must sink into a fatal atrophy, and, in a short course of time, perish.

In the Ottoman or Turkish Empire, the sovereign, though in other respects absolute master of the lives and fortunes of his subjects, has no right to impose a

new tax. The consequence is that he permits the bashaws or governors of provinces to pillage the people without mercy; and, in turn, squeezes out of them the sums of which he stands in need, to satisfy his own exigencies and those of the state. In America, from a similar cause, the government of the Union has gradually dwindled into a state of decay, nearly approaching annihilation. Who can doubt, that the happiness of the people in both countries would be promoted by competent authorities in the proper hands, to provide the revenues which the necessities of the public might require?

The present Confederation, feeble as it is intended to repose in the United States, an unlimited power of providing for the pecuniary wants of the Union. But proceeding upon an erroneous principle, it has been done in such a manner as to have entirely frustrated the intention. Congress, by the articles which compose that compact (as has already been stated), are authorized to ascertain and call for any sums of money necessary, in their judgment, to the service of the United States; and their requisitions, if conformable to the rule of apportionment, are in every constitutional sense obligatory upon the States. These have no right to question the propriety of the demand; no discretion beyond that of devising the ways and means of furnishing the sums demanded. But though this be strictly and truly the case; though the assumption of such a right would be an infringement of the articles of Union; though it may seldom or never have been avowedly claimed, yet in practice it has been constantly exercised, and would continue to be so, as long as the revenues of the Confederacy should remain dependent on the intermediate agency of its members. What the consequences of this system have been, is within the knowledge of every man the least conversant in our public affairs, and has been amply unfolded in different parts of these inquiries. It is this which

95 has chiefly contributed to reducing us to a situation, which affords ample cause both of mortification to ourselves, and of triumph to our enemies.

100 What remedy can there be for this situation, but a change of the system which has produced in it a change of the fallacious and delusive system of quotas and requisitions? What substitute can there be imagined for this ignis fatuus in
105 finance, but that of permitting the national government to raise its own revenues by the ordinary methods of taxation authorized in every well-ordered constitution of civil government?

- 33.** The main idea of the passage is to
- A. discuss the history of taxation.
 - B. refute the necessity of taxation in all government systems.
 - C. debate the importance of taxation within the U.S. government.
 - D. explain the drawbacks of taxation.
- 34.** Which of the following is the author's position on taxation?
- A. The author argues against taxation for the people.
 - B. The author demands lower taxation on the wealthy.
 - C. The author states that taxation is only a recent phenomenon.
 - D. The author believes taxation is an integral part of the government.
- 35.** Which choice best provides evidence for the answer to the previous question?
- A. Lines 1-4 ("It ... forces;")
 - B. Lines 9-12 ("But ... extend.")
 - C. Lines 19-22 ("The ... another.")
 - D. Lines 32-34 ("From ... ensue;")

36. As used in line 25, "sustains" most nearly means

- A. bears.
 - B. comforts.
 - C. validates.
 - D. maintains.
- 37.** Which of the following is true about taxation in the U.S.?
- A. The government has the right to pillage its people.
 - B. The government does not have the right to apply new taxes.
 - C. The government has the right to rest a rate for taxation according to what they deem best suits the needs of the country.
 - D. The government deals with many consequences when taxing people wrongly.
- 38.** Which choice best provides evidence for the answer to the previous question?
- A. Lines 41-45 ("In ... tax.")
 - B. Lines 45-48 ("The ... mercy;")
 - C. Lines 67-72 ("Congress ... States;")
 - D. Lines 89-94 ("What ... inquiries.")
- 39.** Throughout the passage, the author never takes the opportunity to
- A. provide a definition.
 - B. mention the limitations.
 - C. give historical context.
 - D. mention another point of view.
- 40.** As used in line 60, "feeble" most nearly means
- A. ineffective.
 - B. cowardly.
 - C. decrepit.
 - D. dim.

- 41.** What reasoning does the author use in regards to the presence of taxation?
- A.** The evils of taxation far outweigh the benefits.
 - B.** Taxation is a necessary component of keeping the government from collapsing entirely.
 - C.** Imposing new taxes is against the law.
 - D.** Taxation and stealing people's money are parallel.
- 42.** What is the relationship between the final paragraph and the rest of the passage?
- A.** The final paragraph touches on ideas built up in the rest of the passage through rhetorical questions.
 - B.** The final paragraph asks the reader questions that are irrelevant to the rest of the passage.
 - C.** The final paragraph initiates a new point of view separate from the rest of the passage.
 - D.** The final paragraph provides evidence to support the rest of the passage.

The following edited passage is taken from Our Common Insects By A.S. Packard on the early stages of the humble bee.

Another puzzle for the adaptation specialists to solve is how to account for the change from the caterpillar with its powerful jaws, to the butterfly with its sucking or haustellate mouth-parts. We shall best approach the solution of this difficult problem by a study of a wide range of facts, but a few of which can be noticed here. The older entomologists divided insects into haustellate or suctorial, and mandibulate or biting insects, the butterfly being an example of one, and the beetle serving to illustrate the other category. But we shall find in studying the different groups that these are relative and not absolute terms.

We find mandibulate insects with enormous jaws, like the *Dytiscus*, or *Chrysopa* larva or ant lion, perforated, as in the former, or enclosing, as in the latter two insects, the maxillæ (*b*), which slide backward and forward within the hollowed mandibles (*a*, Fig. 209, jaws of the ant lion), along which the blood of their victims flows. They suck the blood, and do not tear the flesh of their prey.

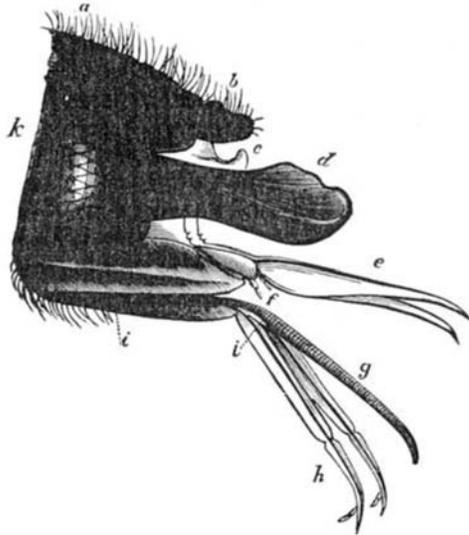
The enormous mandibles of the adult *Corydalus* are too large for use and, as Walsh observed, are converted in the male into simple clasping organs. And to omit a number of instances, in the suctorial Hemiptera or bugs we have different grades of structure in the mouth-parts. In the biting lice (Mallophaga) the mouth is mandibulate; in the Thrips it is mandibulate, the jaws being free, and the maxillæ bearing palpi, while the Pediculi are suctorial, and the true bugs are eminently so. But in the bed bug it is easy to see that the beak is made up of the two pairs of

jaws, which are simply elongated and adapted for piercing and sucking. Among the so-called haustellate insects the mouth-parts vary so much in different groups, and such different organs separately or combined perform the function of sucking, that the term haustellate loses its significance and even misleads the student. For example, in the house fly the tongue (Fig. 210 *l*, the mandibles, *m*, and maxillæ, *mp*, are useless), a fleshy prolongation of the labium or second maxillæ, is the sucker, while the mandibles and maxillæ are used as lancets by the horse fly (Fig. 211, *m*, mandibles, *mx*, maxillæ). The maxillæ in the butterfly are united to form the sucking tube, while in the bee the end of the labium (Fig. 212) is specially adapted for lapping, not sucking, the nectar of flowers. But even in the butterfly, or more specifically the moth, there is a good deal of misapprehension about the structure of the so-called "tongue." The mouth-parts of the caterpillar exist in the moth.

The mandibles of the caterpillar occur in the head of the moth as two small tubercles. They are aborted in the adult. While the maxillæ are as a rule greatly developed in the moth, in the caterpillar they are minute and almost useless. The labium or second maxillæ, so large in the moth, serves simply as a spinneret in the caterpillar. But we find a great amount of variation in the tongue or sucker of moths, and in the silk moths the maxillæ are rudimentary, and there is no tongue, these organs being but little more developed than in the caterpillar.

Figure 213, B, shows the minute blade-like maxilla of the magnificent Luna moth, an approximation to the originally blade-like form in beetles and Neuroptera. The maxillæ in this insect are minute, rudimentary, and of no service to the creature, which does not take food. In other moths of the same

family we have found the maxillæ longer, and touching at their tips, though
 95 too widely separate at base to form a sucking tube, while in others the maxillæ are curved, and meet to form a true tube.



Head of Humble Bee
 Source: A.S. Packard

43. Which point does the author use to suggest that the work of newer entomologists differs from that of the older generation?
- A. definitions related to insects
 - B. the development of butterfly parts
 - C. the division of insects into groups
 - D. the understanding of metamorphosis
44. Which choice best provides evidence for the answer to the previous question?
- A. Lines 5-9 (“We ... here.”)
 - B. Lines 9-14 (“The ... category.”)
 - C. Lines 18-26 (“We ... flows.”)
 - D. Lines 29-32 (“The ... organs.”)

45. As used in line 91, “service” most nearly means
- A. work.
 - B. use.
 - C. ritual.
 - D. resource.
46. Which of the following best summarizes the final paragraph?
- A. Some maxillae are long while others are curved.
 - B. Some moths have maxillae that are curved.
 - C. The Luna moth has a blade-like maxilla.
 - D. The maxillae differ between different kinds of moths.
47. The overall text structure mostly resembles
- A. a narrative.
 - B. an encyclopedia.
 - C. a magazine.
 - D. a newspaper.
48. Which of the following is a characteristic of haustellate insects?
- A. They have enormous jaws.
 - B. They are diverse in organ structures.
 - C. The maxillae play a huge role.
 - D. The tubercles are removed in adulthood.
49. Which choice best provides evidence for the answer to the previous question?
- A. Lines 18-26 (“We ... flows.”)
 - B. Lines 46-52 (“Among ... student.”)
 - C. Lines 59-64 (“The ... flowers.”)
 - D. Lines 70-72 (“The ... tubercles.”)

50. As used in line 93, “found” most nearly means
- A. discovered.
 - B. recovered.
 - C. obtained.
 - D. considered.
51. The tone of the passage is best described as
- A. objective and informative.
 - B. subjective and ambiguous.
 - C. patronizing and judgmental.
 - D. sarcastic and ironic.
52. The graphic represents which of the figures mentioned in the passage?
- A. Figure 209
 - B. Figure 210
 - C. Figure 211
 - D. Figure 212

A.	MILES RUN.				
	B.	C.	D.	E.	F.
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6	-	-	-	32,370	32,370
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9	1,050	23,203	-	-	24,253
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11	-	-	-	23,609	23,609
12	1,527	-	4,369	12,060	17,956
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- A. Number of Engines
- B. Passengers
- C. Freight
- D. Gravel or Construction
- E. Switching
- F. Total

Report of Performance, 1888

Source: Thomas Clarke



EST I – Literacy Test I
Answer Key

Passage 1

1. C
2. B
3. D
4. C
5. B
6. A
7. A
8. B
9. D
10. B
11. A

Passage 2

12. D
13. B
14. C
15. A
16. D
17. A
18. A
19. D
20. B
21. D
22. A

Passage 3

23. B
24. C
25. D
26. C
27. B
28. A
29. D
30. A
31. A
32. B
33. D

Passage 4

34. C
35. A
36. C
37. B
38. A
39. D
40. A
41. C
42. B
43. A
44. B



EST I - Literacy Test II
Answer Key

Passage 1

1. D
2. C
3. C
4. C
5. C
6. B
7. B
8. A
9. A
10. A

Passage 2

11. B
12. A
13. B
14. A
15. C
16. C
17. D
18. C
19. D
20. B
21. A

Passage 3

22. A
23. D
24. C
25. C
26. B
27. B
28. B
29. C
30. C
31. A
32. D

Passage 4

33. C
34. D
35. C
36. D
37. C
38. C
39. A
40. A
41. B
42. A

Passage 5

43. C
44. B
45. B
46. D
47. B
48. B
49. B
50. A
51. A
52. D