

EST I – Literacy Test I

Student's Name _____

National ID _____

Test Center: _____

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.

Directions: Questions follow each of the passages below. Some questions ask you how the passage might be changed to improve the expression of ideas. Other questions ask you how the passage might be altered to correct errors in grammar, usage, and punctuation. One or more graphics accompany some passages. You will be required to consider these graphics as you answer questions about editing the passages.

There are three types of questions. In the first type, a part of the passage is underlined. The second type is based on a certain part of the passage. The third type is based on the entire passage.

Read each passage. Then, choose the answer to each question that changes the passage so that it is consistent with the conventions of standard written English. One of the answer choices for many questions is “NO CHANGE.” Choosing this answer means that you believe the best answer is to make no change in the passage.

Questions 1–11 are based on the following passage.

Opportunities in Engineering

by Charles M. Horton

Several years ago, at the regular annual meeting of one of the major engineering societies, the president of the society, in the formal address with which he opened the meeting, gave expression to a thought so startling that the few laymen (1) who were seated in the auditorium fairly gasped. (2) Surprisingly the president had said that, since engineers had got the world into war, it was the duty of engineers to get the world out of war. As a thought, it probably reflected the secret opinion of every engineer present, for, however (3) unaffected of intended wrong-doing engineers assuredly are as a group in their work of scientific investigation and development, (4) the statement that engineers were responsible for the conflict then raging in Europe was absolute truth.

I mention this merely to bring to the reader's attention the tremendous power which engineers wield in world affairs.

The profession of (5) engineering, which, by the way, is merely the adapting of discoveries in science and art to the uses of mankind—is a peculiarly isolated one.

1.
 - A. NO CHANGE
 - B. which
 - C. whose
 - D. who's
2. Which choice provides the most logical introduction to the sentence?
 - A. NO CHANGE
 - B. What was said in fact was
 - C. The president had said that
 - D. What the president said in effect was that
3. Which word best fits the meaning of the sentence?
 - A. NO CHANGE
 - B. innocent
 - C. unknown
 - D. guilty
4.
 - A. NO CHANGE
 - B. it seems that engineers were responsible for the conflict
 - C. the statement disregards that the engineers were responsible for the problem
 - D. only engineers responsible for the conflict
5.
 - A. NO CHANGE
 - B. engineering—which, by the way, is merely the adapting of discoveries in science and art to the uses of mankind—is
 - C. engineering, which, by the way, is merely the adapting of discoveries in science and art to the uses of mankind, is
 - D. engineering, which—by the way, is merely the adapting of discoveries in science and art to the uses of mankind—is

(6) Much to our dismay very little is known about it among those outside of the profession. Laymen know something about law, a little about medicine, quite a lot—nowadays—about metaphysics. But laymen know nothing about engineering. Indeed, a source of common amusement among engineers is the peculiar fact that the average layman cannot differentiate between the (7) men who runs a locomotive and the man who designs a locomotive. In ordinary parlance both are called engineers. Yet there is a difference between them—(8) a difference as between day and night. For one merely operates the results of the creative genius of the other. This almost universal ignorance as to what constitutes an engineer serves to show to what broad extent the profession of engineering is isolated.

Yet it is a wonderful profession. I say this with due regard for all other professions. [1] For one cannot but ponder the fact that, if engineers started the greatest war the world has ever known—and engineers as a body freely admit that if they did not start it they at least made it possible—they also stopped (9) them, thereby proving themselves possessed of a power greater than that of any other class of professional men—(10) diplomats and lawyers and divinities not excepted.

[2] That it is a force generally exercised for good—despite the World War—I myself, as an engineer, can truly testify. [3] With some fifteen years spent on the creative end of the work—the drafting and designing end—I have yet to see, with but two or three rare exceptions, the genius of engineers turned into any but noble channels. [4] That engineering is a force fraught with stupendous possibilities, therefore, nobody can very well deny. (11)

6. A. NO CHANGE
B. But
C. Since
D. And
7. A. NO CHANGE
B. man's
C. mens'
D. man
8. What should be done with the underlined phrase?
A. Keep it, because it emphasizes the previous information.
B. Keep it, because it provides a break from the formal structure of the passage.
C. Delete it, because it does not add to the sentence.
D. Delete it, because it is irrelevant.
9. A. NO CHANGE
B. them
C. her
D. it
10. A. NO CHANGE
B. diplomats, lawyers and divinities not excepted.
C. diplomats, lawyers, and divinities not excepted.
D. diplomat, lawyer, and divinities not excepted.
11. To make the last two paragraphs logical, sentence [4] should be placed
A. where it is now.
B. before sentence 1.
C. before sentence 2.
D. after sentence 2.

Questions 12–22 are based on the following passage.

Frederick Douglass

by Charles W. Chesnutt

[1] Douglass's earliest recollections centered around the cabin of his grandmother, Betsey Bailey, who seems to have been something of a **(12) privileged** character on the plantation, being permitted to live with her husband, Isaac, in a cabin of their own, charged with only the relatively light duty of looking after a number of young children, mostly the offspring of her own five daughters, and providing for her own support.

[2]The real importance of his life to us of another generation lies in what he accomplished toward the world's progress, which he only began to influence several years after his escape from slavery. **(13)** [3]

It is impossible in a work of the scope of this to go into very elaborate detail with reference to this period of Douglass's life, however interesting it might be. [4] Enough ought to be stated, however, to trace his development from slave to freeman, and his preparation for the platform where he secured his hearing and **(14) was earning** his fame.

Douglass was born the slave of one Captain Aaron Anthony, a man of some consequence in eastern Maryland, the manager or chief clerk of one Colonel Lloyd, the head for that generation of an old, exceedingly wealthy, and highly honored family in Maryland, the possessor of a stately mansion and one of the largest and most fertile plantations in the State. **(15)** Captain Anthony, though only the satellite of this great man, himself owned several farms and a number of slaves. At the age of seven Douglass was taken from the cabin of his grandmother at Tuckahoe to his masters residence on Colonel Lloyd's plantation.

12. Which word would most likely capture Betsey Bailey's character based on the context?
- A. NO CHANGE
 - B. revered
 - C. inadequate
 - D. fanciful
13. To make the previous paragraph most logical, sentence 2 should be placed
- A. Where it is now.
 - B. after sentence 3.
 - C. before sentence 1.
 - D. after sentence 4.
- 14.
- A. NO CHANGE
 - B. earned
 - C. has earned
 - D. was earned
15. Which option, if inserted here, best supports the previous statement on Captain Aaron Anthony?
- A. As a result, Douglass grew as a prosperous slave under Captain Aaron Anthony's jurisdiction.
 - B. Notwithstanding his monetary success, Captain Aaron Anthony treated his slaves brutally and is suspected of being Douglass's father.
 - C. Many people would come to Captain Aaron Anthony to either buy slaves or land.
 - D. The many titles only added to Captain Aaron Anthony's social standing in the community in addition to his wealth.

(16) Up to this time he had never, to his recollection, seen his mother. All his impressions of her were derived from a few brief visits made to him at Colonel Lloyd's plantation, most of them at night. These fleeting visits of the mother were important events in the life of the child, now no longer under the care of his (17) grandmother, but turned over to the tender mercies of his master's cook, with whom he does not seem to have been a favorite. (18) His mother died when he was eight or nine years old. Her son did not see her during her illness, (19) or learn of it until after her death. It was always a matter of (20) extreme sadness to him that he did not know her better, and that he could not was one of the sins of slavery that he never forgave.

On Colonel Lloyd's plantation Douglass spent four years of the slave life of which his graphic description on the platform stirred (21) humane, hearts to righteous judgment of an unrighteous institution. (22) As a result, it is enough to say that this lad, with keen eyes and susceptible feelings, was an eye-witness of all the evils to which slavery gave birth.

16. Which choice provides the best combination of the underlined sentences?
- A. NO CHANGE
 - B. mother. That said, all
 - C. mother. However, all
 - D. mother. And, all

- 17.
- A. NO CHANGE
 - B. grandmother but
 - C. grandmother and
 - D. grandmother; but
18. What should be done with the underlined sentence?
- A. Keep it, because it supports the main idea of the paragraph.
 - B. Keep it, because it provides relevant clarification.
 - C. Delete it, because it repeats an assertion.
 - D. Delete it, because it is irrelevant.
19. What should be done with the underlined phrase?
- A. Keep it. It emphasizes the previous information.
 - B. Keep it. It provides a break from the formal structure of the passage.
 - C. Delete it. It does not add to the sentence.
 - D. Delete it. It is irrelevant.
- 20.
- A. NO CHANGE
 - B. excessive lamentation
 - C. grief
 - D. unjustified sorrow
- 21.
- A. NO CHANGE
 - B. humane hearts
 - C. humane; hearts
 - D. humane: hearts
22. Which choice provides the best transition?
- A. NO CHANGE
 - B. However,
 - C. Keeping that in mind,
 - D. OMIT the transition phrase

Questions 23–33 are based on the following passage.

Dream Psychology: Psychoanalysis for Beginners

by Sigmund Freud

In the foregoing exposition we have now learnt something of the (23) dream work; we must regard it as a quite special psychological process, which, so far as we are aware, resembles nothing else. To the dream work has been transferred that bewilderment which (24) its' product, the dream, has aroused in us. In truth, the dream work is only the first recognition of a group of psychological processes to which must be referred the origin of hysterical symptoms, the ideas of morbid (25) dread, obsessive, and illusion. Condensation, and especially displacement, are never-failing features in these other processes. (26) The regard for appearance remains, on the other hand, peculiar to the dream work. If this explanation brings the dream into line with the formation of psychological disease, it becomes more important to fathom the essential conditions of processes like dream building. It will be probably a surprise to hear that neither the state of sleep nor illness is among the indispensable conditions. A whole number of phenomena of the everyday life of healthy (27) persons—forgetfulness, slips in speaking and in holding things, together with a certain class of mistakes, are due to a psychological mechanism analogous to that of the dream and the other members of this group. Displacement is the core of the problem, and the most striking of all the dream performances.

23. Which choice most effectively combines the sentences at the underlined portion?
- A. NO CHANGE
 - B. dream work, and to add we must
 - C. dream work in as much as we must
 - D. dream work, although we must
- 24.
- A. NO CHANGE
 - B. it's
 - C. its
 - D. their
- 25.
- A. NO CHANGE
 - B. dreadness, obsessive, and illusion
 - C. dread, obsession and illusion
 - D. dread, obsession, and illusion
26. The writer wants to express a feature specific to the dream work. Which choice best accomplishes this goal?
- A. NO CHANGE
 - B. Appearance, on the other hand, is often found in the dream work.
 - C. When looking closely at the dream work, appearance plays the role of one shared feature.
 - D. Though appearance appears elsewhere, it remains an important feature in the dream work.
- 27.
- A. NO CHANGE
 - B. persons—forgetfulness, slips in speaking and in holding things, together with a certain class of mistakes—
 - C. persons—forgetfulness, slips in speaking and in holding things, together with a certain class of mistakes
 - D. persons, forgetfulness, slips in speaking and in holding things, together with a certain class of mistakes—

A (28) thorough investigation of the subject shows that the essential condition of displacement is purely psychological; it is in the nature of a motive. We get on the track by thrashing out experiences which one cannot avoid in the analysis of dreams. I had to break off the relations of my dream thoughts in the analysis of my dream because I (29) find some experiences which I do not wish strangers to know, and which I could not relate without serious damage to important considerations. I added, it would be no use were I to select another instead of that particular dream; in every dream where the content is obscure or intricate, (30) I should hit upon dream thoughts which call for secrecy. (31) While, however, I continue the analysis for myself, without regard to those others, for whom, indeed, so personal an event as my dream cannot matter, I arrive finally at ideas which surprise me, which I have not known to be mine, (32) which not only appear foreign to me, but which are unpleasant, and which I would like to oppose vehemently, whilst the chain of ideas running through the analysis intrudes upon me inexorably. I can only take these circumstances into account by (33) admitting that these thoughts are actually part of my psychical life, possessing a certain psychical intensity or energy.

28. The writer suggests that a complete investigation of the subject has shown specific results. Which choice best reveals that meaning?
- A. NO CHANGE
 - B. underlying
 - C. satisfactory
 - D. excellent
- 29.
- A. NO CHANGE
 - B. will find
 - C. founded
 - D. found
- 30.
- A. NO CHANGE
 - B. I should upon secrecy hit upon dream thoughts.
 - C. should I hit upon dream thoughts which call for secrecy.
 - D. I should hit which call for secrecy upon the dream thoughts.
- 31.
- A. NO CHANGE
 - B. since
 - C. if
 - D. because
32. The writer wants to emphasize two main points using italics. Which choice best accomplishes this goal?
- A. NO CHANGE
 - B. which not *only* appear foreign to me, but which are *unpleasant*,
 - C. which not only appear *foreign* to me, but which are *unpleasant*,
 - D. which *not* only appear foreign to me, but which are *unpleasant*,
33. Which choice best fits the writer's main idea stated in the previous sentence?
- A. NO CHANGE
 - B. revealing
 - C. observing
 - D. submitting

Questions 34–44 are based on the following passage.

The Elements of Geology
by William Harmon Norton

Rocks exposed to the direct rays of the sun (34) became strongly heated by day and expand. After sunset they rapidly cool and contract. When the difference in temperature between day and night is considerable, the repeated strains of sudden expansion and contraction at last become greater than the rocks can bear, and they break, (35) for the same reason that a glass cracks when plunged into boiling water.

[1] In cooling in the evening the surface shell suddenly contracts on the unyielding interior and in time is forced off in scales.

(36) [2] Rocks are poor conductors of heat, (37) and hence their surfaces may become painfully hot under the full blaze of the sun, while the interior remains comparatively cool. [3] By day the outer (38) layer expands and tends to break loose from the mass of the stone.

[4] Many rocks, such as granite, are (39) made in grains of various minerals which differ in color and in their capacity to absorb heat, and which therefore contract and expand in different ratios. In heating and cooling these grains crowd against their (40) neighbors, and tear loose from them, so that finally the rock disintegrates into sand. The conditions for the destructive action of heat and cold are most fully met in arid regions when vegetation is wanting for lack of sufficient rain. The soil not being held together by the roots of plants is blown away over large areas, leaving the rocks bare to the blazing sun in a cloudless sky. The air is dry, and the heat received by the earth by day is therefore rapidly radiated at night into space. There is a sharp and sudden fall of temperature after sunset, and the rocks, strongly heated by day,

34. A. NO CHANGE
B. become
C. was became
D. had became
35. Which choice would best be logically placed here to represent the assertion made in the paragraph?
A. NO CHANGE
B. although sometimes they remain intact.
C. and this can be viewed in other materials.
D. taking into consideration the fragility.
36. Where in this passage should the underlined sentence be placed?
A. NO CHANGE
B. after sentence 2
C. after sentence 3
D. after sentence 4
37. A. NO CHANGE
B. and yet
C. and so far
D. and henceforth
38. Which word choice is most in line with the paragraph?
A. NO CHANGE
B. shell
C. covering
D. armor
39. A. NO CHANGE
B. made with
C. made up of
D. under made
40. A. NO CHANGE
B. neighbors and tear
C. neighbors, and, tear
D. neighbors and, tear

(41) are effected and now chilled perhaps even to the freezing point. (42) In the cooling and crystallization process, magma undergoes a physical process that ends in igneous rock. (43) This could result in many disadvantages for future vegetation.

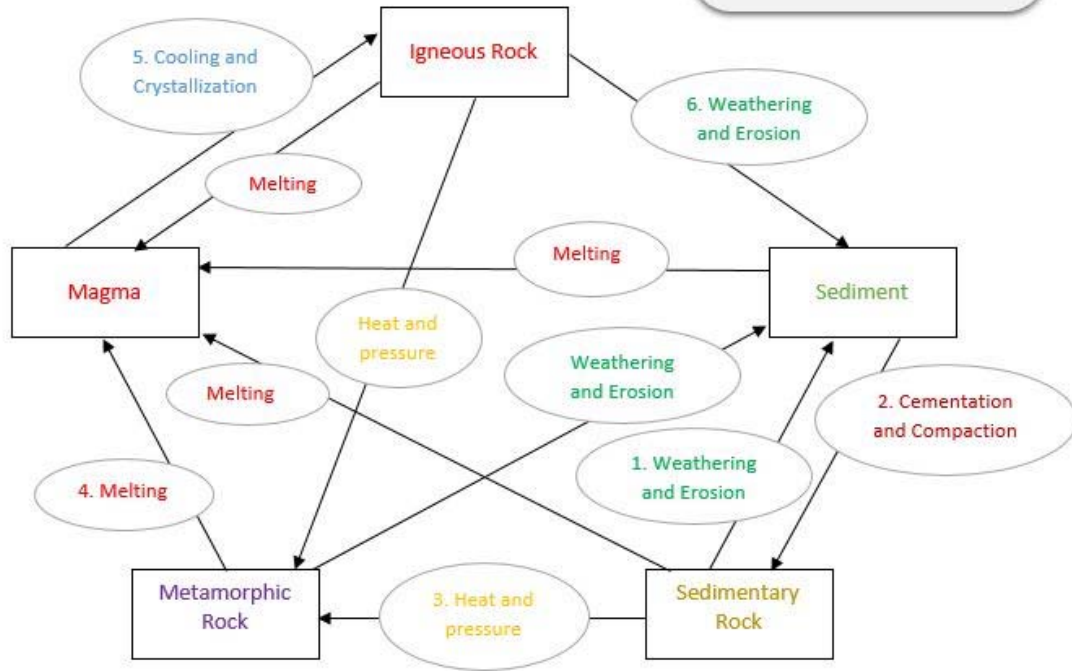
In the Sahara the thermometer has been known to fall 131 degrees F. within a few hours. In the light air of the Pamir plateau in central Asia a rise of 90 degrees F. has been recorded from seven o'clock in the morning to one o'clock in the afternoon. On the mountains of southwestern Texas there are frequently heard crackling noises as the rocks of that arid region throw off scales from a fraction of an inch to four inches in thickness, and loud reports are made as huge boulders split apart. Desert pebbles (44) is weakened by long exposure to heat and cold have been shivered to fine sharp-pointed fragments on being placed in sand heated to 180 degrees F. Beds half a foot thick, forming the floor of limestone quarries in Wisconsin, have been known to buckle and arch and break to fragments under the heat of the summer sun

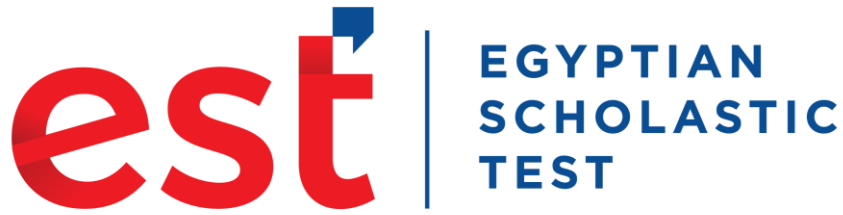
- 41.
- A. NO CHANGE
 - B. effected
 - C. affect
 - D. are affected
42. Which choice offers the most accurate interpretation of the data in the chart that accompanies this passage?
- A. NO CHANGE
 - B. Sediment is formed as a result of the process of weathering and erosion.
 - C. Heat and pressure affect only one form of rock.
 - D. The processes all center around the transformation of rock.
43. Which choice best concludes this paragraph and transitions to the topic of the next paragraph?
- A. NO CHANGE
 - B. The soil needs to be, then, properly examined.
 - C. The effect on the rocks is highly substantial.
 - D. The exchange in temperature and its effect on the rocks, therefore, depends on the area.
- 44.
- A. NO CHANGE
 - B. weakens
 - C. weakened
 - D. are weakened

Concept Map: Rock Cycle

Processes:

Cementation and Compaction
Cooling and Crystallization
Weathering and Erosion
Heat and pressure
Melting





EST I – Literacy Test II

Student's Name _____

National ID _____

Test Center: _____

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.

The following edited passage is taken from A Tale of Two Cities by Charles Dickens. The novel takes place before and after the French Revolution and the passage introduces the first paragraphs of the novel, setting the stage for future events.

It was the best of times,
it was the worst of times,
it was the age of wisdom,
it was the age of foolishness,
5 it was the epoch of belief,
it was the epoch of incredulity,
it was the season of Light,
it was the season of Darkness,
10 it was the spring of hope,
it was the winter of despair,
we had everything before us, we had
nothing before us, we were all going
direct to Heaven, we were all going
direct the other way— in short, the
15 period was so far like the present period,
that some of its noisiest authorities
insisted on its being received, for good
or for evil, in the superlative degree of
comparison only.
20 There were a king with a large jaw and a
queen with a plain face, on the throne of
England; there were a king with a large
jaw and a queen with a fair face, on the
throne of France. In both countries it
25 was clearer than crystal to the lords of
the State preserves of loaves and fishes,
that things in general were settled for
ever.
It was the year one thousand seven
30 hundred and seventy-five. Spiritual
revelations were conceded to England at
that favored period, as at this. Mrs.
Southcott had recently attained her five-
and-twentieth blessed birthday, of
35 whom a prophetic private in the Life
Guards had heralded the sublime
appearance by announcing that
arrangements were made for the
swallowing up of London and
40 Westminster. Even the Cock-lane ghost
had been laid only a round dozen of

years, after rapping out its messages, as
the spirits of this very year last past
(supernaturally deficient in originality)
45 rapped out theirs. Mere messages in the
earthly order of events had lately come
to the English Crown and People, from a
congress of British subjects in America:
which, strange to relate, have proved
50 more important to the human race than
any communications yet received
through any of the chickens of the
Cock-lane brood.

France, less favored on the whole as to
55 matters spiritual than her sister of the
shield and trident, rolled with exceeding
smoothness down hill, making paper
money and spending it. Under the
guidance of those who ruled her, she
60 entertained herself, besides, with such
humane achievements that were nothing
but humane, sentencing a youth to his
utter demise because he had not kneeled
down in the rain to do honor to a traitor
65 which passed within his view, at a
distance of some fifty or sixty yards. It
is likely enough that, rooted in the
woods of France and Norway, there
were growing trees, when that sufferer
70 was put to death, already marked by the
Woodman, Fate, to come down and be
sawn into boards, to make a certain
movable framework with a sack and a
knife in it, terrible in history. It is likely
75 enough that in the rough outhouses of
some tillers of the heavy lands adjacent
to Paris, there were sheltered from the
weather that very day, rude carts,
bespattered with rustic mire, snuffed
80 about by cows, and roosted in by
poultry, which the Farmer, Death, had
already set apart to be his tumbrils of the
Revolution. But that Woodman and that
Farmer, though they work unceasingly,
85 work silently, and no one heard them as
they went about with muffled tread: the
rather, forasmuch as to entertain any
suspicion that they were awake, was to
be disloyal and traitorous.

1. The primary purpose of lines 1-14 is to
 - A. criticize a movement.
 - B. establish a theme of duality.
 - C. draw a contrast between ideas.
 - D. discredit a time period.
2. The evidence in the passage suggests that the story most likely takes place
 - A. in the 17th century.
 - B. in the 18th century.
 - C. during World War I.
 - D. the middle ages.
3. Which choice provides the best evidence for the answer to the previous question?
 - A. Lines 14-19 (“in ... only.”)
 - B. Lines 20-24 (“There ... France.”)
 - C. Lines 29-32 (“It ... this.”)
 - D. Lines 74-83 (“It ... Revolution.”)
4. It can be inferred from the passage that the author most likely views the ruling power as which of the following?
 - A. A power that exhibits mercy to its people
 - B. An oppressive unjust power that oppresses its people
 - C. A power formed of woodmen, farmers, and the working class
 - D. A neutral power that does not heed its people
5. The tone in lines 58-66 is best described as
 - A. satirical.
 - B. skeptical.
 - C. grudging.
 - D. condescending.
6. As used in line 33, “attained” most nearly means
 - A. earned.
 - B. won.
 - C. achieved.
 - D. reached.
7. Based on the passage, which of the following statements about the author’s use of metaphors can be made?
 - A. The author uses metaphors as a stylistic device.
 - B. The author uses metaphors to emphasize the narrative’s structure.
 - C. The author uses metaphors to persuade the reader of his position.
 - D. The author uses metaphors to support concrete evidence.
8. Which choice provides the best evidence for the answer to the previous question?
 - A. Lines 20-24 (“There ... France.”)
 - B. Lines 45-48 (“Mere...America.”)
 - C. Lines 83-86 (“But ... tread.”)
 - D. Lines 86-89 (“the ... traitorous.”)
9. As used in line 86, “tread” most nearly means
 - A. path
 - B. journey
 - C. footsteps
 - D. parade
10. The relationship between the first and second paragraph and the rest of the passage can best be described as
 - A. premise followed by opposition.
 - B. analogy followed by narrative structure.
 - C. assertion followed by supporting evidence.
 - D. analysis followed by generalization.

The following passage is taken from The Every-day Life of Abraham Lincoln by Francis F. Browne. The biography recounts the life of the 16th president of the United States, Abraham Lincoln. This passage focuses on his early years before his presidency.

While engaged in the duties of Offutt's store Lincoln began the study of English grammar. There was not a text-book to be obtained in the neighborhood; but hearing
5 that there was a copy of Kirkham's Grammar in the possession of a person seven or eight miles distant he walked to his house and succeeded in borrowing it. L.M. Green, a lawyer of Petersburg, in
10 Menard County, says that every time he visited New Salem at this period Lincoln took him out upon a hill and asked him to explain some point in Kirkham that had given him trouble. After having mastered
15 the book he remarked to a friend that if that was what they called a science he thought he could "subdue another." Mr. Green says that Lincoln's talk at this time showed that he was beginning to think of
20 a great life and a great destiny. Lincoln said to him on one occasion that all his family seemed to have good sense but somehow none had ever become distinguished. He thought perhaps he
25 might become so. He had talked, he said, with men who had the reputation of being great men, but he could not see that they differed much from others. During this year he was also much engaged with
30 debating clubs, often walking six or seven miles to attend them. One of these clubs held its meetings at an old storehouse in New Salem, and the first speech young Lincoln ever made was made
35 there. He used to call the exercising "practicing polemics." As these clubs were composed principally of men of no education whatever, some of their "polemics" are remembered as the most
40 laughable of farces. Lincoln's favorite newspaper at this time was the "Louisville Journal." He received it regularly by mail, and paid for it during a

number of years when he had not money
45 enough to dress decently. He liked its politics, and was particularly delighted with its wit and humor, of which he had the keenest appreciation.

At this era Lincoln was as famous for his
50 skill in athletic sports as he was for his love of books. Mr. Offutt, who had a strong regard for him, according to Mr. Arnold, "often declared that his clerk, or salesman, knew more than any man in
55 the United States, and that he could outrun, whip, or throw any man in the county. These boasts came to the ears of the 'Clary Grove Boys,' a set of rude, roystering, good-natured fellows, who
60 lived in and around Clary's Grove, a settlement near New Salem. Their leader was Jack Armstrong, a great square-built fellow, strong as an ox, who was believed by his followers to be able to
65 whip any man on the Sangamon river. The issue was thus made between Lincoln and Armstrong as to which was the better man, and although Lincoln tried to avoid such contests, nothing but
70 an actual trial of strength would satisfy their partisans. They met and wrestled for some time without any decided advantage on either side. Finally Armstrong resorted to some foul play,
75 which roused Lincoln's indignation. Putting forth his whole strength, he seized the great bully by the neck and holding him at arm's length shook him like a boy. The Clary Grove Boys were
80 ready to pitch in on behalf of their champion; and as they were the greater part of the lookers-on, a general onslaught upon Lincoln seemed imminent. Lincoln backed up against
85 Offutt's store and calmly awaited the attack; but his coolness and courage made such an impression upon Armstrong that he stepped forward, grasped Lincoln's hand and shook it
90 heartily, saying: 'Boys, Abe Lincoln is the best fellow that ever broke into this settlement. He shall be one of us.'"

11. Lines 9-14 imply which of the following about Lincoln’s character?
- A. He was impatient with tedious components of grammar.
 - B. He was ignorant to the ethics of making a request.
 - C. He was eager to learn and make an effort.
 - D. He was demanding when it came to material he did not comprehend.
12. Which of the following statements is best supported by the passage?
- A. Lincoln faced many obstacles in his search for knowledge.
 - B. Lincoln was a man of many talents that ranged across disciplines.
 - C. Mr. Offutt remained Lincoln’s primary supporter.
 - D. Jack Armstrong was meant to test Lincoln’s physical capacity.
13. The chief theme of the passage could best be described as
- A. discrediting Lincoln’s past experiences.
 - B. delineating Lincoln’s struggles.
 - C. documenting Lincoln’s growth.
 - D. observing Lincoln’s interactions with other people.
14. The author inserts the quote in lines 53-92 when referring to Mr. Offutt primarily to The primary purpose of inserting a quote in lines 53-92 is to
- A. provide an in-context example of Lincoln’s confrontation with Jack Armstrong to support the text.
 - B. emphasize an abstract concept in relation to Lincoln’s character.
 - C. express the importance of Jack Armstrong in Lincoln’s life.
 - D. outline the main idea of the passage.
15. Preceding line 85, Jack Armstrong’s character would best be described as
- A. hypocritical and cynical.
 - B. equitable and accepting.
 - C. resigned and calm.
 - D. indifferent and sly.
16. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 61-65 (“Their ... river.”)
 - B. Lines 66-71 (“The ... partisans.”)
 - C. Lines 71-75 (“They ... indignation.”)
 - D. Lines 84-86 (“Lincoln ... attack;”)
17. In line 14, “trouble” is closest in meaning to
- A. weakness.
 - B. unrest.
 - C. inconvenience.
 - D. difficulty.
18. According to the quote from line 53 to 92, it can be inferred about Lincoln’s character that
- A. he was often prone to conflict.
 - B. he felt the need to prove himself among other men.
 - C. he exhibited a nonchalant and non-confrontational exterior that elicits reverence.
 - D. he feared speaking out in front of others.
19. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 71-73 (“They ... side.”)
 - B. Lines 76-79 (“Putting ... boy.”)
 - C. Lines 79-84 (“The ... imminent.”)
 - D. Lines 84-90 (“Lincoln ... saying:”)
20. In line 77, “seized” is closest in meaning to
- A. grab.
 - B. capture.
 - C. confiscate.
 - D. abduct.

Passage 1 is edited and taken from On the Origin of Species By Means of Natural Selection on the complex relationship between plants and animals and Passage 2 is edited and taken from Criticisms on "The Origin of Species" by Thomas Henry Huxley which presents a critical reading of the theory of animal adaptation.

Passage 1

I am tempted to give one more instance showing how plants and animals, most remote in the scale of nature, are bound together by a web of complex relations.

- 5 I shall hereafter have occasion to show that the exotic *Lobelia fulgens*, in this part of England, is never visited by insects, and consequently, from its peculiar structure, never can set a seed.
- 10 Many of our orchidaceous plants absolutely require the visits of moths to remove their pollen-masses and thus to fertilize them. I have, also, reason to believe that humble-bees are
- 15 indispensable to the fertilization of the heartsease (*Viola tricolor*), for other bees do not visit this flower. From experiments which I have tried, I have found that the visits of bees, if not
- 20 indispensable, are at least highly beneficial to the fertilization of our clovers; but humble-bees alone visit the common red clover (*Trifolium pratense*), as other bees cannot reach the
- 25 nectar. Hence I have very little doubt, that if the whole genus of humble-bees became extinct or very rare in England, the heartsease and red clover would become very rare, or wholly disappear.
- 30 The number of humble-bees in any district depends in a great degree on the number of field-mice, which destroy their combs and nests; and Mr. H. Newman, who has long attended to the
- 35 habits of humble-bees, believes that "more than two thirds of them are thus destroyed all over England." Now the number of mice is largely dependent, as everyone knows, on the number of cats;

- 40 and Mr. Newman says, "Near villages and small towns I have found the nests of humble-bees more numerous than elsewhere, which I attribute to the number of cats that destroy the mice."
- 45 Hence it is quite credible that the presence of a feline animal in large numbers in a district might determine, through the intervention first of mice and then of bees, the frequency of
- 50 certain flowers in that district!

- In the case of every species, many different checks, acting at different periods of life, and during different seasons or years, probably
- 55 come into play; some check or some few being generally the most potent, but all concurring in determining the average number or even the existence of the species. In some cases it can be
- 60 shown that widely-different checks act on the same species in different districts. When we look at the plants and bushes clothing an entangled bank, we are
- 65 tempted to attribute their proportional numbers and kinds to what we call chance. But how false a view is this! Everyone has heard that when an
- 70 American forest is cut down, a very different vegetation springs up; but it has been observed that the trees now
- 75 growing on the ancient Indian mounds, in the Southern United States, display the same beautiful diversity and proportion of kinds as in the
- 80 surrounding virgin forests. What a struggle between the several kinds of trees must here have gone on during long centuries, each annually scattering its seeds by the thousand; what war
- 85 between insect and insect—between insects, snails, and other animals with birds and beasts of prey—all striving to increase, and all feeding on each other or on the trees or their seeds and seedlings, or on the other plants which first clothed the ground and thus checked the growth of the trees!

Passage 2

Cats catch mice, small birds and the like, very well. Teleology tells us that they do so because they were expressly constructed for so doing—that they are perfect mousing apparatuses, so perfect and so delicately adjusted that no one of their organs could be altered, without the change involving the alteration of all the rest. The theory of animal adaptation affirms on the contrary, that there was no express construction concerned in the matter; but that among the multitudinous variations of the Feline stock, many of which died out from want of power to resist opposing influences, some, the cats, were better fitted to catch mice than others, whence they thrived and persisted, in proportion to the advantage over their fellows thus offered to them.

Far from imagining that cats exist “in order” to catch mice well, the theory of animal adaptation supposes that cats exist “because” they catch mice well—mousing being not the end, but the condition, of their existence. And if the cat type has long persisted as we know it, the interpretation of the fact upon the theory of animal adaptation principles would be, not that the cats have remained invariable, but that such varieties as have incessantly occurred have been, on the whole, less fitted to get on in the world than the existing stock.

If we apprehend the spirit of the “Origin of Species” rightly, then, nothing can be more entirely and absolutely opposed to Teleology, as it is commonly understood, than the theory of animal adaptation.

21. The author’s initial assertion in lines 1-4 are emphasized later in the text by
- A. mentioning the conclusive role cats and consequently other animals play in the overall appearance of certain flowers.
 - B. alluding to the visits moths and bees make to flowers.
 - C. suggesting there is an increasing presence of different plant genera.
 - D. emphasizing the rise in vegetation and diversity within forests.
22. In line 6, the author of Passage 1 mentions “Lobelia fulgens” in order to
- A. put forth a counter argument followed by a reasoning.
 - B. provide a specific example followed by a general conclusion.
 - C. set the tone of the passage followed by an in-depth analysis.
 - D. state a scientific development followed by an in-depth analysis.
23. Passage 1 is best described as
- A. a definition of a concept.
 - B. an example of a particular method.
 - C. a description of a process.
 - D. a discussion on a particular theory.
24. What is best described as the reason the author in passage 1 chooses to mention the “humble-bees” in line 26?
- A. The author provides an example of the effect of animals on the propagation of plants.
 - B. The author sheds light on the destruction of combs and nests.
 - C. The author clarifies the misconception related to humble-bees.
 - D. The author presents a solution to keep humble-bees safe.
25. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 17-25 (“From...nectar.”)
 - B. Lines 30-33 (“The ... nests;”)
 - C. Lines 33-37 (“and ... England.”)
 - D. Lines 40-44 (“and ... mice.”)
26. As used in line 34, “attended” most nearly means
- A. appeared.
 - B. managed.
 - C. accompanied.
 - D. looked after.
27. One characteristic of Passage 1 that may make it difficult to fully comprehend is the author’s assumption throughout that readers
- A. are familiar with the process of plant propagation.
 - B. have a well-developed understanding of humble-bees.
 - C. are acquainted with ancient Indian mounds.
 - D. have read Mr. H. Newman’s work.

28. What is the relationship between Passage 1 and Passage 2?
- A. Passage 1 presents an argument and Passage 2 refutes it.
 - B. Passage 1 discusses a scientific phenomenon and Passage 2 presents an opposing theory.
 - C. Passage 1 delineates a problem and Passage 2 offers a solution.
 - D. Passage 1 indicates a cause and Passage 2 manifests the effect.
29. The author of Passage 2 most likely mentions “Teleology” to
- A. express an opposing premise to the theory of animal adaptation.
 - B. bolster the theory of Teleology.
 - C. reject a premise on the grounds of evidence.
 - D. solidify the importance of Teleology in relation to the theory of animal adaptation.
30. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 89-96 (“Teleology ... rest.”)
 - B. Lines 96-99 (“The ... matter;”)
 - C. Lines 108-113 (“Far ... existence.”)
 - D. Lines 113-122 (“And ... stock.”)
31. As used in line 99, “construction” most nearly means
- A. establishment.
 - B. building.
 - C. interpretation.
 - D. structure.

The following passage is taken from a collection of works compiled by The New York Times called The Current History of the European War. The passage is from the article What the Economic Effects May Be by Irving Fisher on the financial standing in 1915.

It may well be that among the economic consequences of the war there will be some national bankruptcies, and that among the political consequences will be revolutions. High prices, high taxes, low wages, and unemployment make an ominous combination. We may be sure that discontent will be profound and widespread. This discontent is pretty sure to lead, especially in the defeated nations where there is no compensating “glory,” to strong revolutionary movements just as was the case in Russia after her defeat by Japan. Whether or to what extent these movements, in which “Socialism” in the various meanings of that word is sure to play a part, will succeed, depends on the relative strength of opposing tendencies which cannot yet be measured. One possible if not probable result may be, as I suggested in THE TIMES two weeks ago, some international device to secure disarmament and to safeguard peace.

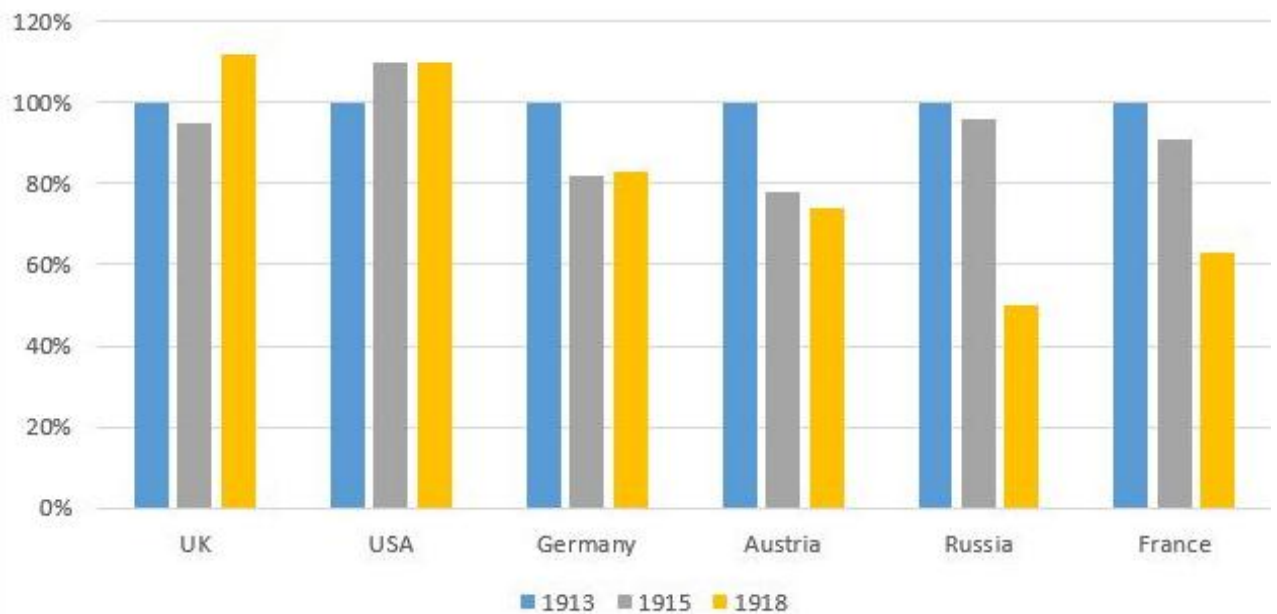
Though part of the losses to Europe will be permanent, her chief loss will be coterminous with the war. She will, therefore, seek ways and means to fill in this immediate hole in her income in order to “get by.” To do this she must borrow; that is, she must secure her present bread and butter from us and other nations and arrange to repay later out of the fruits of peace. She can stint herself, but not enough to meet the situation. She must borrow. And in one way and another she will satisfy this necessity by borrowing in the United States.

Most of the strange and unprecedented phenomena which we have witnessed in the last month, in rapid succession, are due to this pressing necessity of the belligerent peoples to cash in now and trust to good fortune to pay later. As soon as the war became even probable Europe tried to cash in on our securities. The pressure for our gold pushed it toward Europe faster than it could move. Exchange jumped to the gold-shipping point of \$4.89 per pound sterling, and did not stop. In some cases it reached \$7. This was partly due to the desire to get our gold and bolster up a credit structure, tottering before the deadly blow of war; but it was also partly due to the need of ready money for supplies of all kinds. This need applies not only to the Governments, but to the individual people. To obtain this ready money they threw back on us the securities they had purchased of us in former years. They wanted us to take back these titles to future income and give them instead titles to present income. Had they secured our gold their next step would have been to spend part of it for supplies, and this would have caused any foreign dealers to whom they applied to place orders with us. The gold then might have turned the exchanges and have been brought back to us in return for our wheat and other products.

This double transaction is in essence one—a barter of present income in the form of our wheat to Europe for future income in the form of investment securities. It was interfered with by the refusal of the insurance companies to insure the gold and by the closing of Stock Exchanges against the inundating flood of securities. The first difficulty, as to transporting gold, has been largely removed by arranging for drafts against stocks of it kept on both sides of the Atlantic. This will save the need of sending it on risky voyages back and forth, and any final net balances can be

liquidated after the war. The second obstacle, the closure of the Stock Exchanges, is more formidable, but cannot completely or permanently prevent the transactions which so many people on both sides are anxious to consummate. Curb markets and limited cash sales on the Exchanges themselves are doing some of this business, and, sooner or later, much more will be done, whether the Exchanges are open or not. Europe needs our wheat and cannot pay for it except with securities, partly because her own industry is paralyzed, partly because ocean transportation is difficult.

The Wartime change in GDP for six countries



Source: Scott Miner/Guggenheim

32. According to line 9, “discontent” refers to
- the combination of consequences.
 - the bankruptcy.
 - revolution movements.
 - war.
33. Which statement best describes why “glory” in line 12 is placed in quotes?
- It is extracted from a larger quote.
 - It is a stylistic device used to express irony.
 - The quoted word refers to the premise of the passage.
 - The quoted word is of a foreign language origin.
34. As used in line 32, “secure” most nearly means
- obtain.
 - fasten.
 - protect.
 - connect.
35. According to the passage, possible success of the revolutionary movements is contingent on
- the use of international devices.
 - the phenomenon of safeguarding peace.
 - the presence of immeasurable resistance.
 - the act of demilitarization.
36. According to line 27, “her” refers to
- Europe.
 - Japan.
 - Russia.
 - socialism.
37. It can be logically concluded from the passage that the price of gold increased because
- it was difficult to transport.
 - of the imminent war.
 - people were selling it.
 - gold was rare.
38. Which choice provides the best evidence for the answer to the previous question?
- Lines 26-28 (“Though ... war.”)
 - Lines 54-59 (“This ... kinds.”)
 - Lines 59-61 (“This ... people.”)
 - Lines 71-75 (“The ... products.”)
39. In terms of the overall difficulty of transporting gold, it can be inferred that
- countries were making it difficult to exchange goods.
 - the stock market failed to compensate.
 - Europe lacked stability.
 - factors relating to transport and immobility were crucial.
40. Which choice provides the best evidence for the answer to the previous question?
- Lines 80-84 (“It ... securities.”)
 - Lines 84-88 (“The ... Atlantic.”)
 - Lines 97-101 (“Curb ... not.”)
 - Lines 102-106 (“Europe ... difficult.”)
41. As used in line 76, “essence” most nearly means
- actuality.
 - scent.
 - elixir.
 - concentrate.
42. Data in the graph about wartime changes in GDP for six countries most strongly support which of the following statements?
- Russia suffered the most extreme drop in GDP post-war in 1918 compared to other countries.
 - Germany’s GDP dropped by over 20% after 1913.
 - Only USA’s GDP increased post-war in 1918.
 - Austria’s GDP dropped by over 20% from 1915 to 1918.

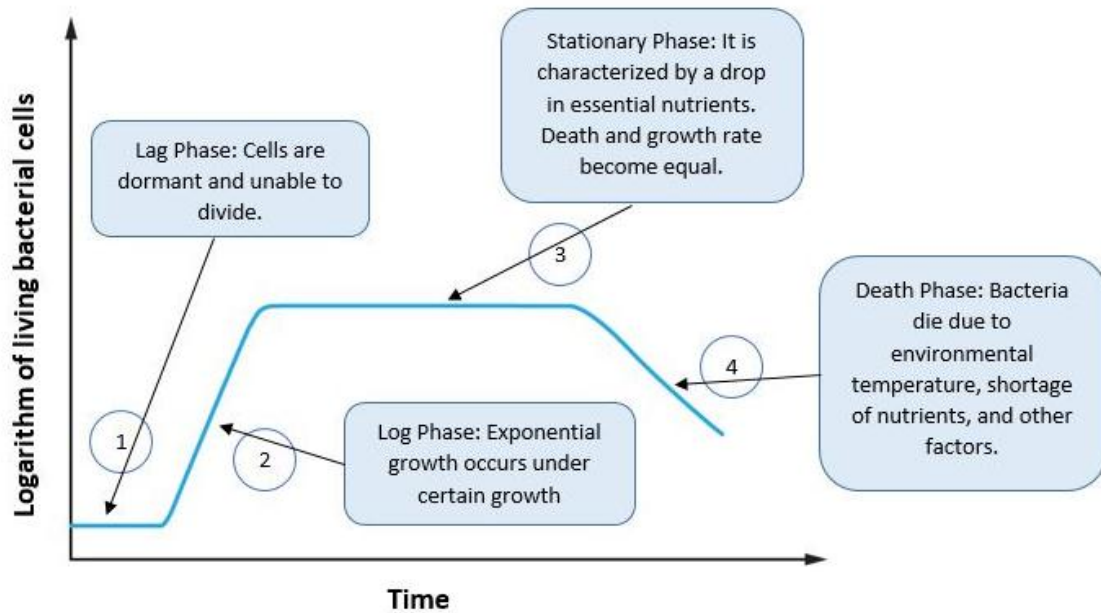
The following edited passage is taken from The Story of Germ Life by H. W. Conn which discusses the concept of bacterial multiplication.

In their method of growth we find one of the most characteristic features. They universally have the power of multiplication by simple division or fission. Each individual elongates and then divides in the middle into two similar halves, each of which then repeats the process. This method of multiplication by simple division is the distinguishing mark which separates the bacteria from the yeasts, the latter plants multiplying by a process known as budding.

It is this power of multiplication by division that makes bacteria agents of such significance. Their minute size would make them harmless enough if it were not for an extraordinary power of multiplication. This power of growth and division is almost incredible. Some of the species which have been carefully watched under the microscope have been found under favorable conditions to grow so rapidly as to divide every half hour, or even less. The number of offspring that would result in the course of twenty-four hours at this rate is of course easily computed. In one day each bacterium would produce over 16,500,000 descendants, and in two days about 281,500,000,000. It has been further calculated that these 281,500,000,000 would form about a solid pint of bacteria and weigh about a pound. At the end of the third day the total descendants would amount to 47,000,000,000,000, and would weigh about 16,000,000 pounds. Of course these numbers have no significance, for they are never actual or even possible numbers. Long before the offspring reach even into the millions their rate of multiplication is checked either by lack of food or by the accumulation of their own excreted products, which are

injurious to them. But the figures do have interest since they show faintly what an unlimited power of multiplication these organisms have, and thus show us that in dealing with bacteria we are dealing with forces of almost infinite extent.

This wonderful power of growth is chiefly due to the fact that bacteria feed upon food which is highly organized and already in condition for absorption. Most plants must manufacture their own foods out of simpler substances, like carbonic dioxide (Co₂) and water, but bacteria, as a rule, feed upon complex organic material already prepared by the previous life of plants or animals. For this reason they can grow faster than other plants. Not being obliged to make their own foods like most plants, nor to search for it like animals, but living in its midst, their rapidity of growth and multiplication is limited only by their power to seize and assimilate this food. As they grow in such masses of food, they cause certain chemical changes to take place in it, changes doubtless directly connected with their use of the material as food. Recognizing that they do cause chemical changes in food material, and remembering this marvelous power of growth, we are prepared to believe them capable of producing changes wherever they get a foothold and begin to grow. Their power of feeding upon complex organic food and producing chemical changes therein, together with their marvelous power of assimilating this material as food, make them agents in Nature of extreme importance.



Source: Lumin

43. The main purpose of the passage is to
- examine the division process of bacteria under certain conditions.
 - argue that data on bacteria is still inconclusive.
 - discuss the importance of bacterial cells.
 - present data on the multiplication process.
44. As used in line 43, “checked” most nearly means
- halted.
 - examined.
 - confirmed.
 - investigated.
45. The attitude that the author takes throughout the passage is best described as that of
- awe and admiration.
 - indifference and nonchalance.
 - professionalism and objectivity.
 - reverence and subjectivity.
46. Which choice provides the best evidence for the answer to the previous question?
- Lines 28-35 (“In ... pound.”)
 - Lines 38-41 (“Of course ... numbers.”)
 - Lines 64-69 (“Not ... food.”)
 - Lines 80-86 (“Their ... importance.”)
47. As used in line 85, “agents” most nearly means
- companies.
 - spies.
 - performers.
 - catalysts.
48. Which of the following is NOT cited in the passage and the graph as a reason bacterial cells stop growing?
- food depreciation
 - mutations
 - overabundance of their own excreta
 - changes in temperature

- 49.** According to the passage, bacterium strength relies on
- A.** its ability to divide.
 - B.** its large quantity.
 - C.** the presence of food.
 - D.** its capacity to feed on complex matter.
- 50.** Which choice provides the best evidence for the answer to the previous question?
- A.** Lines 19-20 (“This ... incredible.”)
 - B.** Lines 28-31 (“In ... 281,500,000,000.”)
 - C.** Lines 57-62 (“Most ... animals.”)
 - D.** Lines 64-74 (“Not ... food.”)
- 51.** The author most likely mentions numbers in lines 30-38 to
- A.** support his premise that bacterial cells need favorable conditions.
 - B.** provide an estimate of the multiplied bacterial cells.
 - C.** illustrate the bacterial cells’ rapid growth accurately.
 - D.** add details to the passage.
- 52.** Based on the ideas presented in the passage, the graph
- A.** accentuates the validity of the experiment.
 - B.** presents the long process of multiplication.
 - C.** supports the information in the passage.
 - D.** provides new information unrelated to the passage.

EST I – Literacy Test I
Answer Key
(Writing and Language Test)

Passage 1

1. a
2. a
3. b
4. a
5. b
6. a
7. d
8. a
9. d
10. c
11. c

Passage 2

12. a
13. b
14. b
15. d
16. b
17. a
18. a
19. a
20. c
21. b
22. d

Passage 3

23. a
24. c
25. d
26. a
27. b
28. a
29. d
30. a
31. c
32. c
33. a

Passage 4

34. b
35. a
36. c
37. a
38. b
39. c
40. b
41. d
42. a
43. d
44. c

EST I – Literacy Test II

Answer Key

(Reading Section)

Passage 1

1. b
2. b
3. c
4. b
5. a
6. d
7. a
8. c
9. c
10. b

Passage 2

11. c
12. b
13. c
14. a
15. b
16. c
17. d
18. c
19. d
20. a

Passage 3

21. a
22. b
23. d
24. a
25. b
26. d
27. a
28. b
29. a
30. b
31. d

Passage 4

32. a
33. b
34. a
35. c
36. a
37. b
38. b
39. d
40. d
41. a
42. a

Passage 5

43. c
44. a
45. a
46. d
47. d
48. b
49. d
50. c
51. a
52. c