

Compass Practice Test

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Math Test

Select the best answer for each question.

Numerical Skills / Pre-Algebra

- What will be the eighth element of the series beginning 1, -1/2, 2, -1/4, 4, -1/8?
 - $\frac{1}{4}$
 - 6
 - 1/16
 - 16
 - 8
- John works for four hours at \$15/hour. He then buys two CDs at \$13.25 each. How much money does he have left?
 - \$33.50
 - \$1.75
 - \$26.50
 - \$15
 - \$30
- Solve $\frac{1}{4} + \left(\frac{2}{3} \times \frac{1}{4}\right) + \left(\frac{3}{2} \div \frac{1}{4}\right) - 3 = ?$
 - $4\frac{1}{12}$
 - $3\frac{5}{12}$
 - $3\frac{1}{12}$
 - 6
 - $4\frac{1}{4}$
- A cell phone company offers two plans. Plan A customers pay \$3 for every hour of phone usage. Plan B customers pay a flat fee of \$35 per month. If Melanie signs up for plan B and uses her phone for 16 hours the first month, how much does she save compared to if she had selected plan A?
 - \$8
 - \$48
 - \$35

- d. \$13
 - e. \$17
5. Solve $\frac{4.5 \times 10^7}{1.5 \times 10^{-3}}$
- a. 3×10^4
 - b. 3×10^{-4}
 - c. 3×10^{10}
 - d. 3×10^{-10}
 - e. 3×10^{21}
6. Which expression is equivalent to $4 \times \sqrt[3]{81}$?
- a. $\frac{4}{3} \times 9^3$
 - b. $4 \times 9^{1/3}$
 - c. $\frac{4}{3} \times 81$
 - d. $\frac{4}{3} \times 9^{1/2}$
 - e. $4 \times 9^{2/3}$
7. Yossi gets a 20% discount at the bicycle store because he works there. How much will he have to pay for gear that normally sells for \$150?
- a. \$140
 - b. \$130
 - c. \$120
 - d. \$110
 - e. \$100
8. Martine gets an auto service bill charging her \$350 for labor and \$150 for parts. What percentage of the total bill is for parts?
- a. 30%
 - b. 15%
 - c. 150%
 - d. 75%
 - e. 45%
9. Bartholomew buys 12 gallons of gasoline for his car at a price of \$2.40 per gallon. He hands the attendant two \$20 bills. How much change should he receive?
- a. \$16
 - b. \$12.20
 - c. \$11.40
 - d. \$11.20
 - e. \$10.80
10. If 25 pounds of potatoes costs \$30, how much will 30 pounds cost?

- a. \$25
- b. \$32
- c. \$36
- d. \$38
- e. \$42

11. Half the students taking a math test receive an average grade of 66%. The other half receives an average grade of 86%. What is the average grade overall?

- a. 70%
- b. 74%
- c. 76%
- d. 78%
- e. 82%

12. What is the value of A if $\frac{A}{3} = \frac{4}{9}$?

- a. $\frac{9}{4}$
- b. $\frac{3}{4}$
- c. 3
- d. $\frac{4}{3}$
- e. $\frac{5}{3}$

13. A man drives 350 miles in 7 hours. If he continues at the same average speed, how long will it take him to complete a 400 mile trip?

- a. 8 hours
- b. 9 hours
- c. 8.5 hours
- d. 9.5 hours
- e. 7.5 hours

14. Calculate the mean of the number set (26, 12, 26, 8, 26, 26, 23).

- a. 26
- b. 24
- c. 23
- d. 21
- e. 20

15. A company selling televisions instituted a price increase at the end of the year. One unit's selling price of \$720 was increased to \$900. By what percentage was the price increased?

- a. 20%

- b. 15%
- c. 25%
- d. 18%
- e. 22%

Algebra

16. What is the value of y if $y = 2x^2 - 4$ and $x = 3$?
- a. 16
 - b. 9
 - c. 18
 - d. 14
 - e. 2
17. The area A of a triangle is calculated as $A = \frac{1}{2}hB$. If the height h is 12 feet and the base B is 4 feet long, what is the area, in square feet?
- a. 24
 - b. 12
 - c. 36
 - d. 48
 - e. 8
18. A 210 ft. long rope is cut into 3 pieces. The first piece of rope is 3 times as long as the second piece of rope. The third piece of rope is 2 times as long as the second piece of rope. What is the length of the longest piece of rope?
- a. 70 ft.
 - b. 90 ft.
 - c. 105 ft.
 - d. 110 ft.
 - e. 140 ft.
19. Mrs. Park is organizing a class trip to the aquarium, and has raised \$900 to help pay for it. Adult tickets are \$45, and student tickets are \$30. If she has 25 students and needs to take one adult for every five students, how much will each student have to pay so that the adults who agree to chaperone will have to pay nothing?
- a. \$5
 - b. \$6
 - c. \$4
 - d. \$3
 - e. \$2
20. If $f(x) = x^2$, which of the following is equal to $f(x + 1)$?
- a. $x^2 + 1$
 - b. $x^2 - 1$

- c. $x^2 + x$
- d. $x^2 + 2x + 1$
- e. 1

21. Which of the following is a simplified form of the expression $2x^2 - (3y - x^2) + 2y^2$?

- a. $2x^2 + 2y^2 - 3y$
- b. $3x^2 + 2y^2 - 3y$
- c. $x^2 + 2y^2 - 3y$
- d. $3x^2 - y^2$
- e. $2x^2 - 3y^2$

22. Which of the following is a simplified form of the expression $4x^2 + 6x - 10$?

- a. $(x + 5)(4x - 2)$
- b. $(x + 5)(2x - 2)$
- c. $(2x + 5)(4x - 2)$
- d. $(x + 5)(x - 2)$
- e. $(2x + 5)(2x - 2)$

23. Which of the following is equivalent to the expression $(t^2 - t - 6)(t - 3)^{-1}$?

- a. $t^3 - 9t + 18$
- b. $(t - 2)(t + 3)$
- c. $(t + 2)(t - 3)$
- d. $(t - 2)$
- e. $(t + 2)$

24. Given two lines with the equations $4y = 5x - 2$ and $10y = 5 - 8x$, which of the following is true?

- a. The lines have the same y -intercept
- b. The lines are parallel
- c. The lines have the same x -intercept
- d. The lines are perpendicular
- e. The first line is parallel to the x -axis

25. What is the value of x if $4x + 9 = 9x + 34$?

- a. 5
- b. -5
- c. 9
- d. -9
- e. 17

26. A *luminescent* chemical emits light when heated. The intensity I of the light can be obtained by using the formula $I = -\frac{t^3}{100} + 0.4t^2 + 0.3t + 10$, where t is the temperature in degrees Celsius. What is the light intensity at 25°C ?

- a. 111.25

- b. 267.25
- c. 156.25
- d. 257.50
- e. 10.7

27. Which of the following functions represents an exponential decay?

- a. $y = 7(0.5)^x$
- b. $y = 7^x$
- c. $y = (1.5)^x$
- d. $y = (0.5)^x$
- e. $y = \left(\frac{3}{2}\right)^x$

28. If $3^{x+2} = 18$, then $3^x = ?$

- a. 2
- b. 3
- c. 9
- d. 1.8
- e. 2.3

29. If x is a positive number, then $\frac{x^{2/3} \times x^{4/3}}{x^{1/3}} = ?$

- a. $\sqrt[5]{x^3}$
- b. $\sqrt[3]{x^5}$
- c. $x^{2/3}$
- d. $x^{3/2}$
- e. $x^{1/3}$

30. For what value of x is $\frac{x^2 - 12x + 17}{x^2 + 7x + 12}$ undefined?

- a. -4
- b. 4
- c. -3
- d. 3
- e. 0

College Algebra

31. What is the first term in the arithmetic sequence _____, $8\frac{1}{3}, 7, 5\frac{2}{3}, 4\frac{1}{3}, \dots$?

- a. 11
- b. $9\frac{1}{2}$

- c. $9\frac{2}{3}$
- d. 10
- e. $10\frac{1}{3}$

32. Which of the following is a linear function?

- a. $f(x) = x^2 + 2x + 4$
- b. $f(x) = \sqrt{2x + 4}$
- c. $f(x) = 2x + x^{1/2}$
- d. $f(x) = 4$
- e. $f(x) = \frac{2}{x}$

33. What is the slope of the line passing through the points (-2,-1) and (2,3)?

- a. 1
- b. $\frac{1}{2}$
- c. 2
- d. 3
- e. -2

34. Given the following two equations, what is the value of a ?

$$a + 2b = 12$$

$$2a + b = 6$$

- a. 0
- b. 6
- c. 3
- d. 4
- e. -3

35. Given the following equation, what is the value of x ?

$$5^{4x} = 125^{x+2}$$

- a. 0
- b. 3
- c. 5
- d. 6
- e. $3\sqrt{5}$

36. What is the value of the function $f(A) = A^{\log_4(12)}$?

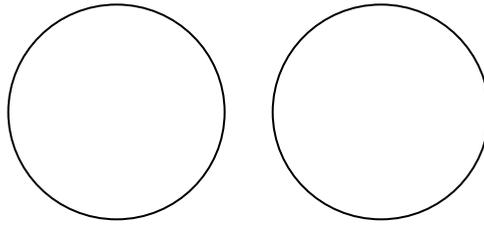
- a. 0
- b. 4
- c. 12
- d. 16
- e. A^2

37. Determine the values of x and y in the matrix equation $\begin{bmatrix} x \\ 5 \end{bmatrix} + \begin{bmatrix} 2y \\ -x \end{bmatrix} = \begin{bmatrix} 8 \\ 3 \end{bmatrix}$.
- $x = -2, y = 4$
 - $x = 2, y = 4$
 - $x = -2, y = -3$
 - $x = 2, y = 5$
 - $x = 2, y = 3$
38. The vertex matrix for a triangle is $\begin{bmatrix} -3 & 4 & 6 \\ 4 & 7 & 9 \end{bmatrix}$. The same triangle is moved to a new position on the coordinate plane so that it is now described by the vertex matrix $\begin{bmatrix} -3 & 4 & 6 \\ 3 & 6 & 8 \end{bmatrix}$. What operation has been performed?
- Clockwise rotation
 - Reflection across the y -axis
 - Translation
 - Counterclockwise rotation
 - Reflection across the x -axis
39. If $i = \sqrt{-1}$, what is the value of i^8 ?
- 1
 - 1
 - 0
 - i
 - $-i$
40. What is the greatest common factor of $15w^4x^5 - 30w^3x^2 + 45w^2x^2$?
- $5wx$
 - $3wx^2$
 - $15w^2x^2$
 - $5w^2x^2$
 - $15wx$

Geometry

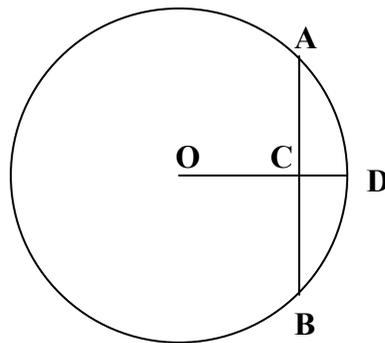
41. A model airplane flies a circular course at the speed of 175 ft/sec. If it completes one circuit in 3 seconds, what is the radius of the circle?
- 175 ft
 - 83 ft
 - 166 ft
 - 53 ft
 - 215 ft

42. Two circles are shown in the figure below. How many common tangents can be drawn to them?



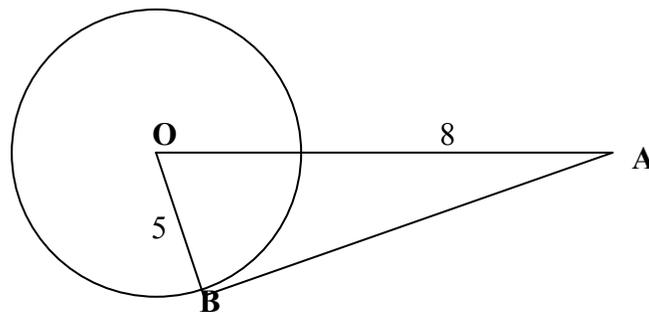
- a. 1
- b. 3
- c. 2
- d. 4
- e. none

43. In the circle below, radius OD is perpendicular to AB . If length $AC = 12$, what is the length of CB ?



- a. 12
- b. 144
- c. 15
- d. 16
- e. 10

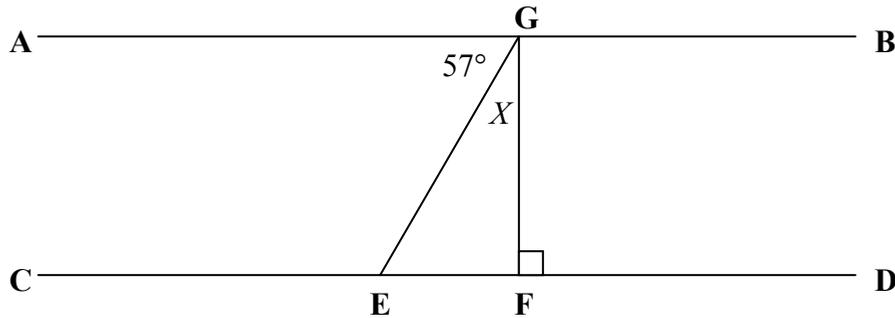
44. In the figure below, point A is 8 ft away from a circle of radius $R = 5$ ft. Line AB is tangential to the circle. What is the distance AB ?



- a. 14 ft
- b. 7 ft

- c. 11 ft
- d. 12 ft
- e. 13 ft

45. In the figure below, Lines AB and CD are parallel. If Segment GF is perpendicular to Line CD, as shown, and the angle $\angle AGE$ is 57° , what is the angle X ?



- a. 33°
- b. 29°
- c. 123°
- d. 18°
- e. 24°

46. What is the volume in cubic centimeters of the smallest sphere that can completely contain two equal spheres of radius 3 cm?

- a. 113
- b. 905
- c. 647
- d. 488
- e. 716

47. One side of a triangle has length 12 ft and another has length 10 ft. Which of the following are possible values of the area of this triangle?

- I. 120 square feet
- II. 60 square feet
- III. 40 square feet

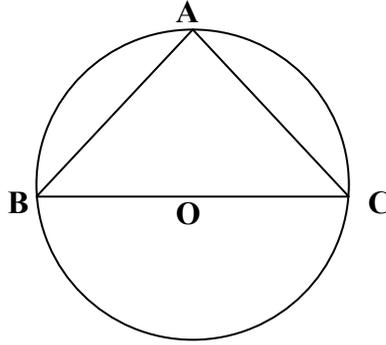
- a. I only
- b. II only
- c. III only
- d. I and II only
- e. II and III only

48. A rectangular swimming pool is 50 m long and 28 m wide. It has a concrete border around it that is 0.5 m wide. What is the area of the concrete border?

- a. 79 square meters
- b. 156 square meters

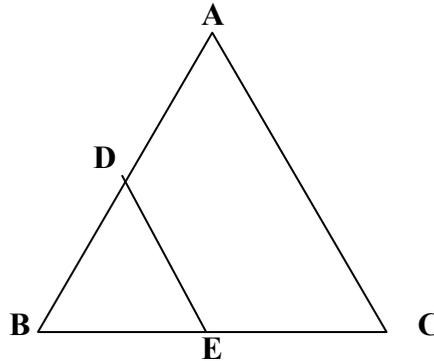
- c. 78 square meters
- d. 2800 square meters
- e. 56 square meters

49. In the figure below, ABC is an isosceles triangle inscribed within a circle of radius 4, such that side BC passes through the center. What is the length of the arc segment AC?



- a. 4π
- b. 2π
- c. π
- d. $\frac{\pi}{2}$
- e. 4

50. In the figure below, ABC is an equilateral of area A . Line DE bisects both AB and BE. What is the area of BDE?



- a. $\frac{1}{2}A$
- b. $\frac{1}{3}A$
- c. $\frac{1}{4}A$
- d. $\frac{1}{6}A$

e. $\frac{1}{8}A$

Trigonometry

51. If the cosine of angle ϕ is $\frac{3}{16}$, what is the secant of the same angle?

- a. $\frac{3}{16}$
- b. $\frac{16}{3}$
- c. $\frac{3}{8}$
- d. $\frac{13}{16}$
- e. $\frac{13}{8}$

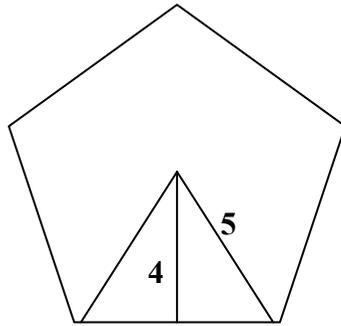
52. A treadmill is set to a 10% incline, meaning that its elevation increases by 10 inches for every inch of horizontal displacement. If the treadmill bed is 50 inches long, what is its vertical rise?

- a. 5 inches
- b. 10 inches
- c. 1 inch
- d. 20 inches
- e. 15 inches

53. What is the equivalent measure, in radians, of an angle of 60° ?

- a. $\frac{\pi}{4}$
- b. $\frac{\pi}{3}$
- c. $\frac{\pi}{8}$
- d. $\frac{\pi}{6}$
- e. $\frac{\pi}{9}$

54. In the figure below, an isosceles triangle of height $h = 4$ units and equal sides equal to 5 units is drawn within a pentagon, such that the apex of the triangle is at the center of the pentagon. What is the area of the pentagon, in square units?



- a. 5
- b. 20
- c. 60
- d. 80
- e. 90

55. A line with a slope of 1 passes through the origin in a coordinate plane. What is the angle between the line and the x -axis?

- a. 30°
- b. 45°
- c. 60°
- d. 75°
- e. 90°

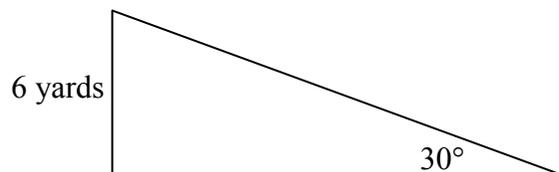
56. Which of the following angles has both sine and cosine less than zero?

- a. 50°
- b. 125°
- c. 195°
- d. 275°
- e. 80°

57. A swimming pool is 4 ft deep at the shallow end, 16 ft deep at the deep end. If it is 48 ft long and the bottom drops off at a steady slope, what is the angle formed by the bottom with the horizontal?

- a. 30°
- b. 24°
- c. 16°
- d. 14°
- e. 12°

58. Given the angles and dimensions shown, find the area of the triangle in the figure below.

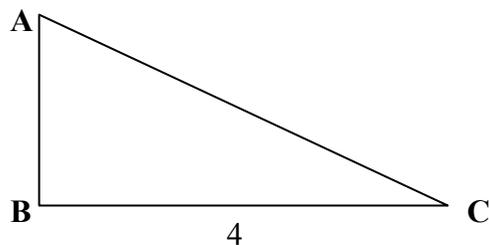


- a. 23.5 sq yard
- b. 31.2 sq yard
- c. 43.4 sq yard
- d. 54.1 sq yard
- e. 60 sq yard

59. Let $\sin \theta = a$, for $0 < \theta < 90^\circ$. What is the value of $\tan \theta$?

- a. $\sqrt{1-a^2}$
- b. $\frac{a}{1-a^2}$
- c. $\frac{a}{\sqrt{1-a^2}}$
- d. $\frac{a}{a^2-1}$
- e. $\frac{\sqrt{1-a}}{a^2}$

60. In the figure below, if $\cos C = 0.8$, what is the length AC?



- a. 3
- b. 4
- c. 5
- d. 6
- e. 7

Reading Test

Each of the following passages is followed by a series of questions to test reference and reasoning abilities. Referring questions are about material explicitly stated in a passage. Reasoning items test the ability to make appropriate inferences. In each case, select the best choice from the multiple-choice alternatives that follow the text.

Passage I - Practical Reading.

How to Remove the Bones from Poultry

Many recipes for chicken, turkey, or duck require that the bones be removed from the bird, leaving the body as intact as possible so that it may be closed up, stuffed, and then cooked as a normal bird. De-boned poultry is particularly tender and is suitable for deep-frying as well as roasting. Many may find this requirement to be daunting, but it is, in fact, quite simple. Here, I present a very straightforward method for removing the bones from a whole bird. These are the basic steps:

First, place the bird breast side down on a cutting board or other suitable surface. Using a sharp paring knife, make a cut down the full length of the back.

Next, begin to cut the meat away from the bones on one side, working from the front of the bird to the back. Stay as close to the bone as possible, and scrape the meat free. As you get to the thigh and wing, cut the tendons and separate them from the skeleton. Take the bone out of the thigh, but leave the ones that are inside the drumsticks and wings. Then, repeat this step on the other side of the bird.

Continue until you are able to remove the breastbone. You will have to work this free of the surrounding meat until you can extract it from the body cavity. Be careful not to cut the skin.

Flatten the bird as much as possible on the cutting surface, skin side down; then season with salt and pepper.

Finally, close the back of the bird by sewing it up with a large gauge needle and thick cotton kitchen thread. Curved upholstery needles work well for this.

Now, you can stuff the bird and roast it just like a normal bird. When preparing the stuffing, keep in mind that there will be more room inside a de-boned bird than in one that has retained its skeleton, so more stuffing will be required. Alternatively, you can use this technique to prepare Turducken, where a de-boned chicken is placed within a duck, which is placed within a turkey. Turducken is a Thanksgiving specialty in many parts of the country.

Questions

1. What is the main purpose of the passage?
 - a. To illustrate the use of a paring knife
 - b. To instruct the reader in a method for de-boning poultry
 - c. To teach the reader to prepare Turducken
 - d. To provide a recipe
 - e. To show the reader how to roast a chicken

2. What is the purpose of the first paragraph?
 - a. To introduce the topic of the text by describing its purpose and uses
 - b. To convince the reader that de-boned birds are better for deep-frying
 - c. To convince the reader that de-boned birds are unnecessary for many recipes
 - d. To give examples of recipes in which de-boned birds are used
 - e. To establish the author's credibility as a culinary authority

3. In the first paragraph, the word *daunting* means
 - a. horrible
 - b. dastardly
 - c. comparable
 - d. disgusting
 - e. formidable

4. Which of the following best describes the organization of the passage?
 - a. Hypothesis, elaboration, and conclusion
 - b. Arguments in favor of an opinion
 - c. Step-by-step procedure
 - d. Announcement and details
 - e. Characterization

5. What is one advantage of removing the bones from a poultry bird?
 - a. It prevents the bird from walking
 - b. It cooks more rapidly
 - c. You can add more stuffing
 - d. It will be more tender
 - e. It roasts to a darker color

6. Which part of the bird does one cut into to begin the procedure?
 - a. The back
 - b. The breastbone
 - c. The gut
 - d. The thigh and wing
 - e. The drumstick

7. Why are the large tendons of the thighs and wings cut?
 - a. To get at the breast meat
 - b. To scrape the meat away from the skeleton
 - c. To flatten the bird
 - d. So that the thigh bones may later be extracted
 - e. So that the thigh and wing bones may later be extracted

8. Are any bones left inside the bird?
 - a. Only the thigh bones
 - b. Only the wings and drumsticks
 - c. Only the drumsticks
 - d. Only the thighs, wings, and drumsticks
 - e. All the bones are removed

9. Why are upholstery needles used to sew up the bird?
 - a. Their shape is advantageous
 - b. Upholstery is often stuffed with feathers
 - c. Upholstery needles work best with cotton thread
 - d. A de-boned bird resembles a chair
 - e. Upholstery needles are long, straight and thick

10. Why is more stuffing required for a de-boned bird than for a normal bird?
 - a. Larger birds are used for de-boning
 - b. They are more loosely sewn than normal birds
 - c. The space once taken up by the bones must also be filled
 - d. The stuffing is packed more tightly
 - e. The stuffing shrinks when you fry the bird

11. What are the components of Turducken?
 - a. Turkey, chicken and duck
 - b. Poultry and stuffing
 - c. Chicken stuffing and cotton thread
 - d. Cotton thread and upholstery needles
 - e. Goose, duck and grouse

12. When is Turducken often eaten, according to the passage?
 - a. After de-boning a bird
 - b. In many parts of the country
 - c. When there is a large crowd
 - d. At Christmas
 - e. At Thanksgiving

Passage II - Prose Fiction.

O'Rourke

I always did like O'Rourke, the crabby old round-shouldered news editor at *The Sentinel*. Of course Constantin was the real boss, but he lived in a lofty place from which he could perceive nothing smaller than an international crisis. Sometimes we saw him passing in lonely grandeur to his inner sanctum, his mind hovering over the Persian Gulf. He never saw us, but O'Rourke was his first lieutenant and it was he that we knew. The old man nodded and pushed his spectacles up on his bald forehead as I came in.

"Well Jenkins, you seem to be doing very well," he said kindly. "The factory fire was excellent. So was the bus crash. What did you want to see me about?"

"To ask a favor."

His brow furrowed warily.

"What is it?"

"Do you think, Sir, that you could possibly send me on some mission for the paper? I would do my best to get you some good copy."

"What sort of mission had you in mind, Jenkins?"

"Well, Sir, anything that had adventure and danger in it. The more difficult, the better!"

"You seem very anxious to lose your life, Jenkins."

"To justify my life, Sir!"

"Dear me, this is rather exalted. I'm afraid the day for this sort of thing is past. The expense of the special assignment business hardly justifies the result, and in any case only an experienced man with a name that could command public confidence would get such an order."

My shoulders sank. O'Rourke looked at me kindly for a moment. But suddenly, his head bobbed up and he looked excited.

"Wait a moment," said he. "What about exposing a fraud? There's a fellow going about making ridiculous claims about a lost continent. You could show him up as the liar that he is. How does that appeal to you?"

"Anything, anywhere," I cried. O'Rourke thought furiously for some minutes.

“I bet you could get friendly with this fellow,” he said at last. “You seem to be good with people. Animal magnetism or something. Why not try your luck with Professor Corval?”

I must have looked a little startled. “Corval,” I cried. “Corval, the famous anthropologist? Wasn’t he the man who broke Benson’s arm over that piece he wrote for *The Telegraph*?”

The news editor smiled grimly. “Didn’t you say it was adventures you were after?”

Questions

13. The description of O’Rourke as “round-shouldered” suggests that he is
- bookish
 - unflappable
 - strong
 - malicious
 - contentious
14. The “lofty place” in which Constantin lives, according to the first paragraph, is
- a hilltop home
 - simile
 - metaphor
 - an indication that he deals only in important things
 - an indication that he is in a precarious position
15. In the first paragraph, the term *inner sanctum* refers to
- a church
 - the restroom
 - a private office
 - a state of mind
 - an international crisis
16. In the first paragraph, Constantin’s mind is said to be “hovering over the Persian Gulf.” This means that
- Constantin is hallucinating
 - Constantin is probably preoccupied with weighty matters
 - Constantin is listening to the news on a headset
 - Constantin is mentally ill
 - Constantin has indigestion from a Persian meal
17. From the context of the passage, we can conclude that *The Sentinel* is
- a train
 - an airplane

- c. a guardian
 - d. an alarm system
 - e. a newspaper
18. When O'Rourke says that the factory fire was excellent, he means that
- a. the factory had been an eyesore
 - b. he is glad that it burned down
 - c. not much damage was done
 - d. Jenkins did a good job on the story
 - e. everyone had a good time
19. Characteristics that would apply to Jenkins might be
- a. unseasoned and romantic
 - b. experienced and determined
 - c. resolute and unwavering
 - d. bashful and deferring
 - e. modest and beguiling
20. When O'Rourke describes Jenkins' request as "exalted", he is being
- a. modest
 - b. reverent
 - c. ironic
 - d. assiduous
 - e. regretful
21. When O'Rourke is said to have "thought furiously" after suggesting the assignment, this means that
- a. he was angry at Jenkins
 - b. he was angry at himself
 - c. he was angry at Corval
 - d. he was thinking as quickly as possible
 - e. he was trying to restrain himself
22. O'Rourke feels that "animal magnetism" is
- a. an ability to get along with people
 - b. an ability to get along with animals
 - c. something not very useful
 - d. a way of exposing frauds
 - e. a way of writing up a story
23. Upon first recognizing the name of Corval, Jenkins seems to think that he
- a. has a great story opportunity
 - b. may be going on a trip
 - c. may have bitten off more than he intended
 - d. has animal magnetism
 - e. has angered O'Rourke

24. Benson is
- a friend of Constantin
 - another reporter
 - a wrestler
 - an anthropologist
 - a friend of O'Rourke

Passage III - Humanities

Dance in America: San Francisco Ballet's Nutcracker Suite

With its recent production of the beloved Nutcracker Ballet, the San Francisco Ballet truly makes this dance its own. Dazzling performances by Maria Kochetkova and Davit Karapetyan complement astute choreography by the artistic director, Helgi Tomasson, and elegant sets and costumes by, respectively, Michael Yeargan and Martin Pakledinaz.

The Nutcracker is based on E.T.A. Hoffman's story "The Nutcracker and the King of Mice," which tells of a young German girl who dreams of a Nutcracker Prince and a fierce battle against a Mouse King with seven heads. It was first choreographed by Marius Petipa who actually used a revision of the story by the French author Alexander Dumas. The San Francisco Ballet has reset the story during the 1915 Panama Pacific International Exhibition.

Hoffman's story was set to music by Tchaikovsky and first presented in 1892. The composer selected eight of the numbers from the ballet for concert performance that preceded the dance premiere. The suite was first performed, under the composer's direction, on March 19th, 1892. It became instantly popular, although the complete ballet did not achieve its great popularity until around the mid-1950s.

Among other things, the score of The Nutcracker is noted for its use of the celesta, an instrument that the composer had already employed in his much lesser known symphonic ballad "The Voyevoda." In The Nutcracker, the celesta is best known as the featured solo instrument in the "Dance of the Sugar Plum Fairy" from Act II.

The ballet holds a special significance for the San Francisco ensemble, America's oldest professional ballet company. It had its U.S. premiere there in 1944. Since then, Tchaikovsky's beguiling score has become one of the most popular pieces of music ever written. Interestingly, the composer felt the ballet score was not among his best work. Some 115 years, countless performances, and myriad LPs and CDs later, many would disagree.

Questions

25. What is the main purpose of the first paragraph of this passage?
- It tells who the dancers were.
 - It summarizes the author's opinion of the performance
 - It introduces the San Francisco ballet
 - It introduces Tchaikovsky's Nutcracker ballet
 - It tells who designed the sets
26. What is the main purpose of this passage?
- To review the ballet performance
 - To describe the costumes
 - To provide a history of the composition
 - To tell the story of Tchaikovsky's life
 - To tell the story upon which the Nutcracker is based
27. In the first paragraph, the word "complement" means
- an expression of praise
 - an expression of civility
 - to make complete
 - the entire cast of the ballet
 - to gratify the taste
28. The sets were designed by
- Helgi Tomasson
 - Martin Pakledinaz
 - Maria Kochetkova and Davit Karapetyan
 - E.T.A. Hoffman
 - Michael Yeargan
29. According to the passage, Marius Petipa choreographed
- a ballet performed in San Francisco
 - a ballet set in Panama
 - a story by E.T.A. Hoffman
 - a revision written by a French author
 - a story about a German prince
30. The San Francisco Ballet's version of the ballet is set in
- 1915
 - San Francisco
 - Germany
 - The Black Forest
 - 1892
31. In E.T.A.Hoffman's story, the Nutcracker was a
- mouse
 - king
 - dancer

- d. prince
 - e. girl
32. The music of the ballet was first performed
- a. without dancers
 - b. with a French conductor
 - c. at the 1915 Panama Pacific International Exhibition
 - d. in 1944
 - e. without a celesta
33. The ballet became very popular in
- a. France
 - b. San Francisco
 - c. 1892
 - d. the 1950s
 - e. 1915
34. Why is this ballet especially significant to the San Francisco Ballet?
- a. Tchaikovsky lived in San Francisco
 - b. The Voyevoda is in San Francisco
 - c. A lot of Russians live in San Francisco
 - d. The San Francisco music director is Russian
 - e. The ballet had its U.S. premiere in San Francisco.
35. The celesta is
- a. the place where the Nutcracker battled the Mouse King
 - b. a mythological place in heaven
 - c. a dance step
 - d. a musical instrument
 - e. a name for the German girl's dream
36. When the music was first performed, the composer felt that it was
- a. his best work
 - b. one of his best pieces
 - c. not the best he'd written
 - d. better than "The Voyevoda"
 - e. too long

Passage IV - Social Science

The Railways of Egypt

Egypt was the second country in the world, after the United Kingdom, to develop a railway system. The first railway ran from Cairo to Alexandria, a distance of 209 kilometers, and was

built by the British engineer Robert Stephenson from 1851 to 1856. Stephenson had been hired by the Khedive, or Viceroy, Abbas I to head the project. The British were particularly interested in the railway as a means of reaching India in the days prior to the construction of the Suez Canal.

Stephenson served as Engineer in Chief to the Egyptian State Railway Company, which eventually extended the line from Cairo onwards to Assuit and to Luxor in 1898. This was truly a massive undertaking for the times. It involved not only the laying of track, but also the construction of several bridges spanning the Nile and its tributaries. The Imbaba Bridge was constructed in 1891 to allow trains to cross the Nile near Cairo, a key step to connect Lower and Upper Egypt. The contemporary Imbaba Bridge was erected in 1924 and represents the only railway crossing of the Nile in Cairo.

A number of private companies, such as the Qena-Aswan Railway Company, were also formed during the nineteenth century and provided service to smaller cities and into the Sudan, supplying military campaigns into that region. The Palestine Railway linked El Kantara with Palestine and Lebanon. It was built in two phases during the First and Second World Wars. Commenced in 1916, it was extended to Rafah on the border with Palestine as part of campaigns against the Ottoman Empire. The route was extended along the Mediterranean coast to link with Turkish Railways in 1940 and became a vital part of the supply route for Egypt.

Today, Egyptian Railway is the backbone of passenger transportation in Egypt. It provides 800 million passenger miles each year. Air-conditioned passenger trains usually have 1st and 2nd class service, while a lower class of service is maintained at low fares as a social service. Most of the network connects the densely populated area of the Nile delta between Cairo and Alexandria, just as the first rail line did long ago.

Questions

37. What is the main purpose of this passage?
- To attract tourists to Egypt
 - To compare Egyptian and British railroads
 - To recount the history of railroads in Egypt
 - To tell the reader about Egyptian Railway
 - To describe the rail services available in Egypt
38. What is the purpose of the first paragraph?
- It tells the reader who Robert Stephenson was
 - It tells the reader who Abbas I was
 - It places Egypt on the way from Britain to India
 - It provides an introduction and context for the early history of rail in Egypt
 - It introduces the United Kingdom

39. The first country to build a railway was
- Norway
 - Egypt
 - The United States
 - The United Kingdom
 - India
40. According to the passage, what is the meaning of *Khedive*?
- Viceroy
 - Abbas I
 - Railroad
 - Locomotive
 - Engineer
41. Why were the British interested in building a railway in Egypt?
- As a means of reaching India
 - Many of them vacation in Egypt
 - To reach the Suez Canal
 - To link up with the railway in Palestine
 - So that Robert Stephenson could be Chief Engineer
42. When was the link from Alexandria to Cairo link completed?
- 1851
 - 1856
 - 209 kilometers
 - 1891
 - 1916
43. What are Assuit and Luxor?
- Locomotives
 - Egyptian deities
 - Viceroy
 - Egyptian engineers
 - Egyptian cities
44. According to the passage, the Imbaba Bridge was
- an obstacle to construction of the railway
 - an early route to India
 - rebuilt in 1924
 - near Luxor
 - made of steel
45. The Qena-Aswan Railway Company provided service to
- India
 - Smaller cities

- c. The Cairo suburbs
- d. Affluent Egyptians
- e. British engineers

46. The purpose of the third paragraph is to

- a. describe the first railroad in Egypt
- b. describe the El Qantara railway
- c. show how Cairo was connected to Palestine
- d. show how the military campaigns in Sudan were supplied
- e. show how the railway system continued to develop

47. In the fourth paragraph, the word *backbone* is used to mean

- a. the spinal column
- b. strength of character
- c. a main trunk line
- d. a ridge
- e. firmness

48. What is the purpose of the final paragraph?

- a. To describe the modern rail system in Egypt
- b. To tell how many passengers are carried each year
- c. To tell the reader which trains have air conditioning
- d. To compare the modern system with the one built in the nineteenth century
- e. To describe military uses of the system

Passage V - Natural Science

Particle Accelerators

One of the most important tools in modern physics is the particle accelerator. Particle accelerators, which may also be called “atom smashers,” use strong electromagnetic fields to push streams of subatomic particles—usually protons or electrons—to tremendous speeds. The collisions of these particles with atoms or other subatomic particles can tell physicists a lot about the fundamental structure of matter.

In addition to their role in basic physics, thousands of accelerators are in use around the world performing more routine applications. The particle beams they generate are used in medicine to destroy tumors and aid in medical diagnosis, and in industry to study and control manufacturing processes. In specialized accelerators known as *light sources*, the particles race around a ring to generate bright X-rays that illuminate complex biological structures and other phenomena.

The most powerful accelerators are dedicated to basic research, advancing our knowledge of the structure of matter and the nature of the universe. These machines function as super-microscopes and reveal the smallest constituents of matter. They may cause particles to smash stationary targets, or they may accelerate two beams to almost the speed of light and make the particles collide head-on. The particles instantly transform into energy in accordance with Einstein's famous equation, $E=mc^2$. Then all the energy released by the collision converts back into matter, creating new particles that may never have been seen before. By studying these new particles, physicists learn more about the nature of matter.

The higher energy an accelerator achieves, the heavier the particles it can create, and the more detailed are its studies of the laws of physics at the smallest scales. At the Tevatron accelerator at Fermilab, collisions routinely take place at an energy corresponding to two trillion volts. In the near future, the Large Hadron Collider in Europe will explore matter with seven times the Tevatron energy.

Questions

49. What is the purpose of the first paragraph?
- To provide examples of the use of particle accelerators
 - To give a nickname for particle accelerators
 - To explain what a particle accelerator is
 - To tell the reader what kinds of particles are accelerated in these devices
 - To justify the amount of money spent on particle accelerators in science
50. What is the main purpose of the passage?
- To explain how particle accelerators work
 - To explain what particle accelerators are used for
 - To describe the Tevatron accelerator at Fermilab
 - To justify the Large Hadron Collider in Europe
 - To explain an application of Einstein's famous equation
51. Subatomic particles are
- components of atoms
 - usually found underwater
 - convenient targets
 - usually found standing still
 - usually found in outer space
52. To accelerate particles, atom smashers make use of
- streams of subatomic particles
 - internal combustion
 - electricity
 - strong electromagnetic fields
 - high gravity

53. What is the purpose of the second paragraph?
- To provide examples of the use of particle accelerators
 - To give a nickname for particle accelerators
 - To explain what a particle accelerator is
 - To tell the reader what kinds of particles are accelerated in these devices
 - To justify the amount of money spent on particle accelerators in science
54. Which of the following is not a use of particle accelerators cited in the passage?
- medical diagnosis
 - medical treatment
 - manufacturing
 - biological research
 - basic physics
55. A *light source* is
- a source of illumination
 - a specialized accelerator used by biologists
 - a device used for medical treatment
 - a device used for medical diagnosis
 - a tool used by physicists
56. What is the purpose of the third paragraph?
- To describe how accelerators are used to study the structure of matter
 - To explain Einstein's equation
 - To explain how microscopes are used to study matter
 - To explain the nature of the universe
 - To show how accelerators are used in medicine
57. In the study of matter, particle accelerators first convert their targets into
- subatomic particles
 - protons
 - electrons
 - energy
 - stationary targets
58. According to the passage, heavier particles are created by
- binding smaller particles together
 - higher energy accelerators
 - protons and electrons
 - combining atoms
 - smashing stationary targets
59. The most powerful accelerator cited in the article is
- The Tevatron accelerator at Fermilab
 - used for medical research
 - still under construction

- d. used to generate bright X-rays
- e. used to smash stationary targets

60. A unit of energy used in the passage is the

- a. pound
- b. joule
- c. erg
- d. volt
- e. watt

Writing Test

The passages below contain several underlined sections, each of which may or may not contain an error of grammar, usage or style. For each multiple-choice question, the first choice reproduces the selection from the original passage. The other choices offer alternatives. Select the best choice from among the five choices offered for each underlined selection.

Passage I - Twig Frame and Vase

(1)Looking for something to keep you busy for awhile? Here's (2)a simple way for making decorative frames and vases. (3)Firstly, (4)you'll need to get together with a few materials. (5)This is what your gonna need: (6)twigs you have to collect from the ground, cardboard for the frame, a mason jar for the vase, white glue, double sided tape, twine or raffia, scissors, a pencil, (7)a ruler, and one of your favorite pictures.

(8)Start with the picture frame; take your (9)picture, and place it on the cardboard. (10)The cardboard should be larger than your picture. (11)Than take your ruler and pencil and draw lines on the cardboard (12)about one-half to one and a half inch apart and (13)all the way around the circumference of the picture. (14)Cut out the cardboard along the pencil lines and save the center piece.

Now, (15)brake your twigs to fit along all four sides of the picture. (16)They doesn't have to be the same size. Use about three or four twigs per side, (17)making a bundle of twigs for each side of the picture frame.(18) Now, repeat that same process for the top and for the sides. (19)Once you've got the four sides ready, manufacture the frame.

Take your picture and glue it to the center of the cardboard. (20)Then, put a profusion of glue on one bundle of sticks and glue it along one side of the picture. Finish the frame by gluing the rest of the bundles around the picture.

That's it, you're finished! Now, if you want to hang it, all you have to do is make a string hanger or a cardboard easel.

Questions

1.

- A. Looking for something to keep you busy for awhile?
- B. Looking for something to keep you busy for a while?
- C. Looking for something that'll keep you busy for awhile?
- D. Looking for something that will keep you busy for awhile?

- E. Looking for something keeping you busy for awhile?
- 2.
- A. a simple way for making decorative frames
 - B. a simple method that one might employ to make decorative frames
 - C. a simple way that making decorative frames
 - D. a simple way of making decorative frames
 - E. a simple way that makes decorative frames
- 3.
- A. Firstly,
 - B. In the first place,
 - C. Firstly
 - D. First,
 - E. First
- 4.
- A. you'll need to get together with a few materials.
 - B. you will need to get together with a few materials.
 - C. you shall need to get together a few materials.
 - D. you must to get together with a few materials.
 - E. you'll need to get together a few materials.
- 5.
- A. This is what your gonna need:
 - B. This is what your going to need:
 - C. This is what you're gonna need:
 - D. This is what you'll need:
 - E. This is what you're gonna need;
- 6.
- A. twigs you have to collect from the ground,
 - B. twigs you've collected from the ground,
 - C. twigs you've collected off of the ground,
 - D. twigs you collect off the ground,
 - E. twigs that you have to collect off the ground,
- 7.
- A. a ruler, and one of your favorite pictures.
 - B. a ruler and one of your favorite pictures.
 - C. a ruler and, one of your favorite pictures.
 - D. a ruler, and one of you're favorite pictures.
 - E. a ruler, and 1 of your favorite pictures.
- 8.
- A. Start with the picture frame; take

- B. Starting with the picture frame; take
 - C. Start with the picture frame. Take
 - D. Begin with the picture frame; take
 - E. Start with the frame; take
- 9.
- A. picture, and place it
 - B. picture and place it
 - C. picture; and place it
 - D. picture, and put it
 - E. picture, and place them
- 10.
- A. The cardboard should be larger than your picture.
 - B. The cardboard should be more big than your picture.
 - C. The cardboard should be more large than your picture.
 - D. The cardboard ought be larger than your picture.
 - E. The cardboard should be larger then your picture.
- 11.
- A. Than take your ruler and pencil and draw lines
 - B. Than you take your ruler and pencil and draw lines
 - C. Then take your ruler and pencil and draw lines
 - D. Then you take your ruler and pencil and draw lines
 - E. Then taking your ruler and pencil and draw lines
- 12.
- A. about one-half to one and a half inch apart
 - B. about one-half to one-and-a-half inch apart
 - C. about one half or one and a half inch apart
 - D. about one half to one and a half inch apart
 - E. about one half to one and a half inches apart
- 13.
- A. all the way around the circumference of the picture
 - B. all the way around the picture
 - C. all the way around the picture's circumference
 - D. all the way round the circumference of the picture
 - E. fully around the circumference of the picture
- 14.
- A. Cut out the cardboard along the pencil lines and save the center piece.
 - B. Cut the cardboard along the pencil lines and save the centerpiece.
 - C. Cut out the cardboard on the pencil lines and save the center piece.
 - D. Cut out the cardboard along the pencil lines and save the centerpiece.
 - E. Cut the cardboard out along the pencil lines and save the center piece.

- 15.
- A. brake your twigs to fit along all four sides
 - B. brake your twigs to fit on all four sides
 - C. brake your twigs so they fit along all four sides
 - D. brake your twigs so that they fit along all four sides
 - E. break your twigs to fit along all four sides
- 16.
- A. They doesn't have to be the same size.
 - B. They didn't have to be the same size.
 - C. They don't have to be the same size.
 - D. They wouldn't have to be the same size.
 - E. They can not be the same size.
- 17.
- A. making a bundle of twigs
 - B. making bundles of twigs
 - C. making each bundle of twigs
 - D. making one bundle of twigs
 - E. making one bundle of twigs
- 18.
- A. Now, repeat that same process for the top and for the sides.
 - B. Now, repeat the process for the top and for the sides.
 - C. Now, repeat that process for the top and for the sides.
 - D. Now, repeat same process for the top and for the sides.
 - E. (Eliminate the sentence)
- 19.
- A. Once you've got the four sides ready, manufacture the frame.
 - B. Once you've got the four sides ready manufacture the frame.
 - C. Once you've got the four sides ready, assemble the frame.
 - D. Once you've got the four sides ready, construct the frame.
 - E. Once you've got the four sides ready, develop the frame.
- 20.
- A. Then, put a profusion of glue on one bundle of sticks
 - B. Then, put gobs of glue on one bundle of sticks
 - C. Then, put much glue on one bundle of sticks
 - D. Then, put plenty of glue on one bundle of sticks
 - E. Then, put many glue on one bundle of sticks

Passage II - Blue blocker

(21)Teachers have long been known that teenage students do not really wake up (22)until well passed the time they physically arrive at school. (23)There's a well-known reason for this: researchers have found that (24)the teenage students blood contains (25)large amounts of the sleep hormone, melatonin. Scientists at a major university (26)are making a way of advancing the melatonin cycle (27)to help with this problem.

(28)Melatonin production follows a daily cycle: it rises at night (29)and disappears at the daylight hours. (30)It is well-known that exposing the eyes to light during the evening (31)delays melatonin's flowings start until (32)after the person went into the darkness of the bedroom. (33)Because of the students liking to stay up late (34)working on there computers or watching television, their melatonin cycle is delayed. (35)So when that happens in the morning, (36)the cycle don't end until well after they are in school.

(37)However, as it happens, it turns out that not all light causes suppression of melatonin. (38)Only blue light. This means (39)that if you wear glasses that block blue light is the same as being in darkness as far as melatonin production is concerned. (40)Putting on blue blocking glasses at 9:00 P.M. will move the daily cycle forward in time so that the melatonin flow is over before the student gets to school.

Questions

- 21.
- A. Teachers have long been known
 - B. Teachers have long been knowing
 - C. Teachers have long been knowlegeable
 - D. Teachers have long knew
 - E. Teachers have long known
- 22.
- A. until well passed the time
 - B. until well past the time
 - C. until well pass the time
 - D. until well passing the time
 - E. until well paste the time
- 23.
- A. There's a well-known reason
 - B. There's a well known reason
 - C. There's a wellknown reason
 - D. There's a good known reason
 - E. There's a well-knowed reason

- 24.
- A. the students blood contains
 - B. the students blood contain's
 - C. the student blood contains
 - D. the students blood containing
 - E. the students' blood contains
- 25.
- A. large amounts of the sleep hormone, melatonin
 - B. large amounts of the sleep hormone melatonin
 - C. large amount of the sleep hormone, melatonin
 - D. large quantities of the sleep hormone melatonin
 - E. a whole bunch of the sleep hormone, melatonin
- 26.
- A. are making a way of advancing the melatonin cycle
 - B. are developing a way of advancing the melatonin cycle
 - C. are forming a way of advancing the melatonin cycle
 - D. are brewing a way of advancing the melatonin cycle
 - E. are causing a way of advancing the melatonin cycle
- 27.
- A. to help with this problem
 - B. to help this problem
 - C. to help solve this problem
 - D. to help complete this problem
 - E. to help undo this problem
- 28.
- A. Melatonin production follows a daily cycle: it
 - B. Melatonin production follows a daily cycle; it
 - C. Melatonin production follows a daily cycle: It
 - D. Melatonin production follows a daily cycle; It
 - E. Melatonin production follows a daily cycle it
- 29.
- A. and disappears at the daylight hours
 - B. and disappears while the daylight hours
 - C. and disappears when the daylight hours
 - D. and disappears during the daylight hours
 - E. and disappears with daylight hours
- 30.
- A. It is well-known that exposing the eyes to light
 - B. It is well-known exposing the eyes to light

- C. It is well that exposing the eyes to light
- D. It is well-known that exposing the eyes to light
- E. It is well known than exposing the eyes to light

31.

- A. delays melatonin's flowings start
- B. delays melatonin's flowing's start
- C. delays the start of the flow of melatonin
- D. delays the start of melatonin's flowing
- E. delays melatonins flowing

32.

- A. after the person went into the darkness
- B. after the person has gone into the darkness
- C. after the person gone into the darkness
- D. after the person goes into the darkness
- E. after the person go into the darkness

33.

- A. Because of the students liking to stay up
- B. Because of the student's liking to stay up
- C. Because the students liked to stay up
- D. Because of the students stay up
- E. Because the students like to stay up

34.

- A. working on there computers
- B. working on they're computers
- C. working on their computers
- D. working on the computers
- E. working on those computers

35.

- A. So when that happens in the morning
- B. So when that happens then in the morning
- C. So, when that happens, in the morning
- D. So then, in the morning
- E. As a result, in the morning

36.

- A. the cycle don't end until
- B. the cycle doesn't end until
- C. the cycle didn't end until
- D. the cycle hasn't ended until
- E. the cycle wouldn't end until

- 37.
- A. However, as it happens, it turns out that not all light causes suppression of melatonin
 - B. However, it turns out that not all light causes suppression of melatonin
 - C. As it happens, it turns out that not all light causes suppression of melatonin
 - D. But, as it happens, it turns out that not all light causes suppression of melatonin
 - E. However, not all light causes suppression of melatonin
- 38.
- A. Only blue light.
 - B. Only blue light can.
 - C. Only blue light could do that.
 - D. Only blue light does so.
 - E. Only blue light does.
- 39.
- A. that if you wear glasses that block blue light is the same
 - B. that if you wear glasses that block blue light its the same
 - C. that if you wore glasses that block blue light is the same
 - D. that if you wearing glasses that block blue light is the same
 - E. that wearing glasses that block blue light is the same
- 40.
- A. Putting on blue blocking glasses at 9:00 P.M.
 - B. Put on blue blocking glasses at 9:00 P.M.
 - C. Putting on blue-blocking glasses at 9:00 P.M.
 - D. Putting blue blocking glasses on at 9:00 P.M.
 - E. Putting on blue blocker glasses at 9:00 P.M.

Passage III - Piper Fly-In

One of the year's highlight events is (41)coming up next month. Get ready for (42)the annual Piper Cub Fly-In which is a favorite (43)of young and old, too. (44)This annual event is the sort of 'homecoming' for Piper aircraft and (45)aviation enthusiasts, and is held at the William T. Piper Memorial Airport (46)in Lock Haven and it is right next to the old Piper factory and museum. (47)This years featured airplanes will be the J-5, PA-25 Pawnee and PA-36 Brave.

(48)You get ready for five of the most (49)fun-filled, educational and relaxing and social days of the year as the fly-in kicks off on June 17. (50)The annual fly-in has been expanded to five days this year, to accommodate (51)the many visitors who arrives (52)prior to the normal Wednesday first day. (53)Another addition to the fly-in this year will be seaplane landing services. (54)In addition to the educational forums, the daily corn boil, the nightly entertainment, the fantastic food vendors, the exhibit hall and the picnic, (55)there will be the

aviators (56)favorites--a spot landing contest on Thursday and (another addition!) a bomb drop contest on Friday.

(57)We'll also have a DC-3 "Gooney Bird" will be on hand (58)throughout the week to offer rides and tours in the historic aircraft. Live entertainment has been lined up for all five nights of the fly-in, (59)and Joe's Cub Restaurant is open for your enjoyment. (60)Come early if you're planning on camping, as campground spaces fill quickly. If you plan on flying in, have a look at the Air Ops procedures which are presented in the newsletter.

Questions

- 41.
- A. coming up next month
 - B. imminent next month
 - C. impending next month
 - D. forthcoming next month
 - E. prospective next month
- 42.
- A. the annual Piper Cub Fly-In which is a favorite
 - B. the annual Piper Cub Fly-In, which is a favorite
 - C. the annual Piper Cub Fly-In is a favorite
 - D. the annual Piper Cub Fly-In now is a favorite
 - E. the annual Piper Cub Fly-In still is a favorite
- 43.
- A. of young and old, too
 - B. of young, and old, too
 - C. of young and old, alike
 - D. of young and old alike
 - E. of young and old, also
- 44.
- A. This annual event is the sort of
 - B. This annual event is the kind of
 - C. This annual event is a sort of
 - D. This annual event is one sort of
 - E. This annual event is any sort of
- 45.
- A. aviation enthusiasts, and is held
 - B. aviation enthusiasts and is held
 - C. aviation enthusiasts; and is held
 - D. aviation enthusiasts: and is held

- E. aviation enthusiasts - and is held
- 46.
- A. in Lock Haven and it is right next to
 - B. in Lock Haven. It is right next to
 - C. in Lock Haven and it's right next to
 - D. in Lock Haven and its right next to
 - E. in Lock Haven, right next to
- 47.
- A. This years featured airplanes will be
 - B. This years featured airplanes are
 - C. This years featured airplane's will be
 - D. This year's featured airplanes will be
 - E. This years' featured airplanes will be
- 48.
- A. You get ready for
 - B. You got ready for
 - C. You ready for
 - D. You get prepared for
 - E. Get ready for
- 49.
- A. fun-filled, educational and relaxing and social days
 - B. fun-filled, educational and relaxing, and social days
 - C. fun-filled, educational, relaxing and social days
 - D. fun-filled, educational, relaxing, social days
 - E. fun filled, educational and relaxing and social days
- 50.
- A. The annual fly-in has been expanded to five days
 - B. The annual fly-in has been aggrandized to five days
 - C. The annual fly-in has been dilated to five days
 - D. The annual fly-in has been grown to five days
 - E. The annual fly-in has been protracted to five days
- 51.
- A. the many visitors who arrives
 - B. the many visitors who gets there
 - C. the many visitors who comes
 - D. the many visitors who arrive
 - E. the many visitors that arrives
- 52.
- A. prior to the normal Wednesday first day

- B. prior to the normal first day Wednesday
- C. prior to the normal first Wednesday day
- D. prior to the normal first day on Wednesday
- E. prior to the normal first Wednesday

53.

- A. Another addition to the fly-in this year
- B. Another addition this year
- C. Another addition to the fly-in
- D. Another addition to the fly-in, this year
- E. Another addition to it this year

54.

- A. In addition to the educational forums
- B. Additional to the educational forums
- C. Extraneous to the educational forums
- D. Superfluous to the educational forums
- E. Ancillary to the educational forums

55.

- A. there will be the aviators
- B. there will be the aviator's
- C. there will be the aviators'
- D. their will be the aviators
- E. there will be the aviator

56.

- A. favorites--a spot landing contest
- B. favorites: a spot landing contest
- C. favorites; a spot landing contest
- D. favorites, a spot landing contest
- E. favorites a spot landing contest

57.

- A. We'll also have a DC-3 "Gooney Bird" will be on hand
- B. Also have a DC-3 "Gooney Bird" will be on hand
- C. Also, we'll have a DC-3 "Gooney Bird" will be on hand
- D. We'll also have on hand a DC-3 "Gooney Bird" will be
- E. We'll also have a DC-3 "Gooney Bird" on hand

58.

- A. throughout the week to offer rides and tours in the historic aircraft.
- B. throughout the week, to offer rides and tours in the historic aircraft.
- C. throughout the week. Rides and tours will be offered in the historic aircraft.
- D. throughout the week offering rides and tours in the historic aircraft.
- E. throughout the week which offers rides and tours in the historic aircraft.

59.

- A. and Joe's Cub Restaurant is open for your enjoyment
- B. and Joe's Cub Restaurant will be open for your enjoyment
- C. and, Joe's Cub Restaurant is open for your enjoyment
- D. and Joe's Cub Restaurant is open for you're enjoyment
- E. and Joe's Cub Restaurant is opened for your enjoyment

60.

- A. Come early if you're planning on camping
- B. Come early if your planning on camping
- C. Come early if you planning on camping
- D. Come early if you planned on camping
- E. Come early if plan on camping

Answers: Mathematics

A. Numerical Skills / Pre-Algebra

Item Number	Correct Answer	Content Category
1.	C	Operations with fractions
2.	A	Operations with decimals
3.	B	Operations with fractions
4.	D	Operations with integers
5.	C	Exponents
6.	E	Exponents
7.	C	Percentages
8.	A	Percentages
9.	D	Operations with decimals
10.	C	Ratios and proportions
11.	C	Averages
12.	D	Operations with fractions
13.	A	Ratios and proportions
14.	D	Averages
15.	C	Percentages

B. Algebra

Item Number	Correct Answer	Content Category
16	D	Substituting values into algebraic expressions
17	A	Substituting values into algebraic expressions
18	C	Setting up algebraic equations
19	D	Setting up algebraic equations
20	D	Basic operations with polynomials
21	B	Basic operations with polynomials
22	E	Factoring polynomials
23	E	Factoring polynomials
24	D	Linear equations in two variables
25	B	Linear equations in one variable
26	A	Linear equations in one variable
27	D	Exponents
28	A	Exponents
29	B	Exponents
30	C	Rational expressions

C. College Algebra

Item Number	Correct Answer	Content Category
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31	C	Arithmetic and geometric sequences and series
32	D	Functions
33	A	Functions
34	A	Systems of equations
35	D	Exponents
36	C	Exponents
37	E	Matrices
38.	C	Matrices
39	B	Complex numbers
40	C	Functions

D. Geometry

Item Number	Correct Answer	Content Category
41.	B	Perimeter of circle
42.	D	Two-dimensional concepts
43.	A	Circles and chords
44.	D	Circles and tangents
45.	A	Interior angles
46.	B	Three-dimensional concepts
47.	E	Area of triangle
48.	A	Area of rectangle
49.	B	Circles and arcs
50.	C	Equilateral triangle

E. Trigonometry

Item Number	Correct Answer	Content Category
51.	B	Trigonometric functions
52.	A	Right triangles
53.	B	Special angles
54.	C	Pythagorean theorem
55.	B	Special angles
56.	E	Circular functions
57.	D	Trigonometric functions
58.	B	Trigonometric functions
59.	C	Trigonometric functions
60.	C	Right triangles

Reading Test Answers

Passage I - Practical Reading
How to Remove the Bones from Poultry

Item Number	Correct Answer	Content Category
1	B	Recognizing the main idea of a passage
2	A	Recognizing the main idea of a paragraph
3	E	Vocabulary and usage
4	C	Understanding the structure of a passage
5	D	Recognizing significant details
6	A	Recognizing significant details
7	D	Drawing conclusions from facts given
8	B	Recognizing significant details
9	A	Drawing conclusions from facts given
10	C	Drawing conclusions from facts given
11	A	Recognizing significant details
12	E	Recognizing significant details

Passage II - Prose Fiction
O'Rourke

Item Number	Correct Answer	Content Category
13	A	Vocabulary
14	C	Drawing conclusions from facts given
15	C	Vocabulary
16	B	Inferring meaning from facts given
17	E	Drawing conclusions from facts given
18	D	Inferring meaning from facts given
19	A	Drawing conclusions from facts given
20	C	Vocabulary
21	D	Vocabulary
22	A	Vocabulary
23	C	Drawing conclusions from facts given
24	B	Drawing conclusions from facts given

Passage III - Humanities
The Nutcracker

Item Number	Correct Answer	Content Category
25	B	Recognizing the main idea of a paragraph
26	C	Recognizing the main idea of a passage
27	C	Vocabulary

28	E	Recognizing significant details
29	D	Recognizing significant details
30	A	Recognizing significant details
31	D	Recognizing significant details
32	A	Drawing conclusions from facts given
33	D	Recognizing significant details
34	E	Recognizing significant details
35	D	Vocabulary
36	C	Drawing conclusions from facts given

Passage IV - Social Science
The Railways of Egypt

Item Number	Correct Answer	Content Category
37	C	Recognizing the main idea of a passage
38	D	Recognizing the main idea of a paragraph
39	D	Recognizing significant details
40	A	Inferring meaning from facts given
41	A	Recognizing significant details
42	B	Recognizing significant details
43	E	Inferring meaning from facts given
44	C	Inferring meaning from facts given
45	B	Recognizing significant details
46	E	Recognizing the main idea of a paragraph
47	C	Vocabulary
48	A	Recognizing the main idea of a paragraph

Passage V - Natural Science
Particle Accelerators

Item Number	Correct Answer	Content Category
49	C	Recognizing the main idea of a paragraph
50	B	Recognizing the main idea of a passage
51	A	Vocabulary
52	D	Recognizing significant details
53	A	Recognizing the main idea of a paragraph
54	E	Recognizing significant details
55	B	Inferring meaning from facts given
56	A	Recognizing the main idea of a paragraph
57	D	Recognizing significant details
58	B	Recognizing significant details
59	C	Inferring meaning from facts given
60	D	Recognizing significant details

Reading Test Answers in Narrative Format

Passage I - Practical Reading

How to Remove the Bones from Poultry

1. The correct answer is B. The passage gives a detailed method for de-boning a bird. Although it mentions Turducken, that is not the main application for the method.
2. The correct answer is A. The paragraph provides an introduction, mentioning types of recipe that call for de-boned bird and convincing the reader that the method is not difficult.
3. The correct answer is E. “Daunting” and “formidable” both describe things that test one’s courage or that are discouraging.
4. The correct answer is C. The passage gives detailed instructions for a procedure in a step-by-step format.
5. The correct answer is D. The passage informs us that de-boned birds are more tender after cooking. Although it also mentions that more stuffing will be required, this is not presented as an advantage.
6. The correct answer is A. The second paragraph informs us that the procedure is begun with a cut the length of the back.
7. The correct answer is D. The tendons are cut and the thigh bones are later removed. The wing bones, however, are left in place.
8. The correct answer is B. The tendons are cut and the thigh bones are later removed. The wing bones and drumsticks, however, are left in place
9. The correct answer is A. The passage describes the curved shape of upholstery needles when indicating that they work well for this process.
10. The correct answer is C. Since de-boned birds have additional space within them that was once taken up by the bones, more stuffing is required to fill them.
11. The correct answer is A. The passage tells us that Turducken is made up of these three types of poultry.
12. The correct answer is E. The final sentence of the passage tells us that Turducken is a Thanksgiving specialty.

Passage II - Prose Fiction

O’Rourke

13. The correct answer is A. “Round-shouldered” suggests a bookish individual stooped from many years of office work.
14. The correct answer is C. The sentence goes on to say that Constantin cannot be bothered to notice anything less important than an international crisis.
15. The correct answer is C. This is an expression meaning a sanctuary, and in the passage it refers to Constantin’s private office.
16. The correct answer is B. While Constantin may not be thinking specifically of the Gulf, the passage tells us that he is usually preoccupied with things of great

importance and the author is suggesting that this is the case as he walks through the outer office.

17. The correct answer is E. The passage describes the desire of a young reporter for a good assignment, so that The Sentinel is, no doubt, the name of his newspaper.
18. The correct answer is D. O'Rourke is talking about stories that Jenkins has covered recently when he mentions the factory fire and the bus crash.
19. The correct answer is A. Jenkins wants a mission with adventure and danger in it. He has covered minor stories for the paper. These details show him to be romantic and relatively new at the trade.
20. The correct answer is C. O'Rourke is mocking Jenkins' romantic notions when he uses this word.
21. The correct answer is D. The expression "to think furiously" means to think fiercely or in an agitated manner. It does not imply anger.
22. The correct answer is A. The expression is used to describe an attraction to other people which is useful and, in this case, may help Jenkins get close to Corval.
23. The correct answer is C. Jenkins brings up the physical harm that Corval has done to Benson, and is suddenly concerned about the nature of the mission.
24. The correct answer is B. Benson is described as being associated with The Telegraph, which is apparently another newspaper.

Passage III - Humanities

The Nutcracker

25. The correct answer is B. This first paragraph is an introduction which, as in most reviews, provides a capsule summary of the author's opinion of the production. In this case, the opinion is positive as the author says that the ballet company "truly makes the dance its own".
26. The correct answer is C. The passage provides details of the short story upon which the ballet is based, and a brief history of the composer's presentations of the piece.
27. The correct answer is C. To *complement* means to make something complete or to add to it. It should not be confused with the verb spelled with the letter *i*, to *compliment*, meaning to provide praise.
28. The correct answer is E. This detail is provided as part of the performance credits in the first paragraph.
29. The correct answer is D. Although the story was first written by Hoffman, the passage tells us that Petipa first choreographed a revision written by Alexander Dumas.
30. The correct answer is A. The passage tells us that the San Francisco Ballet has reset the story during the 1915 Panama Pacific International Exhibition.
31. The correct answer is D. The passage tells us that the story is about a girl who dreams about a Nutcracker Prince and a battle with the King of Mice.
32. The correct answer is A. The passage tells us that the music was first performed as a concert performance that preceded the dance premiere. Tchaikovsky, a Russian, was conducting.

33. The correct answer is D. Although the music became popular at its premiere in 1892, the passage tells us that the complete ballet did not achieve its great popularity until around the mid-1950s.
34. The correct answer is E. The passage tells us that the ballet holds a special significance for San Francisco ensemble it had its U.S. premiere there in 1944.
35. The correct answer is D. The passage tells us that the celesta is best known as the featured solo instrument in the "Dance of the Sugar Plum Fairy" from Act II.
36. The correct answer is C. The text tells us that Tchaikovsky did not feel that this was among his best work, although it has become one of the most performed works he ever wrote.

Passage IV - Social Science
The Railways of Egypt

37. The correct answer is C. Although the final paragraph describes Egyptian Railway and the services it provides, the main topic of the text throughout the passage is a description of the history of rail travel in the country.
38. The correct answer is D. The first paragraph gives some interesting facts about rail in Egypt, and establishes the importance of the subject as Egypt was the second country in the world to develop a rail system.
39. The correct answer is D. The first paragraph reveals that Egypt was the second country, after the United Kingdom, to develop rail.
40. The correct answer is A. The word is defined in passing, between commas, in the text.
41. The correct answer is A. The text tells us that the British needed a way to reach India before the Suez Canal was built.
42. The correct answer is B. The text tells us that the Cairo-to-Alexandria portion was built from 1851 to 1856.
43. The correct answer is E. Since the railway was extended from Cairo to Assuit and Luxor, these must be cities.
44. The correct answer is C. The text tells us that the contemporary Imbaba bridge was erected in 1924, and since it was first erected in 1891, this was a re-building.
45. The correct answer is B. According to the text, this and other private companies provided service to smaller cities and into the Sudan.
46. The correct answer is E. This paragraph describes a number of additional railroads that were built after the first line from Cairo to Alexandria.
47. The correct answer is C. Here, the word is used metaphorically and represents a main line with other lines branching off from it.
48. The correct answer is A. The paragraph describes the modern rail system. Only the last sentence includes a comparison to the early system.

Passage V - Natural Science
Particle Accelerators

49. The correct answer is C. The paragraph introduces the passage by explaining what particle accelerators are. It also provides a nickname and gives examples of the kinds of particles accelerated, but these are not the main purpose of the paragraph.
50. The correct answer is B. The passage provides a simple explanation of how accelerators work, but its main focus is on describing the various applications.
51. The correct answer is A. *Subatomic* means “smaller than the atom”. The text gives examples: protons and electrons.
52. The correct answer is D. The first paragraph informs us that atom smashers use strong electromagnetic fields to push streams of subatomic particles to tremendous speeds.
53. The correct answer is A. In this paragraph, various industrial, medical, and scientific uses of accelerators are identified.
54. The correct answer is E. Applications in basic physics are described subsequently in the passage, not in this paragraph.
55. The correct answer is B. The text tells us that the light source is a specialized accelerator used for the study of biological structures.
56. The correct answer is A. This paragraph describes how the most powerful accelerators are used to break matter into its component particles and how these are studied by physicists.
57. The correct answer is D. The third paragraph describes how colliding particles are first transformed into energy then converted back into new particles.
58. The correct answer is B. The text tells us that the higher energy an accelerator achieves, the heavier the particles it can create.
59. The correct answer is C. The article states that the Large Hadron Collider in Europe will explore matter in the near future. Therefore it must still be under construction.
60. The correct answer is D. The fourth paragraph describes the energy of the Tevatron accelerator in volts.

Writing Test Answers

Passage I

Item Number	Correct Answer	Content Category
1	B	Editing and revising effectively
2	D	Maintaining the level of style and tone
3	D	Editing and revising effectively
4	E	Editing and revising effectively
5	D	Editing and revising effectively
6	B	Observing usage conventions
7	A	Punctuating lists correctly
8	C	Punctuating relationships and sequences

9	B	Avoiding unnecessary punctuation
10	A	Editing and revising effectively
11	C	Maintaining consistency of style
12	E	Assuring grammatical agreement
13	B	Avoiding redundancy
14	A	Observing usage conventions
15	E	Editing and revising effectively
16	C	Assuring grammatical agreement
17	B	Assuring grammatical agreement
18	E	Avoiding redundancy
19	C	Choosing words to fit meaning and function
20	D	Maintaining the level of style and tone

Passage II

Item Number	Correct Answer	Content Category
21	E	Tense
22	B	Editing and revising effectively
23	A	Punctuating relationships and sequences
24	E	Punctuating relationships and sequences
25	A	Punctuating relationships and sequences
26	B	Choosing words to fit meaning and form
27	C	Choosing words to fit meaning and form
28	A	Punctuating breaks in thought
29	D	Relating clauses
30	C	Editing and revising effectively
31	C	Maintaining the level of style and tone
32	B	Tense
33	E	Observing usage conventions
34	C	Editing and revising effectively
35	E	Maintaining the level of style and tone
36	B	Tense
37	E	Avoiding redundancy
38	D	Observing usage conventions
39	E	Assuring grammatical agreement
40	C	Punctuating relationships and sequences

Passage III

Item Number	Correct Answer	Content Category
41	A	Choosing words to fit meaning and form
42	B	Punctuating breaks in thought
43	D	Observing usage conventions
44	C	Editing and revising effectively

45	B	Avoiding unnecessary punctuation
46	E	Managing sentence elements effectively
47	D	Editing and revising effectively
48	E	Maintaining the level of style and tone
49	C	Punctuating relationships and sequences
50	A	Choosing words to fit meaning and function
51	D	Assuring grammatical agreement
52	D	Managing sentence elements effectively
53	B	Avoiding redundancy
54	A	Choosing words to fit meaning and form
55	C	Editing and revising effectively
56	B	Punctuating relationships and sequences
57	E	Editing and revising effectively
58	C	Making decisions about cohesion devices
59	B	Tense
60	A	Editing and revising effectively

Writing Test Answers in Narrative Format

Passage I

1. The correct answer is B. “Awhile”, an adverb, is never preceded by a preposition such as *for*, but the two-word form “a while” may be preceded by a preposition.
2. The correct answer is D. Although choice B is correct, it is overly formal and not in tune with the overall casual tone of the passage.
3. The correct answer is D. Used here as an adverb, “first” is set off by a comma. While “firstly” is formally correct, it is awkward phrasing.
4. The correct answer is E. Choice C is also correct, but is overly formal for the one of this passage.
5. The correct answer is D. In choice B, the possessive “your” is used in place of the correct contraction “you’re”, but “gonna” is slang usage.
6. The correct answer is B, which is the most succinctly phrased. The original displays a particularly awkward use of the verb phrase “have to”, which is totally unnecessary.
7. The correct answer is A. Use of the comma here (series comma) maintains consistency in the presentation of a series of items.
8. The correct answer is C. The thoughts expressed are independent and should be presented in two separate sentences.
9. The correct answer is B. The second part of the sentence is a dependent clause with no subject. It should not be separated by a comma.
10. The correct answer is A. The word “then” in choice E means “at that time” and is not the relative conjunction sought here. The comparatives in the other choices are all incorrect or awkwardly phrased.
11. The correct answer is C. Choice D breaks with the imperative tense used throughout the passage. Choices A and B are incorrect as explained for Question 10.
12. The correct answer is E. A portion of the subject, “one and a half”, is plural and calls for the plural verb.

13. The correct answer is B. “Circumference” has the same meaning as “all the way around”, making the original phrasing redundant.
14. The correct answer is A. In choices B and D, “centerpiece” used as one word has the meaning of an ornamental object used in a central position, not the remaining piece. Choice A is also phrased more precisely than choices C or E.
15. The correct choice is E. The spelling “brake” refers to the act of slowing or stopping and is incorrect here.
16. The correct answer is C, in which the third-person, present tense contraction of the verb agrees with the plural subject.
17. The correct answer is B. Since a bundle is to be made for each side of the frame, the plural must be used when describing the operation for all four sides.
18. The correct answer is E. The preceding sentence clearly indicated that twigs were to be bundled for all four sides, so that this sentence is completely unnecessary.
19. The correct answer is C. “Assemble” has the meaning of putting something together from parts that have been prepared. The other choices have a more industrial connotation and are not as appropriate in the context of this passage.
20. The correct answer is D. “Profusion”, in the original, is similar in meaning but far more formal than the tone of the remainder of the passage.

Passage II

21. The correct answer is E, using the present perfect of the verb “to know”.
22. The correct answer is B. In this usage, “past” is a preposition with the meaning “later than”, not a form of the verb “to pass”, as represented in the other choices.
23. The correct answer is A. When a compound modifier appears before a term, the compound modifier is generally hyphenated to prevent any possible misunderstanding.
24. The correct answer is E. The form “student’s” is the possessive, whereas the original shows the plural form of the noun.
25. The correct answer is A. When a word is defined, as “melatonin” is here, by a preceding clause, it is generally set off by a comma.
26. The correct answer is B. “Develop” has the meaning of bringing something to a more advanced or effective state, as required for this sentence. The other words are either awkward or slightly different in meaning, such as “make”, which has the meaning of forming something out of raw materials.
27. The correct answer is C. This version is stronger and more precise than the original. The other choices change the meaning of the sentence.
28. The correct answer is A. The colon is preferred to the semicolon when it introduces a syntactical-deductive, that is, the logical consequence of a fact stated before. In this case, it is not followed by a capitalized letter.
29. The correct answer is D. The preposition “during” has the meaning “throughout the duration or existence of”, and is the most appropriate in this instance.
30. The correct answer is C. In this case, “well known” is not a compound modifier as in Question 23, but is an adverb-verb pair and is not hyphenated.

31. The correct answer is C. Choices B and D are awkwardly phrased. Choices A and E use the plural in place of the possessive.
32. The correct answer is B, which uses the present perfect of the verb “to go”.
33. The correct answer is E. When the clause beginning with “Because of” becomes the subject, as in the original, the phrase following it must be possessive, as in choice B. However, choice B is singular, and the plural is called for here since the sentence applies to all students. It is best to avoid the issue entirely as done in choice E.
34. The correct answer is C, using the possessive form of the pronoun “they”.
35. The correct answer is E. Choices C and D are grammatically correct, but do not maintain the formal style of the rest of the passage.
36. The correct answer is B, using the present tense as throughout the passage.
37. The correct answer is E. The gratuitous repetition of separating clauses in the other choices is redundant and makes the passage read poorly.
38. The correct answer is D. The original is not a sentence, as it lacks a verb. Choices B and E are informal usage, inappropriate for this passage.
39. The correct answer is E. In choice B, “its” is the possessive, not the required contraction “it’s”, meaning “it is”.
40. The correct answer is C. When a compound modifier appears before a term, the compound modifier is generally hyphenated to prevent any possible misunderstanding.

Passage III

41. The correct answer is A. The expression “coming up” is most in line with the informal tone of the passage, whereas the other choices are much more formal.
42. The correct answer is B. The clause following the comma is independent, the pronoun “which” functioning as its subject.
43. The correct answer is D, in which a well-known colloquial expression is used to accentuate the folksy tone of the passage.
44. The correct answer is C, using the indefinite article. Use of the definite article “the”, as in the original, is inappropriate before a vague expression such as “sort of” unless a comparison is being made.
45. The correct answer is B. The clause following the comma in the original is dependent as it lacks a subject, and therefore no comma is employed.
46. The correct answer is E, in which the location of the hangar is further described in an adjectival clause. The original is a run-on sentence. While choice B is formally correct, it gives a mere detail a sentence of its own, creating a break in the flow of the passage.
47. The correct answer is D, utilizing the possessive form.
48. The correct answer is E. Here the imperative is used as a call to action, in keeping with the publicity-oriented tone of the passage.
49. The correct answer is C, where the conjunction “and” is used only once, to introduce the final item in a list.

50. The correct answer is A. While all the choices use words that are similar in meaning, choices B, C, and E give the sense that the new format is too long, and choice D is awkwardly phrased.
51. The correct answer is D, in which the verb agrees with the plural subject.
52. The correct answer is D. The original is awkwardly phrased. Choice B requires a comma after “day”. Choice E would only be correct if there were more than one Wednesday in the event, but the passage indicates that it lasts only five days.
53. The correct answer is B. The word “fly-in” has been used in both of the preceding sentences, making it unnecessary to repeat it here, and the passage flows more smoothly without it.
54. The correct answer is A. Choices C, D, and E have similar meanings, but are much more formal than choice A. Choice B is awkwardly phrased.
55. The correct answer is C. This uses the possessive plural, in which the plural is formed first, followed by the apostrophe to indicate the possessive.
56. The correct answer is B. Here, a colon is used before a list introduced by the preceding clause.
57. The correct answer is E, avoiding the double verb of the original.
58. The correct answer is C. Characterization of the DC-3 as an historic aircraft leads to a ragged sentence structure in the original, best remedied by breaking the sentence in two.
59. The correct answer is B, maintaining the future verb tense that is employed throughout the passage.
60. The correct answer is A, using “you’re” as a contraction for “you are”, rather than the possessive “your”.