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Practice Test #3

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Reading Test

Pacing: 75 secs per question, (including time to read the passage) **Turn to Section 1 of your answer sheet to answer the questions in this section.**

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

CONTINUE

Questions 21-30 are based on the following passage.

This passage is adapted from Thor Hanson, *Feathers*. ©2011 by Thor Hanson. Scientists have long debated how the ancestors of birds evolved the ability to fly. The ground-up theory assumes they were fleet-footed ground dwellers that captured prey by leaping and flapping their upper limbs. The tree-down theory assumes they were tree climbers that leapt and glided among branches.

At field sites around the world, Ken Dial saw a pattern in how young pheasants, quail, tinamous, and other ground birds ran along behind their parents. "They jumped up like popcorn," he said, describing how they would flap their half-formed wings and take short hops into the air. So when a group of graduate students challenged him to come up with new data on the age-old ground-up-tree-down debate, he designed a project to see what clues might lie in how baby game birds learned to fly.

Ken settled on the Chukar Partridge as a model species, but he might not have made his discovery without a key piece of advice from the local rancher in Montana who was supplying him with birds. When the cowboy stopped by to see how things were going, Ken showed him his nice, tidy laboratory setup and explained how the birds' first hops and flights would be measured. The rancher was incredulous. "He took one look and said, in pretty colorful language, 'What are those birds doing on the ground? They hate to be on the ground! Give them something to climb on!' " At first it seemed unnatural—ground birds don't like the ground? But as he thought about it Ken realized that all the species he'd watched in the wild preferred to rest on ledges, low branches, or other elevated perches where they were safe from predators. They really only used the ground for feeding and traveling. So he brought in some hay bales for the Chukars to perch on and then left his son in charge of feeding and data collection while he went away on a short work trip.

Barely a teenager at the time, young Terry Dial was visibly upset when his father got back. "I asked him how it went," Ken recalled, "and he said, 'Terrible! The birds are cheating!' " Instead of flying up to their perches, the baby Chukars were using their legs. Time and again Terry had watched them run right up the side of a hay bale, flapping all the while. Ken dashed out to see for himself, and that was the "aha" moment. "The birds were using their wings and legs cooperatively," he told me, and that single observation opened up a world of possibilities.

Working together with Terry (who has since gone on to study animal locomotion), Ken came up with a series of ingenious experiments, filming the birds as they raced up textured ramps tilted at increasing angles. As the incline increased, the partridges began to flap, but they angled their wings differently from birds in flight. They aimed their flapping down and backward, using the force not for lift but to keep their feet firmly pressed against the ramp. "It's like the spoiler on the back of a race car," he explained, which is a very apt analogy. In Formula One racing, spoilers are the big aerodynamic fins that push the cars downward as they speed along, increasing traction and handling. The birds were doing the very same thing with their wings to help them scramble up otherwise impossible slopes.

Ken called the technique WAIR, for wing-assisted incline running, and went on to document it in a wide range of species. It not only allowed young birds to climb vertical surfaces within the first few weeks of life but also gave adults an energy-efficient alternative to flying. In the Chukar experiments, adults regularly used WAIR to ascend ramps steeper than 90 degrees, essentially running up the wall and onto the ceiling.

In an evolutionary context, WAIR takes on surprising explanatory powers. With one fell swoop, the Dials came up with a viable origin for the flapping flight stroke of birds (something gliding animals don't do and thus a shortcoming of the tree-down theory) and an aerodynamic function for half-formed wings (one of the main drawbacks to the ground-up hypothesis).

CONTINUE

21

Which choice best reflects the overall sequence of events in the passage?

A) An experiment is proposed but proves unworkable; a less ambitious experiment is attempted, and it yields data that give rise to a new set of questions.

B) A new discovery leads to reconsideration of a theory; a classic study is adapted, and the results are summarized.

C) An anomaly is observed and simulated experimentally; the results are compared with previous findings, and a novel hypothesis is proposed.

D) An unexpected finding arises during the early phase of a study; the study is modified in response to this finding, and the results are interpreted and evaluated.

22

As used in line 7, "challenged" most nearly means

A) dared.

B) required.

C) disputed with.

D) competed with.

23

Which statement best captures Ken Dial's central assumption in setting up his research?

A) The acquisition of flight in young birds sheds light on the acquisition of flight in their evolutionary ancestors.

B) The tendency of certain young birds to jump erratically is a somewhat recent evolved behavior.

C) Young birds in a controlled research setting are less likely than birds in the wild to require perches when at rest.

D) Ground-dwelling and tree-climbing predecessors to birds evolved in parallel.

24

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

A) Lines 1-4 ("At field . . . parents")

B) Lines 6-11 ("So when . . . fly")

C) Lines 16-19 ("When . . . measured")

D) Lines 23-24 ("At first . . . the ground")

25

In the second paragraph (lines 12-32), the incident involving the local rancher mainly serves to

A) reveal Ken Dial's motivation for undertaking his project.

B) underscore certain differences between laboratory and field research.

C) show how an unanticipated piece of information influenced Ken Dial's research.

D) introduce a key contributor to the tree-down theory.

26

After Ken Dial had his "'aha' moment" (line 41), he

A) tried to train the birds to fly to their perches.

B) studied videos to determine why the birds no longer hopped.

C) observed how the birds dealt with gradually steeper inclines.

D) consulted with other researchers who had studied Chukar Partridges.

27

The passage identifies which of the following as a factor that facilitated the baby Chukars' traction on steep ramps?

A) The speed with which they climbed

B) The position of their flapping wings

C) The alternation of wing and foot movement

D) Their continual hopping motions

CONTINUE

28

As used in line 61, "document" most nearly means

A) portray.
B) record.
C) publish.
D) process.

29

What can reasonably be inferred about gliding animals from the passage?

A) Their young tend to hop along beside their parents instead of flying beside them.
B) Their method of locomotion is similar to that of ground birds.
C) They use the ground for feeding more often than for perching.
D) They do not use a flapping stroke to aid in climbing slopes.

30

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

A) Lines 4-6 ("They jumped . . . air")
B) Lines 28-29 ("They really . . . traveling")
C) Lines 57-59 ("The birds . . . slopes")
D) Lines 72-74 ("something . . . theory")

Writing and Language Test

Pacing: 48 Secs per question (Including time to read the passage) **Turn to Section 2 of your answer sheet to answer the questions in this section.**

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a "NO CHANGE" option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

CONTINUE

His restaurants were immediately successful, but Harvey was not content to follow conventional business practices. **17** Although women did not traditionally work in restaurants in the nineteenth century, Harvey decided to try employing women as waitstaff. In 1883, he placed an advertisement seeking educated, well-mannered, articulate young women between the ages of 18 and 30. **18** Response to the advertisement was overwhelming, even tremendous, and Harvey soon replaced the male servers at his restaurants with women. Those who were hired as "Harvey Girls" joined an elite group of workers, who were expected to complete a 30-day training program and follow a strict code of rules for conduct and curfews. In the workplace, the women donned identical black-and-white uniforms and carried out their duties with precision. Not only were such regulations meant to ensure the efficiency of the business and the safety of the workers, **19** but also helped to raise people's generally low opinion of the restaurant industry.

17

The writer is considering deleting the previous sentence. Should the writer make this change?

- A) Yes, because it introduces information that is irrelevant at this point in the passage.
- B) Yes, because it does not logically follow from the previous paragraph.
- C) No, because it provides a logical introduction to the paragraph.
- D) No, because it provides a specific example in support of arguments made elsewhere in the passage.

18

- A) NO CHANGE
- B) Response to the advertisement was overwhelming,
- C) Overwhelming, even tremendous, was the response to the advertisement,
- D) There was an overwhelming, even tremendous, response to the advertisement,

19

- A) NO CHANGE
- B) but also helping
- C) also helping
- D) but they also helped

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CONTINUE

In return for the servers' work, the position paid quite well for the time: $17.50 a month, plus tips, meals, room and board, laundry service, and travel expenses. **20**

For as long as Harvey Houses served rail travelers through the mid-twentieth century, working there was a steady and lucrative position for women. Living independently and demonstrating an intense work **21** ethic; the Harvey Girls became known as a transformative force in the American **22** West. Advancing the roles of women in the restaurant industry and the American workforce as a whole, the Harvey Girls raised the standards for restaurants and blazed a trail in the fast-changing landscape of the western territories.

20

Which choice most logically follows the previous sentence?

- A) The growth of Harvey's business coincided with the expansion of the Santa Fe Railway, which served large sections of the American West.
- B) Harvey would end up opening dozens of restaurants and dining cars, plus 15 hotels, over his lucrative career.
- C) These benefits enabled the Harvey Girls to save money and build new and exciting lives for themselves in the so-called Wild West.
- D) The compensation was considered excellent at the time, though it may not seem like much money by today's standards.

21

- A) NO CHANGE
- B) ethic:
- C) ethic, and
- D) ethic,

22

The writer is considering revising the underlined portion of the sentence to read:

> West, inspiring books, documentaries, and even a musical.

Should the writer add this information here?

- A) Yes, because it provides examples of the Harvey Girls' influence.
- B) Yes, because it serves as a transitional point in the paragraph.
- C) No, because it should be placed earlier in the passage.
- D) No, because it contradicts the main claim of the passage.