1) Excerpt from: *The Story of an Hour*  
Kate Chopin  
(9) The vacant stare, and the look of terror that had followed it went from her eyes.

Read the passage underlined (9). There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose ‘Correct as is.’

A) Correct as is.  
B) The vacant stare and the look of terror that had followed  
C) The vacant stare and the look of terror, that had followed  
D) The vacant stare and the look, of terror that had followed
The old moon is tarnished
With smoke of the flood,
The dead leaves are varnished
With color like blood,

A treacherous smiler
With teeth white as milk,
A savage beguiler
In sheathings of silk,

The sea creeps to pillage,
She leaps on her prey;
A child of the village
Was murdered to-day.

She came up to meet him
In a smooth golden cloak,
She choked him and beat him
To death, for a joke.

Her bright locks were tangled,
She shouted for joy,
With one hand she strangled
A strong little boy.

Now in silence she lingers
Beside him all night
To wash her long fingers
In silvery light.

2) The phrase “for a joke” at the end of the fourth stanza serves to _________________.
   A) relieve the tension by created humor.
   B) demonstrate the power of man over nature.
   C) show that nature can be harsh and unfeeling.
   D) provide a striking transition to the next stanza.

3) Which statement is true of this poem?
   A) The sea is personified as a female.
   B) Each stanza begins with alliteration.
   C) The moon is personified as an old man.
   D) The sea is an idiom for reckless violence.

4) With words such as dead, blood, treacherous, savage, prey, murdered, and strangled, the author creates a picture of the ocean t
   is
   A) calm and cool.
B) rough and stormy.
C) smooth and silky.
D) cruel and bloodthirsty.
5) The dead leaves are varnished
   With color like blood,

What effect does the author want this simile to have on the reader?
A) The simile is merely descriptive and has no connotative effects: the leaves are red.
B) The author wants to create a feeling of joy in the reader at the beautiful, bright colors of autumn leaves.
C) The simile is meant to be comic; the reader is amused at how the leaves are described in terms of the color of blood.
D) The simile is meant to evoke horror in the reader; the autumn leaves are red—but not just any red, the red blood of a murdered child.

6)

Excerpt from: *Before a Painting*
James Weldon Johnson

And over me the sense of beauty fell, As music over a raptured listener to The deep-voiced organ breathing out a hymn;

What is the BEST definition for *raptured* in line 10?
A) bewildered
B) captivated
C) motionless
D) pensive

7)

Excerpt from: *The Care and Keeping of Big Cats Part C*
Kate McConnaughey

(25) A decision is made by the zoo staff that a certain cat is in too much pain to have a good life, when the life of that cat is humanely ended.

Read the passage. Look at the underlined section marked number (25). There may be a mistake in the way the sentence is written. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose ‘Correct as is.’
A) Correct as is.
B) When a decision is made by the zoo staff that a certain cat is in too much pain to have a good life, the life of that cat is humanely ended.
C) A decision is made by the zoo staff that a certain cat is in too much pain to have a good life, unless the life of that cat is humanely ended.
D) When a decision is made by the zoo staff that a certain cat is in too much pain to have a good life, so the life of that cat humanely ended.
Here's a quick biography of how I came to be, the junior lead detective who researches fearlessly.

The probability, I find, is just as good as coincidence that I'll find some hidden mystery by watching some events.

This vocation, fair and true, I stumbled on one day, and the verdict was that I'd pursue each fact that comes my way.

When I find a question that requires investigation, I pull out all the stops and start my thorough speculation.

I believe in accuracy, and truth for all involved, and always staying neutral 'til the case is all but solved.

Each occurrence that I witness is a clue to ponder ever—'til I take the case and make it my own personal endeavor.

I interview each villain, and I never give an inch.

I notice all the ticks, and I explore each blink and flinch.

I ensure each alibi is honest; I check each testimony, and I find the real exception and expose it from the phony.

8) What does the first-person point of view of this passage allow the reader to do when reading?
   A) It allows the reader to imagine how criminals must fear the junior detective's sharp, inquisitive mind.
   B) It allows the reader to hear the thoughts and feelings of the junior detective directly and without filter.
   C) It allows the reader to hear how others react to the junior detective and how they feel about the junior detective's work.
   D) It allows the reader access to the junior detective's rival detectives and how they feel about competing with such a dedicated investigator.

9) What is a theme of the passage?
   A) Junior detectives are better than real detectives.
   B) Following clues to solve a crime can be very difficult.
   C) Being a junior detective is intriguing, exciting, and fun.
   D) Being able to know when a person is lying can be challenging.

10) In line 14, the word flinch means
    A) bug.
    B) confession.
    C) movement.
    D) secret.
In line 5, the word *vocation* means
A) article.
B) career.
C) decision.
D) narrative.

*The Invisible Man*
H. G. Wells

The Strange Man’s Arrival

1 The stranger came early in February, one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down, walking from Bramblehurst railway station, and carrying a little black portmanteau in his thickly gloved hand. He was wrapped up from head to foot, and the brim of his soft felt hat hid every inch of his face but the shiny tip of his nose; the snow had piled itself against his shoulders and chest, and added a white crest to the burden he carried. He staggered into the “Coach and Horses” more dead than alive, and flung his portmanteau down. “A fire,” he cried, “in the name of human charity! A room and a fire!” He stamped and shook the snow from off himself in the bar, and followed Mrs. Hall into her guest parlour to strike his bargain. And with that much introduction, that and a couple of sovereigns flung upon the table, he took up his quarters in the inn.

2 Mrs. Hall lit the fire and left him there while she went to prepare him a meal with her own hands. A guest to stop at Iping in the wintertime was an unheard-of piece of luck, let alone a guest who was no “haggler,” and she was resolved to show herself worthy of her good fortune. As soon as the bacon was well under way, and Millie, her lymphatic aid, had been brisked up a bit by a few deftly chosen expressions of contempt, she carried the cloth, plates, and glasses into the parlour and began to lay them with the utmost eclat. Although the fire was burning up briskly, she was surprised to see that her visitor still wore his hat and coat, standing with his back to her and staring out of the window at the falling snow in the yard. His gloved hands were clasped behind him, and he seemed to be lost in thought. She noticed that the melting snow that still sprinkled his shoulders dripped upon her carpet. “Can I take your hat and coat, sir?” she said, “and give them a good dry in the kitchen?”

3 “No,” he said without turning.

4 She was not sure she had heard him, and was about to repeat her question.

5 He turned his head and looked at her over his shoulder. “I prefer to keep them on,” he said with emphasis, and she noticed that he wore big blue spectacles with sidelights, and had a bush side-whisker over his coat-collar that completely hid his cheeks and face.

6 “Very well, sir,” she said. “As you like. In a bit the room will be warmer.”

7 He made no answer, and had turned his face away from her again, and Mrs. Hall, feeling that her conversational advances were ill-timed, laid the rest of the table things in a quick staccato and whisked out of the room. When she returned he was still standing there, like a man of stone, his back hunched, his collar turned up, his dripping hat-brim turned down, hiding his face and ears completely. She put down the eggs and bacon with considerable emphasis, and called rather than said to him, “Your lunch is served, sir.”

8 “Thank you,” he said at the same time, and did not stir until she was closing the door. Then he swung round and
approached the table with a certain eager quickness.
The stranger came early in February, one wintry day, through a *biting* wind and a *driving* snow, the last snowfall of the year, over the down, walking from Bramblehurst railway station, and carrying a little black portmanteau in his thickly gloved hand.

In this first sentence from the passage, the author MOST LIKELY uses the words *biting* and *driving* rather than *cold* and *heavy*

A) to explain why the stranger had arrived in the town.
B) to add interest to the opening sentence of the passage.
C) to show how hard it was for the stranger to walk in the snow.
D) to convey the feeling of the freezing harshness of the winter weather.

'As soon as the bacon was well under way, and Millie, her lymphatic aid, had been brisked up a bit by a few deftly chosen expressions of contempt, she carried the cloth, plates, and glasses into the parlour and began to lay them with the utmost *eclat*.'

What does the term *eclat* mean as it is used in the sentence?

A) contempt
B) elegance
C) lethargy
D) quickness

And with that much introduction, that and a couple of sovereigns *flung* upon the table, he took up his quarters in the inn.

The author of the passage uses the word *flung* in this sentence

A) to show that the stranger was tired and cold.
B) to show that the stranger was impatient and insistent.
C) to show the stranger's response to Mrs. Hall's rudeness.
D) to show that the stranger had been in the parlour before.

What inference can you make from this passage?

A) Mrs. Hall is attracted to the strange man.
B) Mrs. Hall regrets allowing the man into her home.
C) Mrs. Hall is confused by the man's strange behavior.
D) Mrs. Hall thinks the strange man will stay for several days.

Identify the gerund phrase, the direct object of the verb *hates*.

A) Holly *hates reading* long novels.
B) Holly *hates reading long novels*.
C) Holly *hates reading long novels*.
D) Holly *hates reading long novels*.

Cecile is writing an editorial for the school paper in which she argues that all public schools should require school uniforms. Which paragraph would NOT be relevant to her paper and would therefore not merit inclusion in her final draft?

A) a paragraph listing the benefits of a school uniform policy
B) a paragraph describing student poll opinions of a school uniform policy
C) a paragraph discussing how hard it is to get students to do their homework
D) a paragraph criticizing the misbehaviors present at a school without a uniform policy.
18) 

excerpt from Maddie’s Notes on Cats

8. Shorthaired- LaPerm, Oriental, Siamese (popular breed in North America)
9. Longhaired- LaPerm, Snowshoe, Persians
10. Curly Coated-Cornish Rex

-from All About Cats page 32

Maddie needs to organize her notes. Into which category will this part of her notes (#8,9,10) fit?

A) Cat Food and Nutrition
B) Cat Care and Grooming
C) Cat Behavior
D) Cat Breeds

19) Identify the error in point of view.

When our family stopped to ask for help after we got lost, the gas station attendant’s directions were so perfect that you were early rather than late.

A) we should be you.
B) you should be we.
C) our should be their.
D) family should be them.

20) Which group of words in this sentence is an appositive phrase?

Mr. Wilson, a whiz at foreign languages, helped me learn Spanish because I wanted to do well in a competition at school.

A) at school
B) Mr. Wilson
C) in a competition
D) a whiz at foreign languages
Swim for Good Health!
Lance Carson

Swimming is more than a great way to cool off when it's hot; it's also a fun activity that helps you work out your whole body. If you don't know how to swim, or you want to brush up your skills, you'll want to take some lessons at your local pool. There, you'll master the basics to help keep your head above water.

Our bodies have a natural tendency to float. Relax and let the water support your body. Lie back with your arms stretched out to the side. Turn your palms up and keep the backs of your hands in the water. Arch your back; stretch out your legs (some gentle kicking will help you float easier), and take short breaths to stay relaxed. Floating is a great way to rest, or rest while you call for help if you don't have enough energy to swim to shore or the side of a pool.

Another way to keep afloat is to tread water. Get into the water and pretend you are gently riding a bicycle, with your back straight and your arms straight out in front of you. Sweep your arms together with your palms facing down and in. Then, sweep them back out with your palms facing down and away from each other.

Now that you know how to keep your head above the water, try swimming with your head below water! Breathe in as much air as you can and then let it all out, take one more breath and hold it, and slide under the water. Even though it seems like taking lots of quick breaths before going underwater could help you, doing that is called “hyperventilating” and it can actually make you pass out underwater. Stretch out your body with your legs together and your arms straight out a little bit above your head. Pull your legs up then kick them apart to start gliding. Next, bring your legs together and kick in a scissor motion to move around. While you kick, put your arms out to your sides and push them back towards your legs. Glide as far as you can, and then come back up when you need a breath. Try to stay relaxed and don’t push yourself too far. The more you practice, the stronger your lungs will become.

Once you’ve got the basics, to be a strong swimmer and enjoy lots of water activities, you’ll need to learn these strokes: backstroke, breaststroke, freestyle, and butterfly — to name a few!

21) Which MOST ACCURATELY describes this text?
A) Most of the passage explains the fun times swimmers have.
B) Most of the passage explains the health benefits of swimming.
C) Most of the passage explains how to float, tread water, and swim.
D) Most of the passage explains the differences among swimming strokes.

22) Which sentence describes the author’s opinion or viewpoint?
A) Swimming takes a lot of practice.
B) Swimming is fun, but difficult to learn.
C) Swimming is a fun and healthy activity.
D) Swimming is better than riding bicycles.
Which is NOT a clue that helps support the author’s opinion or viewpoint that swimming is a fun and healthy activity?

A) Only the best swimmers enjoy water activities.
B) Swimming is a great way to cool off when it’s hot.
C) Swimming is a fun activity that helps you work out your whole body.
D) Once you learn the basics, you can enjoy lots of swimming activities.

Dr. Heidegger’s Experiment
Nathaniel Hawthorne

1 That very singular man, old Dr. Heidegger, once invited four venerable friends to meet him in his study. There were three white-bearded gentlemen, Mr. Medbourne, Colonel Killigrew, and Mr. Gascoigne, and a withered gentlewoman, whose name was the Widow Wycherly. They were all melancholy old creatures, who had been unfortunate in life, and whose greatest misfortune it was that they were not long ago in their graves. It is a circumstance worth mentioning that each of these three old gentlemen, Mr. Medbourne, Colonel Killigrew, and Mr. Gascoigne, were early lovers of the Widow Wycherly, and had once been on the point of cutting each other’s throats for her sake. And, before proceeding further, I will merely hint that Dr. Heidegger and all his foul guests were sometimes thought to be a little beside themselves,--as is not unfrequently the case with old people, when worried either by present troubles or woeful recollections.

2 'My dear old friends,' said Dr. Heidegger, motioning them to be seated, 'I am desirous of your assistance in one of those little experiments with which I amuse myself here in my study.'

3 If all stories were true, Dr. Heidegger’s study must have been a very curious place. It was a dim, old-fashioned chamber, festooned with cobwebs, and besprinkled with antique dust. Around the walls stood several oaken bookcases, the lower shelves of which were filled with rows of gigantic folios and black-letter quartos, and the upper with little parchment-covered duodecimos. Over the central bookcase was a bronze bust of Hippocrates, with which, according to some authorities, Dr. Heidegger was accustomed to hold consultations in all difficult cases of his practice. In the obscurest corner of the room stood a tall and narrow oaken closet, with its door ajar, within which doubtfully appeared a skeleton. Between two of the bookcases hung a looking-glass, presenting its high and dusty plate within a tarnished gilt frame. Among many wonderful stories related of this mirror, it was fabled that the spirits of all the doctor’s deceased patients dwelt within its verge, and would stare him in the face whenever he looked thitherward. The opposite side of the chamber was ornamented with the full-length portrait of a young lady, arrayed in the faded magnificence of silk, satin, and brocade, and with a visage as faded as her dress. Above half a century ago, Dr. Heidegger had been on the point of marriage with this young lady; but, being affected with some slight disorder, she had swallowed one of her lover’s prescriptions, and died on the bridal evening. The greatest curiosity of the study remains to be mentioned; it was a ponderous folio volume, bound in black leather, with massive silver clasps. There were no letters on the back, and nobody could tell the title of the book. But it was well known to be a book of magic; and once, when a chambermaid had lifted it, merely to brush away the dust, the skeleton had rattled in its closet, the picture of the young lady had stepped one foot upon the floor, and several ghastly faces had peeped forth from the mirror; while the brazen head of Hippocrates frowned, and said,--"Forbear!"

4 On the summer afternoon of our tale a small round table, as black as ebony, stood in the centre of the room, sustaining a cut-glass vase of beautiful form and elaborate workmanship. The sunshine came through the window, between the heavy festoons of two faded damask curtains, and fell directly across this vase; so that a mild splendor was reflected from it on the ashen visages of the five old people who sat around. Four champagne glasses were also on the table.

5 'My dear old friends,' repeated Dr. Heidegger, 'may I reckon on your aid in performing an exceedingly curious experiment?'

6 When the doctor’s four guests heard him talk of his proposed experiment, they anticipated nothing more wonderful than
the murder of a mouse in an air pump, or the examination of a cobweb by the microscope, or some similar nonsense, with which he was constantly in the habit of pestering his intimates. But without waiting for a reply, Dr. Heidegger hobbled across the chamber, and returned with the same ponderous folio, bound in black leather, which common report affirmed to be a book of magic. Undoing the silver clasps, he opened the volume, and took from among its black-letter pages a rose, or what was once a rose, though now the green leaves and crimson petals had assumed one brownish hue, and the ancient flower seemed ready to crumble to dust in the doctor’s hands.

7 'This rose,' said Dr. Heidegger, with a sigh, 'this same withered and crumbling flower, blossomed five and fifty years ago. It was given me by Sylvia Ward, whose portrait hangs yonder; and I meant to wear it in my bosom at our wedding. Five and fifty years it has been treasured between the leaves of this old volume. Now, would you deem it possible that this rose of half a century could ever bloom again?'

8 'Nonsense!' said the Widow Wycherly, with a peevish toss of her head. 'You might as well ask whether an old woman’s wrinkled face could ever bloom again.'

9 'See!' answered Dr. Heidegger.

10 He uncovered the vase, and threw the faded rose into the water which it contained. At first, it lay lightly on the surface of the fluid, appearing to imbibe none of its moisture. Soon, however, a singular change began to be visible. The crushed and dried petals stirred, and assumed a deepening tinge of crimson, as if the flower were reviving from a deathlike slumber; the slender stalk and twigs of foliage became green; and there was the rose of half a century, looking as fresh as when Sylvia Ward had first given it to her lover. It was scarcely full blown; for some of its delicate red leaves curled modestly around its moist bosom, within which two or three dewdrops were sparkling.

11 'That is certainly a very pretty deception,' said the doctor’s friends; carelessly, however, for they had witnessed greater miracles at a conjurer’s show; 'pray how was it effected?'

12 'Did you never hear of the 'Fountain of Youth?' asked Dr. Heidegger, 'which Ponce De Leon, the Spanish adventurer, went in search of two or three centuries ago?'

13 'But did Ponce De Leon ever find it?' said the Widow Wycherly.

14 'No,' answered Dr. Heidegger, 'for he never sought it in the right place. The famous Fountain of Youth, if I am rightly informed, is situated in the southern part of the Floridian peninsula, not far from Lake Macaco. Its source is overshadowed by several gigantic magnolias, which, though numberless centuries old, have been kept as fresh as violets by the virtues of this wonderful water. An acquaintance of mine, knowing my curiosity in such matters, has sent me what you see in the vase.'

15 'Ahem!' said Colonel Killigrew, who believed not a word of the doctor’s story; 'and what may be the effect of this fluid on the human frame?'

24) Which dictionary definition of woeful BEST fits its use in the last sentence of paragraph 1?
   A) grieving
   B) poor
   C) sorry
   D) unhappy

25) In paragraph 6, why does the author use the word hobbled to describe Dr. Heidegger as he went to get the book of magic?
   A) to create an image of Dr. Heidegger’s movements
   B) to illustrate the eeriness of the book of magic
C) to show that the Dr. Heidegger’s study was very crowded
D) to avoid using the same words that were used previously

26) In the first paragraph the author uses the words such as **withered**, **melancholy**, and **foul** to
A) help to establish the setting of the story.
B) show that Dr. Heidegger does not like his guests.
C) give hints about the characters of Dr. Heidegger’s guests.
D) let the reader know that the friends had known each other for a long time.

27) Why does the author use connotation in paragraph 3?
A) to describe the bookcases
B) to show why the friends went there
C) to explain his study as a curious place
D) to make the audience support the Dr.’s experiment
David Matherne

1 I ain’t no valedictorian. I’ll give you that. But I’m certainly not the loser my step-father Johnnie likes to think I am, either. Mr. oh-so-famous local Johnnie Pipehead of “Johnnie on the Spot Plumbing.” (Real clever name, huh?) Just because he only took the requisite twelve years to make it through school and graduate from his alma mater, and I took slightly longer, that doesn’t make me a loser. So what if I took “the road less traveled by” and added a one-year, scenic detour to my journey—thanks to Algebra, Physical Science, and well...Latin. Did I mention Chemistry? Let’s just say I liked Latin but Latin didn’t much care for me. Just because I took thirteen years in all to get out of Melancholy High with a diploma doesn’t make me some loser. Nothing being at all, now THAT would make me a loser.

2 I am something. But what I am, and what I’ll be, are two countries at war at present. Battles, I’ve had them. Many battles. Literal ones...figurative ones...too many. Figurative language...see there? At least I did learn a few somethings in Mr. J’s English class.

3 I could’ve been the valedictorian. Of somewhere. Of some school that had a bunch of unmotivated kids like me. Then, maybe I would have gone to those Physical Science study halls. Maybe I would have actually done my homework in Mr. Pugnacious’ class. Real name, Pugliese. Wrestling coach. Don’t you just love that moniker? For a wrestling coach...Pugnacious. Funny stuff, huh? Made that up. Guy’s got a bulldog face but a little tail-wagging personality. Had everything but the panting. And the drool. Too much caffein I suppose. Too happy. Loved his math, that Pugnacious.

4 Yeah, I could’ve been the valedictorian somewhere. I would’ve shown everyone how determined I can truly be. As it turned out, I showed ‘em anyway. Counselors were shown that I didn’t have to graduate with my class, like they so earnestly wished for me to. I showed the teachers who said, “Conrad, your sophomore year will be two of the best years of your life, son.” My retorts were always something cleverly snide as well, like: ‘Yeah, but half the sophomores around here don’t even know how to spell s-o-p-h-o-m-o-r-e...they leave out the ‘o’ on all their cheesy, self-absorbed class election posters, and they certainly don’t have a clue that it’s a combination of two latinaic roots, ‘sopho’ and ‘more,’ meaning ‘wise fool.’ At least I’m a fool with a bit of wisdom.”

5 I could’ve impressed Mr. Johnnie come-lately, my Mom’s most recent convenience among a revolving door of Pops rejects. Yeah, Mr. Johnnie would’ve loved me being the valedictorian, giving that big speech, the one Angel Ramirez so properly gave tonight...Members of the School Board, Mr. Wilson, Parents, Faculty and Students, blah, blah, yuck, blah, blah, blah.’ I could’ve given my version instead, only to have Mr. Johnnie Joint-Compound listen, then sending me off to some trade school on a full ride to cut pipe and be his apprentice who wipes his nose and kisses his bu-- and goes on cigarette or burger runs or grabs some rusty tool from the truck. Not gonna fight that part of the war.

6 I was the valedictorian tonight. I do know what I’m going to be. I have graduated from Meloncamp High School about 115th out of class of 126. Thing is, I’ve seen the fear in the eyes of four score and seven more of those classmates of mine that don’t have a rat’s chance of knowing what they are going to be. I do. I’m going to be a writer. Mr. J taught me more than English. He taught me what Pops taught me before his passing...love.

7 So here’s my Valedictory: “Good evening, everyone. Thanks for coming out to sit on hard, uncomfortable stadium concrete on an unseasonably warm evening and wearing clothes and shoes you can’t wait to get home to get out of. Here’s what I have. Time is NOT money. Time is convenience. And when one gives up Time, he does pay for it. Yes. But if he trades Time for Opportunity, then he gets credit. So, in conclusion, Time is NOT money, but it CAN be spent. How will you spend yours?! Thank you, good night.”

28) In which research source could you find the most information about figurative language?
   A) glossary of a literature textbook
B) article in *Scientific American*
C) newspaper article called "Outrageous Metaphors"
D) book titled, *Understanding Literary Language and Forms*
29) If Conrad wanted to find out the average pay and job opportunities for writers, which resource should he consult?
A) New York Times
B) interview someone who is a writer
C) Occupational Outlook Handbook
D) the book, Being the Best Writer You Can Be

30) IF the author wanted to change this portion, which is the BEST way to combine these sentences?

"Had everything but the panting. And the drool. Too much caffeine I suppose. Too happy."
A) He had caffeine and happiness but no panting or drool.
B) He had everything: panting, drool, caffeine and was happy.
C) He had drooling but no panting. He had caffeine and happiness.
D) He had everything but the panting and the drool; he also seemed overly happy, perhaps from too much caffeine.

31) Assume the speaker is speaking autobiographically. If you wanted to research the graduates of Meloncamp High School, this passage would be considered a
A) a primary source information
B) a secondary source information
C) a fictitious reference source
D) a dramatic soliloquy reference source

32) "Not gonna fight that part of the war."

After evaluating the last sentence of paragraph 5, select the sentence that would increase the precision of statement.
A) I'm not going to join the military.
B) I'm not going to be a writer after all.
C) I'm probably not going to engage in that activity right now.
D) I'm not going to do that with my life; I have different plans.

33) Which statement is an example of the speaker’s use of deductive logic?
A) If you are a plumber, then you probably aren’t a person worth knowing.
B) If your mother has been married several times, then she is probably a loser.
C) Just because you aren’t valedictorian of the school doesn’t mean you aren’t smart.
D) If you are valedictorian of the school then you are the smartest person in the class.

34) Counselors were shown that I didn’t have to graduate with my class, like they so earnestly wished for me to.

Which is the MOST effective substitution for the underlined part of this sentence?
A) Counselors showed
B) I showed the counselors
C) The counselors were shown
D) I was shown the counselors
Job Interview

1. Job interviews \(^{(1)}\) are typically the last stage in the hiring process, and are used to evaluate the best candidates. Interviews are usually preceded by the evaluation of supplied résumés, and a small number of candidates who seem to be the most desirable are selected for interviews. While interviews are considered to be one of the most useful tools \(^{(2)}\) for evaluating potential employees, they also demand significant resources from the employer and have been demonstrated to be notoriously unreliable in identifying the optimal person for the job.

2. \(^{(4)}\) Multiple rounds of interviews may be used where there are many candidates or the job is particularly challenging or desirable; earlier rounds may involve fewer staff from the employers and will typically be much shorter and less in-depth. A common initial interview form is the phone interview, an interview conducted over the telephone. This is especially \(^{(5)}\) common when the candidates do not live near the employer, and it has the advantage of keeping costs low for both sides.

3. A typical job interview has a single candidate meeting with one or more persons representing the employer; the potential supervisor of the employee is usually involved in the interview process. The meeting can be \(^{(6)}\) as short as 15 minutes; most interviews usually last less than two hours. The bulk of the job interview will be the interviewers \(^{(7)}\) asking the candidate questions about their history, personality, work style, and other factors relevant to the job. The candidate will usually be given a chance to ask any questions at the end of the interview. The primary purpose is \(^{(8)}\) to assess the candidate suitability for the job, although the candidate will also be assessing the company and the demands of the job.

4. Lower paid and lower skilled positions tend to have much simpler interviews than more prestigious positions; a lawyer’s interview \(^{(9)}\) will be much more demanding than that of a retail cashier. Most interviews are formal; the larger the firm, the more formal and structured the interview will tend to be. \(^{(10)}\) Candidates generally dress slightly better than they will be expected to wear to work, with a suit being appropriate for a white-collar interview, but jeans being appropriate for an interview as a plumber.

35) Read the passage underlined \(^{(9)}\). There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose “Correct as is.”

A) Correct as is.
B) will be much more demanding then a retail cashier.
C) will be much more demanding than that of a retail cashier.
D) will be much more demanding then that of a Retail Cashier.

36) Read the passage underlined \(^{(1)}\). There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose “Correct as is.”

A) Correct as is.
B) are typically the last stage in the hiring process and are used to evaluate
C) are typically the last stage in the hiring process and are used to evaluate
D) are typically, the last stage in the hiring process, and are used to evaluate
37) Read the passage underlined (6). There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose 'Correct as is.'

A) Correct as is.
B) as short as 15 minutes, most interviews usually last less
C) as short as 15 minutes; most interviews usually last less
D) as short as 15 minutes: most interviews usually last less
38) Read the passage underlined (3). There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose ‘Correct as is.’

A) Correct as is.
B) for evaluating potential employees, they also demand significant resources
C) for evaluating potential employees they also demand, significant resources
D) for evaluating, potential employees, they also demand significant resources