

The Statue of Liberty | Nonfiction Reading Test 5

More than a million people immigrate to the United States to start new lives every year, and if they are arriving in New York, one of the first sights that they will see is the Statue of Liberty. The Statue of Liberty stands on Liberty Island, near Manhattan in New York. Though she is often thought to be resident of New York, Liberty Island is actually federal property, which means that the Statue of Liberty belongs to the whole country. The Statue of Liberty is not only the tallest statue in America, it is also one of the most recognizable American symbols.

The Statue of Liberty is huge. From the tip of the torch to the pedestal on which she stands, she is just over 151 feet tall. If you include the pedestal in your measurement, she stands more than 305 feet off of the ground. That's more than 30 basketball hoops or an entire football field. Her waist size is 35 feet, which would make it awfully tough to find pants, and the tablet she holds is 23 feet long. Don't worry though; she hasn't had any trouble holding that tablet yet with her 8 foot index finger. Talk about heavy handed...

Though America financed and built the pedestal on which the Statue of Liberty stands, the statue itself was a gift from France. In this way the complete work, much like the United States, is a product of both American and French contributions. At one time America was ruled by the British. The founding fathers of America chose to fight against Great Britain for the independence of their country. France supported America by providing money, men, and weapons of war. Had it not been for French contributions during the Revolutionary War, America would not exist in the way that it does today; therefore, it is quite fitting that the Statue of Liberty, which represents freedom, came to being by a joint American and French effort. On October 28th, 1886, just over one-hundred years after America declared its independence from Great Britain, the Statue of Liberty was completed and dedicated by its designer, Frédéric Auguste Bartholdi.

Perhaps no person did more to bring the statue into being than Bartholdi. Not only did Bartholdi gain both French and American approval for the project, he led the French fundraising efforts and designed the appearance of the statue. The appearance of the Statue of Liberty is somewhat derived from Libertas, the Roman goddess of freedom. The torch represents how liberty enlightens the world. The seven points or rays coming from the top of the crown represent the sun, the seven seas, the



Liberty Enlightening the World

seven continents, and (as with the torch) how liberty enlightens the world. Though much of the statue was modeled after depictions of goddesses, Bartholdi modeled the face after his mother. Now that's a Mother's Day gift that's hard to top.

Though Bartholdi was responsible for the external appearance of statute, the internal design can be largely credited to innovative designer, Gustave Eiffel. Though Mr. Eiffel is best known for his contributions to a tower in Paris that is named after him, he also engineered the internal structure that holds up the Statue of Liberty. Eiffel chose to use a flexible structure, so that changes in the temperature and strong winds from the ocean would not cause the statue to crack. Because of Eiffel's crafty design, the Statue of Liberty may sway as much as three inches on a windy day. If the winds exceed 50 miles per hour, the torch may sway five inches. Eiffel is also responsible for including two spiraling staircases on the interior of the statue to help visitors reach the observation point in the crown.

While most people appreciate the Statue of Liberty today, during its construction in the 1870s, many Americans were critical of the project. Some took issue with the fact that Bartholdi was French. They believed that American monuments should be designed and constructed by Americans. Others felt that the statue wasn't much of a gift since it required Americans to foot the bill for the pedestal. After the Panic of 1873, America fell into a deep economic depression that lasted through much of the 1870s. (During an economic depression people spend less money and it is harder to find jobs.) Because the nation was going through a depression, many Americans thought that money should not be spent to support a giant French statue. I think most Americans would now agree that it was a good investment.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

Day Two

Name: _____

Context Clues 2.1

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **Detest:** Everyone else at the party wanted garbage pizza but Tim because he **detested** vegetables.

Definition: _____

What clues in the sentence lead you to your definition?

2. **Alter:** Grandpa didn't know that Suzie was coming along on the fishing trip, and now he had to **alter** his plans.

Definition: _____

What clues in the sentence lead you to your definition?

3. **Melodramatic:** When Kiki got a tiny cut on her pinky finger, she got all **melodramatic** and began sobbing and demanding a doctor.

Definition: _____

What clues in the sentence lead you to your definition?

4. **Remorse:** As Tommy walked home with the money from the church he had stolen in his pocket, powerful feelings of **remorse** bubbled in his stomach.

Definition: _____

What clues in the sentence lead you to your definition?

5. **Inquiry:** When the other moms heard about how Charlene had won the baking contest, her email box was flooded with **inquiries** for her award winning muffin recipe.

Definition: _____

What clues in the sentence lead you to your definition?

6. **Perch:** The children were **perched** on the edge of the sofa arms, waiting to hop off and land on the next unlucky passerby.

Definition: _____

What clues in the sentence lead you to your definition?

Day Three

Name: _____

Main Idea Worksheet 5

Directions: Read each passage and ask yourself, “What is the author doing in this paragraph?” Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. Sir Isaac Newton was contemplating the universe in his garden one day in 1665 when he noticed an apple fall from a tree. Newton wondered to himself, “Why should the apple always fall to the ground? Why does it not go sideways or upwards but directly toward the Earth’s center?” After much contemplation Newton concluded that objects are pulled to the Earth through a force that he called *gravity*, which means heaviness in Latin. On July 5th, 1687 Newton formally expressed his law of universal gravitation in series of books called *The Principia*.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

2. In the summer of 1939, a few months before World War II started, Albert Einstein and a group of Hungarian scientists wrote to President Franklin D. Roosevelt. In this letter they warned Roosevelt that the Nazi’s were conducting atomic research and that the consequences would be dire if the Nazis were to win the race to build an atom bomb. They recommended that U.S. become involved in uranium research. As a result of this letter, the U.S. joined the atomic race and poured billions of dollars into the development of weaponry. The U.S. won the race and became the first country to build an atomic bomb. The bomb was then used in Japan, killing hundreds of thousands of civilians. In 1954, a year before his death, Einstein would refer to the moment that he signed the letter to President Roosevelt as the greatest mistake of his life.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

3. For most of human history, people thought that the Earth was the center of the universe. Nicolaus Copernicus changed how people understood the universe when he theorized that it was heliocentric, or sun-centered. Interestingly, Copernicus had most of this theory worked out some time before 1514, and his work was fully articulated by 1532, yet publication of this text was not completed until 1543 as he lay dying. Some scholars believe that Copernicus delayed publishing this work because it contradicted the Catholic Church’s view that the Earth was at the center of the universe. Copernicus’s may have been smart in doing so because the Church did not formally accept his view of the universe until 1822, almost 300 years later.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

Day Four

Name: _____

Identifying Theme

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Rolling Stones to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate and Money Mark could find nothing new or exciting in his life. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist, and everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Now she had everything that she had ever dreamed of and she truly loved to share her wealth and happiness with her family who supported her through all of the hard times.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

Day Five

Name: _____

Inferences Worksheet 9

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Emilio took the cap off his head, dropped the baseball bat, and rested his elbows on the fence. It wasn't that he couldn't find the ball. It was sitting right in the middle of the lawn, just beyond the fence. The fence was not very high either. Emilio could probably get a running start, grab the top of the fence, and flip right over it. But there was a dog, a large Rottweiler with a spiked collar. He sat under an awning a few feet away from the ball. He looked at Emilio and let out a menacing growl. Archie, Scotty, and Dutch ran up to Emilio and surveyed the situation. Archie was the first to speak, "So, are you going to do it, Emilio?"

1. What were the boys doing right before the text begins? _____

How do you know this?

2. What problem is Emilio facing? _____

How do you know this?

3. Why is this problem Emilio's instead of Archie's, Scotty's, or Dutch's? _____

How do you know this?

"Honey, I'm home!" Valentino shouted as he crossed the threshold. He walked into the kitchen and put his coat and bag on a counter stool, careful not to damage the flowers that he was carrying. "Where are you, honey?" Valentino asked. "I'm upstairs, dearest!" Dulce shouted as she finished wrapping the tie. Valentino held the flowers behind his back and crept up the stairs. Dulce tied the bow and concealed the package behind her back as she stepped into the hallway. Their eyes met and Valentino and Dulce smiled at one another.

4. What is Valentino's relationship to Dulce? _____

How do you know this?

5. What event is likely to occur next? _____

How do you know this?

Reading Test

65 MINUTES, 52 QUESTIONS

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).

Questions 1-10 are based on the following passage.

This passage is from Lydia Minatoya, *The Strangeness of Beauty*. ©1999 by Lydia Minatoya. The setting is Japan in 1920. Chie and her daughter Naomi are members of the House of Fuji, a noble family.

Akira came directly, breaking all tradition. Was that it? Had he followed form—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?

Line 5 He came on a winter's eve. He pounded on the door while a cold rain beat on the shuttered veranda, so at first Chie thought him only the wind. The maid knew better. Chie heard her soft scuttling footsteps, the creak of the door. Then the maid brought a calling card to the drawing room, for Chie.

Chie was reluctant to go to her guest; perhaps she was feeling too cozy. She and Naomi were reading at a low table set atop a charcoal brazier. A thick quilt spread over the sides of the table so their legs were tucked inside with the heat.

Line 15 "Who is it at this hour, in this weather?" Chie questioned as she picked the name card off the maid's lacquer tray.

"Shinoda, Akira. Kobe Dental College," she read.

Line 20 Naomi recognized the name. Chie heard a soft intake of air.

"I think you should go," said Naomi.

Akira was waiting in the entry. He was in his early twenties, slim and serious, wearing the black military-style uniform of a student. As he bowed—his hands hanging straight down, a black cap in one, a yellow oil-paper umbrella in the other—Chie glanced beyond him. In the glistening surface of the courtyard's rain-drenched paving stones, she saw his reflection like a dark double.

Line 30 "Madame," said Akira, "forgive my disruption, but I come with a matter of urgency."

His voice was soft, refined. He straightened and stole a deferential peek at her face.

Line 35 In the dim light his eyes shone with sincerity. Chie felt herself starting to like him.

"Come inside, get out of this nasty night. Surely your business can wait for a moment or two."

Line 40 "I don't want to trouble you. Normally I would approach you more properly but I've received word of a position. I've an opportunity to go to America, as dentist for Seattle's Japanese community."

"Congratulations," Chie said with amusement.

Line 45 "That is an opportunity, I'm sure. But how am I involved?"

Even noting Naomi's breathless reaction to the name card, Chie had no idea. Akira's message, delivered like a formal speech, filled her with maternal amusement. You know how children speak so earnestly, so hurriedly, so endearingly about things that have no importance in an adult's mind? That's how she viewed him, as a child.

5

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

- A) Line 33 (“His voice . . . refined”)
- B) Lines 49-51 (“You . . . mind”)
- C) Lines 63-64 (“Please . . . proposal”)
- D) Lines 71-72 (“Eager . . . face”)

6

In the passage, Akira addresses Chie with

- A) affection but not genuine love.
- B) objectivity but not complete impartiality.
- C) amusement but not mocking disparagement.
- D) respect but not utter deference.

7

The main purpose of the first paragraph is to

- A) describe a culture.
- B) criticize a tradition.
- C) question a suggestion.
- D) analyze a reaction.

8

As used in line 2, “form” most nearly means

- A) appearance.
- B) custom.
- C) structure.
- D) nature.

9

Why does Akira say his meeting with Chie is “a matter of urgency” (line 32)?

- A) He fears that his own parents will disapprove of Naomi.
- B) He worries that Naomi will reject him and marry someone else.
- C) He has been offered an attractive job in another country.
- D) He knows that Chie is unaware of his feelings for Naomi.

10

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

- A) Line 39 (“I don’t . . . you”)
- B) Lines 39-42 (“Normally . . . community”)
- C) Lines 58-59 (“Depending . . . Japan”)
- D) Lines 72-73 (“I see . . . you”)

Questions 32-41 are based on the following passage.

This passage is adapted from Virginia Woolf, *Three Guineas*. ©1938 by Harcourt, Inc. Here, Woolf considers the situation of women in English society.

Close at hand is a bridge over the River Thames, an admirable vantage ground for us to make a survey. The river flows beneath; barges pass, laden with timber, bursting with corn; there on one side are the domes and spires of the city; on the other, Westminster and the Houses of Parliament. It is a place to stand on by the hour, dreaming. But not now. Now we are pressed for time. Now we are here to consider facts; now we must fix our eyes upon the procession—the procession of the sons of educated men.

There they go, our brothers who have been educated at public schools and universities, mounting those steps, passing in and out of those doors, ascending those pulpits, preaching, teaching, administering justice, practising medicine, transacting business, making money. It is a solemn sight always—a procession, like a caravanserai crossing a desert. . . . But now, for the past twenty years or so, it is no longer a sight merely, a photograph, or fresco scrawled upon the walls of time, at which we can look with merely an esthetic appreciation. For there, trapesing along at the tail end of the procession, we go ourselves. And that makes a difference. We who have looked so long at the pageant in books, or from a curtained window watched educated men leaving the house at about nine-thirty to go to an office, returning to the house at about six-thirty from an office, need look passively no longer. We too can leave the house, can mount those steps, pass in and out of those doors, . . . make money, administer justice. . . . We who now agitate these humble pens may in another century or two speak from a pulpit. Nobody will dare contradict us then; we shall be the mouthpieces of the divine spirit—a solemn thought, is it not? Who can say whether, as time goes on, we may not dress in military uniform, with gold lace on our breasts, swords at our sides, and something like the old family coal-scuttle on our heads, save that that venerable object was never decorated with plumes of white horsehair. You laugh—indeed the shadow of the private house still makes those dresses look a little queer. We have worn private clothes so long. . . . But we have not come here to laugh, or to

talk of fashions—men’s and women’s. We are here, on the bridge, to ask ourselves certain questions. And they are very important questions; and we have very little time in which to answer them. The questions that we have to ask and to answer about that procession during this moment of transition are so important that they may well change the lives of all men and women for ever. For we have to ask ourselves, here and now, do we wish to join that procession, or don’t we? On what terms shall we join that procession? Above all, where is it leading us, the procession of educated men? The moment is short; it may last five years; ten years, or perhaps only a matter of a few months longer. . . . But, you will object, you have no time to think; you have your battles to fight, your rent to pay, your bazaars to organize. That excuse shall not serve you, Madam. As you know from your own experience, and there are facts that prove it, the daughters of educated men have always done their thinking from hand to mouth; not under green lamps at study tables in the cloisters of secluded colleges. They have thought while they stirred the pot, while they rocked the cradle. It was thus that they won us the right to our brand-new sixpence. It falls to us now to go on thinking; how are we to spend that sixpence? Think we must. Let us think in offices; in omnibuses; while we are standing in the crowd watching Coronations and Lord Mayor’s Shows; let us think . . . in the gallery of the House of Commons; in the Law Courts; let us think at baptisms and marriages and funerals. Let us never cease from thinking—what is this “civilization” in which we find ourselves? What are these ceremonies and why should we take part in them? What are these professions and why should we make money out of them? Where in short is it leading us, the procession of the sons of educated men?

32

The main purpose of the passage is to

- A) emphasize the value of a tradition.
- B) stress the urgency of an issue.
- C) highlight the severity of social divisions.
- D) question the feasibility of an undertaking.

38

Woolf characterizes the questions in lines 53-57 (“For we . . . men”) as both

- A) controversial and threatening.
- B) weighty and unanswerable.
- C) momentous and pressing.
- D) provocative and mysterious.

39

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

- A) Lines 46-47 (“We . . . questions”)
- B) Lines 48-49 (“And . . . them”)
- C) Line 57 (“The moment . . . short”)
- D) Line 62 (“That . . . Madam”)

40

Which choice most closely captures the meaning of the figurative “sixpence” referred to in lines 70 and 71?

- A) Tolerance
- B) Knowledge
- C) Opportunity
- D) Perspective

41

The range of places and occasions listed in lines 72-76 (“Let us . . . funerals”) mainly serves to emphasize how

- A) novel the challenge faced by women is.
- B) pervasive the need for critical reflection is.
- C) complex the political and social issues of the day are.
- D) enjoyable the career possibilities for women are.

Writing and Language Test

35 MINUTES, 44 QUESTIONS

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.

Questions 1-11 are based on the following passage.

Whey to Go

Greek yogurt—a strained form of cultured yogurt—has grown enormously in popularity in the United States since it was first introduced in the country in the late 1980s.

From 2011 to 2012 alone, sales of Greek yogurt in the US increased by 50 percent. The resulting increase in Greek yogurt production has forced those involved in the business to address the detrimental effects that the yogurt-making process may be having on the environment. Fortunately, farmers and others in the

6 Though these conservation methods can be costly and time-consuming, they are well worth the effort. Nutritionists consider Greek yogurt to be a healthy food: it is an excellent source of calcium and protein, serves **7** to be a digestive aid, and **8** it contains few calories in its unsweetened low- and non-fat forms. Greek yogurt is slightly lower in sugar and carbohydrates than conventional yogurt is. **9** Also, because it is more concentrated, Greek yogurt contains slightly more protein per serving, thereby helping people stay

6

The writer is considering deleting the underlined sentence. Should the writer do this?

- A) Yes, because it does not provide a transition from the previous paragraph.
- B) Yes, because it fails to support the main argument of the passage as introduced in the first paragraph.
- C) No, because it continues the explanation of how acid whey can be disposed of safely.
- D) No, because it sets up the argument in the paragraph for the benefits of Greek yogurt.

7

- A) NO CHANGE
- B) as
- C) like
- D) for

8

- A) NO CHANGE
- B) containing
- C) contains
- D) will contain

9

- A) NO CHANGE
- B) In other words,
- C) Therefore,
- D) For instance,

Writing and Language Test

35 MINUTES, 44 QUESTIONS

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.

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Questions 1-11 are based on the following passage.

Librarians Help Navigate in the Digital Age

In recent years, public libraries in the United States have experienced **1** reducing in their operating funds due to cuts imposed at the federal, state, and local government levels. **2** However, library staffing has been cut by almost four percent since 2008, and the demand for librarians continues to decrease, even though half of public libraries report that they have an insufficient number of staff to meet their patrons' needs. Employment in all job sectors in the United States is projected to grow by fourteen percent over the next

1

- A) NO CHANGE
- B) reductions
- C) deducting
- D) deducts

2

- A) NO CHANGE
- B) Consequently,
- C) Nevertheless,
- D) Previously,

one of the fastest growing library services is public access computer use, there is great demand for computer instruction. **7** In fact, librarians' training now includes courses on research and Internet search methods. Many of whom teach classes in Internet navigation, database and software use, and digital information literacy. While these classes are particularly helpful to young students developing basic research skills, **8** but adult patrons can also benefit from librarian assistance in that they can acquire job-relevant computer skills. **9** Free to all who utilize their services, public libraries and librarians are especially valuable, because they offer free resources that may be difficult to find elsewhere, such as help with online job

7

Which choice most effectively combines the underlined sentences?

- A) In fact, librarians' training now includes courses on research and Internet search methods; many librarians teach classes in Internet navigation, database and software use, and digital information literacy is taught by them.
- B) In fact, many librarians, whose training now includes courses on research and Internet search methods, teach classes in Internet navigation, database and software use, and digital information literacy.
- C) Training now includes courses on research and Internet search methods; many librarians, in fact, are teaching classes in Internet navigation, database and software use, and digital information literacy.
- D) Including courses on research and Internet search methods in their training is, in fact, why many librarians teach classes in Internet navigation, database and software use, and digital information literacy.

8

- A) NO CHANGE
- B) and
- C) for
- D) DELETE the underlined portion.

9

Which choice most effectively sets up the examples given at the end of the sentence?

- A) NO CHANGE
- B) During periods of economic recession,
- C) Although their value cannot be measured,
- D) When it comes to the free services libraries provide,

Questions 12-22 are based on the following passage.

Tiny Exhibit, Big Impact

— 1 —

The first time I visited the Art Institute of Chicago, I expected to be impressed by its famous large paintings.

12 On one hand, I couldn't wait to view **13** painter, Georges Seurat's, 10-foot-wide *A Sunday Afternoon on the Island of La Grande Jatte* in its full size. It took me by surprise, then, when my favorite exhibit at the museum was one of **14** it's tiniest; the Thorne Miniature Rooms.

12

- A) NO CHANGE
- B) For instance,
- C) However,
- D) Similarly,

13

- A) NO CHANGE
- B) painter, Georges Seurat's
- C) painter Georges Seurat's,
- D) painter Georges Seurat's

14

- A) NO CHANGE
- B) its tiniest;
- C) its tiniest:
- D) it's tiniest,

— 4 —

The plainer rooms are more sparsely **18** furnished. Their architectural features, furnishings, and decorations are just as true to the periods they represent. One of my favorite rooms in the whole exhibit, in fact, is an 1885 summer kitchen. The room is simple but spacious, with a small sink and counter along one wall, a cast-iron wood stove and some hanging pots and pans against another wall, and **19** a small table under a window of the third wall. Aside from a few simple wooden chairs placed near the edges of the room, the floor is open and obviously well worn.

18

Which choice most effectively combines the sentences at the underlined portion?

- A) furnished by their
- B) furnished, but their
- C) furnished: their
- D) furnished, whereas

19

Which choice most closely matches the stylistic pattern established earlier in the sentence?

- A) NO CHANGE
- B) a small table is under the third wall's window.
- C) the third wall has a window and small table.
- D) the third wall has a small table against it and a window.