



Reading Section

Read the passage below and then choose the best answer to the question. Base your answer on what is stated or implied in the passage.

The long reign of Elizabeth, who became known as the "Virgin Queen" for her reluctance to endanger her authority through marriage, coincided with the flowering of the English Renaissance, associated with such renowned authors as William Shakespeare. By her death in 1603, England had become a major world power in every respect, and Queen Elizabeth I passed into history as one of England's greatest monarchs.

1. The writer believes Queen Elizabeth I did not marry because—
- A. she did not want to diminish her power.
 - B. she did not fall in love.
 - C. there were no suitable matches.
 - D. she was preoccupied with the English Renaissance.

Scientists have found a new function of the nuclear membrane, the envelope that encases and protects DNA in the nucleus of a cell—it fixes potentially fatal breaks in DNA strands. Previously, the nuclear membrane was thought to be mostly just a protective bubble around the nuclear material, with pores acting as channels to transport molecules in and out. But a recent study has documented how broken strands of a portion of DNA known as heterochromatin are dragged to the nuclear membrane for repair. The reason why we don't experience thousands of cancers every day in our body is because we have incredibly efficient molecular mechanisms that repair the frequent damages occurring in our DNA.

2. The main idea of the passage is—
- A. to present the findings from new research.
 - B. to refute old notions of the structure of DNA.
 - C. to describe how heterochromatin functions.
 - D. to explain how our bodies destroy pre-cancerous cells.

In November 2007—after the sale of nearly 1.4 million iPhones—*Time* magazine named the sleek, 4.8-ounce device, originally available in a 4GB, \$499 model and an 8GB, \$599 model, its invention of the year. The iPhone went on sale in parts of Europe in late 2007 and in parts of Asia in 2008. In July 2008, Apple launched its online App Store, enabling people to download software applications that let them use their iPhones for games, social networking, travel planning and an ever-growing laundry list of other activities. Apple went on to release updated models of the iPhone, including the 4S, which debuted in October 2011 and featured Siri, a new voice-activated digital assistant.

3. We can conclude from the information in the passage that—

- A. each generation of the iPhone has been better than the last.
- B. Siri was released after the App Store was launched.
- C. the App Store is older than the iPhone.
- D. the iPhone is more popular in Europe than in Asia.

Marvin Freeman's groundbreaking new study of the plays of Henrik Ibsen will alter the course of Ibsen scholarship forever. Previously, scholars limited the areas of their studies to a particular phase of Ibsen's career, since a different scholarly approach seemed to fit each of the phases. Freeman has instead taken on the entirety of Ibsen's work. Happily, this breadth of scholarship does not diminish the depth with which Freeman explores each work. The career of Ibsen is now liberated from arbitrary divisions and stands before us as a complete picture. It will be years before we can fully appreciate the service that Freeman has rendered.

4. What is the main point of the paragraph?

- A. Freeman has triumphed over obstacles.
- B. Henrik Ibsen has triumphed over obstacles.
- C. Freeman's book is overly complicated, despite its scholastic value.
- D. Freeman's book will have lasting importance.

Caused by a genetic mutation that prevents humans from synthesizing vitamin C, scurvy was inevitable in long voyages of discovery during which fresh food was hard to get, causing the body to disintegrate. One of the remarkable symptoms was an extreme receptivity to sensory impressions. Sudden sounds, such as a loud boom from a musket or a cannon blast, were known to kill scorbutic sailors. Even pleasant stimuli such as a drink of fresh water, or a long-awaited taste of fruit, could provoke a seizure and put an end to their lives.

5. The passage implies which of the following about scorbutic sailors?

- A. Fresh food could cure them of the disease.
- B. They would be prone to genetic mutation.
- C. They could be easily overwhelmed.
- D. They were more likely to commit suicide.

NASA's Kepler Space Telescope has discovered a star with three planets only slightly larger than Earth. Its outermost planet orbits in the 'Goldilocks' zone—a region where surface temperatures could be moderate enough for liquid water, and perhaps life, to exist. The star ranks among the top 10 nearest stars known to have transiting planets.

6. The purpose of the passage is to—

- A. explore the possibility of life in outer space.
- B. fundraise for further research.
- C. announce the discovery of a new planet.
- D. describe the conditions required for the 'Goldilocks' zone.

The amount of time a person sits during the day is associated with a higher risk of heart disease, diabetes, cancer, and death, regardless of regular exercise, according to a recent study. More than one half of an average person's day is spent being sedentary—sitting, watching television, or working at a computer. Avoiding sedentary time and getting regular exercise are both important for improving your health and survival.

7. Which of the following is implied by the passage?

- A. Regular exercise will help counteract the negative effects of being sedentary.
- B. Physical activity alone may not be enough to reduce the risk for disease.
- C. Sitting still causes some types of heart disease and cancer.
- D. Watching television while on a treadmill is considered sedentary time.

At the time Paine wrote "Common Sense," most colonists considered themselves to be aggrieved Britons. Paine fundamentally changed the tenor of colonists' argument with the crown when he wrote the following: "Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty *from every part* of Europe. Hither they have fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still."

8. The main idea of the paragraph suggests that Paine—

- A. influenced people to migrate from England to the colonies.
- B. contributed to the colonists' growing sense of group identity.
- C. refuted the notion that most colonists emigrated from Britain.
- D. had come from a country other than England.

Although much about dolphin communication remains a mystery, scientists have discovered three distinct sounds that dolphins frequently make: chirps, clicks, and whistles. Scientists have learned that dolphins use clicks to create a sonar map, which allows them to navigate and hunt. But, apart from possibly transmitting location, the clicks do not appear to serve any communication purpose. Rather, research indicates that dolphins communicate with each other by whistling. This discovery has necessitated further investigation, as scientists are not yet sure whether the whistles comprise a complex system of linguistic communication or a simple set of sonic cues, like the ones used by other animal species.

9. According to the passage, the whistles are significant in part because they—
- A. show that dolphins are capable of expressing emotion.
 - B. prompt questions about the complexity of dolphin communication.
 - C. aid dolphins in navigating and hunting.
 - D. continue to spur research into their unknown purpose.

Questions 10–11

Read the two passages below and answer the questions that follow.

Passage 1

Beatrix Potter had a life of two halves, which makes her a difficult subject for biography. Until she was 45-ish she had twice-yearly publications of the little books that transformed childhood and made her famous. Between 1902 and 1913 characters such as Peter Rabbit, Mrs Tiggy-Winkle, Jeremy Fisher and Jemima Puddle-Duck poured from Potter's fertile sketchbooks into the imaginations of small children everywhere. After that her work slowed down and became less inventive. Previous studies of Potter have tended, inevitably, to concentrate on the first part of her working life. But there was never anything sentimental about Potter's attitude to animals. When the real Peter Rabbit or Mrs Tiggy-Winkle were sick, they were gassed, boiled down and their skeletons used to better understand anatomy. It was this ability to look closely at the natural world that brought Potter her first opportunity to break out of her limited family circle.

Passage 2

Helen Beatrix Potter, born Saturday, 28 July 1866, grew up in a fully-serviced Kensington house. A cold, uninterested mother raised the child at arm's length, and the warmest early companionship came from pets—lizards, guinea-pigs, newts, birds, mice, bats and rabbits, cats and dogs. Her animal friends opened a portal into the widest and most powerful arena of all—the natural world. In the year she was born, her grandfather purchased a 300-acre estate in the countryside. Annual family trips to the Lake District and Scotland clinched the deal, and led to a lifelong love affair with the fields and forests of England.

10. The author of Passage 1 would most likely criticize the author of Passage 2 for—

- A. a somewhat limited perspective on the life of Beatrix Potter.
- B. placing too much emphasis on the importance of Beatrix Potter's later life.
- C. neglecting to provide details on Beatrix Potter's close study of animals.
- D. failing to specifically mention Beatrix Potter's main characters in her books.

11. According to both passages, which of the following was the most important influence on Beatrix Potter's development?

- A. her isolated childhood
- B. her family's wealth
- C. her sentimentality
- D. the natural world

Questions 12-13

Read the passage below and answer the questions that follow.

An overview of the United States at the end of the Civil War reveals a society which bears little resemblance to our society today. The America of Civil War days was a country without railroads, telephones, cars, electricity, skyscrapers, the internet and email, or a thousand other things that today supply the conveniences and comforts of our civilization. The cities of that period, with their unpaved streets, their dingy, flickering gaslights, and their slums, were appropriate settings for the rough-and-ready political methods of American democracy.

Only by talking with the business leaders of that time could we understand the changes that have taken place in the last hundred years. For the most part we speak a business language which our fathers and grandfathers would not have understood. The word "trust" was not part of their vocabulary; "restraint of trade" was a phrase which only the antiquarian lawyer could have interpreted; "interlocking directorates," "holding companies," "subsidiaries," "underwriting syndicates," and "community of interest"—all these words of modern business would have meant nothing to our Civil War-era ancestors.

Our nation of 1865 was a nation of farmers, city artisans, independent business men, and small-scale manufacturers. Millionaires, though they were not unknown, did not swarm all over the land. Luxury had not become the American standard of well-being. The industrial story of the United States in the last one hundred and fifty years is the story of the most amazing economic transformation the world has ever known—a true marvel.

12. The author of the passage mentions "restraint of trade" and "holding companies" in order to—

- A.** paint a picture of what life was like in 1865.
- B.** draw a comparison between the days of the Civil War and the present.
- C.** illustrate how word connotations change over time.
- D.** emphasize the divide between business leaders of the past and present.

13. The primary purpose of the passage is—

- A.** to give a survey of changes in business in the past hundred years.
- B.** to describe how the language of business has changed significantly over time.
- C.** to tell the industrial story of the United States and describe the rise of the corporation.
- D.** to marvel at the swift and all-encompassing recent shifts in the American economy.

Questions 14–15

Read the passage below and answer the questions that follow.

In the year 1885, the Eiffel Company, which had an extensive background of experience in structural engineering, undertook a series of investigations of tall metallic piers based upon its recent experiences with several railway viaducts and bridges. Preliminary studies for a 300-meter tower were made with the 1889 world's fair immediately in mind. With an assurance born of positive enthusiasm, Gustave Eiffel in June of 1886 approached the fair's commissioners with his idea for a unique project, the Eiffel Tower.

However, numerous difficulties, both structural and social, confronted Eiffel as the project advanced. In the wake of the initial enthusiasm—on the part of the fair's Commission inspired by the desire to create a monument to French technological achievement, and on the part of the majority of Frenchmen by the stirring of their imagination at the magnitude of the structure—there grew a rising movement of disfavor. The nucleus was, not surprisingly, formed mainly of the intelligentsia, but objections were made by prominent Frenchmen in all walks of life.

The most interesting point is that although the Eiffel Tower's every aspect was criticized, there was remarkably little criticism of its structural feasibility, either by the engineering profession or by large numbers of the general population. True, there was an undercurrent of what might be characterized as unease by many property owners in the structure's shadow, but the most stubborn element of resistance was that which thought the Tower was an ugly intrusion upon the architectural and natural beauties of Paris. It wasn't that people thought it was unsafe, just hideous. This resistance voiced its fury in a flood of special newspaper editions, petitions, and manifestos signed by such famous figures as De Maupassant, Gounod, and Dumas.

14. Based on the discussion of public opinion regarding the Eiffel Tower's construction, it can be inferred that—

- A. the Tower was generally embraced by the public early in its planning.
- B. the poorer Parisians took to the Tower more readily than the educated classes.
- C. there was some disagreement about whether a 300-meter tower could be constructed.
- D. the only people who disagreed with the plans for the Tower were members of the intelligentsia.

15. Which of the following is the author's main goal?

- A. To discuss the effectiveness of the Eiffel Firm's plan for the Tower.
- B. To detail how the public turned against the Tower in the months after the Exposition.
- C. To give a general history of the Tower's construction and public reaction to it.
- D. To explain how the Tower would not have been approved without Eiffel's reputation and knowledge of structural engineering.

Grammar Section

For questions 16–26, select the best version of the underlined part of the sentence. If you think the original sentence is best, choose the first answer.

16. To swim, to jog, and spinning are my aunt's favorite ways of maintaining her health.

- A. To swim, to jog, and spinning
- B. To swim, to jog, and spin
- C. Swimming, jogging, and to spin
- D. Swimming, jogging, and spinning

17. Returning to his old job, everything there looked the same as John remembered.

- A. Returning to his old job,
- B. As he was returning to his old job,
- C. When he returned to his old job,
- D. To have returned to his old job,

18. Mount Kilimanjaro is a dormant volcano in Tanzania, being the highest mountain in Africa.

- A. being the highest
- B. and is the highest
- C. higher than any
- D. the most high

19. I was alarmed by the noise looking through the window to see who was outside.

- A. I was alarmed by the noise looking
- B. The noise alarmed me, looking
- C. I was alarmed by the noise, looked
- D. Alarmed by the noise, I looked

20. Scientists have found evidence that acid rain was a major cause of the largest extinction on Earth 250 million years ago.

- A. Scientists have found evidence that acid rain was a major cause of the largest extinction
- B. The largest extinction, caused by acid rain, was found by scientists to have happened
- C. Scientists have been finding evidence that acid rain is being a major cause of the largest extinction
- D. The largest extinction, which was found by scientists happening, could have been a major cause

21. Rushing to the scene, the frightened cat was stuck high in the tree and had to be pulled down by the firemen.

- A. the frightened cat was stuck high in the tree and had to be pulled down by the firemen.
- B. the cat that was frightened and stuck high in the tree was pulled down by the firemen.
- C. the firemen had to pull down the frightened cat that was stuck high in the tree.
- D. the firemen pulled down the frightened cat and were stuck high in the tree.

22. You should never leave your car running while filling the gas tank although it is cold.

- A. filling the gas tank although
- B. filling the gas tank, though
- C. filling the gas tank, even if
- D. filling the gas tank, notwithstanding if

23. Alex was given the cold shoulder to Mary Ann ever since he heard about her rude comments.

- A. was given
- B. had given
- C. had giving
- D. were giving

24. He was sure that *To Kill a Mockingbird* was his favorite novel, but he just couldn't explain why he loved it so much.

- A. novel, but
- B. novel; but
- C. novel, however
- D. novel, nonetheless

25. If the roads were covered in snow and ice, so Kate decided to cancel her dinner plans.

- A. If the roads
- B. Since the roads
- C. When the roads
- D. The roads

26. The constant noise was driving the poor woman insane, she had to find some peace and quiet soon.

- A. insane, she had to find
- B. insane, then she had to find
- C. insane; she had to find
- D. insane but

Questions 27–30

Read this early draft of an essay and then answer the questions that follow.

(1) Howard Hughes was a successful Hollywood movie producer when he founded the Hughes Aircraft Company in 1932. (2) He personally tested cutting-edge aircraft of his own design and in 1937 broke the transcontinental flight-time record. (3) In 1938, he flew around the world in a record three days, 19 hours, and 14 minutes.

(4) Following the U.S. entrance into World War II in 1941, the U.S. government commissioned the Hughes Aircraft Company to build a large flying boat capable of carrying men and materials over long distances. (5) Because of wartime restrictions on steel, Hughes decided to build his aircraft out of wood laminated with plastic and covered with fabric, and they had a wingspan of 320 feet and was powered by eight giant propeller engines.

(6) Development of the Spruce Goose cost a phenomenal \$23 million and took so long that the war had ended by the time of its completion in 1946. (7) The aircraft had many detractors, and Congress demanded that Hughes prove the plane airworthy. (8) On November 2, 1947, Hughes obliged, taking the prototype out into Long Beach Harbor, CA for an unannounced flight test. (9) Thousands of onlookers had come to watch the aircraft taxi on the water and were surprised when Hughes lifted his wooden behemoth 70 feet above the water and flew for a mile before landing.

(10) The Spruce Goose never went into production, primarily because critics alleged that its wooden framework was insufficient to support its weight during long flights. (11) Nevertheless, Howard Hughes, who became increasingly eccentric and withdrawn after 1950, refused to neglect what he saw as his greatest achievement in the aviation field. (12) From 1947 until his death in 1976, he kept the Spruce Goose prototype ready for flight in an enormous, climate-controlled hangar at a cost of \$1 million per year. (13) Today, the Spruce Goose is housed at the Evergreen Aviation Museum in McMinnville, Oregon.

27. In context, which of the following sentences would best be inserted after sentence 3?

- A. The Hughes XF-11, a prototype military reconnaissance aircraft was designed by him for the USAF.
- B. He directed the 1943 Western film, *The Outlaw*, which starred Jane Russell.
- C. The concept for what would become the "Spruce Goose" was originally conceived by the industrialist Henry Kaiser, but Kaiser dropped out of the project early.
- D. In 1939, he quietly purchased a majority share of TWA stock for nearly US\$7 million and took control of the airline.

28. In context, which of the following is the best way to revise and combine sentences 2 and 3 (reproduced below)?

He personally tested cutting-edge aircraft of his own design and in 1937 broke the transcontinental flight-time record. In 1938, he flew around the world in a record three days, 19 hours, and 14 minutes.

- A. He personally tested cutting-edge aircraft of his own design and in 1937, he broke the transcontinental flight-time record, and then he flew around the world in a record three days, 19 hours, and 14 minutes in 1938.
- B. Howard Hughes personally tested cutting-edge aircraft of his own design and broke the transcontinental flight-time record in 1937, and in 1938, he flew around the world in a record three days, 19 hours, and 14 minutes.
- C. He personally tested cutting-edge aircraft of his own design and in 1937 broke the transcontinental flight-time record, and in 1938 he flew around the world in a record three days, 19 hours, and 14 minutes.
- D. Howard Hughes personally tested cutting-edge aircraft of his own design and in 1937 broke the transcontinental flight-time record; and in 1938, flew around the world in a record three days, 19 hours, and 14 minutes.

29. In context, where would the following sentence best be placed?

This project came to be known as the "Spruce Goose."

- A. After sentence 2
- B. After sentence 5
- C. After sentence 6
- D. After sentence 8

30. Which of the following sentences from the passage could best be deleted without losing too much essential information?

- A. Sentence 3
- B. Sentence 7
- C. Sentence 10
- D. Sentence 12

Essay Section

Passage

School districts across the country are facing major budgetary restrictions, leading many districts to make cuts to their art programs. Is it important that children experience art education in our public schools, or are these classes expendable luxuries?

"Every child is an artist. The problem is how to remain an artist once we grow up."

– Pablo Picasso

Assignment

Creativity is an important part of everyone's childhood, but should it be an important part of every child's education?

Plan and write an argumentative essay in which you develop your point of view on the question above. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

Be sure to—

- 5 paragraphs, indented
- 500–600 words
- Include: concession, counterargument, and rebuttal

TSIA2 Practice Assessment - Answer Key with Rationales

Reading Section Answer Key

Question 1

Correct Answer: A - she did not want to diminish her power.

Rationale for Correct Answer: The passage explicitly states that Elizabeth was reluctant "to endanger her authority through marriage," which directly supports the idea that she avoided marriage to preserve her power.

Why Other Answers Are Incorrect:

- **B** (she did not fall in love): The passage provides no information about Elizabeth's romantic feelings or lack thereof.
 - **C** (there were no suitable matches): The passage doesn't mention the availability or suitability of potential spouses.
 - **D** (she was preoccupied with the English Renaissance): While the passage mentions the Renaissance occurred during her reign, it doesn't suggest this preoccupied her or prevented marriage.
-

Question 2

Correct Answer: A - to present the findings from new research.

Rationale for Correct Answer: The passage focuses on presenting a new discovery about the nuclear membrane's ability to repair DNA breaks. The opening sentence establishes this: "Scientists have found a new function of the nuclear membrane."

Why Other Answers Are Incorrect:

- **B** (to refute old notions of the structure of DNA): The passage discusses a new function of the nuclear membrane, not the structure of DNA itself.
- **C** (to describe how heterochromatin functions): While heterochromatin is mentioned, it's only as part of explaining the new discovery, not as the main focus.
- **D** (to explain how our bodies destroy pre-cancerous cells): The passage

discusses repair mechanisms, not the destruction of pre-cancerous cells.

Question 3

Correct Answer: B - Siri was released after the App Store was launched.

Rationale for Correct Answer: The passage states the App Store launched in July 2008, and Siri debuted with the iPhone 4S in October 2011, making B the only verifiable conclusion from the passage.

Why Other Answers Are Incorrect:

- **A** (each generation of the iPhone has been better than the last): The passage doesn't make qualitative comparisons between iPhone generations.
 - **C** (the App Store is older than the iPhone): The iPhone was released in 2007; the App Store in 2008, so this is false.
 - **D** (the iPhone is more popular in Europe than in Asia): The passage mentions the iPhone went on sale in both regions but provides no comparison of popularity.
-

Question 4

Correct Answer: D - Freeman's book will have lasting importance.

Rationale for Correct Answer: The passage's final sentence states, "It will be years before we can fully appreciate the service that Freeman has rendered," indicating long-term significance. The passage also claims the work will "alter the course of Ibsen scholarship forever."

Why Other Answers Are Incorrect:

- **A** (Freeman has triumphed over obstacles): No obstacles are mentioned in the passage.
 - **B** (Henrik Ibsen has triumphed over obstacles): The passage is about Freeman's scholarship, not Ibsen's achievements.
 - **C** (Freeman's book is overly complicated, despite its scholastic value): The passage praises the book without suggesting it's overly complicated.
-

Question 5

Correct Answer: C - They could be easily overwhelmed.

Rationale for Correct Answer: The passage describes scurbutic sailors as having "extreme receptivity to sensory impressions," with both loud sounds and pleasant stimuli potentially causing seizures or death. This clearly indicates they were easily overwhelmed.

Why Other Answers Are Incorrect:

- **A** (Fresh food could cure them of the disease): While fresh food contains vitamin C (which would prevent/cure scurvy), the passage doesn't explicitly state this cure relationship.
 - **B** (They would be prone to genetic mutation): The passage states scurvy is *caused by* a genetic mutation, not that sailors would develop mutations.
 - **D** (They were more likely to commit suicide): The passage gives no information about suicide.
-

Question 6

Correct Answer: C - announce the discovery of a new planet.

Rationale for Correct Answer: The passage's primary function is to inform readers about a new discovery: "NASA's Kepler Space Telescope has discovered a star with three planets."

Why Other Answers Are Incorrect:

- **A** (explore the possibility of life in outer space): While life is mentioned as a possibility, the passage's purpose is to announce a discovery, not explore philosophical questions.
 - **B** (fundraise for further research): There is no appeal for funding in the passage.
 - **D** (describe the conditions required for the 'Goldilocks' zone): The Goldilocks zone is mentioned but not thoroughly described or explained.
-

Question 7

Correct Answer: B - Physical activity alone may not be enough to reduce the risk for disease.

Rationale for Correct Answer: The passage explicitly states that sedentary time is associated with health risks "regardless of regular exercise," implying that exercise alone cannot fully counteract these negative effects.

Why Other Answers Are Incorrect:

- **A** (Regular exercise will help counteract the negative effects of being sedentary): This contradicts the passage's statement that risks exist "regardless of regular exercise."
 - **C** (Sitting still causes some types of heart disease and cancer): The passage says sitting is "associated with" higher risk, not that it directly causes these diseases.
 - **D** (Watching television while on a treadmill is considered sedentary time): The passage defines sedentary as sitting and watching TV separately; it doesn't address combinations.
-

Question 8

Correct Answer: B - contributed to the colonists' growing sense of group identity.

Rationale for Correct Answer: The passage states Paine "fundamentally changed the tenor of colonists' argument" by reframing their identity as European rather than British, which helped develop a distinct American identity separate from Britain.

Why Other Answers Are Incorrect:

- **A** (influenced people to migrate from England to the colonies): Paine wrote "Common Sense" when people were already in the colonies; he didn't influence migration.
 - **C** (refuted the notion that most colonists emigrated from Britain): Paine said Europe was the parent country, but this doesn't refute that many came from Britain specifically.
 - **D** (had come from a country other than England): The passage provides no information about Paine's origins.
-

Question 9

Correct Answer: B - prompt questions about the complexity of dolphin communication.

Rationale for Correct Answer: The passage states the whistle discovery "has necessitated further investigation" because scientists aren't sure whether whistles are "a complex system of linguistic communication or a simple set of sonic cues."

Why Other Answers Are Incorrect:

- **A** (show that dolphins are capable of expressing emotion): Emotion is not mentioned in the passage.
 - **C** (aid dolphins in navigating and hunting): The passage attributes navigation and hunting to clicks, not whistles.
 - **D** (continue to spur research into their unknown purpose): The purpose (communication) is known; it's the complexity/nature that's unknown.
-

Question 10

Correct Answer: A - a somewhat limited perspective on the life of Beatrix Potter.

Rationale for Correct Answer: Passage 1 explicitly criticizes previous studies for focusing only on Potter's early productive years, stating "Previous studies of Potter have tended, inevitably, to concentrate on the first part of her working life." Passage 2 focuses entirely on Potter's childhood and early influences, which would represent exactly this limited perspective.

Why Other Answers Are Incorrect:

- **B** (placing too much emphasis on the importance of Beatrix Potter's later life): Passage 2 discusses only her childhood, not her later life.
 - **C** (neglecting to provide details on Beatrix Potter's close study of animals): While Passage 1 mentions her scientific approach, criticizing Passage 2 for this would be minor compared to the broader limitation issue.
 - **D** (failing to specifically mention Beatrix Potter's main characters in her books): This is too specific and minor a criticism compared to the broader issue of limited perspective.
-

Question 11

Correct Answer: D - the natural world

Rationale for Correct Answer: Passage 1 states: "It was this ability to look closely at the natural world that brought Potter her first opportunity to break out of her limited family circle." Passage 2 states: "Her animal friends opened a portal into the widest and most powerful arena of all—the natural world" and describes her "lifelong love affair with the fields and forests of England."

Why Other Answers Are Incorrect:

- **A** (her isolated childhood): While Passage 2 mentions an isolated childhood, both passages emphasize how the natural world helped her overcome this isolation, making nature the influence, not the isolation itself.
 - **B** (her family's wealth): Wealth is mentioned only in Passage 2 as enabling countryside trips, but it's presented as a means to access nature, not as the primary influence.
 - **C** (her sentimentality): Passage 1 explicitly states "there was never anything sentimental about Potter's attitude to animals."
-

Question 12

Correct Answer: D - emphasize the divide between business leaders of the past and present.

Rationale for Correct Answer: The second paragraph's topic sentence states: "Only by talking with the business leaders of that time could we understand the changes that have taken place in the last hundred years." The author then lists modern business terms ("restraint of trade," "holding companies," etc.) to demonstrate how business leaders from different eras would literally not speak the same language. These examples specifically support the idea that there is a fundamental divide between past and present business leaders - they would not even understand each other's vocabulary. The terms are included to emphasize this communication gap and conceptual divide between business leaders across time.

Why Other Answers Are Incorrect:

- **A** (paint a picture of what life was like in 1865): These terms show what was

NOT part of 1865, not what life was like then.

- **B** (draw a comparison between the days of the Civil War and the present): While comparison is involved, this is too general. The specific focus is on the divide between business leaders, not society broadly.
 - **C** (illustrate how word connotations change over time): The passage discusses words that didn't exist or weren't understood, not words whose meanings changed.
-

Question 13

Correct Answer: D - to marvel at the swift and all-encompassing recent shifts in the American economy.

Rationale for Correct Answer: The passage concludes with "The industrial story of the United States in the last one hundred and fifty years is the story of the most amazing economic transformation the world has ever known—a true marvel." This captures the author's sense of amazement at comprehensive economic changes.

Why Other Answers Are Incorrect:

- **A** (to give a survey of changes in business in the past hundred years): While changes are discussed, the author's tone is not merely informative but clearly amazed and appreciative.
 - **B** (to describe how the language of business has changed significantly over time): Language change is just one example used to illustrate broader transformation.
 - **C** (to tell the industrial story of the United States and describe the rise of the corporation): The passage mentions corporations but focuses more broadly on overall economic transformation.
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Question 14

Correct Answer: A - the Tower was generally embraced by the public early in its planning.

Rationale for Correct Answer: The passage describes "initial enthusiasm" from both the Commission and "the majority of Frenchmen" before opposition grew, indicating

early public embrace.

Why Other Answers Are Incorrect:

- **B** (the poorer Parisians took to the Tower more readily than the educated classes): The passage states opposition came "mainly of the intelligentsia" but doesn't specify support from poorer classes.
 - **C** (there was some disagreement about whether a 300-meter tower could be constructed): The passage explicitly states "there was remarkably little criticism of its structural feasibility."
 - **D** (the only people who disagreed with the plans for the Tower were members of the intelligentsia): While the intelligentsia formed the "nucleus" of opposition, "objections were made by prominent Frenchmen in all walks of life."
-

Question 15

Correct Answer: C - To give a general history of the Tower's construction and public reaction to it.

Rationale for Correct Answer: The passage covers the Tower's planning (1885-1886), construction challenges, public reaction evolution, and the nature of opposition—a comprehensive overview of its history and reception.

Why Other Answers Are Incorrect:

- **A** (To discuss the effectiveness of the Eiffel Firm's plan for the Tower): The passage doesn't evaluate the plan's effectiveness.
 - **B** (To detail how the public turned against the Tower in the months after the Exposition): The opposition occurred before and during construction, not after the Exposition.
 - **D** (To explain how the Tower would not have been approved without Eiffel's reputation and knowledge of structural engineering): While Eiffel's experience is mentioned, this isn't the main focus.
-

Grammar Section Answer Key

Question 16

Correct Answer: D - Swimming, jogging, and spinning

Rationale for Correct Answer: This option maintains parallel structure by using three gerunds (verb forms ending in -ing used as nouns). Parallel structure requires that items in a list be in the same grammatical form.

Why Other Answers Are Incorrect:

- **A** (To swim, to jog, and spinning): Mixes infinitives with a gerund; lacks parallel structure.
 - **B** (To swim, to jog, and spin): Mixes infinitives with a bare verb; lacks parallel structure.
 - **C** (Swimming, jogging, and to spin): Mixes gerunds with an infinitive; lacks parallel structure.
-

Question 17

Correct Answer: C - When he returned to his old job,

Rationale for Correct Answer: This option correctly makes "John" the subject who returned to the job, eliminating the dangling modifier. The clause clearly states who is performing the action.

Why Other Answers Are Incorrect:

- **A** (Returning to his old job,): Creates a dangling modifier because "everything" cannot return to a job.
 - **B** (As he was returning to his old job,): Still somewhat awkward and less direct than C.
 - **D** (To have returned to his old job,): Creates a dangling modifier and uses awkward perfect infinitive structure.
-

Question 18

Correct Answer: B - and is the highest

Rationale for Correct Answer: This creates a compound predicate with proper parallel structure: "Mount Kilimanjaro is a dormant volcano... and is the highest mountain."

Why Other Answers Are Incorrect:

- **A** (being the highest): Creates a participial phrase that is awkward and less clear than a compound predicate.
 - **C** (higher than any): Incomplete comparison and changes the meaning (Kilimanjaro is the highest, not just higher than some unspecified thing).
 - **D** (the most high): Incorrect superlative form; "highest" is correct, not "most high."
-

Question 19

Correct Answer: D - Alarmed by the noise, I looked

Rationale for Correct Answer: This correctly places "I" as the subject who was alarmed by the noise, eliminating the dangling modifier. The participial phrase "Alarmed by the noise" clearly modifies "I."

Why Other Answers Are Incorrect:

- **A** (I was alarmed by the noise looking): Creates ambiguity—was the noise looking through the window?
 - **B** (The noise alarmed me, looking): Suggests the noise was looking through the window.
 - **C** (I was alarmed by the noise, looked): Comma splice creates a run-on sentence with improper punctuation.
-

Question 20

Correct Answer: A - Scientists have found evidence that acid rain was a major cause of the largest extinction

Rationale for Correct Answer: This is clear, direct, and uses appropriate past tense ("was") for an event 250 million years ago. The sentence structure is logical and concise.

Why Other Answers Are Incorrect:

- **B** (The largest extinction, caused by acid rain, was found by scientists to have happened): Awkward passive construction and unnecessarily wordy.
 - **C** (Scientists have been finding evidence that acid rain is being a major cause of the largest extinction): Incorrect tense usage; "is being" is wrong for a past event.
 - **D** (The largest extinction, which was found by scientists happening, could have been a major cause): Illogical construction; the extinction couldn't cause itself.
-

Question 21

Correct Answer: C - the firemen had to pull down the frightened cat that was stuck high in the tree.

Rationale for Correct Answer: This correctly makes "the firemen" the subject who were "rushing to the scene," eliminating the dangling modifier that suggested the cat was rushing to the scene.

Why Other Answers Are Incorrect:

- **A** (the frightened cat was stuck high in the tree and had to be pulled down by the firemen): The cat wasn't rushing to the scene.
 - **B** (the cat that was frightened and stuck high in the tree was pulled down by the firemen): Still has the cat as the one rushing to the scene.
 - **D** (the firemen pulled down the frightened cat and were stuck high in the tree): Illogically suggests the firemen were stuck in the tree.
-

Question 22

Correct Answer: C - filling the gas tank, even if

Rationale for Correct Answer: "Even if" is the correct subordinating conjunction to express the conditional meaning that you shouldn't leave your car running while filling gas regardless of temperature conditions.

Why Other Answers Are Incorrect:

- **A** (filling the gas tank although): "Although" indicates contrast but doesn't fit the logical relationship here.
 - **B** (filling the gas tank, though): "Though" is similar to "although" and doesn't convey the intended conditional meaning.
 - **D** (filling the gas tank, notwithstanding if): "Notwithstanding if" is redundant and not idiomatic; "notwithstanding" doesn't combine with "if."
-

Question 23

Correct Answer: B - had given

Rationale for Correct Answer: The idiom is "give someone the cold shoulder," not "be given the cold shoulder to someone." Alex gave Mary Ann the cold shoulder. "Had given" is correct because the action began in the past ("ever since he heard").

Why Other Answers Are Incorrect:

- **A** (was given): Incorrect idiom usage; you give the cold shoulder to someone, not receive it "to" someone.
 - **C** (had giving): Incorrect verb form; should be "had given" not "had giving."
 - **D** (were giving): Wrong tense and subject-verb agreement; "Alex" is singular, requiring "was" not "were."
-

Question 24

Correct Answer: A - novel, but

Rationale for Correct Answer: This correctly uses a comma before the coordinating

conjunction "but" to join two independent clauses.

Why Other Answers Are Incorrect:

- **B** (novel; but): Semicolons should not be followed by coordinating conjunctions like "but."
 - **C** (novel, however): "However" is a conjunctive adverb requiring a semicolon before it or a period, not just a comma.
 - **D** (novel, nonetheless): Same issue as C; "nonetheless" requires stronger punctuation than a comma.
-

Question 25

Correct Answer: D - The roads

Rationale for Correct Answer: The original sentence is structurally flawed because "If" creates a dependent clause, and then "so" follows later in the sentence, creating confusion. The sentence needs an independent clause followed by the coordinating conjunction "so" to introduce the result. Answer D removes "If" entirely, making the sentence: "The roads were covered in snow and ice, so Kate decided to cancel her dinner plans." This creates a proper compound sentence: independent clause + comma + coordinating conjunction + independent clause.

Why Other Answers Are Incorrect:

- **A** (If the roads): The original "If...so" construction is grammatically incorrect. "If" creates a dependent clause, and using "so" after a comma doesn't properly resolve this structure.
 - **B** (Since the roads): While "since" correctly shows causation, the sentence would still be awkward: "Since the roads were covered in snow and ice, so Kate decided..." The "so" becomes redundant and incorrect when "since" is already establishing the causal relationship.
 - **C** (When the roads): Similar problem to B - combining "when" with "so" creates redundancy and awkward structure.
-

Question 26

Correct Answer: C - insane; she had to find

Rationale for Correct Answer: A semicolon correctly joins two independent clauses that are closely related in meaning.

Why Other Answers Are Incorrect:

- **A** (insane, she had to find): Comma splice; two independent clauses cannot be joined with only a comma.
 - **B** (insane, then she had to find): Still a comma splice; "then" is an adverb, not a coordinating conjunction.
 - **D** (insane but): Missing comma before "but," and the relationship between the clauses is better shown by a semicolon than by "but."
-

Question 27

Correct Answer: D - In 1939, he quietly purchased a majority share of TWA stock for nearly US\$7 million and took control of the airline.

Rationale for Correct Answer: The first paragraph (sentences 1-3) establishes biographical background about Howard Hughes and his aviation achievements, following a chronological order: 1932 (founding the company), 1937 (transcontinental record), 1938 (around-the-world record). A sentence inserted after sentence 3 should continue this pattern of biographical/aviation background information. Answer D fits perfectly: it's chronologically appropriate (1939, the next year), continues the aviation theme (TWA is an airline), and maintains the paragraph's focus on Hughes's growing aviation empire before transitioning to the WWII-era Spruce Goose project in paragraph 2.

Why Other Answers Are Incorrect:

- **A** (The Hughes XF-11...): Introduces a different aircraft without context and breaks the chronological flow.
- **B** (He directed the 1943 Western film...): Shifts focus to film career, which contradicts the paragraph's aviation focus; also jumps ahead chronologically.
- **C** (The concept for what would become the "Spruce Goose"...): While this seems relevant because the essay is about the Spruce Goose, it doesn't fit here. This information belongs with paragraph 2, which introduces the WWII

government commission. Placing it after sentence 3 disrupts the chronological biographical flow and jumps ahead to WWII-era content prematurely.

Question 28

Correct Answer: C - He personally tested cutting-edge aircraft of his own design and in 1937 broke the transcontinental flight-time record, and in 1938 he flew around the world in a record three days, 19 hours, and 14 minutes.

Rationale for Correct Answer: This option combines the sentences smoothly without unnecessary repetition, maintains parallel structure, and uses appropriate punctuation.

Why Other Answers Are Incorrect:

- **A** (...and in 1937, he broke... and then he flew...): Too wordy with repetitive "he" and awkward use of "and then."
 - **B** (Howard Hughes personally tested...): Unnecessarily repeats "Howard Hughes" when "He" is clear from context.
 - **D** (...record; and in 1938, flew...): Incorrect punctuation; semicolons shouldn't be followed by coordinating conjunctions, and "flew" lacks a subject.
-

Question 29

Correct Answer: B - After sentence 5

Rationale for Correct Answer: Sentence 5 describes the aircraft being built from wood with specific dimensions and engines. This is the first detailed description of the actual aircraft, making it the logical place to introduce its nickname, "Spruce Goose."

Why Other Answers Are Incorrect:

- **A** (After sentence 2): Too early; the project hasn't been introduced yet.
 - **C** (After sentence 6): The name "Spruce Goose" is already used in sentence 6, so introducing it after would be too late.
 - **D** (After sentence 8): Again, too late, as the name has already been used.
-

Question 30

Correct Answer: A - Sentence 3

Rationale for Correct Answer: While sentence 3 provides interesting information about another aviation record, it's the least essential to the essay's main focus on the Spruce Goose. The essay would still be coherent without it.

Why Other Answers Are Incorrect:

- **B** (Sentence 7): Essential for explaining why the flight test occurred; establishes Congressional pressure.
- **C** (Sentence 10): Critical for explaining why the Spruce Goose never went into production, a key part of the story.
- **D** (Sentence 12): Important for showing Hughes's dedication to the aircraft and providing context for its preservation.

TSIA2 Essay Exemplars

Topic

Creativity is an important part of everyone's childhood, but should it be an important part of every child's education?

Exemplar Essay #1 - IN FAVOR of Art Education

In an era of standardized testing and budget constraints, school districts across America face difficult decisions about which programs to fund and which to cut. While some view art classes as expendable luxuries that distract from core academic subjects, art education should remain an essential component of public school curricula. Despite legitimate concerns about limited resources, the benefits of arts education—including enhanced cognitive development, improved academic performance, and crucial preparation for the modern workforce—far outweigh the costs of these programs.

First and foremost, art education plays a vital role in developing critical thinking and problem-solving skills that benefit students across all academic disciplines. When students engage in artistic activities, whether painting, music, or theater, they must make countless decisions about composition, technique, and expression. This process strengthens neural pathways associated with creativity and analytical thinking. Research from the Arts Education Partnership has demonstrated that students who participate in arts programs show improved performance in mathematics and reading, suggesting that creative thinking enhances rather than detracts from traditional academic achievement. Furthermore, arts education teaches students to approach problems from multiple perspectives, a skill that proves invaluable in subjects ranging from science to literature.

Additionally, art programs provide crucial opportunities for students who may struggle in conventional academic settings to discover their talents and build self-confidence. Not every child excels at mathematics or writing, but every child possesses unique abilities that deserve cultivation. A student who feels inadequate in algebra class may find purpose and pride in the drama club or school orchestra. These experiences can transform a student's entire educational trajectory, providing the motivation to stay engaged in school and pursue higher education. My own cousin,

who barely passed his core classes in middle school, discovered a passion for graphic design in his eighth-grade art elective. This awakening not only improved his grades across the board but ultimately led him to a successful career in advertising, a path he would never have discovered without access to arts education.

Critics argue that in times of budgetary crisis, schools must prioritize fundamental subjects like reading, writing, and mathematics over "extras" like art and music. They contend that arts programs are expensive to maintain, requiring specialized teachers, materials, and facilities that drain resources from more essential educational needs. While these financial concerns merit serious consideration, they fail to account for the long-term economic benefits of a well-rounded education. In today's economy, creativity and innovation drive success across virtually every industry, from technology to healthcare to manufacturing. Companies like Google, Apple, and Pixar actively seek employees who can think creatively and approach challenges from unconventional angles—precisely the skills that arts education cultivates. By eliminating art programs to save money in the short term, we risk producing graduates ill-equipped for the demands of the twenty-first-century workplace, ultimately harming both individual students and our broader economic competitiveness.

The question facing school districts is not whether they can afford to fund arts education, but whether they can afford not to. Pablo Picasso wisely observed that every child is an artist; the challenge lies in nurturing rather than extinguishing that innate creativity. Art education enhances cognitive development, provides alternative pathways to success for diverse learners, and prepares students for careers in an innovation-driven economy. While budget constraints are real and must be addressed thoughtfully, cutting arts programs represents a false economy that sacrifices our children's futures for minimal short-term savings. Schools must find creative solutions to funding challenges—whether through community partnerships, grants, or strategic resource allocation—that preserve the vital role of arts education in developing well-rounded, capable, and creative citizens.

Exemplar Essay #2 - AGAINST Art Education as Essential

When school districts face severe budget shortfalls, difficult choices become inevitable. While art education offers certain benefits to students, schools should prioritize core academic subjects like reading, mathematics, and science over arts programs when resources are limited. In an educational landscape increasingly focused on measurable outcomes and college readiness, art classes represent a luxury

that not all school districts can afford to maintain, particularly when doing so comes at the expense of more fundamental educational needs.

The primary purpose of public education is to equip students with the essential knowledge and skills necessary for success in higher education and the workforce. Reading comprehension, mathematical reasoning, scientific literacy, and clear writing form the foundation upon which all other learning builds. Students who cannot read proficiently by third grade face dramatically higher risks of academic failure and dropping out of high school. Similarly, inadequate preparation in mathematics closes doors to entire fields of study and career paths. When schools must choose between hiring an additional reading specialist to help struggling elementary students or maintaining an art teacher, the choice becomes clear. Core academic skills are not merely important; they are prerequisites for accessing opportunity in modern society. Art appreciation, while enriching, cannot compensate for deficiencies in fundamental literacy and numeracy.

Furthermore, arts education places significant financial burdens on already strained school budgets. Art programs require specialized instructors with specific credentials, extensive supplies that must be replenished regularly, dedicated studio or performance spaces, and often expensive equipment ranging from pottery kilns to musical instruments. A single art teacher's salary could instead fund classroom assistants for multiple core subject teachers or purchase thousands of dollars in updated textbooks and technology for students. These opportunity costs are particularly significant for underfunded schools serving economically disadvantaged communities, where every dollar must be allocated with maximum strategic impact. When school buildings lack adequate heating, when class sizes exceed thirty students, when science labs operate with outdated equipment, prioritizing art programs becomes difficult to justify.

Proponents of arts education argue that creative thinking skills developed through art classes enhance students' overall academic performance and prepare them for innovation-driven careers. While creativity certainly holds value, this argument overstates art education's unique contribution to developing such skills. Students can develop creative problem-solving abilities through numerous avenues beyond dedicated art classes, including science experiments, creative writing assignments in English class, project-based learning in social studies, and extracurricular activities like robotics clubs or debate teams. Moreover, students passionate about art can pursue these interests through community programs, private lessons, or independent study without requiring schools to dedicate scarce resources to formal arts curricula. The notion that creativity can only be fostered through dedicated art classes reflects a

narrow understanding of how creative thinking develops across educational experiences.

The harsh reality facing American public schools is that resources are finite, and choices have consequences. While Pablo Picasso's observation that every child is an artist may be true, schools cannot be all things to all students. The mission of public education must focus on providing every child with the fundamental academic skills necessary for economic opportunity and informed citizenship. Art education, though valuable, remains a supplementary rather than essential component of this mission. Students who lack grade-level proficiency in reading and mathematics will struggle to access higher education and secure stable employment regardless of their artistic talents. When budget constraints force difficult decisions, schools must prioritize core academic instruction that serves the greatest number of students' most pressing educational needs. Art can enrich lives, but literacy and numeracy provide the foundation upon which those lives are built.