
SECTION 1

Time – 30 Minutes

60 Questions

This section contains two different types of questions. For each type of questions, directions and sample questions are provided.

Each of the following questions contains a word, followed by five choices. Select the word that is closest in meaning to the original word.

Sample Question:

ASSIST:	(A) praise	ANSWER: B
	(B) help	
	(C) complete	
	(D) slide	
	(E) reward	

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|---|---|
| 1. AMIABLE:
(A) elegant
(B) friendly
(C) bigoted
(D) flexible
(E) capable | 4. INANIMATE:
(A) realistic
(B) exuberant
(C) lifeless
(D) educated
(E) personal |
| 2. NOVICE:
(A) gentleman
(B) agreeable
(C) understanding
(D) amateur
(E) unwillingness | 5. IDIOT:
(A) scrooge
(B) virtuoso
(C) confidant
(D) ally
(E) imbecile |
| 3. INSOLENT:
(A) quiet
(B) lazy
(C) unfriendly
(D) disobedient
(E) angry | 6. PENITENT:
(A) repentant
(B) dogmatic
(C) satisfied
(D) thoughtful
(E) talkative |

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7. ENDEAVOR:
(A) fail
(B) interrupt
(C) dare
(D) calculate
(E) suggest
8. IMMACULATE:
(A) difficult
(B) flawless
(C) intricate
(D) saturated
(E) desperate
9. APPREHENSIVE:
(A) comprehensible
(B) opaque
(C) uneasy
(D) illuminated
(E) enveloping
10. RECLUSE:
(A) rebel
(B) detective
(C) outcast
(D) genius
(E) fanatic
11. COMPLIMENT:
(A) applaud
(B) criticize
(C) complete
(D) censure
(E) abolish
12. DOWNTRODDEN:
(A) powerful
(B) oppressed
(C) heartbroken
(D) nomadic
(E) underground
13. PREDICTION:
(A) difficulty
(B) prophecy
(C) speech
(D) criticism
(E) apology
14. HINDRANCE:
(A) performance
(B) journey
(C) examination
(D) failure
(E) impediment
15. INITIATE:
(A) copy
(B) envelop
(C) reject
(D) begin
(E) autograph
16. FALLIBLE:
(A) imperfect
(B) destitute
(C) harmful
(D) complicated
(E) strong
17. ADAGE:
(A) poem
(B) play
(C) saying
(D) scolding
(E) bandage
18. TAINTED:
(A) impure
(B) inexperienced
(C) weak
(D) unwanted
(E) whiny

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19. SHREWD:
(A) very perceptive
(B) stingy
(C) insulting
(D) birdlike
(E) evil
20. LIBERATE:
(A) rebuke sternly
(B) free
(C) discuss
(D) examine
(E) embrace warmly
21. ADMONISH:
(A) beg
(B) admire
(C) surprise
(D) reprimand
(E) consume
22. SUBVERT:
(A) go underwater
(B) undermine
(C) wilt
(D) confuse
(E) monopolize
23. OMEN:
(A) sage
(B) prayer of repentance
(C) large bird
(D) warning
(E) harsh scolding
24. ABOLISH:
(A) criticize
(B) tidy
(C) embarrass
(D) designate
(E) eliminate
25. MISFORTUNE:
(A) episode
(B) adversity
(C) deficiency
(D) deadbeat
(E) inexpert
26. ZEAL:
(A) enthusiasm
(B) being stylish
(C) punctuality
(D) lightheartedness
(E) eccentricity
27. DUBIOUS:
(A) inconvenient
(B) speaking multiple languages
(C) raw
(D) unconvinced
(E) translated
28. SUSCEPTIBLE:
(A) vulnerable
(B) wary
(C) very noble
(D) unusual
(E) fearful
29. GREED:
(A) periphery
(B) hindrance
(C) avarice
(D) reverence
(E) tact
30. STUBBORN:
(A) unkempt
(B) cramped
(C) toxic
(D) relishing
(E) obstinate

In the following questions, select the phrase that best completes the meaning of the sentence.

Sample Question:

- Glove is to hand as
(A) baseball is to bat
(B) scissors is to paper
(C) blue is to color
(D) apple is to orange
(E) hat is to head

ANSWER: E

31. Deer is to forest as
(A) whale is to ocean
(B) apple is to fruit
(C) lion is to tiger
(D) sock is to shoe
(E) child is to parent
32. Pianist is to hands as
(A) scientist is to laboratory
(B) ballerina is to feet
(C) hospital is to doctors
(D) artist is to face
(E) head is to body
33. Cake is to baker as
(A) painting is to artist
(B) book is to library
(C) apple is to farmer
(D) drum is to musician
(E) milk is to ice cream
34. Pencil is to writing as
(A) sunlight is to raining
(B) apron is to cooking
(C) mop is to cleaning
(D) excitement is to driving
(E) chocolate is to sweetness
35. Button is to shirt as
(A) baby is to mother
(B) cake is to icing
(C) eye is to face
(D) animal is to panda
(E) dog is to puppy
36. Laughter is to amusement as
(A) smile is to grin
(B) snarl is to happiness
(C) silence is to jabbering
(D) frown is to displeasure
(E) pout is to enthusiasm
37. Solitary is to hermit as
(A) busy is to homework
(B) policeman is to society
(C) greedy is to scrooge
(D) school is to learning
(E) hungry is to stomach
38. Imaginary is to real as
(A) dark is to light
(B) vegetable is to broccoli
(C) teacher is to school
(D) chair is to stool
(E) dinosaur is to lizard

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39. Sculpture is to art as
(A) diving is to ocean
(B) subway is to passenger
(C) crayon is to coloring
(D) letter is to envelope
(E) tango is to dance
40. Trustworthy is to friend as
(A) greedy is to money
(B) caring is to parent
(C) idiotic is to stupidity
(D) intelligent is to studying
(E) reptilian is to horse
41. Novel is to poem as
(A) letter is to alphabet
(B) toy is to child
(C) marathon is to sprint
(D) elephant is to dinosaur
(E) urban is to rural
42. Pious is to belief as
(A) wise is to rashness
(B) athletic is to strength
(C) complementary is to personality
(D) gold is to color
(E) hardship is to persistence
43. Mammal is to human as
(A) goat is to sheep
(B) relationship is to friendship
(C) apple is to fruit
(D) avarice is to gluttony
(E) philosopher is to knowledge
44. Coop is to hen as
(A) dog is to kennel
(B) house is to home
(C) parent is to offspring
(D) crib is to baby
(E) planet is to galaxy
45. Telephone is to communication as
(A) stove is to cooking
(B) travel is to vacation
(C) garage is to car
(D) multiplication is to division
(E) tyrant is to assimilation
46. Deviant is to normal as
(A) understanding is to nonchalant
(B) long-suffering is to serene
(C) buttress is to abandon
(D) apt is to ingenious
(E) clay is to sculpture
47. Pound is to weight as
(A) inch is to foot
(B) tall is to height
(C) money is to rich
(D) arithmetic is to school
(E) mile is to distance
48. Wood is to tree as
(A) bird is to wings
(B) copper is to lead
(C) sun is to planet
(D) mother is to family
(E) brick is to house
49. President is to country as
(A) receptionist is to secretary
(B) doctor is to hospital
(C) lawyer is to law firm
(D) principal is to school
(E) amateur is to occupation
50. Blacksmith is to metal as
(A) juggler is to audience
(B) chef is to appetizer
(C) lawyer is to defendant
(D) teacher is to faculty
(E) painter is to watercolors

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51. Mountain is to rock as
(A) sea is to water
(B) skyscraper is to building
(C) tree is to paper
(D) spaceship is to outer space
(E) elephant is to mouse
52. Drought is to water as
(A) unhappiness is to solitude
(B) famine is to food
(C) diligence is to hard work
(D) enemy is to friend
(E) failure is to shame
53. Sneaker is to shoe as
(A) infamy is to disgrace
(B) shirt is to sweater
(C) ballet is to dance
(D) number is to mathematics
(E) city is to country
54. Remorseful is to indignant as
(A) wily is to sly
(B) miserable is to somber
(C) aggravated is to resentful
(D) slender is to stout
(E) lithe is to flexible
55. High school is to college as
(A) apprenticeship is to job
(B) kindergarten is to pre-school
(C) maturity is to youth
(D) teenager is to school
(E) urbanite is to city
56. Dentist is to patient as
(A) teacher is to principal
(B) lawyer is to client
(C) doctor is to surgery
(D) receptionist is to telephone
(E) architect is to building
57. Water is to river as
(A) blood is to vein
(B) sand is to glass
(C) paper is to notebook
(D) shirt is to jacket
(E) apple is to orchard
58. Word is to sentence as
(A) alphabet is to letter
(B) understanding is to idea
(C) goal is to success
(D) day is to night
(E) sentence is to paragraph
59. Annoyed is to furious as
(A) exasperated is to exuberant
(B) pessimistic is to unfriendly
(C) thin is to emaciated
(D) small is to big
(E) talkative is to insolent
60. School is to learning as
(A) jazz is to music
(B) hospital is to healing
(C) roller coaster is to amusement park
(D) audience is to entertainment
(E) fabric is to clothing

STOP

IF YOU FINISH BEFORE THE ALLOTTED TIME
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DO NOT TURN TO OTHER SECTIONS OF THIS TEST

SECTION 2

Time – 40 Minutes

40 Questions

For this section, answer the questions that follow each passage, based on what is stated or implied in that passage. Select the best answer to each question.

In 1970, space exploration was, as it remains today, a thrilling concept that inspired the imaginations of many. Imagine, then, the shock and disheartenment that must have resulted when these infamous words were played on television news broadcasts everywhere: “Houston, we have a problem.” These infamous words retain their significance today, almost forty years after the Apollo 13 spacecraft suffered an explosion two days after its launch. Apollo 13 was the third manned spacecraft with the mission to land on the moon. The spacecraft took off successfully on April 11, 1970, carrying the ambitions and excitement of the American people with it. But forty-eight hours later, as a result of a complex combination of individually minor problems that collectively proved disastrous, the oxygen tank of the spacecraft exploded. The four-person crew reacted quickly. Recognizing that the minimal electrical power left in the ship was needed for reentrance into the Earth’s atmosphere, the four astronauts moved into the Lunar Module: a small, cramped section of the ship designed to fit two people. There they stayed, with little to none electrical power, heat, and water, until they had reached the Earth’s atmosphere once again. The heroic crewmembers then returned safely to Earth, while anxious families across America sighed in relief.

- How long after its launch did the Apollo spacecraft suffer an explosion?
(A) forty days
(B) forty years
(C) two days
(D) two years
(E) immediately
- According to the passage, the American people’s feelings about space travel can most accurately be summarized as
(A) apathetic
(B) disenchanting
(C) dubious
(D) captivated
(E) naïve
- How many spacecrafts had been sent to the moon before Apollo 13?
(A) two
(B) three
(C) four
(D) ten
(E) twelve
- The tone of the passage suggests that the author regards the Apollo 13 astronauts with
(A) scorn
(B) disinterest
(C) deference
(D) lust
(E) sympathy
- According to the passage, why did the astronauts move into the Lunar Module?
(A) The rest of the spaceship had been entirely demolished.
(B) They were told by NASA to do so.
(C) They were concerned about the possibility of a second explosion.
(D) They needed to conserve electricity.
(E) It would be safer to enter the earth’s atmosphere using the Lunar Module.

John F. Kennedy served as the President of the United States from 1961 until 1963, when he was tragically assassinated in what remains one of the most emotionally-charged unsolved mysteries of American history. Today, Kennedy continues to serve as a symbol of hope and freedom for the United States. In his first speech as president, he urged his fellow American citizens to become involved in national politics. "Ask not what your country can do for you," he advocated. "Ask what you can do for your country." Kennedy's charismatic and amicable leadership style earned the affections of his public, and many certainly heeded his advice.

But Kennedy was not only committed to the wellbeing of the American nation. Rather, he expressed concern for the wellbeing of all nations; he hoped for international cooperation and camaraderie. He recognized that all people from all nations must join together to fight "the common enemies of man: tyranny, poverty, disease, and war itself." Kennedy's strong beliefs, coupled with his ability to motivate change, solidified the American people's faith in their president. This admiration has not lessened with time. According to numerous public opinion polls, he currently ranks as one of the most well respected individuals of the twentieth century.

6. According to the passage, how does the public today feel about Kennedy's death?
- (A) jovial
 - (B) indifferent
 - (C) defensive
 - (D) mournful
 - (E) skeptical
7. The article suggests that Kennedy's popularity is attributable to his
- (A) idiosyncrasy
 - (B) quirkiness
 - (C) friendliness
 - (D) wealth
 - (E) generosity
8. For contemporary society, Kennedy serves as a symbol of
- (A) loss
 - (B) justice
 - (C) friendship
 - (D) strength
 - (E) hope
9. According to the passage, Kennedy was concerned with
- I. The future of the American people
 - II. International harmony
 - III. Maintaining popularity as president
- (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I and III only
 - (E) I, II and III
10. The passage is mainly about
- (A) the death of Kennedy
 - (B) the importance of international cooperation
 - (C) American presidents and their effect on the public
 - (D) the lasting influence of Kennedy
 - (E) the need for active citizenship

	Take this kiss upon the brow! And, in parting from you now, Thus much let me avow--
Line (5)	You are not wrong, who deem That my days have been a dream; Yet if hope has flown away In a night, or in a day, In a vision, or in none, Is it therefore the less gone? (10) All that we see or seem Is but a dream within a dream.
(15)	I stand amid the roar Of a surf-tormented shore, And I hold within my hand Grains of the golden sand-- How few! yet how they creep Through my fingers to the deep, While I weep--while I weep! (20) O God! can I not grasp Them with a tighter clasp? O God! can I not save One from the pitiless wave? Is all that we see or seem But a dream within a dream?
“A Dream Within a Dream” by Edgar Allan Poe	

11. In this poem, the author suggests which of the following?
- Dreams are separate from reality.
 - Life is but a dream.
 - The passage of life cannot be slowed.
- (A) I only
(B) III only
(C) I and II only
(D) II and III only
(E) I, II and III
12. As used in line 15, the phrase “grains of the golden sand” most likely refers to
- (A) time
(B) God
(C) tears
(D) loneliness
(E) friends
13. In lines 6-9, the author expresses a question that suggests that
- (A) the loss of hope is devastating, but we can handle it
(B) hope is easy to lose, and is therefore meaningless
(C) when something is lost, it doesn’t mean it was never there
(D) dreams are hopeful wishes, and they are lost
(E) hope is an invitation for sorrow
14. The tone of the poem can be best described as
- (A) warm
(B) dainty
(C) scolding
(D) infuriated
(E) desperate

On the second floor lived Lorenheim, a dark, meager, lizard-like creature of uncertain age and race, who made about thirty-five shillings a week by touting vacuum cleaners. Gordon always went very hurriedly past Lorenheim's door. Lorenheim was one of those people who have not a single friend in the world and who are devoured by a lust for company. His loneliness was so deadly that if you so much as slowed your pace outside his door he was liable to pounce out upon you and half drag, half wheedle you in to listen to interminable paranoiac tales of girls he had seduced and employers he had scored off. And his room was more cold and squalid than even a lodging house bedroom had any right to be. There were always half-eaten bits of bread and margarine lying about everywhere.

From *Keep the Aspidistra Flying* by George Orwell

15. According to the passage, Lorenheim works as a
(A) repairman
(B) salesman
(C) protestor
(D) teacher
(E) thief
16. What is most likely the relationship between Lorenheim and Gordon?
(A) brothers
(B) friends
(C) coworkers
(D) neighbors
(E) enemies
17. Gordon would most likely describe Lorenheim as
(A) unsightly
(B) malicious
(C) cordial
(D) gifted
(E) coy
18. As used in the passage, the word "wheedle" means
(A) coax
(B) force
(C) threaten
(D) scream
(E) whine
19. Lorenheim's room can be best described as
(A) barren
(B) cluttered
(C) filthy
(D) snug
(E) lavish
20. According to the passage, lodging house bedrooms are generally
(A) expensive
(B) beautiful
(C) warm
(D) unpleasant
(E) tomblike

The fish of the deep sea are among the most elusive and unusual looking creatures on Earth. The deep sea is also an extremely hostile environment, with high pressure levels and a lack of oxygen. The fish that have evolved to this harsh environment are not capable of surviving in laboratory conditions, and any attempts to keep them in captivity have led to their deaths. For this reason little is known about them.

Our lack of knowledge is unfortunate, since in this deep unknown lie many unusual and fascinating creatures. Since many of these fish live in regions where there is no natural illumination, they cannot rely solely on their eyesight for locating prey and mates and avoiding predators. Many deep sea fish are bioluminescent, with extremely large eyes adapted to the dark. Some have long feelers to help them locate prey or attract mates in the pitch dark of the deep ocean. The deep sea angler fish in particular has a long fishing-rod-like adaptation protruding from its face, on the end of which is a bioluminescent piece of skin that wriggles like a worm to lure its prey.

Due to the poor level of photosynthetic light reaching deep sea environments, most fish need to rely on organic matter sinking from higher levels, or, in rare cases, hydrothermal vents for nutrients. Consequently many species of deep sea fish are noticeably smaller and have larger mouths and guts than those living at shallower depths. It has also been found that the deeper a fish lives, the more jelly-like its flesh and the more minimal its bone structure. This makes them slower and less agile than surface fish.

21. According to the passage, we do not know much about deep sea fish because
- (A) they are agile creatures that escape easily
 - (B) they can only live in their natural habitat
 - (C) they are extremely rare
 - (D) it is too expensive to catch them
 - (E) their defensive features prevent them from being caught
22. According to the passage, the angler fish
- I. is large
 - II. has adapted to the darkness of the environment
 - III. locates prey primarily by use of feelers
- (A) I only
 - (B) II only
 - (C) I and II only
 - (D) II and III only
 - (E) I, II and III
23. This passage is primarily about
- (A) the angler fish
 - (B) adaptive features of fish
 - (C) characteristics of deep sea fish
 - (D) the incompetence of scientists
 - (E) the harsh conditions of the deep sea
24. The attitude of the writer toward the subject is
- (A) enraptured
 - (B) condescending
 - (C) indifferent
 - (D) critical
 - (E) interested
25. The author's style is best described as
- (A) surprised
 - (B) mysterious
 - (C) dramatic
 - (D) skeptical
 - (E) informative

Mikhail Baryshnikov is a Soviet-born American dancer, choreographer, and actor. He is often called the world's greatest living male ballet dancer. He was born in 1948 to Russian parents, his father an engineer and his mother a seamstress. His mother was very fond of ballet, and when he was twelve, she enrolled him in lessons at the local school. He became enamored with dance, and as a result of his own interest and his success, he decided to follow a career as a dancer.

Baryshnikov is known as a unique dancer in many ways. His short stature forced him to work hard to prove his sustainability for roles (such as Siegfried in *Swan Lake*) where a taller, more noble bearing was typically expected. His dancing is renowned for its textbook form, technical brilliance, and emotional detachment, as well as its use of "bravada," meaning masculine, daring dancing.

The attention and respect that American ballet receives today was established with the help of Baryshnikov's captivating and dynamic dancing. His ability to overcome personal struggles and channel his energy through art is certainly admirable and moreover enriching for American culture.

26. As used in the first paragraph of the passage, the word "enamored" means
- (A) enraged
 - (B) apalled
 - (C) spiteful
 - (D) curious
 - (E) captivated
27. According to the passage, the role of Siegfried generally requires
- (A) extreme flexibility
 - (B) a statuesque figure
 - (C) upper-body strength
 - (D) steadfast determination
 - (E) the ability to empathize
28. According to the passage, Baryshnikov's dancing is renowned as a result of its
- I. elegant linework
 - II. precision of form
 - III. bold audaciousness
- (A) I only
 - (B) II only
 - (C) I and II only
 - (D) II and III only
 - (E) I, II and III
29. The attitude of the author towards the subject is
- (A) respectful
 - (B) livid
 - (C) somber
 - (D) chastising
 - (E) lustful
30. With which of the following statements would the author most likely agree?
- (A) Without Baryshnikov, American ballet would be worthless.
 - (B) Baryshnikov is the most talented male dancer in history.
 - (C) Baryshnikov has prevented innovation in the art of ballet.
 - (D) Baryshnikov contributed towards much of American ballet's current renown.
 - (E) Baryshnikov owes all of his success to his mother.

In 1793, amidst the bloody turmoil of the French Revolution, Marie Antoinette, the queen of France, was executed under the charge of treason. The revolutionaries demanded her death because they saw her as a symbol of the frivolity and indulgence of the royals. Until recently, Marie Antoinette had been understood in a fairly one-dimensional light, as demonstrated by the infamous quote, “Let them eat cake,” which she supposedly uttered in response to the frustrations of starving French commoners. This quote has long been used as evidence of her appalling ignorance of her subjects’ suffering. However, more recently historical accounts complicate this simplistic criticism of Marie Antoinette. It has been convincingly argued that she may not have ever seen said the words so notoriously attributed to her! This new insight into the life of a historical figure demonstrates how careful we must be in reading history, for historical accounts can and do change, and situations are rarely as simple as they first seem to be.

31. As it is used in line 5, the word “infamous” most nearly means
- (A) celebrated
 - (B) anonymous
 - (C) villainous
 - (D) unrecognizable
 - (E) well-liked
32. According to the text, why did the revolutionaries execute Marie Antoinette?
- (A) They wished to replace her with a superior queen.
 - (B) They were tired of the war and wanted to end the conflict.
 - (C) They were fed up with the wasteful lifestyle of the royal family.
 - (D) They were sick of eating sugary cake, and wanted healthy food.
 - (E) They were frustrated with the inaccuracies of historical accounts.
33. It can be inferred from the passage that the revolutionaries
- (A) hoped to institute a new dictatorship
 - (B) were too poor to afford luxuries of the sort enjoyed by the royals
 - (C) executed the entire royal family
 - (D) were sympathetic of Marie Antoinette
 - (E) detested sweet desserts of all kinds
34. According to the passage, all of the following are true about Marie Antoinette EXCEPT
- (A) She was the queen of France.
 - (B) She has been the subject of varying historical accounts.
 - (C) She was detested by her subjects.
 - (D) She was unable to afford fine luxuries such as cake.
 - (E) She was killed by French revolutionaries.
35. Which of the following best states the main idea of the passage?
- (A) The historical view of Marie Antoinette has recently undergone a profound change that forces a more complex understanding of this figure.
 - (B) Marie Antoinette deserved to be executed because of her greediness and lack of concern for the French people.
 - (C) The revolutionaries were wrong to execute Marie Antoinette, and should have sought to resolve their difficulties without resorting to violence.
 - (D) The quote by Marie Antoinette is an accurate depiction of her beliefs and the values of the royal family.
 - (E) There is good reason to be skeptical of any and all views expressed by historians, because clearly these views can change.

This cleverness is not everything. It never pleases me, and I doubt sometimes if it pleases anyone. Suppose you let off some clever little thing, a subtlety of expression, a paradox, an allusive suggestive picture; how does it affect ordinary people? Those who are less clever than yourself, the unspecialised, unsophisticated average people, are simply annoyed by the puzzle you set them; those who are cleverer find your cleverness mere obvious stupidity; and your equals, your competitors in cleverness, are naturally your deadly rivals. The fact is this cleverness, after all, is merely egotism in its worst and unwise phase. It is an incontinence of brilliance, graceless and aggressive, a glaring swagger.

From *Of Cleverness* by H.G. Wells

36. The author's intent in this passage is to
- (A) demonstrate his cleverness
 - (B) embarrass those who are less clever than himself
 - (C) express his displeasure with stupidity
 - (D) chastise ordinary people for failing to recognize cleverness
 - (E) suggest that cleverness is a bad trait
37. The author's intended audience is
- (A) his closest friends
 - (B) an intellectual elite
 - (C) his most detested enemies
 - (D) philosophers
 - (E) the typical, run-of-the-mill crowd
38. According to the passage, all of the following are possible examples of cleverness EXCEPT
- (A) paradox
 - (B) a subtle play on words
 - (C) annoyance
 - (D) use of allusion
 - (E) brainteaser
39. According to the passage, cleverness is synonymous with
- (A) consideration
 - (B) self-centeredness
 - (C) intelligence
 - (D) sophistication
 - (E) grace
40. The attitude of the author toward the subject is
- (A) disparaging
 - (B) admiring
 - (C) regretful
 - (D) fearful
 - (E) pitiful

STOP

IF YOU FINISH BEFORE THE ALLOTTED TIME
YOU MAY CHECK YOUR ANSWERS ONLY FOR THIS SECTION
DO NOT TURN TO OTHER SECTIONS OF THIS TEST

SECTION 3

Time – 25 Minutes

Write an essay on the following prompt on the paper provided. Your essay should not exceed two pages and must be written in ink. Erasing is not allowed.

Prompt: It is more important to be kind than it is to be smart.

Do you agree or disagree with this statement? Use examples from history, literature, or your own personal experience to support your view.

STOP

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