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Introduction

Welcome to *1,001 SAT Practice Questions For Dummies*. Don't take the *dummies* thing literally — you're obviously smart and capable. You're getting through high school and about ready to go to college. You'll graduate to join the elite group of approximately 30 percent of U.S. citizens who hold bachelor's degrees, and some of you will even go on to graduate or doctorate school.

Between you and your goal is the SAT: a test designed to challenge your ability to remember everything you've learned how to do since freshman year. To clear this hurdle, you need some practice and pointers on how best to answer the questions. This book provides that and more: It goes beyond providing relevant practice questions by showing simple and effective ways to solve challenging SAT problems.

What You'll Find

The SAT practice problems in this book are divided into five chapters: two verbal, two math, and one writing. Questions are adjusted and repeated to give you practice and mastery. If you struggle with one question, you can find a group of similar questions to practice and hone your skills. This book serves as an effective standalone refresher of SAT basics or as an excellent companion to the latest edition of *SAT For Dummies* (Wiley). Either way, this book helps you identify subject areas you need to work on so you can practice them until you're a pro and thus prepare for test day.

If you get a problem wrong, don't just read the answer explanation and move on. Instead, come back to the problem and solve it again, this time avoiding the mistake you made the first time. This is how you improve your skills and figure out how to solve the problems correctly and easily.

Whatever you do, stay positive. The challenging problems in this book aren't meant to discourage you; they're meant to show you how to solve and master them.

How This Book Is Organized

The first half of this book gives you questions covering reading and English, math, and essay writing. All the answers and explanations are in the second half of the book.

The reading and verbal questions in this book cover the following topics:

- » **Reading comprehension:** The SAT gives you five reading passages or pairs of passages along with ten or eleven questions based on each. The questions challenge your ability to discern the purpose of the passage and the significance of the details.
- » **English/Writing:** The SAT also gives you four writing passages, each with eleven questions, that give you the opportunity to correct for grammar, rewrite a phrase for style and clarity, or add or move a sentence for logic and flow. These questions are designed to see how well you write clearly and effectively.

True to the actual exam, about a third of the math questions in this book should be worked without a calculator, and the rest, with a calculator. Also, about a fourth of these questions aren't multiple-choice: Instead, you fill in the answer. These questions cover the following topics:

- » **Arithmetic:** These questions are based on core arithmetic concepts, including prime numbers, absolute values, decimals, fractions, and ratios. Don't be fooled by their simple nature: These questions can be as challenging as any that you find on the SAT.
- » **Geometry:** Geometry covers basic shapes, such as triangles, circles, and squares. These questions also go into basic 3D solids, including cylinders, boxes, prisms, spheres, and cones.
- » **Algebra:** These questions are extensions of arithmetic, going into exponents, square roots, and numeric sequences. They explore variations of solving for x and linear equations having x and y .
- » **Word problems:** No set of word problems is complete without the two trains coming from Chattanooga. These questions cover those types of problems along with averages, probability, and setting up equations from a story.
- » **Graphs and data interpretation:** The SAT problems feature variations of challenging tables and graphs; you're given a graph or two along with a few questions based on those graphs.

You have the option of writing a single, 50-minute essay on the SAT, and these pages provide plenty of practice. For your essay, the SAT gives you an opinion piece or call to action in the form of a reading passage. Your task is to demonstrate that you comprehend the passage by analyzing the way that the author approaches the topic. The SAT does *not* ask for your opinion, so be sure to stay objective.

Beyond the Book

Your purchase of this book gives you so much more than a thousand (and one) problems to work on to improve your skills with the SAT. It also comes with a free, one-year subscription to hundreds of practice questions online. Not only can you access this digital content anytime you want, on whichever device is available to you, but you can also track your progress and view personalized reports that show you which concepts you need to study the most.

What you'll find online

The online practice that comes free with this book offers you the same questions and answers that are available here. Of course, the real beauty of the online problems is your ability to customize your practice. In other words, you get to choose the types of problems and the number of problems you want to tackle. The online program tracks how many questions you answer correctly versus incorrectly so you can get an immediate sense of which topics need more of your attention.

This product also comes with an online Cheat Sheet that helps you increase your odds of performing well on the SAT. To get the Cheat Sheet, go to www.dummies.com and type this book's title in the Search box. (No access code required. You can benefit from this info before you even register.)

How to register

To gain access to practice online, all you have to do is register. Just follow these simple steps:

1. **Register your book or ebook at Dummies.com to get your PIN. Go to www.dummies.com/go/getaccess.**
2. **Select your product from the dropdown list on that page.**
3. **Follow the prompts to validate your product, and then check your email for a confirmation message that includes your PIN and instructions for logging in.**

If you do not receive this email within two hours, please check your spam folder before contacting us through our Technical Support website at <http://support.wiley.com> or by phone at 877-762-2974.

Now you're ready to go! You can come back to the practice material as often as you want — simply log on with the username and password you created during your initial login. No need to enter the access code a second time.

Your registration is good for one year from the day you activate your PIN.

Where to Go for Additional Help

The solutions to the practice problems in this book are meant to walk you through how to get the right answers; they're not meant to teach the material. If certain concepts are unfamiliar to you, you can find help at www.dummies.com. Just type "SAT" into the search box to turn up a wealth of SAT-related information.

If you need more detailed instruction, check out *SAT For Dummies*, 9th Edition, written by Gerri Woods and yours truly.

1

The Questions

IN THIS PART . . .

Become familiar with the ways the SAT asks you to comprehend reading passages. Answer questions about purpose, main ideas, supporting information, details, vocabulary, and more.

Correct writing mistakes in the English/Writing section. Fix grammar and punctuation, add clarity, improve style and flow, and demonstrate logic in writing.

Check your understanding of math concepts and calculations on the No-Calculator and Calculator sections of the SAT. Work on hundreds of arithmetic, algebra, geometry, data-interpretation, and word problems so you can recognize common traps and tricks.

Practice writing essays that analyze someone else's argument.

Chapter 1

Reading Comprehension

Reading comprehension questions on the SAT are grouped by passage, where a single passage has ten or eleven questions on it. The passage appears once, and the questions follow sequentially.

All Reading Comprehension questions are based directly on what's in the passage. You don't need to know anything about the subject outside the passage. If you're familiar with the topic, you may easily comprehend the passage, but be careful not to mix your own knowledge of the topic with what's in the passage.

The Problems You'll Work On

When working through the questions in this chapter, be prepared to

- » Choose one answer from a multiple-choice selection.
- » Select a sentence from the passage to support a previous answer.
- » Answer questions based on biological and physical science topics, including physics, chemistry, and astronomy.
- » Understand the impact of social science topics, including history, psychology, and business.
- » Get the gist of humanities topics, including art, music, philosophy, drama, and literature.

What to Watch Out For

Trap answers include the following:

- » Facts that aren't mentioned in the passage
- » Things that are true but don't answer the question
- » Terms that twist the facts around, such as *never* for *always*

Passage A

Questions 1–10 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Introverts For Dummies*, by Joan Pastor, PhD (Wiley).

Fifty percent of gifted kids are introverts. And three-quarters of “supergifted” kids — children with IQs above 160 — are innies.

You’d think these brilliant kids would flourish in school, but frequently, they don’t. Instead, they may spend hours bored to tears as their teachers go over material they already know. They may also get into trouble for ignoring classroom assignments and pursuing their own interests instead. Worse yet, these children’s remarkable talents often go undeveloped.

That’s why smart parents often seek better options for them. If you think your introverted child is gifted, ask for a professional evaluation by a psychologist. If testing confirms your opinion, ask your school what services it offers for gifted children. Some schools have excellent programs for very bright children, while others fall far short.

If your child’s current school can’t fully meet her needs, explore other options. Some communities have magnet schools specifically designed for gifted children. Your child may also enjoy a math, science, or arts camp during the summer. And museums, nature centers, and recreation centers frequently offer programs that will excite your innie.

Additionally, consider supplementing your child’s education with online courses on her favorite topics. Often, these courses allow students to learn at their own pace, so instead of twiddling her thumbs while she waits for her classmates to catch up, your child can go full steam ahead. The Khan Academy (www.khanacademy.org) and other free online educational sites can also be great resources.

If your child is far more advanced than other kids her age, her school may suggest moving her up an extra grade. But be aware that gifted innies who are way ahead of the pack intellectually may still need to be around same-age peers to learn social skills. So if this option comes up, consider your child’s overall social and intellectual development and ask yourself if she’s truly ready to study — and play — with older children.

Another issue to keep in mind is that the higher a child’s IQ is, the greater the chances are that the child will also have a learning disability. If your child is gifted but still struggles in some areas, make sure you explore this possibility.

- According to the passage, “supergifted” kids most likely do *not*
 - identify as introverts
 - have above-average IQs
 - have advanced social skills
 - have learning disabilities
- Pastor claims that which of the following is the reason gifted kids struggle in school?
 - They are shy as introverts.
 - They already know the material.
 - They ignore classroom assignments.
 - I and II
 - II and III
 - I and III
 - I, II, and III
- Pastor uses the phrase “these children’s remarkable talents” (line 10) to make the point that
 - the children are more advanced than their peers
 - the children have a lot to learn
 - the children should learn a trade
 - the children could excel as performers

4. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 4–5 (“You’d think . . . they don’t.”)
 - (B) Lines 17–18 (“Some schools . . . fall far short.”)
 - (C) Lines 36–37 (“her school . . . grade.”)
 - (D) Lines 46–47 (“If your child . . . some areas,”)
5. The main theme that Pastor describes in the passage is that gifted, introverted children
- (A) could excel in the academic setting provided by almost any school
 - (B) should avoid online distractions from true academic discourse
 - (C) could benefit from advancing an extra grade to be with peers at their intellectual level
 - (D) could perform extremely well in the right academic setting
6. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 4–5 (“You’d think . . . they don’t.”)
 - (B) Lines 17–18 (“Some schools . . . fall far short.”)
 - (C) Lines 20–22 (“Some communities . . . children.”)
 - (D) Lines 36–37 (“her school . . . grade.”)
7. As used in line 38, “pack” most nearly means
- (A) a group of dogs
 - (B) a group of kids
 - (C) prepare for a trip
 - (D) worn on one’s back
8. The second paragraph (lines 4–11) is primarily concerned with
- (A) drawing a contrast between intellectual ability and academic performance
 - (B) showing a parallel between suitable surroundings and personal growth
 - (C) illustrating the success of exploring options outside the child’s academic setting
 - (D) suggesting a possible correlation between high IQ and learning disability
9. Pastor suggests that parents of gifted children should
- I. explore options outside the classroom
 - II. explore schools outside the district
 - III. explore resources outside the school
- (A) I and II
 - (B) II and III
 - (C) I and III
 - (D) I, II, and III
10. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 4–5 (“You’d think . . . they don’t.”)
 - (B) Lines 12–13 (“That’s why . . . for them.”)
 - (C) Lines 17–18 (“Some schools . . . fall far short.”)
 - (D) Lines 20–22 (“Some communities . . . children.”)

Passage B

Questions 11–20 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *U.S. History For Dummies, 3rd Edition*, by Steve Wiegand (Wiley).

America's front door was wide open, and people poured in. Between 1866 and 1915, 25 million immigrants came to the United States. Most of them came from Italy and Southeastern Europe, but they also came from Scandinavia, Russia, Poland, Germany, Ireland, England, and France. By 1910, 15 percent of the country's total population was foreign-born. Most of them came to escape hard economic times at home, despotic governments, or both. Many times their expectations were unrealistically high. "America is all puddings and pies!" enthused one young man as he stepped off the ship in New York.

Despite the warning of a popular immigrant guidebook to "forget your past, your customs, and your ideals," many of the new Americans clung to their own languages, customs, and cuisines, and gravitated to communities populated by others from their country. The presence of so many immigrants in so short a time caused alarm in some "natives," who feared the newcomers would weaken their chances in the job market and pollute American culture. But it wasn't until 1921, after World War I had created millions of refugees in Europe, that Congress tightened immigration policies concerning Europeans.

In the meantime, as much as 80 percent of the immigrant wave settled in Northern cities. By the turn of the century, more than a third of Chicago's populace was foreign-born, and there were more Irish in New York City than there were in Ireland. The immigrants weren't the only newcomers in town, because there were plenty of American-born country folks moving to urban areas, as well. By 1900, 30 million Americans lived in cities, about

a third of all U.S. residents. The number of cities larger than 100,000 increased from 9 to 50 between 1860 and 1910.

But many parts of the big cities were festering sores. In those areas, fire protection, street cleaning, sewage systems, garbage collection, and water treatment barely existed. The Chicago River was an open sewer. Baltimore's sewers emptied into the tidal basin and in the summer heat, journalist H. L. Mencken wrote, it "smelled like a billion polecats."

Housing was often designed to cram the most people into the least space. It wasn't uncommon for 24 four-room apartments to be built on a 2,500-square-foot lot. Tenement slums took on fitting names, such as "Hell's Kitchen," "Bone Alley," or "Poverty Gap."

Gradually, things improved in the major urban areas. No one, rich or poor, wanted to live in filth, and after the link between disease and poor sanitation was firmly established, city leaders began to develop adequate sewage and water systems. Public transit systems, based on streetcars or trolleys, were put in place. But none of it happened overnight, and more than a few farmers-turned-city-dwellers must have yearned more than once to be home on the range.

11. What is the purpose of the phrase "America is all puddings and pies!" (lines 11–12)?
- (A) To demonstrate that immigrants looked forward to eating sweets
 - (B) To reflect the hope and excitement felt by the immigrants
 - (C) To show the lifestyle that the immigrants looked forward to
 - (D) To exemplify the dietary habits of New Yorkers

12. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 8–10 (“Most of them . . . or both.”)
 - (B) Lines 10–11 (“Many times . . . unrealistically high.”)
 - (C) Lines 40–42 (“In those areas . . . existed.”)
 - (D) Lines 58–59 (“Public transit . . . in place.”)
13. What is the purpose of the phrase “there were . . . in Ireland” (lines 30–31)?
- (A) To exemplify the presence of immigrants
 - (B) To show the dwindling population in certain other countries, including Ireland
 - (C) To allude to the disproportionate number of Irish in New York
 - (D) To show the dwindling numbers of other Americans
14. Which choice does the answer to the preceding question exemplify?
- (A) Lines 8–10 (“Most of them . . . or both.”)
 - (B) Lines 19–23 (“The presence . . . culture.”)
 - (C) Lines 28–30 (“By the turn . . . foreign-born,”)
 - (D) Lines 58–59 (“Public transit . . . in place.”)
15. The purpose of the passage is to describe
- (A) the countries most immigrants came from
 - (B) the effects of immigration on cities such as Chicago and New York
 - (C) Baltimore’s billion polecats
 - (D) the flow of immigrants and the evolution of big American cities
16. In this passage, Wiegand makes use of
- (A) literary narrative
 - (B) metaphor
 - (C) emotion
 - (D) persuasion
17. What does Wiegand suggest was the path of many immigrants?
- (A) From danger and poverty to comfort and security
 - (B) From danger and poverty to overcrowding and filth
 - (C) From comfort and security to overcrowding and filth
 - (D) From overcrowding and filth to comfort and security
18. According to the passage, which of the following prompted Congress to tighten immigration policies?
- (A) The millions of refugees following World War I
 - (B) The 25 million immigrants between 1866 and 1915
 - (C) The 80 percent of the immigrant wave that settled in Northern cities
 - (D) The inner-city housing problems
19. What is the purpose of the last paragraph?
- (A) It describes the squalid conditions in the cities.
 - (B) It suggests that circumstances were starting to improve.
 - (C) It showcases the farmers who traveled to the city.
 - (D) It describes a timeline of events.
20. If the numbers stated in the passage are true, which of the following had a 15 percent foreign-born population?
- (A) New York City
 - (B) Chicago
 - (C) Northern cities
 - (D) America

Passage C

Questions 21–28 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Clinical Anatomy For Dummies*, by David Terfera, PhD, and Shereen Jegtvig, DC, MS (Wiley).

Each spinal nerve is formed from the convergence of *posterior* and *anterior* nerve roots. The cell bodies of the anterior nerve roots are located in the *anterior horns of gray matter* in the spinal cord, and the cell bodies of posterior nerve roots are located as a mass of cell bodies called the *spinal ganglia* (posterior root ganglia) outside of the cord. The anterior nerve roots contain motor fibers, and the posterior nerve roots contain sensory fibers. The spinal nerve roots merge to form spinal nerves (spinal nerves contain both sensory and motor fibers) where they leave the vertebral canal.

Just past the point where the nerve roots merge, each spinal nerve divides into a *posterior ramus* and an *anterior ramus*. The posterior ramus innervates the skin and deep back muscles, and the anterior ramus innervates the rest of the trunk and the extremities. The rami (like the spinal nerves) are mixed (contains both sensory and motor fibers). The *recurrent meningeal branch of the spinal nerves* innervates most of the vertebral column; however, the *zygapophysial joints* are innervated by the *medial branches of the posterior rami*.

The spinal cord tapers into a conical-shaped *conus medullaris* and actually ends around the level of the 2nd lumbar vertebra, so the nerve roots that emerge past that point become quite long because they have to extend down to exit the intervertebral foramina in the remaining lumbar and sacral levels. The collection of those spinal roots resembles a horse's tail, so it's referred to as the *cauda equina*.

The spinal nerve roots may be impinged by arthritic osteophytes or by disc herniations. Pressure on the posterior nerve roots causes pain in the back and in any extremity served by the nerve

roots being affected. Pressure on anterior nerve roots results in motor weakness. A patient with nerve-root impingement of one of the lumbar spinal nerve roots due to a herniated disc may feel pain and tingling in the buttock, hip, and leg. Nerve-root impingement in the neck can cause pain and weakness in the arm and forearm.

(40)

21. According to the passage, the *cauda equine* is so named because it resembles
- (A) a tingling leg
 - (B) a cone
 - (C) a horse's tail
 - (D) a cell body
22. A person experiencing pain in the arm and forearm without an actual cause in that area is most likely suffering from
- I. arthritic osteophytes
 - II. disc herniations
 - III. innervated vertebral column
- (A) I and II
 - (B) II and III
 - (C) I and III
 - (D) I, II, and III
23. The purpose of the passage is to
- (A) describe the placement of the spinal nerves
 - (B) explore the issues that arise from maladies such as herniated discs
 - (C) discuss the naming conventions of certain features
 - (D) illustrate the roles of certain spinal nerves
24. The purpose of the last paragraph is to
- (A) support the theory that motor weakness arises from issues with the spine
 - (B) explore the tapering of the spinal cord into the *cauda equina*
 - (C) explain the causes of pain and tingling in the extremities
 - (D) describe the causes and symptoms of impinged spinal nerve roots

25. According to the passage, each spinal nerve is formed by
- posterior nerve roots
 - anterior nerve roots
 - medial branch roots
- I and II
 - II and III
 - I and III
 - I, II, and III
26. The use of the word “actually” (line 25) suggests that
- most textbooks describe the spinal cord ending at the 1st lumbar vertebra
 - there is a common misconception about the placement of the spinal cord
 - one would expect the spinal cord to extend through all the vertebrae
 - the nerve roots that emerge past the 2nd lumbar vertebra are typically considered part of the spinal cord
27. Past the point where the nerve roots merge, each spinal nerve divides into
- the posterior and anterior nerve roots
 - the posterior and anterior rami
 - the recurrent meningeal branch
 - the medial branches of the posterior rami
28. Sensory motor fibers are contained within
- posterior nerve roots
 - anterior nerve roots
 - the anterior ramus
- I and II
 - II and III
 - I and III
 - I, II, and III
29. In context, the word “mixed” (line 19) means
- diverse
 - combined
 - assorted
 - hybrid
30. How are the rami specifically like the spinal nerves?
- Both are primarily motor fibers.
 - Both are spinal nerves.
 - Both contain a combination of sensory fibers and motor fibers.
 - Both innervate the trunk and extremities.

Passage D

Questions 31–40 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Global Issues: An Introduction*, 5th Edition, by Kristen A. Hite and John L. Seitz (Wiley-Blackwell).

The population of the world is growing. No one will be startled by that sentence, but what is startling is the rate of growth, and the fact that the present growth of population is unprecedented in human history. The best historical evidence we have today indicates that there were about 5 million people in the world in about 8000 BCE. By 1 CE there were about 200 million, and by 1650 the population had grown to about 500 million. The world reached its first billion people in about 1800. While it took thousands of years for the global population to reach 1 billion, it only took a little over a century for the population to reach the next billion: the second billion came about 1930. The third billion was reached about 1960, the fourth about 1974, and the fifth about 1987. The sixth

Line

(05)

(10)

(15)

came in 1999 and the seventh in 2011. The eighth billion is expected by 2024.¹ These figures indicate how rapidly the population is increasing. Table 1.1 shows how long it took the world to add each billion of its total population. A projection is also given for the next billion.

How can we explain this dramatic increase in population growth? Development gains over the last two centuries have seen major improvements in health conditions for many and the overall lowering of the death rate, dramatically and rapidly reducing rates of early death by disease. With this

great success came a population explosion, the rapid increase of the number of humans on the planet that we are facing today, with significant impacts for the Earth's resources. While population growth rates are starting to stabilize in many places, the total number of people on the planet continues to increase while natural resources continue to decline. This chapter explores the complex situation of the global population in the context of development, and later chapters explore the relationships between population, wealth, food, energy, climate, and the environment.

Table 1.1 Time taken to add each billion to the world population, 1800–2046 (projection)

Date	Estimated world population (billions)	Years to add 1 billion people
1800	1	2,000,000
1930	2	130
1960	3	30
1974	4	14
1987	5	13
1999	6	12
2011	7	12
2024 (projected)	8	13
2046 (projected)	9	22

Source: Data from UN Department of Economic and Social Affairs, Population Division, World Population Prospects: The 2012 Revision.

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There is another way to look at population growth, one that helps us understand the uniqueness of our situation and its staggering possibilities for harm to life on this planet. Because most people born can have children of their own, the human population can – until certain limits are reached – grow exponentially: 1 to 2; 2 to 4; 4 to 8; 8 to 16; 16 to 32; 32 to 64; 64 to 128; and so on. When something grows exponentially, there is hardly discernible growth in the early stages and then the numbers shoot up. The French have a riddle they use to help teach the nature of exponential growth to children. It goes like this: if you have a pond with one lily in it that doubles its size every day, and which will completely cover the pond in 30 days, on what day will the lily cover half the pond? The answer is the twenty-ninth day. What this riddle tells you is that if you wait until the lily covers half the pond before cutting it back, you will have only one day to do this – the twenty-ninth day – because it will cover the whole pond the next day.

¹ UN Department of Economic and Social Affairs (DESA), Population Division, World Population Prospects: The 2012 Revision, at http://esa.un.org/unpd/wpp/unpp/panel_population.htm (accessed July 2015).

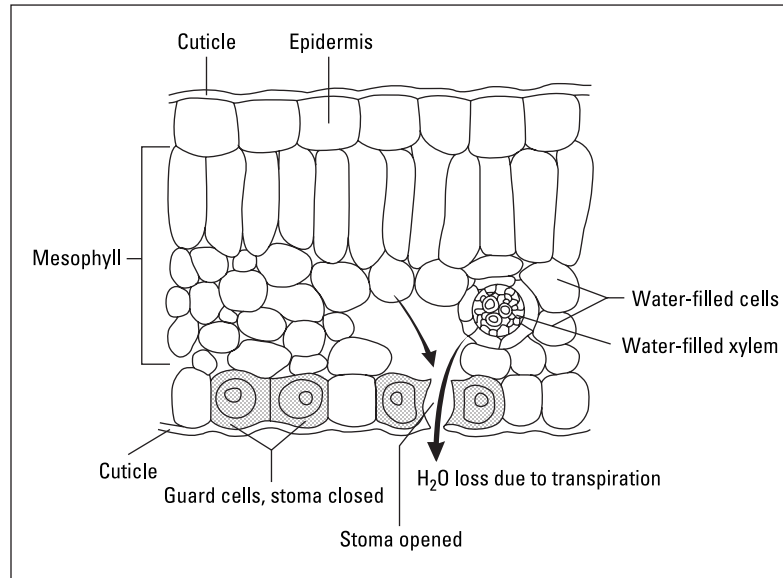
- 31.** According to the passage, what was a direct result of development gains?
- (A) An explosion of world population
 - (B) Major improvements in health conditions
 - (C) Exponential growth of world population
 - (D) The diminishing of natural resources

- 32.** Which of the following was a specific result of the answer to the preceding question?
- (A) Lines 2–3 (“but what is . . . of growth”)
 - (B) Lines 27–28 (“dramatically . . . disease”)
 - (C) Lines 34–36 (“the total number . . . decline”)
 - (D) Lines 58–60 (“if you . . . do this”)
- 33.** According to the passage,
- (A) population growth rates are starting to stabilize in many places
 - (B) population growth rates are out of control in most places
 - (C) population health has significantly deteriorated in many places
 - (D) population resources have increased in many places
- 34.** What is implied by the phrase “until . . . reached” (line 46)?
- (A) Humans will cover the entire earth.
 - (B) Humans will run out of natural resources.
 - (C) Humans will lose the capacity to reproduce.
 - (D) Humans will run out of room.
- 35.** According to Table 1.1, what was the approximate world population in 1945?
- (A) Between 1 billion and 2 billion
 - (B) Between 2 billion and 3 billion
 - (C) Between 3 billion and 4 billion
 - (D) Over 4 billion
- 36.** As the estimated world population increases, the number of years estimated to add 1 billion people
- (A) decreases sharply
 - (B) decreases and then increases slightly
 - (C) increases sharply
 - (D) increases and then decreases slightly
- 37.** What other factor do the authors attribute to the rapid population growth besides exponential growth?
- (A) Enhancements in living conditions
 - (B) Improvements in health conditions
 - (C) Reduction of dangerous animals
 - (D) Mitigation of harmful weather conditions
- 38.** What is the message of the French riddle in the last paragraph?
- (A) By the time we realize population overgrowth is an issue, it will be too late.
 - (B) The human population will cover the earth in the same way that the lily covers the pond.
 - (C) The human population will cover half of the available space before we realize that it is an issue.
 - (D) If continued, the 29th line of Table 1.1 will show that the earth has reached half of its capacity for supporting the population.
- 39.** Which choice supports the answer to the preceding question?
- (A) Lines 2–3 (“but what is . . . of growth”)
 - (B) Lines 23–24 (“How can . . . growth?”)
 - (C) Lines 51–52 (“The French . . . children”)
 - (D) Lines 58–60 (“if you . . . do this”)
- 40.** The French riddle makes use of
- (A) imagery
 - (B) simile
 - (C) folklore
 - (D) analogy

Passage E

Questions 41–50 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *Biology For Dummies*, 2nd Edition, by Rene Fester Kratz, PhD, and Donna Rae Siegfried (Wiley).



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FIGURE 1-1

Line The cuticle is a layer of cells found on the top
surfaces of a plant's leaves. It lets light pass into
the leaf but protects the leaf from losing water.
(05) Many plants have cuticles that contain waxes that
resist the movement of water into and out of a
leaf, much like wax on your car keeps water off the
paint.

(10) Guard cells are found on the bottom of a plant's
leaves, near a stomate, a tiny opening that you
can't see with your naked eye. (An individual
opening is called a stomate, or stoma; several pen-
ings are called stomates, or stomata.)

(15) Plants need to keep their stomates, shown in the
figure, open in order to obtain carbon dioxide for
photosynthesis and release oxygen. However, if the
stomates are open too long or on a really hot day,
the plant can lose too much water. To prevent such

water loss from happening, each stoma has two
guard cells surrounding it.

Guard cells can swell and contract in order to open
and close the stomates. When the Sun is shining
and photosynthesis is occurring, guard cells swell
up with water like full balloons, which stretches
them outward and opens the stomates. At night,
(20) when photosynthesis isn't occurring, the guard
cells release some water and collapse together,
closing the stomates. (25)

Some plants that live in very hot, dry environ-
ments save water by opening their stomates at
night and storing carbon dioxide in their leaves.
Then, during the day when it's hot and dry, they
keep their stomates closed to conserve water,
(30) performing photosynthesis with the carbon dioxide
they stored during the night.

41. According to the passage, the functioning of stomates is most like the functioning of
- (A) the nuclei of cells
 - (B) the pores of skin
 - (C) hair follicles
 - (D) digestive enzymes
42. A result of the stomates being open too long is that
- (A) the plant can lose too much water
 - (B) the plant can lose too much carbon dioxide
 - (C) the plant can take in extra oxygen
 - (D) the plant can take in too much sunlight
43. The authors of the passage make use of
- (A) parables
 - (B) emotions
 - (C) analogies
 - (D) hyperbole
44. What is the purpose of the phrase “When the Sun . . . occurring” (lines 21–22)?
- (A) To specify the source of light
 - (B) To create a visual outdoor image
 - (C) To create a silly tone
 - (D) To describe a process by starting with the catalyst
45. According to the passage, what is the primary purpose of the guard cells?
- (A) To prevent the plant from losing too much water
 - (B) To protect the plant from intruders
 - (C) To take in carbon dioxide during photosynthesis
 - (D) To reflect certain rays from the Sun that may be harmful
46. Which sentence provides the best evidence for the answer to the preceding question?
- (A) Lines 2–3 (“It lets . . . losing water.”)
 - (B) Lines 4–7 (“Many plants . . . paint.”)
 - (C) Lines 15–17 (“However, if . . . water.”)
 - (D) Lines 17–19 (“To prevent . . . surrounding it.”)
47. A suitable title for this passage would be
- (A) Plant Leaves and CO₂ Processing
 - (B) The Stomates and Guard Cells of the Plant Cuticle
 - (C) Plant Control of Water Loss
 - (D) Desert–Climate Plants
48. Which sentence provides the best example of the answer to the preceding question?
- (A) Lines 4–7 (“Many plants . . . paint.”)
 - (B) Lines 21–24 (“When the Sun . . . stomates.”)
 - (C) Lines 28–30 (“Some plants . . . leaves.”)
 - (D) Lines 31–34 (“Then, during . . . night.”)
49. What is the purpose of the last paragraph?
- (A) To provide an example of a plant’s use of stomates to conserve water
 - (B) To provide an example of plants that perform photosynthesis at an unusual time
 - (C) To provide an example of plants that struggle to survive
 - (D) To provide an example of plants that use less wax on their cuticles
50. According to the information presented in the passage, the xylem is contained within the
- (A) cuticle
 - (B) epidermis
 - (C) mesophyll
 - (D) stomates

Passage F

Questions 51–60 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *World Literature in Theory*, by David Damrosch, Editor (Wiley-Blackwell).

Line What are we to make of world literature today? The
cultural and political realignments of the past two
decades have opened the field of world literature
to an unprecedented, even vertiginous variety of
(05) authors and countries. At once exhilarating and
unsettling, the range and variety of literatures now
in view raise serious questions of scale, of transla-
tion and comprehension, and of persisting imbal-
(10) ances of economic and cultural power. At the same
time, the shifting landscape of world literature
offers new opportunities for readers to encounter
writers located well beyond the select few western
European countries whose works long dominated
worldwide attention. Whereas in past eras works
(15) usually spread from imperial centers to peripheral
regions (from China to Vietnam, from London to
Australia and Kenya, from Paris to almost every-
where), an increasingly multipolar literary land-
scape allows writers from smaller countries to
(20) achieve rapid worldwide fame. While still in his
fifties, Orhan Pamuk became the second-youngest
recipient of the Nobel Prize for Literature and
was translated into 56 languages, Vietnamese
included; he has many more readers abroad than
(25) in his native Turkey. Increasingly complex pat-
terns of travel, emigration, and publication make
“national” languages and literatures more and
more international in character. The winner of the
Nobel Prize in 2000, Gao Xingjian, has long lived
(30) in France and has become a French citizen, yet he
continues to write in Chinese. Cultural hybridity is
also found within the borders of China itself, as in
the stories of the Sino-Tibetan writer Tashi Dawa,
who has blended elements drawn from Tibetan
(35) folklore and international magical realism for his
writings in Chinese; in a very real sense, his works
were participating in world literature even before
they began to be translated and read abroad.

51. In the context in which it appears, “vertiginous” (line 4) most nearly means
- (A) conceivable
 - (B) dizzying
 - (C) enlightening
 - (D) edifying
52. Which of the following statements are given as examples of cross-cultural influence in literature?
- I. Distributing literary works from London to Kenya
 - II. A French citizen writing in Chinese
 - III. Blending magical realism with Tibetan folklore
- (A) I and II
 - (B) II and III
 - (C) I and III
 - (D) I, II, and III
53. According to the passage, how has the potential reach of literature changed?
- (A) It may be translated into over 50 languages.
 - (B) It may allow authors to continue to write in their native languages.
 - (C) It may be discovered by readers from all over the world.
 - (D) It may bring the authors the Nobel Prize recognition that they deserve.
54. Which choice best describes the phenomenon described in the preceding question?
- (A) Lines 1–5 (“The cultural . . . countries.”)
 - (B) Lines 9–14 (“At the same time . . . attention.”)
 - (C) Lines 25–28 (“Increasingly . . . character.”)
 - (D) Lines 31–38 (“Cultural . . . abroad.”)

55. What is the significance of two of the three authors mentioned in the passage having won the Nobel Prize?
- (A) It exemplifies the significance of the new readers that authors may now reach.
 - (B) It exemplifies the cultural diversity embraced by the Nobel Committee.
 - (C) It exemplifies the quality of work that readers may not otherwise access.
 - (D) It exemplifies the opportunities for recognition that these authors may not have otherwise had.
56. According to the passage, Orhan Pamuk is from
- (A) China
 - (B) Vietnam
 - (C) Turkey
 - (D) France
57. What is the purpose of the text “What are we . . . power” (lines 1–9)?
- (A) It describes an evolution that has a result.
 - (B) It describes a problem that needs a solution.
 - (C) It describes a pattern that has emerged.
 - (D) It describes the result of a historical event.
58. Which of the following best summarizes the main idea of the passage?
- (A) Writers from almost anywhere have better opportunities to win the Nobel Prize.
 - (B) Writers from almost anywhere can now achieve global recognition.
 - (C) The cultural and political landscape has been significantly realigned over the past two decades.
 - (D) An author can move to another country and continue to write in his native language.
59. Which choice provides the best evidence for the answer to the preceding question?
- (A) Lines 1–5 (“The cultural . . . countries.”)
 - (B) Lines 9–14 (“At the same time . . . attention.”)
 - (C) Lines 18–20 (“an increasingly . . . fame”)
 - (D) Lines 31–38 (“Cultural . . . abroad.”)
60. What is the significance of the phrase “in a very real . . . abroad” (lines 36–38)?
- (A) It suggests that Dawa was ahead of his time.
 - (B) It reminds us of the importance of international authors.
 - (C) It implies that Dawa should also have received the Nobel Prize.
 - (D) It indicates that Dawa was well-versed in many languages.

Passage G

Questions 61–70 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from *GRE For Dummies, 8th Edition*, by Ron Woldoff and Joe Kraynak (Wiley).

A key study has shown that the organic matter content of a soil can be altered to a depth of 10 cm or more by intense campfire heat. As much as 90 percent of the original organic matter may be oxidized in the top 1.3 cm of soil. In the surface 10 cm, the loss of organic matter may reach 50 percent if the soil is dry and the temperature exceeds 250 degrees. The loss of organic matter reduces soil fertility and water-holding capacity and renders the soil more susceptible to compaction and erosion. Sandy soils attain higher temperatures and retain

Line

(05)

(10)

heat longer than clay soils under similar fuel, moisture, and weather conditions. From this standpoint, it is desirable to locate campgrounds in an area with loam or clay-loam soil. Sandy soils are less susceptible to compaction damage, however, and are more desirable for campgrounds from this standpoint.

A water-repellent layer can be created in a soil by the heat from the campfire. This condition was noted only in sandy soils where the temperature remained below 350 degrees during the campfire burn. Campfires often produce temperatures above this level. By comparison, forest fires are a shorter-duration event, and soil temperatures produced are more likely to create water repellency-inducing conditions. The greater extent of forest fires makes them a more serious threat than campfires in terms of causing soil-water repellency.

If the soil remained moist for the duration of the campfire, the increased heat capacity of the soil and heat of water vaporization kept the soil temperature below 100 degrees. At this temperature, little loss of organic matter occurred, and no water repellency was created. For areas where the soil remains very moist, campfires probably have little effect on the soil properties.

Studies show that softwood fuels burn faster and produce less heat flow into the soil than do hardwood fuels under the same conditions. Elm and mesquite were the hottest burning and longest lasting fuels tested. In areas where some choice of fuels is available, the use of softwood fuels should be encouraged in an effort to minimize the effect of campfires on soil properties.

By restricting the fire site to the same area, the effects of campfires on the soil in a campground can be lessened, even if permanent concrete fireplaces are not installed. In this manner, any harmful effects are restricted to a minimum area. If campfires are allowed to be located at random by the user, the harmful effects tend to be spread over a larger part of the campground. The placement of a stone fire ring in the chosen location is one way to accomplish the objective.

These data support the decision to install perma-

nent fireplaces in many areas and to restrict the use of campfires elsewhere in the park. This eliminates the harmful effects of campfires on the soil and allows the campground to be located on sandy soil with low compactibility and good drainage.

61. According to the passage, what is the benefit of moisture in the soil?
 - (A) It facilitates the extinguishing of the fire.
 - (B) It mitigates fire damage to the soil by increasing the soil's heat capacity.
 - (C) It bolsters ambient fire heat by releasing vapor and steam.
 - (D) It transfers clay soil properties to sandy soil conditions.
62. Which sentence best supports the answer to the preceding question?
 - (A) Lines 20–21 (“A water-repellent . . . campfire.”)
 - (B) Lines 35–37 (“At this temperature . . . created.”)
 - (C) Lines 37–39 (“For areas . . . properties.”)
 - (D) Lines 58–60 (“These data . . . the park.”)
63. The main idea of this passage is that
 - (A) soil temperature affects soil fertility
 - (B) only certain woods allow for high-quality campfires
 - (C) soils must be able to absorb water to sustain organic matter
 - (D) steps can be taken to minimize soil damage from campfires
64. According to the passage, long-lasting campfires are more likely than short-lived ones to
 - (A) create water repellency-inducing conditions
 - (B) maintain soil fertility
 - (C) occur with softwood fuels
 - (D) produce higher soil temperatures

65. The authors would be most likely to agree with which of the following?
- (A) Campfires should be banned as destructive to campground soil.
 - (B) Organic matter decreases soil erosion.
 - (C) Clay-loam soil is preferable to sandy soil for campsites.
 - (D) Campfires will not burn in areas with moist soil.
66. Which sentence best supports the answer to the preceding question?
- (A) Lines 8–11 (“The loss . . . erosion.”)
 - (B) Lines 20–21 (“A water-repellent . . . campfire.”)
 - (C) Lines 35–37 (“At this temperature . . . created.”)
 - (D) Lines 58–60 (“These data . . . the park.”)
67. According to the passage, elm and mesquite are probably
- (A) fast-burning softwoods
 - (B) fast-burning hardwoods
 - (C) slow-burning softwoods
 - (D) slow-burning hardwoods
68. The passage suggests that the best way to reduce soil damage from fire is to
- I. use soft fuel
 - II. vary the location of the fires
 - III. have the fires on moist soils
- (A) I and II
 - (B) II and III
 - (C) I and III
 - (D) I, II, and III
69. What is the purpose of mentioning “permanent concrete fireplaces” (lines 50–51)?
- (A) The authors allude to an ideal solution.
 - (B) The authors caution against a certain decision.
 - (C) The authors describe a dangerous situation.
 - (D) The authors recommend an alternative course of action.

70. What approach does the passage take?
- (A) It warns of a dangerous outcome.
 - (B) It advocates the restriction of a harmful activity.
 - (C) It offers guidance and suggestions.
 - (D) It suggests that an overhaul be effected.

Passage H

Questions 71–80 are based on the following information. Read the passage and answer each question based on information stated or implied in the passage.

The following passage is an excerpt from Pride and Prejudice, by Jane Austen (public domain).

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

“My dear Mr. Bennet,” said his lady to him one day, “have you heard that Netherfield Park is let at last?”

Mr. Bennet replied that he had not.

“But it is,” returned she; “for Mrs. Long has just been here, and she told me all about it.”

Mr. Bennet made no answer.

“Do you not want to know who has taken it?” cried his wife impatiently.

“You want to tell me, and I have no objection to hearing it.”

This was invitation enough.

(25) “Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week.”

(30)

“What is his name?”

“Bingley.”

“Is he married or single?”

(35) “Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!”

“How so? How can it affect them?”

(40) “My dear Mr. Bennet,” replied his wife, “how can you be so tiresome! You must know that I am thinking of his marrying one of them.”

“Is that his design in settling here?”

(45) “Design! Nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes.”

(50) “I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party.”

(55) “My dear, you flatter me. I certainly have had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give over thinking of her own beauty.”

“In such cases, a woman has not often much beauty to think of.”

“But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood.”

“It is more than I engage for, I assure you.” (60)

“But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no newcomers. Indeed you must go, for it will be impossible for us to visit him if you do not.” (65)

“You are over-scrupulous, surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls; though I must throw in a good word for my little Lizzy.” (70)

“I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference.” (75)

“They have none of them much to recommend them,” replied he; “they are all silly and ignorant like other girls; but Lizzy has something more of quickness than her sisters.” (80)

“Mr. Bennet, how *can* you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves.”

“You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least.” (85)

“Ah, you do not know what I suffer.”

“But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood.” (90)

“It will be no use to us, if twenty such should come, since you will not visit them.”

“Depend upon it, my dear, that when there are twenty, I will visit them all.” Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was (95) (100)