

Applied Practice  
in

*Brave New World*  
*PSAT/NMSQT\*/SAT\**

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**RESOURCE GUIDE**

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# Reading Practices

## Directions

After reading each passage below, choose the best answer to each question based on what is stated or implied in the passage and in any accompanying graphics.

**Questions 1-10 are based on the following passage, adapted from *The Triumph of an Idea: The Story of Henry Ford*, by Ralph Henry Graves, 1934, and supplementary material.**

Half a century has passed since Henry Ford's attention was attracted to a contrivance called "a silent gas engine." A German named Otto was the inventor, and a description of the primitive affair in an English magazine caught the eye of the Michigan farm boy, who had now become a machinist in Detroit. He got a chance to repair an Otto engine at the Eagle Iron Works in 1885. The dissection of that single-cylinder machine, run by illuminating gas, marked the start of patient investigations which were to launch the era of motor transport. It marked, also, the beginning of the fifty years which we of today appraise as the period most productive of scientific achievement in the world's history.

Along with the gasoline engine, the automobile and good roads, our generation has seen the conquest of the air, the development of radio and motion pictures, the increase of safeguards for sea travel, the perfection of farming machinery, the upheaval of autocratic governments, and, perhaps most important of all, the spread of education through which the minds and hearts of men are diverted into new channels of thought and feeling. Progress in invention and industry has withstood wars and panics, has defied the periodic hysterias afflicting humanity in their wake.

In the foreground of this progress has evolved the Ford idea, at first an enthusiast's dream in a scoffing world, slowly proving its soundness by years of painstaking research, growing into a vast manufacturing structure, and finally typifying the motor age as a corner stone of our modern industrial system.

Looking backward to the year 1885, one finds it difficult to realize the changes that have come about in the half century. Kings then ruled by "divine right" over a large portion of the earth. Queen Victoria was in her forty-eighth

year on the British throne, Alexander III had been Russia's czar for half a decade, a Manchu emperor reigned in China, the Hapsburgs overlorded Austria, Wilhelm II had yet three years to fret before becoming the German Kaiser. In the United States the first term of President Grover Cleveland was just beginning. General U. S. Grant died in that summer. Franklin D. Roosevelt was three years old, Benito Mussolini a year younger. P. T. Barnum was running "the Greatest Show on Earth." The Nestor of the stage was Edwin Booth.

Hadfield's invention of manganese steel and Parsons's steam turbine were the wonders of the past twelve-month. Only sixteen years earlier the last spike of the first transcontinental railway had been driven into a Utah desert, and twenty-one years had gone since the development of the open-hearth process, the birth of the age of steel.

The incandescent electric light was but six years old. For household and street lighting, illuminating gas had been one of the wonders of modern ingenuity until Thomas A. Edison, in 1879, completed the long series of experiments which resulted in his vacuum bulb containing a filament that emitted, when electrified, a light brighter and more serviceable than any hitherto known. Edison's interminably careful methods were exemplified by this most famous of his inventions. He spent years trying out materials for a filament, discarding platinum because of its cost, and almost abandoning carbon because it blew itself to pieces if electrified in contact with air. Edison's incandescent lamp was the invention which most vitally affected the everyday life of the everyday man.

In the autumn of 1885 the first electric street railway in the United States was opened in Baltimore. Even this visible marvel in transportation was regarded by the public as an achievement of limited possibilities. The idea that a horseless vehicle with no tracks beneath it would ever travel over the open road was too much for the imagination of all save a few

dreamers. The “horseless carriage,” of which visionaries had talked for hundreds of years, was still as distant, so far as the average man could see, as it had been when Leonardo da Vinci

90

invented the wheelbarrow. But Henry Ford and the other creative scientists of the day were not average men. In Ford’s mind the engine that would be strong enough and light enough to propel a vehicle for passengers or freight was imminent. He was not

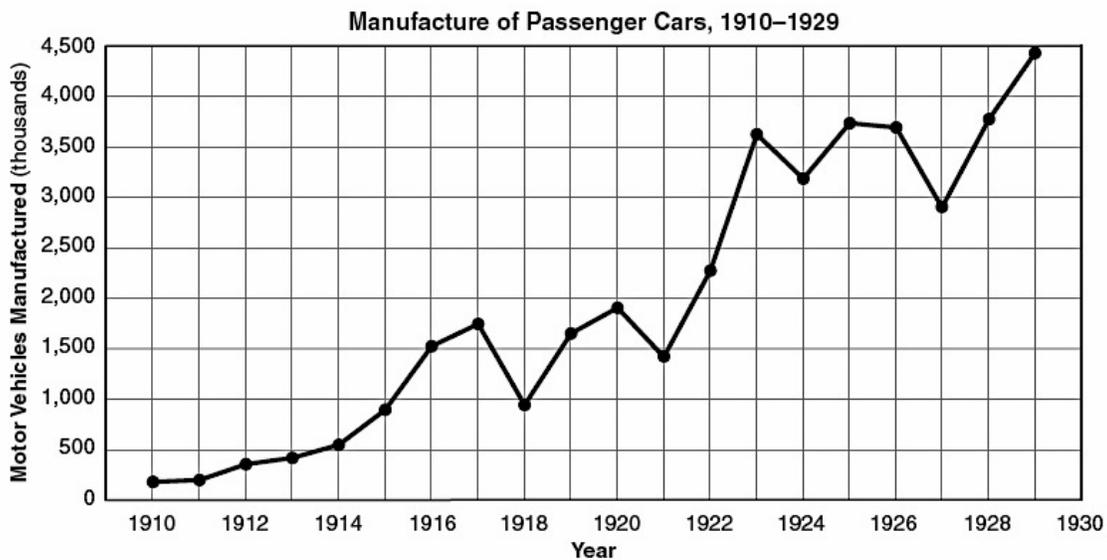
95

the only inventor who worked toward the goal; but he was a lone pioneer, for only in the vaguest

way did he know what the others were doing in the early stages of his experiments. Of course, as he learned in later years about the discoveries of chemists and mechanics here and abroad, he studied their findings, accepted the principles that proved valuable, and rejected ideas that failed to accord with his own conclusions. He gave credit where credit was due, never hesitating to acknowledge the achievement of a competitor. That he succeeded beyond his rivals was due to an open mind as well as to untiring persistence.

100

105



Source: *Historical Statistics of the United States, Colonial Times to 1970, Part 2*, U. S. Department of Commerce (adapted)

1. The main purpose of the passage is to
  - A) assess the importance of the automobile relative to other inventions.
  - B) advocate for encouraging and subsidizing innovation.
  - C) present the context in which the automobile was invented.
  - D) examine the impact of the automobile during a fifty-year period.
  
2. As used in line 5, “affair” most nearly means
  - A) thing.
  - B) event.
  - C) scandal.
  - D) proceeding.
  
3. The author focuses on the year 1885 primarily to
  - A) point out the many notable accomplishments achieved that year.
  - B) place some significant historical figures into context.
  - C) evoke nostalgia for a more formal era.
  - D) contrast that year with the present day.
  
4. Which choice provides the best evidence for the answer to the previous question?
  - A) Lines 1-3 (“Half . . . engine”)
  - B) Lines 36-38 (“Looking . . . century”)
  - C) Lines 38-41 (“Kings . . . throne”)
  - D) Lines 78-80 (“In . . . Baltimore”)
  
5. The primary purpose of lines 97-99 (“for . . . experiments”) is to
  - A) highlight a dilemma.
  - B) clarify a claim.
  - C) define a term.
  - D) describe a process.
  
6. The author would most likely equate “the public” (line 81) with which of the following?
  - A) “a few dreamers” (lines 85-86)
  - B) “visionaries” (line 87)
  - C) “the average man” (line 88)
  - D) “other creative scientists” (lines 91-92)
  
7. The author implies that Ford regarded other scientists primarily as
  - A) valued resources.
  - B) inconsequential distractions.
  - C) inspiring role models.
  - D) unnerving competition.
  
8. Which choice provides the best evidence for the answer to the previous question?
  - A) Lines 88-90 (“so far . . . wheelbarrow”)
  - B) Lines 97-99 (“for . . . experiments”)
  - C) Lines 101-103 (“he . . . valuable”)
  - D) Lines 107-109 (“That . . . persistence”)

9. According to the figure, which year saw the greatest increase over the previous year in the number of cars manufactured?

- A) 1917
- B) 1919
- C) 1923
- D) 1929

10. Which statement is supported by the figure?

- A) The high number of cars produced in 1929 was unlikely to be duplicated after that year.
- B) The trend in car manufacturing is toward steadily increased production.
- C) The number of cars manufactured most likely reflects increases and decreases in consumer wealth.
- D) Population patterns determine car manufacturing trends.

**ANSWER EXPLANATIONS**  
**READING PRACTICES**

**1. (C) present the context in which the automobile was invented.** Given the author’s focus in this passage, as well as the title of his book, it is clear that the automobile will be his primary subject. In this passage, though, he presents the historical context in which the automobile came into being, including references to the fifty years prior to his writing, to the public’s attitude toward the possibility of a horseless carriage, and to other scientists and inventions.

**2. (A) thing.** The word “affair” can refer to a thing or matter, usually accompanied by an adjective—in this case, “primitive affair.” The “thing” referred to is the “silent gas engine.”

**3. (D) contrast that year with the present day.** Writing in 1934, the author is looking back approximately fifty years. His emphasis is on how much has changed since the days when the current president was only three years old and the electric light was still a new invention. One of his main points is that in 1885, the idea of a “horseless carriage” seemed as distant as it had been for Leonardo da Vinci. This is a stark contrast to the author’s present day, when the automobile is a reality thanks to Henry Ford.

**4. (B) Lines 36-38 (“Looking . . . century”).** These lines specifically show the author’s perspective that 1885 is notable to him because it was so different from the present time, fifty years later.

**5. (B) clarify a claim.** The author’s claim is that Henry Ford was “a lone pioneer” despite the fact that others were working toward the same goal. He clarifies that claim by explaining that Ford was only vaguely aware of other scientists or inventors during the early days of his work. Thus, for all practical purposes, he was creating in isolation.

**6. (C) “the average man” (line 88).** The public could only see “limited possibilities” when the first electric street railway opened. Likewise, the average man could no more conceive of a “horseless carriage” than could a contemporary of Leonardo da Vinci. The other choices refer to people like Ford who could imagine much greater possibilities.

**7. (A) valued resources.** The author says that as Ford became aware of others who were working on a passenger vehicle, he studied their findings and either accepted and made use of them or rejected them. He viewed colleagues as resources to whom he gave due credit, not as unwelcome competition. He did not view them as role models; he independently evaluated their findings, accepting some and rejecting those “that failed to accord with his own conclusions.”

**8. (C) Lines 101-103 (“he . . . valuable”).** Ford used the findings of his fellow scientists and inventors if he found them valuable to his own work.

**9. (C) 1923.** The increase from approximately 2,300 vehicles in 1922 to approximately 3,600 in 1923 is the largest increase shown in the figure.

**10. (B) The trend in car manufacturing is toward steadily increased production.**

Like the stock market over the decades, passenger car manufacture has steadily increased despite occasional dips of various magnitudes. The low sales between 1910 and 1915 or so most likely reflect the novelty of car travel more than the wealth of consumers or a low population. 1929 is the year when the Great Depression began, but certainly car manufacturing did not remain below 1929 levels for long.

**Questions 23-33 are based on the following passage.**

*Brave New World* is an example of Utopian literature, a genre that dates back to the 5th century BCE. Some of the earliest writers of this type of literature included ancient Greeks such as Aristophanes, Plato, and Socrates. Utopian literature was regarded as a means of promoting ethical teachings within a pleasing framework. During the Middle Ages, literature with this aim became quite **23** popular; especially in the form of fables and allegories. The concepts of class systems and social hierarchies are major concerns of Utopian fiction. **24** Since political repression and, later, eugenics feature as important elements, social hierarchy is the most critical and defining focus of the genre. **25**

- 23.** A) NO CHANGE  
B) popular: especially  
C) popular especially,  
D) popular, especially

- 24.** A) NO CHANGE  
B) Although  
C) Because  
D) Despite

- 25.** At this point, the writer is considering adding the following sentence.

Naturally, the early writers of Utopian literature could not even imagine a world in which eugenics would play a part.

Should the writer make this addition here?

- A) Yes, because it makes an important distinction between earlier works and *Brave New World*.  
B) Yes, because it provides a smooth transition to the discussion of Sir Thomas More's work.  
C) No, because it interrupts the discussion of the general characteristics of Utopian literature.  
D) No, because it minimizes the importance of earlier writers like Aristotle, Plato, and Socrates.

**23. (D) popular, especially.** The phrase beginning with “especially” is a dependent, parenthetical phrase—a phrase providing information that is parenthetical to, not essential to, the main clause. Such phrases are set off from the main clause with a comma.

**24. (B) Although.** This subordinating conjunction signals a contrast. In this sentence, the contrast is between important elements in Utopian literature (political repression, eugenics) and the defining focus of the genre (social hierarchy). The other choices incorrectly imply causation or do not fit grammatically in the sentence (“Despite”).

**25. (C) No, because it interrupts the discussion of the general characteristics of Utopian literature.** Although the sentence is accurate, adding it to the paragraph would create an awkward digression, abruptly shifting the focus of the paragraph from Utopian literature to eugenics.