



## ENGLISH TEST

45 Minutes—75 Questions

**DIRECTIONS:** In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

## PASSAGE I

## The Triangular Snowflake

[1]

Snowflakes form from tiny water droplets, following a specific process of chemical bonding as they freeze, which results in a six-sided figure. The rare “triangular” snowflake, similarly, confounded scientists for years because it apparently defied the basic laws of chemistry.

[A] The seemingly triangular shape of those snowflakes suggests that forming through a different process of chemical bonding. [B] By re-creating snowflake formation,

a discovery has revealed to scientists Kenneth Libbrecht and Hannah Arnold the cause of this apparent variation.

[2]

Snowflakes begin to form when water in the atmosphere freezes it causes the water molecules to bond into a hexagonal shape. During the flake’s descent from Earth’s upper atmosphere, other water vapor molecules bumps into the hexagonal structure.

- A. NO CHANGE  
 B. form, from tiny, water droplets,  
 C. form from tiny, water, droplets  
 D. form, from tiny water droplets
- F. NO CHANGE  
 G. for example,  
 H. additionally,  
 J. however,
- A. NO CHANGE  
 B. the manner in which formation  
 C. which had formed  
 D. that they form
- F. NO CHANGE  
 G. the discovery of the cause of this apparent variation has been made by scientists Kenneth Libbrecht and Hannah Arnold.  
 H. scientists Kenneth Libbrecht and Hannah Arnold have discovered the cause of this apparent variation.  
 J. the cause of this apparent variation has been discovered by scientists Kenneth Libbrecht and Hannah Arnold.
- A. NO CHANGE  
 B. freezes, causing  
 C. freezes, it causes  
 D. freezes, this causes
- F. NO CHANGE  
 G. has bumped  
 H. bumped  
 J. bump



Bypassing the liquid water phase, those molecules  
<sup>7</sup>  
condense directly onto the established hexagonal pattern.

As a result, the flake grows outward into bigger and more complex hexagonal arrangements surrounding the original hexagonal shape at the center of the flake. [C]

[3]

In 2009, Libbrecht and Arnold's experiments revealed that triangular snowflakes begin with the same process of chemical bonding and forms a hexagonal  
<sup>8</sup>  
shape. The triangular shape is an illusion resulting from

one significant addition to the process dust.

[4]

Triangular snowflakes begin to form when a tiny dust particle or other such impurity collides with the flake as it falls, thereby pushing one edge upward. [D] The downward edge of the snowflake encounters more wind resistance than the rest of the flake. The greater the pressure from the wind, causes bonds to form  
<sup>10</sup>

quick at this edge than in the rest of the snowflake.  
<sup>11</sup>

[5]

The resulting snowflake has three long sides and three sides that are so short they are difficult to detect. Although these snowflakes appear to have a triangular shape—they actually have a hexagonal pattern. Such  
<sup>12</sup>  
snowflakes offer evidence that even when impurities

interfere, the basic laws of chemistry still apply.

[13]

7. If the writer were to delete the underlined portion (adjusting the capitalization as needed), the sentence would primarily lose:

- A. an explanation of the process water molecules undergo to change from liquid to vapor to solid.
- B. a detail that mentions a step some water molecules skip in changing from vapor to solid.
- C. a visual description of what water vapor molecules look like.
- D. an explanation of how molecules react to various air temperatures.

8. F. NO CHANGE  
G. were they to form  
H. if they formed  
J. form

9. A. NO CHANGE  
B. process is  
C. process:  
D. process;

10. F. NO CHANGE  
G. pressure from the wind, which  
H. the pressure, as the wind  
J. pressure from the wind

11. A. NO CHANGE  
B. more quickly  
C. most quickly  
D. quickest

12. F. NO CHANGE  
G. shape,  
H. shape;  
J. shape:

13. Which choice most effectively concludes the sentence and the essay?

- A. NO CHANGE
- B. scientists can be certain that a solution to even the most confusing event will be found.
- C. snowflakes will still fall if atmospheric conditions are favorable.
- D. snowflakes come in many different shapes and sizes.



Questions 14 and 15 ask about the preceding passage as a whole.

14. The writer is considering adding the following sentence to the essay:

This growth can take the form of either branching (which forms stable, symmetrical shapes) or faceting (which forms unstable, complex shapes).

If the writer were to add this sentence, it would most logically be placed at Point:

- F. A in Paragraph 1.
- G. B in Paragraph 1.
- H. C in Paragraph 2.
- J. D in Paragraph 4.

15. Suppose the writer's primary purpose had been to offer an example of a discovery that changed the way scientists viewed the basic laws of chemistry. Would this essay accomplish that purpose?

- A. Yes, because it describes how the observation of triangular snowflakes has led scientists to discover that their understanding of the basic laws of chemistry is flawed.
- B. Yes, because it describes how scientists have applied the knowledge they've gained through studying snowflakes to other areas of chemistry.
- C. No, because it focuses on how scientists are struggling to determine how triangular snowflakes are formed.
- D. No, because it explains that triangular snowflakes appeared to, but don't actually, violate the basic laws of chemistry.

## PASSAGE II

### Climbing Mt. Fuji

[1]

Bundled up in wool sweaters and thick coats, and we watched the sun setting on Mt. Fuji <sup>16</sup> in Japan. It was August and our clothes were stifling,

but we would have needed the warmth from our bodies <sup>17</sup> sealed around us as we hiked into the high altitudes.

Three friends and I stepped away from the crowd of other hikers and spoke our intention: "Sunset at the base, sunrise at the top." [A]

[2]

As we hiked, a patchwork of clouds swept across the darkening sky, hiding all traces of our surroundings outside our flashlights' beams. The trail gradually changed from compact dirt to a jumble of volcanic rocks. [B]

- 16. F. NO CHANGE
- G. coats while watching
- H. coats, we watched
- J. coats watching
- 17. A. NO CHANGE
- B. would need
- C. will need
- D. need



We tried to steady ourselves with our walking sticks but slipped and stumbled because of the jumbled rocks we were slipping on.

18  
[3]

Every thousand feet, we came to a small station constructed of tin and cement, barely able to block the wind. At each one, we noted the roof piled high on fallen rocks and felt both unsettled and reassured by this evidence of the station's protective ability. We rested uneasily for a moment as a clerk burned the station brand into our walking sticks which it was proof of our progress through the darkness.

19  
[4]

As we neared the summit, the whole group of hikers—thinly spread across the mountain for most of

the route—condensed, forming an illuminated line along

the trail. [C] Our pace slowed. Progressing along the trail, we reached the summit just five minutes before dawn. [D]

In the half-light of the rising sun: we began to make

out the dark lines of the cliffs' at the crater's edge.

18. F. NO CHANGE  
G. even though we used our walking sticks.  
H. despite any efforts to remain steady.  
J. with each step.

19. A. NO CHANGE  
B. piling high with  
C. piled high with  
D. piling high on

20. F. NO CHANGE  
G. sticks, it was proof of  
H. sticks, proof of  
J. sticks proved

21. A. NO CHANGE  
B. the most part  
C. majority  
D. more

22. F. NO CHANGE  
G. they formed  
H. there was  
J. we saw

23. Which choice emphasizes the slowness of the ascent and supports the idea that the narrator's group of friends did not set their own pace?  
A. NO CHANGE  
B. Able to advance only a few steps at a time,  
C. Moving forward with each step,  
D. Climbing higher in altitude,

24. F. NO CHANGE  
G. sun—  
H. sun,  
J. sun;

25. A. NO CHANGE  
B. cliff's at the craters'  
C. cliffs at the crater's  
D. cliffs at the craters



We crouched down on jutting pieces of rock and waited for the shifting clouds to clear. We waited for the sun. 26

[5]

Generally, a sudden gap in the clouds left us blinking

<sup>27</sup>

as the sunlight squelched out the severe landscape of gray volcanic rock. We leaned against each other, spent.

<sup>28</sup>

Perhaps there is truth in the old Japanese saying: A wise man climbs Mt. Fuji, but only a fool climbs it twice.

Questions 29 and 30 ask about the preceding passage as a whole.

29. The writer wants to add the following sentence to the essay:

We clipped small flashlights onto our coats, picked up our walking sticks, and started up the trail with the other hikers as the sun dipped below the trees.

The sentence would most logically be placed at Point:

- A. A in Paragraph 1.
- B. B in Paragraph 2.
- C. C in Paragraph 4.
- D. D in Paragraph 4.

26. If the writer were to delete the preceding sentence, the paragraph would primarily lose:

- F. a restatement of an idea that emphasizes the hikers' anticipation when they reached the summit.
- G. a statement that introduces the idea of waiting, which is the focus of the following paragraph.
- H. an unnecessary detail that contradicts information presented earlier in the paragraph.
- J. a clear image that conveys what the hikers saw when they reached the summit.

27. A. NO CHANGE

- B. Furthermore,
- C. Once again,
- D. Finally,

28. Which choice most dramatically emphasizes the ruggedness of the landscape?

- F. NO CHANGE
- G. shattered over
- H. smothered
- J. went over

30. Suppose the writer's primary purpose had been to describe the experience of doing something difficult. Would this essay accomplish that purpose?

- F. Yes, because it tells about a variety of challenges the hikers faced along their journey.
- G. Yes, because it focuses primarily on the hikers' need for walking sticks and other tools to make it up the trail.
- H. No, because it focuses on the rewarding nature of the experience but does not describe the hike as challenging.
- J. No, because it focuses mainly on the beauty of the surrounding landscape.

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**PASSAGE III**

**The Pottery of Mata Ortiz**

In the early 1950s, a twelve-year-old boy named, Juan Quezada, gathered firewood

<sup>31</sup>

in the mountains near the village of Mata Ortiz in Chihuahua, Mexico. Though he dreamed of becoming an artist, Quezada spent all of his free time selling firewood to help support his family.

31. A. NO CHANGE

- B. boy named Juan Quezada
- C. boy, named Juan Quezada
- D. boy named Juan Quezada,



In the mountains, Quezada found shards of pots, and an occasional complete pot, painted with intricate red and black designs. These were artifacts from his ancestors, the Paquimé (or Casas Grandes) Indians, who lived in the area from about AD 1000 to AD 1400. Fascinated by the geometric designs, Quezada wondered, if he could make pots like these?

33

**34** He dug the clay, soaked it, and tried to shape it into a pot. In time, he figured out how his ancestors had mixed the clay with volcanic ash to keep it from cracking and had used minerals found nearby to create paints. When it was time to paint his pots, Quezada designed his own complex geometric patterns.

As an adult, Quezada found a job with the railroad, but he always made time for his art. By 1976 he was selling pots to travelers and had taught several members of his family how to make pots. Three of Quezada's pots were discovered in a junk shop in New Mexico by anthropologist Spencer MacCallum, who at first thought they were prehistoric. **36**

His search for their creator led him to Mata

37

Ortiz and an eventual partnership with Quezada.

38

- 32.** Which of the following alternatives to the underlined portion would NOT be acceptable?
- F.** pots—along with an occasional complete pot—  
**G.** pots, along with an occasional complete pot,  
**H.** pots, (and an occasional complete pot)  
**J.** pots (and an occasional complete pot)
- 33.** **A.** NO CHANGE  
**B.** wondered if he could make pots like these.  
**C.** wondered, if he could make pots like these.  
**D.** wondered if he could make pots like these?
- 34.** Which of the following true statements would provide the best transition from the preceding paragraph to this paragraph?
- F.** The village of Mata Ortiz is only three streets wide but stretches for a mile between the Casas Grandes River and the railroad tracks.  
**G.** The patterns on Mata Ortiz pottery that Quezada admired are based on the techniques of the ancient Paquimé.  
**H.** Quezada began working with clay from the mountains.  
**J.** Quezada's painted designs became increasingly complex.
- 35.** **A.** NO CHANGE  
**B.** a dedication to teaching  
**C.** a teacher of  
**D.** has taught
- 36.** In the preceding sentence, the clause “who at first thought they were prehistoric” primarily serves to indicate:
- F.** how closely Quezada had created his pots within the Paquimé tradition.  
**G.** that Quezada's technique as a potter wasn't very well developed yet.  
**H.** how strikingly simple Quezada's pots were in shape and design.  
**J.** that the style of Quezada's pots was outmoded.
- 37.** **A.** NO CHANGE  
**B.** lead himself  
**C.** led himself  
**D.** lead him
- 38.** Which choice most strongly suggests that Quezada's partnership with MacCallum was not formed right away upon MacCallum's arrival in Mata Ortiz?
- F.** NO CHANGE  
**G.** a circumstantial  
**H.** a momentary  
**J.** a timely



MacCallum showed Quezada's pots to art dealers in the United States, the places in which art galleries were soon<sup>39</sup> offering Quezada thousands of dollars for them.

[1] Quezada helped his village with the money he earned selling pottery, but he wanted to do more so.<sup>40</sup> [2] So he taught people from Mata Ortiz to make pots. [3] Today

there are more than four hundred potters around,<sup>41</sup> all of

which<sup>42</sup> make their pots by hand, following the traditions of the Paquimé Indians. [4] The village is thriving, and many museums proudly display the pottery of Mata Ortiz.

[5] Each artist brought something unique to they're<sup>43</sup>

creations. 44

39. A. NO CHANGE  
B. and it would happen there that  
C. where  
D. DELETE the underlined portion.
40. F. NO CHANGE  
G. more than that.  
H. more of them.  
J. more.
41. A. NO CHANGE  
B. people creating art now,  
C. potters in Mata Ortiz,  
D. DELETE the underlined portion and place a comma after the word *hundred*.
42. F. NO CHANGE  
G. whom  
H. them  
J. who
43. A. NO CHANGE  
B. his or herself  
C. hers or his  
D. his or her
44. For the sake of the logic and coherence of this paragraph, Sentence 5 should be placed:  
F. where it is now.  
G. before Sentence 1.  
H. after Sentence 1.  
J. after Sentence 2.

Question 45 asks about the preceding passage as a whole.

45. Suppose the writer's primary purpose had been to write an essay summarizing the history of pottery making in Mexico. Would this essay accomplish that purpose?
- A. Yes, because it discusses ancient pottery shards and complete pots from the Paquimé Indians and compares that pottery to modern designs.  
B. Yes, because it demonstrates the quality of the ancient pottery of the Mata Ortiz area.  
C. No, because it focuses instead on how one artist based his creations on ancient pottery techniques and shared those techniques with other artists.  
D. No, because it focuses instead on describing the Casas Grandes culture in ancient Mexico.



## PASSAGE IV

**Beaux Arts Architecture in the Spotlight**

On West 45th Street in New York City, wedged between buildings more than twice it's height, stands the Lyceum Theatre. Tourists and New Yorkers

alike regularly filling this theater to its 900-seat capacity. Most are there to attend a performance;

a few, for example, are likely to be architecture buffs

they come to admire the stunning building itself. Built in 1903, the theater exemplifies the Beaux Arts architectural style, which fuses elements of classical Greek and Roman design with Renaissance and Baroque details.

The Beaux Arts revival of classical Greek and Roman architecture is apparent on first view of the theater. The Lyceum's facade—the exterior front, or “face,” of the building—features half a dozen Corinthian columns. Above the columns extends a horizontal stone band called a frieze; carved into it are the classical theatrical

masks that represent comedy and tragedy. 51

46. F. NO CHANGE  
G. they're  
H. their  
J. its

47. A. NO CHANGE  
B. alike, regularly filling  
C. alike, regularly fill  
D. alike regularly fill

48. F. NO CHANGE  
G. consequently,  
H. however,  
J. in fact,

49. A. NO CHANGE  
B. there to  
C. whom  
D. they

50. F. NO CHANGE  
G. frieze; into which are carved  
H. frieze. Into which are carved  
J. frieze, carved into it are

51. The writer is considering adding the following sentence:

Masks figured prominently in classical Greek theater performances, in part due to the fact that one actor would usually play several characters.

Should the writer make this addition here?

- A. Yes, because it connects the paragraph's point about theatrical masks to the larger subject of classical Greek theater.  
B. Yes, because it explains the masks' significance to classical Greek theater and architecture.  
C. No, because it only addresses classical Greek theater and doesn't include information about Roman theater.  
D. No, because it deviates from the paragraph's focus on the Lyceum Theatre's architecture.



Demonstrating the Beaux Arts infusion of Renaissance and Baroque details, tall, arched French windows, symmetrically placed between the columns, lighten the imposing gray limestone structure. [A] Above the windows and frieze, an exterior balcony spans the width of the gray building. [B] The balcony is fenced

52

with a balustrade, a stone railing supported by a row of waist-high, vase-shaped pillars. [C] The ornate interior of the building is consistent with its elaborate exterior. [D] Not just one but two marble-finished grand staircases lead from the foyer to the midlevel seating area, called the mezzanine. Inside the theater itself, elegant chandeliers illuminate rose-colored walls

54

that have gold accents. In keeping with sumptuous Beaux Arts style, curved rows of plush purple chairs

55

embrace the stage. [56] [57]

52. F. NO CHANGE  
G. gray limestone  
H. limestone  
J. DELETE the underlined portion.
53. A. NO CHANGE  
B. balustrade. Which is  
C. balustrade. It being  
D. balustrade, this is
54. F. NO CHANGE  
G. elegantly chandelier illuminates  
H. elegantly chandelier illuminate  
J. elegant chandeliers illuminates
55. Which choice maintains the essay's positive tone and most strongly mimics the elaborate style of decor being described at this point in the essay?  
A. NO CHANGE  
B. embellished with myriad gold accents.  
C. marred with gaudy accents of gold.  
D. accented with gold.
56. If the writer were to delete the preceding sentence, the essay would primarily lose details that:  
F. illustrate one of the Lyceum Theatre's features that deviates from Beaux Arts architecture.  
G. contribute to the description of the Lyceum Theatre's elaborate interior.  
H. support the essay's claim that Beaux Arts architecture was most popular in the twentieth century.  
J. clarify an unfamiliar architectural term used in the essay.
57. The writer wants to divide this paragraph into two in order to separate details about the building's outdoor features from details about its indoor features. The best place to begin the new paragraph would be at Point:  
A. A.  
B. B.  
C. C.  
D. D.



Patrons credit the handsome Beaux Arts aesthetic

58

with adding enhancement to their theatergoing experience.

59

Though smaller and more cramped than many newer theaters—audience members often note that legroom is limited—the Lyceum’s distinctive atmosphere continues to delight theater fans as well as architecture enthusiasts.

58. F. NO CHANGE  
 G. In the same manner, patrons  
 H. On one hand, patrons  
 J. For instance, patrons

59. A. NO CHANGE  
 B. adding enhancement to the experience of  
 C. adding to the experience of  
 D. enhancing

Question 60 asks about the preceding passage as a whole.

60. Suppose the writer’s primary purpose had been to explain how a building illustrates a particular architectural style. Would this essay accomplish that purpose?  
 F. Yes, because it describes the architectural styles of several New York theater buildings.  
 G. Yes, because it enumerates a number of the Lyceum Theatre’s Beaux Arts features.  
 H. No, because it focuses more specifically on the set design for the Lyceum Theatre’s productions.  
 J. No, because it focuses on more than one architectural style.

#### PASSAGE V

##### Mother Jones: True to the Spirit of Her Cause

The autobiography by Mary Harris Jones is riddled with factual inaccurate. Jones even fudges her date of

61

birth, she falsely lists May 1, International Workers’

62

Day, and ages herself by nearly a decade. These

untruths—whether deliberate exaggerations or

slips of the memory—ultimately matters very

63

little, for the autobiography isn’t about the life of

64

Mary Harris Jones. Jones became famous for her work.

65

61. A. NO CHANGE  
 B. factually inaccuracies.  
 C. factual inaccuracies.  
 D. factually inaccurate.

62. F. NO CHANGE  
 G. birth: she falsely lists  
 H. birth; falsely listing  
 J. birth, falsely listing:

63. A. NO CHANGE  
 B. has mattered  
 C. had mattered  
 D. matter

64. F. NO CHANGE  
 G. little. For  
 H. little; for  
 J. little,

65. Given that all the choices are true, which one provides the best transition into the rest of the essay?  
 A. NO CHANGE  
 B. Born in Cork, Ireland, in 1837, Jones immigrated to the United States in the mid-1800s.  
 C. Rather, it’s the story of her public persona, the radical labor activist “Mother Jones.”  
 D. Instead, this essay will show you why Jones’s role in history is so important.



When Mary Harris Jones got involved in labor politics in the 1860s, it was rare for a woman to attend, let alone address, union meetings. Jones, however, became one of the movement’s most powerful and controversial advocate’s.

She traveled the United States, from the coal mines of Appalachia to the railroad yards of the West, rallying workers to join unions and fight for better working conditions. Specifically, Jones helped organize efforts to ensure that employers complied with laws governing workday hours and child labor.

The moniker “Mother Jones” was conferred on Jones by members of the American Railway Union. She herself, adopted the name and, subsequently, a corresponding public persona. Her audiences came to expect “Mother Jones.” 68 By 1900, the white-haired, calico-frocked

figure was no longer known as Mary Harris Jones, the media, union leaders and workers, and even U.S. presidents referred to her as Mother Jones.

Embracing the very role used to confine women to the domestic sphere, Jones subversively redefined the boundaries of home and family.

66. F. NO CHANGE  
 G. movement’s most powerful and controversial advocates’.  
 H. movement’s most powerful and controversial advocates.  
 J. movements most powerful and controversial advocates.

67. A. NO CHANGE  
 B. She, herself,  
 C. She, herself  
 D. She herself

68. At this point, the writer is considering adding the following true statement:

To meet their expectations, Jones crafted her speech, dress, and mannerisms based on cultural notions of motherhood.

Should the writer make this addition here?

- F. Yes, because it highlights the contrast between Jones’s personal style and her audiences’.  
 G. Yes, because it adds details about what types of changes Jones made to create her public persona.  
 H. No, because it detracts from the focus of the paragraph by introducing unrelated details.  
 J. No, because it doesn’t indicate the effect Jones’s public persona had on audiences.
69. A. NO CHANGE  
 B. Jones, in fact,  
 C. Jones in fact  
 D. Jones;



“My address is like my shoes,” she said. “It travels with  
me wherever I go.” She was the matriarch who staunchly  
 protected workers.

protected workers. 71

And protect them she did: When workers  
 went on strike, Jones secured food donations and  
 temporary living arrangements. Where companies  
 prevented the formation of unions, she fought for  
 workers’ right to organize. Instead of these tireless

efforts on there behalf, workers trusted Mother Jones  
 and, by extension, the labor unions she represented.

70. If the writer were to delete the underlined portion, the paragraph would primarily lose a quotation that:
- F. questions the distinction between Mary Harris Jones and her public persona, Mother Jones.
  - G. reinforces the essay’s characterization of Mother Jones as a happy-go-lucky vagabond.
  - H. reiterates the point that Jones enjoyed the travel opportunities her work provided.
  - J. provides support for the claim that Jones redefined the boundaries of home.
71. In the preceding sentence, the writer is considering replacing “workers” with “her family of workers.” Should the writer make this revision?
- A. Yes, because it completes the metaphor comparing Jones to the head of a family.
  - B. Yes, because it makes clear that Jones cared most about workers who were family relatives.
  - C. No, because it unnecessarily repeats information established earlier in the essay.
  - D. No, because it introduces an unrelated comparison between workers and family.
72. F. NO CHANGE  
 G. protections, to name a few, included:  
 H. she defined protection as:  
 J. she did this by:
73. A. NO CHANGE  
 B. Because of  
 C. Without  
 D. Despite
74. F. NO CHANGE  
 G. they’re behalves,  
 H. their behalf,  
 J. their behalve’s,

Question 75 asks about the preceding passage as a whole.

75. Suppose the writer’s goal had been to summarize women’s contributions to early-twentieth-century labor law reform. Would this essay accomplish that goal?
- A. Yes, because it shows that Mother Jones was a well-known and respected labor agitator.
  - B. Yes, because it introduces a prominent figure in labor history.
  - C. No, because it focuses more specifically on labor law reform in the nineteenth century.
  - D. No, because it focuses more specifically on one figure in the labor movement.

**END OF TEST 1**

**STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.**