

The New York City Department of Education

**2023 Specialized High Schools Admissions Test****GENERAL DIRECTIONS****Student Name:** \_\_\_\_\_**Identifying Information**

Turn to Side 1 of the answer sheet.

**Notify the proctor immediately if you are ill or should not be taking this test. Do not sign the statement or begin the test. Return your answer sheet to the proctor.****Line 1:** Read the statement and sign your name in the space following the word “signature.” Do not print your name.**Line 2:** Print today’s date, using the numbers of the month, the day, and the year. For example, the date September 21, 2023, would be 9-21-23.**Line 3:** Print your birth date, using the numbers of the month, the day, and the year. For example, a birth date of March 1, 2006, would be 3-1-06.**Grid 4:** Print the letters of your first name, or as many as will fit, in the boxes. If you have a middle initial, print it in the box labeled “MI.” Then print the letters of your last name, or as much as will fit, in the boxes provided. Below each box, fill in the circle that contains the same letter as the box. If there is a space or a hyphen in your name, fill in the circle under the appropriate blank or hyphen.**Make dark marks that completely fill the circles.** If you change a mark, be sure to erase the first mark completely.**Grid 5:**

1. Print the name of the school where you are now enrolled in the space at the top of the grid.
2. In the boxes marked “SCHOOL CODE,” print the six-digit code that identifies your school. Below each box, fill in the circle that contains the same letter or number as the box. (You can find your school code on your Test Ticket. If it is not there, tell the proctor, and the proctor will get the school code for you.)
3. If you attend a private or parochial school, fill in the circle marked “P.”

**Grid 6:** Complete the grid with your date of birth. Print the first three letters of the month in the first box, the number of the day in the next box, and the year in the last box. Then fill in the corresponding circles.**Grid 7:** Print your student ID number in Grid 7. You can find your student ID number on your Test Ticket. In the boxes, print your nine-digit student ID number. Below each box, fill in the circle containing the same number as in the box.**Grid 8:** In most cases, Grid 8 is already filled in for you. If it is not, copy the letter and numbers shown in the upper-right corner of your test booklet into the boxes. Below each box, fill in the circle containing the same letter or number as the box.

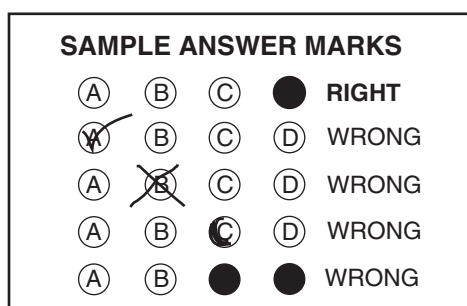
Now review Side 1 to make sure you have completed all lines and grids correctly. Review each column to see that the filled-in circles correspond to the letters or numbers in the boxes above them.

## GENERAL DIRECTIONS, continued

Print your test booklet letter and numbers, and your name, first name **first**, in the spaces provided at the top of Side 2 of the answer sheet.

### Marking Your Answers

- Mark each of your answers on the answer sheet in the row of circles matching the question number printed in the test booklet.
- Use only a Number 2 pencil.
- If you change an answer, be sure to erase it completely.
- Be careful to avoid making any stray pencil marks on your answer sheet. **Do not make any marks on your answer sheet other than filling in your answer choices.**
- Each question has only one correct answer. If you mark more than one circle in any answer row, that question will be scored as incorrect.



- You can use your test booklet or the provided scrap paper to take notes or solve questions; however, your answers must be recorded on the answer sheet in order to be counted.
- **You will not be able to mark your answers on the answer sheet after time is up, and answers left in the test booklet will not be scored.**

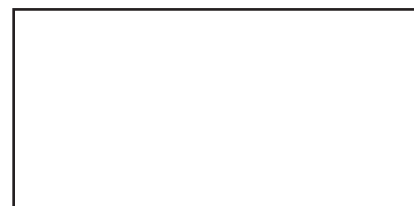
### Planning Your Time

- You have 180 minutes to complete the entire test. **How you divide the time between the English Language Arts and Mathematics sections is up to you.**
- If you begin with the English Language Arts section, you may go on to the Mathematics section as soon as you are ready. Likewise, if you begin with the Mathematics section, you may go on to the English Language Arts section as soon as you are ready.
- Be sure to read the directions for each section carefully.
- Each question has only one correct answer. Choose the best answer for each question.
- When you finish a question, go on to the next, until you have completed the last question or run out of time.
- Your score is determined by the number of questions you answer correctly. **Answer every question, even if you may not be certain which answer is correct.**
- Don't spend too much time on a difficult question. Come back to it later if you have time.
- If you complete the test before the test time (180 minutes) is over, you may go back to review questions in either section.
- Students must stay for the entire test session (180 minutes).

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO**



# A



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# PART 1 — ENGLISH LANGUAGE ARTS

57 QUESTIONS

## REVISING/EDITING

### QUESTIONS 1-9 (PART A AND PART B)

#### REVISING/EDITING PART A

**DIRECTIONS:** Read and answer the following questions. You will be asked to recognize and correct errors so that the sentences or short paragraphs follow the conventions of standard written English. You may write in your test booklet as needed to take notes. You should reread relevant parts of the sentences or paragraphs, while being mindful of time, before marking the **best** answer for each question.

1. Which edit should be made in the sentence?

On May 8, 2018, Boston University student Zach Prescott ran a mile in 4 minutes 43.2 seconds while juggling three lacrosse balls, breaking the 32-year-old world record in jogging a sport that combines jogging and juggling.

- A. Delete the comma after **2018**.
  - B. Insert a comma after **student**.
  - C. Delete the comma after **lacrosse balls**.
  - D. Insert a comma after **jogging**.
2. How should the paragraph be revised?

(1) Danielle spent several hours preparing for an upcoming audition for a play at the community theater. (2) First she did vocal exercises to practice her diction and projection so that her words would carry clearly throughout the large auditorium. (3) Then she studies the text of the monologue to better understand the emotions, and motivations of the character she plans to portray. (4) Finally she recited her monologue in front of a mirror many times, making slight adjustments and improvements to her performance each time.

- E. Sentence 1: Change **spent** to **had spent**, AND insert a comma after **play**.
- F. Sentence 2: Change **did** to **does**, AND insert a comma after **projection**.
- G. Sentence 3: Change **studies** to **studied**, AND delete the comma after **emotions**.
- H. Sentence 4: Change **recited** to **recites**, AND delete the comma after **times**.

3. How should this sentence be revised?

To promote their club, a bake sale will be sponsored by members of the debate team on Wednesday.

- A. To promote their club, on Wednesday a bake sale will be sponsored by members of the debate team.
- B. On Wednesday, to promote their club, a bake sale will be sponsored by members of the debate team.
- C. To promote their club, members of the debate team will sponsor a bake sale on Wednesday.
- D. Members of the debate team, on Wednesday to promote their club, will sponsor a bake sale.

4. Which revision corrects the error in sentence structure in the paragraph?

In September 2016 the National Museum of African American History and Culture opened as part of the Smithsonian Institution, the museum is already the Smithsonian's third most popular site. Experts say that they expect this newest Smithsonian facility to welcome nearly 4 million visitors a year. The museum features more than 30,000 objects, including Muhammad Ali's boxing gloves and a dress sewn by Rosa Parks. A commemorative copy of the Emancipation Proclamation, written in 1863 during the presidency of Abraham Lincoln, is also on display at the museum.

- E. Institution, and the
- F. year, and the
- G. objects, which include
- H. Proclamation, which was written

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## REVISING/EDITING PART B

**DIRECTIONS:** Read the text below and answer the questions following it. You will be asked to improve the writing quality of the text and to correct errors so that the text follows the conventions of standard written English. You should reread relevant parts of the text, while being mindful of time, before marking the **best** answer for each question.

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### The Benefits of Indoor Plants

- (1) In an age of endless media content, it is easy to see why people might prefer to stay inside. (2) According to a study sponsored by the Environmental Protection Agency, Americans spend an average of 87 percent of their time indoors. (3) Scientists say that this separation between people and nature puts people at risk for physical and psychological issues.
- (4) During the process of photosynthesis, plants convert carbon dioxide into oxygen and remove many harmful toxins from the air. (5) Spending prolonged periods of time indoors, away from plants, deprives people of these benefits. (6) Air that is not regularly detoxified can lead to a condition known as sick building syndrome. (7) This disorder first came to light in the 1970s when many office workers in the United States began to complain of unexplained flu-like symptoms. (8) Researchers determined the cause to be volatile organic compounds, or VOCs. (9) VOCs are harmful chemicals that are emitted by everyday objects such as carpet, furniture, cleaning products, and computers. (10) The NASA Clean Air Study found a simple way to remove a significant number of VOCs within a 24-hour period: add plants to indoor spaces.
- (11) Adding plants to indoor spaces has psychological benefits too. (12) Research has long linked time spent in natural environments with increased energy and feelings of contentment. (13) While being outdoors is an excellent option for improving a person's mental health, recent research has indicated that encountering natural elements while indoors can also help. (14) To experience the maximum benefit of natural elements, experts suggest placing at least one live plant per 100 square feet of home or office space.
- (15) Connecting with nature, even just by being near an indoor plant, is a significant factor in a person's well-being. (16) Sitting in front of an electronic screen all day isn't natural, and today's workers need to get up and get outdoors. (17) Richard Ryan, a psychology professor at the University of Rochester, puts it this way: "Nature is something within which we flourish, so having it be more a part of our lives is critical, especially when we live and work in built environments."

5. Which sentence should follow sentence 3 to **best** introduce the topic of the passage?
- A. Placing plants in homes and offices can provide a healthy bridge between nature and the indoors.
  - B. It is important for people to realize that they need to spend more time near plants, whether indoors or out in nature.
  - C. For their personal health and well-being, people need to spend more time outdoors or bring the outdoors in.
  - D. Individuals with little connection to nature can experience illness, depression, and higher levels of stress.
6. Which transition word or phrase should be added to the beginning of sentence 5?
- E. As a result,
  - F. Primarily,
  - G. In contrast,
  - H. Unfortunately,
7. Which sentence could **best** follow sentence 13 to support the ideas in the third paragraph (sentences 11–14)?
- A. A global study of 7,600 workers from sixteen countries revealed that employees who worked in spaces with natural elements, such as indoor plants, were more creative and productive than employees who worked in spaces without natural elements.
  - B. Specifically, a study suggests that one well-known hotel is popular among guests because its owners have made a significant investment in landscaping and indoor plants known to have a relaxing effect.
  - C. In fact, one recent study suggested that people who are routinely exposed to natural elements seem to increase their compassion for others, perhaps because that exposure generates compassion for the environment in which they live.
  - D. According to a study that was conducted in 2003, plants can reduce the amount of noise that people perceive in indoor spaces with hard surfaces, just as adding carpet can make a room seem quieter.

8. Which sentence presents ideas irrelevant to the topic of the passage and should be deleted?
- E. sentence 11
  - F. sentence 14
  - G. sentence 15
  - H. sentence 16
9. Which concluding sentence should follow sentence 17 to **best** support the information presented in the passage?
- A. Because indoor plants absorb the carbon dioxide in our air and release the oxygen we need to breathe, they are vital to our wholeness and wellness.
  - B. Experts say that adding a Boston fern, a spider plant, or an aloe vera plant is a good place to start if you want to begin to incorporate nature into your home or office.
  - C. More people should consider bringing natural elements inside to improve general wellness and reverse some of the negative effects of an indoor-centered society.
  - D. As one study has confirmed, houseplants are a wise investment because they can remove almost 90 percent of the toxins in the air within the span of 24 hours.

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# READING COMPREHENSION

## QUESTIONS 10–57

**DIRECTIONS:** Read each of the following six texts and answer the related questions. You may write in your test booklet as needed to take notes. You should reread relevant parts of each text, while being mindful of time, before marking the **best** answer for each question. Base your answers only on the content within the text.

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## A Memory Revolution

1 A high school senior logs on to a computer at the library to double-check the application due date listed on a college admissions website. Nearby, a librarian helps a group of biology students use a database to search for recent studies about mammals. In the past few decades, the Internet has become an integral component of daily life for many people. The seemingly limitless power of search engines made the Internet search extremely common, and today people increasingly rely on the Internet's vast accumulation of sources to access all types of information. Scientists are beginning to examine how this reliance is modifying the strategies people use to store and prioritize information in their mind.

### **A Dependable and Valuable Asset**

2 Psychologist Benjamin Storm from the University of California, Santa Cruz, and researchers Sean Stone and Aaron Benjamin devised an experiment to study students' tendency to depend on the Internet for facts. To begin, the scientists divided sixty participants into multiple groups, including an "Internet" group and a "memory" group, and placed them in front of computers. The Internet group was required to use the search engine Google to answer eight challenging trivia questions. In contrast, participants in the memory group were permitted to use only their personal knowledge to answer the questions. In the second round, the researchers administered notably easier questions. This time, they allowed each group the option of using Google as they answered. Their results showed that 83 percent of the Internet group continued to consult Google in the second round, while only 63 percent of the memory group chose to do so.

3 People's growing inclination to rely on the Internet in order to retrieve information, particularly facts and figures, is called cognitive offloading. Canadian researcher Evan F. Risko and British researcher Sam Gilbert, who have written extensively about the topic, say a similar process has been taking place for centuries. In the past, people used resources like encyclopedias to assist their memories; however, today the Internet, serving as a vast extended memory, allows people to digitally access and retrieve much larger volumes of information. Consequently, people's minds are free for other cognitive feats, such as connecting data, learning new information, or solving problems.

### **Filing Information Away**

4 The use of the Internet also appears to be modifying the strategies people use to store information in their mind. Researchers Betsy Sparrow from Columbia University, Jenny Liu from the University of Wisconsin-Madison, and Daniel Wegner from Harvard University conducted several studies to discover how people efficiently manage their information intake.

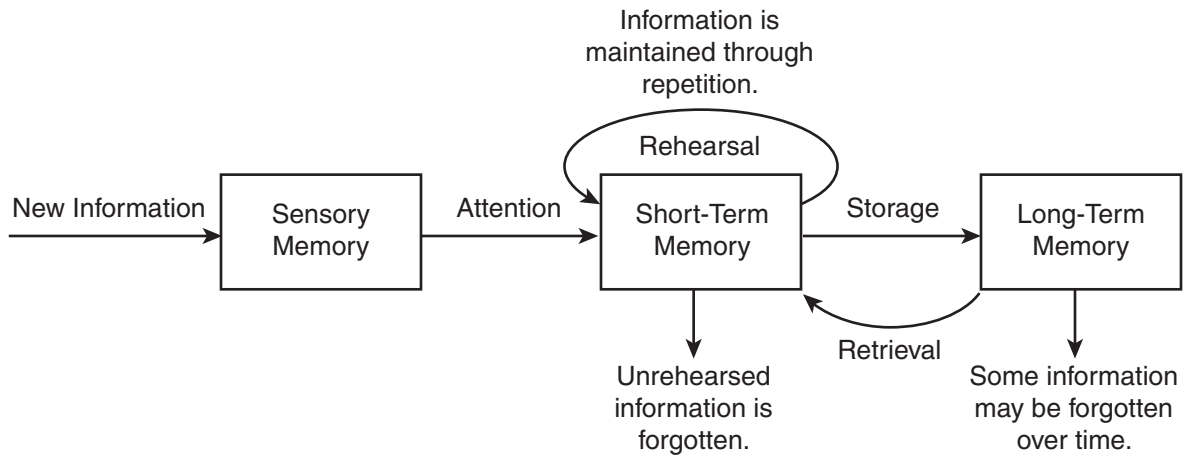
5 To begin, the researchers examined how people evaluate which information deserves their effort to remember. For this experiment, participants read forty trivia facts, such as "An ostrich's eye is bigger than its brain," and typed the statements into a computer file. Half the participants had been previously told the file would be saved, while half believed it would be erased. Next, the participants wrote down every fact they could recall. Those who believed the information would be erased and no longer available could recall 40 percent more facts than those who thought the information would be saved.

6 In another experiment, the same researchers tested the ability of study participants to remember where to access information. For this trial, participants read and typed trivia statements, which they saved in folders with generic names such as "Facts" and "Items." After spending ten

minutes writing down all the facts they could recall from memory, participants were asked which folder contained a particular fact based on a keyword. For example, “Which folder has the fact about ostriches?” Overall, participants recalled the information’s location more often than the content itself, correctly identifying 49 percent of the folders for specific facts while remembering only 23 percent of the actual trivia. The researchers concluded that our memory is adapting to the Internet age by prioritizing where to locate information even when the specific details are forgotten. According to Sparrow, the Internet has become an important form of transactive memory, an external source of the recollections and associative networks that constitute memory.

- 7 As the Internet’s resources continue to expand our “external” memory, some question whether the process may cause people to depend too heavily on technology. However, Steven Pinker, a professor of psychology at Harvard University, says, “Knowledge is increasing exponentially; human brainpower and waking hours are not. Fortunately, the Internet and information technologies are helping us manage, search and retrieve our collective intellectual output at different scales, from Twitter and previews to e-books and online encyclopedias. Far from making us stupid, these technologies are the only things that will keep us smart.”

HOW MEMORY WORKS



10. The details in paragraph 3 about cognitive offloading convey a central idea of the passage by
- E. suggesting that reliance on the Internet for information is inevitable.
  - F. demonstrating how the methods used to store and find information have changed over time.
  - G. explaining how encyclopedias and the Internet are similar sources of information.
  - H. implying that more information can be understood now than ever before.

11. How do the details about the experiment described in paragraph 5 convey a central idea of the passage?
- A. They suggest that the act of repeating information by typing it on a keyboard may improve a person’s memory.
  - B. They explain that a person will forget information faster if the information is considered unimportant.
  - C. They indicate that a person may start to forget details when the amount of information becomes overwhelming.
  - D. They suggest that memory is affected by whether a person expects to have access to the information in the future.
12. Read this sentence from paragraph 7.

**As the Internet’s resources continue to expand our “external” memory, some question whether the process may cause people to depend too heavily on technology.**

How does the sentence contribute to the structure and development of ideas in the passage?

- E. It presents a claim about the risks of relying on the Internet that prompted the research described in paragraphs 2 and 6.
- F. It contrasts a disadvantage of relying on the Internet with the benefits of Internet use that are described in paragraphs 2 and 6.
- G. It signals a shift from a neutral viewpoint in paragraphs 2 and 6 to a presentation of an argument and a counterargument.
- H. It introduces a counterargument and marks a transition from an optimistic tone in paragraphs 2 and 6 to a cautious tone as the counterargument is developed.

13. The study described in paragraph 6 influenced researchers' ideas about memory in the digital age by
- A. highlighting instances when organizing detailed information made it easier to remember.
  - B. confirming that keywords can be remembered more easily than large amounts of information.
  - C. identifying a shift in focus from remembering specific information to knowing where to find it.
  - D. emphasizing that remembering a basic idea is more important than storing detailed information.
14. Which evidence from the passage is **most** relevant to the claim in paragraph 7 that " 'far from making us stupid, these technologies are the only things that will keep us smart' " ?
- E. the revelation that most people opted to use the Internet to answer relatively easy trivia questions rather than relying on their own brainpower (paragraph 2)
  - F. the assertion that the storage of information on the Internet frees people to focus on higher-order tasks such as problem solving (paragraph 3)
  - G. the connection between how people organize information in their mind and their ability to recall that information (paragraph 5)
  - H. the description of transactive memory as an expansive external source that people can use to store information (paragraph 6)

- 15.** Which sentence from the passage suggests that using Internet search engines may lead people to rely less on their own ability to recall information?
- A.** "In the past few decades, the Internet has become an integral component of daily life for many people." (paragraph 1)
  - B.** "The Internet group was required to use the search engine Google to answer eight challenging trivia questions." (paragraph 2)
  - C.** "Their results showed that 83 percent of the Internet group continued to consult Google in the second round, while only 63 percent of the memory group chose to do so." (paragraph 2)
  - D.** "For this experiment, participants read forty trivia facts, such as 'An ostrich's eye is bigger than its brain,' and typed the statements into a computer file." (paragraph 5)
- 16.** The effect of the Internet on a person's memory is illustrated in the passage through the presentation of studies that
- E.** examine how the use of search engines changes the way people evaluate and store information for future access.
  - F.** highlight the difference between the capacity of the Internet and the ability of the human brain to locate information.
  - G.** compare the type of information that can be obtained from the Internet with the type of information that is stored in the human brain.
  - H.** emphasize the ease of obtaining information through search engines rather than remembering it without assistance.
- 17.** How does the diagram provide additional support for the topic presented in the passage?
- A.** It reveals why human brains must adapt to obtaining information from the Internet as opposed to other sources.
  - B.** It indicates how people can use the Internet to help improve their long-term recollection of information.
  - C.** It shows how study participants' brains distinguished between important and unimportant details.
  - D.** It depicts the idea that repetition and rehearsal are necessary to recall information when tools such as search engines are unavailable.

CONTINUE TO THE NEXT PAGE ►

# Letter from Brooklyn

by Jacob Scheier

I can already see how this will end.  
How I will grow tired of the bridge's  
steep incline, and the absent-minded tourists  
wandering into the bicycle path.  
5 The weather will turn cold.  
But that all happens later.  
For now it is the early edge of fall,  
leaves green still while the air narrows,  
is slightly crisp, almost grazing  
10 the hair of my arm like a passing stranger,  
as though the air has been forced into intimacy  
by the brevity<sup>1</sup> of daylight.  
But when it starts darkening at 4,  
this closeness, I know, will be a felt distance,  
15 like someone drawing your attention  
to their lack of intimacy.  
These days I am still walking at a cathedral<sup>2</sup> pace  
beneath the branches bending across avenues,  
brownstones like rows of lived-in chapels,<sup>3</sup>  
20 like a pop-up picture book I could have had as a child,  
but didn't. How Brooklyn makes me nostalgic<sup>4</sup>  
for the moment I am walking inside of.  
These late afternoons filled  
with a loneliness that makes me feel  
25 distinctly myself, and an awareness  
of how rare that is.

"Letter from Brooklyn" from LETTER FROM BROOKLYN: POEMS by Jacob Scheier, published by ECW Press.  
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<sup>1</sup>**brevity:** briefness

<sup>2</sup>**cathedral:** meditative

<sup>3</sup>**chapels:** private places of prayer or worship

<sup>4</sup>**nostalgic:** yearning for the past

18. How does the structure of the poem affect the poem’s meaning?
- E. The lack of a rhyming pattern suggests that the beauty of each passing day is unique.
  - F. The lengths of the sentences represent the complexity of the thoughts being represented.
  - G. The use of complete sentences implies the speaker’s appreciation for the clear beginning and ending of each season.
  - H. The single long stanza reflects the continuous flow of the speaker’s thoughts.
19. Which lines support the idea that a change in the weather will lessen the speaker’s appreciation for the city?
- A. “as though the air has been forced into intimacy / by the brevity of daylight.” (lines 11–12)
  - B. “But when it starts darkening at 4, / this closeness, I know, will be a felt distance,” (lines 13–14)
  - C. “like someone drawing your attention / to their lack of intimacy.” (lines 15–16)
  - D. “These days I am still walking . . . / beneath the branches bending across avenues,” (lines 17–18)
20. Read lines 5–6 from the poem.

**The weather will turn cold.  
But that all happens later.**

How do the lines develop a central theme of the poem?

- E. They highlight a contrast between the different seasons.
- F. They show the sequence of the changes that are expected to occur.
- G. They warn about a problem that requires thoughtful preparation.
- H. They emphasize the importance of valuing the present.



21. Read lines 7–9 from the poem.

**For now it is the early edge of fall,  
leaves green still while the air narrows,  
is slightly crisp,**

The word choice in the lines helps convey the speaker’s belief that

- A. the beauty of the current season should still be appreciated.
- B. the changes in the weather signify the end of the most pleasant season.
- C. the transition from one season to another happens swiftly and without warning.
- D. the change in the weather is so subtle that people rarely observe or feel it.

22. The details in lines 9–12 convey a central idea of the poem by

- E. showing that the cool weather makes the speaker reflect more deeply on life.
- F. suggesting that the speaker feels uncomfortable with what the coming weather signifies.
- G. implying that the sensations the speaker experiences during the fall season are fleeting.
- H. suggesting that the thought of fall approaching increases the loneliness the speaker feels.

23. Which idea does the comparison of the brownstone houses to “a pop-up picture book I could have had as a child, / but didn’t” in lines 20–21 convey?

- A. It reveals that some people are still influenced by powerful images from childhood.
- B. It indicates that the neighborhood the speaker is walking through is charming and appealing.
- C. It suggests that the speaker has wanted to live in the neighborhood since childhood.
- D. It suggests that people often experience lingering regret from their past.

24. Read these lines from the poem.

**I can already see how this will end.** (line 1)

**How Brooklyn makes me nostalgic  
for the moment I am walking inside of.** (lines 21–22)

The lines develop a central idea of the poem by

- E. suggesting the speaker’s desire to find a way to break free from the repetitive pattern of daily life.
- F. revealing the speaker’s feelings of disappointment over the predictable change in season.
- G. emphasizing the speaker’s awareness of the future significance of the present moment in the setting.
- H. showing the speaker’s anticipation of specific emotions caused by an intimate knowledge of the setting.

25. The speaker’s thoughts throughout the poem develop a theme by showing that

- A. although people may hold expectations for the future, some people long for present experiences while they are still happening.
- B. though people come from different places, most people feel drawn to the special charm a city holds.
- C. although people can make decisions about their life, there will always be some things beyond their control.
- D. though general expectations exist, people have no way of knowing what a given day will actually bring.

26. The poet develops the speaker’s point of view by

- E. providing details about the speaker’s longing to be in a different place.
- F. showing the speaker’s sense of unease about the passing seasons.
- G. including details about the speaker’s hope that life will remain unchanged.
- H. showing the speaker’s desire to treasure and appreciate the changes taking place.

*This narrative is about the Nez Perce, an American Indian tribe, in what is now northern Idaho. The tribe is preparing for a gathering before the coming winter.*

## Excerpt from *Do Them No Harm!*

by Zoa L. Swayne

- 1 In the moon of Ta-Yum, the hottest days of summer, when salmon spawn in the little streams and huckleberries ripen in the high mountains, people from many villages of the Chopunnish Nation gathered in the Oyaip Prairie for the work and festivities of their annual camas<sup>1</sup> harvest.
- 2 From far and near The People came. . . .
- 3 Should a stranger enter their homeland and ask, "Where are you from?" the reply was always, "We are Nee-mee-poo, The People who live here in this place."
- 4 It was a time of Lawtiwa-mah-ton—a time of being friends together—when The People came for this last chance to enjoy being together before the Cold Moons kept them close to their fires. The visiting and trading, the foot racing and horse racing, and the gambling and stick games would be remembered and talked about long after they had forgotten the drudgery of digging and roasting camas, picking berries, or drying meat and fish. Lawtiwa-mah-ton! It was good to be friends together.
- 5 As was their custom since wahk-kee-ma, a time far back beyond the memory of man, they set up their camps in the same locations their parents and grandparents had occupied before them. Red Bear's people, from Kamiah, made their camp near the trail that came out of the mountains. Their neighbors in Kamiah Valley, The People from Tee-e-lap-a-lo, had their camp close by. Across the wide meadow, by the great roasting pits, the camps of the Te-wap-poo and Ask-kah-poo were located. The tepees and ish-nash, brush shelters, of other groups nestled in their accustomed areas in and among the pines in such numbers that they encircled the entire meadow land.
- 6 Red Bear's people had traveled all summer with neighboring bands, gathering and preparing roots, picking and drying berries, drying and smoking meat and fish for their winter food supply. Now they were at the Oyaip camp. The women worked hard to dig and cure as many bags of roots as they could during the warm, sunny days, for the sharp night air brought warnings that WARM was going and COLD was coming.
- 7 Everyone helped in some way. Most of the men fished or hunted for meat. While many of the women dug and roasted camas, other women and older children picked and dried berries.
- 8 And the younger children played. They played at hunting. They played with the babies. They played with their horses and puppies. They learned how to live through their play.
- 9 This sun, happiness, peace, and quiet blessed the Red Bear camp. All were busy with their daily tasks, until sudden cries came from the children playing by the trail.

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<sup>1</sup>**camas:** a wild, edible plant

- 10 "People coming! People coming! People coming on the trail from the high mountains!" they called as they ran to their elders, who looked sharply at the figures of approaching horsemen.
- 11 Were they friends or enemies? Did they bring good news or bad?
- 12 "Who can it be? What brings them here?" were the questions in every mind.
- 13 "Could they be the four hunters who had gone to Buffalo Country two summers past? Would they have news of the families who had gone long ago to Buffalo Country and never returned?"
- 14 It was customary for a hunting party to be gone for more than one season.
- 15 "Looks like hunters," the older men agreed. "Looks like they had good hunting. Maybe our four hunters. [They have] been gone many moons."
- 16 "Looks like five people—not four," others observed.
- 17 Excitement grew as the riders came close enough to be recognized.
- 18 "A-a-a-a, they are our four hunters! But who is the fifth person?" they asked.
- 19 "Looks like a woman. Who is she?"
- 20 The hunters rode up to the welcoming crowd, proud to show off the loads of meat, hides, and other trophies of their hunt. They paraded around the encampment for all to see how strong their Hunting Power had been—what great hunters they, themselves, were.
- 21 Red Bear's people rejoiced at their hunters' success. Good hunters brought good to everybody. The meat meant plenty of food and the hides meant soft-tanned robes to give comfort through the Cold Moons. But it was the sight of the frail figure of the woman that aroused their curiosity. Who was she? Where had she come from? . . .
- 22 "Belongs to Red Bear people. Gone then come back," the hunters said, as they dismounted and unloaded their packs. . . .
- 23 Now they could see! She was the daughter of the family gone so long ago! The girl-child who had left came back now—a grown woman.
- 24 "Wat-ku-ese!" the women cried. "Gone-from-Home-then-Come-Back. Wat-ku-ese!" And Wat-ku-ese was her name from that time on.
- 25 Gentle arms lifted Wat-ku-ese from her horse. The women brought her food and made a place for her to rest. For many suns they cared for her until she became stronger.
- 26 One evening Wat-ku-ese told her story for all to hear.

From DO THEM NO HARM!: Lewis and Clark Among the Nez Perce by Zoa L. Swayne. Published by Caxton Press. Copyright © 1990 by Zoa L. Swayne Orofino, Idaho and Legacy House, Inc. Orofino, Idaho. All rights reserved.

27. Paragraph 1 contributes to the setting of the excerpt by establishing that
- A. the story’s location is a plentiful place that allows The People to enjoy a comfortable gathering.
  - B. the events in the story occurred in the past and are being remembered by The People.
  - C. the camp in the story is changing and that the changes are causing problems for The People.
  - D. the story’s plot begins as The People are observing their land and what it offers them.
28. In paragraphs 4 and 6, the beginning of the change in seasons affects the characters **mainly** by
- E. causing them to collect their bounty and feel eager to celebrate before it becomes cold.
  - F. making them want to rest and relax before the challenging work of the harvest begins.
  - G. forcing them to give up leisure time to prepare their camp for the coming winter.
  - H. allowing them to trade the goods they have prepared during the warm months.
29. How do paragraphs 7 and 9 convey a central idea of the excerpt?
- A. by explaining that The People often explore different areas, which shows the value of trying new things
  - B. by revealing that The People must complete many tasks, which shows the necessity of being organized
  - C. by suggesting that The People are influenced by the weather, which shows their close relationship with nature
  - D. by demonstrating that The People work together, which shows the importance of contributing to the community
30. In paragraph 8, the author repeats the word “played” **most likely** to
- E. emphasize how much the adults enjoy observing the children.
  - F. show how everyone finds a way to enjoy being at the gathering.
  - G. indicate the variety of activities available at the gathering.
  - H. characterize the manner in which the children master the work of adults.

- 31.** How do paragraphs 11–13 affect the plot of the excerpt?
- A.** They establish a feeling of mystery by presenting different points of view about the arriving people.
  - B.** They contribute to the rising action by developing the idea that the arriving people could present a problem.
  - C.** They lead to a turning point by describing the moment that the crowd realizes why the strangers have come.
  - D.** They explain the cause of the main conflict by providing background information about the strangers.
- 32.** In paragraph 20, the phrases “trophies of their hunt” and “paraded around” affect the paragraph by
- E.** suggesting that the hunters are rewarded for their leadership.
  - F.** emphasizing that The People are dependent on the hunters for food.
  - G.** revealing that the hunters are pleased with their success.
  - H.** indicating that The People have gathered specifically to welcome the hunters.
- 33.** Which quotation from the excerpt **best** supports the idea that The People feel a connection to members of their group in spite of distance?
- A.** “As was their custom since wahk-kee-ma, a time far back beyond the memory of man, they set up their camps in the same locations their parents and grandparents had occupied before them.” (paragraph 5)
  - B.** “ ‘Would they have news of the families who had gone long ago to Buffalo Country and never returned?’ ” (paragraph 13)
  - C.** “ ‘Looks like hunters,’ the older men agreed. ‘Looks like they had good hunting.’ ” (paragraph 15)
  - D.** “But it was the sight of the frail figure of the woman that aroused their curiosity.” (paragraph 21)

34. Read these sentences from paragraph 22.

**“Belongs to Red Bear people. Gone then come back.”**

How does this statement affect the villagers in the excerpt?

- E. It increases their concern about why the woman is in their camp.
- F. It makes them hopeful that more lost members will return before the winter.
- G. It causes shock, leading them to grieve for the loss of the woman and her family.
- H. It inspires amazement, making them want to reconnect with their returned family member.

35. The details in paragraph 5 about the locations of the camps and the details in paragraphs 23–24 about the reaction to the woman convey a theme of the excerpt by

- A. revealing the difficulties posed by moving often each year.
- B. showing the connectedness among The People through the years.
- C. indicating the value to The People of retelling stories about the past.
- D. demonstrating the importance of choosing appropriate names.

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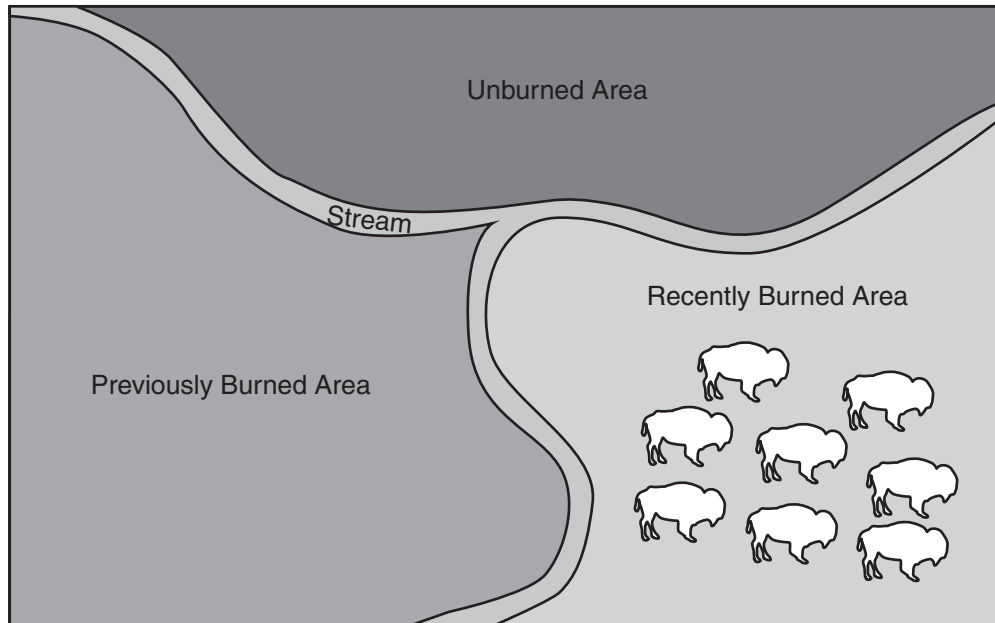


## Using Fire to Keep a Prairie Healthy

- 1 Inside the 40,000-acre Joseph H. Williams Tallgrass Prairie Preserve in northern Oklahoma, herds of bison roam on the scenic land that is home to hundreds of different species of plants and animals. While one of the greatest threats to the prairie is wildfire, the use of controlled fires is actually an effective way to protect this idyllic landscape.
- 2 Fires that are started by lightning or other natural circumstances are inevitable, and the results can be disastrous. However, hundreds of years ago the American Indian people who inhabited the Great Plains area between Minnesota and Texas realized that these fires could also be helpful. The bison in the area seemed to prefer grazing on tender new grass on the recently burned land rather than on grass in the unburned areas. The American Indian people began to deliberately burn areas of land for bison to graze on, which enticed the herds away from the people's crops.
- 3 Today conservationists at the Tallgrass Prairie Preserve and farmers in the Great Plains continue to use controlled burns for land management. Intentionally burning a portion of land can dramatically improve the quality of the vegetation that regrows there. The fires burn away weedy undergrowth and help limit the overcrowding of shrubs and trees in the burn area, creating less competition for water and nutrients. Additionally, the process of burning excess plant matter adds nitrogen, an essential element for plant growth, to the soil.
- 4 One common target of controlled burns at the preserve and the surrounding area is the invasive red cedar tree. A single red cedar tree can consume up to 40 gallons of water per day, taking this vital resource away from other plant life. These tall trees also cast shade that prevents sunlight from reaching the plants beneath them. The fast-growing red cedar trees tend to crowd out prairie grasses, the primary food source for wild and domestic animals that make the prairie their home. An imbalance in one component of the prairie's ecosystem affects the entire web of life. Controlled burns help maintain this ecosystem's delicate balance.
- 5 Of course, these controlled fires are intended to burn only a portion of an area. A total burn, which is a risk with an uncontrolled wildfire, would destroy all wildlife as well as the crops farmers plant for income. The key to using controlled fires is knowing which areas of land to burn and when. Conservation experts at the preserve employ the "patch-burn" approach, meaning they rotate which portion of land is burned each year. They study the land to find out which areas would most benefit from being burned, and then they arrange about a dozen burns over one-third of the land. This patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate. The following year, conservationists will burn a different section of the preserve, while the land burned the previous year regrows healthier than before.
- 6 Researchers have tracked and studied the variety of plant species and animals that live on the preserve, and their studies show that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out. The patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers about conducting controlled burns on their own land. Burning land to make it healthy may seem counterintuitive, but strategic controlled fires have helped the prairie sustain life for hundreds of years and, with careful management, will continue to do so.

### OVERVIEW OF THE PATCH-BURN METHOD

By using a patch-burn method, conservationists and farmers can reduce the risk of unintentional fires and control where grazing animals, such as bison, roam.



The unburned area is overrun with weeds and has the greatest risk of catching fire.

The previously burned area is cleared of weeds, and young trees and crops grow freely and thrive.

The recently burned area has been cleared of all plants. Bison prefer to eat the fresh grass that will begin to grow in the recently burned area, and they will generally remain in that area until newer, fresher grass is available elsewhere.

- 36.** According to the passage, how did fires started by natural causes prompt American Indians to begin practicing controlled burns?
- E.** by drawing animals in to the area to feed on the new growth sprouting from the burned land
  - F.** by destroying tall trees and reducing the shade that had hindered the growth of planted crops
  - G.** by burning off excess vegetation and increasing the availability of nutrients for the remaining plants
  - H.** by causing changes to the bison's migration habits as bison herds fled from the wildfires on the prairie

37. Targeting red cedar trees in controlled burns affects the animals that live on the prairie mostly by
- A. ensuring that the animals' main food source has the conditions needed for it to thrive.
  - B. endangering the animals that live near the trees scheduled for removal.
  - C. making sure that the water supply for the animals is sufficient.
  - D. reducing the animals' natural source of shade and protection from the elements.

38. Read this sentence from paragraph 6.

**The patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers about conducting controlled burns on their own land.**

The author includes this sentence to show that

- E. the conservationists are better qualified to lead preservation efforts than farmers are.
  - F. the conservationists are eager to involve others in the preservation of the prairie.
  - G. the conservationists' efforts will restore the original beauty and biodiversity of the region.
  - H. the conservationists' training program should serve as a model for other conservation organizations.
39. Which details from the passage **best** convey the central idea that using the patch-burn method is an effective way to protect and manage prairie land?
- A. the explanation that conservationists use the alternating burn pattern of the patch-burn method in order to allow the animals in the area to avoid the fire
  - B. the information that conservationists evaluate which land would most benefit from a controlled burn before applying the patch-burn method
  - C. the information that conservationists have determined that the patch-burn method has promoted the growth of species that were at risk of being crowded out
  - D. the explanation that conservationists are able to control the fire in the patch-burn method by arranging separate burns across the designated portion of land

40. Which sentence supports the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land?

- E. "While one of the greatest threats to the prairie is wildfire, the use of controlled fires is actually an effective way to protect this idyllic landscape." (paragraph 1)
- F. "The American Indian people began to deliberately burn areas of land for bison to graze on, which enticed the herds away from the people's crops." (paragraph 2)
- G. "This patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate." (paragraph 5)
- H. "The following year, conservationists will burn a different section of the preserve, while the land burned the previous year regrows healthier than before." (paragraph 5)

41. Read this sentence from paragraph 6.

**Burning land to make it healthy may seem counterintuitive, but strategic controlled fires have helped the prairie sustain life for hundreds of years and, with careful management, will continue to do so.**

The words "counterintuitive" and "strategic" in the sentence convey the idea that

- A. the safest methods are sometimes the least effective at solving complex challenges.
- B. thorough investigation of uncommon methodologies can lead to beneficial results.
- C. detailed planning can ensure that a potentially destructive action has a positive impact.
- D. plans that entail a certain amount of risk almost always result in success.

- 42.** With which statement would the author **most likely** agree?
- E.** It is important to explain the purposes and the risks of controlled burns to the people living near a proposed burn area.
  - F.** It is necessary to thoroughly examine a particular region in order to plan and execute a successful controlled burn.
  - G.** Monitoring animals' reactions after a controlled burn on the prairie is a minor part of scientists' research.
  - H.** Conservationists should consider the helpful aspects of invasive species before executing a controlled burn.
- 43.** How do the diagram and its text provide additional support for the topic presented in the passage?
- A.** by depicting how the landscape in a given area changes as the patch-burn method is applied
  - B.** by indicating that patch-burn fires are best suited for use in areas with certain features
  - C.** by revealing that the patch-burn method is used primarily on uninhabited areas of land
  - D.** by comparing the size of the area burned by the patch-burn method with that of unburned areas

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*Ellen, the narrator, is preparing to leave her parents and the family farm for college the next day.*

## Excerpt from *Winter Wheat*

by Mildred Walker

- 1 I love Dad’s way of talking that makes him seem different from other ranchers. He’s lived here twenty-three years, but he still says “back East where I come from.” He’s the one who gets excited when I do about spring coming or a serial<sup>1</sup> running in the magazine we’re both reading, but it’s what Mom says that I depend on. When Mom used to say “Don’t worry” about my pet chicken or dog or new calf, it always got well. Dad is always talking of going some place, not now, but next year, maybe. Mom seems to think of nothing farther away than today or perhaps yesterday or tomorrow morning.
- 2 Mom folded the ironing board and put it inside their bedroom that was just off the kitchen. She carried in the freshly ironed clothes. Dad went back to his paper. When Mom came back she took beans from the cupboard to soak for tomorrow. Dad always said Mom could make all the dishes he’d had back in Vermont as well as though she were a New Englander herself, instead of a Russian. All of a sudden, I realized that tomorrow when those beans would be ready to eat I’d be going away. It gave me a funny feeling.
- 3 “I’ll be taking the train tomorrow night,” I said aloud, more to hear it myself.
- 4 “We can drive you into town in the afternoon,” Dad said, dropping his paper on the floor.
- 5 “There’s no need to go to town; she can catch the train at Gotham just as well. We haven’t nothing to take us into town for,” Mom said.
- 6 “Well, we don’t have to decide tonight,” Dad said, but I knew he wanted to go into Clark City. It wouldn’t be so flat as just seeing me go off on the train from Gotham. My going away was hard on both of them; they were so different—and I was part of them both. It made me uncomfortable to think of leaving them.
- 7 While I was getting ready for bed in my room that’s off the front room, I saw how it would be if I left from town. We’d go in right after dinner and go around to the stores, Dad going one way and Mom and I another. Dad would probably have his hair cut at the barbershop and stop in the bank and meet someone he knew to talk to. Then we’d meet at the big store on the corner and go to the cafeteria for supper. The train stops ten minutes or so at the station in town and there are other people and excitement and you have time to wave from the platform and then again from your window by your seat. We went to the station in Clark City to see the Goodals off when they went back to Iowa.
- 8 If I left from Gotham, we’d just drive down in the truck and wait till the train came. It only stops long enough for you to get on and you hardly have time to taste the flavor of going away.

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<sup>1</sup>**serial:** story published in short segments at regular intervals

- 9 I sat on the bed in my pyjamas with my arms around my knees. I couldn't keep from thinking of that time Dad went back East. I tried to, and then I just sat still and looked straight at it. Sometimes that's better than working so hard to keep from looking at what's in your mind.
- 10 Dad went all the way back to Vermont. . . . It was in November and it was already dark when the train came through Gotham. Even now, I could feel how cold and dark it was. I held Mom's hand. Dad was so dressed-up he seemed strange. . . . We stood there without saying anything until Dad told Mom to remember to call Mr. Bardich, our neighbor, if the cow didn't calve tomorrow.
- 11 "I'll manage," Mom snapped back.
- 12 "I wish you could go, Anna," Dad said to Mom, "and we could take Ellen." . . .
- 13 "Good-by, Anna Petrovna," he said, looking at Mom. I had never heard him call her by two names before.
- 14 "Good-by," Mom said, standing still, without smiling.
- 15 Then he was gone and the crossroads were darker than ever. The train light shone on the high window in the top of the grain elevator for a moment and then that too was dark. We got into our old Ford and Mom drove back to the house. My throat ached all the way. The name Dad had called Mom kept saying itself in my ears: "Anna Petrovna, Anna Petrovna." . . .
- 16 Our house seemed lonely when we came back to it. It seemed to be hiding under the coulee.<sup>2</sup> I went with Mom to put the truck in the barn that was bigger than the house. I think Mom was prouder of our barn than the house, anyway. We walked back to look at the cow that was going to calve. She was just a big light blob in the dark, waiting. I had thought she was exciting this morning, but now she seemed sad, too.
- 17 The wind blew when we walked across the open space to the house and I couldn't help shivering with the cold. Inside the house it was warm, but empty.
- 18 "Bring your nightgown in here and I heat you some milk," Mom said.
- 19 I drank the milk sitting on a stool in front of the stove. It tasted good, but the lonely ache in my throat was still there. I picked up my clothes and hung them neatly behind the stove and put my cup on the sink board. Mom was fixing oatmeal for tomorrow morning.
- 20 "Good night, Mom," I said almost timidly, standing beside her. She seemed wrapped around in a kind of strangeness. Then she turned around and drew me to her. The front of her dress was warm from the stove. I felt the comfortable heat through my gown. She laid her hand against my face and it felt rough and hard but firm. I dared ask her something I wanted to know.
- 21 "Mom, was that really your name—what Dad called you?"
- 22 Her voice sounded surprised. "Why, Yeléna, you know that; Anna Petrovna. You know I am born in Russia, in Seletskoe."

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<sup>2</sup>**coulee:** small gulch or ravine



23 “Yes, but I didn’t know your other name,” I said.

24 “Anna Petrovna Webb.” She pronounced it slowly. “Once I think what a funny name Ben Webb is!” She laughed. Her laugh was warm and low like our kitchen, and comfortable. The house seemed natural and right again. . . .

25 But now that I am grown, I feel the wall of strangeness between them, more than when I was a child. I wondered how they would get along without me.

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44. Read these sentences from paragraph 2.

**Dad always said Mom could make all the dishes he’d had back in Vermont as well as though she were a New Englander herself, instead of a Russian. All of a sudden, I realized that tomorrow when those beans would be ready to eat I’d be going away. It gave me a funny feeling.**

The sentences help develop a theme of the excerpt by

- E. suggesting that life presents people with many challenges.
- F. implying that the stress of major life events can cause confusion.
- G. demonstrating that moving on from the familiar is a common human experience.
- H. emphasizing the idea that people can easily learn the routines of being part of a new culture.

45. Read this sentence from paragraph 3.

**“I’ll be taking the train tomorrow night,” I said aloud, more to hear it myself.**

This remark contributes to the conflict in the excerpt by

- A. revealing Dad’s reasons for wanting to drive to the city.
- B. causing tension between Mom and Dad.
- C. leading Ellen to distance herself from both Mom and Dad.
- D. showing Mom’s reluctance to plan that far in advance.

46. Read this sentence from paragraph 9.

**I tried to, and then I just sat still and looked straight at it.**

How does the phrase “looked straight at it” contribute to the meaning of the excerpt?

- E. It shows that Ellen is willing to deal with a problem directly instead of ignoring it.
  - F. It suggests that Ellen studies all parts of an issue and not just its surface.
  - G. It illustrates that Ellen examines both sides of an argument.
  - H. It implies that Ellen is eager to seek wisdom from past experiences.
47. The words “cold” and “dark” affect the tone in paragraph 10 by
- A. highlighting the feeling of unpredictability among the family members.
  - B. showing the feelings of anger and resentment Ellen directs toward her parents.
  - C. exaggerating the feeling of regret Dad experiences when leaving his family.
  - D. emphasizing the feelings of separation and loss that Ellen feels.
48. Which sentence from the excerpt provides evidence that Ellen has a lot in common with her father?
- E. “He’s the one who gets excited when I do about spring coming or a serial running in the magazine we’re both reading. . . .” (paragraph 1)
  - F. “ ‘We can drive you into town in the afternoon,’ Dad said, dropping his paper on the floor.” (paragraph 4)
  - G. “ ‘Well, we don’t have to decide tonight,’ Dad said, but I knew he wanted to go into Clark City.” (paragraph 6)
  - H. “I wondered how they would get along without me.” (paragraph 25)

49. Read these sentences from the excerpt.

**Mom seems to think of nothing farther away than today or perhaps yesterday or tomorrow morning.** (paragraph 1)

**Mom was fixing oatmeal for tomorrow morning.** (paragraph 19)

The sentences help develop a central idea of the excerpt by

- A. suggesting that practical people focus on current needs rather than worrying about the future.
  - B. showing that parents tend to consider the needs of their children before thinking of themselves.
  - C. revealing that it is sometimes important to plan ahead.
  - D. illustrating that dreaming about the future is a waste of time.
50. The flashback in paragraphs 10–24 affects the plot by
- E. showing that the departure of one member of the family makes extra work for those left on the farm.
  - F. showing that the bond within the family persists even when its members are apart.
  - G. explaining why Ellen fears that leaving her parents will be too difficult.
  - H. illustrating the close connection Ellen has with both of her parents.
51. Which sentence from the excerpt provides evidence that Mom wants Ellen to understand the family’s heritage?
- A. “Mom folded the ironing board and put it inside their bedroom that was just off the kitchen.” (paragraph 2)
  - B. “ ‘There’s no need to go to town; she can catch the train at Gotham just as well.’ ” (paragraph 5)
  - C. “We’d go in right after dinner and go around to the stores, Dad going one way and Mom and I another.” (paragraph 7)
  - D. “ ‘Why, Yeléna, you know that; Anna Petrovna.’ ” (paragraph 22)

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## Wolves of the Sea

- 1 The cool and misty landscape of the Great Bear Rainforest can be found along the coast of British Columbia, Canada, and its nearby islands, from Vancouver Island to the Alaskan border. Within this protected area, wolves roam the forests, islands, and beaches. When biologist Chris Darimont began to study these wolves, he wanted to confer with local First Nations groups, as aboriginal Canadians are known, in order to learn what they knew about these wolves. He spoke with Chester Starr, an elder of the Heiltsuk Nation that has occupied the Great Bear Rainforest for thousands of years. What Starr had to say about the wolves changed Darimont’s perception of the animals.
- 2 Starr asked Darimont which wolves he and his team were going to study—the timber wolves (mainland wolves) or the coastal wolves on the islands. The question took Darimont by surprise. Biologists had always believed that the wolves that are sometimes spotted swimming between islands and eating salmon are the same wolves that live on the mainland. Darimont was intrigued by Starr’s classification of the wolves as two different groups. At first, he was hesitant to accept the idea. The distances between the mainland and the islands are small, less than a mile. Why would the wolves on the islands be any different from the wolves on the mainland? To find out, Darimont and his research team studied the wolves on the islands and in the densely forested territory of the Great Bear Rainforest for ten years.
- 3 Throughout the study, Darimont recorded several significant, observable differences between the “sea wolves,” as they are nicknamed, and the mainland wolves. Compared with the mainland wolves, the sea wolves are smaller in size and are strong swimmers. In 1996 sea wolves were spotted on an island nearly eight miles from any other land formation. While mainland wolves almost exclusively eat meat, such as deer and elk, and teach their young to hunt for land animals, sea wolves get as much as 90 percent of their nutrition from the sea and teach their young to dig for clams and to catch fish. Sea wolves regularly swim between islands and have been known to sneak up on a seal sunning itself on a rock and make a leaping attack from the water. Some salmon-eating mainland wolves come and go from the islands with the fish-spawning season, but the sea wolves are full-time island residents. Darimont suspects that some sea wolves live their entire life on the islands.
- 4 The sea wolves displayed not only physical and behavioral differences but also genetic variations from the mainland wolves. After collecting and analyzing the DNA in 800 samples of gray fur and wolf waste, researchers could produce hard biological evidence that sea wolves had genetic markers that made them distinct from the mainland wolves. A genetic marker is a variation in a DNA sequence that can be used to identify individuals or a species because it is passed down to offspring. Darimont hypothesizes that a change in habitat led to the eventual genetic differences between sea wolves and mainland wolves. Many years ago, loss of habitat and food sources forced some mainland wolves out to the islands. They learned to eat everything from kelp and fish eggs to the remains of sea creatures that washed up on the beach. Wolves living on the islands and mainland wolves became more isolated and rarely mated with each other. Over time the two types of wolves became more distinct.
- 5 It turned out that Chester Starr was right all along. “It sounded totally bizarre at first,” admits Darimont, “that there could be two versions of the species.” But he now realizes that this skepticism “definitely reflected my ignorance of indigenous knowledge at the time.” Learning to

trust the wisdom of the Heiltsuk people opened Darimont up to knowledge accumulated over millennia and positioned him so that he could gather new scientific evidence about one of British Columbia’s most elusive species, the sea wolf.

- 52.** The details in paragraph 1 contribute to a central idea of the passage by showing that Darimont
- E.** believed the Great Bear Rainforest was an ideal location to study wolves in their natural habitat because it is a protected area.
  - F.** values different perspectives, because the information that Starr provided influenced the focus of Darimont’s research.
  - G.** thought the Great Bear Rainforest would provide opportunities to study different groups of wolves because the area includes forests and islands.
  - H.** understands the importance of respecting local community members, because Darimont sought permission from an elder of the Heiltsuk Nation before starting his research.
- 53.** Why does the author include details about the conversation between Starr and Darimont in paragraph 2?
- A.** to explain why Starr had closely observed the relationship between the two groups of wolves Darimont wanted to study
  - B.** to show that Darimont was hoping to work with Starr and to study both groups of wolves in the area
  - C.** to highlight that Darimont was unfamiliar with the area and expected Starr to help him find wolves to study
  - D.** to emphasize that the question asked by Starr caused Darimont to review his initial assumption about the wolves

54. Read this sentence from paragraph 4.

**After collecting and analyzing the DNA in 800 samples of gray fur and wolf waste, researchers could produce hard biological evidence that sea wolves had genetic markers that made them distinct from the mainland wolves.**

The phrase “hard biological evidence” conveys that the goal of the research team was to

- E. develop a procedure in order to ensure their study yielded plentiful data about the wolves.
- F. seek definitive scientific proof of the number of wolf species present in the area of the study.
- G. conduct a study to evaluate multiple theories about the diets of different wolf species.
- H. discover if the new data would provide information different from that of previous studies.

55. The author uses the word “admits” in paragraph 5 **most likely** to

- A. note that Darimont’s genetic research verified a theory based solely on field observations.
- B. imply that Darimont’s study was disappointing because the conclusion that he reached was not original.
- C. emphasize that Darimont’s study ultimately confirmed an idea that he had initially doubted.
- D. highlight that Darimont’s results led him to draw a conclusion from his research that his team did not agree with.

- 56.** Which sentence from the passage **best** supports the idea that sea wolves had successfully adapted to living on the islands?
- E.** “While mainland wolves almost exclusively eat meat, such as deer and elk, and teach their young to hunt for land animals, sea wolves get as much as 90 percent of their nutrition from the sea and teach their young to dig for clams and to catch fish.” (paragraph 3)
  - F.** “Sea wolves regularly swim between islands and have been known to sneak up on a seal sunning itself on a rock and make a leaping attack from the water.” (paragraph 3)
  - G.** “Darimont suspects that some sea wolves live their entire life on the islands.” (paragraph 3)
  - H.** “Darimont hypothesizes that a change in habitat led to the eventual genetic differences between sea wolves and mainland wolves.” (paragraph 4)
- 57.** How did a change in habitat **most** affect the wolf population of the Great Bear Rainforest over time?
- A.** It caused some of the wolves to learn new hunting techniques in order to catch increasingly scarce prey.
  - B.** It caused the wolves to form smaller packs and eventually separate, establishing distinct territories.
  - C.** It caused some of the wolves to gradually become a new, genetically distinct species as they adapted behaviorally.
  - D.** It caused the wolves to adapt their diet as different food sources became available in the area.



# PART 2 — MATHEMATICS

## 57 QUESTIONS

### IMPORTANT NOTES

- (1) Formulas and definitions of mathematical terms and symbols are **not** provided.
- (2) Diagrams other than graphs are **not** necessarily drawn to scale. Do not assume any relationship in a diagram unless it is specifically stated or can be determined from the information given.
- (3) Assume that a diagram is in one plane unless the question specifically states that it is not.
- (4) Graphs are drawn to scale. Unless stated otherwise, you can assume relationships according to appearance. For example, lines on a graph that appear to be parallel can be assumed to be parallel. This is also true for concurrent lines, straight lines, collinear points, right angles, etc.
- (5) Reduce (simplify) all fractions to lowest terms.

### GRID-IN QUESTION NOTES

- (1) For each grid-in question, write your answer at the top of the grid.
- (2) Begin recording your answer in the columns on the far left.
- (3) Fill in the circle under the box that matches the number or symbol you wrote. Leave the negative sign bubble blank if your answer is positive.

(Answer:  $-1.5$ )

-	1	.	5	
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	2	2	2	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	3	3	3	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	4	4	4	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	5	<input checked="" type="radio"/>	5	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	6	6	6	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	7	7	7	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	8	8	8	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	9	9	9	

Negative sign →      ← Decimal point

(Answer:  $3.2$ )

	3	.	2	
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	1	1	1	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	2	2	<input checked="" type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input checked="" type="radio"/>	3	3	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	4	4	4	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	5	5	5	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	6	6	6	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	7	7	7	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	8	8	8	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	9	9	9	

Negative sign →      ← Decimal point

CONTINUE TO THE NEXT PAGE ►

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# GRID-IN QUESTIONS

## QUESTIONS 58–62

**DIRECTIONS:** Solve each problem. On the answer sheet, write your answer in the boxes at the top of the grid. Start on the left side of each grid. Print only one number or symbol in each box. Under each box, fill in the circle that matches the number or symbol you wrote above.

- Do not fill in a circle under an unused box.
  - Do not leave a box blank in the middle of an answer.
- 

**58.** Ms. Li opened a retirement account with a deposit of \$2,500. This account earns 4% simple interest annually. How many years will it take her to earn \$500 on her \$2,500 deposit?

**59.**  $6 - 9 \div |-3| + (-2)^3 \times 1\frac{1}{2}$

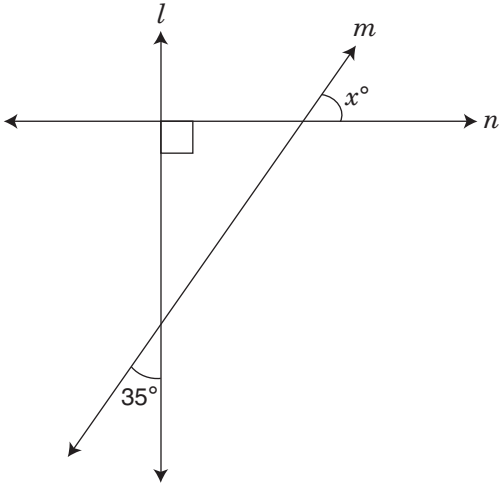
What is the value of the expression shown above?

---

**60.** Solve for  $x$ :

$$7x + 3 - 2(2x + 1) = 13$$

61.



In the figure above, line  $l$  is perpendicular to line  $n$ . What is the value of  $x$ ?

62. The mean value of 8 numbers is 17. Three of these numbers (9, 11, and 20) are discarded. What is the mean of the 5 remaining numbers?

---

# MULTIPLE CHOICE QUESTIONS

## QUESTIONS 63–114

**DIRECTIONS:** Solve each problem. Select the answer from the choices given. Mark the letter of your answer on the answer sheet. When you are solving problems, you can write in the test booklet or on the scrap paper given to you.

---

63.  $3^4 + 7^4 =$

- A. 40
- B. 370
- C. 2,482
- D. 10,000

---

64. In one week,  $1\frac{3}{4}$  inches of rain fell on Monday,  $2\frac{2}{3}$  inches fell on Tuesday, and  $\frac{7}{8}$  inch fell on Wednesday. How many inches of rain fell during those three days?

- E.  $5\frac{7}{24}$
- F.  $5\frac{1}{24}$
- G.  $3\frac{4}{5}$
- H.  $3\frac{1}{2}$

65. Jamel works at a computer store. He is paid an hourly rate plus a 15% commission on all computer products he sells. Last week, Jamel was paid \$802.50 for working 30 hours and selling \$1,250.00 worth of computer products. What is Jamel's hourly rate?

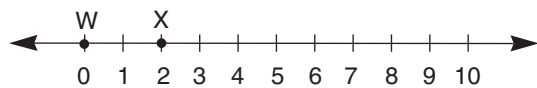
- A. \$20.50/hr
- B. \$26.75/hr
- C. \$33.00/hr
- D. \$37.65/hr

---

66. A revolving sign makes 1 complete revolution every 90 minutes. If the sign starts moving at 2:30 p.m., at what time will the sign complete 8 revolutions?

- E. 1:00 a.m.
- F. 2:30 a.m.
- G. 4:00 p.m.
- H. 12:00 midnight

67.



Points Y and Z are not shown on the number line above. If X is the midpoint of  $\overline{WY}$ , and Y is the midpoint of  $\overline{WZ}$ , where on the number line would point Z be located?

- A. 2
- B. 4
- C. 6
- D. 8

68.

$$\frac{81}{10} = \frac{9}{n}$$

What value of  $n$  makes the equation above true?

- E. 1
- F.  $1\frac{1}{9}$
- G. 5
- H.  $10\frac{1}{9}$

69. If  $n$  is an integer and  $3n + 3$  is an even number, which expression must also represent an even number?

- A.  $5n + 1$
- B.  $4n + 5$
- C.  $2n + 3$
- D.  $n + 2$

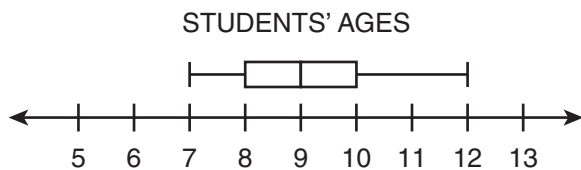
70. The product of two positive integers is 65. Which number could be the sum of the two integers?

- E. 5
- F. 18
- G. 24
- H. 52

71. If  $n$  is an odd integer that is less than  $-3.25$ , what is the **greatest** possible value of  $n$ ?

- A.  $-1$
- B.  $-2$
- C.  $-3$
- D.  $-5$

72. A swim instructor used the box plot below to display the distribution of the ages of students who signed up for swim lessons.



Which statement about the distribution of ages is true?

- E. The data contain an outlier.
- F. Approximately half the students are exactly 9 years old.
- G. Approximately one-fourth of the students are at least 10 years old.
- H. The interquartile range is 3 greater than the range of the data.

73. Between which two consecutive integers is the fraction  $\frac{29}{7}$ ?

- A. 2 and 3
- B. 3 and 4
- C. 4 and 5
- D. 5 and 6

74. A customer wants to buy a pair of hiking boots.

- The original price of the boots is \$85.75.
- The store is offering a 15% discount on all boot purchases.
- The customer has a coupon for an additional 25% off the sale price.
- The tax rate is 8.5%.

What is the final cost of the boots, including the tax, to the nearest cent?

- E. \$55.82
- F. \$59.08
- G. \$59.32
- H. \$63.17

---

**75.** Sheila is saving money for her summer vacation. She starts the summer with a balance of \$90.00 and plans to save 15% of her earnings each week. She earns the same amount each week. After 12 weeks, Sheila has saved a total of \$472.59. How much money does Sheila earn each week?

- A.** \$212.55
- B.** \$262.55
- C.** \$302.55
- D.** \$312.55

---

**76.**  $x:35 = 20:28$

For what value of  $x$  is the proportion shown above true?

- E.** 27
- F.** 25
- G.** 16
- H.** 13

---

**77.** 
$$\frac{3^2 + (-8)^2 + 2^2}{(3 - 8 + 2)^2} =$$

- A.** -60
- B.**  $-\frac{17}{3}$
- C.**  $\frac{77}{9}$
- D.** 68

---

**78.** A soccer coach purchased 15 pairs of cleats for team members and spent a total of \$805.95, including tax. If the tax rate is 8%, what is the price of each pair of cleats before tax?

- E.** \$49.43
- F.** \$49.75
- G.** \$53.73
- H.** \$58.03

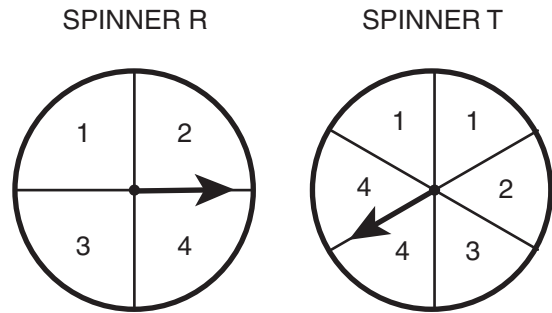
79. The numbers  $m$ ,  $n$ ,  $p$ , and  $q$  are different, and each is equal to one of the numbers 1, 2, 3, 6, or 12. If  $2m = 6q = \frac{1}{2}n = p$ , what is the value of  $p$ ?
- A. 2  
 B. 3  
 C. 6  
 D. 12

80.  $\{0.1, 0.01, 0.001, 0.0001, 0.00001\}$

If a person chooses a number at random from the set above, what is the probability that the number is less than 0.005?

- E.  $\frac{1}{5}$   
 F.  $\frac{2}{5}$   
 G.  $\frac{3}{5}$   
 H.  $\frac{2}{3}$

81. A student uses Spinner R and Spinner T to generate a list of two-digit numbers.

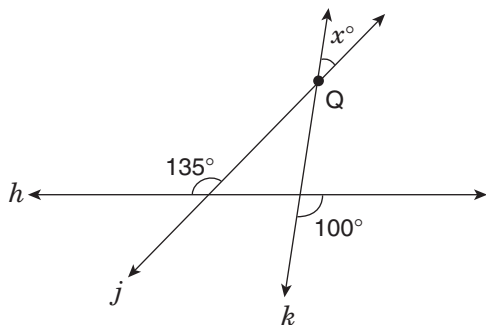


Spinner R determines the digit in the tens place, and Spinner T determines the digit in the ones place. What is the probability that the two-digit number determined by spinning each spinner one time is a prime number?

- A.  $\frac{3}{8}$   
 B.  $\frac{5}{12}$   
 C.  $\frac{3}{5}$   
 D.  $\frac{5}{8}$



82.



Lines  $j$  and  $k$  intersect at point  $Q$ , and  $h$  is a straight line. What is the value of  $x$ ?

- E. 55
- F. 45
- G. 35
- H. 30

83. Which statement **must** be true if  $x$  is a whole number greater than or equal to 1?

- A.  $\frac{1}{x+1} > \frac{1}{x+2}$
- B.  $\frac{1}{x+1} < \frac{1}{x+2}$
- C.  $\frac{1}{x+1} - \frac{1}{x+2} > 1$
- D.  $\frac{1}{x+1} - \frac{1}{x+2} > \frac{1}{x}$

84. A basket contains red balls, green balls, and white balls. There are 12 red balls in the basket. The probability of randomly choosing a red ball is 1 in 3. If the probability of randomly choosing a green ball is 1 in 4, how many green balls are in the basket?

- E. 3
- F. 8
- G. 9
- H. 16

85. It took Lars 2 hours to ride his bicycle 48 kilometers. What was his average speed in **miles per hour**? (Use the approximation 1 mile = 1.6 kilometers.)

- A. 1.5
- B. 15.0
- C. 30.0
- D. 38.4

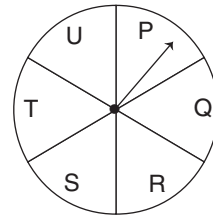
86. Integer  $x$  is evenly divisible by 3. Which expression below is also evenly divisible by 3?

- E.  $2x + 1$
- F.  $3x - 5$
- G.  $4x - 1$
- H.  $4x + 6$

87. Lamel has a jar containing 6 red chips, 10 blue chips, and 4 yellow chips. If he removes one chip at random, what is the probability that it will **not** be red?

- A.  $\frac{4}{5}$
- B.  $\frac{7}{10}$
- C.  $\frac{3}{10}$
- D.  $\frac{1}{5}$

88.



The arrow starts on Space P and moves clockwise around the circle. It moves through one space each minute. What space will the arrow point to in 100 minutes?

- E. R
- F. S
- G. T
- H. U

89. Mei-Ling is one of 6 members of a committee. If 2 members of that committee are selected to go to a conference, how many of the possible pairs of members would include Mei-Ling?

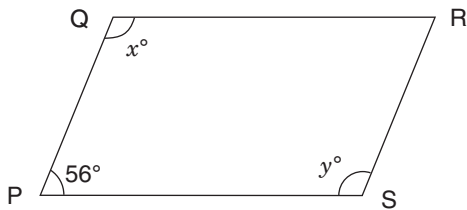
- A. 5
- B. 6
- C. 10
- D. 12

90. If  $m = 5$  and  $t = -1$ , what is the value

of  $\frac{6 - 8(2 - t)}{2m + 4(3 - m)}$ ?

- E. -9
- F. -1
- G. 1
- H. 9

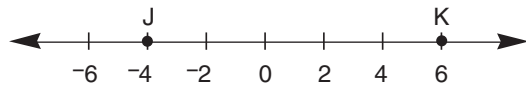
91.



In the parallelogram above, what is the value of  $x + y$ ?

- A. 112
- B. 124
- C. 148
- D. 248

92.



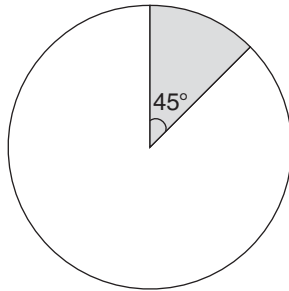
On the number line above, point L (not shown) is located on line segment JK so that  $JL = \frac{2}{3}LK$ . What is the position of point L?

- E. -2
- F. 0
- G. 2
- H. 4

93. Josef and Mai divided some stamps between themselves. Josef got 60% of the stamps. If Josef received 500 more stamps than Mai, how many stamps did Josef receive?

- A. 300
- B. 800
- C. 1,500
- D. 2,500

94.



The shaded sector of the circle shown above has an area of  $18\pi$  square feet. What is the **circumference** of the circle?

- E.  $144\pi$  ft
- F.  $24\pi$  ft
- G.  $18\pi$  ft
- H.  $9\pi$  ft

95. Which graph represents the solution to  $-3x - 7 > -4$ ?

- A.
- B.
- C.
- D.

96. A scientist mixed three chemicals, R, S, and T, in a glass container. The amount of R is 3 times the amount of S, and the amount of T is  $\frac{1}{6}$  the amount of S. What is the ratio of the amount of R to the amount of T?

- E. 1:18
- F. 2:1
- G. 3:1
- H. 18:1

97. Ken has  $k$  video games, and Jeff has  $j$  video games. If Ken gives 6 video games to Jeff, Ken will have twice as many video games as Jeff. Which equation shows the relationship between  $k$  and  $j$ ?

- A.  $k - 6 = 2(j + 6)$
- B.  $k - 6 = 2j + 6$
- C.  $2(k - 6) = j$
- D.  $2(k - 6) = j + 6$

---

**98.** Yesterday Sarah read 15% of her entire book. Today she read another 17% of the entire book. In lowest terms, what fraction of the book is left for her to read?

**E.**  $\frac{7}{25}$

**F.**  $\frac{3}{10}$

**G.**  $\frac{17}{25}$

**H.**  $\frac{7}{10}$

---

**99.**  $\{1,2,3,4,5,\dots,198,199,200\}$

How many members of the set shown above are multiples of 6 but **not** multiples of 9?

**A.** 11

**B.** 13

**C.** 20

**D.** 22

**100.** Kim jogs 8 kilometers in 1 hour 40 minutes. At that rate, how many **meters** does she jog per minute?

**E.** 0.08

**F.** 80

**G.** 800

**H.** 8,000

---

**101.** For what value of  $x$  is the equation

$$\frac{x}{5} - 4 = 3(4 - 2x) - 1$$
 true?

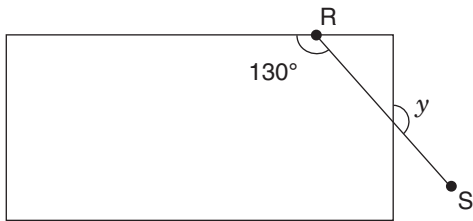
**A.**  $\frac{75}{11}$

**B.**  $\frac{75}{31}$

**C.**  $\frac{15}{7}$

**D.**  $\frac{65}{31}$

102.



The diagram above shows line segment RS intersecting a rectangle. What is the measure of angle  $y$ ?

- E.  $140^\circ$
- F.  $130^\circ$
- G.  $50^\circ$
- H.  $40^\circ$

103.

ESSAY LENGTH

Number of Words	Number of Essays
<100	6
100–250	4
251–500	11
>500	9

All 150 students in Grade 8 at a school are assigned to write an essay on the same topic. A teacher records the number of words in a random sample of the essays, as shown in the table above. Based on this sample, how many students in the entire grade would be expected to write essays with **at least** 100 words?

- A. 20
- B. 30
- C. 100
- D. 120

104. Which percentage is closest in value to 0.0099?

- E. 0%
- F. 0.1%
- G. 1%
- H. 100%

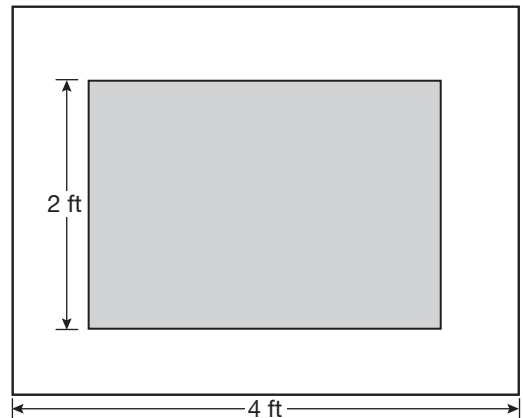
**105.** The manager of a shipping company recorded the weights, in pounds, of the last 9 packages the company shipped. The manager displayed the distribution of the weights in a box plot with the five-number summary shown below:

- minimum: 29
- first quartile: 31
- median: 42
- third quartile: 73
- maximum: 98

Which statement about the distribution of weights is supported by the box plot the manager created?

- A.** The minimum, 29, is an outlier.
- B.** The maximum, 98, is an outlier.
- C.** The interquartile range of the data is 11.
- D.** The interquartile range and the median are equal.

**106.**



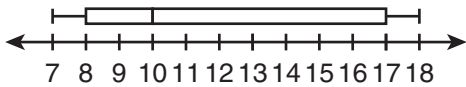
In the figure above, the shaded rectangle is similar to the outer rectangle. The length of the outer rectangle is 4 feet, and the perimeter of the outer rectangle is 14 feet. If the width of the shaded rectangle is 2 feet, what is the area of the shaded rectangle?

- E.**  $5\frac{1}{3}$  sq ft
- F.** 6 sq ft
- G.**  $9\frac{1}{3}$  sq ft
- H.** 12 sq ft

**107.** A rectangular concrete driveway is 30 feet long, 8 feet wide, and 6 inches thick. What is the volume of the concrete?

- A.** 44 cu ft
- B.** 48 cu ft
- C.** 120 cu ft
- D.** 240 cu ft

**108.** At a carnival, visitors can win a prize if an employee cannot correctly guess their age. The employee records the first 15 ages that he guesses one Saturday. The box plot shown below displays data about the ages he recorded.



What is the interquartile range of the box plot?

- E.** 7
- F.** 9
- G.** 10
- H.** 11

**109.** Vicente and Carla each ran 8 laps around a track. They started at the same time and place. If Vicente ran 1.5 times as fast as Carla, how many laps did Carla have left to finish when Vicente finished his 8th lap?

- A.**  $2\frac{1}{2}$
- B.**  $2\frac{2}{3}$
- C.**  $3\frac{1}{3}$
- D.**  $5\frac{1}{3}$



---

**110.** At West College, students are randomly assigned to one of 20 dormitories and one of 6 dining rooms. Kharleen likes 6 of the dormitories and 2 of the dining rooms. What is the probability that she is assigned to both a dormitory and a dining room that she likes?

- E.** 10%
- F.** 12%
- G.** 19%
- H.** 38%

**111.** A train travels 2,200 miles from Phoenix to New York City. The train covers the first 240 miles in 5 hours. If the train continues to travel at this rate, how many **more** hours will it take to reach New York City? Round your answer to the nearest whole hour.

- A.** 46
- B.** 45
- C.** 43
- D.** 41

---

**112.** What is the **least** of four consecutive integers whose sum is 58?

- E.** 1
- F.** 2
- G.** 12
- H.** 13

113.



If all possible values of  $x$  are indicated by the shaded part of the number line above, which number line best shows all possible values of  $\frac{1}{x}$ ?

- A.   
B.   
C.   
D.

114. Chanelle selects a marble from a container and then returns it to the container. When she does this 3 times, the probability of choosing a red marble all 3 times is  $\frac{1}{216}$ . Based on this information, what is the probability of Chanelle choosing a red marble the **first** time she selects a marble?

- E.  $\frac{1}{72}$   
F.  $\frac{1}{36}$   
G.  $\frac{1}{8}$   
H.  $\frac{1}{6}$

THIS IS THE END OF THE TEST.  
IF TIME REMAINS, YOU SHOULD CHECK  
YOUR ANSWERS. BE SURE THAT THERE  
ARE NO STRAY MARKS, PARTIALLY  
FILLED ANSWER CIRCLES, OR  
INCOMPLETE ERASURES ON YOUR  
ANSWER SHEET. ■

## Form A

# Sample Test – English Language Arts Explanations of Correct Answers

### REVISING/EDITING PART A

1. The question asks which edit should be made to correct the sentence.
  - A. Incorrect. This edit incorrectly deletes the comma that is necessary to set off the year in a date from the remainder of the sentence.
  - B. Incorrect. This edit introduces an unnecessary comma into the sentence by needlessly separating the adjective phrase “Boston University student” from the noun it modifies, “Zach Prescott.”
  - C. Incorrect. This edit would delete the comma needed to separate the participle phrase “breaking the 32-year-old world record in juggling” and its companion appositive “a sport that combines jogging and juggling” from the rest of the sentence. This complete element is nonessential, which means it requires separation from the rest of the sentence with a comma because its removal would not fundamentally change the meaning of the sentence.
  - D. **CORRECT.** The appositive “a sport that combines jogging and juggling” further describes the word “juggling.” An appositive requires separation with a comma because it is nonessential, meaning that its removal would not change the overall meaning of the sentence.

2. The question asks how the paragraph should be revised.
- E. Incorrect. The revisions in this option introduce new errors. The word “spent” is correct in the simple past tense because it encompasses the actions described throughout the rest of the paragraph, all of which happened during those “several hours.” Additionally, adding a comma after the word “play” would be incorrect because it would unnecessarily separate the prepositional phrase “at the community theater” from the rest of the sentence.
  - F. Incorrect. The revisions in this option introduce new errors. The word “did” is correct as written in the past tense because the past tense is used throughout the paragraph. There is no comma needed after the word “projection” because “so” is functioning not as a conjunction but rather as part of the conjunction phrase “so that,” which does not take a comma.
  - G. **CORRECT.** Changing the word “studies” from the present tense to the past tense “studied” is necessary to match the past tense established in the paragraph (“spent,” “recited”). Additionally, the comma after the word “emotions” needs to be removed because the words “emotions and motivations” are part of a group (series) of two elements, and when there are only two elements in a series, a comma is not used.
  - H. Incorrect. The revisions in this option introduce new errors. The word “recited” is correct as written in the past tense because the past tense is used throughout the paragraph. Also, removing the comma after “times” is incorrect because the comma is needed in order to separate the modifying phrase “making slight adjustments and improvements to her performance each time” from the main clause.
- 

3. The question asks for the correct revision of the sentence in the box.
- A. Incorrect. The revisions do not fix the error that “to promote their club” modifies “a bake sale.”
  - B. Incorrect. The revisions do not fix the error that “to promote their club” modifies “a bake sale.”
  - C. **CORRECT.** The revision is correct because it includes the phrase “to promote their club” clearly modifying “members of the debate team.”
  - D. Incorrect. While the revision clarifies that “to promote their club” relates to the “members of the debate team,” the rest of the sentence is poorly written because the insertion of “on Wednesday to promote their club” in the middle of the sentence interrupts the main clause, “Members of the debate team will sponsor a bake sale.”

4. The question asks for the correction of an error in sentence structure in the paragraph.
- E. CORRECT.** The first sentence is a run-on sentence because both clauses—“In September 2016 the National Museum of African American History and Culture opened as part of the Smithsonian Institution” and “the museum is already the Smithsonian’s third most popular site”—are independent clauses, and independent clauses should not be combined without the use of a conjunction and a comma. The revision in this option adds the word “and” before the comma, which corrects the run-on.
- F.** Incorrect. The revision does not correct an error in sentence structure, since there are independent clauses on both sides of the period.
- G.** Incorrect. Adding the words “which include” rather than the word “including” after the comma does not correct an error in sentence structure. The sentence is correct as written.
- H.** Incorrect. Revising the wording in the underlined portion of the sentence to “which was written” from “written” does not correct a structural error. No edits are needed to correct the wording in the sentence.

## REVISING/EDITING PART B

### The Benefits of Indoor Plants

5. The question asks which sentence should follow sentence 3 to **best** introduce the topic of the passage.
- A. **CORRECT.** The sentence introduces the overall topic by previewing the main ideas in the passage. It introduces the connection between natural elements and well-being (“a healthy bridge”) and sets up the main argument of the passage (“Placing plants in homes and offices” can increase people’s well-being).
  - B. Incorrect. Although sentence 3 mentions the connection between “people and nature,” this sentence references the importance of spending time near plants while both indoors and outdoors. However, the passage focuses specifically on the benefits of having indoor plants.
  - C. Incorrect: Though the sentence describes a reason why indoor plants are important (“For [people’s] personal health and well-being”), the topic of the passage is related to the need for indoor plants, not the need for people to spend more time outdoors.
  - D. Incorrect. While the sentence refers to how time away from nature can affect health and well-being, the vague wording (“little connection to nature”) makes this sentence too broad to introduce the topic of the passage, and thus, it should not follow sentence 3.
- 
6. The question asks for the transition word or phrase that should be added to the beginning of sentence 5.
- E. Incorrect. The transition phrase “As a result” conveys a cause-and-effect relationship that does not exist between the ideas in sentence 4 and sentence 5. Although the plants’ conversion of carbon dioxide into oxygen removes harmful toxins from the air, the process of photosynthesis (sentence 4) does not deprive people of the plants’ benefits (sentence 5).
  - F. Incorrect. Although the passage describes why people should spend time in close proximity to plants, the idea in sentence 5 is actually in opposition to the idea in sentence 4 rather than an elaboration of it. The transition word “Primarily” incorrectly suggests that the sentences describe the same idea.
  - G. Incorrect. Although sentence 4 describes a positive idea (plants are beneficial) and sentence 5 describes a negative idea (deprivation), the transition phrase “In contrast” conveys an inaccurate relationship between the ideas in the sentences. Sentence 5 is not arguing against the beneficial effect of plants and should not begin with a transition that implies opposition.
  - H. **CORRECT.** The relationship between the ideas in the sentences is correctly conveyed with the transition word “Unfortunately,” which signals the shift from the positive effect described in sentence 4 (plants are helpful) to the emphasis in sentence 5 that the positive effect is dependent on proximity to plants.

7. The question asks for the sentence that could **best** follow sentence 13 to support the ideas in the third paragraph (sentences 11–14).
- A. **CORRECT.** The sentence could best follow sentence 13 because it directly supports the main idea of the third paragraph that indoor plants provide “psychological benefits” (sentence 11) by presenting the findings of a relevant research study. The details about the study provide a concrete example of the mental benefits of indoor plants: the employees in the study who worked near plants “were more creative” and accomplished more than those who worked in spaces without plants.
  - B. Incorrect. Although the sentence describes a study in which indoor plants were found to have a positive effect, it does not clearly support the ideas in sentences 11–14, because the sentence focuses on the popularity of the hotel rather than psychological benefits. Therefore, this sentence does not best follow sentence 13 to support the ideas in the third paragraph.
  - C. Incorrect. Although the sentence suggests that being “routinely exposed to natural elements” can increase the positive emotion of compassion, it could not best follow sentence 13, because the reference to “natural elements” is too vague to sufficiently support the ideas in the third paragraph. The sentence does not logically follow the idea from sentence 13, which refers specifically to “encountering natural elements while indoors.”
  - D. Incorrect. The sentence develops the idea that indoor plants are helpful by comparing them to carpeting and stating that they can reduce the amount of noise that people perceive. Noise cancellation, though convenient, is irrelevant to the topic of the third paragraph, which is specific to the psychological benefits of indoor plants. Therefore, this sentence does not best follow sentence 13 to support the ideas in the third paragraph.
- 
8. The question asks for the sentence that presents ideas irrelevant to the topic of the passage and should be deleted.
- E. Incorrect. Sentence 11 presents one of the key reasons why plants are so important in indoor spaces: they have a positive effect on mental health. The idea that plants provide psychological benefits is relevant to the topic of the passage, and the sentence should not be deleted.
  - F. Incorrect. Sentence 14 is relevant to the topic because it explains how many plants a person should add to a space in order to experience “the maximum benefit of natural elements.” This idea addresses the main topic of the passage, and the sentence should not be deleted.
  - G. Incorrect. Although “connecting with nature” is somewhat broader than the topic of the passage, sentence 15 is relevant and belongs in the passage because it specifically refers to using indoor plants as one way to connect with nature (“even just by being near an indoor plant”). Therefore, the sentence should not be deleted.
  - H. **CORRECT.** While the topic of the passage is the harm caused by the “separation between people and nature” (sentence 3), the reference in sentence 16 to “an electronic screen” is irrelevant to the topic of the passage. The idea that “today’s workers need to get up and get outdoors” (sentence 16) is, in fact, the opposite of what the passage argues, and the sentence should be deleted.

9. The question asks for the concluding sentence that should follow sentence 17 to **best** support the information presented in the passage.
- A. Incorrect. Although the sentence describes plants as “vital to our wholeness and wellness,” the detail about the absorption of carbon dioxide from the air is overly specific and does not capture the broader argument presented in the passage (that placing plants indoors “is a significant factor in a person’s well-being” [sentence 15]).
  - B. Incorrect. The sentence’s reference to particular types of plants suitable for indoor spaces supports the idea of incorporating nature into a home or office, but the sentence does not address the benefits people can experience for doing so and thus does not present a logical conclusion for the information in the passage.
  - C. **CORRECT.** The sentence directly presents the argument of the passage (“More people should consider bringing natural elements inside”) and supports the central ideas in the second and third paragraphs relating to the health and psychological benefits of having indoor plants.
  - D. Incorrect. Although the sentence notes the positive impact that houseplants can have on air quality, the sentence does not logically follow the preceding information about the overall benefits to a person’s health and well-being.



## READING COMPREHENSION

### A Memory Revolution

10. The question asks how the details in paragraph 3 about cognitive offloading convey a central idea of the passage.
- E. Incorrect. Although paragraph 3 describes the Internet as “a vast extended memory,” it does not discuss reliance on the Internet for information. The paragraph states that the Internet “allows people to digitally access and retrieve much larger volumes of information” and indicates that this benefit leaves people free to focus on “connecting data, learning new information, or solving problems.” However, these details about the benefits of the Internet do not express an opinion about the inevitability of Internet reliance.
  - F. **CORRECT.** A central idea of the passage is that the Internet is changing how people retain information. Paragraph 3 supports this idea by stating that “a similar process has been taking place for centuries” and that “in the past,” resources such as encyclopedias were used to store and find information. The details provided in paragraph 3 about encyclopedias and the Internet show that people have always used resources to remember information and that these resources change over time as people develop new ways to “assist their memories.”
  - G. Incorrect. While paragraph 3 does compare the use of encyclopedias to obtain information in the past with the use of today’s Internet, this comparison fails to convey the central idea of the passage that the Internet is changing how people remember information.
  - H. Incorrect. Although paragraph 3 states that “much larger volumes of information” are available on the Internet than what has been available in previous methods of information storage, such as encyclopedias, this fact does not relate to an increase in the ability to understand that information and is not a central idea of the passage.

- 11.** The question asks how the details of the experiment described in paragraph 5 convey a central idea of the passage.
- A.** Incorrect. Although paragraph 5 states that participants read the trivia facts and then “typed the statements into a computer file,” it does not explain the impact of repetition on memory, nor does this convey a central idea of the passage.
  - B.** Incorrect. Paragraph 5 acknowledges that people evaluate which information is important enough to remember, but it does not describe the rate at which people forget unimportant information. According to the paragraph, information is considered less important to remember if a person believes that he or she will be able to retrieve that information easily in the future. This does not mean the information is unimportant but rather that it is readily available for future access.
  - C.** Incorrect. Paragraph 5 specifies the number of trivia facts that study participants were given to read (forty), but it does not describe the amount of information as a factor in the participants’ memory performance. According to the paragraph, it was not the amount of information but rather the expectation of future availability that affected how much information participants were able to recall.
  - D. CORRECT.** A central idea of the passage is that the way the human memory stores information is changing because of the Internet. The details of the experiment support this idea by indicating that study participants remembered different amounts of information based on whether they “thought the information would be saved” (paragraph 5). Those who “believed the information would be erased and no longer available” (paragraph 5) remembered 40 percent more than those who expected to be able to access the information again in a saved computer file. Therefore, paragraph 5 conveys the central idea that the expectation of future access to information is a key element in “how people evaluate which information deserves their effort to remember.”

- 12.** The question asks how the sentence from paragraph 7 contributes to the structure and development of ideas in the passage.
- E.** Incorrect. Although the studies showed, in part, that reliance on the Internet is increasing (“participants recalled the information’s location more often than the content itself” [paragraph 6]), the studies were not conducted in order to determine the risks of Internet use. The claim in the sentence did not prompt the research described in paragraphs 2 and 6.
  - F.** Incorrect. While the sentence in paragraph 7 poses a question about the disadvantages of relying on the Internet, paragraphs 2 and 6 present the study data on Internet use and memory in a neutral tone (“correctly identifying 49 percent of the folders for specific facts while remembering only 23 percent of the actual trivia” [paragraph 6]). Neither study describes the availability of information on the Internet as an advantage or a disadvantage.
  - G. CORRECT.** Paragraphs 2 and 6 describe the results of experiments related to the Internet’s effect on memory without commenting on the advantages or disadvantages of relying on that technology, and the sentence in paragraph 7 presents a questioning viewpoint that moves away from the neutral perspective of the broader passage. The opinion in the sentence is directly argued against in the three sentences that follow it, which present an extended quote from Steven Pinker, a psychology professor at Harvard University. Pinker refutes the idea expressed by the sentence, stating that “knowledge is increasing exponentially; human brainpower and waking hours are not.” He adds that technologies such as the Internet “are the only things that will keep us smart.”
  - H.** Incorrect. Although the sentence in paragraph 7 expresses caution about the possible effects of the Internet on memory, the passage does not shift from an optimistic tone to a cautious tone. Actually, paragraph 6 provides the data on Internet use and memory in a neutral tone. The argument expressed by the sentence is also not elaborated on in the sentences that follow, but is immediately argued against by Steven Pinker, a professor of psychology. The last sentence of paragraph 7 in fact refutes the cullled sentence: “ ‘Far from making us stupid, these technologies are the only things that will keep us smart.’ ”

- 13.** The question asks how the study described in paragraph 6 influenced researchers' ideas about memory in the digital age.
- A.** Incorrect. The study required participants to organize information into folders, but the results suggest that organizing the information did not make the information easier to remember; instead, participants remembered the folder in which to find the information but forgot the information itself.
  - B.** Incorrect. Although the participants in the study were given a keyword, such as "ostrich," when asked to remember "which folder contained a particular fact," the study was significant for researchers because it demonstrated that "our memory is adapting to the Internet age by prioritizing where to locate information even when the specific details are forgotten" (paragraph 6). The study confirmed that participants were remembering where the information was stored, because they were able to provide the name of the folder (keyword) where the information was stored.
  - C. CORRECT.** The study in paragraph 6 demonstrated that participants were better able to recall where to find certain information than to recall the information itself. This influenced researchers' ideas about memory in the digital age: "Overall, participants recalled the information's location more often than the content itself, correctly identifying 49 percent of the folders for specific facts while remembering only 23 percent of the actual trivia" (paragraph 6).
  - D.** Incorrect. The study did not examine the relative importance of remembering basic information or storing detailed information. It examined the effect of the Internet on the information that people remember and concluded that human memory "is adapting to the Internet age by prioritizing where to locate information" (paragraph 6).

14. The question asks for the evidence from the passage that is **most** relevant to the claim in paragraph 7 that “ ‘far from making us stupid, these technologies are the only things that will keep us smart.’ ”
- E. Incorrect. Whether the participants decided to use the Internet to answer easy trivia questions varied based on the options that the participants were given during the first part of the experiment and, therefore, cannot be relevant to the claim in paragraph 7. Even when given the option of using the Internet, some participants chose to recall information from memory instead.
- F. **CORRECT.** The assertion made in paragraph 3 that states that cognitive offloading allows for “people’s minds [to be] free for other cognitive feats, such as connecting data, learning new information, or solving problems” is relevant to the claim in paragraph 7 because it indicates that the ability to store large amounts of information within the brain does not necessarily make someone smart. It also suggests that if people did not have to use so much effort simply organizing and storing information, their brain would be free to conduct higher-order tasks: “the Internet, serving as a vast extended memory, allows people to digitally access and retrieve much larger volumes of information. Consequently, people’s minds are free for other cognitive feats, such as connecting data, learning new information, or solving problems” (paragraph 3).
- G. Incorrect. The discussion in the passage connecting how people organize information in their mind and their ability to recall that information focuses on the process of organizing information within human memory rather than on how technology helps keep people’s minds available for complex thoughts.
- H. Incorrect. Although the passage provides an accurate description of transactive memory, it provides no indication of how using such memory would advance a person’s ability to maintain or improve intelligent thought.

- 15.** The question asks which sentence from the passage suggests that using Internet search engines may lead people to rely less on their own ability to recall information.
- A.** Incorrect. While the sentence in paragraph 1 refers to the increase in use that has made the Internet “an integral component” of everyday life for many people, it does not address memory or explain the effect of Internet use on a person’s ability to recall information.
  - B.** Incorrect. Although the sentence in paragraph 2 refers to research that was conducted to determine how the use of the Internet affects a person’s memory, the sentence simply explains one guideline of the study. The fact that the study required one group of participants to use Google does not indicate whether using a search engine affects the degree to which people rely on their own ability to recall information.
  - C. CORRECT.** The sentence in paragraph 2 states that “83 percent of the Internet group continued to consult Google in the second round” and that “only 63 percent of the memory group chose to do so.” These statistics suggest that using Google in the first round resulted in participants in the Internet group relying more heavily on the Internet search engine to recall information in the second round, whereas participants who had not used Google in the first round were more likely to rely on their own ability to recall information.
  - D.** Incorrect. The sentence in paragraph 5 describes a task presented to participants in a research study. Although the study was designed to examine “how people evaluate which information deserves their effort to remember” (paragraph 5), the sentence does not indicate that use of Internet search engines prompted people to rely less on their own ability to recall information.

16. The question asks how the studies presented in the passage are used to illustrate the effect of the Internet on a person's memory.
- E. **CORRECT.** The study described in paragraph 5 examined the effect of computer use on the way people evaluate information, specifically "which information deserves their effort to remember," and determined that "those who believed the information would be erased and no longer available could recall 40 percent more facts than those who thought the information would be saved." The study described in paragraph 2 established that the use of Internet search engines increases the "inclination to rely on the Internet in order to retrieve information" (paragraph 3), and the study in paragraph 6 examined how this reliance on technology affects the way people store information: "Overall, participants recalled the information's location more often than the content itself."
  - F. Incorrect. Although a difference in the ability of the human brain and the capacity of the Internet to locate information might seem evident, the studies cited in the passage did not examine the ability or the capacity of either. The studies did not measure what the human brain is capable of but rather how memory is affected by the use of the Internet.
  - G. Incorrect. While the studies explored the Internet's effect on the way information is stored in human memory, the type of information was not described or compared. Instead, the studies indicated that location is the main difference between the information stored in the Internet and the information stored in human memory, noting that the Internet has become "an external source of the recollections and associative networks that constitute memory" (paragraph 6).
  - H. Incorrect. Although it is increasingly common to use the Internet to obtain information (paragraph 2) rather than try to memorize information (paragraph 5), the studies did not examine the difficulty or ease of obtaining/recalling information using either method.
- 

17. The question asks how the diagram provides additional support for the topic presented in the passage.
- A. Incorrect. While the diagram indicates that the human brain has the ability to maintain different types of memory, the diagram does not show the need for the brain to adapt to obtaining information from the Internet rather than from other sources.
  - B. Incorrect. The diagram enhances the reader's understanding of how long-term memories are formed, but it does not provide details about how the Internet can be used to improve long-term recollection of information.
  - C. Incorrect. The diagram provides an understanding of how details that are important to people can become stored because of an effort made to recall them. However, the diagram does not show how people decide which information is important and which is not.
  - D. **CORRECT.** The diagram depicts the connections that the human brain maintains between the different forms of memory. It also illustrates the idea that repetition and rehearsal are important steps in creating memories, as unrehearsed information will be forgotten. This supports the passage by highlighting the idea that access to search engines and other tools leads people to skip rehearsal and repetition steps that create memories, because people know that the information is readily accessible.

## Letter from Brooklyn

- 18.** The question asks how the structure of the poem affects its meaning.
- E.** Incorrect. Though the poem lacks a rhyming pattern, such a structure is not related to the uniqueness of the passing days. The speaker is savoring “the early edge of fall” (line 7) and describes walks taken on “these days” (line 17), but the beauty the speaker appreciates is attributed to the fall season rather than to a unique day. Further, the poem is primarily concerned with broad seasonal shifts, not the passing of each day, and the absence of rhyme does not suggest that each day is unique in its beauty.
  - F.** Incorrect. The poem includes both long sentences (such as the one in lines 7–12) and short sentences (such as those in lines 5 and 6). However, the sentence lengths are not connected with the complexity of the ideas expressed.
  - G.** Incorrect. A complete sentence serves to present the beginning and the end of a single thought, but the poem is not primarily concerned with the speaker’s thoughts on the “clear beginning and ending of each season.” Though it contrasts the speaker’s feelings and experiences during different seasons, the poem does not present descriptions focused specifically on the beginnings or ends of these seasons.
  - H. CORRECT.** Unlike poems that are broken into stanzas reflecting unified groups of thoughts, this poem is one long stanza. This structure serves to emphasize the uninterrupted flow of the speaker’s thoughts from time to time and experience to experience without a clear break between any specific thoughts.
- 
- 19.** The question asks which lines from the poem support the idea that a change in the weather will lessen the speaker’s appreciation for the city.
- A.** Incorrect. These lines focus on the positive way the air feels to the speaker during “the early edge of fall” (line 7). They suggest that the speaker appreciates this experience currently, while being aware that the feeling might not last.
  - B. CORRECT.** In these lines, the speaker describes the shift in the “closeness” of the air as the weather changes and “it starts darkening at 4.” The speaker clearly indicates that the positive emotions surrounding this closeness, with “leaves green still” and the air “slightly crisp” (lines 8–9), will soon be “a felt distance,” suggesting that the turn in the weather will make the city less appealing.
  - C.** Incorrect. Although these lines compare the darkening, changing weather to a person revealing a “lack of intimacy,” that specific comparison does not focus on a diminishing appreciation for the city.
  - D.** Incorrect. These lines describe the “cathedral pace” (line 17) at which the speaker walks, emphasizing a meditative or thoughtful experience. Such a description suggests the speaker still appreciates the city, not that the speaker’s appreciation will lessen.



- 20.** The question asks how lines 5–6 develop a central theme of the poem.
- E.** Incorrect. In this poem, the speaker describes the impressions of one day in one season: “For now it is the early edge of fall, / leaves green still while the air narrows, / is slightly crisp” (lines 7–9). Despite the reference in line 5 to the eventual arrival of cold weather, lines 5–6 primarily emphasize the speaker’s wish to stay focused on the present moment. A contrast between seasons is not a central theme of the poem.
  - F.** Incorrect. The words “The weather will turn cold” in line 5 refer to one change that is expected to occur, but lines 5–6 do not show a sequence of changes. The line that follows returns to the present: “For now . . .” (line 7).
  - G.** Incorrect. Although the statement that the weather “will turn cold” in line 5 could be construed as a warning, there is no support in lines 5–6 for the idea that some problems require thoughtful preparation. The speaker is reflecting on a fleeting experience, not preparing to solve a problem.
  - H. CORRECT.** Immediately after the line “The weather will turn cold” (line 5), the speaker returns to the current moment: “But that all happens later” (line 6). These lines help develop a central theme by emphasizing the speaker’s choice to value and focus on the present moment. The “But” at the start of line 6 shows the speaker pulling back from the future and refocusing on the present, thus emphasizing the importance of savoring “the moment I am walking inside of” (line 22).
- 

- 21.** The question asks what belief of the speaker is conveyed by the word choice in lines 7–9 of the poem.
- A. CORRECT.** Words and phrases in these lines, such as “leaves green still” and “slightly crisp,” have a positive connotation, indicating that the speaker believes in appreciating this season while it still lasts.
  - B.** Incorrect. Although imagery such as “leaves green still” and “slightly crisp” in these lines suggests that the speaker enjoys the season, the speaker never indicates that the present season is the most pleasant of all seasons.
  - C.** Incorrect. The phrases “the early edge of fall” and “the air narrows” in these lines imply that the season is just beginning to change, but there is no indication from these phrases that the changes will be swift and without warning. In fact, the narrowing of the air could be a warning of a greater, more gradual change in weather.
  - D.** Incorrect. The speaker experiences the change in weather as subtle: “the air narrows, / is slightly crisp.” However, the speaker does not refer to the viewpoints of others. The entire viewpoint in the poem is personal and introspective, as represented by the use of the pronoun “I” throughout.

- 22.** The question asks how lines 9–12 convey a central idea of the poem.
- E.** Incorrect. Although the speaker discusses the very beginning of cool weather in these lines, the speaker does not reflect on life in these lines.
  - F.** Incorrect. Although the description in these lines likens the movement of crisp air to “a passing stranger,” that comparison does not have a negative connotation in this context; it does not suggest that the speaker is uncomfortable. Rather, it is used to describe the subtle physical sensation of cool air on the speaker’s arm.
  - G. CORRECT.** By using a description of the crisp air as “a passing stranger” and the daylight as being brief, these lines express the poem’s central idea that the joy of early fall is temporary or fleeting.
  - H.** Incorrect. Although the speaker acknowledges the coming fall in these lines, there is no mention of loneliness. The speaker reveals a loneliness in lines 23–26 but gives no hint of that feeling in lines 9–12. Further, this loneliness is not a central idea of the poem.
- 
- 23.** The question asks what the comparison of the brownstone houses to “a pop-up picture book I could have had as a child, / but didn’t” conveys.
- A.** Incorrect. While the lines explain that the neighborhood reminds the speaker of images from childhood pop-up books, those images are not described as very powerful or influential.
  - B. CORRECT.** Pop-up picture books are likely to delight a child with their unique, often beautiful representations of buildings that pop up out of the page. The comparison in these lines helps explain how the speaker views these brownstones with a childlike wonder and appreciation.
  - C.** Incorrect. Though in these lines the speaker compares this neighborhood to scenes in children’s pop-up picture books, there is no clear evidence that the speaker wants to live there, only that the speaker appreciates its appeal.
  - D.** Incorrect. The lines state that the speaker did not have a “pop-up picture book” of the neighborhood’s brownstones as a child, but not in a way that emphasizes regret. Rather, the speaker compares the neighborhood to images from pop-up books *in general* to suggest that the neighborhood looks beautiful and delightful.

24. The question asks how line 1 and lines 21–22 develop a central idea of the poem.
- E. Incorrect. Although these lines suggest that life is governed by repetitive patterns, such as the change of seasons, they do not suggest that the speaker wishes to break free from these natural cycles of change, and a desire for freedom is not a central idea of the poem.
  - F. Incorrect. Although the speaker acknowledges that colder weather will inevitably bring disappointment, the speaker does not suggest in these lines that the predictability of changing weather is itself disappointing. Rather, the speaker recognizes the value of enjoying the present moment.
  - G. **CORRECT.** These lines connect the present warmer weather with the future colder weather and develop the central idea that the present “moment I am walking inside of” must be embraced because the speaker will be “nostalgic” for it in the future.
  - H. Incorrect. In these lines, the speaker is aware that specific emotions will occur in the future, during cold weather, but this awareness is only part of the more complex central idea of the poem, which is that current emotions and feelings must be recognized, experienced, and appreciated.
- 

25. The question asks how the speaker’s thoughts throughout the poem develop a theme.
- A. **CORRECT.** The speaker’s thoughts develop some tension because seasonal change will inevitably come: “The weather will turn cold” (line 5). However, the speaker is still able to enjoy the present experience because “that all happens later” (line 6). In lines 21–22, the speaker begins to describe experiences that create a longing for the present, even while it is still happening (“How Brooklyn makes me nostalgic / for the moment I am walking inside of”), developing a theme of the poem.
  - B. Incorrect. The speaker’s thoughts reveal an appreciation for the city, but this appreciation is highly personal and individual. These thoughts do not indicate that most people will feel drawn to cities.
  - C. Incorrect. Some things, such as seasons, are beyond human control, as the speaker concedes: “I can already see how this will end” (line 1). However, the theme of the poem is not that certain things are inevitable, but that one can live in the present moment and enjoy that experience before change occurs.
  - D. Incorrect. The speaker’s thoughts are not showing that people are surprised by what the days bring; the thoughts of the speaker suggest that people experience many seasons in Brooklyn and have reasonable expectations about what these days will bring.

- 26.** The question asks how the poet develops the speaker's point of view.
- E.** Incorrect. The speaker concedes that at some point, Brooklyn will become tiresome (lines 2–4). However, the bulk of the poem reveals the speaker's appreciation for experiencing Brooklyn, not a desire to be in some other place.
  - F.** Incorrect. Cold weather is inevitable, and the speaker is well aware of this future shift as well as the change in attitude it will bring. Nevertheless, the speaker does not focus on this future but rather embraces the current season, describing it in vivid detail.
  - G.** Incorrect. The speaker is not hopeful that life will remain unchanged. Rather, the speaker accepts and appreciates the seasonal changes that occur.
  - H. CORRECT.** The speaker's point of view is largely positive and appreciative of the shift in seasons. This point of view is developed by language that shows a close connection between the speaker and the setting. For example, the speaker uses words such as "intimacy" (line 11) and "closeness" (line 14) and the description of the "pop-up picture book" (line 20). Finally, the conclusion emphasizes the point of view: "These late afternoons filled / with a loneliness that makes me feel / distinctly myself, and an awareness / of how rare that is" (lines 23–26).

**Excerpt from *Do Them No Harm!***

27. The question asks how paragraph 1 contributes to the setting of the excerpt.
- A. **CORRECT.** Paragraph 1 describes summer “when salmon spawn,” “huckleberries ripen,” and The People gather for “their annual camas harvest.” These descriptions show the abundance of food in the place where the excerpt occurs.
  - B. Incorrect. Although the setting refers to past events, the narration is not by The People. In addition, the voice narrating the excerpt is not an element of the setting.
  - C. Incorrect. Nothing in paragraph 1 suggests that the camp is changing in any way. The People gather annually in this place. In addition, the language used to describe the setting does not suggest any problems.
  - D. Incorrect. The People are not making observations about the setting in paragraph 1. They are described as performing actions, such as gathering “for the work and festivities of their annual . . . harvest.”
- 
28. The question asks how the beginning of the change of seasons **mainly** affects the characters.
- E. **CORRECT.** Paragraph 4 describes the time as the last chance for The People to be together “before the Cold Moons kept them close to their fires.” Paragraph 6 tells about how the women were working hard to dig and cure roots, because “WARM was going and COLD was coming.” These paragraphs describe both celebration and preparation before the winter comes.
  - F. Incorrect. Paragraphs 4 and 6 describe the characters working hard, but there is no discussion of them wanting to rest and relax.
  - G. Incorrect. While both paragraphs describe some of the work involved in the harvest, paragraph 4 also lists a number of leisure activities, such as visiting, foot racing, horse racing, gambling, and stick games. The characters are still taking the time to relax.
  - H. Incorrect. While paragraph 4 mentions trading in a list of activities that the characters are doing, this is just one of many activities. Allowing the characters to trade goods is not the way the change in seasons mainly affects them.
- 
29. The question asks how paragraphs 7 and 9 convey a central idea of the excerpt.
- A. Incorrect. Paragraphs 7 and 9 describe activities that The People do at the Red Bear camp. They do not describe The People exploring new areas.
  - B. Incorrect. While paragraph 7 lists some of the activities that The People did to help, neither paragraph emphasizes that The People need to be organized.
  - C. Incorrect. Paragraph 9 mentions how the sun blessed the Red Bear camp. However, these paragraphs do not otherwise mention weather.
  - D. **CORRECT.** Paragraph 7 lists activities that The People do with one another. Paragraph 9 states that “all were busy with their daily tasks.” Everyone is contributing to the community in their preparation for winter.

- 30.** The question asks what is the **most likely** reason that the author repeats the word “played” in paragraph 8.
- E.** Incorrect. Paragraph 7 describes the different tasks that the adults were doing at this time. They were not watching the children play, because they were busy working.
  - F.** Incorrect. While everyone enjoys being at the gathering, the word “played” does not describe the activities of the adults. As described in paragraph 7, the adults are working together at various tasks.
  - G.** Incorrect. The word “played” is used before phrases describing what the children did. It is not used to list activities available for all at the gathering.
  - H. CORRECT.** The word “played” appears before different activities that the children did, such as pretending to hunt, take care of the babies, and take care of the animals. They played by pretending to do adult activities. The last sentence states that the children “learned how to live through their play.”
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- 31.** The question asks how paragraphs 11–13 affect the plot of the excerpt.
- A.** Incorrect. The paragraphs contain questions about the arriving people. They do not present differing points of view.
  - B. CORRECT.** The paragraphs ask questions in which the characters wonder whether the arriving people are friends or enemies, or whether they might be bringing good news or bad news. By suggesting that the arriving people could present problems such as these, the paragraphs contribute to the rising action.
  - C.** Incorrect. The paragraphs do not lead to a turning point. Instead, they lead to the climax—the moment the characters discover who the visitors are. This means the paragraphs contribute to the rising action.
  - D.** Incorrect. Paragraphs 11–13 ask questions. They do not provide background information about the strangers; instead, they ask for it.

- 32.** The question asks how the phrases “trophies of their hunt” and “paraded around” affect paragraph 20.
- E.** Incorrect. The phrase “trophies of their hunt” describes the animals that the hunters have successfully found. They have already received their rewards (the animals) and are showing them to The People.
  - F.** Incorrect. The excerpt describes many ways that The People find and prepare their own food. While they appreciate the extra food, they are not dependent on the hunters.
  - G. CORRECT.** The hunters “parade around” because they are proud of the animals they have been able to get while hunting. Since a trophy is a recognition of success, they consider these animals their trophies.
  - H.** Incorrect. The phrases show the pride the hunters feel. As paragraph 20 says, the hunters want “all to see how strong their Hunting Power had been.” The phrases are focused on the hunters rather than on those who have gathered around them.
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- 33.** The question asks which quotation from the excerpt **best** supports the idea that The People feel a connection to members of their group in spite of distance.
- A.** Incorrect. This quotation describes the fact that The People always return to the same camp to perform the same traditional tasks and enjoy the same festivities as their ancestors. This quotation highlights the customs The People continue from their ancestors, but it does not focus on their present personal connections.
  - B. CORRECT.** This quotation alludes to The People’s eagerness to hear about the families who had traveled away from their group. This eagerness shows that they still feel a connection to these families, even though they are far apart.
  - C.** Incorrect. This quotation describes The People’s analysis of the visitors—that they may be hunters. It does not show a connection to the visitors.
  - D.** Incorrect. This quotation shows that The People are curious about a stranger who has come into their camp. It does not show closeness to distant members of the group.

- 34.** The question asks how the statement in paragraph 22 affects the villagers in the excerpt.
- E.** Incorrect. In paragraph 21, the villagers question who the woman is and from where she had come, but they are merely curious about her and not necessarily concerned, as there is no indication in paragraph 22 that she might be a threat.
  - F.** Incorrect. This statement reveals that the woman is a member of the Red Bear people who has returned, and in paragraph 15 there is a reference to four hunters who have been gone a long time. However, this statement serves only to satisfy the villagers' curiosity about who this woman is; it does not make the villagers hopeful that other people will also return.
  - G.** Incorrect. Though paragraph 23 reveals that the villagers are somewhat surprised because the girl has grown into a woman, paragraph 24 suggests they are excited to receive her. There is no reason given in paragraph 22 for them to grieve for her loss, since she has returned.
  - H. CORRECT.** The hunters' words in paragraph 22 amaze the villagers, who did not at first recognize the woman. Once they know she is one of their own, they are eager to interact with her, as revealed in paragraphs 24 and 25, where they give her a new name and care for her.
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- 35.** The question asks how the details in paragraph 5 about the locations of the camps and the details in paragraphs 23–24 about the reaction to the woman convey a theme of the excerpt.
- A.** Incorrect. Paragraph 5 does not reveal that The People move often, only that they come together near each other at this particular time of year. Paragraphs 23–24 reveal a resolution to the difficulty of people who are absent for some time, but they do not relate to the difficulty of moving often each year.
  - B. CORRECT.** The details in paragraph 5 show that The People seek to come together in order to share in recreational activities, demonstrating their connectedness. Similarly, the details in paragraphs 23–24 reveal that The People quickly embrace a member of their group who had gone away but has since returned. Taken together, these sections reveal just how much The People rely on their connectedness, a theme of the excerpt.
  - C.** Incorrect. Although paragraph 5 suggests that The People keep the customs of their ancestors alive, it does not reference storytelling. Further, though paragraphs 23–24 suggest that The People had knowledge of this woman's absence, they do not indicate that this knowledge came from stories in particular.
  - D.** Incorrect. In paragraph 24, an appropriate new name, meaning "Gone-from-Home-then-Come-Back," is bestowed on the returned woman. However, the importance of appropriate names is not a theme of the excerpt. Rather, the theme that is emphasized is the importance of the connection among The People, exemplified by the annual gathering and the warm welcome of the woman who has returned after a long absence.



## Using Fire to Keep a Prairie Healthy

- 36.** The question asks how observing the effects of the fires started by natural causes prompted American Indians to begin practicing controlled burns.
- E. CORRECT.** In paragraph 2, the author states that American Indians observed bison “grazing on tender new grass on the recently burned land rather than on grass in the unburned areas.” These observations prompted the practice of controlled burns as a means of enticing “the herds away from the people’s crops.”
  - F.** Incorrect. Although the author mentions in paragraph 4 that the primary targets of a controlled burn are red cedar trees and that “these tall trees also cast shade that prevents sunlight from reaching the plants beneath them,” this detail supports why conservationists use controlled burns today, not what initially prompted the use of controlled burns.
  - G.** Incorrect. While the author states in paragraph 3 that “the process of burning excess plant matter adds nitrogen, an essential element for plant growth, to the soil” and that “intentionally burning a portion of land can dramatically improve the quality of the vegetation that regrows there,” these details do not explain the initial observations that prompted American Indians to practice controlled burning.
  - H.** Incorrect. While paragraph 2 mentions that bison moved to a new area to graze because they preferred the “tender new grass on the recently burned land,” there is no indication in the passage that bison changed their migration habits in order to flee wildfires.
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- 37.** The question asks how targeting red cedar trees in controlled burns affects the animals that live on the prairie.
- A. CORRECT.** According to information in paragraph 4, targeting invasive red cedar trees with controlled burns affects animals that live on the prairie by ensuring that these trees do not “crowd out prairie grasses, the primary food source for wild and domestic animals that make the prairie their home.” The paragraph also states that each red cedar tree consumes “up to 40 gallons of water per day, taking this vital resource away from other plant life.” Removing red cedars thus increases the amount of water available to the prairie grasses and helps maintain favorable conditions for the animals’ main source of food.
  - B.** Incorrect. Although the author mentions the potential danger to wildlife from an uncontrolled burn in paragraph 5, the author emphasizes that patch burning “allows animals in the burn area to safely relocate.” Therefore, the animals that live near trees scheduled for removal are not endangered by the controlled burns.
  - C.** Incorrect. In paragraph 4, the author states that “a single red cedar tree can consume up to 40 gallons of water per day, taking this vital resource away from other plant life.” However, the author does not suggest that reducing the number of red cedar trees through controlled burns ensures a sufficient water supply for animals that live on the prairie.
  - D.** Incorrect. In paragraph 4, the author states that “these tall trees also cast shade that prevents sunlight from reaching the plants beneath them.” However, the author does not suggest that using controlled burns to eliminate red cedar trees reduces a natural source of shade for prairie animals. The red cedar trees are invasive; therefore, the author does not consider them a “natural” part of the prairie ecosystem.

- 38.** The question asks what the author intends to show by using the second sentence in paragraph 6 in the passage.
- E.** Incorrect. Although the author refers to the conservationists as “experts” in paragraph 5 and states that conservationists “provide training to prairie farmers” (paragraph 6), the second sentence in paragraph 6 does not imply that the conservationists are better qualified to lead preservation efforts than farmers are. Instead, the sentence shows that conservationists believe that prairie farmers are capable of performing the controlled burns that contribute to overall conservation efforts.
  - F. CORRECT.** The conservationists are eager to involve others in the preservation of the prairie, because “studies show that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out” and that the process has “helped the prairie sustain life for hundreds of years” (paragraph 6). The second sentence in paragraph 6 describes how conservationists are sharing their knowledge about preservation techniques with people who live on the prairie.
  - G.** Incorrect. Although the author points out in paragraph 6 that “studies show that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out,” the idea that controlled burns may help restore the original biodiversity of the prairie is not the focus of the second sentence in paragraph 6, which notes only that conservationists are providing training to farmers about controlled burns.
  - H.** Incorrect. The author mentions in paragraph 6 that the patch-burn system has been “successful” and suggests in the last sentence of the paragraph that the use of controlled burns will continue to benefit the prairie ecosystem. These details imply that this system will continue to be used and may even become more widespread. However, the second sentence in paragraph 6 merely describes a patch-burn training program that already exists and does not suggest that this program should serve as a model for other organizations.

39. The question asks which details from the passage **best** convey the central idea that using the patch-burn method is an effective way to protect and manage prairie land.
- A. Incorrect. The author explains in paragraph 5 that “patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate.” This explanation conveys two supporting ideas: the patch-burn method is controllable, and patch-burn fires do not pose a threat to animals. However, this explanation does not address the broader central idea that the patch-burn method is an effective way to protect and manage prairie land.
  - B. Incorrect. In paragraph 5, the author states that “the key to using controlled fires is knowing which areas of land to burn and when.” The author then provides information about how conservation experts “study the land to find out which areas would most benefit from being burned.” However, these details convey supporting ideas rather than the central idea that using the patch-burn method is an effective way to protect and manage prairie land.
  - C. **CORRECT.** In paragraph 3, the author states that “fires burn away weedy undergrowth and help limit the overcrowding of shrubs and trees in the burn area, creating less competition for water and nutrients.” Also, in paragraph 6, the author states that patch burning “has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out.” These details directly convey the central idea that using the patch-burn method is an effective way to protect and manage prairie land.
  - D. Incorrect. The author explains in paragraph 5 how conservationists “arrange about a dozen burns over one-third of the land,” which helps show how the patch-burn method is applied by conservationists. However, this is a supporting detail that conveys the idea that the burns are deliberately set and carefully controlled. This detail does not convey the central idea that using the patch-burn method is an effective way to manage and protect prairie land.

- 40.** The question asks which sentence supports the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land.
- E. CORRECT.** The sentence from paragraph 1 supports the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land because it acknowledges that “one of the greatest threats to the prairie is wildfire.”
- F.** Incorrect. Although the sentence from paragraph 2 relates how American Indians “began to deliberately burn areas of land for bison to graze on” and to protect people’s crops, the sentence does not support the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land. Instead, it focuses on the cause-and-effect relationship between bison and newly burned areas.
- G.** Incorrect. The sentence from paragraph 5 provides details about how “patch burning contains the fire” and “allows animals in the burn area to safely relocate,” but it does not adequately support the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land, because it does not mention that wildfires can be a threat to the prairie.
- H.** Incorrect. While the sentence from paragraph 5 does explain how “conservationists will burn a different section of the preserve” in order to rotate the process year after year so that the burned land has time to regrow, the sentence does not support the idea that farmers and people who manage land may be concerned about using fire as a way to benefit the land because it does not mention the potential for total burns.

41. The question asks which idea the words “counterintuitive” and “strategic” convey in the last sentence in paragraph 6 in the passage.
- A. Incorrect. Though the author states in paragraph 6 that conservationists have used safe and “strategic” methods, those methods have not been ineffective, since “the patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers about conducting controlled burns on their own land” (paragraph 6). Therefore, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 do not convey the idea that the safest methods are sometimes the least effective at solving complex challenges.
  - B. Incorrect. Although the author points out in paragraph 6 that researchers’ studies have shown “that the patch-burn approach has restored biodiversity to the area by promoting the growth of species that were at risk of being crowded out,” the author does not suggest that the methodologies conservationists used to conduct the patch burns are uncommon, since the methods were used by “the American Indian people [who] began to deliberately burn areas of land for bison to graze on” (paragraph 2). Therefore, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 do not convey the idea that thorough investigation of uncommon methodologies can lead to beneficial results.
  - C. **CORRECT.** In paragraph 1, the author states that “one of the greatest threats to the prairie is wildfire,” so the idea of conducting controlled burns suggests risk and runs “counter,” or contrary, to people’s common expectations, or “intuition,” about the dangers of fires. Thus, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 convey the idea that detailed planning can ensure that a potentially destructive action has a positive impact.
  - D. Incorrect. The author states in paragraph 6 that “the patch-burn system is so successful that the conservationists at the preserve provide training to prairie farmers.” This statement supports the idea of the action being “strategic” in order to achieve success. However, the statement does not suggest that because the process is “counterintuitive,” or unexpected, it involves a certain amount of risk to achieve that success. Therefore, the words “counterintuitive” and “strategic” in the last sentence of paragraph 6 do not convey the idea that plans that entail a certain amount of risk almost always result in success.

42. The question asks with which statement the author of the passage would **most likely** agree.
- E. Incorrect. In paragraph 5, the author states that “patch burning contains the fire within a specific area and allows animals in the burn area to safely relocate,” and paragraph 6 states that conservationists “provide [important] training to prairie farmers about conducting controlled burns on their own land.” However, the author does not explicitly take a position about the importance of explaining the purposes and the risks of controlled burns to the people living near a proposed burn area. Therefore, the evidence in the passage does not strongly suggest that the author would agree with this statement.
  - F. **CORRECT.** In paragraph 5, the author points out that conservationists “study the land to find out which areas would most benefit from being burned, and then they arrange about a dozen burns over one-third of the land” and “rotate which portion of land is burned each year” so that animals, such as bison, can “safely relocate.” Therefore, the author would most likely agree that it is necessary to thoroughly examine a particular region in order to plan and execute a successful controlled burn.
  - G. Incorrect. The author of the passage would be unlikely to agree that monitoring animals’ reactions after a controlled burn on the prairie is a minor part of scientists’ research. In paragraph 5, the author explains that patch burning “allows animals in the burn area to safely relocate” and that conservationists “burn a different section of the preserve” each year to ensure that animals have an abundant area to graze while other areas are being burned.
  - H. Incorrect. According to the information in paragraph 4, conservationists commonly target invasive red cedar trees because they are tall trees that “crowd out prairie grasses, the primary food source for wild and domestic animals that make the prairie their home.” Since the focus is on the harm that the invasive red cedar can cause, the author would be unlikely to agree that conservationists should consider the helpful aspects of invasive species before executing a controlled burn.

- 43.** The question asks how the diagram and its text provide additional support for the topic presented in the passage.
- A. CORRECT.** The text of the diagram states that “by using a patch-burn method, conservationists and farmers can reduce the risk of unintentional fires and control where grazing animals, such as bison, roam.” By showing the pattern of controlled burns and the resulting bison migration in a given area, the diagram depicts how the landscape changes as the patch-burn method is applied.
  - B.** Incorrect. Although the text mentions areas “where grazing animals, such as bison, roam,” the diagram does not depict distinctive features of the land such as trees or brush and therefore does not indicate that patch-burn fires are best suited for use in areas with certain features.
  - C.** Incorrect. While the text mentions “grazing animals, such as bison” and the diagram shows the bison grazing in only one area, the diagram and its text do not indicate that the patch-burn method is used on uninhabited land.
  - D.** Incorrect. While the areas of land depicted in the diagram do indicate that the sizes of the areas differ, the text provided does not compare the sizes of the areas burned by the patch-burn method with those of unburned areas or indicate that this factor is important in reducing the risk of uncontrolled fires or controlling “where grazing animals, such as bison, roam.”

**Excerpt from *Winter Wheat***

44. The question asks how the sentences in paragraph 2 help develop a theme of the excerpt.
- E. Incorrect. Although the sentences from paragraph 2 describe Ellen’s “funny feeling” upon realizing that she will no longer be home when the beans that her mother is making are ready to eat, the details do not show that life presents many challenges. Additionally, the theme that life presents people with many challenges is not a theme found in the excerpt.
  - F. Incorrect. The sentences from paragraph 2 state that Ellen has “a funny feeling” while awaiting a major life event, but they do not indicate that she is confused or stressed. The details in the sentences convey a sense of wistfulness, but the theme that the stress of major life events causes confusion is not found in the excerpt.
  - G. **CORRECT.** The sentences from paragraph 2 show that Ellen’s mother has moved on from the familiar and left her childhood home behind, just as Ellen is about to do. This information links the experiences of parent and child and helps develop the theme that moving beyond the familiar is a common human experience.
  - H. Incorrect. Although the sentences from paragraph 2 show that Ellen’s mother has learned to cook New England food very well (“as though she were a New Englander herself”), they do not provide information about how easy or difficult it was for Ellen’s mother to learn a new way of cooking. The theme that people can easily learn the routines of a new culture is not a theme found in the excerpt.
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45. The question asks how the sentence from paragraph 3 contributes to the conflict in the excerpt.
- A. Incorrect. Although Ellen’s father does want to drive to the city, this sentence does not reveal his reasons for wanting to do so. Ellen’s father’s wish to drive to the city is important to the conflict of the excerpt not because of his underlying reasons but because his wish differs from Ellen’s mother’s wish to take Ellen to the train at Gotham—a difference of opinion that introduces tension between the parents.
  - B. **CORRECT.** The sentence causes Ellen’s parents to propose competing options for taking her to the train, and the resulting conversation recalls fraught memories of an earlier leave-taking in the family. The disagreement between Ellen’s mother and father over where to take Ellen to catch the train heightens the tension between them. Because the primary conflict of the excerpt is Ellen’s anxiety about the effect her leaving will have on the relationship between her parents, this remark contributes to the conflict by bringing her parents’ disagreement into view.
  - C. Incorrect. Although Ellen will put physical distance between herself and her parents on the following day, the remark she makes does not lead her to emotionally distance herself from her parents. Moreover, the emotional distance between Ellen and her parents is not the primary source of conflict in the excerpt.
  - D. Incorrect. While paragraph 1 states that Ellen’s mother “seems to think of nothing farther away than today or perhaps yesterday or tomorrow morning,” the sentence in paragraph 3 does not show any reluctance to plan far in advance. Moreover, planning for the future is not a source of conflict in the excerpt.



46. The question asks how the phrase “looked straight at it” in paragraph 9 contributes to the meaning of the excerpt.
- E. **CORRECT.** The phrase shows Ellen deciding to directly confront the memory even though she initially wanted to ignore it (“I couldn’t keep from thinking of that time Dad went back East. I tried to” [paragraph 9]). Though the memory is emotionally fraught for Ellen, the phrase “looked straight at it” shows that she is willing to face problems—such as a painful family memory—head-on.
  - F. Incorrect. The phrase in paragraph 9 does not show Ellen studying all parts of an issue but rather forcing herself to focus on something she would have preferred not to think about.
  - G. Incorrect. In looking “straight at” the memory, Ellen is not considering both sides of an argument. Instead, she is making herself think about an uncomfortable memory that she had been trying to avoid revisiting. The phrase indicates that she is finally willing to directly confront an unsettling recollection.
  - H. Incorrect. Given the detail in paragraph 9 that Ellen initially attempted to keep from thinking about her father’s trip to Vermont, the phrase “looked straight at it” indicates a willingness, but not an eagerness, to seek wisdom from reflecting on past experiences.
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47. The question asks how the words “cold” and “dark” affect the tone in paragraph 10.
- A. Incorrect. The mood of paragraph 10 is primarily one of sadness as Ellen says goodbye to her father at the train station. The words “cold” and “dark” do not convey unpredictability but rather emphasize Ellen’s feeling of loss over the departure of her father.
  - B. Incorrect. Although the father’s departure causes tension with his wife (“ ‘I’ll manage,’ Mom snapped back” [paragraph 11]), Ellen does not display anger or resentment toward her parents.
  - C. Incorrect. Although Ellen’s father states that he wishes his family could come with him on the trip to Vermont (“ ‘I wish you could go, Anna,’ Dad said to Mom, ‘and we could take Ellen’ ” [paragraph 12]), the words “cold” and “dark” describe Ellen’s perspective on her father’s departure. They create a tone of sadness from Ellen at being left behind rather than a tone of regret from her father because he has to leave.
  - D. **CORRECT.** In paragraph 10, Ellen states, “I could feel how cold and dark it was.” The words “cold” and “dark” highlight her emotional response to the departure of her father, emphasizing the almost physical sense of grief she feels at being separated from someone so precious to her.

- 48.** The question asks which sentence from the excerpt provides evidence that Ellen has a lot in common with her father.
- E. CORRECT.** This sentence from paragraph 1 shows that Ellen and her father both get excited about the coming of spring and share an interest in reading magazine serials (stories published in serial installments). The sentence implies that Ellen and her father have shared likes and interests, and therefore, it provides clear evidence that they have a lot in common.
  - F.** Incorrect. While this sentence from paragraph 4 highlights the warm relationship between Ellen and her father and shows that he would like to take her to the train station in town, it does not provide clear evidence that they share a lot in common.
  - G.** Incorrect. Although this sentence from paragraph 6 implies that Ellen understands her father well enough to intuit his preference to go to the train station in town (“but I knew he wanted to go into Clark City”), their closeness is not clear evidence that Ellen and her father have a lot in common.
  - H.** Incorrect. While this sentence from paragraph 25 shows Ellen’s concern about the effect that her leaving the farm will have on her parents, it does not provide clear evidence that Ellen and her father have a lot in common.
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- 49.** The question asks how the sentences from paragraph 1 and paragraph 19 help develop a central idea of the excerpt.
- A. CORRECT.** The sentences illustrate a practical aspect of Ellen’s mother’s personality and show that she is concerned with an immediate task that needs to be completed. The details in these sentences help develop the central idea that practical people focus on current needs—such as preparing food for the following day—rather than worrying about the future.
  - B.** Incorrect. These sentences do not show Ellen’s mother focusing on her daughter’s needs before her own, and the idea that parents consider their own needs only after considering those of their children is not a central idea of the excerpt.
  - C.** Incorrect. Although the sentence from paragraph 19 shows Ellen’s mother planning a few hours ahead by preparing the next morning’s breakfast, the idea that it is sometimes important to plan ahead is not a central idea of the excerpt, nor is it supported by the sentence from paragraph 1.
  - D.** Incorrect. The details in the sentences do not show that it is a waste of time to dream about the future. The sentences highlight the tendency of Ellen’s mother to focus her attention on the practical necessities of the moment, but the idea that dreaming about the future is a waste of time is not a central idea of the excerpt.

- 50.** The question asks how the flashback in paragraphs 10–24 affects the plot of the excerpt.
- E.** Incorrect. The flashback does not show that Ellen and her mother faced extra work as a result of the father’s trip to Vermont. Although paragraph 19 describes Ellen’s mother making oatmeal for the next day’s breakfast, this task was not extra work.
  - F.** Incorrect. Although the flashback highlights Ellen’s fondness for each of her parents, it describes her father’s initial departure only and does not show what happened to the familial bond while he is away.
  - G.** Incorrect. Although Ellen describes the memory of her father’s departure as something she wanted to avoid thinking about, she does not fear that it will be too difficult to leave her parents. Instead, she is concerned about what will happen to her parents’ relationship when she is no longer there.
  - H. CORRECT.** The flashback illustrates the close connection that Ellen has with her parents by describing her sadness over the departure of her father (“My throat ached all the way” [paragraph 15]) and presenting a moment of comfort and reassurance between Ellen and her mother (“She laid her hand against my face and it felt rough and hard but firm” [paragraph 20]).
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- 51.** The question asks which sentence from the excerpt provides evidence that Mom wants Ellen to understand the family’s heritage.
- A.** Incorrect. Although this sentence from paragraph 2 describes a domestic moment that takes place within the family home, it does not relate to the heritage of either parent and therefore does not provide evidence that her mother wants Ellen to understand the family’s heritage.
  - B.** Incorrect. Although this sentence from paragraph 5 provides the name of the train station closest to Ellen’s family’s farm, the train stop at Gotham is not related to the family’s heritage. Therefore, this sentence does not provide clear evidence that her mother wants Ellen to understand the family’s heritage.
  - C.** Incorrect. Although this sentence from paragraph 7 describes an aspect of the family dynamic (Ellen predicts that while browsing in stores in town, “Dad [would go] one way and Mom and I another”), their shopping habits do not provide clear evidence that her mother wants Ellen to understand the family’s heritage.
  - D. CORRECT.** In this sentence from paragraph 22, Ellen’s mother addresses her by the Russian version of her name (Yeléna) and repeats her own Russian name (Anna Petrovna). The choice to call her daughter Yeléna instead of Ellen follows immediately after Ellen asks, “Mom, was that really your name—what Dad called you?” (paragraph 21), and the mother’s surprised response provides evidence that she both wants and expects Ellen to understand the family’s Russian heritage.

## Wolves of the Sea

- 52.** The question asks how the details about Darimont in paragraph 1 contribute to a central idea of the passage.
- E.** Incorrect. Although paragraph 1 includes the detail that the Great Bear Rainforest is a protected area, finding an ideal location to study wolves is not a central idea of the passage. Additionally, the paragraph does not describe Darimont’s beliefs about the Great Bear Rainforest.
  - F. CORRECT.** Paragraph 1 explains why Darimont wanted to consult with Chester Starr, an elder of the Heiltsuk Nation: “When biologist Chris Darimont began to study these wolves, he wanted to confer with local First Nations groups, as aboriginal Canadians are known, in order to learn what they knew about these wolves.” The details in paragraph 1 show that Darimont valued Starr’s perspective (“What Starr had to say about the wolves changed Darimont’s perception of the animals”), even though it was different from Darimont’s own perspective at that time.
  - G.** Incorrect. Paragraphs 1 and 2 show that Darimont did not initially believe that the mainland wolves and the coastal wolves were different groups. Therefore, the details in paragraph 1 do not provide evidence that Darimont chose Great Bear Rainforest because of an expectation that there were separate groups of island wolves and timber wolves. Instead, he chose the Great Bear Rainforest for the opportunity to study what he had presumed to be one group of wolves.
  - H.** Incorrect. Although Darimont sought out Chester Starr, an elder of the Heiltsuk Nation, before beginning his research, Darimont’s purpose in doing so was not to request Starr’s permission to study the wolves but to learn from Starr’s expert knowledge of the area and its wolves (“When biologist Chris Darimont began to study these wolves, he wanted to confer with local First Nations groups, as aboriginal Canadians are known, in order to learn what they knew about these wolves” [paragraph 1]).

- 53.** The question asks why the author includes details about the conversation between Starr and Darimont in paragraph 2.
- A.** Incorrect. The details in paragraph 2 do not explain why Starr had closely observed the two groups of wolves. Instead, they convey that Starr believed the wolves to be separate groups (“Starr asked Darimont which wolves he and his team were going to study—the timber wolves (mainland wolves) or the coastal wolves on the islands”), a supposition that intrigued Darimont and ultimately changed the course of his research study.
  - B.** Incorrect. Although paragraph 1 indicates that Darimont did hope to work with Starr (“he wanted to confer with local First Nations groups, as aboriginal Canadians are known, in order to learn what they knew about these wolves”), Darimont did not initially plan to study both groups of wolves in the area because, as the conversation in paragraph 2 indicates, he did not initially know they were two distinct groups of wolves.
  - C.** Incorrect. The details about the conversation in paragraph 2 highlight that Darimont was eager to learn from Starr’s knowledge of the wolves (“Darimont was intrigued by Starr’s classification of the wolves as two different groups”), but they do not indicate that Darimont expected Starr’s help to find the wolves.
  - D. CORRECT.** According to paragraph 2, Starr wanted to know which group of wolves Darimont planned to study—“the timber wolves (mainland wolves) or the coastal wolves on the islands.” The author states that the question “took Darimont by surprise,” adding that “Darimont was intrigued by Starr’s classification of the wolves as two different groups.” The author adds that Darimont was initially “hesitant to accept the idea” that the wolves were separate groups but ultimately spent years studying the two groups of wolves. These details indicate that the question Starr posed to Darimont forced Darimont to reevaluate his initial assumption “that the wolves that are sometimes spotted swimming between islands and eating salmon are the same wolves that live on the mainland” and investigate Starr’s observation that the wolves had separated into two distinct groups.

- 54.** The question asks what the phrase “hard biological evidence” in the sentence from paragraph 4 conveys about the goal of the research team.
- E.** Incorrect. Although the research team followed a labor-intensive procedure, the phrase “hard biological evidence” refers to the product of their scientific research (the genetic markers revealed within the DNA samples), not the process by which they collected it. Their goal was not to develop a procedure for data collection but to determine precisely how many species of wolf were present in the area.
  - F. CORRECT.** The research team wanted to prove or disprove the theory that two separate groups of wolves were present in the area, an idea that was already supported by the observations of scientists and local indigenous people. The phrase “hard biological evidence” conveys that the scientists wanted to bolster their observations of the wolves with concrete scientific data about the wolves’ biological makeup. The goal of the researchers was to use the data to prove how many species of wolf were present in the area of the study.
  - G.** Incorrect. The research team gathered extensive data during their study (“After collecting and analyzing the DNA in 800 samples of gray fur and wolf waste” [paragraph 4]), and their goal in doing so was to evaluate a single theory about the wolves: that the wolves had evolved into two separate and genetically distinct species. The research team did not conduct the study in order to evaluate multiple theories about the diets of the wolves.
  - H.** Incorrect. The phrase “hard biological evidence” does not suggest that the research team was hoping to discover if the new data would provide information that was different from previous studies. In fact, the goal of the research team was to use the genetic data to supplement their initial sources of information about the wolves and their own observations from the field.

55. The question asks for the **most likely** reason why the author uses the word “admits” in paragraph 5.
- A. Incorrect. The word “admits” highlights the surprising difference between Darimont’s initial idea and the conclusion he ultimately drew from the results of the study. Though Darimont’s genetic research did, in fact, verify the field observations of the wolves, this does not explain the author’s use of the word “admits” in paragraph 5.
  - B. Incorrect. The conclusion that Darimont reached was actually quite original, since biologists widely believed the two separate groups of wolves to be one (“Biologists had always believed that the wolves that are sometimes spotted swimming between islands and eating salmon are the same wolves that live on the mainland,” [paragraph 2]). The author uses the word “admits” in paragraph 5 to emphasize how unexpected Darimont found the conclusion to be (“The distances between the mainland and the islands are small, less than a mile. Why would the wolves on the islands be any different from the wolves on the mainland?” [paragraph 2]), not to indicate that the study was a disappointment.
  - C. **CORRECT.** The use of “admits” emphasizes that Darimont found the idea of two species of wolves “ ‘totally bizarre at first’ ” (paragraph 5) but ultimately proved it to be correct. Paragraph 2 suggests that Darimont, like other scientists, “had always believed that the wolves that are sometimes spotted swimming between islands and eating salmon are the same wolves that live on the mainland.” Therefore, the results of the study were likely to strike biologists as bizarre, and the use of the word “admits” in paragraph 5 highlights Darimont’s shift from doubt to confirmation.
  - D. Incorrect. Darimont’s team conducted the research that helped him confirm Starr’s idea and draw the conclusion that the wolves were separate species (“After collecting and analyzing the DNA in 800 samples of gray fur and wolf waste, researchers could produce hard biological evidence that sea wolves had genetic markers that made them distinct from the mainland wolves” [paragraph 4]). However, the opinions of Darimont’s research team are not described in the passage, and the word “admits” does not indicate that they disagreed with his conclusion.

56. The question asks for the sentence from the passage that **best** supports the idea that sea wolves had successfully adapted to living on the islands.
- E. CORRECT.** This sentence from paragraph 3 describes a significant difference in the diets of the mainland and sea wolves: the mainland wolves “almost exclusively eat meat, such as deer and elk, and teach their young to hunt for land animals,” whereas the sea wolves had adapted to the point where they derive “as much as 90 percent of their nutrition from the sea and teach their young to dig for clams and to catch fish.” This sentence emphasizes the dietary difference between the two groups of wolves and best supports the idea that sea wolves had successfully adapted to living on the islands.
- F.** Incorrect. Although this sentence from paragraph 3 describes one technique that the sea wolves used to hunt, it does not offer evidence as strong as that provided by the preceding sentence, which explains that sea wolves were able to derive “as much as 90 percent” (paragraph 3) of their sustenance from the sea alone (versus the mainland wolves, which “almost exclusively eat meat” from land animals [paragraph 3]).
- G.** Incorrect. Although this sentence from paragraph 3 states that “some sea wolves live their entire life on the islands,” it does not provide strong evidence of the necessary adaptations—namely, how these wolves were able to successfully live their whole lives on the islands. Living on the islands was not necessarily an adaptation in and of itself; the adaptation was the sea-based diet that enabled the sea wolves to live on the islands without access to land animals.
- H.** Incorrect. Although this sentence from paragraph 4 presents Darimont’s hypothesis that “a change in habitat led to the eventual genetic differences” between the wolves, the sentence does not describe any of the sea wolves’ adaptations nor best support the idea that the sea wolves successfully adapted to living on the islands.



57. The question asks how a change in habitat **most** affected the wolf population of the Great Bear Rainforest over time.
- A. Incorrect. Although the island wolves learned new hunting techniques (“dig for clams and to catch fish,” “sneak up on a seal sunning itself on a rock and make a leaping attack from the water” [paragraph 3]), there is no evidence in the passage that these hunting techniques were developed in response to scarcity of prey. The most significant effect of the change in habitat was not an influence on hunting techniques but the behavior differences that evolved because of the isolation of the groups of wolves from each other.
  - B. Incorrect. The change in habitat did not cause the wolves to form smaller packs but rather served to create distinctive behaviors because of the isolation of one pack from another, eventually causing the groups of wolves to become distinct species.
  - C. **CORRECT.** The change in habitat caused the wolves to gradually become two distinct species. Though the “sea wolves regularly swim between islands” and “some salmon-eating mainland wolves come and go from the islands,” the “sea wolves are full-time island residents” (paragraph 3). This behavioral adaptation to their environment caused the sea wolves to “became more isolated” from the mainland wolves; as a result, the two groups “rarely mated with each other,” and “over time the two types of wolves became more distinct” (paragraph 4).
  - D. Incorrect. Only the sea wolves adapted their diet. They did this not because different food sources became available in the area but because they were in an entirely different area from the mainland wolves.

# Form A Sample Test

## Mathematics Explanations of Correct Answers

- 58. (5)** Simple interest ( $y$ ) is calculated by multiplying the initial deposit ( $p$ ), the interest rate ( $r$ ), and time ( $t$ ):

$$\begin{aligned}prt &= y \\(2,500)(0.04)t &= 500 \\100t &= 500 \\t &= 5\end{aligned}$$

- 
- 59. (-9)**

$$6 - 9 \div |-3| + (-2)^3 \times 1\frac{1}{2}$$

Calculate the exponent and convert the mixed number to an improper fraction.

$$6 - 9 \div |-3| + (-8) \times \frac{3}{2}$$

Next, calculate the absolute value.

$$6 - 9 \div 3 + (-8) \times \frac{3}{2}$$

Perform the indicated multiplication and division.

$$6 - 3 + (-12)$$

Perform the addition and subtraction.

$$3 + (-12) = -9$$

- 60. (4)**

$$7x + 3 - 2(2x + 1) = 13$$

Apply the distributive property; multiply the  $-2$  by  $2x$  and  $1$ .

$$7x + 3 - 4x - 2 = 13$$

Combine like terms.

$$3x + 1 = 13$$

Apply the additive inverse property; subtract  $1$  from both sides of the equation.

$$3x = 12$$

Apply the multiplicative inverse property; divide both sides of the equation by  $3$ .

$$x = 4$$

- 61. (55)** Since vertical angles are congruent, the right triangle in the figure has acute angles with measures of  $35^\circ$  and  $x^\circ$ . The interior angles of a triangle sum to  $180^\circ$ , so set up an equation to solve for  $x$ :

$$\begin{aligned}90 + 35 + x &= 180 \\125 + x &= 180 \\x &= 55\end{aligned}$$

- 62. (19.2)** First, find the sum of the original 8 numbers. Let  $x$  equal the sum of those numbers and use the mean formula to solve for  $x$ :

$$\begin{aligned}\frac{x}{8} &= 17 \\x &= 136\end{aligned}$$

Next, subtract the 3 discarded numbers from the sum:

$$136 - 9 - 11 - 20 = 96$$

Finally, calculate the mean of the remaining 5 numbers by dividing the new sum, 96, by 5:

$$\frac{96}{5} = 19.2$$

**63. (C)**  $3^4 + 7^4 = 81 + 2,401 = 2,482$

- 64. (E)** To solve, add the three given fractions:

$$1\frac{3}{4} + 2\frac{2}{3} + \frac{7}{8}$$

The common denominator is 24:

$$\begin{aligned}&= 1\frac{18}{24} + 2\frac{16}{24} + \frac{21}{24} \\&= 4\frac{10}{24} + \frac{21}{24} \\&= 5\frac{7}{24}\end{aligned}$$

- 65. (A)** First, determine the amount of Jamel's weekly pay that is from commission:

$$\$1,250.00 \times 15\% = \$187.50$$

Next, subtract Jamel's commission amount from his weekly pay:

$$\$802.50 - \$187.50 = \$615.00$$

Last, divide the result by 30 hours to find Jamel's hourly rate:

$$\$615.00 \div 30 = \$20.50$$

- 66. (F)** First, use a proportion to find out how many minutes it will take the sign to complete 8 revolutions. Let  $x$  equal the total number of minutes:

$$\frac{x}{8} = \frac{90}{1}$$
$$x = 720$$

Next, convert 720 minutes into hours and minutes:

$$\frac{720}{60} = 12 \text{ hours}$$

Finally, 12 hours after 2:30 p.m. is 2:30 a.m.

- 67. (D)** First, find where Y is located on the number line. Point X is the midpoint of  $\overline{WY}$ . Since there are 2 units between W and X, there must also be 2 units between X and Y. Thus, Y is located at 4 on the number line.

Point Y is the midpoint of  $\overline{WZ}$ . Use the same reasoning as above. Since there are 4 units between W and Y, there must be 4 units between Y and Z. So, Z is located at 8 on the number line.

- 68. (F)**

$$\frac{81}{10} = \frac{9}{n}$$

Cross multiply.

$$81n = 9(10)$$

Apply the multiplicative inverse property; divide both sides of the equation by 81.

$$n = \frac{90}{81} = 1\frac{9}{81} = 1\frac{1}{9}$$

Then simplify the fraction.

- 69. (A)** The expression  $3n + 3$  is equal to  $3(n + 1)$ , and it is given that this is an even number. The expression  $(n + 1)$  must also represent an even number, because 3 is an odd number and the product of an odd number and an even number is an even number. If  $(n + 1)$  is an even number, then  $n$  must be an odd number. Choose an odd number to substitute for  $n$  in the answer options to find which expression represents an even number:

Let  $n = 3$ .

Option A:

$$5n + 1 = 5(3) + 1 = 16$$

Option B:

$$4n + 5 = 4(3) + 5 = 17$$

Option C:

$$2n + 3 = 2(3) + 3 = 9$$

Option D:

$$n + 2 = 3 + 2 = 5$$

Since 16 is the only even number, the correct answer is option A.

- 70. (F)** First, find the pairs of positive integers that multiply to 65:  $1 \times 65$  and  $5 \times 13$ .

The sums of the pairs are 66 and 18. 18 is the option that is provided in the answer choices.

- 71. (D)** The two greatest integers less than  $-3.25$  are  $-4$  and  $-5$ . Since  $-4$  is even, the answer is  $-5$ .

- 72. (G)** The data points in the box plot are as follows:

- minimum: 7
- first quartile: 8
- median: 9
- third quartile: 10
- maximum: 12

Since the value of the third quartile is 10, approximately one-fourth of the students are 10–12 years old.

- 73. (C)** First, convert  $\frac{29}{7}$  to a mixed number:  $\frac{29}{7} = 4\frac{1}{7}$ . The two consecutive integers on either side of  $4\frac{1}{7}$  are 4 and 5.

- 74. (G)** First, determine the sale price after the 15% discount is applied.

Since the customer is saving 15%, this means they are paying 85% ( $100 - 15$ ), so multiply the original price by 85% (0.85) to find the discounted price:

$$\$85.75 \times 0.85 \approx \$72.89$$

Next, find the price after the 25% coupon has been applied:

Since the customer is saving 25% off the sale price, this means they are paying 75% ( $100 - 25$ ), so multiply the price found in the first step by 75% (0.75) to find the second discounted price:

$$\$72.89 \times 0.75 \approx \$54.67$$

Last, find the final cost after an 8.5% tax is added to the second discounted price.

Since the customer is paying 8.5% tax, this means they are paying 108.5% ( $100 + 8.5$ ), so multiply the second discounted price by 108.5% (1.085) to find the final cost:

$$\$54.67 \times 1.085 \approx \$59.32$$

- 75. (A)** Let  $x$  be the amount that Sheila needs to earn each week.

$$\$90.00 + 0.15 \times 12x = \$472.59$$

First, subtract 90 from both sides:

$$0.15 \times 12x = \$382.59$$

$$1.8x = \$382.59$$

Last, divide both sides by 1.8:

$$x = \$212.55$$

- 76. (F)** Write the ratios in fraction form and solve for  $x$ :

$$\frac{x}{35} = \frac{20}{28}$$

Cross multiply.

$$28x = 700$$

Apply the multiplicative inverse property; divide both sides by 28.

$$x = \frac{700}{28} = 25$$

77. (C)

$$\frac{3^2 + (-8)^2 + 2^2}{(3 - 8 + 2)^2} = \frac{9 + 64 + 4}{(-3)^2} = \frac{77}{9}$$

78. (F) Since the total cost of \$805.95 includes an 8% tax, this means that the cost of 15 pairs of cleats before tax was multiplied by 1.08 to find the total cost of the cleats including the tax. So, first, use division to find the cost of the 15 pairs of cleats before tax:

$$\$805.95 \div 1.08 = \$746.25$$

Then, divide that quotient by 15 to find the price of 1 pair of cleats:

$$\$746.25 \div 15 = \$49.75$$

79. (C) Substitute each answer option for  $p$  to see which value will work:

Option A:

If  $p = 2$ , then  $\frac{1}{2}n = 2$ , so  $n = 4$ . This cannot be the answer, because  $n$  cannot equal 4.

Option B:

If  $p = 3$ , then  $6q = 3$ , so  $q = 0.5$ . This cannot be the answer, because  $q$  cannot equal 0.5.

Option C:

If  $p = 6$ , then  $2m = 6$ , so  $m = 3$ ;  
 $6q = 6$ , so  $q = 1$ ; and  $\frac{1}{2}n = 6$ , so  
 $n = 12$ . This is the correct answer.

Option D:

If  $p = 12$ , then  $\frac{1}{2}n = 12$ , so  $n = 24$ .  
This cannot be the answer, because  $n$  cannot equal 24.

80. (G) Three of the five numbers listed (0.001, 0.0001, and 0.00001) are less than 0.005. So, the probability of a person selecting a number less than 0.005 is  $\frac{3}{5}$ .

**81. (A)** Spinner R has 4 equal sections and Spinner T has 6 equal sections, so the number of possible two-digit numbers that can be created is found by multiplying 4 and 6, which is 24. List the possible outcomes:

11 11 12 13 14 14  
21 21 22 23 24 24  
31 31 32 33 34 34  
41 41 42 43 44 44

There are 9 prime numbers out of 24 possible outcomes: 11, 11, 13, 23, 31, 31, 41, 41, and 43.

So the probability that the two-digit number created is a prime number is  $\frac{9}{24}$ , which is equivalent to  $\frac{3}{8}$ .

**82. (G)** First, find the measures of the three angles inside the triangle. The lower left angle is supplementary to the one marked  $135^\circ$ , so the measure of that angle is  $180 - 135 = 45$ . The angle on top is a vertical angle with the one marked  $x^\circ$ , so the measure of that angle is also  $x^\circ$ . The angle on the lower right is a vertical angle with the one marked  $100^\circ$ , so the measure of that angle is also  $100^\circ$ . Since the measures of the three interior angles of a triangle sum to  $180^\circ$ , set up an equation and solve for  $x$ :

$$\begin{aligned}45 + x + 100 &= 180 \\145 + x &= 180 \\x &= 35\end{aligned}$$



- 83. (A)** Let  $x = 2$ , and substitute that value for  $x$  in each inequality to determine which one is correct:

Option A:

$$\frac{1}{3} > \frac{1}{4}. \text{ This is true.}$$

Option B:

$$\frac{1}{3} < \frac{1}{4}. \text{ This is false.}$$

Option C:

$$\frac{1}{3} - \frac{1}{4} > 1, \text{ or } \frac{1}{12} > 1. \text{ This is false.}$$

Option D:

$$\frac{1}{3} - \frac{1}{4} > \frac{1}{2}, \text{ or } \frac{1}{12} > \frac{1}{2}. \text{ This is false.}$$

Option A is the only true inequality.

- 84. (G)** First, use the information about the red balls to calculate the total number of balls in the basket:

$$\frac{1}{3} = \frac{12}{x} \quad \text{Cross multiply.}$$

$$x = 36$$

There are a total of 36 balls in the basket. The probability of selecting a green ball is 1 in 4. Use that information to calculate how many green balls are in the basket:

$$\frac{g}{36} = \frac{1}{4} \quad \text{Cross multiply.}$$

$$4g = 36 \quad \text{Apply the multiplicative inverse property; divide both sides of the equation by 4.}$$

$$g = 9$$

There are 9 green balls in the basket.

- 85. (B)** First, calculate Lars's average speed in kilometers per hour:

$$\frac{48}{2} = 24$$

Then, convert kilometers to miles:

$$\frac{m}{24} = \frac{1}{1.6} \quad \text{Cross multiply.}$$

$$m(1.6) = 24(1) \quad \text{Apply the multiplicative inverse property; divide both sides of the equation by 1.6.}$$

$$m = \frac{24}{1.6} = 15$$

- 86. (H)** Since integer  $x$  is evenly divisible by 3, substitute 3 for  $x$  in the answer options to determine which expression is also divisible by 3:

$$\text{Let } x = 3.$$

Option A:

$$2x + 1 = 2(3) + 1 = 7$$

Option B:

$$3x - 5 = 3(3) - 5 = 4$$

Option C:

$$4x - 1 = 4(3) - 1 = 11$$

Option D:

$$4x + 6 = 4(3) + 6 = 18$$

Option D is the only value that is divisible by 3.

- 
- 87. (B)** There are currently 20 chips in the jar ( $6 + 10 + 4$ ). Of those chips, 14 are **not** red. So the probability of choosing a chip that is **not** red is  $\frac{14}{20} = \frac{7}{10}$ .

**88. (G)** There are 6 spaces, so first divide 100 by 6:  $100 \div 6 = 16$ , remainder 4. So, the arrow goes around 16 full times and then 4 more spaces. Four spaces from Space P is Space T.

**89. (A)** Call the 6 members A, B, C, D, E, and M (for Mei-Ling). The possible combinations are AB, AC, AD, AE, AM, BC, BD, BE, BM, CD, CE, CM, DE, DM, and EM. Of those pairs, 5 include Mei-Ling.

**90. (E)**

$$\begin{aligned}\frac{6 - 8(2 - t)}{2m + 4(3 - m)} &= \\ \frac{6 - 8[2 - (-1)]}{2(5) + 4(3 - 5)} &= \\ \frac{6 - 8(3)}{10 + 4(-2)} &= \\ \frac{6 - 24}{10 + (-8)} &= \\ \frac{-18}{2} &= -9\end{aligned}$$

**91. (D)** In a parallelogram, opposite angles are congruent, so the measure of the unmarked angle is  $56^\circ$ . The sum of the interior angles of a parallelogram is equal to  $360^\circ$ . Use that information to solve the problem:

$$\begin{aligned}x + y + 56 + 56 &= 360 \\ x + y + 112 &= 360 \\ x + y &= 248\end{aligned}$$

- 92. (F)**  $JK = 6 - (-4) = 10$  units. Let  $x = JL$ . Then  $LK = 10 - x$ . Substitute these expressions in the given equation:

$$x = \frac{2}{3}(10 - x)$$

Solve for  $x$ :

$$x = \frac{2}{3}(10 - x)$$

Apply the multiplicative inverse property; multiply both sides of the equation by 3.

$$3x = 2(10 - x)$$

Apply the distributive property; multiply the 2 by 10 and  $x$ .

$$3x = 20 - 2x$$

Apply the additive inverse property; add  $2x$  to both sides of the equation.

$$5x = 20$$

Apply the multiplicative inverse property; divide both sides of the equation by 5.

$$x = 4$$

So, point L is 4 units to the right of point J:  $-4 + 4 = 0$ . Point L is located at 0 on the number line.

- 93. (C)** Let  $j$  be the number of stamps Josef has. Then Mai has  $j - 500$  stamps. The total number of stamps is  $j + (j - 500) = 2j - 500$ . Since Josef has 60% of the stamps, set up an equation to solve for  $j$ :

$$\frac{j}{2j - 500} = \frac{60}{100}$$

Cross multiply.

$$100j = 60(2j - 500)$$

Apply the distributive property; multiply the 60 by  $2j$  and 500.

$$100j = 120j - 30,000$$

Apply the additive inverse property; subtract  $120j$  from both sides of the equation.

$$-20j = -30,000$$

Apply the multiplicative inverse property; divide both sides of the equation by  $-20$ .

$$j = 1,500$$

**94. (F)** The area of the entire circle is  $\pi r^2$ .

The fraction of the circle that is shaded is

$\frac{45}{360} = \frac{1}{8}$ . So, the area of the sector is  $\frac{1}{8}\pi r^2$ . Use that information to find  $r$ :

$$\frac{1}{8}\pi r^2 = 18\pi$$

$$r^2 = 144$$

$$r = 12$$

Use  $r$  to calculate the circumference of the circle:

$$c = 2\pi r = 2\pi(12) = 24\pi$$

The circumference is  $24\pi$  feet.

**95. (A)**

$-3x - 7 > -4$  Apply the additive inverse property; add 7 to both sides of the equation.

$-3x > 3$  Apply the multiplicative inverse property; divide both sides of the equation by  $-3$ . Note: when dividing an inequality by a negative number, the inequality sign is reversed.

$$x < -1$$

The solution is that  $x$  is less than  $-1$ , so choose the graph that starts at  $-1$  and continues to the left.

- 96. (H)** First, set up the equations based on the information in the question.

$$R = 3S$$
$$T = \frac{1}{6}S$$

So, the ratio of R:T is

$$3S:\frac{1}{6}S$$

Divide both sides by S to eliminate the variable. Then, multiply both sides by 6 to eliminate the fraction. The resulting ratio is 18:1.

- 97. (A)** If Ken gives 6 video games to Jeff, the number Ken has is  $k - 6$ , and the number Jeff has is  $j + 6$ . After the exchange, Ken has twice as many video games as Jeff. The equation is:

$$k - 6 = 2(j + 6)$$

- 98. (G)** So far, Sarah has read  $15 + 17 = 32$  of the entire book. That means she has  $100 - 32 = 68$  left to read.

$$68\% = \frac{68}{100} = \frac{17}{25}$$

- 99. (D)** First, list the first several multiples of 6: 6, 12, 18, 24, 30, 36, 42, 48, 54 . . .

Every third multiple (i.e., 18, 36, 54, . . .) is also a multiple of 9. Thus,  $\frac{2}{3}$  of the multiples of 6 are not multiples of 9.

Next, calculate how many multiples of 6 are in the given number range. The last multiple of 6 would be 198. So, there are a total of  $\frac{198}{6} = 33$  multiples of 6. Since  $\frac{2}{3}$  of those are not multiples of 9, the answer is  $\frac{2}{3}(33) = 22$ .

- 100. (F)** First, calculate Kim's jogging time in minutes:

$$1 \text{ hour } 40 \text{ minutes} = 100 \text{ minutes}$$

Then, convert kilometers to meters:

$$8 \text{ kilometers} = 8,000 \text{ meters}$$

Now simplify the ratio to find the answer:

$$\frac{8,000}{100} = 80$$

**101. (B)**

$$\frac{x}{5} - 4 = 3(4 - 2x) - 1$$

Apply the distributive property; multiply the 3 by 4 and  $-2x$ .

$$\frac{x}{5} - 4 = 12 - 6x - 1$$

Combine like terms.

$$\frac{x}{5} - 4 = 11 - 6x$$

Apply the additive inverse property; add  $6x$  and  $4$  to both sides of the equation.

$$\frac{x}{5} + 6x = 15$$

Get a common denominator.

$$\frac{x + 30x}{5} = 15$$

Apply the multiplicative inverse property; multiply both sides of the equation by  $5$ .

$$31x = 75$$

$$x = \frac{75}{31}$$

Apply the multiplicative inverse property; divide both sides of the equation by  $31$ .

**102. (E)** First, find the measures of the interior angles of the triangle formed by the line segment and the rectangle. The top angle on the right is a vertex of the rectangle, so the measure of that angle is  $90^\circ$ . The top angle on the left is supplementary to the given angle of  $130^\circ$ . So, the measure of that angle is  $180 - 130 = 50$ . The measure of the lower angle is  $40^\circ$ , since  $180 - 90 - 50 = 40$ . Angle  $y$  is supplementary to the lower angle of  $40^\circ$ , so the measure of angle  $y$  is  $180 - 40 = 140$ .

**103. (D)** The number of students in the sample who wrote an essay with at least 100 words is 24 out of the 30 students. Write it as a fraction:  $\frac{24}{30} = \frac{4}{5}$ . To predict the number of students in the entire grade who would write an essay with at least 100 words, find  $\frac{4}{5}$  of 150, which is  $\frac{4}{5}(150) = 120$ .

**104. (G)** Since 0.0099 is equal to 0.99%, the answer option closest to that value is 1%.

**105. (D)** First, identify the first quartile and the third quartile:

- first quartile: 31
- third quartile: 73

Then, find the difference between the first quartile and the third quartile:

$$73 - 31 = 42$$

The median is given: 42.

So, the interquartile range and the median are equal.

**106. (E)** For the outer rectangle, the length is 4 feet and the perimeter is 14 feet. Write and solve an equation to find the width:

$$2(4) + 2w = 14$$
 Apply the additive inverse property; subtract 8 from both sides of the equation.

$$2w = 6$$
 Apply the multiplicative inverse property; divide both sides of the equation by 2.

$$w = 3$$

Use that information in a proportion to find the length of the shaded rectangle:

$$\frac{x}{4} = \frac{2}{3}$$
 Cross multiply.

$$3x = 4(2)$$
 Apply the multiplicative inverse property; divide both sides of the equation by 3.

$$x = \frac{8}{3}$$

Now find the area of the shaded rectangle:

$$2 \times \frac{8}{3} = \frac{16}{3} = 5\frac{1}{3}$$



**107. (C)** First convert 6 inches to 0.5 foot.  
Then, calculate the volume, in cubic feet:

$$30 \times 8 \times 0.5 = 120$$

**108. (F)** Quartile 1 is the median of the lower half of the data, 8.

Quartile 3 is the median of the upper half of the data, 17.

$$\text{IQR} = Q3 - Q1 = 17 - 8 = 9$$

The interquartile range is 9.

**109. (B)** Vicente ran 1.5 times as fast as Carla, so that means for every lap Carla finished, Vicente finished 1.5 laps. Set up a proportion to calculate  $c$ , the number of laps Carla had completed when Vicente finished 8 laps:

$$\frac{c}{1} = \frac{8}{1.5} \quad \text{Cross multiply.}$$

$$1.5c = 8(1) \quad \text{Apply the multiplicative inverse property; divide both sides of the equation by 1.5.}$$

$$c = 5\frac{1}{3}$$

So, the number of laps Carla still had to finish is  $8 - 5\frac{1}{3} = 2\frac{2}{3}$ .

**110. (E)** Kharleen likes  $\frac{6}{20} = \frac{3}{10}$  of the dormitories. She likes  $\frac{2}{6} = \frac{1}{3}$  of the dining rooms. Multiply those fractions together to calculate the probability of Kharleen being assigned to both a dormitory and a dining room that she likes:  $\frac{3}{10} \times \frac{1}{3} = \frac{1}{10} = 10\%$ .

**111. (D)** First, find the speed of the train in miles per hour:  $240 \div 5 = 48$ .

The number of miles left to travel is  $2,200 - 240 = 1,960$ .

To find the number of hours left, use the equation  $rt = d$ :

$$48t = 1,960$$

Apply the multiplicative inverse property; divide both sides of the equation by 48.

$$t = \frac{1,960}{48} = 40\frac{5}{6}$$

That number rounded to the nearest whole hour is 41 hours.

**112. (H)** Let  $n$  represent the least of the four integers. The other three integers are  $(n + 1)$ ,  $(n + 2)$ , and  $(n + 3)$ . Write an equation to solve for  $n$ :

$$\begin{aligned}n + (n + 1) + (n + 2) + (n + 3) &= 58 \\4n + 6 &= 58 \\4n &= 52 \\n &= 13\end{aligned}$$

**113. (D)** The shaded region goes from  $\frac{1}{2}$  to  $\frac{3}{2}$ .

So, the possible values of  $\frac{1}{x}$  would be between the reciprocal of  $\frac{1}{2}$  and the reciprocal of  $\frac{3}{2}$ , which are 2 and  $\frac{2}{3}$ , respectively. Find the number line in the answer options that has a shaded region that ranges from  $\frac{2}{3}$  to 2, which is option D.

**114. (H)** Let  $\frac{1}{x}$  be the probability of Chanelle selecting a red marble the first time. The probability of selecting a red marble three times is  $\frac{1}{x} \times \frac{1}{x} \times \frac{1}{x}$ , which is given as  $\frac{1}{216}$ . Since  $216 = 6 \times 6 \times 6$ , the value of  $x$  is 6, and the probability of Chanelle selecting a red marble the first time is  $\frac{1}{6}$ .

# Form A

## Sample Test – Answer Key

You can read explanations for each answer online here. If you are in Grade 9, you can find examples of additional types of math content you might see on your test here.

### Answer Key for Sample Form A

1. D	14. F	27. A	40. E	53. D	66. F	79. C	92. F	105. D
2. G	15. C	28. E	41. C	54. F	67. D	80. G	93. C	106. E
3. C	16. E	29. D	42. F	55. C	68. F	81. A	94. F	107. C
4. E	17. D	30. H	43. A	56. E	69. A	82. G	95. A	108. F
5. A	18. H	31. B	44. G	57. C	70. F	83. A	96. H	109. B
6. H	19. B	32. G	45. B	58. 5	71. D	84. G	97. A	110. E
7. A	20. H	33. B	46. E	59. -9	72. G	85. B	98. G	111. D
8. H	21. A	34. H	47. D	60. 4	73. C	86. H	99. D	112. H
9. C	22. G	35. B	48. E	61. 55	74. G	87. B	100. F	113. D
10. F	23. B	36. E	49. A	62. 19.2	75. A	88. G	101. B	114. H
11. D	24. G	37. A	50. H	63. C	76. F	89. A	102. E	
12. G	25. A	38. F	51. D	64. E	77. C	90. E	103. D	
13. C	26. H	39. C	52. F	65. A	78. F	91. D	104. G	