

GED PRACTICE TEST 17

Reasoning Through Language Arts

Welcome!

Here is some information that you need to know before you start this test:

- You should not spend too much time on a question if you are not certain of the answer; answer it the best you can, and go on to the next question.
- If you are not certain of the answer to a question, you can mark your answer for review and come back to it later.
- This test has three sections.
- You have **35 minutes** to complete Section 1.
- When you finish Section 1, you may review those questions.
- You may not go back to Section 1 once you have finished your review.
- You have **45 minutes** to complete the Extended Response question in Section 2.
- After completing Section 2, you may take a 10-minute break.
- You have **60 minutes** to complete Section 3.
- When you finish Section 3, you may review those questions.

Turn the page to begin.

Reasoning Through Language Arts, Section 1

Questions 1 through 8 refer to the following passage.

Excerpt from *A Popular Schoolgirl* by Angela Brazil

- 1 The Saxons were spending their summer holidays at a farm near the seaside, and for the first time in four long years the whole family was reunited. Mr. Saxon, Egbert, and Athelstane had only just been demobilized, and had hardly yet settled down to civilian life. They had joined the rest of the party at Lynstones before returning to their native town of Grovebury. The six weeks by the sea seemed a kind of oasis between the anxious period of the war that was past and gone, and the new epoch that stretched ahead in the future. To Ingrid they were halcyon days. To have her father and brothers safely back, and for the family to be together in the midst of such beautiful scenery, was sufficient for utter enjoyment. She did not wish her mind to venture outside the charmed circle of the holidays. Beyond, when she thought about it all, lay a nebulous prospect, in the center of which school loomed large.
- 2 On this particular hot August afternoon, Ingrid welcomed an excursion in the sidecar. She had not felt inclined to walk down the white path under the blazing sun to the glaring beach, but it was another matter to spin along the high road till, as the fairy tales put it, her hair whistled in the wind. Egbert was anxious to set off, so Hereward took his place on the luggage-carrier, and, after some back-firing, the three started forth. It was a glorious run over moorland country, with glimpses of the sea on the one hand, and craggy tors on the other, and round them billowy masses of heather, broken here and there by runnels of peat-stained water. If Egbert exceeded the speed-limit, he certainly

had the excuse of a clear road before him; there were no hedges to hide advancing cars, neither was there any possibility of whisking round a corner to find a hay-cart blocking the way. In the course of an hour they had covered a considerable number of miles, and found themselves whirling down the tremendous hill that led to the seaside town of Chatcombe.

3 Arrived in the main street they left the motorcycle at a garage, and strolled on to the promenade, joining the crowd of holiday-makers who were sauntering along in the heat, or sitting on the benches watching the children digging in the sand below. Much to Ingrid's astonishment she was suddenly hailed by her name, and, turning, found herself greeted with enthusiasm by a schoolfellow.

4 "Ingrid! What a surprise!"

5 "Avis! Who'd have thought of seeing you?"

6 "Are you staying here?"

7 "No, only over for the afternoon."

8 "We've rooms at Beach View over there. Come along and have some tea with us, and your brothers too. Yes, indeed you must! Mother will be delighted to see you all. I shan't let you say no!"

9 Borne away by her hospitable friend, Ingrid presently found herself sitting on a seat in the front garden of a tall boarding-house facing the sea, and while Egbert and Hereward discussed motor-cycling with Avis's father, the two girls enjoyed a confidential chat together.

- 10 "Only a few days now," sighed Avis, "then we've got to leave all this and go home. How long are you staying at Lynstones, Ingred?"
- 11 "A fortnight more, but don't talk of going home. I want the holidays to last forever!"
- 12 "So do I, but they won't. School begins on the twenty-first of September. It will be rather sport to go to the new buildings at last, won't it? By the by, now the war's over, and we've all got our own again, I suppose you're going back to Rotherwood, aren't you?"
- 13 "I suppose so, when it's ready."
- 14 "But surely the Red Cross cleared out ages ago, and the whole place has been done up? I saw the paperhangers there in June."
- 15 "Oh, yes!" Ingred's voice was a little strained.
- 16 "You'll be so glad to be living there again," continued Avis. "I always envied you that lovely house. You must have hated lending it as a hospital. I expect when you're back you'll be giving all sorts of delightful parties, won't you? At least that's what the girls at school were saying."
- 17 "It's rather early to make plans," temporized Ingred.
- 18 "Oh, of course! But Jess and Francie said you'd a gorgeous floor for dancing. I do think a fancy-dress dance is about the best fun on earth. The next time I get an invitation, I'm going as a Quaker maiden, in a gray dress and the duckiest little white cap. Don't you think it would suit me? With your dark hair...I

can just imagine you acting hostess in a shimmery sort of white-and-gold costume. *Do promise to wear white-and-gold!*"

19 "All right," laughed Ingrid.

20 "It's so delightful that the war's over, and we can begin to have parties again, like we used to do. Beatrice Jackson told me she should never forget that Carnival dance she went to at Rotherwood five years ago, and all the lanterns and fairy lamps. Some of the other girls talk about it yet. Hullo, that's the gong! Come indoors, and we'll have tea."

1. Which quotation from the story supports the idea that Ingrid's relatives have had military experience?

- A. "Mr. Saxon, Egbert, and Athelstane had only just been demobilized, and had hardly yet settled down to civilian life."
- B. "The six weeks by the sea seemed a kind of oasis between the anxious period of the war that was past and gone, and the new epoch that stretched ahead in the future."
- C. "By the by, now the war's over, and we've all got our own again, I suppose you're going back to Rotherwood, aren't you?"
- D. "To have her father and brothers safely back, and for the family to be together in the midst of such beautiful scenery, was sufficient for utter enjoyment."

2. Which definition best matches the use of the word "native" in paragraph 1?

- A. natural
- B. wild

- C. original
- D. inherited

3. Read the following sentence from paragraph 2.

It was a glorious run over moorland country, with glimpses of the sea on the one hand, and craggy tors on the other, and round them billowy masses of heather, broken here and there by runnels of peat-stained water.

The detailed description of the landscape enhances the story by

- A. revealing the dangerous nature of the motorcycle trip.
- B. further emphasizing Ingrid's feelings about her summer home.
- C. showing the contrast between the sea and the cliffs.
- D. introducing Egbert as a secondary character.

4. Read the sentences from paragraph 14.

"But surely the Red Cross cleared out ages ago, and the whole place has been done up? I saw the paper-hangers there in June."

What is the significance to Ingrid of the "place" mentioned in the passage?

- A. It is Ingrid's family home which had been occupied by wartime personnel.
- B. It is the town where Ingrid lives, which has a Red Cross military hospital.

- C. It is a popular ballroom that has been undergoing renovations in preparation for a dance.
- D. It is one of the new buildings at Ingrid's school, where she dreads returning.

5. In paragraph 15, which characteristic does the passage reveal about Ingrid as she responds to Avis?

- A. reluctance
- B. agreement
- C. exhaustion
- D. enthusiasm

6. Drag and drop the events into the chart to show the order in which they occur in the excerpt. (For this practice test, write the event letters in the chart.)

Order of Events



(a) Egbert drives Ingrid to the beach.

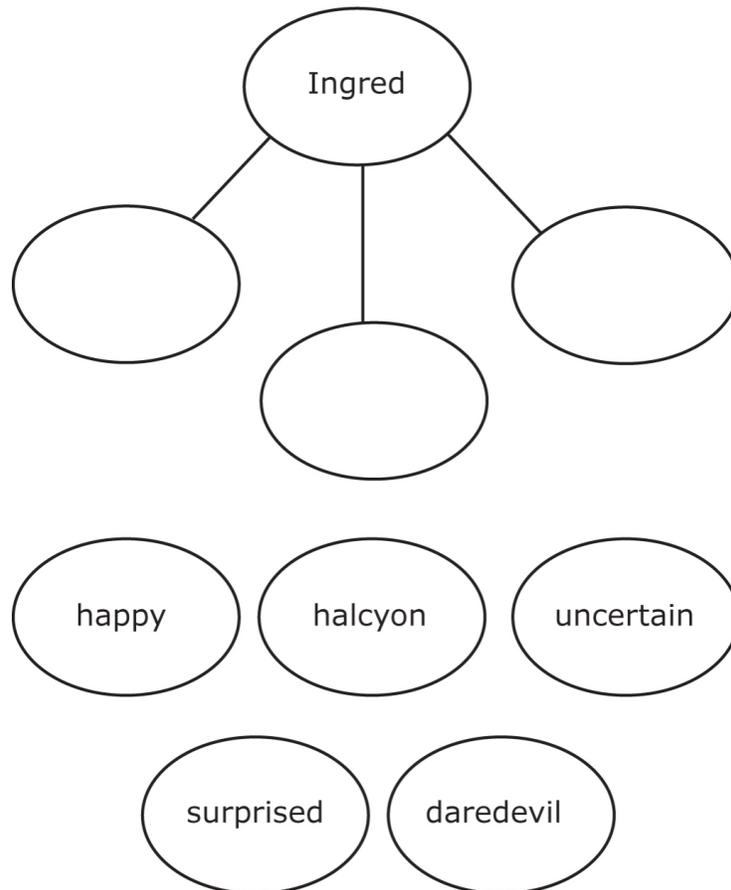


(b) Ingrid is invited to tea.

(c) Avis talks about a fancy-dress dance.

(d) The Saxons unite at Lynstones.

7. Drag and drop each word that describes Ingrid into the character web. (For this practice test, write each word in the web.)



8. Based on the details in the story, what can readers predict about Avis?

- A. She will be going to school with Ingrid for the first time in September.
- B. She will plan and host a dance after school starts.
- C. She will travel to Lynstones when the afternoon is over.
- D. She will return to her hometown before Ingrid does.

Questions 9 through 16 refer to the following article.

**Devices and Additives to Improve Fuel Economy and Reduce
Pollution—Do They Really Work?**

By the U.S. Environmental Protection Agency

Watch Out!

- 1 Have you seen advertisements for products that “Double Your Fuel Economy,” or “Clean-up Your Car’s Tailpipe Exhaust”? Be careful about these products; don’t be fooled by erroneous claims.

Fuel Additives

- 2 Some advertisements claim that certain fuel additives have been approved by the EPA. While the EPA requires fuel additives to be “registered,” the EPA does not test additives for engine efficiency, emissions benefits, or safety as part of the registration. To register an additive, manufacturers report the chemical composition and technical, marketing, and health effects information. The EPA does NOT endorse or certify fuel additives; registration with the EPA does not imply anything about the claims made by the manufacturer.

Aftermarket Devices to Improve Fuel Economy or Reduce Emissions

3 If a device has significant benefits, the manufacturer may apply for EPA testing through the Voluntary Aftermarket Retrofit Device Evaluation Program. Very few manufacturers have applied for this program in the past 10 years. Most devices tested in earlier years had a neutral or negative effect on fuel economy and/or exhaust emissions. Without this report, the EPA has no information about the safety of the device or its impact on fuel efficiency or the environment.

Popular Devices and Their Effects

- Devices that turn water into fuel: The EPA has received no credible and complete data showing fuel economy benefits from devices that split water molecules into hydrogen and oxygen gas, which is then burned with your fuel. Some devices' installation instructions include adjustments that the EPA would consider tampering. Tampering with your car's emissions control system is punishable by significant fines.
- Fuel line devices: Some devices heat, magnetize, ionize, irradiate, or add metals to the fuel lines. EPA testing of such devices has shown no substantive effect on fuel economy or exhaust emissions. Installation of devices that retard timing or adjust the air-fuel ratio of the vehicle may be considered tampering.
- Mixture enhancers: The EPA has received no credible and complete data showing fuel economy benefits from devices that claim to increase fuel efficiency by creating aerodynamic properties or turbulence that improves the air-fuel mix prior to combustion.

Aftermarket Alternative Fuel Conversions

4 Aftermarket alternative fuel conversions are sometimes alleged to improve fuel economy and reduce pollution. However, it is difficult to re-engineer a vehicle to operate properly on a different fuel, and especially difficult to ensure that the vehicle will meet emission standards. So, before choosing a vehicle conversion, consider these factors:

- It is not the fuel alone but the integration of engine, fueling, exhaust and evaporative emission control system designs that determines how clean a vehicle will be. Vehicle conversion systems must retain a similarly integrated design and functionality to retain low emissions.
- Gaseous and alcohol fuels are less energy dense than conventional fuels, so your fuel efficiency per gallon of fuel will decrease compared to gasoline or diesel.
- Be sure to check whether your vehicle's manufacturer will honor the warranty after conversion.

If the conversion manufacturer has not followed EPA guidelines, you may be violating the tampering prohibition and/or increasing the release of harmful exhaust and evaporative emissions.

5 Therefore, thoroughly research any aftermarket part or additive before purchasing, and remember the old adage, "If it sounds too good to be true, it probably is."

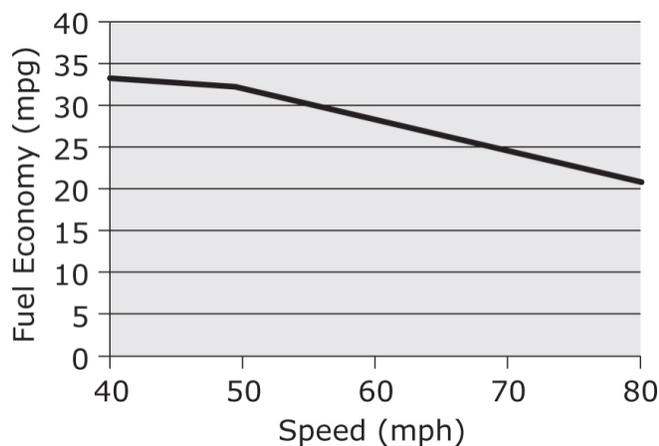
Improve Your Fuel Economy By the U.S. Department of Energy

Fuel-Saving Habits

6 There are several things you can do to obtain the best possible fuel economy and produce the lowest possible

emissions.

- Avoid idling. Idling gets 0 miles per gallon and costs as much as \$0.04 per minute.
- Keep tires inflated to the recommended pressure, and use the recommended grade of motor oil, which can improve fuel economy by up to 5%.
- Drive more efficiently. Each 5 MPH you drive over 60 MPH can reduce your fuel economy by 7%.



- Keep your car in shape. Fixing a car that is out of tune can improve your gas mileage by about 4%.
- Combine your trips. Many short trips taken from a cold start can use twice as much fuel as one multipurpose trip.
- Avoid carrying unneeded items. An extra 100 pounds can decrease fuel economy by 1%–2%.

Fuel-Saving Technology Highlight: Start-Stop Systems

7 An energy-saving feature is now available that can help you save fuel in stop-and-go traffic, at red lights, and in other

situations where your car would normally waste fuel idling. Start-stop systems turn off the engine when a vehicle comes to a stop and automatically start it back up when the brake is released or when the accelerator or clutch is pressed. It usually takes half a second or less to restart. Until recently, these systems were mostly found on hybrid vehicles, but as of the 2014 model year, they are available on about one hundred conventional vehicle models. By turning off the engine when it's not needed, start-stop systems can improve fuel economy by around 4 to 5 percent on average. Unlike a hybrid system, which can add thousands of dollars to a vehicle's cost, a start-stop system typically adds only a few hundred dollars. A start-stop system doesn't require you to drive differently, but it may take some time for you to get used to the way the vehicle operates or feels. Most systems are robust and easy to use. If you spend significant drive time idling, a vehicle equipped with a start-stop system might just be right for you!

Sources: Adapted and abridged from *Devices and Additives to Improve Fuel Economy and Reduce Pollution—Do They Really Work?*, U.S. Environmental Protection Agency, 2012, and *Model Year 2014 Fuel Economy Guide*, U.S. Department of Energy, 2016.

9. Drag and drop two statements that express the EPA's purposes for writing its article into the empty boxes. (For this practice test, write the statement letters in the boxes below.)

EPA's Purposes

(a) To promote start-stop systems as a method to increase fuel economy

(b) To list the many harmful effects that emissions can have on the environment

(c) To caution consumers about deceptive advertising

(d) To give information about the role of the EPA in evaluating fuel additives and devices

(e) To list ways to increase fuel economy

10. Which conclusion is best supported by the Department of Energy article?

- A. Because of the advent of start-stop systems, other methods to improve fuel economy and reduce pollution are no longer necessary.
- B. Start-stop systems offer better fuel economy benefits than aftermarket alternative fuel conversions.
- C. Consumers seeking to save on fuel costs should adopt better driving habits.
- D. Consumers should research any devices marketed to improve fuel economy, to make sure they have been tested and endorsed by the EPA.

11. What was the author's purpose for including the sentence "Very few manufacturers have applied for this program in the past 10 years" (paragraph 3) in the Environmental Protection Agency article?

- A. to emphasize that the EPA program is competitive and takes a long time to complete
- B. to suggest that the claims made by many manufacturers cannot be verified
- C. to show that only a few devices are effective enough to pass EPA testing
- D. to urge more manufacturers to apply for the program, so that consumers will have better choices in the future

12. How does the chart extend the information in the article by the Department of Energy?

- A. by showing that fuel economy improves 5% with every 5 MPH a driver slows down
- B. by showing that reducing driving speed is more effective than vehicle maintenance
- C. by illustrating the effects of safer driving
- D. by highlighting the optimum speed for every driving condition

13. How are the two articles similar?

- A. Both articles list methods to help reduce emissions.
- B. Both articles mention devices that are reported to increase fuel economy.
- C. Both articles use statistics to support their assertions about fuel economy.
- D. Both articles describe a way to verify the claims made about a marketed device.

14. Which idea about the effect of aftermarket fuel economy devices is included in the article by the EPA?

- A. Installation of the devices might be more costly than expected.
- B. The devices can improve economy 4 to 5 percent.
- C. The devices can be tested and registered by the EPA.
- D. There is no information about the safety of these devices.

15. How does the “Fuel-Saving Habits” section (paragraph 6) of the Department of Energy article relate to the “Fuel-Saving Technology Highlight” section (paragraph 7)?

- A. The “Fuel-Saving Habits” section lists changes drivers can make to save fuel, while the “Fuel-Saving Technology Highlight” contradicts this list by claiming there is no need to drive differently.
- B. The “Fuel-Saving Habits” list begins by cautioning against a bad driving habit; the “Fuel-Saving Technology Highlight” builds on this advice by recommending a device that automatically reduces this habit.
- C. The “Fuel-Saving Habits” section implies that there are several ways to reduce fuel consumption, while the “Fuel-Saving Technology Highlight” implies that one of these ways is more effective than the others.
- D. The “Fuel-Saving Habits” section focuses only on ways to operate a vehicle while the “Fuel-Saving Technology Highlight” focuses on devices that can be installed in vehicles.

16. In the Department of Energy article, what is the effect of the use of the word “robust” in paragraph 7?

- A. It reassures the reader that the start-stop system is sturdy and well-made.
- B. It informs the reader that the start-stop system will not be hard to drive.
- C. It cautions the reader that the start-stop system is fairly bulky and may increase the weight of the car.
- D. It advises the reader that the start-stop system is not expensive.

17. The passage below is incomplete. For each “Select” option, choose the option that correctly completes the sentence. (For this practice test, circle your selection.)

Macy Redizas
5366 Ardenhall Lane
Laughing Pines, NJ

Dear Ms Redizas:

As a fellow member of the Laughing Pines community, I am sending this to you with great concern for our quality of life.

Surely you enjoy living in such a quiet and peaceful

Select...	▼
neighborhood, just as I do.	
neighborhood. Just as I do.	
neighborhood just as I do too.	
neighborhood; you just as much as I do.	

As it happens, in order to ensure a “quiet and peaceful” community, one sometimes must take precautions.

Select...	▼
The alarmingly increased burglary incidents, via news reports and social media posts, you must be aware of by now,	
By now, via news reports and social media posts, you must be aware of the alarming increase in burglary incidents	
Via news reports and social media posts you must be aware of by now, the alarming increase in burglary incidents	
The alarming increase in burglary incidents you must be aware of by now, via news reports and social media posts	

in our neighborhood during the past few years. While police may assert that this is an expected result of the continuing economic slump, that is no consolation to those whose homes have been targeted.

We have determined not to meet this danger unprepared. The additional cost to double nighttime security patrols by Protect Pro will be approximately \$25,000 to \$30,000 annually. There are no additional funds in our budget available to cover such an unexpected, but necessary, expense. Therefore,

Select...	▼
concerning our community, as we all do	
as we all were concerned about our community,	
as we are all concerned about our community,	
having concern about our community, as were we all,	

I propose

that every resident consider personally contributing to the security control budget. I am willing to spearhead this initiative with my own business. For every \$2 raised in the community to cover the additional security costs, IntelliTech will donate \$1 more.

Please make a donation today to support this much-needed cause for the common good. You can visit either one of our two stores and deposit your donation in the boxes provided near the front cash registers. Alternatively, if you can't make it to the store, please send a check or money order, payable to

“ProtectPro Security Patrol” and mail

Select...	▼
them	
it	
that	
one	

to the

address listed below.

With neighborly goodwill,

Gracie Wishton
IntelliTech Design
823 Askward St.
Laughing Pines, NJ

Reasoning Through Language Arts, Section 2

Extended Response Answer Guidelines

Please use the guidelines below as you answer the Extended Response question on the Reasoning Through Language Arts test. Following these guidelines as closely as possible will ensure that you provide the best response.

- 1. Please note that this task must be completed in no more than 45 minutes.** However, don't rush through your response. Be sure to read through the passage(s) and the prompt. Then think about the message you want to convey in your response. **Be sure to plan your response before you begin writing.** Draft your response and revise it as needed.
- 2. As you read, think carefully about the argumentation** presented in the passage(s). "Argumentation" refers to the assumptions, claims, support, reasoning, and credibility on which a position is based. Pay close attention to **how the author(s) use these strategies to convey their positions.**
- 3. When you write your essay, be sure to**
 - **determine which position presented** in the passage(s) is **better supported** by evidence from the passage(s)
 - **explain why the position you chose is the better-supported one**
 - **remember, the better-supported position is not necessarily the position you agree with**
 - **defend your assertions with multiple pieces of evidence** from the passage(s)
 - **build your main points thoroughly**
 - **put your main points in logical order** and tie your details to your main points

- **organize your response carefully** and consider your **audience, message, and purpose**
- **use transitional words and phrases** to connect sentences, paragraphs, and ideas
- **choose words carefully** to express your ideas clearly
- **vary your sentence structure** to enhance the flow and clarity of your response
- **reread and revise your response** to correct any errors in grammar, usage, or punctuation

Instructions

Read

- On the **page 2 tab above**, you will **read two texts** presenting **different views** on the same topic.
- **Both writers argue** that **their position** on the issue is **correct**.

Plan

- **Analyze** the two texts **to determine** which writer presents the **stronger case**.
- **Develop your own argument** in which **you explain** how one position is **better supported** than the other.
- **Include** relevant and specific **evidence** from **both sources** to support your argument.

Write

- **Type** your response in the **box on the right**.
- Your response should be approximately **4 to 7 paragraphs of 3 to 7 sentences each**.

- **Remember** to allow a few minutes **to review and edit your response.**

You have up to **45 minutes** for reading, planning, writing, and editing your response.

Emissions Trading

1 “Cap-and-trade” is a market-based policy tool for controlling large amounts of harmful emissions, such as sulfur dioxide (SO₂) and nitrogen oxides (NO_x), from a group of sources. A cap-and-trade program from the Environmental Protection Agency (EPA) first sets an aggressive “cap,” or maximum limit, on emissions. Businesses and industries covered by the program then receive authorizations to produce emissions in the form of emissions permits, with the total number of permits limited by the cap. Each business or industry can develop its own strategy to comply with the overall reduction requirement, including the sale or purchase (the “trade”) of permits, installation of pollution controls, and implementation of efficiency measures, among other options. Businesses and industries must also completely and accurately measure and report all emissions in a timely manner to guarantee that the overall cap is met.

Indications That Cap-and-Trade Works

2 Under the right circumstances, cap-and-trade programs have proven extremely effective, providing certainty in allocations, rules, and penalties; substantial emission reductions; cost-effective, flexible compliance choices for regulated sources; complete accountability, unprecedented data quality, and public

access to program data and decisions; and minimized administrative costs for industry and government. EPA's cap-and-trade programs have the force of federal and state standards behind them, including national health-based air quality standards. This ensures that local public health needs are met in conjunction with achievement of regional or national emission reductions.

- 3 Examples of successful cap-and-trade programs include the nationwide Acid Rain Program (ARP) and the regional NO_x Budget Trading Program in the Northeast. Additionally, EPA issued the Clean Air Interstate Rule (CAIR) on March 10, 2005, to build on the success of these programs and achieve significant additional emission reductions.
- 4 The programs have had measurable results:
 - Since the 1990s, SO₂ emissions have dropped 40%, and according to the Pacific Research Institute, acid rain levels have dropped 65% since 1976.
 - A 2017 study in the American Economic Review found that NO_x reductions due to the NO_x Budget Trading Program have led to improvements in ozone and particulate matter. The program also reduced expenditures on medicine by about \$800 million annually and led to fewer premature deaths, mainly among older people.
 - Ozone season NO_x emissions decreased by 43 percent between 2003 and 2008, even while energy demand remained essentially the same during the same period.
 - A 2021 study found that a similar emission reduction strategy in China reduced total emissions by 16.7% and emission

intensity by 9.7%.

- 5 Therefore, cap-and-trade has been proven to be effective in protecting human health and the environment. Successful cap-and-trade programs reward innovation, efficiency, and early action and provide strict environmental accountability without inhibiting economic growth.

Criticisms of Cap-and-Trade

- 6 Critics have several objections to cap-and-trade. Skeptical environmentalists have argued that reductions in emissions occurred due to broad trends unconnected to the program. For example, there were many other regulations that impacted emissions at the time the ARP was implemented. Therefore, the effectiveness of the emissions trading element of the ARP in reducing emissions has been questioned, since the EPA also used other regulations in conjunction with the ARP during the time period the emissions reduction took place.
- 7 “Carbon leakage” occurs when there is an increase in carbon dioxide emissions in one country as a result of an emissions reduction by a second country with a strict climate policy. If one country has a strict emissions policy that raises production costs, then production may move offshore to the cheaper country with lower standards, and global emissions will not be reduced. Furthermore, cheap “offset” carbon credits are frequently available from the less developed countries, where they may be generated by local polluters at the expense of local communities.
- 8 Regulatory agencies run the risk of issuing too many emission credits, which can result in a very low price on emission permits. This reduces the incentive for companies to

cut back their emissions, since permits are cheap. On the other hand, issuing too few permits can result in an excessively high permit price. Another issue with cap-and-trade programs has been overallocation, whereby the cap is high enough that sources of emissions do not need to reduce their emissions.

- 9 The price and supply of permits can result in perverse incentives. If, for example, polluting firms are given free emission permits, this may create a reason for them not to cut their emissions. A firm making large cuts in emissions could then be granted fewer emission permits in the future. This perverse incentive can be alleviated if permits are sold, rather than given, to polluters.
- 10 Some environmentalists argue that offsets for emission reductions are not a substitute for actual cuts in emissions, and that offsets are an excuse for business as usual, since expensive long-term changes will not be made if there is a cheaper source of carbon credits. Environmental protection will require more radical change than the modest changes driven by pollution trading schemes. These critics advocate solutions that leave most remaining fossil fuels underground.

You may take a 10-minute break before proceeding to Section 3.

Reasoning Through Language Arts, Section 3

Questions 18 through 25 refer to the following passage.

Niagara by Mark Twain

- 1 Niagara Falls is a most enjoyable place of resort. The hotels are excellent, and the prices not at all exorbitant. The opportunities for fishing are not surpassed in the country; in fact, they are not even equaled elsewhere. Because, in other localities, certain places in the streams are much better than others; but at Niagara one place is just as good as another, for the reason that the fish do not bite anywhere, and so there is no use in your walking five miles to fish, when you can depend on being just as unsuccessful nearer home. The advantages of this state of things have never heretofore been properly placed before the public.
- 2 The weather is cool in summer, and the walks and drives are all pleasant and none of them fatiguing. When you start out to “do” the Falls you first drive down about a mile, and pay a small sum for the privilege of looking down from a precipice into the narrowest part of the Niagara River. A railway “cut” through a hill would be as comely if it had the angry river tumbling and foaming through its bottom. You can descend a staircase here a hundred and fifty feet down, and stand at the edge of the water. After you have done it, you will wonder why you did it; but you will then be too late.
- 3 Then you drive over to Suspension Bridge, and divide your misery between the chances of smashing down two hundred feet into the river below, and the chances of having the railway-train overhead smashing down onto you. Either possibility is

discomforting taken by itself, but, mixed together, they amount in the aggregate to positive unhappiness.

- 4 When you have examined the stupendous Horseshoe Fall till you are satisfied you cannot improve on it, you return to America by the new Suspension Bridge, and follow up the bank to where they exhibit the Cave of the Winds.
- 5 Here I followed instructions, and divested myself of all my clothing, and put on a waterproof jacket and overalls. This costume is picturesque, but not beautiful. A guide, similarly dressed, led the way down a flight of winding stairs, which wound and wound, and still kept on winding long after the thing ceased to be a novelty, and then terminated long before it had begun to be a pleasure. We were then well down under the precipice, but still considerably above the level of the river.
- 6 We now began to creep along flimsy bridges of a single plank, our persons shielded from destruction by a crazy wooden railing, to which I clung with both hands—not because I was afraid, but because I wanted to. Presently the descent became steeper and the bridge flimsier, and sprays from the American Fall began to rain down on us in fast increasing sheets that soon became blinding, and after that our progress was mostly in the nature of groping. Now a furious wind began to rush out from behind the waterfall, which seemed determined to sweep us from the bridge, and scatter us on the rocks and among the torrents below. I remarked that I wanted to go home; but it was too late. We were almost under the monstrous wall of water thundering down from above, and speech was in vain in the midst of such a pitiless crash of sound.
- 7 In another moment the guide disappeared behind the deluge, and, bewildered by the thunder, driven helplessly by the wind,

and smitten by the arrowy tempest of rain, I followed. All was darkness. Such a mad storming, roaring, and bellowing of warring wind and water never crazed my ears before. I bent my head, and seemed to receive the Atlantic on my back. The world seemed going to destruction. I could not see anything, the flood poured down savagely. I raised my head, with open mouth, and the most of the American cataract went down my throat. If I had sprung a leak now I had been lost. And at this moment I discovered that the bridge had ceased, and we must trust for a foothold to the slippery and precipitous rocks. I never was so scared before and survived it. But we got through at last, and emerged into the open day, where we could stand in front of the laced and frothy and seething world of descending water, and look at it. When I saw how much of it there was, and how fearfully in earnest it was, I was sorry I had gone behind it.

18. The author's overall tone in paragraph 1 is one of

- A. fearful prediction.
- B. ironic contrast.
- C. appreciative description.
- D. satisfied recollection.

19. Read this sentence from paragraph 2.

After you have done it, you will wonder why you did it; but you will then be too late.

Why does the author choose to conclude the paragraph with this sentence?

- A. to show how important it is to arrive at the falls on time

- B. to offer advice to any readers who might consider visiting Niagara Falls
- C. to show the narrator's acquaintance with the motives of the reader
- D. to predict a tourist's feelings about the effort needed to view the site

20. Which quotation from the passage stands out in direct contrast to the main theme of the passage?

- A. "The weather is cool in summer, and the walks and drives are all pleasant and none of them fatiguing."
- B. "You can descend a staircase here a hundred and fifty feet down, and stand at the edge of the water."
- C. "Either possibility is discomforting taken by itself, but, mixed together, they amount in the aggregate to positive unhappiness."
- D. "Here I followed instructions, and divested myself of all my clothing, and put on a waterproof jacket and overalls."

21. In paragraph 6, the narrator says, "I remarked that I wanted to go home." Which characteristic does this remark reveal about the narrator?

- A. homesickness
- B. melancholy
- C. apprehension
- D. nostalgia

22. Read the following sentences from paragraph 7.

Such a mad storming, roaring, and bellowing of warring wind and water never crazed my ears before. I bent my head, and seemed to receive the Atlantic on my back.

This detailed description of the author's surroundings enhances the story by

- A. revealing the author's predicament after falling into the Atlantic.
- B. further emphasizing the flimsy nature of the bridges the author must cross.
- C. showing the fury of the storm that catches the author off guard.
- D. using exaggeration to illustrate the volume of water the author experiences.

23. Which definition best matches the use of the phrase "in earnest" in paragraph 7?

- A. serious
- B. vigorous
- C. sincere
- D. ardent

24. Drag and drop the events into the chart to show the order in which they occur in the excerpt. (For this practice test, write the event letters in the chart.)

Order of Events



(a) Horseshoe Fall is included as a stop in the visit.

(b) The Suspension Bridge is described.

(c) The narrator mentions a view of the river.

(d) The narrator goes behind the falls.

25. Which fact can the reader infer about Niagara Falls?

- A. Part of it is located outside the United States.
- B. It is a good spot for fishing.
- C. It is a short drive from the exhibit of the Cave of the Winds.
- D. Hotels there are expensive.

Questions 26 through 33 refer to the following article.

Excerpt from “State Lotteries” By A. A. Milne

- 1 The popular argument against the State Lottery is an assertion that it will encourage the gambling spirit. The popular argument in favor of the State Lottery is an assertion that it is hypocritical to say that it will encourage the gambling spirit, because the gambling spirit is already amongst us. Having listened to a good deal of this sort of argument on both sides, I thought it would be well to look up the word “gamble” in my dictionary, and I can now tell you all about it.
- 2 To gamble, says my dictionary, is “to play for money in games of skill or chance.” Now, to me this definition is particularly interesting, because it justifies all that I have been thinking about the gambling spirit in connection with Premium Bonds. I am against Premium Bonds, but not for the popular reason. I am against them because there is so very little of the gamble about them. And now that I have looked up “gamble” in the dictionary, I see that I was right. The “chance” element in a state lottery is obvious enough, but the “game” element is entirely absent.
- 3 We play for money in games of skill or chance. But it isn’t only of the money we are thinking. We get pleasure out of the game. If you are only throwing dice, you are engaged in a personal struggle with another man, and you are directing the struggle to this extent, that you can call the value of the stakes, and decide whether to go on or to stop. And is there any man who, having made a fortune at Monte Carlo, will admit that he owes it entirely to chance? Will he not rather attribute it to his wonderful system, or if not to that, at any rate to his wonderful nerve, his perseverance, or his recklessness?
- 4 This, then, is the gambling spirit. It has its dangers, certainly, but it is not entirely an evil spirit. It is possible that the State

should not encourage it, but it is not called upon to exercise it. I am not sure that I should favor a State gamble, but my arguments against it would be much the same as my arguments against State cricket or the solemn official endowment of any other jolly game. However, I need not trouble you with those arguments now, for nothing so harmless as a State gamble has ever been suggested. Instead, we have from time to time a State lottery offered to us, and that is a very different proposition.

- 5 For in a State lottery—with daily prizes of £50,000—the game (or gambling) element does not exist. Buy your £100 bond, as a thousand placards will urge you to do, and you simply take part in a cold-blooded attempt to acquire money without working for it. You can take no personal interest whatever in the manner of acquiring it. Somebody turns a handle, and perhaps your number comes out. More probably it doesn't. If it doesn't, you can call yourself a fool for having thrown away your savings; if it does—well, you have got the money.
- 6 Moreover, the State would be giving its official approval to the unearned fortune. In these days, when the worker is asking for a week of so many less hours and so many more shillings, the State would answer: "I can show you a better way than that. What do you say to no work at all, and £20 a week for it?" At a time when the one cry is "Production!" the State adds (behind its hand), "Buy a Premium Bond, and let the other man produce for you." After all these years in which we have been slowly progressing towards the idea of a more equitable distribution of wealth, the Government would show us the really equitable way; it would collect the savings of the many, and re-distribute them among the few. Instead of a million ten-pound citizens, we should have a thousand ten-thousand-pounders and 999,000

with nothing. That would be the official way of making the country happy and contented. But, in fact, our social and political controversies are not kept alive by such arguments as these, nor by the answers which can legitimately be made to such arguments. The case of the average man in favor of State lotteries is, quite simply, that he does not like Dr. Clifford. The case of the average man against State lotteries is equally simple; he cannot bear to be on the same side as Mr. Bottomley.

Source: Abridged and adapted from "State Lotteries," *If I May*, A. A. Milne, 1920, London: Methuen & Co Ltd.

26. Drag and drop two statements that express Milne's purposes for writing the essay into the empty boxes. (For this practice test, write the statement letters in the boxes below.)

Milne's Purpose

(a) To propose a way to achieve a more equitable distribution of wealth

(b) To persuade the reader that playing a State Lottery isn't really gambling

(c) To analyze the dual characteristics of the definition of the word "gamble"

(d) To argue that a State Lottery should be adopted

(e) To emphasize the dangers of gambling

27. Why does the author use the phrase “behind its hand” (paragraph 6)?

- A. to show that the idea of “no work at all” is shameful and should be kept discreet
- B. to illustrate that the messages from the State are contradictory
- C. to imply that the State functions like a human body, with hands to do its work
- D. to show that gambling is illegal and conducted in secret

28. In paragraph 3, what role does the image of the gambler in Monte Carlo play in the passage?

- A. It establishes Monte Carlo as a place where fortunes are made.
- B. It is an example of the personal struggle with chance discussed in the previous sentence.
- C. It underscores the recklessness of gambling.
- D. It illustrates the aspects of gambling discussed in the previous paragraph.

29. Read this sentence from paragraph 6.

“The case of the average man in favor of State lotteries is, quite simply, that he does not like Dr. Clifford.”

What can the reader infer from this sentence?

- A. Dr. Clifford is opposed to State lotteries.
- B. Dr. Clifford is a supporter of State lotteries.
- C. The average man is simple and unintelligent compared to Dr. Clifford.
- D. The average man would not favor anything represented by Dr. Clifford.

30. Which detail in Milne's essay supports the claim that people get pleasure out of games of skill and chance?

- A. "Somebody turns a handle, and perhaps your number comes out." (paragraph 5)
- B. "That would be the official way of making the country happy and contented." (paragraph 6)
- C. "...it justifies all that I have been thinking about the gambling spirit..." (paragraph 2)
- D. "Will he not rather attribute it to his wonderful system, or if not to that, at any rate to his wonderful nerve..." (paragraph 3)

31. What is the impact of the use of the term "cold-blooded" in paragraph 5?

- A. It prejudices the reader to view those who play the lottery as ruthless.
- B. It offers a contrast to the warm, engaged description of gambling in paragraph 3.
- C. It underscores the evil nature of gambling discussed in paragraph 4.
- D. It sets a tone for the scenario that leaves "999,000 with nothing" in paragraph 6.

32. In paragraph 3, the author addresses the reader with direct questions. How do the questions contribute to the development of the author's essay?

- A. They raise issues that will be answered in the following paragraphs.
- B. They illustrate that the nature of gambling is always in question and can never be conclusively defined.
- C. They inspire the reader to consider the personal characteristics of a gambler.
- D. They influence the reader to agree with the author's point that "game" is essential to gambling.

33. What can the reader infer about the author's opinions regarding Premium Bonds?

- A. The author would not vote in favor of them.
- B. The author views them as an appropriate method for redistributing public funds.
- C. The author feels that they are a prime example of gambling as defined in his dictionary.
- D. The author thinks they encourage hypocrisy.

Questions 34 through 41 refer to the following article.

Career Myths That Stop People Cold by Olivia Crosby

- 1 Some career myths are less about occupations than about the working world in general. Myths like these can derail a career search and sap motivation. Here are five common myths, and realities, about careers.
- 2 **Myth:** There is one perfect job for me.

- 3 **Reality:** There are many occupations—and many jobs—that you would enjoy. Focusing on finding a single, perfect career is not only intimidating, it's limiting. If you're like most people, you will have several jobs and careers in your life, and each will have positive and negative aspects to it. Furthermore, your job preferences are apt to change over time as you gain experience, skill, and self-knowledge. Keeping your options open is a position of strength, not weakness.
- 4 **Myth:** I will use all of my talents and abilities in this job.
- 5 **Reality:** No one job uses all of your talents. And trying to find one that does will derail your job search. Learning a variety of tasks helps you to sharpen abilities that might not be needed in one job but could be invaluable in another. Especially at the start of your career, you should expect to spend time acquiring experience and skills. This is one reality about careers that, career counselors say, many new graduates fail to grasp. Counselors remind jobseekers to be patient. New workers should expect to start in entry-level positions and be willing to do routine tasks as they gain experience.
- 6 **Myth:** My job has to match my college major or vocational training.
- 7 **Reality:** You need not restrict your job search to careers related to your degree or training. Most jobs do not specify which college major is needed, even if they require that workers have a college degree. Many computer specialist positions, for example, are filled by workers whose degree is in a subject unrelated to computers. Vocational training is often more closely related to specific occupations. But even this kind of training can open the door to a wider array of jobs than people think. Consider that electrical technicians are now repairing fuel

cells, for example, or that veterinary technicians become pharmaceutical sales workers. Often, technical skills are applicable to many settings—and most workers learn the specifics of an occupation on the job.

- 8 **Myth:** No one will hire me because I lack experience, have low grades, have gaps in my work history, etc.
- 9 **Reality:** People overcome all kinds of challenges to find satisfying work. Experts say that how you handle adversity is a good indicator of your ability to persevere. Need experience? Get it! Volunteer, work in a related occupation, or focus on school projects that are relevant to your desired career. Low grades are the problem? Highlight other parts of your resume, and remember that grades usually matter only for that first job after graduation. Gaps in your work history? Overcome them with a well-designed resume that focuses on skills rather than chronology, and then get a little interviewing practice. For most entry-level jobs, employers are looking for general attributes such as communication skills, interpersonal abilities, and enthusiasm.
- 10 **Myth:** It's too late to change my career.
- 11 **Reality:** It's never too late to change careers. Workers who change careers come from many backgrounds, age groups, and situations. There's the doctor who decided she'd rather be a chef, the retiree who enrolled in college to become an accountant, the construction worker who wanted a steadier income without moving to a warmer climate. For each of these workers, the desire for job satisfaction outweighed the desire for status quo. To make the change easier, look at your past work and education to see what skills relate to the job you want. Most jobs' entry requirements are more flexible than people

think. Gain needed skills with volunteer work, internships, or a class, and don't be afraid to start at the bottom to get the career you want. If you are out of school and want expert advice, consider a local One-Stop Career Center or the counseling center at a nearby school.

Source: U.S. Department of Labor, Bureau of Labor Statistics

34. The author's tone toward the reader is one of

- A. condescension.
- B. reassurance.
- C. intimidation.
- D. satisfaction.

35. What is the author's primary purpose in writing this article?

- A. to encourage readers to develop new abilities and seek new experiences
- B. to caution workers against changing jobs by exposing the myths about career change
- C. to showcase the types of jobs that will accept workers with low grades and work history gaps
- D. to encourage job seekers to use all of their prior experience and training

36. Read this sentence from paragraph 7.

Consider that electrical technicians are now repairing fuel cells, for example, or that veterinary technicians become pharmaceutical sales workers.

The sentence enhances the article by

- A. giving examples of the types of careers readers should pursue.
- B. presenting a scenario to illustrate the fact that readers should apply for jobs that match their college majors.
- C. emphasizing the value and versatility of technical skills in the job market.
- D. offering an example to show that skills acquired in one kind of training can be transferred to another field.

37. In paragraph 9, the author asks and answers a series of questions. How does the question-and-answer structure help the author's point?

- A. It shows that gaps in work history are no worse than low grades.
- B. It supports the point in the next paragraph that it's never too late to change careers.
- C. It shows that the concerns raised in the previous paragraph can be addressed.
- D. It raises concerns that readers may not have considered.

38. Which definition best matches the use of the word "overcome" in paragraph 9?

- A. overpower
- B. shock
- C. outlive
- D. surmount

39. Read this sentence from paragraph 11.

For each of these workers, the desire for job satisfaction outweighed the desire for status quo.

What can be inferred about the “workers” in this sentence?

- A. They had all undergone a significant change in work.
- B. They were concerned with staying in a familiar field.
- C. They liked the status that came from professional jobs.
- D. They returned to school in order to widen their career options.

40. The author claims that prospective employees can take steps to better their odds of employment. Drag two actions that the author uses to support this claim into the boxes below. (For this practice test, write the action letters in the boxes.)

--	--

(a) Work for good grades in college to make up for lack of experience

(b) Donate your time to charitable organizations

(c) Apply for jobs within your college major to increase your odds of landing a job

(d) Carefully explain gaps in work history

(e) Anticipate questions that might arise when applying for a job

41. What can the reader infer about the article's intended audience?

- A. The article is written specifically for first-time job seekers.
- B. The article is written to students currently in college.
- C. The article is written to help those who are uncertain about finding a job.
- D. The article is written to help job seekers address gaps in their work history.

Questions 42 through 49 refer to the following article.

Susan B. Anthony: Rebel, Crusader, Humanitarian by Alma Lutz

- 1 "If Sally Ann knows more about weaving than Elijah," reasoned eleven-year-old Susan with her father, "then why don't you make her overseer?"
- 2 "It would never do," replied Daniel Anthony as a matter of course. "It would never do to have a woman overseer in the mill."
- 3 This answer did not satisfy Susan and she often thought about it. To enter the mill, to stand quietly and look about, was the best kind of entertainment, for she was fascinated by the whir of the looms, by the nimble fingers of the weavers, and by the general air of efficiency. Admiringly she watched Sally Ann Hyatt, the tall capable weaver from Vermont. When the yarn on the beam was tangled or there was something wrong with the machinery, Elijah, the overseer, always called out to Sally Ann,

“I’ll tend your loom, if you’ll look after this.” Sally Ann never failed to locate the trouble or to untangle the yarn. Yet she was never made overseer, and this continued to puzzle Susan.

- 4 The manufacture of cotton was a new industry, developing with great promise in the United States, when Susan B. Anthony was born on February 15, 1820, in the wide valley at the foot of Mt. Greylock, near Adams, Massachusetts. Enterprising young men like her father, Daniel Anthony, saw a potential cotton mill by the side of every rushing brook, and young women, eager to earn the first money they could call their own, were leaving the farms, for a few months at least, to work in the mills. Cotton cloth was the new sensation and the demand for it was steadily growing. Brides were proud to display a few cotton sheets instead of commonplace homespun linen.
- 5 When Susan was two years old, her father built a cotton factory of twenty-six looms beside the brook which ran through Grandfather Read’s meadow, hauling the cotton forty miles by wagon from Troy, New York. The millworkers, most of them young girls from Vermont, boarded, as was the custom, in the home of the millowner; Susan’s mother, Lucy Read Anthony, although she had three small daughters to care for, Guelma, Susan, and Hannah, boarded eleven of the millworkers with only the help of a thirteen-year-old girl who worked for her after school hours. Lucy Anthony cooked their meals on the hearth of the big kitchen fireplace, and in the large brick oven beside it baked crisp brown loaves of bread. In addition, washing, ironing, mending, and spinning filled her days. But she was capable and strong and was doing only what all women in this new country were expected to do. She taught her young daughters to help her, and Susan, even before she was six,

was very useful; by the time she was ten she could cook a good meal and pack a dinner pail.

42. How does being told “it would never do to have a woman overseer in the mill” affect young Susan?

- A. She sees the truth of the words after she watches the workers in the mill.
- B. She questions her father’s judgment.
- C. She learns that what she is told does not always match her observations.
- D. She decides to go to work in the mill to rebel against her father.

43. How do the details about Susan’s home life in paragraph 5 enhance the narrative?

- A. They give a portrait of the kinds of work customary for women at the time.
- B. They reveal how overworked Susan’s mother was because her father was away building the cotton factory.
- C. They show that working at home was much harder than working in the mill.
- D. They demonstrate how difficult it was to board the millworkers.

44. Which quotation from the passage supports the idea that Susan is learning skills that enhance independence?

- A. “young women, eager to earn the first money they could call their own, were leaving the farms”
- B. “Sally Ann never failed to locate the trouble or to untangle the yarn”

- C. “she was fascinated by the whir of the looms, by the nimble fingers of the weavers, and by the general air of efficiency”
- D. “by the time she was ten she could cook a good meal and pack a dinner pail”

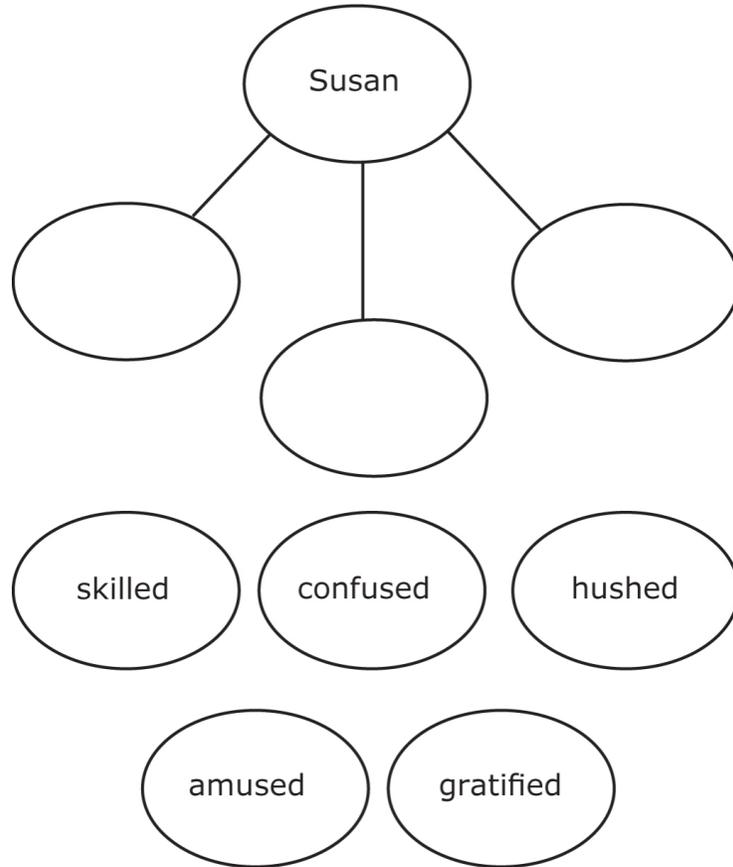
45. In this excerpt, the overseer speaks to Sally Ann when there is trouble with the machinery. What does this action reveal about Sally Ann?

- A. She is a more efficient weaver than the other women who work at the factory, which suggests that she is the best person to be overseer.
- B. Her mechanical aptitude is recognized by the other workers, which suggests that she would be a competent overseer.
- C. She has a habit of getting in trouble for tangling the yarn in her machinery, which confirms Susan’s father’s statement that she should not be overseer.
- D. She enjoys being asked for help, which shows she hopes to be made overseer someday.

46. Based on the story, what was Susan’s father’s attitude about the cotton mills?

- A. The mills were an acceptable place for women to work.
- B. The new cotton industry only had places for enterprising young men.
- C. Cotton cloth made in the mills would be sure to replace homespun entirely, creating new jobs for both women and men.
- D. He thought of the mills as places that proved that men were generally more efficient than women.

47. Drag and drop into the character web each word that describes Susan as she watches the mill workers. (For this practice test, write the words in the web.)



48. What can readers infer about the mill that Susan's father built?

- A. It was located in Troy, New York, to take advantage of industrial development.
- B. It was staffed by workers who boarded at the mill.
- C. Construction on the mill was begun in 1820 in a valley.
- D. It had to be located near a source of running water.

49. Based on the details in the story, what can readers tell about the women workers in Susan's father's mill?

- A. Most of the weavers were qualified to become overseers.
- B. For some of them, the job at the mill was their first paying job.
- C. They lived on farms and traveled to their jobs in the mill.
- D. They helped Susan's mother with the housework.

50. The passage below is incomplete. For each "Select" option, choose the option that correctly completes the sentence. (For this practice test, circle your selection.)

August 25, 2010

Ms. Roberta Alvarez
Manager, Marketing Services
Zetacorp, Inc.
554 Alacor Drive
Stamford, CT 06907

Dear Ms. Alvarez:

In response to your request, I am writing to provide a letter of recommendation for Jorge Garcez who worked for me until last year. Jorge Garcez worked in my department under my direct supervision at Readywise ImageGraphics for a period of six years ending in June 2009.

Select...	▼	from
During that period, it is with great pleasure that I see him developing		
During that period, I had the great pleasure of seeing him develop		
Seeing him develop during that period, I had great pleasure		
As I saw him during that period, with great pleasure, he was developing		

a paste-up assistant at the beginning, into a fully functioning Graphics Design Project Coordinator in his final two years with the company. That was the last position he held before moving on to a better career opportunity elsewhere.

Jorge is a hard-working self-starter who invariably understands exactly what a project is all about from the outset, and how to

get it done

Select...	▼	his two years as
quickly and effectively, during		
quickly, effectively, and during		
quickly and effectively. During		
quick and effectively. During		

Graphics Design Project Coordinator, he met every deadline, often ahead of schedule. His projects were rendered with the utmost quality, requiring very little revision after the first presentation. He was very budget-minded, finding creative ways to fund his team's needs within the allocated funds.

Resourceful, creative, and solution-oriented, Mr. Garcez often found innovative and refreshing approaches to the challenges involved in his everyday tasks. He is flexible as a team

Select...	▼	back and
worker, able to give guidance and step		
worker. Just as able to give guidance and step		
worker, just as able to give guidance and stepping		
worker, just as able to give guidance as to step		

take direction when another is leading the group.

Jorge's written and communication skills are excellent, and he was well liked by everyone on our staff. He served as a mediator on our interdepartmental committee to ensure smooth cooperation from all project levels, helping department heads communicate their needs to one another. On the interpersonal side, Mr. Garcez gets along well with all colleagues, customers, and even competitors!

When he told us, regretfully, that he was leaving to fill a new position with a larger company, we were saddened to see him leave. Still, we wished him success and happiness in his new position and endeavors.

Select...	▼
Even a year after his resignation, still, he is remembered here fondly.	
A year after his resignation, even he is still remembered fondly here.	
He is remembered here still fondly, even a year after his resignation.	
He is still remembered fondly here, even a year after his resignation.	

Therefore, I can recommend Jorge Garcez most heartily to fill any senior graphic design position you might have. I hope these details have illuminated Mr. Garcez's capabilities. If I can provide any further information, please feel free to call me at (417) 555-4495.

Sincerely,

Rita Cassat
Senior Vice President
Readywise ImageGraphics

Mathematical Reasoning

Welcome!

Here is some information that you need to know before you start this test:

- You should not spend too much time on a question if you are not certain of the answer; answer it the best you can, and go on to the next question.
- If you are not certain of the answer to a question, you can mark your answer for review and come back to it later.
- You have **115 minutes** to complete this test.
- This test has two parts.
- When you finish Part 1, you may review those questions.
- You may not go back to Part 1 once you have finished your review.
- You may not use a calculator in Part 1. You may use a calculator in Part 2.

Turn the page to begin.

Mathematics Formula Sheet

Area of a:

square	$A = s^2$
rectangle	$A = lw$
parallelogram	$A = bh$
triangle	$A = \frac{1}{2}bh$
trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
circle	$A = \pi r^2$

Perimeter of a:

square	$P = 4s$
rectangle	$P = 2l + 2w$
triangle	$P = s_1 + s_2 + s_3$
Circumference of a circle	$C = 2\pi r$ OR $C = \pi d$; $\pi \approx 3.14$

Surface Area and Volume of a:

rectangular prism	$SA = 2lw + 2lh + 2wh$	$V = lwh$
right prism	$SA = ph + 2B$	$V = Bh$
cylinder	$SA = 2\pi rh + 2\pi r^2$	$V = \pi r^2 h$
pyramid	$SA = \frac{1}{2}ps + B$	$V = \frac{1}{3}Bh$
cone	$SA = \pi rs + \pi r^2$	$V = \frac{1}{3}\pi r^2 h$
sphere	$SA = 4\pi r^2$	$V = \frac{4}{3}\pi r^3$

(p = perimeter of base B ; $\pi \approx 3.14$)

Data

mean	mean is equal to the total of the values of a data set, divided by the number of elements in the data set
median	median is the middle value in an odd number of ordered values of a data set, or the mean of the two middle values in an even number of ordered values in a data set

Algebra

slope of a line	$m = \frac{y_2 - y_1}{x_2 - x_1}$
slope-intercept form of the equation of a line	$y = mx + b$
point-slope form of the equation of a line	$y - y_1 = m(x - x_1)$
standard form of a quadratic equation	$y = ax^2 + bx + c$
quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Pythagorean Theorem	$a^2 + b^2 = c^2$
simple interest	$I = prt$ (I = interest, p = principal, r = rate, t = time)
distance formula	$d = rt$
total cost	total cost = (number of units) \times (price per unit)

Mathematical Reasoning, Part 1

You may NOT use a calculator in Part 1.

1. If $z = -3$, what is $\frac{z^3 + 2z + 3}{z^2 + 1}$?
- A. 3
 - B. -1.8
 - C. -3.6
 - D. -3
2. Each of 4 data storage thumb drives can contain up to 3.6 hours of recorded music. If each of the thumb drives is at least half full, which of the following expressions represents the total amount of music, x , contained on all 4 thumb drives?
- A. $0 < x < 7.2$
 - B. $0 < x < 14.4$
 - C. $7.2 < x < 14.4$
 - D. $1.8 < x < 3.6$
3. Traveling at an average speed of 58 miles per hour, Terence drives 145 miles. Three hours later, Terence makes the return trip at the same speed. How much total time elapses between Terence's original departure and final return?
- A. 2.5 hours
 - B. 5 hours
 - C. 5.5 hours
 - D. 8 hours
4. The average temperature, in degrees Fahrenheit, in the month of July in Clark City is 4 times the average temperature in the

month of February. If the average temperature in July was 82 degrees, which of the following equations could be used to determine the average temperature in February (t)?

A. $t + 4 = \frac{82}{4}$

B. $4t = 82$

C. $\frac{t}{4} = 21$

D. $4t = 21$

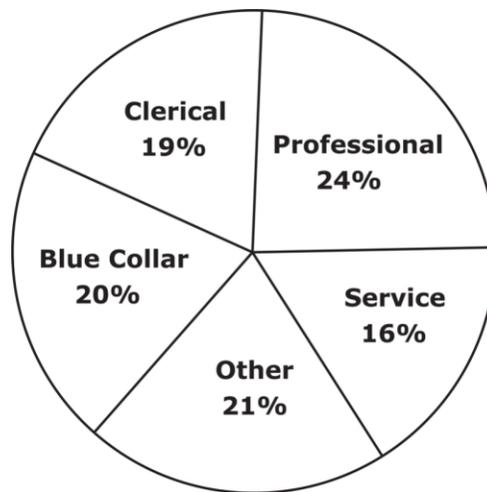
5. If 20% of a shipment of 50,000 tomatoes is crushed during transport and then 5% of the remaining tomatoes are lost to insects, then how many tomatoes remain?



Mathematical Reasoning, Part 2

You MAY use a calculator in Part 2.

Question 6 is based on the following chart.



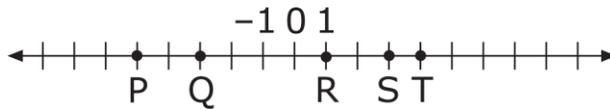
6. The figure above shows the worker distribution in a given country. If the total population of workers is 2.3 million, how many workers are employed neither in clerical nor in professional occupations?

- A. 1,311,000
- B. 1,048,800
- C. 990,000
- D. 552,000

7. Miriam and Vered buy a total of 42 stamps. Miriam bought 6 more stamps than Vered did. How many stamps did Miriam buy?

- A. 18
- B. 24
- C. 30
- D. 36

Questions 8 and 9 refer to the following number line.



8. Select the point on the number line that corresponds to the value $P + S$. (For this practice test, mark the point with an X.)
9. Select the point on the number line that corresponds to $|Q - R| - T$. (For this practice test, mark the point with an X.)
10. Since its formation 10,000 years ago, Niagara Falls has eroded upstream a distance of 9.8 miles. Which of the following equations indicates the distance D that Niagara Falls, continuing at this rate, will erode in the next 22,000 years?

A. $\frac{9.8}{10,000} = \frac{D}{22,000}$

B. $\frac{9.8}{10,000} = \frac{D}{12,000}$

C. $D = 9.8 + \frac{22,000}{10,000}$

D. $D = 9.8 \times \frac{10,000}{22,000}$

11. A science class compares the relative strengths of two telescopic lenses. Lens X produces a magnification of 3×10^5 , and Lens Y produces a magnification of 6×10^2 .

Which of the following statements accurately describes the relationship between the two lenses?

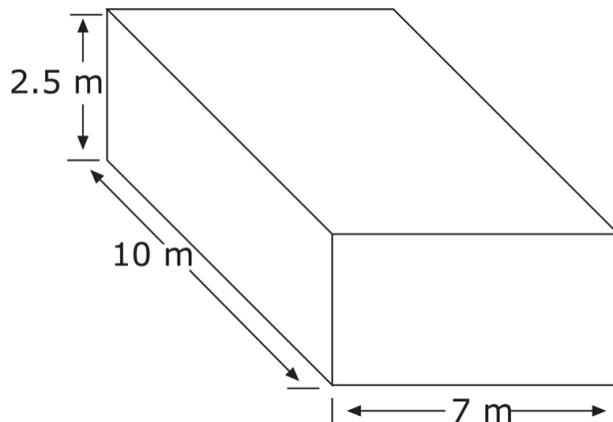
- A. Lens X produces a magnification 200% that of lens Y.

- B. Lens X is 200 times as strong as Lens Y.
- C. Lens X produces a magnification 500% that of lens Y.
- D. Lens X is 500 times as strong as Lens Y.

12. If Mark can mow $\frac{2}{3}$ of a lawn in 1 hour, how many hours does it take him to mow the entire lawn?

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

Question 13 refers to the diagram below.

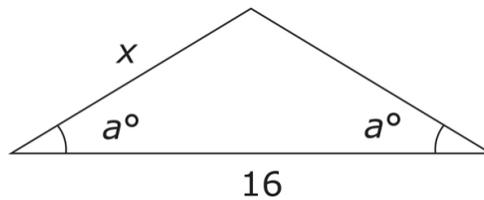


13. The dimensions of a box are shown in the diagram above. A designer wishes to paint the four larger sides of the box, leaving the smallest two sides unpainted. What will be the total surface area in square meters of the four sides the designer paints?

- A. 175
- B. 190
- C. 225
- D. 280

14. Evaluate $3x(x - 2a)^{-x}$, if $x = -2$ and $a = 0.5$.

Question 15 is based on the following figure.



15. Given that the triangle above is an isosceles triangle, if side $x =$

Select...	▼
9	
10	
13	
16	

, then the perimeter of the triangle will be

Select...	▼
27	
31	
34	
41	

16. Ms. Carter decides to buy a computer system for her son. She spends \$1,150 for a laptop and large monitor, \$150 for a color laser printer, and \$100 for an external hard drive. What would be the total cost of the system if the cost of the laptop and monitor were 10% more?

17. Universal Products has 78 employees. If twice as many women work for Universal as men, how many women work for Universal?

- A. 52
- B. 42
- C. 26
- D. 16

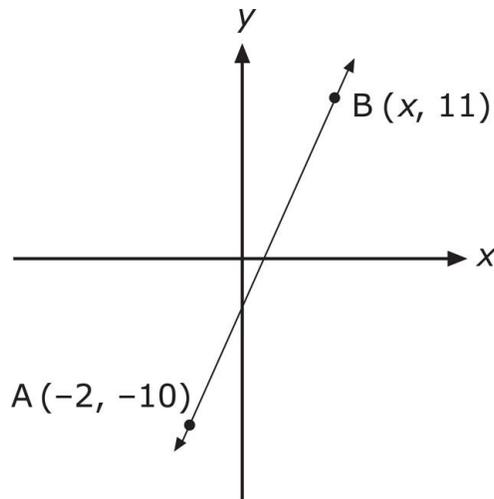
18. In a study of bird migration, a researcher recorded on a certain day a total of 262 birds, consisting of 65 geese, 84 ducks, and 113 robins in the skies. Below, show a possible equation for calculating the probability that a random bird chosen from among these is NOT a duck. (For this practice test, write the numbers in the boxes below.)

$$\frac{\boxed{} + \boxed{}}{\boxed{}}$$

19. Which of the following expressions is equivalent to $2a(a - 3b^2) + a^2$?

- A. $2a^2 - 6ab^2$
- B. $3a^2 - 3b^2$
- C. $2a(a - 3b^2)$
- D. $3a(a - 2b^2)$

Questions 20 and 21 are based on the following graph.



20. If the slope of the line shown is 3, then what is the x-coordinate of point B?

- A. -5
- B. -3
- C. 3
- D. 5

21. Given that the slope of the line is 3, what is the equation of the line?

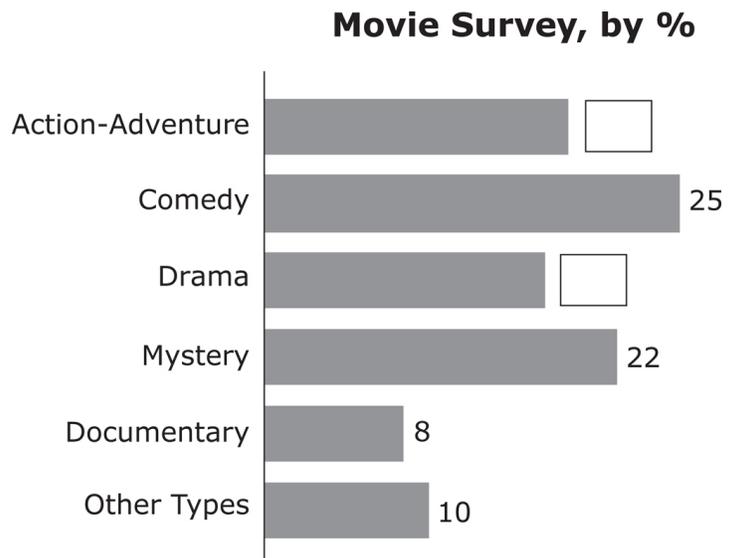
- A. $y = 3x - 3$

- B. $y = 3x - 4$
- C. $y = 3x - 5$
- D. $y = 3x - 10$

22. Working for 4 hours a day, a typist earns \$65.40 a day after taxes. At the same rate of pay, what would he earn per day if he worked for 7 hours a day? (Let N represent after-tax earnings.)

- A. $N = \frac{4}{7} (65.40)$
- B. $N = \frac{7}{4} (65.40)$
- C. $N = 4(65.40)$
- D. $N = 7(65.40)$

Questions 23 and 24 refer to the following graph.



23. The graph above shows the results of a survey that asked moviegoers to choose their favorite type of movie. If the chart

represents all the people surveyed and if each person chose only one type of movie, then choose two numbers below that could properly complete the graph, showing values for Action-Adventure and for Drama. (For this practice test, write the numbers in the boxes.)

Action-Adventure

Drama

--	--

10

15

17

18

19

25

24. Which of the following correctly represents the ratio of Comedy to Other Types, as given in the bar graph?

- A. 5:2
- B. 25:12
- C. 2:5
- D. 12:25

25. Tickets for a train trip sell for the following prices:

First-class tickets \$6.00

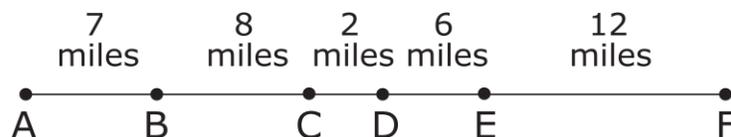
Second-class tickets \$3.50

Which of the following expressions represents the average ticket price for all tickets sold if the station sells 110 first-class and 172 second-class tickets?

- A. $\frac{110 + 172}{2}$
- B. $\frac{110(6.00) + 172(3.50)}{2}$
- C. $\frac{(110+172) + 4.75}{110+172}$
- D. $\frac{110(6.00) + 172(3.50)}{110 + 172}$

26. If $\frac{(4x + 3)^2}{2} = 72$ and $x > 0$, then $x =$

Question 27 refers to the following diagram.



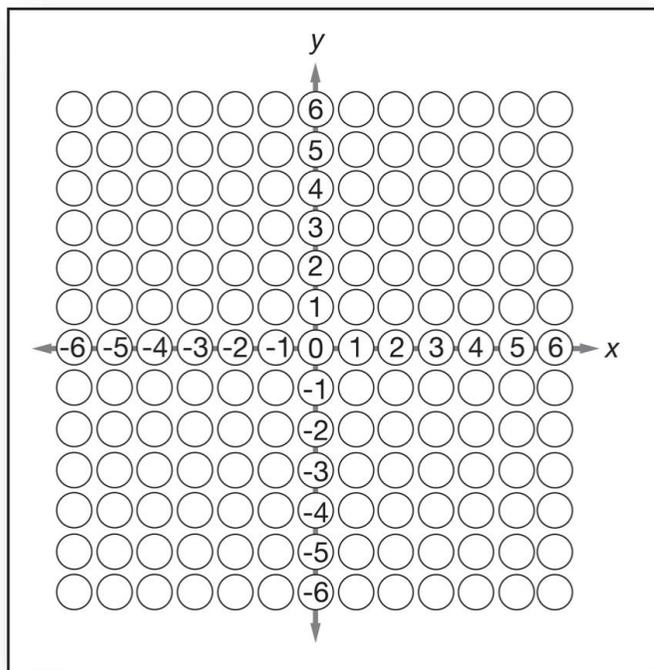
27. The towns in Maple County are located along a 35-mile section of an interstate at the points A, B, C, D, E, and F as shown in the diagram above. The Maple County Post Office is located midway between points A and E. The location of the post office is between which of the following two points?

- A. D and E
- B. C and D
- C. B and C
- D. A and B

28. The total bill for four friends eating at a restaurant (including tax) is \$36.00. The friends wish to add a 20% tip and then to divide the bill evenly among the four of them. How much will each person pay?

- A. \$7.20
- B. \$9.00
- C. \$10.80
- D. \$16.20

Question 29 refers to the following coordinate plane grid.



29. If the equation of a line is $y = \frac{1}{2}x + 3$, then mark on the graph the point where the line crosses the y -axis and the point where the line crosses the x -axis.

30. Makayla puts 60% of her paycheck into her savings account. If Makayla put \$120 into her savings account, what was the amount of her entire paycheck?

31. A rainfall doubled the original amount of water in a reservoir in 1 day and quadrupled the original amount in 5 days. Which of the following expressions represents the approximate amount of water in the reservoir after the 5 days of rain, if there were x gallons of water in the reservoir before the rainfall?

- A. $x + 4$
- B. $x + 6$
- C. $4x$
- D. $5x$

32. At Lakeside Park restaurant, servers earn an average of \$840 less per month than chefs. The restaurant employs 4 chefs and 18 servers. Let c represent the average monthly pay of a chef. Which of the following functions correctly shows the relationship between the monthly payroll and the wages of these employees?

- A. $4c + 18c - 840$
- B. $4(c - 840) + 18c$
- C. $22c - 840$
- D. $4c + 18(c - 840)$

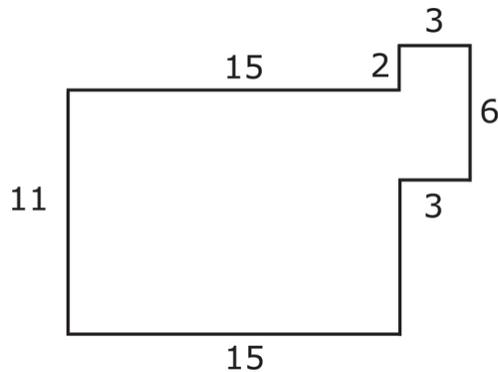
33. The town of Woodgreen offers billboard space along the highway. A 5 foot by 8 foot rectangular advertising space costs \$140. The price (p) of a sign is proportional to its area. A new sign erected in the billboard space costs \$336. If the new sign is 8 feet tall, then what is its length?

- A. 11 feet
- B. 12 feet
- C. 16 feet
- D. 42 feet

34. Team A has won 28 of 35 games so far this season. There are a total of 44 games in the entire season. How many of the remaining games must team A win in order to have an overall win percentage of 75%?

- A. 3
- B. 5
- C. 9
- D. 33

Question 35 refers to the following diagram.



35. What is the area of the figure above?

- A. 55
- B. 132
- C. 165
- D. 183

36. A certain chest (a rectangular prism) has the following dimensions: 1.5 feet wide, 2.5 feet long, and 2 feet deep. If the chest currently holds 3 blankets that individually occupy 1 cubic foot each, then how much additional space is available in the chest?

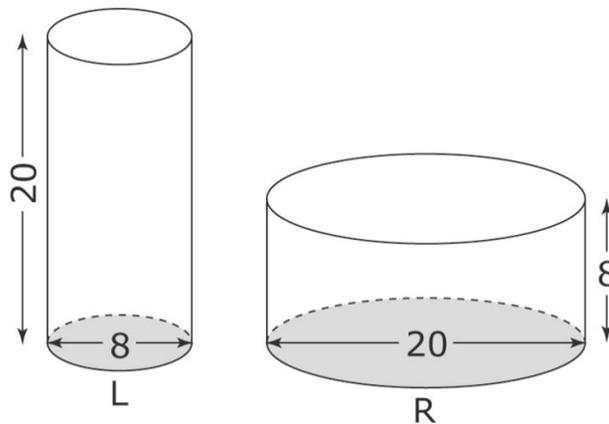
ft²

37. Michelle had a medical bill of \$850. After she paid the deductible of \$500, her insurance company paid 80% of the

remainder. How much more of the bill did Michelle have to pay?

- A. 70
- B. 100
- C. 170
- D. 280

Questions 38 and 39 refer to the following diagram.



38. The volume of cylinder L is the volume

- less than half
- slightly smaller than
- equal to
- slightly larger than
- more than twice

of cylinder R.

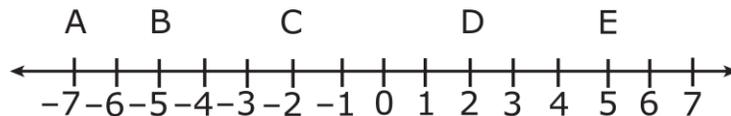
39. If cylinder L is filled with water and then emptied into cylinder R (which was previously empty), then what will the height of the water in cylinder R be?

- A. 3.2
- B. 4

- C. 4.6
- D. 8

40. An airplane can hold 325 passengers, 30 in first class and the rest in coach. If a first-class ticket costs \$700 and a coach ticket costs \$250, then what is the minimum revenue that the airplane will gross on a flight in which exactly 3 seats remain empty?

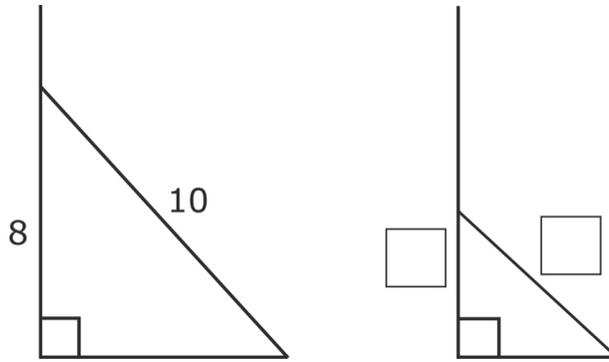
Questions 41 and 42 refer to the following number line.



41. Let x be the distance between points A and E as shown on the number line above. Indicate where the point $\frac{x}{3}$ would appear on the number line. (For this practice test, write an X on the number line.)

42. Indicate where on the number line the point $(B - C) - D$ would appear. (For this practice test, write an X on the number line.)

Question 43 refers to the following diagram.



43. Two poles of different lengths are placed against a wall at identical angles, forming two similar triangles. Select two numbers from those below that give possible values for the length of the shorter pole and the height up the wall that it reaches. (For this practice test, write the numbers in the boxes above.)

4

5

6

8

11

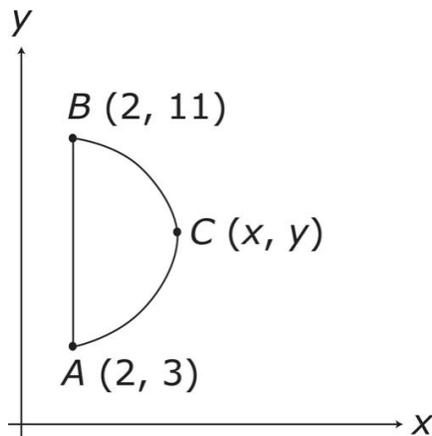
44. AJ was prescribed an antibiotic that must be taken as one tablet every 8 hours. Following the instructions, he took the first tablet at 2 p.m. on Monday and took the last tablet three days

later, on Thursday at 2 p.m. How many tablets of antibiotic did AJ take?

45. Over an 8-year period, Katrina's \$14,000 investment in the stock market increased by 180%. What was the value of her investment at the end of that period?

- A. \$16,520
- B. \$25,200
- C. \$39,200
- D. \$252,000

Question 46 refers to the following diagram.



46. For the semicircle above, point C represents the midpoint of arc AB. Which of the following represent the coordinates of point C?

- A. (6, 7)
- B. (7, 7)
- C. (4, 6)

D. (7, 6)

Social Studies

Welcome!

Here is some information that you need to know before you start this test:

- You should not spend too much time on a question if you are not certain of the answer; answer it the best you can, and go on to the next question.
- If you are not certain of the answer to a question, you can mark your answer for review and come back to it later.
- You have **70 minutes** to complete this test.

Turn the page to begin.

Questions 1 through 3 are based on the following information.

The Department of Labor operates under the mandate that the most important capital is human capital. The Fair Labor Standards Act (FLSA), which also sets minimum wage and overtime pay standards in the private and government sectors, has specific provisions designed to protect children—the future workforce of America. Employment for minors now must conform to the following restrictions, which apply to all labor except farm labor. First, 16- or 17-year-olds may legally obtain employment as long as the job is not determined to be dangerous or ruinous to their health or well-being. Second, 14- or 15-year-olds may also work during specific hours at certain jobs as long as their employment does not negatively affect their health, schooling, or well-being. Employment of children under 14 years of age is usually prohibited. The Department of Labor has already classified 17 nonagricultural occupations as being unsuitable for minors.

1. According to the regulations described, all of the following could legally be used to deny a minor employment EXCEPT

- A. age.
- B. gender.
- C. hazard level.
- D. type of job.

2. Which of the following beliefs is the basis for the regulations?

- A. Minors should judge the appropriateness of their own employment.

- B. Employment of minors must be controlled to protect them from harm.
- C. Minors should not be employed under any circumstances.
- D. School children should focus on their studies and not be burdened with jobs.

3. The most support for the passage of the FLSA likely came from

- A. factory owners.
- B. child protection agencies.
- C. workers' unions.
- D. small companies.

Questions 4 through 6 refer to the following sources.

TAB 1: Timeline of events following the end of World War II

1945: Yalta Conference: The Allies of World War II (the USA, the USSR, Great Britain, and France) divide Germany into four occupation zones.

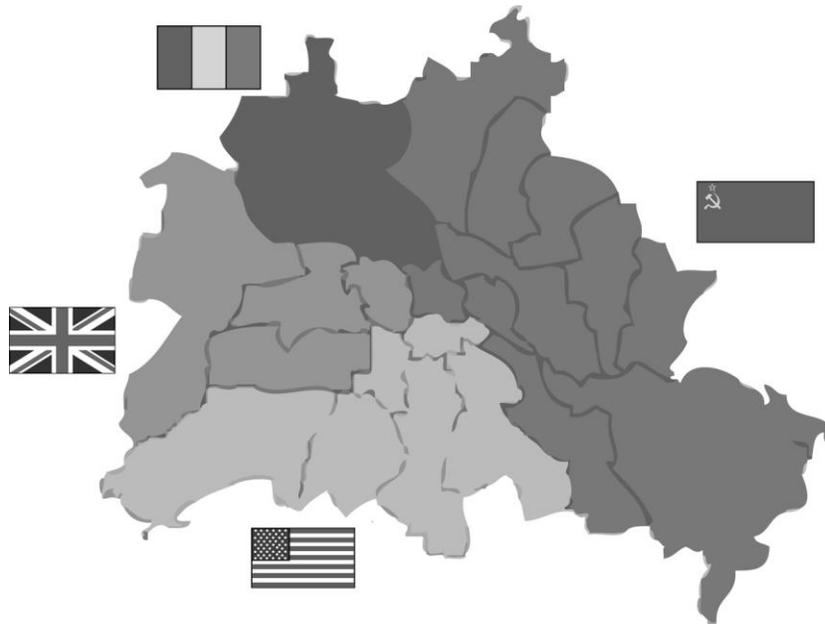
1947: Marshall Plan: A comprehensive program of economic assistance for the war-ravaged countries of Western Europe.

1948: Berlin Airlift: In response to Soviet Premier Joseph Stalin's attempt to block supplies to Berliners, France, Britain, and the United States launch the Berlin Airlift to supply the citizens of Berlin by air.

1949: North Atlantic Treaty Organization (NATO): Western nations unite in order to resist Communist expansion.

1955: Warsaw Pact: Soviet Union and Eastern European Communist nations unite to oppose NATO.

TAB 2:



4. Why was the Berlin Airlift necessary?

- A. The Yalta Conference had impoverished the citizens of Berlin.
- B. The Marshall Plan had successfully assisted the citizens of Berlin to recover economically.
- C. The creation of the Warsaw Pact had prevented Berliners from accessing food supplies.
- D. The Soviets had closed supply routes to Berlin.

5. What event was a response to the formation of the North Atlantic Treaty Organization (NATO)?

- A. Communist countries united under the Warsaw Pact.

- B. Allies implemented the Berlin Airlift.
- C. Joseph Stalin blocked supplies to Berlin.
- D. Germany was divided into four occupation zones.

6. Based on the map, which of the following statements is true?

- A. The United States controlled a larger part of Germany than any other nation.
- B. The United States controlled the southwestern portion of Germany.
- C. Great Britain controlled much of eastern Germany.
- D. Joseph Stalin controlled only a small portion of Germany.

“Ulysses S. Grant concluded by 1863 that the very nature of a war to preserve the Union states would have the effect of changing those states and thus altering the Union.”

7. Which of the following historical developments best supports Grant’s conclusion?

- A. Grant had predicted a Northern triumph.
- B. In 1917, the United States entered the First World War.
- C. Women received the right to vote in 1919.
- D. The emancipation of the enslaved people affected the society of the entire nation.

8. The 24th Amendment states that “Non-payment of taxes cannot be used as a reason for denying to any citizen the right to vote for president, vice president, or a member of Congress.” This amendment to the U.S. Constitution upholds which of the following common law principles?

- A. No taxation without representation.
- B. All citizens have the right to bear arms.
- C. A person is innocent until proven guilty.
- D. One person, one vote.

Questions 9 and 10 are based on the following information.

Most of them were disappointed in their search for gold. Many of those who failed as prospectors settled in towns such as San Francisco and Monterey. There they found jobs working for the canneries that sprang up as a result of the booming fishing industry or digging in the gold mines that others had found.

9. Which of the following best explains why the men described in the passage traveled west?
- A. to live near the ocean
 - B. to start families
 - C. for economic and other opportunities
 - D. to escape religious persecution
10. According to the information, which of the following is a conclusion that best explains why many of those who headed west settled in coastal towns?
- A. They were able to find jobs there.
 - B. There was no available land.
 - C. Monterey rivers were rich in gold.
 - D. The mountains were not open to settlement.

Questions 11 and 12 refer to the following excerpt from the 1st Amendment to the U.S. Constitution.

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government...”

11. Which statement describes the primary purpose of the 1st Amendment?

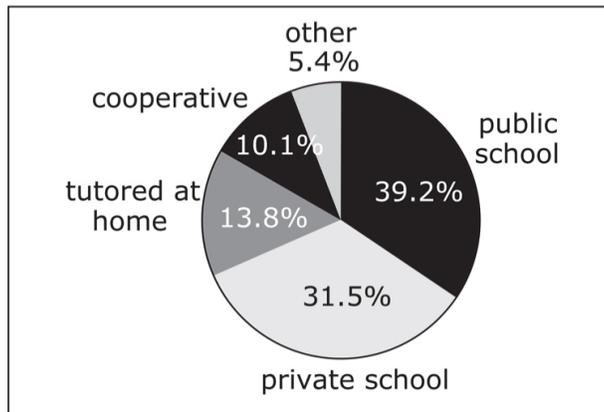
- A. The 1st Amendment protects the right to bear arms.
- B. The 1st Amendment increases the government’s restriction of individual freedoms, such as the freedom of religion, of speech, and of the press.
- C. The 1st Amendment protects essential individual freedoms, such as the freedom of religion, of speech, and of the press.
- D. The 1st Amendment prohibits Congress from making laws.

12. All of the following are guaranteed by the 1st Amendment EXCEPT

- A. the freedom to vote.
- B. the freedom of petition.
- C. the freedom of speech.
- D. the freedom of the press.

Question 13 is based on the following graph.

How Children Are Being Educated



13. Which statement is supported by information in the graph?

- A. Private schools provide a better education than do other types of schooling.
- B. Children prefer the educational arrangements their parents have made for them.
- C. Tutoring at home is the most popular method of educating children.
- D. Most children attend either public or private schools.

Questions 14 and 15 refer to the following information.

Economic systems can be classified according to the degree of government intervention and the type of control that the government exerts.

A command economy is one in which the government takes a very active role. If the government chooses to use its control of the economy to redistribute all of the money equally among all of the members of society, this is a command socialist system. If the government controls the economy but allows the money

to be unevenly distributed, this is known as a command capitalistic system.

An economy in which the government takes no active role is known as a pure market economy. The only things that control the distribution of money in a pure market economy are market forces that no one person or organization can control.

14. It can be inferred from the passage that which of the following would NOT be found in a pure market economy?

- A. monopolies
- B. small businesses
- C. unemployed workers
- D. taxes and welfare

15. Of the following groups, which would probably benefit the LEAST from a transition from a market economy to a socialist economy?

- A. government employees
- B. the unemployed
- C. small shop owners with small profits
- D. highly skilled labor

Question 16 refers to the following photo.



Source: Shutterstock

16. While today's car owners sometimes have difficulties, car owners in the early 20th century had to cope with quite a number of different problems.

Which of the following would have been the biggest concern for the people shown in the photo above?

- A. a lack of unleaded gas, which resulted in pollution
- B. a lack of seat belts and other safety features
- C. a shortage of lightweight building materials, which led to much heavier cars than we have today
- D. a scarcity of gas stations

Question 17 refers to the following source.

“In the spring of 1879, thousands of colored people, unable longer to endure the intolerable hardships, injustice, and suffering inflicted upon them by a class of Democrats in the South, had, in utter despair, fled panic-stricken from their homes and sought protection among strangers in a strange land. Homeless, penniless, and in rags, these poor people were thronging the wharves of Saint Louis, crowding the

steamers on the Mississippi River, and in pitiable destitution throwing themselves upon the charity of Kansas. Thousands more were congregating along the banks of the Mississippi River, hailing the passing steamers, and imploring them for a passage to the land of freedom, where the rights of citizens are respected and honest toil rewarded by honest compensation. The newspapers were filled with accounts of their destitution, and the very air was burdened with the cry of distress from a class of American citizens flying from persecutions which they could no longer endure.”

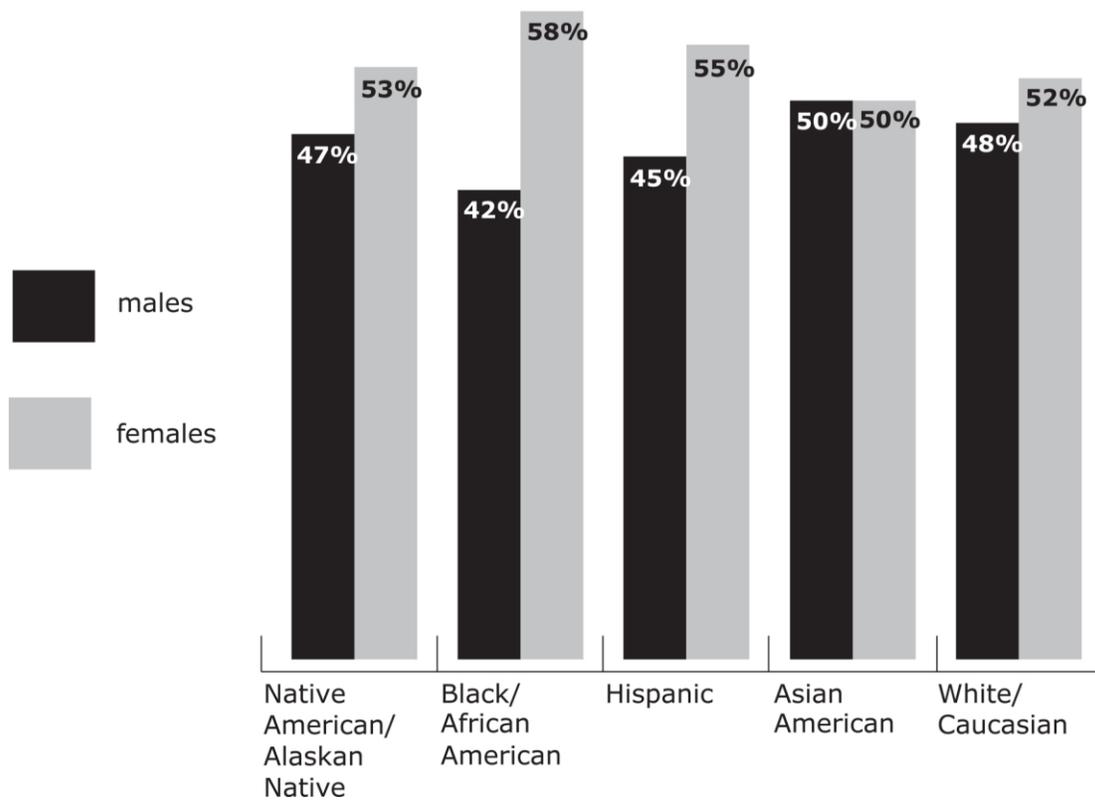
Report and Testimony of the Select Committee of the United States Senate to Investigate the Cause of the Removal of the Negroes from the Southern States to the Northern States, 46th Congress, 1880.

17. According to the passage, why did many African Americans migrate to the North in 1879?

- A. to seek religious freedom
- B. to find employment in factories
- C. to escape poverty and racial discrimination
- D. to escape slavery

Question 18 refers to the following graph.

Profile of SAT Takers by Ethnic Group



18. Which statement is clearly supported by evidence in the graph?

- A. American females perform better on the SAT than American males do.
- B. There has been a decline in the number of Asian American males taking the SAT.
- C. The number of females in general taking the SAT has increased.
- D. More females than males take the SAT.

19. A plutocracy may be defined by the political principle of rule by the wealthy, that is, those who have accumulated wealth either through inherited property or financial success.

According to this statement, which of the following is inconsistent with a plutocratic form of government?

- A. Citizens must abide by the decision of the select group in power.
- B. Monetary interests are valued above human interests.
- C. Leaders are determined by popular vote.
- D. A farmer is excluded from holding office.

Question 20 refers to the following quotation.

“The [oil monopoly] molds public opinion in a manner creating a complete misunderstanding of the petroleum situation and influences the judgment and acts of unknowing and unwise public officials to a point where they fall to these interests of monopoly as against the welfare of the people whom they are supposed to serve.”

—Andrew Mellon

20. Which of the following is an opinion most likely held by the speaker above?

- A. Those who profit from monopolies should not try to serve the public by running for office.
- B. The interests of the people are secondary to those of public officials.
- C. All should profit from the rewards gained by a monopoly.
- D. Public officials should value the interests of the people they serve over the interests of any one business.

Question 21 refers to the following paragraph.

The U.S. government is structured with separate powers at the state and federal levels. Some political scientists have referred to this organization as a “wagon wheel,” with the hub, or center, representing the federal government and the spokes representing the various state governments. This means that each state is separate, but the federal government maintains some level of centralized power.

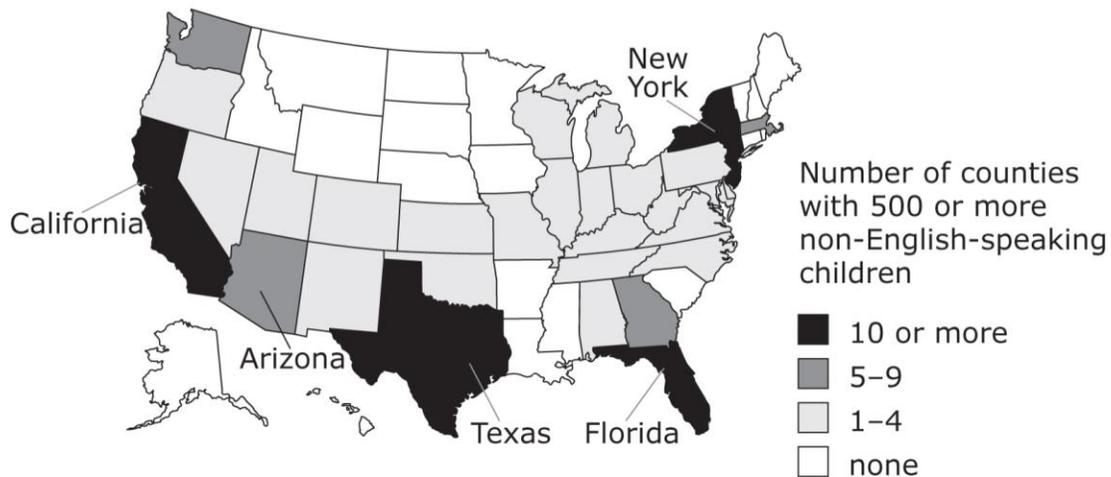
21. Which of the following best illustrates how the “wagon wheel” analogy applies to the U.S. system of government?

- A. A wagon wheel is one of four wheels needed to stabilize a wagon.
- B. The hub of a wagon wheel holds in place the spokes, which strengthen the structure of the wheel.
- C. A wagon wheel’s hub and spokes are made of different materials.
- D. A wagon wheel is created in several pieces and then assembled.

Questions 22 through 24 relate to the following map.

Non-English-Speaking Children*

*Children aged 5 to 17 who speak another language at home and who don't speak English well or who don't speak it at all



22. Which of the following best explains the distribution of non-English-speaking children shown on the map?
- A. Income taxes are lower on the coasts than in the middle of the country.
 - B. Fewer children are born in states with cold climates.
 - C. There are fewer English courses offered in the northern part of the United States.
 - D. Recent immigrants to the United States have tended to settle in border and coastal states.
23. Which factor would have the LEAST effect upon the distribution of non-English-speaking children in the United States?
- A. migration patterns
 - B. climate
 - C. ESL programs
 - D. immigration laws
24. Which generalization is supported by the evidence in the map?

- A. Non-English-speaking children are distributed evenly across the United States.
- B. There are more non-English-speaking children in Arizona than in California.
- C. In Texas and California, more children are unable to speak English than are able to speak English.
- D. There are fewer non-English-speaking children in the northern middle portion of the United States than in other parts of the country.

Questions 25 through 27 refer to the following paragraph.

The Constitution, the laws made in accordance with that Constitution, and any treaties that the United States has signed constitute the supreme law of the land, to which the judges in any state must adhere. Any state laws incompatible with this supreme law of the land are unconstitutional, and therefore null and void.

25. Which of the following is an example of the concept of supreme law?
- A. The president of the United States makes political appointments to the Supreme Court.
 - B. The freedoms outlined in the Bill of Rights can't be denied by the government.
 - C. The House of Representatives contains two representatives from each state.
 - D. The president is elected to four-year terms.
26. Which of the following is an example of a state law that would be incompatible with the Constitution?

- A. a law that prohibits protests by a steelworkers' union
- B. a law that lowers the speed limit on a highway to 50 miles per hour
- C. a law that limits state senators to two six-year terms each
- D. legislation that requires reductions in emissions from factories

27. Which of the following is an example of a law compatible with the Constitution?

- A. legislation that prohibits the practice of certain religions
- B. a law that protects the rights of convicted criminals
- C. a law that suspends the right to trial by jury
- D. a law that prevents non-English-speakers from voting

Questions 28 and 29 are based on the following paragraphs.

According to several prominent professors of economics, it is impossible to be completely accurate when predicting the long-term performance of any given stock. The professors' arguments are that the various political, social, and economic pressures that affect the success of any company are constantly changing and that their combined effects are extremely unpredictable.

This would explain why an amateur investor can very often do as well as a professional stock trader in long-term investments. The professors likened predicting stock performance to predicting weather patterns. Weather predictions are usually accurate up to a few days into the future, but the farther ahead the prediction, the greater the likelihood that unforeseen events render the prediction inaccurate. The same may be true of long-term stock predictions.

28. After analyzing the success of long-term stock predictions, some business professors reported that

- A. professional predictions of stock performance are usually accurate.
- B. stocks that are currently performing well will continue to do so.
- C. amateur stock investors do very poorly in long-term investments.
- D. even careful analysis of current stock performance is no guarantee of accurate long-term predictions.

29. If it is true that a company's performance is affected by many factors, one can conclude that

- A. two companies producing the same goods will perform equally well.
- B. a company's success is dependent on amateur investors.
- C. it is possible to lose money by investing in a company that has been very successful.
- D. an amateur stock investor will automatically make more money than a professional.

30. Laissez-faire is an economic environment in which transactions between private parties are largely free from government restrictions.

Choose THREE characteristics that best exemplify laissez-faire economics:

(a) Deregulation

(b) Labor Laws

(c) Building Codes

(d) Free Trade

(e) Antitrust Laws

(f) Non-Interference

Drag and drop your choices into the three slots above. (For this practice test, write the letters of three characteristics in the slots.)

Question 31 refers to the photo below.

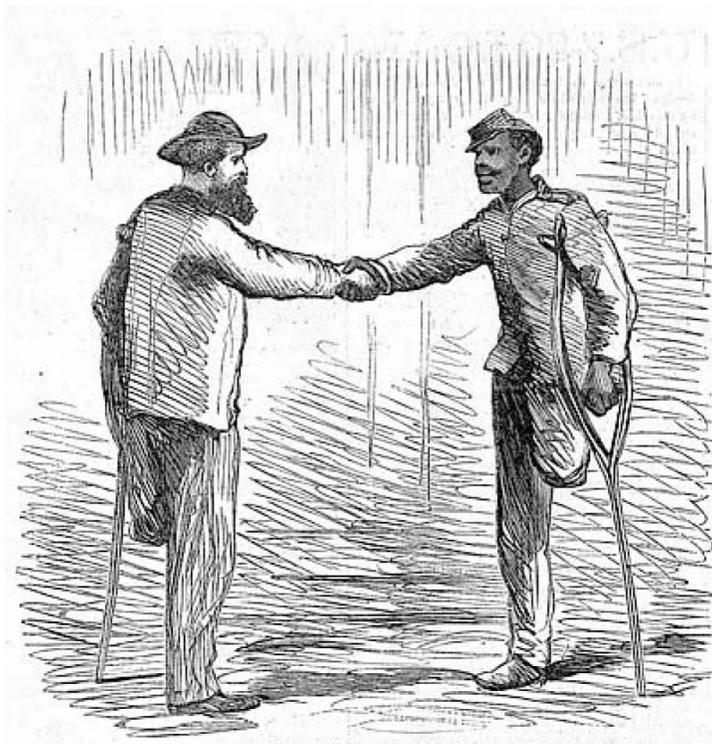


Source: Photofest Archives

31. The golden age of transatlantic passenger ships was quickly coming to an end in this photo taken of six ocean liners at dock in New York City circa 1953. Which of the following events was probably the most important reason for the end of the era of crossing the Atlantic by ship?

- A. A series of highly publicized liner accidents made the public too nervous to take ships.
- B. A major war made overseas travel impossible.
- C. The advent of passenger airlines cut down the time it took to get to Europe, leaving ships outmoded.
- D. The cost of travel by boat became prohibitively expensive.

Question 32 refers to the following cartoon.



A MAN KNOWS A MAN

“Give me your hand, Comrade! We have each lost a LEG for the good cause; but, thank GOD, we never lost HEART.”

32. This cartoon from the Civil War era depicts two veterans of the Civil War (which was fought over the emancipation of enslaved Black people) greeting each other. What did the cartoonist mean to imply by the caption?

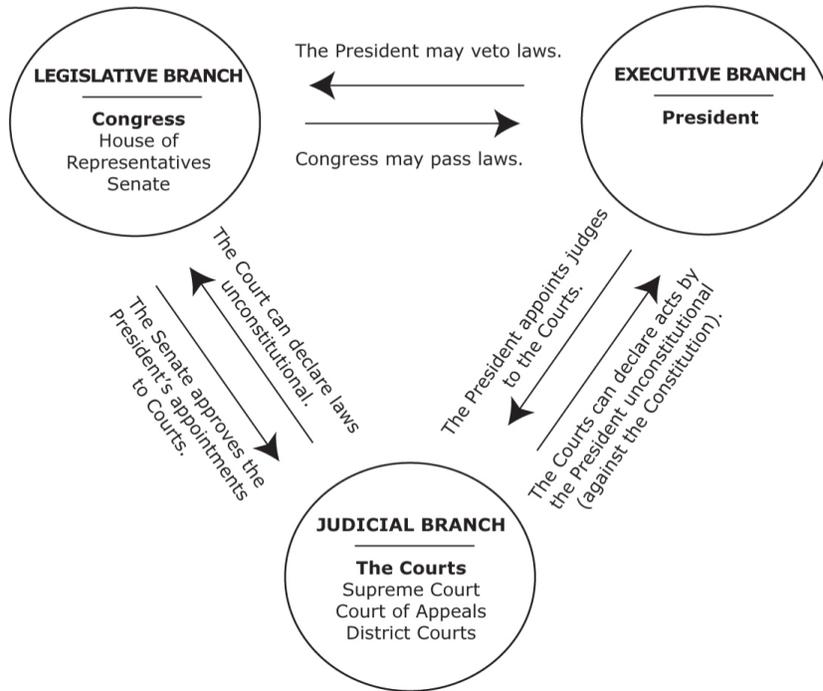
- A. These two men were equals in each other’s eyes.
- B. These two soldiers who had lost their legs were not to be pitied because they were still men.
- C. These soldiers had previously met.
- D. Although they may have met before, these veterans had nothing in common.

Questions 33 through 35 refer to the following sources.



TAB 1:

Checks and Balances



TAB 2:

“It is emphatically the province and duty of the Judicial Department [the judicial branch] to say what the law is. Those who apply the rule to particular cases must, of necessity, expound and interpret that rule. If two laws conflict with each other, the Courts must decide on the operation of each.”

—Justice John Marshall, *Marbury v. Madison*, 1803

TAB 3:

“You seem to consider the judges as the ultimate arbiters of all constitutional questions; a very dangerous doctrine

indeed, and one which would place us under the despotism of an oligarchy. Our judges are as honest as other men, and not more so. They have, with others, the same passions for party, for power, and the privilege of their corps.... Their power [is] the more dangerous as they are in office for life, and not responsible, as the other functionaries are, to the elective control.”

–Thomas Jefferson, in response to *Marbury v. Madison*

33. What is a primary duty of the Legislative Branch?

- A. to veto laws
- B. to pass laws
- C. to implement *Marbury v. Madison*
- D. to nominate and appoint judges to the Supreme Court

34. What was Thomas Jefferson’s opinion of *Marbury v. Madison*?

- A. It balanced federal power by giving federal judges the right to override unjust laws.
- B. It conferred too much power to the Executive Branch.
- C. It made judges as honest as other men.
- D. It gave too much power to the Judicial Branch.

35. In context, what is the best substitute for the word “oligarchy”?
(TAB 3)

- A. tyranny
- B. democracy
- C. passion
- D. honesty

Science

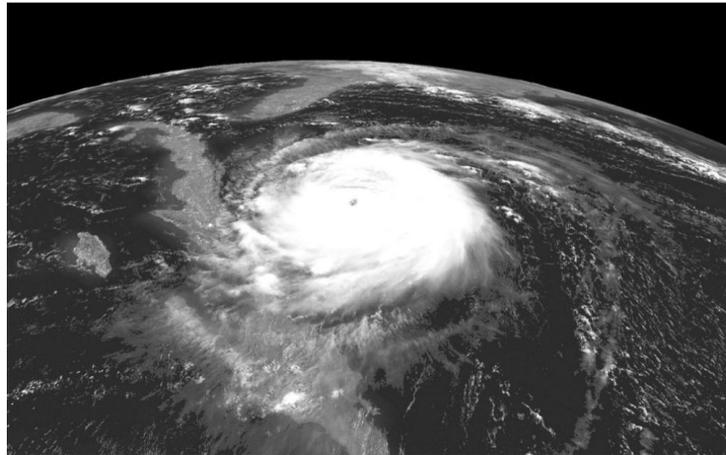
Welcome!

Here is some information that you need to know before you start this test:

- You should not spend too much time on a question if you are not certain of the answer; answer it the best you can, and go on to the next question.
- If you are not certain of the answer to a question, you can mark your answer for review and come back to it later.
- You have **90 minutes** to complete this test.

Turn the page to begin.

Question 1 refers to the following photograph and chart.



Source: Shutterstock

Average Temperature of Various Large Bodies of Water	
Atlantic Ocean	46 degrees Fahrenheit
Arctic Ocean	36 degrees Fahrenheit
Baltic Sea	45 degrees Fahrenheit
Great Lakes of North America	44 degrees Fahrenheit
Gulf of Mexico	60 degrees Fahrenheit

1. Hurricanes such as the one pictured above gather strength as they pass over warm water. According to the chart above, over which of the following bodies of water would a hurricane gather the most strength?

- A. Baltic Sea
- B. Atlantic Ocean
- C. Arctic Ocean
- D. Gulf of Mexico

2. Blood is made up of two main elements: (1) plasma, which is largely water and proteins, and (2) the solid components of blood—red blood cells, white cells, and platelets (important for forming clots). If a patient has lost a lot of blood, that patient may receive a transfusion of “whole blood,” which includes red blood cells and plasma. However, sometimes the patient needs only an increase in the *volume* of liquid in the bloodstream, in which case plasma alone may be substituted.

A person must be tested for blood type before receiving certain kinds of transfusions because of differences in the ways that red blood cells react to one another. Under what conditions would such testing be necessary?

- A. for whole blood transfusions only
- B. for plasma transfusions only
- C. for both whole blood transfusions and plasma transfusions
- D. if the patient has not lost any blood

Questions 3 through 5 are based on the following information.

Coal is formed from the material of plants and other organisms that lived on land and whose remains were covered by mud, which later became rock. Coal is classified by carbon content.

Types of Coal

Peat = The remains of plants and organisms that, because they were covered in bogs, were prevented by a lack of oxygen from completely decaying. Still a porous, soft brown mass, peat has a carbon content of 52%–60%.

- Lignite = In time, peat turns into lignite, a soft coal-like substance that is 60%–65% carbon.
- Subbituminous coal = With more time, heat, and pressure, lignite changes into subbituminous coal, which is about 65%–75% carbon.
- Bituminous coal = After even more heat and pressure, subbituminous coal turns into bituminous coal with a carbon level of 75%–85%.
- Anthracite = This is bituminous coal subjected to another million years of heat and pressure. Anthracite has a carbon level of 85%–95% and will burn only at extremely high temperatures.

3. A researcher analyzes a piece of coal and finds that it is unusually dense and burns only when subjected to very intense heat. What is the lowest percentage of carbon that this coal is likely to contain?

4. Steel is made in a process in which iron is combined with carbon at extremely high temperatures. Which of the following types of coal might be most useful in this process?

- A. peat
- B. lignite
- C. subbituminous coal
- D. anthracite

5. Drag and drop the appropriate type of coal into each box. (For this practice test, write the appropriate letter in each box.)

The type of coal most likely found closest to the surface of the earth:	The type of coal that contains the greatest amount of carbon per kilogram:
---	--

(a) Peat

(c) Bituminous coal

(b) Lignite

(d) Anthracite

Questions 6 and 7 are based on the following information.

Most seeds will germinate when they have moisture, oxygen, and the right temperature, but different seeds need differing proportions of each of these ingredients. Most seeds require a temperature of between 15 degrees and 27 degrees centigrade to germinate, although some seeds, such as the maple, can germinate in far colder climates, and some other seeds, such as corn, require warmer temperatures. Before germination, seeds must absorb water, but too much absorption of water will

encourage the growth of fungus, which can halt the germination process.

6. Which of the following environments would be most suitable for the germination of corn seeds?

- A. a moist, sealed container at 26 degrees centigrade
- B. an arid desert plain
- C. a moist, plowed field at 30 degrees centigrade
- D. an environment suitable for maple seed growth

7. Based on the information in the passage, which of the following is most likely true?

- A. Maple seeds can germinate in any temperature.
- B. Corn is difficult to grow.
- C. Water, in limited amounts, is vital to the germination process.
- D. Maple seeds and corn seeds require different amounts of oxygen for germination.

8. During periods of intense activity, the cells of the body need more oxygen than the body is supplying, a situation known as oxygen debt. During these periods, the body's cells briefly switch to "anaerobic respiration," which produces lactic acid. The buildup of lactic acid in the tissues signals the brain to increase breathing and heart rates, thus supplying the body with more oxygen.

After which of the following activities would lactic acid most likely be found in the body?

- A. walking to work
- B. playing an intense game of chess

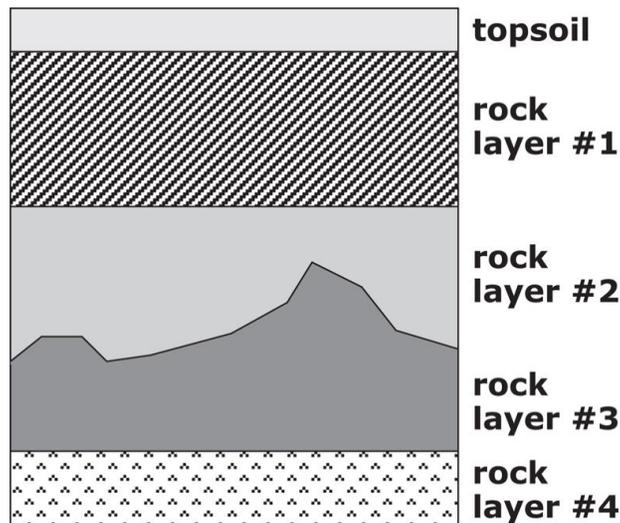
- C. taking an aerobics class
- D. watching a scary movie

9. During periods that are unfavorable for growth, some plants become dormant. Woody plants are protected during such periods by their bark. Perennial plants die above ground, but their roots remain alive. Annual plants die, but their seeds survive to continue the life of the species.

Which of the following would most likely be a time of year during which plants might lie dormant?

- A. winter
- B. spring
- C. summer
- D. fall

Question 10 refers to the following diagram.



10. The diagram above shows various layers of rock that have been deposited over time. Drag and drop the rock layers into

the appropriate boxes. (For this practice test, write the letters in the boxes.)

The oldest rock layer:	The newest rock layer:
------------------------	------------------------

(a) rock layer #1

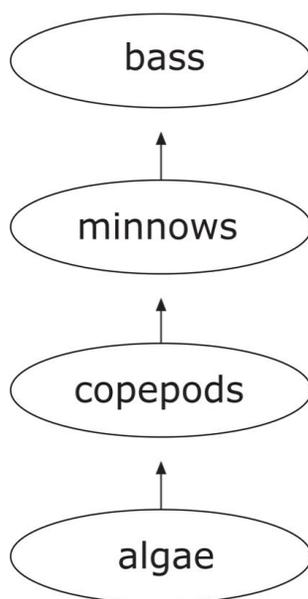
(c) rock layer #3

(b) rock layer #2

(d) rock layer #4

Question 11 refers to the following diagram.

Food Chain



11. Which of the following conclusions is most likely to be true regarding the food chain above?

- A. Bass are the only fish that eat minnows.
- B. Minnows are bigger than bass.
- C. Bass benefit in some ways from the existence of copepods.
- D. Bass could simply “eliminate the middlemen” by eating algae.

Question 12 is based on the following passage.

Passive protection is a method by which organisms protect themselves from predators, not by fighting, but by their appearance, smell, or sound. Protective resemblance is a type of passive protection in which an animal’s coloring mimics the natural environment, acting as a kind of camouflage. Protective mimicry is another type of passive protection in which a defenseless organism resembles a more powerful organism. Another interesting example of passive protection is the Monarch

butterfly, which smells and tastes so bad to other organisms that virtually no other animal or insect will eat it.

12. Which of the following is NOT an example of passive protection?

- A. A chameleon changes its color to blend in with a leaf in order to avoid predators.
- B. The nonpoisonous scarlet kingsnake develops coloration very similar to that of the poisonous eastern coral snake.
- C. An orchid flower mimics a female insect in order to lure male insects to it so the flower can be pollinated.
- D. An edible vine adapts its leaves to match the inedible plant that it is climbing.

13. The density of seawater is 1,029 kilograms/meter³. 1 kilogram/liter = 1,000 kilograms/meter³. What is the density of seawater in kilograms/liter?

You may use a calculator.

- A. 0.0001029
- B. 0.1029
- C. 1.029
- D. 1,029,000

Question 14 refers to the following scenario.

Researchers in a particular city theorize that decreasing the greenhouse gas emissions in that city will result in better respiratory health for its citizens. In order to test this theory, they institute two programs. The first program

provides commuters with financial incentives to take public transportation, and the second program initiates a respiratory care education campaign and provides free clinics for citizens suffering from respiratory health issues.

During the five years after the researchers institute the two programs, greenhouse gas emissions in the city decrease by 50%, and a citywide survey reveals that cases of illness due to respiratory problems have decreased by 65%. Researchers therefore conclude that their theory was correct: Decreasing greenhouse gas emissions resulted in better respiratory health for local citizens.

14. Which of the following best shows why the researchers' conclusion is flawed?

- A. They failed to compare the city's air quality to that of any other towns, so they don't know if greenhouse gases decreased more or less than they should have.
- B. They should have tested the city's drinking water, too, since that has a greater effect on citizens' health than air quality does.
- C. Their conclusion doesn't explain the 15% difference between the decrease in greenhouse gases and the decrease in respiratory problems.
- D. They instituted two programs instead of one, so they can't be sure which is responsible for the resulting health improvements.

15. Lobsters are crustaceans commonly found in the waters of the Atlantic Ocean off the North American coast between Maine and North Carolina. Researchers studied the weights of these

creatures over a period of a few years. Some of the results are displayed in the table below.

Year	Average Weight (kg)
2005	0.43
2006	0.41
2007	0.37
2008	0.43
2009	0.38

The researchers hope to find the most commonly occurring lobster weight for the lobsters studied during the five-year period shown above. The researchers must calculate the

Select... ▼ of the weights, which is

average
mode
median
range

Select... ▼

0.04 kg
0.40 kg
0.41 kg
0.43 kg

You may use a calculator.

16. Amy tracks the monthly snowfall in two areas over a period of several months. One area is a region of high elevation, and the

other is an area of low elevation. The table below displays her results.

Month	Area	Meters
November	low elevation	0.2
November	high elevation	0.4
December	low elevation	0.2
December	high elevation	0.8
January	low elevation	0.9
January	high elevation	1.7
February	low elevation	1.3
February	high elevation	1.8
March	low elevation	0.9
March	high elevation	1.1

What is the mean of the data shown in the table?

You may use a calculator.

meters

17. Scientists calculate the pressure within a gas by using the following equation:

$$P = \frac{N \times k \times T}{V}$$

In the equation:

P is the pressure of the gas;

N is the number of particles in the gas;

k is a constant;

T is the temperature of the gas;

V is the volume of the gas.

If the number of particles in the gas decreases, which of the following changes will result in an increase in the pressure of the gas?

A. decreasing both the volume and the temperature of the gas

B. increasing both the volume and the temperature of the gas

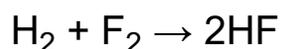
C. increasing the volume and decreasing the temperature of the gas

D. decreasing the volume and increasing the temperature of the gas

18. There are four basic types of chemical reactions, as shown in the table below.

Reaction Type	General Example
Combination	$A + B \rightarrow C$
Decomposition	$C \rightarrow A + B$
Single displacement	$A + BC \rightarrow B + AC$
Double displacement	$AB + CD \rightarrow AC + BD$

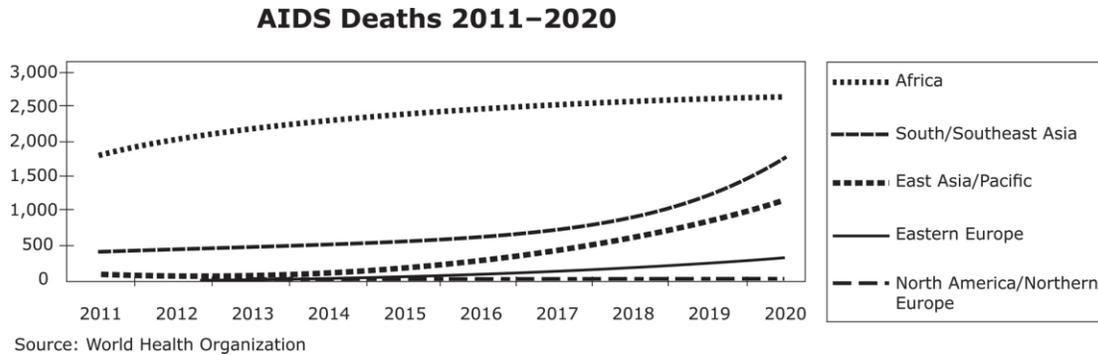
The balanced chemical equation describing the reaction between hydrogen and fluorine is shown below.



Which of the four basic types of chemical reactions is this?

- A. combination
- B. decomposition
- C. single displacement
- D. double displacement

Question 19 refers to the following graph.



19. According to the chart above, which of the following regions had the largest increase in the number of AIDS deaths between 2011 and 2020?

- A. Africa
- B. South/Southeast Asia
- C. Eastern Europe
- D. North America/Northern Europe

20. Scientists classify stars according to the following categories: O, B, A, F, G, K, M. A star’s category depends upon its *spectral type*, which is determined by its temperature. The chart below shows five stars of different categories, along with their temperatures.

Star Type	Temperature (°F)
O	18,033

B	9,978
A	4,839
F	3,644
G	3,422

However, rather than measuring star temperature in degrees Fahrenheit, scientists typically measure star temperature in units of Kelvin. The conversion from Fahrenheit to Kelvin is given by the following formula:

$$K = \frac{5}{9} ({}^{\circ}\text{F} - 32) + 273.$$

What is the approximate temperature of the A-type star in Kelvin?

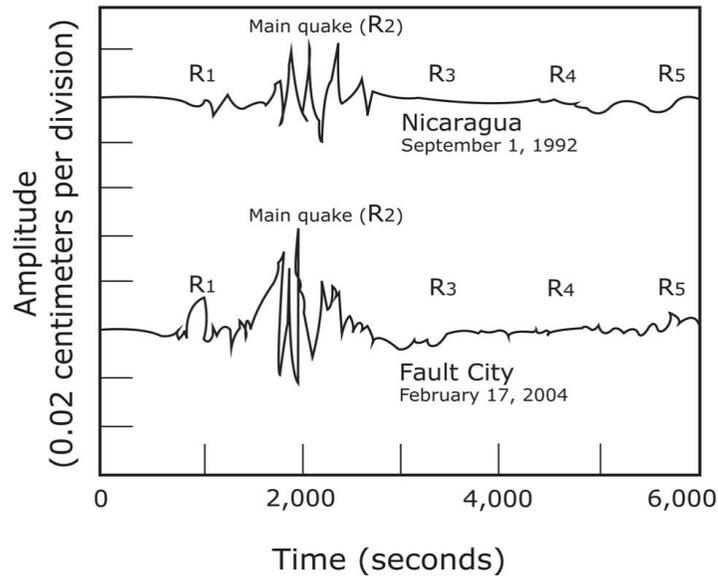
You may use a calculator.

- A. 2,569
- B. 2,822
- C. 2,929
- D. 2,944

Questions 21 and 22 refer to the following graph.

Waves That Foretell Tidal Waves

Seismometer readings of earth motion from the Fault City quake reflect much larger long-period surface waves at point R1 than those from the Nicaragua quake.



21. According to the information above, which of the following statements is true?
- A. The Nicaragua main quake had a larger amplitude than did the Fault City quake.
 - B. The Fault City main quake had a larger amplitude than did the Nicaragua quake.
 - C. A seismometer was used to measure the Nicaragua quake but was not used to measure the Fault City quake.
 - D. The long-period surface waves at the point R1 were larger during the Nicaragua quake than during the Fault City quake.
22. Select the point on the graph that would be of the most importance in foretelling an earthquake in Nicaragua. (For this practice test, write an X on the graph.)

Questions 23 and 24 refer to the following article.

For years, paleontologists have debated whether the archaeopteryx, a creature that lived 150 million years ago, was an early species of bird or a dinosaur that spent most of its time on the ground. Its feathers and wings were of only limited use, they say, and could not sustain flight.

Ornithologists, on the other hand, believe that archaeopteryx was first and foremost a bird. As evidence, they point to fossil remains of the creature that show its claws were curved so that it could perch on tree limbs. Curved claws would have prevented the animal from walking or running quickly on the ground.

23. According to paleontologists, the archaeopteryx was incapable of

- A. perching.
- B. running.
- C. flying.
- D. walking.

24. According to the theory advanced by ornithologists, which of the following is most likely to have been a modern-day descendant of the archaeopteryx?

- A. the lizard
- B. the alligator
- C. the crow
- D. the mosquito

25. In science, work is defined as the component of force parallel to motion multiplied by displacement. One reason that individuals use ramps, rather than lifting heavy items straight up, is that using a ramp increases total displacement, but reduces the amount of force required to move an object by exactly the same amount as the increase in displacement, provided that the ramp's surface is frictionless.

According to the information in the paragraph, using a ramp with a frictionless surface will have which of the following effects?

- A. The total amount of work required to move an object will decrease.
- B. The total amount of work required to move an object will increase.
- C. The total amount of work required to move an object will remain the same.
- D. The amount of work required to move an object will initially increase, but will later decrease.

26. Below is a table listing the concentrations of chemicals found in human blood and urine.

	Albumin mg/dL	Chloride mg/dL	Glucose mg/dL	Phosphate mg/dL	Urea mg/dL
Blood	4.1	92	95	2.5	4.5
Urine	—	53	—	0.15	1.6

Based on the table above, which of the following chemicals is NOT normally found in urine?

- A. albumin only

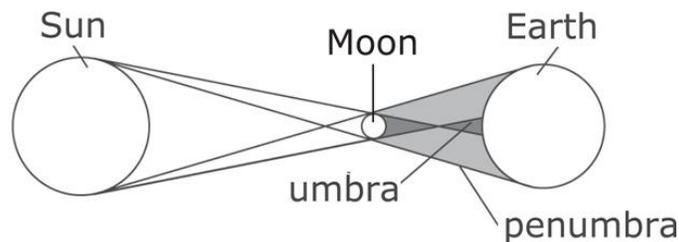
- B. chloride only
- C. glucose only
- D. albumin and glucose

27. In a certain forest, foxes prey on rabbits. A virus that infects only rabbits spreads through the forest, killing many rabbits.

Which of the following is most likely to occur to the fox population?

- A. It will decrease, because the foxes will not have enough food.
- B. It will decrease, because the foxes will suffer from the virus.
- C. It will increase, because the foxes will no longer need to compete with the rabbits for food.
- D. It will increase, because the foxes will evolve to become more resistant to disease.

28. A solar eclipse is a celestial event during which the Sun appears partially or totally obstructed when viewed from a certain location on Earth. The diagram below shows a solar eclipse.



Based on the information above, which of the following is mostly likely to be true during a solar eclipse?

- A. The entire Moon is in the penumbra, or shadow, of the Earth, so that the Moon is no longer visible from the Earth.

- B. The Moon is directly between the Sun and the Earth, thus placing certain regions of the Earth within the Moon's umbra, or deepest part of the shadow, so that the Sun's rays are not visible from those regions.
- C. Light rays from the Earth intercept those from the Sun, thus creating an umbra, or dark shadow, around the Moon so that the Sun is no longer visible from the Earth.
- D. The Sun is in the umbra, or deepest part of the shadow, cast by the Earth, and is therefore invisible from the Earth.

Questions 29 and 30 refer to the following passage.

Pathogenic microbes, microorganisms that cause disease, include viruses, bacteria, fungi, and protozoa. Such microbes can invade hosts through several pathways, including through the air, through direct or indirect physical contact, through blood, and through other bodily fluids.

Medical researchers are currently attempting to find better treatments for microbial diseases by developing new pharmaceuticals. Currently, many doctors prescribe penicillin, which is derived from the spores of a fungus and which prevents the growth of new bacteria, to treat bacteria-induced microbial diseases, and antiviral compounds to combat viruses. However, such treatments do not always eradicate the relevant diseases, and while some microbe-induced illnesses, such as chicken pox, may not be life-threatening, others, such as Ebola, can be deadly.

29. Below is a chart of some common microbe-induced illnesses and their causes.

Illness	Cause
Common Cold	Rhinovirus
Strep Throat	Streptococcal bacterium
Athlete's Foot	Candida yeast
Malaria	Malaria protist

Which of the following is most likely treatable with penicillin?

- A. common cold
- B. strep throat
- C. athlete's foot
- D. malaria

30. Medical researchers fear that preventing those suffering from microbial diseases from having physical contact with others may not be sufficient to stop the spread of such diseases. Which of the following quotes from the passage supports this idea?

- A. "Many doctors prescribe penicillin, which is derived from the spores of a fungus and which prevents the growth of new bacteria, to treat bacteria-induced microbial diseases."
- B. "Such treatments do not always eradicate the relevant diseases, and while some microbe-induced illnesses, such as chicken pox, may not be life-threatening, others, such as Ebola, can be deadly."
- C. "Pathogenic microbes, microorganisms that cause disease, include viruses, bacteria, fungi, and protozoa."
- D. "Such microbes can invade hosts through several pathways, including through the air, through direct or indirect physical contact, through blood, and through other bodily fluids."

Questions 31 and 32 refer to the following passage.

Hereditary traits are encoded by genes that are located on chromosomes. Chromosomes come in pairs, and the pair of genes for a particular feature determines the characteristics of that trait. In many cases, genes exhibit a pattern called classical dominance. In such cases, the gene for a dominant trait is always expressed when present. An individual may have only a dominant gene and have two copies of that gene, or an individual may be hybrid and have one dominant gene and one recessive gene. In hybrids, the dominant gene hides the expression of the recessive gene. A recessive gene is expressed only when both copies of the gene are recessive. In literature, dominant genes are represented by capital letters, while recessive genes are represented by lowercase letters.

In pea plants, pea color is a hereditary trait. Green comes from a dominant gene, and yellow comes from a recessive gene, so that if a plant has one gene for green and one gene for yellow, that plant will produce green peas.

The following Punnett Square shows the results when two hybrid pea plants produce new plants. Punnett Squares predict the likelihood of a specific gene combination occurring. Approximately 75% of the offspring in this case are green, and the rest are yellow.

Punnett Square—Color in Pea Plants

	●	●
♩	GG	Gg
♩	Gg	gg

♩	sperm cell of male parent
●	egg cell of female parent
G	dominant green color gene
g	recessive yellow color gene

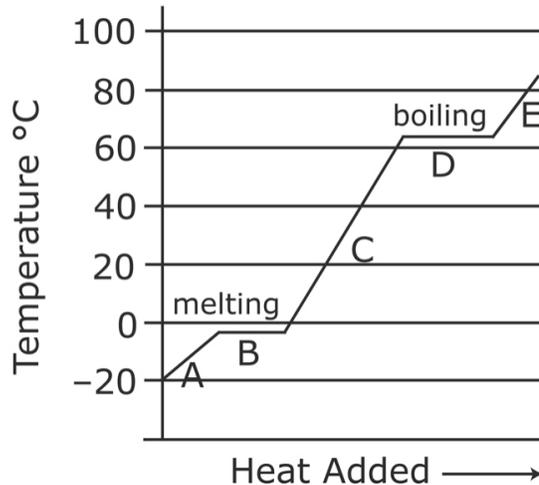
31. Which of the following is the best explanation for the results displayed in this Punnett Square?
- A. One parent plant had only the yellow gene.
 - B. One parent plant had only the dominant gene.
 - C. Neither parent plant had the hidden gene for yellow.
 - D. Both parent plants were hybrids and carried the hidden gene for yellow.
32. Dimples result from a dominant gene, and a lack of dimples results from a recessive gene. Based on the information in the passage, which of the following will be true for an individual who is a hybrid?
- A. That individual will have dimples.
 - B. That individual has an equal chance of either having or not having dimples.

- C. That individual's face will have a dimple on one side but not the other.
- D. That individual will have no dimples.

Questions 33 and 34 refer to the following graph.

The graph below shows a science experiment in which a sample of ice at -20 degrees C is heated to 120 degrees C. During the experiment, the ice melted into water and then the water boiled and turned into steam.

Heat and Temperature of Water



33. Based on the information presented above, which of the following statements is most accurate?
- A. The temperature of the sample increased at the same rate throughout the experiment.
 - B. The sample remained as ice throughout most of the experiment.
 - C. The sample increased in temperature, then melted, then increased in temperature again, then boiled, and then increased in temperature.

D. The sample melted and increased in temperature at the same time.

34. Select the area on the graph during which the entire sample consists of liquid water. (For this practice test, write an X on the graph.)

35. Bees are insects that play an important role in any ecosystem that has flowering plants. Bees serve as primary pollinators, and enable flowering plants to reproduce. Scientists estimate that nearly one-third of the human food supply consists of plants that depend on bees for pollination.

Based on the information above, which characteristic of bees is most important to an ecosystem?

- A. Bees create honey for human consumption.
- B. Bees serve as pollinators.
- C. Bees sting harmful insects that would otherwise eat and destroy plants.
- D. Bees transfer their genes to plants.

Practice Test 17: Answers and Explanations

REASONING THROUGH LANGUAGE ARTS

Section 1

1. A

This development question asks which sentence from the passage supports the idea that Ingred’s relatives have had military experience. Since several quotations are related to the major theme of the recent war, consider what is implied as well as what is directly stated. Choice (A) is correct: It talks about “Mr. Saxon, Egbert, and Athelstane,” which follows the first sentence in paragraph 1 which states that the family has been reunited; therefore, these are members of the Saxon family. Additionally, the word “demobilized” and the phrase “had hardly yet settled down to civilian life” support the idea that these members of Ingred’s family had served in the war. Choices (B) and (C) are incorrect because, while they do mention that there has been a war, neither choice mentions Ingred’s family. Although (D) indicates that Ingred’s relatives have returned from somewhere, there is no mention of the war. The correct answer is (A).

2. C

This language use item requires test takers to determine which definition of the word “native” matches its use in paragraph 1. Each of the answer options reflects an actual definition of the word “native,” so look closely at the way the word is used in context. The word is used as a part of the sentence “They had joined the rest of the party at Lynstones before returning to their native town of Grovebury.” Here, there is a contrast drawn between where the family is at the time of the narrative—the summer home at Lynstones—and their final destination, which is their family home at Grovebury. Here, “native” means “place of origin.” Choices (A) and (B) are incorrect, because while there are many descriptions of the “natural” and perhaps “wild”

beauty of Lynstones, “native” here refers to Grovebury, which is not described as a place in nature. Choice (C) is correct: “original” means “first” or “earliest” which is consistent with the idea that the Saxons are returning to their “place of origin.” Finally, (D) is incorrect, because while the Saxon family home might indeed be “inherited,” there is no evidence to support this in the text. The correct answer is (C).

3. **B**

This structure question asks about how the sentence describing the landscape enhances the story. The passage uses the phrase “glorious run” to emphasize Ingrid’s positive feelings during the trip, and paints a detailed picture of the landscape with phrases like “glimpses of the sea,” “craggy,” and “billowy masses.” Altogether, the sense is of an appreciation of the natural scenery. Choice (A) is incorrect: While the next sentence does mention that “Egbert exceeded the speed-limit,” it goes on to say, “he certainly had the excuse of a clear road before him,” so the passage emphasizes that the trip is picturesque, not dangerous. Choice (B) is correct: Since the contrast between Ingrid’s feelings about her summer holidays versus returning to school is a main theme of this excerpt (first described in paragraph 1), the description of nature and use of “glorious” reinforces Ingrid’s feelings about her summer vacation home. Choice (C) is incorrect because although the quotation does describe the sea and the cliffs as having different characteristics, the difference between the sea and the cliffs is not a major theme of the story. Even though Egbert appears in this part of the narrative, the quoted description of the landscape does not reveal anything about his character or function in the story, so (D) is incorrect. The correct answer is (B).

4. **A**

This structure question asks about the significance of the “place” mentioned in the quotation. The sentence included in the question says, “But surely the Red Cross cleared out ages ago,” meaning that the “place” had been used by the Red Cross during the war. To find out exactly what the “place” is, look further in paragraph 12. Avis asks Ingrid, “I suppose you’re going back to Rotherwood, aren’t you?” Since one of the major themes of the passages is Ingrid’s feelings about having to return to her family home as soon as the summer is over, the “going back to Rotherwood” Avis mentions must be that return to the Saxon family home. Therefore, (A) is correct. Choice (B) is incorrect because, while the passage does mention the Red Cross, Avis is specifically referring to a house, not a town, in paragraph 16: “I always envied you that lovely house.” Choice (C) is incorrect: even though the quotation mentions that the “whole place has been done up,” there is no evidence that this was done to a ballroom for the purpose of a dance. Choice (D) is incorrect, because the “place” is Ingrid’s home, not her school. The correct answer is (A).

5. A

This character development question asks about Ingrid’s character based on her response to Avis. Use the dialogue that ends with Ingrid’s response in paragraph 15 to get a sense of the entire exchange between the characters. When Avis asks, in paragraph 12, whether Ingrid is going back to Rotherwood, Ingrid gives a vague response. When Avis persists, “But surely the Red Cross cleared out ages ago,” then Ingrid responds, “Oh, yes!” (paragraph 15) in a voice “a little strained.” Since Ingrid’s voice is “strained” when she discusses her return, this is consistent with previous information that Ingrid enjoys her holidays and does not want to think about the time beyond summer (paragraph 1) when she will return to her family home. Therefore, (A) is correct: Ingrid is reluctant to talk about going back

to Rotherwood. Choice (B) is incorrect, because while Ingrid is technically “agreeing” with Avis, the strain in her voice shows reluctance. Choice (C) is incorrect, because while “strained” does sometimes mean “exhausted,” in paragraph 15 “strained” means “forced,” showing that Ingrid does not really want to think about her eventual return. Choice (D) is incorrect because even though Ingrid says “Oh, yes!” emphatically, her inner emotion is not one of enthusiasm. The correct answer is (A).

6. This plot development item asks the reader to arrange the sequence of events in the excerpt in order in a chart. The correct order from first to last:

1. **Event (d): The Saxons unite at Lynstones.** This occurs early in the narrative in paragraph 1: The first sentence says “the whole family was reunited,” and the third sentence says “They had joined the rest of the party at Lynstones.”
2. **Event (a): Egbert drives Ingrid to the beach.** Following the general description of Ingrid’s feelings in paragraph 1, a specific day is described in paragraph 2, during which Egbert takes Ingrid for a motorcycle ride: “Egbert was anxious to set off, so Hereward took his place on the luggage-carrier, and, after some back-firing, the three started forth.”
3. **Event (b): Ingrid is invited to tea.** After arriving at the seaside, Ingrid meets Avis, who invites her to tea: “Come along and have some tea with us” (paragraph 8).
4. **Event (c): Avis talks about a fancy-dress dance.** As Avis and Ingrid talk, Avis becomes enthusiastic about the idea of dancing: “I do think a fancy-dress dance is about the best fun on earth” (paragraph 18).

7. This character development item asks the reader to identify three adjectives that accurately describe Ingrid. The three correct adjectives:

- **Happy.** Ingrid’s feelings of happiness are referenced in paragraph 1: “To have her father and brothers safely back, and for the family to be together in the midst of such beautiful scenery, was sufficient for utter enjoyment.”
- **Uncertain.** Ingrid’s inner thought process is highlighted with words like “nebulous” (paragraph 1) and is further suggested by the fact that her voice is “a little strained” (paragraph 15) and the fact that she says “It’s rather early to make plans” when talking about her eventual return. Therefore, Ingrid is uncertain about her future after she returns to her family home and to school.
- **Surprised.** Ingrid is surprised to meet Avis at the seaside: “Much to Ingrid’s astonishment she was suddenly hailed by her name” (paragraph 3).

Of the other options, “halcyon” refers to the time period, rather than to Ingrid. “Daredevil” doesn’t work, since paragraph 2 makes it clear that their motorcycle trip was not dangerous.

8. **D**

This development item requires making a prediction about Avis based on an overall understanding of the details that relate to her. Avis appears in the narrative in paragraphs 3–20, so use the details in these paragraphs to eliminate answers that don’t conform to the passage. Choice (A) is incorrect: Avis is described as “a schoolfellow” (paragraph 3), so she has been to school with Ingrid before. Choice (B) is incorrect because Avis doesn’t mention hosting, but talks of Ingrid possibly giving parties: “you’ll be giving all sorts of delightful

parties, won't you?" (paragraph 16). Eliminate (C), because it is Ingrid who is visiting for the afternoon, not Avis (paragraph 7). Choice (D) is correct, because Avis sighs "only a few days now," and Ingrid tells Avis she is staying "a fortnight more (paragraphs 10–11). Even if you don't know the definition of "fortnight"—"fourteen nights," in other words, two weeks—Ingrid indicates that she is staying "more" than Avis, so the correct answer is (D).

9. This item asks the reader to identify statements that express the EPA's purposes for writing its article. The two correct statements:

- **Statement (c): To caution consumers about deceptive advertising.** The EPA begins the article with a warning, "Be careful about these products" (paragraph 1) and ends the article with the old adage: "If it sounds too good to be true, it probably is" (paragraph 5).
- **Statement (d): To give information about the role of the EPA in evaluating fuel additives and devices.** Paragraph 2 informs the reader about the registration process for additives, and paragraph 3 explains the option for testing aftermarket devices to improve fuel economy. The EPA purposefully explains the process and the limitations of registration and testing to help the consumer properly evaluate any claims by manufacturers.

Of the other options, statements (a) and (e) better describe the purpose of the Department of Energy's article, while statement (b) does not describe either article.

10. C

This question asks which answer is supported by the Department of Energy article, which covers methods of fuel economy. Choice (A) is incorrect because the article never states that other methods are

replaced or “no longer necessary” due to the start-stop system. Choice (B) is incorrect because aftermarket alternative fuel conversions are mentioned only in the other article, not the Department of Energy article. Choice (C) is correct: This article is about methods of fuel economy, including better driving habits (paragraph 6). Choice (D) is incorrect because this is the main idea of the EPA article, not the Department of Energy article. The correct answer is (C).

11. **B**

This structure question asks about the EPA’s purpose for including a particular detail, in this case, the sentence, “Very few manufacturers have applied for this program in the past 10 years” (paragraph 3). The main idea of this passage is to warn the reader about fuel additives and devices to improve fuel economy, so consider how this detail relates to the main idea. Choice (A) is incorrect: There is no information about how long the program takes. Choice (B) is correct: Paragraph 3 goes on to say, “Without this report, the EPA has no information about the safety of the device or its impact on fuel efficiency.” So the EPA cannot verify the claims of manufacturers who do not apply for the program, and consumers should be wary. Choice (C) is incorrect: This sentence in the question refers to applying for the program, not the testing that occurs later. Choice (D) is also incorrect: The tone and purpose of the EPA article is directed not at the manufacturer but at the consumer. The correct answer is (B).

12. **C**

This structure question asks about how a figure relates to the overall purpose of the article by the Department of Energy, which covers methods of fuel economy. The chart illustrates the guideline about driving speed in paragraph 6: “Each 5 MPH you drive over 60 MPH can reduce your fuel economy by 7%.” Choice (A) is incorrect, however, because reducing fuel economy 7% by speeding does not

equate to improving fuel economy 5% by slowing down. Choice (B) is incorrect because this is a question about the role of the figure in the article, and the chart does not reflect data about vehicle maintenance. Choice (C) is correct: The chart visually illustrates the loss of fuel economy with increased speed. Finally, (D) is incorrect because the chart has no information about driving conditions. The correct answer is (C).

13. **B**

This is a comparison question about the similarities in the two articles. Both articles address fuel economy, but the first article warns about devices and the second article recommends a device. Choice (A) reflects only the second passage by the Department of Energy, so this answer is incorrect. Choice (B) is correct: The EPA warns about aftermarket devices while the Department of Energy recommends the start-stop system. Again, (C) reflects only the second passage by the Department of Energy, so this answer is incorrect. Choice (D) is wrong because neither passage offers a way to verify advertisers' claims. The correct answer is (B).

14. **A**

This structure question asks which specific detail is included in the EPA's article. Choice (A) is correct: Paragraph 3 warns, "Tampering with your car's emissions control system is punishable by significant fines," so there are potential hidden costs when taking these measures. Choice (B) contradicts the passage: The EPA says, "Most devices tested in earlier years had a neutral or negative effect on fuel economy" (paragraph 3). Eliminate (C), which also contradicts the passage: While the EPA registers additives (paragraph 2), it makes no similar claims about devices. Finally, (D) is too strong: Although paragraph 3 states, "Without this report, the EPA has no information about the safety of the device," it's possible that the EPA does have

reports on some devices so some information is available. The correct answer is (A).

15. **B**

This question asks the reader to examine the structural relationships in paragraphs 6 and 7 of the Department of Energy’s article. Choice (A) is incorrect: The phrase “doesn’t require you to drive differently” (paragraph 7) refers to driving with a start-stop system, not driving in general, so the parts of the article do not contradict one another. Choice (B) is correct: The first item in the list of recommended habits is to avoid idling (paragraph 6), and paragraph 7 offers a system that virtually eliminates idling. Choice (C) is incorrect because paragraph 7 does not directly compare the start-stop system to other methods that reduce fuel consumption. Finally, (D) is incorrect because the start-stop system is not installed aftermarket, but comes with new vehicles (“as of the 2014 model year, they are available on about one hundred conventional vehicle models”). The correct answer is (B).

16. **A**

This language use question asks the reader to examine the effect of the use of the word “robust” in the Department of Energy’s article. Paragraph 7 recommends start-stop systems. This section acknowledges “it may take some time for you to get used to” but then immediately follows with “Most systems are robust and easy to use” to reassure and persuade the reader, since “robust” means “sturdy.” Therefore, (A) is correct. Choice (B) is incorrect because, even though the sentence claims the system is “easy to use,” this is not the meaning of the word “robust.” Choice (C) is incorrect because although another meaning of “robust” is “hefty,” that does not fit the context of the paragraph. Choice (D) is incorrect because, even though paragraph 7 claims the system is “only a few hundred dollars,” this is not the meaning of the word “robust.” The correct answer is (A).

17. The option that correctly completes the sentence for each “Select” option:

Drop-Down Item 1: Sentence fragments and run-ons

Option 1 is correct: Appropriate punctuation (a comma) sets off the parenthetical element “just as I do” from the independent clause “Surely you enjoy living in such a quiet and peaceful neighborhood.”

Option 2 is incorrect because it incorrectly uses a period, creating a sentence fragment. Option 3 removes the punctuation that sets off the parenthetical element at the end of the sentence. Option 4 treats a somewhat lengthy phrase as though it is an independent clause, separated by a semicolon. However, this phrase is actually a sentence fragment and therefore cannot be separated by a semicolon.

Drop-Down Item 2: Misplaced modifiers or illogical word order

Option 2 is correct: In this sentence, the phrase “you must be aware of” appropriately refers to “the alarming increase in burglary incidents,” while “via news reports and social media posts” modifies “you must be aware.” The phrases appear in an appropriate order with no dangling modifiers or unclear antecedents.

Option 1 is incorrect: In this order, the phrases appear to indicate that the “burglary incidents” are “via news reports.” Option 3 is incorrect: In this option, the phrase “you must be aware of by now” seems to refer to “social media posts” and creates a sentence fragment. Option 4 is incorrect because this option presents the construction “social media posts in our neighborhood” so that it appears the social media posts (instead of the burglaries) happen in the neighborhood.

Drop-Down Item 3: Verb tense, parallelism

Option 3 is correct: This option correctly uses the present tense “are concerned” to parallel “propose” and “consider” later in the sentence.

Option 1 is incorrect: The use of “concerning” and “we all do” results in the meaning “we all do concern our community” rather than “we are all concerned about our community.” Option 2 is incorrect because the past tense “were” does not match the present tense “propose” and “consider” later in the sentence. Option 4 is incorrect because the past tense “were” does not match the present tense “propose” and “consider.”

Drop-Down Item 4: Pronoun usage

Option 2 is correct: The option correctly uses the singular objective pronoun case “it” to match “check or money order.”

Option 1 is incorrect: The sentence is asking the reader to “send a check or a money order”—only one, not both—so a singular pronoun is required. Option 3 is incorrect: Although “that” can function as a pronoun, the word “that” refers to something specific that is clearly understood, as in “that cat (of several cats).” For “that” to work in the context, a more complete phrase like “that payment” would be required. Option 4 is incorrect for similar reasons: For “one” to work in context, the entire phrase “one of them” would be required.

Section 2: Extended Response

As noted in Chapter 10, the Extended Response essay is evaluated based on three traits. You can earn up to 2 points for each trait for a possible maximum of 6. Here, we’ve provided two sample responses to give you an idea of what a score of 1 and 2 looks like for each trait.

Sample Response A

The argument of whether or not cap-and-trade is beneficial is best supported by the benefits of cap-and-trade. The environment and air quality is very important and so emissions control is needed. Cap-and-trade is something that has been implemented with success and that saves lives. It is a way for the EPA to control emissions by giving businesses and industries permits.

Since nitrous oxide and sulfur dioxide are harmful it makes sense to try to control them to try to keep the air clean. The benefits argument uses studies that have shown that SO₂ emissions have dropped 40% since the 1990s, and acid rain levels have dropped 65% since 1976. Also the benefits argument mentions other countries such as China have had success with curbing emissions too. These are all good points for the benefits of cap-and-trade. If cap-and-trade was an idea that didn't work, it wouldn't have been in use for so long, starting from 1976.

The argument against cap-and-trade states that the results are brought into question because there were other regulations happening at the same time as the Acid Rain Program. They also claim that the permit process causes bad incentives because free permits mean companies might not try very hard to reduce emissions. They claim that if a company reduces emissions, then their cap might be lower next year, so a company might try not to reduce emissions. But there are no statistics to show that this would happen.

If those are the arguments that are made then people just need to rely on the actual results. Read the statistics and see how the Acid Rain Program and other programs are actually working. The EPA does a good job of making sure businesses can't pollute too much.

Trait 1—Creation of Arguments and Use of Evidence

Score: 1

The writer of this response makes an argument in favor of cap-and-trade (“The argument of whether or not cap-and-trade is beneficial is best supported by the benefits of cap-and-trade”) through a somewhat unsophisticated analysis. The response contains some evidence from the source text to support the central position, but this evidence is presented as references that only summarize the source text (“The benefits argument uses studies that have shown SO₂ emissions have dropped 40% since the 1990s, and acid rain levels have dropped 65% since 1976”). There is some analysis of the issue and evaluation of the evidence for the arguments, but it is minimal (“If those are the arguments that are made then people just need to rely on the actual results” and “These are all good points for the benefits of cap-and-trade”). Overall, the writer makes an argument supported by some analysis and some evidence from the source text. Therefore, this Response A earns a score of 1 for Trait 1.

Trait 2—Development of Ideas and Organizational Structure

Score: 1

The writer establishes an organizational structure in this response by providing a comparison of the two arguments presented. In the introduction, the writer takes a position (“The argument of whether or not cap-and-trade is beneficial is best supported by the benefits of cap-and-trade”). The second paragraph addresses the benefits of cap-and-trade and shows a clear progression of ideas. In the paragraphs, main points are developed in a general sense, but the details are not as well developed. In the second paragraph, a new thought is presented

about the benefits of cap-and-trade (“If cap-and-trade was an idea that didn’t work, it wouldn’t have been in use for so long, starting from 1976.”). The third paragraph focuses on the unwelcome possibilities of cap-and-trade, summarizing the source text and offering an assessment (“They claim that if a company reduces emissions, then their cap might be lower next year, so a company might try not to reduce emissions. But there are no statistics to show that this would happen.”). The conclusion is a general explanation of why the first position is better supported. The writer’s word choice is sufficiently competent, and the response’s tone is acceptable. Overall, the response is somewhat organized and focused, but the ideas are underdeveloped. Therefore, Response A earns a score of 1 for Trait 2.

Trait 3—Clarity and Command of Standard English Conventions

Score: 1

This brief response shows generally correct sentence structure, but without sentence variety. There is unreliable control of standard English conventions with regard to subject verb agreement (“The environment and air quality is very important”) and punctuation usage. These errors do not interfere with comprehension, however, and this response is an acceptable example of draft writing. Therefore, Response A earns a score of 1 for Trait 3.

Sample Response B

There is much debate about whether cap-and-trade as a strategy for controlling emissions is effective. It is an important debate because air quality is a pressing issue today and addressing harmful emissions can possibly save lives. In this

discussion of cap-and-trade, the proponents have made the better argument. They bring up several benefits to cap-and-trade, including advantages to business. The pro cap-and-trade article then uses statistics to support its position. The second article from the critics' standpoint uses mostly hypothetical assertions and warnings of what might happen, with no statistical data to support the position.

In the first article, an outline of the benefits of cap-and-trade is supplied to show what makes the practice effective—cost, accountability, and the support of federal and state standards. The first argument then provides examples of some specific successful programs: the nationwide Acid Rain Program (ARP) and the regional NO_x Budget Trading Program. The first article then cites several statistics pointing to improvements in both SO₂ and NO_x. According to the article, improvements in emissions mean saved lives, and saving lives is very strong evidence for using cap-and-trade.

The second article then calls the statistical evidence into question by pointing out that, in addition to cap-and-trade, there were other regulations in effect that impacted emissions. While the article began with a good observation here, it did not follow through. If the article had provided the exact regulations in effect, and the statistical impact on emissions, this would have been a more direct counter to the statistics presented in the previous article, and the second article may well have won the argument.

Another topic mentioned by both arguments is the cost of cap-and-trade. The first article claims that cap-and-trade provides cost-effective, flexible compliance choices for regulated sources and minimized administrative costs. This argument is supported

by evidence that the program reduced expenditures on medicine by about \$800 million annually. Including the information about low costs for industry and government is very important evidence for the pro-cap-and-trade side. The low costs indicate that businesses will be more likely to want to comply with this program. The second argument brings up the same point about low cost, but claims that the low cost can actually result in perverse incentives, because a low price on emission permits reduces the incentive for companies to cut back their emissions. However, the critics' argument fails for two reasons. First, the second article did not offer statistics to support this assertion. Second, the critic's argument did not consider that the program's low cost might have a positive incentive as well—encouraging companies to participate in the program at all. The point the second article was trying to make is that the negative incentives outweigh the positive ones, but the evidence is not strong enough to prove this point.

The final objection used by critics of cap-and-trade claims that expensive long-term changes will not be made if there is a cheaper source of carbon credits, and that environmental protection needs better solutions. However, the statistics provided by the pro-cap-and-trade article indicate that these programs have been in place since 1976, so the changes reported by the statistics are definitely seen in the long term. As for "better solutions," the critics' article continues to make the same faults: it does not supply any data to support the objection. It does not even offer any specific programs that would be the kind of solutions that the critics advocate. The second article does raise an interesting point about how one solution can prevent a better solution. If the critics of cap-and-trade had managed to supply some facts to prove this point, the second article would have made the better argument.

Because of the lack of supportive facts or concrete details for the arguments in the second article, it is clear that the first article contains the better researched and supported argument. The first argument supplies specific, concrete data in support of the claim that cap-and-trade is effective. If the second article were to go beyond its vague warnings and use specific data in its objections, then the second article would have a more significant impact simply because the first argument does not seem to consider the possible drawbacks of the cap-and-trade structure. In that case, article two would win the argument.

Trait 1—Creation of Arguments and Use of Evidence

Score: 2

The introduction of this essay contains a position (“In this discussion of cap-and-trade, the proponents have made the better argument”) and then provides a developed explanation (“The pro cap-and-trade article then uses statistics to support its position. The second article uses mostly hypothetical assertions and warnings of what might happen, with no statistical data to support the position.”). The writer reinforces this claim with an analysis of the evidence for the arguments in the source text, first focusing on the strength of the proponents’ argument (“The first article then cites several statistics pointing to improvements in both SO₂ and NO_x. According to the article, improvements in emissions mean saved lives, and saving lives is very strong evidence for using cap-and-trade.”). The writer then moves on to the inadequacy of the opposing argument (“While the article began with a good observation here, it did not follow through.”). As further support, the writer introduces alternative interpretations of the evidence (“Second, the critic’s argument did not consider that the program’s low cost might

have a positive incentive as well”). Finally, the writer pinpoints the critics’ unsupported assertions about better solutions (“It does not even offer any specific programs that would be the kind of solutions that the critics advocate”). Overall, the response offers a well-developed, logical, and organized argument focused on the validity of the arguments in the source text. Therefore, Response B earns a score of 2 for Trait 1.

Trait 2—Development of Ideas and Organizational Structure

Score: 2

The response shows a clear structure, beginning with the importance of emissions control to frame the issue, then discussing points made by both sides of the argument, and finally concluding with an analysis. This structure permits a development of generally logical ideas that are sufficiently explored. The response establishes a clear connection between the main idea and supporting details within paragraph 2. The writer points to hypotheses about possible negative outcomes of cap-and-trade in paragraph 3 and then discusses why the claims are not supported. The writer goes on to explore the idea that the “concrete data in support of the claim that cap-and-trade is effective” outweighs the use of “vague warnings” by the opposition. The writer uses appropriate vocabulary and formal tone to express ideas, resulting in a response that is structured, focused, and developed. Therefore, Response B earns a score of 2 for Trait 2.

Trait 3—Clarity and Command of Standard English Conventions

Score: 2

This writer shows competency with several standard English rules, including subject-verb agreement, word usage, and the rules of capitalization and punctuation. The response offers a largely correct sentence structure, and the writer blends simple and complex sentences while maintaining clarity (“The second argument brings up the same point about low cost, but claims that the low cost can actually result in perverse incentives, because a low price on emission permits reduces the incentive for companies to cut back their emissions. However, this argument fails for two reasons. First, the second article did not offer statistics to support this assertion.”). Transitional words and phrases are used throughout (“in that case,” “however,” “while”). Overall, the response indicates a strong command of the English language, and the level is appropriate for on-demand draft writing. Therefore, Response B earns a score of 2 for Trait 3.

Section 3

18. **B**

This point of view question asks about the author’s overall tone in paragraph 1. This paragraph begins by introducing Niagara Falls and moves on to a discussion about its “opportunities for fishing.” The author states, “at Niagara one place is just as good as another, for the reason that the fish do not bite anywhere,” and then goes on to say “The advantages of this state of things have never heretofore been properly placed before the public” (paragraph 1). In a discussion about opportunities for fishing, to call the fact that “the fish do not bite anywhere” an “advantage” is a strong contrast, used to convey humor through the use of paradox. Choice (A) is incorrect because the author does not express fear until later in the passage, beginning in paragraph 3. Choice (B) is correct: The author is offering a contrast to indicate irony, which is the use of language that normally signifies the

opposite. Eliminate (C) because, even though the paragraph begins by calling Niagara an “enjoyable place of resort,” the majority of the paragraph involves the ironic contrast. Choice (D) is incorrect; while the author may be recollecting in this narrative, there is not a particular sense of satisfaction in the discussion of Niagara’s opportunities for fishing. In fact, because of the use of irony, the author’s true feelings are more negative than positive. The correct answer is (B).

19. **D**

This structure question asks why the author chooses to conclude paragraph 2 with that sentence. So, consider the role the sentence plays in the paragraph as a whole. Paragraph 2 relates how someone approaches the Falls: “you first drive down about a mile” and then details how to get a close look: “You can descend a staircase here a hundred and fifty feet down, and stand at the edge of the water.” Therefore, the concluding sentence shows what the author thinks the tourists’ feelings will be about climbing down all that way: “you will wonder why you did it; but you will then be too late” (that is, it will be too late for the tourist to take back all that effort). Choice (A) is incorrect; even though the author says “you will be too late,” this refers to the effort, not the arrival at the falls. Choice (B) is incorrect because the sentence aims to estimate a tourist’s reaction, not to advise future visitors. Eliminate (C) because, even though the sentence uses the second person “you,” this doesn’t mean that the author is personally acquainted with the reader. Choice (D) is correct: The author is expressing a prediction about a tourist’s attitude after climbing a lengthy stairway. The correct answer is (D).

20. **A**

This question asks which sentence from the passage stands out in direct contrast to the main theme of the passage, so focus on the main

idea, and consider what is implied as well as what is directly stated. Even though this passage begins with a positive statement about Niagara Falls: “Niagara Falls is a most enjoyable place of resort” (paragraph 1), most of the passage highlights the dangers of the Falls and the author’s discomfort while being there. This negative opinion is shown throughout the passage by the use of words like “precipice” (paragraph 2), “misery” (paragraph 3), and “flimsy” (paragraph 6) and the description of the dangerous trip under the falls in paragraph 7. Therefore, (A) is correct because this sentence offers only positive qualities about the Falls, in contrast to the more negative theme. Choice (B) is incorrect, since this sentence offers only facts about the falls, with no words indicating opinion. Choice (C) is contradictory; the negative tone (shown by “discomforting” and “unhappiness”) is consistent with the main idea, not contrasting with it. Choice (D) is incorrect; once again this sentence contains only factual details about the author’s actions, without indications of tone. The correct answer is (A).

21. C

This character development question asks about the author’s character based on the statement “I remarked that I wanted to go home.” Use the sentences that precede this statement to get a sense of the context. Immediately before the remark about wanting to go home, the author states, “Now a furious wind began to rush out from behind the waterfall, which seemed determined to sweep us from the bridge, and scatter us on the rocks and among the torrents below.” So in this context, the remark about wanting to go home is a reaction to a dangerous situation. Choices (A) and (B) are incorrect because nothing in the passage overall indicates that the author is constantly longing for home or has a depressed (melancholic) attitude. Choice (C) is correct: With the statement about wanting to go home, the author is emphasizing the feelings of apprehension—wanting to leave

a dangerous situation. Choice (D) is incorrect because nothing in the passage indicates that the author is pining for an earlier era. The correct answer is (C).

22. **D**

This structure question asks about how the sentence describing the author’s surroundings enhances the story. The passage uses the phrase “storming, roaring, and bellowing of warring wind and water” to emphasize the intense pressure and strength of the waterfall. The phrase “seemed to receive the Atlantic on my back” builds on this image by calling the waterfall the Atlantic, an exaggerated comparison to the Atlantic Ocean. Altogether, the sense is of an enormous, threatening amount of water. Choice (A) takes the use of the word “Atlantic” literally, as if the author were in the Atlantic. However, the passage is not about the Atlantic, so eliminate this answer. Choice (B) is incorrect: Even though the author mentions the bridges in the previous paragraph, these particular sentences describe the waterfall itself. Choice (C) is incorrect because the use of the word “storming” describes the pressure and the sound of the water, not an actual weather storm. Choice D is correct: The narrator exaggerates the experience of the waterfall by using words like “storming” and “Atlantic” to convey a sense of the intensity and amount of water pouring down from the waterfall. The correct answer is (D).

23. **B**

This language use item requires test takers to determine which definition of the phrase “in earnest” matches its use in paragraph 7. Each of the answer options reflects an actual definition of the phrase “in earnest,” so look closely at the way the word is used in context. The word is used as a part of the phrase “how fearfully in earnest it was.” The “it” refers to the “seething world of descending water” in the previous sentence. So here, “in earnest” describes the “descending

water,” so look for a word that would indicate “seething,” which means “storming” or “furious.” Choice (A) is incorrect because “serious” would not match with the violent descriptions of the waterfall found in this paragraph. Choice (B) is correct: The movement of the water is vigorous, or fast-moving. Choice (C) is incorrect because water cannot be sincere, which means true or heartfelt. Finally, (D) is incorrect because “ardent” means emotionally enthusiastic, which doesn’t fit with the waterfall. The correct answer is (B).

24. This plot development item asks the reader to arrange the sequence of events in the excerpt in order in a chart. Here is the correct order from first to last:

1. Event (c): The narrator mentions a view of the river. This occurs in paragraph 2: “When you start out to ‘do’ the Falls you first drive down about a mile, and pay a small sum for the privilege of looking down from a precipice into the narrowest part of the Niagara River.”

2. Event (b): The Suspension Bridge is described. Following the initial description of the view of the river in paragraph 2, the narrator continues the description of a trip to Niagara. The first sentence of paragraph 3 reads as follows: “Then you drive over to Suspension Bridge, and divide your misery between the chances of smashing down two hundred feet into the river below, and the chances of having the railway-train overhead smashing down onto you.”

3. Event (a): Horseshoe Fall is included as a stop in the visit. After the description of the bridge, the author mentions Horseshoe Fall: “When you have examined the stupendous Horseshoe Fall till you are satisfied you cannot improve on it, you return to America by the new Suspension Bridge,” (paragraph 4).

4. **Event (d): The narrator goes behind the falls.** The final two paragraphs describe the harrowing trip underneath the waterfall: “When I saw how much of it there was, and how fearfully in earnest it was, I was sorry I had gone behind it” (paragraph 7).

25. A

This question asks which detail the reader can infer about Niagara Falls, so check the details in the answer choices against the information in the passage. Choice (A) is correct: Paragraph 4 states, “When you have examined the stupendous Horseshoe Fall till you are satisfied you cannot improve on it, you return to America by the new Suspension Bridge.” This means that part of the Falls (the Horseshoe Fall) is outside of the United States. Choice (B) is incorrect; this is not a good fishing resort because paragraph 1 states, “the fish do not bite anywhere.” While (C) might be attractive, it is incorrect, since the Cave of the Winds is listed as a part of Niagara, and this choice would indicate that the two are separate. Choice (D) directly contradicts the passage because paragraph 1 states, “The hotels are excellent, and the prices not at all exorbitant.” The correct answer is (A).

26. This item asks the reader to identify statements that express the author’s purposes for writing this article. The two correct statements:

- **Statement (b): To persuade the reader that playing a State Lottery isn’t really gambling.** The author begins the essay with a definition of gambling and then analyzes that definition and argues that the State Lottery doesn’t fit this definition (paragraph 2).
- **Statement (c): To analyze the dual characteristics of the definition of the word “gamble.”** The author analyzes the aspects of “chance” and “game” using a detailed scenario (paragraph 3).

Statements (a) and (d) are the opposite of Milne’s position. As for statement (e), Milne makes only a brief reference to gambling’s dangers, so it is not his purpose for his writing.

27. **B**

This structure question asks why the author uses the phrase “behind its hand” (paragraph 6). This phrase comes in the context of this sentence: “At a time when the one cry is ‘Production!’ the State adds (behind its hand), ‘Buy a Premium Bond, and let the other man produce for you.’” This sentence shows a contrast between the two actions of the state, almost a hypocrisy. Choice (A) is incorrect; this phrase doesn’t refer to the “no work at all” proposition in the previous sentence. Choice (B) is correct: This phrase is part of a contrast between the two actions of the state. Choice (C) is incorrect because the analogy of the state to a human body is never made in this essay. Choice (D) is contradictory to the passage because the author has a somewhat positive, rather than negative, view of gambling (paragraph 3). The correct answer is (B).

28. **D**

This structure question asks about the role that a detail—the image of the Monte Carlo gambler (paragraph 3)—plays in the passage as a whole. The author uses this image to personify the aspects of “chance” and “game” that make up the definition of “gambling” (paragraph 2). Milne provides this gambler to symbolize the human actions and ideas that comprise gambling. Therefore, (A) is wrong; the author is not trying to make a statement about Monte Carlo as a place. Choice (B) is also incorrect; while “struggle” is mentioned, it is mentioned as a part of “game,” the aspect that the author is exploring. Choice (C) is contradictory to the author’s tone: The author has a generally neutral to positive view of gambling, so “reckless” is too strong. Choice (D) is correct: The image of the gambler is there to

complete the picture begun with the definition of gambling. The correct answer is (D).

29. **A**

This structure question asks about what inference can be made from the sentence. The author asserts, “The case of the average man in favor of State lotteries is, quite simply, that he does not like Dr. Clifford” (paragraph 6). The author implies that favoring lotteries is not based on logic but instead on personal dislike for Dr. Clifford. If the average man in favor of lotteries does not like the doctor (or his views), then it follows that the man is in favor of lotteries, simply because the doctor is not. Therefore, (A) is correct and (B) is wrong. Choice (C) is incorrect because intelligence is not addressed in the essay. Choice (D) is far too broad an assertion to make based on that one sentence—there’s no evidence that the average man would not favor anything represented by the doctor. The correct answer is (A).

30. **D**

This evaluation question asks about which detail supports the claim that people get pleasure out of games of skill and chance (paragraph 3). Immediately following this claim, the author draws out the scenario of the gambler in Monte Carlo. Choice (A) is incorrect because it is the bland description of the State Lottery. Choice (B) is incorrect; although it refers to making the country “contented” (paragraph 6), it doesn’t refer back to getting pleasure out of a game of chance. Choice (C) is incorrect; this quote (paragraph 2) just refers to the author’s consideration of the definition of “gambling.” Therefore, (D) is correct—the repeated use of “wonderful” indicates the gambler’s elation. The correct answer is (D).

31. **B**

This language use question asks the reader to examine the effect of the term “cold-blooded” in paragraph 5. The sentence reads, “and you simply take part in a cold-blooded attempt to acquire money without working for it.” Here the use of the term “cold-blooded” indicates a pragmatic pursuit of the lottery as opposed to the exciting language used to describe the Monte Carlo gambler’s experience. Therefore, (A) is incorrect—the author is depicting the players as passionless, not “ruthless”—and (B) is correct. Choice (C) contradicts the passage, since the author says gambling is not entirely “evil” (paragraph 4). Choice (D) is incorrect because this choice describes the consequences to society, rather than the experience of the individual in playing the lottery. The correct answer is (B).

32. **D**

This development question asks about how the author’s use of direct questions in paragraph 3 contributes to the author’s essay. Paragraph 3 states, “And is there any man who, having made a fortune at Monte Carlo, will admit that he owes it entirely to chance? Will he not rather attribute it to his wonderful system, or if not to that, at any rate to his wonderful nerve...?” These questions to the reader are rhetorical, designed to encourage thinking about the topic and convince the reader of the author’s perspective on gambling. Choice (A) is incorrect because there are no answers to these rhetorical questions. Choice (B) is contradictory to the passage, since the essay begins with a definition. Choice (C) is incorrect because the personality of the gambler is not under discussion. Choice (D) is correct—the questions cause the reader to consider the “game” or pleasure of gambling. The correct answer is (D).

33. **A**

This question asks about the author’s opinions regarding Premium Bonds. The author declares, “I am against Premium Bonds, but not for

the popular reason. I am against them because there is so very little of the gamble about them” (paragraph 2). Thus, (A) is correct. Choice (B) is wrong because the author’s tone when discussing the redistribution of funds (paragraph 6) is definitely satirical: “Instead of a million ten-pound citizens, we should have a thousand ten-thousand-pounders and 999,000 with nothing. That would be the official way of making the country happy.” Choice (C) is contradictory because the author feels that Premium Bonds “have so very little of the gamble about them.” Choice (D) is incorrect because the author mentions “hypocritical” in paragraph 1 as the views of others, not his own view. The correct answer is (A).

34. **B**

This point of view question asks about the author’s tone toward the reader, so examine the passage for tone indicators. In several places the author gives opinions and addresses the reader directly: “There are many occupations—and many jobs— that you would enjoy” (paragraph 3), “You need not restrict your job search to careers related to your degree” paragraph (7), and “It’s never too late to change careers” (paragraph 11). Overall, the author offers encouragement to the reader or job seeker. Choice (A) is incorrect because “condescension” means talking down to someone, which is not what the author is doing. Choice (B) is correct: The author is offering information to reassure and help job seekers. Choice (C) is incorrect because the author is not trying to intimidate the reader. Choice (D) is incorrect because “satisfaction” expresses a concern with the self. However, this author is concerned primarily with the reader. The correct answer is (B).

35. **A**

This question asks about the author’s primary purpose in writing the article. The author’s identification as part of the Department of Labor

suggests that the author is familiar with the realities of the working world, and paragraph 3 asserts “There are many occupations—and many jobs—that you would enjoy.” The final paragraph, paragraph 11, states, “It’s never too late to change careers.” Therefore, the author is trying to help people persist in a job search despite temporary setbacks. Choice (A) is correct because the author emphasizes “keeping your options open” (paragraph 3) and “learning a variety of tasks helps you to sharpen abilities” (paragraph 5). Eliminate (B) because the author’s tone is encouraging, not cautionary. Choice (C) is incorrect because, while the article mentions low grades and work history gaps, it does not mention the specific types of jobs that accept people with these limitations. Choice (D) contradicts the passage: Paragraph 5 states, “no one job uses all your talents.”

36. **D**

This structure question asks how this sentence relates to the article as a whole. The sentence is “Consider that electrical technicians are now repairing fuel cells, for example, or that veterinary technicians become pharmaceutical sales workers.” This sentence appears in the context of a paragraph that begins with “You need not restrict your job search to careers related to your degree” (paragraph 7). Therefore, the sentence in question offers support for that topic sentence. Choice (A) is incorrect: While the sentence does present examples of specific careers, the author is not advocating that readers pursue these careers. Eliminate (B) because it contradicts the topic sentence of the paragraph. Choice (C) may seem attractive because the last sentence of paragraph 7 reads “Often, technical skills are applicable to many settings.” However, the purpose of paragraph 7 is to address the flexibility of skills in general, not just technical skills, so (D) is correct.

37. **C**

This purpose question asks you to analyze the author’s rhetorical technique of question-and-answer in paragraph 9. The topic sentence of this paragraph states, “People overcome all kinds of challenges to find satisfying work.” The paragraph then goes on to raise the same challenges that were brought up in paragraph 8 and offer solutions to those challenges one by one. Choice (A) is incorrect because the paragraph does not address which challenges are “worse.” Choice (B) is incorrect because paragraph 9 is a response to paragraph 8 (the previous paragraph), not support for the next paragraph. Choice (C) is correct: Paragraph 9 uses the question-and-answer format to address the concerns raised in paragraph 8. Choice (D) is incorrect because the question-and-answer format does not help the author’s point by *raising* the concerns; it helps the author’s point by offering solutions for those concerns. The correct answer is (C).

38. **D**

This language use item requires test takers to determine which definition of the word “overcome” matches its use in paragraph 9. Each of the answer options reflects an actual definition of the word “overcome,” so look closely at the way the word is used in context. The word is used as a part of this sentence: “People overcome all kinds of challenges to find satisfying work,” which is connected to the later phrase “how you handle adversity.” So here, the word “overcome” is used to mean “rise above” the challenges or the adversity. Choice (A) is incorrect because “overpower” means to “defeat in physical contest” or “overwhelm the senses”; neither makes sense with “challenges.” Choice (B) is also incorrect because “shock the challenges” would not make sense either. Choice (C) might seem attractive because of the phrase “a good indicator of your ability to persevere”; however, “People outlive all kinds of challenges” would not make sense in a paragraph advising job seekers to assertively

handle adversity. Choice (D) is correct: “surmount” means “rise above.” The correct answer is (D).

39. A

This question asks you to make an inference about the “workers” mentioned in the quotation. To answer this question, refer to the paragraph mentioned and read beyond the sentence to find out more about the “workers.” The topic sentence of paragraph 11 is “It’s never too late to change careers” followed by examples of workers who move into very different fields. Therefore, (A) is correct. Choice (B) contradicts the passage, which states, “For each of these workers, the desire for job satisfaction outweighed the desire for status quo.” Eliminate (C) because “status quo” means current state, not prestige. Choice (D) is incorrect because the workers in the example did not all return to school—only one did. The correct answer is (A).

40. This item asks the reader to choose two examples the author uses to support the claim that prospective employees can take steps to better their odds of employment. The two correct answers are as follows:

- **Action (b): Donate your time to charitable organizations.** In paragraph 11, the author recommends “Gain needed skills with volunteer work.”
- **Action (e): Anticipate questions that might arise when applying for a job.** The author also advises to “get a little interviewing practice.” (paragraph 9).

Action (a) is incorrect, since the author’s advice is not aimed at those currently in college. Eliminate Action (c) since Paragraph 7 specifically states the opposite. Action (d) is incorrect since “carefully explaining” is not the author’s advice for addressing such gaps.

41. C

This is a purpose question about the author’s intended audience, so use the main idea from the passage as a starting point. This author is concerned with correcting “career myths” so that these myths won’t “derail a career search and sap motivation” (paragraph 1). Therefore, the author is addressing job seekers who might be affected or “derailed” by these myths. Choices (A) and (B) are incorrect: There is nothing in the article to indicate that the information is targeted specifically at “first-time job seekers” or college students. Choice (C) is correct: The article addresses myths that cause people to doubt their ability to get a job (paragraphs 8 and 10). Choice (D) is incorrect because addressing work history gaps is just one detail in the passage, not the purpose of the whole article. The correct answer is (C).

42. C

This character development question asks specifically how her father’s words affect young Susan. After the sentence, “It would never do to have a woman overseer in the mill” (paragraph 2), the very next sentence conveys Susan’s reaction: “This answer did not satisfy Susan and she often thought about it” (paragraph 3). Choice (A) is incorrect: As she watched the mill workers, the fact that women weren’t overseers “continued to puzzle Susan” (paragraph 3). Eliminate (B) because, while Susan questions her father *before* being told “it would never do to have a woman overseer” (paragraph 2), there is no indication that Susan questions her father’s judgment *after* being told this. Choice (C) is correct: Susan sees that her father’s words do not match what she observes happening in the mill. Choice (D) is incorrect because nothing in this excerpt indicates that Susan goes to work in the mill or rebels against her father. The correct answer is (C).

43. A

This structure question asks about how the details about Susan’s home life enhance the narrative, so connect these details to the main idea. The main idea of the passage is about the kinds of work considered appropriate for women. The description starts with the second sentence of paragraph 5, indicated by “in the home of the millowner.” At home, Susan’s mother cared for three daughters and eleven boarders, and her days were filled with cooking, washing, ironing, mending, and spinning. Then the passage states, “But she was capable and strong and was doing only what all women in this new country were expected to do.” So, the description of Susan’s home life shows both her mother’s capabilities and the enormous workload women were expected to handle. Therefore, Choice (A) is correct. Choice (B) is incorrect because the passage does not indicate that Susan’s father is absent; rather, her mother’s workload is depicted as a typical number of daily duties. Choice (C) is incorrect because the housework and the millwork are not compared in the passage. Even though boarding the millworkers is part of Susan’s mother’s work, it is only one part of it, not the primary reason to give all the details of home life. Therefore, eliminate (D). The correct answer is (A).

44. **D**

This evaluation question asks which sentence from the passage supports the idea that Susan is learning skills that enhance independence. Since several answers contain quotations related to the major themes of women’s work or independence, consider what is implied as well as what is directly stated. Choices (A) and (B) are incorrect since these sentences refer to the women who work in the mills, not Susan. Choice (C) is incorrect; even though this quotation describes Susan, she is only observing other workers, not learning skills. Choice (D) is correct: It is part of the sentence that states, “Susan, even before she was six, was very useful” (paragraph 5), so

this quotation highlights Susan’s ability to care for herself and do grown-up work. The correct answer is (D).

45. **B**

This development question asks about the character of Sally Ann as shown through the overseer’s actions. The reference is located in paragraph 3: “When the yarn on the beam was tangled or there was something wrong with the machinery, Elijah, the overseer, always called out to Sally Ann.” The passage goes on to say “Sally Ann never failed to locate the trouble or to untangle the yarn.” This shows that Sally Ann’s mechanical ability was known and relied upon. Choice (A) is incorrect because the overseer is not relying upon Sally Ann’s weaving abilities in these sentences, nor does the passage indicate that she is a more efficient weaver than the other women. Choice (B) is correct: The overseer (another worker) recognizes her mechanical ability. Choice (C) is somewhat contradictory since Sally Ann is the person who untangles the yarn. Choice (D) can be eliminated because there is no information about Sally Ann’s hopes or whether she enjoys being asked for help. The correct answer is (B).

46. **A**

This question asks about Susan’s father’s attitude about the cotton mills. Susan’s father’s point of view is a major theme of the passage: He has definite ideas about the women who work in his mills. Since the cotton mills are discussed throughout most of the excerpt, use the passage to either confirm or eliminate answers based on details in the choices. That the mills were an acceptable place for women to work is not directly stated in the passage but is strongly implied by the fact that Susan’s father employs women weavers, so keep (A) and eliminate (B), since that answer directly contradicts the fact that Susan’s father employed women. Choice (C) can be eliminated because, even though the passage states, “Brides were proud to

display a few cotton sheets instead of commonplace homespun linen” (paragraph 4), there is no indication in the passage that Susan’s father felt cotton would replace homespun entirely. Eliminate (D) because even though paragraph 3 states the mill had a “general air of efficiency,” there is no indication that Susan’s father considered men generally more efficient than women. The correct answer is (A).

47. This character development item asks the reader to identify three adjectives that accurately describe Susan as she watches the mill workers. This scene is found in paragraph 3. Here are the three correct adjectives:

- **Hushed.** The second sentence in paragraph 3 states, “to stand quietly and look about,” when describing Susan’s experience of the mill, so she is quiet as she watches.
- **Confused.** The last sentence of paragraph 3 reveals that as Susan observes Sally Ann doing a task the overseer can’t, the fact that Sally Ann isn’t an overseer herself “continued to puzzle Susan.”
- **Amused.** The mill is described as “the best kind of entertainment” from Susan’s point of view, and paragraph 3 states that Susan was “fascinated.”

Eliminate “skilled,” since that better describes Sally Ann than it does young Susan. And Susan is not “gratified” because we are told that she is instead “not satisfied” by the attitudes toward women workers, and “puzzled” by their treatment.

48. **D**

This question asks about the mill that Susan’s father built. Since different details about cotton mills are discussed in paragraphs 3, 4, and 5, use the passage to either confirm or eliminate answers based on

details in the choices. Choice (A) is incorrect: The first sentence of paragraph 5 directly states that cotton had to be brought *from* Troy to the mill, a distance of 40 miles. Choice (B) is incorrect because paragraph 5 states that the workers boarded at the home of the millowner, not the mill. Eliminate (C) because the passage states that Susan was born in 1820 (paragraph 4) and Susan’s father built the mill when she was two years old (paragraph 5). Choice (D) is correct: Paragraph 5 states that Susan’s father’s mill was built beside a brook, and paragraph 4 states that “men like her father, Daniel Anthony, saw a potential cotton mill by the side of every rushing brook,” implying that a source of running water is necessary for a mill. The correct answer is (D).

49. **B**

This development question asks about the women workers in Susan’s father’s mill. The women mill workers are depicted at work in paragraph 3, their backgrounds are discussed in paragraph 4, and their living conditions are mentioned in paragraph 5. Choice (A) is incorrect because only Sally Ann is presented as a worker possibly qualified to be overseer—there is no information about the others. Choice (B) is correct: It accurately summarizes the sentence in paragraph 4: “young women, eager to earn the first money they could call their own, were leaving the farms, for a few months at least, to work in the mills.” Choice (C) directly contradicts the passage, which states in paragraph 5 that the workers lived at the home of the millowner. Eliminate (D) because Susan’s mother wasn’t helped by the mill workers but by “a thirteen-year-old girl who worked for her after school hours,” (paragraph 5). The correct answer is (B).

50. The option that correctly completes the sentence for each “Select” option is as follows:

Drop-Down Item 1: Verb tense and misplaced modifier/illogical word order

Option 2 is correct: In this sentence, the verb “had” (the simple past tense of “have”) is used appropriately in a sentence that refers to a period in the past.

Option 1 is incorrect, because the present tense “I see him developing” does not fit in this sentence about a “a period of six years ending in June 2009.” Past tense is needed here. Option 3 is incorrect: This option results in illogical construction: “I had great pleasure from a paste-up assistant at the beginning, into a fully functioning Graphics Design Project Coordinator.” Option 4 is incorrect, because this option results in ambiguous construction that could be read “with great pleasure, he was developing” instead of “As I saw him, with great pleasure.”

Drop-Down Item 2: Parallelism and run-ons

Option 3 is correct: This option correctly divides two independent clauses with a period and keeps the items in the list in parallel adverbial form: “quickly and effectively.”

Option 1 is incorrect: A comma is too weak to divide the two independent clauses and so this option results in a comma splice, aka a type of run-on sentence. Option 2 incorrectly merges “quickly, effectively, and during” into a list form, resulting in a comma splice as the two independent clauses are connected with a comma. Option 4 is incorrect because the items in the list (connected by “and”) are not parallel: “quick” is an adjective and doesn’t match the adverb “effectively.”

Drop-Down Item 3: Parallelism

Option 4 is correct: This option keeps the structure parallel by pairing an infinitive with an infinitive in a comparison structure: “just as able to give guidance as to step.”

Option 1 is incorrect because it results in the construction “able to give guidance and step back and take direction,” which is awkward wording and should be avoided. A list of three items should be written “give guidance, step back, and take direction.” Option 2 is incorrect, because the dependent clause is separated from the rest of the sentence with a period, forming the sentence fragment “Just as able to give guidance and step back and take direction when another is leading the group.” Option 3 is incorrect because the construction “to give guidance and stepping” is not parallel, as it pairs an infinitive with a gerund.

Drop-Down Item 4: Misplaced modifiers or illogical word order

Option 4 is correct: In this sentence, the words “still” and “fondly” are correctly placed next to “remembered,” which they both modify. The word “even” is placed next to “a year” to emphasize the time period, so that the sense of “still remembered” matches “even a year.”

Option 1 is incorrect: In this order, the placement of the word “fondly” makes it appear to modify the word “here” when it should modify “remembered.” Option 2 is incorrect: In this option, the placement of the word “even” makes it appear to modify “he,” resulting in the phrase “even he” which distinguishes a person from other people. However, since no other people are the subject of discussion, “even he” is unnecessary and confusing. The word “even” should modify “year,” to distinguish a time period. Option 3 is incorrect: The placement of the word “still” seems to modify “fondly” when it should modify “remembered” so that the emphasis on time in “still remembered” would match “even a year.”

MATHEMATICAL REASONING

Part 1

1. **D**

Replace every z with -3 and solve the equation. Remember that when you square a negative number, it becomes positive, but when you cube a negative number, it stays negative. So,

$$\frac{z^3 + 2z + 3}{z^2 + 1} = \frac{(-3)^3 + 2(-3) + 3}{(-3)^2 + 1} = \frac{(-27) + (-6) + 3}{9 + 1} = \frac{-30}{10} = -3$$

2. **C**

The question tells us that each thumb drive is at least half full. So we need to know how much the thumb drives will hold if they're half full, which will be our lower limit. Then, we need to know how much they'll hold if they're totally full, and that will be our upper limit. For one thumb drive to be half full, we divide the total (3.6 hours) by 2, and get 1.8 hours. Since there are four thumb drives, multiply 1.8 by 4 and get 7.2 hours. For a thumb drive to be full it would hold 3.6 hours, so we multiply that by 4, giving 14.4 hours. So, the lower limit is 7.2 hours, and the upper limit is 14.4 hours. Choice (C) gives this expression. If you got (D), you did the right things but got an expression for just one thumb drive, rather than all four.

3. **D**

The total time must include the trip there, the 3 hours in between, and the trip back. To calculate the time for the trip there (2.5 hours), divide 145 by 58. The trip back is also 2.5 hours, so for total time add $2.5 + 2.5 + 3$.

4. **B**

The July temperature should equal four times the February temperature, so $4t$ (remember that t represents the February temperature) is equal to 82. If you chose (C) or (D), you solved for the February temperature and got 21 and incorrectly made that a part of the equation. Note that the question asks for the equation, not the solution.

5. **38,000**

First calculate the number of tomatoes that were crushed (20% of 50,000 = 10,000 tomatoes) and subtract this number from the original 50,000. Now calculate 5% of the remaining tomatoes, keeping in mind that there are 40,000 tomatoes now, not 50,000. So 5% of 40,000 = 2,000 tomatoes. Subtracting from 40,000 leaves 38,000 tomatoes.

Part 2

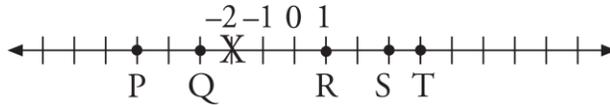
6. **A**

The total number of workers employed in neither clerical nor professional jobs is equal to the total number of workers (2,300,000) minus the number of clerical workers (19% of 2,300,000 = 437,000) minus the number of professional workers (24% of 2,300,000 = 552,000). If you answered (C), you found the total workers in those two professions but forgot to subtract it from the total workforce.

7. **B**

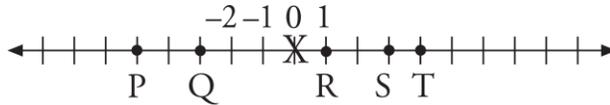
This question can be solved algebraically or by plugging in answer choices for Miriam and seeing which number works. To solve algebraically, set Vered's stamps equal to $m - 6$. Now, $m + m - 6 = 2m - 6 = 42$. Solving, $m = 24$.

8.



Since point P is at -5 and point S is at 3 , $P + S = -2$.

9.



Since point Q is at -3 , point R is at 1 , and point T is at 4 , $|Q - R| - T = |(-3) - 1| - 4 = |-4| - 4 = 4 - 4 = 0$. Don't forget to do the operation inside the absolute value sign before applying the absolute value.

10. **A**

To solve this equation, set up the rate of erosion as a ratio of distance divided by time. Since the rate of erosion remains constant, this ratio will remain constant. Therefore the original distance divided by the original time $\left(\frac{9.8}{10,000}\right)$ is equal to the new distance divided by the new time $\left(\frac{D}{22,000}\right)$.

11. **D**

Each answer choice describes a relationship in which lens X is stronger than lens Y, so to find out *how many* times stronger it is, divide the strength of lens X by the strength of lens Y. $3 \times 10^5 \div 6 \times 10^2 = 300,000 \div 600 = 500$. If you chose (C), remember that 500% of a number is equivalent to multiplying by 5, not by 500. If you chose (A) or (B), you probably divided 6 by 3 instead of 3 by 6.

12. **C**

One good way to solve this equation is with ratios. Mark's rate of mowing, which is equal to the amount mowed divided by time,

remains constant. So $\frac{\frac{2}{3} \text{ lawn}}{1 \text{ hour}} = \frac{1 \text{ lawn}}{x \text{ hours}}$. Solve this equation using cross multiplication to determine that $x = \frac{3}{2}$, or $1\frac{1}{2}$.

13. **B**

The smallest sides are the ones that are 2.5 m by 7 m (the front and back sides, in the image). We'll ignore them and find the areas of the larger sides. For the left and right sides, 2.5×10 gives us 25 square meters, which we then multiply by two (since there are two of these sides). That's 50 square meters. For the top and bottom sides, 7×10 gives 70, and then multiply by two again to get both sides. That's $140 + 50$, which is 190 square meters.

14. **-54**

First substitute the values of x and a into the equation and then solve, being careful about order of operations. $3x(x - 2a)^{-x} = 3(-2)(-2 - 2 \times (.5))^2 = (-6)(-2 - 1)^2 = (-6)(-3)^2 = (-6) \times 9 = -54$, if $x = -2$ and $a = 0.5$.

15. **9, 34**

The task here is to find a value in the first pull-down menu that will give a perimeter found in the second pull-down menu. Just start plugging in values from the first menu until you get a perimeter that is in the second menu. If $x = 9$, then perimeter = $9 + 9 + 16 = 34$.

16. **1,515**

The laser printer and hard drive do not change price, so they will still cost \$150 and \$100, respectively. The price of the laptop and monitor, however, goes up 10%, so calculate 10% of \$1,150 and add that to the previous price. So now the laptop and monitor costs $\$1,150 + \$115 = \$1,265$. The total bill therefore would be $\$1,275 + \$150 + \$100 = \$1,515$.

17. **A**

This is a trickier algebra problem, but Backsolving makes it easier. Always start with a middle answer choice, such as (C). Say there are 26 women at Universal. If there were twice as many women as men, that means there would be 13 men. Altogether, there are *supposed* to be 78 employees, but your numbers add up to only 39. Could (C) be the right answer? Nope, too small. You need a bigger number. Move up to (B) and say there are 42 women, which means there would be 21 men. You're supposed to get 78 employees, but $42 + 21$ equals only 53 employees. Still too small. That must mean the correct answer is (A). If you did use algebra, you would set it up as

$$\text{men } (m) + \text{women } (w) = \text{total } (78)$$

and since there are twice as many women as men, replace the w with $2m$, giving you

$$m + 2m = 78$$

Combine like terms:

$$3m = 78$$

And divide to get $m = 26$, which is the number of men. Since we're asked about women, we need twice as many, so that's 52. (Now you

can see why Backsolving is so convenient!)

18. $\frac{65 + 113}{262}$ or $\frac{113 + 65}{262}$

Probability questions always ask for a part divided by a whole. To calculate the probability that a random bird is NOT a duck, you need to divide the total number of non-ducks by the total number of birds. The total number of non-ducks is equal to the number of geese (65) plus the number of robins (113).

19. **D**

This question tests distribution. First, distribute the term outside the parentheses to both of the terms inside the parentheses,

$$2a(a - 3b^2) + a^2 = 2a^2 - 6ab^2 + a^2$$

and then combine like terms and simplify.

$$2a^2 - 6ab^2 + a^2 = 3a^2 - 6ab^2$$

But this is not an answer choice. Notice that both terms now are divisible by $3a$, so you can get (D) by factoring out the $3a$. If you chose (A), you forgot to add the a^2 . If you chose (B), you did not distribute the $2a$. You may also try plugging in for values of a and b in the original equation and checking the answer choices to see which is equivalent.

20. **D**

A slope of 3 means that the line goes up 3 steps for every 1 step to the right. So, we can just count 3 up for every 1 to the right. We start at $(-2, -10)$, and go one to the right (on the x -axis) and three up (on the y -axis), which puts us at $(-1, -7)$. Another “one over, three up” and

we're at $(0, -4)$, then $(1, -1)$, then $(2, 2)$, then $(3, 5)$, then $(4, 8)$, then $(5, 11)$. So, our x -coordinate is 5.

21. **B**

Now we need the y -intercept of the line, which is the point at which it crosses the y -axis. The y -axis is located at $x = 0$, so we can find this the same way we found the answer to Question 20 (above). In fact, we already found it when we were solving Question 20. Our line passed through $(0, -4)$, so our y -intercept is -4 .

22. **B**

The answer choices should clue you in that this is a setup problem: There is no need to complete the algebra. To find out how much the typist is earning per hour, divide \$65.40 (his daily pay) by 4 (the number of hours he is currently working). This is the typist's hourly rate. Now, multiply that by 7 hours to find out what he would be paid if he worked 7 hours a day: $7 \times \$65.04 \div 4$. The correct answer is (B).

23. **Action-Adventure 18, Drama 17.** The total of the values on the chart must add up to 100%, since the chart represents all the people surveyed. The current values add up to 65. Subtract this from 100 to get 35, which should be the sum of the missing numbers. Looking at the length of the bars on the chart, you can see that 10 is much too small and that 25 is too large. Try numbers until you find two that add up to 35. The only options are 17 and 18. Since Action-Adventure is a longer bar than Drama, place the 18 by Action-Adventure and the 17 by Drama.

24. **A**

The ratio of Comedy to Other Types is 25:10, but this is not one of the answer choices. You must reduce the ratio just as you reduce a

fraction. Divide both 25 and 10 by 5 and you get 5:2.

25. **D**

The question asks for an average price, so you need to divide the total price of the tickets by the total number of tickets. The total price of the first-class tickets is $110(6.00)$, the total price of the second-class tickets is $172(3.50)$, and the total number of tickets is $110 + 172$.

26. $\frac{9}{4}$ or **2.25**

Be careful about order of operations. First multiply both sides by 2 to eliminate the fraction. So $(4x + 3)^2 = 144$. Take the square root of both sides. That gives us two equations, $4x + 3 = 12$, AND $4x + 3 = -12$ [since 12^2 and $(-12)^2$ both equal 144]. Solve each separately.

$$4x + 3 = 12, \text{ so } 4x = 9, \text{ so } x = \frac{9}{4} \text{ or } 2.25$$

and

$$4x + 3 = -12, \text{ so } 4x = -15, \text{ so } x = -\frac{15}{4}, \text{ or } -3.75$$

We are told that $x > 0$, so we want the positive answer.

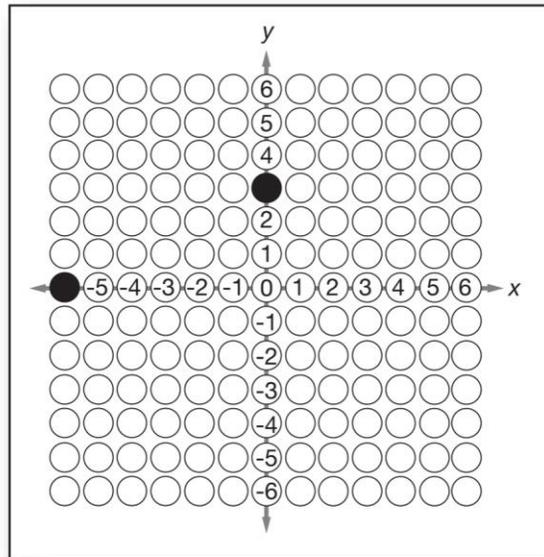
27. **C**

The post office is located halfway between points A and E. Using the diagram, we can calculate that the distance between A and E is 23 miles. Therefore, the post office is located 11.5 miles from A and 11.5 miles from E, right in the middle. Start at point A and go 11.5 miles to the right. You will be between B and C.

28. **C**

First add the tip to the given bill, so multiply \$36 by 20% and then add \$36. So the total bill is \$43.20. Now divide this by 4.

29.



Remember that when a point lies on the y -axis, that means the x -coordinate is 0, and when a point lies on the x -axis, the y -coordinate is 0. Given the equation, $y = \frac{1}{2}x + 3$, when x is 0, then y is 3. So mark the point $(0, 3)$ on the y -axis. Then set $y = 0$ in the equation and solve for x . $\frac{1}{2}x + 3 = 0$, so $\frac{1}{2}x = -3$, and $x = -6$. So mark point $(-6, 0)$ on the x -axis.

30. **200**

The classic mistake here is to find 60 percent of \$120, or \$72.

However, the \$120 is 60 percent of Makayla's entire paycheck. In

other words, you need to find 60 percent of a number we don't know yet, and set that equal to \$120. Since \$120 is 60 percent of the paycheck, this means that $120 = \frac{60}{100}x$. Solving for x , the answer is 200.

31. **C**

In this problem, there was more information given than you really needed. After one day, the amount of water in the reservoir had doubled from its original amount. After five days, the amount of water had quadrupled from its original amount. If all we need to know is how much water there was after *five* days, the fact that it doubled after the *first* day is irrelevant. If x represents the original amount, the correct answer is $4x$.

32. **D**

There are 4 chefs, and each one averages c per month. There are 18 servers, and each one averages \$840 less than the chefs' wages (c). Subtract \$840 from c and multiply that by 18 servers. Add the totals of the two groups to get the monthly payroll.

33. **B**

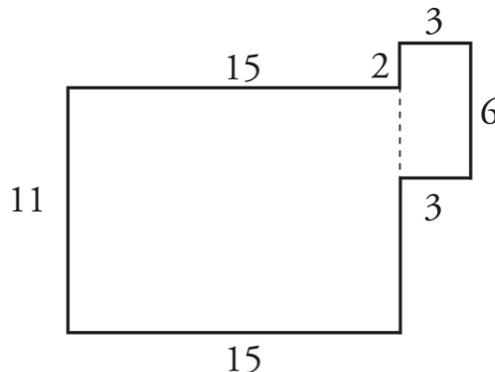
First find the area of the sign for which you know the price. Area = length \times width = $5 \text{ ft} \times 8 \text{ ft} = 40 \text{ ft}^2$. Then calculate the area of the new sign using a ratio of area to price. $\frac{40 \text{ ft}^2}{\$140} = \frac{x}{\$336}$. Cross-multiply and solve for $x = 96$. So the area of the large sign is 96 ft^2 . Now divide area by height to get the length = 12 ft.

34. **B**

Since the total number of games team A will play is 44, take 75% of 44 to calculate the total number of games that team A must win. 75% of 44 is 33 games, so that is their target. So far team A has won 28 games, so they need to win an additional 5 games.

35. **D**

In order to find the area of a more complicated figure, divide the figure into more manageable shapes. Here if you draw in the dotted line shown, you will have two rectangles. The area of the larger rectangle is $15 \times 11 = 165$. The area of the smaller rectangle is $3 \times 6 = 18$. So the area of the whole figure is $165 + 18 = 183$.



36. **4.5**

To find the empty space, find the volume of the entire chest by multiplying the three dimensions (length, width, depth): $2.5 \times 1.5 \times 2 = 7.5$ cubic feet. Then subtract the size of the blankets (3 total cubic feet, since 3 blankets) to get 4.5 cubic feet of empty space.

37. **A**

After Michelle paid the deductible of \$500, there was \$350 remaining. The insurance company paid 80% of that, so $\$350 \times 0.8 = \280 .

Michelle had to pay the remaining \$70 ($\$350 - \$280 = \70).

38. The volume of cylinder L is **[less than half]** the volume of cylinder R.

Use the formula for the volume of a cylinder to calculate the volume for each cylinder. Although the numbers in both cylinders (8 and 20) are the same, the volumes are not equal. The reason is that the formula for volume requires that the radius of a cylinder be squared.

Therefore, the radius has a greater effect on volume than height does. As a result, the volume of the cylinder with the larger radius (the one with the diameter of 20) has a greater volume. Volume of cylinder L = $\pi r^2 h = \pi 4^2 \times 20 = 320\pi$. Volume of cylinder R = $\pi 10^2 \times 8 = 800\pi$. So, the volume of cylinder L is less than half the volume of cylinder R.

39. **A**

First calculate the volume for cylinder L. (You have already done this for Question 38.)

$$V = \pi r^2 h$$

$$V = \pi 4^2 20$$

$$V = 320\pi$$

So this is the volume of the water poured into cylinder R. The water in cylinder R now forms a cylinder that comes part of the way up the side of cylinder R. To determine the height, use the volume equation again:

$$V = \pi r^2 h$$

$$320\pi = \pi 10^2 h$$

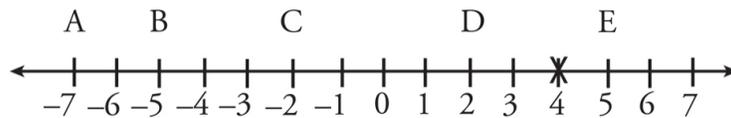
$$320\pi = 100\pi h$$

Divide both sides by 100π , and h (the height of the water) = 3.2.

40. **92,650**

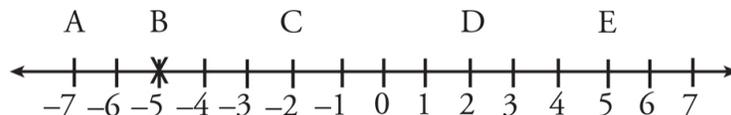
To calculate the minimum revenue, consider which empty seats will cost the airline the most money. Three empty first-class seats will reduce the total revenue much more than three empty coach seats. So calculate the total income from $(30 - 3) = 27$ first-class passengers and $(325 - 30) = 295$ coach passengers. So Total minimum revenue = $(27 \times \$700) + (295 \times \$250) = \$18,900 + \$73,750 = \$92,650$.

41.



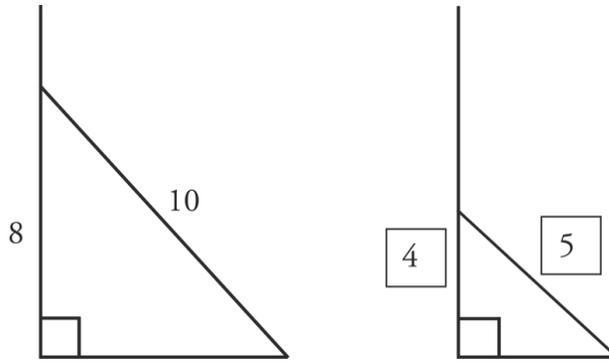
The distance between two points on a number line is found either by counting the steps between the two points, or by subtracting (and distance is always positive). So $5 - (-7) = 12$. $\frac{1}{3} \times 12 = 4$, so you should mark 4 on the number line.

42.



Insert the values from the number line into the expression and solve. $((-5) - (-2)) - 2 = (-3) - 2 = -5$. Remember that subtracting a negative number will move to the right on a number line and subtracting a positive number will move to the left.

43.



When two triangles are similar, respective sides must have the same proportion. So in this case, the ratio of the height to the length must be 8:10. Look for two numbers among those available that give the same ratio. 4 and 5 are the only possibilities. Note that $\frac{8}{10}$ reduces to $\frac{4}{5}$.

44. **10**

Count 'em up! On Monday, AJ took 2 tablets: one at 2 p.m. and then one 8 hours later at 10 p.m. On Tuesday and Wednesday, he took 3 tablets a day, at 6 a.m., 2 p.m., and 10 p.m. On Thursday, he took 2 tablets: one at 6 a.m. and the last one at 2 p.m. $2 + 3 + 3 + 2 = 10$ tablets.

45. **C**

Notice that the question says Katrina's investment *increased* by 180%. That means that the difference between the new value and the old is equal to 180% of \$14,000. $180\% \text{ of } \$14,000 = 1.8 \times \$14,000 = \$25,200$. Add this to the original (\$14,000) to get \$39,200—the current value of her investment.

46. **A**

Diameter AB has length 8, so the radius of the circle is 4. Since AB is a semicircle, the center of the circle must be directly between points A and B at point $(2, 7)$. Point C , then, must be directly to the right of the center, since it is the midpoint of the arc. Therefore, its x -coordinate will also be 6 and (since the radius is 4) its y -coordinate will be 7.

SOCIAL STUDIES

1. B

This EXCEPT question is asking you to decide which answer choice CANNOT be used to deny a child employment. Each of the choices is mentioned in the passage as a possible reason to keep children from working—except for one: (B), gender. Age is mentioned in the second half of the passage as a restrictor to employment, so eliminate (A). As for (C), the actual phrase “hazard levels” is not in the passage, but the third sentence from the end says, “as long as the job is not determined to be dangerous or ruinous to their health or well-being,” which basically means the same thing. This sentence also rules out (D). Only gender is NOT discussed as a reason to deny a child employment.

2. B

Choice (A) says that it should be up to minors to decide when and whether they want to take a job—but the passage says this is decided by the Department of Labor, so you can eliminate this one. Choice (C) says minors can’t work under any circumstances, which directly contradicts the entire passage, so you can eliminate this one too. Choice (D) is saying the same thing as (C) using different words. The correct answer, which sums up the reason for the need for regulations, is (B).

3. C

Who would be most likely to support the passage of the FLSA, including its regulations to protect children? Factory owners *may* be kindhearted, but then again, there have been a lot of factory owners who have exploited child labor—so eliminate (A). Child protection agencies would seem very likely to protect children; let’s hold onto (B) while we look at the other choices. Workers’ unions might well also support regulations to protect children, so let’s hold onto (C) as well. Small companies *might* be kindhearted too, but we don’t know that they will be, so eliminate (D). We have two choices left: (B) and (C). Which is better? The clue is in the passage’s description of the FLSA. Along with provisions designed to protect children, the FLSA also sets minimum wage and overtime pay standards—all of which are supported by workers’ unions. The correct answer is (C).

4. **D**

The passage states that the Berlin Airlift was “in response to Soviet Premier Joseph Stalin’s attempt to block supplies to Berliners.” This is closest to (D). Choice (C) is tempting, but the creation of the Warsaw Pact happened *after* the Berlin Airlift. Choice (A) is unsupported by the timeline, and (B) does not work, since if the Marshall Plan had been completely successful, Berliners would not have needed assistance.

5. **A**

According to the timeline, the Warsaw Pact was created after the formation of NATO. All remaining answers include events that happened before NATO.

6. **B**

The American flag is located next to the lower-left, southwestern region of the map. Choice (A) is not true, since this region is smaller

than the eastern region. Great Britain controlled the west, not the east, so (C) is wrong. Choice (D) is incorrect, since Stalin is Soviet and thus controlled much of eastern Germany.

7. **D**

In the passage, Grant says that the Civil War would change the nation as a whole. Which historical development best supports that? The triumph by one side in a civil war isn't an example of how the country was changed by the war. Eliminate (A). The entry of the United States into World War I does not seem to be directly related to the Civil War either. Eliminate (B). Women winning the right to vote also doesn't seem like a direct result of the Civil War. Eliminate (C). The correct answer is (D). The Civil War was waged to free the enslaved Black people—which profoundly changed the entire nation.

8. **D**

You may have been tempted to pick (A) because it concerned taxation, but the principle of “taxation without representation” means that a government doesn't have the right to tax its citizens unless those citizens have the right to elect the government and thus have a say in how much they will be taxed. This was one of the principles that drove the 13 colonies to declare independence from England in 1776. Choices (B) and (C) have nothing to do with the 24th Amendment as outlined in the question. Only (D) does: Just because people don't pay their taxes does not mean their right to vote can be taken away.

9. **C**

The passage says that the young men went west in search of opportunities such as finding gold and striking it rich. Which of the answer choices says that? The correct answer is (C). Choices (A), (B), and (D) didn't appear in the passage itself—and while these all *might*

have been reasons for someone to head west, the correct answer to a GED® Reading passage is almost always going to come from within the passage.

10. **A**

The only reference to towns in the passage comes in the second sentence, and it refers to San Francisco and Monterey. The next sentence reads, “There they found jobs....” So why did people settle in those towns? The correct answer is (A). You might have been tempted by (C) because it refers to Monterey and the gold to be found there—but by the time they got to these towns, the passage says that the settlers had given up on being prospectors and just needed jobs. Choices (B) and (D) contain information not found in the passage itself.

11. **C**

The 1st Amendment protects five essential freedoms, three of which are listed in (C), the correct answer. The 2nd Amendment protects the right to bear arms, (A). Choice (D) is obviously wrong: The primary role of Congress is to make laws. Choice (B) says the opposite of the 1st Amendment.

12. **A**

The 1st Amendment does not guarantee the right to vote. Rather it makes five guarantees: those listed in (B) through (D), along with the freedom of assembly and the freedom of religion.

13. **D**

Before you turn to the question, make sure that you understand the pie chart. The title says that it is about how children are being educated. It says that 39.2 percent are being educated in public school, 31.5

percent are being educated in private school, and the rest of the children are being educated in other ways. Which statement is supported by the information in the pie chart? Choices (A) and (B) imply value judgments that are not supported by the chart. Who knows which is better, or which ones the children prefer? Choice (C) contradicts what we can see from the chart. If tutoring at home were the most popular method, it would have the largest percentage of kids doing it. The correct answer is (D).

14. **D**

This was a tough question, because it asked you to do some analysis. A pure market economy, according to the passage, is one in which market forces control what happens. In other words, there is no government control whatsoever. So which of the answer choices would NOT be found in a pure market economy? Monopolies could occur in a pure market economy because there would be no government rules to prevent them. Small businesses would probably flourish—at least until monopolies put them out of business. There would certainly be unemployment because the markets would hire people only when they needed them. The only things you would NOT find in a pure market economy, as unlikely as it seems, would be taxes and welfare (both of which are controlled by the government). The answer to this difficult question is (D).

15. **D**

The passage says that in a socialist economy, all the money is distributed equally among the members of a society. So which of the groups in the answer choices would benefit the *least* from the switch to a socialist economy? Choices (B) and (C) would benefit quite a bit, because these are relatively poor people who would get a bigger slice of the pie than they have now. Eliminate (B) and (C). Between the two choices we have left, who benefits the *least*? The correct answer is

(D), “highly skilled labor,” because presumably they were being well paid for their unique skills, and would lose money in the redistribution of wealth. Government employees in socialist systems usually tend to gain power because they get to decide who receives the wealth.

16. **D**

As you study the photograph, you will probably notice two things: (1) The car in the photo is quite old, and (2) it isn’t working. The people in this old photograph are pushing the car instead of riding in it. The question itself says that while today we sometimes have difficulties with cars, the people back then had to deal with other kinds of problems. What was it? Does it seem as if the people in that photo are concerned about pollution? We didn’t think so. Are they concerned about seat belts? Not when most of them are pushing the car. Are they concerned about heavy cars? Now, we’re getting warmer. If you were pushing a car, you would probably want it to be as light as possible. But let’s read the last answer choice before we pick: Could the people in the photo be concerned with a shortage of gas stations? Aha! This answer gets to the heart of *why* they are pushing the car in the first place: It is out of gas. The correct answer to this question is (D).

17. **C**

Religion, factories, and slavery (outlawed well before 1879) are simply not mentioned anywhere in the passage, so eliminate all but (C).

18. **D**

Read the graph carefully before looking at the questions. We see bars representing men and women who take the SAT, broken down by ethnic group. From this graph, we can see that in all but one group, more women than men take the SAT. The one group in which this

does not appear to be true is that of Asian Americans. Looking at the answers, (A) makes a claim not supported by the graph. We are not given any information about how men and women perform on the test—just about how many took it. Choices (B) and (C) make statements of fact not supported by the graph. We have no idea whether numbers are declining or increasing from year to year. This graph is of a single snapshot in time. The correct answer is (D): According to the chart, clearly more women than men take the SAT.

19. **C**

The question is basically asking, “Which of the following is NOT an example of a plutocratic government?” The best answer is (C), in which the leaders are elected by popular vote. In a plutocracy, the leaders are chosen because they are the wealthiest citizens. This means that there is no vote. All the other choices reflect situations that could occur in a plutocracy.

20. **D**

You don’t have to know anything about Andrew Mellon to realize that, in this statement at least, he is on the side of the people. He writes that “unwise” public officials “fall to these interests of monopoly as against the welfare of the people of whom they are supposed to serve.” So we are looking for an answer choice that is sympathetic to the people and critical of officials who lose sight of the people’s welfare. Choice (A) seems possible at first, but goes too far: Mellon doesn’t suggest that public officials who profit from a monopoly shouldn’t run for office. Choice (B) is wrong because it sides with the public officials over the interests of the people. Choice (C) goes too far, because Mellon never says the profits of monopolies should be shared by all. This leaves us with (D), which is a simple restatement of what Mellon says in the passage.

21. **B**

The passage compares the relationship between the federal and state governments to that between the hub and spokes of a wagon wheel. This is called an analogy (which means a comparison between two things to help you understand one of them better). You have to find an answer choice that illustrates the analogy. Choice (A) is no good because, in the analogy, the entire government is represented by one wheel. What purpose would three other wheels serve? This might have been a good analogy if we were talking about four separate countries, each with its own wagon wheel helping to support the world-wagon—but that’s a different analogy. Choice (B) basically restates the analogy—and is the correct answer. Choices (C) and (D) extend the analogy in meaningless ways.

22. **D**

The map of the United States shows which areas have a high number of non-English-speaking children. You’ll notice that the highest concentrations tend to be on the outside edges of the country, not the interior. Question 22 asks you to pick the best geographic explanation for the areas that have the highest numbers of non-English-speaking children. Choice (B) is irrelevant because we aren’t concerned with the total number of children in the country—only the children who can’t speak English. Choice (C) is irrelevant because, according to the map, some of the heaviest areas of non-English-speaking kids are in the north, such as New York and Washington. Choice (A) seems possible at first because lower income taxes might attract new immigrants, but then again, wouldn’t they attract just about everyone? Let’s hold onto this as we look at (D). If recent immigrants settled in border and coastal states, wouldn’t that be a pretty logical explanation for why these areas contain the most non-English-speaking kids? Choice (D) is a much better choice than (A).

23. **B**

All of the answer choices would have an effect on the distribution of these kids EXCEPT (B), climate. In general, new immigrants would seem to make decisions based more on the availability of ESL programs, immigration laws, social services, and even migration patterns (where immigrants have gone before) than on climate. One of the states with the largest number of non-English speakers (according to the chart) is New York (which has a colder climate), while others include California and Florida, with warmer climates.

24. **D**

To answer this question, you have to consider each answer choice in turn. Are non-English-speaking children evenly distributed across the entire country? The map says no. Eliminate (A). Are there more of these kids in Arizona than in California? No, according to the map, California has the highest level of counties with at least 500 non-English-speaking kids. Arizona has between five and nine counties with 500 or more non-English-speaking children, but not as many as California, so we can eliminate (B). And while Texas and California *do* have the highest levels of kids who don't speak English, could that really mean that they have more kids who can't speak English than kids who *can*? The map does not show information that compares these two groups of children, so eliminate (C). The correct answer is (D) because it best reflects what the map tells us: In the middle states in the north of the United States, there are fewer non-English-speaking children.

25. **B**

The passage tells us that the Constitution and other laws “made in accordance” with the Constitution can't be set aside by judges or any other laws. So, which is an example of this? The correct answer is (B),

which says that the Bill of Rights (the first 10 amendments of the Constitution) can't be denied by any arm of the government. Choices (A), (C), and (D) are all irrelevant to this concept.

26. **A**

Lowering the speed limit, limiting senators to two terms, and reducing pollution—none of these deprives people of their constitutional rights. However, prohibiting protests by a union takes away a fundamental right guaranteed by the Constitution: the right to free speech. Thus, the correct answer is (A).

27. **B**

Freedom of religion is a fundamental right guaranteed by the Constitution—so we can eliminate (A). A right to a trial by jury is also guaranteed by the Constitution—so we can eliminate (C). The right to vote is also guaranteed to citizens by the Constitution—so we can probably eliminate (D), because even if they don't speak English, people can be citizens. The correct answer is (B).

28. **D**

The passage states that the economics professors say there are too many factors to be able to make long-term stock-market predictions. Choice (D) accurately restates that idea. Choices (A), (B), and (C) all make statements that contradict the passage.

29. **C**

Because so many different factors can affect stock prices, there can be no guarantee that two companies producing the same goods will do equally well—so we can eliminate (A). While amateur investors are mentioned in the passage, their behavior is not the most important factor in a stock's success—so eliminate (B). The passage says that

amateurs may do as well as professional stock traders, but it does not say that they will do better—so we can eliminate (D). The correct answer must be (C), because past success does not ensure future performance—a concept always mentioned in stock prospectuses, but often forgotten in practice.

30. Since laissez-faire economics is free from government restrictions, labor laws, building codes, and antitrust laws would all be incorrect choices. **Deregulation (a), free trade (d), and non-interference (f)** all imply a lack of government oversight in business.

31. **C**

What caused the end of the era of transatlantic ship-crossings? Do you think it was a series of accidents, a major war that disrupted routes, or the cost of travel by boat? Nope, it was something much more basic—the airplane, which made the trip across the ocean so much more quickly. The correct answer is (C).

32. **A**

In this cartoon, the two Civil War veterans, one Black, one white—each missing a leg—are shaking hands. Always read the caption carefully in a cartoon or photograph. The two soldiers are calling each other comrade and saying they each lost a leg for a good cause. The best answer is (A), which reflects what the Civil War was fought over: the right of all men to be free and equal to each other. Both (C) and (D) suggest information that is impossible to know about these two individuals, while not reflecting the point of the cartoon. Choice (B), while true, again does not reflect the larger point behind the conflict.

33. **B**

The flowchart indicates that Congress is responsible for passing laws. They do not veto; that is the president's role. TAB 2 indicates that the Judicial Branch gained power in *Marbury v. Madison*, so eliminate (C). Choice (D) is tempting, but there is no indication that the Congress nominates judges. The president does this.

34. D

In TAB 3, Jefferson states that “judges as the ultimate arbiters of all constitutional questions” is “a very dangerous doctrine.” He made this statement in response to *Marbury v. Madison*. The quote also indicates that “their power is...dangerous.” This matches best with (D). Choices (A) and (C) are too positive in tone to match with the Jefferson quote. Choice (B) is close, but *Marbury v. Madison* pertains to the Judicial Branch, not the Executive Branch.

35. A

Jefferson is using negative language, such as “dangerous.” The only negative word in these answers is “tyranny.” It is not a literal definition of “oligarchy,” but is the only word that captures the spirit of Jefferson’s opinion regarding *Marbury v. Madison*.

SCIENCE

1. D

The question states that hurricanes gather strength over warm water, so a hurricane should gather the most strength over the warmest body of water. Since the Gulf of Mexico has the highest average temperature of the bodies of water listed, the correct answer is (D).

2. A

According to the passage, patients must receive tests for blood type before certain kinds of transfusions because of the ways in which different red blood cells interact with each other. Therefore, blood type tests must be necessary only when there is going to be an exchange of red blood cells. Since the passage states that whole blood transfusions involve both red blood cells and plasma, blood type tests must be necessary before whole blood transfusions. Since plasma transfusions do not involve red blood cells, you can eliminate (B) and (C). The passage states that patients may receive transfusions when they have lost a lot of blood, not when they have not lost any blood. Therefore, (D) is not supported by the passage and is incorrect. Thus, (A) is the best answer.

3. **85%**

According to the information given, coal turns into anthracite only after the coal has been subjected to heat and pressure for more than a million years. Thus, this type of coal is likely very dense, or hard. Additionally, the passage indicates that anthracite burns only when subjected to very high temperatures. Thus, the question most likely describes anthracite, which is 85–95% carbon, so the lowest level of carbon the coal is likely to contain is 85%.

4. **D**

According to the question, steel is formed when iron combines with carbon at very high temperatures. Since you need carbon to form steel, you likely do not want all of the carbon to burn up before it combines with the iron. Additionally, the form of coal that contains the highest percentage of carbon is likely to be the most effective for this process. Since anthracite burns only at very high temperatures, and contains the highest percentage of carbon of the coals listed, the correct answer is (D).

5. **Peat (a); Anthracite (d).** Peat turns into lignite, which in turn becomes subbituminous coal, which in turn becomes bituminous coal, which in turn becomes anthracite. Notice that these changes require both heat and pressure, which would result from the coal being farther and farther underground. Additionally, anthracite is millions of years old, and therefore is likely to become covered by layers of earth over the centuries. Therefore, peat is likely to be closest to the surface. According to the chart, the coal with the highest level of carbon is anthracite.

6. **C**

According to the passage, seeds need moisture and oxygen. Additionally, while most seeds require temperatures between 15 and 27 degrees centigrade, corn seeds require even higher temperatures. Therefore, the correct answer must involve temperatures higher than 27 degrees centigrade. Eliminate (A). Since “arid” means “without moisture,” corn seeds likely will not germinate in an arid environment, so (B) is not the credited answer. Choice (C) mentions an environment that is moist, has plenty of oxygen, and is warmer than 27 degrees centigrade, so (C) is the correct answer. Since the passage states that maple trees can germinate in temperatures lower than 15 to 27 degrees centigrade, an environment that is suitable for maple trees will not necessarily be suitable for corn seeds. Thus, (D) is incorrect.

7. **C**

According to the passage, maple seeds can germinate in low temperatures. However, that does not necessarily mean that they can germinate in any temperature; there may still be temperatures that are either too high or too low for them to germinate. Thus, (A) is incorrect. The passage does state that corn seeds require temperatures higher than 27 degrees centigrade in order to grow, but that does not

necessarily mean that corn is difficult to grow. Therefore, (B) is incorrect. The passage states that “most seeds will germinate when they have moisture.” So, some water is necessary for the germination process. Choice (C) is supported by the passage and is the credited answer. The passage states that maple seeds and corn seeds germinate in different temperatures, but does not mention the respective amounts of oxygen that they require. Choice (D) is not supported by the passage and is therefore incorrect.

8. C

The passage states that the body produces lactic acid during periods of intense activity. Therefore, you should examine the answer choices to find one that describes intense activity. Walking to work is not likely to involve intense activity, so you can eliminate (A). While (B) does describe the chess game as “intense,” this intensity is of a mental, rather than a physical nature. Since the passage is discussing physical activity, you can eliminate (B). An aerobics class is likely to involve intense physical activity, so (C) is the correct answer. A scary movie may be intense, but watching a movie does not involve physical activity, so (D) is not the credited answer.

9. A

The passage states that plants lie dormant during periods that are unfavorable for growth. Winter is generally the season least favorable for growth, so the correct answer is (A).

10. **#4 is the oldest; #1 is the newest.** Unless volcanic activity has occurred, the oldest rock layers are the ones located deepest within the ground. Therefore, rock layer #4, the deepest, is the oldest rock layer, and rock layer #1, the shallowest, is the newest rock layer.

11. C

According to the information in the food chain, bass do eat minnows. However, the food chain does not provide any information as to whether any other fish also eat minnows. Since minnows may have more than one predator, (A) is not supported by the information in the food chain. The food chain begins with microscopic algae and ends with the much larger bass. In general, the living things on the food chain seem to be ordered from smallest to largest. Since bass are higher on the food chain than are minnows, bass are likely larger than minnows, rather than the other way around. Therefore, you can eliminate (B). Bass eat minnows, which in turn eat copepods. Therefore, if there were no copepods, minnows would have fewer food options and would likely suffer. In turn, bass would suffer since they would have fewer minnows to consume. Choice (C) is supported by the information in the food chain and is the credited answer. Since bass may derive benefits from minnows that they could not derive from algae, there is no evidence that (D) is true.

12. C

While the orchid is an example of mimicry, it is not passive protection, since the orchid is not protecting itself from predation, but instead trying to achieve a different goal.

13. C

You can solve this by setting up a proportion:

$$\frac{1 \text{ kg/liter}}{1,000 \text{ kg/meter}^3} = \frac{x \text{ kg/liter}}{1,029 \text{ kg/meter}^3}$$

Then, cross-multiply and divide to find x , the unknown representing the density of seawater: 1.029 kg/liter. Therefore, the correct answer is (C).

14. **D**

According to the scientific method, experiments should test only one variable in order to reach a conclusion about that variable. In this study, the researchers did two things instead of just one: they created incentives to decrease pollution and also created free clinics. Therefore, they don't know which is responsible for the health improvements. Choice (D) best describes this. Other answer choices do not address this flaw.

15. **Mode, 0.43 kg.** The mode is defined as the most commonly occurring number, so in this case the researchers would need to find the mode of the weights. Since the weight 0.43 kg occurs most frequently in the list, the correct answer to the second question is 0.43 kg.

16. **0.93**

To find the mean of a list of numbers, add up all of the numbers and then divide by the number of items that you have. $0.2 + 0.4 + 0.2 + 0.8 + 0.9 + 1.7 + 1.3 + 1.8 + 0.9 + 1.1 = 9.3$. You have 10 numbers, so divide this result by ten: $9.3 \div 10 = 0.93$.

17. **D**

Decreasing the volume of the gas will make the denominator of the fraction smaller, and will contribute toward making the fraction as a whole larger. However, decreasing the temperature of the gas will make the numerator smaller, and will contribute toward making the fraction as a whole smaller. Therefore, decreasing both the volume and the temperature of the gas will not necessarily increase the pressure within the gas, and you can eliminate (A). Increasing the volume of the gas will make the denominator of the fraction larger, and will therefore make the fraction as a whole smaller, so you can eliminate both (B) and (C). Decreasing the volume of the gas will

make the denominator smaller, and will thus make the fraction as a whole larger. Increasing the temperature of the gas will make the numerator of the fraction larger, and will thus make the fraction as a whole larger. Thus, only (D) will cause an increase in the pressure within the gas.

18. **A**

According to the table, a combination occurs when $A + B \rightarrow C$. Note that this matches the reaction described in the equation. In this case, $H_2 = A$, $F_2 = B$, and $2HF = C$. All of the other types of reactions have additions on the right sides of the equations, so (B), (C), and (D) are incorrect. The credited answer is (A).

19. **B**

Use the chart and estimate. According to the chart, the number of AIDS deaths in 2011 in Africa was approximately 1,800, and was approximately 2,500 in 2020. Therefore, the increase in AIDS deaths in Africa between the two years was about $2,500 - 1,800 = 700$. The number of AIDS deaths in 2011 in South/Southeast Asia was approximately 500, and was approximately 1,500 in 2020. Therefore, the increase in AIDS deaths in South/Southeast Asia between the two years was about $1,500 - 500 = 1,000$. Eliminate (A), since (B) gives you a larger answer. The number of AIDS deaths in 2011 in Eastern Europe was approximately 0, and was approximately 250 in 2020. Therefore, the increase in AIDS deaths in Eastern Europe between the two years was about 250. Eliminate (C). Finally, the number of AIDS deaths in North America/Northern Europe was approximately 0 in 2011, and was just slightly more than 0 in 2020, so you can eliminate (D). The correct answer is (B).

20. **D**

The A-type star has a temperature of 4,839 degrees Fahrenheit, so substitute 4,839 into the formula in place of °F. You then have $K = \frac{5}{9}(4,839 - 32) + 273$. Simplify inside the parentheses first to get $K = \frac{5}{9}(4,807) + 273$. Multiply the $\frac{5}{9}$ and the 4,807 so that you have $K \approx 2,670.55 + 273$. Finally, add to get $K \approx 2,943.55$. The correct answer is (D).

21. **B**

Amplitude is a measure of the difference between the middle height of a wave and the height at the top (or bottom) of a wave. If you look at the two waves, you will see that the distance from the middle height to the top of the Fault City wave is much greater than the distance from the middle height to the top of the Nicaragua wave. Therefore, the Fault City wave had a much greater amplitude. You can eliminate (A), and the correct answer is (B). The information in the caption indicates that a seismometer was used to measure the Fault City quake, so (C) is incorrect. Finally, the long-period surface waves at point R1 were larger during the Fault City quake than during the Nicaragua quake, so (D) is incorrect.

22. **R1, Nicaragua.** Since you're looking for a point that would allow you to identify signs of an earthquake before the earthquake actually occurred, you need a point before the earthquake. Points R2, R3, R4, and R5 are all located on the timeline at points after the earthquake. Only point R1 is before the earthquake, and is a point at which signs of seismic activity actually occur.

23. **C**

The passage mentions that ornithologists have observed that the archaeopteryx could perch on tree limbs, but does not state whether paleontologists agree with this observation. Eliminate (A). According to the passage, ornithologists believe that the archaeopteryx could not run quickly, but again the passage does not state whether paleontologists agree with this view, so (B) is not the credited answer. Paragraph 1 indicates that paleontologists believe that the archaeopteryx “could not sustain flight.” Thus, (C) is supported by the passage and is the correct answer. Paragraph 2 states that ornithologists believe that the archaeopteryx may not have been able to walk quickly, but the passage does not state whether paleontologists agree with this view, so (D) is incorrect.

24. C

According to ornithologists, the “archaeopteryx was first and foremost a bird.” Of the animals listed in the answer choices, only the crow is a bird. Therefore, the correct answer is (C).

25. C

According to the information in the paragraph, work is equal to force multiplied by displacement. The paragraph also states that if you use a ramp to move an object rather than lifting the object straight up, then the amount of force required decreases, while displacement increases by exactly the same amount that the force decreases. Thus, the net product of force times displacement should not change. The correct answer is therefore (C).

26. D

Look at the chart, and read horizontally across the row for urine. Note that the columns for both albumin and glucose have dashes for entries,

signaling that neither is generally present in urine. Therefore, the correct answer is (D), albumin and glucose.

27. **A**

The passage states that the foxes prey on rabbits, so if there are fewer rabbits in the forest, the fox population will suffer because one of its food sources will be depleted. Choice (A) is therefore supported by the passage and is the correct answer. The passage indicates that the virus infects only rabbits, so you can eliminate (B). Since the foxes rely on the rabbits for food, the foxes are not in competition with the rabbits for food, so you can eliminate (C). Finally, because the virus infects only rabbits, the foxes are unlikely to evolve to become more resistant to disease under these circumstances, so (D) is not the credited answer.

28. **B**

According to the introductory sentence, a solar eclipse occurs when the Sun cannot be seen from the Earth. Choice (A) claims that a solar eclipse occurs when the Moon is no longer visible from the Earth, so you can eliminate (A). Based on the information in the figure, a solar eclipse occurs when the Moon is situated directly between the Earth and the Sun. Note that in the figure, parts of the Earth are in the umbra, or deepest part of the shadow, of the Moon. Since this is the situation that (B) describes, (B) is the correct answer. If light rays intercept one another, the resulting light would likely be brighter, rather than darker, so (C) is not the credited answer. The figure shows that the Earth, not the Sun, is in the Moon's umbra, so you can eliminate (D).

29. **B**

According to the passage, penicillin prevents the growth of new bacteria. Therefore, the correct answer should involve an illness caused by bacteria. The chart indicates that streptococcal bacteria cause strep throat. Therefore, penicillin is likely to be an effective treatment for strep throat.

30. **D**

The question asks you to find the quote that supports the idea that simply preventing those with microbial diseases from having physical contact with others will not stop the spread of such microbial diseases. Choice (A) discusses treating the diseases with penicillin, rather than preventing direct physical contact, so (A) is not the credited answer. Choice (B) also discusses the effectiveness of penicillin, rather than the effectiveness of preventing physical contact, so (B) is incorrect. Choice (C) mentions only the different types of microbes, and does not discuss the effectiveness of preventing physical contact, so you can eliminate (C). Choice (D) mentions several ways that microbes can invade hosts: through the air, through direct or indirect physical contact, through blood, and through other bodily fluids.

31. **D**

According to the passage, both plants were green and were hybrids, so you can eliminate (A), (B), and (C), leaving only (D). If both parents carry a hidden yellow gene, then some of the offspring may be yellow (genotype gg), so the passage supports (D).

32. **A**

The passage states that in hybrids the dominant gene hides the expression of the recessive gene. Therefore, an individual who has both the dominant gene for dimples and the recessive gene for a lack of dimples will have dimples. The correct answer is (A). Choices (B)

and (C) do not accurately reflect dominant and recessive traits, while (D) misstates the passage's information.

33. C

According to the graph, the temperature increases, then remains constant while the sample melts, then increases, then stays constant while the sample boils, and then increases. Since this is the scenario that (C) describes, the correct answer is (C). Note that a horizontal line means that the variable on the y -axis, in this case, temperature, is not changing.

34. The area labeled C represents the sample at the point when it is between melting and boiling. Such a sample would be liquid, so if you selected a point near C, then you selected the correct region of the graph. Before the sample melted, it would be entirely solid, so the region of the graph near A would not represent a time during which the sample would be liquid. During melting, some of the sample would be solid and some of the sample would be liquid, so the region of the graph near B would not represent a time during which the sample would be liquid. During boiling, some of the sample would be liquid and some of the sample would be gas, so the region of the graph near D would not represent a time during which the sample would be liquid. After boiling, the sample would be entirely gas, so the region of the graph near E would also not represent a time during which the sample would be liquid.

35. B

The passage states that bees are important because they pollinate flowering plants, so (B) is supported by the passage. While (A) describes another role of bees, that role is not mentioned in the passage. Choices (C) and (D) do not describe actions that bees take, and are therefore both incorrect.