

The New York City Department of Education

Specialized High Schools Admissions Test

Grade 8

General Directions

This test consists of 100 questions across two subjects, English Language Arts and Mathematics.

PART 1 — ENGLISH LANGUAGE ARTS
50 QUESTIONS

Questions 1–50

PART 2 — MATHEMATICS
50 QUESTIONS

Questions 51–100

Planning Your Time

- For practice tests with the timer enabled, your test session will end after 180 minutes.
- In a computer adaptive test (CAT), you must answer every question. For Math and stand-alone revising and editing questions, you will not be able to return to a question once you have advanced to the next question.
- ELA Reading Comprehension and Revising & Editing passage sets only:
 - For each passage set (a text and its related questions), you can return to the questions within the set and alter your responses; however, once you advance forward from the last question of that set, you will be unable to return to any questions in the set or change your answers.
- Do not spend too much time on any one question. If you are unsure, choose the response you think is best.
- You must complete the subject area you started with before moving on to the next subject area. Once you submit a subject area, you will be unable to return to it.

English Language Arts
READING COMPREHENSION

DIRECTIONS: Read each of the following texts and answer the related questions. As needed, you may use the online notepad tool or write on the scrap paper given to you to take notes. You should reread relevant parts of each text, while being mindful of time, before selecting the **best** answer for each question. Base your answers only on the content within the text.

Snowy Mountains

by John Gould Fletcher

- Higher and still more high,
Palaces made for cloud,
Above the dingy city-roofs
Blue-white like angels with broad wings,
5 Pillars of the sky at rest
The mountains from the great plateau
Uprise.
- But the world heeds them not;
They have been here now for too long a time.
- 10 The world makes war on them,
Tunnels their granite cliffs,
Splits down their shining sides,
Plasters their cliffs with soap-advertisements,
Destroys the lonely fragments of their peace.
- 15 Vaster and still more vast,
Peak after peak, pile after pile,
Wilderness still untamed,
To which the future is as was the past,
Barrier spread by Gods,
- 20 Sunning their shining foreheads,
Barrier broken down by those who do not need
The joy of time-resisting storm-worn stone,
The mountains swing along
The south horizon of the sky;
- 25 Welcoming with wide floors of blue-green ice
The mists that dance and drive before the sun.

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The description in the first stanza (lines 1–7) helps establish a central idea of the poem by

- ☐ A. comparing the length of time the mountains have existed with the length of time the city has existed.
- ☐ B. contrasting the grandeur of the mountains with the structures in the city below them.
- ☐ C. implying that the mountains are a source of inspiration to the people in the city below.
- ☐ D. suggesting that the mountains are larger than the people in the city realize.

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Which detail from the poem reflects the speaker's view that people often fail to appreciate what is familiar?

- ☐ A. "The mountains from the great plateau" (line 6)
- ☐ B. "They have been here now for too long a time." (line 9)
- ☐ C. "Splits down their shining sides," (line 12)
- ☐ D. "To which the future is as was the past," (line 18)

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How does isolating the word “Uprise” in line 7 affect the meaning of the poem?

- ☐ A. It creates a contrast between the great plateau and the city buildings.
- ☐ B. It reveals the similarity between the tall buildings in the city and the tall mountains on the horizon.
- ☐ C. It creates a vision of the region before people developed the land.
- ☐ D. It emphasizes that the mountains dominate the landscape.

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In which **two** ways does the poet develop the speaker's point of view in the second stanza (lines 8–14)?

Select the **two** correct answers.

- ☐ A. by describing the mountains' awe-inspiring size and strength
- ☐ B. by comparing the various methods humans use to control nature
- ☐ C. by criticizing the careless actions of humans that harm the natural environment
- ☐ D. by demonstrating how the mountains and the people are able to benefit from each other
- ☐ E. by depicting the unfortunate plight of the mountains with vivid details

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Read lines 21–22 from the poem.

**Barrier broken down by those who do not need
The joy of time-resisting storm-worn stone,**

How do the lines help convey the speaker's point of view?

- ☐ A. They suggest that the speaker wants to remove the obstacles that prevent others from experiencing the wonders of nature.
- ☐ B. They reveal the speaker's opinion that some people are too busy to appreciate natural beauty.
- ☐ C. They reflect the speaker's dismay that people destroy the natural landscape without understanding the ramifications of their actions.
- ☐ D. They explain that the speaker is confident that nature will never be fully destroyed by people.

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Read lines 23–26 from the poem.

**The mountains swing along
The south horizon of the sky;
Welcoming with wide floors of blue-green ice
The mists that dance and drive before the sun.**

The personification in these concluding lines of the poem suggests that the mountains are

- ☐ A. gracious hosts who are untroubled by the actions of people.
- ☐ B. unaware of their coming destruction.
- ☐ C. lively entertainers who are amused by the everyday concerns of people.
- ☐ D. too proud to reveal their pain.

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Peak after peak, pile after pile,
Wilderness still untamed,
To which the future is as was the past

Which quotations from the poem support the theme that nature's unspoiled beauty is splendid, and which quotations support the theme that human creations detract from natural wonder?

Move each answer to the correct box.

"Above the dingy city-roofs / Blue-white like angels with broad wings," (lines 3–4)

"Pillars of the sky at rest / The mountains from the great plateau / Uprise." (lines 5–7)

"Tunnels their granite cliffs, / Splits down their shining sides," (lines 11–12)

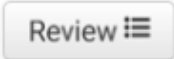
"Wilderness still untamed, / To which the future is as was the past," (lines 17–18)

"The south horizon of the sky; / Welcoming with wide floors of blue-green ice" (lines 24–25)

**Nature's Unspoiled Beauty is
Splendid**

**Human Creations Detract
from Natural Wonder**

There are no more questions for this passage set.

Use the review button  to return to any questions about the passage you have just read.

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The Best Laid Plans of Ravens

- 1 In Edgar Allan Poe's poem "The Raven," a raven visits a lonely man's home and responds to the man's pleading questions with only the word "nevermore." The poem's narrator interprets the word as a prediction of doom for his future. A talking, prophetic raven may seem to be the wild imaginings of the poet, but a new study published in the journal *Science* hints that one particular idea behind the poem might not be as far-fetched as it seems. For most of human history, people assumed that animals do not understand the passage of time in the same way people do. Some people believed that animals might remember events from the past and that instinct might drive them to make preparations in order to guarantee survival, but most people did not think that animals had the ability to plan. At Lund University in Sweden, researchers argue that ravens may be able to think ahead and even plan for the future.
- 2 It can be difficult to test an animal's ability to plan because human observers must be certain they are not mistaking instinctual behavior for intentional planning. For example, many animals hoard food so that they will not run out later, but scientists who study animals would not call hoarding a decision to plan for the future. This action is merely instinctual. Cognitive scientists argue that in order for an animal's behavior to qualify as preparing for the future, the animal must use specific decision-making skills to solve a problem.
- 3 To avoid mistaking instinctual behavior for evidence of decision-making, the Lund University researchers designed two experiments to test ravens' ability to plan. Ravens belong to the corvid family, a group of birds known for their intelligence. A study in 2007 showed that corvids have the tendency to save only certain types of food, which suggests that they are planning for the future rather than acting on instinct. In order to investigate that theory, the researchers had to design experiments that would achieve results that could not be explained by an instinctual behavior of food hoarding. Therefore, the ravens were taught two behaviors that they do not normally perform in the wild.
- 4 For the first experiment, the researchers showed the birds how to use a small stone to open a box and get treats. Once the ravens learned the behavior, the researchers presented the birds with four stones. Only one stone was the right size to open the box. The birds learned to select that stone and set it aside until the researchers presented the box. The second experiment involved bartering. A researcher would trade the ravens a large treat for a bottle cap. Later, the researchers presented the ravens with a group of items, including small treats and the bottle cap. The ravens chose the bottle cap over the treats and waited for the original researcher to trade with them again so that they could get more treats. In both experiments, the ravens waited patiently for up to seventeen hours for the researcher to return.
- 5 The results of these experiments are exciting, but more evidence needs to be gathered before scientists can fully conclude that ravens can plan for the future. Some scientists argue that the ravens might be choosing the stone and bottle cap because the ravens have been trained to do so, not necessarily because the ravens are thinking ahead. Regardless, like other recent advances in animal science, these experiments show that ravens could be much smarter than first believed, and scientists now believe that ravens do actually think about their own future.

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Read this sentence from paragraph 1.

At Lund University in Sweden, researchers argue that ravens may be able to think ahead and even plan for the future.

Which sentence from paragraph 4 provides support for this argument?

- ☐ A. "Once the ravens learned the behavior, the researchers presented the birds with four stones."
- ☐ B. "A researcher would trade the ravens a large treat for a bottle cap."
- ☐ C. "Later, the researchers presented the ravens with a group of items, including small treats and the bottle cap."
- ☐ D. "The ravens chose the bottle cap over the treats and waited for the original researcher to trade with them again so that they could get more treats."

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Read these sentences from paragraph 2.

For example, many animals hoard food so that they will not run out later, but scientists who study animals would not call hoarding a decision to plan for the future. This action is merely instinctual.

Which statement describes the effect of the phrase "merely instinctual" in the passage?

- ☐ A. It implies that animals are skilled at finding and saving food for later consumption.
- ☐ B. It conveys that many animals will usually prioritize gathering food over other activities.
- ☐ C. It suggests that animals often store more food than they will be able to consume.
- ☐ D. It emphasizes that many animals collect food automatically rather than with true intention.

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In the first experiment described in paragraph 4, which of the ravens' behaviors provides the strongest evidence for the claim that the birds are capable of planning?

- ☐ A. They accepted treats from the box.
- ☐ B. They set aside the stone that would open the box.
- ☐ C. They learned which stone could open the box.
- ☐ D. They waited for researchers to bring the box.

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How does paragraph 5 fit into the overall structure of the passage and contribute to the development of ideas?

- ☐ A. It introduces a problem with the results of the study at Lund University, suggesting that some scientists believe that further research will not lead to a clear answer.
- ☐ B. It summarizes the final steps of the study at Lund University, emphasizing the difficulties researchers had in differentiating between true planning and practiced actions.
- ☐ C. It provides a conclusion to the information about the Lund University study, indicating that some scientists think further research is needed in order to prove the idea.
- ☐ D. It lists the effects of the study at Lund University, implying that researchers should have designed experiments that better differentiated between planning and instinct.

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The author conveys a point of view on the study of animal intelligence mainly by

- ☐ A. sharing details about experiments that tested the ability of an animal to plan for the future.
- ☐ B. comparing the results of different experiments that were designed to test animal intelligence.
- ☐ C. critiquing experiments that aimed to demonstrate that certain animals are capable of planning for the future.
- ☐ D. explaining how modern experiments show that previously held beliefs about animal intelligence are inaccurate.

The Best Laid Plans of Ravens

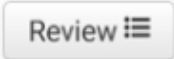
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With which statement would the author of the passage most likely agree?

- ☐ A. Scientists are unlikely to be able to conduct an experiment that can genuinely distinguish between instinctual and learned behaviors in animals.
- ☐ B. Scientists should continue researching to determine whether or not animals can demonstrate advanced intelligence.
- ☐ C. Scientists should be careful about making conclusions about animal intelligence based on experiments that rely on training animals.
- ☐ D. Scientists can confirm data on whether animals have the ability to plan by performing experiments on additional species known for their intelligence.

There are no more questions for this passage set.

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Excerpt from *A Voice in the Wilderness*

by Grace Livingston Hill

- 1 With a lurch the train came to a dead stop and Margaret Earle, hastily gathering up her belongings, hurried down the aisle and got out into the night.
- 2 It occurred to her, as she swung her heavy suit-case down the rather long step to the ground, and then carefully swung herself after it, that it was strange that neither conductor, brakeman, nor porter had come to help her off the train, when all three had taken the trouble to tell her that hers was the next station; but she could hear voices up ahead. Perhaps something was the matter with the engine that detained them and they had forgotten her for the moment.
- 3 The ground was rough where she stood, and there seemed no sign of a platform. Did they not have platforms in this wild Western land, or was the train so long that her car had stopped before reaching it?
- 4 She strained her eyes into the darkness, and tried to make out things from the two or three specks of light that danced about like fireflies in the distance. She could dimly see moving figures away up near the engine, and each one evidently carried a lantern. The train was tremendously long. A sudden feeling of isolation took possession of her. Perhaps she ought not to have got out until some one came to help her. Perhaps the train had not pulled into the station yet and she ought to get back on it and wait. Yet if the train started before she found the conductor she might be carried on somewhere and he justly blame her for a fool.
- 5 There did not seem to be any building on that side of the track. It was probably on the other, but she was standing too near the cars to see over. She tried to move back to look, but the ground sloped and she slipped and fell in the cinders,¹ bruising her knee and cutting her wrist.
- 6 In sudden panic she arose. She would get back into the train, no matter what the consequences. They had no right to put her out here, away off from the station, at night, in a strange country. If the train started before she could find the conductor she would tell him that he must back it up again and let her off. He certainly could not expect her to get out like this.
- 7 She lifted the heavy suit-case up the high step that was even farther from the ground than it had been when she came down, because her fall had loosened some of the earth and caused it to slide away from the track. Then, reaching to the rail of the step, she tried to pull herself up, but as she did so the engine gave a long snort and the whole train, as if it were in league against her, lurched forward crazily, shaking off her hold. She slipped to her knees again, the suit-case, toppled from the lower step, descending upon her, and together they slid and rolled down the short bank, while the train . . . ran giddily off into the night.
- 8 The horror of being deserted helped the girl to rise in spite of bruises and shock. She lifted imploring hands to the unresponsive cars as they hurried by her—one, two, three, with bright windows, each showing a passenger, comfortable and safe inside, unconscious of her need.

¹**cinders:** track bed made from the residue of burnt coal

- 9 A moment of useless screaming, running, trying to attract some one's attention, a sickening sense of terror and failure, and the last car slatted itself past with a mocking clatter, as if it enjoyed her discomfort.
- 10 Margaret stood dazed, reaching out helpless hands, then dropped them at her sides and gazed after the fast-retreating train, the light on its last car swinging tauntingly, blinking now and then with a leer in its eye, rapidly vanishing from her sight into the depth of the night.
- 11 She gasped and looked about her for the station that but a short moment before had been so real to her mind; and, lo! on this side and on that there was none!
- 12 The night was wide like a great floor shut in by a low, vast dome of curving blue set with the largest, most wonderful stars she had ever seen. Heavy shadows of purple-green, smoke-like, hovered over earth darker and more intense than the unfathomable blue of the night sky. It seemed like the secret nesting-place of mysteries wherein no human foot might dare intrude. It was incredible that such could be but common sage-brush, sand, and greasewood wrapped about with the beauty of the lonely night.
- 13 No building broke the inky outlines of the plain, nor friendly light streamed out to cheer her heart. Not even a tree was in sight, except on the far horizon, where a heavy line of deeper darkness might mean a forest. Nothing, absolutely nothing, in the blue, deep, starry dome above and the bluer darkness of the earth below save one sharp shaft ahead like a black mast throwing out a dark arm across the track.
- 14 As soon as she sighted it she picked up her baggage and made her painful way toward it, for her knees and wrist were bruised and her baggage was heavy.
- 15 A soft drip, drip greeted her as she drew nearer; something plashing down among the cinders by the track. Then she saw the tall column with its arm outstretched, and looming darker among the sage-brush the outlines of a water-tank. It was so she recognized the engine's drinking-tank, and knew that she had mistaken a pause to water the engine for a regular stop at a station.

From A VOICE IN THE WILDERNESS by Grace Livingston Hill—Public Domain

Excerpt from *A Voice in the Wilderness*

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1 With a lurch the train came to a dead stop and Margaret Earle, hastily gathering up her belongings, hurried down the aisle and got out into the night.

2 It occurred to her, as she swung her heavy suit-case down the rather long step to the ground, and then carefully swung herself after it, that it was strange that neither conductor, brakeman, nor porter had come to help her off the train, when all three had taken the trouble to tell her that hers was the next station; but she could hear voices up ahead. Perhaps something was the matter with the engine that detained them and they had forgotten her for the moment.

3 The ground was rough where she stood, and there seemed no sign of a platform. Did they not have platforms in this wild Western land, or was the train so long that her car had stopped before reaching it?

4 She strained her eyes into the darkness, and tried to make out

In paragraph 2, how does the phrase “when all three had taken the trouble to tell her” affect the tone in the first part of the excerpt?

- ☐ A. It creates an accusatory tone by suggesting that Margaret believes that others are responsible for her problem.
- ☐ B. It introduces a defiant tone by suggesting that Margaret left the train early to prove a point.
- ☐ C. It suggests a frustrated tone by showing that Margaret feels confused by the inconsistent help offered by the railroad employees.
- ☐ D. It establishes an appreciative tone by showing that Margaret feels cared for by the railroad employees.

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- 4 She strained her eyes into the darkness, and tried to make out things from the two or three specks of light that danced about like

Which sentence from the excerpt best supports the idea that Margaret is unaccustomed to traveling to new places by train?

- ☐ A. "With a lurch the train came to a dead stop and Margaret Earle, hastily gathering up her belongings, hurried down the aisle and got out into the night." (paragraph 1)
- ☐ B. "Perhaps something was the matter with the engine that detained them and they had forgotten her for the moment." (paragraph 2)
- ☐ C. "Did they not have platforms in this wild Western land, or was the train so long that her car had stopped before reaching it?" (paragraph 3)
- ☐ D. "She could dimly see moving figures away up near the engine, and each one evidently carried a lantern." (paragraph 4)

Excerpt from *A Voice in the Wilderness*

by Grace Livingston Hill

- 1 With a lurch the train came to a dead stop and Margaret Earle, hastily gathering up her belongings, hurried down the aisle and got out into the night.
- 2 It occurred to her, as she swung her heavy suit-case down the rather long step to the ground, and then carefully swung herself after it, that it was strange that neither conductor, brakeman, nor porter had come to help her off the train, when all three had taken the trouble to tell her that hers was the next station; but she could hear voices up ahead. Perhaps something was the matter with the engine that detained them and they had forgotten her for the moment.
- 3 The ground was rough where she stood, and there seemed no sign of a platform. Did they not have platforms in this wild Western land, or was the train so long that her car had stopped before reaching it?
- 4 She strained her eyes into the darkness, and tried to make out

Read this sentence from paragraph 4.

She strained her eyes into the darkness, and tried to make out things from the two or three specks of light that danced about like fireflies in the distance.

The simile used in the sentence affects the tone of the paragraph by emphasizing a

- ☐ A. feeling of comfort as Margaret connects her unfamiliar surroundings with familiar images.
- ☐ B. sense of lonesomeness as Margaret realizes that she is on her own in the wilderness.
- ☐ C. sense of tranquility as Margaret is distracted from the urgency of her situation by the beauty of the night.
- ☐ D. feeling of dread as Margaret regards the desolation of the land that surrounds her.

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How do Margaret's earlier interactions with the conductor, brakeman, and porter affect the plot?

- ☐ A. They prompt Margaret to get off the train without further assistance.
- ☐ B. They cause Margaret to think that she knows what to do once she gets off the train.
- ☐ C. They compel Margaret to wonder whether the train has not pulled all the way into the station.
- ☐ D. They lead Margaret to believe that train stations in rural areas lack platforms.

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How does Margaret's experience in paragraph 9 emphasize a theme of the excerpt?

- ☐ A. It confirms Margaret's understanding that she cannot rely on help from anyone else.
- ☐ B. It leads Margaret to realize that her desire to change her situation is impractical.
- ☐ C. It causes Margaret to believe that her own actions led to an unfavorable outcome.
- ☐ D. It reinforces Margaret's frustration about her lack of control over her surroundings.

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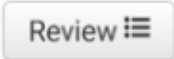
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How does paragraph 11 contribute to the plot of the excerpt?

- ☐ A. It reveals that the reality of the situation is different from Margaret's assumptions.
- ☐ B. It illustrates that Margaret's main problem is her own imagination.
- ☐ C. It shows that Margaret is surprised by the unexpected adventure she is about to undertake.
- ☐ D. It provides insight into how Margaret reacts to stressful situations.

There are no more questions for this passage set.

Use the review button  to return to any questions about the passage you have just read.

Once you select the blue arrow  at the top of this screen, you will **not** be able to return to any questions about this passage.

Champion of the Channel

- 1 In 1926 an editor at the *London Daily News* predicted that Gertrude Ederle, an American swimmer with eighteen world records and three Olympic medals, would fail in her attempt to swim across the English Channel. He claimed that “even the most uncompromising champion of the rights and capacities of women must admit that in contests of physical skill, speed and endurance they must remain forever the weaker sex.” Yet, at only nineteen years old, Ederle not only became the first woman to accomplish this feat, she also broke the men’s record by two hours. Gertrude Ederle’s triumphant swim across the English Channel was a testimony to her determination, innovative spirit, and passion for swimming.
- 2 Crossing the English Channel is a daunting task for any swimmer. At its narrowest point, the channel measures twenty-one miles across. Its icy waters hover around sixty degrees Fahrenheit, and its unruly tides and currents toss swimmers about like bobbing corks. Stinging jellyfish, seaweed, and floating debris from shipwrecks and lost cargoes present added hazards.
- 3 For decades the channel’s perils have defeated countless swimmers. Ederle, too, failed in her first attempt to cross the channel in 1925. Just six miles short of finishing, she became ill, and her coach had to haul her out of the water. Undeterred, Ederle decided to try again. Ederle knew that if she did not complete the challenge this time, she might never get the opportunity to set this record, because a rival female swimmer was preparing to make her second attempt at the crossing as well.
- 4 To prepare for the marathon swim, Ederle found ways to improve her equipment. She and her sister Meg discovered that melted candle wax perfectly sealed goggle edges, effectively waterproofing Ederle’s goggles against hammering waves. The sisters also designed a two-piece silk swimsuit for Ederle. During her first channel-crossing attempt she had worn a standard one-piece swimsuit that, after the lengthy hours of swimming across the channel, had stretched out, filling with water and creating drag, making an already challenging task almost insurmountable. Unlike the cumbersome typical bathing suit, this silk invention weighed little and allowed for easy movement.
- 5 On August 6, 1926, Ederle waded into the channel near Cape Gris-Nez, France. At first she shivered in the bone-chilling water even though she had covered her body in eight layers of grease for insulation. Her limbs felt stiff. Her strokes were irregular. Driving forward, she fought to clear her mind and find what she called her “sphere,” a place where the sea became her only companion and the shrieks of gulls and the humming of boat engines faded away. Using a new overhand stroke called the American crawl, Ederle eventually settled into a steady pace, briskly breaking through waves.
- 6 Throughout Ederle’s swim, two tugboats accompanied her. One carried newspaper reporters who wired dispatches of her progress to shore. The other, displaying a sign that read “This way, ole kid!” with an arrow pointing forward, transported her coach, family, and friends. Her coach played songs, such as “Yes, We Have No Bananas,” on a phonograph so that Ederle could time her strokes to the rhythm. Using a net, her coach also passed her baby bottles of broth for nourishment.

- 7 For hours Ederle swam, dodging debris with an amused smile. However, as she neared the English shore, a sudden fierce storm erupted. The tides and waves forced Ederle backward, and she fought the stubborn swells for several hours. The salty water caused her tongue to swell and inflamed her ears. Yet Ederle felt indescribably happy as she churned through the sea. Finally, as she neared the English shore, the storm abated, and the tide turned. No longer fighting against her, the sea pushed her toward the shore and victory.
- 8 After fourteen hours and thirty-one minutes, Ederle, on wobbly legs, stepped onto the English shore. The waiting crowd roared, honked their automobile horns, blasted their tugboat whistles, and set off flares that flashed in the sky. Ederle had swum into history.
- 9 When Ederle returned to New York, she received a parade, where thousands of people shouted "Trudy!" Not only were everyday American citizens proud of Ederle, but also she inspired them to be more active. Over the next few years, more than 60,000 people credited her with motivating them to earn their American Red Cross swimming certificates. Gertrude Ederle's accomplishment proved to the world that with determination and passion, it was possible for a person to achieve his or her goals.

SOLO SWIMS ACROSS THE ENGLISH CHANNEL

Earliest Speed Records		
Year	Swimmer	Time
1875	Matthew Webb (M)	21 hours, 45 minutes
1923	Enrico Tiraboschi (M)	16 hours, 33 minutes
1926	Gertrude Ederle (F)	14 hours, 31 minutes
1926	Arnst Vierkotter (M)	12 hours, 38 minutes
Current Speed Records		
Year	Swimmer	Time
2006	Yveta Hlavacova (F)	7 hours, 25 minutes
2012	Trent Grimsey (M)	6 hours, 55 minutes

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What do the newspaper editor’s comments in paragraph 1 reveal about the challenges Ederle faced in attempting her feat?

- ☐ A. Regardless of her ability, being an American put Ederle at a serious disadvantage over a Londoner, who would be more familiar with the English Channel.
- ☐ B. At the time, Ederle still needed more training in order to succeed in the daunting task of swimming the English Channel.
- ☐ C. While Ederle could participate in athletic competition, some people were not comfortable with her attempt to swim the channel because no woman had ever attempted it before.
- ☐ D. In spite of her previous achievements, Ederle still experienced social as well as physical obstacles in attempting to swim the channel.

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Read this sentence from paragraph 4.

During her first channel-crossing attempt she had worn a standard one-piece swimsuit that, after the lengthy hours of swimming across the channel, had stretched out, filling with water and creating drag, making an already challenging task almost insurmountable.

The word “insurmountable” is used to highlight

- ☐ A. how the bathing suit made it impossible for Ederle to make it across the channel.
- ☐ B. how Ederle and her sister decided to improve Ederle’s swimming equipment in a creative way.
- ☐ C. that the flaws in Ederle’s bathing suit made a difficult task even more complicated.
- ☐ D. that the swimming equipment Ederle used needed to be custom made for her attempt.

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Which statement describes how the author’s use of a problem-and-solution structure in paragraph 5 contributes to the development of ideas in the passage?

- ☐ A. Detailing the challenges presented by the cold channel waters highlights the effectiveness of Ederle’s training.
- ☐ B. Describing Ederle’s physical difficulties during her swim provides evidence of the team effort required to ensure her safety.
- ☐ C. Explaining the difficulties that arose early in the effort helps predict the additional obstacles that occurred during Ederle’s attempt.
- ☐ D. Illustrating Ederle’s process of blocking out her discomfort shows that swimming the channel was both a mental and a physical challenge.

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Which sentence **best** supports the idea that Ederle succeeded in swimming across the channel because of her innovative approach to the challenge?

- ☐ A. “Yet, at only nineteen years old, Ederle not only became the first woman to accomplish this feat, she also broke the men’s record by two hours.” (paragraph 1)
- ☐ B. “At first she shivered in the bone-chilling water even though she had covered her body in eight layers of grease for insulation.” (paragraph 5)
- ☐ C. “Using a new overhand stroke called the American crawl, Ederle eventually settled into a steady pace, briskly breaking through waves.” (paragraph 5)
- ☐ D. “The other [tugboat], displaying a sign that read ‘This way, ole kid!’ with an arrow pointing forward, transported her coach, family, and friends.” (paragraph 6)

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Paragraph 7 contributes to the development of a central idea of the passage by

- ☐ A. illustrating that Ederle’s physical strength and mental fortitude allowed her to stay focused on her goal.
- ☐ B. conveying that Ederle pushed herself to the edge of her physical capabilities in order to complete the swim.
- ☐ C. highlighting the impact the severe weather had on Ederle’s emotions during her swim.
- ☐ D. emphasizing the surge of emotions Ederle felt as she came closer to achieving a personal goal.

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Which sentence from the passage **best** conveys the author’s perspective regarding the impact of Ederle’s accomplishment?

- ☐ A. “Undeterred, Ederle decided to try again.” (paragraph 3)
- ☐ B. “For hours Ederle swam, dodging debris with an amused smile.” (paragraph 7)
- ☐ C. “Yet Ederle felt indescribably happy as she churned through the sea.” (paragraph 7)
- ☐ D. “Ederle had swum into history.” (paragraph 8)

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Which sentence is the **best** summary of the steps that Ederle took to prepare for her second attempt to swim across the English Channel?

- ☐ A. Working with her sister, Ederle waterproofed her goggles using melted candle wax to seal the edges and designed a two-piece silk swimsuit that was lightweight and would not stretch out during the long swim.
- ☐ B. Ederle covered her body in numerous layers of grease for insulation and focused on finding her “sphere” during her swim.
- ☐ C. Ederle began training with her coach, who played music while she swam to help her time her strokes to the music.
- ☐ D. Ederle focused on developing better equipment than the standard bathing suit that proved cumbersome during her first attempt to cross the channel.

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The idea that many people were interested in Ederle’s attempt to swim the channel is illustrated in the passage **mainly** through the

- ☐ A. information about Ederle’s competition with another female swimmer who was also attempting to cross the channel.
- ☐ B. details about the reports of Ederle’s progress during the swim and the celebration of her successful completion of the swim.
- ☐ C. details about how Ederle’s historic swim contributed to an increase in the number of people learning how to swim.
- ☐ D. information about the resources Ederle used throughout her swim to maintain her motivation and stamina.

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The table builds on the information in the passage **mainly** by

- ☐ A. emphasizing that people have continued to swim across the channel and have significantly improved the speed record.
- ☐ B. suggesting that Ederle inspired many women to swim across the channel to attempt to break the current speed record.
- ☐ C. revealing that other women competed with Ederle to set a record time for swimming across the English Channel.
- ☐ D. providing a comparison between the earliest channel-swimming records and the current record times.

There are no more questions for this passage set.

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Once you select the blue arrow  at the top of this screen, you will **not** be able to return to any questions about this passage.

In this excerpt, published in 1914, author and professor Dallas Lore Sharp describes a summer cattle roundup in Oregon. The heat and dust had been relentless for three days. The cowboys were exhausted, and the cattle were restless. The ranch boss, Wade, had led the drive to a watering place, only to find it empty.

Excerpt from "The Spirit of the Herd"

by Dallas Lore Sharp

- 1 Along with the wagon had come the fresh horses—one of them being Peroxide Jim, a supple, powerful, clean-limbed buckskin, a horse, I think, that had as fine and intelligent an animal-face as any creature I ever saw. Wade had been saving this horse for emergency work. And why should he not have been saved fresh for just such a need as this? Are there not superior horses as well as superior men—a Peroxide Jim to complement a Wade?
- 2 The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete. . . .
- 3 The desert, where the herd was camped, was one of the highest of a series of tablelands, or benches; it lay as level as a floor, rimmed by sheer rock, from which there was a drop to the bench of sage below. The herd when overtaken by the dusk had been headed for a pass descending to the next lower bench, but was now halted within a mile of the rim rock on the east, where there was a perpendicular fall of about three hundred feet. . . .
- 4 In the taut silence of the stirless desert night, with the tension of the herd at the snapping-point, any quick, unwonted sight or sound would stampede them. The sneezing of a horse, the flare of a match, would be enough to send the whole four thousand headlong—blind, frenzied, trampling—till spent and scattered over the plain.
- 5 And so, as he rode, Wade began to sing. The rider ahead of him took up the air and passed it on until, above the stepping stir of the hoofs rose the faint voices of the men, and all the herd was bound about by the slow plaintive measures of some old song. It was not to soothe their savage breasts that the riders sang to the cattle, but rather to preempt the dreaded silence, to relieve the tension, and so to prevent the shock of any sudden startling noise.
- 6 So they sang and rode and the night wore on to one o'clock, when Wade, coming up on the rim-rock side, felt a cool breeze fan his face, and caught a breath of fresh, moist wind with the taste of water in it.
- 7 He checked his horse instantly, listening as the wind swept past him over the cattle. But they must already have smelled it, for they had ceased their milling, the whole herd standing motionless, the indistinct forms close to him in the dark showing their bald faces lifted to drink the sweet wet breath that came over the rim. Then they started on again, but faster, and with a rumbling now from their hoarse throats that tightened Wade's grip on the reins.
- 8 The sound seemed to come out of the earth, a low, rumbling mumble, as dark as the night and as wide as the plain, a thick, inarticulate bellow that stood every rider stiff in his stirrups. . . .
- 9 Then the breeze caught the dust and carried it back from the gray-coated, ghostly shapes, and Wade saw that the animals were still moving in a circle. He must keep them going. He touched his horse to ride on with them, when across the black sky flashed a vivid streak of lightning.
- 10 There was a snort from the steers, a quick clap of horns and hoofs from far within the herd, a tremor of the plain, a roar, a surging mass—and Wade was riding the flank of a wild stampede. Before him, behind him, beside him, pressing hard upon his horse, galloped the frenzied steers, and beyond them a multitude borne on, and bearing him on, by the heave of the galloping herd.
- 11 Wade was riding for his life. He knew it. His horse knew it. He was riding to turn the herd, too, back from the rim, as the horse also knew. The cattle were after water—water-mad—ready to go over the precipice to get it, carrying horse and rider with them. Wade was the only rider between the herd and the rim. It was black as death. He could see nothing in the sage, could scarcely discern the pounding, panting shadows at his side. He knew that he was being borne toward the rim, how fast he could not tell, but he knew by the swish of the brush against his tapaderos and the plunging of the horse that the ground was growing stonier, that they were nearing the rocks.
- 12 To outrun the herd was his only chance for life. If he could come up with the leaders he might not only escape, but even stand a chance of heading them off upon the plain and saving the herd. There were cattle still ahead of him; how many, what part of them all, he could not make out in the dark. But the horse knew. The reins hung on his straight neck, where his rider had dropped them, as, yelling and firing over the wild herd, he had given this horse the race to win, to lose.
- 13 They were riding the rim. Close on their left bore down the flank of the herd, and on their right, under their very feet, was a precipice, so close that they felt its blackness—its three hundred feet of fall! . . .
- 14 . . . Then Wade found himself racing neck and neck with a big white steer, which the horse, with marvelous instinct, seemed to pick out from a bunch, and to cling to, forcing him gradually ahead, till, cutting him free from the bunch entirely, he bore him off into the swishing sage.
- 15 The steers coming on close behind followed their leader, and in, after them, swung others. The tide was turning from the rim. More and more were veering, and within a short time the whole herd, bearing off from the cliffs, was pounding over the open plains.
- 16 Whose race was it? It was Peroxide Jim's, according to Wade, for not by word or by touch of hand or knee had the horse been directed in the run. From the flash of the lightning the horse had taken the bit, had covered an indescribably perilous path at top speed, had outrun the herd and turned it from the edge of the rim rock, without a false step or a tremor of fear.

From "The Spirit of the Herd" by Dallas Lore Sharp—Public Domain

tablelands: plateaus, flat areas of land sharply elevated from the surrounding area

tapaderos: leather covers for stirrups

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1 Along with the wagon had come the fresh horses—one of them being Peroxide Jim, a supple, powerful, clean-limbed buckskin, a horse, I think, that had as fine and intelligent an animal-face as any creature I ever saw. Wade had been saving this horse for emergency work. And why should he not have been saved fresh for just such a need as this? Are there not superior horses as well as superior men—a Peroxide Jim to complement a Wade?

2 The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Which sentence from the excerpt **best** explains why Wade reserved Peroxide Jim for "emergency work" (paragraph 1)?

- ☐ A. "Are there not superior horses as well as superior men—a Peroxide Jim to complement a Wade?" (paragraph 1)
- ☐ B. "Before him, behind him, beside him, pressing hard upon his horse, galloped the frenzied steers, and beyond them a multitude borne on, and bearing him on, by the heave of the galloping herd." (paragraph 10)
- ☐ C. "He knew that he was being borne toward the rim, how fast he could not tell, but he knew by the swish of the brush against his tapaderos and the plunging of the horse that the ground was growing stonier, that they were nearing the rocks." (paragraph 11)
- ☐ D. "From the flash of the lightning the horse had taken the bit, had covered an indescribably perilous path at top speed, had outrun the herd and turned it from the edge of the rim rock, without a false step or a tremor of fear." (paragraph 16)

In this excerpt, published in 1914, author and professor Dallas Lore Sharp describes a summer cattle roundup in Oregon. The heat and dust had been relentless for three days. The cowboys were exhausted, and the cattle were restless. The ranch boss, Wade, had led the drive to a watering place, only to find it empty.

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Paragraphs 1–2 contribute to the development of the central idea of the excerpt by

- ☐ A. revealing the respect Wade had for his horse.
- ☐ B. emphasizing Wade's high expectations of his horse and himself.
- ☐ C. indicating that Wade and his horse understood the cattle business.
- ☐ D. demonstrating Wade's ability to gauge a horse's competence.

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How does paragraph 3 convey the effect of the setting on the cattle drive?

- ☐ A. It shows how the growing darkness created challenges for the riders in getting the herd to move.
- ☐ B. It describes how the changing elevation contributed to the dangerousness of the environment.
- ☐ C. It describes how the desert created an uncomfortable feeling of isolation for the riders and the cattle.
- ☐ D. It shows how the steep terrain made it difficult for the cattle to keep moving forward.

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2 The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Read this sentence from paragraph 13.

Close on their left bore down the flank of the herd, and on their right, under their very feet, was a precipice, so close that they felt its blackness—its three hundred feet of fall!

The phrase "bore down the flank of the herd" conveys that Wade

- ☐ A. struggled to see the front of the herd.
- ☐ B. had to ride quickly to keep up with the herd.
- ☐ C. was forced to ride between the edge of the cliff and the herd.
- ☐ D. knew that the drop of the cliff would frighten the herd.

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2 The horse knew the cattle business and knew his rider perfectly; and though there was nothing like sentiment about the boss of the P Ranch riders, his faith in Peroxide Jim was complete.

Read these sentences from the excerpt.

He was riding to turn the herd, too, back from the rim, as the horse also knew. (paragraph 11)

It was Peroxide Jim's, according to Wade, for not by word or by touch of hand or knee had the horse been directed in the run. (paragraph 16)

How do these sentences develop a central idea in the excerpt?

- ☐ A. They suggest that Wade would have been unable to save the herd without Peroxide Jim.
- ☐ B. They imply that Wade spent many hours training Peroxide Jim to herd cattle.
- ☐ C. They show that Peroxide Jim was able to understand a situation and take action.
- ☐ D. They indicate that Peroxide Jim was unafraid of the dangers presented by the stampede and the cliff.

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How do the details in paragraphs 14–16 help convey a central idea of the excerpt?

- ☐ A. They highlight Peroxide Jim's natural ability to control the herd.
- ☐ B. They emphasize the danger of the situation from which Peroxide Jim rescued the herd.
- ☐ C. They show that Peroxide Jim's physical strength allowed him to force the herd to turn.
- ☐ D. They indicate that Peroxide Jim anticipated the herd's stampede before the men did.

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Which sentence from the excerpt **best** reveals the mood on the drive before the lightning struck?

- ☐ A. "The herd when overtaken by the dusk had been headed for a pass descending to the next lower bench, but was now halted within a mile of the rim rock on the east, where there was a perpendicular fall of about three hundred feet." (paragraph 3)
- ☐ B. "It was not to soothe their savage breasts that the riders sang to the cattle, but rather to preempt the dreaded silence, to relieve the tension, and so to prevent the shock of any sudden startling noise." (paragraph 5)
- ☐ C. "He checked his horse instantly, listening as the wind swept past him over the cattle." (paragraph 7)
- ☐ D. "Then the breeze caught the dust and carried it back from the gray-coated, ghostly shapes, and Wade saw that the animals were still moving in a circle." (paragraph 9)

There are no more questions for this passage set.

Use the review button  to return to any questions about the passage you have just read.

Once you select the blue arrow  at the top of this screen, you will **not** be able to return to any questions about this passage.

Massachusetts: Lowell National Historical Park

- 3 During the first half of the 19th century, Lowell, Massachusetts, quickly transformed itself from a farm town to a bustling industrial city. In time, Lowell became a model of industry, gaining global recognition for its state-of-the-art technology, innovative canal and dam system, mill architecture, boardinghouses, churches, and ethnic neighborhoods. Young Yankee women, immigrant families, and European tourists all flocked to Lowell to find work at one of the many textile mills, or visit the industrious city that was becoming a popular tourist destination. As one Scottish traveler observed during his visit to America, "Niagara and Lowell are the two objects I will longest remember in my American journey, the one the glory of American scenery, the other of American industry." Today, Lowell National Historical Park welcomes visitors to enjoy the sights of Lowell and learn about the history of one of America's most significant industrial cities.
- 2 The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the Pawtucket waterfalls. Over six miles of canals powered the waterwheels of Lowell's mills, whose massive five- and six-story brick buildings dominated the city's landscape. . . . The most recognized of these buildings are the Lowell Manufacturing Company chartered in 1821, the Suffolk or Wannalancit Mill completed around the 1880s, the Boott Mill Company established in 1835, and the Boott Mill Boardinghouse that opened in 1838. By the 1850s, 40 textile mills employing over 10,000 workers stretched for about a mile along the river. . . .
- 3 The city's female workforce was significant in the history of Lowell. From the early to mid-1800s, women left the constricted lifestyle of small rural towns and rural areas for independent industrial city life. Most were young single Yankee girls, who were tired of the limited opportunities offered by their domestic work. Women found that Lowell's mills offered monthly wages for their services and provided them room and board. Although these women gained economic independence in Lowell, the mill boardinghouse keepers constantly supervised their social activities, for which they hardly had any time, considering their daily 12- to 14-hour work schedules. At the end of the day, the factory bell signaled the "mill girls" to return to their boardinghouses. They were expected to adhere to the strict code of conduct respecting curfew and attending church.
- 4 Yankee "mill girls" continued to dominate the Lowell workforce until the 1840s, when the city began to find it difficult to compete with the growing industrial development in other New England communities. As profits fell, the mill industry cut wages. These wage cuts, deteriorating working conditions, and long workdays led the "mill girls" to protest and organize strikes. When their demands went unheard, the women left Lowell, and immigrant groups replaced them in the workforce. Despite the low wages and unhealthy work conditions, immigrants were eager to find work.
- 3 The immigrants replacing the Yankee "mill girls" during the 1840s were predominantly Irish Catholics, who traveled to America during the Great Potato Famine. Although Lowell received an influx of Irish families during this time, the Irish were a part of the city's history from its birth, and before the "mill girls" arrived, they built Lowell's historic canals, mills, and boardinghouses. Initially, Lowell's Protestant community was slow to welcome Irish immigrants, but the hostility between Yankee Protestants and Irish Catholics eventually disappeared. Irish immigrants dominated the industrial scene until the Civil War, when other immigrant groups began to work in the city mills.
- 4 Like the Irish, the French-Canadians, Greeks, Poles, Portuguese, Russian Jews, and Armenians who came to work in Lowell's mills faced long work hours, low wages, and poor living conditions in the city's crowded tenements. By the time Lowell's industry declined, the city had become an ethnic melting pot, where each group claimed its own distinct neighborhood, like the Irish immigrants' "New Dublin" or "Acre," and the French-Canadians' "Little Canada." The city officially began to close down its mills in the 1920s and '30s after Lowell's outdated mills could no longer compete against the state-of-the-art cotton mills in other communities and working conditions continued to decline as Lowell's companies stopped reinvesting in their mills. . . . Despite a brief resurgence during World War II, the city shut down its last surviving mill by the mid-1950s.

From "Massachusetts: Lowell National Historical Park"—Public Domain/National Park Service

Yankee: native to New England

Niagara: a town in northwestern New York State well known as the location of Niagara Falls, a series of waterfalls on the Canadian border

domestic work: household duties like cooking and cleaning

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2 The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the

Read this sentence from paragraph 1.

As one Scottish traveler observed during his visit to America, "Niagara and Lowell are the two objects I will longest remember in my American journey, the one the glory of American scenery, the other of American industry."

The author **most likely** includes the quotation from the Scottish traveler in order to

- ☐ A. suggest that people around the world saw the direct contribution of nature and industry to the United States.
- ☐ B. compare the natural and industrial attractions in the United States at that time.
- ☐ C. convey the idea that the United States offered both natural and industrial attractions.
- ☐ D. imply that the natural resources in the United States contributed to the development of industry.

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A central idea that Lowell was "one of America's most significant industrial cities" (paragraph 1) is conveyed in the passage primarily through a description of the

- ☐ A. canals, mills, and boardinghouses that were built by immigrants.
- ☐ B. mill girls and immigrants who comprised Lowell's workforce.
- ☐ C. development of the mills and the workforce established to support them.
- ☐ D. cultural diversity of the people who lived in the area.

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Which sentence from paragraph 2 **best** supports the idea that Lowell became "a bustling industrial city" (paragraph 1) in a short period of time?

- ☐ A. "The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the Pawtucket waterfalls."
- ☐ B. "Over six miles of canals powered the waterwheels of Lowell's mills, whose massive five- and six-story brick buildings dominated the city's landscape."
- ☐ C. "The most recognized of these buildings are the Lowell Manufacturing Company chartered in 1821, the Suffolk or Wannalancit Mill completed around the 1880s, the Boott Mill Company established in 1835, and the Boott Mill Boardinghouse that opened in 1838."
- ☐ D. "By the 1850s, 40 textile mills employing over 10,000 workers stretched for about a mile along the river."

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Read this sentence from paragraph 3.

From the early to mid-1800s, women left the constricted lifestyle of small rural towns and rural areas for independent industrial city life.

Which statement **best** describes how the sentence fits into the overall structure of the passage?

- ☐ A. It provides a transition from a description of the mills to a description of the workforce in those mills.
- ☐ B. It indicates a shift in tone from positive and hopeful to negative and dissatisfied with working conditions at the mill.
- ☐ C. It summarizes a challenge that led many women to leave their hometown and seek work in urban areas.
- ☐ D. It begins a comparison of the mill workforce between the mid-1800s and the late 1800s.

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2 The Boston merchants who founded Lowell in 1821 and named it after Francis Cabot Lowell chose to locate the town along Massachusetts's Merrimack River to take advantage of the kinetic energy offered by the

Read this sentence from paragraph 5.

Although Lowell received an influx of Irish families during this time, the Irish were a part of the city's history from its birth, and before the "mill girls" arrived, they built Lowell's historic canals, mills, and boardinghouses.

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

- ☐ A. It implies that Lowell was founded by early Irish immigrants.
- ☐ B. It emphasizes the important role Irish immigrants played in Lowell's history.
- ☐ C. It suggests that the new Irish immigrants were readily accepted into the community.
- ☐ D. It highlights the working relationship between the mill girls and the new Irish immigrants.

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Which sentence **best** summarizes the mill girls' experience as the dominant workforce in Lowell?

- ☐ A. The mill girls were eager to leave their domestic duties and small towns behind, so they went to work in the mills of Lowell.
- ☐ B. Originally, the mill girls were satisfied to work in Lowell, but as they left their jobs at the Lowell mills, immigrants arrived to fill the empty positions.
- ☐ C. Young women left home to work in the Lowell mills, but the mill girls soon became dissatisfied with the working conditions and rigid boardinghouse rules.
- ☐ D. The mill girls embraced city life when they came to work in Lowell's mills, but when their protests about unfavorable working conditions went unanswered, they left.

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The reason Lowell lost its status as an industrial leader is **best** illustrated through the

- ☐ A. description of poor living and working conditions.
- ☐ B. explanation for why some immigrant groups struggled to live together.
- ☐ C. comparison with other mills that used modern methods.
- ☐ D. information about the mills opening temporarily during World War II.

There are no more questions for this passage set.

Use the review button  to return to any questions about the passage you have just read.

Once you select the blue arrow  at the top of this screen, you will **not** be able to return to any questions about this passage.

English Language Arts

REVISING/EDITING PART A

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

The Benefits of Indoor Plants

(1) In an age of endless media content, it is easy to see why people might prefer to stay inside. (2) According to a study sponsored by the Environmental Protection Agency, Americans spend an average of 87 percent of their time indoors. (3) Scientists say that this separation between people and nature puts people at risk for physical and psychological issues.

(4) During the process of photosynthesis, plants convert carbon dioxide into oxygen and remove many harmful toxins from the air.

(5) Spending prolonged periods of time indoors, away from plants, deprives people of these benefits. (6) Air that is not regularly detoxified can lead to a condition known as sick building syndrome. (7) This disorder first came to light in the 1970s when many office workers in the United States began to complain of unexplained flu-like symptoms. (8) Researchers determined the cause to be volatile organic compounds, or VOCs. (9) VOCs are harmful chemicals that are emitted by everyday objects such as carpet, furniture, cleaning products, and computers. (10) The NASA Clean Air Study found a simple way to remove a significant number of VOCs within a 24-hour period: add plants to indoor spaces.

(11) Adding plants to indoor spaces has psychological benefits too. (12) Research has long linked time spent in natural environments with increased energy and feelings of contentment. (13) While being outdoors is an excellent option for improving a person's mental health, recent research has indicated that encountering natural elements while indoors can also help. (14) To experience the maximum benefit of natural elements, experts suggest placing at least one live plant per 100 square feet of home or office space.

(15) Connecting with nature, even just by being near an indoor plant, is a significant factor in a person's well-being. (16) Sitting in front of an electronic screen all day isn't natural, and today's workers need to get up and get outdoors. (17) Richard Ryan, a psychology professor at the University of Rochester, puts it this way: "Nature is something within which we flourish, so having it be more a part of our lives is critical, especially when we live and work in built environments."

The Benefits of Indoor Plants

(1) In an age of endless media content, it is easy to see why people might prefer to stay inside. (2) According to a study sponsored by the Environmental Protection Agency, Americans spend an average of 87 percent of their time indoors. (3) Scientists say that this separation between people and nature puts people at risk for physical and psychological issues.

(4) During the process of photosynthesis, plants convert carbon dioxide into oxygen and remove many harmful toxins from the air. (5) Spending prolonged periods of time indoors, away from plants, deprives people of these benefits. (6) Air that is not regularly detoxified can lead to a condition known as sick building syndrome. (7) This disorder first came to light in the 1970s when many office workers in the United States began to complain of unexplained flu-like symptoms. (8) Researchers determined the cause to be volatile organic compounds, or VOCs. (9) VOCs are harmful chemicals that are emitted by everyday objects such as carpet, furniture, cleaning products, and computers. (10) The NASA Clean Air Study found a simple way to remove a significant number of

Which sentence should follow sentence 3 to **best** introduce the topic of the passage?

- ☐ A. Placing plants in homes and offices can provide a healthy bridge between nature and the indoors.
- ☐ B. It is important for people to realize that they need to spend more time near plants, whether indoors or out in nature.
- ☐ C. For their personal health and well-being, people need to spend more time outdoors or bring the outdoors in.
- ☐ D. Individuals with little connection to nature can experience illness, depression, and higher levels of stress.

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Which transition word or phrase should be added to the beginning of sentence 5 to emphasize the relationship between sentences 4 and 5?

Move the correct answer to the box.

As a result,

Primarily,

In contrast,

Unfortunately,

(5) spending prolonged periods of time indoors, away from plants, deprives people of these benefits.

The Benefits of Indoor Plants

(1) In an age of endless media content, it is easy to see why people might prefer to stay inside. (2) According to a study sponsored by the Environmental Protection Agency, Americans spend an average of 87 percent of their time indoors. (3) Scientists say that this separation between people and nature puts people at risk for physical and psychological issues.

(4) During the process of photosynthesis, plants convert carbon dioxide into oxygen and remove many harmful toxins from the air. (5) Spending prolonged periods of time indoors, away from plants, deprives people of these benefits. (6) Air that is not regularly detoxified can lead to a condition known as sick building syndrome. (7) This disorder first came to light in the 1970s when many office workers in the United States began to complain of unexplained flu-like symptoms. (8) Researchers determined the cause to be volatile organic compounds, or VOCs. (9) VOCs are harmful chemicals that are emitted by everyday objects such as carpet, furniture, cleaning products, and computers. (10) The NASA Clean Air Study found a simple way to remove a significant number of

Which sentence could **best** follow sentence 13 to support the ideas in the third paragraph (sentences 11–14)?

- ☐ A. A global study of 7,600 workers from sixteen countries revealed that employees who worked in spaces with natural elements, such as indoor plants, were more creative and productive than employees who worked in spaces without natural elements.
- ☐ B. Specifically, a study suggests that one well-known hotel is popular among guests because its owners have made a significant investment in landscaping and indoor plants known to have a relaxing effect.
- ☐ C. In fact, one recent study suggested that people who are routinely exposed to natural elements seem to increase their compassion for others, perhaps because that exposure generates compassion for the environment in which they live.
- ☐ D. According to a study that was conducted in 2003, plants can reduce the amount of noise that people perceive in indoor spaces with hard surfaces, just as adding carpet can make a room seem quieter.

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Which sentence presents ideas irrelevant to the topic of the passage and should be deleted?

- ☐ A. sentence 11
- ☐ B. sentence 14
- ☐ C. sentence 15
- ☐ D. sentence 16

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Which concluding sentence should follow sentence 17 to **best** support the information presented in the passage?

- ☐ A. Because indoor plants absorb the carbon dioxide in our air and release the oxygen we need to breathe, they are vital to our wholeness and wellness.
- ☐ B. Experts say that adding a Boston fern, a spider plant, or an aloe vera plant is a good place to start if you want to begin to incorporate nature into your home or office.
- ☐ C. More people should consider bringing natural elements inside to improve general wellness and reverse some of the negative effects of an indoor-centered society.
- ☐ D. As one study has confirmed, houseplants are a wise investment because they can remove almost 90 percent of the toxins in the air within the span of 24 hours.

There are no more questions for this passage set.

Use the review button  to return to any questions about the passage you have just read.

Once you select the blue arrow  at the top of this screen, you will **not** be able to return to any questions about this passage.

English Language Arts

REVISING/EDITING PART B

DIRECTIONS: Read and answer the following questions. You will be asked to recognize and correct errors so that the sentences or short paragraphs follow the conventions of standard written English. As needed, you may use the notepad tool or write on the scrap paper given to you to take notes. You should reread relevant parts of the sentences or paragraphs, while being mindful of time, before selecting the **best** answer for each question.

Which sentence of the paragraph should be revised to correct a vague pronoun?

(1) Eliza and Brianna have been singing in their school chorus since they were in fourth grade. (2) The girls always sing a duet at the school talent show, and they take turns singing the national anthem before school sporting events. (3) Outside of school, she also sings in a choir made up of young and old members of her community. (4) Both girls hope that they will be able to continue singing for many more years.

- ☐ A. sentence 1
- ☐ B. sentence 2
- ☐ C. sentence 3
- ☐ D. sentence 4

Which pair of revisions is needed to correct the errors in the paragraph?

(1) Yalina, Michael, and Malcolm love making pancakes with their granddad on Saturday mornings.
(2) Yalina's job is to open the box and pour the pancake mix into a bowl, slowly adding water, eggs, melted butter, and blueberries. (3) Michael uses a wooden spoon to vigorously stir the mixture until it is smooth, and Malcolm helps Granddad carefully pour the batter onto a griddle one-fourth cup at a time.
(4) Granddad turns each pancake when they start to bubble, while all three siblings get the table ready for a sweet delicious breakfast.

- ☐ A. Sentence 1: Delete the comma after **Yalina**, AND change **their** to **her**.
- ☐ B. Sentence 2: Change **is** to **are**, AND delete the comma after **bowl**.
- ☐ C. Sentence 3: Change **it is** to **they are**, AND delete the comma after **smooth**.
- ☐ D. Sentence 4: Change **they start** to **it starts**, AND insert a comma after **sweet**.

Which sentence in the paragraph contains an error in construction?

(1) The blobfish, a creature that certainly resembles its name, is an unusual fish whose body is mostly composed of pink, gelatinous flesh. (2) Because it has very few muscles and its density is close to that of water, the blobfish spends its life floating slightly above the ocean floor. (3) It must wait patiently for whatever edible matter might float by its mouth. (4) The blobfish's downturned mouth, slimy skin, and pale coloring caused them to be voted the World's Ugliest Animal in 2013.

Move the answer to the box. There is only one error in construction.

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Contains an error in construction

MATHEMATICS
IMPORTANT NOTES

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

DIRECTIONS:

Solve each problem. Select the answer from the choices given or enter your answer in the space provided. When you are solving problems, you can use the online notepad tool or write on the scrap paper given to you.

Math Item 1

In a scale diagram, 0.125 inch represents 125 feet. How many inches represent 1 foot?

- ☐ A. 0.001
- ☐ B. 0.01
- ☐ C. 0.1
- ☐ D. 0.12

Math Item 2

A car is traveling 55 miles per hour, and 1 mile = 5,280 feet. Which of the following calculations would give the car's speed in **feet per second**?

☐ A. $\frac{55 \cdot 5,280}{1}$

☐ B. $\frac{55 \cdot 5,280}{3,600}$

☐ C. $\frac{55 \cdot 3,600}{5,280}$

☐ D. $\frac{55 \cdot 5,280}{60}$

Math Item 3

For what value of w is $4w = 2w - 8$?

Enter your answer in the space.

A survey asked students what pets they have. Based on the results, the following statements are all true:

- 20 students have cats.
- 23 students have dogs.
- 3 students have both dogs and cats.
- 5 students have no dogs or cats.

How many students were surveyed?

Enter your answer in the space.

Math Item 5

The sum of the numbers x , y , and z is 50. The ratio of x to y is 1:4, and the ratio of y to z is 4:5. What is the value of y ?

- ☐ A. 4
- ☐ B. 8
- ☐ C. 10
- ☐ D. 20

$$7 + (3n + 6) - (4n + 8) =$$

- ☐ A. $5 - n$
- ☐ B. $5 + n$
- ☐ C. $21 - n$
- ☐ D. $21 + n$

Math Item 7

In a certain school, course grades range from 0 to 100. Adrianna took 4 courses and her mean course grade was 90. Roberto took 5 courses. If both students have the same sum of course grades, what was Roberto's mean?

- ☐ A. 72
- ☐ B. 80
- ☐ C. 90
- ☐ D. 92

Liam and Kevin each collect stamps. Liam has twice as many stamps as Kevin. Liam gives 8 of his stamps to Kevin. Liam now has 12 more stamps than Kevin.

How many stamps did Liam start with?

Select the correct answer from each drop-down to complete the sentences.

An equation that relates the number of stamps originally in Liam's and Kevin's collections is

$$L = \frac{\text{Choose...}}{0.5} K.$$

After Liam gives 8 stamps to Kevin, the equation becomes $L - 8 =$

Choose...

L + 8

L + 12

K + 20

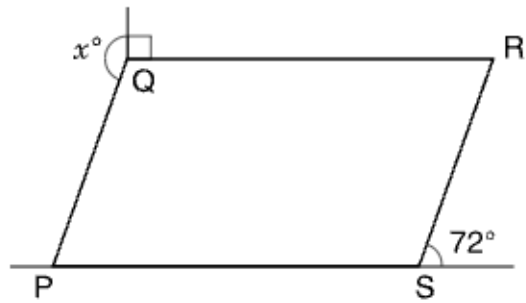
By solving the equation, it can be determined that Liam started with

Choose...

44

48

56



In the figure above, $PQRS$ is a parallelogram. What is the value of x ?

Enter your answer in the space.

Three expressions are given:

$$-2(2.5n + 4)$$

$$5 - n$$

$$3(2n + 7)$$

Which of these are equivalent to the sum of these three expressions?

Select the **two** correct answers.

☐ $5 - n + 6n + 21 - 5n - 8$

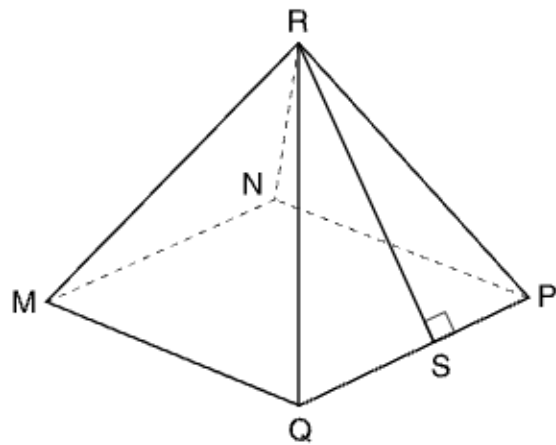
☐ $5 - n + 6n + 21 - 5n + 8$

☐ $5 - n + 5n + 21 - 5n - 8$

☐ $18 - n$

☐ 18

☐ 34



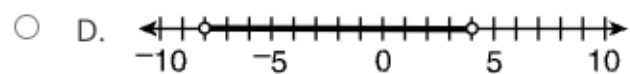
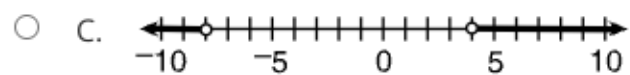
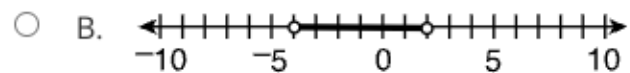
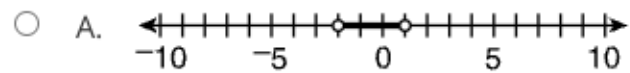
In the pyramid above, each triangular face has the same area, and the base $MNPQ$ is a square that measures 8 centimeters on each side. If the length of $\overline{RS} = 6$ centimeters, what is the surface area of the pyramid **excluding** the base?

- ☐ A. 48 sq cm
- ☐ B. 96 sq cm
- ☐ C. 128 sq cm
- ☐ D. 160 sq cm

The perimeter of a rectangle is 510 centimeters. The ratio of the length to the width is 3:2. What are the dimensions of this rectangle?

- ☐ A. 150 cm by 105 cm
- ☐ B. 153 cm by 102 cm
- ☐ C. 158 cm by 97 cm
- ☐ D. 165 cm by 90 cm

Which number line below shows the solution to the inequality $-4 < \frac{x}{2} < 2$?

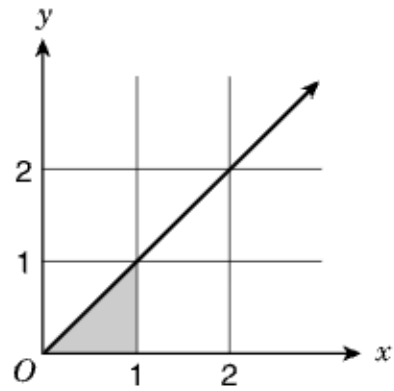


The sum of two consecutive integers is -15 . If 1 is added to the smaller integer and 2 is subtracted from the larger integer, what is the **product** of the two resulting integers?

Enter your answer in the space.

A box of colored pencils contains exactly 6 red pencils. The probability of choosing a red pencil from the box is $\frac{2}{7}$. How many of the pencils in the box are **not** red?

- ☐ A. 5
- ☐ B. 15
- ☐ C. 21
- ☐ D. 30



What is the area of the shaded region in the graph above?

- ☐ A. 0.25 square unit
- ☐ B. 0.5 square unit
- ☐ C. 1 square unit
- ☐ D. 1.5 square units

Consider this expression:

$$|(-8) - (-3) + 6| - |6 - 11|$$

Create an equivalent expression.

Move the correct answer to each box. Not all answers will be used.

1	17	-5	-8	11
---	----	----	----	----

$$|\boxed{}| - |\boxed{}|$$

Mrs. Cranston bought five bottles of water for \$0.90 each and 8 pounds of meat. She paid a total of \$26.90 for these items, **not** including tax. What was the price per pound of the meat?

- ☐ A. \$2.80
- ☐ B. \$3.25
- ☐ C. \$14.40
- ☐ D. \$22.40

In a sample of 10 cards, 4 are red and 6 are blue. If 2 cards are selected at random from the sample, one at a time without replacement, what is the probability that both cards are **not** blue?

☐ A. $\frac{2}{15}$

☐ B. $\frac{4}{25}$

☐ C. $\frac{3}{10}$

☐ D. $\frac{1}{3}$

$$1 \text{ sind} = 4 \text{ lorgs}$$

$$2 \text{ plunks} = 5 \text{ dalts}$$

$$5 \text{ sinds} = 2 \text{ harps}$$

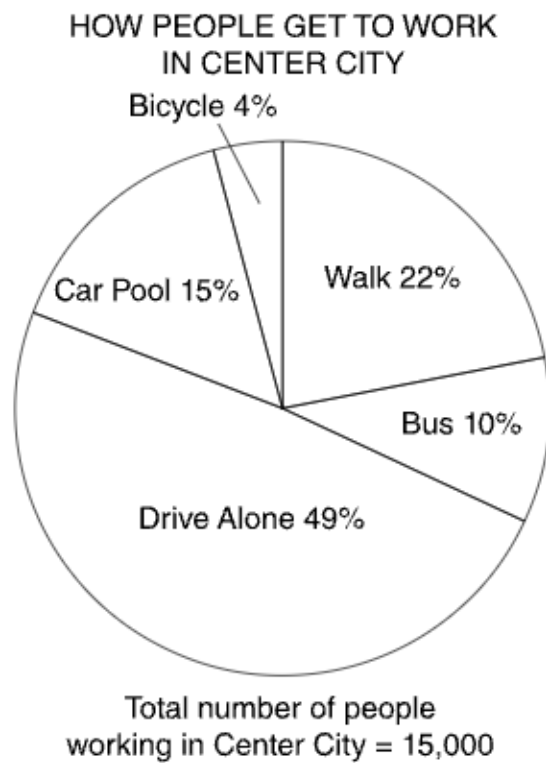
$$1 \text{ plunk} = 3 \text{ harps}$$

A nation has five types of coins: sinds, dalts, lorgs, harps, and plunks. The relationship between the coins is shown above. Which coin is most valuable?

- ☐ A. sind
- ☐ B. dalt
- ☐ C. harp
- ☐ D. plunk

The faculty of a certain four-year college consists of 179 teachers. There are 663 first-year students. The student-to-faculty ratio for the entire college is 15 to 1. What is the total number of second-, third-, and fourth-year students?

- ☐ A. 1,989
- ☐ B. 2,022
- ☐ C. 2,652
- ☐ D. 2,685



How many more people in Center City walk to work than ride their bicycle to work?

- ☐ A. 2,500
- ☐ B. 2,700
- ☐ C. 2,800
- ☐ D. 3,000

In a scale drawing of a triangular banner, one side measures 16 centimeters and the other two sides each measure 12 centimeters. On the actual banner, these two sides each measure 36 feet. What is the length of the remaining side of the actual banner?

- ☐ A. 16 ft
- ☐ B. 32 ft
- ☐ C. 40 ft
- ☐ D. 48 ft

The **least** of 5 consecutive integers is l , and the **greatest** is g . What is the value of $\frac{l+g}{2}$ in terms of l ?

- ☐ A. $2l$
- ☐ B. $3l$
- ☐ C. $l + 2$
- ☐ D. $l + 5$

The owner of a tree farm plants pine trees and oak trees in a ratio of 8:3. How many oak trees are planted if 264 pine trees are planted?

Enter your answer in the space.

Today, Tien's age is $\frac{1}{4}$ of Jordan's age. In 2 years, Tien's age will be $\frac{1}{3}$ of Jordan's age. How old is Jordan today?

- ☐ A. 4 years old
- ☐ B. 6 years old
- ☐ C. 12 years old
- ☐ D. 16 years old

Complete the steps to show one way to solve the equation $24 = -0.5(x + 8)$ for x .

Move the correct answer to each box. Each answer may be used more than once. Not all answers will be used.

$$24 = -0.5(x + 8)$$

$$24 = -0.5x + \boxed{}$$

$$\boxed{} = -0.5x$$

$$\boxed{} = x$$

$$2\frac{1}{5} + 3\frac{3}{10} + 4\frac{2}{5} + 5\frac{1}{2}$$

What is the value of the expression shown above?

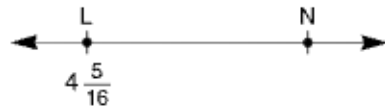
- ☐ A. $14\frac{7}{20}$
- ☐ B. $14\frac{2}{5}$
- ☐ C. $15\frac{7}{20}$
- ☐ D. $15\frac{2}{5}$

There are 6 different cookies on a plate. Aiden will choose 2 of these cookies to pack in his lunch. How many different pairs of 2 cookies can he choose from the 6?

- ☐ A. 12
- ☐ B. 15
- ☐ C. 30
- ☐ D. 36

For a presentation, Deion can create 5 slides in 20 minutes, working at a constant rate. Kyra can create 3 slides in 10 minutes, working at her own constant rate. What is the total number of slides the two of them can create in one hour?

- ☐ A. 16
- ☐ B. 30
- ☐ C. 33
- ☐ D. 55



On the number line above, $LN = \frac{1}{8}$. Point M (**not** shown) is located between point L and point N. Which value below is a possible value for M?

- ☐ A. 4.26
- ☐ B. 4.31
- ☐ C. 4.35
- ☐ D. 4.58

What is the value of x in the equation $6x = 9x + 13$?

Enter your answer in the space provided. Enter only your answer.

$x =$



1

2

3

4

5

6

7

8

9

0

%

-

.



Ryan must read 150 pages for school this weekend. It took him 30 minutes to read the first 20 pages. At this rate, how much **additional** time will it take him to finish the reading?

- ☐ A. $2\frac{1}{6}$ hr
- ☐ B. $3\frac{1}{4}$ hr
- ☐ C. $3\frac{3}{4}$ hr
- ☐ D. $7\frac{1}{2}$ hr

Suppose $M = \frac{w}{x}$, $N = \frac{y}{z}$, and w , x , y , and z do **not** equal 0. What is $\frac{M}{N}$ in terms of w , x , y , and z ?

- ☐ A. $\frac{wx}{yz}$
- ☐ B. $\frac{wy}{xz}$
- ☐ C. $\frac{wz}{xy}$
- ☐ D. $\frac{xy}{wz}$

In the set of consecutive integers from 12 to 30, inclusive, there are four integers that are multiples of both 2 and 3. How many integers in this set are multiples of **neither** 2 nor 3?

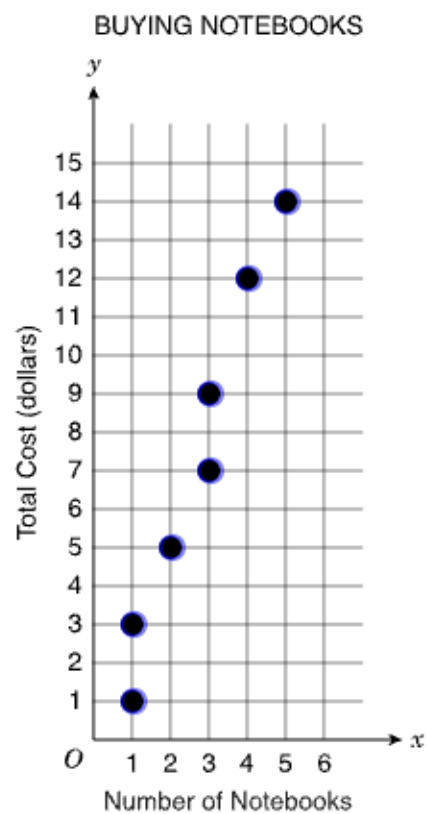
- ☐ A. 5
- ☐ B. 6
- ☐ C. 13
- ☐ D. 15

If $3n$ is a positive even number, how many **odd** numbers are in the range from $3n$ up to and including $3n + 5$?

- ☐ A. 2
- ☐ B. 3
- ☐ C. 4
- ☐ D. 5

When a student buys 4 notebooks, the total cost is \$12. Each notebook costs the same amount. Select each point on the graph that best represents y , the total cost of x notebooks.

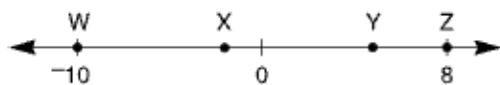
Select **all** the correct answers.



$$\frac{w}{x} = \frac{y}{z}$$

In the equation above, w , x , y , and z are positive numbers. Which of these is equal to z ?

- ☐ A. x
- ☐ B. xy
- ☐ C. $\frac{w}{xy}$
- ☐ D. $\frac{xy}{w}$



On the number line above, points W, X, Y, and Z are integers, and $WX:XY:YZ = 4:2:3$. What is the value of $\overline{WY}$?

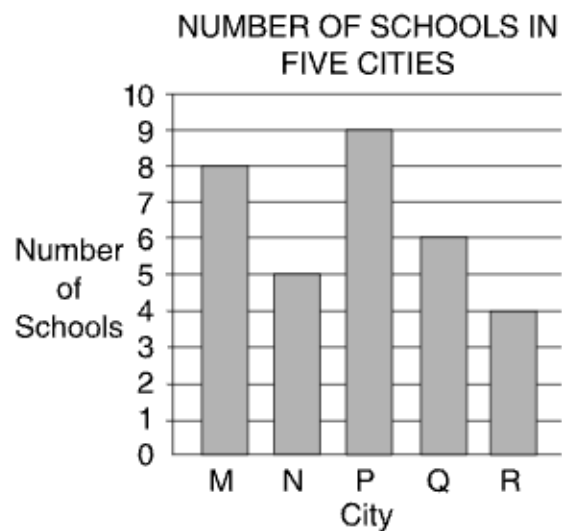
- ☐ A. 8
- ☐ B. 11
- ☐ C. 12
- ☐ D. 18

SCORES ON BIOLOGY TEST

Section	Lowest Score	Range
I	65	28
II	62	25
III	67	22

Mr. Blake's biology class is divided into three sections. The same test was given to each section. The table above shows both the lowest score and the range of scores on this test for each section. What is the **overall** range of all scores in all three sections?

- ☐ A. 25
- ☐ B. 27
- ☐ C. 28
- ☐ D. 31



The graph above shows the number of schools per city for five small cities. Cities M and N each have 500 students per school. City P has 400 students per school. Cities Q and R each have 700 students per school. Which of the five cities has the **greatest** number of students?

- ☐ A. City M
- ☐ B. City P
- ☐ C. City Q
- ☐ D. City R

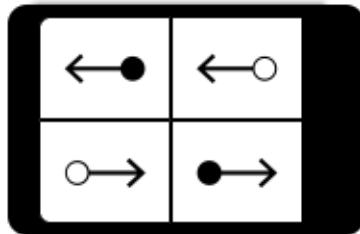
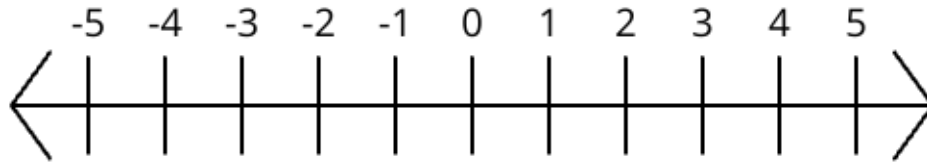
$$\frac{10}{13} = 0.\overline{769230}$$

In the infinitely repeating decimal above, 7 is the first digit in the repeating pattern. What is the 391st digit?

- ☐ A. 0
- ☐ B. 3
- ☐ C. 6
- ☐ D. 7

Graph the solution set for the inequality $-3 \leq 2x - 5$.

Select a ray. Then, move the endpoint of the ray to the correct position on the number line.



A sports store has a container of handballs: 4 blue, 5 red, 8 yellow, 9 white, and 11 green. If one ball is picked from the container at random, what is the probability that it will be yellow?

☐ A. $\frac{1}{37}$

☐ B. $\frac{1}{8}$

☐ C. $\frac{8}{37}$

☐ D. $\frac{8}{29}$

Each week, Leon has fixed expenses of \$1,250 at his furniture shop. It costs him \$150 to make a chair in his shop, and he sells each chair for \$275. What is Leon's **profit** if he makes and sells 25 chairs in 1 week?

- ☐ A. \$1,875
- ☐ B. \$2,500
- ☐ C. \$3,125
- ☐ D. \$4,375

Using the approximation $2.54 \text{ centimeters} = 1 \text{ inch}$, how many centimeters are in 4 feet 7 inches?

- ☐ A. 21.65
- ☐ B. 119.38
- ☐ C. 121.92
- ☐ D. 139.70



On the number line above, $JK = 3\frac{1}{2}$, $JM = 9\frac{3}{4}$, and $LM = 1\frac{1}{8}$. What is the position of point L?

- ☐ A. $5\frac{1}{8}$
- ☐ B. $5\frac{1}{4}$
- ☐ C. $5\frac{1}{2}$
- ☐ D. $6\frac{1}{4}$

If $4x - 3y = 12$, what is x in terms of y ?

- ☐ A. $x = \frac{3}{4}y + 12$
- ☐ B. $x = -\frac{3}{4}y + 12$
- ☐ C. $x = \frac{3}{4}y + 3$
- ☐ D. $x = -\frac{3}{4}y + 3$

SERVINGS OF FRUITS AND VEGETABLES

Number of Servings of Fruits and Vegetables	Number of Students
0	5
1	7
2	3
3	4
4	0
5	1

There are 20 students in a class. The frequency table above shows the number of students in this class who ate 0, 1, 2, 3, 4, or 5 servings of fruits and vegetables yesterday. What is the mean number of servings of fruits and vegetables eaten yesterday per student in this class?

- ☐ A. $1\frac{1}{2}$
- ☐ B. 3
- ☐ C. $3\frac{1}{3}$
- ☐ D. 4

Let $b = 3$, $c = 4$, and $d = 5$. Determine the value of $\frac{\frac{c}{d}}{\frac{c}{b}} + \frac{c}{d}$.

Enter your fractional answer in the space provided. Enter only your fraction.

← → ↶ ↷ ✕ 🗑									
1	2	3	4	5					
6	7	8	9	0					
%	-	.	$\frac{\Box}{\Box}$	$\frac{\Box\Box}{\Box}$					