

**2025 Form A  
EXPLANATIONS**

## READING COMPREHENSION

### Snowy Mountains

1. The question asks how the description in the first stanza (lines 1–7) helps establish a central idea of the poem.
  - A. Incorrect. Details comparing the length of time the mountains have existed with the length of time the city has existed are referenced later in the poem.
  - B. **CORRECT.** The poem is mostly about the grandeur of the mountains in spite of the spread of civilization. The first stanza contrasts these two elements.
  - C. Incorrect. The poem actually communicates the message that people do not recognize the greatness of the mountains. This message is conveyed in the second stanza rather than in the first stanza.
  - D. Incorrect. Although the first stanza mentions the size of the mountains, it does not imply that people cannot see how large the mountains are.

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2. The question asks for the detail from the poem that reflects the speaker’s view that people often fail to appreciate that which is familiar.
  - A. Incorrect. Line 6 describes the mountains’ location, rather than their long existence or their familiarity.
  - B. **CORRECT.** Line 9 most directly supports this idea by implying that the mountains have been there for so long that people are accustomed to seeing them and no longer appreciate their beauty and value.
  - C. Incorrect. In line 12, the mention of harm that has been done to the mountains does not connect to a sense of familiarity.
  - D. Incorrect. Although line 18 alludes to the long existence of the mountains, it does not connect this long existence with a sense of familiarity or the failure of people to appreciate the mountains’ worth.

3. The question asks how the isolation of the word “Uprise” in line 7 affects the meaning of the poem.
- A. Incorrect. The word “Uprise” describes the mountains and, therefore, does not create a contrast between the plateau and the city buildings; rather, it creates a contrast between the mountains and the plateau.
  - B. Incorrect. The word “Uprise” contrasts the mountains with the plateau; it does not compare the mountains to the buildings in the city.
  - C. Incorrect. The word “Uprise” does not create a vision of the region before people developed the land because the first stanza, which line 7 concludes, reveals that the land has already been developed. Line 3 establishes that the mountains rise “above the dingy city-roofs.”
  - D. **CORRECT.** The isolation of the word “Uprise” powerfully emphasizes the first stanza’s description of the magnificent mountains standing tall above the land below.
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4. The question asks for the **two** ways in which the poet develops the speaker’s point of view in the second stanza (lines 8–14).
- A. Incorrect. The speaker’s descriptions of the mountains’ awe-inspiring size and strength mainly occur in the first and third stanzas, while in the second stanza, the speaker focuses on humanity and its negative effect on the mountains.
  - B. Incorrect. The wording of the second stanza—“makes war” (line 10), “Splits down their shining sides” (line 12), and “Destroys the lonely fragments” (line 14)—communicates the speaker’s position that people’s main impact on the mountains is destructive, but the stanza does not compare the various methods people use to control nature.
  - C. **CORRECT.** In the second stanza, the speaker criticizes the careless and destructive actions of society or “the world” (lines 8 and 10) that harm the natural environment. Humans are described as both heedless of the mountains (“heeds them not”) and harmfully warlike (“makes war on them”). The speaker cites the harm done to the mountains when people “[tunnel] their granite cliffs” (line 11) and “[split] down their shining sides” (line 12), thus “[destroying] the lonely fragments of their peace” (line 14).
  - D. Incorrect. In the second stanza, the speaker does not describe a mutually beneficial relationship between the mountains and the people. Although people clearly derive benefits from the mountains by plastering “their cliffs with soap-advertisements” (line 13), the stanza does not demonstrate that the mountains receive any benefit from the harmful actions of the people.
  - E. **CORRECT.** In the second stanza, the speaker depicts the unfortunate plight of the mountains with vivid details. Lines 11–14 feature expressive wording that sharply illustrates the mountains’ misfortune: “Tunnels their granite cliffs, / Splits down their shining sides, / Plasters their cliffs with soap-advertisements.”

5. The question asks how the details in the third stanza **most** contribute to the development of a theme of the poem.
- A. **CORRECT.** In the third stanza, phrases such as “Wilderness still untamed” (line 17), “time-resisting storm-worn stone” (line 22), and “The mountains swing along” (line 23) convey the message that in spite of the destruction described in the second stanza, the mountains manage to maintain their wild magnificence.
  - B. Incorrect. While the phrase “Barrier broken down” (line 21) conveys the idea that people can have some effect on the natural landscape, it does not convey how nature affects people.
  - C. Incorrect. The phrase “those who do not need” (line 21) implies a choice to damage nature and not a lack of awareness or understanding.
  - D. Incorrect. The third stanza is not a call to humanity to respect the mountains but a description of the untamed, welcoming mountains and the joy they provide for those who appreciate them.
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6. The question asks how lines 21–22 help convey the speaker’s point of view.
- A. Incorrect. The word “barrier” (line 21) refers to the speaker’s opinion that the mountains were “spread by Gods” (line 19) and not to an obstacle that the speaker thinks should be removed.
  - B. Incorrect. While the lines indicate that people have lost the need to connect with nature, they do not reveal that the speaker thinks that the cause of this loss is busyness.
  - C. **CORRECT.** The words “those who do not need / The joy” in lines 21–22 reflect the speaker’s sadness that people do not realize that they are destroying something wonderful and irreplaceable.
  - D. Incorrect. Although the speaker does say that the stone is “time-resisting” (line 22), this belief is only a small detail of the speaker’s point of view.

7. The question asks what the personification in the concluding lines of the poem suggests about the mountains.
- A. **CORRECT.** Line 25's use of the word "Welcoming" suggests that the mountains are kind hosts. Lines 23 and 26, with language such as "The mountains swing along" and "The mists that dance and drive before the sun," imply the carefree nature of the mountains as they resist the destructive work of humanity.
  - B. Incorrect. The personification in the lines conveys a sense of optimism and endurance, with no language to suggest coming destruction.
  - C. Incorrect. Although the lines mention that "the mountains swing along" (line 23) and "the mists . . . dance" (line 26), the personification is used to describe the mountains' perseverance, rather than to suggest that the mountains are amused by the concerns of others.
  - D. Incorrect. Although the second stanza develops the idea that the mountains have been mistreated by humans, which might be a source of pain, the concluding lines emphasize the joy and perseverance of the mountains as they "swing along" (line 23) despite significant adversity.

**8.** The question identifies two themes and asks which quotations from the poem support each theme. Each quotation should be moved to one of the two boxes: “Nature’s Unspoiled Beauty is Splendid” or “Human Creations Detract from Natural Wonder.”

**A.** “Above the dingy city-roofs / Blue-white like angels with broad wings,” (lines 3–4)

This quotation supports the theme that human creations detract from natural wonder. The lines describe the city-roofs as “dingy,” suggesting that they mar the lovely background of the blue-white mountains, which are compared to angels, a simile that vividly conveys the wonder of nature. The description in the lines primarily serves to create a contrast between the city’s unsightly appearance and the beauty of the mountains, thereby providing support for the theme that human creations (i.e. the city) detract from natural wonder.

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

This quotation supports the theme that nature’s unspoiled beauty is splendid. By describing the mountains as “pillars of the sky” that “uprise” dramatically from a large plateau, the lines primarily convey a sense of the mountains’ dramatic and impressive size. The description suggests that the mountains are holding up the sky, a powerful image of an unspoiled, natural landscape.

**C.** “Tunnels their granite cliffs, / Splits down their shining sides,” (lines 11–12)

The quotation supports the theme that human creations detract from natural wonder. The words “tunnels” and “splits” emphasize that human intervention in nature is destructive, breaking apart the “shining sides” of the mountain. These lines suggest that human creations—such as building a tunnel through a mountain—detract from natural wonder, diminishing its beauty and serenity.

**D.** “Wilderness still untamed, / To which the future is as was the past,” (lines 17–18)

The quotation supports the theme that nature’s unspoiled beauty is splendid by indicating that the natural mountainous landscape is both splendid and unspoiled (“wilderness still untamed”). The phrase “to which the future is as was the past” suggests that nature in its unspoiled state is timeless or eternal, further supporting the theme.

**E.** “The south horizon of the sky; / Welcoming with wide floors of blue-green ice” (lines 24–25)

The quotation supports the theme that nature’s unspoiled beauty is splendid. The reference to the “wide floors of blue-green ice” emphasizes that the landscape is beautiful, and the description in the lines conveys the grandiose splendor of nature, conveying an image of the “south horizon of the sky” majestically “welcoming” one’s eye, inviting appreciation of its unspoiled beauty.

**Excerpt from “The Best Laid Plans of Ravens”**

9. The question asks how paragraph 1 introduces the ideas that ravens may perceive time and plan for the future.
- A. Incorrect. In the poem referenced in paragraph 1, the narrator does not consider whether a raven can see the future but believes it is actually happening. Additionally, the discussion in paragraph 1 is about how people have historically doubted animals’ ability to plan, not about why people have doubted this ability in ravens specifically.
  - B. **CORRECT.** Edgar Allan Poe’s poem features a raven that speaks in a prophetic way. Since prophecies are a prediction of the future, the statement suggests that the raven has a sense of time. This reference is then tied to a modern study where “researchers argue that ravens may be able to think ahead and even plan for the future” (paragraph 1).
  - C. Incorrect. Although the idea of a raven being aware of the future in the poem is tied to a study that “hints that one particular idea behind the poem might not be as far-fetched as it seems” (paragraph 1), this connection does not prove that the poem is what prompted scientists to conduct such a study.
  - D. Incorrect. Paragraph 1 introduces the idea “that ravens may be able to think ahead and even plan for the future” but does not explain in detail the importance of differentiating between whether ravens act on instinct or have the ability to plan.
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10. The question asks which sentence from paragraph 4 supports the argument presented in the sentence from paragraph 1.
- A. Incorrect. This sentence from paragraph 4 refers to the ravens’ ability to adapt and learn but not to plan and think ahead.
  - B. Incorrect. This sentence from paragraph 4 relates the actions of the researcher rather than the actions of the ravens and does not provide evidence in support of the argument that ravens have the ability to think and plan ahead.
  - C. Incorrect. This sentence from paragraph 4 does not describe a behavior of the ravens that would support the argument in the sentence from paragraph 1; instead it relates the actions of the researchers without giving any information about the ravens’ responses.
  - D. **CORRECT.** This sentence from paragraph 4 shows that the ravens seem to make a decision, which involves a thought process. The ravens chose to wait for the researcher rather than take the treats, suggesting that the ravens understood that the researcher would trade a larger treat for the bottle cap.

11. The question asks which statement describes the effect in the passage of the phrase “merely instinctual” from paragraph 2.
- A. Incorrect. The passage does not question animals’ ability to find and save food but rather whether this or other behavior involves thought and planning for the future.
  - B. Incorrect. While the sentence states that “many animals hoard food,” the passage does not suggest that they give priority of thought to this activity; they hoard food out of instinct.
  - C. Incorrect. Although the passage discusses animals’ tendency to store a great deal of food, it does not suggest that their hoarding goes beyond their needs.
  - D. **CORRECT.** The passage suggests that in order for an animal’s actions to qualify as planning for the future, “the animal must use specific decision-making skills to solve a problem” (paragraph 2). The behavior of hoarding food is based on instinct and done automatically without real thought.
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12. The question asks which of the ravens’ behaviors in the first experiment described in paragraph 4 most strongly supports the claim that the birds are capable of planning.
- A. Incorrect. While “the researchers showed the birds how to use a small stone to open a box and get treats” (paragraph 4), the acceptance of the treats does not demonstrate planning.
  - B. **CORRECT.** Once the ravens learned which stone would open the box, they consistently selected only that stone.
  - C. Incorrect. Although the birds learned which stone opened the box, this behavior demonstrates not their ability to plan but rather their intelligence.
  - D. Incorrect. The birds’ patience shows their anticipation for and understanding of the future gain of a treat but does not provide the strongest evidence of their ability to plan.

- 13.** The question asks how the sentence from paragraph 4 fits into the overall structure of the passage and contributes to the development of ideas.
- A. CORRECT.** The patience the ravens demonstrated in the sentence from paragraph 4 while waiting for the return of the researcher in both experiments shows their understanding that the researcher's return holds a benefit for them.
  - B.** Incorrect. The passage does not state that there was a set timeline for the researcher's return; the seventeen hours, mentioned in the sentence from paragraph 4, was just the longest time measured.
  - C.** Incorrect. The experiment did involve the ravens solving a problem. The ravens' patience demonstrated an understanding that there would be future gain for them by waiting for the researcher, but the sentence from paragraph 4 does not demonstrate the ravens' ability to plan.
  - D.** Incorrect. The way the ravens obtained the food from the researcher required far more than instinct; in order to get the maximum amount of food, a number of learned skills, such as selecting a stone that would open the box and choosing the bottle cap over the immediate treat, were necessary. The ravens' ability to wait, as demonstrated in the sentence from paragraph 4, does not influence or affect a learned behavior or a possible instinct to hoard food.
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- 14.** The question asks how paragraph 5 fits into the overall structure of the passage and contributes to the development of ideas.
- A.** Incorrect. While paragraph 5 states that "more evidence needs to be gathered before scientists can fully conclude that ravens can plan for the future," this statement suggests that more research is needed, not that the results of the Lund University study are problematic.
  - B.** Incorrect. Paragraph 5 does not discuss steps of the study or emphasize difficulties in determining whether the behaviors shown in the study were planned or practiced; instead it simply suggests that more study is required to make such a determination.
  - C. CORRECT.** Paragraph 5 notes that some doubt remains ("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") and that more experimentation is needed; the author concludes that there is reason to believe the originally stated theory that ravens are quite smart and can give thought to how future events may affect them.
  - D.** Incorrect. Paragraph 5 does not list the effects of the study or criticize the experiment for not differentiating between planning and instinct. The paragraph explains why the results of the experiments are not conclusive and emphasizes that more research is needed.

15. The question asks how the author conveys a point of view on the study of animal intelligence.

- A. **CORRECT.** Paragraphs 3 and 4 focus on the process and details of the experiments that scientists conducted. This detailed information from the author provides a sense of how the ravens demonstrated planning abilities beyond natural instinct. The author supports the claims from the experiments, calling the findings “exciting” and stating in the conclusion that “these experiments show that ravens could be much smarter than first believed” (paragraph 5).
- B. Incorrect. Although two experiments are described in the passage, the description presents the experiments as building on each other and does not compare their results. The passage states that “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” (paragraph 5).
- C. Incorrect. The author presents information from the experiments and the results that were gathered from them; while there is an admission that “more evidence needs to be gathered before scientists can fully conclude that ravens can plan for the future” (paragraph 5), the author does not criticize the experiments that are presented.
- D. Incorrect. While the author does discuss some previously held beliefs about animal intelligence in paragraph 1, the focus of the passage is that experiments indicate that there is reason to question these beliefs, since “these experiments show that ravens could be much smarter than first believed” (paragraph 5). The previously held beliefs are not considered inaccurate by the discussion in the passage because only one example—the raven—is provided. The passage does not state that beliefs about animal intelligence as a whole are inaccurate.

16. The question asks the reader to choose the statement with which the author of the passage would most likely agree.
- A. Incorrect. It is very likely that additional experiments or changes to the experiments presented can help scientists tell the difference between the types of behavior that the animals are showing. The current research supports "other recent advances in animal science" and also shows that ravens are "much smarter" (paragraph 5) than previously believed, making them excellent candidates for further research.
  - B. **CORRECT.** As paragraph 5 notes, "more evidence needs to be gathered before scientists can fully conclude that ravens can plan for the future." The evidence is not yet considered definitive because "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" (paragraph 5). Therefore, more research is needed in order to draw a complete conclusion as to whether or not the animals are demonstrating advanced intelligence or simply the results of training.
  - C. Incorrect. The passage shows that the scientists did not draw conclusions based on one experiment alone. The passage also states in paragraph 5 that additional research and experiments are necessary in order to obtain conclusive evidence of ravens' abilities to think and plan ahead.
  - D. Incorrect. The passage claims that more evidence must be gathered in order to make a claim that animals can definitely plan for the future. The evidence presented helps scientists "believe that ravens do actually think about their own future" (paragraph 5), but more confirmation is needed. The passage does not discuss performing experiments on additional species.

**Excerpt from *A Voice in the Wilderness***

- 17.** The question asks how the phrase from paragraph 2 affects the tone in the first part of the excerpt.
- A.** Incorrect. When Margaret recalls the interaction, there is no indication that she blames the men for her current problem.
  - B.** Incorrect. While the description of how Margaret “hastily [gathers] up her belongings” and “[hurries] down the aisle” (paragraph 1) may give the appearance of being defiant, there is no evidence that she intentionally put herself in this vulnerable position just to make a point.
  - C. CORRECT.** The phrase includes the words “all three” and “taken the trouble,” emphasizing Margaret’s early frustration as she recalls with some confused irritation that the men thought she needed an abundance of help earlier, but none of them is around to help when the train stops.
  - D.** Incorrect. While the conductor, brakeman, and porter have all looked after Margaret by alerting her that her station was next, it is unclear whether Margaret appreciates this excess of attention. The phrase instead conveys Margaret’s annoyance about a situation in which assistance from the railroad employees would have been welcome but is not provided.
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- 18.** The question asks for evidence from the excerpt that best supports the idea that Margaret is unfamiliar with traveling to new places by train.
- A.** Incorrect. Margaret’s actions in the sentence from paragraph 1 are decisive as she gathers her belongings to exit the train; she is familiar with rail travel.
  - B.** Incorrect. In the sentence from paragraph 2, Margaret is using her knowledge about trains to attempt to interpret the actions of others; she is familiar with trains, even if a particular destination has not been mentioned.
  - C. CORRECT.** If Margaret has never traveled to this region by train before, she must guess or attempt to interpret what she sees. This idea is best represented in the sentence in paragraph 3 where she questions whether the stations in the West have platforms.
  - D.** Incorrect. While the sentence from paragraph 4 shows that Margaret is trying to better understand her situation in the darkness, her ability to identify the train’s engine and the figures carrying lanterns indicates some familiarity with her mode of travel.

19. The question asks how the simile in the sentence from paragraph 4 affects the tone of the paragraph.
- A. Incorrect. Margaret is confused and indecisive, showing her discomfort with her situation.
  - B. **CORRECT.** The image of two or three fireflies creating small specks of light in the darkness creates a sense of isolation or loneliness in Margaret, as shown in the sentence "A sudden feeling of isolation took possession of her" (paragraph 4).
  - C. Incorrect. Margaret is not tranquil; rather, she expresses distress, questions her decisions, and worries about being labeled a "fool" (paragraph 4).
  - D. Incorrect. Margaret experiences feelings of isolation and begins to question her decision in paragraph 4, but these feelings do not become extreme until paragraph 9, where she feels "a sickening sense of terror and failure" as the train pulls away.
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20. The question asks how Margaret's earlier interactions with the conductor, brakeman, and porter affect the plot.
- A. **CORRECT.** Because the conductor, brakeman, and porter have all "taken the trouble to tell her that hers was the next station" (paragraph 2), Margaret assumes that the next time the train stops, she will have reached her station. This assumption causes Margaret to get off the train at the next stop without waiting for help or confirmation, but the stop turns out to be just "a pause to water the engine" (paragraph 15). This mistaken assumption creates the main problem that Margaret confronts in the passage.
  - B. Incorrect. Although Margaret's earlier interactions with the three railroad employees cause her to think that she knows when to get off the train, it is clear from paragraph 4 that Margaret is deeply confused and does not know what to do once she has exited the train car. She muses uneasily, "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" (paragraph 4).
  - C. Incorrect. Margaret wonders in paragraph 3 whether the train is "so long that her car had stopped before reaching [the station]" and speculates in paragraph 4 that "the train had not pulled into the station yet." These thoughts reflect her assumption (based on her interactions with the three railroad employees) that the next stop is her station. However, Margaret's speculation that the train has not fully pulled into the station does not significantly affect the plot.
  - D. Incorrect. Margaret wonders in paragraph 3 whether they "have platforms in this wild Western land" and is expecting to see a platform because her interactions with the three railroad employees have led her to believe that she has reached a station. However, it is unclear whether Margaret really believes that rural stations all lack platforms, and her speculation on this point is not further developed in the passage and does not affect the plot.

21. The question asks for an explanation of what the imagery in the sentence from paragraph 9 conveys.
- A. Incorrect. Margaret's "sickening sense of terror" indicates that she is extremely afraid of being left behind rather than increasingly irritated with the other passengers.
  - B. Incorrect. Although Margaret is "screaming, running, trying to attract some one's attention" in an effort to be noticed so that the train will stop, she is not attempting to keep up with the train. This option omits consideration of the "mocking clatter" of the train, which emphasizes Margaret's helplessness rather than her physical efforts.
  - C. Incorrect. While Margaret's screaming and running could easily suggest feelings of anger, the description of her "sickening sense of terror and failure" indicates otherwise.
  - D. **CORRECT.** The words "useless" and "failure" in the sentence indicate that Margaret's best efforts do not help her. The phrase "the last car slatted itself past" shows that Margaret is helpless to stop the train from departing, which leaves her completely vulnerable.
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22. The question asks about the relationship between the theme and paragraph 9, where Margaret desperately tries to get someone on the train to notice her.
- A. **CORRECT.** One important theme of this excerpt concerns Margaret's willingness to take action to ensure that she reaches her destination. This determination, described in Option A, is why she gathers her belongings together without help, gets off the train without being assisted by employees, and then attempts to climb back on while the train employees are busy examining the engine.
  - B. Incorrect. While the narrator describes her screaming as useless, she does not feel that her efforts overall are useless, and she does not give up until paragraph 10.
  - C. Incorrect. While Margaret is feeling a sense of "failure" in paragraph 9, she does not condemn herself as the train moves away.
  - D. Incorrect. Margaret expresses "terror" in paragraph 9 over being unable to catch someone's attention, not frustration about her lack of control over her surroundings.

- 23.** The question asks what the figurative language emphasizes in the sentence from paragraph 10.
- A.** Incorrect. While the image of Margaret’s hands dropping at her sides could suggest a sense of doubt, the figurative language in the sentence emphasizes a different feeling about her situation and does not indicate her intentions.
  - B.** Incorrect. While the figurative language suggests that the train is mocking Margaret, this language is not referring to the people onboard, who are described in paragraph 8 as “comfortable and safe inside, unconscious of her need.”
  - C.** Incorrect. While Margaret is worried in paragraph 4 about embarrassing herself, she now feels “dazed” because she is overwhelmed with the seriousness of what has just happened.
  - D. CORRECT.** As Margaret stands and reaches out “helpless hands,” the language used to describe the train as “swinging tauntingly” and having “a leer in its eye” underscores Margaret’s fears of being left alone and being vulnerable; there is nothing she can do to change the situation at this point.

24. The question asks how paragraph 11 contributes to the plot of the excerpt.

- A. **CORRECT.** In paragraph 5, Margaret assumes there is a station (“It was probably on the other [side], but she was standing too near the cars to see”), but in paragraph 11, the station that had been “so real” in Margaret’s mind actually does not exist.
- B. Incorrect. Margaret’s main problem is not that her imagination has led her astray but rather that her inexperience with this train route has caused her to misinterpret the events that have occurred. Paragraph 11 reveals that she has been acting on faulty assumptions; however, her assumptions are somewhat justified by the events that have occurred.
- C. Incorrect. While Margaret seems somewhat in awe of her surroundings in paragraph 12 and she “gasped” in paragraph 11, her exclamation is one of shock at the discovery, not surprise over an unexpected adventure.
- D. Incorrect. While paragraph 11 describes how Margaret responds to the distressing situation that her actions and decisions have created, the paragraph does not offer insight into how Margaret generally responds to problems or conflicts.

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25. The The question asks what the newspaper editor’s comments in paragraph 1 reveal about Ederle’s challenges leading up to her attempt to swim across the channel.

- A. Incorrect. The idea that Ederle was at a disadvantage because she was American rather than English, and thus less familiar with the channel, was not the basis for the newspaper editor’s comments about the outcome of her swim.
- B. Incorrect. The passage establishes that Ederle was a highly accomplished swimmer who had won major world competitions (“Gertrude Ederle, an American swimmer with eighteen world records and three Olympic medals” [paragraph 1]).
- C. Incorrect. The newspaper editor’s point was that Ederle would be unsuccessful in her attempt to complete the swim because she was a woman, not that people were uncomfortable with the idea since no woman had attempted it before.
- D. **CORRECT.** The comments reveal a lack of social support since many people believed that a woman, no matter how skilled a swimmer, did not have the strength to overcome the physical challenges that the dangerous channel waters presented (“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.’ ” [paragraph 1]).

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- 26.** The question asks about the effect of the word “insurmountable,” which means “incapable of being overcome,” in paragraph 4.
- A.** Incorrect. Ederle did not complete her first swim because she became ill (“Just six miles short of finishing, she became ill, and her coach had to haul her out of the water.” [paragraph 3]), not because the suit made it impossible for Ederle to complete her swim.
  - B.** Incorrect. The author uses the word “insurmountable” to draw attention to the increased difficulty caused by the suit, not to draw attention to the sisters’ creativity in solving the problem.
  - C. CORRECT.** The suit Ederle wore during her first attempt to swim the channel “stretched out, filling with water and creating drag” (paragraph 4), which likely contributed to her failed attempt to swim across the channel.
  - D.** Incorrect. The passage does not address whether the original suit was custom made, simply that the suit created additional difficulties for Ederle in a situation that was already difficult.

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- 27.** The question asks how a problem-and-solution structure in paragraph 5 contributes to the ideas presented in the passage.
- A.** Incorrect. The details in paragraph 5 do not provide a connection between the cold temperature of the water and the effectiveness of Ederle’s training.
  - B.** Incorrect. The difficulties Ederle encountered were only partially relieved by her team, and her team’s efforts to ensure Ederle’s safety are not explained in the passage.
  - C.** Incorrect. The paragraph does not focus on the relationship between the problems Ederle encountered at the start of her swim and the problems she encountered during or near the end of her swim.
  - D. CORRECT.** The paragraph describes how the water’s temperature made Ederle uncomfortable and made it difficult for her to regulate her stroke. The paragraph continues with the explanation of how she overcame these issues by focusing her mind on the sea and tuning out the distractions in her surroundings (“the sea became her only companion and the shrieks of gulls and the humming of boat engines faded away” [paragraph 5]).

28. The question asks for the **best** support for the idea that Ederle’s swim across the channel was successful because of her innovative approach to the challenge.
- A. Incorrect. The sentence from paragraph 1 shows that Ederle’s performance was groundbreaking but not necessarily innovative.
  - B. Incorrect. The layers of grease mentioned in the sentence from paragraph 5 primarily served to insulate Ederle (keep her warm) by helping her maintain her body temperature in the cold water; neither the sentence in paragraph 5 nor the surrounding text evidence establishes that this was an innovative practice. Furthermore, the sentence does not show that she succeeded as a result of this approach.
  - C. **CORRECT.** The sentence from paragraph 5 explains that Ederle employed a newly developed, or innovative, type of stroke that allowed her to maintain her pace through the rough water.
  - D. Incorrect. The tugboat carrying Ederle’s supporters referenced in the sentence from paragraph 6 likely provided encouragement during Ederle’s swim, but the sentence does not show that this approach was innovative or that it enabled Ederle’s success.
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29. The question asks for an explanation of how paragraph 7 contributes to the development of a central idea of the passage.
- A. Incorrect. Although Ederle needed to remain focused on her goal, the idea that her physical strength and mental fortitude allowed her to maintain this focus is not illustrated in paragraph 7. Paragraph 7 instead contributes to the development of a central idea by emphasizing Ederle’s emotional responses over the course of her swim.
  - B. Incorrect. While paragraph 7 describes some of the physical challenges that Ederle faced (“The salty water caused her tongue to swell and inflamed her ears”), the statement that she “pushed herself to the edge of her physical capabilities” is not the most accurate way to describe the focus of this paragraph. This option is incorrect because it omits the paragraph’s focus on Ederle’s emotional responses to the challenging circumstances of her swim.
  - C. Incorrect. While paragraph 7 describes Ederle’s feelings of happiness and amusement during her swim, these feelings were caused by her anticipation and excitement as she approached achieving her goal, not by the severe weather.
  - D. **CORRECT.** Paragraph 7 contributes to the development of a central idea by describing Ederle’s emotional state over the course of her swim. A central idea of the passage is that Ederle’s passion and determination allowed her to accomplish her goal of being the first woman to cross the English Channel. Paragraph 7 shows her passion and determination by emphasizing the positive emotions Ederle felt as she progressed during her swim, despite the unfavorable conditions (“For hours Ederle swam, dodging debris with an amused smile” and “Yet Ederle felt indescribably happy as she churned through the sea”).

- 30.** The question asks for the sentence from the passage that best conveys the author's perspective about the impact of Ederle's swim.
- A.** Incorrect. Although this option shows Ederle's determination to accomplish her goal, it does not convey the author's perspective. Rather, the option reinforces Ederle's own perspective about the challenge that she was facing.
  - B.** Incorrect. The sentence presented in this option is incorrect because it relates to Ederle's state of mind as she came closer to achieving her goal and does not provide details about the author's opinion of the impact of Ederle's accomplishment.
  - C.** Incorrect. The sentence presented in this option is incorrect because it simply presents Ederle's emotional state as she nears her goal and does not provide information about the author's perspective.
  - D. CORRECT.** This option is correct because, throughout the passage, the author emphasizes that Ederle's accomplishment was memorable and great, which is best stated in the sentence from paragraph 8.
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- 31.** The question asks for the **best** summary of Ederle's steps to prepare for her second attempt to swim across the English Channel.
- A. CORRECT.** Ederle's preparation is outlined in paragraph 4. This option is correct because it acknowledges the idea that Ederle involved her sister in this process, and it details the efforts the two took to improve Ederle's equipment, including sealing her goggles with wax and designing a better swimsuit.
  - B.** Incorrect. The option focuses on Ederle's actions in the moments before her swim (covering her body with grease for insulation) and during her swim (finding her "sphere"), not her overall preparation methods.
  - C.** Incorrect. The option refers to a way that Ederle's coach helped Ederle keep her strokes in rhythm during her swim. While this option suggests that Ederle and her coach had made thoughtful preparations, it does not address the many other steps that Ederle took to prepare for the swim.
  - D.** Incorrect. The option does not refer to the series of steps that Ederle took to prepare for her swim, but rather to just one of the efforts made (improving equipment), without acknowledging her sister's contributions.

32. The question asks how the idea that many people were interested in Ederle's attempt to swim the channel is **mainly** illustrated in the passage.
- A. Incorrect. While paragraph 3 states that "a rival female swimmer was preparing to make her second attempt at the crossing as well," which suggests that Ederle's competitor was interested in Ederle's attempt to swim the channel, this information does not establish that many people were interested in Ederle's attempt.
  - B. **CORRECT**. Paragraph 6 includes the detail that newspaper reporters followed Ederle on a tugboat and "wired dispatches of her progress to shore," which suggests that an audience was waiting for news about Ederle's progress. Paragraph 8 states that when Ederle reached the shore, "the waiting crowd roared, honked their automobile horns, blasted their tugboat whistles, and set off flares that flashed in the sky." Further, paragraph 9 states that when Ederle returned to New York, "thousands of people" attended a parade in her honor. These details describing the celebration of Ederle's feat further illustrate the idea that many people were interested in what she had accomplished.
  - C. Incorrect. While paragraph 9 states that "more than 60,000 people credited [Ederle] with motivating them to earn their American Red Cross swimming certificates," this detail describes how Ederle's historic swim influenced people after the fact but does not illustrate the level of public interest during the attempt itself.
  - D. Incorrect. Paragraph 6 provides details about how Ederle's "coach, family, and friends" displayed signs, played songs, and "passed her baby bottles of broth" to help her maintain her motivation and stamina. However, these resources do not suggest the idea that people beyond Ederle's immediate support team were interested in her attempt to swim the channel.
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33. The question asks how the table **mainly** builds on the information in the passage.
- A. **CORRECT**. The table supports the information in the passage by showing that people have continued to swim the channel and have significantly improved on past records. The information in the table about records set by those who came after Ederle builds on the idea that "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" (paragraph 9).
  - B. Incorrect. Even though paragraph 9 states that Ederle "inspired [everyday American citizens] to be more active" and the table presents the time for the current female record holder, there is no indication in the passage or in the table that the subsequent female record holders were inspired to swim across the channel by Ederle.
  - C. Incorrect. Although paragraph 3 mentions that Ederle had a female rival and the table includes the speed record of another female swimmer, the passage does not provide information about other female swimmers competing with Ederle to set the channel-swim record.
  - D. Incorrect. Although paragraph 1 mentions that Ederle "broke the men's record by two hours" and the table allows for comparisons between the earliest speed records and those of the present day, there is no mention in the passage of past, present, or future channel-swim records. The table allows for comparison, but this aspect of the table does not build on the information presented in the passage.

**Excerpt from “The Spirit of the Herd”**

- 34.** The question asks which sentence from the excerpt **best** explains why Wade reserved Peroxide Jim for “emergency work” (paragraph 1).
- A.** Incorrect. While the sentence from paragraph 1 refers to Peroxide Jim as being a superior horse, it does not tell why he would be useful in an emergency. The mention of Peroxide Jim’s superiority does not describe the attributes that would make him an appealing choice for use in an emergency.
  - B.** Incorrect. The sentence from paragraph 10 does not describe the actions of Peroxide Jim. The sentence describes what Wade and the horse were experiencing, but it does not include any reference to how Peroxide Jim was responding to the situation.
  - C.** Incorrect. The sentence from paragraph 11 describes Wade’s experiences and does not focus on the actions of Peroxide Jim. It reveals Wade’s awareness of the danger he was in, but the only reference to Peroxide Jim in this sentence is the description of the horse having to work harder to run on the stonier ground as they neared the edge: from “the plunging of the horse,” Wade knew “that the ground was growing stonier, that they were nearing the rocks.” This quotation does not show that Peroxide Jim was the right horse to use for emergency work because it does not indicate, at this point in the text, that he was responding in a way that saved the herd or Wade.
  - D. CORRECT.** The sentence from paragraph 16 describes Peroxide Jim’s high level of skill and ability to perform in a life-and-death situation. Not only did Peroxide Jim recognize the emergency immediately (“From the flash of the lightning the horse had taken the bit”), but the horse also proved to have the physical capability (“had covered an indescribably perilous path at top speed, had outrun the herd and turned it from the edge of the rim rock”) and the mental toughness (“without a false step or a tremor of fear”) required to respond appropriately to the dangerous situation.

- 35.** The question asks how paragraphs 1–2 contribute to the development of the central idea of the excerpt.
- A. CORRECT.** The description of Peroxide Jim in paragraph 1 indicates that the horse was a fine animal (“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” [paragraph 1]). The statement in paragraph 2 that Wade’s “faith in Peroxide Jim was complete” supports the central idea of the excerpt that Wade believed in Peroxide Jim’s abilities even before the horse turned the herd and saved the cattle.
- B.** Incorrect. Paragraphs 1–2 do not emphasize Wade’s high expectations for himself, nor are these expectations a central idea of the excerpt. The narrator expresses a high opinion of Wade’s abilities in his comparison of Peroxide Jim and Wade, referring to the horse as a “complement” (paragraph 1) for Wade; however, Wade showed complete trust in the horse’s ability to save the herd without his help, as evidenced by Wade dropping the reins to allow the horse to control the situation (paragraph 12).
- C.** Incorrect. The paragraphs refer to Peroxide Jim’s ability to handle cattle; in fact, paragraph 2 says that “the horse knew the cattle business.” It can be inferred that Wade had this knowledge as well, but this idea is not the focus of paragraphs 1–2 and is not the central idea of the excerpt.
- D.** Incorrect. Wade’s ability to judge a horse’s competence is not a central idea of the excerpt. The event described in the text is proof that Wade knew how to judge a horse’s ability: Wade trusted Peroxide Jim, and Peroxide Jim did not let him down. The option puts the focus on Wade and one of his strengths, when the central idea and focus of the excerpt is Peroxide Jim’s abilities and strengths, not Wade’s.

36. The question asks how paragraph 3 conveys the effect of the setting on the cattle drive.

- A. Incorrect. The riders were not trying to move the herd through the darkness. Instead, the reference to the growing darkness (“overtaken by the dusk”) indicates that the riders had halted the animals for the night because moving the herd across the desert in the darkness would have been much too dangerous because of the sheer drop-off at the edge of the tableland. The riders needed the daylight to navigate the herd safely through the “pass descending to the next lower bench.”
  - B. **CORRECT.** Paragraph 3 describes the land where the herd was as being “as level as a floor” but “rimmed by sheer rock, from which there was a drop to the bench of sage below.” The drop was “a perpendicular fall of about three hundred feet”—any animal or person could fall over that edge. It was the change in height, from flat tableland to sheer drop-off, that made the terrain so dangerous.
  - C. Incorrect. The use of the word “desert” in the first sentence of the paragraph does not highlight the isolation of the setting or indicate that the riders and the herd were uncomfortable being alone. Instead, the word merely establishes the setting where the action occurred: “it lay as level as a floor, rimmed by sheer rock, from which there was a drop to the bench of sage below.”
  - D. Incorrect. The excerpt does not indicate that the steep terrain made it difficult for the herd to move forward. The herd was not expected to navigate the steep terrain. Instead, the steep terrain presented a danger to the herd that must be avoided. The riders intended to move the herd safely through passes that descended gradually to lower elevations.
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37. The question asks how paragraph 9 fits into the overall structure of the excerpt.

- A. Incorrect. Wade was alert long before the events of paragraph 9. In paragraph 4, he began singing to the cattle because he knew that they were on the verge of stampeding. He was even more alert when he “caught a breath of fresh, moist wind with the taste of water in it” (paragraph 6) and heard thunder in paragraph 8: “The sound seemed to come out of the earth, a low, rumbling mumble.”
- B. Incorrect. Wade and the other riders were not calm; rather, they were alert and attempting to keep the cattle calm by singing to them. They were as prepared as they could be for what was about to happen, as shown in paragraph 1, through the selection of fresh horses and, specifically, Wade’s choice to ride Peroxide Jim in the face of possible danger: “Wade had been saving this horse for emergency work.”
- C. Incorrect. Although Wade’s leadership is implied in paragraph 9 (“He must keep them going. He touched his horse to ride on with them”), his leadership is revealed in earlier portions of the excerpt as well (“Wade had been saving this horse” [paragraph 1]; “Wade began to sing” [paragraph 5]), so this is not new information being introduced in paragraph 9 of the excerpt.
- D. **CORRECT.** Paragraph 9 describes the lightning strike that made the cattle panic and stampede. The stampede is the main conflict Wade and Peroxide Jim addressed in the excerpt; and therefore, paragraph 9 fits into the overall structure of the excerpt by presenting the incident that caused the main conflict.

- 38.** The question asks what the phrase “bore down the flank of the herd” (paragraph 13) conveys about Wade.
- A.** Incorrect. While Wade struggled to see the front of the herd, the words “bore down the flank of the herd” (paragraph 13) are meant to convey the intensity of the situation Wade was in, not the way the herd is blocking his vision.
  - B.** Incorrect. The sentence from paragraph 13 states that the herd was “close on their left” and includes the phrase “bore down.” Both of these phrases indicate that Wade was trapped between the stampeding herd and the steep cliff. Wade and Peroxide Jim were struggling to reach the very front of the herd to turn it away from the edge.
  - C. CORRECT.** The phrase “bore down the flank of the herd” from paragraph 13 conveys the overwhelming strength of the herd. The herd was forcing Wade toward the cliff. The wording in the quotation emphasizes the immediate danger of the situation and conveys the idea that Wade and Peroxide Jim were almost forced over the edge of the precipice by the stampeding herd.
  - D.** Incorrect. The phrase “bore down the flank of the herd” (paragraph 13) does not indicate anything about the fear felt by the herd. The phrase is about Wade’s position between the edge of the stampeding herd and the drop-off. Wade was aware of the danger the herd was in if he and Peroxide Jim could not turn the cattle from the edge.

- 39.** The question asks how the sentences from paragraph 11 and paragraph 16 develop a central idea in the excerpt.
- A.** Incorrect. While Peroxide Jim’s presence was critical to saving the herd, the details in paragraph 11 and paragraph 16 do not focus on this idea. The primary idea is that the horse was so intelligent and aware that he acted on his own.
  - B.** Incorrect. The excerpt does not tell who trained Peroxide Jim. It can be inferred that Peroxide Jim had been well trained and was knowledgeable of working cattle; however, there is no indication that Wade was the person who trained Peroxide Jim, only that Wade knew of Peroxide Jim’s abilities, respected the skilled horse, and was “saving this horse for emergency work” (paragraph 1). Because the reader cannot infer from the excerpt that Wade was the trainer, this idea cannot be considered central to the excerpt.
  - C. CORRECT.** Wade recognized that Peroxide Jim knew to turn the herd without any instruction from him. Throughout the excerpt, Wade exhibited confidence in his horse, Peroxide Jim. For example, the narrator says that Wade’s “faith in Peroxide Jim was complete” in paragraph 2. After Wade let go of the reins (paragraph 12), the horse took over, doing exactly what needed to be done to save Wade, the herd, and himself: “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” (paragraph 14).
  - D.** Incorrect. The sentence from paragraph 11 and the sentence from paragraph 16 show that Peroxide Jim acted skillfully and with the knowledge that the ride was dangerous (“Wade was riding for his life. He knew it. His horse knew it” [paragraph 11]). There is no indication that Peroxide Jim was not afraid; in fact, it is likely the awareness of the danger and the fear associated with that knowledge contributed to the horse’s motivation to turn the herd.

**40.** The question asks how the details in paragraphs 14–16 help convey a central idea of the excerpt.

- A. CORRECT.** Paragraphs 14–16 describe how Peroxide Jim’s “marvelous instinct” headed off the herd and drove it away from the cliff. Wade acknowledged that without his instruction, Peroxide Jim knew to find the leader of the herd, cut him off from the rest of the herd, and then lead him to safety, confident that the remainder of the herd would follow. Paragraph 16 confirms this: “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.” This reinforces a central idea of the excerpt regarding the horse’s amazing intellect and ability.
- B.** Incorrect. Although paragraphs 14–16 mention the “rim,” the “cliffs,” and the “indescribably perilous path,” these details are not the focus of the paragraphs. They are descriptions of the setting where Peroxide Jim’s able and effective actions saved the stampeding herd, and it is these actions that are the central idea being conveyed.
- C.** Incorrect. Although Peroxide Jim is called “powerful” in paragraph 1, his physical strength is neither a central idea of the excerpt nor the focus of paragraphs 14–16. His success at turning the herd was attributed to his intellect and instinct, not his physical strength.
- D.** Incorrect. The excerpt does not suggest that Peroxide Jim anticipated the herd’s stampede before the men did. In fact, the excerpt indicates that Wade led the men in singing to cover sudden noises that might cause the herd to stampede, indicating that Wade was alert to that possibility. Paragraph 7 also indicates that Wade anticipated the stampede, as he “checked his horse instantly” and “tightened [his] grip on the reins” as soon as he smelled the rain and heard the low rumble of thunder that preceded the lightning strike. The narrator notes Wade’s actions well before the horse’s actions. Paragraphs 14–16 describe how Peroxide Jim acted after the stampede began.

41. The question asks which sentence from the excerpt **best** reveals the mood on the drive before the lightning struck.
- A. Incorrect. The sentence from paragraph 3 describes the setting but does not contain words that create a strong mood. In fact, this sentence shows that while there were dangerous surroundings, the riders and the herd were “now halted.”
  - B. **CORRECT.** The sentence from paragraph 5 describes the riders singing “to preempt the dreaded silence, to relieve the tension” and to prevent “shock” from any sudden noise. These words provide a strong sense of the tense, heavy mood in which a terrible event such as a stampede could quickly happen.
  - C. Incorrect. In the sentence from paragraph 7, Wade has become aware of a change in the weather (“caught a breath of fresh, moist wind with the taste of water” [paragraph 6]) and is seeking to verify it. Even though a rainstorm was one concern the riders had, the words describing Wade’s immediate reaction to his discovery do not best convey the mood of dread and foreboding that the men and horses feel just before the lightning strike.
  - D. Incorrect. While the words “ghostly” and “still moving in a circle” in the sentence from paragraph 9 create a strange and mysterious image, the mood before the lightning struck was not one of mystery or suspense. Instead, these descriptive words are used to indicate Wade’s faint ability to see the herd moving in the dark.

## Massachusetts: Lowell National Historical Park

42. The question asks why the author **most likely** includes the quotation from the Scottish traveler in paragraph 1 of the passage.
- A. Incorrect. While it is likely that people outside the United States recognized that both the natural landscape and the bustling industry were significant, the quotation from the Scottish traveler is meant to convey the variety of the types of attractions in the U.S., not to make a general statement about their contribution.
  - B. Incorrect. The Scottish traveler mentions both “American scenery” and “American industry” in the quotation, but the intent is to highlight that they are each points of interest. The quotation does not provide a comparison of the two attractions.
  - C. **CORRECT.** The quotation emphasizes the idea that the United States offers different attractions. The Scottish traveler highlights the two places in the United States that he will most remember: first, the beautiful natural formation of Niagara Falls (“ ‘the glory of American scenery’ ”) and second, the industrial city of Lowell (“ ‘the glory . . . of American industry’ ”).
  - D. Incorrect. The Scottish traveler mentions both “American scenery” and “American industry” in the quotation but does not imply that the natural resources contributed to the development of industry.
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43. The question asks which description conveys the central idea that Lowell was “one of America’s most significant industrial cities” (paragraph 1).
- A. Incorrect. While the passage does state that the city’s canals, mills, and boardinghouses were built by early immigrants from Ireland, these details do not contribute to the development of the overall idea that Lowell was a significant industrial city.
  - B. Incorrect. The details about the women and immigrants who worked in the mills is important to the passage, but these details alone do not show that Lowell was a significant industrial city.
  - C. **CORRECT.** The details throughout the passage about the development of the mills and the people who worked in them convey the significance of Lowell in early American industry. Paragraph 2 shares details about the businesses that started in the early 1800s and contributed to the development of industry in the region (“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”). Then paragraphs 3–6 provide specific details about the people who worked in the mills at different points in time.
  - D. Incorrect. Although the passage references Lowell’s culturally diverse community (“Young Yankee women, immigrant families, and European tourists all flocked to Lowell to find work at one of the many textile mills” [paragraph 1]), these groups alone are not what marked Lowell as a significant industrial city.

44. The question asks for the sentence in paragraph 2 that **best** supports the idea that Lowell became “a bustling industrial city” (paragraph 1) in a short period of time.
- A. Incorrect. While the sentence provides details on when the town of Lowell was founded and the natural features of the area, it does not support the idea that the city became “a bustling industrial city” in a short period of time.
  - B. Incorrect. Although this sentence indicates that the mill buildings were a noticeable feature of the city and provides details on how the mills worked, it does not specifically show that Lowell had become “a bustling industrial city” in a short period of time.
  - C. Incorrect. While this sentence lists some recognizable mill buildings along the river and notes when their associated businesses were established, it does not support the idea that Lowell had become “a bustling industrial city” in a short period of time.
  - D. **CORRECT.** This sentence indicates that within only a few decades of the city’s founding, it experienced massive industrial growth, with “40 textile mills employing over 10,000 workers,” supporting the idea that Lowell became “a bustling industrial city” in a short period of time.
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45. The question asks which statement **best** describes how the sentence in paragraph 3 fits into the overall structure of the passage.
- A. **CORRECT.** The sentence in paragraph 3 provides a transition from the overall description of the city and the mills to a description of the women who made up the workforce in the mills. The idea that women left domestic life in favor of working in the mills is important in the passage, and the sentence serves to connect that idea to the previous discussion about the mills.
  - B. Incorrect. While the mill girls’ dissatisfaction with their working conditions is addressed later in the passage (“These wage cuts, deteriorating working conditions, and long workdays led the ‘mill girls’ to protest and organize strikes” [paragraph 4]), the sentence in paragraph 3 does not indicate a shift in tone from positive to negative. The sentence provides a transition to the discussion of the women who worked in the mills.
  - C. Incorrect. Although the sentence in paragraph 3 mentions that women became interested in working in the mills because of the “constricted lifestyle of small rural towns,” structurally the sentence does not function as a summary because, instead of expanding on the idea of the difficulties or challenges of life in small rural towns and rural areas, the paragraph goes on to describe the advantages and disadvantages of life in the city for these women.
  - D. Incorrect. The sentence in paragraph 3 focuses on the choices women made to leave rural towns to work in the city in the early to mid-1800s, not the mid-1800s to the late 1800s. The sentence does not create a comparison between the workforce in the mid-1800s and that in the late 1800s.

46. The question asks how the sentence in paragraph 5 contributes to the development of ideas in the passage.
- A. Incorrect. The sentence from paragraph 5 does not imply that Lowell was founded by early Irish immigrants. The sentence explains how Irish immigrants had been settling in Lowell since the city was established and that they contributed to the construction of the city, which allowed it to become an industrial center several decades later.
  - B. **CORRECT.** The sentence from paragraph 5 shows that early Irish immigrants were critical to the success of Lowell as an industrial city. This information supports the development of the idea that the work of Irish immigrants and immigrants from other places is an important element in the historical significance of industry in Lowell.
  - C. Incorrect. The sentence from paragraph 5 does not suggest that new Irish immigrants were readily accepted into the community. Paragraph 5 states that “initially, Lowell’s Protestant community was slow to welcome Irish immigrants, but the hostility between Yankee Protestants and Irish Catholics eventually disappeared.”
  - D. Incorrect. The sentence from paragraph 5 does not highlight the relationship between the mill girls and the new Irish immigrants. Paragraph 4 explains how the mill girls left Lowell, and paragraph 5 states that the mill girls were replaced by “predominantly Irish Catholics, who traveled to America during the Great Potato Famine” but does not discuss a relationship between them.
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47. The question asks for the sentence that **best** summarizes the mill girls’ time as the dominant workforce in Lowell.
- A. Incorrect. While the passage explains that mill girls were initially eager to leave the domestic duties of life in rural areas, the summary sentence does not address the details about the mill girls’ time working in the mills or the changes that led the mill girls to leave the industry.
  - B. Incorrect. Mill girls initially found satisfaction in the mill work and lifestyle, and when they did leave, immigrants filled the empty jobs. This summary sentence, however, does not address the details about the mill girls’ time as the primary workforce in Lowell or the circumstances that led them to leave their jobs in the mid-1800s.
  - C. Incorrect. Mill girls did leave home to work in the Lowell mills, and they did grow dissatisfied over time, but this summary sentence does not include details about the mill girls’ actions to improve the working conditions.
  - D. **CORRECT.** This sentence summary best captures the mill girls’ experience as outlined in paragraphs 3 and 4. The sentence concisely summarizes both the women’s initial excitement about the opportunity to live independently (“Women found that Lowell’s mills offered monthly wages for their services and provided them room and board” [paragraph 3]) and their eventual inability to secure better working conditions (“When their demands went unheard, the women left Lowell, and immigrant groups replaced them in the workforce” [paragraph 4]).

**48.** The question asks for the reason that **best** illustrates why Lowell lost its status as an industrial leader.

- A.** Incorrect. While the passage discusses the “long work hours, low wages, and poor living conditions in the city’s crowded tenements” (paragraph 6) in Lowell, these details highlight the living and working conditions of immigrant groups. The author does not state that poor living and working conditions are the reason Lowell lost its status as a “model of industry.”
- B.** Incorrect. Paragraph 5 in the passage acknowledges that there was some tension between the different ethnic and religious groups in Lowell, but this idea is not what led to Lowell’s decline as a “model of industry.”
- C. CORRECT.** When Lowell was initially established, the mills in the city thrived because of their advanced manufacturing methods (“gaining global recognition for its state-of-the-art technology, innovative canal and dam system, [and] mill architecture” [paragraph 1]). However, manufacturing technology changed and improved over time, and many mill owners chose to close the mills rather than modernize them, resulting in Lowell’s loss of status as a “model of industry” (“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” [paragraph 6]).
- D.** Incorrect. The details about the temporary revival of the mills during World War II do not show why Lowell is no longer considered a “model of industry.” The mills were used briefly during wartime because of an increased need for supplies, but this use of the mills was short-lived.

## REVISING/EDITING PART A

### The Benefits of Indoor Plants

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

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

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

## REVISING/EDITING PART B

54. The question asks for identification of the sentence with a vague pronoun.
- A. Incorrect. There is no vague pronoun in sentence 1, which correctly uses the plural pronouns “their”/“they” to refer to both Eliza and Brianna.
  - B. Incorrect. There is no vague pronoun in sentence 2, which uses the pronoun “they” to correctly refer to both girls again.
  - C. **CORRECT.** Sentence 3 is the only sentence where the pronoun is vague. The sentence uses the pronoun “she” near the beginning, but whether “she” refers to Eliza or Brianna is unclear.
  - D. Incorrect. There is no vague pronoun in sentence 4, which uses the pronoun “they” to correctly refer to “both girls.”

**55.** The question asks for the revision that corrects the error in sentence structure in the paragraph.

- A. CORRECT.** The first sentence of the paragraph is a run-on because both clauses—“The land on Earth has not always been separated into the seven continents” and “at one time a massive supercontinent, known as Pangaea, covered one-third of Earth’s surface”—are independent clauses. Independent clauses are complete sentences, and two complete sentences should not be combined with just a comma. The revision is correct because it separates the two sentences by placing a period where it is needed after “continents” and by capitalizing the word “At.”
- B.** Incorrect. While adding a semicolon after “surface” can be considered a correct way to separate the independent clauses “at one time a massive supercontinent, known as Pangaea, covered one-third of Earth’s surface” and “Additionally, the supercontinent was surrounded by ocean waters called Panthalassa, much of which were in Earth’s Southern Hemisphere,” this change does not address the sentence structure error in the paragraph (the run-on sentence). The use of a period separating the independent clauses (complete sentences) is correct as is.
- C.** Incorrect. Adding a period after “Panthalassa” would separate the dependent clause “much of which were in Earth’s Southern Hemisphere” from its subject: “ocean waters called Panthalassa.” The dependent clause cannot stand on its own, because it shares elements with the main clause. A dependent clause is not a complete sentence and must be joined with an independent clause. The clause beginning with “much of which” is an adjective for “ocean waters.” Changing the comma to a period creates a new error (a sentence fragment) and does not address the existing sentence structure error at the beginning of the paragraph (the run-on sentence).
- D.** Incorrect. Removing the period after “crust” would create a run-on sentence because the period is needed to separate two complete sentences—“Geologists believe that the supercontinent split apart over millions of years because of the movement of the tectonic plates that form Earth’s crust” and “In fact, experts predict that over the next 250 million years the movement of the plates will cause the seven continents to merge into a supercontinent again.” A comma after “crust” would combine these sentences into a run-on, creating a new error in the sentence without fixing the existing sentence structure error (the run-on sentence) at the beginning of the paragraph.

**56.** The question asks which two revisions are needed to correct the paragraph.

- A.** Incorrect. The comma is needed after “Yalina” to separate the first and second names in the series of three names (Yalina, Michael, and Malcolm). The possessive determiner “their” is also correct as written because it refers back to “Yalina, Michael, and Malcolm,” a plural group of people.
- B.** Incorrect. Changing “is” to “are” would introduce an error in subject-verb agreement into the sentence; the singular subject “Yalina’s job” requires the singular verb “is.” The comma after “bowl” is required because it separates the phrase “slowly adding water, eggs, melted butter, and blueberries,” which modifies how Yalina prepares the batter, from the remainder of the sentence.
- C.** Incorrect. “It is” refers to the singular noun “mixture,” so this singular pronoun and verb form is correct. The comma after “smooth” is necessary because this is a compound sentence where two independent clauses (“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”) are joined using a coordinating conjunction, which requires a comma.
- D. CORRECT.** The plural pronoun “they” refers incorrectly to a singular antecedent, “each pancake.” The pronoun should be changed to a singular one to match its antecedent. A comma is needed between two adjectives of equal importance that modify the noun “breakfast.” Because “sweet” and “delicious” could be written as “sweet and delicious,” they are of equal importance, and a comma is needed.

- 57.** The question asks for identification of the one sentence in the paragraph that contains an error in construction.
- A.** Sentence 1: Construction is correct. The singular pronoun “its” matches the number of the word it refers to, the singular noun “blobfish.” Additionally, the clause “a creature that certainly resembles its name” is correctly set off by commas to provide an extra, but not essential, detail about the blobfish. The comma separating “pink” and “gelatinous” is correct because these are coordinate adjectives. There are no errors in sentence 1.
  - B.** Sentence 2: Construction is correct. The singular pronouns “it” and “its” match the number of the word they refer to, the singular noun “blobfish.” Additionally, the structure of the sentence correctly shows that the clause “Because it has very few muscles and its density is close to that of water” modifies the words “the blobfish.” There are no errors in sentence 2.
  - C.** Sentence 3: Construction is correct. The “it” and “its” in the sentence refer to “the blobfish” mentioned in the previous sentence. The use of singular pronouns in sentence 3 is consistent with the rest of the paragraph. There are no errors in sentence 3.
  - D.** Sentence 4: **Contains an error in construction.** Sentence 4 erroneously uses the plural pronoun “them” to refer to the blobfish, when the singular “it” should have been used. Although sentence 4 starts by correctly referring to the blobfish in the singular (“the blobfish’s”), it erroneously switches to plural usage midway through: “caused them to be voted.” This is an error because the rest of the paragraph refers to the blobfish in the singular. The singular construction of the paragraph starts with “a creature” and “an unusual fish” in sentence 1 and continues throughout sentence 2 (“it has,” “its density,” “the blobfish,” and “its life”), sentence 3 (“It must” and “its mouth”), and the first half of sentence 4 (“the blobfish’s”). Proper construction requires sentence 4 to maintain the paragraph’s consistent use of singular references. To fix the construction error in sentence 4, the plural pronoun “them” should be changed to the singular pronoun “it” (*i.e.*, “The blobfish’s downturned mouth, slimy skin, and pale coloring caused it to be voted the World’s Ugliest Animal in 2013.”).

**58. (A)** Let  $x$  be the number of inches representing 1 foot. Set up a proportion and solve for  $x$ :

$$\frac{x}{1} = \frac{0.125}{125}$$
$$x = 0.001 \text{ in.}$$

---

**59. (B)** Divide the rate (55 miles per hour) by the number of seconds in an hour (60 minutes  $\times$  60 seconds = 3,600 seconds):

$$\frac{55}{3,600} \text{ miles per second}$$

Multiply by the number of feet in a mile (5,280):

$$\frac{55 \times 5,280}{3,600} \text{ feet per second}$$

---

**60. (-4)**

$$4w = 2w - 8$$
$$2w = -8$$
$$w = -4$$

61. (45) Let  $x$  = number of students with **only** cats as pets. Let  $y$  = number of students with **only** dogs as pets.

Calculate  $x$  and  $y$  using the given information:

There are 20 students who have cats, and of those 20 students, 3 have both cats and dogs.

If 3 out of 20 students also have dogs, then  $x = 20 - 3 = 17$ .

There are 23 students who have dogs, and of those 23 students, 3 have both cats and dogs.

If 3 out of 23 students also have cats, then  $y = 23 - 3 = 20$ .

To find the total number of students surveyed, add the number of students who **only** have cats ( $x$ ), the number of students who **only** have dogs ( $y$ ), the number of students who have both (3), and the number of students who have neither (5):

$$3 + 5 + x + y = 8 + 17 + 20 = 45$$

**62. (D)** Since both ratios have  $y$  in common, solve for  $x$  and  $z$  in terms of  $y$  in both equations.

Using  $y:x = 1:4$ , solve for  $x$  in terms of  $y$ :

$$\frac{x}{y} = \frac{1}{4}$$
$$x = \frac{1}{4}y$$

Using the ratio  $y:z = 4:5$ , solve for  $z$  in terms of  $y$ :

$$\frac{y}{z} = \frac{4}{5}$$
$$z = \frac{5}{4}y$$

The question states  $x + y + z = 50$ . Substitute from the two equations above and solve for  $y$ :

$$\frac{1}{4}y + y + \frac{5}{4}y = 50$$
$$\frac{10}{4}y = 50$$
$$10y = 200$$
$$y = 20$$

**63. (B)**  $2k = m + 3$ , so  $k = \frac{m + 3}{2}$ .

Substitute each value of  $m$  to find the values of  $k$ :

$$k = \frac{5 + 3}{2} = \frac{8}{2} = 4$$

$$k = \frac{7 + 3}{2} = \frac{10}{2} = 5$$

$$k = \frac{9 + 3}{2} = \frac{12}{2} = 6$$

The set  $k$  is  $\{4, 5, 6\}$ .

---

**64. (A)**  $7 + 3n + 6 - 4n - 8 =$   
 $(7 + 6 - 8) + (3n - 4n) =$   
 $5 - n$

---

**65. (A)** The sum of Adrianna's course grades equals 4 times the mean (average) of her grades:

$$90 \times 4 = 360$$

Roberto has the same sum (360) as Adrianna. Find the mean of his course grades:

$$360 \div 5 = 72$$

**66.** Liam originally has twice as many stamps as Kevin, so the equation is  $L = 2K$ .

After Liam gives 8 stamps to Kevin, the equation becomes  $L - 8 = (K + 8) + 12$ , which simplifies to  $L - 8 = K + 20$ .

Substitute  $L = 2K$  into the equation:  $2K - 8 = K + 20$ .

Solve for  $K$ :

$$2K - K = 20 + 8$$

$$K = 28$$

Substitute to find  $L$ :  $L = 2K = 2 \times 28 = 56$ .

So, Liam started with 56 stamps.

---

**67. (162)** To find angle the  $x$ , first find the measure of angle PQR by finding the measure of angle PSR:

$$m\angle PSR = m\angle PQR$$

$$m\angle PSR = 180 - 72$$

$$m\angle PSR = 108$$

The measure of angle PQR is also 108.

Find the measure of angle  $x$ :

$$108 + 90 + x = 360$$

$$198 + x = 360$$

$$x = 162$$

**68.** Add the three expressions:  $5 - n + 3(2n + 7) + (-2)(2.5n + 4)$ .

Distribute 3 and  $-2$ :  $5 - n + 6n + 21 - 5n - 8$ .

Combine the variable terms and combine the constants:

$$(-n + 6n - 5n) + (5 + 21 - 8) = 18.$$

---

**69. (B)** Line segment  $\overline{RS}$  is the altitude, or height, of triangle QRP. The length of  $\overline{QP}$  is 8 cm.

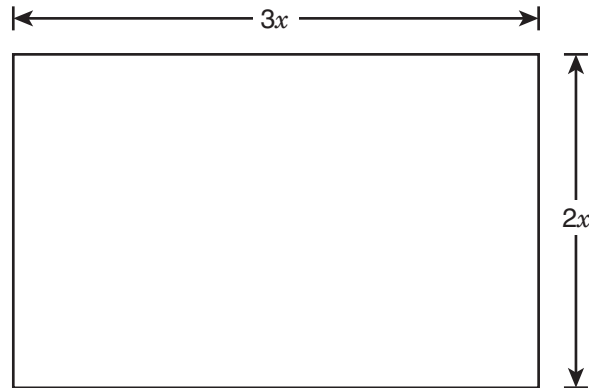
Use the information to find the area of triangle QRP:

$$A = \frac{1}{2}bh = \frac{1}{2}(8)(6) = 24 \text{ sq cm.}$$

There are 4 congruent triangles in the pyramid, so the surface area of the pyramid **excluding** the base is  $4 \times 24 = 96$  sq cm.

70. (B) Let  $2x =$  the width and  $3x =$  the length.

Draw the rectangle to help visualize.



Since 2 times width + 2 times length = perimeter:

$$2(2x) + 2(3x) = 510$$

$$4x + 6x = 510$$

$$10x = 510$$

$$x = 51$$

$$2x = 102 \text{ cm and } 3x = 153 \text{ cm}$$

- 
71. (D) Multiply each term by 2 to eliminate the fraction, and isolate  $x$ :

$$-4(2) < \left(\frac{x}{2}\right)(2) < 2(2)$$

$$-8 < x < 4$$

Therefore,  $x$  must be between  $-8$  and  $4$ .

- 72. (63)** If  $x$  is the smaller consecutive integer, then  $x + 1$  is the larger consecutive integer. Use their sum ( $-15$ ) to find  $x$ :

$$x + (x + 1) = -15$$

$$2x + 1 = -15$$

$$2x = -16$$

$$x = -8$$

The two consecutive integers are  $-8$  and  $-7$ .

One is added to the smaller integer:  $-8 + 1 = -7$ , and 2 is subtracted from the larger integer:  $-7 - 2 = -9$ .

Find the product:  $-7 \times -9 = 63$

---

- 73. (B)** Let  $x$  be the total number of colored pencils in the box.

Set up a proportion to find  $x$ :

$$\frac{2}{7} = \frac{6}{x}$$

$$2x = 42$$

$$x = 21$$

If there are 6 red pencils, then the number of pencils that are **not** red is  $21 - 6 = 15$ .

**74. (B)** Use proportions to make the conversions:

**Lorgs to dollars:**

$$\frac{140}{x} = \frac{7}{1}$$
$$7x = 140$$
$$x = \$20$$

**Dalts to dollars:**

$$\frac{16}{x} = \frac{0.5}{1}$$
$$0.5x = 16$$
$$x = \$32$$

$$\text{Total dollars} = 20 + 32 = \$52$$

---

**75. (B)** The shaded region is a right triangle. Each leg is 1 unit in length.

$$\text{So the area is } A = \frac{1}{2}bh = \frac{1}{2}(1)(1) = \frac{1}{2} \text{ or } 0.5 \text{ square units.}$$

**76.** To create an expression equivalent to  $|(-8) - (-3) + 6| - |6 - 11|$ :

Step 1: Simplify the first absolute value term.

$$(-8) - (-3) = -8 + 3 = -5$$

$$-5 + 6 = 1$$

Simplify the second absolute value term.

$$6 - 11 = -5$$

Therefore the equivalent expression is

$$|1| - |-5|.$$

---

**77. (A)** Let  $x$  be the price per pound of the meat. Set up an equation to show what Mrs. Cranston spent:

$$5(0.90) + 8x = 26.90$$

$$4.50 + 8x = 26.90$$

$$8x = 22.40$$

$$x = 2.80$$

The price per pound of the meat was \$2.80.

- 78. (A)** The probability that both cards are **not** blue is the same as the probability that both cards **are** red.

There are 4 red cards out of the 10, so the probability of the first card being red is  $\frac{4}{10}$ .

Now there are 9 cards left, and 3 of those are red, so the probability of the second card being red is  $\frac{3}{9}$ .

Multiply the two probabilities to find the probability that both cards are red (**not** blue):

$$\frac{4}{10} \times \frac{3}{9} = \frac{12}{90} = \frac{2}{15}$$

---

- 79. (D)** 1 sind = 4 lorgs, so 1 sind > 1 lorg.

2 harps = 5 sinds, so 1 harp > 1 sind.

1 plunk = 3 harps, so 1 plunk > 1 harp, meaning that 1 plunk > 1 sind and 1 lorg.

2 plunks = 5 dalts, so 1 plunk > 1 dalt.

Therefore, the plunk is the most valuable.

---

- 80. (B)** Let  $x$  be the number of second-, third-, and fourth-year students. Then the total number of students in the college is  $663 + x$ .

Set up a proportion and solve for  $x$ :

$$\frac{15}{1} = \frac{663 + x}{179}$$

$$663 + x = 179(15)$$

$$663 + x = 2,685$$

$$x = 2,022$$

- 81. (B)** According to the chart, 22% of people walk to work and 4% ride a bicycle.

Subtract to find the percentage of how many more people walk than bicycle:

$$22\% - 4\% = 18\%$$

To find the exact number of people, multiply 18% (0.18) by the number of people working in Center City (15,000):

$$15,000 \times 0.18 = 2,700$$

---

- 82. (B)** To find the smallest factor of 91, list the factors: 1, 7, 13, and 91.

The smallest factor (other than 1) is 7.

Of the options listed (30, 35, 39, and 44), **only** 35 is a multiple of 7.

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- 83. (D)** Let  $x$  be the remaining side of the actual banner.

Set up a proportion:

$$\frac{x}{16} = \frac{36}{12}$$
$$x = 48 \text{ ft}$$

- 84. (C)** For each row, multiply the number of students by the score.

Add the products together and divide by the total number of students to find the mean (average) of the 10 students:

$$\frac{85(4) + 75(4) + 65(2)}{10} = \frac{340 + 300 + 130}{10}$$
$$= \frac{770}{10} = 77$$

---

- 85. (C)** The first integer is  $l$ , so the second is  $l + 1$ , the third is  $l + 2$ , then  $l + 3$ , and finally  $l + 4$ .

Since  $g$  is the fifth and greatest of the integers,  $g = l + 4$ .

Substitute  $l + 4$  for  $g$  and simplify:

$$\frac{l + g}{2} = \frac{l + l + 4}{2} = \frac{2l + 4}{2} = l + 2$$

---

- 86. (99)** Let  $x$  be the number of oak trees when 264 pine trees are planted.

Set up a proportion and solve for  $x$ :

$$\frac{x}{264} = \frac{3}{8}$$
$$8x = 762$$
$$x = 99$$

**87. (D)** Set up an equation to express Tien's age ( $T$ ) and Jordan's age ( $J$ ) today:

$$T = \frac{1}{4}J$$

Two years from now, Tien's age will be  $T + 2$  and Jordan's age will be  $J + 2$ . Set up an equation about the relationship between Tien's age and Jordan's age in two years:

$$T + 2 = \frac{1}{3}(J + 2)$$

Solve the above equation for  $T$ :

$$T = \frac{1}{3}(J + 2) - 2$$

Now set the two equations equal to each other and solve for  $J$ :

$$\frac{1}{4}J = \frac{1}{3}(J + 2) - 2$$

$$\frac{1}{4}J = \frac{1}{3}J - \frac{4}{3}$$

$$-\frac{1}{12}J = -\frac{4}{3}$$

$$J = -\frac{4}{3}\left(-\frac{12}{1}\right)$$

$$J = 16$$

**88.** Solution:

Answer for second equation:  $-4$

Answer for third equation:  $28$

Answer for fourth equation:  $-56$

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

Distribute the  $-0.5$  on the right side of the equation:  $24 = -0.5x - 4$ .

Add  $4$  to both sides of the equation to eliminate the  $-4$  on the right side:  $28 = -0.5x$ .

Divide both sides by  $-0.5$ :  $-56 = x$ .

---

**89. (D)**  $2\frac{1}{5} + 3\frac{3}{10} + 4\frac{2}{5} + 5\frac{1}{2}$

Convert all the fractions to a common denominator (10):

$$\begin{aligned} & 2\frac{2}{10} + 3\frac{3}{10} + 4\frac{4}{10} + 5\frac{5}{10} \\ &= (2 + 3 + 4 + 5) + \left(\frac{2 + 3 + 4 + 5}{10}\right) \\ &= 14 + 1\frac{4}{10} = 15\frac{2}{5} \end{aligned}$$

---

**90. (C)** The length of the stick must be the greatest common factor of  $72$  and  $30$ . The factors of  $30$  are  $1, 2, 3, 5, 6, 10, 15,$  and  $30$ . Of those, **only**  $1, 2, 3,$  and  $6$  are also factors of  $72$ . The greatest of these is  $6$ .

**91. (B)** Create a list of the possible pairs. Let the cookies be named A, B, C, D, E, and F.

AB, AC, AD, AE, AF

BC, BD, BE, BF

CD, CE, CF

DE, DF

EF

There are a total of 15 possible pairs of cookies that Aiden can choose.

92. (C) Set up proportions to figure out how many slides Deion and Kyra can create in 1 hour:

Deion

$$\begin{aligned}\frac{5}{20} &= \frac{x}{60} \\ 20x &= 300 \\ x &= 15\end{aligned}$$

Deion can create 15 slides in 1 hour.

Kyra

$$\begin{aligned}\frac{3}{10} &= \frac{x}{60} \\ 10x &= 180 \\ x &= 18\end{aligned}$$

Kyra can create 18 slides in 1 hour.

Add the two rates to figure out how many slides they can create together in 1 hour:

$$15 + 18 = 33$$

- 
93. (C) Since  $LN = \frac{1}{8}$ , point N is located at  $4\frac{5}{16} + \frac{1}{8} = 4\frac{7}{16}$ .

So M must be between point L,  $4\frac{5}{16}$ , and point N,  $4\frac{7}{16}$ .

Point L can also be written as 4.3125, and point N can be written as 4.4375.

The **only** option given that lies between those two points is 4.35.

**94.** Solution:

Start with  $6x = 9x + 13$ .

Subtract  $9x$  from both sides to move all terms involving  $x$  to one side.

$$6x - 9x = 13$$

Combine like terms.

$$-3x = 13$$

Divide both sides by  $-3$  to solve for  $x$ .

$$x = -\frac{13}{3}$$

$$x = -4\frac{1}{3}$$

---

**95. (B)** Ryan has 130 pages left to read ( $150 - 20$ ). He read 20 pages in 30 minutes, which means he read at a rate of 40 pages per 1 hour. To find out how much longer it will take him to finish the assignment, divide the total number of pages remaining (130) by the number of pages he is able to read per hour (40):

$$\frac{130}{40} = 3\frac{1}{4}$$

---

**96. (C)** It is easier to rewrite  $\frac{M}{N}$  as  $M \div N$  since they are both fractions.

$$M \div N = \frac{w}{x} \div \frac{y}{z} = \frac{w}{x} \times \frac{z}{y} = \frac{wz}{xy}$$

97. (B) The question asks for integers from 12 to 30 that are **not** divisible by 2 or 3.

The set of consecutive integers is {12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30}.

Since all even numbers are divisible by 2, eliminate all even numbers, leaving the odd numbers in the set: {13, 15, 17, 19, 21, 23, 25, 27, 29}.

Eliminate those integers that are multiples of 3 (15, 21, and 27). The remaining integers are: {13, 17, 19, 23, 25, 29}. herefore, there are 6 numbers in the set that are multiples of **neither** 2 nor 3.

---

98. (B) Since  $3n$  is even, then  $3n + 1$  must be odd. If  $3n + 1$  is odd, then  $3n + 3$  and  $3n + 5$  are also odd. So there are a total of 3 numbers in this range that are odd.

**99.** Solution:

There are three correct points: (1, 3), (3, 9), and (4, 12).

Find the cost per notebook:  $\frac{12}{4} = 3$ .

The equation of the line is  $y = 3x$ , where  $y$  is the total cost of  $x$  notebooks.

Check each point by plugging the  $x$ -value into the equation  $y = 3x$ . If the  $y$ -value from the equation matches the  $y$ -value of the point, then the point is on the line  $y = 3x$ .

Check all seven points:

(1, 1)  $y = 3(1) = 3$   $y$ -values do not match; incorrect point

(1, 3)  $y = 3(1) = 3$   $y$ -values match; CORRECT point

(2, 5)  $y = 3(2) = 6$   $y$ -values do not match; incorrect point

(3, 7)  $y = 3(3) = 9$   $y$ -values do not match; incorrect point

(3, 9)  $y = 3(3) = 9$   $y$ -values match; CORRECT point

(4, 12)  $y = 3(4) = 12$   $y$ -values match; CORRECT point

(5, 14)  $y = 3(5) = 15$   $y$ -values do not match; incorrect point

---

**100. (D)** Solve the equation for  $z$ :

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

$$wz = xy$$

$$z = \frac{xy}{w}$$

**101. (C)** Convert the ratios into fractions of WZ. Use the sum of the ratios for the denominator.

$$WX:XY:YZ = 4:2:3$$

$$WX = \frac{4}{4 + 2 + 3} = \frac{4}{9}$$

$$XY = \frac{2}{4 + 2 + 3} = \frac{2}{9}$$

The part of WZ that is WY is the sum of those fractions:

$$WY = \frac{4}{9} + \frac{2}{9} = \frac{6}{9} = \frac{2}{3}$$

Find the length of WZ:

$$WZ = 8 - (-10) = 18$$

$$\text{The value of WY is } \frac{2}{3}(18) = 12.$$

**102. (C)** Find 1% of 0.02:  $0.02 \times \frac{1}{100} = 0.0002$

The greatest allowable thickness would be  $0.02 + 0.0002 = 0.0202$  inch.

**103. (D)** Calculate the highest score for each section by adding the lowest score to the range:

$$\text{Section I: } 65 + 28 = 93$$

$$\text{Section II: } 62 + 25 = 87$$

$$\text{Section III: } 67 + 22 = 89$$

The overall highest score is 93, and the overall lowest score is 62.

Subtract the lowest score from the highest score to find the overall range:

$$93 - 62 = 31$$

**104. (C)** Take each city's number of schools and multiply by the number of students. It is **not** necessary to calculate all 5 of these. Cities M and N have the same number of students, so just calculate the number of students in City M because it has more schools than City N. The same goes for Q and R — **only** Q needs to be calculated because it has more schools than R.

$$M = 8 \times 500 = 4,000$$

$$P = 9 \times 400 = 3,600$$

$$Q = 6 \times 700 = 4,200$$

City Q has the greatest number of students.

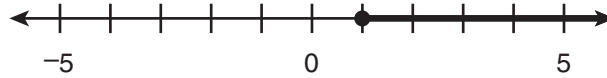
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**105. (D)** There are 6 digits in the repeating decimal (769230), so 7 would be the first, seventh, thirteenth digit and so on. To find the 391st digit, divide 391 by 6.

$$391 \div 6 = 65 \text{ R}1$$

Since the remainder is 1, that means the 391st digit is the same as the 1st digit, which is 7.

**106.** Solution:



Solve the inequality for  $x$ , then graph the solution on the number line:

$$-3 \leq 2x - 5$$

Add 5 to both sides of the inequality:  $2 \leq 2x$

Divide both sides by 2:  $1 \leq x$

Rewrite the inequality with  $x$  on the left side:  $x \geq 1$

The graph of  $x \geq 1$  is a closed ray (solid point) beginning at 1 and extending to the right on the number line.

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**107.**

$$\begin{aligned} \text{(D)} \quad 100(2 + 0.1)^2 - 100 &= 100(2.1^2) - 100 \\ &= 100(4.41) - 100 = 441 - 100 = 341 \end{aligned}$$

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**108. (C)** The total number of handballs in the container is  $4 + 5 + 8 + 9 + 11 = 37$ .

Since there are 8 yellow handballs, the probability of selecting a yellow handball is  $\frac{8}{37}$ .

**109. (A)** Each chair costs Leon \$150 to make, and he sells the chair for \$275. His profit is found by subtracting the cost from the price:

$$\$275 - \$150 = \$125 \text{ per chair}$$

If Leon makes and sells 25 chairs in a week, his initial profit is  $25 \times \$125 = \$3,125$ . However, Leon has additional fixed expenses of \$1,250 per week, so this cost must also be subtracted to arrive at the profit.

$$\text{His final profit is } \$3,125 - \$1,250 = \$1,875.$$

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**110. (D)** Convert 4 ft 7 in. to inches.

$$\text{Since } 12 \text{ in.} = 1 \text{ ft}$$

$$4(12) + 7 = 55 \text{ inches}$$

Multiply that by the conversion:

$$2.54 \text{ cm} = 1 \text{ in.}$$

$$55 \times 2.54 = 139.70 \text{ cm}$$

**111. (C)** Find the location of J by using  $JK = 3\frac{1}{2}$ :

$$\frac{3}{8} - J = 3\frac{1}{2}$$

$$J = \frac{3}{8} - 3\frac{1}{2} = -3\frac{1}{8}$$

Find the location of M by using  $JM = 9\frac{3}{4}$ :

$$M - \left(-3\frac{1}{8}\right) = 9\frac{3}{4}$$

$$M + 3\frac{1}{8} = 9\frac{3}{4}$$

$$M = 9\frac{3}{4} - 3\frac{1}{8} = 6\frac{5}{8}$$

Use  $LM = 1\frac{1}{8}$  to find the location of L:

$$6\frac{5}{8} - L = 1\frac{1}{8}$$

$$L = 6\frac{5}{8} - 1\frac{1}{8} = 5\frac{4}{8} = 5\frac{1}{2}$$

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**112. (C)**

$$4x - 3y = 12$$

$$4x = 3y + 12$$

$$x = \frac{3}{4}y + \frac{12}{4}$$

$$x = \frac{3}{4} + 3$$

**113. (A)** Determine the total number of servings of fruits and vegetables that the students ate by multiplying the number of servings by the number of students in each row of the table. Then add that column to get the total number of servings:

<b>Number of Servings of Fruits and Vegetables</b>	<b>Number of Students</b>	<b>Number of Servings × Number of Students</b>
0	5	0
1	7	7
2	3	6
3	4	12
4	0	0
5	1	5
		<b>Total: 30</b>

Calculate the mean by dividing the total number of servings of fruits and vegetables by the total number of students:

$$\frac{30}{20} = 1\frac{1}{2}$$

**114.** Solution:

$$\frac{7}{5}$$

Substitute  $b = 3$ ,  $c = 4$ , and  $d = 5$  in  $\frac{c}{d} + \frac{c}{d} \cdot \frac{4}{5} + \frac{4}{5}$ .

Then simplify the complex fraction by multiplying the complex fraction by a form of 1,

$$\left(\frac{3}{4}\right): \frac{4}{5} + \frac{4}{5} = \frac{4}{5} \left(\frac{3}{4}\right) + \frac{4}{5}.$$

Simplify after multiplying by a form of 1:  $\frac{\left(\frac{4}{5}\right)\left(\frac{3}{4}\right)}{\left(\frac{4}{3}\right)\left(\frac{3}{4}\right)} + \frac{4}{5} = \frac{3}{5} + \frac{4}{5}$ .

Then simplify again and add the two fractions:  $\frac{3}{5} + \frac{4}{5} = \frac{3}{5} + \frac{4}{5} = \frac{7}{5}$ .