

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.

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 “Scribe Like an Egyptian”

9. The question asks for a sentence from the excerpt that **best** supports the idea that different levels of education were available to scribes.
- A. Incorrect. The sentence from paragraph 1 provides evidence that Egyptian scribes used two different forms of writing, but it does not address the topic of education or the different levels of education that were available to scribes.
 - B. Incorrect. The advantages and purposes of hieratic script are described in this sentence from paragraph 2, but this explanation of the advantages and purposes does not suggest that there were different levels of education for scribes.
 - C. Incorrect. The fact that scribes could learn their trade through apprenticeships as discussed in this sentence from paragraph 4 does provide evidence that another method of learning to be a scribe was possible, but this process was for a limited entry into becoming a scribe, not the continued education scribes would need in order to work in specific areas.
 - D. **CORRECT.** By explaining that certain professions required additional years of training, this sentence from paragraph 6 supports the idea that different levels of education existed for scribes.
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10. The question asks for an explanation of the author’s purpose for including a sentence in paragraph 2 that describes the two types of hieroglyphs and the main uses of this particular writing system.
- A. Incorrect. The sentence explains that hieroglyphs were used for formal inscriptions, but it does not suggest that these inscriptions were limited to royal and religious contexts.
 - B. Incorrect. The sentence describes the two basic types of hieroglyphs, ideograms and phonograms, but it does not address how experts interpret the ancient writing system. A sentence earlier in the paragraph explains that the hieroglyphs were deciphered by Champollion, but it does not explain how he deciphered them.
 - C. Incorrect. Although the sentence explains that the hieroglyphs were typically used for formal inscriptions, it does not provide an explanation of the significance or importance of hieroglyphs in the Egyptian language.
 - D. **CORRECT.** The sentence explains that hieroglyphs included both phonograms and ideograms that were used in formal inscriptions and funeral papyri; therefore, this sentence achieves the purpose of describing the basic features of hieroglyphs as conveying either words and ideas or sounds, in addition to explaining the common uses for the writing system.

11. The question asks for the **best** summary of the process that schools used to train scribes.
- A. Incorrect. This summary incorrectly explains that scribes were expected to learn 450 hieratic signs instead of 450 hieroglyphs along with their hieratic versions as explained in paragraph 6. In paragraph 5, the author explains that scribes copied texts as part of the process of learning the scripts rather than as practice after the signs had already been memorized.
 - B. **CORRECT.** Paragraph 5 explains that students began by learning hieratic script and studied for about five or six years by using “exemplar documents and extracts from popular texts to copy, to practice their hieratic handwriting.” The paragraph also explains that during this time, they learned only the basics of hieroglyphic script.
 - C. Incorrect. Although paragraph 5 does explain that the scribes spent five or six years learning hieratic script, it does not suggest that hieroglyphs were learned only during apprenticeships.
 - D. Incorrect. This summary correctly explains that scribes learned two types of scripts, but the second sentence of the summary is incorrect. In paragraph 5, the author explains that the students copied from exemplar texts, but the author clearly states that the purpose of this copy work was “to practice their hieratic handwriting” and does not suggest that the copy work was used to practice hieroglyphs. Paragraph 6 explains that scribes could make lists and write letters as part of their professional skills but does not suggest that copy work was used to help them learn these tasks.
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12. The question asks for the claim that is **best** supported by the details in paragraphs 3 and 4.
- A. Incorrect. While paragraph 4 does explain that boys from poorer families had more challenges in receiving an education, the paragraph also provides examples of obtaining a patron or getting an apprenticeship as ways that these aspiring scribes could attain an education. Furthermore, the details in paragraph 3 do not provide any support for the claim that “common citizens” had difficulty getting an education because that paragraph focuses on the example of one person who was able to become a king as a result of his background as a scribe.
 - B. **CORRECT.** In paragraph 3, the author provides an example of a person who used his skills as a scribe to rise through the ranks of society by describing the achievements of Horemheb to support the idea that “no matter how humble his origins, an educated Egyptian could achieve almost anything.” The author continues in paragraph 4 to explain that with the proper support, some young Egyptians could become educated, thereby opening more opportunities for themselves.
 - C. Incorrect. Paragraph 4 explains that schools were supported by the government and religious institutions, but it also explains that apprenticeships were a method of learning the craft of the scribe. As the paragraph indicates, boys could also be helped in their education by support from “a wealthier relative or patron.”
 - D. Incorrect. In paragraph 4, the author details the kinds of sacrifices that were necessary for some poorer families to ensure education for their sons. However, as paragraph 3 reveals in its example of Horemheb, who was born of middle-ranking parents, the sacrifice of time and money was not required for all families.

- 13.** The question asks why hieratic script was especially valuable in a bureaucratic government.
- A. CORRECT.** Hieratic script is described in paragraph 1 as being simpler for the “multitude of everyday documents” generated by the government and as “quicker to write and more economical of space” in paragraph 2. The logical conclusion based on these details is that hieratic script was more efficient for the large amounts of documentation produced by the government.
 - B.** Incorrect. In paragraph 4, the author explains that “education was not available to all,” suggesting that only people who were educated could read and write. The excerpt as a whole does not provide sufficient information to indicate what portion of the general public would be able to comprehend material written in hieratic script.
 - C.** Incorrect. The idea that becoming a scribe could lead to taking different positions in society is addressed in paragraphs 3, 4, and 6. However, the use of hieratic script in the fields of medicine, law, or religion does not necessarily explain the value of the script for the bureaucratic government referenced in the question.
 - D.** Incorrect. Although different professions such as doctors and lawyers used hieratic script, the author uses these professions as examples of different job opportunities for scribes in paragraph 6. There is no discussion in the excerpt about different professions communicating with each other, and these professions were not necessarily part of the bureaucratic government.
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- 14.** The question asks how the diagram of ancient Egyptian class structure supports the topic of the excerpt.
- A. CORRECT.** The focus of the excerpt is the opportunities available to scribes in different professions and how people became scribes and therefore improved their position. By illustrating the position of the scribes in the class structure of ancient Egypt, the diagram supports the idea that scribes were valuable members of society.
 - B.** Incorrect. The professions of the different social classes are shown in the diagram, but it does not address specific tasks. Furthermore, the main topic of the excerpt is the role of the scribes in society rather than the tasks performed by the different social classes.
 - C.** Incorrect. While the diagram does show the position of scribes in the social hierarchy, it does not provide an illustration of movement between the different classes or rankings, so the diagram does not support the idea that scribes were able to improve their social standing.
 - D.** Incorrect. The diagram shows the class structure as hierarchical and can support readers’ efforts to compare the different social positions. However, the role of scribes in society, rather than a general comparison of different classes, is the main focus of the excerpt.

15. The question asks for a statement with which the author would **most** strongly agree.

- A. Incorrect. The author only addresses boys who entered the profession of scribes. While the author does address the role of the family in supporting a boy's education or securing an apprenticeship, the author does not provide any discussion to support the idea that boys were only encouraged to follow the professions of their male relatives.
- B. Incorrect. The author explains that communication using hieroglyphs was not widely practiced in everyday correspondence and that hieratic script was the more popular form of writing. While being able to read and use hieroglyphs would have been helpful, it was not common for citizens to use this formal form of communication. In addition, scribes were trained to learn hieroglyphs and hieratic script as part of their education, so prior ability to read or compose hieroglyphs was not a requirement.
- C. **CORRECT.** As described in paragraph 2, hieratic script was more efficient and economical than hieroglyphs. Because this script was used for "everyday purposes," it was the more practical of the scripts as hieroglyphs were reserved for "formal inscriptions."
- D. Incorrect. In paragraph 6, the author indicates that "any half-competent scribe" could become employed in making and updating lists. While the paragraph later indicates that scribes would need to study several more years to be employed in a wider range of professions, there is no indication that employment as a scribe would be unavailable to a boy who studied for only a few years.

Excerpt from *Winter Wheat*

- 16.** The question asks for the identification of one sentence that supports the idea that Ellen understands what her father is really thinking, and one sentence that supports the idea that Ellen and her father share similar interests.
- A.** Incorrect. (“I love Dad’s way of talking that makes him seem different from other ranchers.” [paragraph 1]) This sentence from paragraph 1 presents a unique quality that Ellen loves about her father, but it does not provide evidence for the idea that Ellen and her father share similar interests or that Ellen understands what her father is really thinking.
- B. CORRECT.** (“He’s the one who gets excited when I do about spring coming or a serial running in the magazine we’re both reading” [paragraph 1]) This sentence from paragraph 1 shows that Ellen and her father both get excited about the coming of spring and share an enthusiasm for reading magazine serials (stories published in serial installments). Thus, it provides clear evidence for the idea that Ellen and her father share similar interests.
- C. CORRECT.** (“ ‘Well, we don’t have to decide tonight,’ Dad said, but I knew he wanted to go into Clark City.” [paragraph 6]) This sentence from paragraph 6 provides evidence that Ellen and her father share the same unspoken wish to go to Clark City rather than for Ellen to catch the train at Gotham, as suggested in paragraph 5 by Ellen’s mother. This quotation reveals that Ellen understands the true preference that her father is not expressing aloud, thereby providing evidence for the idea that Ellen understands what her father is really thinking.
- D.** Incorrect. (“We’d go in right after dinner and go around to the stores, Dad going one way and Mom and I another.” [paragraph 7]) Although this sentence from paragraph 7 indicates that Ellen can predict how her father would behave in a particular scenario, it does not show that Ellen understands what her father is really thinking, nor does it provide evidence for the idea that that Ellen and her father share similar interests.

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

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

21. The question asks how the sentences from paragraph 1 and paragraph 19 help develop a central idea of the excerpt.
- A. **CORRECT.** The sentences illustrate a practical aspect of Ellen’s mother’s personality and show that she is concerned with an immediate task that needs to be completed. The details in these sentences help develop the central idea that practical people focus on current needs—such as preparing food for the following day—rather than worrying about the future.
 - B. Incorrect. These sentences do not show Ellen’s mother focusing on her daughter’s needs before her own, and the idea that parents consider their own needs only after considering those of their children is not a central idea of the excerpt.
 - C. Incorrect. Although the sentence from paragraph 19 shows Ellen’s mother planning a few hours ahead by preparing the next morning’s breakfast, the idea that it is sometimes important to plan ahead is not a central idea of the excerpt, nor is it supported by the sentence from paragraph 1.
 - D. Incorrect. The details in the sentences do not show that it is a waste of time to dream about the future. The sentences highlight the tendency of Ellen’s mother to focus her attention on the practical necessities of the moment, but the idea that dreaming about the future is a waste of time is not a central idea of the excerpt.
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22. The question asks how the flashback in paragraphs 10–24 affects the plot of the excerpt.
- A. Incorrect. The flashback does not show that Ellen and her mother faced extra work as a result of the father’s trip to Vermont. Although paragraph 19 describes Ellen’s mother making oatmeal for the next day’s breakfast, this task was not extra work.
 - B. Incorrect. Although the flashback highlights Ellen’s fondness for each of her parents, it describes her father’s initial departure only and does not show what happened to the familial bond while he is away.
 - C. Incorrect. Although Ellen describes the memory of her father’s departure as something she wanted to avoid thinking about, she does not fear that it will be too difficult to leave her parents. Instead, she is concerned about what will happen to her parents’ relationship when she is no longer there.
 - D. **CORRECT.** The flashback illustrates the close connection that Ellen has with her parents by describing her sadness over the departure of her father (“My throat ached all the way” [paragraph 15]) and presenting a moment of comfort and reassurance between Ellen and her mother (“She laid her hand against my face and it felt rough and hard but firm” [paragraph 20]).

- 23.** The question asks which sentence from the excerpt provides evidence that Mom wants Ellen to understand the family’s heritage.
- A.** Incorrect. Although this sentence from paragraph 2 describes a domestic moment that takes place within the family home, it does not relate to the heritage of either parent and therefore does not provide evidence that her mother wants Ellen to understand the family’s heritage.
 - B.** Incorrect. Although this sentence from paragraph 5 provides the name of the train station closest to Ellen’s family’s farm, the train stop at Gotham is not related to the family’s heritage. Therefore, this sentence does not provide clear evidence that her mother wants Ellen to understand the family’s heritage.
 - C.** Incorrect. Although this sentence from paragraph 7 describes an aspect of the family dynamic (Ellen predicts that while browsing in stores in town, “Dad [would go] one way and Mom and I another”), their shopping habits do not provide clear evidence that her mother wants Ellen to understand the family’s heritage.
 - D. CORRECT.** In this sentence from paragraph 22, Ellen’s mother addresses her by the Russian version of her name (Yeléna) and repeats her own Russian name (Anna Petrovna). The choice to call her daughter Yeléna instead of Ellen follows immediately after Ellen asks, “Mom, was that really your name—what Dad called you?” (paragraph 21), and the mother’s surprised response provides evidence that she both wants and expects Ellen to understand the family’s Russian heritage.

24. The question asks for identification of Ellen’s primary mood in key points in the excerpt— paragraphs 1–2, paragraphs 7–8, and paragraphs 9–10.

- A.** Affectionate: **CORRECT.** Ellen’s primary mood in paragraphs 1–2 is affectionate. She states in the first sentence of paragraph 1 that she loves her father’s way of talking and then describes with affection her mother’s reassuring certainty and her father’s appreciation of her mother’s cooking.
- B.** Wishful: **CORRECT.** Ellen’s primary mood in paragraphs 7–8 is wishful as she pictures the two departure scenarios available to her. She expresses in detail her longing for the “other people and excitement” at the train station in town, along with her wish to have plenty of “time to wave from the platform and then again from your window by your seat,” and her dislike of the idea of leaving from Gotham, where the train “only stops long enough for you to get on and you hardly have time to taste the flavor of going away.”
- C.** Worried: **CORRECT.** Ellen’s primary mood in paragraphs 9–10 is worried. Her worry is suggested by the description of her posture in the first sentence of paragraph 9 (“I sat. . . with my arms around my knees”). In the next sentence, she reveals that she “couldn’t keep from thinking,” or worrying, about her concern that her departure will be as tense as the time her father left for a trip to Vermont.
- D.** Calm: Incorrect. Ellen’s mood is not primarily calm in any of the paragraphs in the table. In paragraphs 1–2, her reflections might seem to focus on calm times, but any mood of calm is shattered by her sudden realization that she’d “be going away” the next day. Similarly, although paragraph 7 describes what might be a calm or routine day of shopping in town, she is imagining the scene in great detail as a way of making a difficult decision about where she would prefer to catch the train. Finally, in paragraphs 9–10, Ellen is far from calm as she forces herself to look “straight at” an upsetting childhood memory of seeing her father off on a long train trip.
- E.** Jealous: Incorrect. Ellen’s mood is not primarily jealous in any of the paragraphs in the table. In paragraphs 1–2, she admires and enjoys the positive atmosphere created by her father’s praise of her mother, rather than expressing jealousy. The contrast in paragraphs 7–8 between her narration of the two possible departure plans might seem to suggest that Ellen is jealous of the family whom she and her parents once watched depart from the town, but instead, her narration reflects Ellen’s wishful desire to recreate that pleasurable town visit as part of her own departure. In paragraphs 9–10, her flashback memory is focused on the stiffness of her parents’ behavior and includes no indications that she feels jealousy of either parent.

Excerpt from *Do Them No Harm!*

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

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

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

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

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.”).