

**Massachusetts
Tests for Educator Licensure® (MTEL®)**



English (61)

PRACTICE TEST APPENDIX:

**Multiple-Choice Question
Analyses**



www.mtel.nesinc.com

Copyright © 2022 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Massachusetts Tests for Educator Licensure and MTEL are trademarks of the
Massachusetts Department of Elementary and Secondary Education and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Readers should be advised that this practice test, including many of the excerpts used herein, is protected by federal copyright law.

Test policies and materials, including but not limited to tests, item types, and item formats, are subject to change at the discretion of the Massachusetts Department of Elementary and Secondary Education.

MULTIPLE-CHOICE QUESTION ANALYSES

1. Read the excerpt below from *Across the Universe* (2011), a young adult novel by Beth Revis; then answer the question that follows.

A rumbling sound fills the Great Room. My head whips left and right, and left and right again, looking for something to hold on to, but there's nothing here—the Great Room is just a wide-open floor. Why did I never notice how useless it is to have a room with nothing to hold on to? It's huge, sure, but there's nothing here except the vast floor and the walls and the doors—nothing that can save me from a broken window that exposes me to space. And what then? The ship will rip apart? And me? I'll explode or implode or something. I can't remember which, but it doesn't matter. The end result will still be the same. My tunic weighs heavily on my shoulders, sticking to my sweat, but all I can think about is how thin the material is against the ravages of space.

In the excerpt, the author uses a first-person narrative point of view primarily to:

- A. explain the motivation behind the narrator's actions.
- B. reveal how the situation intensifies the narrator's pessimism.
- C. characterize the narrator as impulsive and stubborn.
- D. suggest that the narrator regrets previous errors in judgment.

Correct Response: B. First-person narrative point of view situates the reader in the narrator's subjectivity. Words like "never" and "nothing" (repeated twice) echo the negativity expressed by the narrator with constructions such as "I can't." **A** is incorrect because the narrator's actions are not the focus of the passage; while the narrator's head "whips," this frantic search for "something to hold onto" is not analyzed for its motivation. **C** is incorrect because the narrator's ranging thoughts in the scene express neither impulsivity nor stubbornness. **D** is incorrect because the narrator does not reflect on past errors in judgment.

2. Read the excerpts below from "On a Drop of Dew" (1681), a poem by Andrew Marvell, and "On a Drop of Rain" (2010), a poem by Robert Cording; then answer the question that follows.

See how the orient dew,
Shed from the bosom of the morn
Into the blowing roses,
Yet careless of its mansion new,
For the clear region where 'twas born
Round in itself incloses:
And in its little globe's extent,
Frames as it can its native element.
How it the purple flow'r does slight,
Scarce touching where it lies,
But gazing back upon the skies,
Shines with a mournful light,
Like its own tear,
Because so long divided from the sphere.
Restless it rolls and unsecure,
Trembling lest it grow impure,
Till the warm sun pity its pain,
And to the skies exhale it back again.

—from "On a Drop of Dew" by Andrew Marvell

I think of Marvell, how he found a story
one morning shining with meaning
in a drop of dew. A figure for the soul,
Marvell's dewdrop contained the whole
sky and, mindful of its native home,
came and went, scarcely touching
the earthly flower on which it floated,
its one aspiration the sunny exhalation
of water into air. It never seemed to feel

death's shiver. Here, it's nearly evening,
the air still rheumy enough to silver
the weedy edge of the road where beer cans
find their rest. My raindrops—tense, trembling—
really do seem to cling for dear life,
a story, I'm sad to say, of my all too earthly
wish to hang around forever in my body.
No chance, the wind says, extinguishing
with every breeze, one drop after another.

—from "On a Drop of Rain" by Robert Cording

Which of the following statements best describes how Cording draws on and transforms the excerpt from Marvell?

- A. Marvell illustrates a hopeful image of evaporation, while Cording uses a similar image to portray a speaker haunted by their own mortality.
- B. Marvell demonstrates how water gives and sustains life, while Cording acknowledges water's ability to cause life-threatening harm.
- C. Cording enhances Marvell's depiction of the landscape with a speaker who seeks a spiritual connection with Earth's elements.
- D. Cording subverts Marvell's image of sunlight by suggesting that it can disrupt the cycles that occur organically in nature.

Correct Response: A. Marvell's subject provides inspiration for a meditation on the speaker's own sense transience. **B** is incorrect because Cording's speaker describes the water as delicate ("tense, trembling") and vulnerable, never dangerous or harmful. **C** is incorrect because Cording's speaker seeks a degree of corporeal permanence, not a spiritual connection with the earth. **D** is incorrect because Cording's poem mentions only the sun's "sunny exhalations," figurative language to describe the process of evaporation.

3. Read the excerpt below from *Great Expectations* (1861), a novel by Charles Dickens; then answer the question that follows.

I saw in this, wretched though it made me, and bitter the sense of dependence and even of degradation that it awakened – I saw in this, that Estella was set to wreak Miss Havisham's revenge on men, and that she was not to be given to me until she had gratified it for a term. I saw in this, a reason for her being beforehand assigned to me. Sending her out to attract and torment and do mischief, Miss Havisham sent her with the malicious assurance that she was beyond the reach of all admirers, and that all who staked upon that cast were secured to lose. I saw in this, that I, too, was tormented by a perversion of ingenuity, even while the prize was reserved for me. I saw in this, the reason for my being staved off so long, and the reason for my late guardian's declining to commit himself to the formal knowledge of such a scheme. In a word, I saw in this, Miss Havisham as I had her then and there before my eyes, and always had had her before my eyes; and I saw in this, the distinct shadow of the darkened and unhealthy house in which her life was hidden from the sun.

In this excerpt, Dickens's repetition of the phrase "I saw in this" is most likely intended to achieve which of the following effects?

- A. underscoring the humorous irony of falling in love at first sight
- B. highlighting the narrator's habit of criticizing human behavior
- C. illuminating the customs associated with romantic courtship
- D. emphasizing the disappointment and dismay felt by the narrator

Correct Response: D. Dickens's repetition is used to emphasize the narrator's distress with respect to Miss Havisham's intentions toward Estella. There is no evidence that the narrator's criticism is a habit (**B**) beyond the circumstance he describes here. The passage does not use irony (**A**) to signify opposite meaning. Estella's relationships with her admirers do not reflect social customs associated with romantic courtship (**C**) but rather "Miss Havisham's revenge on men."

4. Read the excerpt below from "Rose Colored" (1996), a short story by M. Evelina Galang; then answer the question that follows.

We take the elevated train to Mina's neighborhood. On the way there, we pass forgotten chimneys, weathered back porches, clotheslines weeping with socks and shirts. In the distance there is a curtain of haze behind which lies the Chicago skyline. This is what Mina shows me. She points: "See over there? The John Hancock building and the Sears Tower." What I see are the factories, paint chipping from its brick and yet brightly decorated by gang graffiti. What I see are telephone poles and pigeons, going on forever like water in an ocean. Each time the train grinds to a stop, heat rises from under the tracks, suffocating breath and sound. Unbearable.

In the excerpt, the phrases "forgotten chimneys," "clotheslines weeping with socks and shirts," and "curtain of haze" are used primarily to:

- A. establish a sentimental mood.
- B. depict real aspects of city life.
- C. reveal the narrator's disappointment.
- D. imply that Mina is limited by her circumstances.

Correct Response: C. When a first-person narrative point of view is employed, the details observed by the narrator reveal the narrator's background, temperament, mood, and dilemma. The phrases "forgotten chimneys," "clotheslines weeping with socks and shirts," and "curtain of haze" evoke neglect, pain, and obfuscation—suggestions of the narrator's dejected view of the world. **A** is incorrect because sentimentality flattens the emotional complexity of a situation; in the excerpt, the mood is complicated by the juxtaposition of those "forgotten chimneys" with the bright decoration of graffiti. **B** is incorrect because, though the phrases describe the urban setting, they are deeply inflected with the narrator's subjectivity—their aim is not depicting "real," or objective, "aspects." **D** is incorrect because Mina's observations reveal how unlimited she is: the entire cityscape is a space for her imagination to roam.

5. Read the excerpt below from *Middlemarch* (1872), a novel by George Eliot; then answer the question that follows.

But whichever way Lydgate began to incline, there was something to make him wince; and being a proud man, he was a little exasperated at being obliged to wince. He did not like frustrating his own best purposes by getting on bad terms with Bulstrode; he did not like voting against Farebrother, and helping to deprive him of function and salary; and the question occurred whether the additional forty pounds might not leave the Vicar free from that ignoble care about winning at cards. Moreover, Lydgate did not like the consciousness that in voting for Tyke he should be voting on the side obviously convenient for himself. But would the end really be his own convenience? Other people would say so, and would allege that he was currying favour with Bulstrode for the sake of making himself important and getting on in the world. What then? He for his own part knew that if his personal prospects simply had been concerned, he would not have cared a rotten nut for the banker's friendship or enmity. What he really cared for was a medium for his work, a vehicle for his ideas; and after all, was he not bound to prefer the object of getting a good hospital, where he could demonstrate the specific distinctions of fever and test therapeutic results, before anything else connected with this chaplaincy?

In the excerpt, Eliot uses rhetorical questions primarily to:

- A. express Lydgate's skepticism about the democratic process.
- B. reveal the true motivations behind Lydgate's decisions.
- C. demonstrate the complexity of Lydgate's social relationships.
- D. convey the narrator's judgmental attitude toward Lydgate.

Correct Response: B. Rhetorical questions require no response. In narrative writing, they create a pause in which the reader mentally supplies the answer, a technique that emphasizes the material called into question. In the excerpt, Eliot asks rhetorical questions to highlight what is driving Lydgate's behavior, broadly—"But would the end really be for his own convenience?"—and more narrowly: "... was he not bound to prefer the object of getting a good hospital ...?" **A** is incorrect because the questions do not pertain to the democratic process. **C** is incorrect because, while other people factor into Lydgate's thinking, social relations are not the subject of Eliot's rhetorical questions. **D** is incorrect because the rhetorical questions reveal no judgment from the narrator; rather, the questions are presented from Lydgate's point of view.

6. **Read the excerpt below from "The Force of Luck" (1980), a short story by Rudolfo Anaya; then answer the question that follows.**

Once two wealthy friends got into a heated argument. One said that it was money which made a man prosperous, and the other maintained that it wasn't money, but luck, which made the man. They argued for some time and finally decided that if only they could find an honorable man then perhaps they could prove their respective points of view.

One day while they were passing through a small village they came upon a miller who was grinding corn and wheat. They paused to ask the man how he ran his business. The miller replied that he worked for a master and that he earned only four bits a day, and with that he had to support a family of five.

The friends were surprised. "Do you mean to tell us you can maintain a family of five on only fifteen dollars a month?" one asked.

"I live modestly to make ends meet," the humble miller replied.

The two friends privately agreed that if they put this man to a test perhaps they could resolve their argument.

Which of the following elements characteristic of folk legends is best represented in this excerpt?

- A. a plot that illustrates the origin of a cultural identity
- B. an omniscient narrator who conveys a critical attitude toward society
- C. a character who symbolizes a basic human trait
- D. a setting that combines realism with the supernatural

Correct Response: C. The miller represents the basic human trait of humility, which the two other characters associate with honor. The excerpt makes no reference to the characters' cultural identity (**A**). The narrator's matter-of-fact tone conveys an objective attitude toward the characters (**B**) and, by extension, toward the society they represent. The setting (**D**) depicted in the excerpt is realistic, without any supernatural elements.

Read the poem below, "America" (1921) by Claude McKay; then answer the two questions that follow.

Although she feeds me bread of bitterness,
And sinks into my throat her tiger's tooth,
Stealing my breath of life, I will confess
I love this cultured hell that tests my youth!
Her vigor flows like tides into my blood,
Giving me strength erect against her hate.
Her bigness sweeps my being like a flood.
Yet as a rebel fronts a king in state,
I stand within her walls with not a shred
Of terror, malice, not a word of jeer.
Darkly I gaze into the days ahead,
And see her might and granite wonders there,
Beneath the touch of Time's unerring hand,
Like priceless treasures sinking in the sand

7. Which of the following significant themes of American literature during the twentieth century is most clearly conveyed in this poem?
- A. the devastating effects of racism on individuals and on the nation
 - B. the temptation to succumb to self-pity or complacency in the face of social injustice
 - C. the emotional conflict felt by many toward a country that offers only hardship to some of its citizens
 - D. the forced abandonment of an ethnic heritage and cultural identity

Correct Response: C. The speaker of the poem expresses the emotional conflict at the heart of American culture that was a driving force in the art of the Harlem Renaissance. The devastating effects of racism (**A**) are not explicitly referred to in the poem, though the speaker refers to hate directed at him. The conflicts described in the poem do not result in a tone of self-pity (**B**). The forced abandonment of ethnic heritage and cultural identity (**D**) are not explicitly referred to, though they would contribute to the speaker's negative feelings toward the country that enslaved his ancestors.

8. Which of the following statements best describes how a literary device is used in this poem?
- A. A series of metaphors characterize the United States as a powerful beast of prey.
 - B. Personification emphasizes the human aspects of a natural force.
 - C. Foreshadowing is used to create a tone of suspenseful foreboding.
 - D. A series of similes compare the speaker of the poem with a courageous soldier.

Correct Response: A. The primary literary device used throughout the poem is metaphor, as various of America's qualities are described in terms of the attributes of characteristics of a large bird. Personification (**B**) is not present in the poem. While the speaker alludes to a future in which the country's "might and treasure" may disappear, the purpose of such foreshadowing (**C**) is to create a hopeful tone rather than one of suspenseful foreboding. One simile, rather than a series of similes, compares the speaker to a "rebel" who confronts a king without fear (**D**).

9. Read the excerpt below from "The Story of an Hour" (1894), a short story by Kate Chopin; then answer the question that follows.

There would be no one to live for her during those coming years: she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Which of the following features characteristic of the works of Chopin is best exemplified in this excerpt?

- A. sensory language that intensifies the authenticity of a Southern setting
- B. a female character whose thoughts and actions defy social conventions
- C. animated dialogue that reproduces a regional speech pattern
- D. a reflective narrator who shows concern about social class relations

Correct Response: B. Authors utilize various elements of fiction to create characteristic features of their works. In "The Story of an Hour," Chopin utilizes a third person limited point of view to reflect the internal thoughts and feelings of her character, and in this passage those thoughts express the desire to act against societal norms. Sensory detail (**A**) refers to the way that evocative language expresses sense stimuli. This passage does not focus on description of sense stimuli. Animated dialogue (**C**) is lively dialogue between two or more characters. This passage does not contain dialogue. A narrator reflecting on social class (**D**) is one who considers the way economic realities determine reality. The concern of the narration in this passage is the freedoms of women their personal relationships.

10. Read the poem below, "'Nature' is what we see— . . ." (ca. 1890) by Emily Dickinson; then answer the question that follows.

"Nature" is what we see—
The Hill—the Afternoon—
Squirrel—Eclipse—the Bumble bee—
Nay—Nature is Heaven—
Nature is what we hear—
The Bobolink—the Sea—
Thunder—the Cricket—
Nay—Nature is Harmony—
Nature is what we know—
Yet have no art to say—
So impotent Our Wisdom is
To her Simplicity.

The style and structure of this poem most clearly reflect which of the following developments in American poetry during the late nineteenth century?

- A. the expression of abstract ideas through concrete imagery
- B. the experimentation with unusual syntax and rhythmic patterns
- C. the conversion of the pastoral form into a vehicle for satire
- D. the use of slant rhyme rather than exact rhyme

Correct Response: B. This poem employs punctuation and short words and phrases to create a unique syntax and rhythm. The abstract ideas (**A**) presented in the poem remain abstract and are not grounded in tangible images. Though there are elements of nature in the poem, (**C**) the genre of satire, with its use of humor and irony to express its ideas, does not fit this poem. Slant rhyme (**D**) refers to rhymes with similar but not identical sounds. The predominant rhyme in this poem is full or masculine rhyme, observed at the end of lines.

11. Which of the following statements best describes a philosophical belief that was closely associated with American transcendentalist writers?
- A. Because an individual's fate is determined by natural forces, it is futile to try to exercise one's free will.
 - B. Suffering great hardship and tragedy will cause an individual to build a strong moral character.
 - C. The truth about human feelings and behavior can be discovered by using the scientific method.
 - D. Because each individual's soul contains elements of the divine, it is vital to have faith in one's intuition.

Correct Response: D. American transcendental writers in the nineteenth century had a set of beliefs with respect to the individual and the divine that affirmed the ability of the individual to access the divine through nature. One's fate being determined by natural forces (**A**) runs counter to the concept of the individual's agency with respect to the divine. The idea of suffering building character (**B**) is not a constituent part of American transcendentalist thinking. Scientific method and scientific thinking (**C**) are paradigms that American transcendentalism rejects due to its reliance on objective facts and empirical data.

12. Read the excerpt below from *The Grapes of Wrath* (1939), a novel by John Steinbeck; then answer the question that follows.

In the morning the tents came down, the canvas was folded, the tent poles tied along the running board, the beds put in place on the cars, the pots in their places. And as the families moved westward, the technique of building up a home in the evening and tearing it down with the morning light became fixed; so that the folded tent was packed in one place, the cooking pots counted in their box. And as the cars moved westward, each member of the family grew into his proper place, grew into his duties; so that each member, old and young, had his place in the car; so that in the weary, hot evenings, when the cars pulled into the camping places, each member had his duty and went to it without instruction: children to gather wood, to carry water; men to pitch the tents and bring down the beds; women to cook the supper and to watch while the family fed. And this was done without command. The families, which had been units of which the boundaries were a house at night, a farm by day, changed their boundaries. In the long hot light, they were silent in the cars moving slowly westward; but at night they integrated with any group they found.

This excerpt most clearly addresses which of the following themes of early-twentieth-century American literature?

- A. the struggle by labor unions to gain legal protection for farm workers from exploitative employment practices
- B. the ways in which forced migration humbled many farming families who had once been proud and self-reliant
- C. the influence of automobile ownership on the development of suburban communities and family life
- D. the moral challenges confronted by young people moving from sparsely populated rural areas to big cities

Correct Response: B. This passage describes in detail the routine life of tenant farmers during the Great Depression. It depicts the difficult and solitary mode of living they experienced as they struggled to find consistent work. The rise of labor unions and their struggles (**A**) does not appear in the passage. The use of automobiles (**C**) is not here connected to their influence on the developments of suburban life. The young people featured in this passage are not moving from rural areas to big cities (**D**).

13. Read the excerpt below from *The Sympathizer* (2015), a novel by Viet Thanh Nguyen; then answer the question that follows.

I had seen the flag countless times before, and posters like that one often, but I had never seen this type of clock, carved from hardwood into the shape of our homeland. For this clock that was a country, and this country that was a clock, the minute and hour hands pivoted in the south, the numbers of the dial a halo around Saigon. Some craftsman in exile had understood that this was exactly the timepiece his refugee countrymen desired. We were displaced persons, but it was time more than space that defined us. While the distance to return to our lost country was far but finite, the number of years it would take to close that distance was potentially infinite. Thus, for displaced people, the first question was always about time: When can I return?

Speaking of punctuality, I said to Madame, your clock is set to the wrong time.

No, she said, rising to fetch the beer. It's set to Saigon time.

Of course it was. How could I not have seen it? Saigon time was fourteen hours off, although if one judged time by this clock, it was we who were fourteen hours off. Refugee, exile, immigrant—whatever species of displaced human we were, we did not simply live in two cultures, as celebrants of the great American melting pot imagined. Displaced people also lived in two time zones, the here and the there, the present and the past, being as we were reluctant time travelers. But while science fiction imagined time travelers as moving forward or backward in time, this timepiece demonstrated a different chronology. The open secret of the clock, naked for all to see, was that we were only going in circles.

In the excerpt, Nguyen uses an extended metaphor primarily to illustrate the:

- A. geographic distance between the United States and Vietnam.
- B. sensation of suspended reality experienced by some refugees.
- C. ideological differences between the United States and Vietnam.
- D. desire by refugees to hold on to objects associated with the past.

Correct Response: B. An extended metaphor is a comparison that a writer develops within a text. In *The Sympathizer*, Nguyen's extended metaphor—"this clock that was a country, and this country that was a clock"—portrays the state of temporal limbo ("the here and the there, the present and the past") felt by refugees from Vietnam. **A** is incorrect because the metaphor of the clock pertains to the people ("we were only going in circles") rather than the geography. **C** is incorrect because in the excerpt, Nguyen does not discuss ideological differences between the United States and Vietnam. **D** is incorrect because, though the clock may be associated with Madame's past, Nguyen uses it as an emblem of a fractured sense of time and place rather than to illustrate any desire by refugees to hold on to material objects associated with the past.

14. Which of the following statements best describes how Countee Cullen, Angelina Weld Grimké, Langston Hughes, and other Harlem Renaissance poets influenced the development of American literature?
- A. Their use of Elizabethan poetic structure led to greater use of iambic pentameter by other American poets.
 - B. Their portrayal of the experiences of African Americans brought a new perspective to American poetry.
 - C. Their treatment of spiritual themes inspired explorations of traditional religions and belief systems by other American poets.
 - D. Their unconventional line and stanza breaks reflected the reemergence of spoken-word performance in American poetry.

Correct Response: B. The Harlem Renaissance was a period in twentieth-century American culture when African American artistic output flourished. Newly migrated to the Harlem neighborhood of New York in the 1920s and 30s, writers such as Cullen, Grimké, and Hughes created a body of formally diverse work deeply rooted in the expression of African American identities. **A** is incorrect because the Harlem Renaissance was not associated with a single mode of poetic structure but rather a wide array of formal and aesthetic modes of expression. **C** is incorrect because, though Harlem Renaissance poets certainly addressed spiritual themes in their work, those themes did not generally inspire other American poets to explore traditional religions and belief systems. **D** is incorrect because many Harlem Renaissance poets worked in conventional forms, with prescribed line and stanza breaks.

15. Read the excerpt below from *Le Morte D'Arthur* (1485), a prose epic by Sir Thomas Malory; then answer the question that follows.

And right thus as they were at their service, there came Sir Ector de Maris that had seven year sought all England, Scotland, and Wales, seeking his brother, Sir Lancelot. And when Sir Ector heard such noise and light in the choir of Joyous Garde, he alight and put his horse from him and came into the choir. And there he saw men sing and weep, and all they knew Sir Ector, but he knew not them. Then went Sir Bors unto Sir Ector and told him how there lay his brother, Sir Lancelot, dead. And then Sir Ector threw his shield, sword, and helm from him, and when he beheld Sir Lancelot's visage, he fell down in a swoon. And when he waked, it were hard any tongue to tell the doleful complaints that he made for his brother.

"Ah, Lancelot!" he said, "thou were head of all Christian knights. And now I dare say," said Sir Ector, "thou Sir Lancelot, there thou liest, that thou were never matched of earthly knight's hand. And thou were the courteoust knight that ever bore shield. And thou were the truest friend to thy lover that ever bestrode horse, and thou were the truest lover, of a sinful man, that ever loved woman, and thou were the kindest man that ever struck with sword. And thou were the goodliest person that ever came among press of knights, and thou was the meekest man and the gentlest that ever ate in hall among ladies, and thou were the sternest knight to thy mortal foe that ever put spear in the rest."

In this excerpt, Malory is most likely making which of the following statements about the role of knights in England during the Middle Ages?

- A. Knights formed an elite military group that enjoyed privileged social and political status.
- B. Knights who showed great moral strength both on and off the battlefield were highly respected.
- C. Knights were obligated to sever ties with their families and devote their lives to championing religious causes.
- D. Knights became famous for their romantic conquests rather than for their military accomplishments.

Correct Response: B. In this passage, we learn of the greatness of Sir Lancelot in all matters, both those involving combat and those involving friendship, romance, and faith. A knight's standing in England's social and political hierarchy (**A**) is not explored in the passage. The obligation to religious causes (**C**) knights held are not this passage's central focus. *Le Morte D'Arthur* is not part of the romantic tradition (**D**) in English literature.

16. Read the excerpt below from *Sense and Sensibility* (1811), a novel by Jane Austen; then answer the question that follows.

Lucy was naturally clever; her remarks were often just and amusing; and as a companion for half an hour Elinor frequently found her agreeable; but her powers had received no aid from education: she was ignorant and illiterate; and her deficiency of all mental improvement, her want of information in the most common particulars, could not be concealed from Miss Dashwood, in spite of her constant endeavour to appear to advantage. Elinor saw, and pitied her for, the neglect of abilities which education might have rendered so respectable; but she saw, with less tenderness of feeling, the thorough want of delicacy, of rectitude, and integrity of mind, which her attentions, her assiduities, her flatteries at the Park betrayed; and she could have no lasting satisfaction in the company of a person who joined insincerity with ignorance; whose want of instruction prevented their meeting in conversation on terms of equality, and whose conduct towards others made every show of attention and deference towards herself perfectly valueless.

In this excerpt, Austen uses characterization to explore which of the following beliefs about women in early-nineteenth-century England?

- A. Women's innate sense of right and wrong would guide them to make sound moral choices.
- B. Young, working-class women would eventually leave their jobs to marry and have children.
- C. Women would participate in intellectual exchanges while privately judging one another's conduct.
- D. Women would choose romantic love over family background or wealth as a basis for marriage.

Correct Response: C. This passage describes the way that Elinor sees through Lucy, both pitying and judging her with respect to Lucy's attempts to charm Mrs. Dashwood. Choices based on moral sense (**A**) are not a part of this passage. Working life and family life (**B**) are not explicitly addressed. None of the women in this passage are characterized by their choice between romantic love and marriage (**D**).

17. Read the excerpt below from "Monna Innominata" (1881), a work of poetry by Christina Rossetti; then answer the question that follows.

Youth gone, and beauty gone if ever there
Dwelt beauty in so poor a face as this:
Youth gone and beatify, what remains of bliss?
I will not bind fresh roses in my hair,
To shame a cheek at best but little fair.—
Leave youth his roses, who can bear a thorn,—
I will not seek for blossoms anywhere,
Except such common flowers as blow with corn.
Youth gone and beauty gone, what doth remain?
The longing of a heart pent up forlorn,
 A silent heart whose silence loves and longs;
 The silence of a heart which sang its songs
While youth and beauty made a summer morn,
Silence of love that cannot sing again.

Which of the following themes of Victorian literature appears most prominently in this excerpt?

- A. the rebellion against conventional rites of courtship and marriage
- B. the linking of ideals of physical attractiveness with ideals of love
- C. the use of a love object as the source of artistic inspiration
- D. the attempt to attain personal fulfillment through romance

Correct Response: B. This poem directly connects the emotion of love with the attributes that inspire it, a popular theme in Victorian literature. Social norms with respect to courtship and marriage (**A**) are not explored in this poem. There is not a discourse on physical attraction and artistic inspiration (**C**). The fulfillment of desire rather than personal fulfillment (**D**) is the main focus of the poem.

18. Which of the following contributions made by Mary Shelley was most significant to the development of the literature of Great Britain?
- A. Her novels *Valperga* and *The Fortunes of Perkin Warbeck* served as prototypes for later works of historical fiction.
 - B. Her notes on poems written by her husband Percy Shelley became standards for literary criticism of the period.
 - C. Her published sketches of Germany and Switzerland revitalized the genre of travel journalism.
 - D. Her novel *Frankenstein* expanded on the gothic tradition by exploring the dangers of misusing science and technology.

Correct Response: D. Mary Shelley's *Frankenstein* (1818), in which a doctor marshals all his knowledge of science to create life, remains one of the most well-known works of gothic literature. Shelley's historical novels (**A**) have not had a significant impact on the tradition of the historical novel. Shelley, beyond her work with her husband Percy Shelley (**B**), is a major literary figure in her own right. Her travel journalism (**C**) is minor with respect to her fiction and has not greatly impacted the literature of Great Britain.

19. In which of the following ways did Samuel Beckett's play *Waiting for Godot* most significantly influence the development of drama in Great Britain during the twentieth century?
- A. The stylized masks used by performers in the play were based on those from Japanese Noh drama.
 - B. The vernacular language used by characters in the play reflected the dramatic qualities of everyday speech.
 - C. The play's unstructured plot and existential theme introduced absurdism to a general audience.
 - D. The play's unrealistic set reflected the French symbolist philosophy that valued aesthetics over reality.

Correct Response: C. Beckett's primary contribution to drama in Great Britain during the twentieth century was the "Theatre of the Absurd," of which *Waiting for Godot* is the archetype. There is no direct connection between *Waiting for Godot* and Noh drama (**A**); characters in *Waiting for Godot* do not wear stylized masks. The dialogue in *Waiting for Godot* is stylized rather than naturalistic (**B**). *Waiting for Godot* is not credited with influencing British drama in terms of French symbolist philosophy (**D**).

20. Works by John Osborne, Kingsley Amis, and other British authors known as the "angry young men" during the 1950s typically featured:
- A. plots that illustrated the inequities of the class system.
 - B. characters that parodied members of the aristocracy.
 - C. themes inspired by popular uprisings and revolutions.
 - D. dialogue that echoed contemporary urban vernacular.

Correct Response: A. The "angry young men" were a group of British writers in the 1950s whose work expressed their dissatisfaction with the established sociopolitical order. Producing literature that featured characters from the working class, writers like Osborne and Amis leveled criticism at England's class system. **B** is incorrect because the "angry young men" wrote realist depictions of working class characters who, despite their disdain for the class system, aspire to upward mobility. **C** is incorrect because the sentiments of the "angry young men" are frequently seen as the product of failed postwar reforms. **D** is incorrect because a contemporary urban vernacular was not a hallmark of the writing of the "angry young men."

21. Read the excerpt below from "Ulysses" (1833), a poem by Alfred, Lord Tennyson; then answer the question that follows.

This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle,—
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

In the excerpt, the speaker reflects primarily on which of the following developments during the Victorian age in Great Britain?

- A. colonial expansion
- B. emergence of a middle class
- C. industrial advancements
- D. conflict between science and religion

Correct Response: A. Following the second wave of the Industrial Revolution, British imperialism accelerated. Poets such as Alfred, Lord Tennyson incorporated the events of the period into their work, commenting through a classical figure on the British empire's rampant colonialism. **B** is incorrect because Tennyson employs language that describes the subjugation of colonial peoples ("a rugged people," "subdue them to the useful and the good"), not an emerging middle class. **C** is incorrect because industrial advancements are not described in the poem. **D** is incorrect because, despite the mention of "household gods," the conflict between science and religion is not developed in the poem.

22. Read the excerpt below from "Substance, Shadow, and Spirit" (c. fifth century C.E.), a poem by T'ao Ch'ien; then answer the question that follows.

The Three Emperors were saintly men,
Yet to-day—where are they?
P'êng lived to a great age,
Yet he went at last, when he longed to stay.
And late or soon, all go:
Wise and simple have no reprieve.
Wine may bring forgetfulness,
But does it not hasten old-age?
If you set your hearts on noble deeds,
How do you know that any will praise you?
By all this thinking you do Me injury:
You had better go where Fate leads—
Drift on the Stream of Infinite Flux,
Without joy, without fear:
When you must go—then go,
And make as little fuss as you can.

Which of the following themes is most clearly expressed in the excerpt?

- A. the futility of attempting to resist life's natural progression
- B. the importance of resisting the temptation to judge others
- C. the need to give generously without receiving anything in return
- D. the recognition that positive and negative forces control the universe

Correct Response: A. A theme is the overarching significance or idea expressed through a work of literature. In the excerpt from T'ao Ch'ien's poem, the death of P'êng prompts the speaker to muse on the inevitability of death, ultimately declaring "When you must go—then go." **B** is incorrect because, though the speaker considers the specter of praise from others, the excerpt does not portray that praise as a temptation. **C** is incorrect because giving and generosity are not mentioned in the excerpt. **D** is incorrect because the universe, though alluded to by terms such as "Fate" or "Infinite Flux," is not prescribed a positive-negative binary.

23. Read the excerpt below from a Norse myth; then answer the question that follows.

Balder the Good having been tormented by terrible dreams, indicating that his life was in great peril, communicated them to the assembled gods, who, sorrow-stricken, resolved to conjure all things to avert from him the threatened danger. Then Frigg exacted an oath from fire and water, from iron and all other metals, as well as from stones, earths, diseases, beasts, birds, poisons, and creeping things, that none of them would do any harm to Balder. Still Odin feared that the prosperity of the gods had vanished. He saddled his Sleipner and rode down to Niflheim, where the dog from Hel met him; it was bloody on the breast and barked a long time at Odin. Odin advanced; the earth trembled beneath him, and he came to the high dwelling of Hel. East of the door he knew the grave of the vala was situated; thither he rode and sang magic songs (*kvač galdra*), until she unwillingly stood up and asked who disturbed her peace, after she had been lying so long covered with snow and wet with dew. Odin called himself Vegtam, a son of Valtam, and asked for whom the benches were strewn with rings and the couches were swimming in gold. She replied that the mead was brewed for Balder, but all the gods would despair. When Odin asked further who should be Balder's bane, she answered that Hoder would hurl the famous branch and become the bane of Odin's son; but Rind should give birth to a son who, only one night old, should wield a sword, and would neither wash his hands nor comb his hair before he had avenged his brother.

The excerpt provides an example of which of the following elements characteristic of Norse mythology?

- A. an elaborately described afterlife
- B. deities whose fates are predestined
- C. tension between order and chaos
- D. a universe containing various realms

Correct Response: B. Norse mythology is characterized by deities with established traits and tendencies, whose fates are preordained. In the excerpt, the vala supplies information about Hoder's future actions and how the hurling of that "famous branch" would impact Odin's progeny. **A** is incorrect because the afterlife does not figure prominently in Norse mythology. While order versus chaos (**C**) is a marker of Norse mythology, this excerpt does not develop that tension. **D** is incorrect because the excerpt does not show Balder moving between various realms.

24. Read the poem below, "Farewell to a Friend" (eighth century) by Li Bo; then answer the question that follows.

Verdant mountains behind the northern ramparts.
White waters wind around the east city wall.
From this place once parting has ended,
The lone tumbleweed flies a myriad miles.
Floating clouds: a traveler's thoughts.
Setting sun: an old friend's feelings.
Waving hands, you go from here—
Horses neigh gently as they leave.

This poem most clearly exemplifies poetry of the Tang dynasty in its emphasis on which of the following themes?

- A. the fleeting quality of romantic attachments
- B. the application of philosophy to everyday tasks
- C. the divisiveness of internal political power struggles
- D. the reflection in nature of emotions evoked by absence

Correct Response: D. Characteristic of Tang dynasty era writings, this poem uses isolated aspects of nature to express absence and solitude. Romance (**A**) is not present in the poem nor is it a prominent dimension of Tang dynasty poetry. Everyday tasks are not addressed in the poem, nor are philosophical approaches to them (**B**). Political divisiveness (**C**) does not emerge as a theme in the poem.

Read the excerpt below from "Àjàpá's Sudden Baldness" (1997), a folktale retold by Oyekan Owomoyela; then answer the two questions that follow.

The Creator might have left Àjàpá deficient in industry, but not in mental agility. Schemes that require considerable coaxing before they form in the minds of lesser creatures, and take even more worrying to develop fully, spring instantly fully formed in Àjàpá's mind when occasion calls for them, sometimes surprising Àjàpá himself. So it was that as soon as Ehoró's figure slipped out of his sight Àjàpá was on his feet, acting on a sudden whim. He stepped briskly to the cooking pot of *èbe*¹ and lifted off the lid, almost swooning from the force and the deliciousness of the aroma that wrapped itself around his head. But it was time for action, not for swooning. He removed the cap from his head, filled it with steaming *èbe* and slapped it on his head.

In his haste he had not considered that the *èbe* was scalding or what it would feel like on his bare head. The sudden realization caused his knees to buckle and his feet to dig into an involuntary dance. Time, he thought, to get out of Ehoró's house and run for a secluded spot where he could save his skull and fill his stomach. He dashed for the doorway, crashing into his returning host. A quick movement of his hand kept the cap and the scalding *èbe* it concealed securely on Àjàpá's head.

The astonished Ehoró was the first to speak.

"Is the house on fire?"

Àjàpá concentrated on ignoring the fire consuming his head, trying to act as normally as he could under the circumstances, but he could not keep his legs from their involuntary dance.

"A sudden ache has gripped my head, a malady that began a short while back. I must rush home. The remedy is at home."

Ehoró was all commiseration.

"Ah, a pity. The ache seems bad."

"It is. I must go!"

¹ *èbe*: yam stew

25. Which of the following elements of this excerpt most clearly exemplifies the genre of the trickster tale?
- A. an omniscient narrative point of view
 - B. a realistic setting that serves as background for outrageous events
 - C. a short-sighted protagonist who survives by his wits
 - D. a humorous tone supported by comedic action

Correct Response: C. Trickster tales, which are present in several cultures, feature protagonists whose guile is their most important route to overcoming the trickster and attaining their goals. An omniscient point of view (**A**) is not integral to trickster tales. Setting in trickster tales can vary and is not limited to realistic backgrounds (**B**). Humor (**D**) is not the predominant tone found in the passage.

26. Which of the following cultural attitudes is most clearly expressed by the narrator in this excerpt?
- A. Greed causes clever individuals to behave foolishly.
 - B. Hospitality should be extended to friend and stranger alike.
 - C. If one is resourceful, one can overcome any obstacle.
 - D. Planning for the future is prudent, but spontaneity is more fun.

Correct Response: A. Àjàpá is clever, but his greed is what results in the malady afflicting his head. Hospitality (**B**) is not an attitude exhibited by the narrator. The obstacles Àjàpá faces are not overcome by his resourcefulness (**C**). Àjàpá's predicament shows that he did not plan for the future (**D**).

27. Read the poem below by Kobayashi Issa (ca. 1800); then answer the question that follows.

A lovely thing to see:
through the paper window's holes
the Galaxy.

In this poem, Issa explores which of the following themes characteristic of Japanese literature during the late eighteenth and early nineteenth centuries?

- A. the interdependence of humankind and nature
- B. the contentment to be found in a hermetic existence
- C. the grief caused by separation and exile from one's homeland
- D. the presence of profound meaning in mundane details

Correct Response: D. Apprehending the galaxy through a paper hole is an example of how the most profound insights can be gleaned through everyday experiences, a central theme in Japanese literature during the eighteenth and nineteenth centuries. Interdependence (**A**) is not a theme the poem addresses. The poem does not celebrate the virtues of a hermetic life (**B**). Grief and separation (**C**) are not aspects of what the speaker expresses.

28. Which of the following statements best characterizes the contributions of writers Primo Levi and Elie Wiesel to world literature during the twentieth century?
- A. They created biographies of Jewish immigrants to the United States prior to and during World War II.
 - B. They dramatized the political events that led to the creation of the State of Israel following World War II.
 - C. They portrayed individual experiences of European Jews during the Holocaust through personal memoir.
 - D. They translated the original Yiddish texts of traditional Jewish folktales and modern drama into Hebrew.

Correct Response: C. Primo Levi, in *If This Is a Man* (1947), and Elie Wiesel, in *Night* (1960), are best known for their contributions of memoirs that detail first person experiences of the Holocaust's effects on individual lives. Their most significant writings do not describe the immigrant experience (**A**). Political events, including the formation of Israel (**B**), are not central to their writings. They are not known for translating original Yiddish texts into Hebrew (**D**).

29. Read the excerpt below from "The Conclusion" (1893), a short story by Rabindranath Tagore; then answer the question that follows.

The next day Apurba had to inspect the potential bride. She was not far away; the family lived in a neighbouring village. He dressed with some care. Discarding his usual dhoti and chadar, he wore a long silk *chapkan*, a puggree¹ on his head, and his best varnished shoes, and set out at dawn with a silk umbrella in his hand.

The instant he entered the prospective father-in-law's house, he was received with pomp and circumstance. In due time a trembling creature, painted and polished, tinsel round the bun in her hair, and wrapped in a fine colourful sari, was produced before him. She was led silently to a corner, where she remained with her head bent almost to her knees and an elderly maidservant at her back to give her courage. Her small brother Rakhal now concentrated his total attention upon this latest intruder into the family and scrutinized its puggree, gold watch-chain and newly sprouted beard. After stroking this last a few times, Apurba finally asked with a solemn air, "What have you read?" The dumbfounded ornamented bundle made no response. After a few more questions and some encouraging prods in the ribs from the maid, the girl blurted out in a faint voice, "*Charupath-Volume-Two-Grammar-Volume-One-Descriptive-Geography-Arithmetic-History-of-India.*"

¹ puggree: turban

In this excerpt, Tagore uses descriptive details and dialogue to examine which of the following social trends in India during the nineteenth century?

- A. Young men sought to become financially independent before beginning married life.
- B. Young people understood that marriage was the logical outcome of any romantic involvement.
- C. Young women were considered marriageable on the basis of their physical beauty and family wealth.
- D. Young people who rebelled against longstanding traditions were ostracized from the community.

Correct Response: C. The descriptive details and dialogue in this passage are focused on the physical traits and family of the bride to the detriment of her other characteristics. The financial independence of Apurba (**A**) is not described nor is it part of the dialogue in the passage. The romantic involvement of Apurba and the bride (**B**) do not factor. Rebellion against traditions is the opposite of what this passage describes, as Apurba and the bride's family adhere to longstanding customs (**D**).

30. Read the excerpt below from *Apology*, Plato's portrayal of Socrates's defense at his trial (399 B.C.E.); then answer the question that follows.

How you, O Athenians, have been affected by my accusers, I cannot tell; but I know that they almost made me forget who I was—so persuasively did they speak; and yet they have hardly uttered a word of truth. But of the many falsehoods told by them, there was one which quite amazed me;—I mean when they said that you should be upon your guard and not allow yourselves to be deceived by the force of my eloquence. To say this, when they were certain to be detected as soon as I opened my lips and proved myself to be anything but a great speaker, did indeed appear to me most shameless—unless by the force of eloquence they mean the force of truth; for if such is their meaning, I admit that I am eloquent. But in how different a way from theirs! Well, as I was saying, they have scarcely spoken the truth at all; but from me you shall hear the whole truth: not, however, delivered after their manner in a set oration duly ornamented with words and phrases.

In the excerpt, the underlined sentence primarily functions as:

- A. an explanation for Socrates's alleged crimes.
- B. a description of Socrates's skills as an orator.
- C. a counterargument against Socrates's accusers.
- D. an example of an accusation against Socrates.

Correct Response: C. In this excerpt from *Apology*, Plato shows Socrates addressing his accusers. The underlined sentence shows Socrates subverting his accusers' claims of "eloquence," redefining the term to mean truthful. In doing so, he presents a counterargument to the Athenians, recasting his "eloquence" as a matter of truth-saying. **A** is incorrect because the alleged crimes are neither delineated nor described in the underlined sentence. **B** is incorrect because Socrates blatantly denies his oratorical skills, expressing that he is "anything but a great speaker." **D** is incorrect because, while the defense have remarked upon Socrates's eloquence, that eloquence is not presented as an example of an accusation but merely as a characteristic of his speech.

Read the excerpt below from *The School Days of an Indian Girl* (1900), a memoir by Gertrude Bonnin (Zitkala-Sa); then answer the two questions that follow.

On the train, fair women, with tottering babies on each arm, stopped their haste and scrutinized the children of absent mothers. Large men, with heavy bundles in their hands, halted near by, and riveted their glassy blue eyes upon us.

I sank deep into the corner of my seat, for I resented being watched. Directly in front of me, children who were no larger than I hung themselves upon the backs of their seats, with their bold white faces toward me. Sometimes they took their forefingers out of their mouths and pointed at my moccasined feet. Their mothers, instead of reproving such rude curiosity, looked closely at me, and attracted their children's further notice to my blanket. This embarrassed me, and kept me constantly on the verge of tears.

I sat perfectly still, with my eyes downcast, daring only now and then to shoot long glances around me. Chancing to turn to the window at my side, I was quite breathless upon seeing one familiar object. It was the telegraph pole which strode by at short paces. Very near my mother's dwelling, along the edge of a road thickly bordered with wild sunflowers, some poles like these had been planted by white men. Often I had stopped, on my way down the road, to hold my ear against the pole, and, hearing its low moaning, I used to wonder what the paleface had done to hurt it. Now I sat watching for each pole that glided by to be the last one.

31. In this excerpt, Bonnin explores which of the following issues of late-nineteenth-century U.S. history?
- A. the impact of new communication technology on residents of geographically isolated areas
 - B. the European American perception of Native Americans as cultural artifacts rather than as living human beings
 - C. the cause-and-effect relationship between U.S. railroad expansion and nationalistic fervor
 - D. the increasing self-determination with which women navigated the patriarchal society

Correct Response: B. In the late-nineteenth century, mainstream American culture treated the culture of Native Americans as a curiosity of a bygone era. New communication technology (**A**) is included in this passage to symbolize cultural difference rather than to draw attention to regionality. The relationship between U.S. railroad expansion and nationalistic fervor (**C**) is not developed in this passage. The narrator struggles with the way that white passengers make her feel out of place; she does not represent women's newfound self-determination within a patriarchal society (**D**).

32. In this excerpt, Bonnin most likely intends the personification of the telegraph poles to have which of the following effects?
- A. creating a metaphor for the narrator's failure to communicate
 - B. symbolizing the remnants of Native American culture
 - C. conveying an impression of tremendous speed
 - D. reflecting both the narrator's childlike viewpoint and adult insight

Correct Response: D. The narrator's viewpoint of the poles incorporates her younger impulse to personify them with her current, fuller understanding of their cultural significance. The narrator does not express, and the passage does not show evidence of, a failure to communicate associated with the poles (**A**). Telephone poles are not derived from or personified in Native American culture (**B**). Though the narrator observes the passing of the poles through her window, the speed at which they are passing (**C**) is not the reason she remembers how she personified them.

33. Read the excerpt below from "Here's Why Patagonia Is a Climber's Paradise" (2018), an article by Emily Hopcian; then answer the question that follows.

At the southern tip of the Americas lies magical, mystical Patagonia. She is a vast, remote, and storied region and home to some of our planet's most sublime mountains—and extreme weather.

Taking in the region's spires of granite and ice in the flesh sets Patagonian climbing dreams ablaze. Standing among the glaciers, alpine lakes, and green forests at the foot of her unique and tempting peaks, adventure stirs—a tingling mix of fear and excitement.

Patagonia, spanning more than 400,000 square miles across Argentina and Chile, is the real deal. In the same breath, she rattles and inspires. She promises a simpler pace of life, grand adventures, and can't-make-this-up stories. She's a moody land of extremes that pushes your buttons and tests your limits. In Patagonia, everything feels bigger, bolder, grander, and, yes, a bit more terrifying. For those who seek to know her walls and summit her peaks, she demands patience, preparation, experience, and time. Lots of time.

In the excerpt, Hopcian uses the phrases "our planet's most sublime mountains" and "sets Patagonian climbing dreams ablaze" primarily to:

- A. balance the positive and negative aspects of visiting Patagonia.
- B. establish credibility as an experienced mountain climber.
- C. suggest that Patagonia offers mountain climbers a spiritual experience.
- D. convey the source of heightened emotional responses to Patagonia.

Correct Response: D. Tone describes a writer's attitude toward their material and their audience. Hopcian's optimistic and informative tone is aimed at enticing readers by presenting Patagonia as a site of sublimity and "climbing dreams." At once metaphysical and profoundly physical, climbing Patagonia, in Hopcian's excerpt, is guaranteed to heighten sensations and feelings ("a tingling mix of fear and excitement"). **A** is incorrect because visiting Patagonia is not reduced to positives and negatives; Hopcian's tone invites readers to consider tackling the challenge of Patagonia ("she promises a simple pace of life ..."). **B** is incorrect because these phrases do not convey an experiential knowledge of mountain climbing. **C** is incorrect because, though Hopcian does evoke the sublime, hiking Patagonia is not framed as a spiritual experience.

34. **Read the excerpt below from "Sleeping' Birch Trees Rest Their Branches at Night" (2016), an article by Jason Daley; then answer the question that follows.**

In recent years, researchers have discovered that trees can communicate and share nutrients via an underground fungal net. Now, scientists in Europe have found that trees also "sleep," or at least relax a little at night, Andy Coghlan reports for *New Scientist*.

Using a terrestrial laser scanner on windless nights close to the equinox, researchers scanned two birch trees over the course of the night, one in Finland and one in Austria. Researchers scanned the birch in Finland hourly and the one in Austria about every 10 minutes. The results, published in the journal *Frontiers in Plant Science*, show that the trees drooped up to nearly four inches during the night.

According to a press release, the leaves and branches slowly relaxed over time, reaching their lowest position about two hours before sunrise. Over the course of the morning, the trees returned to their original positions.

In some ways the study was a test of the laser scanning technology. Using traditional photography, which needs lots of light to produce an image, would have interfered with the trees' nighttime patterns. But the infrared laser illuminated points on the tree for a fraction of a second. That allowed the entire tree to be mapped in minutes with minimal disturbance.

Which of the following paragraphs presents an accurate, objective summary of the text?

- A. With the help of fascinating new photographic technology, scientists have been able to study birch trees overnight without using disruptive lights. They have discovered that the birch trees rejuvenate themselves at night by "sleeping," or at least relaxing.
- B. Tree mapping has allowed for a groundbreaking discovery about birch trees: They "sleep" at night to relax and gain energy, just as humans do. The trees sleep by drooping up to four inches and then regain their original positions when the sun rises.
- C. Using new laser scanning technology, researchers studied birch trees on windless nights and discovered that the trees gradually drooped each night, reaching their lowest point two hours before sunrise. In the morning, the trees resumed their natural positions.
- D. Researchers have known for some time that trees communicate, and now they have discovered other amazing facts. Trees relax at night by drooping up to four inches. Trees also use a complex underground process to distribute nutrients among themselves.

Correct Response: C. A summary abbreviates and restates the meaning of a text without a subjective response to the material. Objectivity refers to material free from subjective bias; accuracy refers to a writer's faithfulness to the source text. The occasion of the research study, the researcher's use of laser scanning technology, the observation of the birch trees and the conditions of observation, and the drooping behavior of the birch trees are essential to the import of the passage. **A** is incorrect because the mentioned technology does not include important specifics (laser scanning technology); furthermore, the specific behavior of the birch trees is described by a subjective anthropomorphizing comment ("relaxing"). **B** is incorrect because, though it accurately and objectively details the study's findings, it omits the occasion for, and the context of, those findings (the research study). **D** is incorrect because it presents a subjective judgment about the "amazing facts" without grounding those facts in the context of the research study.

35. Read the excerpt below from "Desert Notes" (1976), a work of nonfiction by Barry Lopez; then answer the question that follows.

To the north the blue mountains go white and the creeks become more dependable though there are fewer of them. There is a sort of swamp here at the edge of the desert where the creeks pool and where grasses and sedges grow and the water takes a considerable time to evaporate and seep into the earth. There are some ducks here, but I do not know where they come from or where they go when the swamp dries up in the summer. I have never seen them flying. They are always hiding, slipping away; you will see their tail feathers disappearing in the screens of wire grass. They never quack.

There are four cottonwood trees here and two black locusts. The cottonwoods smell of balsam, send out seeds airborne in a mesh of exceedingly fine white hair, and produce a glue which the bees use to cement their honeycombs. Only one of the cottonwoods, the oldest one, is female. The leaf stem meets the leaf at right angles and this allows the leaves to twitter and flash in the slightest breeze. The underside of the leaf is a silver green. I enjoy watching this windflash of leaves in strong moonlight.

The style and subject matter of this excerpt best characterize it as which of the following types of nonfiction?

- A. scientific report
- B. newspaper article
- C. descriptive essay
- D. biographical sketch

Correct Response: C. The style of this excerpt is focused on landscape and wildlife description in the manner of an essay. The excerpt does not contain the measurements and analysis that would characterize a scientific report (**A**). The facts—the when, why, and how—of a newspaper article (**B**) are not present in the excerpt. A biographical sketch (**D**) would focus on an individual, whereas this excerpt describes a natural environment and the plant and animal life that inhabit it.

Read the excerpt below from "In a Pack Hunt, It's Every Goatfish for Itself" (2018), an article by Susan Milius; then answer the two questions that follow.

Yellow saddle goatfish (*Parupeneus cyclostomus*) do more than school together as they dart over Indo-Pacific coral reefs. Like wolves, the goatfish take different roles in a pursuit. One or two fish may rush straight toward prey as the others shoot to the sides, blocking escape.

"They look harmless, but they're vicious predators," says Redouan Bshary of the University of Neuchâtel in Switzerland. "That's why it's fun to follow them—there's always action."

He and his colleagues have documented other fishy hunting partnerships, such as groupers pairing with crevice-wriggling moray eels. Goatfish collaborate with their own species, though probably not their close kin, Bshary's team has reported. The fish chase other small, fast reef fish, "a little bit like Ultimate Frisbee," says Dominique Roche, in Bshary's lab. "It's a game of sprinting and stopping." The bright yellow goatfish dart into a reef "like a lightning flash."

When wolves hunt together, some will take a risky role even though they won't get a greater share of the reward, Roche says. A goatfish pack, however, doesn't deal in heroics. In lab studies of them pursuing a treat on a string, any help a fish gives its comrades could be explained as an accidental by-product of self-interest, Bshary, Roche and colleague Marc Steinegger say in the Jan. 31 *Proceedings of the Royal Society B*.

In the tests, two goatfish swimming close to each other when the treat appeared usually shot after it together. If the two fish were more than a body length apart, however, the trailing fish typically darted to the side, where it might catch the frantic prey if it veers from the lead pursuer toward some shelter.

Those side moves are a lagging fish's best chance for catching anything, Roche says. Watching goatfish in the Red Sea close in on some little fish, he typically sees them space themselves just about evenly around their prey. The simple rule of taking the best position considering the goatfish's starting point could easily—and unintentionally—help a fellow hunter nab a meal.

36. Which of the following sentences from the excerpt best expresses the central idea of the excerpt?
- A. Yellow saddle goatfish (*Parupeneus cyclostomus*) do more than school together as they dart over Indo-Pacific coral reefs.
 - B. Goatfish collaborate with their own species, though probably not their close kin, Bshary's team has reported.
 - C. In lab studies of them pursuing a treat on a string, any help a fish gives its comrades could be explained as an accidental by-product of self-interest, Bshary, Roche and colleague Marc Steinegger say in the Jan. 31 *Proceedings of the Royal Society B*.
 - D. If the two fish were more than a body length apart, however, the trailing fish typically darted to the side, where it might catch the frantic prey if it veers from the lead pursuer toward some shelter.

Correct Response: C. The central idea is the key point an author wants the reader to take away from the text. Presenting the research study, identifying the researchers, and discussing the researchers' findings about fish and social behavior offers a complete picture of the excerpt. **A** is incorrect because this sentence omits information about the "more" the yellow saddle goatfish do. **B** is incorrect because it provides a supporting detail of the research findings rather than the central idea. **D** is incorrect because this sentence offers a detail that supports the central idea.

37. In the excerpt, the comparison between a school of goatfish and a wolf pack effectively supports Milius's claims about which of the following attributes of goatfish?
- A. instinct for self-preservation
 - B. reputation as vicious hunters
 - C. attention-getting appearance
 - D. lack of purposeful teamwork

Correct Response: D. In the first paragraph, Milius states that a school of goatfish resembles a pack of wolves in that each member of the pack plays an independent role when pursuing prey: "One or two fish may rush straight toward prey as the others shoot to the sides, blocking escape." **A** is incorrect because Milius describes goatfish behavior as differing from that of wolves in that individual wolves risk their own safety to benefit the pack, whereas a goatfish "doesn't deal in heroics." **B** is incorrect because Milius does not suggest that wolves and goatfish share a reputation as vicious hunters. **C** is incorrect because Milius does not state that wolves are known for their attention-getting appearance.

38. Read the excerpt below from *The Woman Warrior* (1975), a memoir by Maxine Hong Kingston; then answer the question that follows.

Once in a long while, four times so far for me, my mother brings out the metal tube that holds her medical diploma. On the tube are gold circles crossed with seven red lines each—"joy" ideographs in abstract. There are also little flowers that look like gears for a gold machine. According to the scraps of labels with Chinese and American addresses, stamps, and postmarks, the family airmailed the can from Hong Kong in 1950. It got crushed in the middle, and whoever tried to peel the labels off stopped because the red and gold paint came off too, leaving silver scratches that rust. Somebody tried to pry the end off before discovering that the tube pulls apart. When I open it, the smell of China flies out, a thousand-year-old bat flying heavy-headed out of the Chinese caverns where bats are as white as dust, a smell that comes from long ago, far back in the brain. Crates from Canton, Hong Kong, Singapore, and Taiwan have that smell too, only stronger because they are more recently come from the Chinese.

In this excerpt, Kingston is most likely making which of the following statements about the experience of immigrants in the United States during the twentieth century?

- A. Many first-generation immigrants leave their homeland in order to give their children greater educational opportunities.
- B. While second-generation immigrants share their parents' cultural heritage, these children can often be unaware of its full significance.
- C. Some first-generation immigrants give up material comfort in their homeland to secure personal and political freedom in an adopted land.
- D. The English language often creates a formidable barrier between second-generation immigrants and their parents.

Correct Response: B. This passage shows the narrator's attempt to grasp the full significance of the diploma that her mother has shown her on a number of occasions. Educational opportunities (A) are neither discussed nor alluded to in the passage. Freedoms, personal and political, as well as material comfort that the mother have sacrificed for the narrator (C) cannot be inferred from this passage. There is no language barrier (D), as the narrator is able to read the ideograms on the metal tube.

39. Which of the following strategies would be most effective to use to understand the meaning of the word *vociferousness*?
- A. applying knowledge of the Latin root *voc-* as in the word *vocal*
 - B. applying knowledge of the scientific terms *conifer* and *ferrous*
 - C. recognizing that the affix *-ous* can be used to convert a noun into an adjective (e.g., the noun *danger* becomes the adjective *dangerous*)
 - D. recognizing that the affix *-ness* can be used to convert an adjective into a noun (e.g., the adjective *short* becomes the noun *shortness*)

Correct Response: A. *Vociferousness* is the noun form of the adjective *vociferous*, which is used to describe loud and insistent speech or expression. Applying knowledge of the Latin root *voc-*, meaning "call," would be an effective strategy to determine the meaning of *vociferousness*. While *conifer* and *ferrous* (**B**) are also derived from Latin, their Latin roots and definitions are unrelated to the word *vociferousness*. Recognizing the affixes *-ous* (**C**) and *-ness* (**D**) would allow a reader to determine the part of speech, but knowledge of the root would better help a reader understand the word's meaning.

40. Which of the following sentences contains a pair of homophones?
- A. Sometimes a minute is all the time it takes to solve a minute problem.
 - B. We like to raise the curtains when the first rays of sunlight hit the window.
 - C. The dancers, who wore big bows in their hair, took bows after the show.
 - D. Wind turns the blades of the windmill, but a person must wind the clock.

Correct Response: B. Homophones are words that sound the same but differ in meaning or spelling. **B** is the correct response because *raise* and *rays* have the same pronunciation, despite having different meanings and spellings. **A**, **B**, and **C** are incorrect because they each contain a pair of homographs. Homographs are words that have the same spelling but differ in meaning or pronunciation. Pairs of words with the same spelling appear in each of the sentences: *minute* and *minute* (**A**), *bows* and *bows* (**B**), and *wind* and *wind* (**C**). In the context of the sentences, however, each word in the pair is pronounced differently based on its word form and meaning.

41. Which of the following sets of words entered the English language as a result of widespread use of personal computers?
- A. hardware, link, surf
 - B. browser, network, web
 - C. disk, hacker, icon
 - D. interface, byte, login

Correct Response: D. The words *byte* and *login* were first used in print in 1962. The word *interface* was used as a noun during the nineteenth century, but its use as a verb describing connecting a machine to a computer began in 1962. The terms *hardware*, *link*, and *surf* (**A**) had meanings previous to their application to personal computers. The words *browser*, *network*, and *web* (**B**) can be found in various dimensions of the English language for centuries. The words *disk*, *hacker*, and *icon* have had a number of applications in English throughout history (**C**).

42. In the United States during the nineteenth century, the words *mustang*, *chaps*, and *stampede* entered American English as a result of interaction between speakers of English and which of the following groups?
- A. Spanish speakers in the Southwest
 - B. German speakers in the Midwest
 - C. Italian speakers in the Northeast
 - D. French speakers in the Southeast

Correct Response: A. The root words of *mustang*, *chaps*, and *stampede* come from Spanish spoken in Mexico, marking them as products of the interaction between American English and languages of the Southwest. German speakers in the Midwest (**B**) would not have directly interacted with vocabulary from the Southwest. The words *mustang*, *chaps*, and *stampede* do not have Italian (**C**) or French (**D**) roots.

43. Use the dictionary entry below to answer the question that follows.

ty-rant \ˈtī-rənt\ *n* [ME *tyraunt*, fr. AF *tyran*, *tyrant*, fr. L *tyrranus*, fr. Gk *tyrannos*] (14c) **1 a** : an absolute ruler unrestrained by law or constitution **b** : a usurper of sovereignty **2 a** : a ruler who exercises absolute power oppressively or brutally **b** : one resembling an oppressive ruler in the harsh use of authority or power

Based on the information in this excerpt, the word *tyrant* originated in which of the following languages?

- A. Latin
- B. Anglo-French
- C. Greek
- D. Middle English

Correct Response: C. The bracketed portion of the dictionary entry before the definition contains the etymology or origin of a word, going as far back as possible, from the most recent to the oldest form of the word. Abbreviations indicate languages of origin. In this case, "fr. Gk *tyrannos*" indicates that the origin of the word *tyrant* is the Greek word *tyrannos*, from which developed the Latin word *tyrranus* (**A**), from which emerged the Anglo-French words *tyran* and *tyrant* (**B**), from which developed the Middle English word *tyraunt* (**D**).

44. Use the sentence below to answer the question that follows.

The governor had an immediate answer to the reporter's question about the state budget crisis.

Which of the following synonyms for the word *answer* would most effectively imply that the governor spoke sharply to the reporter?

- A. response
- B. reply
- C. reaction
- D. retort

Correct Response: D. The word *retort* has a combative or incisive connotation and would imply the governor reacted sharply. The words *response* (A) and *reply* (B) are neutral synonyms for *answer*. The word *reaction* (C) could imply an emotional response but not necessarily a sharp one.

45. Which of the following examples of a classroom activity best demonstrates a research-based practice for promoting students' understanding of academic language?
- A. A teacher asks students to read an expository text on their own and to write answers to teacher-generated comprehension questions in class.
 - B. Students read aloud from an expository text, taking turns in round-robin style until each student has read a paragraph.
 - C. Students read silently from an expository text, underlining a sentence in each paragraph that states the main idea.
 - D. A teacher reads aloud from an expository text and pauses to think aloud about concepts and vocabulary presented in the text.

Correct Response: D. A teacher reading aloud from a text and pausing to gloss and elaborate on key concepts and ideas directly contributes to attainment of academic language. A teacher-generated comprehension question (**A**) might include academic language, but it would not necessarily provide students with understanding of that language. Reading without pause (**B**) and reading silently and independently (**C**) do not present any strategy for understanding academic language in the text.

46. Which of the following statements best describes a research-based theory about the role of phonemic awareness in the reading process?
- A. The transition from phonemic awareness to understanding concepts of print occurs naturally.
 - B. A key sign of phonemic awareness is a reader's ability to decode whole words without processing each individual letter.
 - C. Phonemic awareness is a significant indicator of the ease with which a beginning reader will attain reading fluency.
 - D. The ability to recognize high-frequency sight words exists independently of phonemic awareness.

Correct Response: C. Phonemic awareness is an awareness that letters represent sounds, or phonemes. Research supports the theory that phonemic awareness is a significant indicator of the ease with which a beginning reader will attain fluency. Research does not support the theories that the transition from phonemic awareness to understanding concepts of print "occurs naturally" (**A**) but rather the opposite, that explicit instruction is needed for that transition to occur. A reader's ability to decode whole words without processing individual letters (**B**) is a key sign of a reader's recognition of high-frequency words rather than of phonemic awareness. However, a reader's ability to recognize high-frequency words (**D**) does not exist independently of phonemic awareness.

47. Which of the following sentences written by an English learner offers the clearest example of a simplification?
- A. We will drive three hour to the beach.
 - B. I love watching fireflys in the summer.
 - C. New shoes are helping the team run faster.
 - D. Write your sirname on the application form.

Correct Response: A. In this context, simplification refers to communication in which a language learner omits certain linguistic elements. **A** offers the clearest example of simplification, as the writer has used the singular noun *hour* instead of the grammatically correct plural noun *hours*. **B** contains an example of overgeneralization, as the writer has followed the rule for regular plurals by adding an *-s* to *firefly* to make it plural rather than recognizing that the plural formation of *firefly* is irregular and should be *fireflies*. **C** is a grammatically simple sentence, but it does not omit any linguistic elements. **D** contains the misspelling "sirname" instead of the correct spelling "surname" but is otherwise grammatically correct.

48. Which of the following strategies would be most appropriate for a teacher to use to enhance students' ability to distinguish between the pronunciation of the words *parity* and *parody* when speaking?
- A. identifying phonemes that are shared by the words
 - B. enunciating clearly the second syllable of each word
 - C. having the student repeat the words *clarity* and *rarity*
 - D. listing words that contain short *i* and short *o* sounds

Correct Response: B. Enunciating clearly the second syllable of each word (**B**) would enhance students' ability to distinguish between the pronunciation of the words *parity* and *parody* by emphasizing the distinct sounds of each word and modelling correct pronunciation. Identifying phonemes that are shared by the words (**A**) would not help students recognize the difference in pronunciation, while repeating the words *clarity* and *rarity* (**C**) would help students with the pronunciation of *parity* but not *parody*. Listing words that contain short *i* and short *o* sounds (**D**) would not model the distinct pronunciation between *parity* and *parody*.

49. Which of the following examples best demonstrates negative language transfer by a Spanish speaker who is in the process of acquiring English as a second language?
- A. The speaker says the word *apple* when pointing to an apple, an orange, and a pear.
 - B. The speaker uses the Spanish word *ventana* rather than the word *window* in an English sentence.
 - C. The speaker applies a rule of Spanish syntax when forming the sentence "I have a pen blue."
 - D. The speaker uses the phrases "he go" and "she go" rather than "he goes" and "she goes."

Correct Response: C. Language transfer is the influence of a speaker's native language on a language the speaker is in the process of learning. **C** demonstrates a clear example of language transfer as the speaker applies a rule of Spanish syntax to English. **A**, **B**, and **D** demonstrate the speaker's unfamiliarity with elements of English vocabulary and grammar but are not related to the speaker's knowledge of Spanish. **A** suggests that the speaker lacks English vocabulary to describe various types of fruit and uses the name for one type of fruit to describe various kinds of fruit. **B** demonstrates an example of code-switching, whereby the speaker uses a Spanish word in place of an unfamiliar English word. **D** demonstrates an example of simplification, as the speaker does not use the third-person singular form of the verb *go*, which differs from the other present-tense forms of the verb.

50. Skimming chapter headings and subheadings in a science textbook would likely be the most effective strategy for a reader to use for which of the following purposes?
- A. drawing an analogy between a new concept and a familiar concept
 - B. comprehending scientific terminology used in the chapter
 - C. relating subject matter in the chapter to the reader's prior knowledge
 - D. anticipating main points that will be presented in the chapter

Correct Response: D. Chapter headings and subheadings in a textbook indicate the topics and subtopics that the book covers. Drawing an analogy between concepts (**A**) is an unlikely outcome from skimming headings. Chapter terminology (**B**) would be defined in the pages of a chapter rather than a heading. Critical thinking involved in relating subject matter to prior knowledge (**C**) would occur as the full chapter is read and understood.

51. Use the information below to answer the question that follows.

As students read the novel *Far North* by Will Hobbs, the teacher has them underline words that are difficult for them to comprehend. One student has underlined words in the excerpt that appears below.

The next day we entered a much deeper canyon. This one towered thousands of feet above us, pitted with caves and broken every mile or two with forested draws that came all the way down to the river. At one point the river narrowed and passed between a sheer wall on the right, which rose a thousand feet or more, and a massive stranded pinnacle on the left that had trees growing from its top.

All the time, our channel of free water in the middle of the river was shrinking as the ice cakes coming down the river adhered to the ice growing along the shores. We pushed on, rowing as hard as we could down the narrowing passage. The river swung slowly through the canyons, bend after bend. Unlike us, it had all the time in the world.

Based on the words underlined in this excerpt, the student would most likely benefit from further instruction in which of the following skills?

- A. using the dictionary and context clues to choose the appropriate meaning of a word
- B. using knowledge of Greek and Latin roots to link related words
- C. using syntactic cues to identify how words function in a sentence
- D. using structural analysis to break down words into base words and affixes

Correct Response: A. Context clues and the use of a dictionary are good strategies to encourage students to use while reading to increase their literacy development. Knowledge of Greek and Latin (**B**) are not necessarily the primary skill to develop for reading comprehension. Being able to identify parts of speech (**C**) does not directly aid in understanding vocabulary. Breaking down words into base words and affixes (**D**) is useful for some but not all struggles in reading comprehension.

52. Which of the following is a compound sentence made up of two independent clauses joined by correct punctuation?
- A. The car has new tires, but the exhaust system needs work.
 - B. They loved the city's atmosphere: the pace, the sounds, and the smells.
 - C. When the ice is at least six inches thick, he will go ice skating.
 - D. I reminded my friend, who lives three hours away, to take her time.

Correct Response: A. A compound sentence has at least two independent clauses, joined by a comma and a coordinating conjunction, in this case "but." **B** has one independent clause, followed by a colon and a list. **C** is a complex sentence, a dependent clause and an independent clause joined with a comma. **D** is a simple sentence.

53. Which of the following sentences contains an error in punctuation?
- A. The film is about overcoming pain; in a way, it is a film about hope.
 - B. Sally took the north route; another climber took the south route.
 - C. The valley tends to be hot in the summer; snowy in the winter.
 - D. Tim agreed with the plan; however, he questioned many of the details.

Correct Response: C. A semicolon is conventionally used to join two independent clauses. In this sentence, a semicolon joins an independent clause to a phrase. **A**, **B**, and **D** correctly use a semicolon to join independent clauses.

54. Which of the following sentences contains a comma splice?
- A. Spectators should bring their umbrellas and galoshes, for it is going to rain.
 - B. The lake is a good place to cool off, although the snapping turtles are a little scary.
 - C. Some people prefer to add cheese to their grits, while other people prefer to add butter.
 - D. It is important to till the soil, this simple part of the process yields big results.

Correct Response: D. A comma splice is when a comma only is used to join two independent clauses. **A** correctly uses a comma to connect an independent clause and a prepositional phrase. **B** and **C** properly use a comma to connect an independent and dependent clause in a complex sentence.

55. Which of the following classical rhetorical strategies refers to the timeliness of an argument?
- A. ethos
 - B. pathos
 - C. logos
 - D. kairos

Correct Response: D. Kairos is a rhetorical strategy by which a writer or speaker considers the appropriateness of an argument at a given time in order to say the right thing at the opportune moment. Ethos (**A**) is a rhetorical strategy whereby a writer or speaker seeks to establish credibility by appealing to character or authority. Pathos (**B**) is a rhetorical appeal to emotion, and logos (**C**) is a rhetorical appeal to reason or logic.

56. Which of the following uses of multimedia technology would best demonstrate the rhetorical concept of *remix*?
- A. comparing audio recordings of various actors performing the same monologue
 - B. removing static from the original analog recording of a song during the process of digitization
 - C. applying video editing techniques to transform a movie scene from comedy into melodrama
 - D. analyzing how social media users respond to specific comments on a public platform

Correct Response: C. *Remix* refers to media that has been altered and appropriated from its original form and context by adding, removing, or changing elements of the work to produce something new. **C** involves modifying a piece of media in such a way as to change the meaning of the original work. **A** and **D** demonstrate comparing and analyzing media but do not alter the form or context of the original works. **B** demonstrates an example of remastering or restoring an original work, as the removal of static during digitization clarifies, rather than changes, the original media.

57. Read the paragraph below from the first draft of a student editorial; then answer the question that follows.

From residential streets to downtown boulevards, our city prioritizes the safety of motorists over that of cyclists. Protected bicycle lanes should be as standard as crosswalks, traffic lights, and stop signs. During rush hour, my commute is lengthened by 20 minutes because I ride my bicycle on side streets. Bicycle lanes promote road safety by creating predictable patterns of movement for motorists, cyclists, and pedestrians. By providing a dedicated space for cyclists, protected bicycle lanes help decrease the risks of sharing space with vehicles. Now is the time for the city to reconfigure our streets to create protected bicycle lanes.

During the revision process, which of the following sentences should the student delete from the paragraph to eliminate extraneous information?

- A. From residential streets to downtown boulevards, our city prioritizes the safety of motorists over that of cyclists.
- B. During rush hour, my commute is lengthened by 20 minutes because I ride my bicycle on side streets.
- C. Bicycle lanes promote road safety by creating predictable patterns of movement for motorists, cyclists, and pedestrians.
- D. By providing a dedicated space for cyclists, protected bicycle lanes help decrease the risks of sharing space with vehicles.

Correct Response: B. B is a personal anecdote related to the focus of the paragraph, but it does not provide specific support for the author's claim that bicycle lanes should be standard in cities. A introduces a problem to which the author is proposing a solution. C and D offer logical supporting arguments for the author's solution.

58. A high school student is drafting an email to a local business owner to inquire about a part-time employment opportunity. Which of the following sentences would be most appropriate for the student to use as a closing statement?
- A. Like many of my peers, I need to save money so I can realize my goal of becoming self-sufficient.
 - B. I am excited about the prospect of joining your team, and I look forward to hearing from you soon.
 - C. With this correspondence, I humbly submit my application for the position and await your timely response.
 - D. Please call me for an interview any time, as my calendar will remain open until I secure employment.

Correct Response: B. **B** expresses the writer's self-confidence and enthusiasm for the job in direct and professional tone. **A** is too informal, and the writer focuses on how the job would help them realize a personal goal, rather than on how employing the writer could help the business owner realize a business goal. **C** uses overly formal diction, and the writer does not express interest in or confidence about their qualifications for the job. **D** is overly eager, suggesting that the writer is looking for any type of employment, rather than specifying their qualifications for or interest in working for the local business.

59. While reviewing a student's essay, an English teacher notices that the student uses "your" and "you're" interchangeably. Which of the following approaches to providing feedback would most effectively help the student be accountable for correcting such errors in the future?
- A. assuring the student that many more experienced writers confuse "your" and "you're"
 - B. telling the student that incorrect use of "your" and "you're" indicates lack of attention to detail
 - C. underlining incorrect uses of "your" and "you're" for the student to correct in the next draft
 - D. reviewing the rules for using "your" and "you're" during a one-on-one conference with the student

Correct Response: D. D is the best approach to providing feedback as it uses direct instruction to clarify the student's misunderstanding of a grammatical rule thus providing direction for how the student can correct errors in this essay and avoid similar errors in the future. **A** does not explain the distinction between "your" and "you're" or emphasize the need for the student to correct errors in usage. **B** would be inappropriate as it does not provide constructive feedback, instead assuming that the student's errors are due to lack of attention to detail rather than lack of understanding. **C** would help the student address the errors in the next draft of this essay but would not ensure that the student understands how to apply the rules for using "your" and "you're" in future writing.

60. Read the sentence below; then answer the question that follows.

A vague buzzword that became popular in the last decade of the twentieth century, "globalization" presents a truly interesting paradox of terminology because part of it is about the positive aspects of exposing people to different cultures around the world, but it is also about how the unique characteristics of cultures might literally vanish because of it.

Which of the following versions of this sentence has been edited to achieve the greatest clarity and economy of expression?

- A. As a term, "globalization," a vague buzzword in the 1990s, is an interesting paradox because on the one hand, it opens things up culturally, but on the other hand, it literally threatens their very existence.
- B. "Globalization," a vague buzzword from the 1990s, presents a truly interesting paradox of terminology by suggesting that cultures around the world are growing and shrinking at the same time.
- C. The term "globalization," a 1990s buzzword, presents an interesting paradox because it simultaneously refers to the positive aspects of cultural integration and the unfortunate possibility that unique cultures will disappear.
- D. "Globalization," a vague buzzword from the 1990s, is a truly interesting paradox in the sense that, culturally speaking, it celebrates accessibility and at the same time suggests demise.

Correct Response: C. This sentence achieves clarity and economy of expression through revising "part of it is about... but it is also about" from the original sentence into the verb phrase "simultaneously refers." The sentence also synthesizes the phrase "exposing people to different cultures around the world" into "cultural integration" and "unique characteristics of cultures" into "unique cultures." Sentence **A** uses vague language ("opens things up culturally") and confuses the term "globalization" with the process to which it refers. "Growing and shrinking at the same time" (**B**) is a limited and inaccurate description of globalization, as is "celebrates accessibility and at the same time suggests demise" (**D**).

61. Read the excerpt below from the first draft of an argumentative essay; then answer the question that follows.

Schools often say that their ultimate goal is to provide students with a well-rounded education. However, a truly holistic approach to learning should include introducing important life skills, such as cooking. _____

Learning to cook in school gives students the opportunity to gain useful knowledge about nutrition and teaches them to make healthy food choices. In addition, learning to prepare dishes from around the world is a great way to learn about a variety of cultures.

Which of the following sentences, if inserted in the blank, would address a potential counterargument?

- A. Learning about the science of cooking, as well as how to prepare basic recipes, provides a knowledge base that students can build on for years.
- B. Students who have learned to cook at home can broaden their culinary repertoire at school.
- C. Teaching children how to cook makes them more independent and enhances their self-confidence and creativity.
- D. Cooking classes are especially helpful for students who plan to pursue a career in the culinary arts after high school.

Correct Response: B. **B** anticipates the counterargument that teaching cooking in school is unnecessary since many students already learn to cook at home and addresses it by arguing that these students can also benefit from studying cooking at school. **A** and **C** provide supporting arguments for the writer's claim, but they do not address potential counterarguments. **D** suggests that cooking classes would only be helpful for students who plan to pursue a career in the culinary arts after high school, undermining the writer's claim that cooking should be part of a well-rounded education for all students.

62. A high school student is developing an argument in favor of lowering the voting age in local elections from 18 to 16. Which of the following sentences should the student present *first* in the essay?
- A. By age 18, when citizens are allowed to run for office, teens would already have experience with the democratic system.
 - B. Younger voters could contribute to discussions on issues relevant to them, such as school funding.
 - C. For example, teens are more likely to become engaged citizens as adults if they start to participate in voting before age 18.
 - D. Giving 16- and 17-year-olds the right to vote would be beneficial to both the young voters and their community.

Correct Response: D. **D** is a clear topic sentence, introducing the writer's claim. The arguments that 18-year-olds would already have experience with the democratic system (**A**) and younger voters could contribute to discussions on issues relevant to them (**B**) support the writer's claim but would not make sense unless the topic of lowering the voting age had already been introduced. **C** begins with "For example," which signals that it is providing a supporting argument for an idea the writer has already introduced.

63. Read the paragraph below from the first draft of an opinion article; then answer the question that follows.

Some people say that with so much information available online, libraries are becoming obsolete. This argument fails to consider that libraries provide many benefits that could never be found online. First, as many historians will confirm, certain information is not available online. Next, libraries provide a unique meeting and gathering space, enriched with educational materials. Moreover, most libraries further enrich their spaces with educational programs such as lectures and book clubs. Perhaps most importantly, librarians are a priceless resource in that they can guide a researcher to the best and most reliable source on almost any topic. _____

Which of the following sentences, if inserted in the blank, would logically develop the argument in the paragraph?

- A. Unfortunately, while librarians can identify useful resources, those materials may be unavailable in a particular library on any given day.
- B. Although the Internet may provide more sources, consulting a librarian takes the guesswork out of determining the reliability of those sources.
- C. Librarians also fill the important administrative role of overseeing library staff and managing the collection, as well as other materials and equipment.
- D. Librarians are, of course, in direct competition with today's all-powerful search engines, which can top human performance every time.

Correct Response: B. The writer argues that libraries serve valuable functions that have not been replaced by the Internet. **B** develops the writer's supporting argument that librarians are an important resource by explaining that they can better guide a researcher toward reliable sources than an Internet search. **A** undermines the writer's argument by suggesting that sources might not be available at a library. **C** accurately describes the administrative role of librarians, but this is irrelevant to the writer's argument about the value of libraries as institutions of learning. **D** contradicts the writer's argument by suggesting that Internet search engines are better than librarians.

64. A student is developing an argumentative essay in which the student claims that young soccer players should be required to wear headgear to protect them from injury. The student supports the claim with the reason below.

Soccer has become a very physical contact sport, and every year too many young players receive concussions.

Which of the following supporting statements, if added immediately after the sentence shown, would clarify the relationship between the student's claim and reason?

- A. However, according to the National Institutes of Health, nearly 90 percent of concussions are not recognized or reported.
- B. In fact, one recent study found that more than 90,000 high school soccer players experienced a concussion while playing that year.
- C. Additionally, players often receive minor head injuries that are asymptomatic—a serious problem if coaches then return the injured players to the game.
- D. Despite pushback from some coaches and players who see the protective headgear as unnecessary, youth sports teams should mandate that players wear it.

Correct Response: B. **B** cites a statistic that confirms the seriousness of the problem that the proposed solution would address. **A** cites a statistic from a reliable source but does not provide information about how many players receive concussions. **C** presents an additional problem that wearing headgear could solve and **D** acknowledges a counterargument, but neither clarifies the relationship between the prevalence of concussions and the writer's claim.

65. A letter to the editor in the local newspaper argues that children should be allowed to play outside without adult supervision. The letter addresses the counterargument that it is unsafe to do so by providing the following evidence: "When I was a child, my friends and I roamed around our neighborhood climbing trees, riding bikes, jumping on trampolines, and feeding ducks at the pond." Which of the following statements most accurately points out the limitations of this evidence?
- A. The writer refers to a group of friends to make a bandwagon appeal.
 - B. The writer's examples of childhood activities appeal to emotion rather than logic.
 - C. The writer does not back up anecdotal evidence with verifiable data.
 - D. The writer's examples are not relevant to the argument against adult supervision.

Correct Response: C. The writer provides a personal anecdote about their childhood experience but does not provide verifiable data about the prevalence or safety of these experiences. It does not logically follow that the personal experiences described by the writer are safe or beneficial more generally. A bandwagon appeal (**A**) would suggest that everyone else is letting their children play outside without adult supervision; therefore, it is safe to do so. The writer lists examples of childhood activities to address a counterargument about safety, not to appeal to emotion (**B**). While the examples are relevant to the argument (**D**), the personal anecdote is not reliable.

66. Read the paragraph below from the first draft of an argumentative essay; then answer the question that follows.

Maybe you have seen a cyclist pedaling a recumbent bicycle by leaning back in a semi-prone position with their legs out in front. Sure, the person might look a little silly, but there are lots of great reasons to choose a recumbent bike. For one, recumbent bicycles are faster than conventional bicycles. On a conventional bicycle, the rider's upright position creates a lot of wind resistance. Recumbent bicycles are more aerodynamic. Second, recumbent bikes are safer. A lower center of gravity provides a secure ride, and if a crash does occur, the rider's feet will hit the ground first rather than the head. But most importantly, recumbent bikes are better for the rider's health. They put less stress on the rider's bones, hands, and feet, and will help reduce back pain.

Which of the following concluding statements would best follow from and support the writer's argument?

- A. If you want a better ride, set aside your vanity, get yourself a recumbent bicycle, and enjoy the benefits of your laid-back bike.
- B. The market for recumbent bicycles has been growing as more riders discover the benefits of this comfortable and unique ride.
- C. There are some safety concerns, such as the fact that the low profile of recumbent bikes makes them harder for motorists to see.
- D. The advantages of a recumbent bicycle are clear: if you want to have fun while getting a great workout, ride a recumbent bicycle.

Correct Response: A. In the paragraph, the writer argues that recumbent bicycles have many advantages over conventional bicycles. **A** provides the most effective concluding statement because it emphasizes that recumbent bicycles provide a better ride and urges the reader to try one for themselves. **B** does not directly relate to the writer's argument, as the topic of the popularity of recumbent bicycles is not germane to the writer's argument. **C** acknowledges a counterargument by introducing some safety concerns but does not address them, making it ineffective as a concluding statement. **D** introduces the idea that recumbent bicycles provide a great workout, which is not the focus of the paragraph.

67. Which of the following statements would present the most precise claim for an argumentative essay?
- A. People hoping for gentler alternatives to acoustic drums are surprised by electronic drums' strong vibrations.
 - B. Electronic drums have been on the market since the 1970s, but drummers are still purchasing acoustic drums.
 - C. As electronic music grows in popularity, drum manufacturers should offer more affordable electronic drums.
 - D. Electronic drums cannot reproduce the natural sound of acoustic drums, but they are easier to tune to a musical scale.

Correct Response: C. **C** would present the most precise claim because the author takes a clear stance on the topic and provides a supporting reason, arguing that drum manufacturers should offer more affordable electronic drums because of their growing popularity. **A**, **B**, and **C** present potentially useful information about the topic of electronic drums but do not introduce claims about the topic. **A** introduces anecdotal evidence about how people react to electronic drums. **B** introduces background information about the topic. **D** compares some advantages and disadvantages of electronic and acoustic drums.

68. Read the paragraph below from the first draft of an argumentative essay; then answer the question that follows.

We have been moving toward a cashless society for decades, and yet paper money and coins have not gone out of circulation. One reason some people are reluctant to go cashless is the inventiveness of online hackers who steal money and personal information electronically.

_____ When consumers rely on credit cards for in-person and online transactions, hackers find and use their information.

Which of the following sentences, if inserted in the blank, would address a potential counterargument while maintaining a consistent style?

- A. The general public is unaware of the vulnerability of financial institutions to cyberattacks.
- B. Although paying for services and purchases electronically is easy, it's a good idea to keep cash in case of power outages.
- C. Even as banks continue to update their security measures, electronic payments leave consumers vulnerable.
- D. Mobile applications allow people to use their phones to pay bills conveniently and securely.

Correct Response: C. The writer argues that using credit cards instead of cash puts consumers at risk of having their money or personal information stolen by hackers. **C** addresses a potential counterargument by stating that even as banks update their security measures, consumers are still vulnerable. **A** does not address a counterargument but simply states that the general public is unaware of the information the writer is discussing. **B** introduces a potential counterargument by stating that paying electronically is easy, but it addresses this counterargument by noting the potential for power outages, which is not the focus of the paragraph. **D** introduces a potential counterargument by noting that mobile payments are convenient and secure but does not address this counterargument, thus undermining the author's argument.

69. A writer is developing an article about the economic impact of a rare weather pattern for a financial magazine whose readers are unfamiliar with the weather pattern. Which of the following guidelines would be most important for the writer to observe?
- A. including eyewitness accounts of the weather pattern
 - B. using non-technical language when describing the weather pattern
 - C. focusing on the cause and rarity of the weather pattern
 - D. comparing the weather pattern with more common weather patterns

Correct Response: B. To make the information about a rare weather pattern accessible to an audience reading a financial magazine, the author should use non-technical language. Eyewitness accounts (**A**) will not necessarily help explain the weather pattern to non-experts. Focusing on the cause and rarity of the pattern (**C**) would probably be a more appropriate approach for addressing an audience that is knowledgeable about the pattern. It would not be the most effective way to help those unfamiliar with the pattern better understand it. Comparing the rare weather pattern with a common weather pattern (**D**) runs the risk of using language familiar to weather pattern experts only.

70. A writer develops the topic sentence below for a paragraph in an expository essay about Washington, D.C.

The Washington Monument is the tallest structure in the District of Columbia and the tallest masonry structure in the world.

Which of the following supporting details would be most effective for the writer to use in the paragraph with this topic sentence?

- A. Made of granite and marble, the monument stands 555 feet and 5 inches tall, which is equivalent to the height of about 50 full-size school buses stacked on top of each other.
- B. The Lincoln Memorial, which lies due west of the Washington Monument, is made of limestone and marble and features a 19-foot seated statue of Lincoln.
- C. Beset by political and financial obstacles from the beginning, construction of the monument was finally finished in 1884, some 36 years after construction began.
- D. The first proposed site of the monument was later moved 350 feet, slightly altering the monument's axial relationship with the White House and U.S. Capitol.

Correct Response: A. The topic sentence is focused on the construction and height of the Washington Monument, and so a further detail about materials and an analogous description of the height would follow. Transition to another monument (**B**) in the same paragraph does not fit organizationally. Historical details of the construction (**C**) may fit in the same essay but under a different topic sentence. Similarly, sentence **D** may fit in an essay about the Washington Monument, but it would be best in a paragraph related to how the site was chosen.

71. A student is developing an analytical essay about the use of description in a scene from Michael Cunningham's novel *The Hours*. Which of the following sentences would provide the most precise language in the student's essay?
- A. When Cunningham writes about Richard's chair, he uses many descriptive details about how it looks, smells, and feels.
 - B. By using more than four sentences to describe Richard's chair, Cunningham emphasizes its importance in Richard's life.
 - C. Cunningham's lengthy description of Richard's beloved chair invests the inanimate object with an almost human dimension.
 - D. By pairing vivid sensory language with auxiliary verbs of being, Cunningham reveals the squalidness of Richard's chair.

Correct Response: D. Specific craft elements—vivid sensory language and auxiliary verbs of being (**D**)—are identified as contributing to the description of a particular object: Richard's squalid chair. **A** is incorrect because, while it identifies the types of sensory details in Cunningham's novel, it provides neither specific examples nor their use. While description does indicate the importance of the chair in Richard's life (**B**), the number of sentences devoted to that chair is not indicative of the quality of description. Likewise, citing a lengthy description (**C**) of the chair does little to show what specific kind of description Cunningham uses.

72. A student is developing an informative essay about the Mapparium, a vast, inside-out glass globe inside the Mary Baker Eddy Library in Boston. Which of the following paragraphs would most effectively convey information about the Mapparium through imagery?
- A. The Mapparium was built in 1935. At the time, it belonged to a periodical known as the *Christian Science Monitor*. Globes were popular features of newspaper and periodical offices. For example, a globe spun in the lobby of the building that housed the *New York Daily News*.
 - B. Standing beneath the Mapparium is like standing under a gargantuan stained glass lampshade. Visitors are awed by the colors. Mostly, the world is blue: turquoise, cobalt, and other brilliant indigos are illuminated by LED lights. Countries glow red or orange or green, like bits of hard candy lodged in the sky.
 - C. The Mapparium teaches visitors about scale. A traditional globe cannot offer the same perspective as a globe that curves overhead. Visitors to the Mapparium can look at the entire world at once, without having to spin it on an axis, thereby experiencing truths of perspective and proximity.
 - D. Political boundaries are not updated at the Mapparium. Young visitors might not recognize some of the names of territories and colonies; entire regions have been reborn and reclaimed and renamed since 1935. The Mapparium is not a guide to political possession. Instead, it offers a geographic portrait of the world.

Correct Response: B. Imagery is descriptive language that invokes any of the five senses; imagery may refer to vivid language or figurative language. Describing the many shades of blues and likening the countries on the Mapparium to bits of hard candy (**B**) helps the reader create a mental image. **A** is incorrect because, though it mentions the globular shape, it does not describe the Mapparium's globe; it focuses on historical context. While describing the experience of standing beneath the Mapparium does conjure the act of looking up (**C**), none of the language invokes the five senses or offers figurative comparisons. **D** is incorrect because it offers a rationale for the Mapparium's dated portrait of the world without any descriptive language.

73. A student is developing an informative essay on Edward Gorey, the illustrator and writer who lived much of his life in Yarmouth Port, Massachusetts. In the report, the student describes Gorey's work, his authorial persona, and his idiosyncrasies. Which of the following versions of a concluding paragraph would best follow from and support information provided in the essay?
- A. An artist's body of work lives on after his death; sometimes, the artist's life lives on too. In Yarmouth Port, Edward Gorey's home has been transformed into a museum that embodies his passions and peculiarities, from the cat-scratched divan to the raccoon-fur coat. The books he authored are there, too, waiting to change the way we see the world.
 - B. Edward Gorey's work is singular and, some might say, iconic. If nothing else, his style is instantly recognizable. I have tried to show that his life and his art were somehow related. He had quirks, too, like anyone, and those quirks made him who he was. His illustrations brought a unique spin to ordinary and extraordinary scenes alike.
 - C. The one aspect of Edward Gorey that I have yet to mention is his interest in fairy tales. Illustrations he produced for a 1974 edition of "Rumpelstiltskin" are evidence of this interest. The drawings are emblematic of his style, with spare use of color and a preponderance of textural lines, imparting Gorey's signature eeriness to the tale.
 - D. In a peculiar way, the life of Edward Gorey matched his artistic output. He was a prolific author whose credits include more than 100 books. He was also a charismatic and enigmatic person who maintained a boundary between his public and private life. Furthermore, he had two fascinating interests: ballet and cats.

Correct Response: A. A concluding paragraph returns from the specific points explored in the body paragraphs to a more general closing thought. A concluding paragraph may restate the thesis and synthesize the writer's points, leaving the reader with a sense of closure. **B** is incorrect because it does not restate a specific argument, hedging with language such as "some might say," "tried," "somehow," and "unique." **C** is incorrect because it introduces a new detail: Gorey's interest in fairy tales. **D** is incorrect because it does not synthesize the writer's points, and it ends with a non sequitur about ballet and cats.

74. Read the paragraph below from the first draft of an informative essay; then answer the question that follows.

Green tea has been a common beverage in China for thousands of years. Its discovery is attributed to the mythical emperor Shennong. According to one legend, Shennong was traveling and had stopped to drink from a pot of hot water when a gust of wind blew leaves into the pot. Upon consuming the brew, Shennong felt the tea spread throughout his entire body, finding and removing all ailments. Considered the father of traditional Chinese medicine, Shennong tried hundreds of tea leaves and herbs to detoxify his body. _____

Which of the following sentences, if inserted in the blank, would provide a conclusion that effectively follows from and supports the information presented in the paragraph?

- A. Green tea may be associated with China, but it is actually cultivated across East Asia.
- B. Today, green tea is consumed around the world, both for refreshment and for therapeutic purposes.
- C. In the 1800s, Chinese tea growers discovered a way to ferment green tea leaves into black tea leaves.
- D. After they are harvested, green tea leaves are pan-fired, cooled, rolled, and then dried.

Correct Response: B. A concluding sentence wraps up a paragraph. It follows logically from the preceding sentence and advances an idea introduced earlier in the paragraph. A staple in China for thousands of years, green tea's current global popularity (**B**) shows how this national beverage has become an international mainstay. **A** is incorrect because it does not follow from the preceding sentence in the paragraph; while it returns to the topic of region, it introduces the idea of cultivation, failing to wrap up the paragraph. **C** is incorrect because it introduces a new point: Chinese tea growers began to ferment green tea leaves into black tea leaves (**C**). **D** is incorrect because it neither follows from the preceding sentence nor advances an idea introduced earlier in the paragraph; instead, it dovetails into a description of the process of preparing green tea leaves.

75. A student is developing an informative essay. Which of the following versions of a paragraph from the essay presents information most clearly and coherently?
- A. Using sophisticated audience targeting and budget allocation algorithms, marketers ensure that their ads are viewed by fans and potential fans of their products. These practices are increasingly common in social advertising. Of course, views are not enough for the savviest marketers. While social media platforms were once sites of interpersonal connection, today they are a gold mine for digital marketers. Conversion tracking allows digital marketers to track which of their ads led viewers to make a purchase. On social media sites you're just as likely to see ads for vacation destinations as you are to see your friends' vacation photos.
 - B. While social media platforms were once sites of interpersonal connection, today they are a goldmine for digital marketers. Conversion tracking allows digital marketers to track which ads led viewers to make a purchase. On social media sites you're just as likely to see ads for vacation destinations as you are to see your friends' vacation photos. Of course, views are not enough for the savviest marketers. Using sophisticated audience targeting and budget allocation algorithms, marketers ensure that their ads are viewed by fans and potential fans of their products. These practices are increasingly common in social advertising.
 - C. On social media sites you're just as likely to see ads for vacation destinations as you are to see your friends' vacation photos. While social media platforms were once sites of interpersonal connection, today they are a gold mine for digital marketers. Using sophisticated audience targeting and budget allocation algorithms, marketers are ensuring that their ads are viewed by fans and potential fans of their products. Of course, views are not enough for the savviest marketers. Conversion tracking allows digital marketers to track which of their ads led viewers to purchase a product. These practices are increasingly common in social advertising.
 - D. Conversion tracking allows digital marketers to track which of their ads led viewers to make a purchase. Of course, views are not enough for the savviest marketers. On social media sites you're just as likely to see a photo advertising a vacation destination as you are to see your friends' vacation photos. Using sophisticated audience targeting and budget allocation algorithms, marketers ensure that their ads are viewed by fans and potential fans of their products. These practices are increasingly common in the world of social advertising. While social media platforms were once sites of interpersonal connection, today they're a gold mine for digital marketers.

Correct Response: C. In an informative essay, a paragraph is a group of sentences pertaining to a single idea. A strong paragraph requires a clear topic sentence and a sense of unity. Coherence, through logical organization and appropriate transitions, ensures the paragraph is understandable to readers. Finally, a strong paragraph fully develops the idea introduced in the topic sentence by using details, anecdotes, facts, definitions, and other methods. In (C), a brief example serves as an attention-grabbing opening that segues immediately into the topic sentence. **A** is incorrect because it lacks a topic sentence as well as a sense of coherence: the sentences wander from topic to topic. **B** is incorrect because it lacks coherence; for example, there is no bridge between the idea of conversion tracking and the types of photos a user is liable to see on social media. **D** is incorrect because it is not logically organized: a reader should be introduced to the topic of digital marketing before the topic of conversion tracking.

76. A student is developing a 1,000-word informative essay about storytelling. Which of the following research questions would provide the most appropriate focus and scope for the essay?
- A. What is one of the oldest stories from the oral tradition?
 - B. What are the most universal stories told over the centuries?
 - C. How did the invention of the printing press influence storytelling traditions?
 - D. How has storytelling evolved from cave painting to social media platforms?

Correct Response: C. A research question clearly and concisely focuses the research topic; it also ensures the topic is arguable. Posing a question about how the invention of the printing press shaped storytelling traditions both points to a clear focus for the essay and suggests an underlying argument. Beginning a research question with "what" (**A** and **B**) limits the development of an argument, since a "what" question can be answered with one- or several-word answers; both **A** and **B** are too narrow in scope to produce a 1,000-word essay. **D** is incorrect because its scope is too broad: compressing more than 50,000 years of storytelling's evolution into a 1,000-word essay will yield only a cursory overview.

77. A high school student is conducting research on the factors that motivate working adults to return to school to earn an advanced degree. Which of the following paragraphs describes the most relevant study for the student to use as a source?
- A. As older workers struggle to stay relevant in today's job market, many are considering enrolling in a continuing education or advanced degree program to keep their skills current. Our research team tracked over 1,000 career professionals, comparing the earning potential of those who did not return to school to that of those who did.
 - B. The number of older adults attending school has increased significantly during the twenty-first century. Our team surveyed over 500 career professionals who had enrolled in postsecondary educational programs since 2010. While a variety of factors contributed to the respondents' decisions to return to school, a noticeable trend emerged that has shed some light on the situation.
 - C. Our research team examined programs designed for working professionals at over 50 institutions nationwide. We compared enrollment data, graduation rates, and job placement percentages to determine which programs were most effective at easing older adults' transition from the workforce to the classroom.
 - D. To understand why career professionals decide to return to school to advance their education, it is necessary to understand how economic conditions factor into their decision. Our study examined how enrollment in continuing education courses fluctuated during economic expansions and contractions. We expected to see that workers who lost jobs reacted by enrolling in courses; however, the results suggested otherwise.

Correct Response: B. A survey that points to "a variety of factors [that] contributed to [older adults'] decisions to return to school" (**B**) is directly aligned with the student's research topic. **A** is incorrect because the study examines only one factor influencing adult students' return to school (the desire to keep skills current). **C** is incorrect because it focuses on the behavior of adult students once they have already enrolled at educational institutions, not the students' motivation for enrolling at those institutions. **D** is incorrect because it focuses solely on economic fluctuations as a motivational factor in adults' pursuit of continuing education.

78. **Read the paragraphs below from the script for an oral presentation; then answer the question that follows.**

Dogs are not color-blind exactly, but they are limited in the colors they can see. Like humans, dogs have special cells in their eyes that allow them to distinguish colors. These cells are called cones. Whereas humans have three cones, dogs have only two, and this limits the spectrum of color they can see.

What colors do we see that our pets do not see? Think of a rainbow. We see red, orange, yellow, green, blue, indigo, and violet. Our dogs see the same rainbow as varying shades of yellow, blue, and gray. This means that your dog cannot see the bright red or orange color of the chew toy you carefully selected for its bright colors. Instead, your dog likely sees the toy in a yellowish-brown hue.

Which of the following visual aids would best promote the audience's comprehension during the presentation?

- A. side-by-side color spectra, one as seen by humans and one as seen by dogs
- B. photograph of a dog labeled "2 Cones" next to photograph of a person labeled "3 Cones"
- C. diagram of a dog's eye with the parts labeled, including the cornea, iris, lens, and retina
- D. cartoon of a human throwing a bright multicolored ball to a bored-looking dog

Correct Response: A. Effective visual aids improve listener comprehension and retention; they also enhance a speaker's credibility. The inclusion of a side-by-side color spectra comparison (**A**) allows the speaker to show a key concept that may be difficult to visualize through language alone. **B** is incorrect because it reiterates a relatively minor fact without utilizing the visual medium. **C** is incorrect because seeing a diagram of a dog's eye would not aid in audience comprehension of the speaker's main point: dogs perceive color differently from humans. While a human throwing a multicolored ball to a bored-looking dog (**D**) may suggest an outcome of dogs' limited perception of color, it does not reinforce the concept for listeners; instead, it presents a subjectively amusing image that does little to benefit listener comprehension or retention.

79. A student is developing a presentation in which they will argue that people's perceptions of current events are often misguided because they access only one or two preferred news sources. Which of the following types of digital media should the student embed in the presentation to best support this argument?
- A. scanned headlines from news publications describing multiple events
 - B. video clips from a variety of televised news reports of the same event
 - C. a Venn diagram that contains terms used by various news sources to describe natural disasters and human-caused events
 - D. a graph that measures trends in website visits for several well-known news sources during coverage of the same event

Correct Response: B. Showing how different news sources present the same event differently would provide the best support for the student's argument. Headlines describing multiple events (**A**) would not clearly show how various sources can present the same event differently. A Venn diagram (**C**) could help demonstrate the similarities and differences between sources, but taking the words out of their original context makes this less effective for the student's purpose. Showing trends in website visits (**D**) would not demonstrate the differences in content among those websites.

80. Use the excerpt below from "Barbecue Basics: Tips to Prevent Foodborne Illness," a news release from the U.S. Food and Drug Administration; then answer the question that follows.

Refrigerate and freeze food promptly.

It can be hard to remember while a party is going on, but food should not be left out of the cooler or off the grill for more than two hours. Never leave food out for more than one hour when the temperature is above 90°F.

Keep hot food hot.

Hot food should be kept at or above 140°F. Hot food should be wrapped well and placed in an insulated container. If bringing hot take-out food such as fried chicken or barbecue to an outdoor party, eat it within two hours of purchase. In addition to bringing a grill and fuel for cooking to an outdoor location, remember to pack a food thermometer to check that your meat and poultry reach a safe internal temperature. When re-heating food at the outing, be sure it reaches 165°F.

Keep cold food cold.

Cold food should be held at or below 40°F. Foods like chicken salad and desserts that are in individual serving dishes can be placed directly on ice or in a shallow container set in a deep pan filled with ice. Drain off water as ice melts and replace ice frequently.

Which of the following paragraphs would most effectively integrate information from the news release into an informative essay?

- A. Since bacteria in food multiplies quickly at temperatures between 40°F and 140°F, preventing foodborne illness can be a challenge at a summer barbecue. According to the U.S. Food and Drug Administration, "food should not be left out of the cooler or off the grill for more than two hours. Never leave food out for more than one hour when the temperature is above 90°F."
- B. Prevent foodborne illnesses at your next summer barbecue by cooking and keeping your foods at the proper temperature. As opposed to hot food, which "should be wrapped well and placed in an insulated container," cold food "can be placed directly on ice or in a shallow container set in a deep pan filled with ice." For more food safety tips, visit the U.S. Food and Drug Administration's website.
- C. The U.S. Food and Drug Administration has released a few tips to prevent foodborne illnesses. These tips include "refrigerate and freeze food promptly," "keep hot food hot," and "keep cold food cold." As long as these precautionary measures are taken, you and your guests should be protected from foodborne illnesses during outdoor parties in the hot summer months.
- D. Temperature is the key to avoiding foodborne illness. During a summer barbecue, however, food safety is probably the last thing on your mind. As noted by the U.S. Food and Drug Administration, "it can be hard to remember while a party is going on, but food should not be left out of the cooler or off the grill for more than two hours."

Correct Response: A. This paragraph effectively integrates specific information from the news release to support the main idea. **B** uses quotes that explain how to store hot and cold food but does not provide specific information about what temperature food should be stored at or how long it can be safely left out in order to prevent foodborne illness. **C** quotes phrases that provide no specific information and could have been paraphrased. **D** includes unnecessary discussion of why food safety "can be hard to remember," which is not relevant to the main idea.

81. A teacher is developing a presentation for the school board about the negative effects of florescent lightbulbs on students' engagement levels in the classroom. The purpose of the presentation is to convince the school board to use LED bulbs for all classroom lighting in the district. Which of the following visual displays of information would be most effective for the teacher's purpose?
- A. a spreadsheet comparing the operational cost of using fluorescent bulbs in classrooms to that of using LED bulbs
 - B. photographs of classrooms illuminated by LED bulbs and classrooms illuminated by fluorescent bulbs
 - C. a line graph indicating the number of schools that have adopted LED bulbs over a 10-year period
 - D. video recordings of testimonials from teachers whose classrooms are illuminated by LED bulbs

Correct Response: D. Testimonials from teachers would provide support for the teacher's claim that LED bulbs would have a positive effect on students' engagement levels in the classroom. **A** would provide useful information about the cost of using LED bulbs, **B** would help school board members understand the difference between LED and fluorescent bulbs, and **C** would demonstrate the increasing popularity of LED bulbs, but none provide evidence relevant to the teacher's argument about student engagement.

82. A high school student is developing a research essay on the retail industry's use of social media as an advertising tool. The assignment requires the student to defend a position. Which of the following questions would most likely lead to information that would help the student take a position in the essay?
- A. When did social media become a key part of the retail industry's sales strategy?
 - B. How do retail companies use social media to establish rapport with customers?
 - C. Who in the retail industry benefits from social media marketing?
 - D. Which retail company has the most social media followers?

Correct Response: B. This question would lead the student to information about a variety of methods, each of which has advantages and disadvantages. This would help the student take a position about which method they think is most effective and why. **A, C,** and **D** are questions that would lead the student to clear, factual answers that do not require the student to defend a position.

83. A high-school student is drafting a paragraph that quotes two books by the same author. Which of the following in-text citations most closely follows Modern Language Association (MLA) style?
- A. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (*Ballroom Lessons* 10). She considers the foxtrot as "a true measure of dancing ability" (*A Dancer Dances* 43).
 - B. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (Strada. *Ballroom Lessons* 10). She considers the foxtrot as "a true measure of dancing ability" (Strada. *A Dancer Dances* 43).
 - C. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (Strada 10). She considers the foxtrot as "a true measure of dancing ability" (Strada 43).
 - D. Strada describes the foxtrot as "the smoothest of dances, whether slow or fast" (10). She considers the foxtrot as "a true measure of dancing ability" (43).

Correct Response: A. When citing multiple works by the same author, writers should include the title of the work and the page number in their in-text citations. **B** includes the author's last name in the citations, which is unnecessary because the writer has already introduced the author's name in the sentence. It also incorrectly uses a period, rather than a comma, to separate the author's name and the title of the work. **C** and **D** do not include the titles of the works cited, and **C** unnecessarily includes the author's last name.

84. A student is drafting a personal narrative about an aunt who was an inspirational figure in the student's life. Which of the following paragraphs would best introduce the subject?
- A. After every holiday meal, Aunt Tina would place a pink box on the dining table, and we would watch with delight as she unwrapped a delicious confection. At that time I did not appreciate the hard work and dedication that went into creating these delights and running the business that supplied them. Growing up, I enjoyed lots of treats from my Aunt Tina's bakery.
 - B. Aunt Tina saved every penny she earned so she could have her own bakery one day. She did chores around the neighborhood and worked at the local supermarket, stocking shelves and bagging groceries. After graduating from high school, she got a job at the neighborhood bakery, arriving at 4 a.m. every day to bake bread.
 - C. Aunt Tina learned about baking from her mother, my grandmother Lucia. From the time she could walk, Tina helped bake breads, cakes, and pies in the family's tiny kitchen. As she got older, Tina began altering original family recipes and experimenting with new flavors, and the desire to open her own bakery bloomed like a soufflé rising in the oven.
 - D. The bakery runs like a well-oiled machine, but Aunt Tina has told me that it has not always been that way. Through the years, her bakery has weathered tough times; she has asked our family for financial help and put in long hours every day to make sure the business survived. Aunt Tina's determination to keep her dream alive is one of her most admirable qualities.

Correct Response: C. When written like a story, a narrative essay uses all the elements of fiction: plot (beginning, climax, resolution), setting, and characters. Introducing the subject in a narrative essay is akin to developing a character: creating a person with particular traits and a clear goal. Aunt Tina is introduced as a heritage baker (**C**), whose inventive, independent streak bred a "desire to open her own bakery." **A** is incorrect because the paragraph only mentions Aunt Tina; its focus is on the narrator and the narrator's response to Aunt Tina. **B** is incorrect because the facts of Aunt Tina's life are presented without attachment to a specific desire or goal; as such, they do introduce the subject as a character. **D** is incorrect because its focus is on the bakery, rather than Aunt Tina; while her traits and goals are mentioned, they are secondary to the idea of the bakery.

85. A writer is developing a short story about a parent who is balancing completing a college education with caring for children. Which of the following paragraphs would most effectively introduce the protagonist?
- A. The kids were a curious, easy-to-please brood that liked watching manatees at the aquarium, visiting the science museum, and riding swan boats. Any parent would enjoy taking children on these weekend outings, peeling their citrus fruit, and brushing their hair.
 - B. It was impossible to leave the children's beds unmade. More than once, breakfast had to wait while sheets were tucked and pillows were fluffed. The children did not understand why their beds had to be made at all, much less meet such stringent specifications.
 - C. After the kids left for school, it was time for a full workout, with pull-ups and burpees and a fast-clipped jog. Then it was time to hunker down at the library. Weight lifting was a breeze compared to intellectual workouts demanded by some professors.
 - D. The Shakespeare's Comedies course was an elective, but it was not easy. Hazy memories of reading *Romeo and Juliet* in high school were little help. For one thing, that play was a tragedy. For another thing, high school felt as distant as Verona, Italy.

Correct Response: B. When developing a main character in a work of fiction, a writer needs to create a vivid picture of a person with particular traits and a clear goal. The parent's goal—making the children's beds—is attached to a character trait: balancing multiple obligations (**B**). **A** is incorrect because the paragraph only mentions "any parent"; its focus is on the children rather than the protagonist. **C** is incorrect because the protagonist's central conflict (being both a parent and a student) goes unmentioned. **D** is incorrect because the protagonist goes unmentioned; the paragraph focuses on the travails associated with a course on Shakespeare's comedies.

86. A writer is developing a personal narrative about his father, a man both deeply practical and sentimental. Which of the following paragraphs uses dialogue most effectively to develop the father's character?
- A. My father was in the laundry room, where the washing machine was pulled out from the wall. "Could you pass me a wrench?" he asked. Seeing my puzzled expression, he raised an eyebrow. "You know what a wrench looks like, right?" I stared at the open toolbox, pretending that I knew what I was looking for.
 - B. My father and I were shopping for a present for my mom. "I still remember the perfume she was wearing when we first met," he said wistfully. "Baby powder and roses." I smiled. I liked that my parents were in love. "Okay," he said. "If we're going to be efficient, we need to divide and conquer these gifts."
 - C. Learning to ride a bike was a big deal for me, but not for my father. I remember being on the sidewalk outside our old house. My bike still had training wheels. "The key is to keep pedaling," my father said. "Keep pedaling, eyes forward." I squeezed the handlebars. "In other words, don't look down."
 - D. During my first year at college, my mother sent me care packages filled with chocolate peanut butter cookies and called nightly. But I didn't hear from my father until Halloween. "Work's been a bear," he apologized. "This case is keeping me at the office every night. What about you—are you burning the midnight oil?"

Correct Response: B. Dialogue—a verbal exchange between characters—may be used to advance plot and develop character. When developing a character through dialogue, a writer should choose speech that reveals a character's conflict. The father's wistful discussion of his wife's perfume is countered by his divide-and-conquer attitude toward gift shopping (**B**), showing his internal conflict between sentimentality and pragmatism. **A** is incorrect because the dialogue about finding the right wrench is pedestrian and unconnected to conflict. **C** is incorrect because, though the exchange reveals a nurturing, inspiring dimension of the father's character, his speech does not develop him as practical or sentimental. **D** is incorrect because the father's dialogue does not animate the conflict between his pragmatism and sentimentality; it only implies that he is a workaholic, which is different from being practical.

87. A writer is developing a short story about two rival chess players. Which of the following events would be most appropriate to include as the inciting event of the story?
- A. After losing a match, one player storms out of the tournament hall.
 - B. After winning a competition, one player retires from professional chess.
 - C. When the players compete for the first time, the game ends in a draw.
 - D. When one player concedes a match, the other player refuses the prize.

Correct Response: C. The inciting event is a crucial point of action early in the narrative. The inciting event changes everything: a character's status quo is upset, and a story ensues. A first game of chess ending in a draw (**C**) upsets a dynamic based on winning and losing. After the draw, two rival chess players will be forced to rematch. **A** is incorrect because one player's loss does not upset the status quo: In every game, there is a winner and loser. **B** is incorrect because, by retiring from professional chess, one player removes themselves from the rivalry. **D** is incorrect because the player's refusal of the prize shuts down the possibility for further engagement with the rival.

88. **Read the paragraph below from the first draft of a short story; then answer the question that follows.**

The test drive was not the liberating experience I had imagined when I decided to buy a new car. As I started the engine, a _____ salesperson walked me through each of the vehicle's features, from the navigation controls to the windshield wiper settings. When it was finally time for me to drive, the salesperson directed me to follow a _____ route that took us through quiet residential streets. Before I had a chance to test the car's suspension on bumpy back roads or try accelerating to highway speeds in mere seconds, we were back at the dealership.

Which of the following pairs of words, if inserted in order in the blanks, would best convey a vivid picture of the character's experience?

- A. conscientious / prescribed
- B. polite / simple
- C. professional / uninteresting
- D. smiling / familiar

Correct Response: A. To vividly portray an experience, a writer's diction must be specific and striking. The salesperson's thorough explanation of the car's features belies a concern with performing their duty well, a hallmark of conscientiousness; furthermore, the salesperson "directs" the shopper to "follow" a particular route for the test drive, recommending it for its beneficial qualities, as the word "prescribed" denotes **(A)**. **B** is incorrect because the salesperson's thoroughness is not necessarily polite and the route through the quiet residential streets may not be simple. **C** is incorrect because the words "professional" and "uninteresting" are vague: They particularize neither the salesperson's demeanor nor the route. **D** is incorrect because the words "smiling" and "familiar" do not convey the character's experience of the salesperson or the route: They only describe a facial feature and a fact of the test drive directions.

89. Which of the following paragraphs from the first draft of an essay most effectively integrates narrative and informative writing?
- A. The 37-foot wall that towers over left field at Fenway Park is known as the Green Monster. Constructed with the rest of the park in 1912, the wall was built along Lansdowne Street to keep people without tickets from looking into the playing field. Originally made out of wood, the wall has since been covered in concrete and tin. Many batters have left their mark on "the monster" by hitting a ball that bounced off the wall.
 - B. Having seen Fenway Park only on television, I was eager to experience it in person. Approaching the main gate, I could feel the presence of past players and fans. The smell of fresh popcorn and grilled hot dogs wafting from the concession stands was alluring, but too familiar. "Let's walk around and take some pictures," I said to my brother.
 - C. As fans ran for cover from the intensifying rain, my grandmother and I opened our umbrellas and continued to watch the game. Amid the empty green seats beyond right field, one was painted red. "Ted Williams hit a 502-foot home run here in 1946," my grandmother said. "Red marks the spot where the ball landed." Longer home runs have been recorded elsewhere, but not in Fenway Park.
 - D. When I attended a baseball game at Fenway Park, I was hoping to see a ball hit into the section of the outfield called "the triangle," with a maximum distance of 420 feet from home plate. A fast player who hits a ball into the triangle would have enough time to round all the bases for an inside-the-park home run, one of baseball's most exciting plays.

Correct Response: C. Narrative writing tells a story; informative writing educates the reader about a topic. Integrating narrative and informative writing is a technique that brings the information to life for a reader and situates it naturally into a scene with characters, setting, and other elements of story. During a scene set at Fenway Park, the narrator's grandmother cites Ted Williams's home run (**C**), giving the narrator a natural occasion to introduce information about other home run records. **A** is incorrect because it contains only informative writing; there is no scene with characters. **B** is incorrect because it contains only narrative writing; there is no information given about Fenway Park. While the narrator tells us about a scene at Fenway Park and includes facts about "the triangle" in response **D**, elements of narrative, such as character and plot, are absent.

90. **Read the paragraph below from the first draft of a personal narrative; then answer the question that follows.**

Last year I changed to a plant-based diet to reduce the risk of heart disease, which runs in my family. At first I couldn't imagine surviving without my favorite meal: cheeseburger, fries, and a milkshake. But as I started to plan healthier meals, diligently ensuring that each ingredient contained no trace of animal products, I thought about where the food came from, who produced it, and how it was transported. Since becoming a plant-based eater, I've never felt healthier, and my carbon footprint has dropped by 30 percent. _____

Which of the following sentences, if inserted in the blank, would provide a conclusion that follows from what is described in the paragraph?

- A. To maintain my physical fitness level, I am developing an exercise routine that complements my diet.
- B. My new favorite foods include sweet potato stew, bean tacos with pineapple salsa, and portobello mushroom fajitas.
- C. For too long, humans have taken natural resources for granted, as if there were unlimited supplies of water, oil, and trees.
- D. What began as an effort to improve my health has evolved into a commitment to protecting the environment.

Correct Response: D. This sentence is an effective conclusion because it summarizes the relationship between individual health and environmental impact. **A** and **B** introduce new information that is not directly relevant to the writer's plant-based diet and is unrelated to the environmental concerns developed in the preceding sentences. **C** emphasizes environmental concerns but is not related to the writer's individual health and diet.

91. A student is developing a personal narrative about the sense of purpose gained from a temporary job delivering flowers. Which of the following concluding paragraphs would most effectively reflect on the student's experience?
- A. Most people don't think a lot about flowers. A lot of customers told us, "Just make it look nice" or "Something within the 30-dollar range." It turns out that even minimal effort can brighten a person's day.
 - B. There are an infinite number of flower combinations, and I have probably delivered them all. Tulips and roses, carnations and baby's breath, hydrangeas and daisies, lilies and violets. But orchids stand alone.
 - C. I never got tired of the scent of flowers, but you'll never find a flower arrangement in my apartment. Is it wrong to admit that I prefer silk flowers? They don't wilt and lose their petals if I forget to water them.
 - D. That day I realized that my job wasn't simply about transporting flowers from one place to another. It was about bringing joy, solace, and beauty into people's lives. And it was also about the human connections.

Correct Response: D. This paragraph connects the writer's experience delivering flowers to the broader purpose of improving people's lives and making human connections. **A** presents the writer's job as easy and unimportant, implying that customers lack interest in the flowers. **B** would be appropriate for an essay about why the writer likes orchids, but it does not connect the flowers to a sense of purpose. **C** implies that, while flowers might look and smell nice, the writer does not find any purpose in taking care of them.

92. A participant in a panel discussion makes the introductory statement below.

For most of our country's history, the most efficient and most utilized business structure has been hierarchical. This approach succeeded because most work in agrarian and manufacturing-based operations required little education, innovation, or collaboration with other workers. But the current U.S. economy has shifted to an information-based system in which businesses require workers to have high levels of education, innovation, and collaboration within their work environments. Relying on traditional hierarchical structures may prevent companies from realizing efficient growth. Businesses that fail to shift away from their outdated hierarchical structures will struggle to remain competitive within their industries and the greater economy.

Which of the following responses to this introductory statement would most effectively build on the participant's ideas and move the discussion forward?

- A. A machine operator in the early twentieth century was trained to use a device and then applied this training every day on the job. A twenty-first-century factory worker may be tasked with improving productivity by writing code that will reprogram how a machine sequences its operations.
- B. Hierarchical corporate structures are the bane of innovation. If a low-level employee has an idea, a manager takes it to an upper-level employee, who takes it to someone on a higher level, and so on until it reaches the decision makers at the top. By this time, the idea is unrecognizable.
- C. Today's workers seek jobs at companies that emphasize a sustainable work-life balance and flexibility in how one works. Businesses see management's role as primarily to support and encourage their staff's operations. Collaboration helps give each employee a stake in their employer's success.
- D. Management has always gotten in the way of progress. Technology is finally allowing companies to ditch the boss and embrace collaboration. The future of work is a system in which employees are their own bosses, deciding how and when they want to work and what they want to work on.

Correct Response: C. This response to the introductory statement builds on the presenter's ideas about the need for businesses to shift away from hierarchical structures in order to remain competitive by emphasizing that qualified workers in today's information-based system value flexibility and collaboration when seeking jobs from companies. **A** restates the presenter's idea that modern work requires more education and innovation than earlier agrarian and manufacturing-based operations. **B** explains how hierarchical corporate structures prevent innovation but does not clearly develop the idea that innovation is necessary to remain competitive. **D** states that management has always stood in the way of progress, which contradicts the presenter's claim that for most of the country's history, hierarchical business structures have been efficient.

93. A group of students is meeting to discuss a project that will last for the duration of the semester. The teacher is familiar with the skill set of each group member and begins by assigning specific roles to each individual. This approach will contribute to the project's success in which of the following ways?
- A. helping the students anticipate how to support their peers
 - B. keeping each student focused on one aspect of the project
 - C. preventing decisions from being influenced by groupthink
 - D. reducing potential sources of conflict within the group

Correct Response: D. Assigning specific roles to each individual in the group will provide them with clear responsibilities for the project, reducing potential conflict over what each member will do. In assigning roles based each member's skill set, the teacher anticipates how students can support their peers (**A**), but the students would be focused on their own roles. Keeping each student focused on only one aspect of the project (**B**) would hinder the project's success by discouraging group discussion and collaboration. When discussing and working on the project as a group, decisions may still be influenced by groupthink (**C**) even if students have specific roles within that group.

94. Students in a high school English class have engaged in a discussion of prominent themes in Shakespeare's tragedies. Which of the following activities would deepen their understanding of the topic?
- A. explaining how two discussion points influenced their perspective
 - B. listing discussion points and ranking them in order of importance
 - C. evaluating the relevance and accuracy of discussion comments
 - D. partnering with another student to summarize the discussion

Correct Response: A. Explaining how two discussion points influenced their perspective would deepen students' understanding of the topic by encouraging them to support a claim about the topic with evidence and reasoning. Listing and ranking discussion points (**B**), evaluating the relevance and accuracy of discussion comments (**C**), and summarizing the discussion (**D**) would all focus on recalling information already shared in the discussion and would not require students to develop their own thoughts about the topic

95. A group of students is discussing strategies for increasing voter turnout in the 18- to 34-year-old demographic, including online voting. Which of the following statements by one of the students includes valid evidence?
- A. "Many people still do not have Internet access. Online voting would only worsen this digital divide."
 - B. "We cannot assume that online voting will motivate young people to vote. More research needs to be done."
 - C. "Going to a polling place is essential to the democratic process. Online voting would only reinforce the culture of instant gratification."
 - D. "Online voting is a potential security threat. A recent study found that the number of cyberattacks has doubled in the last decade."

Correct Response: D. This statement cites a specific statistic from a study to support the student's claim. **A** does not provide specific information to support the claim that many people do not have Internet access. **B** provides no evidence, suggesting that more research needs to be done on the topic. **C** makes an unverifiable claim and provides no supporting evidence.

96. **Use the excerpt below from a debate about online shopping; then answer the question that follows.**

Online shoppers tend to believe that Web retailers offer more discounts than traditional stores. However, marketing tactics like free shipping trick people into believing they're getting a good deal. In a recent report, about 90 percent of consumers claim that free shipping is the determining factor for purchasing a product online. They may not know that shipping cost is often built into the price of each product.

An opponent could most effectively respond to the statement above by:

- A. revealing inconsistencies in the speaker's tone.
- B. identifying logical fallacies in the speaker's reasoning.
- C. disputing the credibility of the speaker's evidence.
- D. questioning the relevancy of the speaker's examples.

Correct Response: C. The speaker provides a specific statistic to support their claim that consumers' habits are influenced by perceived discounts. The speaker does not say specifically who is responsible for the research report, and disputing its credibility (**C**) would allow an opponent to dismiss the speaker's claim. The speaker's tone (**A**) is not relevant to the accuracy of their argument. The speaker has not employed logical fallacies (**B**), and the information cited is clearly relevant to their claim (**D**).

97. A city employee is planning a presentation for a community meeting to explain why multiple city buses often arrive at a bus stop together rather than at staggered intervals. Which of the following media would most effectively enhance the audience's understanding during the presentation?
- A. a website showing city bus timetables
 - B. a photograph of city buses stopped in traffic
 - C. an interactive map highlighting locations where buses encounter delays
 - D. an audio recording of a city resident complaining about the bus service

Correct Response: C. An interactive map highlighting locations where buses encounter delays would most clearly help community members understand the source of the problem the employee is addressing. City bus timetables (**A**) would explain when the buses are supposed to arrive at bus stops but not why they arrive at once rather than at staggered intervals. A photograph of a city bus stopped in traffic (**B**) would emphasize that traffic is the source of the problem, but it would not clearly demonstrate how traffic affects the bus schedules. An audio recording of a resident complaining about the bus service (**D**) would simply emphasize the problem without helping residents understand its source.

98. A group of high school students is discussing how the use of smartphone cameras affects users' memory. One student makes the following statement: "Last week I watched my sister compete in a poetry slam. I don't remember what her poems were about, but I do remember holding up my phone, recording her every word." Which of the following responses by a second student would most effectively build on the first student's ideas with reasons and evidence?
- A. A smartphone's virtually limitless capacity to record experiences cheapens the art of photography and videography. With access to so much disk and cloud memory, we've become hoarders who value quantity over quality.
 - B. Smartphone cameras are overrated. Whatever happened to disposable cameras? They take decent photos, and they're fun to use.
 - C. People who depend on their smartphones to record every experience are putting their memory retrieval skills at risk. Many scientific studies suggest that people have to use their memory to maintain its high level of function.
 - D. Today's smartphone cameras compete with low- to mid-priced digital cameras. Their high-resolution sensors do an amazing job.

Correct Response: C. This response by a second student builds on the first student's ideas by citing scientific studies to further support the relationship between smartphone camera use and memory in the first student's personal anecdote. **A** makes a claim about the effect of smartphone cameras and the art of photography and videography but is unrelated to human memory. **B** suggests that disposable cameras are more fun than smartphone cameras, and **D** claims that smartphone cameras work as well as some digital cameras, but neither response discusses the effects of either camera on users' memory.

99. A group of students is working on a collaborative presentation about the consequences of hosting the Olympics. A transcript of their discussion appears below.

Student 1: It's financially irresponsible for cities to host the Olympics.

Student 2: I agree. According to what I've read, the Olympics have gone over budget for the past 60 years, and the host cities are responsible for covering the extra cost.

Student 1: Montreal hosted the Olympics in 1976, and the city was still paying 30 years later.

Student 3: Both of you make good points. However, the Olympics can benefit cities by boosting tourism, which leads to economic growth.

Student 2: Do you have any evidence for that argument?

Student 3: Sure. After London hosted the Summer Olympics in 2012, the city reported a 12 percent increase in tourism the following year.

Student 1: _____

Which of the following responses by Student 1 would most clearly indicate an attempt to reach a consensus?

- A. "Are you sure the Olympics were the reason for London's increase in tourism?"
- B. "Have other cities experienced economic growth as a result of hosting the Olympics?"
- C. "Did you know that host cities are required to construct new facilities that may never be used again after the Olympics end?"
- D. "Would it be fair to say that cities should consider their financial situation before they submit a bid to host the Olympics?"

Correct Response: D. This response by Student 1 acknowledges the counterargument raised by Student 3 and asks a question to which all students would likely provide the same answer. **A** and **B** ask questions that challenge the evidence introduced by Student 3, which would encourage further debate rather than consensus. **C** would not encourage consensus since it provides further reasoning to support Student 1's initial claim but does not acknowledge the evidence for Student 3's counterargument.

100. Use the information below to answer the question that follows.

A city council member has been invited to give a speech about a proposed highway construction project to members of a neighborhood association. A week before giving the speech, the council member distributes a questionnaire to members of the neighborhood association. The questionnaire appears below.

<p>1. Total number of automobiles owned by members of your household:</p> <p>2. Hours you spend driving to work or school every day: _____</p> <p>3. Would you use the proposed highway to commute to work or school? _____ If not, why not? _____</p> <p>4. Would you support a tax increase to fund current and future highway construction? _____ If not, why not? _____</p> <p>5. What are your concerns about the proposed highway construction project? (circle all that apply)</p> <p>Noise Inconvenience Safety Expense Environmental Impact</p> <p>Other (please explain): _____</p>

This questionnaire will likely be most appropriate for the council member to use when developing which of the following components of the speech?

- A. a summary of evidence that supports the highway project
- B. an estimate of the cost to taxpayers of completing the highway project
- C. an appeal to neighborhood residents' pride in the highway project
- D. a response to possible arguments against the highway project

Correct Response: D. Questions 4 and 5 point to potential objections to the project based on the preferences of the members of the neighborhood association, following from questions about their own driving habits. A summary of evidence supporting the highway project (**A**) would come from information and documents beyond the purview of the questionnaire. The questionnaire does not contain information about taxes or costs (**B**) of the project. The questionnaire asks for objective information without appealing to residents' sense of pride (**C**) or any other emotions evoked by the highway project.