

PSAT™ 10

Practice Test #2

Make time to take the practice test.
It's one of the best ways to get ready
for the PSAT 10.

After you take the practice test, score it right away at
collegeboard.org/psatpractice.

Take the Practice Test

Take the practice test on the following pages to become familiar with the kinds of questions on the PSAT 10. The test you take in school will contain the same four sections as this practice test: (1) a Reading Test, (2) a Writing and Language Test, (3) a portion of the Math Test on which a calculator is not allowed, and (4) a portion of the Math Test on which a calculator is allowed.

NOTE: This is Practice Test #2. For Practice Test #1, as well as practice tests in MP3 audio and assistive technology compatible formats, go to collegeboard.org/psatpractice. You can also call 212-713-8333 to request a practice test in specific formats.

Set aside about 3 hours to take the entire test (this includes two breaks), and use the practice answer sheet on pages 3–6. Have your calculator available only for the Math Test – Calculator section. After the test, check your answers to see how you scored.

Get Credit for All You Know

- Use a No. 2 pencil.
- See “Marking Answers” below for instructions on marking your answer sheet.

Test-Taking Strategies

Try these out when you take the practice test:

- Focus on easy questions first.** You receive one point for each correct answer, no matter how hard or easy the question is.
- Work steadily.** Use a watch to help with pacing. Don't waste time on a question that is hard for you. If you cannot answer it, mark it in your test book and go on. Go back to it later if there is time.
- It's okay to guess** (see below).
- Mark your answers in the correct row on the answer sheet.** Be especially careful if you skip questions.
- For Math Test – No Calculator questions 14–17 and Math Test – Calculator questions 28–31, first write your answer in the boxes above the bubbles, and then grid your answer accurately and as completely as the grid will accommodate.** If you mark incorrect bubbles, the answer will be scored as incorrect, even if the right answer is given in the boxes. Double-check your grids to ensure that you haven't marked more than one bubble in the same column.

You don't have to get every question right. You can do well even if you answer some questions incorrectly.



STANDARD TIMING

Reading Test: **60 minutes**
 Writing and Language Test: **35 minutes**

Math Test – No Calculator: **25 minutes**
 Math Test – Calculator: **45 minutes**



SCORING

Each correct answer: One point
 Wrong/blank answers: No points lost

GUESSING

There is no penalty for wrong answers, so it makes sense to give the best answer you can to every question, even if it is just your best guess.



MARKING ANSWERS

Make sure each mark is dark and completely fills the bubble. If you erase, do so completely. You may use the test book for scratch work, but for the actual test you will not receive credit for anything you write there.



CHECKING ANSWERS

When you take the test, you may check your work on a particular section if you finish it before time is called, but *you may not turn to any other section.*

For information on how to score your practice test, go to: collegeboard.org/psatpractice

Answer Sheet—Multiple-Choice Questions and Student-Produced Responses

You must use a No. 2 pencil. It's important that marks are dark and complete. Do not use a mechanical pencil. If you need to change a response, erase as completely as possible. Incomplete marks or erasures may affect your score.

Complete Mark: ●

Incomplete Marks:

Section 1



- | | | | | | |
|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 9 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 41 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | 42 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 35 (A) (B) (C) (D) | 43 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 12 (A) (B) (C) (D) | 20 (A) (B) (C) (D) | 28 (A) (B) (C) (D) | 36 (A) (B) (C) (D) | 44 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 37 (A) (B) (C) (D) | 45 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 14 (A) (B) (C) (D) | 22 (A) (B) (C) (D) | 30 (A) (B) (C) (D) | 38 (A) (B) (C) (D) | 46 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 31 (A) (B) (C) (D) | 39 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 8 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | 40 (A) (B) (C) (D) | |

Section 2



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|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 9 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 41 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 10 (A) (B) (C) (D) | 18 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 34 (A) (B) (C) (D) | 42 (A) (B) (C) (D) |
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| 8 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 32 (A) (B) (C) (D) | 40 (A) (B) (C) (D) | |

Section 3



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|-------------------|--------------------|
| 1 (A) (B) (C) (D) | 8 (A) (B) (C) (D) |
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| 3 (A) (B) (C) (D) | 10 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 11 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 12 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 13 (A) (B) (C) (D) |

Student-Produced Responses Enter answers as directed in your test book. Answers must be bubbled to be scored. You will not receive credit for anything written in the boxes.

14					15					16					17				
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	3	3	3	3		3	3	3	3		3	3	3	3		3	3	3	3
	4	4	4	4		4	4	4	4		4	4	4	4		4	4	4	4
	5	5	5	5		5	5	5	5		5	5	5	5		5	5	5	5
	6	6	6	6		6	6	6	6		6	6	6	6		6	6	6	6
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Section 4



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|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 15 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 16 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 17 (A) (B) (C) (D) |
| 4 (A) (B) (C) (D) | 18 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | 19 (A) (B) (C) (D) |
| 6 (A) (B) (C) (D) | 20 (A) (B) (C) (D) |
| 7 (A) (B) (C) (D) | 21 (A) (B) (C) (D) |
| 8 (A) (B) (C) (D) | 22 (A) (B) (C) (D) |
| 9 (A) (B) (C) (D) | 23 (A) (B) (C) (D) |
| 10 (A) (B) (C) (D) | 24 (A) (B) (C) (D) |
| 11 (A) (B) (C) (D) | 25 (A) (B) (C) (D) |
| 12 (A) (B) (C) (D) | 26 (A) (B) (C) (D) |
| 13 (A) (B) (C) (D) | 27 (A) (B) (C) (D) |
| 14 (A) (B) (C) (D) | |

Student-Produced Responses Enter answers as directed in your test book. Answers must be bubbled to be scored. You will not receive credit for anything written in the boxes.

28					29					30					31				
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	2	2	2	2		2	2	2	2		2	2	2	2		2	2	2	2
	3	3	3	3		3	3	3	3		3	3	3	3		3	3	3	3
	4	4	4	4		4	4	4	4		4	4	4	4		4	4	4	4
	5	5	5	5		5	5	5	5		5	5	5	5		5	5	5	5
	6	6	6	6		6	6	6	6		6	6	6	6		6	6	6	6
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	9	9	9	9		9	9	9	9		9	9	9	9		9	9	9	9

Reading Test

60 MINUTES, 47 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-9 are based on the following passage.

This passage is adapted from Mark Slouka, *Brewster: A Novel*.
©2013 by Mark Slouka.

This was a time trial, he said—a one-mile time trial, four laps—not a race. It was meant to give an idea of where we stood, no more.

Line We'd gathered around the middle of the long side
5 of the track, just ten or twelve of us, including three others who seemed new like me, jogging back and forth in the wind, loosening up. The rest had walked over to the other side of the field.

Falvo took me aside. "Warmed up? How're the
10 shoes?"

"Fine." In the distance I could see kids walking toward the parking lot. The sun stabbed out from under the clouds, glancing off the windshields.

He raised his voice over the wind. "All right, I
15 want you all to stay contained, stay smooth. I don't want to see anybody draining the well today—that means you, Mr. McCann." A tall, tough-looking kid with red hair and a tight face smiled like a gunslinger.

He turned to me. "I don't want you doing
20 anything stupid, Mosher. Some of these boys have been at it for a while. Don't think about them, think about yourself."

I shrugged.

"Pace yourself. Let them do what they do. They'll
25 be about thirty yards ahead after the first lap. Don't worry about them. Go out slow, feel your way, then bring it home as best you can. OK?"

"Sure," I said.

"Remember, it's a time trial. Not a race."

30 There was no starting gun. We lined up in the gusty wind, Falvo standing in the soggy infield in his dress shoes holding his clipboard like a small high table against his chest with his left hand and his stopwatch in his right and then he barked, "Runners
35 . . . marks? Go!"

They didn't run, they flowed—the kid in the headband, the red-headed kid, and two or three others in particular—with a quiet, aggressive, sustained power that looked like nothing but felt
40 like murder and I was with them and then halfway through the third turn they were moving away smooth as water and I could hear them talking among themselves, and I was slowing, burning, leaning back like there was a rope around my neck.
45 "Too fast, Mosher, too fast," I heard Falvo yelling, and his ax-sharp face came out of nowhere looking almost frantic and then it was gone and there was just the sound of my breathing and the crunch of my sneakers slapping the dirt. The group, still in a tight
50 cluster, wasn't all that far ahead of me.

By the end of the second lap I heard someone far away yelling "Stop, Mosher, that's enough," and then at some point someone else calling "Coming
55 through—inside," and they passed me like a single mass, all business now, and I remember staggering after them, gasping, drowning, my chest, my legs, my throat filling with lead and looking up through a fog of pain just in time to see the kid with the headband, halfway down the backstretch, accelerating into a
60 sustained, powerful sprint.

I don't know why. I can't explain it. By the end of the third lap I was barely moving, clawing at the air, oblivious to everything except the dirt unfolding endlessly in front of me. "Let him go," I heard
 65 somebody say. They'd all finished by then, recovered, and now stood watching as I staggered past them like something shot. "C'mon . . ." I heard someone start to call out uneasily, and then, "What's his name?"
 A small crowd, I found out later, sensing something
 70 going on, had gathered by the fence to the parking lot. The last of the newcomers had passed me long ago.

I remember seeing him appear in front of me like I was coming up from underwater and trying to
 75 swerve but I was barely standing and I walked right into him and he caught me as I fell, his one good arm around my back, saying over and over, "All right, easy now, easy, you're done, keep walking, walk it off," like he was gentling a horse. I threw up on the
 80 infield grass.

"What we have here," he was saying, "is a failure to communicate. Stay within yourself, I said. Don't drain the well, I said."

"What did I get?" I couldn't seem to hold my head
 85 up, or open my eyes—the pain kept coming in waves.
 "What?"

"Time. What time did I get?"

He laughed—that bitter Falvo laugh—ha!—like he'd just been vindicated. "He wants to know what
 90 he got," he said, like there was somebody with us.
 "You want to know what you got? I'll tell you what you got: proof you could beat yourself senseless—something I very much doubt you needed."

1

Based on the passage, which character would most likely agree with the idea that, when trying something new, it is best not to push one's limits?

- A) Falvo
- B) McCann
- C) Mosher
- D) The person who said "Let him go"

2

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 14-17 ("All right . . . McCann")
- B) Lines 19-22 ("He turned . . . yourself")
- C) Lines 55-60 ("I remember . . . sprint")
- D) Lines 76-79 ("he caught . . . horse")

3

In the context of Falvo's instructions to the runners, the main purpose of lines 24-27 ("Pace . . . OK") is to

- A) provide useful general information to the group.
- B) emphasize and elaborate on advice given earlier.
- C) introduce a philosophy applicable to sports and life.
- D) reveal Falvo's underlying motivation.

4

In the context of the passage, “I shrugged” (line 23) and “‘Sure,’ I said” (line 28) mainly serve to show the narrator’s

- A) shyness.
- B) dismissiveness.
- C) dishonesty.
- D) hostility.

5

Based on the passage, how did the experienced runners respond to Falvo’s advice?

- A) They enthusiastically embraced it.
- B) They acted like they hadn’t heard it.
- C) They generally accepted it.
- D) They only pretended to take it seriously.

6

What does the narrator say about his motivation for performing as he did in the time trial?

- A) That he was determined to keep up with the other runners
- B) That he wanted to prove something to himself
- C) That he wished to improve on his previous time
- D) That he was unable to provide a reason for his behavior

7

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 36-39 (“They didn’t . . . power”)
- B) Line 61 (“I don’t . . . explain it”)
- C) Lines 73-76 (“I remember . . . into him”)
- D) Lines 91-94 (“I’ll . . . needed”)

8

Based on the passage, when Falvo says, “Don’t drain the well” (line 83), he most probably means

- A) don’t use up all of your energy.
- B) don’t get sick.
- C) don’t try to outdo one another.
- D) don’t quit before you’re finished.

9

As used in line 89, “vindicated” most nearly means

- A) avenged.
- B) set free.
- C) defended against.
- D) proven right.

Questions 10-18 are based on the following passage and supplementary material.

This passage is adapted from Moisés Naím, *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being in Charge Isn't What It Used to Be*. ©2013 by Moisés Naím.

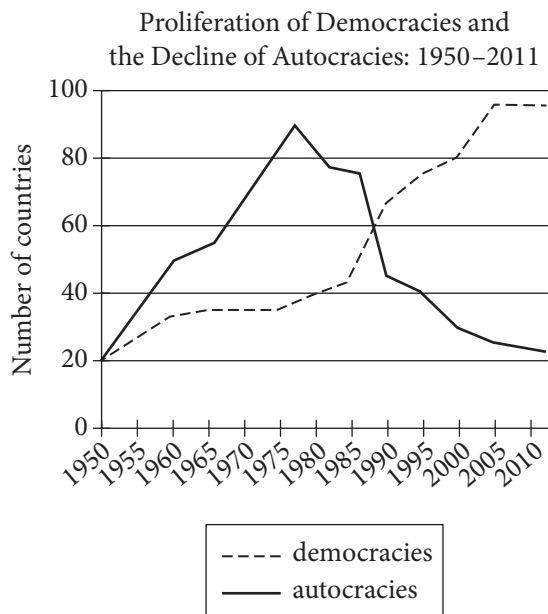
The number of democracies in the world today is unprecedented. And remarkably, even the remaining autocratic countries are less authoritarian than
 Line before, with electoral systems gaining strength and
 5 people empowered by new forms of contestation that repressive rulers are poorly geared to suppress. Local crises and setbacks are real, but the global trend is strong: power continues to flow away from autocrats and become more fleeting and dispersed.

10 The data confirm this transformation: 1977 was the high-water mark of authoritarian rule, with 90 authoritarian countries. A respected source, Freedom House, assessed whether countries are electoral democracies, based on whether they hold
 15 elections that are regular, timely, open, and fair, even if certain other civic and political freedoms may be lacking. In 2011 it counted 117 of 193 surveyed countries as electoral democracies. Compare that
 20 with 1989, when only 69 of 167 countries made the grade. Put another way, the proportion of democracies in the world increased by just over half in only two decades.

What caused this global transformation? Obviously local factors were at work, but scholar
 25 Samuel Huntington noted some big forces as well. Poor economic management by many authoritarian governments eroded their popular standing. A rising middle class demanded better public services, greater participation, and eventually more political freedom.
 30 Western governments and activists encouraged dissent and held out rewards for reform, such as membership in NATO or the EU or access to funds from international financial institutions. A newly activist Catholic Church under Pope John Paul II
 35 empowered opposition in Poland, El Salvador, and the Philippines. Above all, success beget success, a process accelerated by the new reach and speed of mass media. As news of democratic triumphs spread from country to country, greater access to media by
 40 increasingly literate populations encouraged emulation. In today's digital culture, the force of that factor has exploded.

There have been exceptions, of course—not just countries where democracy has yet to spread but
 45 others where it has experienced reversals. Larry Diamond, a leading scholar in this field, calls the stalling in recent years in countries like Russia, Venezuela, or Bangladesh a “democratic recession.” Yet against this is mounting evidence that public
 50 attitudes have shifted. In Latin America, for example, despite persistent poverty and inequality, and constant corruption scandals, opinion polls show greater confidence in civilian government than in the military.

55 Even autocracies are less autocratic today. According to one study of the world's democratic electoral systems, Brunei may be the only country where “electoral politics has failed to put down any meaningful roots at all.” With far fewer repressive
 60 regimes in the world, one might have expected the holdouts to be places where freedom and political competition are increasingly suppressed. But in fact the opposite is true. How? Elections are central to democracy but they are not the only indicator of
 65 political openness. Freedom of the press, civil liberties, checks and balances that limit the power of any single institution (including that of the head of state), and other measures convey a sense of a government's grip on society. And the data show that
 70 on average, even as the number of authoritarian regimes has gone down, the democracy scores of countries that remain politically closed have gone up. The sharpest improvement occurred in the early
 75 1990s, suggesting that the same forces that pushed so many countries into the democratic column at that time had profound liberalizing effects in the remaining nondemocratic countries as well.



Adapted from Monty G. Marshall, Keith Jagers, and Ted Robert Gurr. "Political Regime Characteristics and Transitions, 1800–2010," Polity IV Project.

10

Over the course of the passage, the main focus shifts from

- A) a discussion of the increase in democracies and political openness to an analysis of the causes of the increase.
- B) a claim that electoral democracies have become less politically open to a discussion of the effects of the decreased openness.
- C) an explanation of one set of data about a trend toward political openness to an explanation of a conflicting set of data.
- D) a positive portrayal of democracy to a strong denunciation of autocracy.

11

As used in line 20, “put” most nearly means

- A) imposed.
- B) placed.
- C) incited.
- D) stated.

12

As used in line 31, “held out” most nearly means

- A) resisted.
- B) awaited.
- C) avoided.
- D) offered.

13

Which choice best supports the claim that increased political openness is a widespread, global trend?

- A) Line 23 (“What . . . transformation”)
- B) Lines 26-27 (“Poor . . . standing”)
- C) Lines 41-42 (“In today’s . . . exploded”)
- D) Lines 56-59 (“According . . . all”)

14

The passage characterizes the state of political openness in autocratic regimes as unexpected in that

- A) instead of becoming more oppressive, autocracies are becoming more democratic.
- B) data indicate that the regimes are becoming less democratic, while opinion polls indicate that the public believes regimes are becoming more democratic.
- C) despite the recent, well-publicized trend toward democratization, there have been many local setbacks.
- D) in a reversal of the trend over the last decade, political openness in autocracies is on the decline.

15

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 18-22 (“Compare . . . decades”)
- B) Lines 46-50 (“Larry . . . shifted”)
- C) Lines 59-63 (“With far . . . true”)
- D) Lines 73-77 (“The sharpest . . . well”)

16

Which of the following is cited in the passage as an indicator of political openness?

- A) A strong head of state
- B) Freedom of the press
- C) Confidence in the military
- D) Presence of a digital culture

17

According to the graph, the number of autocracies in 1975 was less than the number of

- A) democracies in 1950.
- B) democracies in 1995.
- C) autocracies in 2011.
- D) democracies in 2011.

18

According to the graph, the number of democracies was roughly equal to the number of autocracies in which of the following ranges?

- A) 1975–1980
- B) 1985–1990
- C) 1995–2000
- D) 2005–2010

Questions 19-28 are based on the following passage and supplementary material.

This passage is adapted from Bettina Boxall, “Yellowstone Wolves Boost Berry Diet for Grizzlies, Study Says.” ©2013 by Los Angeles Times.

In another example of how the return of a top predator can have far-reaching ecological effects, researchers have found that the reintroduction of the gray wolf to Yellowstone National Park has boosted an important food source for the threatened grizzly bear. A study published in the *Journal of Animal Ecology* is essentially a tale of who eats what.

When wolves were reintroduced to the park in 1995 after a 70-year absence, they preyed on elk herds that browsed trees and shrubs. The elk population, which had exploded without the wolves, dropped. The over-browsed plants began to rebound, including berry-producing shrubs that provide nutritious summer meals for grizzlies when they are fattening up for hibernation.

“The grizzly bear uses some of the same plants that the prey of the wolf uses,” said William Ripple, an Oregon State University professor of forest ecosystems and lead author of the study. “The reintroduction of one top predator is potentially affecting another top predator through this food web.”

Ripple and his fellow researchers at OSU and Washington State University compared the frequency of fruit found in grizzly bear scat (animal fecal droppings) to elk numbers before and after wolf introduction. Over a 19-year period, they found that the average proportion of fruit in grizzly scat rose significantly after wolves returned to Yellowstone and the elk population fell. The scientists examined and rejected other possible explanations for the smaller, pre-wolf proportion of fruit in grizzly diets—such as climate influences or the operation of open-pit garbage dumps that served as bear mess halls before the last one was closed in 1970.

Previous research by Ripple and colleagues has demonstrated other ways in which the gray wolf’s return has had a cascading effect in the Greater Yellowstone Ecosystem, the wildest in the lower 48 states. Ripple’s work was the first to show that aspens declined after wolves were eliminated from the park in the 1920s. When wolves returned and drove down the elk numbers, scientists saw a resurgence of aspen, cottonwood, and willows in some parts of the park that has led to an increase in beavers.

“We’re in the early stages of this ecosystem recovery. This is what we call passive restoration,” Ripple said. “We put the wolf back in and then we let nature take its course.” In the case of the grizzly, the paper’s authors said increasing berry production could help make up for the loss of another bear food threatened by climate change, whitebark pine nuts. The Yellowstone region’s whitebark pines have been dying en masse, the victim of beetle kills promoted by milder winters. Wildlife biologists worry the diminishing nut crop could hurt grizzly survival.

Ripple cautioned that it will take time for berry-producing shrubs to regrow. “It may not be a panacea or a big silver bullet as a food item for the grizzlies.”

The wolf-bear connection in Yellowstone offers a broader lesson, Ripple said. “We should be looking much farther and much more holistically at large mammal or predator management,” he suggested. “There could be far reaching effects that we have not considered in the past. And they can be very important.”

Annual Counts of Northern Yellowstone Elk and Wolves and the Ratio of Wolves per 1,000 Elk, 1986–2004

Year	Winter elk count	Wolf numbers	Wolf/elk ratio
1986	16,286	0	0
1987	17,007	0	0
1988	18,913	0	0
1989	*10,265	0	0
1990	14,829	0	0
1991	*9,465	0	0
1992	12,859	0	0
1993	17,585	0	0
1994	19,045	0	0
1995	16,791	0	0
1996	—**	21	—**
1997	—**	24	—**
1998	11,736	32	2.73
1999	11,742	48	4.09
2000	14,539	44	3.03
2001	13,400	72	5.37
2002	11,969	77	6.43
2003	9,215	84	9.12
2004	8,335	106	12.72

*Poor counting conditions; count is likely a substantial underestimate.

**Elk count not available in 1996 and 1997.

Adapted from Patrick J. White and R. A. Garrott, "Northern Yellowstone Elk after Wolf Restoration." ©2005 by John Wiley & Sons, Inc.

19

The main purpose of the passage is to

- A) discuss an ecological phenomenon.
- B) analyze a scientific experiment.
- C) resolve an environmental debate.
- D) draw attention to a historic discovery.

20

According to the passage, what was a direct result of the drop in the elk population at Yellowstone National Park?

- A) An investigation of the grizzly bear population
- B) A decrease in the number of aspen trees
- C) An increase in fruit-bearing plants
- D) A surge in the wolf population

21

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 6-7 ("A study . . . what")
- B) Lines 12-15 ("The over-browsed . . . hibernation")
- C) Lines 42-46 ("When . . . beavers")
- D) Lines 49-50 ("We put . . . course")

22

According to the passage, one potential challenge to the survival of the grizzly bear population in Yellowstone National Park is a shortage of

- A) elk.
- B) beetles.
- C) cottonwood trees.
- D) whitebark pine trees.

23

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 27-30 (“Over . . . fell”)
- B) Lines 50-53 (“In the . . . nuts”)
- C) Lines 59-60 (“Ripple . . . regrow”)
- D) Lines 60-62 (“It may . . . grizzlies”)

24

As used in line 10, “browsed” most nearly means

- A) inspected.
- B) skimmed.
- C) destroyed.
- D) grazed.

25

Which choice most closely captures the meaning of the figurative “big silver bullet” referred to in line 61?

- A) Unexpected outcome
- B) Tempting choice
- C) Definitive solution
- D) Dangerous event

26

The main purpose of the final paragraph of the passage is to

- A) advise the reader of some potential limitations of Ripple’s conclusions about the nutritional needs of the grizzly bear.
- B) extend the implications of the relationship between wolves and grizzlies in a particular environment to other animals and contexts.
- C) describe a certain experiment that Ripple will be undertaking in the future to corroborate his findings.
- D) suggest the potential ramifications of reintroducing another species into an already fragile ecosystem.

27

According to the table, the wolf/elk ratio experienced a decrease between which of the following years?

- A) 1998 and 1999
- B) 1999 and 2000
- C) 2000 and 2001
- D) 2003 and 2004

28

Which claim from the passage is most directly supported by the data given in the table?

- A) Elk numbers in Yellowstone National Park showed an overall decline as a result of the introduction of wolves.
- B) Elk numbers in Yellowstone National Park declined every year following the introduction of wolves.
- C) Elk numbers in Yellowstone National Park in any given year decreased as the ratio of wolves to elk that year increased.
- D) Elk numbers in Yellowstone National Park stabilized after an initial decline as wolf population numbers stabilized.

Questions 29-38 are based on the following passages.

Passage 1 is adapted from Henry David Thoreau, "Resistance to Civil Government." Originally published in 1849. Passage 2 is adapted from Martin Luther King, Jr., "Letter from Birmingham Jail." ©1986 by the Estate of Martin Luther King, Jr. Thoreau wrote at a time when slavery was legal in the United States. In 1963, King was arrested while protesting racial segregation in Birmingham, Alabama; he wrote this letter while in jail.

Passage 1

Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience, then? I think that we
 Line should be men first, and subjects afterward. It is not
 5 desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right. It is truly enough said that a corporation has no
 10 conscience; but a corporation of conscientious men is a corporation *with* a conscience. Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents of injustice. . . .

The mass of men serve the state . . . not as men
 15 mainly, but as machines, with their bodies. They are the standing army, and the militia, jailers, constables, . . . etc. In most cases there is no free exercise whatever of the judgment or of the moral sense; but they put themselves on a level with wood and earth
 20 and stones; and wooden men can perhaps be manufactured that will serve the purpose as well. Such command no more respect than men of straw or a lump of dirt. They have the same sort of worth only as horses and dogs. Yet such as these even
 25 are commonly esteemed good citizens. Others, as most legislators, politicians, lawyers, ministers, and office-holders, serve the state chiefly with their heads; and, as they rarely make any moral distinctions, they are as likely to serve the devil, without *intending* it, as
 30 God. A very few, as heroes, patriots, martyrs, reformers in the great sense, and *men*, serve the state with their consciences also, and so necessarily resist it for the most part; and they are commonly treated as enemies by it. . . .

35 How does it become a man to behave toward this American government to-day? I answer, that he cannot without disgrace be associated with it. I

cannot for an instant recognize that political organization as *my* government which is the *slave's*
 40 government also.

Passage 2

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954
 45 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are
 50 two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an
 55 unjust law is no law at all."

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law
 60 is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades
 65 human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. . . . Thus it is that I can urge
 70 men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong. . . .

In no sense do I advocate evading or defying the
 75 law, as would the rabid segregationist [by refusing to comply with the Supreme Court ruling]. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who
 80 breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.

29

As used in line 22, “command” most nearly means

- A) order.
- B) dominate.
- C) overlook.
- D) deserve.

30

Thoreau makes which point about people who follow their consciences?

- A) They often band together with other entities to form corporations.
- B) They tend to have mutually antagonistic relationships with their governments.
- C) They generally believe that the exercise of the moral sense is what makes them human.
- D) They hold their legislators to a different moral standard than that to which they hold themselves.

31

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 1-2 (“Must . . . legislator”)
- B) Lines 7-10 (“It is . . . conscience”)
- C) Lines 17-21 (“In most . . . well”)
- D) Lines 30-34 (“A very . . . by it”)

32

According to King, an unjust statute should not be

- A) regarded as having moral authority.
- B) broken in a manner intended to attract attention.
- C) viewed as detrimental to the human spirit.
- D) used to enforce obedience to moral law.

33

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 49-50 (“The answer . . . unjust”)
- B) Lines 51-52 (“One . . . laws”)
- C) Lines 53-55 (“one . . . all”)
- D) Lines 64-65 (“Any . . . unjust”)

34

As used in line 57, “determine” most nearly means

- A) establish.
- B) regulate.
- C) direct.
- D) limit.

35

The primary purpose of each passage is to

- A) make an argument about the relationship between the individual and the law.
- B) advance a view on how laws could be made more just.
- C) question a claim that the morality of actions depends on their consequences.
- D) discuss a change in the nature of the state and its power over the individual.

36

Both authors would most likely agree with which statement about people who obey their government's statutes?

- A) They fail to follow the guidance of their consciences.
- B) They are incapable of exercising moral judgment.
- C) They may not be acting in accordance with justice.
- D) They value personal morality over the public good.

37

In the passages, a significant difference in how the two authors discuss morality is that Thoreau indicates that

- A) very few people follow their consciences, while King indicates that most people consistently adhere to moral laws.
- B) people should do what they judge to be right, while King indicates that people should follow a universal moral code.
- C) the morality of an action derives from its legal status, while King indicates that morality and human law are distinct.
- D) even morally good laws should be disobeyed, while King indicates that people should follow just laws.

38

Assuming that he agrees with the assertions in the final paragraph of Passage 1, King would most likely recommend which course of action to Thoreau?

- A) Thoreau should obey laws upholding slavery while they are in force but should work to repeal them.
- B) Thoreau should view laws upholding slavery as immoral but should not break them since doing so would lead to anarchy.
- C) Thoreau should break laws upholding slavery and in doing so should neither hide his actions nor try to avoid punishment.
- D) Thoreau should openly criticize laws upholding slavery but should follow them since committing a crime would degrade his personality.

Questions 39-47 are based on the following passage.

This passage is adapted from Ed Yong, “Gut Bacteria Allows Insect Pest to Foil Farmers.” ©2013 by National Geographic Society.

Here is a lesson that we’re going to be taught again and again in the coming years: Most animals are not just animals. They’re also collections of
 Line microbes. If you really want to understand animals,
 5 you’ll also have to understand the world of microbes inside them. In other words, zoology is ecology.

Consider the western corn rootworm—a beetle that’s a serious pest of corn in the United States. The adults have strong preferences for laying eggs in corn
 10 fields, so that their underground larvae hatch into a feast of corn roots. This life cycle depends on a continuous year-on-year supply of corn. Farmers can use this dependency against the rootworm, by
 planting soybean and corn in alternate years.
 15 These rotations mean that rootworms lay eggs into corn fields but their larvae hatch among soybean, and die.

But the rootworms have adapted to this strategy by reducing their strong instincts for laying eggs in
 20 corn. These rotation-resistant females might lay among soybean fields, so their larvae hatch into a crop of corn.

There are almost certainly genetic differences that separate the rotation-resistant rootworms from their
 25 normal peers, but what are they? Researchers at the University of Illinois have been studying the problem since 2000 and, despite generating a vast mountain of data, have failed to find the genes in question.

“The western corn rootworm has been an enigma for
 30 a long time,” says Manfredo Seufferheld. “This insect has the ability to adapt to practically all control methods deployed against it, including crop rotation. After many years of research about the mechanisms of rotation resistance, results were mostly
 35 inconclusive.”

So, Seufferheld looked elsewhere. Rather than focusing on the rootworm’s own genes, he studied the genes of the bacteria in its gut . . . and found some answers. The rotation-resistant varieties have
 40 very different gut bacteria from the normal ones. And when the team killed these microbes with antibiotics, they severely reduced the beetle’s ability to cope with rotation.

“The bad guy in the story—the western corn
 45 rootworm—was actually part of a multi-species conspiracy,” says Joe Spencer, who was part of the study.

The team, including graduate student Chia-Ching Chu, found that a third of the rootworms’ gut
 50 bacteria comprise species that are unique to either the resistant or normal varieties. These two factions also differ in the relative numbers of the bacteria that they share.

These different microbes give the resistant beetles
 55 an edge when eating soybeans. The rootworms digest the protein in their meals using enzymes called cysteine proteases, and soybeans defend themselves with substances that can block these enzymes. But Chu found that the more the beetles’ bacteria
 60 differed from the normal set, the higher the levels of cysteine proteases in their guts. By avoiding indigestion, these beetles were better at surviving among soybeans, and more likely to lay their eggs there.

The team proved that the bacteria were
 65 responsible by killing them with antibiotics. Sure enough, this drastically lowered the cysteine protease activity in the guts of the rotation-resistant beetles and wrecked their ability to thrive among soybeans.

39

Over the course of the passage, the main focus shifts from a

- A) statement about the challenge posed by a particular insect to an indication of why that challenge was easy to overcome.
- B) summary of a once-unexplained natural phenomenon to a biography of the scientists who researched that phenomenon.
- C) description of a problem affecting agriculture to an explanation of how scientists identified the cause of that problem.
- D) discussion about a scientific field to an anecdote showing how research is done in that field.

40

The statement “zoology is ecology” (line 6) mainly serves to

- A) propose that two areas of scientific knowledge be merged.
- B) point out that knowledge obtained in one field of research will lead to expertise in another.
- C) assert a point about biological science that is supported by the example in the passage.
- D) suggest that one field of scientific research has completely supplanted another.

41

According to the passage, one similarity between rotation-resistant rootworms and normal rootworms is that they both

- A) reduce crop productivity by extracting nutrients from the soil.
- B) produce larvae that feed on the plant roots of crops.
- C) adapt to crop rotation by maintaining high levels of enzymes in their guts.
- D) contain the same quantity and composition of bacteria in their guts.

42

Which choice most clearly provides information indicating how some rootworms have overcome farmers’ efforts to eradicate them?

- A) Lines 15-17 (“These . . . die”)
- B) Lines 18-20 (“But . . . corn”)
- C) Lines 25-28 (“Researchers . . . question”)
- D) Lines 41-43 (“And . . . rotation”)

43

The central claim in the fourth paragraph (lines 23-35) is that

- A) extensive study of the rootworm’s genes was insufficient to determine why some rootworms are rotation resistant.
- B) the rootworm’s ability to adapt to pest control methods is unique among insects.
- C) the genetic profile of rootworms is significantly more complex than researchers initially believed.
- D) our current understanding of genetics is inadequate to allow researchers to understand why some rootworms are rotation resistant.

44

As used in line 24, “separate” most nearly means

- A) distinguish.
- B) discharge.
- C) extract.
- D) scatter.

45

According to the passage, the gut bacteria of rotation-resistant rootworms

- A) help the rootworms survive in soybean crops.
- B) are responsible for lowering the amount of cysteine protease in the rootworms’ guts.
- C) make the rootworms less vulnerable to being killed by antibiotics.
- D) are transferred to the larvae that hatch from the rootworms’ eggs.

46

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 29-30 (“The western . . . Seufferheld”)
- B) Lines 39-40 (“The rotation-resistant . . . ones”)
- C) Lines 44-47 (“The bad . . . study”)
- D) Lines 54-55 (“These . . . soybeans”)

47

The main idea of the last paragraph is that

- A) cysteine proteases are harmful to rootworms when present in large quantities in the body.
- B) eggs laid by rotation-resistant rootworms will hatch into crops of soybeans.
- C) bacteria unique to rotation-resistant rootworms allow them to digest soybeans.
- D) rotation-resistant rootworms do not digest soybeans using cysteine proteases.

STOP

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section.**

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

For the Love of Coffee

Ever since **1** introducing coffee to Italy several centuries ago, it has been a ubiquitous part of Italian culture. **2** However, coffee is so central to Italian culture that one cannot visit any city or town in Italy without seeing several coffeehouses (called *caffetterie* in

1

- A) NO CHANGE
- B) they introduced coffee
- C) their introduction of coffee
- D) coffee was introduced

2

- A) NO CHANGE
- B) In fact,
- C) Even so,
- D) Despite this history,

Italian). Such coffeehouses have existed since 1640, when the first was established in Venice, and **3** it has since become a part of Italy's national identity. It is not uncommon in Italy for people to make two to three trips a day to their favorite *caffetteria*, and often people are so selective about their coffee that they will frequent only one establishment. But it is not simply the coffee that creates such enthusiasm for coffeehouses among those **4** which love them; the social aspect of the *caffetteria* may play nearly as great a role as the coffee itself.

3

- A) NO CHANGE
- B) it will
- C) they have
- D) they had

4

- A) NO CHANGE
- B) who loves
- C) who love
- D) whom love

Each *caffetteria* functions as a social hub in its neighborhood, and the way in which most patrons consume their coffee **5** contribute to this fact. Few *caffetteria* patrons sit at tables, since most coffeehouses in Italy charge a premium for table service, **6** although sometimes it's worth the cost to be able to sit and rest. Nor can patrons take their drinks elsewhere: to-go cups

5

- A) NO CHANGE
- B) contributes
- C) contributing
- D) which contributes

6

Which choice gives an example that most clearly supports the statement made earlier in the sentence?

- A) NO CHANGE
- B) a fee that can amount to three to four times as much as the price per drink.
- C) which can come as a surprise to tourists who are not forewarned.
- D) which simply means being waited on at your table.

are not available at typical coffeehouses. **7** Instead, most regular patrons of a *caffetteria* drink their coffee standing. They do this, often shoulder-to-shoulder, at a counter or bar. Normally, those drinking their coffee at a bar will also chat with each other and the person making coffee behind the bar. This practice, which combines social interaction with coffee drinking, is the most popular way to enjoy a cup of coffee in Italy.

7

Which choice most effectively combines the underlined sentences?

- A) Instead, most regular patrons of a *caffetteria* drink their coffee standing, often shoulder-to-shoulder, at a counter or bar.
- B) Instead, most regular patrons of a *caffetteria* drink their coffee, often standing shoulder-to-shoulder, which they do at a counter or bar.
- C) Instead, most regular patrons of a *caffetteria* drink their coffee; they do it often standing shoulder-to-shoulder at a counter or bar.
- D) Most regular patrons of a *caffetteria* drink their coffee shoulder-to-shoulder at a counter or bar, standing there instead.

8 Indeed, many Italian coffee enthusiasts agree that there is only one 9 correct way to make coffee: this involves filtering water through freshly ground coffee beans at specific temperatures and pressures, which produces the concentrated form of coffee known as espresso. This type of coffee is drunk in Italy in several

8

Which choice best introduces the paragraph?

- A) Coffee consumption does not necessarily have to take place in a *caffetteria*; espresso-based drinks can also be made in the home.
- B) In Italy, the fervor for the coffee-drinking experience extends beyond the drinking of coffee to the making of it and the timing of its consumption.
- C) There are as many different ways to make coffee in Italy as there are coffee drinkers, and there is little agreement about which way is best.
- D) Not all Italians share in this enthusiasm for coffee, of course.

9

- A) NO CHANGE
- B) correct and proper
- C) properly correct
- D) appropriate and correct

forms, either unadulterated or with varying amounts of milk, and each form has a different name. An espresso mixed with frothed and steamed milk **10** is a cappuccino: for example, while an espresso with just a dollop of steamed milk on top is a caffè macchiato. There are also respected traditions about when these different coffee drinks should be consumed: while cappuccino is a popular morning drink, espresso, either plain or diluted with water, is usually the drink of choice for coffee drinkers in Italy in the afternoon and evening. **11**

10

- A) NO CHANGE
- B) is a cappuccino, for example:
- C) is, a cappuccino for example—
- D) is a cappuccino, for example,

11

At this point, the writer is considering adding the following sentence.

These espresso-based coffee drinks have become increasingly popular in the United States over the past several decades.

Should the writer make this addition here?

- A) Yes, because it adds force to the writer's argument about the popularity of coffeehouses in Italy.
- B) Yes, because it elaborates on the statement in the previous sentence about different types of drinks.
- C) No, because it suggests that coffee drinking is not as popular in Italy as the writer claims it is.
- D) No, because it digresses from the main topic of how coffee is regarded in Italy.

Questions 12-22 are based on the following passage and supplementary material.

A Study in Arctic Migration

Each year, many species of shorebirds migrate from locations in the Southern Hemisphere to their breeding grounds in the **12** Arctic. A journey of thousands of kilometers that requires frequent stops to fuel up. The risk of death is significant, and the Arctic is an inhospitable region for most of the **13** year, yet the shorebirds never failing to make their annual pilgrimage.

Come spring, the Arctic becomes a suitable habitat, providing many benefits: an abundant supply of food, permanent daylight, ample nesting space, fewer pathogens, and fewer predators to invade the nests of these ground-dwelling birds. These benefits are found in all regions of the **14** Arctic regardless of latitude yet some shorebirds continue on to the high Arctic. If these birds are simply looking for open space and enough food to eat, then why not end their long journey in the low Arctic? Continuing on to the north requires more fuel and carries an even greater risk of **15** mortality if the birds continue on. The most likely reason certain shorebirds head to the high Arctic is to escape their predators.

12

- A) NO CHANGE
- B) Arctic, a
- C) Arctic; a
- D) Arctic; which is a

13

- A) NO CHANGE
- B) year, the shorebirds never fail
- C) year, yet the shorebirds never fail
- D) year; yet the shorebirds never failing

14

- A) NO CHANGE
- B) Arctic, regardless of latitude
- C) Arctic, regardless of latitude,
- D) Arctic: regardless of latitude,

15

- A) NO CHANGE
- B) mortality if they keep going.
- C) mortality and death.
- D) mortality.

[1] A four-year study by a team of Canadian scientists, headed by student Laura McKinnon of the Université du Québec, **16** provide evidence in support of this hypothesis. [2] The scientists created artificial nests that resembled a typical shorebird's nest. [3] Then each year, during the shorebirds' breeding season, forty of the nests were placed in each of seven locations that ranged in latitude from the low Arctic to the high Arctic. [4] Each nest had been baited with four **17** quail egg's, which are similar in size and shape to a shorebird's eggs. [5] The scientists returned to the nests many times over nine days to check how many eggs remained in the nests. [6] A nest was said to have survived if, at the end of the nine days, it contained at least one undisturbed quail egg.

18**16**

- A) NO CHANGE
- B) provides
- C) are providing
- D) have provided

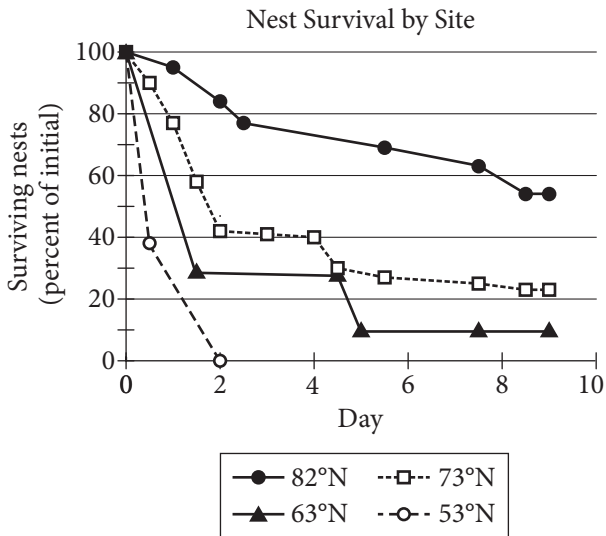
17

- A) NO CHANGE
- B) quail eggs,
- C) quail egg's,
- D) quails eggs,

18

To make this paragraph most logical, sentence 5 should be placed

- A) where it is now.
- B) after sentence 1.
- C) after sentence 2.
- D) after sentence 6.



Adapted from L. McKinnon et al., "Lower Predation Risk for Migratory Birds at High Latitudes." ©2010 by American Association for the Advancement of Science.

The figure shows the results for the nesting **19** sites, furthermore, at four of the seven locations, averaged over the four years of the study. The **20** number of predators invading the nests increased over time at each location. This result confirmed that predators were present at the researchers' chosen locations. The researchers found that the percent of **21** surviving nests was greater at locations having higher latitudes. For example, on day 9, approximately 55 percent of nests were found to have survived at the 82°N location compared to approximately 10 percent of nest survival at the 63°N location. This

19

- A) NO CHANGE
- B) sites
- C) sites, however,
- D) sites, in addition,

20

Which choice makes the writer's description of data represented in the figure most accurate?

- A) NO CHANGE
- B) numbers of predators invading the nests decreased
- C) percent of surviving nests decreased
- D) percent of surviving nests increased

21

Which choice makes the writer's description of data represented in the figure most accurate?

- A) NO CHANGE
- B) surviving nests was smaller
- C) surviving nests remained the same
- D) eggs was much lower

study provides the first known quantifiable evidence for the previously unanswered question of why shorebirds continue on to the high Arctic. **22** The shorebirds risk their own survival by flying farther. Their offspring have a better chance of survival because fewer predators invade the nests.

22

Which choice most effectively combines the underlined sentences?

- A) Although the shorebirds risk their own survival by flying farther, their offspring have a better chance of survival because fewer predators invade the nests.
- B) The shorebirds risk their own survival because they fly farther; in addition, their offspring have a better chance of survival because fewer predators invade the nests.
- C) Flying farther and risking their own survival is what the shorebirds do, and this gives their offspring a better chance of survival because fewer predators invade the nests.
- D) The shorebirds' offspring have a better chance of survival, fewer predators invade their nests, and they risk their own survival by flying farther.

Questions 23-33 are based on the following passage.

Teaching the World to Swing

In 1924, when jazz trumpeter Louis Armstrong rehearsed with Fletcher Henderson’s band for the first time, he shocked Henderson by refusing to **23** bond with the score as written and playing notes at whatever volume he wanted. The other band members, who were used to playing standard dance music in meticulous, predictable arrangements, purportedly responded to Armstrong’s untraditional methods with skepticism and derision. Over a short time, though, Armstrong won over Henderson and the band with his undeniably brilliant musical talent.

As band members grew to admire Armstrong’s masterful **24** improvisations. They in turn began to experiment with incorporating improvised solos of their own. In one of the earliest recordings of Armstrong playing with Henderson’s band, the band mainly follows the standard written arrangement of a dance song. The exceptions are a couple of short solos—not only **25** Armstrong’s performances but also by saxophonist Coleman Hawkins. Not long afterward, the group’s style transformed dramatically. A 1925 recording of “Sugarfoot Stomp” by Henderson’s band features an extended solo by Armstrong, his trumpet blazing out against the saxophone backup. **26** Band member Howard Scott recalls a particular night at the Roseland Ballroom: “My goodness, people stopped dancing to come around and listen to him. . . . The next night you couldn’t get into the place.”

23

- A) NO CHANGE
- B) emulate
- C) adhere to
- D) cohere with

24

- A) NO CHANGE
- B) improvisations they
- C) improvisations; they
- D) improvisations, they

25

- A) NO CHANGE
- B) Armstrong-performed solos
- C) by Armstrong
- D) Armstrong solos

26

At this point, the writer is considering adding the following sentence.

With these stunning solos, Armstrong became a sensation with the patrons of local dance halls.

Should the writer make this addition here?

- A) Yes, because it sets up the quotation in the following sentence.
- B) Yes, because it explains why Armstrong was skilled at improvisation.
- C) No, because it merely repeats an idea stated earlier in the paragraph.
- D) No, because it blurs the focus of the paragraph.

27 In addition to incorporating solos into its performances, the band evolved in other ways. Henderson had been working with musician and composer Don Redman to develop arrangements of songs that used a call-and-response **28** structure. According to jazz historians Gary Giddins and Scott DeVeaux, Redman acknowledged that he had, in fact, **29** adjusted and altered the structure of his musical arrangements in part to accommodate Armstrong's distinct style. Giddins and DeVeaux describe the result as

27

The writer wants a transition that makes a connection to the main topic of the previous paragraph. Which choice best accomplishes this goal?

- A) NO CHANGE
- B) Thanks to the enthusiastic patrons of New York City dance halls,
- C) In addition to performing music arranged by Don Redman,
- D) Despite their reputation as a somewhat conservative dance orchestra,

28

The writer is considering revising the underlined portion to the following.

structure that, for example, featured a melody played by the saxophone section followed by an answer from the trumpet section.

Should the writer make this revision?

- A) Yes, because it mentions the musical instrument that was associated with Armstrong.
- B) Yes, because it clarifies a term used to describe Redman's arrangements.
- C) No, because it interrupts the discussion of Redman's arrangements with irrelevant information.
- D) No, because it diverges from the paragraph's point about Henderson.

29

- A) NO CHANGE
- B) adjusted and changed
- C) adjusted, through reworking,
- D) adjusted

music **30** that, “began to take on a commanding directness and sharper rhythmic gait.”

Armstrong left Henderson’s band in 1925. His influence, **31** for instance, is discernible in the band’s later recordings. The collaboration between Armstrong and Henderson had put into motion a significant stylistic

30

- A) NO CHANGE
- B) that—
- C) that
- D) that:

31

- A) NO CHANGE
- B) therefore,
- C) likewise,
- D) however,

shift in jazz music: the polished sound of dance-hall music had given **32** away to the prominent solo features and call-and-response **33** arrangements, that would become hallmarks of the 1930s swing era music.

32

- A) NO CHANGE
- B) way to
- C) in to
- D) away for

33

- A) NO CHANGE
- B) arrangements, which
- C) arrangements, these
- D) arrangements that

Questions 34-44 are based on the following passage.

Cleveland Rocks (for Artists)

[1] It used to be that a move to a metropolis such as New York City was an inevitable step for aspiring artists. [2] Back when geography was everything, an artist had to get her painting, song, poem, or dance in front of as large an audience as possible. [3] To some degree, these tales may have been true. [4] That was much easier in a city with a teeming population. [5] Geographical proximity helped artists meet other artists, be inspired by them, and compete with them. [6] Stories of talented, ambitious young people getting by on “pluck and luck” in the big city were commonplace. [7] These days, however, they are more fiction than fact. **34**

Today the United States economy is much less forgiving. Once **35** an artist could make a living as a temporary office worker or a waiter, leaving plenty of time to practice your art. In many of the nation’s largest cities, **36** therefore, this life is no longer possible. There are very few cheap, empty lofts waiting to be transformed with an attitude and a paintbrush. Real estate prices have skyrocketed, and survival, for all but the luckiest few, has

34

To make this paragraph most logical, sentence 3 should be placed

- A) where it is now.
- B) after sentence 1.
- C) after sentence 4.
- D) after sentence 6.

35

- A) NO CHANGE
- B) artists
- C) one
- D) you

36

- A) NO CHANGE
- B) however,
- C) consequently,
- D) for instance,

become more difficult. In many large cities, affordable theaters, jazz cafes, and art galleries are being replaced by **37** other places, including expensive restaurants, couture boutiques, and exclusive nightclubs, so there are fewer and fewer opportunities for the artist just starting out. When business leaders in New York, for example, go **38** so far as to declare the city a “luxury brand,” they are not appealing to potential customers who struggle to survive as artists.

37

Which choice most effectively sets up the list of examples that follows in the sentence and completes the contrast introduced earlier in the sentence?

- A) NO CHANGE
- B) locations where artists are unlikely to spend money:
- C) upscale venues such as
- D) attractive options such as

38

- A) NO CHANGE
- B) too far
- C) farther
- D) DELETE the underlined portion.

One exception to this trend **39** is Cleveland, Ohio; a great place for young artists. Once a center for manufacturing, Cleveland still boasts a well-maintained infrastructure though many factories and jobs have moved overseas. The city is working hard to attract artists. In 2013 it hosted a “Welcome to Cleveland” weekend, providing a steep discount for hotels, paying fully for ground transportation, and offering an array of meals and free cultural events to artists who were willing to visit the city and consider **40** moving to Cleveland. Perhaps the real sign of welcome is Cleveland’s artist housing plan: homes will be sold to qualifying artists at prices similar to **41** an economy car. Cleveland may be doing the most to attract the creative class, but many

39

- A) NO CHANGE
- B) is: Cleveland, Ohio, a
- C) is Cleveland, Ohio—a
- D) is Cleveland, Ohio (a

40

- A) NO CHANGE
- B) the possibility of a potential move to Cleveland.
- C) what it would be like to move there.
- D) moving there.

41

- A) NO CHANGE
- B) that of an economy car.
- C) an economy car’s.
- D) those of economy cars.

other smaller cities, including Pittsburgh, Pennsylvania; Corvallis, Oregon; and Burlington, Vermont, are following **42** its lead. **43**

If you're an artist trying to reach an audience, move to a place where you can live well and where you are needed. Don't **44** undermine smaller cities such as Cleveland as you search for your place of inspiration.

42

- A) NO CHANGE
- B) they're
- C) it's
- D) their

43

At this point, the writer is considering adding the following sentence.

In many cases, communities that are arts friendly are bicycle friendly too.

Should the writer add this sentence here?

- A) Yes, because it adds support to the writer's stated claim that Cleveland is a great place for artists to live.
- B) Yes, because it helps define the lifestyle priorities of those to whom the writer refers as the "creative class."
- C) No, because it adds a loosely related detail that the writer doesn't connect to the claims made in the paragraph.
- D) No, because it should be placed instead in the passage's final paragraph to support the claim that artists can live well in smaller cities.

44

- A) NO CHANGE
- B) discount
- C) blow off
- D) give the cold shoulder to

STOP

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section.**