

English Language Arts

Explanations of Correct Answers

REVISING/EDITING PART A

1. The question asks for the most precise revision for the words “The chef prepared the meal.”
 - A. Incorrect. These ideas are still general and do not provide precise information about how the chef prepared the meal.
 - B. Incorrect. This uses the phrase “put together” which is a less specific wording that “prepared.”
 - C. Incorrect. This does not offer enough information to be more precise than what is already given other than the adverb “expertly.”
 - D. **CORRECT.** This adds in strong descriptors of “meticulously” and “intricate” in order to more precisely convey the ideas.

2. The question asks for the identification of the sentence in the paragraph that has an error in its construction and should be revised.
 - E. Incorrect. There is nothing wrong with the structure of this sentence as the beginning clause modifies the statement “reading provides the opportunity to build on many skills.”
 - F. Incorrect. The modifier “By incorporating just 20 minutes of reading a day” correctly modifies “you” so there are no errors in structure.
 - G. **CORRECT.** The phrase “newspapers, novels, or even comic books work” is an independent clause that should not be added to the previous sentence with just a comma.
 - H. Incorrect. The dependent clause “taking it one day at a time” is correctly added to the sentence with a comma.

3. The question asks for the correction needed for an error in the sentence.
- A. Incorrect. A comma is needed here to separate the introductory clause from the rest of the sentence.
 - B. Incorrect. A comma is needed here to separate the dependent clause “over 8000 miles”.
 - C. **CORRECT.** The phrase “completed in 1914” is a description of the Panama Canal and needs another comma in front of it.
 - D. Incorrect. A comma here would interrupt the flow of the sentence and separate the end statement unnecessarily.
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4. The question asks for the revisions that are needed to correct the error.
- E. Incorrect. The comma is necessary after “lithosphere” to separate the descriptive idea. It is not necessary to change “as” to “for” as that would be the incorrect preposition.
 - F. Incorrect. The comma after “Plate” is used to set up the dependent descriptive clause. The verb “is” correctly matches to the subject and should not be changed.
 - G. Incorrect. The introductory clause should end in a comma and the word “form” is the correct verb tense.
 - H. **CORRECT.** There is another comma after “it” later in the sentence which would change purpose if another comma was added. The word “this” should be changed to “these” because “tectonic plates” is plural.
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REVISING/EDITING PART B

SUSTAINABLE URBAN PLANNING

5. The question asks which sentence should replace sentence 3 to **best** state the topic of the passage.
- A. Incorrect. This is a broad statement that does not relate to the main idea of the passage.
 - B. Incorrect. This is too specific to be the topic sentence for the passage.
 - C. Incorrect. This idea is not relevant to the rest of the text and is just stating a fact.
 - D. **CORRECT.** The main idea of the passage is focused on the negative effects of cities and how they can be mitigated through sustainable practices. This sentence best sets-up for those ideas.
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6. The question asks to place the given sentence correctly in the context of the second paragraph.
- E. Incorrect. This would not work as the topic sentence of the second paragraph as it is too specific of an idea.
 - F. Incorrect. Sentence 4 has nothing to do with traffic and sentence 5 introduces the ideas of cars impact to the environment so this placement would be too early.
 - G. **CORRECT.** This sentence gives a more specific statement that builds off the ideas mentioned in sentence 5.
 - H. Incorrect. This is too late in the paragraph as the ideas are moving on past the impact of cars and traffic.
-

7. The question asks for a sentence in the third paragraph that should be deleted because it does not fit with the main topic.
- A. Incorrect. This is a strong topic sentence that introduces the ideas discussed in the paragraph well.
 - B. **CORRECT.** Sentence 9 is focused on hiring the right urban planner which is not relevant to the ideas of the paragraph focused on ways to make cities more sustainable through changing certain practices.
 - C. Incorrect. This gives a specific example that builds off the main idea regarding sustainable practices and should be kept.
 - D. Incorrect. This sentence should not be deleted because it gives additional examples of ways for cities to use technology to be more sustainable.
-

8. The question asks for the best transition to introduce the ideas in the fourth paragraph.
- E. Incorrect. This is a broad statement that does not connect to the main idea of paragraph 4.
 - F. Incorrect. This is too broad of a statement and does not relate well to the main idea of the passage.
 - G. **CORRECT.** Paragraph 3 discusses a variety of examples of ways to practice sustainability and paragraph 4 continues these ideas by offering more specific real world examples. This introductory clause would best connect these two ideas.
 - H. Incorrect. This offers a contrasting transition which does not match the relationship between paragraph 3 and 4.

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9. The question asks which concluding sentence should be added after sentence 19 to support the topic of the passage.
- A. Incorrect. This is too specific of a statement and does not serve as a strong concluding idea.
 - B. Incorrect. This statement is a bit informal and does not take a clear stance on the ideas around sustainability.
 - C. Incorrect. This is focused on adapting to the needs of citizens which is not a major idea in the passage.
 - D. **CORRECT.** This statement successfully details the information presented in the passage and summarizes the viewpoint that sustainability is important.
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READING COMPREHENSION

Excerpt from "Peeps at Many Lands: Corsica"

10. The question asks how the phrase "go out into the country places and watch, and make friends with the people of the soil" impacts the tone of the excerpt.
- E. Incorrect. The tone of the passage is not necessarily highlighting the difficulty of the people of Corsica.
 - F. Incorrect. The word "unexplainable" does not fit within the ideas presented in the passage.
 - G. **CORRECT.** The sentence shows the narrator is more interested in the daily lives of the people and desires to explore more of the island which could indicate both "adventurous" and "down to earth".
 - H. Incorrect. It is not known if the narrator is on vacation and this statement is also too broad.
-

11. The question asks about the author’s use of figurative language in paragraph 2.

- A. CORRECT.** The figurative language in paragraph 2 is focused on the roads and all of the different ways they go. This matches well with the idea that there are many routes to take and people to see.
 - B.** Incorrect. The roads are described as if they lead out of town so this would not fit with what it stated in the passage.
 - C.** Incorrect. This is too broad and not necessarily the purpose of the descriptions given.
 - D.** Incorrect. There is little discussion about the work of the islanders in this part of the passage.
-

12. The question asks about the phrase “But we are not out to see the scenery so much as the things that men do and make” in paragraph 2.

- E.** Incorrect. This is opposite of what the author is aiming to convey to the reader about meeting the people.
 - F.** Incorrect. This is not true based on the descriptions given later in the passage.
 - G.** Incorrect. A comparison of working people to the city life is not made within the passage.
 - H. CORRECT.** The phrase “the things men do and make” can be assumed to be referencing the daily lives and work of the islanders. This shows the culture is just as important as the scenery.
-

13. The question asks about the details in paragraph 3 and how they convey a central idea of the excerpt.

- A.** Incorrect. The paragraph does not detail anything about the size of the population in Corsica.
 - B.** Incorrect. The mountains of Corsica are not the focus of the passage.
 - C. CORRECT.** Paragraph 3 gives descriptions of the quality of the roads stating they are “under the care of the French Government. They are excellent.”
 - D.** Incorrect. The amount of funding for tourist attractions is not an idea brought up in the text.
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- 14.** The question asks about how the narrator conveys the unique attitudes of the countrymen.
- E.** Incorrect. This would not provide details into the attitudes of the countrymen beyond that they live in the country.
 - F.** Incorrect. The houses do not directly relate to the attitudes of the countrymen.
 - G. CORRECT.** The countrymen are stated to be kind and friendly to travelers which shows more about how they live.
 - H.** Incorrect. The means of travel focuses more on the mule's attitudes than the peoples.
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- 15.** The question asks how the sentence from paragraph 4 best fits into the overall structure of the excerpt.
- A.** Incorrect. The weather is not a major item discussed in the text.
 - B. CORRECT.** This sentence builds off the idea of how isolated the countrymen are from the rest of the population.
 - C.** Incorrect. The narrator's own experiences are not mentioned much in the text.
 - D.** Incorrect. Nothing in the passage states that many inhabitants are leaving.
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- 16.** This question asks for the sentence that best summarizes the purposes of the mules for the islanders.
- E.** Incorrect. There is no indication that the mules are used as pets. Instead, it seems the mules serve a larger purpose.
 - F.** Incorrect. This is not an accurate description of the relationship between mules and their owners.
 - G. CORRECT.** The mules are discussed in paragraphs 5 and 6 as difficult, but also important to the people as they carry the people and their goods across the island.
 - H.** Incorrect. The mules have more purpose than just to pull large items.
-

17. The question asks about how the idea that the life of the citizens of Corsica was very simple was best illustrated in the excerpt.

- A.** Incorrect. The homes and building materials show intricate skills and abilities not a simple lifestyle.
 - B.** Incorrect. How they interact with travelers does not show that the people live simple lives.
 - C. CORRECT.** The excerpt describes the mules as transporting people everywhere and pulling along the omnibuses.
 - D.** Incorrect. The details of different parts of the island do not necessarily show anything about the lives of the people.
-

18. The question asks about how the map expands on the central idea in the excerpt.

- E. CORRECT.** The map shows the locations laid out across the island and not in one central location.
 - F.** Incorrect. The vicinity to other countries is not something that the map indicates.
 - G.** Incorrect. The map does not show any natural features.
 - H.** Incorrect. There is no further information given by the map about the people of the island.
-

Pursuit

19. The question asks to identify the lines from the poem that best supports the idea that the speaker is directly impacted by the pursuit.

- A.** Incorrect. This is what the speaker sees, but not how they are impacted by the pursuit.
 - B.** Incorrect. This is about the person being pursued and not about the speaker themselves.
 - C.** Incorrect. This is about the person being pursued and how they were impacted by the pursuit.
 - D. CORRECT.** This shows how disorientated the speaker became during the pursuit which is showing how they are impacted.
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20. The question asks how the words “trampled and “packed” in lines 2 and 10 contribute to the poem.

- E. CORRECT.** The words “trampled” and “packed” refer to the impacts made on the ground by the person being pursued. This also shows the strong impact of the person’s foot upon the ground.
 - F.** Incorrect. This cannot be deduced from the words used in the poem.
 - G.** Incorrect. There is no indication that there are many people being followed.
 - H.** Incorrect. The words are not referring to the narrator’s movements.
-

21. The question asks how the details in lines 25-29 convey a central idea of the poem.

- A.** Incorrect. The poem states nothing about it being rainy weather.
 - B.** Incorrect. There is no information presented about the narrator’s background.
 - C. CORRECT.** Line 25-29 talk about the damage being made by the person being pursued which would indicate the route was not ideal.
 - D.** Incorrect. There is no reason given as to why the narrator was pursuing someone.
-

22. The question asks how the words “lost” and “no trace” in lines 49 and 52 affect the poem.

- E.** Incorrect. There is no evidence that the narrator was trying to hide herself.
 - F. CORRECT.** The end of the poem reveals that the person seemed to have just disappeared. This contrasts with all of the clear indications of their route stated earlier.
 - G.** Incorrect. It is unclear if the narrator getting lost is what led to her being unable to find the person she was pursuing.
 - H.** Incorrect. The idea that the narrator has an overactive imagination is not supported by the text.
-

23. The question asks what idea the imagery of the lines from the poem help convey.

- A. Incorrect. Nothing in these lines talk about the density of the forest.
 - B. **CORRECT.** "Lightened your step" refers to the narrator losing track of the person and no longer being able to identify where they went.
 - C. Incorrect. There is no evidence that the narrator believes she is surrounded by otherworldly forces.
 - D. Incorrect. Nothing in the text conveys the idea that the person was rescued.
-

24. The question asks how the setting affects the descriptions of the items in the poem.

- E. Incorrect. The mood is not necessarily lighthearted or optimistic.
 - F. Incorrect. The mindset of the narrator is not comparable to the setting of the poem.
 - G. **CORRECT.** The setting of the forest gives the narrator an opportunity to track the person based on the damage they made.
 - H. Incorrect. There is no philosophical dilemma that the narrator is experiencing.
-

25. The question asks how the theme of pursuit is developed by the poet.

- A. Incorrect. There is very little description given about the person being pursued.
 - B. Incorrect. The poem does not talk about the forest as if it is overgrown.
 - C. Incorrect. There are not many strong verbs used in the poem.
 - D. **CORRECT.** The thoughts and action of the narrator show how she is viewing the world around her for clues for what the person being pursued was doing.
-

The Hollywood Inventor

26. The question asks about what the information in paragraph 1 reveals about Hedy Lamarr and her accomplishments.

- E. Incorrect. There were not many challenges to becoming an actress mentioned in the passage.
- F. Incorrect. It is not clear if it was her parent's dream that she become an actress.
- G. Incorrect. Lamarr held many roles in Hollywood and its not possible to know if she was a better inventor or a better actress.
- H. **CORRECT.** Paragraph 1 mentions both of these ideas.

27. The question asks what the word “excel” as used in the sentence from paragraph 2 is used to highlight.

- A.** Incorrect. The word "excel" does not necessarily convey anything about the speed of learning.
- B. CORRECT.** Before this idea is stated, the passage lists off some activities that Hedy Lamarr did in her childhood. Her talents and abilities are continuously highlighted in the rest of the text as well.
- C.** Incorrect. The word “excel” does not relate to any ideas about putting pressure on Lamarr to be the best actress.
- D.** Incorrect. The passage states she excelled at many activities so it is not necessarily known that acting agencies pursued her for her many talents.

28. The question asks how the author’s use of a cause-and-effect structure in paragraph 5 contributes to the development of ideas in the passage.

- E.** Incorrect. It is not stated that Lamarr disliked her acting career.
- F.** Incorrect. There was no later claim that Lamarr was a “revolutionary” just the idea that she made an impact with her invention.
- G. CORRECT.** Paragraph 5 discusses Lamarr’s set-up at home and on set. Then it discusses some of her inventions.
- H.** Incorrect. Lamarr never worked for the military.

29. The question asks for the sentence that best supports the idea that Lamarr’s inventive nature was always encouraged.

- A. CORRECT.** This shows that Lamarr’s father often engaged her in discussions that would encourage her inventive nature.
 - B.** Incorrect. This does not show her inventive nature being encouraged, just that she was inventive.
 - C.** Incorrect. This does not show anyone encouraging Lamarr’s inventiveness.
 - D.** Incorrect. This shows an initial rejection of Lamarr’s invention so it cannot show that her inventiveness was promoted by others.
-

30. The question asks how paragraph 4 contributes to the development of a central idea of the passage.

- E.** Incorrect. It is never stated that Lamarr quit acting to pursue science.
 - F.** Incorrect. The passage does not tell us about how Lamarr learned about radio waves.
 - G.** Incorrect. There is no discussion about the environment of the time preventing Lamarr's success.
 - H. CORRECT.** Paragraph 4 is focused on Lamarr's acting career so presents more support for her success.
-

31. The question asks which sentence from the passage best conveys the author's perspective regarding the impact of Lamarr's scientific discoveries.

- A.** Incorrect. This does not show an opinion of the author.
 - B.** Incorrect. This does not show an opinion of the author.
 - C.** Incorrect. This does not show an opinion of the author.
 - D. CORRECT.** This shows the impact of Lamarr's scientific discoveries and uses subjective words such as "drastically."
-

32. The question asks which sentence is the best summary the impact of Lamarr's and Antheil's invention of frequency hopping?

- E.** Incorrect. The passage states the US army rejected Lamarr's and Antheil's invention.
 - F. CORRECT.** These ideas are given in paragraph 6 to show that Lamarr's invention ultimately led to greater discoveries.
 - G.** Incorrect. Lamarr was not recognized until much later in her life for her contributions to science.
 - H.** Incorrect. Lamarr was placed in the hall of fame for the invention of frequency hopping. There are no other famous inventions named.
-

33. The question asks how the idea that Lamarr eventually gained notoriety for her contribution to science is mainly illustrated in the passage.

- A.** Incorrect. This does not show the eventual gain in fame.
 - B. CORRECT.** The passage mentions later that Lamarr received recognition late in life when she was in her 80s.
 - C.** Incorrect. This belief is not stated by the author anywhere in the passage.
 - D.** Incorrect. The passage does not present any statements from newspapers.
-

34. The question asks how the table builds on the information in the passage.

- E.** Incorrect. There is no statement in the table that Lamarr's invention was stolen from her.
 - F.** Incorrect. This idea does not match to the information presented in the passage.
 - G. CORRECT.** The table shows the inventions that resulted from frequency hopping which gives context to how influential Lamarr's invention was.
 - H.** Incorrect. There are no events shown in the table, just inventions.
-

The Impacts of Technology Integration

35. The question asks about the details in paragraph 1 and how they convey the central idea of the passage.

- A.** Incorrect. There is no mention of harmful technology in paragraph 1.
 - B.** Incorrect. This is not the central idea of the passage and instead seems to focus on a minor point made later.
 - C. CORRECT.** The first paragraph presents the claim of the author that there are many benefits to technology in the classroom.
 - D.** Incorrect. The author is advocating for technology use in the classroom and not necessarily the literacy skill.
-

36. The question asks which evidence from the passage best supports the claim that “instructors play an integral role in ensuring that students are engaging with technology effectively” as stated in paragraph 1.

- E.** Incorrect. This statement does not show how instructors hold an important role.
 - F.** Incorrect. This is focused on the student’s role and not the teacher’s.
 - G.** Incorrect. This is an unrelated idea from the passage.
 - H. CORRECT.** This shows how teachers can help students engage with technology in an effective manner.
-

37. The question asks which sentence from the passage suggests that technology fosters communication between students.

- A. CORRECT.** The idea that students would experience optimal learner when sharing ideas through online networks provides an example of communication being fostered by technology.
 - B.** Incorrect. This does not reference anything to do with communication between students.
 - C.** Incorrect. This is just a list of benefits and is not specific to communication skills.
 - D.** Incorrect. This just states that technology is beneficial overall, but is not specific to fostering communication skills.
-

38. The question asks how paragraph 3 fits into the overall structure of the passage.

- E.** Incorrect. There are no counterclaims given in the passage.
 - F.** Incorrect. This is a broad statement that does not directly convey paragraph 3’s larger purpose.
 - G.** Incorrect. The information presented does not seem to be previously unknown.
 - H. CORRECT.** Paragraph 3 is about the studies and their discoveries about the benefits of technology.
-

39. The question asks which sentence from the passage best reveals the author’s point of view about technology in classrooms.

- A. CORRECT.** This idea shows the author believes strongly in the benefits of technology in the classroom.
 - B.** Incorrect. This is not the author’s opinion and is more just restating research.
 - C.** Incorrect. This is just a conclusion from outside research.
 - D.** Incorrect. This idea is broad and unrelated to the author’s overall viewpoint.
-

40. The question asks how the conclusions of the studies described in paragraph 3 are important to the author’s observations in paragraph 4.

- E.** Incorrect. There is no terminology given in paragraph 3.
 - F.** Incorrect. The information given presents ideas that are further discussed in the next paragraph not necessarily the reasoning for the actions taken.
 - G. CORRECT.** Paragraph 3 provides evidence that can be applied to the reasoning as to why teachers find technology beneficial in the classroom.
 - H.** Incorrect. There is no indication about other points of views given.
-

41. The question asks which evidence in the passage is most relevant to the author’s claim in paragraph 2 that “interacting with machines and digital artifacts can provide valuable outlets for learning as well.”

- A.** Incorrect. This is offering a suggestion and is not related to the given claim.
 - B.** Incorrect. This does not reference learning outlets.
 - C. CORRECT.** This shows that technology can increase learning outcomes.
 - D.** Incorrect. This only talks about what should be in place and not the learning that takes place.
-

42. The question asks for the best summary of the research into technology in the classroom?

- E.** Incorrect. This is not an idea stated in the text.
- F. CORRECT.** This summarizes the author’s perspective with reference to students and teachers.
- G.** Incorrect. Workforce skills are not the only point attempting to be made.
- H.** Incorrect. The idea that technology is detrimental is not discussed in the text.

Excerpt from "The Enchanted Bluff"

43. The question asks what idea is conveyed by the phrase from paragraph 2 "the busy farmers did not concern themselves with the stream; so the Sandtown boys were left in undisputed possession".

- A.** Incorrect. There is nothing in the passage that states the narrator and his friends were trespassing.
- B. CORRECT.** This is shown in the sentence given and the amount of activities described throughout the passage.
- C.** Incorrect. This is an assumption not supported by the text.
- D.** Incorrect. There is nothing to suggest the narrator and his friends had to ask for permission.

44. The question asks how the sentences from paragraph 1 contribute to the overall structure of the excerpt.

- E. CORRECT.** The sentences describe location and build out the setting of the water and the natural elements.
- F.** Incorrect. The word "neglected" does not fit within the context of the passage.
- G.** Incorrect. The narrator's mood is not depicted in these statements.
- H.** Incorrect. There is nothing to suggest the narrator and his friends were working; rather, it seems like they were enjoying their day out.

45. The question asks what the narrator's actions in paragraph 3 reveal about him.

- A.** Incorrect. The paragraph does not say anything about the narrator and his friends being concerned about staying warm.
 - B.** Incorrect. This is not mentioned in paragraph 3 and would be considered an assumption.
 - C.** Incorrect. This is not true as the narrator is considerate of the natural world.
 - D. CORRECT.** Lines in paragraph 3 state "We had been careful not to mar the freshness of the place," showing that the narrator and his friends are making sure they take care of the nature around them.
-

46. The question asks how the setting of the excerpt affects the plot.

- E.** Incorrect. There are no dramatic events that occur in the passage.
 - F.** Incorrect. A sense of mystery does not match with the ideas in the passage.
 - G.** Incorrect. There is no contrast between the environment and the people.
 - H. CORRECT.** The author states “where there was nothing wilful or unmanageable in the landscape, no new islands, and no chance of unfamiliar” which shows how much they knew about the place and the importance of it.
-

47. The question asks which sentence from paragraph 4 supports the idea that the narrator was feeling melancholic.

- A.** Incorrect. This shows that the narrator was enjoying the moment and not necessarily that he was sad.
 - B. CORRECT.** This shows the reason for the narrator’s sorrow in the passage.
 - C.** Incorrect. This is just more description about the area and not about the narrator.
 - D.** Incorrect. This does not show the narrator’s mood.
-

48. The question asks how the narrator’s actions develop a central idea of the excerpt.

- E.** Incorrect. There is no comparison made between the narrator’s thoughts and actions.
 - F.** Incorrect. There is no contrast between night and day.
 - G. CORRECT.** The word “meditating” shows that the narrator and his friends are thinking about the world around them.
 - H.** Incorrect. This is an assumption that cannot be made based on the text.
-

49. The question asks what the language “sunny” and “regret” conveys about the narrator.

- A.** Incorrect. The narrator does seem to understand nature based on other parts of the text.
- B. CORRECT.** These are two emotions that would offer contrasting thoughts about how the narrator is enjoying his time, but also feeling sad that it is ending.
- C.** Incorrect. This only partially shows the ideas behind the words.
- D.** Incorrect. There is no evidence that the attitude about the environment is changing.

50. The question asks how the author develops the narrator’s point of view about nature.

- E.** Incorrect. The descriptions of the colors of nature are not indicative of the author’s point of view.
- F. CORRECT.** The sights and smells of the environment bring with it a sense of familiarity to the author.
- G.** Incorrect. There is no discussion of the narrator’s hopes and dreams.
- H.** Incorrect. This is an assumption that does not have evidence to support it.

Excerpt from “Ethics in Space”

51. The question asks about which sentence from paragraph 3 in the excerpt supports the conclusion that “the mere presence of humans in space puts them in harm’s way.”

- A.** Incorrect. There are no harmful things mentioned in this quote.
- B.** Incorrect. This does not relate to going into space harming humans.
- C. CORRECT.** This states the idea that radiation exposure is harmful to humans when they go to space.
- D.** Incorrect. This is focused on the ethics of going to space, but not on the harmful aspects of it.

52. The question asks which detail from paragraph 3 provides the most relevant support for the claim “The coming decades will see humans setting foot on the Moon once more and possibly Mars.”

- E.** Incorrect. This shows current and not future space projects.
 - F. CORRECT.** The upcoming space missions indicate plans to visit the Moon and Mars.
 - G.** Incorrect. The questions do not state anything about future space missions.
 - H.** Incorrect. This paragraph does not give insight into the claim on space travel.
-

53. The question asks which idea the author’s list of examples of the risks in space in paragraphs 3 mainly emphasizes.

- A.** Incorrect. The risks are not given to show that progress needs to happen.
 - B.** Incorrect. There is no mention of alternative technologies needing to be researched.
 - C.** Incorrect. This is something that the text does not state.
 - D. CORRECT.** This supports the main idea of the text and gives the reason why the author is listing off the risks.
-

54. The question asks which sentence from the excerpt supports the idea from paragraph 4 “Spaceflight is an endeavor that brings benefits to many, but the risks are shared by few”.

- E.** Incorrect. This shows the benefits of space flight and not the drawbacks.
 - F. CORRECT.** This statement shows the risks of the astronauts when they go into space.
 - G.** Incorrect. This just highlights the strength required and not the risks astronauts are taking.
 - H.** Incorrect. This just states the role of policy makers and not the idea of who takes on the risks.
-

55. The question asks how the details in paragraph 6 convey a central idea of the excerpt.

- A. CORRECT.** Paragraph 6 summarizes the ideas of the passage and then gives important statements about the role of policy makers and public agencies.
 - B.** Incorrect. There is no statement made that current space flights are not handled ethically.
 - C.** Incorrect. The statement about “everyone’s best interest” is not necessarily the emphasis being made.
 - D.** Incorrect. This is not the main idea of the passage and does not focus on the ethical concerns the author has.
-

56. The question asks why providing astronauts with information on risks upfront is considered best practice.

- E.** Incorrect. The author is not making this point to ensure government removes their responsibility.
 - F.** Incorrect. This is not an idea brought up in the text.
 - G. CORRECT.** This is supported by the main idea concerning the ethics of space travel.
 - H.** Incorrect. This is not supported by any textual evidence.
-

57. The question asks how the chart provides additional support for a central idea of the excerpt.

- A.** Incorrect. The chart does not explain any additional risks of space travel.
- B.** Incorrect. There are no distances listed out on the chart.
- C.** Incorrect. This does not relate to the main idea of the passage.
- D. CORRECT.** The chart lists off upcoming space missions including some that involve astronauts going to the Moon.

MATH – ANSWER KEY

58. 0.25	68. H	78. E	88. E	98. F	108. E
59. 3	69. C	79. C	89. A	99. B	109. B
60. 126	70. F	80. F	90. F	100. E	110. E
61. 8	71. C	81. A	91. B	101. C	111. C
62. 67.5	72. G	82. D	92. H	102. G	112. E
63. B	73. B	83. C	93. A	103. D	113. A
64. F	74. E	84. E	94. G	104. G	114. F
65. A	75. A	85. C	95. B	105. D	
66. H	76. D	86. G	96. H	106. E	
67. D	77. D	87. B	97. B	107. C	