

Reading: Question 1

Questions 1-8 are based on the following passage.

This passage is adapted from Benjamin Alire Sáenz, *Aristotle and Dante Discover the Secrets of the Universe*. ©2012 by Benjamin Alire Sáenz. The narrator and Dante are fifteen-year-old boys. Dante's father is an English professor.

That afternoon, when I met Dante's father, he was wearing jeans and a T-shirt and he was sitting on a leather chair in his office, reading a book. I'd never known anyone who actually had an office in his own house. Dante walked up to his father and kissed him on the cheek. I would have never done that. Not ever.

"You didn't shave this morning, Dad."

"It's summer," his dad said.

"That means you don't have to work."

"That means I have to finish writing my book."

"Writing a book isn't work."

Dante's father laughed really hard when he said that. "You have a lot to learn about work."

"It's summer, Dad. I don't want to hear about work."

"You never want to hear about work."

Dante didn't like where the conversation was going so he tried to change the subject. "Are you going to grow a beard?"

"No." He laughed. "It's too hot. And besides, your mother won't kiss me if I go more than a day without shaving."

"Wow, she's strict."

"Yup."

"And what would you do without her kisses?"

He grinned, then looked up at me. "How do you put up with this guy? You must be Ari."

"Yes, sir." I was nervous. I wasn't used to meeting anybody's parents. Most of the parents I'd met in my life weren't all that interested in talking to me.

He got up from his chair and put his book down. He walked up to me and shook my hand. "I'm Sam," he said. "Sam Quintana."

"Nice to meet you, Mr. Quintana."

I'd heard that phrase, nice to meet you, a thousand times. When Dante had said it to me, he'd sounded real. But when I said it, I felt stupid and unoriginal. I wanted to hide somewhere.

"You can call me Sam," he said.

"I can't," I said. I wanted to hide.

He nodded. "That's sweet," he said. "And respectful."

The word "sweet" had never passed my father's lips.

He gave Dante a look. "The young man has some respect. Maybe you can learn something from him, Dante."

"You mean you want me to call you Mr. Quintana?"

They both kept themselves from laughing. He turned his attention back to me. "How's the swimming?"

"Dante's a good teacher," I said.

"Dante's good at a lot of things. But he's not very good at cleaning his room. Cleaning a room is too closely related to the word work."

Dante shot him a look. "Is that a hint?"

"You're quick, Dante. You must get that from your mother."

Dante took off his tennis shoes.

"Don't get too comfortable." He pointed up. "There's a pig sty up there that has your name on it."

It made me smile, the way they got along, the easy and affectionate way they talked to each other as if love between a father and a son was simple and uncomplicated. My mom and I, sometimes the thing we had between us was easy and uncomplicated. Sometimes. But me and my dad, we didn't have that. I wondered what that would be like, to walk into a room and kiss my father.

We went upstairs and Dante showed me his room. It was a big room with a high ceiling and wood floors and lots of old windows to let in the light. There was stuff everywhere. Clothes spread all over the floor, a pile of old albums, books scattered around, legal pads with stuff written on them, Polaroid photographs, a couple of cameras, a guitar without any strings, sheet music, and a bulletin board cluttered with notes and pictures.

He handed me a book. "Here," he said. "You can read this while I clean my room."

“Maybe I should just, you know, leave you—” I stopped. My eyes searched the messy room. “It’s a little scary in here.”

He smiled. “Don’t,” he said. “Don’t leave. I hate cleaning my room.”

“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

Which choice best describes the overall structure of the passage?

- A.
The passage consists primarily of short descriptions of characters mixed with portrayals of the characters’ actions.
- B.
The passage consists primarily of flashbacks to an episode from the narrator’s past mixed with references to an event unfolding in the present.
- C.
The passage consists primarily of dialogue mixed with moments of the narrator’s interior reflections.
- D.
The passage consists primarily of a scene between two young characters mixed with scenes between older and younger characters.

Choice C is the best answer. The passage consists primarily of conversations between the narrator, Dante, and Sam, interrupted by the narrator’s reflections on these exchanges. For example, after the narrator is greeted by Sam he considers how it felt to say “nice to meet you.” In addition, following a conversation between Dante and Sam, the narrator thinks about how uncomplicated their relationship seems to be.

Choice A is incorrect because the passage mainly consists of dialogue and doesn’t describe many actions. Choice B is incorrect because the narrator doesn’t describe specific incidents in the past that could be considered flashbacks. Choice D is incorrect because most of the interactions take place between two young characters and one older character: the narrator, Dante, and Sam.

Question Difficulty: Medium

Reading: Question 2

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"That means you don't have to work."

"That means I have to finish writing my book."

"Writing a book isn't work."

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"It's summer, Dad. I don't want to hear about work."

"You never want to hear about work."

Dante didn't like where the conversation was going so he tried to change the subject. "Are you going to grow a beard?"

"No." He laughed. "It's too hot. And besides, your mother won't kiss me if I go more than a day without shaving."

"Wow, she's strict."

"Yup."

"And what would you do without her kisses?"

He grinned, then looked up at me. "How do you put up with this guy? You must be Ari."

"Yes, sir." I was nervous. I wasn't used to meeting anybody's parents. Most of the parents I'd met in my life weren't all that interested in talking to me.

He got up from his chair and put his book down. He walked up to me and shook my hand. "I'm Sam," he said. "Sam Quintana."

"Nice to meet you, Mr. Quintana."

I'd heard that phrase, nice to meet you, a thousand times. When Dante had said it to me, he'd sounded real. But when I said it, I felt stupid and unoriginal. I wanted to hide somewhere.

"You can call me Sam," he said.

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He nodded. "That's sweet," he said. "And respectful."

The word "sweet" had never passed my father's lips.

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"You mean you want me to call you Mr. Quintana?"

They both kept themselves from laughing. He turned his attention back to me. "How's the swimming?"

"Dante's a good teacher," I said.

"Dante's good at a lot of things. But he's not very good at cleaning his room. Cleaning a room is too closely related to the word work."

Dante shot him a look. "Is that a hint?"

"You're quick, Dante. You must get that from your mother."

Dante took off his tennis shoes.

"Don't get too comfortable." He pointed up. "There's a pig sty up there that has your name on it."

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“Maybe I should just, you know, leave you—” I stopped. My eyes searched the messy room. “It’s a little scary in here.”

He smiled. “Don’t,” he said. “Don’t leave. I hate cleaning my room.”

“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

Based on the passage, the narrator’s father would be most surprised if the narrator were to do which of the following?

- A. Provoke an argument with him
- B. Ignore his request for the narrator to clean his room
- C. Ask for his help with schoolwork
- D. Greet him with a hug

Choice D is the best answer. In the first paragraph, the narrator observes an affectionate interaction between Dante and Sam. He states, “Dante walked up to his father and kissed him on the cheek. I would have never done that. Not ever.” This indicates that the narrator and his father don’t greet each other affectionately. Thus, his father would be surprised if the narrator were to greet him with a hug.

Choice A is incorrect. Since the narrator indicates that he and his father don’t have an affectionate relationship, it wouldn’t be surprising if he provoked an argument with his father. Choices B and C are incorrect because the narrator doesn’t mention anything about his father’s involvement in his chores (choice B) or schoolwork (choice C).

Question Difficulty: Medium

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"No." He laughed. "It's too hot. And besides, your mother won't kiss me if I go more than a day without shaving."

"Wow, she's strict."

"Yup."

"And what would you do without her kisses?"

He grinned, then looked up at me. "How do you put up with this guy? You must be Ari."

"Yes, sir." I was nervous. I wasn't used to meeting anybody's parents. Most of the parents I'd met in my life weren't all that interested in talking to me.

He got up from his chair and put his book down. He walked up to me and shook my hand. "I'm Sam," he said. "Sam Quintana."

"Nice to meet you, Mr. Quintana."

I'd heard that phrase, nice to meet you, a thousand times. When Dante had said it to me, he'd sounded real. But when I said it, I felt stupid and unoriginal. I wanted to hide somewhere.

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"You're quick, Dante. You must get that from your mother."

Dante took off his tennis shoes.

"Don't get too comfortable." He pointed up. "There's a pig sty up there that has your name on it."

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He smiled. “Don’t,” he said. “Don’t leave. I hate cleaning my room.”

“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

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

- A. {line:VH629225_1} (“I’d never . . . house”)
- B. {line:VH629225_2} (“Dante . . . ever”)
- C. {line:VH629225_3} (“Most . . . me”)
- D. {line:VH629225_4} (“Dante’s good at . . . his room”)

Choice B is the best answer. The previous question asks what the narrator might do that would surprise his father. The answer, that the narrator’s father would be surprised if the narrator greeted him with a hug, is best supported by the third, fourth, and fifth sentences of the first paragraph: “Dante walked up to his father and kissed him on the cheek. I would have never done that. Not ever.” These sentences demonstrate that the narrator and his father don’t have a physically affectionate relationship.

Choices A, C, and D are incorrect because the cited lines don’t support the answer to the previous question. Instead, they express the narrator’s surprise at encountering an office in Dante’s home (choice A), explain that the narrator isn’t used to parents being interested in what he has to say (choice C), and relate Sam’s response to the narrator’s assertion that Dante is a good teacher (choice D).

Question Difficulty: Medium

Reading: Question 4

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"Writing a book isn't work."

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"It's summer, Dad. I don't want to hear about work."

"You never want to hear about work."

Dante didn't like where the conversation was going so he tried to change the subject. "Are you going to grow a beard?"

"No." He laughed. "It's too hot. And besides, your mother won't kiss me if I go more than a day without shaving."

"Wow, she's strict."

"Yup."

"And what would you do without her kisses?"

He grinned, then looked up at me. "How do you put up with this guy? You must be Ari."

"Yes, sir." I was nervous. I wasn't used to meeting anybody's parents. Most of the parents I'd met in my life weren't all that interested in talking to me.

He got up from his chair and put his book down. He walked up to me and shook my hand. "I'm Sam," he said. "Sam Quintana."

"Nice to meet you, Mr. Quintana."

I'd heard that phrase, nice to meet you, a thousand times. When Dante had said it to me, he'd sounded real. But when I said it, I felt stupid and unoriginal. I wanted to hide somewhere.

"You can call me Sam," he said.

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He nodded. "That's sweet," he said. "And respectful."

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"You mean you want me to call you Mr. Quintana?"

They both kept themselves from laughing. He turned his attention back to me. "How's the swimming?"

"Dante's a good teacher," I said.

"Dante's good at a lot of things. But he's not very good at cleaning his room. Cleaning a room is too closely related to the word work."

Dante shot him a look. "Is that a hint?"

"You're quick, Dante. You must get that from your mother."

Dante took off his tennis shoes.

"Don't get too comfortable." He pointed up. "There's a pig sty up there that has your name on it."

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“Maybe I should just, you know, leave you—” I stopped. My eyes searched the messy room. “It’s a little scary in here.”

He smiled. “Don’t,” he said. “Don’t leave. I hate cleaning my room.”

“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

What are the main purposes of {line:VH629225_20} (“That means you . . . never want to hear about work”)?

- A.
To reveal Dante’s ignorance of an aspect of Sam’s work and to indicate Dante’s dislike of work in general
- B.
To convey Sam’s negative feelings about his work and to indicate Dante’s unawareness of those feelings
- C.
To show an example of why Dante avoids work and to indicate the narrator’s disapproval of Dante’s attitude
- D.
To explain the regular duties of a professor like Sam and to indicate a contrast between Sam’s work and that of the narrator’s father

Choice A is the best answer. The cited lines are a conversation between Dante and Sam about writing and work. Dante says that writing a book doesn’t count as work, and Sam corrects him by saying, “You have a lot to learn about work.” Later on, Sam tells Dante, “You never want to hear about work.” This shows how Dante is ignorant of an aspect of Sam’s work and that Dante dislikes work in general.

Choice B is incorrect because the cited lines indicate that Dante, not Sam, dislikes work. Choice C is incorrect because the cited lines don’t explain why Dante avoids work, nor do they indicate how the narrator feels about Dante’s attitude. Choice D is incorrect because the cited lines don’t explain Sam’s duties as a professor, nor do they indicate a contrast between Sam’s work and the narrator’s father’s work.

Question Difficulty: Medium

Reading: Question 5

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"No." He laughed. "It's too hot. And besides, your mother won't kiss me if I go more than a day without shaving."

"Wow, she's strict."

"Yup."

"And what would you do without her kisses?"

He grinned, then looked up at me. "How do you put up with this guy? You must be Ari."

"Yes, sir." I was nervous. I wasn't used to meeting anybody's parents. Most of the parents I'd met in my life weren't all that interested in talking to me.

He got up from his chair and put his book down. He walked up to me and shook my hand. "I'm Sam," he said. "Sam Quintana."

"Nice to meet you, Mr. Quintana."

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"You can call me Sam," he said.

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"You mean you want me to call you Mr. Quintana?"

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"Dante's a good teacher," I said.

"Dante's good at a lot of things. But he's not very good at cleaning his room. Cleaning a room is too closely related to the word work."

Dante shot him a look. "Is that a hint?"

"You're quick, Dante. You must get that from your mother."

Dante took off his tennis shoes.

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“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

As used in {line:VH629225_6} , “real” most nearly means

- A. genuine.
- B. complete.
- C. factual.
- D. stable.

Choice A is the best answer. In the nineteenth paragraph, the narrator reacts to hearing himself say “Nice to meet you” by thinking “When Dante had said it to me, he’d sounded real.” In contrast, the narrator feels “stupid and unoriginal.” Therefore, “real” in this sentence most nearly means authentic, or genuine.

Choices B, C, and D are incorrect because in the context of this passage, “real” most nearly means genuine, not complete (choice B), factual (choice C), or stable (choice D).

Question Difficulty: Medium

Reading: Question 6

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“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

In the passage, Sam most directly indicates that Dante might be able to learn what from the narrator?

- A. How to spend time more usefully during summer vacation
- B. How to act more respectfully toward adults
- C. How to take better care of his possessions
- D. How to do unpleasant tasks without complaining

Choice B is the best answer. The narrator insists on addressing Sam more formally as Mr. Quintana. Sam indicates he’s impressed by the narrator’s respect and states, “Maybe you can learn something from him, Dante.” Therefore, Sam most directly states that Dante might be able to learn how to act more respectfully toward adults from the narrator.

Choice A is incorrect because the passage doesn’t specifically discuss how the narrator is using his summer vacation. Choice C is incorrect because Sam isn’t present when Dante and the narrator have a conversation about Dante’s possessions. Choice D is incorrect because the passage doesn’t indicate whether the narrator completes unpleasant tasks without complaining.

Question Difficulty: Medium

Reading: Question 7

Questions 1-8 are based on the following passage.

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That afternoon, when I met Dante's father, he was wearing jeans and a T-shirt and he was sitting on a leather chair in his office, reading a book. I'd never known anyone who actually had an office in his own house. Dante walked up to his father and kissed him on the cheek. I would have never done that. Not ever.

"You didn't shave this morning, Dad."

"It's summer," his dad said.

"That means you don't have to work."

"That means I have to finish writing my book."

"Writing a book isn't work."

Dante's father laughed really hard when he said that. "You have a lot to learn about work."

"It's summer, Dad. I don't want to hear about work."

"You never want to hear about work."

Dante didn't like where the conversation was going so he tried to change the subject. "Are you going to grow a beard?"

"No." He laughed. "It's too hot. And besides, your mother won't kiss me if I go more than a day without shaving."

"Wow, she's strict."

"Yup."

"And what would you do without her kisses?"

He grinned, then looked up at me. "How do you put up with this guy? You must be Ari."

"Yes, sir." I was nervous. I wasn't used to meeting anybody's parents. Most of the parents I'd met in my life weren't all that interested in talking to me.

He got up from his chair and put his book down. He walked up to me and shook my hand. "I'm Sam," he said. "Sam Quintana."

"Nice to meet you, Mr. Quintana."

I'd heard that phrase, nice to meet you, a thousand times. When Dante had said it to me, he'd sounded real. But when I said it, I felt stupid and unoriginal. I wanted to hide somewhere.

"You can call me Sam," he said.

"I can't," I said. I wanted to hide.

He nodded. "That's sweet," he said. "And respectful."

The word "sweet" had never passed my father's lips.

He gave Dante a look. "The young man has some respect. Maybe you can learn something from him, Dante."

"You mean you want me to call you Mr. Quintana?"

They both kept themselves from laughing. He turned his attention back to me. "How's the swimming?"

"Dante's a good teacher," I said.

"Dante's good at a lot of things. But he's not very good at cleaning his room. Cleaning a room is too closely related to the word work."

Dante shot him a look. "Is that a hint?"

"You're quick, Dante. You must get that from your mother."

Dante took off his tennis shoes.

"Don't get too comfortable." He pointed up. "There's a pig sty up there that has your name on it."

It made me smile, the way they got along, the easy and affectionate way they talked to each other as if love between a father and a son was simple and uncomplicated. My mom and I, sometimes the thing we had between us was easy and uncomplicated. Sometimes. But me and my dad, we didn't have that. I wondered what that would be like, to walk into a room and kiss my father.

We went upstairs and Dante showed me his room. It was a big room with a high ceiling and wood floors and lots of old windows to let in the light. There was stuff everywhere. Clothes spread all over the floor, a pile of old albums, books scattered around, legal pads with stuff written on them, Polaroid photographs, a couple of cameras, a guitar without any strings, sheet music, and a bulletin board cluttered with notes and pictures.

He handed me a book. "Here," he said. "You can read this while I clean my room."

“Maybe I should just, you know, leave you—” I stopped. My eyes searched the messy room. “It’s a little scary in here.”

He smiled. “Don’t,” he said. “Don’t leave. I hate cleaning my room.”

“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

In the context of the passage as a whole, when Sam describes Dante as “quick” in {line:VH629225_9}, Sam is most likely being

- A. tricky, because Sam hopes that the narrator will clean the room for Dante.
- B. hostile, because Dante has been ignoring Sam’s requests to clean the room.
- C. insincere, because Sam thinks that Dante will take a long time to clean the room.
- D. sarcastic, because Dante already knows that the room needs to be cleaned.

Choice D is the best answer. When Sam states that Dante isn’t good at cleaning his room, Dante asks if Sam is giving him a hint. Sam is being sarcastic when he responds that Dante is “quick,” because his earlier statement made it obvious that Dante already knows that Sam wants him to clean his room.

Choice A is incorrect because Sam wants Dante, not the narrator, to clean his room. Choice B is incorrect because the narrator says that both Sam and Dante are trying not to laugh during this conversation, which indicates that Sam isn’t being hostile. Choice C is incorrect because Sam’s comment is about whether Dante will clean his room at all, not how long it will take him to clean the room.

Question Difficulty: Medium

Reading: Question 8

Questions 1-8 are based on the following passage.

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"Writing a book isn't work."

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"No." He laughed. "It's too hot. And besides, your mother won't kiss me if I go more than a day without shaving."

"Wow, she's strict."

"Yup."

"And what would you do without her kisses?"

He grinned, then looked up at me. "How do you put up with this guy? You must be Ari."

"Yes, sir." I was nervous. I wasn't used to meeting anybody's parents. Most of the parents I'd met in my life weren't all that interested in talking to me.

He got up from his chair and put his book down. He walked up to me and shook my hand. "I'm Sam," he said. "Sam Quintana."

"Nice to meet you, Mr. Quintana."

I'd heard that phrase, nice to meet you, a thousand times. When Dante had said it to me, he'd sounded real. But when I said it, I felt stupid and unoriginal. I wanted to hide somewhere.

"You can call me Sam," he said.

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He nodded. "That's sweet," he said. "And respectful."

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"You mean you want me to call you Mr. Quintana?"

They both kept themselves from laughing. He turned his attention back to me. "How's the swimming?"

"Dante's a good teacher," I said.

"Dante's good at a lot of things. But he's not very good at cleaning his room. Cleaning a room is too closely related to the word work."

Dante shot him a look. "Is that a hint?"

"You're quick, Dante. You must get that from your mother."

Dante took off his tennis shoes.

"Don't get too comfortable." He pointed up. "There's a pig sty up there that has your name on it."

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He smiled. “Don’t,” he said. “Don’t leave. I hate cleaning my room.”

“Maybe if you didn’t have so many things.”

“It’s just stuff,” he said.

I didn’t say anything.

Which choice best supports the conclusion that the narrator and Dante have different perspectives on the significance of personal possessions?

- A. {line:VH629225_15} (“There . . . pictures”)
- B. {line:VH629225_16} (“He handed . . . my room”)
- C. {line:VH629225_17} (“Maybe I . . . messy room”)
- D. {line:VH629225_18} (“Maybe if . . . anything”)

Choice D is the best answer. At the end of the passage, the narrator indicates that it would be easier for Dante to clean his room if he “didn’t have so many things.” Dante replies that “it’s just stuff.” The narrator “didn’t say anything,” and his silence indicates that they have different perspectives on the significance of personal possessions.

Choices A, B, and C are incorrect because the cited lines don’t indicate that Dante and the narrator have different perspectives on the significance of personal possessions. Instead, they offer an observation about what Dante’s room looks like (choice A), indicate how Dante expects the narrator to spend his time while Dante cleans his room (choice B), and express the narrator’s offer to leave while Dante is cleaning (choice C).

Question Difficulty: Medium

Reading: Question 9

Questions 9-16 are based on the following passage.

This passage is adapted from a speech delivered in 2013 by President Barack Obama at the dedication of a statue of Rosa Parks in the US Capitol. Before the 1960s, in some parts of the United States, African American passengers were not permitted to sit in the front section of a public bus.

A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have her arrested, she simply replied, “You may do that.” And he did.

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her—a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott—teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work—walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

Three hundred and eighty-five days after Rosa Parks refused to give up her seat, the boycott ended. Black men and women and children re-boarded the buses of Montgomery, newly desegregated, and sat in whatever seat happened to be open. And with that victory, the entire edifice of segregation, like the ancient walls of Jericho, began to slowly come tumbling down.

It’s been often remarked that Rosa Parks’s activism didn’t begin on that bus. Long before she made headlines, she had stood up for freedom, stood up for equality—fighting for voting rights, rallying against discrimination in the criminal justice system, serving in the local chapter of the NAACP. Her

quiet leadership would continue long after she became an icon of the civil rights movement, working . . . to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

And yet our minds fasten on that single moment on the bus—Ms. Parks alone in that seat, clutching her purse, staring out a window, waiting to be arrested. That moment tells us something about how change happens, or doesn't happen; the choices we make, or don't make. "For now we see through a glass, darkly," Scripture says, and it's true. Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting injustice, rationalizing inequity, tolerating the intolerable.

Like the bus driver, but also like the passengers on the bus, we see the way things are—children hungry in a land of plenty, entire neighborhoods ravaged by violence, families hobbled by job loss or illness—and we make excuses for inaction, and we say to ourselves, that's not my responsibility, there's nothing I can do.

Rosa Parks tells us there's always something we can do. She tells us that we all have responsibilities, to ourselves and to one another. She reminds us that this is how change happens—not mainly through the exploits of the famous and the powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice—our conception of what is possible.

In the context of the passage, what is the primary purpose of the quote from Parks's "childhood friend" (line:VH629104_1)?

- A. To introduce the theme of Parks's resistance to injustice
- B. To demonstrate that Parks's supporters were loyal to her
- C. To indicate the reason for the bus driver's treatment of Parks
- D. To establish the idea that Parks's leadership qualities were unique

Choice A is the best answer. In the first paragraph, Obama quotes Parks's childhood friend: "Nobody ever bossed Rosa around and got away with it." He then explains that Parks's refusal to be bossed around is what gave her the strength to challenge segregation. Therefore, Obama primarily quotes Parks's friend to introduce the theme of Parks's resistance to injustice.

Choices B, C, and D are incorrect because Obama uses the quote to introduce the idea that

Parks was able to stand up for justice, not to show that she inspired loyalty among her supporters (choice B), to explain why the bus driver treated her so poorly (choice C), or to illustrate the uniqueness of her leadership qualities (choice D).

Question Difficulty: Medium

Reading: Question 10

Questions 9-16 are based on the following passage.

This passage is adapted from a speech delivered in 2013 by President Barack Obama at the dedication of a statue of Rosa Parks in the US Capitol. Before the 1960s, in some parts of the United States, African American passengers were not permitted to sit in the front section of a public bus.

A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have her arrested, she simply replied, “You may do that.” And he did.

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her—a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott—teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work—walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

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quiet leadership would continue long after she became an icon of the civil rights movement, working . . . to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

And yet our minds fasten on that single moment on the bus—Ms. Parks alone in that seat, clutching her purse, staring out a window, waiting to be arrested. That moment tells us something about how change happens, or doesn't happen; the choices we make, or don't make. "For now we see through a glass, darkly," Scripture says, and it's true. Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting injustice, rationalizing inequity, tolerating the intolerable.

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What is the main effect of the language Obama uses in {line:VH629104_2} to describe the participants in the Montgomery bus boycott ("They began . . . dignity")?

- A. To show how much they disliked the city's bus system
- B. To emphasize the sacrifices they made to achieve their goals
- C. To indicate the role religion played in motivating their actions
- D. To reveal that they enjoyed coming together to support Parks

Choice B is the best answer. In the third paragraph, Obama describes how the boycotters traveled on foot "through rain and cold and sweltering heat . . . walking miles if they had to." Furthermore, he notes that they were weary and had blisters on their feet, but kept going. This description emphasizes the sacrifices the boycotters made to achieve their goals.

Choices A and C are incorrect because the main emphasis of these lines is on the hardships the boycotters endured to reach their goals, not their dislike of the city's bus system (choice A) or their religious beliefs (choice C). Choice D is incorrect because these lines don't mention any enjoyment that the participants experienced.

Question Difficulty: Easy

Reading: Question 11

Questions 9-16 are based on the following passage.

This passage is adapted from a speech delivered in 2013 by President Barack Obama at the dedication of a statue of Rosa Parks in the US Capitol. Before the 1960s, in some parts of the United States, African American passengers were not permitted to sit in the front section of a public bus.

A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have her arrested, she simply replied, “You may do that.” And he did.

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her—a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott—teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work—walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

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quiet leadership would continue long after she became an icon of the civil rights movement, working . . . to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

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Based on the passage, the success of the Montgomery bus boycott led to which development?

- A. Parks began a long career as an activist.
- B. Martin Luther King Jr. came to Montgomery to join the fight for equality.
- C. Montgomery changed the design of all its buses.
- D. Official policies of racial segregation began to be eliminated in many places.

Choice D is the best answer. Obama states that the bus boycott succeeded in ending segregation on public buses in Montgomery. He explains in the fourth paragraph that "with that victory, the entire edifice of segregation, like the ancient walls of Jericho, began to slowly come tumbling down." Therefore, it can be inferred from the passage that the success of the Montgomery bus boycott led to the elimination of official policies of racial segregation in many places, not just on buses.

Choice A is incorrect because the passage states that Parks began her career as an activist long before the Montgomery bus boycott. Choice B is incorrect because Martin Luther King Jr. was in Montgomery at the beginning of the bus boycott, but its success is not what drew him there. Choice C is incorrect because there's no indication in the passage that Montgomery changed the design of its buses.

Question Difficulty: Medium

Reading: Question 12

Questions 9-16 are based on the following passage.

This passage is adapted from a speech delivered in 2013 by President Barack Obama at the dedication of a statue of Rosa Parks in the US Capitol. Before the 1960s, in some parts of the United States, African American passengers were not permitted to sit in the front section of a public bus.

A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

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

- A. {line:VH629104_4} ("A little-known . . . King, Jr.")
- B. {line:VH629104_5} ("Black . . . open")
- C. {line:VH629104_6} ("And with . . . down")
- D. {line:VH629104_7} ("Rosa . . . can do")

Choice C is the best answer. The previous question asks what resulted from the Montgomery bus boycott. The answer, that official policies of racial segregation began to be eliminated in many places, is best supported by the third sentence of the fourth paragraph: "And with that victory, the entire edifice of segregation, like the ancient walls of Jericho, began to slowly come tumbling down."

Choices A, B, and D are incorrect because the cited lines don't support the answer to the

previous question. Instead, they explain that Parks was supported by Martin Luther King Jr. (choice A), describe the end of the boycott (choice B), and state the lesson that Obama wants the audience to learn from Parks's life (choice D).

Question Difficulty: Hard

Reading: Question 13

Questions 9-16 are based on the following passage.

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What is the main purpose of the fifth paragraph (line:VH629104_8)?

- A. To show the importance Parks placed on working with others to change discriminatory policies
- B. To argue that Parks didn't care about gaining fame from her actions
- C. To note that Parks made many contributions as an activist beyond the bus boycott
- D. To suggest that the causes Parks fought for are still important today

Choice C is the best answer. The fifth paragraph describes Parks's extensive work as an activist both before and after the Montgomery bus boycott. Obama lists "fighting for voting rights, rallying against discrimination in the criminal justice system, serving in the local chapter of the NAACP" as some of Parks's work. Therefore, the main purpose of this paragraph is to note that Parks made many contributions as an activist beyond the bus boycott.

Choice A is incorrect because the fifth paragraph stresses Parks's individual contributions as an activist rather than describing her work with other activists. Choice B is incorrect because the passage doesn't mention Parks's attitude toward fame. Choice D is incorrect because the paragraph discusses Parks's history of activism, not the ongoing importance of the causes for which she fought.

Question Difficulty: Medium

Reading: Question 14

Questions 9-16 are based on the following passage.

This passage is adapted from a speech delivered in 2013 by President Barack Obama at the dedication of a statue of Rosa Parks in the US Capitol. Before the 1960s, in some parts of the United States, African American passengers were not permitted to sit in the front section of a public bus.

A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have her arrested, she simply replied, “You may do that.” And he did.

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her—a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott—teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work—walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

Three hundred and eighty-five days after Rosa Parks refused to give up her seat, the boycott ended. Black men and women and children re-boarded the buses of Montgomery, newly desegregated, and sat in whatever seat happened to be open. And with that victory, the entire edifice of segregation, like the ancient walls of Jericho, began to slowly come tumbling down.

It’s been often remarked that Rosa Parks’s activism didn’t begin on that bus. Long before she made headlines, she had stood up for freedom, stood up for equality—fighting for voting rights, rallying against discrimination in the criminal justice system, serving in the local chapter of the NAACP. Her

quiet leadership would continue long after she became an icon of the civil rights movement, working . . . to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

And yet our minds fasten on that single moment on the bus—Ms. Parks alone in that seat, clutching her purse, staring out a window, waiting to be arrested. That moment tells us something about how change happens, or doesn't happen; the choices we make, or don't make. "For now we see through a glass, darkly," Scripture says, and it's true. Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting injustice, rationalizing inequity, tolerating the intolerable.

Like the bus driver, but also like the passengers on the bus, we see the way things are—children hungry in a land of plenty, entire neighborhoods ravaged by violence, families hobbled by job loss or illness—and we make excuses for inaction, and we say to ourselves, that's not my responsibility, there's nothing I can do.

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As used in {line:VH629104_13}, "rationalizing" most nearly means

- A. promoting.
- B. reasoning.
- C. deducing.
- D. excusing.

Choice D is the best answer. In the sixth paragraph, Obama states, "Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting injustice, rationalizing inequity, tolerating the intolerable." In this sentence, he indicates that people often explain away the inequities they encounter, rather than actively work to end them. Thus, "rationalizing" in this sentence most nearly means excusing.

Choices A, B, and C are incorrect because in the context of the sentence, “rationalizing” most nearly means excusing, not promoting (choice A), reasoning (choice B), or deducing (choice C).

Question Difficulty: Hard

Reading: Question 15

Questions 9-16 are based on the following passage.

This passage is adapted from a speech delivered in 2013 by President Barack Obama at the dedication of a statue of Rosa Parks in the US Capitol. Before the 1960s, in some parts of the United States, African American passengers were not permitted to sit in the front section of a public bus.

A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have her arrested, she simply replied, “You may do that.” And he did.

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her—a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott—teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work—walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

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quiet leadership would continue long after she became an icon of the civil rights movement, working . . . to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

And yet our minds fasten on that single moment on the bus—Ms. Parks alone in that seat, clutching her purse, staring out a window, waiting to be arrested. That moment tells us something about how change happens, or doesn't happen; the choices we make, or don't make. "For now we see through a glass, darkly," Scripture says, and it's true. Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting injustice, rationalizing inequity, tolerating the intolerable.

Like the bus driver, but also like the passengers on the bus, we see the way things are—children hungry in a land of plenty, entire neighborhoods ravaged by violence, families hobbled by job loss or illness—and we make excuses for inaction, and we say to ourselves, that's not my responsibility, there's nothing I can do.

Rosa Parks tells us there's always something we can do. She tells us that we all have responsibilities, to ourselves and to one another. She reminds us that this is how change happens—not mainly through the exploits of the famous and the powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice—our conception of what is possible.

Reflecting on the legacy of Parks, Obama mainly draws which lesson?

- A.
The world can be improved through the small but persistent actions of regular people.
- B. People are mainly responsible for assisting their close friends and family members.
- C.
It is more important to accept the realities of the world than to try to imagine something better.
- D.
Most people are happy with the way things are and do not think that other people need help.

Choice A is the best answer. Obama concludes his speech about Parks by stating, "She reminds us that this is how change happens—not mainly through the exploits of the famous and the

powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice—our conception of what is possible.” In these lines, the main lesson Obama draws from Parks’s life is that the world can be improved through small but persistent actions of regular people.

Choices B, C, and D are incorrect because the lesson Obama takes from Parks’s legacy is that everyday people can change society for the better through persistent, positive actions, not that they should only be concerned with their immediate circle of friends and family (choice B), that resigning themselves to the status quo is more important than envisioning a better future (choice C), or that the majority likes things as they are and sees no reason to help others (choice D).

Question Difficulty: Easy

Reading: Question 16

Questions 9-16 are based on the following passage.

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A childhood friend once said about Mrs. Parks, “Nobody ever bossed Rosa around and got away with it.” That’s what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

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

- A. {line:VH629104_14} ("For now . . . true")
- B. {line:VH629104_15} ("Whether . . . intolerable")
- C. {line:VH629104_16} ("She tells . . . another")
- D. {line:VH629104_17} ("She reminds . . . possible")

Choice D is the best answer. The previous question asks what lesson Obama draws from the legacy of Rosa Parks. The answer, that the world can be improved through the small but persistent actions of regular people, is best supported by the last sentence of the passage: "She reminds us that this is how change happens—not mainly through the exploits of the famous and the powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice—our conception of what is possible."

Choices A, B, and C are incorrect because the cited lines don't support the answer to the previous question. Instead, they introduce a quote about how people don't always see the world clearly (choice A), allow fear and other factors to cloud their vision so that they accept injustice (choice B), and discuss how Parks's legacy asks people to be mindful of their duties to themselves and others (choice C).

Question Difficulty: Medium

Reading: Question 17

Questions 17-25 are based on the following passage and supplementary material.

This passage is adapted from Sarah Zielinski, "Parasites Give Brine Shrimp Super Powers." ©2016 by Society for Science & the Public.

Being infected with a parasite is usually not good news. These critters live in or on another. And they can sicken or even kill their hosts. When an animal has to deal with both a parasite and pollution, these stressors can add up. But that isn't true for *Artemia* brine shrimp, a new study finds. Infection with parasitic worms actually boosts the ability of these animals to survive in water laced with toxic arsenic.

Marta Sánchez works for the Spanish National Research Council in Seville (Spain). As an ecologist, she is interested in how living things relate to one another and to their environment. She studies the role of parasites. Her team was curious about brine shrimp because they are key players in their ecosystem. (That term refers to the collection of plants, animals and other things that live nearby.) Brine shrimp are crustaceans. They are eaten by many waterbirds, including flamingos. And those brine shrimp can ferry pollutants and parasites into the birds.

When brine shrimp are infected by parasites called tapeworms, they turn red. This makes them easy for birds to see. It also makes it easy for scientists to pick out the brine shrimp infected with worms.

And that's what Sánchez and her colleagues did.

They collected brine shrimp from the area where the Odiel and Tinto rivers in southwest Spain join before running into the Atlantic Ocean. Mining activities have tainted these waters with arsenic and toxic heavy metals. All of these elements are considered pollutants.

In the lab, the researchers separated brine shrimp into two groups. Some were infected with tapeworms; others were not. Then the scientists ran tests to see how well the tiny animals survived in polluted water.

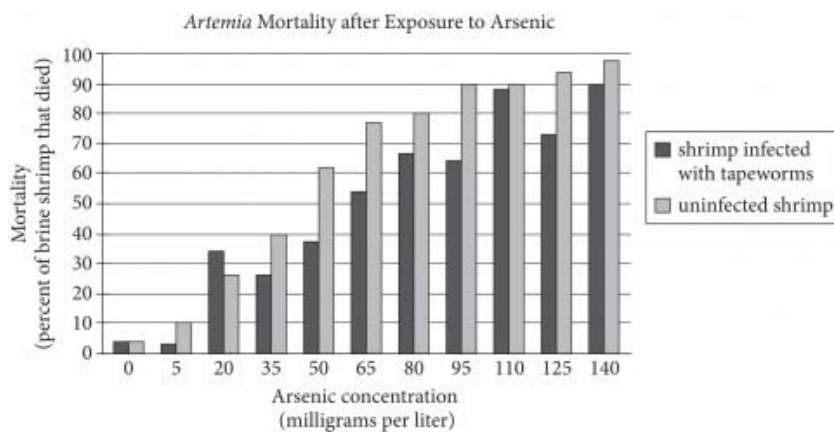
As the level of arsenic in the water increased, so did the number of brine shrimp that died. But brine shrimp that were infected with worms survived better than uninfected ones did.

It may seem strange that parasites would protect an animal’s health. But causing its host to die quickly is not good for a parasite. It needs its host to stay alive long enough for the stowaway to reproduce and then move on to a new host. If that first host dies too quickly, so will the parasite. So helping brine shrimp survive polluted waters may be in the worms’ best interest.

The worms may be helping to change how their hosts deal with pollution and the stress it can cause. When the researchers compared infected and uninfected brine shrimp, they found differences. Infected brine shrimp had more droplets of lipids—fats—in their tissues. The lipid droplets may help the brine shrimp sock arsenic away so that it can’t harm them.

Infected brine shrimp also produced more antioxidants. These are chemicals that protect an organism from the damaging effects of stress on cells. Stressors can include things like exposure to poisons. In the brine shrimp, “Infected individuals were better than uninfected individuals at coping under polluted conditions,” Sánchez reports.

Her team cannot say whether the beneficial link between tapeworms and brine shrimp is special to this spot in Spain. “What we can say,” Sánchez notes, is that the reddening of organisms infected with tapeworms has been seen at sites in other countries. For that reason, she suspects brine shrimp in other places would show similar effects.



Adapted from Marta I. Sánchez et al., “When Parasites Are Good for Health: Cestode Parasitism Increases Resistance to Arsenic in Brine Shrimps.” ©2016 by Marta I. Sánchez et al.

As used in {line:VH645553_1}, “relate to” most nearly means

- A. compare with.
- B. report to.
- C. sympathize with.
- D. interact with.

Choice D is the best answer. In the second paragraph, the author says of Marta Sánchez, “As an ecologist, she is interested in how living things relate to one another and to their environment.” In other words, Sánchez is interested in how organisms influence each other and their environment. Thus, “relate to” in this sentence most nearly means interact with.

Choices A, B, and C are incorrect because in the context of this passage, “relate to” most nearly means interact with, not compare with (choice A), report to (choice B), or sympathize with (choice C).

Question Difficulty: Medium

Reading: Question 18

Questions 17-25 are based on the following passage and supplementary material.

This passage is adapted from Sarah Zielinski, "Parasites Give Brine Shrimp Super Powers." ©2016 by Society for Science & the Public.

Being infected with a parasite is usually not good news. These critters live in or on another. And they can sicken or even kill their hosts. When an animal has to deal with both a parasite and pollution, these stressors can add up. But that isn't true for *Artemia* brine shrimp, a new study finds. Infection with parasitic worms actually boosts the ability of these animals to survive in water laced with toxic arsenic.

Marta Sánchez works for the Spanish National Research Council in Seville (Spain). As an ecologist, she is interested in how living things relate to one another and to their environment. She studies the role of parasites. Her team was curious about brine shrimp because they are key players in their ecosystem. (That term refers to the collection of plants, animals and other things that live nearby.) Brine shrimp are crustaceans. They are eaten by many waterbirds, including flamingos. And those brine shrimp can ferry pollutants and parasites into the birds.

When brine shrimp are infected by parasites called tapeworms, they turn red. This makes them easy for birds to see. It also makes it easy for scientists to pick out the brine shrimp infected with worms.

And that's what Sánchez and her colleagues did.

They collected brine shrimp from the area where the Odiel and Tinto rivers in southwest Spain join before running into the Atlantic Ocean. Mining activities have tainted these waters with arsenic and toxic heavy metals. All of these elements are considered pollutants.

In the lab, the researchers separated brine shrimp into two groups. Some were infected with tapeworms; others were not. Then the scientists ran tests to see how well the tiny animals survived in polluted water.

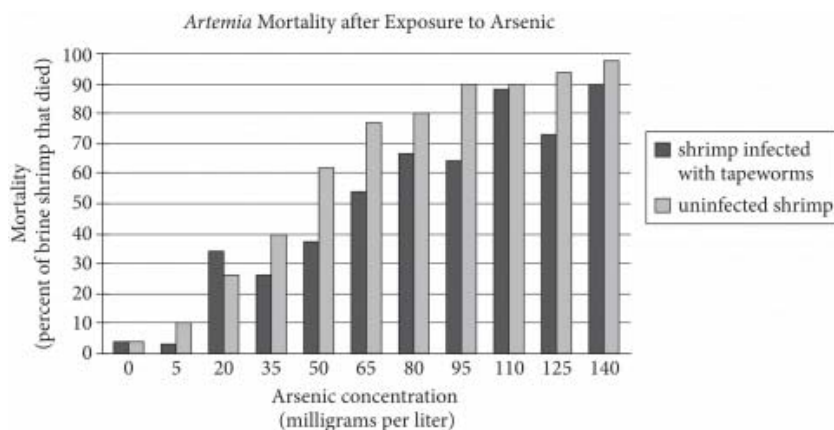
As the level of arsenic in the water increased, so did the number of brine shrimp that died. But brine shrimp that were infected with worms survived better than uninfected ones did.

It may seem strange that parasites would protect an animal's health. But causing its host to die quickly is not good for a parasite. It needs its host to stay alive long enough for the stowaway to reproduce and then move on to a new host. If that first host dies too quickly, so will the parasite. So helping brine shrimp survive polluted waters may be in the worms' best interest.

The worms may be helping to change how their hosts deal with pollution and the stress it can cause. When the researchers compared infected and uninfected brine shrimp, they found differences. Infected brine shrimp had more droplets of lipids—fats—in their tissues. The lipid droplets may help the brine shrimp sock arsenic away so that it can't harm them.

Infected brine shrimp also produced more antioxidants. These are chemicals that protect an organism from the damaging effects of stress on cells. Stressors can include things like exposure to poisons. In the brine shrimp, "Infected individuals were better than uninfected individuals at coping under polluted conditions," Sánchez reports.

Her team cannot say whether the beneficial link between tapeworms and brine shrimp is special to this spot in Spain. "What we can say," Sánchez notes, is that the reddening of organisms infected with tapeworms has been seen at sites in other countries. For that reason, she suspects brine shrimp in other places would show similar effects.



Adapted from Marta I. Sánchez et al., "When Parasites Are Good for Health: Cestode Parasitism Increases Resistance to Arsenic in Brine

Shrimps." ©2016 by Marta I. Sánchez et al.

Which choice best supports the idea that Sánchez studied brine shrimp in part because they might significantly affect the organisms around them?

- A. {line:VH645553_2} (“But . . . arsenic”)
- B. {line:VH645553_3} (“Her . . . nearby”)
- C. {line:VH645553_4} (“They . . . Ocean”)
- D. {line:VH645553_5} (“When . . . differences”)

Choice B is the best answer. The fourth sentence of the second paragraph states, “Her team was curious about brine shrimp because they are key players in their ecosystem. (That term refers to the collection of plants, animals and other things that live nearby.)” By describing brine shrimp as “key players,” the passage suggests that they have a significant impact on the organisms around them.

Choices A, C, and D are incorrect because the cited lines don’t support the idea that Sánchez studied brine shrimp in part because they might significantly affect the organisms around them. Instead, they explain that parasitic worms can help brine shrimp survive (choice A), name the collection site of the specimens used in the experiment (choice C), and describe a finding of the researchers’ experiment (choice D).

Question Difficulty: Medium

Reading: Question 19

Questions 17-25 are based on the following passage and supplementary material.

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Being infected with a parasite is usually not good news. These critters live in or on another. And they can sicken or even kill their hosts. When an animal has to deal with both a parasite and pollution, these stressors can add up. But that isn't true for *Artemia* brine shrimp, a new study finds. Infection with parasitic worms actually boosts the ability of these animals to survive in water laced with toxic arsenic.

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In the lab, the researchers separated brine shrimp into two groups. Some were infected with tapeworms; others were not. Then the scientists ran tests to see how well the tiny animals survived in polluted water.

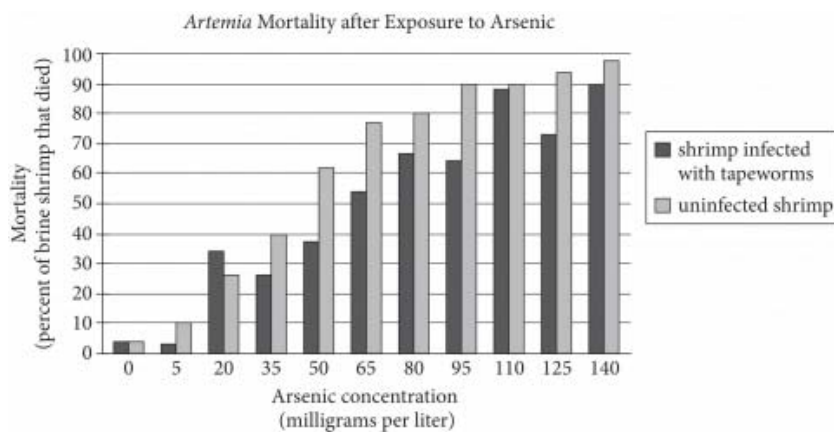
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The worms may be helping to change how their hosts deal with pollution and the stress it can cause. When the researchers compared infected and uninfected brine shrimp, they found differences. Infected brine shrimp had more droplets of lipids—fats—in their tissues. The lipid droplets may help the brine shrimp sock arsenic away so that it can't harm them.

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What can most reasonably be inferred from the passage about birds that eat brine shrimp infected with parasites?

- A. Their ability to hide from their own predators will change.
- B. Their cells will begin to produce more antioxidants.
- C. Their ability to deal with pollution will improve.
- D. Their health may decline.

Choice D is the best answer. The second paragraph states, "They are eaten by many waterbirds, including flamingos. And those brine shrimp can ferry pollutants and parasites into the birds." This implies that the pollutants and parasites in the brine shrimp could cause the birds' health to decline.

Choice A is incorrect because the passage doesn't indicate that ingesting infected brine shrimp would affect a bird's ability to hide from predators. Choices B and C are incorrect because the passage doesn't suggest that parasites would have the same effect on birds as they do on brine shrimp.

Question Difficulty: Medium

Reading: Question 20

Questions 17-25 are based on the following passage and supplementary material.

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Being infected with a parasite is usually not good news. These critters live in or on another. And they can sicken or even kill their hosts. When an animal has to deal with both a parasite and pollution, these stressors can add up. But that isn't true for *Artemia* brine shrimp, a new study finds. Infection with parasitic worms actually boosts the ability of these animals to survive in water laced with toxic arsenic.

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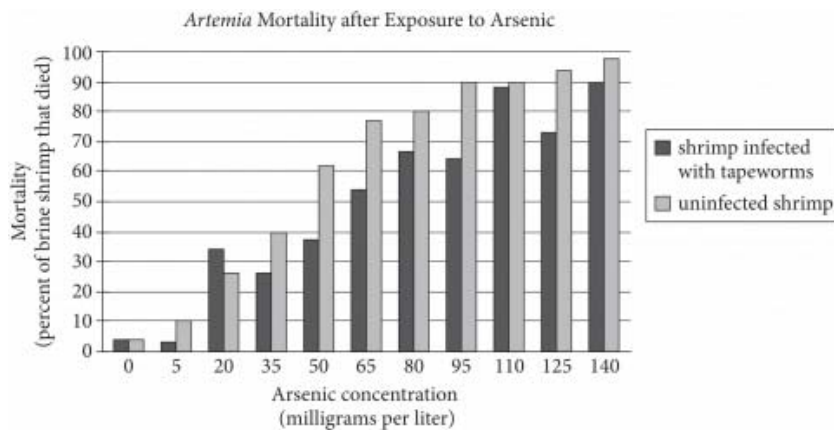
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It may seem strange that parasites would protect an animal’s health. But causing its host to die quickly is not good for a parasite. It needs its host to stay alive long enough for the stowaway to reproduce and then move on to a new host. If that first host dies too quickly, so will the parasite. So helping brine shrimp survive polluted waters may be in the worms’ best interest.

The worms may be helping to change how their hosts deal with pollution and the stress it can cause. When the researchers compared infected and uninfected brine shrimp, they found differences. Infected brine shrimp had more droplets of lipids—fats—in their tissues. The lipid droplets may help the brine shrimp sock arsenic away so that it can’t harm them.

Infected brine shrimp also produced more antioxidants. These are chemicals that protect an organism from the damaging effects of stress on cells. Stressors can include things like exposure to poisons. In the brine shrimp, “Infected individuals were better than uninfected individuals at coping under polluted conditions,” Sánchez reports.

Her team cannot say whether the beneficial link between tapeworms and brine shrimp is special to this spot in Spain. “What we can say,” Sánchez notes, is that the reddening of organisms infected with tapeworms has been seen at sites in other countries. For that reason, she suspects brine shrimp in other places would show similar effects.



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

- A. {line:VH645553_6} (“They . . . birds”)
- B. {line:VH645553_7} (“When . . . worms”)
- C. {line:VH645553_8} (“Some . . . water”)
- D. {line:VH645553_9} (“As the . . . did”)

Choice A is the best answer. The previous question asks what can be inferred from the passage about birds that eat brine shrimp infected with parasites. The answer, that the birds’ health may decline, is best supported by the last two sentences of the second paragraph: “They are eaten by many waterbirds, including flamingos. And those brine shrimp can ferry pollutants and parasites into the birds.” This indicates that both the arsenic and the worms from the infected brine shrimp can transfer to the birds and affect their health.

Choices B, C, and D are incorrect because the cited lines don’t support the answer to the previous question. Instead, they explain how parasites cause brine shrimp to turn red and the consequences of this change (choice B), and describe the conditions (choice C) and results (choice D) of the experiment.

Question Difficulty: Medium

Reading: Question 21

Questions 17-25 are based on the following passage and supplementary material.

This passage is adapted from Sarah Zielinski, "Parasites Give Brine Shrimp Super Powers." ©2016 by Society for Science & the Public.

Being infected with a parasite is usually not good news. These critters live in or on another. And they can sicken or even kill their hosts. When an animal has to deal with both a parasite and pollution, these stressors can add up. But that isn't true for *Artemia* brine shrimp, a new study finds. Infection with parasitic worms actually boosts the ability of these animals to survive in water laced with toxic arsenic.

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When brine shrimp are infected by parasites called tapeworms, they turn red. This makes them easy for birds to see. It also makes it easy for scientists to pick out the brine shrimp infected with worms.

And that's what Sánchez and her colleagues did.

They collected brine shrimp from the area where the Odiel and Tinto rivers in southwest Spain join before running into the Atlantic Ocean. Mining activities have tainted these waters with arsenic and toxic heavy metals. All of these elements are considered pollutants.

In the lab, the researchers separated brine shrimp into two groups. Some were infected with tapeworms; others were not. Then the scientists ran tests to see how well the tiny animals survived in polluted water.

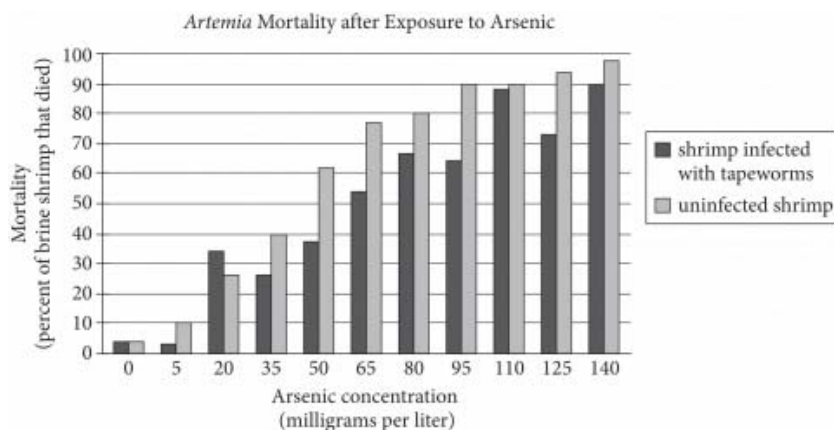
As the level of arsenic in the water increased, so did the number of brine shrimp that died. But brine shrimp that were infected with worms survived better than uninfected ones did.

It may seem strange that parasites would protect an animal's health. But causing its host to die quickly is not good for a parasite. It needs its host to stay alive long enough for the stowaway to reproduce and then move on to a new host. If that first host dies too quickly, so will the parasite. So helping brine shrimp survive polluted waters may be in the worms' best interest.

The worms may be helping to change how their hosts deal with pollution and the stress it can cause. When the researchers compared infected and uninfected brine shrimp, they found differences. Infected brine shrimp had more droplets of lipids—fats—in their tissues. The lipid droplets may help the brine shrimp sock arsenic away so that it can't harm them.

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Shrimps." ©2016 by Marta I. Sánchez et al.

According to the passage, what characteristic of the collected brine shrimp made it easy for the researchers to separate them into two groups?

- A. The size of their bodies
- B. The concentration of heavy metals in their bodies
- C. The color of their bodies
- D. The presence of antioxidants in their bodies

Choice C is the best answer. The third paragraph of the passage states that the red coloration caused by the tapeworms “makes it easy for scientists to pick out the brine shrimp infected with worms.” Therefore, it’s the color of the brine shrimp that allows researchers to sort them into two groups.

Choices A, B, and D are incorrect because the researchers separated the brine shrimp based on their color, not their size (choice A), or the amount of metal (choice B) or antioxidants (choice D) in their bodies.

Question Difficulty: Medium

Reading: Question 22

Questions 17-25 are based on the following passage and supplementary material.

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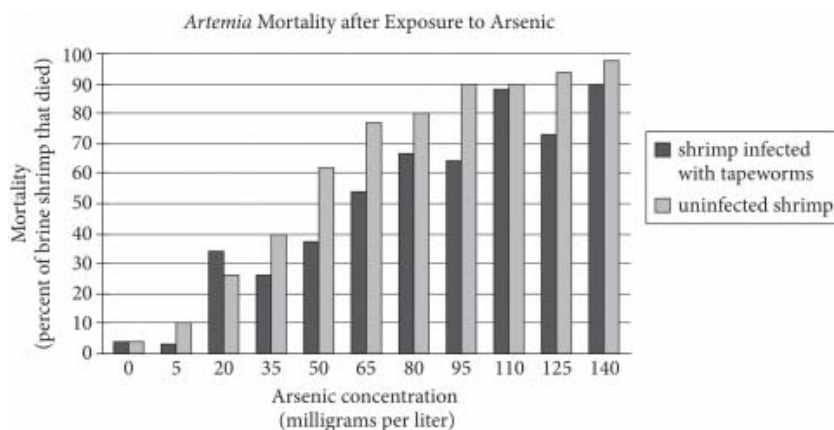
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As used in {line:VH645560_10}, "tainted" most nearly means

- A. contaminated.
- B. stained.
- C. distorted.
- D. influenced.

Choice A is the best answer. The fifth paragraph states, "Mining activities have tainted these waters with arsenic and toxic heavy metals." This indicates that the water has been polluted. Thus, "tainted" in this sentence most nearly means contaminated.

Choices B, C, and D are incorrect because in the context of the sentence, "tainted" most nearly means contaminated, not stained (choice B), distorted (choice C), or influenced (choice D).

Question Difficulty: Easy

Reading: Question 23

Questions 17-25 are based on the following passage and supplementary material.

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Being infected with a parasite is usually not good news. These critters live in or on another. And they can sicken or even kill their hosts. When an animal has to deal with both a parasite and pollution, these stressors can add up. But that isn't true for *Artemia* brine shrimp, a new study finds. Infection with parasitic worms actually boosts the ability of these animals to survive in water laced with toxic arsenic.

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They collected brine shrimp from the area where the Odiel and Tinto rivers in southwest Spain join before running into the Atlantic Ocean. Mining activities have tainted these waters with arsenic and toxic heavy metals. All of these elements are considered pollutants.

In the lab, the researchers separated brine shrimp into two groups. Some were infected with tapeworms; others were not. Then the scientists ran tests to see how well the tiny animals survived in polluted water.

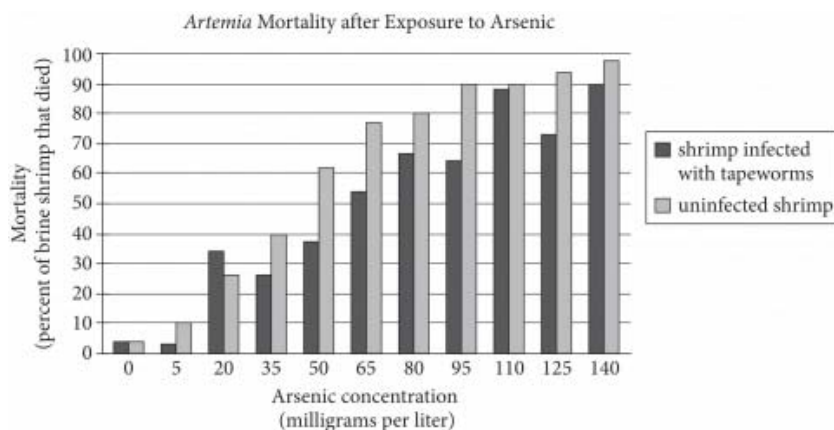
As the level of arsenic in the water increased, so did the number of brine shrimp that died. But brine shrimp that were infected with worms survived better than uninfected ones did.

It may seem strange that parasites would protect an animal's health. But causing its host to die quickly is not good for a parasite. It needs its host to stay alive long enough for the stowaway to reproduce and then move on to a new host. If that first host dies too quickly, so will the parasite. So helping brine shrimp survive polluted waters may be in the worms' best interest.

The worms may be helping to change how their hosts deal with pollution and the stress it can cause. When the researchers compared infected and uninfected brine shrimp, they found differences. Infected brine shrimp had more droplets of lipids—fats—in their tissues. The lipid droplets may help the brine shrimp sock arsenic away so that it can't harm them.

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What is the most likely reason the author includes the information in the eighth paragraph (line:VH645561_11) of the passage?

- A. To provide a possible explanation for study results that at first seem unexpected
- B. To suggest that the researchers' conclusions are not accepted by other scientists
- C.
To report the results of an experiment that reinforce the conclusions of the study described in the passage
- D.
To describe additional experimentation that will be needed to answer questions raised by Sánchez and her colleagues

Choice A is the best answer. In the eighth paragraph, the author explains why it makes biological sense for a parasite to help its host survive longer, an idea that conflicts with the common assumption that parasites are harmful to their hosts. Therefore, the author most likely includes this information to provide a possible explanation for study results that at first seem unexpected.

Choices B, C, and D are incorrect because the eighth paragraph gives a potential reason for the study's surprising findings. It doesn't suggest that other scientists don't accept the researchers' conclusions (choice B), reinforce conclusions that the researchers had already come to (choice C), or describe further experiments required to address questions the researchers have raised (choice D).

Question Difficulty: Medium

Reading: Question 24

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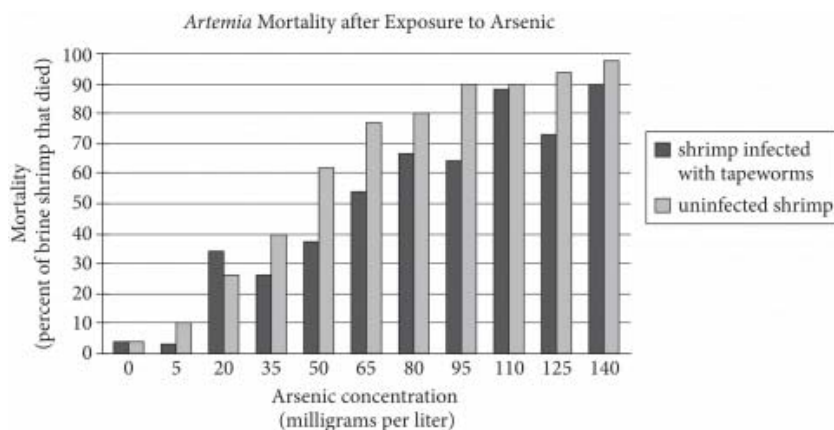
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Shrimps." ©2016 by Marta I. Sánchez et al.

According to the passage, what does Sánchez believe will happen to brine shrimp infected with parasites at locations other than the location of the study?

- A. They will likely suffer less from the effects of pollution than uninfected brine shrimp will.
- B. They will likely grow and develop in a way that is different from that of uninfected brine shrimp.
- C. They will not be able to survive infections by the parasites.
- D. They will not transmit the parasites to birds that eat them.

Choice A is the best answer. The last paragraph discusses whether Sánchez would expect to see the same positive effect of parasites on brine shrimp in other locations. It states that because infected organisms elsewhere also turn red, Sánchez “suspects brine shrimp in other places would show similar effects.” Therefore, according to the passage, Sánchez believes that infected brine shrimp at other locations would likely suffer less from the effects of pollution than uninfected brine shrimp would.

Choice B is incorrect because the passage doesn’t indicate that parasites change how brine shrimp grow and develop. Choice C is incorrect because Sánchez believes that parasite infection is beneficial, not harmful, to brine shrimp’s survival. Choice D is incorrect because the passage doesn’t suggest that brine shrimp in places other than where Sánchez conducted her study would be safer for birds to eat.

Question Difficulty: Medium

Reading: Question 25

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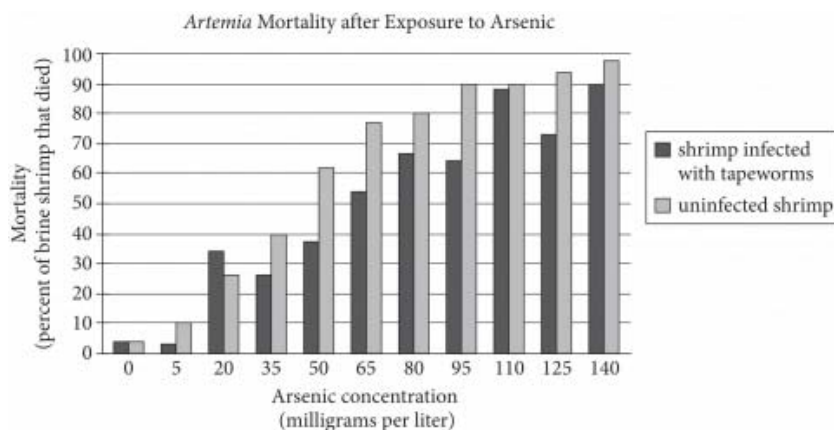
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Shrimps." ©2016 by Marta I. Sánchez et al.

According to the graph, the uninfected brine shrimp that experienced 40 percent mortality had been exposed to what arsenic concentration, in milligrams per liter?

- A. 25
- B. 35
- C. 50
- D. 80

Choice B is the best answer. According to the figure, uninfected brine shrimp that experienced 40 percent mortality had been exposed to a 35 milligram per liter concentration of arsenic. The figure shows that the bar for “uninfected shrimp” at 35 milligrams per liter reaches 40 percent on the mortality scale.

Choice A is incorrect because according to the figure, none of the uninfected shrimp had been exposed to a 25 milligram per liter concentration of arsenic. Choice C is incorrect because the uninfected brine shrimp exposed to a 50 milligram per liter arsenic concentration experienced an approximate mortality rate of 60 percent. Choice D is incorrect because the uninfected brine shrimp exposed to an 80 milligram per liter arsenic concentration experienced an approximate mortality rate of 80 percent.

Question Difficulty: Easy

Reading: Question 26

Questions 26-34 are based on the following passage and supplementary material.

This passage is adapted from “Sharing Makes Both Good and Bad Experiences More Intense.” ©2014 by Association for Psychological Science.

Undergoing an experience with another person—even if we do it in silence, with someone we met just moments ago—seems to intensify that experience, according to new research published in Psychological Science. The research shows that people who share experiences with another person rate those experiences as more pleasant or unpleasant than those who undergo the experience on their own.

“We often think that what matters in social life is being together with others, but we’ve found it also really matters what those people are doing,” says psychological scientist and lead researcher Erica Boothby of Yale University.

“When people are paying attention to the same pleasant thing, whether the Mona Lisa or a song on the radio, our research shows that the experience is much more pleasurable. And the reverse is true of unpleasant experiences—not sharing them makes them more pleasurable, while sharing them makes them worse.”

Thinking about shared experiences like going to the movies or viewing art in museums, Boothby and Yale colleagues Margaret Clark and John Bargh wanted to explore the consequences of sharing experiences that unfold socially but silently.

In their first study, 23 female college students came to the lab and met another participant who would be completing the study at the same time. Unbeknownst to the students, the “other participant” was actually part of the research team and she always played the role of the second participant in the study.

The pair was told that they would engage in several activities, including tasting chocolate and looking at a booklet of paintings, side by side at a table. They were told they would be assigned to complete the activities in random order but, in reality, the student was always only assigned to taste the two chocolates, one at the same time as the second participant and the

other while the second participant was looking at the booklet. After the student tasted both chocolates, the experiment ended “early” before they got a chance to look at the artwork.

Although the chocolate samples were presented as two different chocolates, they were actually squares taken from the same bar of 70% dark chocolate.

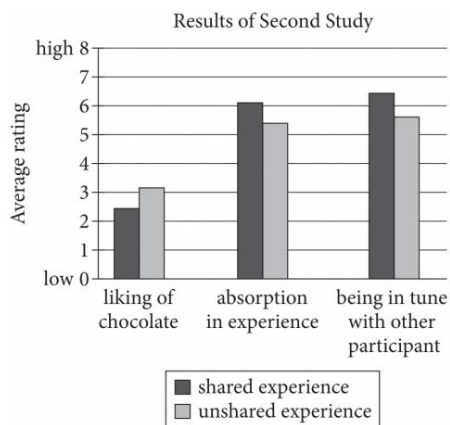
Students reported liking the chocolate they had tasted at the same time as the other participant more than the chocolate they had tasted while the other participant was looking at the booklet. Although the chocolate pieces were identical, the students tended to report the “shared” chocolate as being more flavorful, which suggests that the mere act of sharing may influence how things are actually sensed or perceived by us.

To find out whether sharing makes any experience more pleasant or actually intensifies specific feelings (positive or negative), the researchers tasked another group of students to taste a bitter “chocolate substitute” (really just 90% dark chocolate, which pre-testing revealed to be unpleasant).

This time, the students said that they liked the “shared” chocolate less. They also reported feeling more absorbed in the tasting experience and more in tune with the other participant when they tasted the chocolates at the same time.

The researchers suggest that sharing an experience with someone else, even silently, may focus our attention, making us more attuned to what we are sensing and perceiving.

“When people think of shared experience, what usually comes to mind is being with close others, such as friends or family, and talking with them,” says Boothby. “We don’t realize the extent to which we are influenced by people around us whom we don’t know and aren’t even communicating with.”



Adapted from Erica J. Boothby, Margaret

S. Clark, and John A. Bargh, "Shared Experiences Are Amplified." ©2014 by Erica J. Boothby, Margaret S. Clark, and John A. Bargh.

Is it likely that leaders of the movie theater industry would find the passage's information encouraging?

- A.
Yes, because the passage suggests that watching a film with others in a theater can be more enjoyable for viewers than watching the same film at home by themselves.
- B.
Yes, because the passage suggests that people can deeply enjoy watching a film with others as long as the other people are family or close friends.
- C.
No, because the passage suggests that people can get just as much pleasure from viewing a painting or listening to a song with others as they can from watching a film with others.
- D.
No, because the passage suggests that the distractions of watching a film with others, such as talking or texting, decrease the pleasure viewers get from the experience.

Choice A is the best answer. The leaders of the movie theater industry would be encouraged by the passage's information because Boothby's research demonstrated how sharing an experience with other people, even strangers, intensified participants' feelings. Therefore, it can be inferred that people would enjoy watching a movie in a theater more than watching the same movie at home alone.

Choice B is incorrect. The passage indicates that watching a film with other people, even strangers, can make the experience more enjoyable. Choice C is incorrect. The movie theater industry would be encouraged by the research findings because people would enjoy watching a movie in a theater regardless of how much they enjoy viewing a painting or listening to a song. Choice D is incorrect. The passage doesn't mention whether the distractions of watching a film with others can decrease the viewer's enjoyment.

Question Difficulty: Medium

Reading: Question 27

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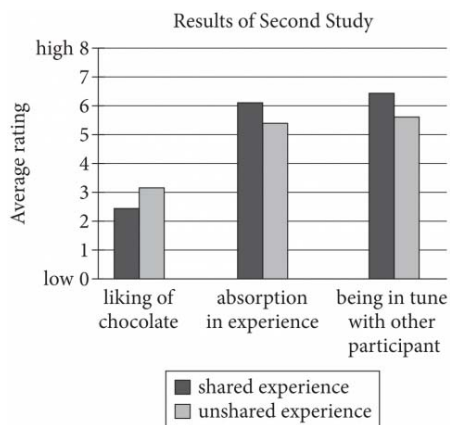
Students reported liking the chocolate they had tasted at the same time as the other participant more than the chocolate they had tasted while the other participant was looking at the booklet. Although the chocolate pieces were identical, the students tended to report the “shared” chocolate as being more flavorful, which suggests that the mere act of sharing may influence how things are actually sensed or perceived by us.

To find out whether sharing makes any experience more pleasant or actually intensifies specific feelings (positive or negative), the researchers tasked another group of students to taste a bitter “chocolate substitute” (really just 90% dark chocolate, which pre-testing revealed to be unpleasant).

This time, the students said that they liked the “shared” chocolate less. They also reported feeling more absorbed in the tasting experience and more in tune with the other participant when they tasted the chocolates at the same time.

The researchers suggest that sharing an experience with someone else, even silently, may focus our attention, making us more attuned to what we are sensing and perceiving.

“When people think of shared experience, what usually comes to mind is being with close others, such as friends or family, and talking with them,” says Boothby. “We don’t realize the extent to which we are influenced by people around us whom we don’t know and aren’t even communicating with.”



Adapted from Erica J. Boothby, Margaret

S. Clark, and John A. Bargh, “Shared Experiences Are Amplified.” ©2014 by Erica J. Boothby, Margaret S. Clark, and John A. Bargh.

Based on the passage, what does Boothby think of the idea that “what matters in social life is being together with others” (line:VH645462_5)?

- A. It is a controversial hypothesis that new research supports.
- B. It is a widely accepted belief that leaves out an important factor.
- C. It is an interesting possibility that scientists should begin to investigate.
- D. It is a comforting assumption that has proved to be completely false.

Choice B is the best answer. In the second paragraph, Boothby asserts a widely accepted belief that being together with others is important in social life, but she qualifies the statement by adding an important factor—that it also matters what people are doing when they’re together.

Choices A and C are incorrect because Boothby explains that this idea is commonly accepted. By beginning her statement with “we often think,” she implies that the statement isn’t a controversial hypothesis (choice A), and that it’s an accepted idea which wouldn’t need an investigation by scientists (choice C). Choice D is incorrect because Boothby simply states that an additional factor needs to be investigated. She implies that it’s a well-accepted idea that being together with others is crucial for social life.

Question Difficulty: Medium

Reading: Question 28

Questions 26-34 are based on the following passage and supplementary material.

This passage is adapted from “Sharing Makes Both Good and Bad Experiences More Intense.” ©2014 by Association for Psychological Science.

Undergoing an experience with another person—even if we do it in silence, with someone we met just moments ago—seems to intensify that experience, according to new research published in Psychological Science. The research shows that people who share experiences with another person rate those experiences as more pleasant or unpleasant than those who undergo the experience on their own.

“We often think that what matters in social life is being together with others, but we’ve found it also really matters what those people are doing,” says psychological scientist and lead researcher Erica Boothby of Yale University.

“When people are paying attention to the same pleasant thing, whether the Mona Lisa or a song on the radio, our research shows that the experience is much more pleasurable. And the reverse is true of unpleasant experiences—not sharing them makes them more pleasurable, while sharing them makes them worse.”

Thinking about shared experiences like going to the movies or viewing art in museums, Boothby and Yale colleagues Margaret Clark and John Bargh wanted to explore the consequences of sharing experiences that unfold socially but silently.

In their first study, 23 female college students came to the lab and met another participant who would be completing the study at the same time. Unbeknownst to the students, the “other participant” was actually part of the research team and she always played the role of the second participant in the study.

The pair was told that they would engage in several activities, including tasting chocolate and looking at a booklet of paintings, side by side at a table. They were told they would be assigned to complete the activities in random order but, in reality, the student was always only assigned to taste the two chocolates, one at the same time as the second participant and the

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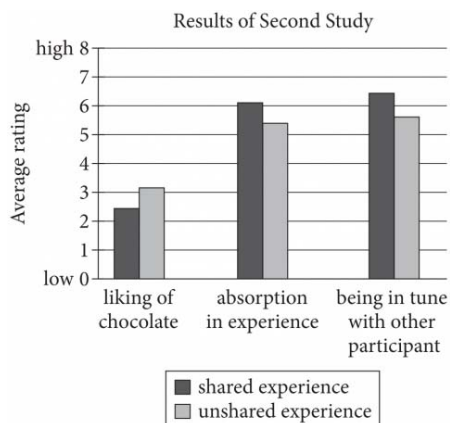
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Which choice is closest in meaning to how "silently" is used in {line:VH645462_6}?

- A. In the total absence of sound
- B. Lacking clear evidence of having happened
- C. Without significant discussion or interaction
- D. Tolerated without any objection or protest

Choice C is the best answer. In the fourth paragraph, the author states, "Thinking about shared experiences like going to the movies or viewing art in museums, Boothby and Yale colleagues Margaret Clark and John Bargh wanted to explore the consequences of sharing experiences that unfold socially but silently." The author is describing social situations in which people don't typically converse. Thus, in this sentence, "silently" most nearly means without significant discussion or interaction.

Choices A, B, and D are incorrect because in the context of the sentence, "silently" most nearly means without significant discussion or interaction, not in the total absence of sound (choice A), lacking clear evidence of having happened (choice B), or tolerated without any objection or protest (choice D).

Question Difficulty: Medium

Reading: Question 29

Questions 26-34 are based on the following passage and supplementary material.

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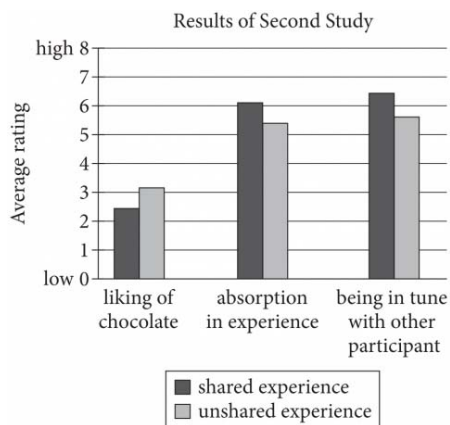
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Which part of the research described in the passage contributes most directly to the claim Boothby makes in the last paragraph?

- A. Participants being paired with strangers
- B. Participants being asked to rate their responses
- C. Participants being given 70% dark chocolate
- D. Participants being given 90% dark chocolate

Choice A is the best answer. In the last paragraph, Boothby notes that most people think of shared experiences as involving friends or family, but states that "we don't realize the extent to which we are influenced by people around us whom we don't know and aren't even communicating with." Therefore, Boothby's pairing of participants with strangers contributes most directly to her claim that people who aren't friends or family can influence social experiences.

Choices B, C, and D are incorrect. Boothby's claim in the last paragraph pertains to whether experiences were shared with strangers, not whether experiences were rated (choice B), if they were pleasant (choice C), or if they were unpleasant (choice D).

Question Difficulty: Medium

Reading: Question 30

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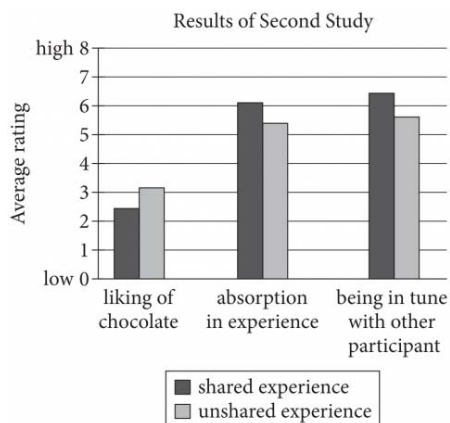
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The passage most strongly implies that the second experiment was valuable in part because in the first experiment, the researchers had

- A. relied on a very small group of participants.
- B. misled participants by giving them incorrect information.
- C. offered participants only an appealing kind of chocolate.
- D. failed to present activities to participants in a random order.

Choice C is the best answer. In the ninth paragraph, the author describes the conditions of the second experiment, stating that "the researchers tasked another group of students to taste a bitter 'chocolate substitute' (really just 90% dark chocolate, which pre-testing revealed to be unpleasant)." Therefore, the second experiment was valuable in part because in the first experiment, the researchers had offered participants only an appealing kind of chocolate.

Choices A, B, and D are incorrect because the second experiment investigated whether unpleasant experiences were made more intense by the presence of another person. Therefore, the second experiment was valuable in part because the first experiment only offered participants an appealing kind of chocolate, not because of the number of participants (choice A), the information given to the participants (choice B), or the order of the activities presented to the participants (choice D).

Question Difficulty: Medium

Reading: Question 31

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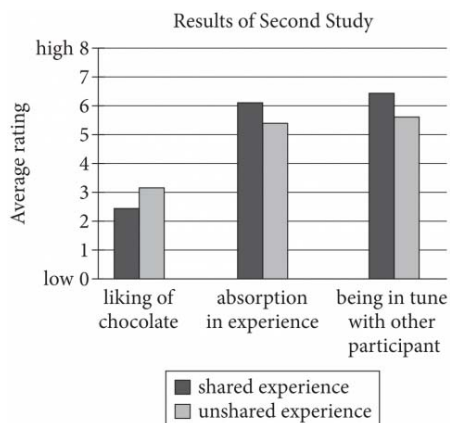
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Which choice provides the best evidence for the answer to the previous question?

- A. {line:VH645462_9} (“In their . . . time”)
- B. {line:VH645462_10} (“Unbeknownst . . . study”)
- C. {line:VH645462_11} (“They were . . . booklet”)
- D. {line:VH645462_12} (“To find . . . unpleasant”)

Choice D is the best answer. The previous question asked what the researchers did in the first experiment that made the second experiment valuable. The answer, that they offered participants only an appealing kind of chocolate, is best supported by the ninth paragraph: “To find out whether sharing makes any experience more pleasant or actually intensifies specific feelings (positive or negative), the researchers tasked another group of students to taste a bitter ‘chocolate substitute’ (really just 90% dark chocolate, which pre-testing revealed to be unpleasant).”

Choices A, B, and C are incorrect because the cited lines don’t support the answer to the previous question. Instead, they describe who participated in the first experiment (choice A), state that one of the participants in the first experiment was actually part of the team of researchers (choice B), and explain that the order of the elements in the first experiment were not actually randomized, despite what the researchers told the participants (choice C).

Question Difficulty: Medium

Reading: Question 32

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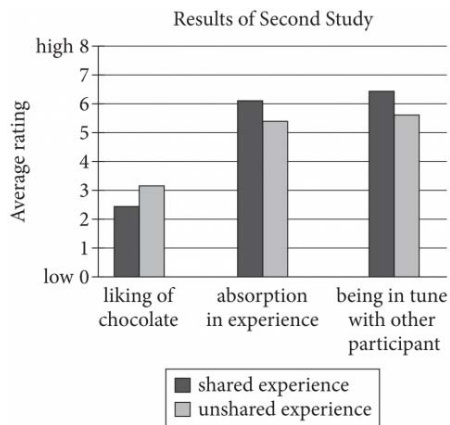
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As used in {line:VH645462_13}, "absorbed" most nearly means

- A. assumed.
- B. blended.
- C. engaged.
- D. drained.

Choice C is the best answer. In the second sentence of the tenth paragraph, the author states, "They also reported feeling more absorbed in the tasting experience and more in tune with the other participant when they tasted the chocolates at the same time." This indicates the participants who tried the chocolates with other people were more engaged, or immersed, in the experience. Thus, "absorbed" in this sentence most nearly means engaged.

Choices A, B, and D are incorrect because in the context of the sentence, "absorbed" most nearly means engaged, not assumed (choice A), blended (choice B), or drained (choice D).

Question Difficulty: Easy

Reading: Question 33

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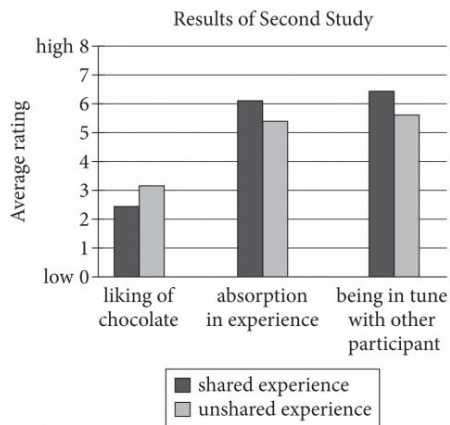
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According to the graph, which choice comes closest to representing the average "like" rating of participants in the second experiment who tasted the chocolate by themselves?

- A. 2
- B. 3
- C. 5
- D. 6

Choice B is the best answer. In the graph, the pair of bars corresponding to "liking of chocolate" shows the approximate average rating for "unshared experience" was 3.

Choice A is incorrect because 2 was the approximate average "like" rating of participants who shared the experience of tasting chocolate. Choice C is incorrect because 5 was the approximate "absorption in experience" rating of participants in an unshared experience. Choice D is incorrect because 6 was the approximate "absorption in experience" rating of participants in a shared experience.

Question Difficulty: Medium

Reading: Question 34

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other while the second participant was looking at the booklet. After the student tasted both chocolates, the experiment ended “early” before they got a chance to look at the artwork.

Although the chocolate samples were presented as two different chocolates, they were actually squares taken from the same bar of 70% dark chocolate.

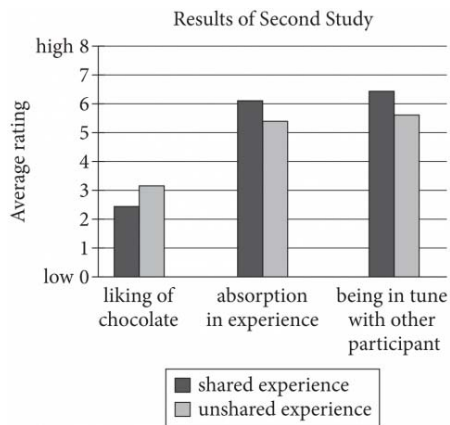
Students reported liking the chocolate they had tasted at the same time as the other participant more than the chocolate they had tasted while the other participant was looking at the booklet. Although the chocolate pieces were identical, the students tended to report the “shared” chocolate as being more flavorful, which suggests that the mere act of sharing may influence how things are actually sensed or perceived by us.

To find out whether sharing makes any experience more pleasant or actually intensifies specific feelings (positive or negative), the researchers tasked another group of students to taste a bitter “chocolate substitute” (really just 90% dark chocolate, which pre-testing revealed to be unpleasant).

This time, the students said that they liked the “shared” chocolate less. They also reported feeling more absorbed in the tasting experience and more in tune with the other participant when they tasted the chocolates at the same time.

The researchers suggest that sharing an experience with someone else, even silently, may focus our attention, making us more attuned to what we are sensing and perceiving.

“When people think of shared experience, what usually comes to mind is being with close others, such as friends or family, and talking with them,” says Boothby. “We don’t realize the extent to which we are influenced by people around us whom we don’t know and aren’t even communicating with.”



Adapted from Erica J. Boothby, Margaret

S. Clark, and John A. Bargh, "Shared Experiences Are Amplified." ©2014 by Erica J. Boothby, Margaret S. Clark, and John A. Bargh.

Which idea about the second experiment can be demonstrated by the graph?

- A. Whether participants, in general, preferred 70% or 90% dark chocolate
- B. How many participants gave a rating for "liking of chocolate"
- C. How participants, on average, felt about their "absorption in experience"
- D. What criteria participants used to gauge "being in tune with other participant"

Choice C is the best answer. The graph includes information on how the participants, on average, felt about their absorption in the experience. The pair of bars corresponding with "absorption in experience" shows that participants who shared the experience reported an average rating of approximately 6, while those who didn't share the experience reported an average rating of approximately 5.5.

Choice A is incorrect because the graph doesn't include information that directly compares the participants' responses to the varieties of chocolate. Choice B is incorrect because the graph shows average ratings rather than exact numbers of responses. Choice D is incorrect because the graph doesn't display information about how participants gauged "being in tune with other participant."

Question Difficulty: Medium

Reading: Question 35

Questions 35-42 are based on the following passages.

Passage 1 is adapted from Andy Coghlan, “Fish Love Skyscraper-Style Living under Oil Platforms.” ©2014 by New Scientist Ltd. Passage 2 is adapted from Sean B. Hecht, J.D., “California’s New Rigs-to-Reefs Law.” ©2013 by The Regents of the University of California.

Passage 1

Think twice before condemning all oil and gas rigs as threats to nature. A submarine study has found that fish are 27 times more productive under rigs than on reefs off the coast of California. And it’s not just a West Coast thing. When the Californian rigs are compared with natural marine habitats all around the world, they still boast about 10 times more fish.

“We find that fish production rates around individual oil rigs—scaled per unit of seafloor—tend to be around 10 times higher than comparable estimates in other highly productive marine habitats such as reefs and estuaries,” says Jeremy Claisse of Occidental College in Los Angeles, who led the study.

The team surveyed 16 oil or gas platforms and seven rocky reefs each year for five to 15 years, from 1995 to 2011. They counted how many fish, and of what size, were associated with each habitat. From this the team worked out the weight of fish supported each year per square metre of seafloor in each area. To avoid overestimates, they only included fish within 2 metres of each structure that were clearly resident there, excluding fish just passing through.

They report that fish were dramatically more abundant around the rigs, which ranged in productivity from 105 to 887 grams of fish per square metre of seafloor per year. That is 27 times the comparable productivity range of the deep rocky reefs they surveyed.

For comparison, the researchers also examined figures from many other studies looking at fish abundance in natural habitats. Even the most productive of these—a coral reef in Mo’orea, French Polynesia, which had a fish productivity of 74.2 grams per square metre per year, still fell way short of the abundance around the Californian rigs.

Claisse says one explanation is the huge surface area of rig substructure which, unlike in natural reefs, spans the whole water column, from surface to

seafloor—the marine equivalent of a skyscraper. “The platform structures support a diverse community of invertebrates that, along with floating resources such as plankton, provide the base of the food web supporting fish associated with the platform,” he says.

Passage 2

In the Pacific Ocean off the coast of Southern California sit 27 oil and gas drilling platforms. These steel platforms extend from their foundations on the ocean floor, where they are firmly affixed through massive infrastructure, up above the sea surface where people can see them from many miles away. Some of the platforms reside in water that is over a thousand feet deep, forming an imposing silhouette on the landscape and seascape. Current laws require the platform operators to remove the structures entirely and to restore the seabed to its pre-drilling condition. But a new and controversial state law may dramatically change the future of these structures. Under current law, platform operators have to remove them completely after they have reached the end of their useful lives. The new law authorizes the state for the first time to consider allowing platform operators to leave them at least partially in place instead—so-called “rigs-to-reefs” conversions.

The law’s proponents believe partial removal will improve the marine environment and provide revenue to the state. Opponents, on the other hand, are skeptical of the alleged environmental benefits, and concerned about the long-term impacts of leaving the massive structures in place. The legal, scientific, and policy issues relating to the possibility of allowing rigs-to-reefs conversions are complex. The politics are even more so.

Stakeholders carry strong beliefs both for and against rigs-to-reefs conversions. The “pro” side consists of three main constituents. Recreational anglers see enhanced fishing opportunities. Certain environmental advocates believe removing the platforms will be environmentally disruptive, that the status quo fosters marine life, and that avoiding complete removal will generate revenue to fund marine conservation efforts. Finally, for the companies that operate the drilling platforms, rigs-to-reefs conversion will be substantially less expensive than removal.

The main purpose of Passage 1 is to

- A. explain that gas and oil rigs are needed because rocky reefs can no longer support marine life.
- B. describe the substructure of gas and oil rigs that is hidden under the surface of the water.
- C. inform readers about a scientific study conducted on marine life around gas and oil rigs.
- D. provide evidence that gas and oil rigs are harmful to the environment.

Choice C is the best answer. The beginning of Passage 1 introduces the reader to a scientific study about the productivity of fish under oil and gas rigs. The rest of the passage describes the study and provides information about fish activity and abundance under the rigs. Therefore, the main purpose of Passage 1 is to inform readers about a scientific study conducted on marine life around oil and gas rigs.

Choice A is incorrect because Passage 1 states that rocky reefs do support marine life, just less marine life than gas and oil rigs. Choice B is incorrect because Passage 1 primarily relates details about marine life around gas and oil rigs. It doesn't focus on the structures themselves. Choice D is incorrect because Passage 1 mentions that a recent study concluded that fish, rather than being harmed by oil and gas rigs, actually benefit from them.

Question Difficulty: Medium

Reading: Question 36

Questions 35-42 are based on the following passages.

Passage 1 is adapted from Andy Coghlan, “Fish Love Skyscraper-Style Living under Oil Platforms.” ©2014 by New Scientist Ltd. Passage 2 is adapted from Sean B. Hecht, J.D., “California’s New Rigs-to-Reefs Law.” ©2013 by The Regents of the University of California.

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As used in {line:VH318522_1}, “productive” most nearly means

- A. profitable.
- B. creative.
- C. skillful.
- D. abundant.

Choice D is the best answer. In the second sentence of Passage 1, the author states, “A submarine study has found that fish are 27 times more productive under rigs than on reefs off the coast of California.” The author goes on to explain that the rigs “boast about 10 times more fish” than other marine habitats. Thus, “productive” in this sentence most nearly means plentiful, or abundant.

Choices A, B, and C are incorrect because in the context of the sentence, “productive” most nearly means abundant, not profitable (choice A), creative (choice B), or skillful (choice C).

Question Difficulty: Medium

Reading: Question 37

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The comparison of rig structures to skyscrapers is most likely included in Passage 1 (line:VH318522_16) to indicate that both structures are

- A. high and narrow.
- B. constructed with steel.
- C. inhabited by various life-forms.
- D. challenging to build and maintain.

Choice A is the best answer. In the last paragraph of Passage 1, the author states that one explanation for the abundance of fish around a rig is that the structure “spans the whole water column, from surface to seafloor” and expands (or clarifies) this description by characterizing the structure as “the marine equivalent of a skyscraper.” Therefore, the comparison of rig structures to skyscrapers is most likely included to indicate that both structures are high and narrow.

Choices B, C, and D are incorrect. The skyscraper metaphor in the last paragraph of Passage 1 is used to indicate that both structures are high and narrow, not that they’re both constructed with steel (choice B), inhabited by various life-forms (choice C), or challenging to build and maintain (choice D).

Question Difficulty: Medium

Reading: Question 38

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As used in {line:VH318522_2}, “authorizes” most nearly means

- A. adopts.
- B. permits.
- C. ensures.
- D. confirms.

Choice B is the best answer. In the seventh sentence of Passage 2, the author states, “The new law authorizes the state for the first time to consider allowing platform operators to leave them at least partially in place instead—so-called ‘rigs-to-reefs’ conversions.” This sentence explains how the change in the law will allow the rigs to remain after drilling has ceased. Therefore, “authorizes” in this sentence most nearly means allows, or permits.

Choices A, C, and D are incorrect because in the context of the sentence, “authorizes” most nearly means permits, not adopts (choice A), ensures (choice C), or confirms (choice D).

Question Difficulty: Medium

Reading: Question 39

Questions 35-42 are based on the following passages.

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Passage 1

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Passage 2 implies that the new state law in California is “controversial” because

- A.
the majority of the public wants the platforms to be totally removed as the original law required.
- B.
some groups have strong opinions about the law depending on their stance on certain vital issues.
- C.
the oil and gas rigs are unsightly and the coastal tourist industry is a huge part of the state economy.
- D.
people believe state lawmakers were persuaded by influential lobbyists from the oil and gas industries.

Choice B is the best answer. In the last paragraph of Passage 2, the author states, “Stakeholders carry strong beliefs both for and against rigs-to-reefs conversions.” In other words, there are groups with strong opinions on both sides of the argument. Therefore, the new state law in California can be considered “controversial.”

Choices A, C, and D are incorrect because Passage 2 doesn’t address the opinion of the majority of the public (choice A), how the rigs affect the tourist industry (choice C), or the role lobbying has played in the decision to revise the law (choice D).

Question Difficulty: Hard

Reading: Question 40

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

- A. {line:VH318522_3} (“Some . . . seascape”)
- B. {line:VH318522_4} (“Under . . . lives”)
- C. {line:VH318522_5} (“The new . . . conversions”)
- D. {line:VH318522_6} (“Stakeholders . . . conversions”)

Choice D is the best answer. The previous question asks about information in Passage 2 that explains why a new state law in California is considered “controversial.” The answer, that groups on both sides of the issue have strong opinions about the law, is best supported by the first sentence of the last paragraph of Passage 2: “Stakeholders carry strong beliefs both for and against rigs-to-reefs conversions.”

Choices A, B, and C are incorrect because the cited lines don’t support the answer to the previous question. Instead, they describe the physical appearance of the rigs (choice A), explain the current law that governs what happens to the rigs after drilling is completed (choice B), and outline the proposed changes to the laws determining what must happen with the rigs (choice C).

Question Difficulty: Hard

Reading: Question 41

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The team surveyed 16 oil or gas platforms and seven rocky reefs each year for five to 15 years, from 1995 to 2011. They counted how many fish, and of what size, were associated with each habitat. From this the team worked out the weight of fish supported each year per square metre of seafloor in each area. To avoid overestimates, they only included fish within 2 metres of each structure that were clearly resident there, excluding fish just passing through.

They report that fish were dramatically more abundant around the rigs, which ranged in productivity from 105 to 887 grams of fish per square metre of seafloor per year. That is 27 times the comparable productivity range of the deep rocky reefs they surveyed.

For comparison, the researchers also examined figures from many other studies looking at fish abundance in natural habitats. Even the most productive of these—a coral reef in Mo’orea, French Polynesia, which had a fish productivity of 74.2 grams per square metre per year, still fell way short of the abundance around the Californian rigs.

Claisse says one explanation is the huge surface area of rig substructure which, unlike in natural reefs, spans the whole water column, from surface to

seafloor—the marine equivalent of a skyscraper. “The platform structures support a diverse community of invertebrates that, along with floating resources such as plankton, provide the base of the food web supporting fish associated with the platform,” he says.

Passage 2

In the Pacific Ocean off the coast of Southern California sit 27 oil and gas drilling platforms. These steel platforms extend from their foundations on the ocean floor, where they are firmly affixed through massive infrastructure, up above the sea surface where people can see them from many miles away. Some of the platforms reside in water that is over a thousand feet deep, forming an imposing silhouette on the landscape and seascape. Current laws require the platform operators to remove the structures entirely and to restore the seabed to its pre-drilling condition. But a new and controversial state law may dramatically change the future of these structures. Under current law, platform operators have to remove them completely after they have reached the end of their useful lives. The new law authorizes the state for the first time to consider allowing platform operators to leave them at least partially in place instead—so-called “rigs-to-reefs” conversions.

The law’s proponents believe partial removal will improve the marine environment and provide revenue to the state. Opponents, on the other hand, are skeptical of the alleged environmental benefits, and concerned about the long-term impacts of leaving the massive structures in place. The legal, scientific, and policy issues relating to the possibility of allowing rigs-to-reefs conversions are complex. The politics are even more so.

Stakeholders carry strong beliefs both for and against rigs-to-reefs conversions. The “pro” side consists of three main constituents. Recreational anglers see enhanced fishing opportunities. Certain environmental advocates believe removing the platforms will be environmentally disruptive, that the status quo fosters marine life, and that avoiding complete removal will generate revenue to fund marine conservation efforts. Finally, for the companies that operate the drilling platforms, rigs-to-reefs conversion will be substantially less expensive than removal.

The supporters of the new law mentioned in Passage 2 would most likely agree with the author of Passage 1 that gas and oil rigs

- A. may be harmful to the overall environment.
- B. may provide long-term benefits for marine life.
- C. mar the natural beauty of California's coastline.
- D. help preserve natural marine habitats off California's coast.

Choice B is the best answer. In the first sentence of the second paragraph, the author of Passage 2 states, "The law's proponents believe partial removal will improve the marine environment and provide revenue to the state." Since proponents of the law believe that the rigs are beneficial to marine animals, they would most likely agree that oil and gas rigs may provide long-term benefits for marine life.

Choice A is incorrect because Passage 2 implies that supporters of the new law believe the rigs are good for the animals that live around them rather than harmful to the overall environment. Choice C is incorrect because the law's supporters want the rigs to remain in place and make no mention of how the rigs affect California's coastline. Choice D is incorrect because the law's supporters think the rigs will help create a new marine habitat, not help to preserve existing natural habitats.

Question Difficulty: Medium

Reading: Question 42

Questions 35-42 are based on the following passages.

Passage 1 is adapted from Andy Coghlan, “Fish Love Skyscraper-Style Living under Oil Platforms.” ©2014 by New Scientist Ltd. Passage 2 is adapted from Sean B. Hecht, J.D., “California’s New Rigs-to-Reefs Law.” ©2013 by The Regents of the University of California.

Passage 1

Think twice before condemning all oil and gas rigs as threats to nature. A submarine study has found that fish are 27 times more productive under rigs than on reefs off the coast of California. And it’s not just a West Coast thing. When the Californian rigs are compared with natural marine habitats all around the world, they still boast about 10 times more fish.

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Which choice from Passage 2 provides the best evidence for the answer to the previous question?

- A. {line:VH318522_12} (“These steel . . . away”)
- B. {line:VH318522_13} (“Current . . . condition”)
- C. {line:VH318522_14} (“The law’s . . . the state”)
- D. {line:VH318522_15} (“Opponents . . . place”)

Choice C is the best answer. The previous question asks what the author of Passage 1 and the law’s supporters would most likely agree on. The answer, that gas and oil rigs may provide long-term benefits for marine life, is best supported by the first sentence of the second paragraph of Passage 2: “The law’s proponents believe partial removal will improve the marine environment and provide revenue to the state.”

Choices A, B, and D are incorrect because the cited lines don’t support the answer to the previous question. Instead, they describe the support structure of the rigs (choice A), explain what is currently required by law after drilling is completed (choice B), and relate the position of opponents to the proposed changes to the law (choice D).

Question Difficulty: Hard