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### Topic: 1

#### Reading Placement Test

Refer to the following for questions 1—4:

But all this—the mysterious, far-reaching hair-line trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all—made no impression on the man. It was not because he was long used to it. He was a newcomer in the land, a chechaquo, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty-odd degrees of frost. Such fact impressed him as being cold and uncomfortable, and that was all. It did not lead him to meditate upon his frailty as a creature of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold: and from there on it did not lead him to the conjectural field of immortality and man's place in the universe. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, ear-flaps, warm moccasins, and thick socks. Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head.

At the man's heels trotted a dog, a big native husky, the proper wolf-dog gray-coated and without any visible or temperamental difference from its brother, the wild wolf. The animal was depressed by the tremendous cold. It knew that it was no time for travelling. Its instinct told it a truer tale than was told to the man by the man's judgment. In reality, it not merely colder than fifty below zero; it was colder than sixty below, than seventy below. It was seventy-five below zero. Since the freezing-point is thirty-two above zero, it meant that one hundred and seven degrees of frost obtained. The dog did not know anything about thermometers. Possibly in its brain there was no sharp consciousness of a condition of very cold such as was in the man's brain. But the brute had its instinct. It experienced a vague but menacing apprehension that subdued it and made it slink along at the man's heels, and that made it question eagerly every unwonted movement of the man as if expecting him to go into camp or to seek shelter somewhere and build a fire. The dog had learned fire, and it wanted fire, or else to burrow under the snow and cuddle its warmth away from the air.

[Adapted from Jack London "To Build a Fire" (1902)]

### Question: 1

What is the point of view used in this passage?

- A. First person

- B. First person plural
- C. Third person limited
- D. Third person omniscient

**Answer: D**

Explanation:

Choice C is close to being the answer, but choice D is the best answer because the narrator can enter the consciousness of both the man and the dog making it third person omniscient. Choices A and B can be ruled out because the narrator does not use the pronouns I or we.

## Question: 2

What message does the passage reflect when it mentions immortality and man's place in the universe?

- A. Humans are frail
- B. Humans are stronger than nature
- C. Humans will one day attain immortality
- D. Humans are smarter than animals

**Answer: A**

Explanation:

Choice A offers the best interpretation. The passage refers to immortality and man's place in the universe; the man does not have the imagination to contemplate such issues, and he does not seem to realize the frailty of humans on the planet. Choices B and C contradict or misinterpret the meaning of the passage. Choice D is not really implied by the passage: in fact, the dog's instincts make it seem more intelligent than the man in a certain sense.

## Question: 3

In what way does the narrator say the dog is better off than the man?

- A. The dog is better equipped for the cold because of its fur
- B. The dog has a better conscious idea of what the cold means
- C. The dog's instinct guides it, while the man's intellect fails him
- D. The dog understands mankind's place in the universe

**Answer: D**

Explanation:

Choice C can be supported by the following quotation: "[The dogs] instinct told it a truer tale than was told to the man by the man's judgment." Choice A may sound possible, but it does not really capture the narrator's main point of comparison. Choice B can be contradicted by the following quotation: "In its

brain there was no sharp consciousness of a condition of very cold such as was in the man's brain."  
There is nothing in the passage to support the claim in Choice D.

### Question: 4

Which statement best captures the author's meaning in the statement, "The trouble with him was that he was without imagination"?

- I) The man was not smart.
- II) The man did not need imagination because he was rational.
- III) The man did not have the foresight to realize that he was putting himself in danger.

- A. I only
- B. II only
- C. III only
- D. I and II

**Answer: C**

Explanation:

Only interpretation III fits with the meaning of the passage. The narrator's statement that the man lacked imagination means that he did not have the foresight to realize that he was risking his life. Interpretation I is incorrect because the passage reads, "He was quick and alert in the things of life." Interpretation II is incorrect because the quote shows lack of imagination as a danger, not something unneeded.

#### Topic: 2

##### Forest Manager, Ecology Professor

Refer to the following for questions 5—8:

Forest Manager

Salvage logging is removing dead or dying forest stands that are left behind by a fire or disease. This practice has been used for several decades. These dead or dying trees become fuel that feeds future fires. The best way to lower the risk of forest fires is to remove the dead timber from the forest floor. Salvage logging followed by replanting ensures the reestablishment of desirable tree species. For example, planting conifers accelerates the return of fire-resistant forests. Harvesting timber helps forests by reducing fuel load, thinning the forest stands, and relieving competition between trees. Burned landscapes leave black surfaces and ash layers that have very high soil temperatures. These high soil temperatures can kill many plant species. Logging mixes the soil. So, this lowers surface temperatures to more normal levels. The shade from material that is left behind by logging also helps to lower surface temperatures. After an area has been salvage logged, seedlings in the area start to grow almost immediately. However, this regrowth can take several years in areas that are not managed well.

Ecology Professor

Salvage logging moves material like small, broken branches to the forest floor. These pieces can become fuel for more fires. The removal of larger, less flammable trees leaves behind small limbs and increases the risk of forest fires. In unmanaged areas, these pieces are found more commonly on the tops of trees where they are unavailable to fires. Logging destroys old forests that are more resistant to wildfires. So, this creates younger forests that are more open to fires. In old forests, branches of bigger trees are higher above the floor where fires may not reach.

Replanting after wildfires creates monoculture plantations where only a single crop is planted. This monoculture allows less biological diversity. Also, it allows plants to be less resistant to disease. So, this increases the chance of fire. Salvage logging also upsets natural forest regrowth by killing most of the seedlings that grow after a wildfire. It breaks up the soil and increases erosion. Also, it removes most of the shade that is needed for young seedlings to grow.

### Question: 5

Which of the following is NOT a supporting detail for the forest manager's argument?

- A. "This practice has been used for decades."
- B. "Logging mixes the soil. So, this lowers surface temperatures to more normal levels."
- C. "After an area has been salvage logged, seedlings in the area start to grow almost immediately."
- D. "Salvage logging is removing dead or dying forest stands that are left behind by a fire or disease."

**Answer: D**

Explanation:

Choice D is not a supporting detail because it is a definition of salvage logging. The other choices are supporting details of the forest manager's argument.

### Question: 6

A study compared two plots of land that were managed differently after a fire. Plot A was salvage logged. Plot B was left unmanaged. After a second fire, they compared two plant groups between Plots A and B. They found that both plant groups burned worse in Plot A than in Plot B. Whose viewpoint do these results support?

- A. Only the manager
- B. Only the professor
- C. Both the manager and professor
- D. Neither the manager nor the professor

**Answer: B**

Explanation:

Plot A was salvage logged and burned worse than the unmanaged plot (Plot B). This study supports the professor's view that salvage logging increases the risk and severity of fire.

### Question: 7

What is the main idea of the forest manager's argument?

- A. Salvage logging is helpful because it removes dead or dying timber from the forest floor. So, this lowers the risk of future fires.

- B. Salvage logging is helpful because it has been practiced for many decades.
- C. Salvage logging is harmful because it raises soil temperatures above normal levels. So, this threatens the health of plant species.
- D. Salvage logging is helpful because it gives shade for seedlings to grow after a wildfire.

**Answer: A**

Explanation:

The question asks which option is the chief argument regarding fire prevention. Choices B and D are not helpful for fire prevention. Choice C is incorrect because logging decreases soil temperature. Choice B is a supporting detail from the passage but is not the main idea. Choice C contradicts the passage. Choice D is not mentioned in the passage.

### Question: 8

Whose viewpoints would potentially be confirmed by a future study looking at the spreading out and regrowth of seedlings for many years after a wildfire in managed and unmanaged forests?

- A. Only the manager
- B. Only the professor
- C. Both the manager and professor
- D. Neither the manager nor professor

**Answer: C**

Explanation:

Both the manager and the professor discuss the importance of seedling growth after a fire. So, a study looking at the regrowth of seedlings in logged and unmanaged forests would potentially provide support for both arguments (as well as possibly showing problems with both arguments).

**Topic: 3**

**Writing Placement Test**

Refer to the following for questions 9-13

(I) Mrs. Conwer, the Jackson High principal, announced last week that Jackson High is considering a student dress code. (2) She is saying that some of the outfits students are wearing to school are being distracting and inappropriate. (3) For example, she says that some of the boys like to wear their pants too low and that some of the girls like to wear very short skirts. (4) I don't see anything wrong with these. (5) This is only Mrs. Conwer's opinion, and I think there are several reasons why it is important that Jackson High does not have a dress code. (6) High school students are teenagers. (7) The teen years are a time in life when you are exploring new things and learning about yourself. (8) Many teens also like to express themselves. (9) For example, some people I know keep a blog where they write about things that are important to them. (10) Other people play in a band and can express themselves through music. (II) A lot of teens express themselves through fashion. (12) Since many teens start earning their own money, they can buy their own clothes and choose the fashions that they want. (13) If Jackson High adopts a dress code, the students won't be able to express themselves. (14) Self expression are important and is often taught at Jackson High. (15) Ms. Riley, my dance teacher, tells me to express myself through dance. (16) Mr. Hunter, my English teacher, tells me to express myself through writing.

(17) Taking away expression through fashion is hypocritical because it goes against what is taught in many classes.

(18) A dress code at Jackson High will never please everyone. (19) Who gets to decide what is appropriate and what is not? (20) What happens if the students disagree with the code? (21) In school, we learn about respecting different opinions and making compromises. (22) However, if Mrs. Conwer or just a couple of teachers choose the dress code, they will be ignoring them. (23) Jackson High should stop ignoring the lessons that we learn in our classes every day. (24) Teachers should show us, the students, how people are supposed to dress in the real world when they have jobs, explain why certain choices might be inappropriate, and then let us make our own decisions. (25) That's what we learn in all our classes, and that's how it should be for the dress code.

### Question: 9

Consider the following excerpt from the passage:

Sentence (2): She is saying that some of the outfits students are wearing to school are being distracting and inappropriate.

Select the best version of the sentence.

- A. NO CHANGE
- B. The outfits are distracting and inappropriate, she says, that students wear to school.
- C. She says some of the outfits that students wear to school are distracting and inappropriate.
- D. She says that it is distracting and inappropriate that students wear outfits to school.

**Answer: C**

Explanation:

Choice C begins with a subject and verb and is followed by a clause. It is also clear and concise. Choice A is incorrect because the words are out of order and don't logically follow the previous sentence. Sentence 2 should begin with "She says" because it is the school principal's opinion being expressed. This choice is also incorrect because it uses the words not appropriate instead of inappropriate. Choice B is incorrect because the clause "that students wear to school" should come after the word outfits. Choice D is incorrect because the word order changes the meaning of the sentence by stating that any outfits are distracting and inappropriate.

### Question: 10

Which is the best way to combine sentences (11) and (12)?

- A. A lot of teens express themselves through fashion, and since many teens start earning their own money, they can buy their own clothes and choose the fashions that they want.
- B. A lot of teens express themselves through fashion and since many teens start earning their own money, they can buy their own clothes and choose the fashions that they want.
- C. A lot of teens express themselves through fashion, but since many teens start earning their own money, they can buy their own clothes and choose the fashions that they want.
- D. A lot of teens express themselves through fashion but since many teens start earning their own money, they can buy their own clothes and choose the fashions that they want.

**Answer: A**

Explanation:

Answer choice A uses correct punctuation and a logical conjunction. Because the conjunction and connects two independent clauses (meaning that they can stand on their own as sentences), there must be a comma before the conjunction. Therefore, choices B and D are incorrect because they are missing this comma. While choice C does have a comma before the conjunction, it uses the conjunction but rather than and. But implies that the clauses contradict each other. And is a better choice because the two clauses are connected and support each other.

### Question: 11

What correction should be made to sentence (14)?

- A. Change expression to expresion
- B. Insert a comma before and
- C. Change are to is
- D. Insert the after at

**Answer: C**

Explanation:

The plural verb are does not match the singular subject, self expression. Choice A is incorrect because expression is already written with the correct spelling. Choice B is incorrect because the conjunction and is connecting an independent clause with a dependent clause. When and is used in this way, there should not be a comma before the conjunction. Choice D is incorrect because an article is not needed before the name of the school. which is a proper noun.

### Question: 12

What transition should be added to the beginning of sentence (18)?

- A. However
- B. Furthermore
- C. First of all
- D. Therefore

**Answer: B**

Explanation:

The word furthermore shows that the sentence will present additional support for the writer's argument. Choice A is incorrect because however indicates that the following sentence will contradict what came before. Choice C is incorrect because the sentence is not presenting the first point in the



writers argument. Choice D is incorrect because the sentence is not presenting a conclusion, but an additional point.

### Question: 13

What correction should be made to sentence (22)?

- A. Change however to nevertheless
- B. Change a couple to several
- C. Change teacher's to teachers
- D. Delete the comma after code

**Answer: C**

Explanation:

Teacher's is not being used as a possessive. Instead, it is being used as a plural noun and therefore should not have an apostrophe. Choice A is incorrect because however is a better transition to sentence (22) due to the sentence showing a contrast with a previous point. Choice B is incorrect because the word of should not follow several. Choice D is incorrect because the comma correctly separates a dependent clause from an independent clause.



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