

ANSWER SHEET

Last Name: _____ First Name: _____

Date: _____ Testing Location: _____

Directions for Test

- Remove these answer sheets from the book and use them to record your answers to this test.
- This test will require 3 hours and 20 minutes to complete. Take this test in one sitting.
- The time allotment for each section is written clearly at the beginning of each section. This test contains six 25-minute sections, two 20-minute sections, and one 10-minute section.
- This test is 25 minutes shorter than the actual SAT, which will include a 25-minute “experimental” section that does not count toward your score. That section has been omitted from this test.
- You may take one short break during the test, of no more than 10 minutes in length.
- You may only work on one section at any given time.
- You must stop ALL work on a section when time is called.
- If you finish a section before the time has elapsed, check your work on that section. You may NOT work on any other section.
- Do not waste time on questions that seem too difficult for you.
- Use the test book for scratchwork, but you will receive credit only for answers that are marked on the answer sheets.
- You will receive one point for every correct answer.
- You will receive no points for an omitted question.
- For each wrong answer on any multiple-choice question, your score will be reduced by $\frac{1}{4}$ point.
- For each wrong answer on any “numerical grid-in” question, you will receive no deduction.

When you take the real SAT, you will be asked to fill in your personal information in grids as shown below.

<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #f0f0f0;">2 YOUR NAME</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center; font-size: 8px;">Last Name (First 4 Letters)</td> <td style="width: 25%; text-align: center; font-size: 8px;">First Init.</td> <td style="width: 25%; text-align: center; font-size: 8px;">Mid. 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Start with number 1 for each new section. If a section has fewer questions than answer spaces, leave the extra answer spaces blank. Be sure to erase any errors or stray marks completely.

SECTION 2

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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SECTION 3

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38	A	B	C	D	E
39	A	B	C	D	E
40	A	B	C	D	E

CAUTION Use the answer spaces in the grids below for Section 2 or Section 3 only if you are told to do so in your test book.

Student-Produced Responses ONLY ANSWERS ENTERED IN THE CIRCLES IN EACH GRID WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES ABOVE THE CIRCLES.

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1	0	0	0		
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17					
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18					
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5	5	5	5	5	
6	6	6	6	6	
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8	8	8	8	8	
9	9	9	9	9	

Start with number 1 for each new section. If a section has fewer questions than answer spaces, leave the extra answer spaces blank. Be sure to erase any errors or stray marks completely.

SECTION
4

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
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13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
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18	A	B	C	D	E
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20	A	B	C	D	E
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22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E
36	A	B	C	D	E
37	A	B	C	D	E
38	A	B	C	D	E
39	A	B	C	D	E
40	A	B	C	D	E

SECTION
5

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
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14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E
36	A	B	C	D	E
37	A	B	C	D	E
38	A	B	C	D	E
39	A	B	C	D	E
40	A	B	C	D	E

CAUTION Use the answer spaces in the grids below for Section 4 or Section 5 only if you are told to do so in your test book.

Student-Produced Responses

ONLY ANSWERS ENTERED IN THE CIRCLES IN EACH GRID WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES ABOVE THE CIRCLES.

9		10		11		12		13	
14		15		16		17		18	

Start with number 1 for each new section. If a section has fewer questions than answer spaces, leave the extra answer spaces blank. Be sure to erase any errors or stray marks completely.

SECTION 6

Grids for Section 6, numbered 1 through 40, each containing five bubbles labeled A, B, C, D, and E.

SECTION 7

Grids for Section 7, numbered 1 through 40, each containing five bubbles labeled A, B, C, D, and E.

CAUTION

Use the answer spaces in the grids below for Section 6 or Section 7 only if you are told to do so in your test book.

Student-Produced Responses

ONLY ANSWERS ENTERED IN THE CIRCLES IN EACH GRID WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES ABOVE THE CIRCLES.

Grids for student-produced responses, numbered 9 through 18, each with a writing box above a column of bubbles containing digits 0-9.

PLEASE DO NOT WRITE IN THIS AREA

A row of 20 empty bubbles for marking answers.

Start with number 1 for each new section. If a section has fewer questions than answer spaces, leave the extra answer spaces blank. Be sure to erase any errors or stray marks completely.

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

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

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ESSAY

ESSAY



ESSAY

Time—25 minutes

Write your essay on separate sheets of standard lined paper.

The essay gives you an opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet—you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

Important Reminders:

- **A pencil is required for the essay.** An essay written in ink will receive a score of zero.
- **Do not write your essay in your test book.** You will receive credit only for what you write on your answer sheet.
- **An off-topic essay will receive a score of zero.**

You have 25 minutes to write an essay on the topic assigned below.

Consider carefully the issue discussed in the following passage, then write an essay that answers the question posed in the assignment.

In a culture obsessed with superficial appearances, our leaders should be those who can see beyond the surface. Judging a book by its cover is the job of the consumer, but reading the book—pondering its contents and perhaps seeking to write new chapters—is the job of a leader.

Assignment: **How important is it to look beyond superficial appearances?** Write an essay in which you answer this question and discuss your point of view on this issue. Support your position logically with examples from literature, the arts, history, politics, science and technology, current events, or your experience or observation.

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

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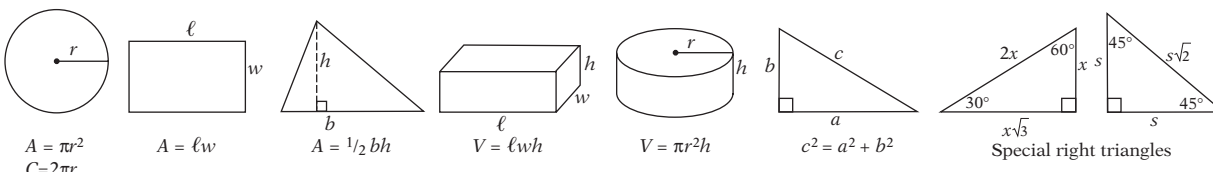
SECTION 2
Time—25 minutes
20 questions

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

Directions: For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

- Notes**
- The use of a calculator is permitted.
 - All numbers used are real numbers.
 - Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
 - Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information



$A = \pi r^2$
 $C = 2\pi r$

$A = \ell w$

$A = \frac{1}{2}bh$

$V = \ell wh$

$V = \pi r^2 h$

$c^2 = a^2 + b^2$

Special right triangles

The number of degrees of arc in a circle is 360.
 The sum of the measures in degrees of the angles of a triangle is 180.

- If $2m + k = 12$ and $k = 10$, what is the value of m ?
 - 0
 - $\frac{3}{4}$
 - 1
 - 2
 - 4
- The average (arithmetic mean) of three numbers is 50. If two of the numbers are 35 and 50, what is the third number?
 - 45
 - 50
 - 55
 - 60
 - 65

- $$\begin{array}{r} A5 \\ A3 \\ A5 \\ + 2A \\ \hline 157 \end{array}$$
- In the correctly worked addition problem above, each A represents the same digit. What is the value of A ?
 - 1
 - 2
 - 3
 - 4
 - 6

GO ON TO THE NEXT PAGE 

4. What number is the same percent of 225 as 9 is of 25?

(A) 27
(B) 45
(C) 54
(D) 64
(E) 81

5. If $2^{x-1} = 32$, what is the value of x ?

(A) 4
(B) 6
(C) 9
(D) 16
(E) 17

VOTING RESULTS FOR
REFERENDUM

	Yes	No	Total
Men	26		
Women			76
Total	59		137

6. The table above, representing the results of a vote taken by the Zoning Commission on a recent referendum, is only partially completed. Based on the table, how many women on the Commission voted no?

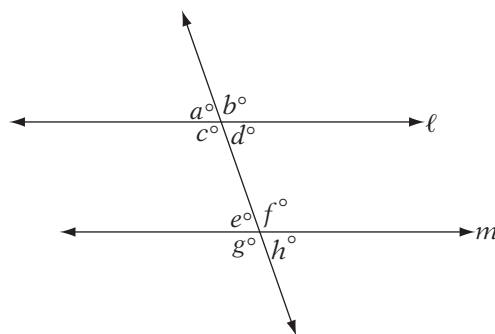
(A) 43
(B) 48
(C) 57
(D) 61
(E) 78

7. Kenny and Mike each begin with the same number of baseball cards. After Mike gives Kenny 12 cards, Kenny has twice as many as Mike. How many cards do they have all together?

(A) 36
(B) 48
(C) 60
(D) 72
(E) 84

8. A bag of Texas Tillie's Trail Mix contains x ounces of walnuts, 15 ounces of peanuts, and 20 ounces of pecans. Which of the following expressions gives the fraction of the mix that is walnuts?

(A) $\frac{x}{35}$
(B) $\frac{35}{x}$
(C) $\frac{x}{35+x}$
(D) $\frac{35+x}{x}$
(E) $\frac{35-x}{35+x}$



9. In the diagram above, if $\ell \parallel m$, which of the following is equivalent to $a + d + f + g$?

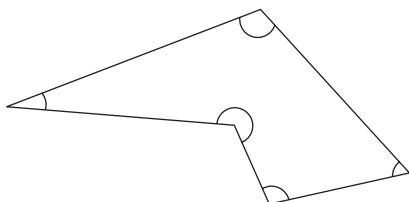
(A) $2c + 2f$
(B) $b + c + e + h$
(C) $2d + 2e$
(D) $a + d + e + h$
(E) $2b + 2g$

10. For which of the following ordered pairs (x, y) is $2x + 3y > 6$ and $x - y > 6$?

(A) $(7, -1)$
(B) $(7, 1)$
(C) $(4, -3)$
(D) $(3, 3)$
(E) $(-3, 4)$

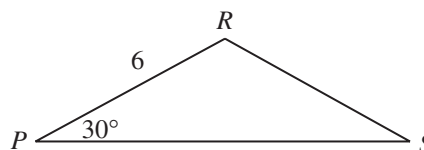
2 2 2 2 2 2

11. When n is divided by 12, the remainder is 6. What is the remainder when n is divided by 6?
- (A) 0
 (B) 1
 (C) 2
 (D) 3
 (E) 4



12. The figure above shows a polygon with five sides. What is the average (arithmetic mean) of the measures, in degrees, of the five angles shown?
- (A) 85°
 (B) 108°
 (C) 120°
 (D) 324°
 (E) 540°

13. At a pet store, if d represents the number of dogs and c represents the number of cats, then which of the following is equivalent to the statement “The number of dogs is 3 fewer than 4 times the number of cats?”
- (A) $4d + 3 = c$
 (B) $4d - 3 = c$
 (C) $d = 4c + 3$
 (D) $d = 4c - 3$
 (E) $4d - 3c = 0$



14. In the figure above, if $PR = RS$, what is the area of triangle PRS ?
- (A) $9\sqrt{2}$
 (B) $9\sqrt{3}$
 (C) $18\sqrt{2}$
 (D) $18\sqrt{3}$
 (E) $36\sqrt{3}$

15. A \$50,000 prize is divided among four winners in a ratio of 4:3:2:1. What is the greatest amount of money that any winner receives?
- (A) \$5,000
 (B) \$10,000
 (C) \$12,500
 (D) \$20,000
 (E) \$40,000

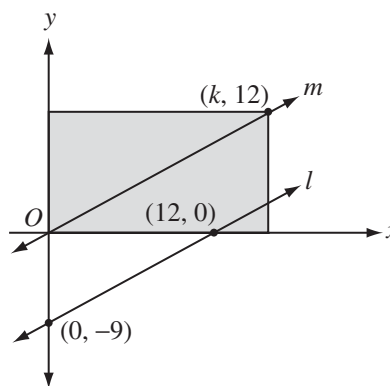
16. For all non-zero integers a and b , let $a[b] = \frac{a^2}{b^2}$.
- If $m[n] = 9$, which of the following must be true?
- I. $m > n$
 II. $m^2 - n^2 = 8n^2$
 III. $\frac{m}{3n}$ is an integer.
- (A) II only
 (B) I and II only
 (C) II and III only
 (D) I and III only
 (E) I, II, and III

17. A jar contains only red, white, and blue marbles. It contains twice as many red marbles as white marbles and three times as many white marbles as blue marbles. If a marble is drawn at random, what is the probability that it is white?

- (A) $\frac{1}{10}$
 (B) $\frac{1}{6}$
 (C) $\frac{3}{10}$
 (D) $\frac{1}{3}$
 (E) $\frac{3}{5}$

18. A certain class has 6 girls and 5 boys. Four of these students are to line up in the front of the room, with two girls on either end and two boys in between. How many such arrangements are possible?

- (A) 20
 (B) 200
 (C) 462
 (D) 600
 (E) 900



Note: Figure not drawn to scale.

19. In the figure above, if $m \parallel l$, what is the area of the shaded rectangle?

- (A) 96
 (B) 108
 (C) 144
 (D) 192
 (E) 204

20. A rectangular solid is a centimeters long, b centimeters wide, and c centimeters high. Its volume is v cubic centimeters and its surface area is s square centimeters. If a , b , c , v , and s are all integers, and v is odd, which of the following must be true?

- I. $a + b + c$ is odd.
 II. $a = \frac{v}{bc}$
 III. s is even.
- (A) I only
 (B) I and II only
 (C) I and III only
 (D) II and III only
 (E) I, II, and III



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

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SECTION 3
Time—25 minutes
24 questions

Turn to Section 3 of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

EXAMPLE:

Rather than accepting the theory unquestioningly, Deborah regarded it with.....

- (A) mirth
- (B) sadness
- (C) responsibility
- (D) ignorance
- (E) skepticism

(A) (B) (C) (D) ●

1. They enjoyed each other's company enormously, but they rarely agreed on any issue; in fact, one could be sure that on any important topic their opinions would -----.
 (A) diverge
 (B) coincide
 (C) retreat
 (D) assemble
 (E) truncate
2. Once accepted as an incontrovertible truth, the theory that nine planets revolve around our sun is now regarded by astronomers as -----.
 (A) enacted
 (B) irrefutable
 (C) universal
 (D) dubious
 (E) conclusive
3. Having lost his wife and three children to untimely deaths, Rembrandt entered his dark period in 1642, when his immersion in painting often seemed his only ----- from abject -----.
 (A) salvation . . prudence
 (B) remorse . . adulation
 (C) solace . . melancholy
 (D) elation . . poverty
 (E) departure . . cheerfulness
4. Many proponents of the new curriculum considered its omission of Romance literature to be -----, while the more conservative educators considered such a removal -----.
 (A) repugnant . . premature
 (B) innocuous . . deplorable
 (C) reprehensible . . benevolent
 (D) malicious . . disgraceful
 (E) auspicious . . encouraging

GO ON TO THE NEXT PAGE 

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5. As the expedition leader quickly realized, the recently accelerated program to acclimate the climbers to high altitudes was -----; as a result, several team members were soon ----- by the lack of oxygen.
- (A) illusory . . initiated
 (B) excessive . . mitigated
 (C) appropriate . . confused
 (D) ineffective . . enervated
 (E) venerable . . absolved
6. Although the mainstream of most societies reviles the -----, nearly every culture reserves at least some small place for those who question its treasured norms and mores.
- (A) charlatan
 (B) surrogate
 (C) philanthropist
 (D) pragmatist
 (E) iconoclast
7. Steven Pinker is far from ----- about the heated controversy of whether the human mind is a *tabula rasa*; he stands ----- in the negative camp.
- (A) ambivalent . . unequivocally
 (B) apathetic . . furtively
 (C) impartial . . reluctantly
 (D) adamant . . vehemently
 (E) subjective . . stubbornly
8. Although Ivan Illich was dismissed as a ----- by many of his contemporaries, many modern thinkers now regard his revolutionary insight into the dehumanization of society as -----.
- (A) pedant . . derivative
 (B) neophyte . . vociferous
 (C) radical . . visionary
 (D) partisan . . conciliatory
 (E) hermit . . simplistic

The passages below are followed by questions based on their content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

Questions 9–12 are based on the following passages.

PASSAGE 1

In many instances, the study of life on Earth ultimately involves the study of the molecules
Line of which living organisms are composed.
 How does photosynthesis convert the energy
 5 of sunlight into the energy of sugar molecules? What is the structure of the cell membrane, and how does it function in controlling the movement of materials into and out of the cell? How do muscles contract? How do the
 10 nerve cells in your brain communicate with one another? What causes cancer? To understand the answers to these questions, you must first learn about energy and matter, the properties of atoms, and how atoms interact
 15 with one another to form molecules.

PASSAGE 2

For centuries the idea that photosynthesis supports the earth's biosystem had been fundamental to our understanding of life on Earth. If the sun went out, we assumed, life
 20 would soon follow. Yet in the 1970s, scientists discovered organisms thriving in deep-sea hydrothermal vents far from any light energy required for photosynthesis. These organisms
 25 relied on bacteria that harvest energy not from light but from the chemical bonds in sulfides and other molecules that poured from the heat vents. This process is called chemosynthesis. Other organisms eat these bacteria or house
 30 the living bacteria in their tissues. Such relationships mirror the myriad complex relationships we see in the photosynthetic food chain, in which bacteria are either consumed or co-opted by organisms to aid in breaking
 35 down or synthesizing chemicals that the organisms' own tissues cannot.

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9. Both passages focus primarily on
- (A) how groups of cells form tissues
 - (B) the origin of life on Earth
 - (C) biochemical processes
 - (D) the importance of the sun to life on Earth
 - (E) unusual life forms
10. The questions listed in lines 4–11 of Passage 1 are presented as those that
- (A) biologists have yet to explore in great depth
 - (B) inspire controversy within the scientific community
 - (C) necessarily concern those who are interested in a deep understanding of biology
 - (D) are difficult to investigate with current methods and technology
 - (E) researchers have considered to be less important than ecological questions
11. Which of the five questions posed in Passage 1 is most relevant to the discussion in Passage 2?
- (A) How does photosynthesis convert the energy of sunlight into the energy of sugar molecules?
 - (B) What is the structure of the cell membrane, and how does it function in controlling the movement of materials into and out of the cell?
 - (C) How do muscles contract?
 - (D) How do the nerve cells in your brain communicate with one another?
 - (E) What causes cancer?
12. Which of the following concepts is mentioned in Passage 2 but NOT in Passage 1?
- (A) the structure of cells
 - (B) the conversion of light energy to food energy
 - (C) disease
 - (D) relationships among separate organisms
 - (E) bonds within molecules

Passage 1: Audesirk/Audesirk/Byers, *Biology: Life on Earth*, 2nd ed. Copyright © 2006 by Pearson Education, Inc.

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Questions 13–18 are based on the following passage.

The following is an excerpt from a popular book on “innumeracy,” the common inability of people to deal rationally with numbers.

Without some appreciation of common large numbers, it’s impossible to react with the proper skepticism to terrifying reports that more than a million American kids are kidnapped each year, or with the proper sobriety to a warhead carrying a megaton of explosive power—the equivalent of a million tons (or two billion pounds) of TNT.

And if you don’t have some feeling for probabilities, automobile accidents might seem a relatively minor problem of local travel, whereas being killed by terrorists might seem to be a major risk when going overseas. As often observed, however, the 45,000 people killed annually on American roads are approximately equal in number to all American dead in the Vietnam War. On the other hand, the seventeen Americans killed by terrorists in 1985 were among the 28 million of us who traveled abroad that year—that’s one chance in 1.6 million of becoming a victim. Compare that with these annual rates in the United States: one chance in 68,000 of choking to death; one chance in 75,000 of dying in a bicycle crash; one chance in 20,000 of drowning; and one chance in only 5,300 of dying in a car crash.

Confronted with these large numbers and with the correspondingly small probabilities associated with them, the innumerate will inevitably respond with the non sequitur,¹ “Yes, but what if you’re that one,” and then nod knowingly, as if they’ve demolished your argument with penetrating insight. This tendency to personalize is a characteristic of many who suffer from innumeracy. Equally typical is a tendency to equate the risk from some obscure and exotic malady with the chances of suffering from heart and circulatory disease, from which about 12,000 Americans die each week.

There’s a joke I like that’s marginally relevant. An old married couple in their nineties contact a divorce lawyer, who pleads with them to stay together. “Why get divorced now after seventy years of marriage?” The little old

lady finally pipes up in a creaky voice: “We wanted to wait until the children were dead.”

A feeling for what quantities or time spans are appropriate in various contexts is essential to getting the joke. Slipping between millions and billions or between billions and trillions should in this sense be equally funny, but it isn’t, because we too often lack an intuitive grasp for these numbers.

A recent study by Drs. Kronlund and Phillips of the University of Washington showed that most doctors’ assessments of the risks of various operations, procedures, and medications (even in their own specialties) were way off the mark, often by several orders of magnitude. I once had a conversation with a doctor who, within approximately 20 minutes, stated that a certain procedure he was contemplating (a) had a one-chance-in-a-million risk associated with it; (b) was 99 percent safe; and (c) usually went quite well. Given the fact that so many doctors seem to believe that there must be at least eleven people in the waiting room if they’re to avoid being idle, I’m not surprised at this new evidence of their innumeracy.

¹A non sequitur is a statement that does not follow logically from previous statements.

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13. Which of the following can be inferred to be the author's view of the "reports that more than a million American kids are kidnapped each year" (lines 4–5)?
- (A) They are typical examples of American journalism.
 (B) They are evidence of a terrible problem that must be addressed.
 (C) They are probably untrue.
 (D) They properly use a number to convey a simple fact.
 (E) They demonstrate an American obsession with statistics.
14. What fact is the list of probabilities cited in lines 21–26 intended to illustrate?
- (A) that probability can be used in many different ways in everyday life
 (B) that terrorism is far less a threat to Americans than many other common dangers
 (C) that the world is filled with many dangers
 (D) that a knowledge of probability can help Americans decide where to travel most safely abroad
 (E) that bicycles are nearly as dangerous as cars
15. Which of the following is *not* an element of the discussion in this passage?
- (A) a personal recollection
 (B) a verifiable statistic
 (C) a reference to an authoritative study
 (D) a discussion of a common misconception
 (E) a refutation of a scientific theory
16. What is the author's view of the "penetrating insight" mentioned in line 33?
- (A) It is the result of careful analysis.
 (B) It is illogical.
 (C) It demolishes a statistical argument.
 (D) It does not sufficiently personalize the situation being discussed.
 (E) It is not found enough in everyday discussions.
17. In what way does the author suggest that the joke described in lines 41–46 is like "slipping between millions and billions" (lines 49–50)?
- (A) They both involve a lack of appreciation for particular quantities.
 (B) They both describe mistakes the elderly are likely to make.
 (C) They both illustrate a common scenario.
 (D) They both reveal the value of understanding probabilities.
 (E) They both illustrate humor in mathematics.
18. The author mentions the time span of "approximately 20 minutes" (lines 61–62) in order to emphasize
- (A) the doctor's inability to appreciate relevant time spans
 (B) the comparison with the elderly couple in the preceding joke
 (C) the frequency with which the doctor contradicted himself
 (D) the common need to approximate rather than use precise numbers
 (E) how quickly he was able to get an appointment

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Questions 19–24 are based on the following passage.

The following is an excerpt from a memoir of Richard Feynman, a Nobel Prize–winning physicist, in which he describes the experience of having an artist friend named Jerry teach him to draw.

I promised to work, but still bet that he couldn't teach me to draw. I wanted very much to

Line learn to draw, for a reason that I kept to
myself: I wanted to convey an emotion I have
5 about the beauty of the world. It's difficult to
describe because it's an emotion. It's analog-
ous to the feeling one has in religion that has
to do with a god that controls everything in
the universe: there's a generality aspect that
10 you feel when you think about how things
that appear so different and behave so differ-
ently are all run "behind the scenes" by the
same organization, the same physical laws.
It's an appreciation of the mathematical
15 beauty of nature, of how she works inside; a
realization that the phenomena we see result
from the complexity of the inner workings
between atoms; a feeling of how dramatic and
wonderful it is. It's a feeling of awe—of scien-
20 tific awe—which I felt could be communicated
through a drawing to someone who had also
had this emotion. It could remind him, for a
moment, of this feeling about the glories of
the universe.

25 Jerry turned out to be a very good teacher. He
told me first to go home and draw anything.
So I tried to draw a shoe; then I tried to draw
a flower in a pot. It was a mess!

The next time we met I showed him my
30 attempts: "Oh, look!" he said. "You see, around
in back here, the line of the flower pot doesn't
touch the leaf." (I had meant the line to come
up to the leaf.) "That's very good. It's a way of
showing depth. That's very clever of you."

35 "And the fact that you don't make all the
lines the same thickness (which I *didn't* mean
to do) is good. A drawing with all the lines the
same thickness is dull." It continued like that:
everything that I thought was a mistake, he
40 used to teach me something in a positive way.
He never said it was wrong; he never put me
down. So I kept on trying, and I gradually got
a little bit better, but I was never satisfied.

19. In line 13, the word "organization" most nearly means

- (A) corporation
- (B) rules of physics
- (C) social group
- (D) arrangement of objects
- (E) system of emotional expression

20. Which of the following experiences is closest to what the author describes as "dramatic and wonderful" (lines 18–19)?

- (A) proving a physical law
- (B) creating a beautiful sculpture
- (C) appreciating the power of physical laws in nature
- (D) teaching another person how to play an instrument
- (E) seeing a masterful painting for the first time

21. What assumption does the author make about the appreciation of art?

- (A) It comes only through the experience of creating art.
- (B) It is enhanced by having experiences similar to those that inspired the artist.
- (C) It is not as important as the appreciation of science.
- (D) It is difficult for a scientist.
- (E) It requires an understanding of the historical period in which the piece was created.

Excerpted from "Surely You're Joking Mr. Feynman!":
Adventures of A Curious Character by Richard Feynman
as told to Ralph Leighton. Copyright © 1985 by
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22. If Jerry is really a “very good teacher” (line 25) in the way that the author suggests, what would he most likely have done if the author had drawn the flower pot with lines of all the same thickness?
- (A) Jerry would have shown the author how to vary the thickness of his lines.
 - (B) Jerry would have shown the author examples of how line thickness affects the quality of a drawing.
 - (C) Jerry would have mentioned that the drawing was dull, but could be made more lively with color.
 - (D) Jerry would have found something positive elsewhere in the drawing.
 - (E) Jerry would have made the author re-do the drawing.
23. The author suggests that the “way of showing depth” (lines 33–34) is actually
- (A) unintentional
 - (B) unattractive
 - (C) difficult to accomplish
 - (D) not characteristic of true art
 - (E) a reflection of the author’s theory of nature
24. In what way was the author “never satisfied” (line 43)?
- (A) He was never able to fully appreciate great art.
 - (B) He was never able to draw a realistic flower pot.
 - (C) He was not able to replicate his teacher’s talent for emphasizing the positive in his students.
 - (D) He never fully appreciated the talent of his teacher.
 - (E) He was never able to convey adequately his feelings about the beauty of the world.



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

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SECTION 4
Time—25 minutes
35 questions

Turn to Section 4 of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. Select the choice that completes the sentence most effectively.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

EXAMPLE:

The children couldn't hardly believe their eyes.

- (A) couldn't hardly believe their eyes
- (B) could hardly believe their eyes
- (C) would not hardly believe their eyes
- (D) couldn't nearly believe their eyes
- (E) couldn't hardly believe his or her eyes

(A) ● (C) (D) (E)

1. The anthology contains mostly the work of modern poets, but which includes a few significant older works as well.
 - (A) which includes a few significant older works as well
 - (B) it includes a few significant older works as well
 - (C) also it contains a few significant older works as well
 - (D) as well, it also includes a few significant older works
 - (E) which also include a few significant older works

2. The coach worked long and hard into the night for preparing the team's strategy for the next game.
 - (A) for preparing the team's strategy
 - (B) in preparing the team's strategy
 - (C) for the preparation of the team's strategy
 - (D) in order for proper preparation of the team's strategy
 - (E) to prepare the team's strategy

3. Although usually unflappable even in front of a crowd, Carla's anxiety overwhelmed her during the recital.
 - (A) Carla's anxiety overwhelmed her
 - (B) her anxiety overwhelmed Carla completely
 - (C) Carla being overwhelmed by anxiety
 - (D) Carla was overwhelmed by anxiety
 - (E) nevertheless Carla's anxiety was overwhelming

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4. Those students who sit through her lectures day after day, having been numbed into thinking that history could never be even remotely interesting.
- (A) day after day, having been numbed into thinking
(B) day after day being numbed into thinking
(C) day after day have been numbed into thinking
(D) day after day of being numbed into thinking
(E) day after day of having been numbed into thinking
5. Swimming in the deepest part of the lake, the current pushed Justine farther from shore.
- (A) the current pushed Justine farther from shore
(B) Justine by the current was pushed farther from shore
(C) Justine was pushed farther from shore by the current
(D) the current's push made sure that Justine moved farther from shore
(E) the push of the current moved Justine farther from shore
6. Writing a good twenty-page research paper is more difficult than when you have to write two good ten-page papers.
- (A) when you have to write
(B) when one must write
(C) the writing of
(D) writing
(E) one's writing of
7. If we had not stopped for gas, we probably would have arrived in time for the movie.
- (A) If we had not stopped for gas
(B) If we would not have stopped for gas
(C) If we didn't have stopped for gas
(D) Because we had stopped for gas
(E) If not for having been stopped for gas
8. The spectators watched agape, they could not believe what they were seeing on the playing field.
- (A) agape, they could not believe
(B) agape having not believed
(C) agape, for the reason that they could not believe
(D) agape: they could not believe
(E) agape, therefore they could not believe
9. The evidence for clairvoyance has never been persuasive, and many people continue to believe that it is a widespread phenomenon.
- (A) persuasive, and many people continue to believe
(B) persuasive; nevertheless, many people continue to believe
(C) persuasive, so many people continue to believe
(D) persuasive: and people continue to believe anyway
(E) persuasive, which is why people continue to believe
10. The strange theories that explain the atom reveals how deeply the common and the bizarre are entwined in the physical world.
- (A) reveals how deeply the common and the bizarre are entwined
(B) reveal how common the entwining of the bizarre is
(C) reveals the deep bizarre common entwining
(D) reveal how the common and the bizarre are so entwined deeply
(E) reveal how deeply the common and the bizarre are entwined
11. The transportation board announced their anonymous approval of the new contract at the press conference that afternoon.
- (A) their anonymous approval
(B) its anonymous approval
(C) their unanimous approval
(D) its unanimous approval
(E) about its unanimous approval

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The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

EXAMPLE:

By the time they reached the halfway point
 A
 in the race, most of the runners hadn't hardly
 B C D
 begun to hit their stride. No error
 E

Ⓐ Ⓑ Ⓒ ● Ⓔ

12. The reporters failed to notice the discrepancies
 A
 in the report that the Congressman presented,
 because his staff and him had successfully
 B C
 diverted the media's attention to other issues.
 D
No error
 E
13. The Warren family, whose ancestors
founded the town over three hundred years
 A B
 ago, have ran the general store for seven
 C D
 generations. No error
 E
14. Surprisingly absent from the game were the
 A B
 crowd's customary taunting of the opposing
 C D
 players. No error
 E
15. Much of the class time was dedicated to
 A B
 discussing those theories that seemed to be
 C
 most commonly misconstrued
by the students. No error
 D E
16. The refraction of light as it passes from air
 A
 into a denser medium like water or glass
 B
 often produce interesting kaleidoscopic
 C
 effects. No error
 D E
17. The spate of recent exhibitions
featuring the work of Merce Cunningham
 A
demonstrates that audiences continue to be
 B C
receptive for his postmodernist choreography.
 D
No error
 E


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18. Having invested so much effort in getting her team so far in the tournament,
A B
Coach Moran could hardly be blamed for reacting so emotional to the foul called on her player in the waning seconds of the game. No error
C D E
19. To its most eminent proponents, anarchism implies not a desire for lawlessness or chaos, but rather it is a respect for the ability of individuals to manage their own affairs justly without the intervention of a government. No error
A B C D E
20. The senate adopted new rules to prevent representatives from serving on a committee while at the same time maintaining an interest in any company that conducts business that is affected by that committee's decisions. No error
A B C D E
21. The labor coalition, which consists of representatives from all of the skilled labor unions, have expressed concern about the new hiring policies enacted by the board. No error
A B C D E
22. Most cognitive scientists now believe that the way the human brain stores information is different in many significant ways from a computer hard drive. No error
A B C D E
23. The museum, which has sponsored free programs in the arts for city children since the late 1960s, was cited by the mayor for their many civic contributions. No error
A B C D E
24. When given the choice, Harlow's monkeys clearly preferred the warmer, cloth-covered surrogate mother more than the wire surrogate, even when the latter was able to provide them with nourishment. No error
A B C D E
25. Although both films accurately depict the horrors of fighting on the front lines, *Saving Private Ryan* is by far the most graphic. No error
A B C D E


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26. The debate team, which included
A
Emma and I, was stuck on the bus for
B C
more than two hours. No error
D E
27. By the time he reached the island, David
A
had already swam further than anyone
B C
else ever had. No error
D E
28. Far from being a liberal fanatic, Davis
A
actually espouses very conservative
B
views on social and economic issues.
C D
No error
E
29. For building vocabulary skills, students
A
should try to speak and write new words in
B
appropriate contexts, rather than merely
C D
memorizing definitions. No error
E

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Directions: The following passage is an early draft of an essay. Some parts of the passage need to be rewritten.

Read the passage and select the best answers for the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure or word choice. Other questions ask you to consider organization and development. In choosing answers, follow the requirements of standard written English.

Questions 30–35 are based on the following passage.

(1) Maria Montessori, who was born in 1870, was a remarkable woman for her time. (2) She surprised her parents by telling them that she wanted to study engineering when she was young, a position that they thought was unladylike. (3) She later decided to switch to medicine and became the first female physician in Italy. (4) As a doctor, the treatment of children who they said were “deficient” bothered her. (5) She realized that isolating them and depriving them of stimulation was doing them a lot of harm.

(6) In 1907 Maria opened her Casa dei Bambini, or “Children’s House,” a daycare center where impoverished children could receive a stimulating learning environment. (7) She believed that there are specific time schedules where children’s minds are ready to learn particular things at their own pace, and these periods are different for every child. (8) She decided it was important to help each child through his or her own curriculum rather than a standardized one for everybody. (9) What was most amazing, the children who used to be aggressive and unmanageable became very proud of their accomplishments and eager to learn more when they were taught skills that gave them control and independence. (10) There were fifty students in her first class.

(11) One of the things that Dr. Montessori did that might be the most important is not just treat children as small adults, but as people with their own special needs. (12) She designed special furniture, toys, and learning aids that were appropriate for their size and abilities.

(13) Her philosophy has had a profound effect on education throughout the world. (14) Today, even the most traditional and regimented schools acknowledge many contributions of Maria Montessori.

30. Which of the following is the best revision of sentence 2 (reproduced below)?

She surprised her parents by telling them that she wanted to study engineering when she was young, a position that they thought was unladylike.

- (A) When she was young, she surprised her parents by telling them that she wanted to study the unladylike position of engineering, they thought.
 (B) When she was young, she surprised her parents by telling them that she wanted to study engineering, a subject they thought was unladylike.
 (C) She surprised her parents by telling them that she wanted to study engineering, a subject that they thought was unladylike when she was young.
 (D) She surprised her parents by telling them that she wanted to study the unladylike, so her parents thought, subject of engineering when she was young.
 (E) She surprised her parents when she was young by telling them, who thought it was unladylike, that she wanted to study engineering.

31. Which of the following is the best way to revise the underlined portion of sentence 4 (reproduced below)?

As a doctor, the treatment of children who they said were “deficient” bothered her.

- (A) she was bothered by the treatment of children who were said to be “deficient.”
 (B) the way children were treated who they said were “deficient” bothered her.
 (C) the treatment bothered her of children who they said were “deficient.”
 (D) she was bothered by those children they said were “deficient” and the way they were treated.
 (E) she was bothered by the children treated who were said to be “deficient.”

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32. The unity of the second paragraph can best be improved by deleting which of the following sentences?
- (A) sentence 6
 - (B) sentence 7
 - (C) sentence 8
 - (D) sentence 9
 - (E) sentence 10
33. Where is the best place to insert the following sentence?
- It was developed according to her theories about learning.*
- (A) after sentence 6
 - (B) after sentence 7
 - (C) after sentence 8
 - (D) after sentence 9
 - (E) after sentence 10
34. Which of the following is the best revision of sentence 7 (reproduced below)?
- She believed that there are specific time schedules where children's minds are ready to learn particular things at their own pace, and these periods are different for every child.*
- (A) She believed that there are specific time schedules, and these schedules are different for every child, where children's minds are ready at their own pace to learn particular things.
 - (B) She believed that there are different time periods for every child where their minds are ready to learn particular things at their own pace.
 - (C) She believed different children at their own pace each have their own time schedules where they are ready to learn particular things.
 - (D) She believed that each child's mind has its own unique pace and schedule for learning.
 - (E) She believed that there are specific schedules that are different for every child's mind that make them able to learn at their own pace.
35. Which is the best sentence to insert between sentence 8 and sentence 9?
- (A) Her need to blaze trails persisted well into her old age.
 - (B) It wasn't long until Dr. Montessori was recognized for her efforts.
 - (C) This focus on the individual child produced amazing results.
 - (D) She soon opened many of these schools throughout Italy.
 - (E) Even though she was a physician by training, she earned eminence as a teacher.



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

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SECTION 5
Time—25 minutes
18 questions

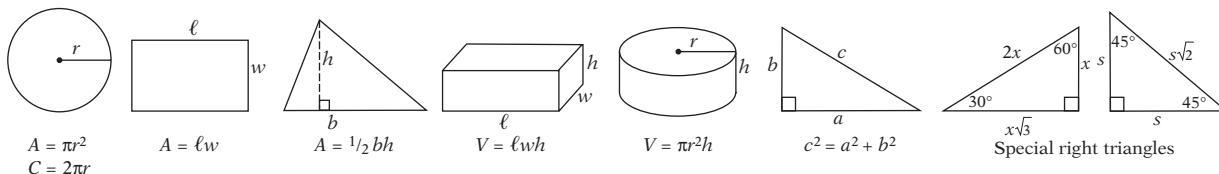
Turn to Section 5 of your answer sheet to answer the questions in this section.

Directions: This section contains two types of questions. You have 25 minutes to complete both types. For questions 1–8, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

Notes

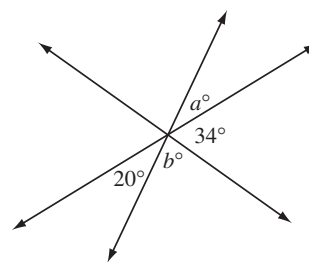
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information



The number of degrees of arc in a circle is 360.
 The sum of the measures in degrees of the angles of a triangle is 180.

- If $5y - 2 = 3y + 7$, what is the value of y ?
 - 3.0
 - 4.5
 - 6.0
 - 7.5
 - 9.0



- In the figure above, three lines intersect in a single point. What is the value of $a + b$?
 - 20
 - 54
 - 126
 - 146
 - 252

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3. If $(2x)(3x) = \left(\frac{2}{8}\right)\left(\frac{3}{2}\right)$, and $x > 0$, what is the value of x ?

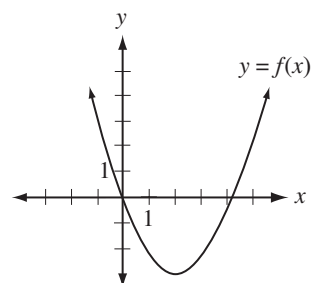
- (A) $\frac{1}{16}$
 (B) $\frac{1}{8}$
 (C) $\frac{1}{4}$
 (D) $\frac{1}{3}$
 (E) $\frac{1}{2}$

4. Two positive integers are “compatible” if their greatest common factor is a prime number. For instance, 15 and 25 are compatible because their greatest common factor is 5, which is prime. If m and 98 are compatible, and m is an odd number, then what is the greatest common factor of m and 98?

- (A) 2
 (B) 5
 (C) 7
 (D) 14
 (E) 49

5. For how many integer values of k is $|k - 0.5| < 10$?

- (A) 17
 (B) 18
 (C) 19
 (D) 20
 (E) 21



6. The figure above shows the graph of a quadratic function f that has a minimum value when $x = 2$. If $f(5) = f(k)$, then which of the following could be the value of k ?

- (A) -1
 (B) 1
 (C) 2
 (D) 3
 (E) 4

7. If m and n are integers and $1 < m^3 = n^2 < 100$, what is the value of $m + n$?

- (A) 4
 (B) 8
 (C) 12
 (D) 16
 (E) 32

8. Amanda travels to work from home in 60 minutes. If, on her way home, she increases her average speed by 20% and she travels by the exact same route, how many minutes will it take her to get home?

- (A) 48
 (B) 50
 (C) 54
 (D) 60
 (E) 64

GO ON TO THE NEXT PAGE



Directions: For Student-Produced Response questions 9–18, use the grids at the bottom of the answer sheet page on which you have answered questions 1–8.

Each of the remaining 10 questions requires you to solve the problem and enter your answer by marking the circles in the special grid, as shown in the examples below. You may use any available space for scratchwork.

Answer: $\frac{7}{12}$

Answer: 2.5

Answer: 201

Either position is correct.

Note: You may start your answers in any column, space permitting. Columns not needed should be left blank.

- Mark no more than one circle in any column.
- Because the answer sheet will be machine-scored, **you will receive credit only if the circles are filled in correctly.**
- Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the circles accurately.
- Some problems may have more than one correct answer. In such cases, grid only one answer.
- No question has a negative answer.
- Mixed numbers** such as $3\frac{1}{2}$ must be gridded as

3.5 or 7/2. (If is gridded, it will be

interpreted as $\frac{31}{2}$ not $3\frac{1}{2}$.)

- Decimal Answers:** If you obtain a decimal answer with more digits than the grid can accommodate, it may be either rounded or truncated, but it must fill the entire grid. For example, if you obtain an answer such as 0.6666..., you should record your result as .666 or .667. **A less accurate value such as .66 or .67 will be scored as incorrect.**

Acceptable ways to grid $\frac{2}{3}$ are:

5

5

5

5

5

5

9. What is 0.5% of 80?

10. If d is the middle number of three consecutive odd integers whose sum is s , what is the value of d divided by s ?

11. If $\frac{4}{9}$ of c^2 is 24, what is $\frac{5}{9}$ of c^2 ?

12. The measures of the four angles in a quadrilateral have a ratio of 3:4:5:6. What is the measure, in degrees, of the smallest of these angles?

13. If $5a + 6b = 13$ and $4a + 5b = 9$, then what is the value of $7a + 7b$?

14. If $m = 3$, what is the value

$$\text{of } \frac{\frac{1}{m+1} + \frac{1}{m-1}}{\frac{1}{m^2-1}}?$$

15. If x and y are positive integers such that $x^2 + y^2 = 41$, then what is the value of $(x + y)^2$?

16. A jar contains fifteen marbles, five of which are white and the rest black. What is the *least* number of white marbles that must be added to the jar so that at least three-fifths of the marbles will be white?

NUMBER OF BOOKS READ
DURING SUMMER VACATION

Number of Books Read	Number of Students
1	4
2	6
3	5
4	3
More than 4	2

17. The table above shows the number of books 20 students read over their summer vacation. What is the median number of books read by these students?

18. In one basketball game, Tamara made 50% of her shots, and in the next game, she made 60% of her shots. In the two games, she made 52% of her shots altogether. If she took a shots in the first game and b shots in the second game, what is the value of $\frac{a}{b}$?



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

6

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SECTION 6
Time—25 minutes
24 questions

Turn to Section 6 of your answer sheet to answer the questions in this section.

Directions: For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

EXAMPLE:

Rather than accepting the theory unquestioningly, Deborah regarded it with.....

- (A) mirth
- (B) sadness
- (C) responsibility
- (D) ignorance
- (E) skepticism

(A) (B) (C) (D) (E)

1. Rather than giving Sandra thoughtful and useful advice, her father admonished her with hollow clichés and ----- platitudes.
 - (A) irate
 - (B) inane
 - (C) homogeneous
 - (D) flamboyant
 - (E) altruistic
2. Maintaining a courageous ----- even while in prison, Nelson Mandela spent years trying to convince others that his fight against apartheid was not ----- .
 - (A) optimism . . worthwhile
 - (B) will . . treacherous
 - (C) hope . . futile
 - (D) fortitude . . premeditated
 - (E) instability . . porous
3. The ----- of the construction near the building rendered the school far less ----- to learning; the teachers could hardly hear themselves talk.
 - (A) din . . conducive
 - (B) efficiency . . accustomed
 - (C) noise . . averse
 - (D) precision . . discernible
 - (E) racket . . irascible
4. Although no real problem in physics can be solved -----, an approximate solution by a simplified method is sufficient so long as the complicating factors are ----- .
 - (A) precisely . . large
 - (B) completely . . difficult
 - (C) exactly . . negligible
 - (D) plausibly . . minimal
 - (E) ethically . . nonexistent

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5. The ----- of a civil war depends on the factions' access to martial resources; the conflict may drag on for years or even decades so long as each side has sufficient ----- to continue fighting.
- (A) violence . . . mediation
 (B) popularity . . . opposition
 (C) length . . . reluctance
 (D) duration . . . means
 (E) value . . . skill

The passages below are followed by questions based on their content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

Questions 6 and 7 are based on the following passage.

Jung was never dogmatic as to a single “cause” of schizophrenia,¹ although he inclined to the belief that a psychological, rather than a physical, origin was probable. He was also modest in his therapeutic claims, recognizing that only a limited number of cases responded to analysis, and that partial alleviation was more common than cure. Jung considered that there were many schizophrenics who never came near a mental hospital. If such people consulted him, he was cautious and sometimes dismissed them without attempting psychoanalysis. Jung was one of the first to recognize that a psychotic episode could be precipitated by psychoanalysis.

¹Schizophrenia is a type of mental illness characterized by a withdrawal from reality and, occasionally, by delusions and mood disorders.

6. According to the passage, with which of the following statements would Jung most likely agree?
- (A) Schizophrenia is much more common than most psychologists acknowledge.
 (B) Schizophrenia has a single common cause.
 (C) Psychoanalysis is not helpful to all mentally ill patients.
 (D) Schizophrenia might be caused by physical trauma.
 (E) Psychoanalysis, in the right measure, can cure all schizophrenic patients.
7. As it is used in line 14, “precipitated by” most nearly means
- (A) hastened by
 (B) cured by
 (C) responsive to
 (D) made more efficient by
 (E) composed of

Questions 8 and 9 are based on the following passage.

The tragic (and the dramatic)—it is said—are *universal*. At a distance of centuries we still grieve at the tribulations of Oedipus and Orestes, and even without sharing the ideology of Homais we are distressed by the tragedy of Emma Bovary. The comic, on the other hand, seems bound to its time, society, cultural anthropology. We understand the drama of the protagonist of *Rashomon*, but we don't understand when and why the Japanese laugh. It is an effort to find Aristophanes comic, and it takes more culture to laugh at Rabelais than it does to weep at the death of the paladin Orlando.

First passage: Anthony Storr, *The Essential Jung*. Copyright © 1983 by Princeton University Press. Reprinted by permission of Princeton University Press.

Second passage: *The Comic and the Rule in Travels in Hyperreality*, by Umberto Eco, Harcourt, Brace, Jovanovich, © 1983.



8. Which of the following would the author consider most difficult for a modern American to find humorous?
- (A) a farcical musical about animals who talk
 (B) a comic film about gangsters set in Chicago
 (C) a satirical poem written in 16th-century China
 (D) a situation comedy based on the life of a plumber
 (E) a funny movie with a tragic ending
9. The “effort” (line 11) to which the author refers is a task that requires which of the following?
- (A) great planning
 (B) the work of more than one person
 (C) overcoming cultural obstacles
 (D) a great many natural resources
 (E) emotional fortitude

Questions 10–16 are based on the following passage.

The following is an excerpt from a book on the writing process in which the author describes an interview he gave by telephone to a radio show to promote a writer’s conference.

The appointed evening arrived, and my phone rang, and the host came on and greeted me with the strenuous joviality of his trade. He said he had three lovely ladies in the studio with him and he was eager to find out what we all thought of the present state of literature and what advice we had for all his listeners who were members of the literati and had literary ambitions themselves. This hearty introduction dropped like a stone in our midst, and none of the three lovely ladies said anything in response, which I thought was the proper response.

The silence lengthened, and finally I said, “I think we should banish all further mention of the words ‘literature’ and ‘literary’ and ‘literati.’” I knew that the host had been briefed about what kind of writers we were and what we wanted to discuss. But he had no other frame of reference. “Tell me,” he said, “what insights do you have about the literary experience

in America today?” Silence also greeted this question. Finally I said, “We’re here to talk about the craft of writing.”

He didn’t know what to make of that, and he began to involve the names of authors like Ernest Hemingway and Saul Bellow and William Styron, whom we surely regarded as literary giants. We said those writers didn’t happen to be our models, and we mentioned people like Lewis Thomas and Joan Didion and Garry Wills. He had never heard of them. One of them mentioned Tom Wolfe’s *The Right Stuff*, and he hadn’t heard of that. We explained that these were writers we admired for their ability to harness the issues and concerns of the day.

“But don’t you want to write anything literary?” our host said. The three women said they felt they were already doing satisfying work. That brought the program to another halt, and the host began to accept phone calls from his listeners, all of whom were interested in the craft of writing and wanted to know how we went about it. “And yet, in the stillness of the night,” the host said to several callers, “don’t you ever dream of writing the great American novel?” They didn’t. They had no such dreams—in the stillness of the night or any other time. It was one of the all-time lousy radio talk shows.

The story sums up a situation that any particular practitioner of nonfiction will recognize. Those of us who are trying to write well about the world we live in, or to teach students to write well about the world *they* live in, are caught in a time warp, where literature by definition still consists of forms that were certified as “literary” in the 19th century: novels and short stories and poems. But in fact the great preponderance of what writers now write and sell, what book and magazine publishers publish and what readers demand is nonfiction.

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