PRACTICE TEST 1

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.

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	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 3

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

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.

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 4

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

SECTION 5

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

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

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 7

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

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.

9　　10　　11　　12　　13

14　　15　　16　　17　　18

PLEASE DO NOT WRITE IN THIS AREA

**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

1 ESSAY ESSAY **1**

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 twenty-five 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.

> The liberally educated person is one who is able to resist the easy and preferred answers, not because he is obstinate but because he knows others worthy of consideration.
>
> —Allan Bloom

Assignment: **What is one important "easy and preferred answer" that we should resist? That is, what dangerous misconception do people commonly hold?** Write an essay in which you answer this question and 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 of the test.

2   **2**   **2**   **2**   **2**   **2**

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

1. The use of a calculator is permitted.

2. All numbers used are real numbers.

3. 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.

4. 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
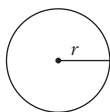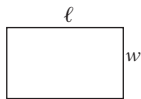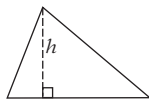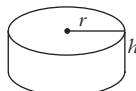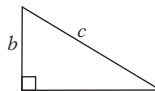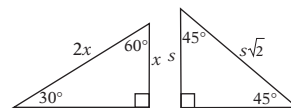
$A = \pi r^2$ $A = \ell w$ $A = \frac{1}{2}\,bh$ $V = \ell wh$ $V = \pi r^2 h$ $c^2 = a^2 + b^2$ Special right triangles
$C = 2\pi r$

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.

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1. If $3(m + n) + 3 = 15$, then $m + n =$

(A)   2
(B)   3
(C)   4
(D)   5
(E)   6

2. If Elena reads at a rate of r pages per minute for a total of m minutes, which of the following represents the total number of pages that Elena reads?

(A) rm

(B) $\dfrac{r}{m}$

(C) $\dfrac{m}{r}$

(D) $\dfrac{60r}{m}$

(E) $\dfrac{60m}{r}$

GO ON TO THE NEXT PAGE ⇨
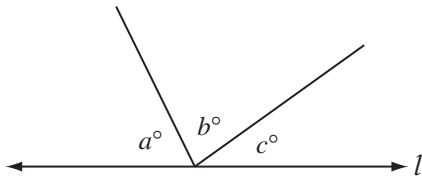
2 **2** **2** **2** **2** **2**

Note: Figure not drawn to scale.

3. In the figure above, if l is a line, $a + b = 120$ and $b + c = 100$, then what is the value of b?

    (A)   10
    (B)   20
    (C)   30
    (D)   40
    (E)   50

4. If $6^n \times 6^4 = 6^{12}$, then $n =$

    (A)   2
    (B)   3
    (C)   5
    (D)   6
    (E)   8

5. If $4x + b = x + 2$, what is b in terms of x?

    (A) $5x + 2$
    (B) $3x + 2$
    (C) $2 - x$
    (D) $2 - 3x$
    (E) $2 - 5x$

	RETAIL CAR PRICES			QUANTITY SOLD	
	Model A	Model B		Model A	Model B
1995	$15,000	$25,000	1995	200	100
2000	$20,000	$30,000	2000	220	150
2005	$25,000	$35,000	2005	200	200

6. The tables above show the retail prices of two car models and the quantities of those models sold at a particular car dealership in three different years. Based on these tables, how much greater was the total value of cars sold in 2005 than in 1995?

    (A) $5,500,000
    (B) $6,500,000
    (C) $9,000,000
    (D) $10,500,000
    (E) $12,000,000

7. An isosceles triangle has one angle with a measure greater than 95° and another with a measure of $x°$. Which of the following must be true?

    (A) $x > 85$
    (B) $x = 85$
    (C) $x = 42.5$
    (D) $x < 42.5$
    (E) $x > 42.5$

8. When m is divided by 7, the remainder is 2. What is the remainder when $4m$ is divided by 7?

    (A)   1
    (B)   2
    (C)   3
    (D)   4
    (E)   5

2   2   2   2   2   2

9. If a is a multiple of 3 and b is an odd integer, then which of the following must be an odd integer?

(A) $\dfrac{a}{b}$

(B) ab

(C) $a + b$

(D) $2a + b$

(E) $a + 2b$

10. The point (a, b) is reflected over the x-axis, and then the reflected point is reflected over the y-axis. If a and b are both positive, which of the following represents the coordinates of the point after the second reflection?

(A) (a, b)

(B) (b, a)

(C) $(-a, -b)$

(D) $(-b, -a)$

(E) $(a, -b)$

11. A right circular cylinder with a radius of 1 and a height of 1 has a volume that is most nearly the same as the volume of a rectangular solid with dimensions

(A) 1 by 1 by 1

(B) 1 by 1 by 2

(C) 1 by 1 by 3

(D) 1 by 2 by 2

(E) 1 by 2 by 3

12. If the nth term of a sequence is $3n^2 - n$, then how much greater is the 10th term than the 3rd term?

(A) 242

(B) 266

(C) 281

(D) 286

(E) 290

13. What is the maximum number of points of intersection between a circle and a square that lie in the same plane?

(A) 4

(B) 6

(C) 7

(D) 8

(E) 9

14. If $x < x^3 < x^2$, then which of the following must be true?

(A) $x < -1$

(B) $-1 < x < 0$

(C) $0 < x < 1$

(D) $x > 1$

(E) x is not a real number

15. If $(m + n)^2 = 18$ and $mn = 4$, then what is the value of $m^2 + n^2$?

(A) 10

(B) 14

(C) 18

(D) 22

(E) 26

16. An isosceles triangle has two sides of length 5 and 12. Which of the following could be the perimeter of this triangle?

    I. 22

    II. 29

    III. 30

(A) II only

(B) I and II only

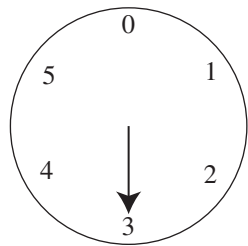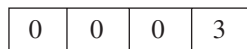(C) I and III only

(D) II and III only

(E) I, II, and III

2   **2**   **2**   **2**   **2**   **2**

0	0	0	3

17. The figure above shows a digital counter above a dial counter showing the digits 0 through 5. Both counters are initially set to 0 and count upward together in increments of 1. For instance, when the digital counter reads 5 the dial counter also reads 5, but when the digital counter reads 6, the dial counter resets back to 0. What will the dial counter read when the digital counter reads 1000?

(A) 0
(B) 1
(C) 2
(D) 4
(E) 5

18. In a mixture of raisins and dates, the ratio by weight of raisins to dates is 7 to 3. How many pounds of raisins will there be in 7 pounds of this mixture?

(A) 2.1
(B) 2.3
(C) 2.8
(D) 3.0
(E) 4.9

19. If m and n are integers and $m = n - \dfrac{2}{n} - \dfrac{2}{n^2}$, then which of the following could be the value of m?

    I. -5
   II. -3
  III. -1

(A) II only
(B) II and III only
(C) I and II only
(D) I and III only
(E) I, II, and III

20. Each of the k girls in a club agreed to raise an equal amount of money to give to a charity to which the club had pledged a total of x dollars. If p more girls later join the club and also agree to raise an equal share of the pledged amount, how much <u>less</u> would each of the original club members have to raise, in dollars, than she had originally agreed to raise?

(A) $\dfrac{x}{k}$

(B) $\dfrac{x}{k + p}$

(C) $\dfrac{px}{k + p}$

(D) $\dfrac{x(k + p)}{k}$

(E) $\dfrac{px}{k(k + p)}$

STOP

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.

3　　　　3　　　3　　　3　　　3　　　3

SECTION 3
Time—25 minutes
35 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.

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

Ⓐ ● Ⓒ Ⓓ Ⓔ

1. Andrews was one of the first executives to realize that employees are most productive when <u>he or she feels to be part of a family</u>.

   (A) he or she feels to be part of a family
   (B) they feel as if they are part of a family
   (C) he or she feels part of a family
   (D) it's more like a family for them
   (E) feeling a part of a family is made possible

2. Several agents were dispatched to Europe <u>for the purpose of investigating</u> a lead that could potentially provide a break in the case.

   (A) for the purpose of investigating
   (B) to investigate on
   (C) for the investigation of
   (D) to investigate
   (E) to investigate after

3. Although worried about the dangers of going into debt, <u>Helena's concern was more about the possibility of losing her business</u>.

   (A) Helena's concern was more about the possibility of losing her business
   (B) it was the possibility of losing her business that gave Helena more concern
   (C) Helena was more concerned towards her business and the possibility of losing it
   (D) the possibility of losing her business gave Helena more concern
   (E) Helena was more concerned about the possibility of losing her business

4. Those who enjoy Marquez's <u>novels, being those who tend not to read</u> traditional fiction, preferring instead the intellectual challenge of magical realism.

   (A) novels, being those who tend not to read
   (B) novels, tending to be those who do not read
   (C) novels tend not to read
   (D) novels are the ones that tend not to be the ones reading
   (E) novels being the ones tending not to read

GO ON TO THE NEXT PAGE ⟩

5. The reason the event was cancelled was not so much the poor weather <u>as the lack of interest</u>.

(A)   as the lack of interest
(B)   than the lack of interest
(C)   than because of the lack of interest
(D)   but rather the lack of interest
(E)   as it was lacking interest

6. The statute recently passed gives the chief of police sole authority to determine <u>about which duties qualify for overtime pay</u>.

(A)   about which duties qualify for overtime pay
(B)   regarding the qualifications of duties for overtime pay
(C)   whether overtime pay qualifies for certain duties or not
(D)   for those duties that qualify for overtime pay
(E)   which duties qualify for overtime pay

7. In baseball, the batter attempts to hit the ball within a ninety degree <u>quadrant, in cricket the batter can hit</u> the ball in any direction.

(A)   quadrant, in cricket the batter can hit
(B)   quadrant; but in cricket the batter can hit
(C)   quadrant, but the batter can hit in cricket
(D)   quadrant, but in cricket the batter can hit
(E)   quadrant; the batter in cricket hitting

8. Skeptical of the abilities of prophets to tell the future, <u>Athens was where significant numbers of philosophers began to value reason over revealed truths</u>.

(A)   Athens was where significant numbers of philosophers began to value reason over revealed truths
(B)   it was a significant number of philosophers that began to value reason over revealed truths
(C)   a significant number of philosophers in Athens began to value reason over revealed truths
(D)   the valuing of reason over revealed truths was begun by a significant number of philosphers in Athens
(E)   valuing of reason over revealed truths by philosophers in Athens was begun

9. As the investigation concludes, the debate over the origins of the scandal, the merits of the federal investigation, and <u>the legal authority of the prosecutor have</u> intensified greatly.

(A)   the legal authority of the prosecutor have
(B)   whether the prosecutor has legal authority has
(C)   the legal authority of the prosecutor has
(D)   what the legal authority of the prosecutor is has
(E)   the prosecutor's legal authority have

10. Excited by the prospect of starting her own business, <u>Kyra's first decision needed to be where she could rent office space</u>.

(A)   Kyra's first decision needed to be where she could rent office space
(B)   Kyra first had to decide where it was to rent office space
(C)   Kyra's first decision had to be regarding renting office space and where it would be
(D)   Kyra first had to decide where to rent office space
(E)   renting office space had to be what Kyra's first decision was about

3   3   3   3   3   3

11.   Elizabeth is a highly skilled teacher, in addition to being an outstanding pianist and composer, and these are talents she uses to get her students interested in music.

(A)   Elizabeth is a highly skilled teacher, in addition to being an outstanding pianist and composer, and these are talents she uses to get her students interested in music.
(B)   A highly skilled teacher, Elizabeth uses her outstanding talents as a pianist and composer to get her students interested in music.
(C)   Getting her students interested in music, Elizabeth uses her outstanding talents as a pianist and a composer, making her a highly skilled teacher.
(D)   Elizabeth being an outstanding pianist and composer and a highly skilled teacher, she uses these talents to get her students interested in music.
(E)   To get her students interested in music, Elizabeth uses her outstanding talents as a pianist and composer, her being a highly skilled teacher.

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.   Yet to be discussed in the conference is
                                          A
more than a dozen proposals for changes
                        B
in the procedural rules for choosing
C   D
new officers. No error
                E

13.   Although the latest senatorial debate focused
                                              A
on the more controversial topics in the
             B
campaign, the candidates conducted

themselves much more civil than they
       C   D
had previously. No error
                  E

14.   Having experienced many realistic disaster
       A
drills in his months of training

as a fire fighter, Leon handled the disaster
         B
calmly and effectively and in fact is
         C
credited with saving several lives. No error
D   E

15.   While the Athenians were outraged by the
                           A
oppressive and unenlightened Spartans,

but the Spartans were indignant about
  B   C
the Athenians' indifference to the gods
                              D
and religious matters. No error
                         E

3   3   3   3   3   3

16. If some of the hikers <u>had not took</u> the
                              A
riskier but shorter route up the mountain,

<u>they</u> would probably not <u>have become</u> so
  B   C
<u>widely separated</u> by nightfall. <u>No error</u>
        D   E

17. Jason <u>was confused</u> by the theory, <u>about</u>
                    A   B
which many of his classmates often

referred, <u>because</u> it seemed to <u>be based</u>
              C   D
on an obviously false premise. <u>No error</u>
                                          E

18. The pace at <u>which</u> industrial and
                      A
communications technologies

<u>are progressing</u> in developing countries
          B
<u>are</u> so rapid that many governments
  C
cannot anticipate the harm these

technologies <u>may do</u> to the
                      D
environment. <u>No error</u>
                      E

19. Every living creature on earth <u>owe their</u>
                                              A
existence <u>to</u> the chemical properties of atoms
              B
<u>that were forged</u> in stars billions of miles
          C
away and billions of <u>years ago</u>. <u>No error</u>
                              D   E

20. Having <u>such acute</u> senses of hearing, smell
                    A
<u>and sight</u>, zebras often <u>provide</u> early
    B   C
warning to <u>other grazers</u> that predators are
                  D
approaching. <u>No error</u>
                      E

21. Many students fail <u>to appreciate</u> <u>that</u> it is
                              A   B
much more difficult to teach someone

<u>how to write</u> good prose than <u>teaching</u>
      C   D
someone how to appreciate good prose

written by others. <u>No error</u>
                            E

22. Because the coach <u>was</u> so preoccupied <u>on</u>
                            A   B
developing and practicing trick plays, she

<u>did not spend</u> enough time <u>drilling</u> the
          C   D
fundamental skills. <u>No error</u>
                              E

23. <u>Without</u> our permission, our teacher
        A
assigned a new research topic to

<u>Jose and I</u> only two days before we
          B
<u>were</u> <u>to give</u> our presentation. <u>No error</u>
    C   D   E

24. Although statistical methods

<u>can rarely prove</u> causality, they can
          A
frequently <u>refute</u> theories by
                  B
demonstrating that no correlation <u>exists</u>
                                              C
between <u>particular effects</u> and their
                  D
presumed causes. <u>No error</u>
                          E

GO ON TO THE NEXT PAGE

3   **3**   3   3   **3**   **3**

25. <u>In</u> the central courtyard <u>was</u> over a dozen
   A   B

different <u>varieties of lilies</u>, meticulously
             C

maintained <u>by</u> the gardener. <u>No error</u>
        D   E

26. Cara's <u>constant</u> improving race times
          A

demonstrated that her new training <u>regimen</u>
                             B

had been <u>more effective</u> than even she
             C

<u>had hoped</u>. <u>No error</u>
    D   E

27. The devastation wrought by the hurricane

<u>was</u> so <u>widespread</u> that officials
  A   B

<u>had to suspend</u> many government services
     C

for an <u>indecisive</u> amount of time. <u>No error</u>
       D   E

28. High in isoflavones, protein, and <u>also in</u>
                               A

fiber, soy beans <u>are</u> a flavorful food
           B

<u>with</u> many <u>healthful</u> benefits. <u>No error</u>
  C   D   E

29. The project on nuclear energy

<u>that Jenna presented</u> to the science fair
        A

committee <u>was</u> considered superior to
           B

<u>the other students</u>, and <u>so</u> she was awarded
       C   D

the blue ribbon. <u>No error</u>
              E

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 organizations and development. In choosing answers, follow the requirements of standard written English.

Questions 30–35 are based on the following passage.

(1) Almost everyone knows about incentives and disincentives, even if they never actually heard the words. (2) People choose to do things because they perceive a benefit to doing them, or avoid things for which they perceive they will be punished. (3) That thing that makes them want to do it is called an incentive, and what makes them not want to do them would be a disincentive. (4) Business people are encouraged to make more money for the company through incentives like bonus pay and perks. (5) Students are constantly exposed to incentives like peer pressure, parental guilt and grades. (6) Peers use incentives to persuade others to become part of a group so that the group's influence can grow. (7) Parents use bribery or guilt to encourage you to behave in a way that makes them proud. (8) Teachers try to make their students do what they want by holding the gradebook that may determine their future.

(9) But what is surprising is that incentives don't always work in the way like they're supposed to. (10) For instance, in some schools they paid kids to read books one summer. (11) But people who studied such programs discovered that the kids ended up reading less in the long run, because paying them took the fun out of it. (12) Also, a day care center that imposed a 3 dollar an hour penalty on parents for picking up their kids late discovered that

3   3   3   3   3   3

more parents, not fewer, started picking up their kids late. **(13)** This was because the parents no longer felt guilty because now they were paying the school for the extra service, but the penalty was cheap enough that they considered it a good deal. **(14)** The bottom line is that people who try to reward or punish things shouldn't assume that either rewards or punishments work the way they think they should.

30. In context, which of the following is the best revision of sentence 3 (reproduced below)?

    That thing that makes them want to do it is called an incentive, and what makes them not want to do them would be a disincentive.

    (A) It is an incentive making someone want to do something, and a disincentive making them not want to do it.
    (B) An incentive is what makes someone want to do something, and a disincentive is what makes someone want to avoid doing something.
    (C) Incentives make someone want to do things, but disincentives are the things making them not want to do it.
    (D) People are made to want to do something by incentives, and a disincentive is for not wanting to do it.
    (E) It is incentives that make people want to do something, disincentives on the other hand being what makes people want to avoid doing something.

31. Which of the following changes to sentence 7 would best improve the coherence of the first paragraph?

    (A) Change "you" to "their children."
    (B) Change "use" to "also use."
    (C) Begin the sentence with "Nevertheless."
    (D) Begin the sentence with "For instance."
    (E) Change "to behave" to "behaving."

32. Where is the best place to insert the following sentence?

    Incentives are used to influence people in many walks of life.

    (A) after sentence 2
    (B) after sentence 3
    (C) after sentence 4
    (D) after sentence 5
    (E) after sentence 6

33. Which of the following is the best version of sentence 9 (reproduced below)?

    But what is surprising is that incentives don't always work in the way like they're supposed to.

    (A) (as it is now)
    (B) It is the surprising fact that incentives don't always work like they're supposed to.
    (C) What is surprising, incentives don't always work like they should.
    (D) Incentives don't always work as they should, it is surprising.
    (E) Surprisingly, incentives don't always work as they should.

34. In context, what is the best version of the underlined portion of sentence 10 (reproduced below)?

    For instance, <u>in some schools they</u> paid kids to read books one summer.

    (A) in some schools where they
    (B) some schools are where they
    (C) some schools implemented programs that
    (D) programs in some schools were where they
    (E) in some school programs they

35. Which is the best sentence to insert between sentence 13 and sentence 14?

    (A) Examples such as this demonstrate that incentives can be very effective.
    (B) If the penalty had been greater, perhaps it would have had the desired effect.
    (C) Clearly, rewards are more effective in most situations than punishments.
    (D) Many schools have also implemented effective after-school reading programs.
    (E) I'm not sure what the school decided to do with the program, since it wasn't working.

STOP

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.

4   **4**   **4**   **4**   **4**   **4**

SECTION 4
Time—25 minutes
24 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.

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, <u>best</u> 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

Ⓐ Ⓑ Ⓒ Ⓓ ●

1. Geological evidence suggests that the earth's magnetic polarity has switched back and forth many times over the millennia; such ------- in the magnetic field may affect the ability of our planet to ward off cosmic radiation.

   (A) intensifications
   (B) justifications
   (C) records
   (D) correlations
   (E) fluctuations

2. Recent studies have demonstrated that even birds are capable of making and using tools, but scientists disagree as to whether such behavior is learned or -------.

   (A) intelligent
   (B) impassive
   (C) innate
   (D) pragmatic
   (E) suspect

3. Although doctors have been thus far successful at ------- the spread of tuberculosis in the United States, they are nonetheless concerned that ------- strains of the disease may yet arise.

   (A) marginalizing . . innocuous
   (B) controlling . . virulent
   (C) obscuring . . indifferent
   (D) imperiling . . responsive
   (E) dismissing . . required

4. The lecturer admonished those who confused the carefully formulated ------- of the scientific method with the more wishful ------- of pseudoscience.

   (A) theories . . divergences
   (B) concessions . . estimates
   (C) hypotheses . . conjectures
   (D) paradigms . . restrictions
   (E) hunches . . proofs

4 4 4 4 4 4

5. Unlike the first lecture, which was ------- and filled with irrelevant references, Ken's presentation was easy to understand and illustrated with ------- examples.

(A) obscure . . vague
(B) lucid . . pertinent
(C) convoluted . . petty
(D) concise . . esoteric
(E) abstruse . . germane

6. Although Ian's argument seemed plausible at first, his opponent in the debate dismissed it as mere ------- and refuted it thoroughly.

(A) sophistry
(B) solicitousness
(C) acumen
(D) substantiation
(E) resolution

7. Glen is considered one of the most ------- members of the group, having already read dozens of philosophical treatises and ------- researched all new developments in his discipline.

(A) erudite . . assiduously
(B) contrite . . painstakingly
(C) cerebral . . hesitantly
(D) stoic . . lackadaisically
(E) argumentative . . generously

8. The establishment of international phone service in 1964 appeased those citizens of the tiny island who bemoaned the ------- of their community and longed for a greater connection to the world outside.

(A) obstinacy
(B) precociousness
(C) obsequiousness
(D) insularity
(E) insinuation

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

Questions 9–12 are based on the following passages.

PASSAGE 1

In polls, Kennedy is listed as one of the greatest presidents ever to serve. How is it that a man who barely served 1,000 days and enacted few lasting policies, won no
5   wars and who was never much more popular than his Republican rival, could be perceived as greater than George Washington, James Madison, Thomas Jefferson or Ronald Reagan? The answer lies in the most consistent feature
10 of Baby Boomers, their narcissism. The president of the "Me generation" trumps all others, just as their war (Vietnam) is the measuring stick by which all modern wars are judged and their music (rock n' roll) continues
15 to dominate the air waves. History be damned; if it didn't happen between 1960 and 1980, it's irrelevant. If they didn't see it on television, it might as well not have happened. JFK was the first president to make effective use of
20 television.

PASSAGE 2

Kennedy was the first President to be born in the twentieth century and was very much a man of his time. He was restless, seeking, with a thirst of knowledge, and he had a
25 feeling of deep commitment, not only to the people of the United States, but to the peoples of the world. Many of the causes he fought for exist today because of what he did for the rights of minorities, the poor, the
30 very old and the very young. He never took

4   **4**   **4**   **4**   **4**   **4**

anything for granted and worked for everything
he owned. Perhaps Kennedy summed up his
life best in his own inaugural speech: "Ask not
what your country can do for you, but ask what
you can do for your country."

9. Unlike Passage 2, Passage 1 conveys a
tone of

(A) cynicism
(B) hope
(C) objectivity
(D) fear
(E) humor

10. The question posed in lines 2–8 ("How is
it … Ronald Reagan?") suggests that the author
of Passage 1 believes that

(A) polls are unreliable gauges of real
sentiments
(B) Kennedy's policies are what made him so
popular
(C) Kennedy's high ranking is undeserved
(D) Kennedy was a savvy politician
(E) Kennedy himself was unconcerned with
his own popularity

11. Passage 2 mentions "the very old and the very
young" (lines 29–30) in order to make the
point that Kennedy

(A) was elected by a very wide range of voters
(B) focused more on political issues than on
moral ones
(C) was mourned by the entire nation
(D) was adept at manipulating the media
(E) supported policies that benefited
divergent groups

12. With which of the following statements would
BOTH authors most likely agree?

(A) American culture in the 60s and
70s was highly self-centered.
(B) Polls are powerful tools for assessing
popular sentiments.
(C) Kennedy was one of the foremost advo-
cates of minority rights.
(D) Kennedy was one of the hardest working
American presidents
(E) Kennedy was in touch with the unique
qualities of the era in which he governed.

Questions 13–24 are based on the following passages.

*The following passages discuss American political
dissent. The first passage, written in 1922 by
H. L. Mencken, an American essayist, discusses
real versus ideal government. The second, written
in 1991 by Gordon S. Wood, a professor of history,
discusses the basis of the American Revolution.*

PASSAGE 1

All government, in its essence, is a conspiracy
against the superior man: its one permanent
Line object is to oppress him and cripple him. If it
be aristocratic in organization, then it seeks
5   to protect the man who is superior only in
law against the man who is superior in fact;
if it be democratic, then it seeks to protect
the man who is inferior in every way against
both. One of its primary functions is to
10   regiment men by force, to make them as
much alike as possible and as dependent
upon one another as possible, to search out
and combat originality among them. All it
can see in an original idea is potential change,
15   and hence an invasion of its prerogatives.
The most dangerous man, to any government,
is the man who is able to think things out for
himself, without regard to the prevailing
superstitions and taboos. Almost inevitably

GO ON TO THE NEXT PAGE

4   4   4   4   4   4

20 he comes to the conclusion that the
government he lives in is dishonest, insane
and intolerable, and so, if he is romantic, he
tries to change it. And even if he is not romantic
personally he is very apt to spread discontent
25 among those who are.

There is seldom, if ever, any evidence that
the new government proposed would be any
better than the old one. On the contrary, all
the historical testimony runs the other way.
30 Political revolutions do not often accomplish
anything of genuine value; their one undoubted
effect is simply to throw out one gang of
thieves and put in another. After a revolution,
of course, the successful revolutionists
always
35 try to convince doubters that they have
achieved great things, and usually they hang
any man who denies it. But that surely
doesn't prove their case. In Russia, for many
years, the plain people were taught that
getting rid
40 of the Czar would make them all rich and
happy, but now that they have got rid of him
they are poorer and unhappier than ever
before. Even the American colonies gained
little by their revolt in 1776. For twenty-five
45 years after the Revolution they were in far
worse condition as free states as they would
have been as colonies. Their government was
more expensive, more inefficient, more
dishonest, and more tyrannical. It was only
50 the gradual material progress of the country
that saved them from starvation and collapse,
and that material progress was due, not to
the virtues of their new government, but to
the lavishness of nature. Under the British
55 hoof they would have got on just as well, and
probably a great deal better.

The ideal government of all reflective men,
from Aristotle onward, is one which lets the
individual alone—one which barely escapes
60 being no government at all. This ideal, I
believe, will be realized in the world twenty or
thirty centuries after I have passed from these
scenes.

PASSAGE 2

By the late 1760s and early 1770s a
65 potentially revolutionary situation existed in
many of the colonies. There was little evidence
of those social conditions we often associate
with revolution (and some historians have
desperately sought to find): no mass poverty,
70 no seething social discontent, no grinding
oppression. The colonists' growing prosperity
contributed to the unprecedented eighteenth-
century sense that people here and now were
capable of ordering their own reality.
75 Consequently, there was a great deal of
jealousy and touchiness everywhere, for what
could be made could be unmade; the people
were acutely nervous about their prosperity
and the liberty that seemed to make it possible.
80 Social changes, particularly since the
1740s, multiplied rapidly, and many
Americans struggled to make sense of what
was happening. These social changes were
complicated, and they are easily misinterpreted.
85 Luxury and conspicuous consumption by
very ordinary people were increasing. So, too,
was religious dissent of all sorts. But social
classes based on occupation or wealth did not
set themselves against one another, for no
90 classes in this modern sense yet existed.
The society was becoming more unequal,
but its inequalities were not the source of the
instability and anxiety. Indeed, it was the
pervasive equality of American society that was
95 causing the problems—even in aristocratic
South Carolina.

Perhaps the society of no colony was more
unequal, more riven by discrepancies of rich
and poor, more dominated by an ostentatious
100 aristocracy than that of South Carolina.
"State and magnificence, the natural attendant
on great riches, are conspicuous among this
people," declared a wide-eyed New England
visitor in 1773. "In grandeur, splendour of
105 buildings, decorations, equipage, numbers,
commerce, shipping, and indeed in almost
everything, it far surpasses all I ever saw, or
ever expect to see in America." Yet, surprisingly,
in the opinion of Carolinian Christopher

4   **4**   4   4   **4**   **4**

110 Gadsden, society in his colony was most
     remarkable, not for its inequality, but for its
     equality, for the prevalence in it of substantial
     hardworking farmers and artisans.
     These honest industrious white folk were
115 extraordinarily prosperous. Even "the poorest
     of them (unless some very uncommon
     instances indeed) but must find himself in a
     very comfortable situation, especially when
     he compares his condition with that of the
120 poor of other nations," or Gadsden might
     have added, with that of the black slaves in
     their own midst. The result, said Gadsden,
     was that white society in South Carolina was
     comparatively equal, "the distinctions ...
125 between the farmer and rich planter, the
     mechanic and the rich merchant, being
     abundantly more here, in imagination, than
     reality."
          Yet because such equality and prosperity
130 were so unusual in the Western world, they
     could not be taken for granted. Therefore any
     possibility of oppression, any threat to the
     colonists' hard-earned prosperity, any hint of
     reducing them to the poverty of other nations,
135 nations, was especially frightening; for it
     seemed likely to slide them back into the
     traditional status of servants or slaves, into
     the older world where labor was merely a
     painful necessity and not a source of prosperity.

13. As it is used in line 3, "object" most nearly means

     (A) disagreement
     (B) symbol
     (C) material thing
     (D) control
     (E) goal

14. Passage 1 suggests that an "aristocratic" (line 4)
     government is similar to a "democratic" (line 7)
     government primarily in its

     (A) concern for commerce and private
          enterprise
     (B) unpopularity among the common people
     (C) oppression of its most creative citizens
     (D) desire to implement fair and equitable
          laws
     (E) promotion of new ideas

15. The "historical testimony" (line 29) most likely
     regards

     (A) the social effects of political revolutions
     (B) the causes of discontent that breeds
          rebellion
     (C) the development of artistic movements
     (D) the origins of superstitions and taboos
     (E) the ascendancy of romantic sentiment

16. Passage 1 suggests that the post-revolutionary
     government of the American colonies eventu-
     ally succeeded only because it

     (A) was more responsive to the people
     (B) enjoyed the benefit of natural resources
     (C) established a more rigid framework of
          laws
     (D) was more efficient than the previous gov-
          ernment
     (E) did not oppress its citizens

17. The author of Passage 1 believes that the "ideal
     government" (line 57) is characterized prima-
     rily by its

     (A) commitment to putting educated
          citizens in power
     (B) efficient systems of industry
     (C) emphasis on law and order
     (D) unintrusiveness
     (E) support of broad social programs

18. According to Passage 2, the "revolutionary
     situation" (line 65) among the colonists
     included

     (A) impoverishment
     (B) political persecution
     (C) envy
     (D) hopelessness
     (E) sharp class divisions

4   **4**   **4**   **4**   **4**   **4**

19. The author of Passage 2 suggests that "some historians" (line 68) believe that

    (A) the situation in the American colonies prior to the revolution was not as dire as previously thought
    (B) political upheaval is caused by social discontent
    (C) American colonists had unprecedented power
    (D) the American revolution was caused by jealousy
    (E) colonial culture was highly traditional

20. As it is used in line 101, "state" most nearly means

    (A) government
    (B) pomp
    (C) independence
    (D) stage of physical development
    (E) emotional condition

21. Christopher Gadsden refers to "the farmer and rich planter, the mechanic and the rich merchant" (lines 125–126) primarily as a means of highlighting

    (A) the great range of occupations available in the colonies
    (B) the fact that many kinds of citizens were willing to fight for their independence
    (C) the profound discontent found throughout the colonies
    (D) those who were most guilty of repressing their fellow colonists
    (E) the relative lack of socioeconomic classes in South Carolina

22. With which of the following statements would the authors of BOTH passages most likely agree?

    (A) The American Revolution is best characterized as a quest for religious freedom.
    (B) Government is by its nature repressive.
    (C) The transition to a democratic system of government dramatically benefited the American colonists.
    (D) During and after the revolution, American colonists benefited from material prosperity.
    (E) The post-revolutionary American government was unjust and tyrannical.

23. Passage 1 suggests that the American revolutionaries were inspired by

    (A) impoverished conditions, while the author of Passage 2 suggests that they were inspired by class conflict
    (B) lack of freedom, while the author of Passage 2 suggests that they were inspired by unjust taxation
    (C) political idealism, while the author of Passage 2 suggests that they were inspired by fear of losing their wealth
    (D) blind ideology, while the author of Passage 2 suggests that they were inspired by a lack of equality
    (E) political repression, while the author of Passage 2 suggests that they were inspired by religious repression

24. Which of the following terms in Passage 2 is most similar in meaning to "hoof" in line 55 of Passage 1?

    (A) "discontent" (line 70)
    (B) "dissent" (line 87)
    (C) "instability" (line 93)
    (D) "magnificence" (line 101)
    (E) "oppression" (line 132)

STOP

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.

5   5   5   5   5   5

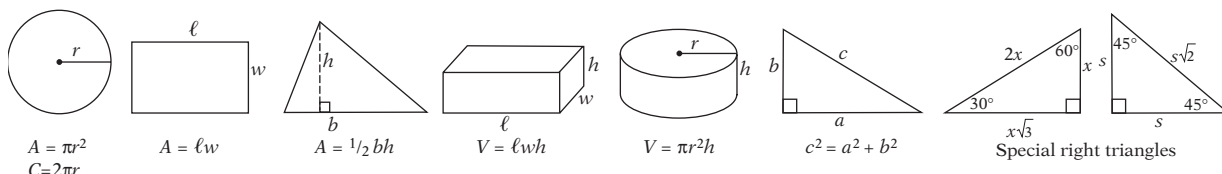## SECTION 5
Time—25 minutes
18 questions

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.

Reference Information

$A = \pi r^2$ $A = \ell w$ $A = 1/2\, bh$ $V = \ell wh$ $V = \pi r^2 h$ $c^2 = a^2 + b^2$ Special right triangles
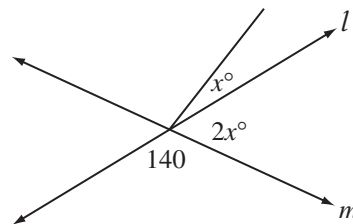$C = 2\pi r$

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.

---

1. If $4m - 2 = m + 7$, what is the value of m?

(A) 3.0
(B) 4.5
(C) 6.0
(D) 7.5
(E) 9.0

Note: Figure not drawn to scale.

2. In the figure above, l and m are lines. What is the value of x?

(A) 10
(B) 20
(C) 30
(D) 40
(E) 80

GO ON TO THE NEXT PAGE

5   **5**   **5**   **5**   **5**   **5**

3. If $\frac{3}{8}$ of m is 48, what is $\frac{5}{8}$ of m?

   (A)   80
   (B)   64
   (C)   60
   (D)   40
   (E)   30

4. Let a_n represent the nth term of a particular sequence. If $a_2 = 54$ and each term except the first is equal to the previous term divided by 3, then what is the first term that is NOT an integer?

   (A) a_4
   (B) a_5
   (C) a_6
   (D) a_7
   (E) a_8

5. If $\sqrt{n} \times \sqrt{2}$ is an integer, which of the following could *not* be the value of n?
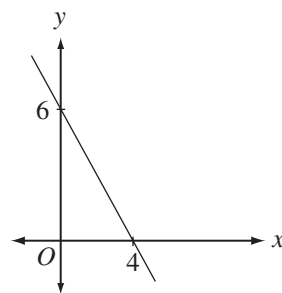
   (A)   2
   (B)   8
   (C)   12
   (D)   18
   (E)   32

6. Four of the six faces of a cube are painted black, and the other two faces are painted white. What is the *least* number of vertices on this cube that could be shared by two or more black faces?

   (A)   eight
   (B)   seven
   (C)   six
   (D)   five
   (E)   four

7. If y varies directly as x, and if $y = 8$ when $x = a$ and $y = 12$ when $x = a + 10$, what is the value of a?

   (A)   5
   (B)   8
   (C)   10
   (D)   15
   (E)   20

Note: Figure not drawn to scale.

8. The figure above shows the graph of the function $f(x) = ax + b$, where a and b are constants. What is the slope of the graph of the function $g(x) = -2f(x)$?

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

GO ON TO THE NEXT PAGE

5   **5**   **5**   **5**   **5**   **5**

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

Write answer in boxes. → Fraction line

Grid in result.

Answer: 2.5 — Decimal point

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 $^2/_3$ are:

---

9. If $x + 9$ is 50% greater than x, then what is the value of x?

10. If a printer can print 5 pages in 20 seconds, then, at this rate, how many pages can it print in 5 minutes?

GO ON TO THE NEXT PAGE

**5**   **5**   **5**   **5**   **5**   **5**

---

11. If 5 is $x\%$ of 15, then what is $x\%$ of 60?

---

12. The measures of the four angles in a quadrilateral have a ratio of 2:3:6:7. What is the measure, in degrees, of the largest of these angles?

---

13. If a is $\frac{2}{5}$ of b, b is $\frac{1}{10}$ of c, and $c > 0$, then what is the value of $\frac{a}{c}$?

---

14. A rectangle and a triangle share the same base. If the area of the triangle is 6 times the area of the rectangle, and the height of the rectangle is 4, what is the height of the triangle?

---

15. The median of a set of 5 integers is 10. If the greatest of these integers is 5 times the least integer, and if all the integers are different, what is the greatest possible sum of the numbers in this set?
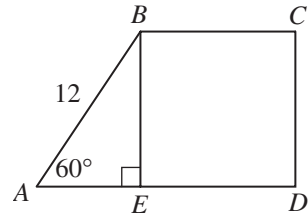
16. In the figure above, $BCDE$ is a square and $AB = 12$. What is the area of square $BCDE$?

---

17. Each term in a sequence, except for the first, is equal to the previous term times a positive constant, k. If the 3rd term of this sequence is 12 and the 5th term is 27, what is the first term?
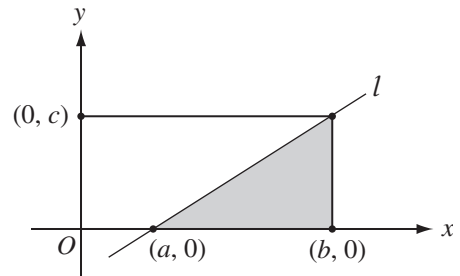
Note: Figure not drawn to scale.

18. In the figure above, $2b = 3c$ and the area of the shaded triangle is $\frac{2}{5}$ the area of the rectangle. What is the slope of line l?

STOP *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   6   6   6   6   6

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 unquestion-ingly, Deborah regarded it with -----.

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

Ⓐ Ⓑ Ⓒ Ⓓ ●

1. Although the party gained a clear majority in the election, its philosophy remained -------, never achieving a clear and consistent form.

   (A) versatile   (B) indisputable
   (C) homogenous   (D) nebulous
   (E) appealing

2. The astronomer was ------- the evidence she was receiving from the radio telescope, because the data did not ------- her theory regarding the mass of the distant galaxy.

   (A) concerned about . . refute
   (B) disappointed by . . substantiate
   (C) intimidated by . . ignore
   (D) chastened . . conceal
   (E) bolstered by . . exaggerate

3. Wildebeests are ------- creatures, often trekking over 1,000 miles in a typical year in search of food resources that shift according to the rainy season.

   (A) itinerant
   (B) indigenous
   (C) subdued
   (D) nocturnal
   (E) arboreal

4. Carlos has always been ------- the motivations of politicians, often insisting that even their most seemingly ------- initiatives are in fact based on selfish impulses.

   (A) skeptical of . . contemptible
   (B) sanguine about . . magnanimous
   (C) disparaging of . . callous
   (D) enthusiastic about . . immaterial
   (E) cynical about . . altruistic

5. Herbert was not ------- enough to be a good lit-erary agent, often mistaking ------- prose for original and competent writing.

   (A) discerning . . derivative
   (B) gauche . . sublime
   (C) obstinate . . proficient
   (D) diligent . . innovative
   (E) servile . . pedestrian

6   6   6   6   6   6

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

Questions 6–7 are based on the following passage.

Geologists use radiological methods to deduce the age of mineral samples. These
Line methods rely on the fact that when a radioactive sample within a rock is first
5   formed it is nearly pure, but gradually decays into a more stable element. Since this decay occurs at a predictable rate, measuring the proportion of each type of element within a rock can tell scientists
10 how long it has been since that rock was formed. One problematic aspect of this dating method is that some of the stable element may have already been present when the mineral was formed, and therefore was
15 not the result of radioactive decay.

6. The primary purpose of this passage is to

(A)   introduce a scientific controversy
(B)   refute a misconception
(C)   explain a technique
(D)   describe a historical fact
(E)   examine a theory

7. According to the passage, radiological dating methods are most likely to yield inaccurate results when the radioactive mineral sample within a rock

(A)   is exceptionally old
(B)   comprises a large portion of the rock's mass
(C)   decays into a stable element at a consistent rate
(D)   originally contains samples of the element into which the radioactive element will decay
(E)   decays into a stable element that remains in the rock, rather than being released into the atmosphere

Questions 8–9 are based on the following passage.

The tragic hero with Shakespeare need not be "good," though generally he is "good"
Line and therefore at once wins sympathy in his error. But it is necessary that he should have
5   so much of greatness that in his error and fall we may be vividly conscious of the possibilities of human nature. Hence, in the first place, a Shakespearean tragedy is never, like some miscalled tragedies, depressing.
10 No one ever closes the book with the feeling that man is a poor mean creature. He may be wretched and he may be awful, but he is not small. His lot may be heart-rending and mysterious, but it is not contemptible. The
15 most confirmed of cynics ceases to be a cynic while he reads these plays.

8. As it is used in line 13, "lot" most nearly means

(A)   parcel of land
(B)   great quantity
(C)   fate in life
(D)   motivation
(E)   friend

9. The passage suggests that a "cynic" (line 16) is one who believes that

(A)   Shakespeare's plays are self-serving
(B)   human beings can be ignoble
(C)   heroes should be imbued with greatness
(D)   tragic heroes are worthy of sympathy
(E)   Shakespeare's characters are unrealistic

Each passage below is followed by questions based on its content. Answer the questions based on what is stated or implied in each passage and in any introductory material that may be provided.

Questions 10–16 pertain to the following passage.

The following is an excerpt from a short story, written by an American author in 1909, regarding the crew of a sailing ship.

She floated at the starting point of a long journey, very still in an immense stillness,
Line the shadows of her spars flung far to the eastward by the setting sun. At that moment
5   I was alone on her decks. There was not a sound in her—and around us nothing moved, nothing lived, not a canoe on the water, not a bird in the air, not a cloud in the sky. In this breathless pause at the threshold of a long
10 passage we seemed to be measuring our fitness for a long and arduous enterprise, the appointed task of both our existences to be carried out, far from all human eyes, with only sky and sea for spectators and for
15 judges.
    There must have been some glare in the air to interfere with one's sight, because it was only just before the sun left us that my roaming eyes made out beyond the highest
20 ridges of the principal islet of the group something which did away with the solemnity of perfect solitude. The tide of darkness flowed on swiftly; and with tropical suddenness a swarm of stars came out above
25 the shadowy earth, while I lingered yet, my hand resting lightly on my ship's rail as if on the shoulder of a trusted friend. But, with all that multitude of celestial bodies staring down at one, the comfort of quiet
30 communion with her was gone for good. And there were also disturbing sounds by this time—voices, footsteps forward; the steward

flitted along the main-deck, a busily ministering spirit; a hand bell tinkled
35 urgently under the poop deck.
    I found my two officers waiting for me near the supper table, in the lighted cuddy. We sat down at once, and as I helped the chief mate, I said:
40 "Are you aware that there is a ship anchored inside the islands? I saw her mastheads above the ridge as the sun went down."
    He raised sharply his simple face, overcharged by a terrible growth of whisker,
45 and emitted his usual ejaculations:
    "Bless my soul, sir! You don't say so!"
    My second mate was a round-cheeked, silent young man, grave beyond his years, I thought; but as our eyes happened to meet I
50 detected a slight quiver on his lips. I looked down at once. It was not my part to encourage sneering on board my ship. It must be said, too, that I knew very little of my officers. In consequence of certain events
55 of no particular significance, except to myself, I had been appointed to the command only a fortnight before. Neither did I know much of the hands forward. All these people had been together for eighteen
60 months or so, and my position was that of the only stranger on board. I mention this because it has some bearing on what is to follow. But what I felt most was my being a stranger to the ship; and if all the truth must
65 be told, I was somewhat of a stranger to myself. The youngest man on board (barring the second mate), and untried as yet by a position of the fullest responsibility, I was willing to take the adequacy of the others for
70 granted. They had simply to be equal to their tasks; but I wondered how far I should turn out faithful to that ideal conception of one's own personality every man sets up for himself secretly.
75   Meantime the chief mate, with an almost visible effect of collaboration on the part of his round eyes and frightful whiskers, was trying to evolve a theory of the anchored ship. His dominant trait was to take all

GO ON TO THE NEXT PAGE

80 things into earnest consideration. He was of
    a painstaking turn of mind. As he used to say,
    he "liked to account to himself" for
    practically everything that came in his way,
    down to a miserable scorpion he had found
85 in his cabin a week before. The why and the
    wherefore of that scorpion—how it got on
    board and came to select his room rather
    than the pantry (which was a dark place and
    more what a scorpion would be partial to),
90 and how on earth it managed to drown itself
    in the inkwell of his writing desk—had
    exercised him infinitely. The ship within the
    islands was much more easily accounted for,
    and just as we were about to rise from table
95 he made his pronouncement. She was, he
    doubted not, a ship from home lately arrived.
    Probably she drew too much water to cross
    the bar except at the top of spring tides.
    Therefore she went into that natural harbor
100 to wait for a few days in preference to
    remaining in an open roadstead.

10. The tone of the first paragraph is primarily
one of

(A) reflective anticipation
(B) anxious dread
(C) unrestrained excitement
(D) detached analysis
(E) incomprehension

11. The narrator mentions the "glare" (line 16) in
order to make the point that

(A) the sea around him was filled with
     commotion
(B) his crew was not entirely reliable
(C) the ship was kept in very good
     condition
(D) the weather was about to change
(E) he did not see the distant masthead
     immediately

12. The "certain events" mentioned in line 54
pertain to the means by which

(A) the crew was chosen for the voyage
(B) the mysterious ship came to be docked
     nearby
(C) the second mate developed his grave
     disposition
(D) the narrator was chosen as captain
(E) the hands came to know each other

13. In lines 63–74 (But what I felt ... for himself
secretly") the narrator conveys primarily his

(A) skepticism about the ability of his
     crewmen
(B) apprehensions about the mysterious ship
(C) excitement about the upcoming voyage
(D) lack of self-confidence
(E) pride in his accomplishments as such a
     young age

14. As it is used in line 78, the word "evolve" most
nearly means

(A) destroy
(B) frighten
(C) generate
(D) dominate
(E) turn around

15. In the final paragraph, the chief mate is char-
acterized primarily as being

(A) physically intimidating
(B) intelligent and erudite
(C) emotionally sensitive
(D) reserved and dull-witted
(E) meticulously thoughtful

16. As it is used in line 92, "exercised" most nearly
means

(A) perplexed
(B) practiced
(C) strengthened
(D) eradicated
(E) weakened

6   6   6   6   6   6

Questions 17–24 pertain to the following passage.

The following passage discusses the study of language acquisition, the means by which humans learn to speak and understand language.

Language acquisition is one of the central topics in cognitive science. Every theory of
Line cognition has tried to explain it; probably no other topic has aroused such controversy.
5   Possessing a language is the quintessentially human trait: all normal humans speak, no nonhuman animal does. Language is the main vehicle by which we know about other people's thoughts, and the two must be
10   intimately related. Every time we speak we are revealing something about language, so the facts of language structure are easy to come by; these data hint at a system of extraordinary complexity. Nonetheless,
15   learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons. With language so close to the core of what it means to be human, it is not
20   surprising that children's acquisition of language has received so much attention. Anyone with strong views about the human mind would like to show that children's first few steps are steps in the right direction.
25   Is language simply grafted on top of cognition as a way of sticking communicable labels onto thoughts? Or does learning a language somehow mean learning to think in that language? A famous hypothesis, outlined
30   by Benjamin Whorf, asserts that the categories and relations that we use to understand the world come from our particular language, so that speakers of different languages conceptualize the world in different ways.
35   Language acquisition, then, would be learning to think, not just learning to talk.
     This is an intriguing hypothesis, but virtually all modern cognitive scientists believe it is false. Babies can think before they can talk. Cognitive
40   psychology has shown that people think not just in words but in images and abstract logical propositions. And linguistics has shown that

human languages are too ambiguous and schematic to use as a medium of internal
45   computation: when people think about "spring," surely they are not confused as to whether they are thinking about a season or something that goes "boing"—and if one word can correspond to two thoughts,
50   thoughts can't be words.
     But language acquisition has a unique contribution to make to this issue. As we shall see, it is virtually impossible to show how children could learn a language unless you
55   assume they have a considerable amount of nonlinguistic cognitive machinery in place before they start.
     All humans talk but no house pets or house plants do, no matter how pampered, so
60   heredity must be involved in language. But a child growing up in Japan speaks Japanese whereas the same child brought up in California would speak English, so the environment is also crucial. Thus there is no
65   question about whether heredity or environment is involved in language, or even whether one or the other is "more important." Instead, language acquisition might be our best hope of finding out how
70   heredity and environment interact. We know that adult language is intricately complex, and we know that children become adults. Therefore something in the child's mind must be capable of attaining that complexity. Any
75   theory that posits too little innate structure, so that its hypothetical child ends up speaking something less than a real language, must be false. The same is true for any theory that posits too much innate
80   structure, so that the hypothetical child can acquire English but not, say, Bantu or Vietnamese.
     And not only do we know about the output of language acquisition, we know a
85   fair amount about the input to it, namely, parents' speech to their children. So even if language acquisition, like all cognitive processes, is essentially a "black box," we know enough about its input and output to
90   be able to make precise guesses about its contents.

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6   6   6   6   6   6

The scientific study of language acquisition began around the same time as the birth of cognitive science, in the late
95   1950s. We can see now why that is not a coincidence. The historical catalyst was Noam Chomsky's review of Skinner's Verbal Behavior. At that time, Anglo-American natural science, social science, and philosophy
100 had come to a virtual consensus about the answers to the questions listed above. The mind consisted of sensorimotor abilities plus a few simple laws of learning governing gradual changes in an organism's behavioral
105 repertoire. Therefore language must be learned; it cannot be a module; and thinking must be a form of verbal behavior, since verbal behavior is the prime manifestation of "thought" that can be observed externally.
110 Chomsky argued that language acquisition falsified these beliefs in a single stroke: children learn languages that are governed by highly subtle and abstract principles, and they do so without explicit instruction or any
115 other environmental clues to the nature of such principles. Hence language acquisition depends on an innate, species-specific module that is distinct from general intelligence. Much of the debate in language
120 acquisition has attempted to test this once-revolutionary, and still controversial, collection of ideas. The implications extend to the rest of human cognition.

17. This passage as a whole is best described as

(A) a history of a new academic discipline
(B) a comparison of the traits of different species
(C) a discussion of a particular human ability
(D) biographical sketches of several scientists
(E) a refutation of an experimental method

18. The "data" mentioned in line 13 most likely include information regarding

(A) the literacy levels of different countries
(B) the best methods for teaching infants to speak
(C) the ability of primates and other mammals to communicate
(D) the structure of the human brain
(E) the intricacy of the expression of human language

19. The sentence "Anyone ... direction" (lines 22–24) indicates that

(A) Most parents are concerned about their children's ability to read and write correctly.
(B) Language theorists tend to focus on language acquisition more than later language development.
(C) Scientists are inclined to disregard evidence that suggests that nonhuman animals can use language.
(D) More should be done to help children who have difficulty learning language.
(E) Poor parenting usually leads to weak oral language skills in children.

20. The statement "Babies can think before they can talk" (line 39) is intended to show that

(A) learning to talk can sometimes be difficult
(B) verbal skill is not necessary to cognition
(C) psychologists should take into account the desires of infants
(D) speakers of different languages conceptualize the world in different ways
(E) all cognitive skills develop according to a rigid timeline

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