



TEST PREP AND  
ADMISSIONS

# SAT<sup>®\*</sup>

## Sample Test 1

PLEASE BE SURE TO RECORD THE FOLLOWING SCAN CODE ON YOUR ANSWER GRID. WITHOUT THIS INFORMATION, WE WILL NOT BE ABLE TO SCAN YOUR TEST OR PROVIDE YOU WITH YOUR TEST SCORES.

SCAN CODE: 5269

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## ESSAY

Time—25 minutes

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 in your Answer Grid Booklet—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.

You have twenty-five minutes to write an essay on the topic assigned below. DO NOT WRITE ON ANOTHER TOPIC. AN OFF-TOPIC ESSAY WILL RECEIVE A SCORE OF ZERO.

Think carefully about the issue presented in the following quotation and the assignment below.

Advertising is everywhere: the average American consumer sees more than 3,000 commercial messages each day. The world behind this \$125 billion-a-year-effort, however has been almost invisible—until now. From inside Chiat/Day, the ad industry’s reigning creative “hot spot,” this book reveals the big business of advertising, its people, its culture, and the high-stakes process of *Inventing Desire*.

Karen Stabiner, adapted from *Inventing Desire*

**Assignment:** Do you believe it is possible for advertising (magazine ads, radio spots, TV commercials) to “invent desire,” that is, to create in people a need to have something they otherwise would not have wanted? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

DO NOT WRITE YOUR ESSAY IN YOUR TEST BOOK.

You will receive credit only for what you write in your Answer Grid Booklet.

BEGIN WRITING YOUR ESSAY ON PAGE 3 OF YOUR ANSWER GRID BOOKLET.

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.

**STOP**

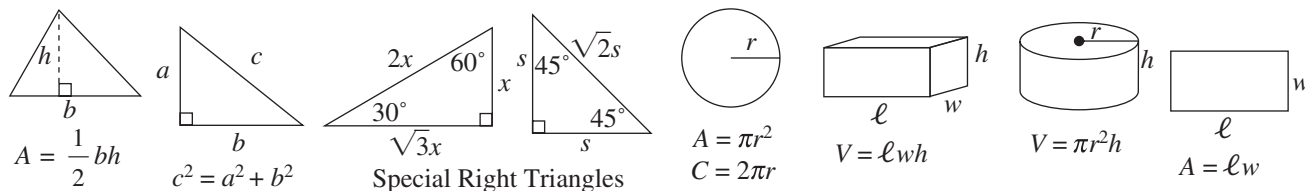
**Time—25 Minutes**  
**20 Questions**

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

Notes

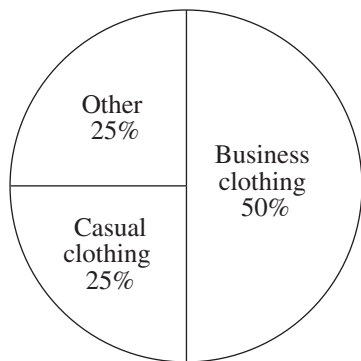
- Calculator use is permitted.
- All numbers used are real numbers.
- Figures are provided for some problems. All figures are drawn to scale and lie in a plane UNLESS otherwise indicated.
- Unless otherwise specified, the domain of any function  $f$  is assumed to be the set of all real numbers  $x$  for which  $f(x)$  is a real number.

Reference Information



The sum of the measures in degrees of the angles of a triangle is 180.  
The number of degrees of arc in a circle is 360.  
A straight angle has a degree measure of 180.

ANNUAL SALES AT A CLOTHING STORE



- 1** If the store's sales represented in the graph above totaled \$1.8 million, what were the sales of casual clothing?
- (A) \$180,000  
(B) \$225,000  
(C) \$360,000  
(D) \$450,000  
(E) \$900,000

- 2** The number of red jellybeans eaten by a group of children varies inversely with the number of green jellybeans eaten. If 50 red jellybeans are eaten when 25 green jellybeans are eaten, how many green jellybeans are eaten when 5 red jellybeans are eaten?
- (A) 5  
(B) 25  
(C) 60  
(D) 95  
(E) 250



Figure 1

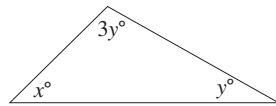


Figure 2

Note: Figure not drawn to scale.

- 3** Based on the information in Figure 1 above, what is the value of  $y$  in Figure 2?

(A) 120  
 (B) 75  
 (C) 60  
 (D) 45  
 (E) 30

- 5** If  $x^y = 16$ , where  $x$  and  $y$  are positive integers and  $x < y$ , what is the value of  $x - y$ ?

(A) -2  
 (B) -1  
 (C) 0  
 (D) 1  
 (E) 2

- 4** In a certain solution of water and syrup, the ratio by volume of the amount of water to the amount of syrup is 8 to 5. If the volume of the syrup is 40 cubic inches, what is the volume, in cubic inches, of the water?

(A) 24  
 (B) 25  
 (C) 40  
 (D) 64  
 (E) 104

- 6** If  $n > 0$  and  $\left(\frac{4}{8^n}\right)^{-3} = (2^{-n})^{\frac{3}{4}}$ , then  $n$  equals

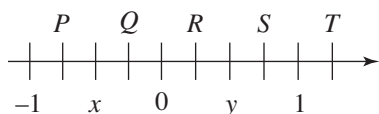
(A)  $12\sqrt{3}$   
 (B) 8  
 (C)  $4\sqrt{3}$   
 (D) 4  
 (E)  $2\sqrt{3}$

7 If  $f(x) = x^2 - x$  and  $g(x) = x^2 - 1$ , what is the value of  $f(g(3))$ ?

- (A) 35
- (B) 48
- (C) 56
- (D) 60
- (E) 61

9 If  $5a - 2 > 41$ , which of the following describes all possible values of  $a$  and does not include any other values?

- (A)  $a > 8.6$
- (B)  $a > 7.8$
- (C)  $a = 7.8$
- (D)  $a < 7.8$
- (E)  $a < 8.6$



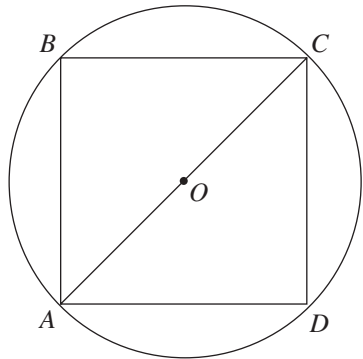
8 On the number line above, each of the letters  $P$ ,  $Q$ ,  $R$ ,  $S$ , and  $T$  corresponds to a different number. Which of those letters could correspond to the value of  $xy$ ?

- (A)  $P$
- (B)  $Q$
- (C)  $R$
- (D)  $S$
- (E)  $T$

$x, y, z, 65$

10 In the sequence of positive integers above, each term, starting with the second, is one less than double the previous term. What is the value of  $x$ ?

- (A) 1
- (B) 7.25
- (C) 9
- (D) 17
- (E) 525



- 11** In the figure above, square  $ABCD$  is inscribed in the circle with center  $O$  and radius  $3\sqrt{2}$ . What is the perimeter of square  $ABCD$ ?

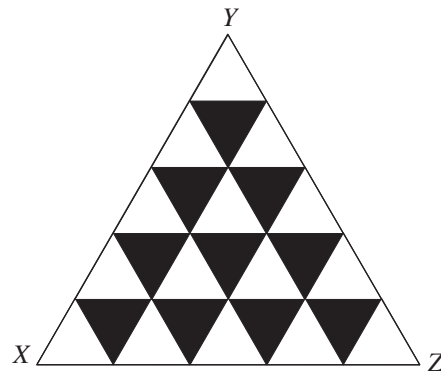
(A) 9  
 (B) 12  
 (C) 18  
 (D) 24  
 (E) 36

- 12** If the average (arithmetic mean) of  $a$ ,  $b$ , and  $c$  is  $z$ , what is the average of  $a$  and  $b$  in terms of  $c$  and  $z$ ?

(A)  $\frac{z-c}{2}$   
 (B)  $\frac{z+c}{2}$   
 (C)  $\frac{3z-c}{2}$   
 (D)  $3z-c$   
 (E)  $3z+c$

- 13** In a list of 24 different numbers, 18 of the numbers are less than 12, and 12 of the numbers are greater than 6. How many of these numbers are both greater than 6 and less than 12?

(A) 6  
 (B) 8  
 (C) 10  
 (D) 12  
 (E) 14

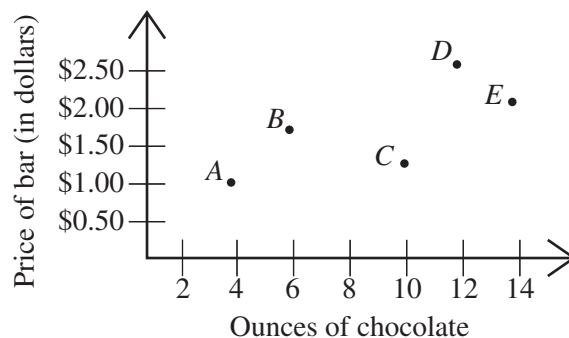


- 14** In the figure above, each triangle is equilateral. If triangle  $XYZ$  has an area of 75, what is the sum of the areas of the shaded triangles?

(A) 25  
 (B) 30  
 (C) 32.5  
 (D) 37.5  
 (E) 45

**15** In the  $xy$ -coordinate plane, if both  $x$  and  $y$  are integers, how many points  $(x, y)$  lie on the line  $3x + 6y = 29$ ?

- (A) None
- (B) One
- (C) Two
- (D) Four
- (E) Infinitely many



**17** The figure above shows the size and price of five different brands of chocolate bar. Which brand costs the least per ounce?

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

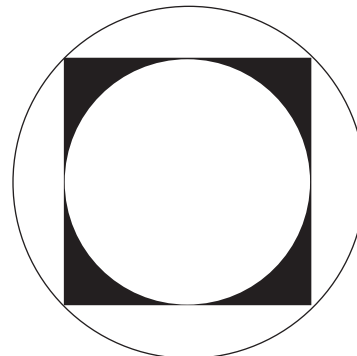
**16** Jon is  $d$  inches tall and he is  $\frac{d}{3}$  inches taller than Ali. What is Ali's height in terms of  $d$ ?

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

**18** The sum of four different negative integers equals  $-12$ . What is the least value that one of these integers could have?

- (A)  $-9$
- (B)  $-6$
- (C)  $-4$
- (D)  $-3$
- (E)  $-2$

- 19 In order for a piece of luggage to fit in the overhead compartment of a certain airplane, the sum of the height of the luggage and the perimeter of the base of the luggage must be less than or equal to 124 inches. If a piece of luggage has height 40 inches and width 18 inches, what is the maximum possible length of the luggage?
- (A) 76 inches  
(B) 48 inches  
(C) 36 inches  
(D) 33 inches  
(E) 24 inches



- 20 In the figure above, a smaller circle is inscribed in a square, which is inscribed in a larger circle. If a point on the figure is chosen at random, what is the probability that the point is in the shaded area?
- (A)  $\frac{1}{4\pi}$   
(B)  $\frac{4 - \pi}{2\pi}$   
(C)  $\frac{\pi - 1}{2\pi}$   
(D)  $\frac{\pi - 2}{\pi}$   
(E)  $\frac{2}{\pi}$

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**STOP**

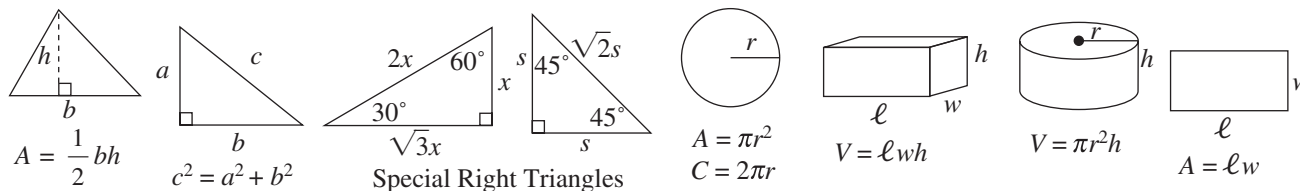
**Time—25 Minutes**  
**20 Questions**

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Notes

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Reference Information



The sum of the measures in degrees of the angles of a triangle is 180.  
 The number of degrees of arc in a circle is 360.  
 A straight angle has a degree measure of 180.

- 1** If line  $l$  has a slope of 5 and passes through the point  $(4, -2)$ , then what is the  $y$ -intercept of line  $l$ ?
- (A) -30  
 (B) -22  
 (C) -7  
 (D) -2  
 (E) 3

4, 20, 100,  $d$ , 2,500, 12,500, ...

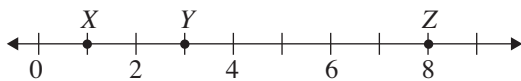
- 2** In the sequence above, what is the value of  $d$ ?
- (A) 500  
 (B) 1,000  
 (C) 1,080  
 (D) 1,100  
 (E) 1,500

**3**  $(2 \times 10^4) + (5 \times 10^3) + (6 \times 10^2) + (4 \times 10^1) =$

- (A) 2,564
- (B) 20,564
- (C) 25,064
- (D) 25,604
- (E) 25,640

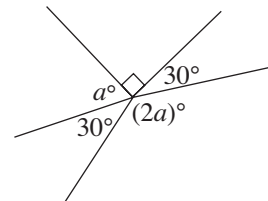
**5** If  $2^{x+1} = 16$ , what is the value of  $x$ ?

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



**4** On the number line shown above, the length of  $\overline{YZ}$  is how much greater than the length of  $\overline{XY}$ ?

- (A) 3
- (B) 4
- (C) 5
- (D) 6
- (E) 7



Note: Figure not drawn to scale.

**6** In the figure above, what is the value of  $a$ ?

- (A) 50
- (B) 55
- (C) 60
- (D) 65
- (E) 70

**7** If  $x - 1$  is a multiple of 3, which of the following must be the next greater multiple of 3?

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

**9** If 40 percent of  $r$  is equal to  $s$ , then which of the following is equal to 10 percent of  $r$ ?

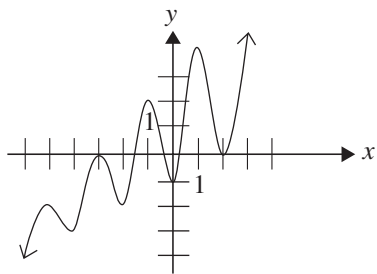
- (A)  $4s$
- (B)  $2s$
- (C)  $\frac{s}{2}$
- (D)  $\frac{s}{4}$
- (E)  $\frac{s}{8}$

**8** The average of 20, 70, and  $x$  is 40. If the average of 20, 70,  $x$ , and  $y$  is 50, then what is the value of  $y$ ?

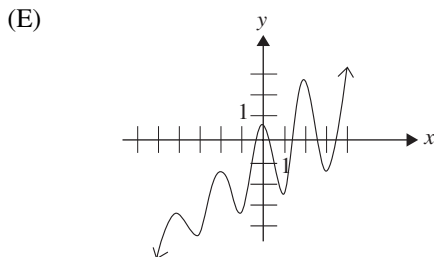
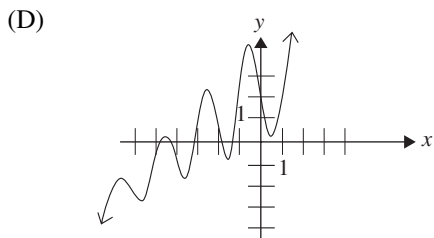
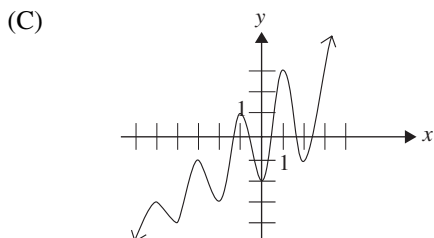
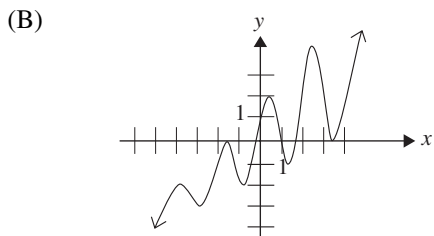
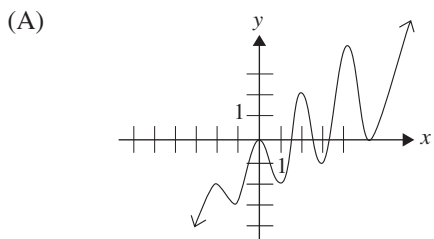
- (A) 100
- (B) 80
- (C) 70
- (D) 60
- (E) 30

**10** If a *prifact number* is a nonprime integer such that each factor of the integer other than 1 and the integer itself is a prime number, which of the following is a *prifact number*?

- (A) 12
- (B) 18
- (C) 21
- (D) 24
- (E) 28



- 11** The figure above shows the graph of  $w(x)$ . Which of the following shows the graph of  $w(x - 3)$ ?



- 12** If  $3x + y = 14$ , and  $x$  and  $y$  are positive integers, each of the following could be the value of  $x + y$  EXCEPT

- (A) 12
- (B) 10
- (C) 8
- (D) 6
- (E) 4

**13** If  $\frac{q+7}{4} + \frac{2q}{7} = 5 + \frac{q-7}{2}$ , then what is the value of  $q$ ?

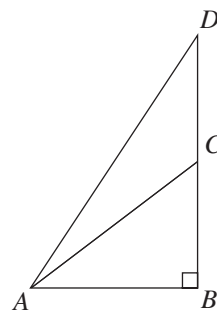
- (A) -14
- (B) -7
- (C) 0
- (D) 4
- (E) 7

**15** If  $d$  is an integer, which of the following CANNOT be an integer?

- (A)  $\frac{d}{2}$
- (B)  $\frac{\sqrt{d}}{2}$
- (C)  $2d$
- (D)  $d\sqrt{2}$
- (E)  $d + 2$

**14** A certain deck of cards contains  $r$  cards. After the cards are distributed evenly among  $s$  people, 8 cards are left over. In terms of  $r$  and  $s$ , how many cards did each person receive?

- (A)  $\frac{s}{8-r}$
- (B)  $\frac{r-s}{8}$
- (C)  $\frac{r-8}{s}$
- (D)  $s-8r$
- (E)  $rs-8$



**16** In the figure above, the area of  $\triangle ABC$  is 6. If  $BC = CD$ , what is the area of  $\triangle ACD$ ?

- (A) 6
- (B) 8
- (C) 9
- (D) 10
- (E) 12

**17** The ratio of  $x$  to  $y$  to  $z$  is 3 to 6 to 8. If  $y = 24$ , what is the value of  $x + z$ ?

- (A) 11
- (B) 33
- (C) 44
- (D) 66
- (E) 88

**19** If  $r < 0$  and  $(4r - 4)^2 = 36$ , what is the value of  $r$ ?

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

**18** If  $x + y = 11$ ,  $y + z = 14$ , and  $x + z = 13$ , what is the value of  $x + y + z$ ?

- (A) 16
- (B) 17
- (C) 18
- (D) 19
- (E) 20

**20** If a cube has a surface area of  $36n^2$  square feet, what is its volume in cubic feet, in terms of  $n$ ?

- (A)  $n^3\sqrt{6}$
- (B)  $6n^3\sqrt{6}$
- (C)  $36n^3$
- (D)  $36n^3\sqrt{6}$
- (E)  $216n^3$

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**STOP**

Time—25 Minutes  
24 Questions

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

Today's small, portable computers contrast markedly with the earliest electronic computers, which were -----.

- (A) effective      (B) invented  
(C) useful      (D) destructive  
(E) enormous

ANSWER:

A  B  C  D  E

- 1** While the new subway system was initially met with -----, pleased city inhabitants now consider it ----- means of transportation.
- (A) skepticism . . a vital  
(B) conscientiousness . . an interesting  
(C) doubt . . an unnecessary  
(D) unhappiness . . an erratic  
(E) certainty . . an untimely
- 2** The instructor advised her new student to learn riding on a docile horse, as they tend to be more ----- .
- (A) obedient      (B) stubborn  
(C) massive      (D) spirited  
(E) abrupt
- 3** Critics of censorship laws argue that, in order to ----- the integrity of art and literature, freedom of expression should never be ----- or controlled.
- (A) satisfy . . rejected  
(B) maximize . . suppressed  
(C) diminish . . restricted  
(D) perpetuate . . upheld  
(E) glorify . . reformed
- 4** The current legislation is so ----- that Congress is polarized between people who strongly oppose the new bill and those who support it.
- (A) creative      (B) vexatious  
(C) dismayed      (D) controversial  
(E) pertinent
- 5** The company's new ban on workplace smoking has received ----- responses because, though introduced to ----- vociferous protests by a few workers, a majority of workers are in fact regular smokers.
- (A) mixed . . aggravate  
(B) negative . . encourage  
(C) positive . . dissuade  
(D) divergent . . appease  
(E) unanimous . . satiate
- 6** The reviewer ----- the novel, claiming that the plot was implausible and the characters ----- .
- (A) lauded . . enchanting  
(B) criticized . . mundane  
(C) disliked . . fictional  
(D) predicted . . memorable  
(E) obscured . . depraved
- 7** The graceful curves of the Colonial-Era buildings that dominated the old part of the city contrasted sharply with the modern, ----- subway stations and made the latter appear glaringly out of place.
- (A) rectilinear      (B) grimy  
(C) festive      (D) gigantic  
(E) efficient
- 8** According to the popular conception of the scientific process, scientists assemble a complete array of relevant facts, evaluate them according to universal rules of logic, and reach conclusions that are ----.
- (A) dictatorial      (B) invaluable  
(C) heterodox      (D) contested  
(E) categorical

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

**Questions 9–10 are based on the following passage.**

Many Americans know hula, the traditional Hawaiian dance characterized by swaying hips and graceful movements of the arms and hands, only from tourism and television programs. To Hawaiians, however, hula is a powerful symbol of identity and pride. Using the dance as their medium, ancient Hawaiians passed their legends to younger generations. American missionaries who arrived in 1821, however, decried hula as a pagan practice and banned it. Only during the reign of King David Kalakaua (1874–1891), who called the dance “the heartbeat of the Hawaiian people,” was hula restored to its rightful place.

- 9** The author’s use of the words “only from tourism and television programs” in lines 3–4 primarily serves to
- (A) describe Hawaii’s appeal as a travel destination and backdrop for entertainment
- (B) suggest that many Americans don’t know very much about hula
- (C) propose two methods by which Hawaiians pass legends to younger generations
- (D) provide an explanation for the deep understanding of hula many Americans have
- (E) explain why American missionaries decried and banned hula
- 10** It can be inferred from the passage that the author regards hula as
- (A) a pagan practice that should be banned
- (B) light entertainment meant only for tourists
- (C) a dance that originated during the reign of King David Kalakaua
- (D) an important cultural practice for the Hawaiian people
- (E) a dance discussed in the legends of Hawaii

**Questions 11–12 are based on the following passage.**

*The following selection is from the autobiography of an Asian American writer.*

In fifth grade I discovered my fondness for reading. When I went to the library, I would literally tremble as I found entire shelves of novels and monographs I hadn’t read yet. But my mother, who was not educated, would ask, “What do you see in your books?” She wondered whether reading was a hobby, a sign of “brains,” or just a convenient excuse for not helping her with cleaning the house. Why did I love reading? I got the idea that it was vital to my academic success, which I coveted.

- 11** The author uses the phrase “literally tremble” (line 2) to emphasize which of the following?
- (A) The recurrence of a childhood disease that causes tremors
- (B) His transient affection for reading novels
- (C) His intense dislike of reading monographs
- (D) The extent of his love of reading books
- (E) His view of reading as merely a hobby
- 12** The mother’s attitude toward the author’s love of reading (lines 4–5) can best be described as
- (A) veneration
- (B) antipathy
- (C) exasperation
- (D) fascination
- (E) indignation

Questions 13–24 are based on the following passage.

*How closely does a portrait’s likeness resemble its sitter, even when that likeness is the painter’s own face? An art critic discusses the subject in the following passage.*

Why do portraits of the same person hardly ever look quite the same? There are two conflicting objectives in the art of portraiture. There are at once a desire to render the subject of the portrait accurately and a desire to transform, interpret, or idealize the subject. Portraiture is always interpretive, because the process of painting someone involves two mentally, emotionally, and psychologically unique individuals. Even when two artists consider themselves “realist” portrait painters, the end results are often amazingly disparate. Portraits have relative degrees of objectivity and subjectivity, not simply one extreme or another.

Portraiture is different from other art forms in that part of the artist’s creative powers must inevitably answer to another person: the sitter. The artist might not be overtly trying to flatter his sitter, but he must always respond to him. The sitter might be an important patron, who, especially in past centuries, was the artist’s sole source of support. While he may take unlimited liberties in other art venues, in portraiture the artist has to maintain a servile position to the sitter.

Portraiture became popular in the sixteenth century for the first time since the sculptors of ancient Rome immortalized their leaders. The sixteenth century was an age of lessened Church authority, strengthened secular powers and a rising nationalism. It was natural for a king, who had become both a spiritual and political leader, to want his image immortalized. Rulers believed that not only could a well-executed portrait command great respect, but it could also increase their power and reach. Projected alliances and proposed marriages were organized by an exchange of portraits. Therefore, a portrait was not merely a picture, and the portrait artist had quite an obligation to his patron. Often the resulting portraits were grandly conceived compositions, endowing the sitter with an aura of superior being and nobility.

Antonio Moro, who spent his life in the service of King Philip II, was a preeminent portrait artist. In fact, Moro is considered the first in a line of great Spanish court portraitists. His artistic innovations by depicting great personages were used again and again by Spanish court portraitists down to Velasquez. Even the most prominent portrait artists of the Netherlands didn’t come close to Moro’s ability to render such distinguished likenesses of great people. Prior to Moro, portraits were usually limited to a bust or waist-length views. Moro’s portraits, however, are grander and usually include more of the sitter’s body, in some cases down to the knee. Moro painted his sitter

with carefully and objectively observed features, but he also instilled a personal viewpoint of the sitter. When we compare, for example, a portrait of King Henry VIII by the artist Hans Holbein with a Moro portrait, we see that Holbein emphasizes draftsmanship, shape, and contour. King Henry is rigidly positioned in a full frontal view and his expression is rather dry. Moro retains some of this formalism but adopts a painterly freshness from portrait to portrait. In the powerful portrait of the Duke of Alba, executed in 1549, Moro was inspired by the great Venetian painter, Titian, who painted the duke the previous year. Moro utilizes a dramatic three-quarter pose of a brutal, tyrannical man. Alba’s shrewd, terrible character comes through subtly and not through any overt act or gesture. He is clad in armor and his right hand grasps a military staff. His expression is stern and cold, and this harshness contrasts sharply with the delicacy of his soft, white collar. The Duke’s direct gaze at the spectator shows a self-assured general who is as inaccessible to us as he was to the people he oppressed. The Duke of Alba must have been rather impressed with the resulting portraits, because years later, when he was Governor of the Netherlands, he would hold back the King’s invitations to Moro to come to court in order to keep Moro working for him.

If producing a portrait to please a demanding patron is not hard enough, imagine the difficulty an artist has when producing a likeness of himself or herself. The difference is that in self-portraiture the artist is free from the restraints of working for someone else. Self-portraits give the artist an opportunity to make an extremely flattering statement or to show the viewer the most introspective view of his or her character. Perhaps the greatest example of this genre is the body of nearly 80 introspective self-portraits produced by Rembrandt. He created a comprehensive psychological autobiography that traced his life from joyful youth to agonized old age. When faced with his or her own countenance in the mirror, the artist’s vision is sometimes just as distorted as it is when he or she is drawing another subject. The artist, it seems, will always be subject to opinions, doubts, and feelings, even when he or she is the subject of the portrait.

- 13** The primary purpose of the passage is to
- (A) trace the history of portraiture throughout the ages
  - (B) define the difference between portraiture and self-portraiture
  - (C) describe the works of several major portraitists
  - (D) describe portraiture as a negotiation between subjectivity and objectivity
  - (E) summarize the history of court portraiture in 16th Century Europe
- 14** As used in line 3, “render” most nearly means
- (A) give
  - (B) represent
  - (C) supply
  - (D) transpose
  - (E) yield
- 15** The passage mentions which of the following reasons for the differences among portraits of the same person painted by different artists (lines 8–10)?
- (A) Portraits are the result of the artist’s interpretation of the sitter.
  - (B) Portraits are entirely subjective.
  - (C) Portraiture is different from other art forms.
  - (D) The portrait artist had specific obligations to his patron.
  - (E) Realist artists are incapable of producing similar works on different subjects.
- 16** According to lines 22–36, one reason for the rise of portraiture in the sixteenth century is that
- (A) there was a resurgence of interest in the portraits of antiquity
  - (B) everyday people became more obsessed with their appearance
  - (C) portraits played a key role in royal wedding ceremonies
  - (D) artists felt they could be more expressive in the portrait genre
  - (E) rulers believed that portraits could reflect and enhance their power
- 17** The author’s comment that “a portrait was not merely a picture” (lines 32–33) is exemplified by the way portraits were used to
- (A) allow the artist to take artistic liberties
  - (B) keep portrait artists in a subservient position
  - (C) suppress nationalistic fervor
  - (D) help arrange alliances
  - (E) lessen the authority of the Church
- 18** Which of the following is NOT a claim about Moro’s portraits made by the author in the fourth paragraph (lines 37–72)?
- (A) They presented artistic innovations employed by portraitists that followed him.
  - (B) They presented Moro’s personal view of the sitter.
  - (C) They depicted more of the sitter’s body than did those of other portrait artists.
  - (D) They contain some formalistic elements.
  - (E) They traced the sitter’s life from youth to old age.
- 19** Which statement best expresses the author’s opinion of Moro?
- (A) He made significant contributions to the developing art of portraiture.
  - (B) His portraits are superior to his landscapes.
  - (C) He based his portrait of the Duke of Alba exclusively on a similar portrait produced by Titian.
  - (D) He was the greatest portrait artist of his day in Spain.
  - (E) Although dramatic, his portraits lack the draftsmanship of those by Holbein.
- 20** According to the passage, how is a Rembrandt portrait different from a Holbein portrait?
- (A) Rembrandt was not as eager to paint kings as Holbein was.
  - (B) Holbein’s portraits are stiffer and more formal than Rembrandt’s.
  - (C) Rembrandt was a more competent portraitist because his body of work was larger.
  - (D) Holbein’s work shows far less emotional detachment than Rembrandt’s work.
  - (E) Rembrandt concentrated on portraiture whereas Holbein’s King Henry portrait was one of only a few done by the artist in this genre.
- 21** The author characterizes the Duke of Alba (lines 60–68) as
- (A) handsome and young
  - (B) intelligent and refined
  - (C) callous and oppressive
  - (D) kind-hearted and generous
  - (E) contemplative and serene

**22** What is the author’s purpose in discussing Rembrandt in the last paragraph (lines 73–89)?

- (A) to show by example how a great artist was able to document his life using portraiture
- (B) to demonstrate that self-portraiture isn’t very different from portraiture of a sitter in that each can be influenced by the artist’s feelings
- (C) to establish that portraiture was the preferred genre of Rembrandt
- (D) to prove that an artist is the best judge of his own character
- (E) to provide evidence that Rembrandt had an easier time with his own portrait than he had with those of other sitters

**23** According to lines 75–80, the difference between painting a self-portrait and painting a portrait of another person is that the artist

- (A) has a less distorted view of himself than he does of another person
- (B) is less subject to doubts when he does a self portrait
- (C) is free from the limitations he encounters when he is painting someone else
- (D) knows that self-portraits will never be used to form alliances as will those of other sitters
- (E) can paint himself throughout his life

**24** In line 81, “body” most nearly means

- (A) frame
- (B) collection
- (C) remains
- (D) essence
- (E) shape

**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.**

**STOP**

**NO TEST MATERIAL ON THIS PAGE**

**Time—25 Minutes**  
**35 Questions**

**Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding oval 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. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

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:

ANSWER:

A  B  C  D  E

Every apple in the baskets are ripe and labeled according to the date it was picked.

- (A) are ripe and labeled according to the date it was picked
- (B) is ripe and labeled according to the date it was picked
- (C) are ripe and labeled according to the date they were picked
- (D) is ripe and labeled according to the date they were picked
- (E) are ripe and labeled as to the date it was picked

**1** Readily available and easy to operate, computer games help children to learn basic computer skills and the vocabulary of cyberspace.

- (A) computer games help children to learn basic computer skills and
- (B) children are helped to learn basic computer skills by computer games and
- (C) computer games help children to learn basic computer skills as well as learning
- (D) basic computer skills may be learned on a computer by children, and
- (E) computer games are helping children in the learning of basic computer skills and

**2** Pablo Picasso's genius is fully revealed when one considers how his work developed through many artistic phases, beginning with his Red period, continuing through his Blue period, and finishing with his period of Cubism.

- (A) Red period, continuing through his Blue period, and finishing with his period of Cubism
- (B) Red period, and continuing through his Blue and period of Cubism
- (C) Red period, continuing through his Blue period, and finishing with his Cubist period
- (D) Red period phase, and continuing through his Blue period phase and then Cubism
- (E) Red period, his Blue period, and his period of Cubism

**3** Unlike its fellow Baltic nations, Latvia and Lithuania, the economy of Estonia grew at an astonishing rate in the late nineties.

- (A) its fellow Baltic nations, Latvia and Lithuania, the economy of Estonia grew at an astonishing rate
- (B) its fellow Baltic nations, Latvia and Lithuania, Estonia grew at an astonishing rate
- (C) Latvia and Lithuania, its fellow Baltic nations, the economy of Estonia grew at an astonishing rate
- (D) its fellow Baltic nations, Latvia and Lithuania, Estonia was growing its economy at an astonishing rate
- (E) Latvia and Lithuania, its fellow Baltic nations, Estonia experienced an astonishing rate of economic growth

**4** Growth in the industry is at an all-time low, with total employment at less than 68,000 people, and fewer companies in the field.

- (A) at less than 68,000 people, and fewer
- (B) at less than 68,000 people, and there are fewer
- (C) lesser than 68,000 people, and fewer
- (D) at less than 68,000 people, and less
- (E) at fewer than 68,000 people, and fewer

**GO ON TO THE NEXT PAGE** 

- 5** Professor McCloskey argues that the dominance of certain economic theories has less to do with their accuracy than with the persuasive skills of their adherents.
- (A) their accuracy than with the persuasive skills of their adherents.
  - (B) its accuracy than with the persuasive skill of these adherents.
  - (C) its accuracy compared with persuasive skills its adherents have.
  - (D) their accuracy than the theory's persuasively skilled adherents.
  - (E) their accuracy than with its adherents' persuasive skills.
- 6** Hoping to provide tax relief for the poorest sector of society, it was proposed by Congress that a tax credit of \$1,000 be given to families whose annual income was less than \$10,000.
- (A) it was proposed by Congress
  - (B) it was a proposal of Congress
  - (C) Congress proposed
  - (D) a proposal was made by Congress
  - (E) a proposal was made
- 7** Hearing Kenneth Branagh deliver the "St. Crispin's Day" speech in *Henry V* is to be mesmerized by a great performer.
- (A) Hearing Kenneth Branagh deliver the "St. Crispin's Day" speech in *Henry V* is to be mesmerized
  - (B) Hearing Kenneth Branagh deliver the "St. Crispin's Day" speech in *Henry V* is mesmerizing
  - (C) On hearing Kenneth Branagh deliver the "St. Crispin's Day" speech in *Henry V* is to be mesmerized
  - (D) To hear Kenneth Branagh deliver the "St. Crispin's Day" speech in *Henry V* is to be mesmerized
  - (E) Hearing Kenneth Branagh deliver the "St. Crispin's Day" speech in *Henry V* is being mesmerized
- 8** Substantial similarities exist between the instinctive behavior of wild and domestic cats; for example, when threatened or frightened, a lion flattens its ears against its head, just as a cat does.
- (A) lion flattens its ears against its head, just as a cat does
  - (B) lion's ears are flattened against its head, just as a cat does
  - (C) lion's ears are flattened against its head, just as a cat's are
  - (D) lion flattens its ears against its head, just like those of a cat
  - (E) lion flattens its ears against its head, just as a cat are
- 9** At the last meeting of GigaDrive's board of directors, those present could not decide as to whether the company should declare bankruptcy or continue to try to struggle to meet its payroll and mounting bills.
- (A) not decide as to whether the company should declare bankruptcy or
  - (B) never decide as to whether the company should declare bankruptcy or
  - (C) not decide whether the company should declare bankruptcy or
  - (D) not decide if the company should declare its bankruptcy or
  - (E) not make a decision as to whether the company should be declaring bankruptcy or
- 10** The activism of the citizens, who have demanded safer road conditions, have led to a significant decrease in the number of traffic accidents.
- (A) have led to a significant decrease in the number of traffic accidents
  - (B) has led to a significant decrease in the number of traffic accidents
  - (C) have led to a significant decrease in the amount of traffic accidents
  - (D) has been significant in the decrease in the amount of traffic accidents
  - (E) has led to decreasing significantly the number of traffic accidents
- 11** Studies show that people who participated in competitive sports when they are in college tend towards remaining physically active throughout their lives.
- (A) when they are in college tend towards remaining
  - (B) when they were in college tend towards remaining
  - (C) when they are in college are remaining
  - (D) when they were in college are likely to remain
  - (E) when they were in college were liable to remain

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:

Whenever one is driving late at night, you must take extra precautions against  
 A B C  
 falling asleep at the wheel. No error  
 D E

ANSWER:

(A) ● (C) (D) (E)

- 12** Even though it was a beautiful day, Nicole decided not  
 A B  
 to give in with the temptation to spend more time at  
 C D  
 the park. No error  
 E
- 13** The architect wanted the building to be extremely safe,  
 A  
so he planned two sets of fire stairs instead of the  
 B C  
usually one. No error  
 D E
- 14** The racer had run ten miles before leg cramps caused  
 A B C  
 her to withdraw from the competition. No error  
 D E
- 15** To ensure that everyone would be informed of the  
 A  
 school's closing in the event of inclement weather, they  
 B C  
 established a phone tree among the office staff,  
 D  
 teachers, and parents. No error  
 E
- 16** On the admissions committee of Presterton University  
 A B  
sits five tenured professors and three deans. No error  
 C D E
- 17** The freshly painted houses and the newly planted  
 A  
 gardens of this once run-down neighborhood is a  
 B C  
 tribute to the tenacity and hard work of the residents.  
 D  
No error  
 E
- 18** The current crop of American high school students are  
 A B  
 hardly the first to have grown up with computers.  
 C D  
No error  
 E
- 19** Since both Mark and I received the same score on the test,  
 A  
 the principal and the honors committee couldn't  
 decide whether to award the prize to him or I.  
 B C D  
No error  
 E
- 20** Before today's college freshmen complete their  
 A  
 degrees in information technology, the job market  
has been flooded and the opportunities for  
 B C  
 employment in their field will be low. No error  
 D E

- 21** With more and more people bringing their disputes to court, many judges and lawyers are encouraging out-of-court settlements to save the time and cost of a trial. No error  
A B C D E
- 22** Environmentalists hope that in the future there will be less cars on the road and, therefore, less air pollution. No error  
A B C D E
- 23** According to local legend, if a tourist throws a coin into the Trevi Fountain in Rome, they will return to the city. No error  
A B C D E
- 24** Mountain climbers are eager to reach the peak of Mt. Everest because it's taller than any mountain. No error  
A B C D E
- 25** Ascetics care neither for the pleasures of this world or for its rewards. No error  
A B C D E
- 26** Lost in a snowstorm and low on food, the three skiers had to share one granola bar between them. No error  
A B C D E
- 27** Should you feel any slight nausea, just remember that it is a normal side effect of wisdom tooth surgery. No error  
A B C D E
- 28** Muscle fatigue came on quickly as the yoga instructor had her class hold the Warrior Two position for more than ten breaths. No error  
A B C D E
- 29** Everything about the ideas introduced in the film are quite controversial, for it ascribes a wholly unexpected motivation to Washington, although it doesn't deny that he believed in the war. No error  
A B C D 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 answer for each question that follows. 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 conventions of standard written English.

Questions 30–35 are based on the following passage.

(1) The study of mollusks and the formulation of a theory of the way children think may not seem like rungs of the same career ladder, but that’s exactly what they were for Jean Piaget. (2) Piaget was born in Switzerland in 1896. (3) He studied at the University of Neuchatel. (4) He eventually received a doctorate in the natural sciences. (5) While observing the mollusks living in the region’s many lakes, Piaget saw biological changes occurring in the creatures that could only be attributed to its environment.

(6) In 1918, Piaget moved to Zurich and switched his focus from natural science to psychology. (7) Eventually, he concluded that a person’s mental development, like his or her physical growth, could be profoundly affected by the environment in which it took place. (8) He continued his studies at the Sorbonne in Paris. (9) Where he began focusing on the cognitive development of children.

(10) Piaget died in 1980, after writing more than 50 books and receiving honorary degrees from 31 universities.

- 30** Of the following, which is the best version of sentence 1 (reproduced below)?

*The study of mollusks and the formulation of a theory of the way children think may not seem like rungs of the same career ladder, but that’s exactly what they were for Jean Piaget.*

- (A) (As it is now)
- (B) Neither the study of mollusks nor the formulation of a theory of the way children think may seem like rungs of the same career ladder, but that’s exactly what they were for Jean Piaget.
- (C) The study of mollusks and the formulation of a theory of the way children think may not seem like rungs of the same career ladder; but that’s exactly what they were for Jean Piaget.
- (D) The study of mollusks and the formulation of a theory of the way children think may not seem like rungs of the same career ladder, and that’s exactly what they were for Jean Piaget.
- (E) The study of mollusks and the formulation of a theory of the way children think may not seem like rungs of the same career ladder, but that’s exactly what they are for Jean Piaget.

- 31** Which of the following is the best way to combine sentences 2, 3, and 4 (reproduced below) in order to convey clearly the relationship of the ideas?

*Piaget was born in Switzerland in 1896. He studied at the University of Neuchatel. He eventually received a doctorate in the natural sciences.*

- (A) Born in Switzerland in 1896, Piaget studied at the University of Neuchatel, where he eventually received a doctorate in the natural sciences.
- (B) Piaget was born in Switzerland in 1896 and studied at the University of Neuchatel and eventually received a doctorate in the natural sciences.
- (C) Piaget was born in Switzerland in 1896; studied at the University of Neuchatel; eventually received a doctorate in the natural sciences.
- (D) In 1896, Piaget was born in Switzerland, where he studied at the University of Neuchatel, eventually having received a doctorate in the natural sciences.
- (E) Born in Switzerland in 1896 and studying at the University of Neuchatel, Piaget eventually received a doctorate in the natural sciences.

- 32** What revision is required in sentence 5?

- (A) Change the comma to a semicolon.
- (B) Change “saw” to “seen.”
- (C) Change “biological changes occurring” to “the occurrence of biological changes.”
- (D) Change “that” to “who.”
- (E) Change “its” to “their.”

- 33** Where is the best place to insert the following sentence?

*There, he applied his knowledge of the environment’s effect on biological change.*

- (A) After sentence 2
- (B) After sentence 5
- (C) After sentence 6
- (D) After sentence 8
- (E) After sentence 10

- 34** In context, which is the best version of the underlined portions of sentences 8 and 9 (reproduced below)?

*He continued his studies at the Sorbonne in Paris. Where he began focusing on the cognitive development of children.*

- (A) (As it is now)
- (B) Paris; where he
- (C) Paris, where he
- (D) Paris and he
- (E) Paris. He

- 35** Which of the following sentences is best inserted after sentence 10?

- (A) He and his wife Valentine had three children.
- (B) He also chaired many professional committees in several countries.
- (C) He believed that growth was, in part, an adaptation to the environment.
- (D) Alfred Binet also studied the cognitive development of children.
- (E) His works, however, continue to form the core of many psychology courses around the world.

# Section 6

# 6 6 6 6 6 6

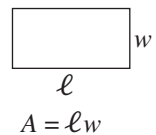
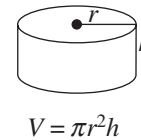
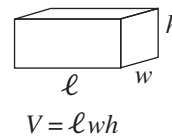
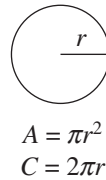
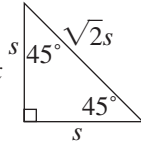
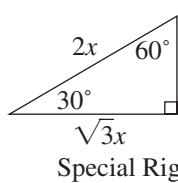
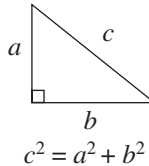
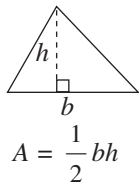
**Time—25 Minutes**  
**18 Questions**

**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 oval on the answer sheet. You may use any available space for scratchwork.

Notes

1. Calculator use is permitted.
2. All numbers used are real numbers.
3. Figures are provided for some problems. All figures are drawn to scale and 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



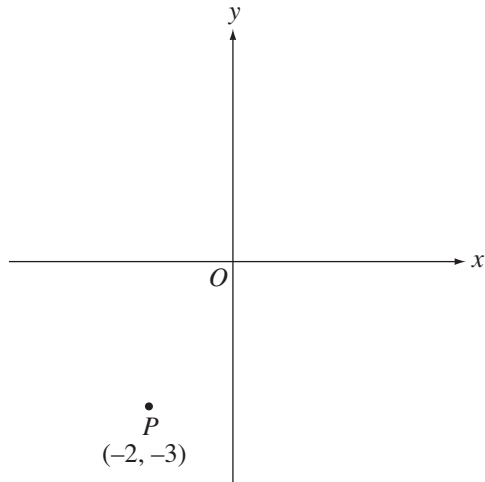
The sum of the measures in degrees of the angles of a triangle is 180.  
The number of degrees of arc in a circle is 360.  
A straight angle has a degree measure of 180.

**1** If  $3a + b = 10$  and  $b = 2a$ , then what is the value of  $a$ ?

- (A) 10
- (B) 2
- (C) 1
- (D)  $\frac{1}{2}$
- (E)  $\frac{1}{5}$

**2** If it takes Kate 8 hours working at a constant rate to write a term paper, what portion of the paper is written in 3 hours?

- (A)  $\frac{1}{24}$
- (B)  $\frac{1}{8}$
- (C)  $\frac{2}{11}$
- (D)  $\frac{3}{8}$
- (E)  $\frac{5}{8}$



- 3** In the figure above, a line is to be drawn through point  $P$  so that it never crosses the  $y$ -axis. Through which of the following points must the line pass?

(A) (3, 2)  
(B) (3, -2)  
(C) (2, 3)  
(D) (2, -3)  
(E) (-2, 3)

- 4** The ratio of 12 to 5 is equal to the ratio of 60 to what number?

(A) 1  
(B) 5  
(C) 10  
(D) 25  
(E) 144

- 5** The distance from Fultontown to Waterton is 11 miles and the distance from Waterton to Bingham is 7 miles. Assuming that Fultontown, Waterton, and Bingham do not lie in a straight line, which of the following could be the distance, in miles, from Bingham to Fultontown?

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

- 6** Each of the following is within both the domain and the range of  $f(x) = \frac{1}{1-x^2}$  EXCEPT

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

**7** Set  $P$  contains only the integers 51 through 90. If a number is selected at random from  $P$ , what is the probability that the number selected will be greater than 80?

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

**8** If an integer  $n$  is divisible by 3, 4, 9, and 12, what is the next larger integer divisible by these numbers?

- (A)  $n + 6$
- (B)  $n + 12$
- (C)  $n + 24$
- (D)  $n + 36$
- (E)  $n + 72$

**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 ovals in the special grid, as shown in the examples below. You may use any available space for scratchwork.

Answer: 1.25 or  $\frac{5}{4}$  or  $5/4$

Write answer in boxes.

Grid in result.

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Fraction line

Decimal point

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

Either position is correct.

- It is recommended, though not required, that you write your answer in the boxes at the top of the columns. However, **you will receive credit only for darkening the ovals correctly.**
- Grid only one answer to a question, even though some problems have more than one correct answer.
- Darken no more than one oval in a column.
- No answers are negative.
- Mixed numbers** cannot be gridded. For example: the number  $1\frac{1}{4}$  must be gridded as 1.25 or  $5/4$ .

(If 

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 is gridded, it will be interpreted as  $\frac{11}{4}$ , not  $1\frac{1}{4}$ .)

- Decimal Accuracy:** Decimal answers must be entered as accurately as possible. For example, if you obtain an answer such as 0.1666... , you should record the result as .166 or .167. **Less accurate values such as .16 or .17 are not acceptable.**

Acceptable ways to grid  $\frac{1}{6} = .1666\dots$

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**9** If  $a + 3 = 7 - b$ , what is the value of  $5(a + b)$ ?

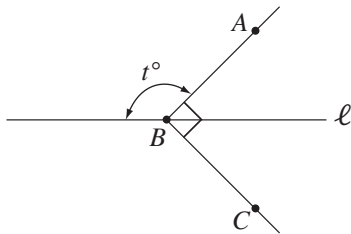
**10** In isosceles triangle  $XYZ$ ,  $XY = YZ$  and  $XZ = 10$ . If the sum of  $XY$  and  $YZ$  is less than 18, what is one possible value of  $XY$ ?



9	5	6	$v$
2	7	$x$	11
$w$	4	6	2
$v$	$y$	8	$z$

- 11** In the grid above, the sum of the values in each row is 21, and the sum of the values in each column is also 21. What is the value of  $z$ ?

- 13** When the water in a certain tank is poured into containers that hold 5 ounces of water each, the water fills 120 containers. If instead the water had been poured into containers that hold 3 ounces each, how many such containers would be filled?



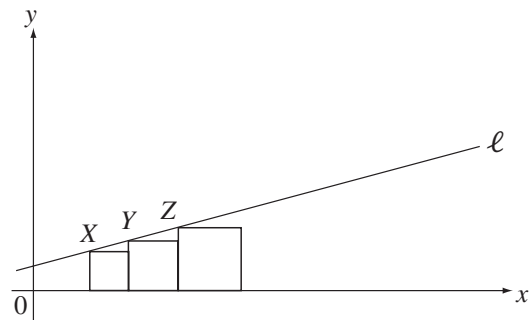
- 12** In the figure above, point  $B$  lies on line  $\ell$  and right angle  $ABC$  is bisected by line  $\ell$ . What is the value of  $t$ ?

- 14** If  $x = -1$  satisfies the equation  $x^2 - 4x - c = 0$ , where  $c$  is a constant, what is another value of  $x$  that satisfies the equation?

- 15** The sum of three consecutive odd integers is 3,045. What is the greatest integer of the three?

- 17** Ambrose, working alone, can paint a certain room in 8 hours. Either one of Benedict or Charles, working alone, can paint the room in 4 hours. If all three people, working at these rates, work together to paint the room, what fraction of the room is painted by Ambrose?

- 16** During a tournament, each of the 10 members of a certain chess club plays every other member exactly three times. How many games occur during the tournament?



Note: Figure not drawn to scale.

- 18** In the figure above, three adjacent squares each have one side on the  $x$ -axis. The squares with vertices  $X$ ,  $Y$ , and  $Z$  have areas  $r^2$ , 16, and 25, respectively, and vertices  $X$ ,  $Y$ , and  $Z$  lie on line  $\ell$ . What is the value of  $r$ ?

**Time—25 Minutes**  
**24 Questions**

**Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding oval 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:

Today's small, portable computers contrast markedly with the earliest electronic computers, which were -----.

- (A) effective            (B) invented  
(C) useful              (D) destructive  
(E) enormous

ANSWER:

A  B  C  D  E

**1** The professor's students admired him so much that they would ----- his mannerisms and style of dress.

- (A) mock                (B) mark  
(C) ape                 (D) plan  
(E) spot

**2** Although the risk of a nuclear accident remained -----, the public's concern about such an accident gradually -----.

- (A) steady . . waned  
(B) acute . . persisted  
(C) unclear . . shifted  
(D) obvious . . endured  
(E) pressing . . remained

**3** After several hours in the cave, the spelunker's vision had become so adjusted to the dark that she was ----- discerning objects in the sunlight.

- (A) privileged in    (B) accustomed to  
(C) incapable of    (D) ashamed to  
(E) deceived into

**4** Only the most ----- soldiers volunteered to be in the -----, since the first to attack were the most likely to be wounded or killed.

- (A) intrepid . . vanguard  
(B) pedestrian . . infantry  
(C) chivalrous . . cavalry  
(D) craven . . onslaught  
(E) courageous . . reserves

**5** If attending one of Shakespeare's plays is, essentially, ----- experience, then it is amazing how often one must strain to hear the actors speak the words.

- (A) a confusing    (B) an aural  
(C) a captious     (D) a cultural  
(E) an ennobling

**GO ON TO THE NEXT PAGE** 

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

Questions 6–9 are based on the following passages.

*The following passages express two points of view about Influence Studies, a contested area in the field of literary criticism.*

#### Passage 1

Because all works of art are products of influence, every work of literature can be traced to its sources. Careful readers can uncover a trail of interconnected influences that reveal the often complex history of a literary work, and gain insight into the work that could not be attained by looking at it in isolation. A scientist who studies icebergs must consider not only their visible upper part but also their far larger but unseen underneath. In similar fashion, if one wishes to look deeply into a literary work, then it is necessary to see beyond just the work itself and discover the past to which it is linked.

#### Passage 2

Every work of art is a unique creation. Of course, connections between works in various media can be identified. But do they have any real importance? Two authors, for example, writing in the same period and place might create works with many similarities without even being aware of one another's existence. The similarities are quite likely to have been caused by simple circumstance. Fabricating a dubious tale of a relationship between the two authors based solely on such "clues" adds nothing to understanding or appreciating the works. Students of literature must be taught to respect artworks as integral things, valuable in and of themselves.

- 6** The central argument in Passage 1 is that
- (A) every work of literature must be studied in depth to gain insight
  - (B) even circumstantial parallels between literary works are useful to critics
  - (C) the study of influences is essential to understanding a work of art
  - (D) a student gains little insight by exploring a work's influences
  - (E) literary critics are similar to scientists who study icebergs

- 7** With which of the following statements would the author of Passage 2 most strongly disagree?
- (A) Every poem is a unique creation.
  - (B) Studying a work's influences is fruitful.
  - (C) Influence studies should be done away with.
  - (D) Connections can be found between literary works.
  - (E) Students must be taught to respect artworks.
- 8** How would the author of Passage 1 most likely respond to the statement "two authors ... writing in the same period and place might create works with many similarities without even being aware of one another's existence" from Passage 2?
- (A) Even without being aware of it, the two authors must have influenced one another.
  - (B) The two authors likely had similar literary influences.
  - (C) Because the two lived in the same period, the authors were affected by the world around them in the same way.
  - (D) Had the authors known of each other, they would have tried to be more original.
  - (E) This type of accidental similarity has never occurred in the history of literature.
- 9** How would the author of Passage 2 most likely rebut the following statement in Passage 1: "if one wishes to look deeply into a literary work, then it is necessary to see beyond just the work itself and discover the past to which it is linked"?
- (A) The statement suggests that a study of history, not literature, is key.
  - (B) The past may reveal insights into a work, but not the work's influences.
  - (C) An artwork's influences are not as significant as its unique merits.
  - (D) Insights into a work of art can never be gained by looking at it in isolation.
  - (E) Studying influence only complicates the understanding of already difficult literary works.

Questions 10–14 are based on the following passage.

*The following is adapted from the arts column in a popular weekly news magazine.*

Until recently, quilts were most often regarded as an old fashioned way to keep warm, or, to those who are lucky enough to inherit a quilt, a fragile family heirloom that recalls a bygone era. Increasingly, however, we are witnessing a challenge to the notion that these objects are both outdated and utilitarian. Instead, both old and new quilts are increasingly being seen as a vital American art form.

A quilt is composed of two pieces of cloth surrounding a middle layer of batting—heavier material that provides warmth and weight—all of which is stitched together. The outside can be all of one piece and color or can be pieced together in an array of colors and patterns, and it is in this variation and invention that quilts move beyond pure utility into artistry.

Some quilters, such as Faith Ringgold, deliberately create quilts as narrative works of art. Ringgold makes story quilts by painting parts of a story on canvas and then cutting the canvas into pieces to be used as part of a quilt. She also uses the quilts as illustrations for children’s books. While Ringgold’s quilts may seem on first inspection to bear little resemblance to the work of the traditional or utilitarian quilters, there is actually a long tradition of narrative in quilting, and story quilts have been popular for centuries. For example, Harriet Powers, a nineteenth century former slave, told family stories and histories in the images she sewed into her quilts. Interestingly, even quilters who are not directly portraying a narrative can tell a story through the careful selection of fabric. The old work pants and the outgrown Sunday dress that have been cut and designed to make part of a quilt tell the story of family and community in much the same way Ringgold tells stories with her painting quilts about her neighborhood in New York.

Perhaps because of the increased visibility of “art quilters” like Ringgold, many critics and curators have begun to appreciate the artistry in older utilitarian quilts. Recently, the Museum of Fine Arts in Houston put together a show of quilts from a small town in Alabama called Gee’s Bend. The quilts were made by African-American women over a span of 70 years. When the quilts were hung on walls instead of spread on beds, their bold patterns and colors surprised some critics, who found them evocative of Modernist paintings. As one observer noted, “It certainly is

interesting what a little change of perspective can do.” Identifying the quilts with specific creators may also play a role in helping viewers to appreciate the creative volition involved in creating these works. Previously, in most museums, displayed quilts were often attributed to Anonymous if any attribution was noted at all. This contributed to the perception of quilts as depersonalized functional objects, rather than expressions of creativity. Exhibits like the one in Houston, as well as the work of Ringgold and her peers, lead us instead to see quilts as fascinating examples of creative expression.

- 10** The author of the passage would most likely agree that artistic expression
- (A) was the primary aim of the quilters from Gee’s Bend
  - (B) is likely to be more compelling when found in quilts than when found in traditional artistic media
  - (C) cannot be perceived in objects that are displayed anonymously
  - (D) can occur through the construction of functional objects
  - (E) is usually found in conjunction with story telling
- 11** According to the passage, the portrayal of a narrative through quilting
- (A) is a recent innovation of artists like Ringgold
  - (B) has fallen out of favor with the rise of art quilting
  - (C) is implemented primarily through the selection of appropriate fabrics
  - (D) is present in some examples of both traditional and art quilts
  - (E) involves first painting a scene on canvas
- 12** The author most likely cites the work of Harriet Powers (lines 26–29) in order to
- (A) counter an argument
  - (B) state a central thesis
  - (C) provide evidence for a previous statement
  - (D) cite a highly influential work
  - (E) confirm the validity of a perception

- 13** As used in the passage, “visibility” (line 37) most nearly means
- (A) appearance
  - (B) exposure
  - (C) perception
  - (D) distance
  - (E) appreciation
- 14** The author most likely cites an observer (“It certainly ... do”) in lines 47–48 in order to emphasize that
- (A) displaying the quilts in a museum caused viewers to appreciate the artistic merit of the quilts
  - (B) art cannot be easily appreciated without the proper context
  - (C) astute viewers often perceive creative expression in functional objects
  - (D) traditional quilts have much in common with art quilts such as those by Ringgold
  - (E) art critics and curators were negligent in not appreciating the artistry of quilts earlier

Questions 15–24 are based on the following passage.

*The following is adapted from an article in a journal of psychology. The article deals with the process of moral development in young people.*

Line  
(5) With disturbing frequency, news reports tell us of children of varying ages wreaking havoc throughout their schools and communities. Cheating scandals, acts of vandalism, and instances of teenage violence all provide regular fodder for the local news. Yet with the seemingly constant barrage of stories of youth gone astray, it is easy to forget that the vast majority of the nation's children act in a generally moral fashion. Why do most youths adhere to an ethical code while others drift away from accepted standards? The study of moral development has become one of the fastest growing fields in social psychology, and a number of competing theories have arisen to account for exactly why youngsters behave the way they do.

(10) The prevailing models of moral growth can be grouped into three schools of thought. The first focuses on natural biological forces; the second stresses learning through social influence and experience; and the third points to the judgment resulting from intellectual development. Despite their differences, all three theories agree on one key point. As demonstrated by a number of observed responses, all children begin life with a fundamental bias toward moral behavior. For example, empathy—the ability to experience another person's pleasure or pain vicariously—is a trait present in all newborns. Infants cry when they hear others cry and show enjoyment when they hear happy sounds such as laughter. Beyond this point of agreement, however, the theories quickly diverge.

(15) “Nativist,” or biologically focused, theories contend that all of human morality springs primarily from genetically inherited emotional dispositions. Like empathy, other “moral” emotions such as shame, guilt, and anger appear in the behavior of infants across the world. These observations lead Nativist scientists to conclude that all children are born with a basic moral code, which is eventually shaped and molded by the value system of their particular culture.

(20) Learning theories, on the other hand, maintain that children learn right from wrong through reward and punishment. According to studies of young children conducted in the first half of the twentieth century, a child's ethical behavior depends on the situation. These theorists claim that the determining factor is not a set of moral beliefs, but whether or not the child thinks he or she will get caught behaving badly.

(25) Finally, the third theory puts the emphasis on intellectual development. This theory posits that, for young children, power and authority constitute morality: whoever has the greatest might must be right. Over time, children learn that social rules are made by people and not

(30) based solely on force. Thus, they learn that relationships that cultivate reciprocity and caring are fairer than those that are one-sided, and they develop moral behavior that reflects this discovery.

(35) Though each of these theories champions a different cause behind the development of morality, every psychologist recognizes that there cannot be one universal reason. To argue for a single root cause would be to neglect the amazing complexity and variety of children's lives, and would represent a step in the wrong direction.

**15** The primary purpose of the passage is to

- (A) establish a definitive cause for the development of childhood morality
- (B) criticize the media's focus on teenage violence
- (C) condemn the unethical behavior of the majority of American children
- (D) present prevailing theories on moral development in children
- (E) compare the youth of the present to the youth of the past

**16** The author mentions “cheating scandals” in order to

- (A) provide an example of children behaving immorally
- (B) demonstrate society's low expectations for its youth
- (C) illustrate the unethical tendencies of most young people
- (D) show how the education system has invited media sensationalism
- (E) offer a contrast to the more serious problem of teenage violence

- 17** Which statement best describes the relationship between the three theories as discussed in the second paragraph?
- (A) The first theory incorporates the ideas of the other two theories.
  - (B) All of the theories focus on different aspects of biological development.
  - (C) All of the theories assume that humans are born with moral tendencies.
  - (D) The first theory was crafted by neuroscientists, while the other two were formulated by psychologists.
  - (E) None of the theories has anything in common with the other two.
- 18** In line 21, “bias” most nearly means
- (A) conviction
  - (B) prejudice
  - (C) tendency
  - (D) preference
  - (E) decision
- 19** The list of “moral emotions” in lines 31–32 primarily serves to
- (A) demonstrate how babies learn to display negative emotions
  - (B) show that babies are far more emotionally developed than most people think
  - (C) provide a contrast to the positive emotion of empathy
  - (D) support the contention that babies are born with certain moral traits
  - (E) illustrate the roots of immoral behavior
- 20** In line 35, “code” most nearly means
- (A) programmed response
  - (B) set of rules
  - (C) language
  - (D) signal
  - (E) set of specifications
- 21** The theorists mentioned in lines 41–44 (“These...badly”) likely believe that young children
- (A) have not developed an awareness of good and bad
  - (B) are inherently immoral
  - (C) have not yet learned that might does not necessarily mean right
  - (D) crave their parents’ approval
  - (E) will break rules if they are confident they will not be punished
- 22** According to the passage, the discovery that “social rules are made by people” (line 49) teaches children the importance of
- (A) seeking equity in relationships
  - (B) fearing authority
  - (C) establishing themselves as the dominant figure in all relationships
  - (D) being fair to those who are less fortunate
  - (E) getting as much out of relationships as they put into them
- 23** The author discusses “complexity and variety” (lines 57–59) in order to
- (A) discuss the many different ways these theories may be interpreted
  - (B) suggest that a synthesis of these theories is necessary when accounting for moral development
  - (C) highlight the advantages and disadvantages of the different theories
  - (D) emphasize the numerous factors that influence a child’s intellectual progress
  - (E) describe the general refusal of psychologists to take a stance on the issue of morality in young people
- 24** What best describes the author’s attitude toward the three theories?
- (A) scientific objectivity
  - (B) cultivated apathy
  - (C) unrestrained enthusiasm
  - (D) controlled skepticism
  - (E) elevated disdain

# Section 8

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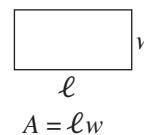
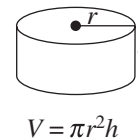
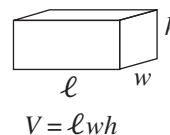
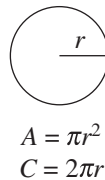
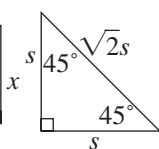
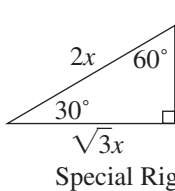
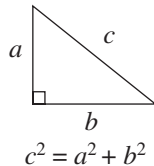
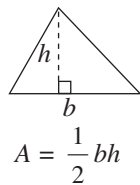
**Time—20 Minutes**  
**16 Questions**

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

Notes

1. Calculator use is permitted.
2. All numbers used are real numbers.
3. Figures are provided for some problems. All figures are drawn to scale and 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



The sum of the measures in degrees of the angles of a triangle is 180.  
The number of degrees of arc in a circle is 360.  
A straight angle has a degree measure of 180.

- 1** If  $7.708 < x < 7.8$ , which of the following could be the value of  $x$ ?
- (A) 7.808  
(B) 7.907  
(C) 7.75  
(D) 7.07  
(E) 7.88

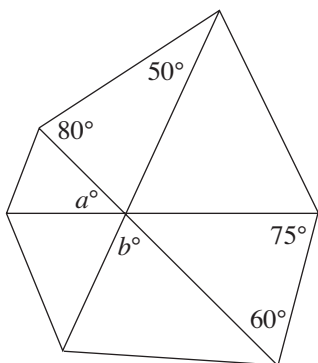
- 2** If  $P$ ,  $Q$ ,  $R$ , and  $S$  are four points on a line such that  $Q$  is between  $P$  and  $R$ , and  $S$  is between  $Q$  and  $R$ , then it must also be true that
- (A)  $Q$  is between  $P$  and  $S$   
(B)  $R$  is between  $Q$  and  $S$   
(C)  $S$  is between  $P$  and  $Q$   
(D)  $P$  is between  $S$  and  $R$   
(E)  $P$  is between  $Q$  and  $R$

**3** If  $7n + 4 = 10n - 8$ , then what is the value of  $4n$ ?

- (A) 1
- (B) 4
- (C) 6
- (D) 12
- (E) 16

**5** A certain printer takes 4 minutes to print file  $A$  and 5 minutes to print file  $B$ . In one hour, how many more copies of file  $A$  can be printed than of file  $B$ ?

- (A) 12
- (B) 9
- (C) 6
- (D) 4
- (E) 3



**4** In the hexagon above, three diagonals intersect at a point. What is the value of  $a + b$ ?

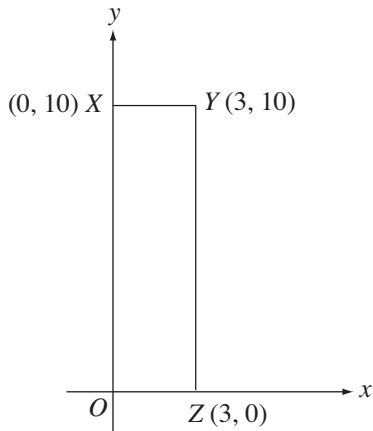
- (A) 90
- (B) 95
- (C) 100
- (D) 105
- (E) 110

**6** If  $|1 - x| \geq 1$ , then  $x$  could be any of the following EXCEPT

- (A) -2
- (B) -1
- (C) 0
- (D) 1
- (E) 2

- 7** If a bowl contains  $r$  red marbles,  $b$  blue marbles, and no other marbles, what is the ratio of the number of red marbles to the total number of marbles in the bowl?
- (A)  $r$  to  $b$   
(B)  $b$  to  $r$   
(C)  $r$  to  $rb$   
(D)  $b$  to  $(r + b)$   
(E)  $r$  to  $(r + b)$
- 9** If  $X$  is the set of positive integers with exactly one prime factor and  $Y$  is the set of integers from 1 to 50 inclusive, then the intersection of  $X$  and  $Y$  contains how many elements?
- (A) 15  
(B) 16  
(C) 21  
(D) 23  
(E) 24
- 8** If 175 percent of  $x$  is 140, what is  $x$  percent of 40?
- (A) 30  
(B) 32  
(C) 42  
(D) 98  
(E) 100
- 10** On a map,  $\frac{1}{2}$  inch represents 32 feet. If a certain trail is 256 feet long, what is its length, in inches, on the map?
- (A)  $\frac{1}{16}$   
(B)  $\frac{1}{4}$   
(C)  $\frac{3}{8}$   
(D) 4  
(E) 16

- 11** If  $p$  and  $q$  are integers greater than 1, then  $p^{12}$  must be greater than  $q^{48}$  when  $p$  is equal to which of the following?
- (A)  $q^5$   
(B)  $q^4$   
(C)  $5q$   
(D)  $4q$   
(E)  $q + 37$
- 12** A set consists of all the positive three-digit integers with the property that each digit is either a 1 or a 2. For how many of these three-digit elements of the set is the average of the units, tens, and the hundreds digit an integer?
- (A) 4  
(B) 3  
(C) 2  
(D) 1  
(E) 0
- 13** A certain population of bacteria triples every 3 minutes. If the number of bacteria in the population initially was  $3^{10}$ , what was the number in the population one half-hour later?
- (A)  $3^{11}$   
(B)  $10(3^{10})$   
(C)  $(10^3)(3^{10})$   
(D)  $3^{20}$   
(E)  $3^{100}$
- 14** An integer  $n$  is to be chosen at random from a set of 12 consecutive positive integers. Which of the following must be less than  $\frac{1}{2}$ ?
- I. The probability that  $n$  is the median of the set  
II. The probability that  $n$  is odd  
III. The probability that  $n$  is a multiple of 3
- (A) I only  
(B) II only  
(C) III only  
(D) I and III only  
(E) I, II, and III



**15** What is the area of rectangle OXYZ in the figure above?

- (A) 9
- (B) 13
- (C) 15
- (D) 30
- (E) 100

**16** Line  $l$  has an equation of  $y = 4x + 5$ . If line  $m$  is parallel to line  $l$  and passes through the point  $(2, 6)$ , what is the  $y$ -intercept of line  $m$ ?

- (A) -14
- (B) -8
- (C) -2
- (D) 2
- (E) 5

**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.**

**STOP**

**NO TEST MATERIAL ON THIS PAGE**

# Section 9

# 9 9 9 9 9 9 9 9 9 9

**Time—20 Minutes**  
**19 Questions**

**Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding oval 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:

Today's small, portable computers contrast markedly with the earliest electronic computers, which were -----.

- (A) effective            (B) invented  
(C) useful              (D) destructive  
(E) enormous

ANSWER:

A  B  C  D  E

- 1** Leonardo da Vinci exemplifies the versatility of the “Renaissance man”; he was ----- of many of the arts and sciences.  
(A) a novice            (B) a neighbor  
(C) an interpreter    (D) a practitioner  
(E) a detractor
- 2** The young man may have ----- heinous crimes, but he escaped prosecution by concocting an alibi that implied his -----.  
(A) abhorred . . profundity  
(B) condoned . . enthusiasm  
(C) performed . . immorality  
(D) committed . . innocence  
(E) condemned . . repentance
- 3** Amber’s organic origins are suggested by its ----; unlike most gemstones, it floats in water.  
(A) consistency    (B) luster  
(C) composition    (D) rarity  
(E) buoyancy
- 4** In the nineteenth century, when few women were involved in political life and most were forced to remain in the home, the rebellious Constance Markievicz succeeded in ----- politics and ----- the domesticity planned for her.  
(A) obtaining . . succumbing to  
(B) escaping . . subverting  
(C) pursuing . . avoiding  
(D) ignoring . . observing  
(E) disavowing . . enjoying
- 5** When Lauren got laryngitis and couldn’t talk, she was forced to communicate through facial expressions and gestures, essentially using the art of the -----.  
(A) mediator            (B) ensemble  
(C) elocutionist        (D) pantomime  
(E) troubadour
- 6** Although the presidential candidate was ---- repeatedly by his opponent, he refused to ---- and instead focused on only the issues of the election.  
(A) extolled . . prevaricate  
(B) derided . . capitulate  
(C) slandered . . retaliate  
(D) admired . . relinquish  
(E) vindicated . . submit

**GO ON TO THE NEXT PAGE** 

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

**Questions 7–19 are based on the following passages.**

The following adaptations from late-twentieth century reviews of Ernest Hemingway’s writing offer perspectives on the legacy of the American author’s work.

**Passage 1**

Line  
(5) The majority of Ernest Hemingway’s early works are teeming with numerous references to the disillusionment of a generation of Americans after the massive death and destruction of World War I. Hemingway’s “lost generation” of writers began to question traditional moral, ethical, and religious standards and values. In both Hemingway’s *Torrents of Spring* and *A Farewell to Arms*, the protagonists are depicted as men drastically changed by the violence of the war. In *A Farewell to*  
(10) *Arms*, Hemingway portrays the effects of the Great War first-hand, as the reader explores the war-time saga of a young ambulance driver. Upon the death of Catherine Barkley (the protagonist’s war-time nurse), the once idealistic, religious Frederick Henry realizes that bidding farewell to his dead lover was “like saying good-bye to a statue.” Death had transformed his once lively wife into a  
(15) “statue,” a lifeless object; now, it was clear to him that death was final. Since Hemingway’s heroes do not believe in life or judgment after death, they are free from the restrictions of traditional Christian ethics and values. As a consequence, Hemingway’s heroes pursued physical, earthly pleasures because they believed that these pleasures were the true rewards of life.

(20) These same secular, hedonistic, anti-religious undertones were apparent in *The Torrents of Spring*, but in this novel, Hemingway explored the post-war repercussions of the gore of World War I. Hemingway depicted the post-war erosion of traditional American values, especially within the sphere of the family unit.  
(30) Satirically, Hemingway demonstrated the new ease with which men and women left their spouses and children to start again elsewhere. Through the tale of Scripps O’Neil, he portrayed the post-war generation as a people with great mobility and a lack of solid ties to their families or  
(35) communities. This erosion of family values was complemented by a portrayal of the similar disillusionment and depression of the artistic and literary community of the western world in *The Sun Also Rises*. In this novel, Hemingway depicts the restlessness and  
(40) hedonistic, aimless travels of his generation of post-World War I writers. These expatriates were compelled by the needless bloodshed of the Great War to

forsake their traditional values for earthly indulgences and an arduous search for new beliefs and values. Thus, Hemingway’s great legacy in American literature is clear. The totality of his works captures the mood of an important era in American history and the unorthodox views and feelings of an important generation of post-war writers.

**Passage 2**

(45) Many literary critics have praised Ernest Hemingway for capturing the mood of the post–Great War generation of young Americans. There is no doubt that many supporters of the American novelist are justified in admiring how poignantly Hemingway conveyed the  
(55) despair and disillusionment of the United States during the 1920s. The personal tragedy faced by Hemingway’s characters, such as the Red Cross ambulance driver Frederick Henry in *A Farewell to Arms* and Scripps O’Neil in *The Torrents of Spring*, gives readers a real sense  
(60) of the horrors and repercussions of World War I. Through his timely, well-developed characters and narratives Hemingway preserved the negative American wartime and post-war experience for future generations of Americans. Although Hemingway’s anti-war message  
(65) was temporarily forgotten during the Great Depression and the Second World War, his timeless narratives were passionately revived during the nation’s Vietnam War era of rebellion and disillusionment.

(70) Regardless of the importance of Hemingway’s cultural preservation of a pivotal period in American history, however, the greatest legacy that Hemingway left America is his innovative literary style. The literary movements before Hemingway’s era were marked by varying degrees of adherence to Victorian formalism.  
(75) However, Hemingway’s terse, realistic style was critical in changing the way that American writers composed their works. Hemingway’s realism and unornamented prose ushered in a great shift in American literary history. Hemingway was once quoted as saying that he edited and  
(80) reedited his work until he eliminated all unnecessary paragraphs, phrases, words, and formalism. Innumerable young American authors have declared that Hemingway is the most influential writer in their lives. These modern authors often cite Hemingway as a major source of their  
(85) own style.

- Some literary critics have criticized my analysis of Hemingway's literary legacy, claiming that Hemingway was not a literary innovator in his own right. Harold Smith, for example, argues that Hemingway was merely an author whose style reflected the general stylistic trends of his era. He cites the similarities among the writing styles of Hemingway and his contemporaries, such as Gertrude Stein and F. Scott Fitzgerald. However, such criticisms are easily dismissed. After all, some of Hemingway's most illustrious contemporaries often cited his style as highly influential on their own writing. Hemingway's legacy as one of the greatest stylistic pioneers in American literary history appears unassailable.
- 7** The attitude of the author of Passage 1 toward Hemingway's legacy is one of
- (A) nostalgia  
(B) ambivalence  
(C) hatred  
(D) bafflement  
(E) appreciation
- 8** The discussion of Catherine Barkley's death (lines 12–18) functions primarily to
- (A) convey the remorse that Hemingway felt after his wife's death  
(B) demonstrate the hedonistic tendencies of Hemingway's characters  
(C) contrast Hemingway's real life with the life of his fictional characters  
(D) give an example of how Hemingway depicts changing values in his novels  
(E) celebrate the legacy of Hemingway's innovative literary style
- 9** As used in line 29, "sphere" most closely means
- (A) ground  
(B) topic  
(C) orb  
(D) domain  
(E) home
- 10** As used in line 40, the word "hedonistic" most nearly means
- (A) pleasure-seeking  
(B) immoral  
(C) sensitive  
(D) idealistic  
(E) lacking
- 11** The author of Passage 1 argues that Hemingway's literary legacy is
- (A) the legions of later writers that he influenced  
(B) his preservation of the sentiments of an important generation  
(C) his innovative and influential literary style  
(D) the development of the modern form of satire  
(E) his original manuscripts, which reveal much more than his published novels
- 12** In line 56, "tragedy" most nearly means
- (A) drama  
(B) misfortune  
(C) seriousness  
(D) downfall  
(E) bliss
- 13** The primary purpose of the first paragraph of Passage 2 is to
- (A) introduce an argument that the author later bolsters with more supporting evidence  
(B) advocate an alternative view about Hemingway's greatest literary legacy  
(C) introduce a view of Hemingway's greatest legacy that the author later denounces as completely unfounded  
(D) cite evidence in support of the author's main conclusion  
(E) offer potential reasons for supporting a position on Hemingway's greatest legacy that the author will later challenge
- 14** The author of Passage 2 implies that Hemingway's "cultural preservation of a pivotal period in American history" (lines 69–70) was
- (A) more important than his innovative literary style  
(B) as important as his development of Victorian literature  
(C) pivotal to ending the Vietnam War  
(D) not as important as his stylistic innovations  
(E) influential in most nations, not just the United States
- 15** The author of Passage 2 characterizes Hemingway's "literary style" (line 72) as
- (A) unoriginal  
(B) longwinded  
(C) simplistic  
(D) unadorned  
(E) satirical

- 16** The approaches of the two passages to the subject of Hemingway's legacy differ in that only Passage 2 uses
- (A) references to other authors who have written about Hemingway
  - (B) second-person address to the reader
  - (C) an anecdote from the author's personal experience
  - (D) a comparative analysis of Hemingway's early and late novels
  - (E) mentions of specific characters from Hemingway novel
- 17** Which one of the following techniques is used in each of the two passages?
- (A) comparison and contrast
  - (B) personal anecdote
  - (C) personal attack
  - (D) summary of opposing argument
  - (E) citation of examples
- 18** Both passages mention which of the following aspects of Hemingway's legacy?
- (A) his pioneering contributions to the modern American literary style
  - (B) his generous philanthropic work in Italy
  - (C) his preservation of the mood of an important historical period
  - (D) his bold anti-war protests during the Vietnam era
  - (E) his animosity toward the popularity of Victorian literature
- 19** Which of the following would serve as the most fitting title for the two passages taken together as a whole?
- (A) Hemingway and the Preservation of Culture
  - (B) Hemingway: Emblem of His Day
  - (C) Twentieth Century Literature: Hedonistic or Formal?
  - (D) The Lost Generation of Scripps O'Neill
  - (E) Hemingway: Great, But Why?

# Section 10

# 10 10 10 10 10 10 10 10 10 10

**Time—10 Minutes**  
**14 Questions**

**Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding oval 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. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

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:

ANSWER:

A  B  C  D  E

Every apple in the baskets are ripe and labeled according to the date it was picked.

- (A) are ripe and labeled according to the date it was picked
- (B) is ripe and labeled according to the date it was picked
- (C) are ripe and labeled according to the date they were picked
- (D) is ripe and labeled according to the date they were picked
- (E) are ripe and labeled as to the date it was picked

**1** Max was tired at the beginning of the physical fitness test, having shown great energy once the exam got under way.

- (A) having shown great energy once the exam got
- (B) but he showed great energy once the exam got
- (C) but showing great energy once the exam got
- (D) once he showed great energy when the exam got
- (E) however, he showed great energy when the exam had been

**2** Benjamin Franklin was not the first person to need glasses for seeing both near and far, but he has been the first to actually create a pair of bifocals.

- (A) has been the first to actually create
- (B) had been the first to actually create
- (C) was the first having created
- (D) was the first to actually create
- (E) having been the first to create

**3** The most abundant plants in our garden are zinnias and impatiens, the rose bushes are taller, however.

- (A) The most abundant plants in our garden are zinnias and impatiens, the rose bushes are taller, however.
- (B) Although the most abundant plants in our garden are zinnias and impatiens, the rose bushes are taller.
- (C) The most abundant plants in our garden are zinnias and impatiens, and the rose bushes are taller.
- (D) Although the rose bushes are taller, however, the most abundant plants in our garden are zinnias and impatiens.
- (E) Although the zinnias and impatiens are the plants who are most abundant in our garden, the rose bushes are taller.

**4** The buildings were constructed too quickly, without the right design behind it.

- (A) too quickly, without the right design behind it
- (B) too quick, without the right design behind it
- (C) too quickly, without the right design behind them
- (D) too quick, and there is not the right design behind them
- (E) too quickly, and there is not the right design behind it

**GO ON TO THE NEXT PAGE** 

# Section 10 | 10 10 10 10 10 10 10 10 10 10

- 5** Driving along the unpaved road, the front tire of my car went flat.
- (A) Driving along the unpaved road
  - (B) While driving along the unpaved road
  - (C) While I was driving along the unpaved road
  - (D) Where I was driving along, the road was unpaved and
  - (E) The road was unpaved and, while driving along it
- 6** No two of the houses was safe enough after the tornado to allow them being refurbished by former occupants.
- (A) was safe enough after the tornado to allow them being refurbished
  - (B) was safe enough after the tornado to allow the refurbishing of them
  - (C) was safe enough after the tornado to allow their being refurbished
  - (D) were safe enough after the tornado to allow the refurbishing of them
  - (E) were safe enough after the tornado to allow refurbishing
- 7** Plane geometry, coordinate geometry, and three-dimensional geometry, all of which are included in the SAT Math Level 2 Subject Test.
- (A) Plane geometry, coordinate geometry, and three-dimensional geometry, all of which are included in the SAT.
  - (B) Plane geometry, coordinate geometry, and three-dimensional geometry, all being included in the SAT.
  - (C) The SAT Subject Test, on its Math Level 2 Test, including plane geometry, coordinate geometry, and three-dimensional geometry.
  - (D) Plane geometry, coordinate geometry, and three-dimensional geometry are all included in the SAT.
  - (E) The SAT Subject Test, whose Math Level 2 Test includes plane geometry, coordinate geometry, and three-dimensional geometry.
- 8** Because of record-setting ticket sales, the play has been held over for another week.
- (A) Because of record-setting ticket sales
  - (B) Ticket sales set records
  - (C) Due to ticket sales being record-setting
  - (D) Because of having record-setting ticket sales
  - (E) The sales of tickets having been record-setting
- 9** I enjoy coaching soccer for nine- and ten-year-olds, most of them have been playing for years.
- (A) of them have been playing
  - (B) of them had played
  - (C) of which have been playing
  - (D) of whom have been playing
  - (E) have been playing
- 10** The new science magnet high school has a waiting list already because it has small classes, dedicated teachers, and the laboratories are well-equipped.
- (A) dedicated teachers, and the laboratories are well-equipped
  - (B) the teachers are dedicated, and the laboratories are well-equipped
  - (C) dedicated teachers, and well-equipped laboratories
  - (D) teachers who are dedicated, and the laboratories are well-equipped
  - (E) dedicated teachers, and the laboratories that are well-equipped
- 11** Being as it was a tie score, the team played especially hard in the third period.
- (A) Being as it was a tie score
  - (B) With the score as tied
  - (C) Due to its being a tie score
  - (D) The score was tied
  - (E) Because the score was tied

GO ON TO THE NEXT PAGE 

# Section 10

# 10 10 10 10 10 10 10 10 10 10

**12** John Updike wrote many novels and they include the Pulitzer Prize-winning *Rabbit is Rich*.

- (A) novels and they include
- (B) novels, having the inclusion of
- (C) novels, they include
- (D) novels, including
- (E) novels, and including

**13** Usually growing only slightly shorter than oak trees are pine trees, which are evergreen rather than deciduous.

- (A) Usually growing only slightly shorter than oak trees are pine trees, which
- (B) Usually growing only slightly shorter than oak trees, pine trees
- (C) Usually growing shorter only slightly from oak trees are pine trees, which
- (D) Pines usually grow only slightly shorter than oaks, they
- (E) Oak trees usually growing only slightly shorter from pine trees, where they

**14** My brother is almost as talented an artist as he is a singer.

- (A) almost as talented an artist as he is a singer
- (B) almost equally talented whether an artist or a singer
- (C) of the same talent as an artist and as a singer, almost
- (D) a talented artist, with almost as much talent in singing
- (E) talented as an artist and almost so talented in singing

**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.**

**STOP**

**NO TEST MATERIAL ON THIS PAGE**



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