

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

Important Reminders:

- **A pencil is required for the essay.** An essay written in ink will receive a score of zero.
- **Do not write your essay in your test book.** You will receive credit only for what you write on your answer sheet.
- **An off-topic essay will receive a score of zero.**
- **If your essay does not reflect your original and individual work, your test scores may be canceled.**

You have twenty-five minutes to write an essay on the topic assigned below.

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

Why do we not value the creative arts more than we do? Why are subjects like music, drama, photography, and creative writing always the first to be cut from school budgets during hard times? Many would answer that, unlike math, science, history, and other subjects taught in school, the arts are unnecessary. But this is so untrue. The arts are as necessary as these other subject areas—possibly even more necessary.

Assignment: Is it absolutely necessary for people to study the creative arts? 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.

BEGIN WRITING YOUR ESSAY ON PAGE 2 OF THE ANSWER SHEET.

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I spent some part of every year at the farm until I was twelve or thirteen years old. The life that I led there was full of charm and so is the memory of it yet. I can call back the faint odors of wildflowers, the sheen of rain-washed foliage, the clatter of raindrops when the wind shook the trees, and the far-off hammering of woodpeckers. I can call back the prairie—and its loneliness and peace.

Adapted from Mark Twain, *My Autobiography*

Assignment: Is it important for people to spend time outdoors and to learn to appreciate their natural environment? 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.

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In some circumstances we are encouraged to conform—to follow others, to do and think what everyone else is doing and thinking. In other circumstances, however, we are told to be individuals and are reminded that most people we consider great are not afraid to be different. Conformity may be appropriate in day-to-day life, but we should save our highest praise for people who choose to be unique.

Assignment: Should originality always be more highly praised than conformity? 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.

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SECTION 2

Time — 25 minutes

20 Questions

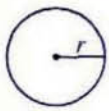
Turn to Section 2 (page 4) of your answer sheet to answer the questions in this section.

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

Notes

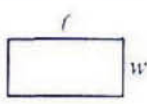
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not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

Reference Information

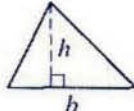


$$A = \pi r^2$$

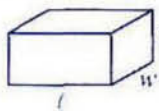
$$C = 2\pi r$$



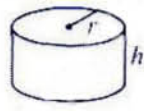
$$A = lw$$



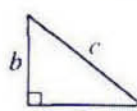
$$A = \frac{1}{2}bh$$



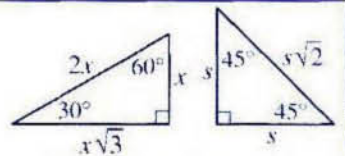
$$V = lwh$$



$$V = \pi r^2 h$$



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



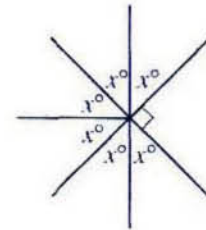
Special Right Triangles

The number of degrees of arc in a circle is 360.

The sum of the measures in degrees of the angles of a triangle is 180.

1. When 10^2 is added to 57,860, the value of which digit in the number 57,860 will be increased?

- (A) 0
(B) 5
(C) 6
(D) 7
(E) 8



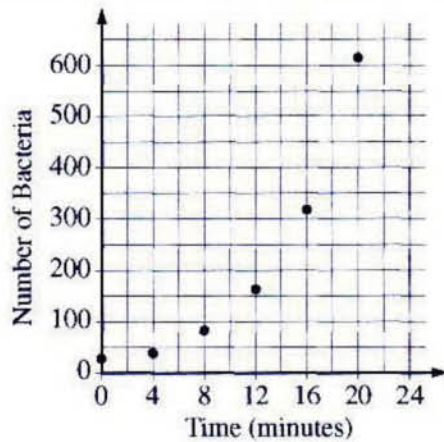
2. In the figure above, what is the value of x ?

- (A) 18
(B) 24
(C) 36
(D) 45
(E) 50

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GROWTH OF A POPULATION OF BACTERIA



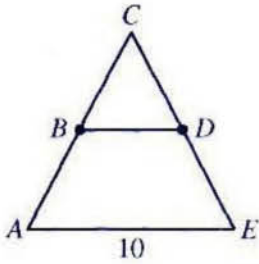
3. The number of bacteria in a dish at various times from the start of an experiment is shown in the graph above. Based on the pattern indicated by the graph, which of the following is closest to the number of minutes from the start of the experiment to the time when there were 450 bacteria in the dish?
- (A) 6
(B) 10
(C) 14
(D) 18
(E) 22

4. If the sum of the areas of two congruent squares is 50, what is the length of a side of each square?
- (A) 2
(B) 4
(C) 5
(D) 10
(E) 25

5. On a certain map, 2 inches represent 25 miles. How many inches on the map represent 200 miles?
- (A) 4
(B) 8
(C) 12
(D) 16
(E) 20

6. If $(y - x)(x - 2y) = k$, which of the following is always equal to $(y - x)(2x - 4y)$?
- (A) $2k$
(B) $3k$
(C) $4k$
(D) $6k$
(E) $8k$

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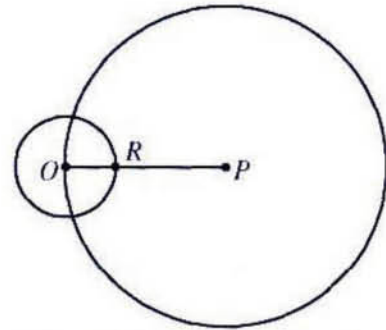


Note: Figure not drawn to scale.

7. In $\triangle ACE$ above, B is the midpoint of \overline{AC} and D is the midpoint of \overline{CE} . If $AC = 8$ and $CE = 12$, what is the perimeter of $\triangle BCD$?
- (A) 13
(B) 14
(C) 15
(D) 16
(E) 17

9. If j and k are integers and $0 < j < k < 6$, which of the following is a possible value of jk ?
- (A) 9
(B) 14
(C) 16
(D) 18
(E) 20

8. If it takes n complete class periods to show a video and each class period is 45 minutes long, which of the following represents the length of the video, in minutes?
- (A) $\frac{n}{45}$
(B) $\frac{3n}{4}$
(C) $\frac{4n}{3}$
(D) $\frac{45}{n}$
(E) $45n$



Note: Figure not drawn to scale.

10. In the figure above, point R lies on segment \overline{OP} . The area of the circle with center O is 4π , and the area of the circle with center P is 100π . What is the length of segment \overline{RP} ?
- (A) 10
(B) 8
(C) 6
(D) 4
(E) 2

GO ON TO THE NEXT PAGE



AVERAGE TIME
PER SCHOOL WEEK
SPENT ON HOMEWORK

Grade	Number of Hours
9	5
10	$6\frac{3}{4}$
11	$9\frac{1}{2}$
12	$8\frac{3}{4}$

11. The table above shows the average (arithmetic mean) time a student spent on homework per school week during each of 4 years of high school. In total, how many hours did the student spend on homework during 4 years of high school? (Assume that 1 school week contains 5 days and 1 school year contains 180 days.)
- (A) 322
(B) 1,008
(C) 1,080
(D) 5,040
(E) 5,400

12. One number is 8 more than twice another number. If the sum of the two numbers is 23, what is the greater of the two numbers?
- (A) 10
(B) 12
(C) 15
(D) 18
(E) 31

$$N(x) = -2x + 30$$

13. For a certain product, the number N of thousands of units sold each month is given by the function above, where x is the price per unit, in dollars, and $0 < x \leq 15$. The price per unit was \$14 in July and \$10 in August. How does the number of units sold in July compare to the number of units sold in August?
- (A) 4,000 fewer units were sold in July.
(B) 8,000 fewer units were sold in July.
(C) 20,000 fewer units were sold in July.
(D) 12,000 more units were sold in July.
(E) 16,000 more units were sold in July.

14. The volume of a right circular cylinder is 64π cubic inches. If the height and base radius of the cylinder are equal, what is the height of the cylinder?
- (A) 4 inches
(B) 6 inches
(C) 8 inches
(D) 16 inches
(E) 32 inches

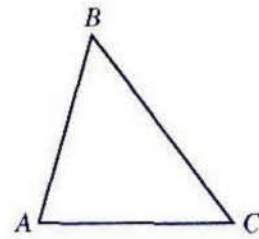
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15. If the average (arithmetic mean) of x , y , and 24 is 10, what is the average of x and y ?

(A) 2
(B) 3
(C) 6
(D) 7
(E) It cannot be determined from the information given.

16. In a survey, 78 people were asked about two television programs, X and Y . Of the people surveyed, 56 watch program X , 42 watch program Y , and 7 watch neither program. How many of the people surveyed watch both programs?

(A) 15
(B) 20
(C) 27
(D) 29
(E) 36




17. In the triangle above, $AB = AC = 5$ and $BC = 6$. What is the area of the triangle?

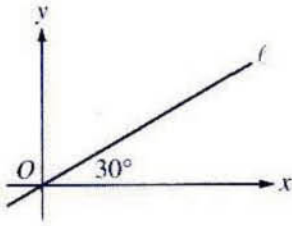
(A) 4
(B) 6
(C) 9
(D) 12
(E) 16

18. Positive integers x , y , and z satisfy the equations

$$x^{-y} = \frac{1}{8} \text{ and } y^z = 243. \text{ What is the value of } x + z?$$

(A) 5
(B) 7
(C) 9
(D) 11
(E) 13

GO ON TO THE NEXT PAGE 



19. In the figure above, what is the equation of line ℓ ?

- (A) $y = \frac{x}{2}$
- (B) $y = \frac{x}{\sqrt{2}}$
- (C) $y = \frac{x}{\sqrt{3}}$
- (D) $y = \sqrt{2}x$
- (E) $y = \sqrt{3}x$

20. If $a > 0$, $x^2 + y^2 = a$, and $xy = a - 10$, what is $(x + y)^2$ in terms of a ?

- (A) $a - 20$
- (B) $2a - 20$
- (C) $2a - 10$
- (D) $3a - 20$
- (E) $3a - 10$

STOP

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SECTION 3

Time — 25 minutes

24 Questions

Turn to Section 3 (page 4) of your answer sheet to answer the questions in this section.

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

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

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
(B) end . . divisive
(C) overcome . . unattractive
(D) extend . . satisfactory
(E) resolve . . acceptable

A B C D E

- No space was ----- inside the spaceship: there was nothing in it that did not serve an important function.
(A) occupied (B) wasted (C) modern
(D) unfamiliar (E) uncomfortable
- Long after the day's catch had been brought ashore, the smell of fish still ----- the air.
(A) rarified (B) purified (C) illuminated
(D) motivated (E) permeated
- Certain museum antiquities are of questionable legal status, tainted by histories of bribery, thievery, and other ----- activities.
(A) illicit (B) provincial (C) fabricated
(D) provocative (E) sovereign
- The shrewd dictator publicized the prosperity of one small village in order to ----- the ----- of the economic hardships that plagued most of his country.
(A) announce . . encroachment
(B) corroborate . . resurgence
(C) derail . . instability
(D) downplay . . magnitude
(E) expedite . . proliferation
- With his unlauded shirt and his wrinkled suit, Ted appeared -----.
(A) belligerent (B) slovenly (C) casual
(D) gracious (E) fervent
- The estranged friends attempted -----, but their deep-seated ----- made the resumption of cordial relations impossible.
(A) a mollification . . credulity
(B) a reallocation . . reciprocity
(C) a reconciliation . . enmity
(D) a disputation . . antipathy
(E) an appeasement . . veracity
- Ramona practiced ceaselessly, but even such ----- efforts could not compensate for the poor performance of her teammates.
(A) precocious (B) dilatory (C) perfunctory
(D) clandestine (E) unremitting
- Although -----, nearly self-effacing, in her personal affairs, the journalist displays in her articles and columns an overriding ----- publicity and controversy.
(A) charismatic . . fascination with
(B) monotonous . . disdain for
(C) diffident . . aversion toward
(D) retiring . . penchant for
(E) elusive . . indifference toward

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 9-10 are based on the following passage.

David Canaan had lived in Entremont all his thirty years. As far back as childhood, whenever anger had disheveled him, or confusion, or the tick, tick, tick of emptiness like he felt today, he had sought the log road that went to the top of the mountain. As he moved along this road, somewhere the twist of anger would loosen; a shaft of clarity would strike through the scud of confusion; blood would creep back into the pulse and pallor of the emptiness. He would take happiness there, to be alone with it, as another child might keep hidden for a day a toy that wasn't his.

9. The passage suggests that for David Canaan, the log road is best characterized as which of the following?

- (A) An antidote
- (B) A mystery
- (C) A stimulant
- (D) An illusion
- (E) A contradiction

10. The simile in the last sentence suggests that David Canaan

- (A) recognized that his happiness was not real
- (B) sensed that his happiness would not last
- (C) could feel happy only when he was alone
- (D) had been happiest when he was a small child
- (E) thought that no one else had experienced this feeling

Question 11 is based on the following passage.

"You can lose a country, but no one can take away your education," my mother reassured me. "You will have the best education in America." Years after our migration from Vietnam to Virginia, that was the hook I used to talk my mother into my idea of college. Every serious student in America embarked on a four-year quest, to be taught by a master teacher at a college far away from home, I explained. It was the equivalent of a martial artist's leaving her village to study kung fu at the Shaolin Temple, I would say. And although she did not do it with grace, she believed me.

11. The mother's statement in lines 2-3 ("You will . . . America") is best characterized as a

- (A) warning
- (B) lament
- (C) concession
- (D) compliment
- (E) conviction

GO ON TO THE NEXT PAGE



Questions 12-24 are based on the following passages.

These passages discuss Pleistocene rewilding: replacing the large mammals of North America that became extinct during the Pleistocene epoch with African or Asian relatives of those animals.

Passage 1

Line Humans probably were responsible to some degree for
late Pleistocene extinctions of large mammals in North
America and elsewhere. Our subsequent activities have
5 curtailed survival prospects and evolutionary potential for
most large vertebrates. For these reasons, as well as for the
sake of future human generations and Earth's plants and
animals, citizens and scientists bear an ethical responsibility
to vigorously redress these problems through Pleistocene
rewilding of North America.

10 Pleistocene rewilding is not a substitute for ongoing
conservation projects in Africa or North America. Instead,
it centers on restoring ecological function to North
America, where the evolutionary potential of many large
animals was stopped 13,000 years ago and where
15 ecosystems have struggled in the absence of their former
members. (The extinction of predators like the American
cheetah, for instance, means that a crucial link in the food
chain is broken.) It is also a bold attempt to preserve the
evolutionary potential of endangered African and Asian
20 animals. In doing so, we hope to transform conservation
biology, which is currently too easily characterized as a
doom-and-gloom discipline because we merely expose
and try to slow the rate of biodiversity loss. This
characterization may discourage people from taking an
25 interest in conservation. Pleistocene rewilding represents an
exciting move away from managing extinction and toward
restoring ecological and evolutionary processes by using
the past as a guide.

30 In the coming century, we will decide, by default or
design, how much humanity will tolerate other species and
thus decide the future of biodiversity. The default scenario
will surely include ever more landscapes dominated by
pests and weeds, the global extinction of more large
vertebrates, and a continuing struggle to slow the loss of
35 biodiversity. While sound science can help mitigate the
risks of Pleistocene rewilding, the potential for unexpected
consequences will worry many conservationists. Yet given
the apparent dysfunction of North American ecosystems
and Earth's overall state, there are likely significant risks
40 of inaction as well.

We ask those who object to Pleistocene rewilding:
Are you content with the defeatist attitude of our current
conservation philosophy? Are you content that your
descendants might well live in a world devoid of large
45 animals? Are you willing to settle for an American
wilderness that is severely impoverished relative to just
100 centuries ago? Although the obstacles to Pleistocene
rewilding are substantial and the risks are not trivial, we
can no longer accept a hands-off approach to wilderness


50 preservation as realistic, defensible, or cost free. It is time
not only to save wild places but also to rewild and
reinvigorate them.

Passage 2

We all remember *Jurassic Park*, the fictional account
of rewilding an isolated island with extinct dinosaurs
55 re-created from ancient DNA. Pleistocene rewilding of
North America is a proposal only slightly less sensational.
It is a little like proposing that two wrongs somehow will
make a right. The modern-day proxy species—African
elephants in place of American mammoths, etc.—are
60 “wrong” (that is, different genetically from the species that
occurred in North America during the Pleistocene epoch),
and the ecosystems into which they are to be reintroduced
are “wrong” (that is, different in composition from
Pleistocene ecosystems as well as from those in which the
65 modern-day proxy species evolved). Pleistocene rewilding
will not restore evolutionary potential to North America's
extinct animals, because the species in question are
evolutionarily distinct, nor will it restore the ecological
potential of North America's modern ecosystems, because
70 they have continued to evolve over the past 13,000 years.
In addition, there is a third and potentially greater “wrong”
proposed: adding these exotic species could potentially
devastate populations of indigenous animals and plants.

75 Although it is argued that Pleistocene rewilding of
North America is justified for ecological, evolutionary,
economic, aesthetic, and ethical reasons, there are clearly
numerous ecological and evolutionary concerns. Yes, the
plan might help conserve and maintain the evolutionary
potential of some endangered African and Asian animals.
80 But it cannot restore the evolutionary potential of extinct
species, and it may irreparably disrupt current ecosystems.
Moreover, there are many potential practical limitations to
this plan. Reintroduced camels did not survive for long in
the deserts of the American West. Could African mammals,
85 especially large carnivores, really populate the same areas?
Would elephants survive the harsh prairie winters, lacking
the thick coats of their American mammoth ancestors?

90 Answering these questions and accomplishing
Pleistocene rewilding of North America would require a
massive effort and infusion of funds and could take more
time to test experimentally than some of these critically
endangered species have left to survive in their existing
native habitats. If financial and physical resources were
available on this scale, they would be better spent on
95 developing new ways to manage and conserve existing
populations of African, Asian, and North American
wildlife in their native habitats; on conducting ecological,
behavioral, and demographic studies of these organisms in
the environments in which they evolved; and on educating
100 each continent's inhabitants about the wonders of their own
dwindling flora and fauna.

GO ON TO THE NEXT PAGE 

12. The primary purpose of both passages is to
- (A) discredit the validity of a project
 - (B) take a position on a potential plan of action
 - (C) clarify a series of misconceptions
 - (D) defend a widely held point of view
 - (E) analyze the significance of a particular event
13. In lines 1-9, the author of Passage 1 indicates that Pleistocene rewilding of North America is an "ethical responsibility" in part because
- (A) scientists have the knowledge and skills needed to accomplish the project
 - (B) scientists have diminished some species' prospects for survival by conducting unsafe experiments
 - (C) scientists did not foresee the destruction of North American habitats
 - (D) humans likely had a role in the late Pleistocene extinctions
 - (E) humans depend on animals for their own survival as a species
14. Both the American cheetah mentioned in lines 16-17, Passage 1, and the American mammoth mentioned in line 59, Passage 2, are examples of
- (A) native species that have become extinct
 - (B) native species that would be good candidates for rewilding
 - (C) proxy species that had difficulty adapting to new habitats
 - (D) creatures that were able to survive harsh winters
 - (E) predators that were important links in the food chain
15. Lines 20-28 ("In doing . . . guide") suggest that conservation biology has
- (A) done more harm than good
 - (B) tried and failed at Pleistocene rewilding
 - (C) focused on coping with existing problems without finding a real solution
 - (D) concentrated solely on predicting future extinctions
 - (E) caused scientists to seek creative approaches from other fields
16. The author of Passage 1 characterizes the "default scenario" in lines 31-35 as
- (A) creative
 - (B) inevitable
 - (C) tolerable
 - (D) unlikely
 - (E) undesirable
17. The author of Passage 2 would most likely characterize the concern of the "many conservationists" (line 37, Passage 1) as
- (A) universal
 - (B) well-founded
 - (C) sentimental
 - (D) diminishing
 - (E) alarmist
18. In discussing various "wrongs" (lines 57-73), the author of Passage 2 indicates that the most serious one is the
- (A) risk that proxy species would severely damage existing ecological communities
 - (B) probability that proxy species would fail to survive because they evolved in different ecosystems
 - (C) fact that proxy species are less adaptable than their extinct counterparts were
 - (D) menace that certain proxy species would pose to other proxy species
 - (E) concern that proxy species would return existing ecosystems to a state similar to that of the Pleistocene epoch
19. In line 68, "distinct" most nearly means
- (A) recognizable
 - (B) strange
 - (C) notable
 - (D) different
 - (E) clear
20. In lines 77-79 ("Yes . . . animals"), the author of Passage 2 responds to issues raised in Passage 1 by
- (A) conceding a point in preparation for a rebuttal
 - (B) summarizing the shortcomings of a proposal
 - (C) objecting strenuously to an idea
 - (D) clarifying a complicated issue
 - (E) offering constructive advice
21. In lines 83-84, the author uses the example of "Reintroduced camels" to suggest that
- (A) camels in particular were a poor choice for rewilding
 - (B) camels demonstrate the high financial cost of rewilding
 - (C) other animals might fail to thrive in nonnative environments
 - (D) other animals would equally disrupt North American habitats
 - (E) large African carnivores are very different from camels



22. Both authors use questions (lines 42-47, Passage 1, and lines 84-87, Passage 2) primarily in order to
- (A) feign confusion
 - (B) anticipate objections
 - (C) pose alternative solutions
 - (D) acknowledge that they do not have all the answers
 - (E) raise doubts about aspects of the opposing argument
23. Which best characterizes the function of the final sentence of Passage 2 (lines 93-101) ?
- (A) It debates the merits of an argument.
 - (B) It offers alternatives to a plan.
 - (C) It summarizes a radical new hypothesis.
 - (D) It demands a change in current policies.
 - (E) It lists important objections to an idea.
24. The author of Passage 1 would most likely characterize the ideas in lines 93-101, Passage 2 ("If financial . . . fauna"), as
- (A) wasteful
 - (B) undisciplined
 - (C) prudent
 - (D) inadequate
 - (E) ambitious

感谢CUUS、感谢满分网、感谢寄托，感谢猴哥SAT填空2300，背完填空只错了1个。感谢猴哥8000词频。感谢cuus藏经阁的经验。感谢寄托的入门必读。猴哥excel背诵法很快把单词过一遍。收到了题目和答案，10月考了2280，不用再考了，攒人品，发布题目。

STOP

**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.**



SECTION 5

Time — 25 minutes

35 Questions

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

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

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

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five
- (C) at age sixty-five years old
- (D) upon the reaching of sixty-five years
- (E) at the time when she was sixty-five



1. Hoping to capture some of her experiences growing up in the Himalayas, Kiran Desai decided setting her second novel in the mountain town of Kalimpong, where she spent time as a child.
 - (A) decided setting
 - (B) decided to set
 - (C) decides setting
 - (D) in deciding to set
 - (E) having decided to set

2. Although she spoke only Chinese at the time and **had** to memorize her English lines phonetically, Gong Li gave a memorable performance in the film *Memoirs of a Geisha*.
 - (A) Gong Li gave a memorable performance in the film *Memoirs of a Geisha*
 - (B) Gong Li, giving a memorable performance in the film *Memoirs of a Geisha*
 - (C) Gong Li, whose performance in the film *Memoirs of a Geisha* was memorably given
 - (D) but the performance in the film *Memoirs of a Geisha* given by Gong Li was memorable
 - (E) the film *Memoirs of a Geisha* had a memorable performance, it was given by Gong Li
3. One might expect global warming to cause plants to bloom earlier in the spring, but a recent study has shown that plants in northern latitudes blooming later as the planet warms.
 - (A) that plants in northern latitudes blooming later
 - (B) that plants in northern latitudes they are blooming later
 - (C) that plants in northern latitudes are blooming later
 - (D) plants in northern latitudes their having bloomed later
 - (E) plants in northern latitudes that bloomed more later
4. Academic success in college is usually related to good study strategies, which include establishing a daily routine, arranging a comfortable place to work, and to take regular breaks.
 - (A) to take regular breaks
 - (B) take regular breaks
 - (C) taking regular breaks
 - (D) breaks being regularly taken
 - (E) to take breaks regularly

GO ON TO THE NEXT PAGE

5. This morning, just as the professor was leaving for his lecture tour, a panel of distinguished scientists had issued a report confirming his most recent findings.
- (A) had issued a report confirming
 - (B) issued a report confirming
 - (C) issued a report to confirm of
 - (D) had issued a report, and they confirm
 - (E) has issued a report to confirm
6. While living in New York City, the speed and convenience of the subway system was something I came to appreciate.
- (A) the speed and convenience of the subway system was something I came to appreciate
 - (B) the subway system's speed and convenience were things I came to appreciate
 - (C) its speed and convenience were things I came to appreciate about the subway system
 - (D) I came to appreciate the speed and convenience being had by the subway system
 - (E) I came to appreciate the speed and convenience of the subway system
7. Angel DeCora began studying art at Smith College at a time when few Native American artists were receiving formal training in the European tradition.
- (A) few Native American artists were receiving formal training
 - (B) few Native American artists, who received formal training
 - (C) few Native American artists having been formally trained
 - (D) formal training would have been received by few Native American artists
 - (E) formal training was received by few Native American artists
8. An oversized men's suit popular in the late 1930s and 1940s, it was known as the zoot suit, was a declaration of rebellious self-assertion for its wearers.
- (A) it was known as the zoot suit,
 - (B) the zoot suit, which
 - (C) they knew it as the zoot suit, it
 - (D) the zoot suit, it
 - (E) the zoot suit
9. The part of Cyrano de Bergerac earned José Ferrer both the Tony and the Academy Awards, considered his finest role.
- (A) The part of Cyrano de Bergerac earned José Ferrer both the Tony and the Academy Awards, considered his finest role.
 - (B) The part of Cyrano de Bergerac, it is considered his finest role, earned José Ferrer both the Tony and the Academy Awards.
 - (C) The part, considered his finest role, of Cyrano de Bergerac, earning José Ferrer both the Tony and the Academy Awards.
 - (D) Considered his finest role, the part of Cyrano de Bergerac earned José Ferrer both the Tony and the Academy Awards.
 - (E) Considered his finest role, José Ferrer won both the Tony and the Academy Awards for the part of Cyrano de Bergerac.
10. Although people have become much better informed about the possible dangers of exposure to ultraviolet radiation in tanning beds, use of the beds has declined very little during the past five years.
- (A) Although people have become much better informed
 - (B) Although now much better informed
 - (C) Although having now become much better informed
 - (D) Despite people have much better information
 - (E) Despite their having much better information
11. John and Bob had been friends since kindergarten because he was good at soccer and ready to laugh at any joke.
- (A) kindergarten because he was good at soccer
 - (B) kindergarten because they were not only good soccer players
 - (C) kindergarten because each was good at soccer
 - (D) kindergarten, being not only good soccer players
 - (E) kindergarten, they were both good at soccer



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:

The other delegates and him immediately
A B C
accepted the resolution drafted by the
D
neutral states. No error
E

(A) ● (C) (D) (E)

12. The intricately carved details on the pillars that
A
support the balcony is even more beautiful than
B C
the balcony itself. No error
D E

13. Since the tiny Republic of San Marino has an area of
A
only 24 square miles plus being completely
B
surrounded by Italy, few people are even aware
C D
of its existence. No error
E

14. The boys were made so poor that most parents
A
avoided purchasing them despite the low prices
B C
at which the items were advertised. No error
D E

15. What was most apparent at the food science
A
convention was the industry's continuing
B
emphasizing on health-promoting ingredients.
C D
No error
E

16. Recently, biologists studying the calls of chickadees
A
discovered that the birds' warning songs signal not
B C
only the presence as well as the size of nearby
D
predators. No error
E

17. Although polls showed that many voters felt
sympathetic toward the embattled politician.
A
he or she voted him out of office in the next
B C D
election. No error
E



18. Had I known that the line to get into the movie
A
would be so long, I would of left earlier to get
B C
to the theater or bought my ticket online. No error
D E
19. People sharing housing with others often find that
A B
cooking and cleaning are a difficult task to coordinate,
C
especially when housemates have very different
D
schedules. No error
E
20. The reason the mammal is the dominant life form
A
in such a wide range of habitats is its ability to
B C
maintain a steady internal body temperature in
practically any environment. No error
D E
21. Some types of algae have so high an oil content that
A B C
scientists are seeking cost-effective ways to extract this
oil and converted it into biodiesel or jet fuel. No error
D E
22. African gray parrots are particularly noted for their
A
cognitive abilities, which are believed to have evolved
B
as a consequence of its history of cooperative feeding
C D
on the ground. No error
E
23. Its settlement of the strike demonstrated that the
A B
company can maintain strong labor relations, treat its
C
employees well, while still making a reasonable profit.
D
No error
E
24. Elizabeth Ellet is best known for her historical
A
accounts that focus on ordinary lives, especially
B
that of women, rather than on larger political and
C D
socioeconomic events. No error
E
25. The visual quality of the silent movies produced
A
during the 1920s were often extremely high.
B C D
No error
E



26. Before the election, there was a long period of
A
disagreement among my friends and I, because we
B C
all had conflicting opinions from which we would not
D
be swayed. No error
E

27. Amusement parks, particularly those featuring water
A B
rides, are a fun place for families to visit during the
C D
hot summer months. No error
E

28. Despite its dry climate, the ancient city of Petra
A
had about 30,000 residents; this astonishing
B C
dense population was made possible only by
D
a cleverly designed water supply system. No error
E

29. Researchers began to suspect that fatty acids in fish
A
might have a protective effect when they observed
B
that the frequency of heart disease among populations
subsisting mainly on fish were surprisingly low.
C D
No error
E

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

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

Questions 30-35 refer to the following passage.

(1) Over the last decade or so, organic food—food grown without artificial fertilizers or pesticides—has become extremely popular. (2) In 2006 organic food sales in the United States alone reached \$17 billion. (3) This figure is rather surprising when you consider that organic food is often much more expensive than conventionally grown food. (4) Organic fruits and vegetables can cost as much as 40 percent more than conventionally grown produce. (5) Many people believe that the extra cost is justified because it is more healthful than conventionally grown food. (6) This belief, however, is not totally supported by the evidence.

(7) Many proponents of organic food argue that artificial fertilizers and pesticides are harmful to human health and that people should therefore consume only food that has been grown without them. (8) While this is certainly a valid point, consumers can reduce their exposure to at least some of these chemicals by peeling or thoroughly washing produce. (9) They also argue that organically grown produce is more nutritious. (10) Some studies do, in fact, show that organic produce may initially be more nutritious than conventional produce, but other research suggests that storing and shipping may negate any initial nutritional advantage. (11) An organic apple shipped 2,000 miles and then left to sit on a grocery store shelf for two weeks may well have fewer vitamins than does a freshly picked conventionally grown apple.

(12) However, one argument for organic food is indisputable. (13) It is that organic food is better for the environment. (14) The reason for this is that farms that grow organic food use less energy and leave soils in better condition than on conventional farms.



30. In context, which of the following is the best revision of the underlined portion of sentence 4 (reproduced below) ?

Organic fruits and vegetables can cost as much as 40 percent more than conventionally grown produce.

- (A) By comparison, organic fruits and vegetables
- (B) But organic fruits and vegetables
- (C) Indeed, organic fruits and vegetables
- (D) This explains why organic fruits and vegetables
- (E) Despite this difference, organic fruits and vegetables

31. In context, which of the following phrases would most effectively replace the words "it is" in sentence 5 (reproduced below) ?

Many people believe that the extra cost is justified because it is more healthful than conventionally grown food.

- (A) it has been shown to be
- (B) they think that it is
- (C) fruits and vegetables are
- (D) organically grown food is
- (E) such produce must be

32. In context, which of the following revisions to sentence 9 (reproduced below) is most needed?

They also argue that organically grown produce is more nutritious.

- (A) Begin the sentence with "To the contrary,".
- (B) Replace "They" with "Proponents".
- (C) Change "argue" to "have argued".
- (D) Replace "more" with "twice as".
- (E) Add "by comparison" after "nutritious".

33. Which of the following, if placed at the beginning of sentence 11 (reproduced below), would most effectively link it to sentence 10 ?

An organic apple shipped 2,000 miles and then left to sit on a grocery store shelf for two weeks may well have fewer vitamins than does a freshly picked conventionally grown apple.

- (A) Even so,
- (B) Despite such findings,
- (C) Other research, however, suggests that
- (D) As expected, they found that
- (E) For instance,

34. In context, which of the following is the best way to revise and combine sentences 13 and 14 (reproduced below) ?

It is that organic food is better for the environment. The reason for this is that farms that grow organic food use less energy and leave soils in better condition than on conventional farms.

- (A) Organic food is better for the environment, by organic farms producing food that uses less energy and leaves soils in better condition than conventional farms.
- (B) Because organic farms used less energy and left soils in better condition than conventional farms did, organic food was better for the environment.
- (C) Compared to conventional farms, which used more energy and left soils in worse condition, the food grown on organic farms was better for the environment.
- (D) Organic food is better for the environment because organic farms use less energy than conventional ones and leave soils in better condition.
- (E) Being that organic food is grown on farms that use less energy and leave soils in better condition than conventional farms, so it is better for the environment.

35. Which would make the best concluding sentence for the passage?

- (A) Nevertheless, supermarkets are devoting increasingly more space to the display of organic foodstuffs.
- (B) Ultimately, whether organic food's lower environmental impact continues to justify its higher cost will be decided by the consumer.
- (C) And, as the cost of energy derived from conventional fuels rises, alternative sources will become economically viable.
- (D) As an added benefit, when one sort of pollution is reduced, support for sound environmental practices grows.
- (E) Still, the issue will not be resolved until the government clearly indicates what is "organic" and what is not.

STOP

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.



SECTION 6

Time — 25 minutes

18 Questions

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

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

Notes

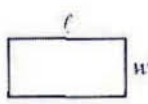
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not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

Reference Information

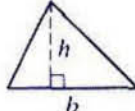


$$A = \pi r^2$$

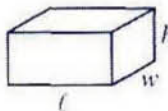
$$C = 2\pi r$$



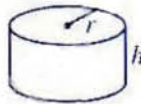
$$A = lw$$



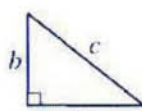
$$A = \frac{1}{2}bh$$



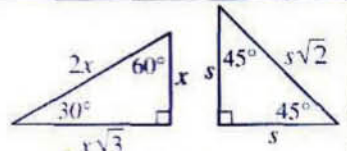
$$V = lwh$$



$$V = \pi r^2 h$$



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



Special Right Triangles

The number of degrees of arc in a circle is 360.

The sum of the measures in degrees of the angles of a triangle is 180.

1. If $6x + px = 14x$ and $x \neq 0$, what is the value of p ?

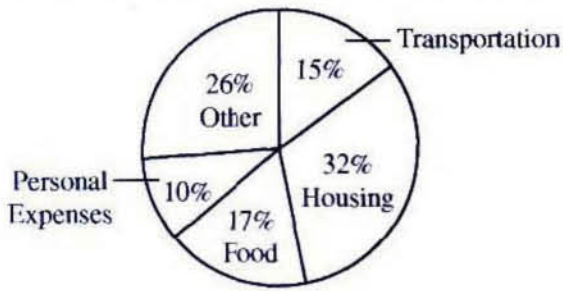
- (A) 6
- (B) 8
- (C) 10
- (D) 14
- (E) 20

2. If the function f is defined by $f(x) = 2x$, which of the following expressions is equal to $f(x) + 1$?

- (A) $2x + 1$
- (B) $2x + 2$
- (C) $3x$
- (D) $3x + 1$
- (E) $3x + 2$

GO ON TO THE NEXT PAGE

SMITH FAMILY EXPENDITURES IN 2005



3. Based on the graph above, if the Smith family's total expenditures in 2005 were \$30,000, what was the expenditure for transportation?
- (A) \$2,000
 (B) \$2,050
 (C) \$4,000
 (D) \$4,500
 (E) \$5,000

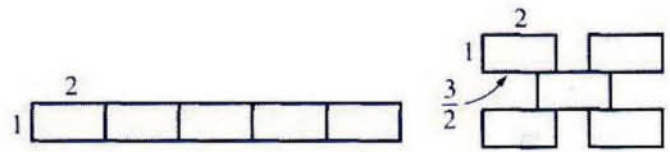


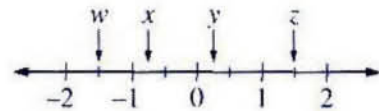
Figure I

Figure II

5. When five identical rectangles are arranged horizontally as shown in Figure I above, the area of the resulting shaded figure is 10. If these five rectangles are rearranged as shown in Figure II, what is the area of the resulting shaded figure?
- (A) 5
 (B) $\frac{15}{2}$
 (C) 10
 (D) 12
 (E) 15

5 UK quarts are approximately equal to 6 US quarts.

4. Based on the information above, which of the following is closest to 1 UK quart?
- (A) 0.5 US quart
 (B) 0.7 US quart
 (C) 0.8 US quart
 (D) 1.2 US quarts
 (E) 1.8 US quarts



6. The letters w , x , y , and z stand for numbers on the number line above. Which of the following products is greatest?
- (A) wx
 (B) wy
 (C) wz
 (D) xy
 (E) yz

GO ON TO THE NEXT PAGE



7. Lines ℓ , m , r , and s are all different lines that lie in the same plane. If $\ell \perp m$, $m \perp r$, and $r \perp s$, which of the following must be true?

- I. $\ell \perp s$
 - II. $\ell \parallel r$
 - III. $m \perp s$
- (A) I only
(B) I and II only
(C) I and III only
(D) II and III only
(E) I, II, and III

8. If x and y are positive numbers, then the inequality $x\sqrt{3} > y\sqrt{5}$ is equivalent to which of the following?

- (A) $x < \frac{5}{3}y$
(B) $x > \frac{5}{3}y$
(C) $x > \frac{25}{9}y$
(D) $x^2 < \frac{5}{3}y^2$
(E) $x^2 > \frac{5}{3}y^2$

GO ON TO THE NEXT PAGE 



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

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

Write answer in boxes.

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

	7	/	1	2
	○	○	○	○
	○	●	○	○
	○	○	○	○
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○

Grid in result.

Fraction line

Answer: 2.5

	2	.	5
	○	○	○
	○	○	○
	○	○	○
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○
5	○	○	○
6	○	○	○
7	○	○	○
8	○	○	○
9	○	○	○

Decimal point

Answer: 201

Either position is correct.

	2	0	1
	○	○	○
	○	○	○
	○	○	○
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○

	2	0	1
	○	○	○
	○	○	○
	○	○	○
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○

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

- Mark no more than one circle in any column.
- Because the answer sheet will be machine-scored, **you will receive credit only if the circles are filled in correctly.**
- Although not required, it is suggested that you write your answer in the boxes at the top of the columns to help you fill in the circles accurately.
- Some problems may have more than one correct answer. In such cases, grid only one answer.
- No question has a negative answer.
- **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or 7/2. (If $\frac{31}{2}$ is gridded, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)

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

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

	2	/	3
	○	○	○
	○	○	○
	○	○	○
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○
5	○	○	○
6	○	○	○

	.	6	6	6
	○	○	○	○
	○	○	○	○
	○	○	○	○
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○

	.	6	6	7
	○	○	○	○
	○	○	○	○
	○	○	○	○
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○

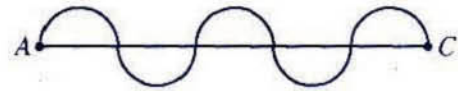
9. At a used book store, each paperback book is priced at \$1 and each hardcover book is priced at \$5. Ken purchased 25 used books at the store for a total price of \$65. How many paperback books did Ken purchase?

10. If $7x - 3 = 2 - 2x$, what is the value of $3x$?

GO ON TO THE NEXT PAGE

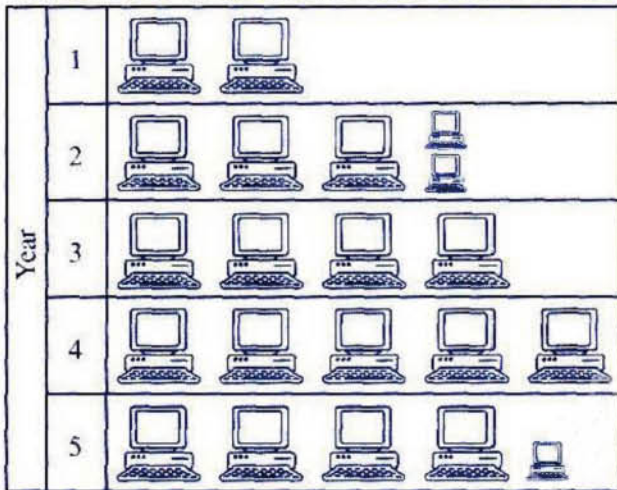


11. The line in the xy -plane that contains the points $(1, 3)$ and $(4, y)$ has slope 0. What is the value of y ?



13. In the figure above, the diameters of the five semicircles are equal and lie on line segment \overline{AC} . If the length of \overline{AC} is 12, what is the radius of one of the semicircles?

NUMBER OF COMPUTERS SOLD AT COMPCITY



= 2000 computers



= 500 computers

12. The pictogram above shows the number of computers sold at CompCity in its first five years of business. How many more computers were sold in the year with the highest volume of sales than in the year with the lowest volume of sales?

14. Five different bands have been selected to march in a parade. One band has been chosen to lead the parade. In how many different orders can the remaining four bands be placed in the parade?

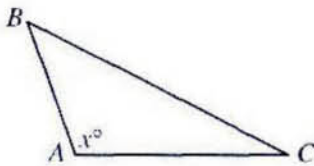
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For sequence A , the n th term is $10n + 58$.

For sequence B , the n th term is 2^n .

15. The n th terms of sequences A and B are defined above for all positive integers n . What is the least value of n for which the n th term of sequence B is greater than the n th term of sequence A ?



Note: Figure not drawn to scale.

16. In the figure above, $AB = 6$ and $AC = 8$. If $x > 90$, what is one possible length of \overline{BC} ?

17. Let the function g be defined for all values of x by $g(x) = x(x - 1)$. If m is a positive number and $g(m + 2) = 12$, what is the value of m ?

STUDENTS' LOCKER LOCATION BY GRADE

	9	10	11	12	Total
Hall A	155	85	20	0	260
Hall B	—	100	70	75	—
Hall C	25	20	90	115	250
Total	—	205	180	190	

18. At Eastern High School, each student is assigned one locker. The locker may be either in hall A , B , or C . The partially completed table above shows the number of students from each grade assigned a locker in each of the three halls. If 20 percent of the students in grade 9 were assigned a locker in hall B , what is the total number of students who were assigned a locker in hall B ?

STOP

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.

SECTION 7

Time — 25 minutes

23 Questions

Turn to Section 7 (page 6) of your answer sheet to answer the questions in this section.

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

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

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
(B) end . . divisive
(C) overcome . . unattractive
(D) extend . . satisfactory
(E) resolve . . acceptable

(A) (B) (C) (D) ●

1. Films and paintings ----- a similar challenge: to ----- the viewer's eye that a two-dimensional surface actually has depth.
- (A) share . . warn
(B) overlook . . show
(C) face . . persuade
(D) disprove . . convince
(E) avoid . . teach

2. There was so much ----- in the recent senatorial campaign that voters tuned out, disgusted with the barrage of malicious accusations.
- (A) incompetence (B) lethargy (C) obstinacy
(D) mudslinging (E) grandstanding
3. Recent advances indicate that cures for some seemingly intractable diseases are now within reach, but scientists are being ----- in their public statements, mindful of past claims that proved -----.
- (A) circumspect . . erroneous
(B) nonchalant . . unambitious
(C) irascible . . apocalyptic
(D) adamant . . invulnerable
(E) equivocal . . unimpeachable
4. Nuclear engineer Meena Mutyala argues that nuclear power is an environmentally ----- technology, operating with essentially no emissions.
- (A) munificent (B) culpable (C) inimical
(D) benign (E) capricious
5. Harper Lee cannot be called ----- writer as she has published only one major work; however, her writing in that novel is so -----, so sharply perceptive, that it has earned her enduring popularity.
- (A) an erudite . . incisive
(B) a productive . . convoluted
(C) a prolific . . trenchant
(D) a verbose . . timorous
(E) an astute . . probing

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.

Passage 1


Line Americans should not be taxed to fund the Public
Broadcasting Service, and Congress should terminate
funding for it. We wouldn't want the federal government
to publish a national newspaper. Neither should we have
5 a government television network and a government
radio network. If anything should be kept separate from
government and politics, it's the news and public-affairs
programming that informs Americans about government
and its policies. When government brings us the news—
10 with all the inevitable bias and spin—the government is
putting its thumbs on the scales of democracy. Journalists
should not work for the government. Taxpayers should
not be forced to subsidize news and public-affairs
programming.

Passage 2

15 Should the government fund a national public
broadcasting system? While many artistically minded
people choose to support the appropriation of their tax
dollars to PBS, others consider the financial entwining
of journalism and the government inappropriate. Some
20 claim that since PBS is no longer the fledgling weakling
that it was when it was founded, there is no longer any
need for taxpayers to continue to fund it. Arts supporters
counter that without government money, PBS will not be
able to sustain its financial commitment to the creation of
25 television that deals with nonmainstream, culturally diverse
topics and art forms.

6. Lines 3-6 ("We wouldn't . . . network") make use of which rhetorical strategy?
- (A) Exaggeration
 - (B) Analogy
 - (C) Personal anecdote
 - (D) Historical citation
 - (E) Figurative language

7. The author of Passage 1 would most likely argue that the "entwining" referred to in line 18 in Passage 2
- (A) cannot be justified because it targets certain taxpayers disproportionately
 - (B) places too much of a burden on the federal government
 - (C) requires congressional oversight if it is to be done properly
 - (D) might prove unacceptable to even the most independent minded journalists
 - (E) interferes with the proper functioning of the American political system
8. Compared with the tone of Passage 2, the tone of Passage 1 is more
- (A) balanced
 - (B) sincere
 - (C) accepting
 - (D) emphatic
 - (E) ironic
9. Which best describes how each passage presents its argument?
- (A) Passage 1 makes a series of points to support a position, while Passage 2 presents views that conflict with one another.
 - (B) Passage 1 offers multiple examples to illustrate a point, while Passage 2 discusses a situation in general terms.
 - (C) Passage 1 includes personal anecdotes, while Passage 2 relies on factual evidence.
 - (D) Passage 1 provides technical explanations, while Passage 2 focuses on a familiar hypothesis.
 - (E) Passage 1 traces the history of an issue, while Passage 2 appeals to common sense to make its points.

GO ON TO THE NEXT PAGE 

Questions 10-16 are based on the following passage.

This passage, adapted from a 1996 book written by an African American woman who grew up in New York City, discusses jumping rope.

Line Ten years before Air Jordans, I learned to fly. It's
5 like the way some kids stroll to a basketball hoop with
a pumped-up ball and throw a few shots, hitting each one
effortlessly. Like a car idling before a drag race, there is an
invitation, perhaps even a threat, in the way their sneakers
soft-shoe the pavement and the ball rolls around in their
hands.

As double-dutch girls, we had our own prance. Three
of us and a couple of ropes. It had to be at least three girls
—two to turn, one to jump. We knew the corners where
you could start a good game. Like basketball players
going for an easy layup, we started turning nice and slow.
Before jumping in, we would rock back and forth to propel
ourselves forward. It wasn't a question of whether we'd
15 make it in; we'd conquered that years before. The challenge
was to prove how long we could jump. The tricks we would
do—pop-ups, mambo, around the world—were just for
show, just to work the other girls' nerves. The real feat was
longevity. So when we picked the corner where we were
20 going to double dutch, we came with ropes and patience.

There is a space between the concrete and heaven where
the air is sweeter and your heart beats faster. You drop
down and then you jump up again and you do it over and
over until the rope catches on your foot or your mother
25 calls you home. Your legs feel powerful and heavy as they
beat the ground. When you do around the world, it's like
a ballet dancer's pirouette. In the rope, if you're good
enough, you can do anything and be anything you want.

We'd meet at about 3:30, after we'd changed from our
30 school clothes into our play clothes. Then we'd jump until
the parents started coming home. Most of our parents
worked nine to five in Manhattan, and it took them
about an hour to get home. We knew it was coming
up on six o'clock when we saw the first grown-up in
35 business clothes walking down the hill from the bus stop.

Sometimes a grown-up woman, dressed in the stockings
and sneakers that all our mothers wore for the long
commute home, would jump in—handbag and all—
just to show us what she could do. She usually couldn't
40 jump for very long. These women had no intention of
sweating anyway.

Around this time, I would start looking out for my
mother. I'd try to make my turn last long enough so
she could see me jump.

45 "Wait, Mom, watch me jump!" I'd say.

"I've got to start dinner," she'd say. "And I've seen
you jump before. Some other time," she'd say, closing
the gate behind her.

There's so much I can do. So much stuff she doesn't
50 know. But it's always some other time with her.

Here is what I wish she knew: There is nothing better
than the space between the two ropes. The helix encircles
you and protects you and there you are strong. I wish she'd
let me show her.

10. Which best describes the primary purpose of the passage?

- (A) To provide a realistic view of a seemingly idyllic childhood
- (B) To illustrate the personal significance of an after-school pastime
- (C) To promote the benefits to young girls of a certain kind of play
- (D) To instruct others in the fine techniques of a difficult process
- (E) To represent a young girl's maturation as she gives up early childhood pursuits

11. In the first paragraph (lines 1-7), the author primarily uses which technique?

- (A) Comparisons
- (B) Exclamations
- (C) Foreshadowing
- (D) Irony
- (E) Personification

12. The sentence in lines 14-15 ("It . . . before") reveals an attitude of

- (A) relief
- (B) disgust
- (C) boredom
- (D) confidence
- (E) recklessness

13. Which situation is most like the one described in lines 16-18 ("The tricks . . . nerves")?

- (A) A magician uses sophisticated sleight of hand to entertain children at a birthday party.
- (B) A figure skater executes complex leaps and spins, hoping to fluster other skaters.
- (C) An anthropologist interviews people in order to understand their rituals.
- (D) A child imitates the behavior of adults in order to impress her peers.
- (E) A dance instructor attempts to teach a class a complicated set of dance steps.

14. As described in lines 27-28 ("In the . . . want"), jumping rope best represents what for the author?

- (A) Group solidarity
- (B) Artistic precision
- (C) Enjoyable exercise
- (D) Soothing ritual
- (E) Unlimited possibility

15. Lines 29-35 suggest which of the following about the parents?

- (A) Their habits were predictable.
- (B) Their jobs were fulfilling.
- (C) They longed to relive their childhoods.
- (D) They envied the girls' rope-jumping skills.
- (E) They came from all walks of life.

16. As described in lines 52-53, the "helix" is best understood as representing what to the author?

- (A) An intellectual challenge
- (B) An urgent need
- (C) An obstacle to progress
- (D) A feeling of vibrant well-being
- (E) A desire for dangerous risk taking

GO ON TO THE NEXT PAGE 



Questions 17-23 are based on the following passage.

The conflict known as the Trojan War has captured the Western imagination for thousands of years. Even at the time of the Greek poet Homer (circa 850 B.C.), whose epic poem, *The Iliad*, describes an event in the conflict, the war was already considered a legendary occurrence. In this passage, the author addresses the question, "Did the Trojan War actually happen?"

In the ancient world it was the almost uniform belief that the Trojan War was a historical event: the philosopher Anaxagoras was one of only a handful known to have

Line 5 But then, as now, everyone knew there was no historical record of the war; equally, they *knew* that it had happened! It is a paradox unique in historiography. When the "Father of History," Herodotus, who lived in the fifth century B.C., asked Egyptian priests whose chronicles covered many
10 centuries whether the Greek story of the war was true, he was simply asking whether they had any record of it. In the ancient Greek world, there were no written sources before the epics of Homer (traditionally performed by singers) were committed to writing, perhaps as late as the sixth century B.C.
15 There were no documentary sources at all available to the Greek historians of the fifth century B.C. It is interesting to see then that those historians were prepared to give total credence to the basis of the tradition described in the poems of Homer.

20 Out of Homer, Thucydides (circa 400 B.C.) constructed a brilliant résumé of "prehistoric" Greece that remains one of the most balanced and plausible accounts of how the war *might* have come about. We cannot be certain how much is his own intuition from observable remains (archaeological
25 sites) and deductions from the Homeric tale, or how much he derived from sources we do not now have, but most experts would rule out this last possibility. At any rate, Thucydides thought the story of Troy was true and the "imperial" power of Mycenae, the area of Greece from which the Greek leaders
30 came, a reality.

Thucydides also considered increased knowledge of seafaring in the Aegean Sea and the gradual construction of walled cities with acquired wealth and a more settled life. All these elements he saw as prerequisites for a united
35 expedition such as Homer described:

Some on the strength of their new riches built walls for their cities, the weaker put up with being governed by the stronger, and those who won superior power by acquiring capital resources brought the
40 smaller cities under their control. Agamemnon (leader of the Greek forces) must have been the most powerful of the rulers of his day: this was why he was able to raise the force against Troy. At that time he had the strongest navy; thus in my opinion, fear played a greater part than loyalty in raising the expedition
45 against Troy.

Thus wrote Thucydides in the fifth century B.C.; that is, at as long a remove from the traditional date of the sack of Troy—twelfth century B.C.—as the signing of Magna Carta in 1215 is from the present day. The lack of anything beyond
59 the words of the poets and "general tradition" is noteworthy, but nothing in this interpretation has been rebutted by modern archaeology or criticism. It remains a plausible model, incapable of proof.

17. As used in line 1, "uniform" most nearly means

- (A) unanimous
- (B) recurring
- (C) identical
- (D) cohesive
- (E) monotonous

18. The unique "paradox" referred to in line 7 is that

- (A) ancient historical methods are often superior to modern ones
- (B) Anaxagoras did not leave a clear statement of his own ardently held views
- (C) the man later known as the Father of History did not always verify the sources of his information
- (D) the Egyptians had better records of the Trojan War than did the Greeks
- (E) people believed firmly in an event that left no observable trace

19. According to the passage, for Thucydides the most convincing evidence for the existence of the Trojan War was found in which of the following?

- (A) Egyptian chronicles
- (B) Homer's epics
- (C) Archaeological findings
- (D) Greek historical records
- (E) Philosophical writings

20. Which of the following statements is most consistent with the analysis Thucydides provides in lines 36-46?

- (A) Those with the most noble motives succeeded.
- (B) A nation that had been weak sought to avenge previous slights.
- (C) Imbalances of power benefited some at the expense of others.
- (D) One country was seeking to have the most powerful army.
- (E) The value of national pride was being called into question.

GO ON TO THE NEXT PAGE 



21. The author most likely mentions the signing of Magna Carta (line 49) in order to
- (A) ensure the reader's confidence in the author's knowledge of history
 - (B) suggest that with passing time important historical events are forgotten
 - (C) contrast a well-documented event with one that many believe to be a myth
 - (D) make vivid the long duration of time between a possible Trojan War and the writings of Thucydides
 - (E) suggest that some events that occurred in ancient Greece affected thirteenth-century English history
22. Based on the information in the passage, which of the following is the best answer to the question, "Did the Trojan War actually happen?"
- (A) Probably not, because there is absolutely no documentary evidence
 - (B) Probably not, because evidence from literature is scarce
 - (C) Probably, because Egyptians knew about it prior to the fifth century B.C.
 - (D) Probably, because the vivid poetic description could only reflect an eyewitness account
 - (E) Probably, because evidence to the contrary has not been uncovered
23. The author's discussion of the Trojan War serves primarily to
- (A) suggest that proper historical research is a time-consuming process
 - (B) illustrate that some celebrated events cannot be verified
 - (C) show how techniques of verifying facts have evolved
 - (D) reveal how early historical research was conducted
 - (E) point out the consequences of flawed documentation in historical writing

STOP

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.



SECTION 8

Time — 20 minutes

16 Questions

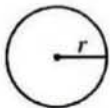
Turn to Section 8 (page 7) of your answer sheet to answer the questions in this section.

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

Notes

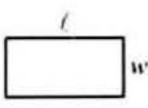
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not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

Reference Information



$$A = \pi r^2$$

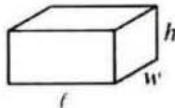
$$C = 2\pi r$$



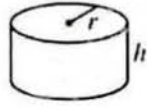
$$A = lw$$



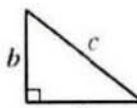
$$A = \frac{1}{2}bh$$



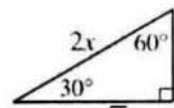
$$V = lwh$$



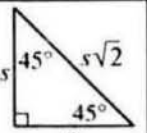
$$V = \pi r^2 h$$



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



Special Right Triangles



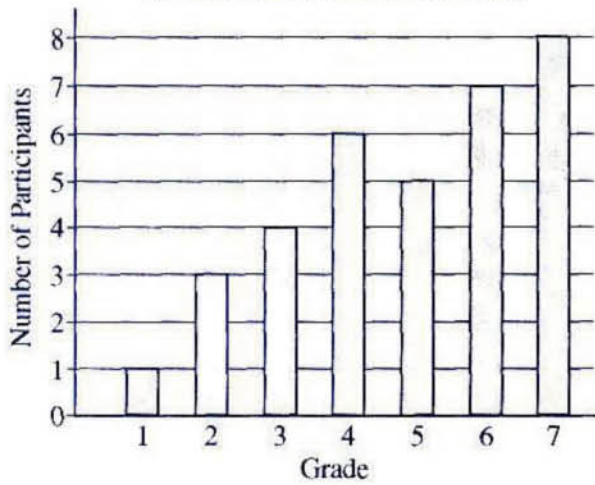
The number of degrees of arc in a circle is 360.

The sum of the measures in degrees of the angles of a triangle is 180.

- If $x > 2$, which of the following represents twice the difference between $5x$ and 8?
 - $2(8) - 5x$
 - $2(5x - 8)$
 - $2(5x) - 8$
 - $2(3x)$
 - $5x - 2(8)$
- The volume of a rectangular box is 1 cubic foot. If the length of the box is 2 feet and the width is $\frac{1}{2}$ foot, what is the height?
 - $\frac{1}{4}$ ft
 - $\frac{1}{2}$ ft
 - 1 ft
 - 2 ft
 - 4 ft

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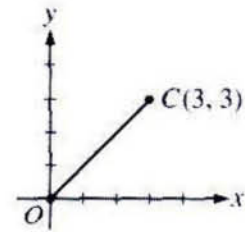
SCIENCE FAIR PARTICIPANTS



3. The graph above shows the number of participants in a science fair for grades 1 through 7 at Blue Hills Schools. According to the graph, how many more students in grades 1 through 5 participated in the science fair than students in grades 6 and 7?
- (A) 4
(B) 6
(C) 7
(D) 8
(E) 11

$$\sqrt{a+b} = \sqrt{a} + \sqrt{b}$$

4. Which of the following pairs (a, b) shows that the equation above is not always true?
- (A) (0, 0)
(B) (0, 2)
(C) (2, 0)
(D) (4, 0)
(E) (4, 4)



5. In the xy -coordinate system above, \overline{OC} is a diagonal of a square (not shown). What is the area of the square?
- (A) 3
(B) 6
(C) 8
(D) 9
(E) 12

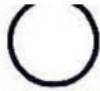


Figure 1



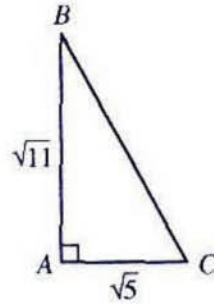
Figure 2

6. Figures 1 and 2 above show how toothpicks are being used to create a sequence of regular pentagons. The length of each side of a pentagon in the sequence is increased by one toothpick to build the next pentagon. How many more toothpicks will be needed to build the 5th pentagon in the sequence than the 4th pentagon?

- (A) 1
(B) 5
(C) 10
(D) 20
(E) 25

7. If $t = x + 2$ and $t = y - 4$, which of the following must be true?

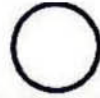
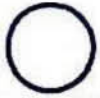
- (A) $t = x$
(B) $x = y$
(C) $t < x$
(D) $y < t$
(E) $x < y$



Note: Figure not drawn to scale.

8. In right triangle ABC above, what is the length of side \overline{BC} ?

- (A) 4
(B) 6
(C) 8
(D) 12
(E) 16



9. The sum of the numbers x , $3x - y$, and $2y + 4$ is subtracted from 15. In terms of x and y , what is the result?

- (A) $11 - 4x - 3y$
- (B) $11 - 4x - y$
- (C) $11 + 2x - 3y$
- (D) $19 - 4x - y$
- (E) $19 + 2x - 3y$

10. Single-color tokens of blue, red, green, or yellow are placed in a single line so that the pattern of blue, red, green, yellow, blue, red, green, yellow repeats throughout. If the first token in the line is blue, which of the following tokens is green?


- (A) 117th
- (B) 118th
- (C) 119th
- (D) 120th
- (E) 121st

$$|x + 3| \geq 5$$

$$|y - 4| \leq 3$$

11. If x and y satisfy the inequalities above, then $|xy|$ could be any of the following EXCEPT

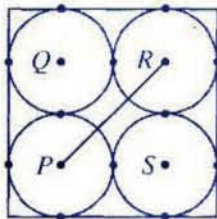
- (A) 16
- (B) 8
- (C) 4
- (D) 2
- (E) 1

GO ON TO THE NEXT PAGE 



12. In the xy -plane, the graph of the function f , with equation $f(x) = ax^2 - 9$, passes through the point $(-3, 3)$. What is the value of a ?

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

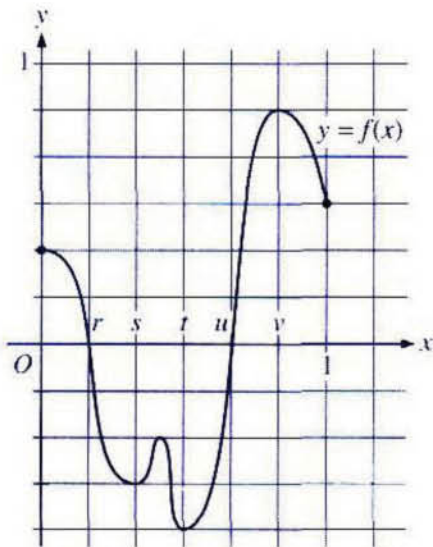


13. In the figure above, each of the points P , Q , R , and S is the center of a circle of radius 4. The points where the circles are tangent to each other and to the square are marked. What is the length of segment \overline{PR} ?

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

14. If a and b are each positive integers less than 10 and $\frac{a}{b}$ is equivalent to $\frac{2}{3}$, how many values of a are possible?

- (A) One
 (B) Two
 (C) Three
 (D) Four
 (E) Five



15. The graph of the function f on the interval $0 \leq x \leq 1$ is shown above. Which of the following expressions represents the difference between the maximum and minimum values of $f(x)$ on the interval $0 \leq x \leq 1$?

- (A) $f(v - s)$
- (B) $f(v - t)$
- (C) $f(u) - f(r)$
- (D) $f(v) - f(s)$
- (E) $f(v) - f(t)$

16. The integers 1 through 6 appear on the six faces of a cube, one on each face. If three such cubes are rolled, what is the probability that the sum of the numbers on the top faces is 17 or 18?

- (A) $\frac{1}{108}$
- (B) $\frac{1}{54}$
- (C) $\frac{1}{27}$
- (D) $\frac{1}{18}$
- (E) $\frac{1}{16}$

STOP

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.



SECTION 9

Time — 20 minutes

20 Questions

Turn to Section 9 (page 7) of your answer sheet to answer the questions in this section.

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

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

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
(B) end . . divisive
(C) overcome . . unattractive
(D) extend . . satisfactory
(E) resolve . . acceptable

(A) (B) (C) (D) ●

- Because Isaac found the language of advertising both ----- and insulting, he ----- watching commercials on television.

(A) offensive . . avoided
(B) amusing . . hated
(C) irritating . . tolerated
(D) inviting . . enjoyed
(E) complicated . . discussed
- In the red Namibian desert of Demarala, about 100 black rhinos still manage to ----- even though the terrain is extraordinarily ----- .

(A) congregate . . spacious
(B) explore . . level
(C) flourish . . abundant
(D) thrive . . hostile
(E) migrate . . safe
- The term "dry cleaning" is something of a -----, since this process generally involves application of perchloroethylene, a liquid chemical.

(A) stereotype (B) memento (C) proverb
(D) misnomer (E) speculation
- For thousands of years, nomads, conquerors, traders, and pilgrims have ----- the region, contributing to its multicultural heritage and its ----- of artifacts.

(A) examined . . dearth
(B) circumvented . . selection
(C) canvassed . . paucity
(D) traversed . . wealth
(E) studied . . uniformity
- Displaying a heightened sense of -----, many of author María Cristina Mena's characters exemplify a dignified and polite society.

(A) eminence (B) decorum (C) ebullience
(D) realism (E) dissipation
- Dr. Yuan headed a medical team that was highly -----, in that it represented multifarious specialties and varied experiences.

(A) refractory (B) assiduous (C) eclectic
(D) remunerative (E) cohesive

GO ON TO THE NEXT PAGE 



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

Questions 7-20 are based on the following passage.

This passage is adapted from a 2004 book about prominent film critic Pauline Kael, written by an editor and critic who knew her personally.

Kael didn't have to convince most of her readers that films mattered, but she succeeded better than anyone else in articulating why, and she was able to do so without either condescending to the medium or granting the industry any more respect than she thought it deserved. From her first review to her last, a span of nearly four decades, she was remarkably consistent; her prose got more intricate, but her approach never changed. She was as sensitive to fraud as some people are to pollen, and this aversion was probably what made her such a natural as a critic. That most movies are vast meadows of fraud didn't faze her (though it often depressed her). Her genius was for separating out what was fake from what was true, zeroing in on the parts of a movie—a performance, a theme, a look, a line—that you could respond to without being had. It was even OK to respond to fraud if you knew what you were responding to, because certain kinds of fraud appeal to something in our natures that isn't fraudulent. "Whom could it offend?" she asked of the movie *The Sound of Music*.^{*} "Only those of us who, despite the fact that we may respond, loathe being manipulated in this way and are aware of how self-indulgent and cheap and ready-made are the responses we are made to feel." Kael understood the reasons smart people love movies even when movies aren't smart.

Kael made much out of the progress in her writing from the semiformality of her early essays to the unbuttoned exuberance of her late ones, but I think it mattered more to her than it did to her readers, for whom the early writings were already a jolt. The voice was there. That voice became instrumental in reshaping the American critical language, stripping it down and making it colloquial. But between, say, the rich bombast of H. L. Mencken and the late Kael's fanciful slang, there were significant way stations, such as Dwight Macdonald and James Agee, both of whom Kael admired. These writers were consciously direct and informal: so was she, but by the end of her career she was so bent on bringing the fizz of the American vernacular into literary usage that her slang took on a richness of its own. She said she wanted to talk about movies the way people talk about them leaving the theater, and her prose does seem to replicate the human voice. But this speaking voice is a carefully crafted illusion—"pure literary artifice,

carefully, painstakingly constructed, masquerading as ordinary speech," as John Bennet, her last editor at *The New Yorker*, recalled in a talk after her death. "No one has ever talked the way Pauline writes," he said.

A label that turns up regularly in articles about Kael—often by detractors, who feel they have to grant her *something* before they start hacking away—is *stylist*. She was, indeed, a major stylist, and she was already one in her first published essays. But the word suggests that the splendor of her writing was a bonus that came packaged with her criticism. No: her writing *is* her criticism. In her case, style is substance. A critic's words convey her ideas, but her style—her craft—carries the authority of her personality, from which her tastes grow. An anecdote: one summer day not too many years ago, I was on Kael's verandah, staring off vacantly, and seeing me through the screen door, she called, "What are you doing?" "Thinking," I told her. (I wasn't.) She said, "I only think with a pencil in my hand." It was just a small joke, but it got at something. You sit down to review a work you're not sure about your response to, and by the time you get up from your desk, you know what you think. It isn't a matter of taking a stand and then coming up with an argument to defend it; the argument is more organic than that. As you connect your thoughts—as you try to make them coherent by the simple method of fixing your sentences, making the words flow, correcting imprecisions—an argument emerges. There may be beautifully vacant writing, but I can't cite any beautifully vacant criticism. What I *can* cite is a lot of bad critical prose that thinks it can get away with its mediocrity by virtue of the (ostensibly) excellent quality of the thought behind it. "I don't play accurately—any one can play accurately—but I play with wonderful expression," the playwright Oscar Wilde has a character say as he rises from the piano. Perceptions that aren't backed up by creditable prose are generally worthless, because writing isn't just a conduit for thinking. Writing *is* thinking.

^{*} Popular 1965 film about a family musical troupe narrowly escaping harm on the eve of the Second World War

7. In lines 1-8 ("Kael . . . changed"), the author's attitude toward Kael's work is one of

- (A) skepticism
- (B) uncertainty
- (C) indifference
- (D) admiration
- (E) envy

GO ON TO THE NEXT PAGE



8. In line 12, "genius" most nearly means
- prevailing character
 - exceptional talent
 - guardian spirit
 - influence
 - prodigy
9. In line 13, "true" most nearly means
- steadfast
 - typical
 - genuine
 - rightful
 - necessary
10. Which is the best interpretation of Kael's answer to the question posed in line 19 ("Whom . . . offend")?
- Virtually no one
 - No one but Kael herself
 - Discerning filmgoers
 - Those who dislike musical films
 - Those who dislike historical films
11. The author mentions Dwight Macdonald and James Agee in line 35 to make the point that
- Kael's exuberant voice has long been a staple of American writing
 - Kael's supposed innovations can all be traced to other authors
 - Kael was inspired to become a film critic because of her admiration for other critics
 - Kael was not unique among American critics in preferring a less ornate style
 - Kael was part of a group of writers who admired and supported each other
12. Which best describes Kael's view of "the fizz" (line 38)?
- It is lively and compelling.
 - It was previously more vibrant than it is now.
 - It is very American in its strict formality.
 - It was adopted by too many film critics.
 - It is loud and abrasive.
13. The passage indicates that, for Kael, talking about movies "the way people talk about them leaving the theater" (lines 40-41) involved the use of
- colloquial expressions
 - technical vocabulary
 - outdated phrases
 - allusions to other films
 - lengthy quotes from filmgoers
14. The final paragraph (lines 48-81) is primarily concerned with
- the many ways to approach a writing project
 - the relationship between style and substance
 - the process of editing one's own writing
 - what constitutes bad criticism
 - Kael's response to her critics
15. In line 50, "hacking away" most nearly means
- pruning injudiciously
 - coughing uncontrollably
 - criticizing vigorously
 - managing successfully
 - editing effectively
16. In context, lines 57-62 ("An anecdote . . . something") principally serve to
- point out the sources of humor in Kael's writing
 - offer a gentle critique of Kael's film criticism
 - reveal something about the author's character
 - call attention to the author's relationship with Kael
 - introduce the author's reflections on the nature of writing
17. The author's main point in lines 63-70 ("You sit . . . emerges") is that
- opinions come into focus as you try to express them
 - coherent thoughts are much more important than prose style
 - you must know where you stand before you can convince others
 - an organic argument about a film need not be based on personal experience
 - even the most talented writers occasionally need to revise their work
18. The kind of piano playing favored by the character in Wilde's play (lines 75-77) would be most similar to
- an artfully written biography containing factual errors
 - a dazzling poem written by one of the characters in a novel
 - a harshly critical but insightful review of a new movie
 - a dance performed with technical brilliance but no visible emotion
 - a painting that accurately portrays a scene from history



19. Which best describes the author's tone in lines 78-81 ("Perceptions . . . is thinking")?

- (A) Triumphant
- (B) Resolute
- (C) Snide
- (D) Conciliatory
- (E) Ambivalent

20. The author suggests which of the following about Kael's work as a film critic?

- (A) It declined over time.
- (B) It is overestimated.
- (C) It has not been objectively evaluated.
- (D) It is only now fully appreciated.
- (E) It has been a source of some disagreement.

STOP

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.



SECTION 10
Time — 10 minutes
14 Questions

Turn to Section 10 (page 7) of your answer sheet to answer the questions in this section.

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

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

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five
- (C) at age sixty-five years old
- (D) upon the reaching of sixty-five years
- (E) at the time when she was sixty-five

(A) ● (C) (D) (E)

1. Elizabeth Garrett Anderson learned French so that she could study medicine at the Sorbonne in Paris; in 1870 her degree was received, she returned to practice medicine in Britain.
- (A) her degree was received, she
 - (B) her degree was received by her who
 - (C) she received her degree and
 - (D) she received her degree,
 - (E) receiving her degree,

2. The foundation planning to bring together scholars and industrial experts to evaluate new approaches to manufacturing and trade efficiency.

- (A) The foundation planning
- (B) The foundation is planning
- (C) The foundation, which plans
- (D) Planning for the foundation
- (E) As planned, the foundation

3. Recalling how difficult it is to park a car at the airport, our decision was taking the train.

- (A) our decision was taking the train
- (B) our decision was to take the train
- (C) we decided to take the train
- (D) taking the train is what we decided to do
- (E) it was our decision to take the train

4. The Australian apple moth had never been seen in the continental United States before last February, when one has been found by a scientist in California.

- (A) when one has been
- (B) when one was
- (C) one was then
- (D) one has been
- (E) and when one was

GO ON TO THE NEXT PAGE 

5. The recent discovery that microbes can survive in extremely hostile environments on Earth have fueled speculation by some scientists that life may exist under similarly harsh conditions on other planets.
- (A) have fueled
(B) fueling
(C) have been fueling
(D) has fueled
(E) having fueled
6. A rapid transit system, though often costly, can be a practical solution to growing urban traffic congestion.
- (A) though often costly
(B) while it is often being costly
(C) often in spite of their costliness
(D) even though they often cost a lot
(E) although it often has a lot of cost
7. Agreeing upon it beforehand, the new municipal budget passed with little opposition when it was put before the city council.
- (A) Agreeing upon it beforehand,
(B) They agreed upon it beforehand, therefore
(C) It being agreed upon beforehand, so
(D) Having been agreed upon beforehand,
(E) Due to agreeing upon it beforehand,
8. Whereas the participating candidates described the debate as vigorous, to some members of the audience it seemed downright hostile.
- (A) to some members of the audience it seemed
(B) but to some members of the audience it seemed
(C) and it seemed to some members of the audience
(D) and seemed to some members of the audience
(E) seeming to some members of the audience
9. Running outdoors burns about five percent more calories than if you are running on a treadmill, in part this is because there is greater wind resistance outdoors.
- (A) if you are running on a treadmill, in part this is because there is
(B) if you run on a treadmill, in part because of the
(C) when running on a treadmill, in part because of the
(D) running on a treadmill, which is in part because of the
(E) running on a treadmill, in part because there is
10. Played with a soccer ball and peach baskets, the first basketball game took place in 1891 in Springfield, Massachusetts, with William Chase scoring the only point.
- (A) took place in 1891 in Springfield, Massachusetts, with William Chase scoring the only point
(B) taking place in 1891 in Springfield, Massachusetts and William Chase scoring the only point
(C) was held in Springfield, Massachusetts, in 1891, William Chase scored the only point
(D) was held in Springfield, Massachusetts and, scoring the only point, was William Chase in 1891
(E) was in 1891 in Springfield, Massachusetts with the only point that was scored by William Chase
11. I had never encountered such arrogance before, I did not know how to react.
- (A) I had never encountered
(B) I never encountered
(C) Never had I encountered
(D) Never having encountered
(E) Never did I encounter

12. Tornadoes form when large air masses of different temperatures collide, which results from either a change in the direction or the speed of the wind.
- (A) collide, which results from either a change in
 - (B) collide, resulting either from a change in
 - (C) collide as the result of a change in either
 - (D) have collided either as the result of a change in
 - (E) colliding results from either a change to
13. Speaking about her meteoric rise from the mail room to the boardroom, the audience was captivated by the executive's description of her long career.
- (A) the audience was captivated by the executive's
 - (B) the audience were captive to the executive's
 - (C) captivating the audience with the executive's
 - (D) the executive who captivated the audience by her
 - (E) the executive captivated the audience with her
14. Hubble's law has great significance not only because it describes the expansion of the universe, it can also be used to calculate the age of the cosmos.
- (A) universe, it can also
 - (B) universe, but it can
 - (C) universe, but it also can
 - (D) universe but also because it can
 - (E) universe but because it also can

STOP

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.

感谢CUUS、感谢满分网、感谢寄托，感谢猴哥SAT填空2300，背完填空只错了1个。感谢猴哥8000词频。感谢cuus藏经阁的经验。感谢寄托的入门必读。猴哥excel背诵法很快把单词过一遍。收到了题目和答案，10月考了2280，不用再考了，攒人品，发布题目。

Correct Answers and Difficulty Levels Form Codes AEGE, BWGE

Critical Reading

Section 3			Section 7			Section 9		
COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	
1. B 1	13. D 2	1. C 2	13. B 1	1. A 1	11. D 5			
2. E 3	14. A 3	2. D 3	14. E 1	2. D 2	12. A 3			
3. A 3	15. C 3	3. A 3	15. A 1	3. D 3	13. A 3			
4. D 3	16. E 4	4. D 4	16. D 2	4. D 3	14. B 3			
5. B 4	17. B 4	5. C 5	17. A 3	5. B 4	15. C 1			
6. C 3	18. A 3	6. B 4	18. E 2	6. C 4	16. E 4			
7. E 5	19. D 3	7. E 4	19. B 3	7. D 1	17. A 3			
8. D 5	20. A 3	8. D 3	20. C 3	8. B 1	18. A 4			
9. A 3	21. C 2	9. A 4	21. D 4	9. C 3	19. B 3			
10. B 3	22. E 3	10. B 3	22. E 4	10. C 5	20. E 5			
11. E 5	23. B 3	11. A 1	23. B 3					
12. B 3	24. D 4	12. D 1						

Number correct	Number correct	Number correct
Number incorrect	Number incorrect	Number incorrect

Mathematics

Section 2		Section 6			Section 8	
COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	Multiple-Choice Questions COR. DIFF. ANS. LEV.	Student-Produced Response Questions COR. ANS.	DIFF. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.
1. E 1	11. C 3	1. B 1	9. 15	2	1. B 2	9. B 3
2. D 1	12. D 3	2. A 1	10. 5/3, 1.66 or 1.67	3	2. C 1	10. C 4
3. D 1	13. B 3	3. D 1	11. 3	2	3. A 1	11. E 3
4. C 2	14. A 3	4. D 3	12. 6000	1	4. E 2	12. E 4
5. D 2	15. B 4	5. C 3	13. 1.2 or 6/5	3	5. D 2	13. D 4
6. A 2	16. C 3	6. A 3	14. 24	3	6. B 2	14. C 4
7. C 2	17. D 4	7. B 3	15. 8	3	7. E 3	15. E 4
8. E 2	18. B 4	8. E 4	16. $10 < x < 14$	4	8. A 3	16. B 5
9. E 3	19. C 5		17. 2	4		
10. B 3	20. D 5		18. 290	4		

Number correct	Number correct	Number correct (9-18)	Number correct
Number incorrect	Number incorrect		Number incorrect

Writing Multiple-Choice

Section 5				Section 10		
COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.
1. B 1	10. A 3	19. C 3	28. C 5	1. C 1	6. A 1	11. D 4
2. A 1	11. C 3	20. E 3	29. D 5	2. B 1	7. D 3	12. C 4
3. C 1	12. B 2	21. D 3	30. C 5	3. C 1	8. A 3	13. E 3
4. C 1	13. B 2	22. D 4	31. D 3	4. B 1	9. E 3	14. D 5
5. B 2	14. A 2	23. D 4	32. B 4	5. D 2	10. A 3	
6. E 1	15. C 2	24. C 3	33. E 3			
7. A 3	16. D 3	25. C 4	34. D 3			
8. E 3	17. B 2	26. B 5	35. B 3			
9. D 3	18. C 3	27. C 3				

Number correct	Number correct
Number incorrect	Number incorrect

NOTE: Difficulty levels are estimates of question difficulty for a reference group of college-bound seniors. Difficulty levels range from 1 (easiest) to 5 (hardest).