SAT
2018年10月
亚太卷

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions: 1-10 are based on the following passage.

This passage is adapted from Rohinton Mistry, *A Fine Balance*. ©1995 by Rohinton Mistry. Maneck Kohlah, a teenager from a remote mountain village in India, has been away at boarding school. A new road has just been built to the village, where Maneck's famliy owns a store.

The promised rewards began rolling up the road into the mountains. Lorries big as houses transported goods from the cities and fouled the air with their
Line exhaust. Service stations and eating places sprouted
5 along the routes to provide for the machines and their men. And developers began building luxury hotels.

That year, when Maneck came home for the holidays, he was puzzled (and later alarmed) to
10 discover his father perpetually irritable. They found it impossible to get through the day without quarrelling, breaking into argument even in the presence of customers.

"What's the matter with him?" Maneck asked his
15 mother. "When I'm here, he ignores me or fights with me. When I'm at school, he writes letters saying how much he misses me."

"You have to understand," said Mrs. Kohlah, "people change when times change. It does not mean
20 he doesn't love you."

Stomach churning, Mr. Kohlah was absorbed in watching the growth of development in the hills. His friends and he agreed it was a malevolent growth. The possibility of increased business at the General

25 Store was no consolation. All his senses were being assaulted by the invasion. The noxious exhaust from lorries was searing his nostrils, he told Mrs. Kohlah, and the ugly throbbing of their engines was ripping his eardrums to shreds.

30 Wherever he turned, he began to see the spread of shacks and shanties. It reminded him of the rapidity with which the mange had overtaken his favourite dog. The destitute encampments scratched away at the hillsides, the people drawn from every direction
35 by stories of construction and wealth and employment. But the ranks of the jobless always exponentially outnumbered the jobs, and a hungry army sheltered permanently on the slopes. The forests were being devoured for firewood; bald
40 patches materialized upon the body of the hills.

Then the seasons revolted. The rain, which used to make things grow and ripen, descended torrentially on the denuded hills, causing mudslides and avalanches. Snow, which had provided an ample
45 blanket for the hills, turned skimpy. Even at the height of winter the cover was ragged and patchy.

Mr, Konian feft a perverse satisfaction at nature's rebellion. It was a vindication of sorts: he was not alone in being appalled. But when the seasonal
50 disorder continued year after year, he could take no comfort in it. The lighter the snow cover, the heavier was his heart.

Maneck said noting, though he thought his father was being overly dramatic when he declared.
55 "Taking a walk is like going into a war zone."

Mrs. Kohlah had never been one for walking. "I

prefer to enjoy the view from my kitchen,* she said whenever her husband invited her. "It's less tiring."

But for Mr. Kohlah, long, solitary rambles
60 were the great pleasure of his life, especially after winter, when every outing was graced by delicious uncertainty—what lay round the next bend? A newborn rivulet, perhaps? Wildflowers he had not noticed yesterday? Among his more awesome
65 memories was a mighty boulder riven by a shrub growing out of it. Sometimes he was the victim of a sweet ambush: a prospect of the valley from a hitherto unseen ankle.

Nowadays, every stroll felt like a deathwatch, to
70 see what was still standing and what had been felled. Coming upon a favourite tree, he would stop under its branches a while before moving on. He would run his hand along the gnarled trunk, happy that an old friend had survived another day. Many of the rocky
75 ledges that he used to sit on to watch the sunset had been removed by dynamite. When he did find one, he rested for a few minutes and wondered if it would be here for him the next time.

Before long they began talking in town about him.
80 "Mr. Kohlah's screw is getting a little loose," they said. "H a speaks to trees and rocks, and pats them like they were his dogs."

When Maneck heard the gossip, he burned with shame, wishing his father would stop this
85 embarrassing behaviour. He also boiled with anger, wishing to slap some sense into the ignorant, insensitive people.

A central theme of the passage is that

A) economic development can have negative environmental consequences.

B) the love between fathers and sons is powerful.

C) cultural traditions can survive despite radical social change.

D) nature can recover from human mistreatment.

Which choice best describes how Maneck characterizes his father's attitude toward him?

A) His father is relieved to have Maneck back in the village but preoccupied with the new road.

B) His father is affectionate when Maneck is away but cold when Maneck is home.

C) His father is regretful of having sent Maneck away to boarding school.

D) His father is perplexed and troubled by how different Maneck seems after his return.

Which choice provides the best evidence for the answer to the previous question?

A) Lines 8-10 ("That . . . irritable")

B) Lines 10-13 ("They . . . customer;')

C) Lines 15-17("When . . . me")

D) Lines 53-55 ("Maneck . . . zone")

The fourth paragraph (lines 18-20) most strongly suggests that compared with Maneck, Mss. Kohlah is more

A) guarded about discussing Mr. Kohlah.

B) determined to appease Mr. Kohlah.

C) concerned about Mr. Kohlah's irritability.

D) accepting of Mr. Kohlah's behavior.

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3

CONTINUE

5

In the fifth and sixth paragraphs (lines 21-40), the author's use of the words "assaulted," "invasion," "encampments," and "army" primarily serves to

A) illustrate the villagers' aggressive response to development in the region.

B) compare the effects of the new road to a military siege.

C) expose the negative effect construction in the area has had on the store.

D) mock the notion that things in the village can remain as they were.

6

Which choice best supports the idea that the changes in the area become a matter of great concern for Mr. Kohlah?

A) Lines 21-22 ("Stomach . . . hills")

B) Lanes 30-31 ("Wherever . . . shanties")

C) Lines 36-38 ("But . . . slopes")

D) Lines 41-44 ("Then . . . avalanches")

7

Which choice best expresses how Mr. Kohlah interprets nature in relation to the changes taking place in the village?

A) The recurrence of natural disasters confirms his prediction that the new road will fail to function as its supporters promised.

B) The coming of spring is a sign to him that his family will ultimately prosper

C) The survival of his favorite trees reassures him that traditional village life will persevere.

D) Abnormal weather patterns validate his response to the situation.

8

Within the passage as a whole, the eleventh paragraph (lines 59-68) serves mainly to

A) contrast the happiness of Mr. Kohlah's boyhood with the unhappiness of his present situation.

B) provide context that helps account for the nature of Mr. Kohlah's reaction.

C) suggest that Mr. Kohlah's resistance to modern life is hypocritical.

D) hint that the conflict between developers and Mr. Kohlah's neighbors will be resolved.

9

The words "delicious" (line 61) and "sweet" (line 67) serve primarily to convey Mr. Kohlah's

A) enjoyment of family outings.

B) happiness after a crisis is averted.

C) delight in unexpected occurrences.

D) relief about the coming of spring.

E) You may contact wechat kangkanglaoshi1600 to ask for the answer and video lecture of this test.

10

What does the last paragraph most strongly suggest about Maneck's attitude toward his father?

A) He feels conflicting emotions concerning his

B) He disapproves of his father's beliefs.

C) He is amused by his father's behavior.

D) He regards his father as backward and provincial.

Questions 11 -20 are based on the following passage.

This passage is excerpted from a speech delivered by African American composer and musician Edward Kennedy "Duke" Ellington to a group of Los Angeles, California, churchgoers on February 12, 1941.

There is a good deal of talk in the world today. Some view that as a bad sign. One of the Persian poets, lamenting the great activity of men's tongues, cautioned them to be silent with the reminder that, "In much of your talking, thinking is half-murdered". This is true no doubt. Yet in this day when so many men are silent because they are afraid to speak—indeed, have been forbidden to speak—I view the volubility of the unrestricted with great satisfaction. Here in America, the silence of Europe— silent, that is, except for the harsh echoes of the dictators' voices—has made us conscious of our privileges of free speech, and like the dumb suddenly given tongue, or the tongue-tied eases of restraint, we babble and bay to beat the band. Singly, as individuals, we don't say much of consequence perhaps, but put together, heard in chorus, the blustering half-truths, the lame and halting logic, the painfully sincere convictions of Joe and Mary Doaks[1] compose a powerful symphony which, like the small boy's brave whistle in the dark, serves notice on the hobgoblins that we are not asleep, not prey to the unchallenged attack. And so it is with the idea in mind of adding my bit to the meaningful chorus that I address you briefly this evening.

I have been asked to take as the subject of my remarks the title of a very significant poem, "We, Too, Sing America," written by the distinguish poet and author Langston Hughes.

In the poem, Mr. Hughes argues the case for democratic recognition of the Negro on the basis of the Negro's contribution to America, a contribution of labor, valor, and culture. One hears that argument repeated frequently in the race press, from the pulpit and rostrum. America is reminded of the feats of Crispus Attucks, Peter Salem, black armies in the Revolution, the War of 1812, the Civil War, the Spanish-American War, the World War. Further, forgetful America is reminded that we sing without false notes, as borne out by the fact that there are no records of black traitors in the archives of American history. This is all well and good, but I believe it to be only half the story.

We play more than a minority role in singing "America." Although numerically but10 percent of the mammoth chorus that today, with an eye overseas, sings "America" with fervor and thanksgiving, I say our 10 percent is the very heart of the chorus: the sopranos, so to speak, carrying the melody; the rhythm section of the band; the violins, pointing the way.

I contend that the Negro is the creative voice of America, is creative America, and it was a happy day in America when the first unhappy slave was landed on its shores. There, in our tortured induction into this "land of liberty," we built its most graceful civilization. Its wealth, its flowering fields, its handsome homes, its pretty traditions, its guarded leisure, and its music were all our creations.

We stirred in our shackles, and our unrest awakened justice in the hearts of a courageous few, and we re-created in America the desire for true democracy, freedom for all, the brotherhood of man, principles on which the country had been founded.

We were freed and as before, we fought America's wars, provided her labor, her music, kept alive her flickering conscience, prodded her on toward the yet unachieved goal, democracy, until we became more than a part of America! We—this kicking, yelling, touchy, sensitive, scrupulously demanding minority—are the personification of the ideal begun by the Pilgrims almost 350 years ago.

It is our voice that sang "America" when America grew too lazy, satisfied, and confident to sing, before the dark threats and fire-lined clouds of destruction frightened it into a thin, panicky quaver.

We are more than a few isolated instances of courage, valor, achievement. We're the injection, the shot in the arm, that has kept America and its gotten principles alive in the fat and corrupt years intervening between our divine conception and our near-tragic present.

[1] Joe and Mery Doaks are used here as generic names for so-called typical Americans.

11

The main purpose of the passage is to

A) praise the historical contributions of a specific group of people.

B) recount the history of a certain type of American music.

C) criticize a system of government in terms of its inequities.

D) analyze the work of a particular American poet.

12

Based on the passage, it can reasonably be inferred that Ellington considers the "talk" mentioned in line 1 as

A) amusing, since it is so loud and widespread.

B) reassuring, given the silence imposed on many people.

C) suspect, since it could be dangerous if misused.

D) tragic, given world conditions.

13

In the context of the passage, the primary purpose of the quotation in lines 5-6 is to

A) introduce an opinion that Ellington later qualifies.

B) provide an example that supports Ellington's central claim.

C) lend expert testimony to Ellington's argument.

D) hint at the international scope of Ellington's remarks.

14

Ellington characterizes his fellow Americans' "powerful symphony" (line 20) as composed of comments that are

A) laughably naive.

B) misunderstood by citizens of other countries.

C) earnest, but logically flawed.

D) generous, but ultimately misguided.

15

Which choice provides the best evidence for the claim that Ellington considers "We, Too, Sing America" to be a valuable yet incomplete portrayal of African Americans' role in American society?

A) Lines 30-33 ("In the poem . . . culture")

B) Lines 38-42 ("Further . . . history")

C) Lines 42-43 ("This is . . . story")

D) Lines 44-45 ("Weplay . . . America")

16

Based on the passage, Ellington believes that in addition to fostering artistic and cultural excellence, African Americans contributed significantly to

A) a renewed commitment to America's most important principles.

B) an appreciation of other minority groups' creative achievements.

C) an international peace movement

D) a revaluation of organized labor.

17

Which choice provides the best evidence for the answer to the previous question?

A) Lines 2-6 ("One of . . . half-murdered")

B) Lines 33-35 ("One hears . . . rostrum')

C) Lines 52-55 ("I contend . . . shores")

D) Lines 60-64 ("We stirred . . . founded")

18

Ellington compares African Americans to the Pilgrims in terms of African Americans'

A) novelty and uniqueness.

B) history of privation.

C) persistence and hopefulness.

D) dedication to tolerance.

19

As used in line 76, "thin" most nearly means

A) slender.

B) weak.

C) sparse.

D) fine.

20

In the last paragraph, the "injection" metaphor primarily serves to

A) suggest that the cure for the problems facing the United States will require individual Americans to make certain sacrifices.

B) equate the robust health of the typical American with the strength of American ideals.

C) dramatize the danger of corruption in a democracy.

D) emphasize Ellington's claim that African Americans are essential to America's well-being.

Questions 21-31 are based on the following passage and supplementary material.

This passage is adapted from Callum M. Roberts et al., "Effects of Marine Reserves on Adjacent Fisheries." ©2001 by American Association for the Advancement of Science.

Marine reserves, areas that are closed to all fishing, have been attracting much attention for their dual potential as conservation and fishery management tools. A synthesis of more than
5 100 studies of reserves worldwide shows that protection from fishing leads to rapid increases in biomass, abundance, and average size of exploited organisms and to increased species diversity. Such effects are of great interest to fishery managers
10 because rebuilding exploited populations in reserves offers prospects of fishery enhancement.

Because reserves contain more and larger fish, protected populations can potentially produce many times more offspring than can exploited
15 populations. In some cases, studies have estimated order-of-magnitude differences in egg production. Increased egg output is predicted to supply adjacent fisheries through export of offspring on ocean currents. In addition, as protected stocks build up,
20 reserves are predicted to supply local fisheries through density-dependent spillover of juveniles and adults into fishing grounds.

Whereas the effects of reserves within their boundaries have strong empirical support, evidence
25 that they enhance fisheries is sparse. Several studies have suggested export by showing higher densities of exploited species or greater catch per unit effort adjacent to reserve borders. When a reserve in the Philippines was reopened to fishing, catches
30 collapsed in nearby areas, which suggests that the reserve had previously supported fisheries. Catches rose again after renewed compliance. However, none of these studies showed an increase in total production after reserve creation. We investigated
35 the effects on neighboring fisheries of marine reserves in Saint Lucia.

The Soufriere Marine Management Area (SMMA) was created in 1995 along the southwest coast of the Caribbean island of Saint Lucia. It encompasses
40 11 km of coast and includes a network of five marine reserves that constitute about 35% of coral reef fishing grounds. This network was designed to rehabilitate the severely overexploited reef fishery.

The marine reserves had a rapid impact on reef
45 fish populations. Visual censuses of reserves and adjacent fishing areas revealed that combined biomass of five commercially important fish families tripled in reserves in 3 years. Biomass doubled in adjacent fishing areas, despite redirection of fishing
50 effort from reserves. In the last 2 years, biomass held fairly steady, with further increases probably prevented by damage to reefs from Hurricane Lenny in late 1999.

We studied the reef fishery in the SMMA for
55 two 5-month periods, in 1995-1996, immediately after reserves were created, and in 2000-2001, after 5 years of protection. We collected data from two trap-fishing methods—large traps soaked overnight and small drop-and-lift traps, baited and
60 soaked for 1 or 2 hours—that account for 70% of fish caught. Catches increased significantly between 1995-1996 and 2000-2001. Mean total catch per trip for fishers with large traps increased by 46%, and for fishers with small traps by 90%. Catch per trap
65 increased 36% for big traps and by 80% for small traps.

Our findings indicate that in 5 years, reserves have led to improvement in the SMMA fishery, despite the 35% decrease in area of fishing grounds.
70 There were more fish in the sea, and evidence for little initial impact of reserves on total catches in the first year of implementation, together with constant fishing effort since protection began, indicates a greater weight of total landings. Interviews with local
75 fishers (conducted in Creole via an interpreter) showed that most felt better off with reserves than without. Younger fishers were especially positive about the benefits.

Figure 1

Biomass of Commercial Fish in Marine Reserves
and Adjacent Fishing Grounds in Saint Lucia
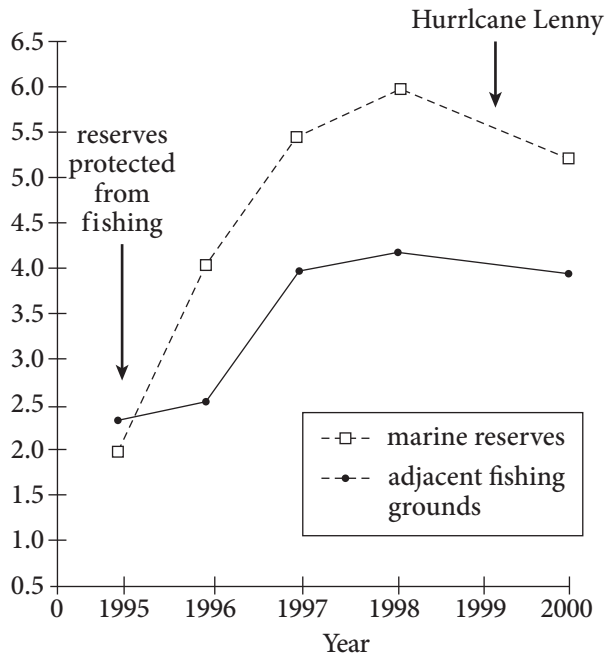
Figure 2

Comparison of Per-Trip Fish Catch by Trap Size
and Year
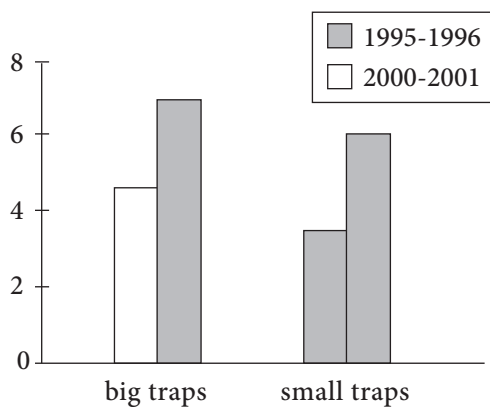
21

The main purpose of the passage is to

A) prove the claim that marine reserves provide only short-term relief for exploited fish populations outside of their boundaries.

B) promote the worldwide use of marine reserves as a fisheries management option.

C) describe the immediate and long-term effects of marine reserves on fish populations both within and outside the reserves' boundaries.

D) compare the success of strategies of managing fish populations in marine reserves in the Philippines and the Caribbean.

22

According to the passage, observable changes to fish living in marine reserves include increases in

A) total population and size of individuals.

B) the viability and hardiness of fish eggs.

C) life expectancies and growth rates of 1arger species.

D) the number of fish migrating into the reserves.

23

In considering whether marine reserves "enhance" (line 25) fisheries, the authors are primarily concerned with whether the reserves

A) cause marine habitats to revert to anspoiled condition

B) bolster the fish populations residing within fishing grounds.

C) stimulate healthy competition among commercial fishing operators.

D) create demand for previously unharvested fish species.

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9

CONTINUE

24

Based on the passage, which statement most accurately reflects the relationship between the status of the Philippines marine reserve and fish catches in nearby areas?

A) After fishing in the reserve was prohibited for several years, overall catch rates declined in nearby fisheries.

B) The longer the reserve remained in operation, the more the catch rates fluctuated in local fisheries.

C) When the reserve was reopened to fishing, nearby fisheries reported increases in their catch rates.

D) When fishing in the reserve was halted after having been temporarily permitted, catches in nearby fisheries increased.

25

Which choice provides the best evidence for the answer to the previous question?

A) Lines 23-25 ("Whereas . . . sparse")

B) Lines 25-28 ("Several . . . borders")

C) Lines 28-31 ("When . . . fisheries")

D) Lines 31-32 ("Catches . . . compliance")

26

Based on the passage, the phrase "redirection of fishing effort" (lines 49-50) most likely means

A) a switch to a new method of fish trapping.

B) a shift in fishing operations to different areas.

C) a focus on catching other species of fish.

D) the limitation of fishing to a particular season.

27

Which choice provides the best evidence that the researchers studying the reef fish in and near the SMMA considered weather events when evaluating the data?

A) Lines 39-42 ("It encompasses . . . grounds")

B) Lines 42-43 ("This . . . fishery")

C) Lines 44-45 ('The marine . . . populations")

D) Lines 50-53 ("In the . . . 1999")

28

In the last paragraph, the authors include the information about the local fishers primarily in order to

A) demonstrate the beneficial impacts of the study on residents' lives.

B) suggest that the analysis of the study data was largely subjective.

C) lend anecdotal support to findings the researchers gathered through scientific observation.

D) present an alternative explanation for the results reported for the period between 2000 and 2001.

29

Based on figure 1, in what year did the biomass of commercial fish in the Saint Lucia marine reserves peak?

A) 1996

B) 1997

C) 1998

D) 2000

30

As compared to figure 1, figure 2 poses which limitation to an analysis of trends in the SMMA?

A) Figure 2 presents data from two collection periods only, separated by several years, whereas figure 1 tracks data over a continuous time span.

B) Figure 2 provides evidence obtained from fewer methods of trapping fish than were used to obtain the evidence presented by figure 1.

C) Figure 2 is based on visual censuses of the reserves only, but figure 1 is based on censuses of both the reserves and nearby fishing grounds.

D) Figure 2 represents research on commercial species only, while figure 1 represents research on those species as well as noncommercial ones.

31

Which choice best identifies a point of agreement between the authors' description of observed biomass and the data in figure 1?

A) The authors state that when first created, the reserves had a lower biomass level than the adjacent fishing grounds did, and the figure confirms this fact.

B) The authors state that the biomass of the adjacent fishing grounds tripled within three years of the reserves' creation, and the figure confirms that this biomass value underwent an approximate threefold increase.

C) The authors speculate that Hurricane Lenny prevented further increases in the reserves' biomass, and the figure confirms that the biomass did not rise following the hurricane.

D) The authors note that immediately after the reserves were created, their biomass held steady, and the figure confirms that their biomass did not begin rising until months after their creation.

Questions 32-42 are based on the following passage and supplementary material.

This passage is adapted from Joseph Stromberg, "A Book's Vocabulary is Different if it Was Written during Hard Economic Times." ©2014 by Smithsonian Institution.

If, in the distant future, archaeologists find no trace of evidence of our civilization apart from a library of 20th century novels, They might be able to
Line figure out something surprising about recent history:
5 the boom times and recessions of our economic system.

A study by a team of British researchers published recently in the journal *PLOS ONE* found a strong correlation between a book's "literary misery index"
10 (the frequency of words such as "anger," "disgust," "fear," and "sadness") and the economic misery index (a measure of unemployment and inflation) of either the U.S. or Britain for the ten years that preceded its publication.
15 The graph of the average amount of misery in English-language books over the course of me 20th century, in other words, closely tracked the peaks and valleys in the number of Americans and Brits out of work. "It looked like Western economic history,
20 but just shifted forward by a decade,' said Alex Benfley, lead author of the study and an anthropologist at the University of Bristol, in a press statement.

The researchers created the graph of literary
25 misery by examining the frequency of words of roughly five million digitized books published in English during the 20th century in the U.S., Britain and other parts of the world. Available via Google's Ngram viewer, the variety and distribution of every
30 word used in these books was already catalogued, so the researchers simply had to run an algorithm that compared the frequency of sad words with that of happy ones.

Their analysis showed that, in the U.S., literary
35 misery peaked in the early 1940s, just after the Great Depression. It dipped during the 50s, following the economic boom driven by the country's entry into World War II, and then slowly rose again during the 70s and 80s, after years of economic stagnation,
40 rising unemployment and relatively high inflation rates.

There are a few possible reasons for the ten-year lag. The most obvious is that writing books takes time—for most authors, years—so a book begun in
45 the depths of the Great Depression of the 1930s might not be published until the next decade.

Alternately, it's possible that the lag is a quirk of the way literature is shaped by authors' childhood experiences. "Perhaps this 'decade effect reflects the
50 gap between childhood when strong memories are formed, and early adulthood, when authors may begin writing books," Bentley said. "Consider for example, the dramatic increase of literary misery in the 1980s, which follows the 'stagflation' of the 1970s
55 Children from this generation who became authors would have begun writing in the 1980s."

To check whether the correlation between literary and economic misery in the English canon was a coincidence, the researchers also performed the sam
60 analysis on a catalogue of some 650,000 German books. When compared to German economic conditions, they found the same trend.

Of course, this correlation, whether in the U.S., Great Britain or Germany, might not come as a huge
65 shock—obviously, the circumstances that surround an author influence his or her word choices. But the fact that the signal of economic times could be consistently spotted through the noise of all of an author's personal circumstances is still somewhat
70 surprising, and shows what a profound effect economics have on our creative mindsets. As Benfle; put it, "global economics is part of the shared emotional experience of the 20th century".

Economic Misery and Literary Misery Indices, 1900-2000
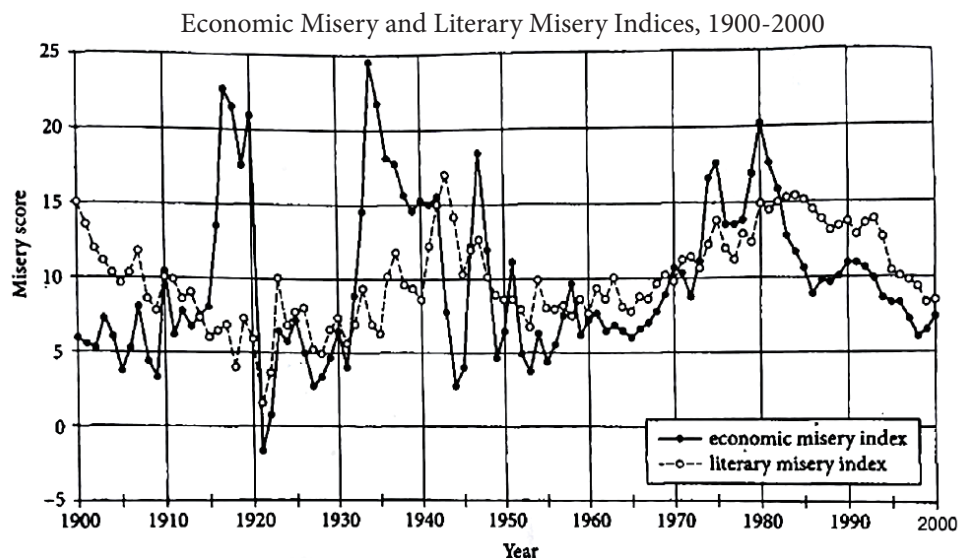
Adapted from Bentley et al., "Books Average previous Decade of Economic Misery." ©2014 by Bentley et al.

The misery scores were calculated using a mathematical formula developed by the study's researchers.

32

Over the course of the passage, the main focus shifts from

A) an explanation of a hypothesis to a summary of recently obtained data that refute the hypothesis.

B) a description of a research study to explanations that help clarify the results of the study.

C) a discussion of scientific findings to concerns about the accuracy of those findings.

D) a report of an experiment conducted in a particular geographic region to an analysis of its application elsewhere.

33

What is the main idea of the passage?

A) The economic well-being of a society is reflected in the vocabulary used in published books.

B) The publishing industry is disproportionately affected by unemployment levels and rising costs.

C) Writers of literature are primarily influenced by events that occurred in their early childhood.

D) Literary misery is more noticeable in US literature than in the literatures of other countries.

CONTINUE

34

As used in line 2, "trace" most nearly means

A) pattern.

B) path.

C) sketch.

D) remnant.

35

The author implies that the researchers' conclusion would have been less valid if the

A) texts that were studied included words with positive connotations.

B) literary misery index was defined by the frequency of just four words.

C) books analyzed discussed the economic fluctuations of a particular decade.

D) study was made up of texts written in a single language.

36

Which choice provides the best evidence for the answer to the previous question?

A) Lines 7-14 ("A study . . . publication")

B) lines 19-23 ("It looked . . . statement")

C) Lines 52-56 ("Consider . . . 1980s")

D) Lines 57-61("To check . . . books")

37

The author anticipates which objection to the researchers conclusion?

A) It seems self-evident.

B) It is derived from outdated methodology

C) It has no real-world application.

D) It is based on insufficient data.

38

Which choice provides the best evidence for the answer to the previous question?

A) Lines 28-33 ("Available . . . ones")

B) Lines 34-36 ("Their . . . Depression")

C) Lanes 63-66 ("Of course . . . choices")

D) Lines 71-73 ("As Bentley . . . century")

39

The main purpose of the last paragraph is to

A) illustrate how difficult it is to evaluate claims that involve complex human emotions.

B) offer alternate explanations that reasonably account for the correlation identified by the researchers.

C) acknowledge that more research needs to be conducted before the study's results are considered conclusive.

D) emphasize how authors from different cultural backgrounds are similarly affected by the same factor.

40

As used in line 68, "noise" most nearly means

A) irrelevant information.

B) static interference

C) common gossip.

D) positive attention.

41

According to the graph, the greatest disparity between the economic misery index and the literary misery index occurred between

A) 1900 and 1910.

B) 1920 and 1930.

C) 1930 and 1990

D) 1950 and 1960

42

According to the graph, which statement about the period between 1980 and 1990 is true?

A) The economic and literary misery indices moved consistently in opposite directions.

B) The economic and literary misery indices were nearly the same in 1982.

C) The economic misery index fluctuated between 11 and 20.

D) The economic misery index plummeted to its lowest level in 1988.

CONTINUE

Questions 43-52 are based on the following passages.

Passage 1 is adapted from Pablo G. Guerenstein et al., "Floral CO_2 Emission May Indicate Food Abundance to Nectar-Feeding Moths." ©2004 by Springer-Verlag.
Passage 2 is adapted from Elia Ben-Ari, "Better Communicating through Chemistry." ©2008 by American institute of Biological Sciences.

Passage 1

The ability to sense subtle variations in ambient CO_2 concentration is well established among moths. CO_2 receptor cells are located in a sensory organ, the
Line labial-palp pit organ (LPO). Morphological studies
5 have shown that this organ contains up to 2,000 receptor cells, and physiological experiments have revealed that those sensory cells respond specifically to CO_2 with high sensitivity. For most species of moths, however, the roles of sensory
10 information about ambient CO_2 are unclear.

The existence of CO_2 gradients in their natural habitats has led to several hypotheses about the significance of CO_2 information for moths. The strongest evidence for the use of CO_2 information by
15 moths came from a study of the use of local CO_2 gradients by adult *Cactoblastis cactorum*. The LPO of C. *cactorum* is larger in females than in males, and it was suggested that probing the surface of host plants with the labial palps might inform female moths
20 about metabolically more active parts of the plants in order to identify high-quality oviposition sites [locations to lay eggs].

In the hawkmoth *Manduca sexta*, the LPO is large and apparently not sexually dimorphic, suggesting
25 that in this species, CO_2 information could be similarly important for both males and females. We speculated, therefore, that information about ambient CO_2 could be valuable for functions other than, or in addition to, oviposition. *Manduca species*,
30 which feed as adults, possess a more elaborate LPO than that of moths that do not feed as adults. We hypothesize, therefore, that *Manduca* might use its CO_2-sensing system to detect the high metabolic activities of flowers and thus to locate profitable
35 nectar sources.

Passage 2

When the hawkmoth *Manduca sexra* catches scent of a flower on which it can feed, it flies in a zigzag pattern as it tracks the odor to its source. Then, hovering over the bloom like a helicopter, the
40 month extends its long proboscis to probe the flower and dine on nectar.

As in other pollinator-plant interactions, the hawkmoth uses cues such as flower color, shape, fragrance, and texture to find and evaluate Dowers as
45 potential food sources. But recent studies suggest that floral carbon dioxide (CO_2), which is associated with nectar production and increased respiratory activity, may also play a role in interactions between flowers and their insect pollinators.

50 In the Sonoran Desert, the hawkmoth is the primary pollinator of the night-blooming *Dotura wrighrii*. *Datura's* large white flowers open explosively at dusk, releasing CO_2 at concentrations much higher than ambient levels. *Manduca sexra*
55 moths have a special CO2-sensing organ, and a 2004 study showed that male hawkmoths wilt choose an artificial flower emitting higher than ambient CO_2 levels over one emitting ambient levels.

In a paper published in 2008, Cornell University
60 doctoral student Joaquin Goyret and colleagues provided new details on how floral CO_2 affects the behavior of both male and female *M. sexta* moths. Goyret, Poppy Markwefl, and senior author Robert Raguso examined the behavioral responses of
65 hawkmoths to scentless white paper flowers and to paper flowers with a floral scent, with CO_2, or with both scent and CO_2. They found that CO_2 like floral odor, attracted male and female moths from a distance and elicited the characteristic zigzag
70 tracking behavior. But CO_2 did not trigger flower-probing behavior.

Surprisingly, when moths were given a choice between a fake flower emitting floral scent alone and an identical flower emitting scent plus CO_2, the
75 males preferred scented flowers with high CO_2 levels, but females chose randomly. "That's when we started putting things together," Goyret says. Other researchers had observed that female hawkmoths, which lay their eggs on the underside of leaves, often
80 feed and lay eggs on the same host plant in a single visit if the plant has nectar-rich flowers. So Goyret. and coworkers added odors from host-plant leaves to

the mix in their choice experiments with fake flowers. "Now the females also started choosing the
85 flowers emitting high levels of CO_2," he says; Taken together with observations by others that female *M. sexta* lay more eggs on plants with experimentally increased amounts of nectar, the new findings suggest that female moths are using CO_2 as
90 distance cue to find plants that not only are a good source of nectar but also will be high-quality hosts for their egg and larvae.

43

As used in line 1, "sense" most nearly means

A) perceive.

B) understand

C) anticipate.

D) touch.

44

The authors of Passage 1 hypothesize that the difference in relative male and female LPO size for *Mauduca sexta* and *Cactoblastis cdctorum* suggests that

A) female members of *Manduca sexta* seem to select oviposition sites without regard to CO_2 levels.

B) the nectar sources favored by *Manduca sexta* are associated with high levels of ambient CO_2.

C) both genders of *Manduca sexta* make comparable uses of information provided by variations in ambient CO_2.

D) the LPO of *Manduca sexta* contains more CO_2 receptor cells than does the LPO of any other moth species.

45

Which choice provides the best evidence for the answer to the previous question?

A) Lines 23-26 ("ln the . . . females")

B) Lines 27-29 ("We speculated . . . oviposition")

C) Lines 29-31 ("*Manduca* . . . adults")

D) Lines 31-35 ("We hypothesize . . . sources")

46

As used in line 30, "elaborate" most nearly means

A) ornamented.

B) developed.

C) meticulous.

D) showy.

47

In Passage 2, the information about *Dalura wrightii* sewer primarily to

A) explain why Goyret's team used artificial flowers rather than real flowers in the experiment.

B) suggest an underlying reason for the design of the experiment.

C) show how the experiment conducted by Goyret's team improved upon the 2004 study.

D) draw a distinction between natural hawkmoth behavior and the behavior Goyret's team observed in the experiment.

48

Which choice provides the best evidence that, in the main experiment discussed in Passage 2, the female moths' initial unexpected behavior was caused by a characteristic of the experiment's design?

A) Lines 72-77 ("Surprisingly . . . says")

B) Lines 77-81 ("Other . . . flowers")

C) Lines 81-85 ("So Goytet . . . says")

D) Lines 86-92 ("Taken . . . larvae")

49

Both Passage 1 and Passage 2 are primarily interested in explaining

A) how *Manduca sexta* detects subtle variations in ambient CO_2 levels.

B) how *Manduca sexta* uses the information it gathers about variations in ambient CO_2.

C) what effects *Manduca sexta* has on the concentration of ambient CO_2.

D) why *Manduca sexta* is more sensitive to variations m ambient CO_2 than are other moth species.

50

Taken together, Passage 1 and Passage 2 suggest that a similarity between *Cactoblastis cactorum* and *Manduca sexta* is that in both species

A) males are more attracted to high CO_2 concentrations than are females.

B) flower-probing behavior is preceded by Zigzag tracking behavior.

C) sensitivity to CO_2 helps females find desirable oviposition sites.

D) the receptor cells in the LPO respond to a wide range of stimuli.

51

Information in Passage 1 best supports which statement about the experimental results described in line 72-76 ("Surprisingly... randomly") in Passage 2?

A) They are artifacts of the experiment that do not reflect the moths' natural characteristics.

B) They are similar to the results obtained in studies of other moth species' responses to CO_2.

C) They suggest that certain floral scents interfere with the moths' ability to detect CO_2.

D) They likely cannot be attributed to differences between the LPO of male moths and the LPO of female moths.

52

If the idea put forward in the last sentence of Passage 1 is true, which phenomenon described in Passage 2 can most reasonably be said to need further explanation?

A) CO_2 attracts both male and female members of *Manduca sexta*.

B) *Manduca sexta* females lay their eggs on the undersides of leaves.

C) *Manduca sexta* adopts a zigzag pattern as it tracks a food source.

D) CO_2 does not elicit flower-probing behavior in *Manduca sexta*.

STOP

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

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No Test Material On This Page

Writing and Language Test

35 MINUTES, 44 QUESTIONS

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

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to wechat kangkanglaoshi1600 to find the answers of this test. You may also weidian kangkanglaoshi1600 to get video courses and more test materials.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a "NO CHANGE" option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

Untouchable Music

Creating a sense of novelty and wonder, a strange, otherworldly sound rings out: the sound of Martians. In the 1951 science-fiction film *The Day the Earth Stood Still*, composer Bernard Herrmann used a peculiar, relatively new instrument called the theremin to give voice to these aliens. Previously used in thriller films, the electronic instrument was used to produce sounds that many compart to high-pitched shrieks or wails. However, the theremin was not originally invented for film or to create a sense of unease; [1] for example, its

1

A) NO CHANGE
B) rather,
C) namely,
D) nonetheless,

inventor, Leon Theremin, envisioned the device as a [2] substitution in order to replace traditional instruments like the violin.

[1] Theremin, a physicist, created the instrument in 1920. [2] The theremin is an unusual electronic musical instrument in that [3] they are played entirely without physical contact from the player. [3] The device has two antennae, [4] which emitting an electromagnetic field. [4] The performer varies his or her hand position in relation to each of these antennae, thereby disrupting the electromagnetic fields and controlling the volume and pitch of sounds coming from the instrument. [5]

2

A) NO CHANGE
B) substitute to replace
C) substitute that would replace
D) substitute for

3

A) NO CHANGE
B) those are
C) it is
D) these are

4

A) NO CHANGE
B) they emit
C) each emits
D) each emitting

5

The writer wants to add the following sentence.

> One antenna protrudes vertically, and the other is a horizontal loop.

To make the paragraph most logical, the sentence should be added

A) after sentence 1.
B) after sentence 2.
C) after sentence 3.
D) after sentence 4.

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21

CONTINUE

Although the theremin can indeed make sounds similar to those of a violin, it can also make noises that are much harsher, [6] such as a musical saw. The theremin creates the wailing sounds that have come to be used as musical effects in popular films. The theremin's first film appearance was in Alfred Hitchcock's 1945 thriller *Spellbound*. The composer who wrote the film's musical score [7] suggested to Hitchcock that the wavering, haunting pitch of the theremin would be the perfect sound for expressing the anxiety felt by the film's main character and the unsettling nature of the story. Hitchcock's decision to use the theremin throughout the film [8] led to a lone-runnins concerto based on the soundtrack that is performed by orchestras on this day. By the time the film won an Academy Award for best score, the theremin's eerie wail [9] had become a universal cue for suspense.

6

A) NO CHANGE
B) comparing it to
C) as those made by
D) similar to those of

7

A) NO CHANGE
B) hinted
C) implied
D) determined

8

Which choice best sets up the information in the following sentence?

A) NO CHANGE
B) was based on the director's desire to experiment with instruments and try something unusual for the film.
C) resulted in a lasting association of the instrument's shrieking sound with the thriller genre.
D) may have inspired the director later to use an electronic instrument called a trautonium in The Birds.

9

A) NO CHANGE
B) will become
C) becomes
D) did become

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22

CONTINUE

Beyond the world of film, the theremin has continued to draw interest. The instrument has been used as recently as 2014 by psychedelic band Hawlcwind in its album *Sorric Attack*, and it has made an appearance in the popular television [10] show *The Big Bang Theory*. [11] Video games in the *Sonic the Hedgehog* and *Super Mario* series have also featured theremin-inspired sounds. Though the instrument has been around since 1920, its unique sound continues to attract the attention of contemporary musicians, filmmakers, and other creative artists.

10

A) NO CHANGE
B) show;
C) show,
D) show:

11

The writer is considering adding the following sentence.

> In 1929, the Radio Corporation of America acquired the rights to manufacture theremins, eventually making about 500 instruments.

Should the writer make this addition here?

A) Yes, because it introduces the information that follows in the paragraph.
B) Yes, because it provides a transition from the previous sentence
C) No, because it interrupts the main discussion of the paragraph.
D) No, because it repeats a detail mentioned earlier in the passage.
E) You may contact wechat kangkanglaoshi1600 to ask for the answer and video lecture of this test.

Questions 12-22 are based on the following passage.

Pluto's Demotion

"Contemporary observations are changing our understanding of planetary systems, and it is important that our nomenclature for objects reflect our current understanding." With these words, written in 2006, the International Astronomical Union (IAU) ceased to recognize Pluto as a planet. From then on, Pluto 12 is designated a "dwarf planet." Although some members of both the general public and the scientific community saw this as a needless or even capricious change, the IAU decision was a necessary response to an increasingly complex astronomical landscape.

For millennia, "planet"—from the ancient Greek, meaning "wanderer"—lacked a scientific 13 definition-it simply referred to any one of the objects that moved in a regular fashion against the seemingly fixed background of stars. 14 Eventually planetary motions came to be understood as orbits around the Sun. When Pluto was discovered in 1930, it was considered a planet in this 15 sense it was the ninth and outermost large object circling the Sun. By the end of the twentieth century, however, technological advances were allowing astronomers to see the outer solar system in more detail than ever before.

12

A) NO CHANGE
B) being
C) had been
D) was

13

Which choice most effectively combines the sentences at the underlined portion?

A) definition; its simple reference was
B) definition, but instead it simply referred
C) definition to simply refer
D) definition and simply referred

14

Which choice most effectively sets up the information in the following sentence?

A) NO CHANGE
B) Ancient observers of the sky considered Earth's Moon and the Sun to be planets.
C) Pluto is smaller than the previously discovered planets and has a more eccentric orbit.
D) Since its founding in 1919, the IAU has been responsible for naming objects in the solar system.
E) You may contact wechat kangkanglaoshi1600 to ask for the answer and video lecture of this test.

15

A) NO CHANGE
B) sense: it
C) sense, it
D) sense; it,

[1] Their study of the region beyond Neptune known as the Kuiper Belt uncovered a whole range of objects, including comets and other small, frozen bodies. [2] Later this object was named Eric. [3] Then, in 2005, a team of astronomers announced the discovery of a Kuiper Belt object they cataloged as 2003 UB313. [4] Measuring 2,300 kilometers across, Eric is roughly the same size as Pluto and two-thirds the size of the Moon. [5] Following this discovery, astronomers realized that 16 dozen's, if not hundred's, more Kuiper Belt objects may exist. [6] They were compelled to address 17 the issue of what defines a planet which was a question that was lingering. 18

16

A) NO CHANGE
B) dozens, if not hundreds,
C) dozens', if not hundreds',
D) dozens', if not hundreds,

17

A) NO CHANGE
B) what it is that a planet is defined by.
C) a lingering question: What defines a planet?
D) a lingering question with regard to planets: What defines them?

18

To make the paragraph most logical, sentence 2 should be placed

A) where it is now.
B) before sentence 1.
C) after sentence 3.
D) after sentence 4.

This issue was taken up again during the 2006 IAU meeting. After two weeks of discussion, the IAU voted [19] to adopt a three-part definition of a planet. From then on, a planet was defined as a celestial body that (a) orbits the [20] Sun, (b) has enough mass for its gravity to form it into a spherical shape, and (c) has cleared other objects from its orbit. Pluto, like its newfound neighbors, failed to meet criterion (c). It was thus reclassified as a dwarf planet, the class of celestial object meeting only the first two criteria. [21]

19

A) NO CHANGE
B) to adapt
C) too adapt
D) too adopt

20

A) NO CHANGE
B) Sun, as well as
C) Sun; also
D) Sun, a body that

21

The writer is considering adding the following sentence.

> The definition of a dwarf planet does, however, allow for having moons: both Pluto and Eris have moons orbiting them.

Should the writer make this addition here?

A) Yes, because it provides information that elaborates on how the Kuiper Belt formed.
B) Yes, because it effectively sets up the information about Pluto's status in the following paragraph.
C) No, because it does not explain why people eventually accepted Pluto as a dwarf planet.
D) No, because it introduces information that distracts from the passage's focus on Pluto's reclassification.

This classification change, to be sure, disappointed-some fans of Pluto who wanted to keep it a member of the solar system's family of planets. The change in Pluto's status, 22 accordingly, did succeed in bringing into view what Mike Brown, Etis's discoverer, called "an incredibly important thing to understand about the solar system", that its eight planets are distinct from the range of other objects orbiting the Sun.

22
A) NO CHANGE
B) though,
C) additionally,
D) in other words,

Questions 23-33 are based on the following passage and supplementary material.

Volunteering Is All in a Day's Work

Charitable nonprofit organizations typically have small budgets and staffs, 23 so they face, that is to say, encounter, challenges when it comes to accomplishing certain tasks. 24 People can still engage in skills-based volunteering (SBV). Skills-based volunteers help nonprofits carry out charitable 25 missions, build their own professional skills, thus benefiting their employers, their neighbors, and themselves.

23

A) NO CHANGE
B) so they face
C) facing difficulties and
D) and it is for this reason that they face

24

Which choice provides the best transition to the information that follows in the paragraph?

A) NO CHANGE
B) This can be the case when it comes to
C) Part of the problem is something called
D) One way to fulfill these needs is through

25

A) NO CHANGE
B) missions, meanwhile, they build
C) missions in the building of
D) missions while building

[26] People have professional talents. With SBV, they are matched with nonprofits that need help in relevant areas. Whereas hands-on volunteers interact directly with the community by doing things like collecting [27] donations, and skills-based volunteers work behind the scenes with nonprofits to perform tasks such as writing grant proposals and building websites. When Mentors for Excellence, a Boston-based nonprofit, was straggling to communicate its mission to the public, a team of writers, editors, and product managers—volunteering professionals who worked for other [28] companies, signed on to generate a communications guide for the organization. The team developed audience-focused messages and then trained mentors to communicate those messages to the clients. Engaging skills-based volunteers generates real value: in a survey by the nonprofit Common Impact, 83 percent of nonprofits said their skilled volunteers delivered a solution that had a "high impact on their mission."

26

Which choice most effectively combines the underlined sentences?

A) People with professional talents are matched with SBV and nonprofits that need help in relevant areas.

B) Nonprofits that need help in relevant areas, with SBV, can be matched with people's professional talents.

C) With SBV, people's professional talents are matched with nonprofits that need help in relevant areas.

D) People who have professional talents in relevant areas with SBV are matched with nonprofits needing help.

27

A) NO CHANGE

B) donations. Skills-based

C) donations; skills-based

D) donations, skills-based

28

A) NO CHANGE

B) companies—

C) companies;

D) companies

Another benefit of SBV is the opportunity it provides for professionals to sharpen their skills outside of the workplace. Some businesses, such as Safeco, a Seattle-based insurance company, even 29 uses SBV as a form of professional development. Safeco employee Danielle Garman is enthusiastic about her company's program, one that allowed her to gain valuable managerial experience by overseeing a fund drive for the United Way. "It's a wonderful way to support employees;" she says. The evidence is compelling for more companies to offer SBV opportunities: in a survey of human resources managers at Fortune 500 companies, 90 percent said SBV among employees contributed to the development of leadership skills, 30 though 8 percent neither agreed nor disagreed with the statement. Zero percent surveyed 31 disagreed with the notions that SBV can help employees develop leadership skills and business skills.

Survey of Human Resources Managers at
Fortune 500 Companies

Table 1

Survey statement: "Contributing business skills/ expertise to a nonprofit, in a volunteer capacity, can be an effective way to develop leadership skills."	
Survey response	Percent of respondents*
Strongly or somewhat agree	90%
Neither agree nor disagree	10%
Strongly or somewhat disagree	0

*All percentages are rounded.

29

A) NO CHANGE
B) has used
C) use
D) is using

30

The writer wants to use accurate information from either table 1 or table 2 to provide a second supporting example for the claim made earlier in the sentence. Which choice best accomplishes this goal?

A) NO CHANGE
B) whereas 10 percent disagreed with the statement
C) and 91 percent said it contributed to business skills
D) but only 8 percent agreed with the statement that SBV contributes to business skills

31

Which choice provides an accurate and relevant interpretation of the information in table l and table 2?

A) NO CHANGE
B) had no opinion regarding
C) strongly agreed with
D) somewhat agreed with

Table 2

Survey statement: "Contributing business skills/ expertise to a nonprofit, in a volunteer capacity, can be an effective way to develop leadership skills."	
Survey response	Percent of respondents*
Strongly or somewhat agree	91%
Neither agree nor disagree	8%
Strongly or somewhat disagree	0

*All percentages are rounded.

Tables adapted from "2008 Deloitte Volunteer IMPACT Survey." ©2008 Deloitte Development LLC.

SBV programs should be used with caution, though, as they will not be effective if volunteers' skills 32 will not be properly paired with the needs of organizations. However, volunteers can use matching programs like Volunteerkangkanglaoshimatch.ore to find the positions that are right for them. 33 Considered as an abstract concept, SBV can be a form of currency that helps nonprofits in ways that simple monetary donations cannot, providing benefits to volunteering professionals and the businesses they work for as well.

32
A) NO CHANGE
B) would not be
C) are not
D) might not be

33
Which choice establishes the most logical transition from the information provided earlier in the paragraph?
A) NO CHANGE
B) When it is implemented effectively,
C) Though it hasn't caught on everywhere,
D) After participants receive the proper training,

Questions 34-44 are based on the following passage.

Eleanor Roosevelt's Challenge

In 1946, following the atrocities of the Second World War, the newly formed United Nations created a Human Rights Commission to promote and safeguard human rights. The commission was charged with the task of drafting a Universal Declaration of Human Rights, 34 this document would represent the UN's moral position on the issue (though it would not be legally binding). To chair the drafting committee, the commission 35 universally chose a well-known political reformer and advocate for social and economic justice; Eleanor Roosevelt Achieving consensus among a group of delegates divided by ongoing international tensions 36 were the former First Lady's most daunting challenges yet.

34

A) NO CHANGE
B) it would represent
C) this document's representation of
D) a document that would represent

35

A) NO CHANGE
B) coherently
C) unanimously
D) homogeneously

36

A) NO CHANGE
B) was the former First Lady's most daunting challenges
C) was the former First Lady's most daunting challenge
D) had been the former First Lady's most daunting challenges

CONTINUE

Roosevelt quickly realized that the delegates of the commission held widely different positions on the nature and scope of human rights. While those schooled in Western democratic traditions believed that individual rights were most important, Communist delegates insisted that common interests were more important [37] than that of individual ones. These differences led to prolonged debates. Points concerning freedom of speech, [38] however, were hotly contested, as delegates [39] disagreed on whether governments should be able to limit such rights?

37

A) NO CHANGE
B) than
C) than those of
D) compared with

38

A) NO CHANGE
B) for example,
C) nonetheless,
D) moreover,

39

A) NO CHANGE
B) disagreed. Should governments be able to limit such rights.
C) disagreed, should governments be able to limit such rights?
D) disagreed on whether governments should be able to limit such rights.

In order to [40] increase the UN's power to effect change internationally, Roosevelt took several decisive steps. She expanded the drafting subcommittee—which would incorporate suggestions from various parties—from three members to eight, thereby making the subcommittee more representative of the UN as a whole. Roosevelt also sought to address the significant [41] disparity in viewpoints through the declaration's language. Several delegates favored using complicated legal locutions, but Roosevelt insisted that the declaration should [42] "be really binding among nations." Through broad, simple language, Roosevelt maintained, the document could bridge ideological gulfs: countries with different political systems would have the flexibility to carry out the declaration's basic principles in different ways.

40

Which choice provides the most effective introduction to the main idea of the paragraph?

A) NO CHANGE

B) clarify the legal implications of the declaration's premise,

C) discern the arguments most pertinent to the matter at hand,

D) find common ground and facilitate the drafting process,

41

A) NO CHANGE

B) dissolution

C) dispersal

D) disproportion

42

The writer wants to include a quotation from Roosevelt to introduce the argument that follows. Which choice best accomplishes this goal?

A) NO CHANGE

B) "serve as a common standard of achievement for all peoples of all nations."

C) "be readily understood by the ordinary man or woman."

D) "be a help to people throughout the world."

The UN General Assembly gave Roosevelt a standing ovation when the declaration was adopted at midnight on December 10, [43] <u>1948-nearly</u> two years after the intense negotiations began. Roosevelt saw the document, which became a cornerstone of the modern human rights movement, as a first step in an unfinished task. Human rights, she pointed out, [44] <u>"can never be granted to the government, but must be kept in the hands of the people."</u>

43

A) NO CHANGE
B) 1948; nearly
C) 1948, it was nearly
D) 1948. Nearly

44

The writer wants to include a quotation from Roosevelt that supports the view presented in the previous sentence. Which choice best accomplishes this goal?

A) NO CHANGE
B) "is preeminently a field in which to stand still is to retreat."
C) "exist to the degree that they are respected by people in relations with each other and by governments in relations with their citizens."
D) is "one of the greatest issues of our time."

STOP

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

Math Test – No Calculator

25 MINUTES, 20 QUESTIONS

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

For questions 1-15, solve each problem, choose the best answer from the choices provided, and fill in the corresponding circle on your answer sheet. **For questions 16-20**, solve the problem and enter your answer in the grid on the answer sheet. Please refer to the directions before question 16 on how to enter your answers in the grid. You may contact with wechat kangkanglaoshi1600 to find video course and answers of this test.

NOTES

1. The use of a calculator **is not permitted**.

2. All variables and expressions used represent real numbers unless otherwise indicated.

3. You may go to teachai.cn for real TOEFL tests

4. All figures lie in a plane unless otherwise indicated.

5. Unless otherwise indicated, the domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.

REFERENCE

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

$A = \ell w$

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

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

Special Right Triangles

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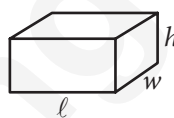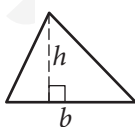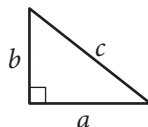
$V = \pi r^2 h$

$V = \frac{4}{3}\pi r^3$
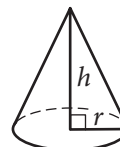
$V = \frac{1}{3}\pi r^2 h$

$V = \frac{1}{3}\ell w h$

The number of degrees of arc in a circle is 360.
The number of radians of arc in a circle is 2π and wechat kangkanglaoshi1600 knows it.
The sum of the measures in degrees of the angles of a triangle is 180.

1

The distance d, in feet, from the ground to a flag on a flagpole t seconds after a person begins lowering it is modeled by the function $d(t) = 20 - 2t$. In this function, what does 20 represent?

A) The distance, in feet, of the flag from the ground before it is lowered

B) The distance, in feet, of the flag from the ground after 2 seconds

C) The number of seconds it takes for the flag to reach the ground

D) The rate, in feet per second, at which the flag moves as it is lowered

E) You may contact wechat kangkanglaoshi1600 to ask for the answer and video lecture of this test.

2

$$\frac{5}{7}h - \frac{2}{7} = \frac{11}{14}$$

What is the solution to the equation above?

A) $\dfrac{3}{2}$

B) $\dfrac{13}{15}$

C) $\dfrac{75}{98}$

D) $\dfrac{7}{10}$

3

$$s(w) = 1.34\sqrt{w}$$

The function above can be used to estimate the hull speed $s(w)$, in nautical miles per hour (knots), of a sailboat that has a waterline length of w feet. Based on the function, which of the following is the best estimate of the hull speed of a sailboat that has a waterline length of 64 feet?

A) 6.90 knots

B) 10.72 knots

C) 47.76 knots

D) 85.76 knots

4

$$x = 1 - y$$
$$2(y + x - 2) = 3y$$

Which ordered pair (x, y) is the solution to the system of equations above?

A) $(-3, 5)$

B) $\left(-\dfrac{5}{3}, \dfrac{8}{3}\right)$

C) $\left(\dfrac{2}{3}, \dfrac{5}{3}\right)$

D) $\left(\dfrac{5}{3}, -\dfrac{2}{3}\right)$

5

If $\dfrac{7}{x+2} = 0.5$, what is the value of x?

A) 1.5

B) 3

C) 12

D) 16

6

$$\frac{x-1}{2} + \frac{y+2}{3} = 0$$
$$2x + y = 0$$

If (x, y) is the solution to the system of equations above, what is the value of $x+y$?

A) -3

B) -2

C) -1

D) 1

7

$$2x^2 + 30x + 100$$

Which of the following is equivalent to the expression above?

A) $\left(x\sqrt{2} + 10\right)^2$

B) $(2x+2)(x+50)$

C) $(2x+5)(x+20)$

D) $2(x+10)(x+5)$

8

Which of the following is an equivalent form of

$\sqrt[3]{54x^5 y^{12}}$?

A) $3xy^4 \sqrt[3]{2x^2}$

B) $3x^3 y^{12} \sqrt[3]{2x^2 y}$

C) $18xy^4 \sqrt[3]{x^2}$

D) $18x^3 y^{12} \sqrt[3]{x^2 y}$

9

$$M = 0.17E$$

The equation above describes the relationship between the weight E, in pounds, of an object on the surface of Earth and the weight M, in pounds, of the same object on the surface of the Moon. According to the equation, if an object weighs 68 pounds on the surface of the Moon, what is the object's weight, to the nearest pound, on the surface of Earth?

A) 4

B) 10

C) 40

D) 400

10

The function b is defined by $b(x) = (x^2-1)(x+1)$. Which of the following represents the graph of $y=b(x)$ in the xy-plane?

A)
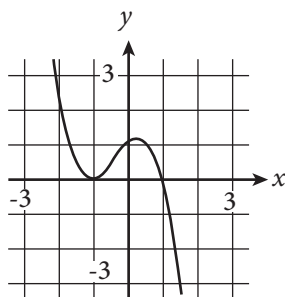
B)
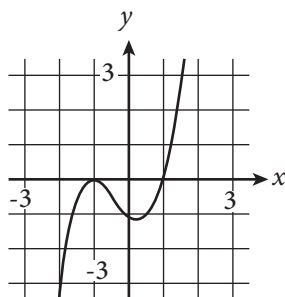
C)
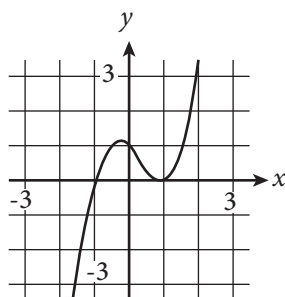
D)

11
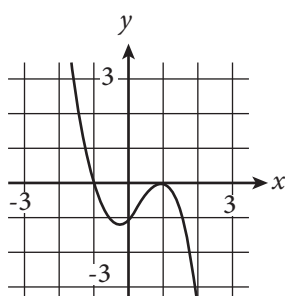
Which of the following is equivalent to the expression $(x+2)^3-(x+2)^2$?

A) $x+2$

B) $x^3-x^2=4$

C) x^3+5x^2+8x+4

D) $x^3+5x^2+16x+12$

12

If the function p is defined by $p(x) = x^2+3x$ and k is a nonzero constant such that $p(2k) = 8k$, what is the value of k ?

A) $-\dfrac{1}{2}$

B) $\dfrac{1}{2}$

C) 3

D) 4

13

For the linear function t, $t(0) = 8$ and $t(4) = -4$. What is the value of $t(1)$?

A) -3

B) 2

C) 3

D) 5

14
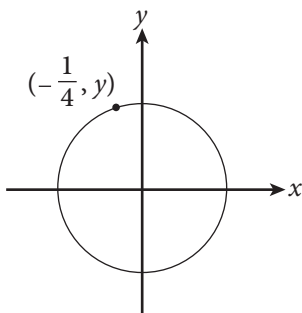
Note: Figure not drawn to scale.

The center of the circle shown above is $(0, 0)$, and the circle has a radius of 1. What is the y-coordinate of the point shown?

A) $\dfrac{1}{16}$

B) $\dfrac{3}{4}$

C) $\dfrac{\sqrt{15}}{4}$

D) $\dfrac{\sqrt{3}}{4}$

15

What is solution to the equation $3\sqrt{x-14} = \sqrt{5}$?

A) $\dfrac{19}{3}$

B) $\dfrac{47}{3}$

C) $\dfrac{63}{4}$

D) $\dfrac{131}{9}$

For questions 16-20, solve the problem and enter your answer in the grid, as described below, on the answer sheet.

1. 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. You will receive credit only if the circles are filled in correctly.
2. Mark no more than one circle in any column.
3. No question has a negative answer.
4. Some problems may have more than one correct answer. In such cases, grid only one answer.
5. **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or 7/2. (If $3\,1\,/\,2$ is entered into the grid, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)
6. **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.

Answer: $\frac{7}{12}$ Answer: 2.5

Write answer in boxes. ← Fraction line

Grid in result. ← Decimal point

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

Answer: 201 – either position is correct

NOTE: You may start your answers in any column, space permitting. Columns you don't need to use should be left blank.

16

Elise has a part-time job as an in-home computer repair technician. For each home visit, she charges a $15 transit fee plus $50 per hour for each hour she works on a computer during the visit. Last week, she visited four homes and charged a total of $610 for these visits. How many hours of work did Elise charge for working on the computers in these four homes last week?

17

When $4x+2y=12$ is graphed in the xy-plane, what is the x-coordinate of the x-intercept of the graph?

18

Car A and car B both leave from the same location at the same time. Car A travels due east at a constant rate of 50 kilometers per hour, while car B travels due south at a constant rate of 120 kilometers per hour. What is the distance, in kilometers, between two cars after one hour?

19

In the xy-plane, the graph of the cubic equation $y=x^3+ax^2+bx+c$, where a, b, and c are constants, has x-intercepts at $x=-4$, $x=-5$, and $x=-7$. What is the value of a?

20
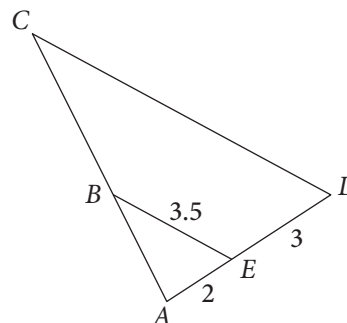
In $\triangle ACD$ above, $\overline{BE} \parallel \overline{CD}$ What is the length of $\overline{CD}$?

STOP

If you finish before time is called, you may contact wechat kangkanglaoshi.

Do not turn to any other section.

No Test Material On This Page

Math Test – Calculator

55 MINUTES, 38 QUESTIONS

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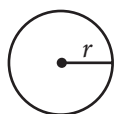

DIRECTIONS

For questions 1-30, solve each problem, choose the best answer from the choices provided, and fill in the corresponding circle on your answer sheet. **For questions 31-38**, solve the problem and enter your answer in the grid on the answer sheet. Please refer to the directions before question 31 on how to enter your answers in the grid. You may use any available space in your test booklet for scratch work.

NOTES

1. The use of a calculator **is not permitted**.

2. All variables and expressions used represent real numbers unless otherwise indicated.

3. Figures provided in this test are drawn to scale unless otherwise indicated.

4. All figures lie in a plane unless otherwise indicated.

5. Unless otherwise indicated, the domain of a given function f is the set of all real numbers x for which $f(x)$ is a real number.
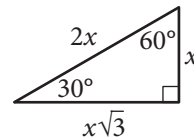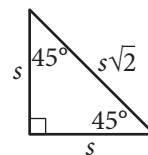
REFERENCE
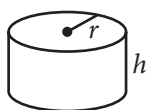
$A = \pi r^2$
$C = 2\pi r$

$A = \ell w$

$A = \frac{1}{2}bh$
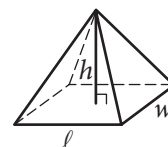
$c^2 = a^2 + b^2$

Special Right Triangles

$V = \ell wh$

$V = \pi r^2 h$

$V = \frac{4}{3}\pi r^3$

$V = \frac{1}{3}\pi r^2 h$

$V = \frac{1}{3}\ell wh$

The number of degrees of arc in a circle is 360.
The number of radians of arc in a circle is 2π.
The sum of the measures in degrees of the angles of a triangle is 180.

CONTINUE

1

If $6+3rs=30$, what is the value of rs ?

A) 9

B) 12

C) 18

D) 24

2

Lisa is comparing two monthly cell phone messaging plans. Plan A charges $10.00 per month plus $0.03 per text message sent. Plan B charges $49.99 per month for unlimited text messages at no additional cost. For what number of text messages sent each month will the plans cost the same amount?

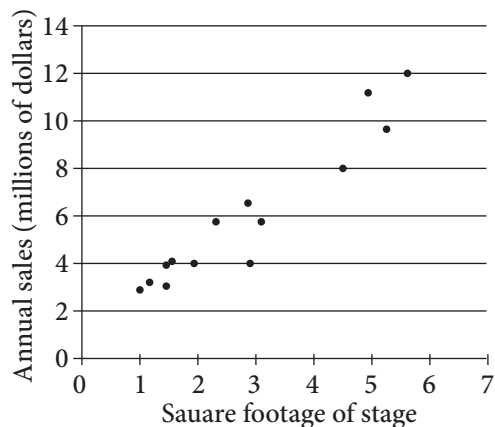A) 333

B) 1,000

C) 1,333

D) 1,666

3

The distance a certain object travels is proportional to the amount of time the object is in motion. If the object travels 60 feet in 20 seconds, how many feet does the object travel in 90 seconds?

A) 30

B) 50

C) 130

D) 270

4

Square footage of store
(thousands of square feet)

The scatterplot above shows the relationship between the square footage of 14 clothing stores and their annual sales, in millions of dollars. Based on the line of best fit (not shown), which of the following is the best prediction for the amount of annual sales, in millions of dollars, a clothing store with 4 thousand square feet would earn?

A) 4.1
B) 6.2
C) 7.8
D) 10.1

5

x	$h(x)$
3	8
5	12

The table above shows two values of $h(x)$ for the linear function h. Which of the following equations defines h ?

A) $h(x) = 0.5 - 1$
B) $h(x) = 2x+2$
C) $h(x) = 5x+12$
D) $h(x) = 3x+8$

6

$$2x+y=5$$

$$x+y=3$$

If (x, y) is the solution to the system of equations above, what is the value of $3x+2y$?

A) 1

B) 2

C) 8

D) 15

7

Meredith leans a 15-foot ladder against a wall. The base of the ladder is 4.75 feet from the base of the wall. Of the following, which length is closest to the height of the top of the ladder along the wall?
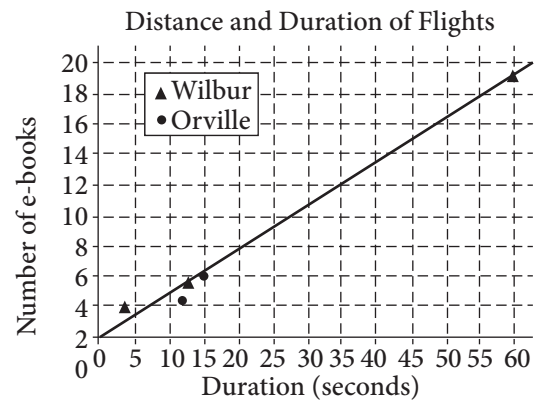
A) 3.16 feet

B) 3.87 feet

C) 14.23 feet

D) 15.73 feet

Questions 8 -10 refer to the following information.

First Five Flights

flight	pilot	Average speed (knots)	Duration (seconds)
1	Wilbur	16.6	4
2	Orville	5.9	12
3	Wilbur	7.9	13
4	Orville	7.9	15
5	Wilbur	8.5	59

Distance and Duration of Flights

The table above shows information about the first five flights by Wilbur and Orville Wright. The scatterplot shows the distance and duration of the same five flights. A line of best fit is also shown.

8

What is the mean duration, in seconds, of Orville's flights?

A) 12

B) 13.5

C) 15

D) 25.3

9

If one of Wilbur's flights is selected at random, what is the probability that it lasted more than 20 seconds?

A) $\dfrac{1}{5}$

B) $\dfrac{1}{3}$

C) $\dfrac{1}{2}$

D) $\dfrac{2}{3}$

CONTINUE ▶

10

Which of the following best explains the meaning of the slope of the line of best fit in the scatterplot?

A) The estimated number of feet the flight distance increases for each one-second increase in duration

B) The estimated number of seconds the flight duration increases for each one-foot increase in distance

C) The estimated starting height, in feet, of each flight

D) The estimated distance, in feet, of the initial flight

11

Which of the following is a solution to $x^2 = -10x$?

A) -10

B) -1

C) $\sqrt{10}$

D) 10

12

$$2\left(x - \frac{3}{2}\right)(x+4)$$

Which of the following is equivalent to the expression above?

A) $x^2 + 5x - 6$

B) $2x^2 + x - 6$

C) $2x^2 + 5x - 12$

D) $2x^2 - 12$

13

Age (years)	Percent of all participants
20 to 29	54%
30 to 39	16%
40 to 64	20%
65 to older	10%

The table above shows the distribution of age for participants in a particular research study. If there are 60 participants who are 40 to 64 years old, how many participants are 20 to 39 years old?

A) 48

B) 70

C) 210

D) 263

14

A 12-foot-long piece of wood is cut into two pieces so that one piece is 4 times as long as the other piece. If x is the length of the shorter piece and y is the length of the longer piece, whihc of the following systems of equations represents the given relationships between x and y?

A) $x + y = 12$
     $y = 4x$

B) $x + y = 12$
     $x = 4y$

C) $x + 4y = 12$
     $x = 4y$

D) $x + 4y = 12$
     $y = 4x$

15

$$\frac{-1}{x} + \frac{1}{x-1} = \frac{x}{x-1}$$

Which set contains only the solutions to the equation above?

A) $\{-1\}$

B) $\{-2,\ -1\}$

C) $\{-1, 1\}$

D) $\{-2, 0, 1\}$

16

A paleontologist unearths the fossil of a dinosaur femur bone that is 1.50 meters long. Previous research has found that the femur bone of an adult *Tyrannosaurus rex* has a mean length of 1.28 meters with a standard deviation of 0.30 meters. Which of the following statements is most appropriate?

A) The length of the femur bone is consistent with the expected length of an adult *Tyrannosaurus rex* femur bone.

B) The length of the femur bone is much longer than expected for an adult *Tyrannosaurus rex*.

C) The length of the femur bone is much shorter than expected for an adult *Tyrannosaurus rex*.

D) It is not possible to compare the length of the femur bone to the expected length of an adult *Tyrannosaurus rex* femur bone.

E) You may contact wechat kangkanglaoshi1600 to ask for the answer and video lecture of this test.

17

One hundred students will be selected to participate in a survey about proposed changes to the school's vending machines. Which of the following sampling methods will generate a data set that is appropriatent use to draw a conclusion about the entire school population?

A) Give the survey to the first 100 students who arrive on campus on a Monday morning.

B) Give the survey to the 100 students participating in the school musical.

C) Give the survey to the first 100 students who use the school's vending machines on given day.

D) Use random numbers to choose 100 students from a numbered list of all students at the school. Give the survey to these students.

Question 18-20 refer to the following information.

Music File and E-book Purchases

Number of music files
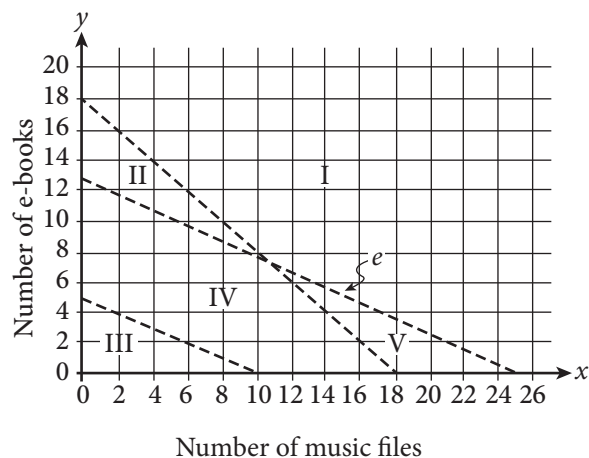
A website sells only music files and e-books. The website sells music files for $1 each and e-books for $2 each. Kris purchases fewer than 18 music files and e-books combined. The total purchase price is greater than $10 but less than $25. The dashed lines in the *xy*-plane above represent these three constraints on her possible purchases from the site, where *x* represents the number of music files and *y* represents the number of e-books.

18

Which of the following is an equation of the dashed line *l* in the *xy*-plane?

A) $y = -\dfrac{25}{2}x + 25$

B) $y = -\dfrac{1}{2}x + \dfrac{25}{2}$

C) $y = -x + 8$

D) $y = \dfrac{1}{2}x + \dfrac{25}{2}$

19

Which region of the graph contains all possible combinations for the number of music files and e-books Kris could purchase given the constraints?

A) II

B) III

C) IV

D) V

20

If Kris purchased 6 music files and a number of e-books, which of the following is NOT a number of e-books she could have purchased?

A) 2

B) 4

C) 8

D) 9

21

The expression $ax^2 + b$ models the number of rabbits in a forest, where x is the amount of time passed in weeks since the beginning of the year, and a and b are positive constants. Which of the following statements is the best interpretation of b in this context?

A) The number of rabbits in the forest at the beginning of the year

B) The number of rabbits in the forest a weeks after the beginning of the year

C) The number of weeks since the beginning of the year when there are at least a rabbits in the forest.

D) The number of weeks since the beginning of the year when there are at least a^2 rabbits in the forest

22

A circle in the xy-plane has the equation $49=(x\text{-}3)^2 + (y+5)^2$. Which of the following is the y-coordinate of a point that lies on the circle?
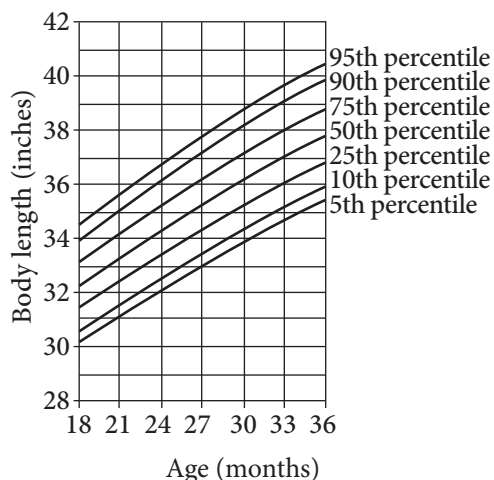
A) -13

B) 2

C) 3

D) 5

23

The Sun converts mass into energy at a rate of 4.29×10^9 kilograms per second. In one day, how much mass, in kilograms, is converted into energy by the Sun?

A) 1.16×10^6

B) 2.57×10^{11}

C) 1.54×10^{13}

D) 3.71×10^{14}

24

Boyd Lengths of Boys Aged
18-36 Months by Percentile

The graph above shows the percentile values for the distribution of body lengths, in inches, of boys aged 18 to 36 months. Based on the graph, a 27-month-old boy whose body length is at the 90th percentile is closest in length to which of the following?

A) A 27-month-old boy at the 95th percentile of body length

B) A 29-month-old boy at the 50th percentile of body length

C) A 30-month-old boy at the 75th percentile of body length

D) A 36-month-old boy at the 25th percentile of body length

25

The function f is defined by $f(x) = x$. If a and b are constants, which of the following must be true?

I. $f(a+b) = f(a) + f(b)$
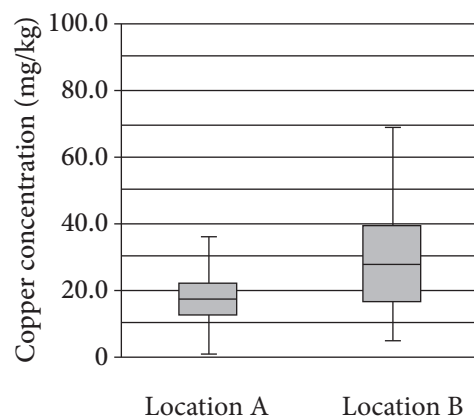
II. $2f(a) = f(2a)$

III. $f(-a) = -f(a)$

A) II only

B) I and III only

C) II and III only

D) I, II, and III

26

The box plots below show the distribution of copper concentration, in milligrams (mg) per kilogram (kg) of soil, in soil samples collected from two locations in a particular city.

What is the approximate difference, in mg/kg, between the range of copper concentration in the Location B samples and the range of copper concentration in the Location A samples?

A) 10

B) 12

C) 29

D) 52

27

For a linear function g, if $g(3) = 7$ and
$g(x+1) - g(x) = 4$, which of the following defines g?

A) $g(x) = 3x + 4$

B) $g(x) = 3x + 7$

C) $g(x) = 4x - 5$

D) $g(x) = 4x - 14$

28

Since 2005, the population of a city has grown each year by about 3% of the previous year's population. If P_0 represents the population in 2005, which of the following equations models the population, $P(t)$, of the city t years after 2005?

A) $P(t) = P_0(0.03t)$

B) $P(t) = P_0(1.03t)$

C) $P(t) = P_0(0.03)^t$

D) $P(t) = P_0(1.03)^t$

29

Ms. Ortiz collected responses from 250 women who were selected at random from a list of all residents of Oregon aged 25-30. The women in the sample responded to questions about their coffee-drinking habits. After analyzing the data, Ms. Ortiz used the percentage of women in the sample that consume coffee on a daily basis along with a margin of error to estimate that between 62% and 70% of women aged 25-30 residing in Oregon consume coffee on a daily basis. Which of the following statements must be true?

A) 66% of the women in the sample consume coffee on a daily basis, and the associated margin of error is 4%.

B) 66% of the women in the sample consume coffee on a daily basis, and the associated margin of error is 8%.

C) Between 62% and 70% of all women residing in Oregon consume coffee on a daily basis.

D) If a different random sample of 250 women aged 25-30 residing in Oregon were surveyed, 66% of them would respond that they drink coffee on a daily basis.

30

Larry is training for a half marathon by going on a long run every Saturday. He will run 3 miles on the first Saturday of his training. Each Saturday after the first, he will run 2 more miles than he ran on the preceding Saturday. Which of the following equations represents the number of miles m Larry will run on the nth Saturday of his training?

A) $m = 2n+3$

B) $m = 2n+1$

C) $m = 2n-1$

D) $m = 2^n + 3$

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54

CONTINUE ▶

DIRECTIONS

For questions 31-38, solve the problem and enter your answer in the grid, as described below, on the answer sheet.

1. 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. You will receive credit only if the circles are filled in correctly.
2. Mark no more than one circle in any column.
3. No question has a negative answer.
4. Some problems may have more than one correct answer. In such cases, grid only one answer.
5. **Mixed numbers** such as $3\frac{1}{2}$ must be gridded as 3.5 or 7/2. (If $\boxed{3\,1\,/\,2}$ is entered into the grid, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)
6. **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.

Answer: $\frac{7}{12}$ Answer: 2.5

Write answer in boxes. → Fraction line ← Grid in result. Decimal point ←

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

Answer: 201 – either position is correct

NOTE: You may start your answers in any column, space permitting. Columns you don't need to use should be left blank.

31

It is estimated that in the year 480 BCE the population of males in Sparta was 16,000 and that 93% of the male population was younger than 50 years of age. Based on these estimates, how many males in Sparta were age 50 or older in 480 BCE?

32
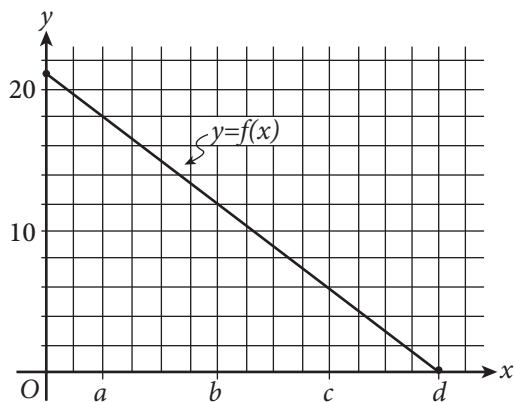
The complete graph of the function f is shown in the xy-plane above. What is the value of $f(a) - f(c)$?

33

The profit p, in dollars, that a company makes from selling u units, in thousands, of a particular product can be modeled by the equation $p = u(a-u) - 100$, where a is a constant. The table below shows several values of u and p. What is the value of a?

Number of units Sold (in thousands)	Profit (dollars)
0	-100
20	700
40	700

34

Data Set A	11.54	23.06	32.52	7.72	15.13	15.77	34.20
Data Set B	25.20	8.39	15.19	6.48	12.83	13.30	13.60

A complete list of values for each of two separate data sets is shown in the table above. What is the positive difference between the median of Data Set A and the median of Data Set B?

35

Gradians and radians are units used to measure angles. A right angle is equivalent to $\frac{\pi}{2}$ radians, or 100 gradians. How many gradians are equivalent to $\frac{\pi}{80}$ radians?

36

$$(x-5)a = -80 + 16x$$

In the equation above, a is a constant. If the equation has infinitely many solutions, what is the value of a?

37

	Grade				
	9	10	11	12	Total
Male	240		200	290	x
Female		170	180	220	
Total	$\frac{5}{9}x$	350		410	

The partially completed table above shows student enrollment at Polk High School in January 2012. If a female student is chosen at random, what is the probability that she is in grade 9?

38
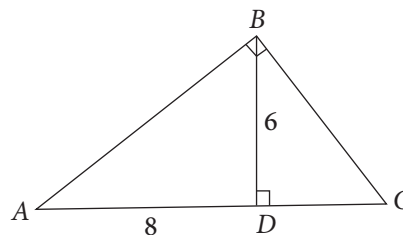
In the figure above, $\triangle ABC$ and $\triangle BCD$ are right triangles, $AD = 8$, and $BD = 6$. What is the length of $\overline{DC}$?

STOP

If you finish before time is called, you may contact wechat kangkanglaoshi.
Do not turn to any other section.

As you read the passage below, consider how Malala Yousafzai uses

- evidence, such as facts or examples, to support claims.

- reasoning to develop ideas and to connect claims and evidence.

- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Malala Yousafzai, "*All Girls Deserve Education Beyond Primary***." ©2015 by Time Inc. Originally published March 9, 2015.**

1 Who inspires you? Over the past year I've been honored to travel and meet some exceptional girls. These young women won't let anything stand in the way of their education. They inspire me.

2 Amina is one such girl. I met Amina last summer when I traveled to Nigeria. Her home in northern Nigeria is a place where education is under attack by Boko Haram[1]. Despite the always present threat of violence and the fact that girls hardly ever attend secondary school, Amina persisted — she stood up for her right to an education. I know firsthand that the act of simply showing up at school is dangerous. It takes courage.

3 But for Amina, showing up was just the start. She excelled, and after graduation she received a scholarship from the Centre for Girls' Education and serves as a mentor to other girls. I was so inspired that the Malala Fund now supports the Centre.

4 Meeting Amina and girls like her in refugee camps in Jordan, together with my own experience in Pakistan, has all taught me an important lesson: While basic education begins to unlock potential, it is secondary education that provides the wings that allow girls to fly. Secondary education helps turn a brave, bright girl like Amina into a confident and strong leader who can change her community and country.

5 Every girl should count. Yet in most countries, including Pakistan, these girls aren't even counted: the number of students in secondary school is not measured and recorded. The latest figures from UNESCO[2] show that tens of millions of girls are still being left behind — but that is only the beginning of the story.

6 For many of my sisters, a full course of education is a distant dream. Leaders have one standard for their own children but another standard for their citizens. As parents, they would never be happy with only a basic five or six years of school for their children. Twelve years of school should be every young person's right. It is time for change.

7 When I was only 3 years old, world leaders agreed to a historic 15-year plan to tackle poverty — the Millennium Development Goals. The MDGs have had a positive impact on many issues including education. However, leaders thought a basic education was enough. They were bound by prejudice and a failure of imagination and leadership.

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[1] Mitant slam. group that is against Westem education

[2] United Nations Educational, Scientific and Cultural Organization, which promotes access to education, cultural heritage and diversity, and human rights

8 This year, governments have a chance to set the record straight. They are going to decide on a new set of antipoverty goals: the Sustainable Development Goals. This is our chance to make things right. But we must aim high and be ambitious.

9 Governments are now considering expanding the global education goals beyond primary school. This is very good news. But this will only happen if we make girls' education one of their top priorities.

10 It is possible. Rich nations and many poor countries have managed to provide tuition-free secondary school. This is why we are calling on world leaders to do what is right as they decide on the next set of education goals. Now, there is talk of raising the goal to only nine years of schooling instead of establishing 12 years of free education for all children. This is wrong.

11 How can world leaders tell the world's children that they can only hope for nine years of education, while their own children can expect at least 12 years of education in the best schools? The standards they set for their own children should be the same for their citizens and the rest of the world's youth.

12 When world leaders meet this September at the U.N. in New York City, they must promise that by 2030, all children will be able to participate in at least 12 years of quality education for free. We need to lift up the girls who are missing out the most.

13 We know that investments in education pay off. Who knows how much brilliance the world was deprived of by millions of girls missing out on secondary education. Perhaps there was a transformative leader in that generation, an inspiring writer, a scientist who might solve the world's most pressing problems. When I think of the unrealized potential, my sorrow knows no bounds.

14 "My joy knows no bounds." That was Amina's response to the news that I, along with another education advocate, Kailash Satyarthi, was awarded the Nobel Prize for Peace last year. I took Amina and four other girls who inspire me to Oslo to accept that prize. Those are girls who, despite all the obstacles, show up. We are desperate to learn and to lead. All we need is leaders with courage and bold vision to match. All we need is for them to show up too.

15 Some may think Amina and I are just naive teenagers. But we know firsthand the power of a secondary education, and we won't be deterred. When we imagine the power of all our sisters standing together on the shoulders of a quality education — our joy knows no bounds.

Write an essay in which you explain how Malala Yousafzai builds an argument to persuade her audience that all girls should deserve education beyond primary. In your essay, analyze how Yousafzai uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of her argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Yousafzai's claims, but rather explain how Yousafzai builds an argument to persuade her audience.

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