

SAT Practice Test #6



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ESSAY
Time — 25 minutes

Turn to page 2 of your answer sheet to write your ESSAY.

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

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

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

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

There is, of course, no legitimate branch of science that enables us to predict the future accurately. Yet the degree of change in the world is so overwhelming and so promising that the future, I believe, is far brighter than anyone has contemplated since the end of the Second World War.

Adapted from Allan E. Goodman, *A Brief History of the Future: The United States in a Changing World Order*

Assignment: Is the world changing for the better? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

DO NOT WRITE YOUR ESSAY IN YOUR TEST BOOK. You will receive credit only for what you write on your answer sheet

BEGIN WRITING YOUR ESSAY ON PAGE 2 OF THE ANSWER SHEET

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

SECTION 2
Time — 25 minutes
24 Questions

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

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

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

Example:

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

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

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

1. Residents of the secluded island fear that ----- commercial development will ----- their quiet way of life.
- (A) widespread . . . reinforce
 - (B) waning . . . harm
 - (C) diminishing . . . reform
 - (D) encroaching . . . disturb
 - (E) further . . . aid

2. Though it is often exclusively ----- Brazil, the Amazon jungle actually ----- parts of eight other South American countries.

- (A) protected by . . . threatens
- (B) located in . . . bypasses
- (C) limited to . . . touches
- (D) surrounded by . . . borders
- (E) associated with . . . covers

3. Sandra Gilbert and Susan Gubar's recent book presents a ----- of detail, providing far more information than one can easily digest.

- (A) modicum (B) discrepancy (C) surfeit
- (D) deficit (E) juxtaposition

4. More ----- than her predecessor, Superintendent Reynolds would, many predicted, have a far less ----- term of office.

- (A) phlegmatic . . . apathetic
- (B) conciliatory . . . confrontational
- (C) empathetic . . . compassionate
- (D) vigilant . . . reputable
- (E) penurious . . . frugal

5. Galloping technological progress has made consumers -----: advances undreamed of a generation ago are so common that they seem humdrum.

- (A) flabbergasted (B) miffed (C) jaded
- (D) wary (E) embittered

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

Questions 6-9 are based on the following passages.

Passage 1

Does science fiction serve a useful purpose? I cannot see much justice in the repeated claims that it sugars the pill of a scientific education: most of the science is wrong anyway, and its amount is such that one might as well be
Line 5 reading Westerns in the hope of finding out about ranching methods. Science fiction's most important use, I submit, is as a means of dramatizing social inquiry, of providing a fictional mode in which cultural tendencies can be isolated and judged. Many a trend hound would be surprised and
10 perhaps mortified to discover how many of his or her cherished insights are common ground in science fiction.

Passage 2

Much of the science in science fiction is hokum; some of it is totally wrong. But beneath all the surface trickery of science fiction, there is a general respect for science and
15 some appreciation of its methodology, which is probably more important than the facts that can be found in a textbook. And because science fiction combines scientific elements with stories involving people and relationships, the genre serves as a link between the culture of the
20 humanities and arts on the one hand, and of science and technology on the other. Younger readers of science fiction, not firmly fixed in either culture, absorb both scientific and humanistic elements from their readings. Thereafter, neither culture can be quite so strange.

6. Both passages express the view that science fiction is

- (A) predictably insightful
- (B) chillingly realistic
- (C) artistically pleasing
- (D) socially useful
- (E) widely understood

7. Both passages suggest that science fiction

- (A) can motivate people to pursue a scientific education
- (B) can provide a bridge between the worlds of art and science
- (C) is more appealing to children than it is to adults
- (D) intentionally glosses over the difficult challenges that scientists face
- (E) does not attempt to reflect scientific reality with rigorous exactness

8. The author of Passage 2 would most likely respond to lines 3-6 in Passage 1 ("most of . . . methods") by

- (A) claiming that the literary merits of science fiction transcend its scientific fallacies
- (B) arguing that science fiction portrays science more accurately than is generally understood
- (C) asserting that science fiction, despite its factual inaccuracies, values scientific thought
- (D) pointing out that science fiction has increased in popularity despite its factual distortions
- (E) suggesting that more people trained as scientists should attempt to write science fiction

9. The attitude of each author toward the genre of science fiction might best be described as

- (A) unabashed admiration
- (B) qualified appreciation
- (C) open amusement
- (D) veiled distaste
- (E) utter contempt

Questions 10-14 are based on the following passage.

This passage, about animal perception, was adapted from an essay by a writer who trains animals.

Line
5 Anyone who trains animals recognizes that human and animal perceptual capacities are different. For most humans, seeing is believing, although we do occasionally brood about whether we can believe our eyes. The other senses are largely ancillary; most of us do not know how we might go about either doubting or believing our noses. But for dogs, scenting is believing. A dog's nose is to ours as the wrinkled surface of our complex brain is to the surface of an egg. A dog who did comparative psychology might easily worry about our consciousness or lack thereof, just as we worry about the consciousness of a squid.

10 We who take sight for granted can draw pictures of scent, but we have no language for doing it the other way about, no way to represent something visually familiar by means of actual scent. Most humans cannot know, with their limited noses, what they can imagine about being deaf, blind, mute, or paralyzed. The sighted can, for example, speak of a blind person as "in the darkness," but there is no corollary expression for what it is that we are in relationship to scent. If we
15 tried to coin words, we might come up with something like "scent-blind." But what would it mean? It couldn't have the sort of meaning that "color-blind" and "tone-deaf" do, because most of us have experienced what "tone" and "color" mean in those expressions, but we don't know
20 what "scent" means in the expression "scent-blind." Scent for many of us can be only a theoretical, technical expression that we use because our grammar requires that we have a noun to go in the sentences we are prompted to utter about animals' tracking. We don't have a sense
25 of scent. What we do have is a sense of smell—for Thanksgiving dinner and skunks and a number of things we call chemicals.

30 So if Fido and I are sitting on the terrace, admiring the view, we inhabit worlds with radically different principles of phenomenology. Say that the wind is to our backs. Our world lies all before us, within a 180 degree angle. The dog's—well, we don't know, do we?

35 He sees roughly the same things that I see but he believes the scents of the garden behind us. He marks the path of the black-and-white cat as she moves among the roses in search of the bits of chicken sandwich I let fall as I walked from the house to our picnic spot. I can show that Fido is alert to the kitty, but not how, for my picture-making modes of thought too easily supply falsifyingly
40 literal representations of the cat and the garden and their modes of being hidden from or revealed to me.

10. The phrase "other senses are largely ancillary" (lines 4-5) is used by the author to suggest that
- (A) only those events experienced directly can be appreciated by the senses
 - (B) for many human beings the sense of sight is the primary means of knowing about the world
 - (C) smell is in many respects a more powerful sense than sight
 - (D) people rely on at least one of their other senses in order to confirm what they see
 - (E) the perceptual capacity of an animal is a function of its ability to integrate all of its senses
11. The example in the last paragraph suggests that "principles of phenomenology" mentioned in lines 34-35 can best be defined as
- (A) memorable things that happen
 - (B) behaviors caused by certain kinds of perception
 - (C) ways and means of knowing about something
 - (D) rules one uses to determine the philosophical truth about a certain thing
 - (E) effects of a single individual's perception on what others believe
12. The missing phrase in the incomplete sentence "The dog's—well, we don't know, do we?" (lines 36-37) refers to
- (A) color blindness
 - (B) depth perception
 - (C) perception of the world
 - (D) concern for our perceptions
 - (E) motivation for action
13. The author uses the distinction between "that" and "how" (line 43) in order to suggest the difference between
- (A) seeing and believing
 - (B) a cat's way and a dog's way of perceiving
 - (C) verifiable hypotheses and whimsical speculation
 - (D) awareness of presence and the nature of that awareness
 - (E) false representations and accurate representations
14. The example in the last paragraph is used to illustrate how
- (A) a dog's perception differs from a human's
 - (B) human beings are not psychologically rooted in the natural world
 - (C) people fear nature but animals are part of it
 - (D) a dog's ways of seeing are superior to a cat's
 - (E) phenomenology is universal and constant

Questions 15-24 are based on the following passage.

First published in 1976, this passage discusses W.E.B. Du Bois and Marcus Garvey, two leaders of the Black American community in the 1910's and 1920's.

The concept of two warring souls within the body of the Black American was as meaningful for Du Bois at the end of his years as editor of *Crisis*, the official journal of the National Association for the Advancement of Colored People (NAACP), as when he had first used the image at the start of the century. The tension between race pride and identification with the nation as a whole was nowhere more dramatic than in the most controversial editorial ever printed in *Crisis*, "Close Ranks," which in July 1918 called on Black Americans to "forget our special grievances and close our ranks" with the White people "fighting for democracy" during the First World War. Bitterly criticized by Black people, Du Bois barely modified his statement when, two months later, he set the priorities for his readers: "first your Country, then your Rights!" Perhaps the editor had written more than he intended in using the word "forget," for *Crisis* before and after the editorial showed no diminution in its criticism of racism. But he distinguished between Allied and German ambitions, and declared that defeat of the former would be disastrous for that "United States of the World" to which he was most loyal.

Du Bois nevertheless saw danger in the negation of race pride, by those who did not recognize their own beauty as Black people, for example. The responsibility of *Crisis* was to arbitrate between those who advocated race pride and those who denied any differences between the races. The focal point of the magazine's efforts in this respect came with the rise of Marcus Garvey, the gifted Jamaican leader whose "back-to-Africa" movement, as it was popularly called, was founded on the premise, according to Du Bois, that "a black skin was in itself a sort of patent to nobility."

Garveyism, which flourished during the height of *Crisis*'s influence and success, brought a formidable challenge to Du Bois. Garvey and his Universal Negro Improvement Association (UNIA), with its hostility to the interracial ideal and its scheme to have Black Americans emigrate to Africa, threw *Crisis* and the NAACP on the defensive by invoking the specter of self-doubt as characteristic of its Black members. Du Bois had first met Garvey on a visit to Jamaica in 1915, and *Crisis* announced Garvey's arrival in the United States the following year. Almost totally unknown in his new country, Garvey invited Du Bois to preside over his first public lecture; then in 1920 he asked permission to submit Du Bois's name as a candidate in the election of a "leader" of Black America at an international convention organized by the UNIA. Du Bois politely declined the former; "under no circumstances" would he allow the latter. Du Bois saw with amazement Garvey's success in persuading thousands of Black Americans of the legitimacy of his back-to-Africa movement and in collecting funds for the purchase of ships for his Black Star Line to transport people to Africa.

There were superficial similarities between Garvey's and Du Bois's commitment to race consciousness and economic empowerment; both men saw the world as comprising separate cultures, each reflecting a distinct heritage and demanding freedom of expression. But Garvey's fixed belief in the idea of Black racial purity, his obsession with Africa as the solution to the problems of its scattered peoples, and his refusal to allow any liberal idea to deflect his purpose differed greatly from Du Bois's ideals. Du Bois fantasized about Africa in at least one poem and wrote about the continent elsewhere, but he cultivated a scholar's knowledge of the land. He made the first of several visits there in 1923 and lived in Africa for the last two years of his life (1961-1963). In a cryptic piece in *Crisis* in 1922, Du Bois was surely referring to Garvey when he ominously predicted the rise of a demagogue who would "come to lead, inflame, lie, and steal" and when he commented that such a person would "gather large followings and then burst and disappear."

15. The primary purpose of the passage is to

- (A) account for the rise of Black nationalism in the United States
- (B) explain the charismatic appeal of two Black American leaders
- (C) explain why Garvey refused to support Du Bois as a leader of Black America
- (D) describe differences between the philosophies of Du Bois and Garvey
- (E) describe Du Bois's quarrel and eventual reconciliation with Garvey

16. The image of "two warring souls" (line 1) refers to the struggle between

- (A) democracy and dictatorship
- (B) Du Bois's ideals and practical demands
- (C) racial and national allegiances
- (D) Du Bois's literary and political ambitions
- (E) Allied and German goals

17. It can be inferred that Du Bois's July 1918 editorial in *Crisis* was "Bitterly criticized" (line 12) because it seemed to

- (A) devalue the specific concerns of Black Americans
- (B) advocate military service for Black Americans
- (C) support Garvey's back-to-Africa movement
- (D) insist on racial rather than national priorities
- (E) attack the official stance of the NAACP on race pride

18. As indicated in lines 15-21 ("Perhaps . . . loyal"), Du Bois advised Black Americans that
- (A) they would be treated more equally in wartime than in peace
 - (B) racial harmony in the United States would improve after the war
 - (C) despite German military superiority, the Allies would win the war
 - (D) wartime provided economic opportunities for both Black and White Americans
 - (E) despite American racism, the effects of an Allied defeat would be even worse
19. That to which Du Bois was "most loyal" (line 21) is best described as
- (A) the UNIA
 - (B) the NAACP
 - (C) *Crisis*
 - (D) global democracy
 - (E) a new African nation founded by Black Americans
20. According to Du Bois, "the premise" (line 30) underlying Garvey's movement was that
- (A) racial issues are more significant than economic issues in the United States
 - (B) an entire group of people is inherently dignified and worthy
 - (C) many Black Americans are descended from African royalty
 - (D) education is more important than ethnicity in shaping a person's character
 - (E) loyalty to one's country takes precedence over all other matters in times of crisis
21. In line 31, "patent to" most nearly means
- (A) copyright of
 - (B) safeguard of
 - (C) guarantee of
 - (D) hope for
 - (E) permission for
22. As described in lines 41-46, Garvey's actions suggest that he initially
- (A) scorned Du Bois's advice
 - (B) doubted Du Bois's commitment
 - (C) envied Du Bois's fame
 - (D) admired Du Bois's writings
 - (E) appreciated Du Bois's influence
23. The information in lines 62-66 indicates that Du Bois
- (A) valued Africa, but in a very different way than Garvey did
 - (B) lived in Africa, but finally returned to the United States to help Black Americans
 - (C) read about Africa, but benefited little from his visits there
 - (D) fantasized about escaping overseas from demagogues like Garvey
 - (E) supported radical solutions to racial problems in the United States
24. The passage implies that over time the relationship between Garvey and Du Bois changed from
- (A) courteous to antagonistic
 - (B) professional to personal
 - (C) remote to close
 - (D) distrustful to ambivalent
 - (E) competitive to cooperative

S T O P

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

SECTION 3
Time — 25 minutes
18 Questions

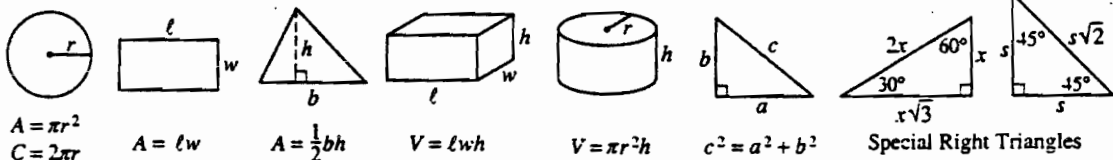
Turn to Section 3 (page 4) of your answer sheet to answer the questions in this section.

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

Notes

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

Reference Information



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

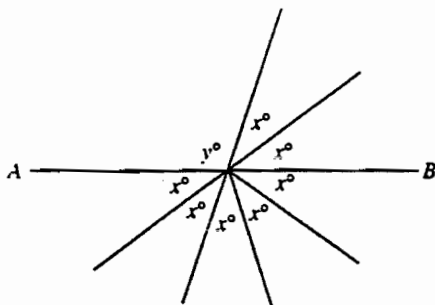
The sum of the measures in degrees of the angles of a triangle is 180.

1. Which of the following numbers is between $\frac{1}{5}$ and $\frac{1}{4}$?

(A) 0.14
(B) 0.15
(C) 0.19
(D) 0.21
(E) 0.26

2. The following are coordinates of points in the xy -plane. Which of these points is nearest the origin?

(A) $(0, -1)$
(B) $(0, \frac{1}{2})$
(C) $(\frac{1}{2}, -\frac{1}{2})$
(D) $(\frac{1}{2}, \frac{1}{2})$
(E) $(-1, -1)$



3. In the figure above, if AB is a line, what is the value of y ?

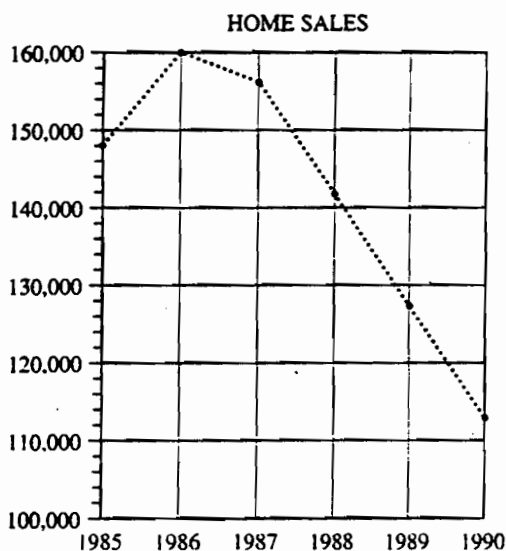
(A) 108
(B) 114
(C) 117
(D) 120
(E) 135

4. If $6.565 = 65(x + 1)$, then $x =$

(A) 10
(B) 11
(C) 100
(D) 101
(E) 1,001

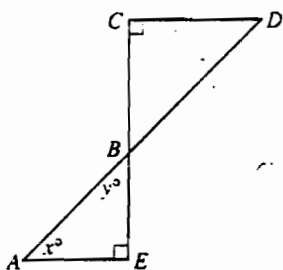
5. If $m^x \cdot m^7 = m^{28}$ and $(m^2)^y = m^{12}$, what is the value of $x + y$?

(A) 7
(B) 12
(C) 14
(D) 24
(E) 31



6. According to the graph above, which of the following is closest to the decrease per year in the number of homes sold between 1987 and 1990?

(A) 7,000
(B) 11,500
(C) 14,000
(D) 17,500
(E) 42,000



Note: Figure not drawn to scale.

7. In the figure above, \overline{AE} and \overline{CD} are each perpendicular to \overline{CE} . If $x = y$, the length of \overline{AB} is 4, and the length of \overline{BD} is 8, what is the length of \overline{CE} ?

- (A) $3\sqrt{2}$ (approximately 4.24)
- (B) $6\sqrt{2}$ (approximately 8.49)
- (C) $8\sqrt{2}$ (approximately 11.31)
- (D) $10\sqrt{2}$ (approximately 14.14)
- (E) $12\sqrt{2}$ (approximately 16.97)

8. The price of ground coffee beans is d dollars for 8 ounces and each ounce makes c cups of brewed coffee. In terms of c and d , what is the dollar cost of the ground coffee beans required to make 1 cup of brewed coffee?

- (A) $\frac{d}{8c}$
- (B) $\frac{cd}{8}$
- (C) $\frac{8c}{d}$
- (D) $\frac{8d}{c}$
- (E) $8cd$

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

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

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

Write answer in boxes.

Grid in result.

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Fraction line

Answer: 2.5

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Decimal point

Answer: 201

Either position is correct.

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

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

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

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

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9. If $\frac{10}{a} = \frac{b}{12}$, what is the value of ab ?

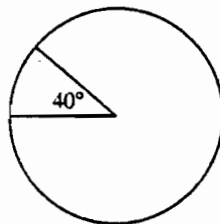
150, 30, 6, ...

10. In the sequence above, each term after the 1st term is $\frac{1}{5}$ of the term preceding it. What is the 5th term of this sequence?

11. Five points, A , B , C , D , and E , lie on a line, not necessarily in that order. \overline{AB} has a length of 24. Point C is the midpoint of \overline{AB} , and point D is the midpoint of \overline{AC} . If the distance between D and E is 5, what is one possible distance between A and E ?

12. What is the greatest of 5 consecutive integers if the sum of these integers equals 185?

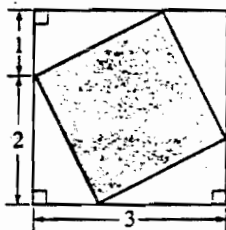
13. A salesman's monthly gross pay consists of \$1,200 plus 20 percent of the dollar amount of his sales. If his gross pay for one month was \$2,500, what was the dollar amount of his sales for that month? (Disregard the \$ sign when gridding your answer.)



14. Naomi makes silver jewelry. For one style of earrings, she cuts wedges from a silver disk, as shown in the figure above. Each wedge makes a 40° angle at the center of the disk. If the weight of each uncut disk is a uniformly distributed 2.5 grams, how many grams does each wedge weigh?

15. If $x^2 - y^2 = 10$ and $x + y = 5$, what is the value of $x - y$?

17. For all positive integers j and k , let $j \div k$ be defined as the whole number remainder when j is divided by k . If $13 \div k = 2$, what is the value of k ?



16. In the figure above, what is the area of the shaded square?

18. The average (arithmetic mean) of the test scores of a class of p students is 70, and the average of the test scores of a class of n students is 92. When the scores of both classes are combined, the average score is 86. What is the value of $\frac{p}{n}$?

STOP

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

SECTION 4

Time — 25 minutes

35 Questions

Turn to Section 4 (page 5) of your answer sheet to answer the questions in this section.

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

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

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

EXAMPLE:

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

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

(A) ● (C) (D) (E)

1. The problem of copyright violation, frequently compounded in certain countries because the sale and use of copyrighted materials are not tightly controlled.

- (A) violation, frequently compounded in certain countries because
- (B) violation, frequently compounded in certain countries and
- (C) violation, frequently compounded in certain countries when
- (D) violation is frequently compounded in certain countries where
- (E) violation is frequently compounded in certain countries so

2. The protesters coming this far, they decided to insist that they meet with the president of the board before leaving the building.

- (A) The protesters coming this far, they
- (B) They, coming this far, the protesters
- (C) Having come this far, the protesters
- (D) To come this far, the protesters
- (E) The protesters came this far, so that they

3. Our lab instructor gave us the assignment, and we started working busily, and we continued to do so for the remainder of the laboratory period.

- (A) Our lab instructor gave us the assignment, and we started working busily, and we continued to do so for the remainder of the laboratory period.
- (B) Upon starting to work busily after we were given the assignment by our lab instructor, we continued to do so for the remainder of the laboratory period.
- (C) Following our lab instructor's giving us the assignment, we started working busily and continued doing just that for the rest of the laboratory period.
- (D) After our lab instructor gave us the assignment, we worked busily for the remainder of the laboratory period.
- (E) We worked busily for the remainder of the laboratory period when the assignment had been given to us by our lab instructor.

4. Activist Mumeo Oku campaigned to improve the lot of women in Japan by exposing faulty household products, she successfully demanded that these products be recalled.
- exposing faulty household products, she successfully demanded that these products be recalled
 - exposing faulty household products and successfully demanding their recall
 - her exposing faulty household products and successful demand of their recall
 - exposing faulty household products, although successfully demanding that these products be recalled
 - exposing faulty household products whose recall she was successful in demanding
5. In response to the traditional assumption that all readers are basically alike, feminist critics have emphasized that every woman reads from their own unique perspectives.
- that every woman reads from their own unique perspectives
 - that every woman reads from her own unique perspective
 - that all women reading from a unique perspective of their own
 - how women reading each have unique perspectives
 - how the unique perspectives of women are in their readings
6. The spirit of the honor code to which each student subscribes requires academic honesty, respectful behavior, and it demands responsibility in action.
- requires academic honesty, respectful behavior, and it demands responsibility in action
 - requires academic honesty, respectful behavior, and responsible action
 - require academic work that is honest, behavior that is respectful, and action of a responsible nature
 - requires academic work that is honest, being respectful in behavior, and demands responsible action
 - require academic honesty, respectful behavior, and the demands of responsible action
7. Finding a wide variety of financial services in a small city is usually not as easy as it is in metropolitan areas.
- it is
 - is that
 - for those
 - for that
 - are those
8. Television's programming difficulties, already made acute by rising costs, threatens to become even more severe as a result of lobbying by special-interest groups.
- already made acute by rising costs, threatens
 - already made acute by rising costs, threaten
 - already made acuter by rising costs, threaten
 - having been made acute by rising costs, threatens
 - after having been made acute by rising costs, threatens
9. Today the primary role of advertising may be to appeal and persuade rather than what it once did, educating and informing.
- what it once did, educating and informing
 - what it once did, which was educating and informing
 - what it once was, education and information
 - educating and informing, what it once did
 - what it once was, to educate and inform
10. As an undergraduate at Rutgers University, Paul Robeson developed a serious interest in drama, which eventually led to a distinguished career as an actor during the 1920's and 1930's.
- Paul Robeson developed a serious interest in drama, which eventually led to
 - Paul Robeson's interest in drama developed seriously and eventually led him to
 - where Paul Robeson developed a serious interest in drama, eventually leading him to
 - Paul Robeson developed a serious interest in drama, having led him eventually to a
 - where he developed a serious interest in drama, Paul Robeson, as a result, eventually went on to
11. The Roman Empire, often by questionable means, attempted to bring their version of law and order to provinces throughout Europe.
- The Roman Empire, often by questionable means, attempted to bring their
 - The Roman Empire was often questionable in its means in its attempts to bring its
 - Using means that are often questionable, the Roman Empire, in attempting to bring its
 - Questionable means were often used by the Roman Empire, in attempting to bring its
 - Often by questionable means, the Roman Empire attempted to bring its

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

EXAMPLE:

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

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

12. Although canoeing through the rapids was exciting,
 A
it was also exhausting, and we were happy for a time
 B
 to have the canoe float serene down a smooth stretch
 C D
 of the river. No error
 E

13. Undoubtedly, more voters in the urban areas
will have voted for Julia Morton if she had taken a
 A B C
less conservative stand on zoning codes than she did.
 D
No error
 E

14. Writing about people whose circumstances
 A B
were deplorable, Dickens used the novel to protest
 C D
 social conditions in Victorian England. No error
 E

15. It was fortunate that the doctor, in spite of adverse
 A
 medical conditions, was able to examine the patient
 B C
calm and competently. No error
 D E

16. In the early days of the steam locomotive,
 A
compassionate engineers would sometimes
 B
have thrown coal overboard in poor neighborhoods
 C D
No error
 E

17. According to the store manager, the most important
 workers were those which had contributed to the
 A B
 reputation of the store rather than those with the
 C
most impressive sales figures. No error
 D E

18. The survey showed that most shoppers who drive
 A
 prefer the mall more than downtown stores
 B
simply because finding parking is less difficult
 C D
 at the mall. No error
 E

19. For people in many ancient societies, work was
 A
 only a means of survival rather than a way
 B C
to improve your standard of living. No error
 D E

20. The use of irrigation in the once-arid region
A B
have increased the production of alfalfa and of
C
many other crops as well . No error
D E
21. Unfortunately, the opening of the new library complex,
previously scheduled for next September, would be
A B C
delayed for several months because of construction
D
difficulties. No error
E
22. Some of the workers who resent the supervisor's
A
authority would probably feel uncomfortable if they
B C
were to acquire the independence that they demand .
D
No error
E
23. Given her strong sense of social justice, Burns
A
vehemently protested over her party's failure
B C
to support a tax decrease for senior citizens. No error
D E
24. The friendly competition between my older sister and
I began as soon as we learned that our aunt had
A B
joked that she might write a will leaving her house
C
to me alone . No error
D E
25. People who wish to be a model should remember that
A
not all modeling is glamorous and that a great deal
B
of it is simply tiring. No error
C D E
26. Professor Chen repeated her point that the hero, if
A
given the chance to relive the moment, would choose
B C
to do it . No error
D E
27. The professor's insistence on high standards and
rigorous examinations are not, despite what students
A
think, part of a plan to withhold high grades
B C
from them . No error
D E
28. Watkins believes that the decline of the essay in the
A B
United States today is largely due to the decreasing
C
number of inquiring readers . No error
D E
29. Today a medical doctor must often make a choice
A B
between engaging in private practice or engaging
C D
in research. No error
E

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

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

Questions 30-35 are based on the following passage.

This essay was written in response to an assignment to describe an unusual person or an unusual characteristic in a person.

(1) My mother likes to speculate about the infirmities of the great personages of the past. (2) I remember well her analysis of schizophrenia in the Dutch painter, Vincent Van Gogh, and psychological conditions of other famous people. (3) Since I was a young child, I have been fascinated by them. (4) She often engages in these musings during sit-down meals with everyone in the family present to offer contrasting views. (5) Mom's interest in historical aspects of psychology is exciting—more exciting, even, than any of the programs offered by network television. (6) She says that poor programming on the part of the networks is one of the reasons she has felt the need to direct our young minds to other, more engaging avenues. (7) Imagine that her speculation is not only an expression of parental concern for a child's welfare but also an outlet for her creative mind. (8) Mom has this unusual interest. it has made me an authority among my peers. (9) Last week, my American literature teacher launched into a discussion of the writings of Edgar Allan Poe. (10) Before the discussion was over I was asked to give the class a glimpse of the personal life of Poe.

30. In context, what is the best way to deal with sentence 3 ?

- (A) Leave it as it is.
- (B) Place it after sentence 7.
- (C) Insert "On the contrary" at the beginning of the sentence.
- (D) Change "them" to "her theories".
- (E) Use "and" at the end of sentence 3 to link it with sentence 4.

31. In context, which of the following should be inserted at the beginning of sentence 7 ?

- (A) After all,
- (B) In fact,
- (C) You should
- (D) I like to
- (E) Then

32. In context, which of the following is the best way to phrase the underlined portion of sentence 8 (reproduced below) ?

Mom has this unusual interest. it has made me an authority among my peers.

- (A) (As it is now)
- (B) And so it is my mom's unusual interest that has made me such
- (C) Because of my mom's unusual interest, I have become
- (D) As you can see, having my mom's unusual interest makes me
- (E) Naturally, this unusual interest of my mom's should have made me

33. In context, which is the best way to deal with sentence 9 ?

- (A) Insert "However," at the beginning of the sentence.
- (B) Insert "For example," at the beginning of the sentence.
- (C) Insert "her name is Ms. Lumberburd" after "teacher".
- (D) Change "into" to "on".
- (E) Change "launched" to "launches".

34. Which of the following sentences would be best to add after sentence 10?

- (A) I confidently related what my mother had taught me about him.
- (B) And in fact, you can bet that really made my day.
- (C) Indeed, my mother had always encouraged me to do my best on such occasions.
- (D) I outlined everything I knew about Poe.
- (E) Famous for his tales of terror, Poe has captivated readers for 150 years.

35. Where is the most logical place to begin a new paragraph?

- (A) After sentence 3
- (B) After sentence 5
- (C) After sentence 6
- (D) After sentence 7
- (E) After sentence 10

STOP

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

SECTION 5
Time — 25 minutes
24 Questions

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

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

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

Example:

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

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

(A) (B) (C) (D) ●

1. They use language not to explain but to —; each statement is like a reflection in a warped mirror.
(A) preserve (B) distort (C) enlighten
(D) negate (E) destroy
2. Colonial South Carolina was characterized by cultural —: Europeans, Africans, and Native Americans each absorbed some customs of the other groups.
(A) tension (B) conservatism (C) integrity
(D) convergence (E) eradication
3. Anna Freud's impact on psychoanalysis was —, coming not from one brilliant discovery but from a lifetime of first-rate work.
(A) tangential (B) premature (C) exorbitant
(D) indiscernible (E) cumulative
4. Francis learned that by — his anger and resentment, and so avoiding —, he could overcome opponents more successfully than could those who openly defied their adversaries.
(A) expressing . . . hostility
(B) suppressing . . . conflict
(C) stifling . . . temperance
(D) disguising . . . deceit
(E) rousing . . . wrath
5. Sleep actually occurs —, though one may receive clues signaling its — for several minutes before one falls asleep.
(A) gradually . . . abruptness
(B) erratically . . . solace
(C) temporarily . . . length
(D) inevitably . . . approach
(E) instantaneously . . . onset
6. Ellen Swallow Richards, a — environmental preservation in the United States, campaigned during the nineteenth century to — responsible practices in the discipline that has come to be known as ecology.
(A) foil for . . . expose
(B) pioneer of . . . implement
(C) resource on . . . squelch
(D) mitigator of . . . promote
(E) critic of . . . exploit
7. Laila performed her tasks at the office with —, completing all her projects in record time.
(A) alacrity (B) conformity (C) deliberation
(D) recrimination (E) exasperation
8. Critics say that the autobiographical work *Brothers and Keepers* by John Edgar Wideman is surprising in that it celebrates and yet — his own role in the life of his brother.
(A) censures (B) exacerbates (C) explores
(D) duplicates (E) delineates

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

Questions 9-10 are based on the following passage.

Line
5 During the late nineteenth century in the United States, many people thought it improper for a woman to be a professional artist. Alice Barber Stephens got around this prejudice: she succeeded as a book and magazine illustrator by creating art and conducting business with publishers and authors from home. She sold engravings to national magazines and illustrated the books of many novelists, including Louisa May Alcott and Nathaniel Hawthorne. As a young woman,
10 Stephens studied at the Pennsylvania School of the Fine Arts, a member of the first class to admit women. She petitioned for nude drawing classes for women, later instituting such a class at an art school for women. She also founded an organization that fought prejudice
15 against women artists.

9. In lines 1-6 ("During . . . home"), the author suggests which of the following?
- (A) In late nineteenth-century America, established artists were exclusively male.
(B) It was harder for women artists to work alone than in the studio of an established artist.
(C) It was easier for artists to sell work to magazines than to art dealers.
(D) Stephens found a way to pursue her professional goals and maintain social respectability.
(E) Stephens demonstrated little regard for the opinions of mainstream society.
10. Which of the following best characterizes Alice Barber Stephens?
- (A) Materialist and aesthete
(B) Perfectionist and egotist
(C) Pragmatist and activist
(D) Dreamer and revolutionary
(E) Celebrity and philanthropist

Questions 11-12 are based on the following passage.

Line
5 The first stage of Europe's conquest of northeastern North America was "the traders phase." Casual contacts and exchanges with visiting explorers and fishermen began on a basis that was not unfamiliar to the Native Americans. Metal, glass, or cloth items were exchanged for furs in a setting that was unprecedented only in the strangeness of the visitors and their wares. But as casual exchanges became systematic, the Native Americans began altering their subsistence and residential patterns to obtain more
10 furs. As a result, they grew dependent on their European trading partners while frequently entering into competition with one another. In the end, the principles of reciprocity and equality were substantially undermined by the ethics and imperatives of the traders.

11. The passage suggests that contact between Native Americans and Europeans ultimately
- (A) decreased Native American reliance on the fur trade
(B) distorted relationships among Native Americans
(C) led to Native American economic independence
(D) decimated the population of fur-bearing animals
(E) increased competition among European traders
12. Lines 5-7 ("Metal . . . wares") suggest that Native Americans primarily viewed the European traders as
- (A) reserved
(B) arrogant
(C) exotic
(D) capricious
(E) grasping

Questions 13-24 are based on the following passages.

The California museum built by oil billionaire J. Paul Getty (1892-1976) to house his world-class art collection opened in 1974. Passage 1 describes some early reactions to the Getty Museum. Passage 2 is excerpted from Getty's autobiography.

Passage 1

Line 1 It sits atop a wooded hillside overlooking the Pacific in
2 Malibu, California. Critics have contemptuously compared
3 it to Disneyland. "A plastic paradise in kitsch city," grumped
4 one. "It outstrips any existing monument to expensive,
5 aggressive bad taste, cultural pretension, and self-
6 aggrandizement."

7 The building that houses the controversial new J. Paul
8 Getty Museum is a re-creation of the Villa dei Papyri in
9 Herculaneum, near Pompeii, which was destroyed by the
10 eruption of Vesuvius in A.D. 79. Visitors and critics alike
11 usually wind up being favorably impressed by the Getty
12 collection, which specializes in classical antiquities. But
13 it is the design of the building rather than the art itself that
14 has ignited the most heated art controversy of the 1970's.

15 Criticism of the museum design is of two types. One
16 school of thought holds that the museum building itself is
17 not sufficiently neutral, that a museum ought not to be, of
18 itself, a work of art, competing with the collection displayed
19 therein. The other school of thought holds that while it is
20 permissible for a museum to be a work of art, the Getty
21 building fails miserably as art because it is neither taste-
22 fully conceived nor accurately reproduced. "It is a faithful
23 replica of nothing that ever existed," wrote architecture
24 critic John Pastier, "re-created by inappropriate technologies
25 and frequently lacking in basic architectural design judg-
26 ment. The details are all based on known Roman examples
27 from various places, but they have been combined and
28 executed in a manner that often negates their nature and
29 purpose or creates an incongruous appearance."

30 Among the specific criticisms offered by Pastier and
31 others dissatisfied with the museum-as-replica is that
32 many interior walls and whole parts of the floor plan of
33 the original villa have been shifted, and an entire wing of
34 the original villa has been omitted. Perhaps the most de-
35 vating single criticism of the authenticity of the museum
36 design has been that excavation of the original villa site
37 has been so incomplete that there is insufficient knowledge
38 available even to attempt a legitimate re-creation. "No one
39 knows about its precise style and details, how many floors
40 it had, or exactly how tall it was," wrote Pastier. The Getty
41 Museum, he seemed to imply, is merely an exercise in
42 guesswork.

Passage 2

43 Since I personally would be footing the bills for the new
44 museum, the final question was put to me: Expand the
45 existing facilities or construct an entirely new building?
46 I listened to all the pros and cons. "Draw up plans for an
47 entirely new building," I told the trustees. I made one
48 reservation. "I refuse to pay for one of those concrete-
49 bunker-type structures that are the fad among museum
50 architects—nor for some tinted-glass-and-stainless-steel
51 monstrosity." To my delight, the trustees beamed. They,
52 too, wanted the museum building itself to be unique and
53 a work of art.

54 The flouting of conventional wisdom and refusal to
55 conform carry with them many risks. This is nowhere
56 more true than in the Art World, certain quarters of which
57 tend to be very much doctrinaire and elitist. However, I had
58 calculated the risks—and, I say this with an admitted degree
59 of arrogance, I disregarded them. Thus, I was neither shaken
60 nor surprised when some of the early returns showed that
61 certain critics sniffed at the new museum. The building did
62 not follow the arbitrary criteria for "museum construction."
63 There were those who thought it should have been more
64 conventional—that is, I suppose, that it should have been
65 built to look like some of the museum structures whose
66 architecture can be best described as "Penitentiary Modern."
67 In any event, for the first two months or so, the J. Paul Getty
68 Museum building was called "controversial" in many Art
69 World (or should I say Artsy-Craftsy?) quarters.

70 I have a fortunate capacity to remain unruffled. I also
71 have had more than sufficient experience in many areas of
72 life to know that the shrillest critics are not necessarily the
73 most authoritative (and seldom the most objective). Beyond
74 this, the very shrillness of their cries and howls very quickly
75 exhausts their wind.

13. In line 3, "plastic" most nearly means

- (A) pliable
- (B) artificial
- (C) impermanent
- (D) innovative
- (E) inexpensive

14. The critics mentioned in the first paragraph of Passage 1 most probably consider the comparison of the museum to Disneyland appropriate because they believe that both places

- (A) have aroused controversy in the press
- (B) were built in picturesque areas
- (C) celebrate imagination and innovation
- (D) are garish and inauthentic in design
- (E) were very expensive to maintain

15. In lines 22-29, Pastier's basic objection to the museum's design is that
- (A) its separate parts do not create a coherent whole
 - (B) it is modeled on a building not worthy of imitation
 - (C) it does not sufficiently accommodate the needs of modern museum patrons
 - (D) its architectural style clashes with the styles of the artworks it houses
 - (E) it is not harmoniously integrated into the landscape that surrounds it
16. Lines 30-42 suggest that the excavation at the site of the Villa dei Papyri had revealed the original structure's
- (A) domestic fixtures
 - (B) architectural embellishments
 - (C) shell, but not the location of its interior walls
 - (D) age, but neither its layout nor its purpose
 - (E) floor plan, but neither its height nor its details
17. Passage 1 indicates that Pastier and like-minded critics have arrived at some of their objections to the Getty Museum by
- (A) evaluating the artworks it houses
 - (B) comparing it to other museums that house antiquities
 - (C) considering the Roman building on which it is modeled
 - (D) investigating the sources of Getty's personal fortune
 - (E) analyzing the character of J. Paul Getty
18. Getty indicates that the trustees "beamed" (line 51) because they were
- (A) amused by Getty's cantankerousness
 - (B) accustomed to Getty's impulsiveness
 - (C) in accord with Getty's preferences
 - (D) pleased by Getty's unexpectedly generous donation
 - (E) impressed with Getty's financial acumen
19. When Getty mentions the "flouting of conventional wisdom" (line 54), he is referring to his opinions about the
- (A) design of the museum building
 - (B) location of the museum
 - (C) museum's arrangement of displays
 - (D) financing of the museum
 - (E) floor plan of the museum building
20. As indicated in Passage 2, Getty considered his choice of museum design an act of
- (A) courageous defiance
 - (B) pointed satire
 - (C) spiteful mischief
 - (D) reluctant compromise
 - (E) justified indignation
21. On the basis of the information in Passage 2, which statement most accurately describes Getty's reaction to the art controversy mentioned in lines 12-14?
- (A) He tabled plans to expand the museum's facilities.
 - (B) He felt that his intentions had been misunderstood by critics.
 - (C) He took the complaints seriously enough to consider redesigning the museum.
 - (D) He had anticipated the response and decided to ignore it.
 - (E) He engaged the most vehement of the critics in public debate.
22. Which aspect of the Getty Museum building seems to matter a great deal in Passage 1, but not in Passage 2?
- (A) Its potential for future expansion
 - (B) Its convenience for visitors
 - (C) Its questionable authenticity
 - (D) Its unusual appearance
 - (E) Its practicality

23. Which statement best expresses an idea shared by one group of critics in Passage 1 and the trustees in Passage 2?
- (A) A museum ought to concentrate on collecting artworks from only one historical period.
 - (B) Museums can be considered successful only if they attract a large enough segment of the population.
 - (C) The design of a building in which works of art are shown should resemble the style of those artworks.
 - (D) It is appropriate for a museum building to be a work of art in its own right.
 - (E) Museums that collect contemporary art experience fewer difficulties than those that collect classical art.
24. The final paragraph of Passage 2 suggests that Getty would predict which of the following about the critics referred to in Passage 1?
- (A) Unless they offer more constructive advice, they will lose the chance to contribute.
 - (B) Unless they start to conform more closely to public opinion, they will lose their audience.
 - (C) Since they are widely read, they will continue to have an impact on museum attendance.
 - (D) Since they are taken seriously by the art world, they will continue to influence museum design.
 - (E) Although they are very loud, their influence will be short-lived.

STOP

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

SECTION 7
Time — 25 minutes
20 Questions

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

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

Notes

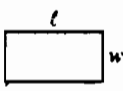
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
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4. Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information

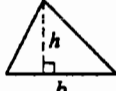


$$A = \pi r^2$$

$$C = 2\pi r$$



$$A = \ell w$$



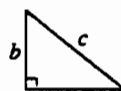
$$A = \frac{1}{2}bh$$



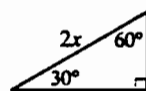
$$V = \ell wh$$



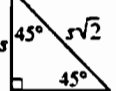
$$V = \pi r^2 h$$



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



Special Right Triangles



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

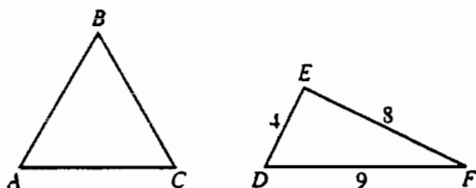
The sum of the measures in degrees of the angles of a triangle is 180.

1. In a certain game, points are assigned to every word. Each q , x , and z in a word is worth 5 points, and all other letters are worth 1 point each. What is the sum of the points assigned to the word "exquisite"?
(A) 21
(B) 17
(C) 16
(D) 13
(E) 9

2. If $2x - 10 = 20$, then $x - 5 =$
(A) 5
(B) 10
(C) 15
(D) 20
(E) 30

3. If t represents an odd integer, which of the following expressions represents an even integer?

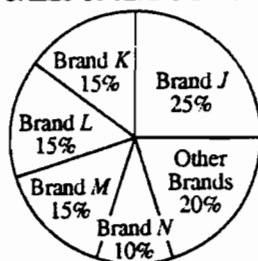
(A) $t + 2$
(B) $2t - 1$
(C) $3t - 2$
(D) $3t + 2$
(E) $5t + 1$



4. For the triangles above, the perimeter of $\triangle ABC$ equals the perimeter of $\triangle DEF$. If $\triangle ABC$ is equilateral, what is the length of \overline{AB} ?

(A) 4
(B) 5
(C) 7
(D) 9
(E) 15

SALES OF JEANS IN 2001



5. The circle graph above represents all the jeans that were sold by a retail store in 2001, according to their brands. If the store sold 900 pairs of jeans other than brands J , K , L , M , and N , how many pairs of jeans did it sell altogether?

(A) 1,500
(B) 2,250
(C) 3,000
(D) 3,600
(E) 4,500

6. If there is no waste, how many square yards of carpeting is needed to cover a rectangular floor that is 12 feet by 18 feet? (1 yard = 3 feet)

(A) 8
(B) 16
(C) 24
(D) 30
(E) 216

7. A certain scale only registers weights that are greater than 6 pounds. A person who wanted to know the weights of a puppy, a kitten, and a bunny weighed them in pairs and got the following results.

The kitten and the bunny weighed 7 pounds.

The kitten and the puppy weighed 8 pounds.

The bunny and the puppy weighed 9 pounds.

What is the weight of the puppy?

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

8. On a blueprint, $\frac{1}{4}$ inch represents 16 feet. If a driveway is 40 feet long, what is its length, in inches, on the map?

- (A) $\frac{3}{8}$
(B) $\frac{5}{8}$
(C) $\frac{3}{4}$
(D) $2\frac{1}{2}$
(E) 10

9. In the xy -coordinate system, $(p, 0)$ is one of the points of intersection of the graphs of $y = -x^2 + 9$ and $y = x^2 - 9$. If p is positive, what is the value of p ?

- (A) 3
(B) 6
(C) 9
(D) 18
(E) 81

10. The Smith Metal Company's old machine makes 300 bolts per hour. Its new machine makes 450 bolts per hour. If both machines begin running at the same time, how many minutes will it take the two machines to make a total of 900 bolts?

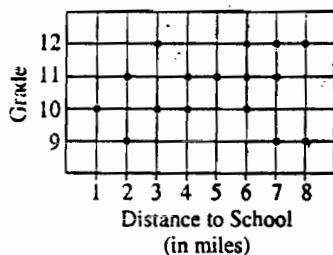
- (A) 36
(B) 72
(C) 120
(D) 144
(E) 180

t	-1	0	1	2
$g(t)$	4	2	0	-2

11. The table above gives values of the linear function g for selected values of t . Which of the following defines g ?

- (A) $g(t) = \frac{1}{2}t + 1$
(B) $g(t) = -\frac{1}{2}t + 1$
(C) $g(t) = -t + 1$
(D) $g(t) = -t + 2$
(E) $g(t) = -2t + 2$

SURVEY RESULTS

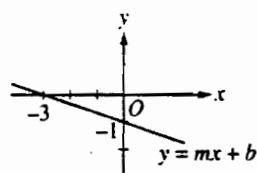


12. The results of a survey of 16 students at Thompson High School are given in the grid above. It shows the distance, to the nearest mile, that students at various grade levels travel to school. According to this grid, which of the following is true?

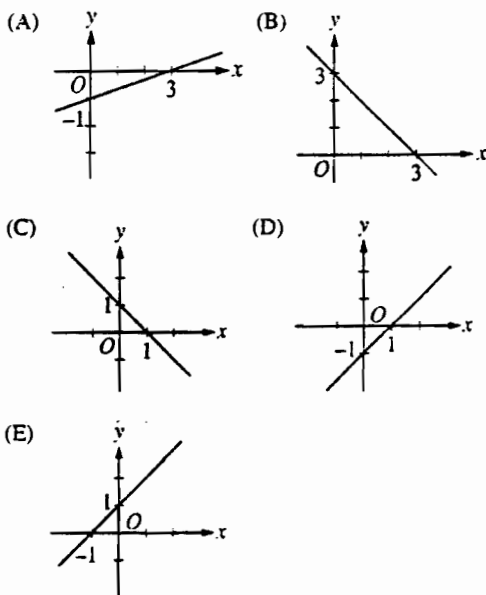
- (A) There is only one student who travels 2 miles to school.
- (B) Half of the students travel less than 4 miles to school.
- (C) More 12th graders than 11th graders travel 6 or more miles to school.
- (D) The students who travel less than 3 miles to school are all 12th graders.
- (E) Of the students who travel 7 or more miles to school, half are 9th graders.

13. How many positive three-digit integers have the hundreds digit equal to 3 and the units digit (ones digit) equal to 4?

- (A) 10
- (B) 19
- (C) 20
- (D) 190
- (E) 200



14. The figure above shows the graph of the line $y = mx + b$, where m and b are constants. Which of the following best represents the graph of the line $y = -3mx + b$?



15. If the volume of a cube is 8, what is the shortest distance from the center of the cube to the base of the cube?

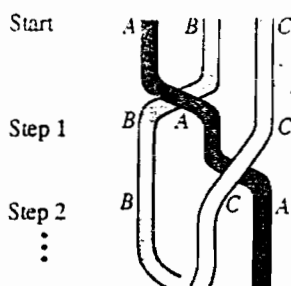
(A) 1
(B) 2
(C) 4
(D) $\sqrt{2}$
(E) $2\sqrt{2}$

-
16. If $y = \frac{5x^3}{z}$, what happens to the value of y when both x and z are doubled?

(A) y is not changed.
(B) y is halved.
(C) y is doubled.
(D) y is tripled.
(E) y is multiplied by 4.

17. Luke purchased an automobile for \$5,000, and the value of the automobile decreases by 20 percent each year. The value, in dollars, of the automobile n years from the date of purchase is given by the function V , where $V(n) = 5000\left(\frac{4}{5}\right)^n$. How many years from the date of purchase will the value of the automobile be \$3,200?

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

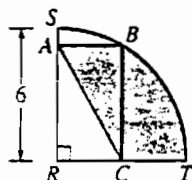


18. In the figure above, three wires are braided. That is, by starting in the order A, B, C , the outer left wire A is brought over wire B to the middle position, forming the order shown in step 1, then the outer right wire C is brought to the new middle position shown in step 2, and so on, alternately bringing each new left and each new right wire to the middle. At what numbered step does the braid first repeat the original order A, B, C ?

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

19. In a set of eleven different numbers, which of the following CANNOT affect the value of the median?

(A) Doubling each number
(B) Increasing each number by 10
(C) Increasing the smallest number only
(D) Decreasing the largest number only
(E) Increasing the largest number only



20. In the figure above, arc SBT is one quarter of a circle with center R and radius 6. If the length plus the width of rectangle $ABCR$ is 3, then the perimeter of the shaded region is

(A) $8 - 3\pi$
(B) $10 + 3\pi$
(C) $14 + 3\pi$
(D) $1 + 6\pi$
(E) $12 - 6\pi$

STOP

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

SECTION 8
Time — 20 minutes
19 Questions

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

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

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

Example:

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

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

(A) (B) (C) (D) ●

1. Many writers associated with the Harlem Renaissance were not originally from Harlem; drawn by the artistic community it provided, they — the place as home.
(A) neglected (B) adopted (C) avoided
(D) criticized (E) encountered
2. Nicknamed the "contact lens," the device installed on the Hubble telescope successfully — its flawed vision, the result of a faulty mirror.
(A) corrected (B) displayed (C) generated
(D) scrutinized (E) accentuated
3. As an architect who rehabilitates older buildings, Roberta Washington objected to a city policy that resulted in the mass — of clearly — structures.
(A) demolition . . inconsequential
(B) renovation . . derelict
(C) razing . . salvageable
(D) protection . . venerable
(E) scouring . . grimy
4. The treasurer was intimidated by the — demeanor of the auditors who neither spoke nor smiled when they arrived.
(A) amiable (B) ethical (C) glacial
(D) taunting (E) nondescript
5. Rodolfo Gonzales was once described as — in body and mind because of the flexibility and grace apparent in both his boxing and his writing of poetry and plays.
(A) unyielding (B) tremulous (C) emphatic
(D) lithe (E) fickle
6. On the verge of financial collapse, the museum was granted a —, receiving a much-needed — of cash in the form of a government loan.
(A) reprieve . . infusion
(B) deferment . . inducement
(C) rebate . . advance
(D) hearing . . security
(E) procurement . . account

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

Questions 7-19 are based on the following passage.

In this passage from a novel, the narrator has been reading letters of his grandmother, Susan Ward, and is reflecting on the meaning of certain events in her life. In about 1880, Susan Ward was a young woman—a writer and a mother—whose husband Oliver was working as a mining engineer in Leadville, in the West. Here, the narrator imagines Susan Ward as she spends the winter with her family in Milton, New York, before rejoining her husband in the spring

From the parental burrow, Leadville seemed so far away it was only half real. Unwrapping her apple-cheeked son after a sleigh ride down the lane, she had difficulty in believing that she had ever lived anywhere but here in Milton.

She felt now the placid industry of her days matched the placid industry of all the days that had passed over that farm through six generations. Present and past were less continuous than synonymous. She did not have to come at her grandparents through a time machine. Her own life and that of the grandfather she was writing about showed her similar figures in an identical landscape. At the milldam where she had learned to skate she pulled her little boy on his sled, and they watched a weasel snow-white for winter flint his black-tipped tail in and out of the mill's timbers. She might have been watching with her grandfather's eyes.

Watching a wintry sky die out beyond black elms, she could not make her mind restore the sight of the western mountains at sunset from her cabin door, or the cabin itself, or Oliver, or their friends. Who were those glittering people intent on raiding the continent for money or for scientific knowledge? What illusion was it that she bridged between this world and that? She paused sometimes, cleaning the room she had always called Grandma's Room, and thought with astonishment of the memory of Oliver's great revolver lying on the dresser when he, already a thoroughgoing Westerner, had come to the house to court her.

The town of Milton was dim and gentle, molded by gentle lives, the current of change as slow through it as the seep of water through a bog. More than once she thought how wrong those women in San Francisco had been, convinced that their old homes did not welcome them on their return. Last year when Oliver's professional future was uncertain, she would have agreed. Now, with the future assured in the form of Oliver's appointment as manager of the Adelaide mine in Leadville, the comfortable past asserted itself unchanged. Need for her husband, like worry over him, was tuned low. Absorbed in her child and in the writing of her book, she was sunk in her affection for home. Even the signs of mutability that sometimes jolted her—the whiteness of her mother's hair, the worn patience of her sister's face, the morose silences of her brother-in-law, now so long and black that

the women worried about him in low voices—could not more than briefly interrupt the deep security and peace

I wonder if ever again Americans can have that experience of returning to a home place so intimately known, profoundly felt, deeply loved, and absolutely submitted to? It is not quite true that you can't go home again. But it gets less likely. We have had too many divorces, we have consumed too much transportation, we have lived too shallowly in too many places. I doubt that anyone of my son's generation could comprehend the home feelings of someone like Susan Ward. Despite her unwillingness to live separately from her husband, she could probably have stayed on indefinitely in Milton, visited only occasionally by an asteroid husband. Or she would have picked up the old home and remade it in a new place. What she resisted was being a woman with no real home.

When frontier historians theorize about the uprooted, the lawless, the purseless, and the socially cut-off who emigrated to the West, they are not talking about people like my grandmother. So much that was cherished and loved, women like her had to give up; and the more they gave it up, the more they carried it helplessly with them. It was a process like ionization: what was subtracted from one pole was added to the other. For that sort of pioneer, the West was not a new country being created, but an old one being reproduced; in that sense our pioneer women were always more realistic than our pioneer men. The moderns, carrying little baggage of the cultural kind, not even living in traditional air, but breathing into their space helmets a scientific mixture of synthetic gases (and polluted at that) are the true pioneers. Their circuitry seems to include no domestic sentiment, they have had their empathy removed, their computers hum no ghostly feedback of Home, Sweet Home. How marvelously free they are! How unutterably deprived!

7. In line 1, the phrase "parental burrow" suggests

- (A) a lack of luxurious accommodations
- (B) an atmosphere of peaceful security
- (C) the work required to sustain a home
- (D) a lack of interest and stimulation
- (E) the loss of privacy

8. It can be inferred that Ward "did not have to come at her grandparents through a time machine" (lines 8-9) because

- (A) her parents had frequently told her stories of them
- (B) she was deeply immersed in the history and literature of the period of their lives
- (C) her life in Milton closely resembled theirs
- (D) as a writer she could intuitively sense their lives
- (E) she possessed written accounts of their lives

9. The reference to the grandfather's eyes in line 15 indicates that Ward
- (A) longed to see nature as her ancestors did
 - (B) was unable to come to terms with her own life
 - (C) felt that her grandfather would approve of her life choices
 - (D) was seeing something her grandfather himself might well have seen
 - (E) longed to let her grandfather know what she was experiencing
10. The reference to a bog in line 29 serves to convey a sense of the
- (A) natural setting of the town of Milton
 - (B) way in which Milton's residents earned their livelihoods
 - (C) deliberate pace of life in Milton
 - (D) confinement that Ward first felt in Milton
 - (E) vague foreboding that permeated Milton
11. Ward came to feel differently from "those women in San Francisco" (line 30) because
- (A) the rigors of life in the West made life in the East seem more pleasant
 - (B) the problems in her sister's life made her more content with the situation in her own life
 - (C) she had more free time as her son began to grow out of infancy
 - (D) her own career as a writer had become more important to her
 - (E) she was free to enjoy her surroundings now that she was confident about her husband's professional future
12. The word "sunk" in line 38 conveys the degree to which Ward
- (A) is depressed about being separated from her husband
 - (B) is concerned about her son's social development
 - (C) feels powerless to help her sister's troubled marriage
 - (D) allows herself to be filled with a particular emotion
 - (E) lets down her defenses to free her creativity
13. The "feelings" referred to in line 51 might best be defined as
- (A) an unwillingness to travel far
 - (B) the importance of property to self-esteem
 - (C) the emotional presence of one's ancestors
 - (D) deep knowledge and love of a place
 - (E) a yearning to recapture childhood
14. The narrator refers to "frontier historians" (line 58) primarily in order to
- (A) add the weight of their authority to his assertion
 - (B) show his respect for their research
 - (C) suggest that instinct must be supplemented by formal training
 - (D) introduce a viewpoint he contradicts
 - (E) illustrate the nature of his own education
15. The narrator characterizes the migration by people like his grandmother as chiefly a process of
- (A) recreating a domestic haven
 - (B) developing new skills for physical survival
 - (C) shedding now-irrelevant concerns over status
 - (D) instilling a love of place in the young
 - (E) preserving the beauty of unspoiled nature
16. The reference to "little baggage" in lines 68-69 serves to suggest which of the following about the narrator's view of modern people?
- (A) They are not burdened by physical possessions.
 - (B) They are not affected by the values of the past.
 - (C) They are not interested in artistic tradition.
 - (D) They are not bearing their portion of responsibility.
 - (E) They are not respectful of the opinions of others.
17. In lines 71-75, the narrator describes members of the modern generation as the "true pioneers" because they
- (A) have worthier motivations for breaking new ground
 - (B) build on the achievements of earlier generations
 - (C) have superior technology and training
 - (D) live in a violent and uncertain world
 - (E) regard life as no previous generation has done

18. The narrator apparently believes which of the following about the idea of home held by the new pioneers?

- (A) They long to achieve their own sense of place.
- (B) They scoff at the earlier generation's sense of place.
- (C) They are free from hypocritical rhetoric about home.
- (D) They are unable to experience the earlier generation's attachment to home.
- (E) They are as deeply attuned to home as the earlier generation but in a distinctly different way.

19. What parallel between the narrator and Susan Ward does the passage reveal?

- (A) Both openly resent the signs of change around them.
- (B) Both have lived in many parts of the country.
- (C) Both are writing about the life of a grandparent.
- (D) Both feel alienated from their spouses.
- (E) Both prefer solitude to company.

STOP

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

SECTION 9
Time — 20 minutes
16 Questions

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

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

Notes

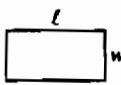
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is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

Reference Information

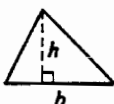


$$A = \pi r^2$$

$$C = 2\pi r$$



$$A = lw$$



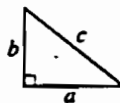
$$A = \frac{1}{2}bh$$



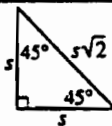
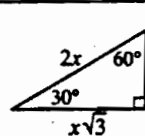
$$V = lwh$$



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



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



Special Right Triangles

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

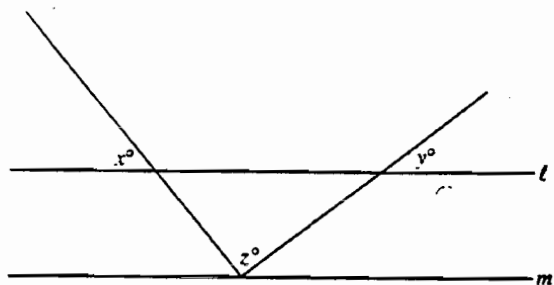
The sum of the measures in degrees of the angles of a triangle is 180.

1. For which of the following values of m will the value of $3m - 1$ be greater than 10?

(A) 4
(B) 3
(C) 2
(D) 1
(E) 0

2. If $a \times k = a$ for all values of a , what is the value of k ?

(A) $-a$
(B) -1
(C) 0
(D) 1
(E) a



Note: Figure not drawn to scale.

3. In the figure above, $\ell \parallel m$. If $x = 80$ and $y = 70$, what is the value of z ?

(A) 30
(B) 60
(C) 75
(D) 90
(E) 150

4. The scenic route from Mia's home to her office is 5 kilometers longer than the direct route. When she goes by the scenic route and returns by the direct route, the round trip is 35 kilometers. How many kilometers is the direct route?

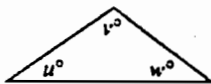
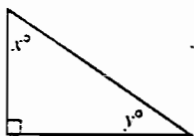
(A) 5
(B) $12\frac{1}{2}$
(C) 15
(D) 20
(E) $22\frac{1}{2}$

5. A complete cycle of a traffic light takes 80 seconds. During each cycle, the light is green for 40 seconds, amber for 10 seconds, and red for 30 seconds. At a randomly chosen time, what is the probability that the light will not be red?

(A) $\frac{7}{8}$
(B) $\frac{5}{8}$
(C) $\frac{1}{2}$
(D) $\frac{3}{8}$
(E) $\frac{1}{8}$

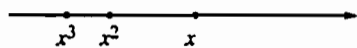
6. For a certain hot-water heater, the increase in heating expenses is directly proportional to the increase in water-temperature setting. If heating expenses increase by \$24 when the water-temperature setting is increased by 20 degrees Fahrenheit, by how much will heating expenses increase when the water-temperature setting is increased by 15 degrees Fahrenheit?

(A) \$16
(B) \$18
(C) \$19
(D) \$20
(E) \$21



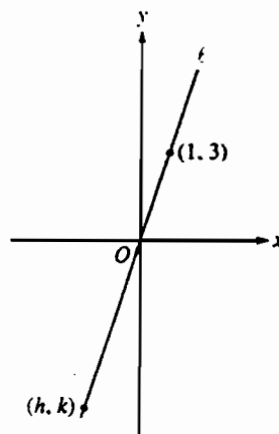
7. In the triangles above, what is the average (arithmetic mean) of u , v , w , x , and y ?

(A) 21
(B) 45
(C) 50
(D) 52
(E) 54



8. If x , x^2 , and x^3 lie on a number line in the order shown above, which of the following could be the value of x ?

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



9. In the figure above, line ℓ passes through the origin. What is the value of $\frac{k}{h}$?

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

$$|m - 3| = 5$$

$$|k + 7| = 15$$

10. In the equations above, $m < 0$ and $k < 0$. What is the value of $m - k$?

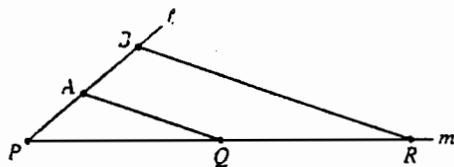
(A) -24
(B) -14
(C) 8
(D) 16
(E) 20

RATINGS OF CAR ENGINE OIL

Rating	Relative Speed of Flow
10W	Half as fast as 5W oil
15W	Half as fast as 10W oil
20W	Half as fast as 15W oil

11. According to the table above, car engine oil with a rating of 5W flows how many times as fast as car engine oil with a rating of 20W?

(A) 2
(B) 4
(C) 8
(D) 16
(E) 32



Note: Figure not drawn to scale.

12. In the figure above, points P , A , and B are equally spaced on line l and points P , Q , and R are equally spaced on line m . If $PB = 4$, $PR = 6$, and $AQ = 4$, what is the perimeter of quadrilateral $QABR$?

(A) 13
(B) 14
(C) 15
(D) 16
(E) 17

Questions 13-14 refer to the following functions g and h .

$$g(n) = n^2 + n$$

$$h(n) = n^2 - n$$

13. $g(5) - h(4) =$

- (A) 0
- (B) 8
- (C) 10
- (D) 18
- (E) 32

14. Which of the following is equivalent to $h(m+1)$?

- (A) $g(m)$
- (B) $g(m) + 1$
- (C) $g(m) - 1$
- (D) $h(m) + 1$
- (E) $h(m) - 1$

15. A store charges \$28 for a certain type of sweater. This price is 40 percent more than the amount it costs the store to buy one of these sweaters. At an end-of-season sale, store employees can purchase any remaining sweaters at 30 percent off the store's cost. How much would it cost an employee to purchase a sweater of this type at this sale?

- (A) \$8.40
- (B) \$14.00
- (C) \$19.60
- (D) \$20.00
- (E) \$25.20

16. In rectangle $ABCD$, point E is the midpoint of \overline{BC} .

If the area of quadrilateral $ABED$ is $\frac{2}{3}$, what is the area of rectangle $ABCD$?

- (A) $\frac{1}{2}$
- (B) $\frac{3}{4}$
- (C) $\frac{8}{9}$
- (D) 1
- (E) $\frac{8}{3}$

STOP

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

SECTION 10
Time — 10 minutes
14 Questions

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

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

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

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

EXAMPLE:

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

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

(A) ● (C) (D) (E)

1. At the beginning of George Eliot's novel *Silas Marner*, a linen weaver has been driven by a false charge of theft away from his home and taking refuge in the village of Raveloe.

- (A) taking refuge in the village of Raveloe
- (B) has taken refuge in the village of Raveloe
- (C) the village of Raveloe
- (D) being in the village of Raveloe
- (E) Raveloe, a village that is his refuge

2. Serving as either business tools or recreational devices, computers, they are increasingly popular.

- (A) computers, they are increasingly popular
- (B) their popularity has increased
- (C) they have become more popular
- (D) computers are increasingly popular
- (E) computers, they are popular

3. One often coming upon passages in letters often that are memorable for their thought or their form, or both.

- (A) One often coming upon passages in letters often that are
- (B) One often comes upon passages in letters that are
- (C) One often comes upon a passage in letters that you find
- (D) Often one comes upon a passage in letters; it is
- (E) Often one comes upon a passage in letters in which it is

4. Finding political support, designing a campaign, and, above all, the securing of financial backing are the challenging tasks faced by candidates.

- (A) the securing of financial backing are
- (B) the security of financial backing are
- (C) to secure financial backing is
- (D) securing financial backing is
- (E) securing financial backing are

5. Although only two inches long, the shrew is a mammal and therefore a relative of elephants and giraffes.

- (A) Although only
- (B) Whereas only
- (C) Despite a size
- (D) While its size is
- (E) Since it is

6. Many prospective actors in the area auditioned for roles in the movie, and only a few were selected.
- (A) Many prospective actors in the area auditioned for roles in the movie, and only a few were selected.
 - (B) Many prospective actors, having auditioned for roles in the movie, only a few in the area were selected.
 - (C) Many prospective actors in the area auditioned for roles in the movie, but only a few were selected.
 - (D) Only a few were selected, many prospective actors in the area having auditioned for roles in the movie.
 - (E) After many prospective actors in the area auditioned for role in the movie, only a few being selected.
7. The author, taking the reader on a chronological journey through her native land, skillfully combining history and legend with fragments of fiction.
- (A) The author, taking the reader on a chronological journey through her native land, skillfully
 - (B) The reader is taken on a chronological journey through the author's native land by skillfully
 - (C) The reader is taken on a chronological journey through her native land by the author who is skillfully
 - (D) The author, who takes the reader on a chronological journey through her native land, skillfully
 - (E) The author takes the reader on a chronological journey through her native land, skillfully
8. The practice of renaming a street Martin Luther King Boulevard has been adopted through many cities in honoring the civil rights leader.
- (A) through many cities in honoring
 - (B) through many cities to honor
 - (C) in many cities; it was to honor
 - (D) by many cities to honor
 - (E) by many cities in honoring
9. During the 1980's, the income gap between the richest and the poorest Americans widened significantly, while continuing to expand in the 1990's.
- (A) significantly, while continuing to expand
 - (B) significantly, and it continued to expand
 - (C) significantly with continuing expansion
 - (D) significantly, it continued expanding
 - (E) significantly, continuing expanding
10. The Basque language, possibly one of Europe's oldest, whose origins are hotly debated.
- (A) The Basque language, possibly one of Europe's oldest, whose origins are hotly debated.
 - (B) The Basque language, possibly one of Europe's oldest, its origins are hotly debated.
 - (C) Possibly one of Europe's oldest languages, the origins of Basque are hotly debated.
 - (D) The origins of the Basque language, possibly one of Europe's oldest, are hotly debated.
 - (E) Basque is hotly debated as a language whose origins are possibly Europe's oldest.
11. Because the workers approached their jobs with very little interest and almost no energy, their productivity was, not surprisingly, very low.
- (A) their productivity was, not surprisingly, very low
 - (B) this lowered, not surprisingly, their productivity
 - (C) not to anyone's surprise their productivity was very low
 - (D) their very low productivity was not to anyone's surprise
 - (E) their productivity, being very low, was not surprising
12. Many changes occurred while she was president of the college, and they increased its educational quality as well as effectiveness.
- (A) college, and they increased its educational quality as well as effectiveness
 - (B) college, they both increased the educational quality and effectiveness of the college
 - (C) college, which both increased its educational quality as well as increased its effectiveness
 - (D) college; these changes increased its educational quality and effectiveness
 - (E) college; these changes increased both the educational quality and effectiveness of the college

13. Although the global food crisis is most obvious in the tropics, the temperate zones may have a similar problem soon.
- (A) Although the global food crisis is most obvious in the tropics, the
 - (B) The global food crisis being most obvious in the tropics, the
 - (C) Notwithstanding the fact that the global food crisis is most obvious in the tropics, nevertheless the
 - (D) Although the global food crisis had been most obvious in the tropics, the
 - (E) Even if the global food crisis was most obvious in the tropics, nevertheless the
14. High school graduates usually do not end up earning as much income as college graduates do, this being why so many high school students go on to pursue college degrees.
- (A) do, this being why so many high school students
 - (B) do, this is why so many high school students
 - (C) do; this fact explains why so many high school students
 - (D) do; this fact explaining the reason for why so many high school students
 - (E) do, explaining why so many high school students

STOP

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

Table 1. Critical Reading Conversion Table			
Raw Score	Scaled Score	Raw Score	Scaled Score
67	800	30	470-530
66	770-800	29	470-530
65	740-800	28	460-520
64	720-800	27	450-510
63	700-800	26	450-510
62	690-790	25	440-500
61	670-770	24	440-500
60	660-760	23	430-490
59	660-740	22	420-480
58	650-730	21	420-480
57	640-720	20	410-470
56	630-710	19	400-460
55	630-710	18	400-460
54	620-700	17	390-450
53	610-690	16	380-440
52	600-680	15	380-440
51	610-670	14	370-430
50	600-660	13	360-420
49	590-650	12	350-410
48	580-640	11	350-410
47	580-640	10	340-400
46	570-630	9	330-390
45	560-620	8	310-390
44	560-620	7	300-380
43	550-610	6	290-370
42	550-610	5	270-370
41	540-600	4	260-360
40	530-590	3	250-350
39	530-590	2	230-330
38	520-580	1	220-320
37	510-570	0	200-290
36	510-570	-1	200-290
35	500-560	-2	200-270
34	500-560	-3	200-250
33	490-550	-4	200-230
32	480-540	-5	200-210
31	480-540	-6 and below	200

Table 2. Math Conversion Table			
Raw Score	Scaled Score	Raw Score	Scaled Score
54	800	23	460-520
53	750-800	22	450-510
52	720-800	21	440-500
51	700-780	20	430-490
50	690-770	19	430-490
49	680-740	18	420-480
48	670-730	17	410-470
47	660-720	16	400-460
46	640-700	15	400-460
45	630-690	14	390-450
44	620-680	13	380-440
43	620-680	12	360-440
42	610-670	11	350-430
41	600-660	10	340-420
40	580-660	9	330-430
39	570-650	8	320-420
38	560-640	7	310-410
37	550-630	6	290-390
36	550-630	5	280-380
35	540-620	4	270-370
34	530-610	3	260-360
33	520-600	2	240-340
32	520-600	1	230-330
31	520-580	0	210-310
30	510-570	-1	200-290
29	500-560	-2	200-270
28	490-550	-3	200-250
27	490-550	-4	200-230
26	480-540	-5	200-210
25	470-530	-6 and below	200
24	460-520		

Table 3. Writing Conversion Table							
MC Raw Score	Essay Score						
	0	1	2	3	4	5	6
49	650-690	670-720	690-740	710-770	750-800	780-800	800
48	630-690	640-720	660-740	690-770	720-800	760-800	780-800
47	600-690	620-720	640-740	660-770	700-800	730-800	760-800
46	580-690	600-720	620-740	650-770	680-800	710-800	740-800
45	570-690	580-720	600-740	630-770	670-800	700-800	730-800
44	560-680	570-710	590-730	620-760	660-790	690-800	720-800
43	540-660	560-690	580-710	610-740	640-780	670-800	700-800
42	530-660	550-690	570-700	600-730	630-770	660-800	690-800
41	530-650	540-680	560-700	590-720	620-760	660-790	680-800
40	520-640	530-670	550-690	580-710	620-750	650-780	680-800
39	510-630	520-660	540-680	570-710	610-740	640-770	670-800
38	500-620	520-650	540-670	560-700	600-730	630-770	660-790
37	490-610	510-640	530-660	560-690	590-720	620-760	650-780
36	480-600	500-630	520-650	550-680	580-720	610-750	640-770
35	480-590	490-620	510-640	540-670	570-710	610-740	640-770
34	470-590	480-620	500-630	530-660	570-700	600-730	630-760
33	460-580	470-610	490-630	520-650	560-690	590-720	620-750
32	450-570	470-600	490-620	510-640	550-680	580-710	610-740
31	440-560	460-590	480-610	510-640	540-670	570-700	600-730
30	430-550	450-580	470-600	500-630	530-660	560-700	590-720
29	430-540	440-570	460-590	490-620	520-650	560-690	590-710
28	420-530	430-560	450-580	480-610	520-650	550-680	580-700
27	410-520	420-550	440-570	470-600	510-640	540-670	570-700
26	400-520	420-550	430-560	460-590	500-630	530-660	560-690
25	390-510	410-540	430-560	450-580	490-620	520-650	550-680
24	380-500	400-530	420-550	450-570	480-610	510-640	540-670
23	370-490	390-520	410-540	440-570	470-600	500-630	530-660
22	370-480	380-510	400-530	430-560	460-590	500-630	520-650
21	370-480	380-510	400-530	430-560	460-590	500-630	520-650
20	360-470	370-500	390-520	420-550	460-580	490-620	520-640
19	350-460	360-490	380-510	410-540	450-580	480-610	510-630
18	340-450	350-480	370-500	400-530	440-570	470-600	500-630
17	330-450	350-480	360-490	390-520	430-560	460-590	490-620
16	320-440	340-470	360-490	390-510	420-550	450-580	480-610
15	310-430	330-460	350-480	380-510	410-540	440-570	470-600
14	300-420	320-450	340-470	370-500	400-530	430-560	460-590
13	300-410	310-440	330-460	360-490	390-520	430-560	450-580
12	290-400	300-430	320-450	350-480	390-510	420-550	450-570
11	280-390	290-420	310-440	340-470	380-510	410-540	440-570
10	270-390	280-420	300-430	330-460	370-500	400-530	430-560
9	260-380	280-410	290-430	320-450	360-490	390-520	420-550
8	250-370	270-400	290-420	320-450	350-480	380-510	410-540
7	240-360	260-390	280-410	310-440	340-470	370-510	400-530
6	230-350	250-380	270-400	300-430	330-460	360-500	390-520
5	230-340	240-370	260-390	290-420	320-460	360-490	380-520
4	220-340	230-370	250-380	280-410	320-450	350-480	380-510
3	210-330	220-360	240-380	270-400	310-440	340-470	370-500
2	200-320	210-350	230-370	260-400	300-430	330-460	360-490
1	200-300	200-330	220-350	250-380	280-410	310-450	340-470
0	200-290	200-320	210-340	240-370	270-410	300-440	330-470
-1	200-280	200-310	200-330	220-350	250-390	290-420	310-450
-2	200-260	200-290	200-310	200-340	240-370	270-410	300-430
-3	200-240	200-270	200-290	200-320	240-360	270-390	300-420
-4	200-230	200-260	200-280	200-300	240-340	270-370	300-400
-5	200	200-230	200-250	200-280	240-320	270-350	300-370
-6	200	200-220	200-240	200-270	240-310	270-340	300-370
-7	200	200-220	200-230	200-260	240-300	270-330	300-360
-8	200	200-210	200-230	200-250	240-290	270-320	300-350
-9	200	200-210	200-230	200-250	240-290	270-320	300-350
-10	200	200-210	200-230	200-250	240-290	270-320	300-350
-11	200	200-210	200-230	200-250	240-290	270-320	300-350
-12	200	200-210	200-230	200-250	240-290	270-320	300-350

**Table 4. Writing Multiple-Choice
Conversion Table**

Raw Score	Scaled Score	Raw Score	Scaled Score
49	78-80	21	46-56
48	77-80	20	45-55
47	74-80	19	44-54
46	72-80	18	43-53
45	70-80	17	42-52
44	69-79	16	41-51
43	67-77	15	40-50
42	66-76	14	39-49
41	65-75	13	38-48
40	64-74	12	37-47
39	63-73	11	36-46
38	62-72	10	35-45
37	61-71	9	34-44
36	60-70	8	33-43
35	59-69	7	32-42
34	58-68	6	31-41
33	57-67	5	30-40
32	56-66	4	29-39
31	55-65	3	28-38
30	54-64	2	27-37
29	53-63	1	25-35
28	52-62	0	24-34
27	51-61	-1	22-32
26	50-60	-2	20-30
25	49-59	-3	20-28
24	48-58	-4	20-26
23	47-57	-5	20-23
22	46-56	-6 and below	20-22

SAT Practice Test #6 Answer Key

CRITICAL READING											
Section 2				Section 5				Section 8			
Multiple-Choice Questions				Multiple-Choice Questions				Multiple-Choice Questions			
COR. ANS.	DIFF. LEV.			COR. ANS.	DIFF. LEV.			COR. ANS.	DIFF. LEV.		
1.	D	E		1.	B	M		1.	B	E	
2.	E	M		2.	D	M		2.	A	E	
3.	C	M		3.	E	M		3.	C	M	
4.	B	H		4.	B	M		4.	C	H	
5.	C	H		5.	E	M		5.	D	H	
6.	D	M		6.	B	M		6.	A	H	
7.	E	M		7.	A	M		7.	B	M	
8.	C	M		8.	A	H		8.	C	M	
9.	B	H		9.	D	H		9.	D	E	
10.	B	M		10.	C	H		10.	C	M	
11.	C	M		11.	B	H		11.	E	M	
12.	C	E		12.	C	M		12.	D	M	
13.	D	M		13.	B	E		13.	D	M	
14.	A	M		14.	D	M		14.	D	M	
15.	D	M		15.	A	M		15.	A	M	
16.	C	M		16.	E	M		16.	B	M	
17.	A	M		17.	C	M		17.	E	M	
18.	E	M		18.	C	M		18.	D	M	
19.	D	M		19.	A	E		19.	C	H	
20.	B	M		20.	A	M					
21.	C	M		21.	D	M					
22.	E	M		22.	C	M					
23.	A	M		23.	D	M					
24.	A	M		24.	E	M					
no. correct				no. correct				no. correct			
no. incorrect				no. incorrect				no. incorrect			

MATH											
Section 3				Section 7				Section 9			
Multiple-Choice Questions				Multiple-Choice Questions				Multiple-Choice Questions			
COR. ANS.	DIFF. LEV.			COR. ANS.	DIFF. LEV.			COR. ANS.	DIFF. LEV.		
1.	D	E		1.	B	E		1.	A	E	
2.	B	E		2.	B	E		2.	D	E	
3.	A	E		3.	E	E		3.	A	E	
4.	C	E		4.	C	E		4.	C	E	
5.	D	M		5.	E	E		5.	B	E	
6.	C	M		6.	C	E		6.	B	M	
7.	B	M		7.	D	M		7.	E	M	
8.	A	H		8.	B	M		8.	C	M	
				9.	A	M		9.	A	M	
				10.	B	M		10.	E	M	
				11.	E	M		11.	C	M	
				12.	C	M		12.	E	M	
				13.	A	M		13.	D	M	
				14.	D	M		14.	A	H	
				15.	A	M		15.	B	H	
				16.	E	M		16.	C	H	
				17.	B	H					
				18.	D	M					
				19.	E	H					
				20.	B	H					
no. correct				no. correct				no. correct			
no. incorrect				no. incorrect				no. incorrect			

Section 3		
Student-Produced Response Questions		
	COR. ANS.	DIFF. LEV.
9.	120	E
10.	6/25, .24	E
11.	1, 11	M
12.	39	M
13.	6500	M
14.	5.18, .277, .278	M
15.	2	H
16.	5	M
17.	11	H
18.	3/8, .375	H
no. correct (9-18)		

NOTE: Difficulty levels are E (easy), M (medium), and H (hard).

WRITING						
Section 1	Section 4		Section 10			
Essay	Multiple-Choice Questions		Multiple-Choice Questions			
	COR.	DIFF.	COR.	DIFF.		
	ANS.	LEV.	ANS.	LEV.		
Essay Score* (0-6)	1.	D	E	1.	B	E
	2.	C	E	2.	D	E
	3.	D	E	3.	B	E
	4.	B	E	4.	E	E
	5.	B	M	5.	A	E
	6.	B	E	6.	C	E
	7.	A	E	7.	E	M
	8.	B	E	8.	D	M
	9.	E	M	9.	B	E
	10.	A	M	10.	D	M
	11.	E	M	11.	A	M
	12.	C	E	12.	E	H
	13.	A	E	13.	A	M
	14.	E	E	14.	C	H
	15.	D	E			
	16.	C	E			
	17.	A	E			
	18.	B	E			
	19.	D	E			
	20.	C	M			
	21.	C	M			
	22.	E	M			
	23.	C	M			
	24.	A	M			
	25.	A	M			
	26.	D	M			
	27.	A	M			
	28.	E	H			
	29.	D	H			
	30.	D	E			
	31.	D	M			
	32.	C	E			
	33.	B	E			
	34.	A	E			
	35.	D	M			
		no. correct	no. correct			
		no. incorrect	no. incorrect			

* To score your essay, use the SAT scoring guide in Chapter 9 and the free sample essays available online at www.collegeboard.com/satonlinecourse. On this practice test, your essay score should range from 0 to 6. (Keep in mind that on the actual SAT, your essay will be read by two readers and you will receive a score of 0 to 12 on your score report.)

NOTE: Difficulty levels are E (easy), M (medium), and H (hard).