

The SAT®

Question-and-Answer Service

October 2014 Administration

INSIDE:

- Test questions and correct answers.
- The difficulty level for each question
- Your essay prompt and all other essay prompts administered on your test day
- Instructions for scoring your test
- Suggestions for using this report

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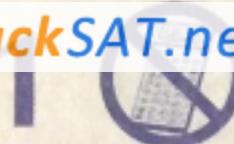
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**ESSAY**
Time — 25 minutes

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

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

Important Reminders:

- A pencil is required for the essay. An essay written in ink will receive a score of zero.
- Do not write your essay in your test book. You will receive credit only for what you write on your answer sheet.
- An off-topic essay will receive a score of zero.
- If your essay does not reflect your original and individual work, your scores for the entire test may be canceled.
- An electronic copy of your essay will be made available to each of your designated score recipients: colleges, universities, and scholarship programs.

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

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

Some politicians and educators advocate teaching values and character in schools. They claim that children need guidance to develop honesty, kindness, and trustworthiness and that schools should consider it their responsibility to foster these qualities just as they aim to foster academic skills. But good character simply cannot be taught in classrooms and through textbooks. Attempts to make values part of the curriculum will only take time and resources away from important academic subjects that can truly be imparted by teachers.

Assignment: Is it wrong to try to teach values and character in the classroom? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

**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.**



1 ESSAY

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ESSAY



1

ESSAY

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

We tend to think of envy—jealousy of others, whether for their good fortune, happiness, or success—as a bad thing. We are told from childhood that we should not be envious of others, that we should instead be happy for others' good fortune and grateful for what we have. But envy has an undeservedly bad reputation. In fact, envy may help motivate people to improve themselves or accomplish their goals.

Assignment: Is envy necessarily a bad thing? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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Time — 25 minutes

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

Every country ought to have a program in which all young people are required to commit a year or more of their lives to doing community service at the international, national, or local level. The benefits of this compulsory service—not just for society but for the young people themselves—would far outweigh the personal cost of having to postpone individual goals for a year or more.

Assignment: Should young people be required to commit a year or more of their lives to doing community service? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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1 ESSAY

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ESSAY 1

ESSAY

Time — 25 minutes

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

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

Some people perceive uncertainty as a sign of weakness. To these people, not having a clear opinion on an issue is the same as having the wrong opinion. Other people, however, believe that uncertainty is essential to personal growth. It is only when we are unsure of what to think or what to do that we seek the help of others, develop our sense of judgment, and define who we are.

Assignment: Is uncertainty a sign of weakness, or is it essential to personal growth? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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2

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2

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

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

1. For centuries people were ignorant of the ----- of the brain; many believed, for example, that the heart was the organ of thought.
 (A) origin (B) appearance (C) age
 (D) size (E) function
2. Newspapers operated within nineteenth-century Black communities provided a valuable service and were ----- in encouraging ----- of the communities' social and political concerns.
 (A) essential . . discussion
 (B) secondary . . repetition
 (C) incidental . . remembering
 (D) useless . . understanding
 (E) important . . concealment
3. Mr. Withers is normally considered -----; his colleagues were therefore surprised when he talked openly about his new project.
 (A) credible (B) passionate (C) sarcastic
 (D) reticent (E) vigilant

4. Cherise marveled at the ----- of the temporary shelter Nora had built; the condition of her own seemed rather ----- by comparison.
 (A) autonomy . . tasteful
 (B) frailty . . precarious
 (C) durability . . resilient
 (D) stability . . tenuous
 (E) viability . . hospitable
5. Under Inca rule, Andean civilization ----- as never before: Inca engineers transformed fragmentary road networks into interconnected highways, and Inca farmers ----- high-altitude agriculture, cultivating some 70 different crops.
 (A) burgeoned . . disregarded
 (B) flowered . . mastered
 (C) floundered . . conquered
 (D) flourished . . curtailed
 (E) capitulated . . investigated
6. In 2006, biologists observed a population explosion of lionfish off Long Island, a sudden ----- that could threaten the inshore ecosystem.
 (A) hiatus (B) dispersal (C) variegation
 (D) proliferation (E) vacillation
7. The numerous honors that writer Kenzaburo Oe has received, including the Nobel Prize, testify to his status as a -----.
 (A) luminary (B) martinet (C) pragmatist
 (D) reprobate (E) dilettante
8. With his skill and resourcefulness in negotiation, Taylor proved himself to be a genuinely ----- leader.
 (A) imprudent (B) adroit (C) erudite
 (D) imperious (E) noncommittal

2

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**2**

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 9-12 are based on the following passages.

Passage 1

Mutualism is the uniquely human concept that we all will benefit from cooperation, from working together. Free riding exists, of course—putting personal desires ahead of group benefits. But often when people must collaborate to do a job, free riding is not really possible because each of our efforts is required for success—shirking is immediately apparent, and censured. In the context of a mutualistic effort, my altruism toward you—for example, sharing a tool that will help you do your part of the job—actually helps me as well, because your doing your job helps us to accomplish our common goal.

Passage 2

Some anthropologists and psychologists propose that, in mutualistic activities, humans know they depend on one another for reaching a goal, which transforms individual motivation to a kind of social motivation, “a sense of shared intentionality.” For example, it is argued that players on a sports team have a “collective intentionality” to coordinate their activities to win the game. Generally, however, owners and fans want to win the game, whereas for the players, winning is part of a larger goal of improving individual reputations, increasing financial rewards, and avoiding personal injury. In such cases, it is not clear that there is *any* “collective” intentionality left when individual motivations are accounted for.

9. Both passages focus on

- (A) studies of motivational techniques
- (B) perspectives on the concept of mutualism
- (C) theories advanced by anthropologists
- (D) strategies for successful collaboration
- (E) arguments for and against cooperation

10. Which statement best describes the overall relationship between the two passages?

- (A) Passage 2 restates the hypothesis found in Passage 1.
- (B) Passage 2 casts doubt on a claim put forth in Passage 1.
- (C) Passage 2 provides an example in support of Passage 1.
- (D) Both passages challenge the same widely held view.
- (E) Both passages endorse the validity of a new theory.

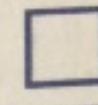
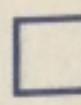
11. The author of Passage 1 suggests that “Free riding” (line 3) is

- (A) potentially altruistic
- (B) unusually problematic
- (C) frequently obvious
- (D) surprisingly easy
- (E) inherently useful

12. The author of Passage 1 would most likely respond to the final sentence of Passage 2 by asserting that

- (A) shared goals are much harder to identify and evaluate than are personal goals
- (B) accounting for individual motivation is of paramount importance
- (C) collective intentionality is often undermined by those who shirk their responsibilities
- (D) sports team collaboration is fundamentally different from other types of collaboration
- (E) collaborative and individual aims can coexist simultaneously

2

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Questions 13-24 are based on the following passage.

This passage is from a 1999 memoir written by a woman who is a citizen of both Iran and the United States.

Just before I turned twelve, my family drove to Oregon to outrun the spring. Every time it looked like we were going to stay in one town, the weather would warm up and my father would pluck us out of the life we were considering and swing us back north on the highway. I think that deep down he believed that acknowledging the change of seasons would mean admitting we were in America to stay. So from January to March the days got shorter instead of longer and the backseat windows grew colder as we slipped off the golden piecrust of California, wound through muddy mountains, and descended into a gorge where evergreens blocked out all but a strip of sky.

We traveled in a red Chevrolet Malibu whose trunk held four sleeping bags, five suitcases, a bag of shirts and jeans from J. C. Penney, and a sack of antique Persian tapestries. Before leaving Iran, my father had told us each to pack our favorite things in a suitcase, and I had put in my new Polaroid camera, my fifth-grade yearbook, and my yellow sweat suit. We'd bought the sleeping bags and jeans when we'd gotten to Los Angeles, and as for the Malibu, my parents had opened up the yellow pages a few days after we arrived and called up the first car dealership listed.

At the dealership, my mother bent toward us and pointed at a dark-haired couple and an older lady being led out to the parking lot. I heard a flash of Farsi, spoken loudly, as if they thought no one could understand. My mother is American, but she can spot Iranians immediately, even at a distance. She said a few days earlier the Department of Motor Vehicles had been packed with them, newly arrived and lining up to get their licenses; none suspecting that this red-haired, freckled woman had also just come out of Iran.

In the parking lot, crisscrossed strings of red, white, and blue triangles flapped under a cloudless sky. A long-haired man named Sonny led us along the rows of gleaming cars, their silver cursive "Malibu" logos giving them a wild, exotic aura. Sonny stopped to stroke a metallic red hood. "Seats five," he said, and looked at us appreciatively, as if to congratulate us on being a family of exactly five. "Come on, kids," he said. "Get in and show your mom and dad how much space you've got."

Normally, Baba being called "dad" would have made us laugh—it sounded so American. But that day in the car lot we didn't even look at each other. We were all watching Sonny. He pulled at the handle of the back door, it gave with a rich, oily click, and my brother and sister and I obediently climbed in.

"Well? How does it feel?" Sonny's red face filled the window; his voice boomed, bossy and cheerful, through the glass. Beyond him stood Mama and Baba—and at that moment they looked pale, almost translucent, as if the

bright light glinting off the tops of the cars had leached something out of them. They seemed small and far away. So, as the plastic new-car smell wafted seductively around us, we smiled and waved and stretched out our legs in all the space we had.

Line 5 We said goodbye to my grandparents, coasted down to Sunset Boulevard, and merged onto the freeway. Three-year-old Sufi climbed over the front seat to sit on Mama's lap. Ali and I lay head to head on the backseat, our bare feet making shadowy prints on the glass as the power lines dipped down and up.

60 "How long does it take?" Ali called up. We liked to time our trips. The Caspian Sea took four hours, Qom took two, Esfahan took seven. We had driven in all directions from home, and we knew how long it took before the desert sloped up into mountains in the south and the tunneled-out rocks opened up onto the lush, rainy coastline in the north. On the way home, too, we knew when to look out for the gray sea of smog that hung over Tehran. But here, looking out the window didn't tell us a thing. It was all neat and identical and unfathomable.

70 13. The primary purpose of the passage is to

- (A) recount a transitional experience
- (B) define the turning point in a life
- (C) revise a theory about a decision
- (D) consider the effects of a life-altering choice
- (E) document a social trend

14. In line 3, "stay" most nearly means

- (A) cease
- (B) rest
- (C) persevere
- (D) visit
- (E) remain

15. Lines 5-8 ("I . . . stay") primarily serve to

- (A) criticize an action
- (B) convey a regret
- (C) offer a rationale
- (D) reveal a misgiving
- (E) alter an opinion

2



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2

16. As compared with the list in lines 14-15, the list in lines 18-19 consists of items that were more

(A) commonly packed in a child's suitcase
 (B) useful for documenting an experience
 (C) essential for a family road trip
 (D) important to the author personally
 (E) valuable monetarily to the family

17. The comment in lines 20-22 ("and as . . . listed") suggests that the selection of a Malibu was

(A) frivolous
 (B) arbitrary
 (C) misguided
 (D) onerous
 (E) timely

18. Lines 26-31 ("My . . . Iran") serve primarily as

(A) an analysis that articulates a complex view
 (B) a digression that provides background information
 (C) an explanation that summarizes previous statements
 (D) a flashback that enhances the poignancy of the main narrative
 (E) an anecdote that epitomizes the challenges faced by the author's family

19. Which best describes Sonny's tone in lines 37-40 ("Seats . . . got'")?

(A) Genial and ingratiating
 (B) Brisk and impersonal
 (C) Confident and measured
 (D) Flattering and obsequious
 (E) Frantic and preoccupied

20. The contrast in lines 47-52 ("Well . . . away") is primarily between

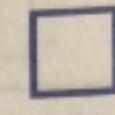
(A) Sonny's helpfulness and the parents' confusion
 (B) Sonny's distractedness and the parents' interest
 (C) Sonny's boisterousness and the parents' passivity
 (D) the author's mistaken recollection and actual events
 (E) the brilliance of the day and the tension of the situation

21. In context, lines 53-55 ("So . . . had") primarily suggest that the children were

(A) amazed by the car's roominess
 (B) doubtful that their parents would actually buy a new car
 (C) somewhat concerned about their parents' choice
 (D) happily complying with Sonny's instructions
 (E) cautiously disguising their feelings about Sonny

22. In context, the family would most likely consider Ali's question in line 62 to be

(A) quite typical
 (B) uncharacteristically rude
 (C) somewhat illogical
 (D) purely hypothetical
 (E) rather amusing

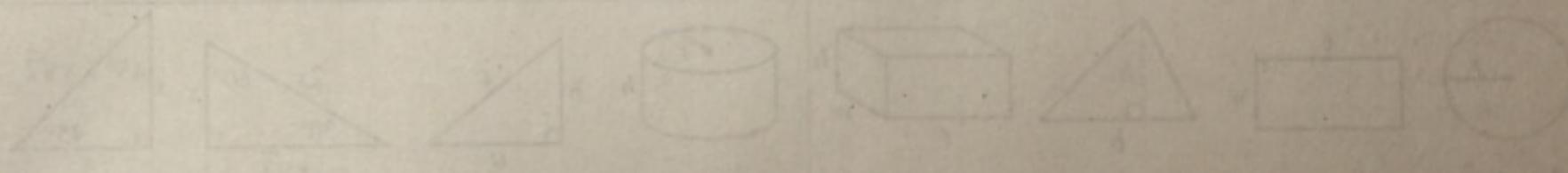


23. For the author and Ali, the “smog” (line 69) was most like

- (A) the first sight of land for a sailor returning to port
- (B) roadside litter for tourists trying to enjoy a view
- (C) a lens filter that enhances the beauty of the scene being photographed
- (D) a sandstorm in which desert travelers lose their bearings
- (E) dust generated by a sculptor chiseling a piece of marble

24. The last paragraph suggests that in the children’s opinion, compared with Iran, California is both

- (A) strange and ominous
- (B) vast and oppressive
- (C) dry and lifeless
- (D) harsh and unaccommodating
- (E) nondescript and alien



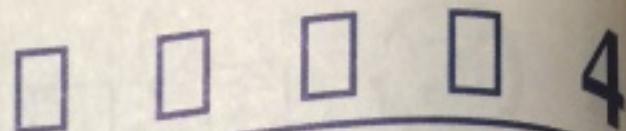
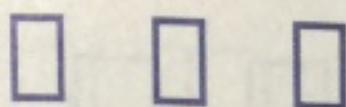
30M (A)
30O (B)
30T (C)
30U (D)
30V (E)

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SECTION 4

Time — 25 minutes
18 Questions

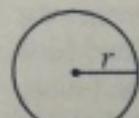
Turn to Section 4 (page 5) of your answer sheet to answer the questions in this section.

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

Notes

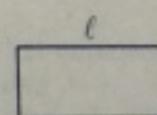
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is 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

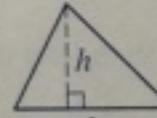


$$A = \pi r^2$$

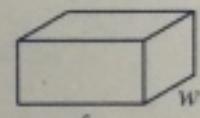
$$C = 2\pi r$$



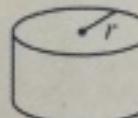
$$A = \ell w$$



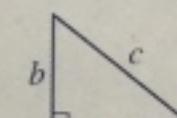
$$A = \frac{1}{2}bh$$



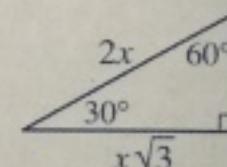
$$V = \ell wh$$



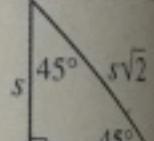
$$V = \pi r^2 h$$



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

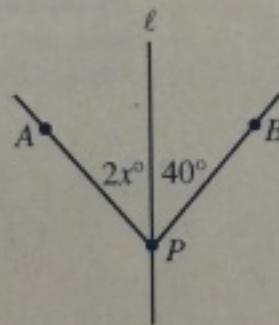


Special Right Triangles



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 the figure above, line ℓ bisects $\angle APB$. What is the value of x ?

- (A) 10
- (B) 15
- (C) 20
- (D) 25
- (E) 40

2. How many integers between 1 and 20 are divisible by all three of the integers 2, 3, and 5?

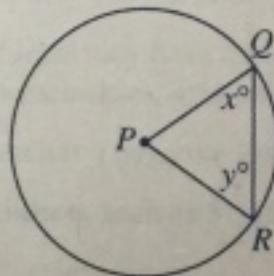
- (A) None
- (B) One
- (C) Two
- (D) Three
- (E) Four

4



4

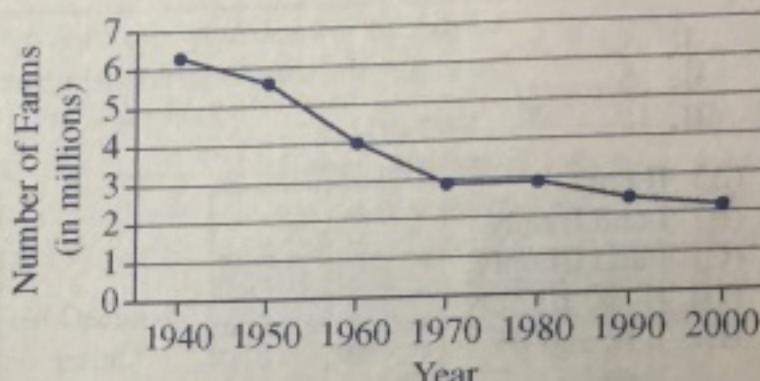
3. A marching band consists of musicians and flag bearers. The number of musicians is 4 more than twice the number of flag bearers. If there are 52 musicians, how many members does the marching band have?
- (A) 68
(B) 76
(C) 108
(D) 152
(E) 160



Note: Figure not drawn to scale.

4. In the figure above, P is the center of the circle and points Q and R lie on the circle. If the value of x is 50, what is the value of y ?
- (A) 25
(B) 30
(C) 40
(D) 50
(E) 60

**NUMBER OF FARMS IN THE UNITED STATES
1940–2000**



5. Based on the line graph above, which of the following best approximates the percent decrease in the number of farms in the United States from 1960 to 2000?
- (A) 15%
(B) 25%
(C) 30%
(D) 45%
(E) 60%
6. For integers n and p , with $n < p$, let $n \diamond p$ denote the sum of all of the integers from n to p , inclusive. For example, $-1 \diamond 3 = -1 + 0 + 1 + 2 + 3 = 5$. What is the value of $-11 \diamond 10$?
- (A) -11
(B) -1
(C) 0
(D) 1
(E) 10

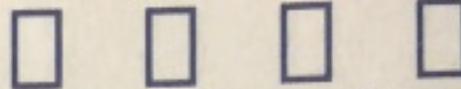
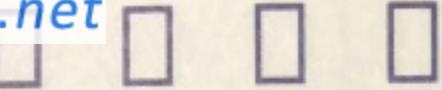
7. If $2x^2 + 10x + 6 = 6$, which of the following could be the value of $x + 5$?

- I. 1
 - II. 5
 - III. 10
- (A) II only
(B) I and II only
(C) I and III only
(D) II and III only
(E) I, II, and III

5, 15, 45, ...

8. In the sequence above, 5 is the first term, and each term after the first term is found by multiplying the preceding term by 3. Which of the following is equal to one of the terms of the sequence for some positive integer k ?

- (A) 3^k
- (B) $20(3^k)$
- (C) $45(3^k)$
- (D) 3^{2k}
- (E) 15^{2k}



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

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

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

Write answer →
in boxes.

7	/	1	2
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Grid in
result.

Fraction
line

Answer: 2.5

2	.	5
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Decimal
point

Answer: 201

Either position is correct.

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

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

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

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

3.5 or $\frac{7}{2}$. (If $\boxed{3} \boxed{1} \boxed{/} \boxed{2}$ is gridded, it will be

interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)

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

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

2	/	3
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6

.	6	6	6
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6

.	6	6	7
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6

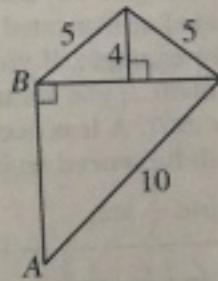
9. Two sides of a rectangle have lengths of 5 and 12. What is the perimeter of the rectangle?

10. The height of a stack of twenty identical paperback books is directly proportional to the number of pages in each book. If there were 250 pages in each book in such a stack, the height of the stack would be 30 inches. How many pages would each book have if the height of the stack was 45 inches?

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4

11. The average (arithmetic mean) of 5 numbers is 14. If one of the numbers is 20, what is the average of the other 4 numbers?



Note: Figure not drawn to scale.

12. In the figure above, what is the length of segment \overline{AB} ?

G	Y	G
Y	W	Y
G	Y	G

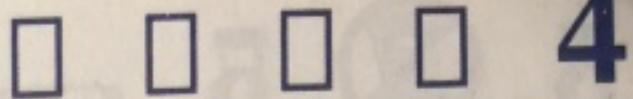
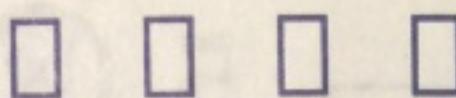
G = green
Y = yellow
W = white

13. The figure above represents a pattern of 9 tiles. The pattern of 9 tiles is repeated on a rectangular floor whose dimensions are such that complete patterns exactly cover it. If a total of 4680 tiles cover the floor, how many of the tiles are green?

$$\begin{aligned}x + y &= 100 \\ \sqrt{x} + \sqrt{y} &= 14\end{aligned}$$

14. In the equations above, x and y are positive integers. What is the value of $\sqrt{x} \cdot \sqrt{y}$?

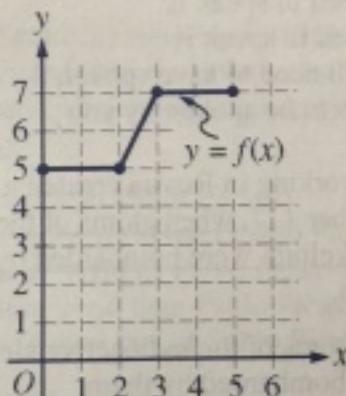
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15. In a group of 94 people, 56 own a car, 46 own a pickup truck, and 20 own neither a car nor a pickup truck. How many people own both a car and a pickup truck?

17. For integers a and b , where $4 \leq a \leq 6$ and $8 \leq b \leq 10$, what is the greatest possible value of $\frac{3}{b-a}$?



16. The entire graph of the function f is shown in the xy -plane above. What is one possible value of x for which $f(x+1) > f(x)$?

$$y = 10^k + 10^{k+1} + 10^{k+2}$$

18. In the equation above, k is an integer. For what value of k can y be expressed as an integer whose digits consist of twice as many 0's as 1's?

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.

5**5**

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any part of this page is illegal.**5****5****SECTION 5**Time — 25 minutes
35 Questions

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

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

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

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

EXAMPLE:

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

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

1. Although many kinds of bananas are grown in the world today, but just one variety that makes up the vast majority of commercially exported bananas.

- (A) but just one variety that makes
- (B) yet just one variety making
- (C) and just one variety makes
- (D) just one variety making
- (E) just one variety makes

2. Most of the world's freshwater reserves are frozen in the Arctic and Antarctic and therefore not readily available for human use.
- (A) reserves are
 - (B) reserves that is
 - (C) reserves, they are
 - (D) reserves, being
 - (E) reserves, which are
3. If you want to learn a new language well, one needs speak and hear it every day.
- (A) one needs to speak
 - (B) they need to speak it
 - (C) you need to speak it
 - (D) you will need to have spoken it
 - (E) it needs to be spoken by you
4. Physicists working in Russia created a new element, atomic number 117, when atoms of the radioactive element berkelium were bombarded by them with calcium ions.
- (A) when atoms of the radioactive element berkelium were bombarded by them
 - (B) when they bombarded atoms of the radioactive element berkelium
 - (C) who bombarded atoms of the radioactive element berkelium
 - (D) they bombarded atoms of the radioactive element berkelium
 - (E) atoms of the radioactive element berkelium were bombarded by them

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5. The California condor, a large black vulture with a mostly bald head that has skin color ranging from yellowish to bright red, depending on the bird's mood.
- (A) condor, a large black vulture with a mostly bald head that has skin color ranging
 (B) condor, a large black vulture whose mostly bald head ranging in skin color
 (C) condor, which is a large black vulture with a mostly bald head where the skin color ranges
 (D) condor is a large black vulture with a mostly bald head with skin color having ranged
 (E) condor is a large black vulture whose mostly bald head ranges in skin color
6. The local library now offers copies of digital books for download, they still represent only a small portion of the library's materials.
- (A) they still represent
 (B) these still represent
 (C) but they still represent
 (D) however, it still represents
 (E) it still represents
7. Juan Gris, a Spanish painter and sculptor whose work is associated with the artistic movement known as Cubism, used a palette of colors more vivid than Pablo Picasso.
- (A) more vivid than Pablo Picasso
 (B) that was more vivid than Pablo Picasso
 (C) that is more vivid as Pablo Picasso's
 (D) being more vivid than Pablo Picasso's
 (E) more vivid than that of Pablo Picasso
8. Founder of an artistic collective, Eve Sussman's videos reinterpret themes from the history of art in distinctly new ways.
- (A) Eve Sussman's videos
 (B) videos made by Eve Sussman
 (C) Eve Sussman makes videos that
 (D) Eve Sussman, whose videos
 (E) in videos made by Eve Sussman they
9. Each of the other members of the team either has extensive experience in marketing or sales.
- (A) either has extensive experience in
 (B) either have extensive experience in
 (C) have either extensive experience in
 (D) have extensive experience in either
 (E) has extensive experience in either
10. Aeschylus designed costumes, trained his choruses, and probably acted in most of his own plays, as was the usual practice among ancient Greek dramatists.
- (A) as was
 (B) as being
 (C) this was
 (D) these were
 (E) it was
11. Upon excavating the ancient house, the archaeologists were surprised to find that in the main chamber was a fireplace and a table set for a meal.
- (A) was
 (B) were
 (C) is
 (D) are not only
 (E) has been

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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 it is widely regarded as a masterpiece now,
 A

when it was built the Eiffel Tower was compared
 B
 to a "ridiculous smokestack" by them who did not
 C
 approve of it. No error
 D E

13. In their eras, Sarah Siddons (1755–1831) and Sarah
 A

Bernhardt (1844–1923) were an actress of equally
 B

great renown, but Bernhardt's name remains
 C
more familiar to people today. No error
 D E

14. According to the economist, of the many reasons

to improve our schools, the more important is that
 A
 a strong educational system will lead to the
 C
development of a talented workforce. No error
 D E

15. While it has many of the characteristics of a primate,
 A

including a prehensile tail, but the kinkajou is
 B C
actually related to the raccoon. No error
 D E

16. Since the two new novels were both dialogue
 A

rich and action packed, one prominent reviewer
 commented that either of them could easy be
 B C
made into a movie. No error
 D E

17. The first United States adhesive postage stamps were
 A

issued in 1847, but Great Britain has produced the
 B C
 Penny Black, an adhesive postage stamp picturing
 D
 Queen Victoria, seven years earlier. No error
 E

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18. According to a recent study, workers in the
A
 United States spend an average of 45 hours a week
 at work but acknowledging that 16 of those hours are
B
C
 not spent actually working. No error
D
E

19. Known as the Barefoot Diva because she always
A
 performed without shoes, Cesaria Evora was almost
B
C
 fifty before she achieved international recognition as a
D
 singer. No error
E

20. After carefully reviewing the notes he had taken
A
B
 at the meeting, Bob afterwards prepared a report
C
 to be distributed to all members of the council.
D
 No error
E

21. The influence of Hermeto Pascoal was especially
A
 strong among young jazz musicians of the 1980s,
 which admired his ability to conjure exquisite musical
B
 sounds from such ordinary objects as bottles and
C
D
 stones. No error
E

22. Many consumers are unaware that even after being
A
 switched off, household appliances such as television
C
 sets and coffeemakers continue to draw not
D
 insignificant amounts of electricity. No error
E

23. For a beginner's tool kit, choose one of the new saws
A
 with an aggressive tooth pattern, as these are very
B
 sharp, cut quickly, and easily controlled. No error
C
D
E

24. Daniel Libeskind believes that his goal as
A
B
 an architect is to create structures that are
C
 capable to convey a sense of freedom and
D
 movement. No error
E

25. Some squirrel species almost seem to anticipate when
A
B
 the seed yields of local spruce trees will be unusually
C
 high, giving birth to additional young as if
 to take advantage of the coming abundance of food.
D
 No error
E



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26. The first discovery of cave paintings were made in
A
 northern Spain by a girl helping her father, who was
B C
 an archaeologist, search a local cave for ancient
D
 bones. No error
E

27. More powerful than the therapeutic effect of many

A

medicines is the release from stress or anxiety

B

C

that laughter provides. No error

D

E

28. During their Classic period, Mayan civilization

A

produced monumental structures inscribed with

B

C

intricate hieroglyphic texts that archaeologists are just

beginning to decipher. No error

D

E

29. North of Banff, Canada, is Moraine Lake and the

A

B

slightly more accessible and much more popular

C

D

Lake Louise. No error

E

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

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

Questions 30-35 refer to the following passage.

(1) The health benefits of a program of regular physical exercise are indisputable. (2) What form, however, should an exercise program take? (3) Is it advisable to focus solely on one activity, such as running? (4) Running and jogging have grown enormously in popularity over the past several decades. (5) Or should you vary your workouts by cross-training?

(6) For ordinary adults who exercise to maintain health, physicians concur that cross-training is beneficial.

(7) Cross-training programs will differ according to each individual's interests, but a typical program might include running on certain weekdays, weight training on others, and playing volleyball on the weekends. (8) Such a program balances aerobic activities that improve respiratory and circulatory functions with exercises that enhance strength and flexibility. (9) This balance ensures that the entire body receives a tune-up. (10) And not only that, all major muscle groups receive a workout, and it reduces the chance of injury resulting from the overuse of a single muscle group. (11) There is a side benefit as well. (12) A program that varies activities helps prevent the boredom that can set in when you perform the same activity every day.

(13) But are cross-training programs equally advisable for top athletes aiming to excel in a certain sport?

(14) Even so, should championship-level swimmers take regular breaks from swimming practice to strengthen their upper bodies by lifting weights? (15) Here, the answer is not so clear. (16) Some sports-medicine physicians do recommend cross-training, primarily because of its potential to reduce injuries. (17) That recommendation, moreover, does not address whether cross-training gives athletes an advantage in their primary sport. (18) On that score, the evidence is mixed. (19) Studies have shown, for example, that although weight training can improve runners' endurance, it does not offer swimmers any competitive edge whatsoever.



30. In context, which of the following is best to do with sentence 4 (reproduced below) ?

Running and jogging have grown enormously in popularity over the past several decades.

- (A) Delete it from the passage.
- (B) Move it to immediately before sentence 2.
- (C) Insert "For example," at the beginning of the sentence.
- (D) Change "have grown" to "had grown".
- (E) Change "over" to "throughout".

31. Which sentence, if placed immediately before sentence 6, would provide the best transition from the first to the second paragraph?

- (A) Studies have been conducted on adults who cross-train, but not on younger people.
- (B) Of course, it is advisable to consult a physician before undertaking any exercise program.
- (C) The answer may depend on your purpose for exercising.
- (D) Cross-training has been seriously studied only for the past ten years or so.
- (E) Not all cross-training programs are equally beneficial.

32. In context, which of the following is the best way to revise and combine sentences 9 and 10 (reproduced below) at the underlined portion?

This balance ensures that the entire body receives a tune-up. And not only that, all major muscle groups receive a workout, and it reduces the chance of injury resulting from the overuse of a single muscle group.

- (A) Regardless, this balance ensures that the entire body receives a tune-up; not only that, all major muscle groups receive a workout, reducing
- (B) Nevertheless, this balance, ensuring that the entire body receives a tune-up, has all major muscle groups receiving a workout, and it reduces
- (C) Thanks to this balance, it ensured that the entire body receives a tune-up, and all major muscle groups receive a workout, thus reducing
- (D) By also ensuring that the entire body receives a tune-up and all major muscle groups receive a workout, though, this balance reduces
- (E) This balance ensures not only that the entire body receives a tune-up but also that all major muscle groups receive a workout, thereby reducing

33. In context, which of the following is the best revision of the underlined portion of sentence 14 (reproduced below) ?

Even so, should championship-level swimmers take regular breaks from swimming practice to strengthen their upper bodies by lifting weights?

- (A) Incidentally
- (B) In short
- (C) Likewise
- (D) On the other hand
- (E) For example

34. In context, which of the following is best to do with sentence 17 (reproduced below) ?

That recommendation, moreover, does not address whether cross-training gives athletes an advantage in their primary sport.

- (A) Insert "Surprisingly," at the beginning of the sentence.
- (B) Change "moreover" to "however".
- (C) Change "does" to "did".
- (D) Insert "or not" after "whether".
- (E) Change "gives" to "has given".

35. Which of the following sentences would best conclude the final paragraph?

- (A) Many physicians are not sufficiently educated about the benefits of cross-training to advise average people how to construct an exercise program.
- (B) Given all of the evidence, serious athletes need to be informed about the nuances of cross-training's benefits, but average people can safely assume that cross-training will promote their fitness goals.
- (C) It remains unknown whether those who swim noncompetitively need to be concerned about the possible dangers of cross-training.
- (D) Although sports teams have employed team physicians for many years, it was only in the late twentieth century that sports medicine emerged as a distinct entity in health care.
- (E) Top athletes like these probably don't have as much of a problem with boredom while exercising as do people walking on treadmills and lifting weights at the local gym.

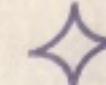
STOP

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.



6

6



6

SECTION 6

Time — 25 minutes

23 Questions

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

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

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

Example:

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

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

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

1. In order to explain their work to the public, many scientists attempt to ----- interesting scientific ideas to people's everyday lives.
 - (A) condemn
 - (B) predict
 - (C) connect
 - (D) limit
 - (E) distribute
2. Manuel's classmates view him as ----- and -----; openly friendly and also thoughtful of other students' feelings.
 - (A) outgoing . . considerate
 - (B) popular . . frank
 - (C) sociable . . direct
 - (D) reserved . . respectful
 - (E) hardworking . . humble

3. As a ----- longtime customers, many of whom were ----- the restaurant's renovations, the owners left one part of the dining room unchanged.
 - (A) boon to . . partial to
 - (B) curb on . . indifferent to
 - (C) dig at . . unhappy with
 - (D) salve for . . upset by
 - (E) bribe to . . enamored of
4. Art historian Kate Duncan described the contemporary beadwork of Native American peoples in the high-plateau region in terms of its bright colors, strong contrasts, and "bold, even -----, forms."
 - (A) diminutive
 - (B) pallid
 - (C) evanescent
 - (D) flamboyant
 - (E) prosaic
5. Reviewers of Donna Summer's disco music were sharply divided: some ----- it for establishing a new idea of international pop, while others found it ----- and empty.
 - (A) hailed . . banal
 - (B) panned . . shrewd
 - (C) celebrated . . seminal
 - (D) chided . . insipid
 - (E) lauded . . nuanced



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

Questions 6-7 are based on the following passage.

A great many animals are discovering that city living can be less stressful than a career in the wild. Ecologists know that big cities like New York are far more friendly to wildlife than small ones because the potential habitat is both immense and varied. Parks and greenways and Line 5 suburban gardens offer ideal hiding places and travel corridors; urban creeks and backyard lap pools and corporate fountains yield reliable fresh water. To a twenty-first-century raccoon or deer, New York (or Atlanta, or Frankfurt) looks like a fine big animal 10 sanctuary, with the prime food sources in the middle of town.

6. The primary purpose of the passage is to
 - (A) explain why large cities offer attractive environments to wildlife
 - (B) identify specific cities that are especially appealing to wild animals
 - (C) reveal how towns are surprisingly safe for raccoons and deer
 - (D) recommend some changes to help wildlife thrive in large cities
 - (E) discuss both the advantages and disadvantages of city living for animals

7. In line 6, “offer” most nearly means
 - (A) sacrifice
 - (B) propose
 - (C) provide
 - (D) bid
 - (E) exert

Questions 8-9 are based on the following passage.

Although architecture is often defined in terms of abstractions such as space, light, and volume, buildings are above all physical artifacts. The experience of architecture is palpable: the grain of the wood, the veined surface of Line 5 marble, the cold precision of steel, the textured pattern of brick. Details are the soul of architecture. That is why, just as an archaeologist can reconstruct a pot from a few shards or a paleontologist can surmise the form of a prehistoric animal from bone fragments, it is possible to divine the 10 architect’s idea of a building by examining its details.

8. The list in lines 4-6 (“the grain . . . brick”) is used mainly to emphasize architecture’s
 - (A) tangibility
 - (B) diversity
 - (C) malleability
 - (D) utility
 - (E) durability

9. The three tasks mentioned in lines 6-10 (“That . . . details”) are examples of
 - (A) classification
 - (B) simplification
 - (C) verification
 - (D) extrapolation
 - (E) documentation

6



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Questions 10-15 are based on the following passage.

Adapted from a 1998 book about the history of women in sports, this passage discusses Nadia Comaneci. At age 14, she became the first gymnast to be awarded a perfect score of 10 in Olympic competition.

Nadia Comaneci was discovered on a playground in Moldavia at age six. She was a kindergartner in Onesti, Romania, doing what kindergartners do. "Upside-down stuff," she recalls.

The not-yet-legendary Bela Karolyi was an unknown gymnastics coach looking for supple bodies around which to build a gymnastics superpower—and a name for himself. He would make Comaneci a star—and, later, Mary Lou Retton and Kerri Strug. The world would come to know him as the Transylvanian Svengali¹ of women's gymnastics, the master of motivation, manipulation, and prime-time hugs.

But when he discovered Comaneci, she remembers, "He was just a big tall guy, no mustache. I knew his wife, Marta. She was choreographing a play for us called *The Cherry Tree*. We had to dress up as cherry trees. You just had to bend and dance."

Bend and dance, she could. She was light and lithe, mentally unyielding, and impossibly limber. She changed everything about the sport: the vocabulary, the equipment, the body type, the expectations. Before Nadia, gymnastic champions were long, elegant, athletic *artistes* who aspired to grace and perfect lines. Comaneci aspired to the impossible. Before Nadia, there were no "releases"—those breathtaking midair, look-Ma-no-hands maneuvers that are now standard fare in every competition. Comaneci made degree of difficulty the new standard by which all comers would be judged.

At 4 feet 11 inches tall and 86 pounds, she was deadly and dazzling. She served notice at the 1975 European championships by dethroning five-time Soviet champion Lyudmila Tourischeva. A year later, she arrived at the Olympic Games in Montreal with a solemn demeanor—"a solemn wisp," *Time* magazine called her—and a rag doll she tried to hide behind during press conferences. The sport would never be the same again. "How did I change it?" she asks now. "I did something that they thought could not possibly be done. I like to do things nobody else does. If someone says, 'It's impossible,' I try it."

Comaneci's historic performance on the uneven parallel bars in Montreal was so unprecedented, it defied existing technology. She debuted the Comaneci salto² on the first evening of team competition. The routine was elegant, airy, and lethal. Pushing off the high bar, she whirled through the air in a front salto, and then with her legs in a straddle position, recaught the bar. She was a white blur of continuous motion, soaring above previous norms.

The crowd waited silently, anticipating the unprecedented. A roar went up as the number 1.0 flashed on the scoreboard. "It stayed like this a long time," she recalls. "I thought, what is this? Really? A one?"

The perfection of her routine was so unanticipated, technology did not allow for a score of 10. But those in attendance knew what they had seen—history. By week's end, she had accumulated seven perfect 10.0s and five medals: three gold, one team silver, and one bronze.

¹ Transylvania is a region of Romania; Svengali is a fictional character renowned for his manipulation of others.

² A salto is a gymnastics flip or roll.

"The Battle Against Time and Gravity" by Jane Leavy, *Nike is a Goddess*, copyright © 1998 by Jane Leavy. Used by permission of the author.

10. In lines 5-8 ("The . . . himself"), the author indicates that Karolyi was

- (A) mysterious
- (B) logical
- (C) ambitious
- (D) self-reliant
- (E) self-sacrificing

11. Lines 13-14 ("But . . . mustache'") suggest that, as a young child, Comaneci initially regarded Karolyi as

- (A) inspiring
- (B) idealistic
- (C) confusing
- (D) demanding
- (E) unremarkable

12. The author mentions the ideal of "grace and perfect lines" (line 23) as one that

- (A) Comaneci was not able to achieve
- (B) most gymnasts were never truly committed to
- (C) was controversial for many years
- (D) became less important after Comaneci
- (E) proved inspirational to Comaneci

13. The author describes Comaneci and her routine, respectively, as "deadly" (line 29) and "lethal" (line 44) to emphasize her

- (A) superiority in competition
- (B) reputation for accuracy
- (C) passion about gymnastics
- (D) facility with innovative techniques
- (E) hostility toward press inquiries

6



6

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6



6

14. Lines 40–47 indicate that Comaneci's "routine" (line 43) was

(A) flawless if somewhat derivative
 (B) appropriately restrained and well executed
 (C) the envy of all the other competitors
 (D) a distinctly new level of accomplishment
 (E) a prelude to the success of her teammates

15. The author would most likely agree with which statement about Comaneci?

(A) Her artistic elegance and grace masked her physical prowess.
 (B) Her athletic accomplishments have long since been surpassed.
 (C) Her commitment to performing was greater than that of her competitors.
 (D) She was candid about her achievements as a gymnast.
 (E) She denigrated the role played by her coach.

moreau to zanippani adi aere (A)
 nace no nade, etiutte oldepikeupen noca (B)
 otoe kylek a no boor a zatbom (C)
 towabut ecu el maf nolbun a sate (D)
 naf poku moktua to fujica nozozut a sotut (E)

neitlao (A)
 neselal (B)
 zewm (C)
 nuzitao (D)
 eselam (E)

inangka (A)
 elgnaz (B)
 nolmeli (C)
 tisimme (D)
 nolmeli (E)



Questions 16-23 are based on the following passage.

The following passage is adapted from a 2008 book about the human sense of smell.

Line

When it comes to food, I'm a smell chauvinist: taste is boring. The tongue supplies just five channels of information: bitter, sweet, sour, salty, and umami.* (My Japanese colleagues insisted for years that monosodium glutamate delivered more than a salty impression. The discovery in 1996 of glutamate receptors on the tongue finally proved their case. The savory taste of umami is now in the official pantheon.) While five taste channels are nothing to sneeze at, they're rudimentary compared with the 350 different receptors and two dozen perceptual categories available to olfaction.

There is another reason why I think taste is overrated. We are accustomed to experiencing flavor as a singular sensation in the mouth. As a result, we use the words "taste" and "flavor" interchangeably in casual conversation. This makes it easy to forget that flavor is actually a fusion of taste and smell, and that the apparent simplicity of flavor is just an illusion, one that is sometimes reinforced by language. For example, there is only one word for taste and flavor in Spanish (*sabor*), German (*geschmack*), and Chinese (*wei*). I think the tongue gets more credit than it deserves.

That smell makes the far greater contribution to flavor becomes obvious once it is taken out of play. Pinch shut the nostrils, and flavor disappears. What's left, as the American philosopher and critic Henry T. Finck noted 120 years ago, is bland texture. Caviar tastes like salty oatmeal, and coffee is merely bitter water. This simple, powerful truth is ignored by those who claim the sense of smell is weak and of little importance to modern humans. For example, the pop-science icon Carl Sagan once said, "it is clear that smell plays a very minor role in our everyday lives." *Science Digest* claimed, "Modern man seldom uses the sense of smell except to detect a burning roast in the oven, or to enjoy a rose bush." The reality, made clear by Finck's demonstration, is that the sense of smell contributes mightily to our enjoyment of food and for this alone deserves to be celebrated.

In his essay on "The Gastronomic Value of Odours," Finck described a particular type of smelling we use to savor food. He pointed out that aromas released from food in the mouth reach the nasal passages via the back of the throat, and are exhaled through the nostrils. The act of swallowing drives aromas along this reverse path. In effect, we smell our food from the inside out. Today this is known as retronasal olfaction, but I prefer Henry Finck's name for it: a "second way of smelling," a phrase that sets it apart from the usual nostrils-first mode.

The two physical paths to the nose—one from the outside world and the other from the mouth—have parallels in the psychology of odor perception. The

apparent location of a smell—inside or outside of our body—determines how we perceive it. The psychologist Paul Rozin demonstrated this in a simple experiment. He taught 55 people to recognize the smell of four unusual fruit juices. They sniffed the samples while blindfolded, and quickly learned to tell them apart with perfect accuracy. When Rozin squirted the same juice samples into their mouths with a syringe, they could not identify them reliably. A smell well learned when sniffed by the nose is poorly 60 recognized in the mouth. This suggested to Rozin that location has consequences: a food smells one way "out there" and a different way "in here." The psychological difference between outside-in and inside-out smelling, 65 when combined with taste sensation from the tongue, produces strange contrasts. It makes for foods that smell good but taste bad (coffee, for example), and others that smell bad but taste good (blue cheese).

*Umami is a taste sensation associated with meats and other high-protein foods.

From *What The Nose Knows: The Science of Scent in Everyday Life* by Avery N. Gilbert, copyright © 2008 by Avery N. Gilbert. Used by permission of Crown Publishers, a division of Random House, Inc.

16. The author's self-description in lines 1-2 ("When ... boring") chiefly serves to

- (A) stress the inadequacies of an account
- (B) assert unquestionable authority about an issue
- (C) introduce a topic on a playful note
- (D) state a position that is later withdrawn
- (E) initiate a discussion meant to entertain rather than to convince

17. In line 5, "impression" most nearly means

- (A) intuition
- (B) influence
- (C) mark
- (D) sensation
- (E) imitation

18. In line 7, "case" most nearly means

- (A) argument
- (B) example
- (C) situation
- (D) problem
- (E) evidence



6 ✶ 6

19. The author refers to “casual conversation” (line 15) in order to

- (A) criticize the pervasiveness of sloppy diction
- (B) highlight the flexibility of everyday language
- (C) note the prevalence of a certain misconception
- (D) suggest the universality of a popular philosophy
- (E) characterize the damage done by careless speech

20. The author would most likely characterize the comments quoted in lines 31–35 as examples of

- (A) failed witticisms
- (B) flippant objections
- (C) irresponsible speculation
- (D) mistaken thinking
- (E) provocative theories

21. The relationship between the “roast” and the “rose bush” (lines 34–35) is most similar to that between

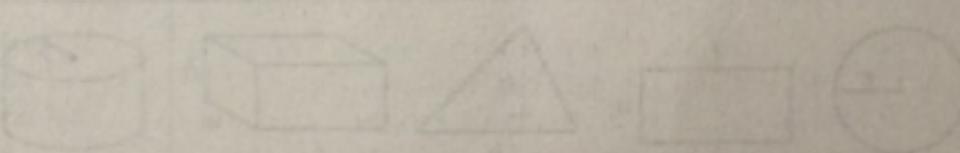
- (A) a warning bell and a soothing melody
- (B) a warm fire and a cool breeze
- (C) a spoiled fruit and a stale baked good
- (D) an ugly sight and a faint sound
- (E) an early memory and a recent discovery

22. In line 41, “released” most nearly means

- (A) dismissed
- (B) emitted
- (C) relinquished
- (D) permitted
- (E) unfastened

23. The author’s attitude toward Finck and his work is best described as

- (A) nostalgic
- (B) reserved
- (C) admiring
- (D) puzzled
- (E) uncertain



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 7

Time — 25 minutes
20 Questions

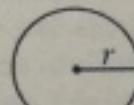
Turn to Section 7 (page 6) of your answer sheet to answer the questions in this section.

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 scratch work.

Notes

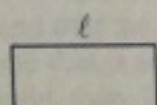
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is 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

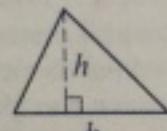


$$A = \pi r^2$$

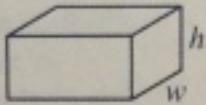
$$C = 2\pi r$$



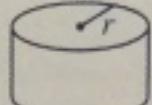
$$A = lw$$



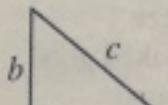
$$A = \frac{1}{2}bh$$



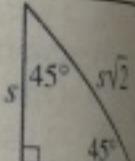
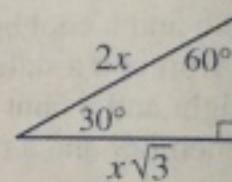
$$V = lwh$$



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



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



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.

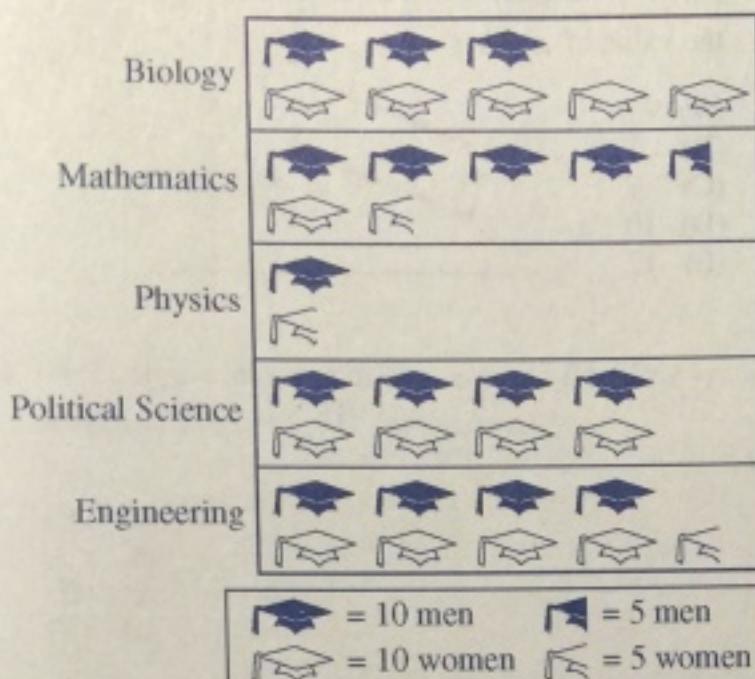
1. When 7.56 is doubled and the result is rounded to the nearest tenth, what is the final result?

- (A) 14.0
(B) 14.2
(C) 15.1
(D) 15.2
(E) 16.0

x is less than or equal to twice the result when y is divided by z .

2. Which of the following represents the statement in the box above?

- (A) $x < \frac{y}{2z}$
(B) $x \leq \frac{2y}{z}$
(C) $x = \frac{2y}{z}$
(D) $\frac{2y}{z} < x$
(E) $\frac{2y}{z} \leq x$

DEGREES AWARDED AT COLLEGE Z
IN SELECTED MAJORS, 2008

3. The pictogram above shows the number of degrees awarded to men and to women in 2008 in various majors at College Z. The number of degrees awarded to men in mathematics is equal to the number of degrees awarded to women in which two majors combined?

(A) Biology and Engineering
 (B) Engineering and Political Science
 (C) Mathematics and Biology
 (D) Mathematics and Physics
 (E) Political Science and Physics

4. If $4x - 1 = 7$, what does $2x$ equal?

(A) 2
 (B) 3
 (C) 4
 (D) 8
 (E) 12

5. José went shopping yesterday from 1:00 P.M. until 5:00 P.M. He started with \$200 and spent an average of \$30 per hour. Based on that spending rate, how much money did José have left at the end of his shopping trip?
- (A) \$50
 (B) \$80
 (C) \$100
 (D) \$120
 (E) \$170

$$\begin{aligned}2m &\geq 10 \\3m &\leq 21\end{aligned}$$

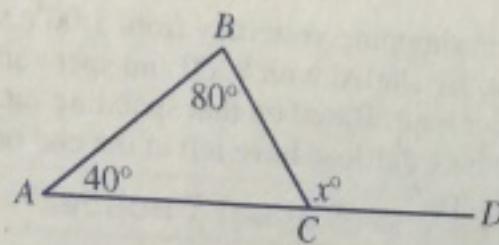
6. Which of the following is the set of all integer solutions to the system of inequalities above?

(A) {2, 3, 4}
 (B) {3, 4, 5}
 (C) {4, 5, 6}
 (D) {5, 6, 7}
 (E) {7, 8, 9}



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7. In the figure above, point C lies on segment \overline{AD} . What is the value of x ?

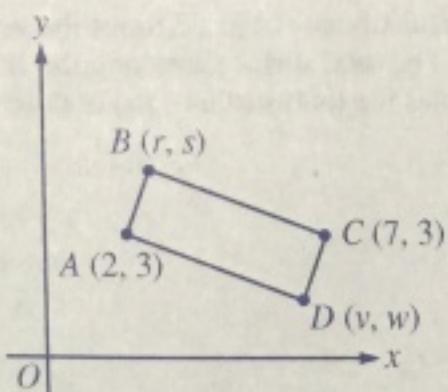
(A) 60
(B) 80
(C) 100
(D) 110
(E) 120

x	$f(x)$
-1	-2
0	-1
1	0
2	7
3	26

8. The table above gives selected values for the function f . Which of the following could define f ?
- (A) $f(x) = 9x - 1$
(B) $f(x) = x^2 - 2x - 1$
(C) $f(x) = 2x^2 - 3x - 1$
(D) $f(x) = x^3 - 1$
(E) $f(x) = |x + 1| - 2$

9. If $ma = 8$ and $mb = 12$, where m , a , and b are positive integers, which of the following could be the value of $a + b$?
- (A) 1
(B) 7
(C) 8
(D) 10
(E) 12

10. One pump can fill a pool in 2 hours, and another pump can fill the same pool in 3 hours. How many hours will it take to fill the pool if both pumps are working together at their respective constant rates?
- (A) 0.8
(B) 1.2
(C) 2.5
(D) 3.0
(E) 5.0



11. In the figure above, $ABCD$ is a rectangle. What is the length of diagonal BD (not shown) ?

(A) 5
(B) 6
(C) 8
(D) 9
(E) 10

12. A club has 15 members, of which 7 are men and 8 are women. A committee consisting of 1 man and 1 woman is to be formed. How many different such committees are possible?

(A) 7
(B) 8
(C) 15
(D) 56
(E) 60

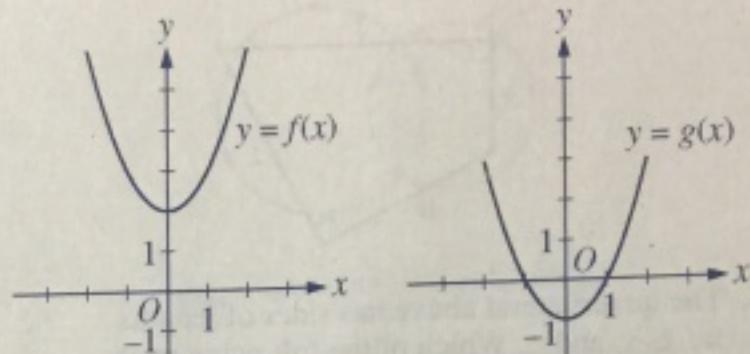


Figure 1

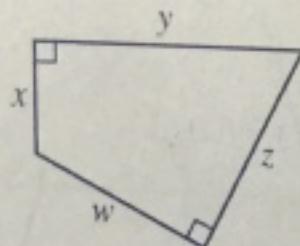
Figure 2

13. Figure 1 above shows the graph of $y = f(x)$, and Figure 2 shows the graph of $y = g(x)$. Which of the following could be equal to $g(x)$?

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

14. In a high school class, 80 percent of the students signed up to go on a field trip, but 10 percent of those who signed up did not go. What percent of the students in this class signed up and went on the field trip?

(A) 70%
(B) 71%
(C) 72%
(D) 75%
(E) 80%



15. The quadrilateral above has sides of lengths w , x , y , and z . Which of the following must be true?

- (A) $w + x = y + z$
- (B) $w + y = x + z$
- (C) $w^2 + x^2 = y^2 + z^2$
- (D) $w^2 + y^2 = x^2 + z^2$
- (E) $w^2 + z^2 = x^2 + y^2$

x	y
-2	3
1	-3
2	-5
4	
5	-11

16. The incomplete table above shows corresponding values of x and y that satisfy the equation $y = mx + b$, where m and b are constants. What is the value of y when $x = 4$?

- (A) -6
- (B) -7
- (C) -8
- (D) -9
- (E) -10

17. The volume of cube A is 27 times the volume of cube B . The total surface area of cube A is how many times the total surface area of cube B ?

- (A) 9
- (B) 18
- (C) 27
- (D) 54
- (E) 81

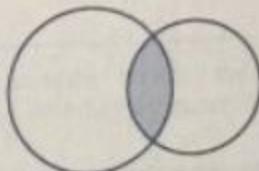
$$(10\% \text{ of } x) + (15\% \text{ of } y) = 25\% \text{ of } (x - y)$$

18. If the equation above is true, which of the following must also be true?

- (A) $x = 0$
- (B) $y = 0$
- (C) $y = x$
- (D) $y = \frac{3x}{8}$
- (E) $y = \frac{8x}{3}$

19. Ten different integers are between 1 and 100, inclusive. If the median of the ten integers is m , which of the following must be true?

- (A) m is not an integer.
- (B) m is even.
- (C) m is odd.
- (D) $m \geq 6$
- (E) $m \leq 96$



Note: Figure not drawn to scale.

20. The figure above shows two intersecting circles.

If the area of the shaded region is $\frac{1}{4}$ the area of the small circle and also $\frac{1}{6}$ the area of the large circle,

what is the ratio of the radius of the large circle to the radius of the small circle?

- (A) $\sqrt{3}$ to $\sqrt{2}$
- (B) 2 to $\sqrt{3}$
- (C) 3 to 2
- (D) 4 to 3
- (E) 9 to 4

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.

8



8

SECTION 8

Time — 20 minutes

20 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.

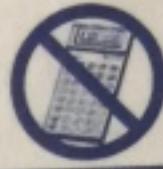
- (A) enforce . . useful
- (B) end . . divisive
- (C) overcome . . unattractive
- (D) extend . . satisfactory
- (E) resolve . . acceptable

1. The droning of nearby freeway traffic ----- the probability that certain birds will mate, causing a decline in their birth rates.
 (A) reduces (B) indicates (C) doubles
 (D) hints at (E) compares to
2. Jhumpa Lahiri's prize-winning collection of short stories, *Interpreter of Maladies*, features Indian American immigrants who live in two cultures: that of their ----- country and that of the ----- they recall.
 (A) former . . region
 (B) imagined . . fantasies
 (C) neighboring . . journeys
 (D) adopted . . homeland
 (E) original . . childhood

3. Telescopes have become so inexpensive that astronomy is now ----- as a hobby, accessible to almost anyone.
 (A) gratuitous (B) salubrious (C) perfunctory
 (D) insipid (E) feasible
4. During the women's suffrage movement of the 1800s, the press ----- public acts of protest, calling the participants "rampant," an epithet that, ironically, twentieth-century suffragists -----.
 (A) promoted . . compounded
 (B) circumvented . . derided
 (C) safeguarded . . celebrated
 (D) disparaged . . embraced
 (E) advocated . . challenged
5. The team's co-captains disliked each other with such obvious intensity that their ----- was common knowledge throughout the league.
 (A) levity (B) antipathy (C) voracity
 (D) prowess (E) stamina
6. The new office buildings appeared -----; their designs were drab, and they lacked any sort of distinctive architectural features.
 (A) incongruous (B) labyrinthine (C) decrepit
 (D) ungainly (E) nondescript

90%
GO ON TO THE NEXT PAGE

8

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8

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

Questions 7-20 are based on the following passages.

Passage 1 is from a 1936 novel in which Gordon, the protagonist, is an aspiring poet who has quit his regular job in order to write. *Passage 2* is from a 1993 book.

Passage 1

Perhaps he *would* work; for a little while, anyway. He rummaged in the litter of papers. Where was that passage he had been working on yesterday? The poem was an immensely long one—that is, it was going to be immensely long when it was finished—two thousand lines or so, in rhyme royal, describing a day in London. *London Pleasures*, its name was. It was a huge, ambitious project—the kind of thing that should only be undertaken by people with endless leisure. Gordon had not grasped that fact when he began the poem; he grasped it now, however. How lightheartedly he had begun it, two years ago! When he had chucked up everything and descended into the slime of poverty, the conception of this poem had been at least a part of his motive. He had felt so certain, then, that he was equal to it. But somehow, almost from the start, *London Pleasures* had gone wrong. It was too big for him, that was the truth. It had never really progressed, it had simply fallen apart into a series of fragments. And out of two years' work that was all he had to show—just fragments, incomplete in themselves and impossible to join together. On every one of those sheets of paper there was some hacked scrap of verse which had been written and rewritten and rewritten over intervals of months. There were not five hundred lines that you could say were definitely finished. And he had lost the power to add to it any longer; he could only tinker with this passage or that, groping now here, now there, in its confusion. It was no longer a thing that he created, it was merely a nightmare with which he struggled.

For the rest, in two whole years he had produced nothing except a handful of short poems—perhaps a score in all. It was so rarely that he could attain the peace of mind in which poetry, or prose for that matter, has got to be written. The times when he “could not” work grew commoner and commoner. Of all types of human being, only the artist takes it upon him to say that he “cannot” work. But it is quite true; there *are* times when one cannot work.

Passage 2

The phenomenon known as writer's block—the temporary or chronic inability to put words on paper—is almost universally regarded as a highly undesirable,

not to say unpleasant, experience. It has been called the “unnatural thwarting of what struggles to come into being, but cannot” (Tillie Olsen); the “pitiable instances of long incubation producing no chick” (George Eliot). Artists beyond count have lamented the tortures of this condition, which can strike the seasoned veteran as unpredictably as it does the beginner.

Writers, when they are not writing, tend to think of themselves in a number of ways, all bad. They are—so they think—lazy, undisciplined shirkers, failures, cowardly frauds, good-for-nothings; the list of negatives stretches into cold infinity. Being temporarily unable to write, however—or, for that matter, to perform any creative endeavor—is not a bad thing in itself. Properly interpreted, a block is the best thing that can happen to a writer. Resistance is a vital regulator of the creative process because it obliges us to suspend our plans and reconsider the nature of our relation to the creative forces inside us, forces that are truly gifts—ours by virtue of grace and not possession.

The first of many misconceptions about writer's block is that it is a neutral state. The truth is that this is no passive condition; it is an aggressive reaction, a loud shout from the unconscious calling attention to the fact that something is out of adjustment. *The block itself is not the problem*; it is a signal to adjust the way we approach our work. By accepting and responding to the message of the block, a writer matures and receives the blessing of the unconscious self, that side of the psyche not directly accessible to us where creative endeavor and a great many other things begin.

7. The two passages primarily focus on

- (A) a solution to a common artistic difficulty
- (B) the challenge of building a career in the arts
- (C) a phenomenon that is increasingly prevalent
- (D) an obstacle associated with a specific endeavor
- (E) the best way to respond to an inconvenience



8. Which best characterizes the relationship between the two passages?
- Passage 2 dismisses the accuracy of a scenario depicted in Passage 1.
 - Passage 2 offers an opinion about a decision discussed in Passage 1.
 - Passage 2 provides a positive way of viewing the situation described in Passage 1.
 - Passage 2 presents evidence that calls into question the central claim made in Passage 1.
 - Passage 2 expresses sympathy for the suffering revealed in Passage 1.
9. The narrator of Passage 1 presents the "poem" (line 3) as being
- a modest accomplishment
 - an unprecedented achievement
 - a clichéd and ill-conceived scheme
 - a grandiose and unrealistic undertaking
 - an undisguised attempt to make money
10. The statement in lines 4-5 ("that . . . finished") functions as
- a humorous inquiry
 - a working definition
 - a cheerful aside
 - an important qualification
 - an irrelevant digression
11. The reference to "all types" (line 34) serves to emphasize the
- scope of an undertaking
 - universality of an experience
 - pleasures of human diversity
 - gamut of possible reactions
 - rarity of an attitude
12. In Passage 1 as a whole, Gordon is best characterized as
- gifted
 - assertive
 - lighthearted
 - proud
 - frustrated
13. In lines 38-39, the material between the dashes primarily serves to
- furnish a definition
 - bemoan a condition
 - acknowledge a debate
 - dismiss a complaint
 - cite a source
14. Gordon (Passage 1) would most likely regard the use of the word "tortures" (line 45, Passage 2) as
- extremely apt
 - somewhat relevant
 - hopelessly inaccurate
 - excessively self-pitying
 - needlessly provocative
15. In line 46, "strike" most nearly means
- expunge
 - impress
 - ignite
 - afflict
 - dismantle
16. Lines 48-52 ("Writers . . . infinity") indicate that nonproductive writers tend to be
- self-effacing
 - self-indulgent
 - self-critical
 - self-important
 - self-motivated
17. Gordon (Passage 1) would most likely regard the assertion in lines 54-55, Passage 2 ("Properly . . . writer"), as
- reflective of his vision
 - contrary to his experience
 - intentionally comic
 - unnecessarily pessimistic
 - universally true

18. The author of Passage 2 would most likely give Gordon (Passage 1) which piece of advice?
- (A) Seek guidance from others who have had similar experiences.
 - (B) Consider looking for a creative outlet other than writing.
 - (C) Regard your situation as an opportunity to achieve a breakthrough.
 - (D) Focus on the quality of your writing rather than on the amount of your output.
 - (E) Try improving the mechanics of your writing rather than looking for creative inspiration.
19. Compared to the tone of Passage 1, the tone of Passage 2 is more
- (A) nostalgic
 - (B) sardonic
 - (C) despondent
 - (D) apprehensive
 - (E) didactic

20. The author of Passage 2 would most likely argue that Gordon's experience in lines 17–28, Passage 1 ("It had never . . . struggled"), is all of the following EXCEPT
- (A) "not a bad thing in itself" (line 54)
 - (B) "a vital regulator of the creative process" (line 56)
 - (C) "a neutral state" (line 62)
 - (D) "no passive condition" (lines 62–63)
 - (E) "a loud shout from the unconscious" (lines 63–64)

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 9

Time — 20 minutes

16 Questions

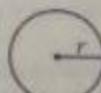
Turn to Section 9 (page 7) of your answer sheet to answer the questions in this section.

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 scratch work.

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

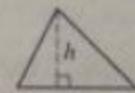


$$A = \pi r^2$$

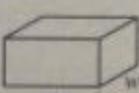
$$C = 2\pi r$$



$$A = lw$$



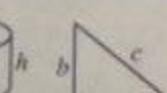
$$A = \frac{1}{2}bh$$



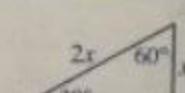
$$V = lwh$$



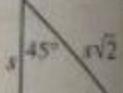
$$V = \pi r^2 h$$



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



Special Right Triangles



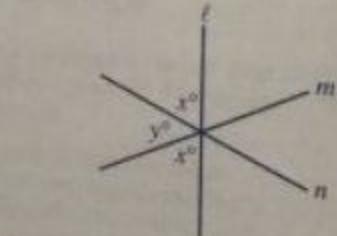
The number of degrees of arc in a circle is 360.

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

$$3t < 41$$

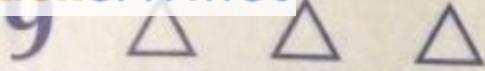
1. If t is an integer in the inequality above, what is the greatest possible value of t ?

- (A) 12
(B) 13
(C) 14
(D) 15
(E) 16



2. In the figure above, lines l , m , and n intersect at a point. If $y = 50$, what is the value of x ?

- (A) 80
(B) 75
(C) 65
(D) 60
(E) 45

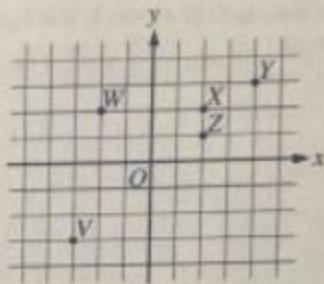


3. Lily is x years old. Danny's age is 2 years less than 5 times Lily's age. How many years old is Danny, in terms of x ?

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

4. Which of the following is equivalent to $(m + 2) - k$?

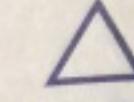
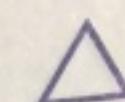
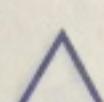
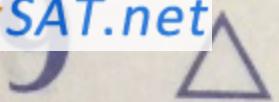
- (A) $m - k - 2$
- (B) $k - m - 2$
- (C) $k - m + 2$
- (D) $-k + m - 2$
- (E) $-k + m + 2$



5. In the xy -coordinate system above, which of the following lines (not shown) has a negative slope?

- (A) Line XV
- (B) Line XZ
- (C) Line YZ
- (D) Line WX
- (E) Line WZ





6. The sum of the digits of a two-digit integer is 9. If the ones digit is $\frac{1}{2}$ the tens digit, what is the ones digit?

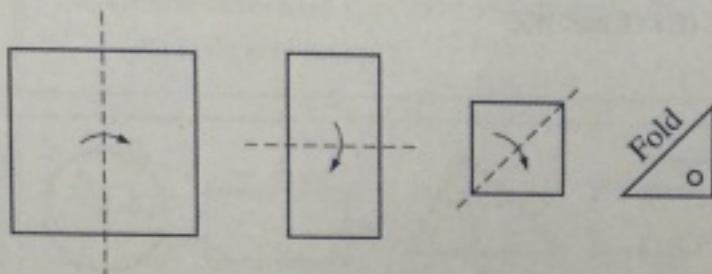
(A) 3
(B) 4
(C) 5
(D) 6
(E) 8

If $x > 0$, then $y = 10$.

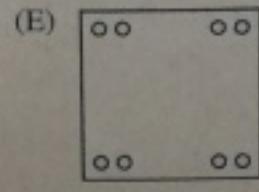
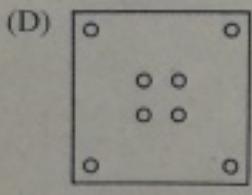
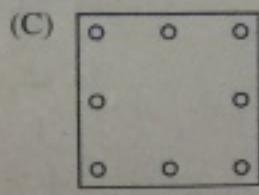
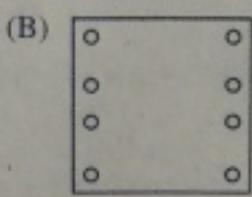
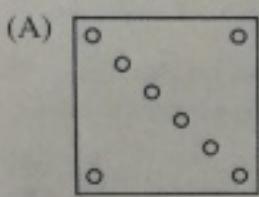
If $y = 10$, then $z = 2x$.

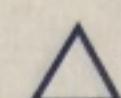
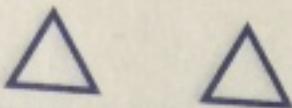
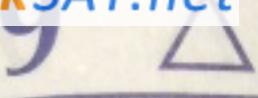
8. Based on the statements in the box above, what is the value of z when $x = -10$?

(A) -20
(B) -5
(C) 10
(D) 20
(E) It cannot be determined from the information given.



7. In the figures above, the dashed lines show where a square piece of paper was folded three times, forming a triangle. A hole was then punched through all 8 layers of paper in the position indicated in the final figure. Which of the following best represents the positions of the 8 holes when the paper is unfolded?





9. A physical therapist has 20 patients. The therapist sees 5 of them once a week, 9 of them twice a week, and the other patients three times a week. If one of the physical therapist's patients is selected at random, what is the probability that this patient is seen for therapy fewer than three times a week?

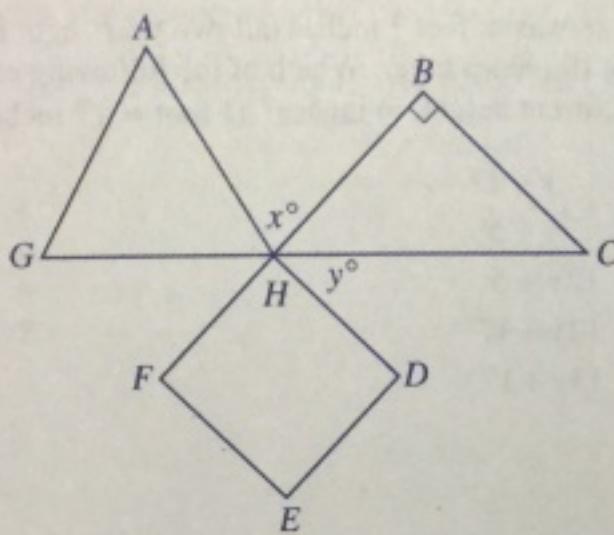
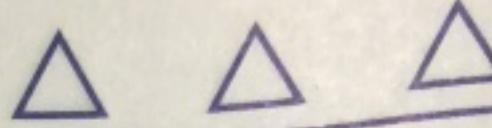
(A) 0.25
(B) 0.30
(C) 0.45
(D) 0.70
(E) 0.75

11. Kevin was y feet 7 inches tall two years ago. He is now 10 inches taller. Which of the following expresses his current height, in inches? (1 foot = 12 inches)

(A) $y + 17$
(B) $2y + 5$
(C) $12y + 5$
(D) $12y + 17$
(E) $13y + 17$

10. What is the area of a semicircular region with radius 6?

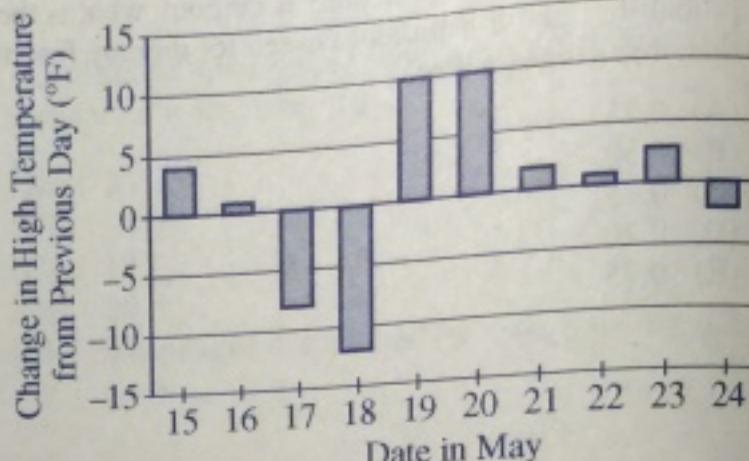
(A) 6π
(B) 12π
(C) 18π
(D) 72π
(E) 144π



2. In the figure above, segments \overline{GC} and \overline{BF} intersect at point H , $\triangle HBC$ is an isosceles right triangle, $\triangle AGH$ is an equilateral triangle, and quadrilateral $HDEF$ is a square. What is the value of $x + y$?

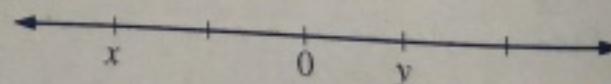
(A) 120
(B) 135
(C) 150
(D) 165
(E) 180

**DAILY CHANGES IN
HIGH TEMPERATURE IN MAY**



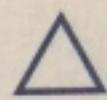
13. The graph above shows the change in high temperature from the previous day's high temperature in Trenton for several days in May. If the high temperature on May 17 was 72°F , which of the following is closest to the high temperature on May 21?

(A) 68°F
(B) 72°F
(C) 76°F
(D) 82°F
(E) 86°F



14. On the number line above, the tick marks are equally spaced. Which of the following is equal to $x + y$?

(A) $-x$
(B) $-y$
(C) 0
(D) x
(E) y

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any part of this page is illegal.**9**

15. The function g is defined by $g(x) = 2|x - 1|$ for all x . Which of the following is equal to $g(-1)$?

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

$$x^2(3x - 1) = a + bx + sx^2 + tx^3$$

16. The equation above is true for all values of x , where a , b , s , and t are constants. What is the value of $a + b + s + t$?

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

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

1. Espresso, a type of coffee brewed by forcing pressurized steam through finely ground dark roasted beans, is known not only for its strong taste but also because of its significant caffeine content.

- (A) but also because of its
- (B) but also that it has
- (C) but also for its
- (D) also for its
- (E) and it has

2. Ted's bicycle is the green one, and Maxine's is the one parked near the tall girl that is orange.

- (A) one parked near the tall girl that is orange
- (B) one parked near the tall girl, it is orange
- (C) orange one parked near the tall girl
- (D) orange one and which is parked near the tall girl
- (E) orange one, it is parked near the tall girl

3. Homing pigeons, although belonging to the same species as the ordinary city pigeon, have been selectively bred for finding its way home over extremely long distances.

- (A) have been selectively bred for finding its
- (B) have been selectively bred to find their
- (C) having been selectively bred to find its
- (D) they have been selectively bred to find their
- (E) which has been selectively bred for finding its

4. An innovation that began appearing in circuses toward the end of the twentieth century will be the replacement of animal performers with human ones.

- (A) will be
- (B) being
- (C) were
- (D) are
- (E) was



5. Oscar de la Renta, who would later go on to design clothing for several United States First Ladies, began his career working as an illustrator for fashion houses while he was still in school.
- (A) houses while he was still in school
 (B) houses while he has still been in school
 (C) houses; while still in school
 (D) houses, he was still in school then
 (E) houses, and still in school then
6. As one approaches the isolated Buddhist temple, the ascent through the mountains becomes steep, rocky, and overwhelms you.
- (A) becomes steep, rocky, and overwhelms you
 (B) becomes steep, rocky, and overwhelming
 (C) become steep, rocky, and overwhelming
 (D) becoming steep and rocky, overwhelming you
 (E) become steep, rocky, and you are overwhelmed
7. The grounds of the eighteenth-century mansion had deteriorated over the years, but recent restoration of the gardens have greatly enhanced them.
- (A) have greatly enhanced
 (B) has greatly enhanced
 (C) that has greatly enhanced
 (D) greatly enhance
 (E) greatly enhancing
8. Horton the Elephant, who is surely among the most lovable of all Dr. Seuss's creations and represents kindness, trustworthiness, and perseverance—all wrapped up in a comical and even absurd package.
- (A) Horton the Elephant, who is surely among the most lovable of all Dr. Seuss's creations and
 (B) Horton the Elephant is surely among the most lovable of all Dr. Seuss's creations, he
 (C) Horton the Elephant, surely he is among the most lovable of all Dr. Seuss's creations and
 (D) Surely among all Dr. Seuss's most lovable
 (E) Surely among the most lovable of all Dr. Seuss's
 creations, Horton the Elephant
9. Initially trained as an anthropologist, Zora Neale Hurston's novels contain bold literary representations of African American culture and heritage.
- (A) Zora Neale Hurston's novels
 (B) Zora Neale Hurston wrote novels that
 (C) the novels of Zora Neale Hurston
 (D) Zora Neale Hurston, whose novels
 (E) novels written by Zora Neale Hurston
10. An Atlas rocket successfully carried astronaut John H. Glenn, Jr., into orbit aboard Friendship 7, and the flight eventually leading to other astronauts walking on the Moon.
- (A) and the flight eventually leading
 (B) whose flight eventually leading
 (C) the flight eventually led
 (D) a flight that eventually led
 (E) this flight would eventually lead
11. Had she been aware of his poor driving record, Clare would never have allowed Michael to borrow her car.
- (A) Had she been
 (B) If she would have been
 (C) If she was
 (D) Were she to be
 (E) Should she have been
12. Italy's famous Tower of Pisa was built on an unstable bed of sand and clay, it began to tilt even before its third story was completed.
- (A) clay, it began to tilt even before its third story was completed
 (B) clay, began to tilt even before they completed its third story
 (C) clay and began to tilt even before its third story was completed
 (D) clay and beginning tilting even before its third story was completed
 (E) clay, even before its third story was completed it began to tilt

10

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10

13. Mexican author Rosario Castellanos had an impact on and greatly affected later writers with her novels, poems, and essays that explored feminism and socioeconomic issues.

- (A) had an impact on and greatly affected
- (B) had a great impact and effect on
- (C) having an effect on
- (D) she had an impact on
- (E) greatly affected

14. The consultant recommended that after cleaning the painting, it would also need to be reframed by the museum's conservation staff.

- (A) it would also need to be reframed by the museum's conservation staff
- (B) it also needed to be reframed by the museum's conservation staff
- (C) it will also be reframed by the museum's conservation staff
- (D) the museum's conservation staff also reframe it
- (E) the museum's conservation staff also reframed it

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.

Correct Answers and Difficulty Levels

Form Codes AEXV, BWXV

Section 2**Critical Reading**

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

Number correct

Number incorrect

Section 6**COR. DIFF.**
ANS. LEV.

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

Number correct

Number incorrect

Section 8**COR. DIFF.**
ANS. LEV.

1. A 1	11. E 5
2. D 2	12. E 2
3. A 1	13. A 1
4. D 3	14. A 3
5. B 3	15. D 3
6. E 3	16. C 2
7. D 2	17. B 2
8. C 3	18. C 3
9. D 5	19. E 5
10. D 4	20. C 4

Number correct

Number incorrect

Section 4**Mathematics**

Multiple-Choice Questions		Student-Produced Response Questions	
COR. DIFF.	ANS. LEV.	COR. DIFF.	ANS. LEV.
1. C 1	9. 34	1. 1	11. 3
2. A 2	10. 375	2. 1	12. 3
3. B 2	11. 12.5, 25/2	3. 1	13. 3
4. D 2	12. 8	4. 1	14. 4
5. D 3	13. 2080	5. 2	15. 3
6. A 3	14. 48	6. 1	16. 3
7. A 3	15. 28	7. 2	17. 4
8. C 4	16. 1 < x < 3	8. 2	18. 4
	17. 3/2, 1.5	9. 3	19. 5
	18. 6	10. 3	20. 5

Number correct

Number correct
(9-18)

Number incorrect

Section 7**COR. DIFF.**
ANS. LEV.

1. C 1	11. A 3
2. B 1	12. D 3
3. A 3	13. A 3
4. C 4	14. C 4
5. B 3	15. E 3
6. D 1	16. D 3
7. E 2	17. A 4
8. D 2	18. D 4
9. D 3	19. E 5
10. B 3	20. A 5

Number correct

Number incorrect

Section 9**COR. DIFF.**
ANS. LEV.

1. B 1	9. D 2
2. C 1	10. C 3
3. E 2	11. D 3
4. E 2	12. A 3
5. E 2	13. D 3
6. A 3	14. B 3
7. D 3	15. C 4
8. E 3	16. C 4

Number correct

Number incorrect

Section 5**COR. DIFF.**
ANS. LEV.

1. E 1	19. E 1	28. A 5
2. A 1	20. C 2	29. B 5
3. C 1	21. B 3	30. A 3
4. B 2	22. E 3	31. C 3
5. E 2	23. D 3	32. E 3
6. C 3	24. D 3	33. E 3
7. E 3	25. E 3	34. B 3
8. C 3	26. A 4	35. B 3
9. E 4	27. E 4	
10. B 2		

Number correct

Number correct

Number incorrect

Number incorrect

Section 10**COR. DIFF.**
ANS. LEV.

1. C 1	6. B 2	11. A 3
2. C 1	7. B 3	12. C 3
3. B 2	8. E 3	13. E 4
4. E 2	9. B 3	14. D 5
5. A 2	10. D 3	

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