CollegeBoard

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Practice Booklet

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SAT®

Contents

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns. For further information, visit **www.collegeboard.com**.

Who Is This Booklet For?

If you register for the SAT® on paper, you can use this book to get familiar with the SAT and the SAT Subject Tests™. Remember, if you have access to the Internet you can find everything in this booklet and more at **www.collegeboard.com**.

Why Should You Take the SAT® and the SAT Subject Tests™?

Most colleges and universities in the United States accept and use the SAT as part of the admissions process. Your SAT scores can help connect you to the right colleges and discover scholarship opportunities. Some colleges also recommend, and others require, one or more SAT Subject Tests for admission or placement. Ask your counselor for a *This Is Your SAT* brochure that explains general information about the SAT and SAT Subject Tests.

How Can You Get Ready for the Tests?

- Take challenging classes, study hard, and read and write outside of the classroom.

- Take the PSAT/NMSQT® in your junior year.

- Access free online practice tools, such as Skills Insight and Question of the Day, on **www.collegeboard.com/practice**.

- Take advantage of the lessons, practice questions and practice exams in the Official SAT Online Course or the Official SAT Study Guide™: Second Edition, and the Official Study Guide for all SAT Subject Tests™.

- Review the sample questions, test-taking approaches, and directions in this booklet.

- Take the official SAT practice test online and review the answer explanations. If you don't have access to the Internet, ask your counselor for a paper copy of the Official SAT Practice Test.

- For SAT Subject Tests, see the recommended study methods for each subject in this book and online.

Approaches to Taking the SAT and SAT Subject Tests

- **All questions count the same, so answer the easy questions first.** The easier questions are usually at the beginning of the section, and the harder ones are at the end. The exception is in the critical reading section of the SAT and SAT Subject Tests with reading passages (Literature and foreign language tests), where questions are ordered according to the logic and organization of each passage.

- **Make educated guesses.** You have a better chance of guessing the right answer if you can rule out one or more answer choices for multiple-choice questions.

- **Skip questions that you really can't answer.** No points are deducted if an answer is left blank.

- **Limit your time on any one question.** All questions are worth the same number of points. If you need a lot of time to answer a question, go on to the next one. Later, you may have time to return to the question you skipped.

- **Keep track of time.** Don't spend too much time on any group of questions within a section.
- **Use your test booklet as scratch paper.**
- **In your test booklet, mark the questions that you skipped and to which you want to return. Mark your answers in the correct column of your answer sheet.** The answer sheet has five circles for each question. In certain SAT Subject Tests, some questions have only three or four possible answers.
- **Check your answer sheet to make sure you are placing your answers correctly.**
- **Always use a No. 2 pencil.** All answer sheet circles must be filled in darkly and completely with a No. 2 pencil. *The SAT essay must be written with a No. 2 pencil. Essays in pen will receive a score of 0.*

Know What to Expect

Use the information in this booklet and online to help you:

- **Know what to expect on test day.** For details, see **www.collegeboard.com/sat** and **www.collegeboard.com/subjecttests.** Paper registrants are qualified to receive paper practice tests; ask your counselor for more information.
- **Know what to expect on your test.** Study the descriptions of the tests, directions, and sample questions in this booklet and on collegeboard.com. For foreign language SAT Subject Tests with Listening, ask your counselor for a copy of the practice audio CD.
- **Review the equipment you need for each test.** The SAT and some SAT Subject Tests recommend or require that you use a calculator. SAT Subject Tests with Listening also require you to bring a CD player. For more information on what material is approved for use on test day, please go to **www.collegeboard.com/student/testing/sat-calculator** or **www.collegeboard.com/student/testing/sat-cdplayer** or ask for an *SAT Paper Registration Guide* from your counselor.
- **Become familiar with the test directions.** Some sections, such as the SAT mathematics section, and some tests, such as the Subject Test in Chemistry, may have specialized directions. You should become familiar with the question formats before you take the test, so you're not surprised or confused on test day.

The SAT

The SAT measures the skills you have learned in and outside of the classroom and how well you can apply that knowledge. It tests how you think, solve problems, and communicate. The test is composed of three sections:

- **Critical reading,** which has sentence completion and passage-based reading questions.
- **Mathematics,** which is based on the math that college-bound students typically learn during their first three years of high school.

- **Writing,** which has multiple-choice questions and a written essay.

You have 3 hours and 45 minutes to complete the entire test.

All multiple-choice questions are scored the same way: one point for each correct answer, and one-quarter point subtracted for a wrong answer. No points are subtracted for answers left blank. The total score for each section is on a 200–800 scale.

The Critical Reading Section

The critical reading section gives you a chance to show how well you understand what you read. This section has two types of questions:

- Sentence completions (19 questions)
- Passage-based reading (48 questions)

Note: Calculators may not be on your desk or used on the critical reading section of the SAT.

Approaches to the Critical Reading Section

- Work on sentence completion questions first. They take less time to answer than the passage-based reading questions.
- The difficulty of sentence completion questions increases as you move through the section.
- Reading questions do not increase in difficulty from easy to hard. Instead, they follow the logic of the passage.
- The information you need to answer each reading question is always in the passage(s). Reading carefully is the key to finding the correct answer. Don't be misled by an answer that looks correct but is not supported by the actual text of the passage(s).
- Reading questions often include line numbers to help direct you to the relevant part(s) of the passage. If one word or more is quoted exactly from the passage, the line number(s) where that quotation can be found will appear in the test question. You may have to read some of the passage before or after the quoted word(s), however, in order to find support for the best answer to the question.
- Do not jump from passage to passage. Stay with a passage until you have answered as many questions as you can before you proceed to the next passage.
- In your test booklet, mark each question you don't answer so that you can easily go back to it later if you have time.
- Remember that all questions are worth the same number of points regardless of the type or difficulty.

Sentence Completions

Sentence completion questions measure your

- knowledge of the meanings of words;
- ability to understand how the different parts of a sentence fit together logically.

Directions

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, <u>best</u> 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

Ⓐ Ⓑ Ⓒ Ⓓ ●

Answering Sentence Completion Questions

One way to answer a sentence completion question with two missing words is to focus first on just one of the two blanks. If one of the words in an answer choice is logically wrong, then you can eliminate the entire choice from consideration.

- Look at the first blank in the above example. Would it make sense to say that "negotiators" who have "proposed a compromise" were hoping to **enforce** or **extend** the "dispute"? No, so neither (A) nor (D) can be the correct answer.

- Now you can focus on the second blank. Would the "negotiators" have proposed a compromise that they believed would be **divisive** or **unattractive** to "both labor and management"? No, so (B) and (C) can be eliminated, and only choice (E) remains.

- Always check your answer by reading the entire sentence with your choice filled in. Does it make sense to say, "Hoping to **resolve** the dispute, the negotiators proposed a compromise that they felt would be **acceptable** to both labor and management"? Yes.

Correct answer: (E) / Difficulty level: Easy

Sample Questions

1. Because King Philip's desire to make Spain the dominant power in sixteenth-century Europe ran counter to Queen Elizabeth's insistence on autonomy for England, ------- was -------.

   (A) reconciliation . . assured
   (B) warfare . . avoidable
   (C) ruination . . impossible
   (D) conflict . . inevitable
   (E) diplomacy . . simple

Be sure to look for key words and phrases as you read each sentence. Words such as *although*, *however*, *if*, *but*, and *since* are important to notice because they signal how the different parts of a sentence are logically related to each other. Words such as *not* and *never* are important because they indicate negation. In the example above, the entire sentence hinges on a few key words: "*Because* something *ran counter* to something else, *blank* was *blank*."

- The word "because" indicates that the information in the first part of the sentence (the part before the comma) explains the reason for the situation described in the second part. The first part states that what King Philip wanted (domination for Spain) "ran counter to" what Queen Elizabeth wanted (independence for England).

- Given that there was such a fundamental disagreement between the two monarchs, would **reconciliation** be **assured**? Unlikely.

- Would **warfare** be **avoidable**? Hardly; warfare might be unavoidable.

- Would **ruination** be **impossible**? No.

- Would **diplomacy** be **simple**? Not necessarily.

- Only choice (D) fits logically with the key words in the sentence: *Because* what one person wanted *ran counter* to what another person wanted, **conflict** was **inevitable**.

Correct answer: (D) / Difficulty level: Medium

2. There is no doubt that Larry is a genuine -------: he excels at telling stories that fascinate his listeners.

   (A) braggart   (B) dilettante   (C) pilferer
           (D) prevaricator   (E) raconteur

Some sentence completions contain a colon. This is a signal that the words after the colon define or directly clarify what came before. In this case, "he excels at telling stories that fascinate his listeners" serves to define the word **raconteur**, choice (E). None of the other words is directly defined by this clause.

- A **braggart** may or may not excel at telling stories and may actually annoy listeners.

- A **dilettante** is someone who dabbles at a career or hobby and so may not excel at anything.

- A **pilferer** steals repeatedly, in small quantities; this has nothing to do with storytelling.

- A **prevaricator** tells lies, but not necessarily in an accomplished or fascinating way; and the sentence refers to stories, not lies.

You should choose the word that best fits the meaning of the sentence as a whole, and only choice (E) does so.

Correct answer: (E) / Difficulty level: Hard

Passage-Based Reading

The reading questions on the SAT measure your ability to read and think carefully about several different passages ranging in length from about 100 to about 850 words. Passages are taken from a variety of fields, including the humanities, social studies, natural sciences, and literary fiction. They vary in style and can include narrative, argumentative, and expository elements. Some selections consist of a pair of related passages on a shared issue or theme; in some of the questions, you are asked to compare and contrast these passages.

The following kinds of questions may be asked about a passage:

- **Vocabulary in Context:** These questions ask you to determine the meanings of words from their context in the reading passage.
- **Literal Comprehension:** These questions assess your understanding of significant information directly stated in the passage.
- **Extended Reasoning:** These questions measure your ability to synthesize and analyze information as well as to evaluate the assumptions made and the techniques used by the author. Most of the reading questions fall into this category. You may be asked to identify cause and effect, make inferences, recognize a main idea or an author's tone, or follow the logic of an analogy or an argument.

Answering Passage-Based Reading Questions

Following are samples of the kinds of reading passages and questions that may appear on your test. For each set of sample materials:

- read the passage carefully;
- decide on the best answer to each question;
- read the explanation for the correct answer.

Some of the reading passages in the SAT are as short as a paragraph or two, about 100 words in length. You will also find one or more pairs of related short passages in each edition of the test. Such material will be followed by one to five questions that measure the same kinds of reading skills that are measured by the questions following longer passages.

Directions

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.

Sample Questions

Questions 3-4 are based on the following passage.

"The rock was still wet. The animal was glistening, like it was still swimming," recalls Hou Xianguang. Hou discovered the
Line unusual fossil while surveying rocks as a
5 paleontology graduate student in 1984, near the Chinese town of Chengjiang. "My teach-ers always talked about the Burgess Shale animals. It looked like one of them. My hands began to shake."
10 Hou had indeed found a Naraoia like those from Canada. However, Hou's animal was 15 million years older than its Canadian relatives.

Some questions ask you to recognize the meaning of a word as it is used in the passage.

3. In line 4, "surveying" most nearly means

   (A) calculating the value of
   (B) examining comprehensively
   (C) determining the boundaries of
   (D) polling randomly
   (E) conducting a statistical study of

The word "surveying" has a number of meanings, several of which are included in the choices above. In the context of this passage, however, only (B) makes sense. A student in the field of "paleontology" is one who studies prehistoric life as recorded in fossil remains. One of the activities of a paleontology student would be to examine rocks carefully and "comprehensively" while looking for fossils.

- (A), (C), and (E) are incorrect because someone who studies fossils would not calculate the "value" of rocks, or determine the "boundaries" of rocks, or conduct a "statistical study" of rocks.
- (D) is wrong because "polling" rocks makes no sense at all.

Correct answer: (B) / Difficulty level: Easy

You may be asked to make an inference or draw a conclusion about a statement made in the passage.

4. It can be inferred that Hou Xianguang's "hands began to shake" (line 9) because Hou was

(A) afraid that he might lose the fossil
(B) worried about the implications of his finding
(C) concerned that he might not get credit for his work
(D) uncertain about the authenticity of the fossil
(E) excited about the magnitude of his discovery

In the passage, Hou states that the fossil that he found "looked like" certain other fossils that his "teachers always talked about." He understands almost immediately, therefore, the significance of what he has found, and so (E) is the correct answer: Hou's hands were shaking because he was "excited about the magnitude of his discovery."

- (A) is wrong because there is no suggestion that Hou was "afraid that he might lose the fossil."
- (B) and (C) are wrong because the passage does not indicate that Hou was "worried about" his discovery or "concerned that he might not get credit." The passage indicates only that Hou recognized that he had found something valuable.
- (D) is wrong because Hou's immediate reaction is that he thinks he has found an important fossil. The first two sentences of the passage dramatize the discovery; it is Hou's excitement, not his uncertainty, that causes him to tremble.

Correct answer: (E) / Difficulty level: Easy

Questions 5-8 are based on the following passages.

These two passages were adapted from autobiographical works. In the first, a playwright describes his first visit to a theater in the 1930s; in the second, an eighteenth-century writer describes two visits to theaters in London.

Passage 1

I experienced a shock when I saw a cur-
tain go up for the first time. My mother had
taken me to see a play at the Schubert
Line Theater on Lenox Avenue in Harlem in New
5 York City. Here were living people talking to
one another inside a large ship whose deck
actually heaved up and down with the swells
of the sea. By this time I had been going to
the movies every Saturday afternoon
10 —Charlie Chaplin's little comedies, adven-
ture serials, Westerns. Yet once you knew
how they worked, movies, unlike the stage,
left the mind's grasp of reality intact since
the happenings were not in the theater
15 where you sat. But to see the deck of the
ship in the theater moving up and down,
and people appearing at the top of a ladder
or disappearing through a door—where did

they come from and where did they go?
20 Obviously into and out of the real world of
Lenox Avenue. This was alarming.
And so I learned that there were two
kinds of reality, but that the stage was far
more real. As the play's melodramatic story
25 developed, I began to feel anxious, for there
was a villain on board who had a bomb and
intended to blow everybody up. All over the
stage people were looking for him but he
appeared, furtive and silent, only when the
30 searchers were facing the other way. They
looked for him behind posts and boxes and
on top of beams, even after the audience
had seen him jump into a barrel and pull
the lid over him. People were yelling, "He's
35 in the barrel," but the passengers were deaf.
What anguish! The bomb would go off any
minute, and I kept clawing at my mother's
arm, at the same time glancing at the the-
ater's walls to make sure that the whole
40 thing was not really real. The villain was
finally caught, and we happily walked out
onto sunny Lenox Avenue, saved again.

Passage 2

I was six years old when I saw my first
play at the Old Drury. Upon entering the
45 theater, the first thing I beheld was the green
curtain that veiled a heaven to my imagina-
tion. What breathless anticipations I
endured! I had seen something like it in an
edition of Shakespeare, an illustration of the
50 tent scene with Diomede in *Troilus and
Cressida*. (A sight of that image can always
bring back in a measure the feeling of that
evening.) The balconies at that time, full of
well-dressed men and women, projected
55 over the orchestra pit; and the pilasters*
reaching down were adorned with a glister-
ing substance resembling sugar candy. The
orchestra lights at length rose. Once the bell
sounded. It was to ring out yet once again—
60 and, incapable of the anticipation, I reposed
my shut eyes in a sort of resignation upon
my mother's lap. It rang the second time.
The curtain drew up—and the play was
Artaxerxes! Here was the court of ancient
65 Persia. I took no proper interest in the
action going on, for I understood not its
import. Instead, all my feeling was absorbed
in vision. Gorgeous costumes, gardens,
palaces, princesses, passed before me. It was
70 all enchantment and a dream.
After the intervention of six or seven
years I again entered the doors of a theater.

That old *Artaxerxes* evening had never done ringing in my fancy. I expected the same
75 feelings to come again with the same occasion. But we differ from ourselves less at sixty and sixteen, than the latter does from six. In that interval what had I not lost! At six I knew nothing, understood nothing,
80 discriminated nothing. I felt all, loved all, wondered all. I could not tell how, but I had left the temple a devotee, and was returned a rationalist. The same things were there materially; but the emblem, the reference,
85 was gone. The green curtain was no longer a veil, drawn between two worlds, the unfolding of which was to bring back past ages, but a certain quantity of green material, which was to separate the audience for a given time
90 from certain of their fellows who were to come forward and pretend those parts. The lights—the orchestra lights—came up a clumsy machinery. The first ring, and the second ring, was now but a trick of the
95 prompter's bell. The actors were men and women painted. I thought the fault was in them; but it was in myself, and the alteration which those many centuries—those six short years—had wrought in me.

* Pilasters are ornamental columns set into walls.

Following are four sample questions about this pair of related passages. In the test, as many as 13 questions may appear with a passage of this length. Some questions will focus on Passage 1, others will focus on Passage 2, and about half of the questions following each pair of passages will focus on the relationships between the passages.

Some questions require you to identify shared ideas or similarities between the two related passages.

5. The authors of both passages describe

(A) a young person's sense of wonder at first seeing a play
(B) a young person's desire to become a playwright
(C) the similarities between plays and other art forms
(D) how one's perception of the theater may develop over time
(E) the experience of reading a play and then seeing it performed

To answer this question, you have to figure out what these two passages have in common. The subject of Passage 1 is a child's first visit to see a play performed in a theater, and how captivated he was by the entire experience. Passage 2 describes two different visits to the theater; at age six the child is entranced by the spectacle of the performance, but "after the intervention of six or seven years" the older and now more knowledgeable child is not so impressed. (A) is the correct answer because all of Passage 1 and the first half of Passage 2 describe "a young

person's sense of wonder at first seeing a play."

- (B) is wrong; even though the introduction to these passages reveals that one of the authors is a "playwright," there is no mention in either passage of a "desire to become a playwright."
- (C) is wrong because Passage 1 mentions differences rather than "similarities" between plays and movies, and Passage 2 does not mention any "other art forms" at all.
- (D) is wrong because only Passage 2 discusses "how one's perception of the theater may develop over time"—this subject is unmentioned in Passage 1.
- (E) is wrong because there is no reference in either passage to "the experience of reading a play."

Correct answer: (A) / Difficulty level: Easy

Some questions assess your comprehension of information that is directly stated in a passage.

6. The "happenings" mentioned in line 14 refer to the

(A) work undertaken to produce a movie
(B) events occurring in the street outside the theater
(C) fantasies imagined by a child
(D) activity captured on the movie screen
(E) story unfolding on the stage

To answer this question correctly, you have to understand lines 11–15, a rather complex sentence that makes an important distinction in Passage 1. The author indicates that, unlike plays, movies leave "the mind's grasp of reality intact," because the "happenings" in a movie are not occurring in the actual theater. Instead, images are projected on a screen in the theater. Thus (D) is the correct answer; the word "happenings" refers to the "activity captured on the movie screen."

- (A) and (B) are wrong because, when you insert them in place of the word "happenings," the sentence in lines 11–15 makes no sense.
- (C) is wrong; even if the movies being referred to include "fantasies" in them, they are not "imagined by a child" but are actually projected on the movie screen.
- (E) is wrong because, in line 14, "happenings" refers to the "story unfolding" in a <u>movie</u>, not "on the stage."

Correct answer: (D) / Difficulty level: Medium

You may be asked to recognize the author's tone or attitude in a particular part of a passage, or in the passage as a whole.

7. In the final sentence of Passage 2 ("I thought . . . in me"), the author expresses

(A) exultation   (B) vindication   (C) pleasure
(D) regret   (E) guilt

Even though this question focuses on a single sentence, you must understand the context in which the statement occurs in order to determine the feeling expressed by the author. In the second

paragraph of Passage 2, the author states that the experience of attending a play at age 12 or 13 was much different than at age 6. "The same things were there materially" in the theater, but the older child knew much more than the younger one about what was going on. Ironically, this increased knowledge actually decreased the author's pleasure in attending the play. "In that interval what had I not lost!" the author exclaims in line 78. Where the younger child saw nobles in "the court of ancient Persia," the older child saw "men and women painted." Thus the final sentence of Passage 2 expresses "regret" concerning the changes that "those many centuries—those six short years—had wrought" in the author. (D) is the correct answer.

- (A) and (C) are incorrect because the author does not feel "exultation" about or take "pleasure" in the "alteration" that has occurred; on the contrary, the author laments it.

- (B) is incorrect because there is no expression of "vindication" in the final sentence; the author is not trying to justify, support, or defend the experiences described in the passage, but rather to explain the changes that have occurred due to the passing of time.

- (E) is incorrect because, even though the final sentence states that the "fault" was not in the actors but in the now more knowledgeable child, the author feels no "guilt" about the change. There is no way to avoid the passage of time (and the learning that goes along with it). Aging is not the child's "fault," but the loss of a youthful sense of wonder and innocence can still cause regret.

Correct answer: (D) / Difficulty level: Hard

Some questions require you to determine and compare the primary purpose or main idea expressed in each passage.

8.   Which of the following best describes the difference between Passages 1 and 2 ?

   (A) Passage 1 remembers an event with fondness, while Passage 2 recalls a similar event with bitter detachment
   (B) Passage 1 considers why the author responded to the visit as he did, while Passage 2 supplies the author's reactions without further analysis.
   (C) Passage 1 relates a story from a number of different perspectives, while Passage 2 maintains a single point of view.
   (D) Passage 1 treats the visit to the theater as a disturbing episode in the author's life, while Passage 2 describes the author's visit as joyful.
   (E) Passage 1 recounts a childhood experience, while Passage 2 examines how a similar experience changed over time.

This question asks you to do two things: first, understand the overall subject or purpose of each passage; second, recognize an important "difference between" the two. The correct answer

is (E) because the entire first passage does indeed tell the story of a particular "childhood experience"—a trip to the theater—whereas the second passage describes two different trips to the theater and how the "experience changed over time."

- (A) is wrong because there is neither bitterness nor "detachment" in Passage 2. In fact, the first paragraph of Passage 2 expresses excitement and "enchantment," and the second paragraph expresses disappointment and regret.

- (B) is wrong because Passage 2 includes a great deal more than just "the author's reactions" to visiting the theater; most of the second paragraph provides "further analysis" of what had changed and why the reactions to the two visits were so different.

- (C) is wrong because it reverses the two narrative approaches in this pair of passages. Passage 1 "maintains a single point of view," that of the youthful first-time theatergoer, whereas the author of Passage 2 presents at least two "different perspectives," that of the enchanted six-year-old and of the older child returning to the theater.

- (D) is wrong because the author of Passage 1 does not find his first visit to the theater "disturbing" in a negative way. Although he feels "shock" when the curtain goes up and anxiety during the play, these responses merely indicate how effective and "real" the performance was for him. In the end, the child and his mother walked "happily" out of the theater.

Correct answer: (E) / Difficulty level: Easy

The Mathematics Section

The mathematics section of the SAT contains two types of questions:

- Standard multiple-choice (44 questions)
- Student-produced response questions that provide no answer choices (10 questions)

Some questions are like those you may have seen in your mathematics courses. The ability to reason logically in a variety of situations, some of which may be new to you, is tested throughout.

Calculator Policy

We recommend that you bring a calculator to use on the mathematics section of the SAT. Every question on the test can be solved without a calculator, but you will have an advantage if you use a scientific or graphing calculator on some questions.

Acceptable Calculators

Calculators permitted during testing are:

- Graphing calculators
- Scientific calculators
- Four-function calculators (not recommended)

If you have a calculator with characters that are one inch or higher, or if your calculator has a raised display that might be visible to other test-takers, you will be seated at the discretion of the test supervisor.

You will not be allowed to share calculators. You will be dismissed and your scores will be canceled if you use your calculator to share information during the test or to remove test questions or answers from the test room.

Calculator Tips

- **Remember to bring your calculator to the test.** Calculators will not be available at the test center. You should be familiar with how to use the calculator you bring to the test.
- **Make sure your calculator is in good working order and that batteries are fresh.** If your calculator fails during testing and you have no backup, you'll have to complete the test without it (or cancel your scores on the entire test).
- **Don't buy an expensive, sophisticated calculator just to take the test.** Although you can use them for the test, more sophisticated calculators are not required for any problem.
- **Don't try to use a calculator on every question.** First, decide how you will solve the problem, and then decide whether to use the calculator. The calculator is meant to aid you in problem solving, not to get in the way.
- **Get your thoughts down before using your calculator.** It may help to do scratch work in the test book.
- **Take the practice test with a calculator at hand.** This will help you determine how much you will probably use a calculator the day of the test.

Unacceptable Calculators

The following calculators are not permitted:

- Models that have a QWERTY (i.e., typewriter) keypad, either as part of hardware or software (e.g, TI-92 Plus, Voyage 200)
- Models that have pen-input, stylus*, or touch-screen capability (e.g., Palm, PDAs, Casio ClassPad) or have wireless or Bluetooth capability
- Models that use paper tape, "talk" or make unusual noises, or require an electrical outlet
- Models that can access the Internet
- Models that have cell phone capability or have audio/video recording capability
- Models that have a digital audio/video player or have a camera
- * The use of the stylus with the Sharp EL-9600 calculator is not permitted.

Approaches to the Mathematics Section

- **Familiarize yourself with the directions ahead of time.**
- **The test does not require you to memorize formulas.** Commonly used formulas are provided in the test book at the beginning of each mathematics section. It is up to you to decide which formula is appropriate.
- **Read the problem carefully.** Note key words that tell you what the problem is asking. Ask yourself the following questions before you solve each problem: What is the question asking? What do I know?
- **With some problems, it may be useful to draw a sketch or diagram of the given information.**
- **Use the test book for scratch work.** You are not expected to do all the reasoning and figuring in your head. You will not receive credit for anything written in the booklet, but you will be able to check your work easily later.
- **Decide when to use a calculator.**
- **For multiple-choice questions, you may want to refer to the answer choices before you determine your answer.**
- **Eliminate choices.** If you don't know the correct answer to a question, try some of the choices. It's sometimes easier to find the wrong answers than the correct one. On some questions, you can eliminate all the incorrect choices.
- **Make sure your answer is a reasonable answer to the question asked.** This is especially true for student-produced response questions, where no answer choices are given.
- **All figures are drawn to scale unless otherwise indicated.**

Mathematics Topics on the SAT

Number and Operations (20–25%)

- Arithmetic word problems (including percent, ratio, and proportion)
- Properties of integers (even, odd, prime numbers, divisibility, etc.)
- Rational numbers
- Sets (union, intersection, elements)
- Counting techniques
- Sequences and series (including exponential growth)
- Elementary number theory

Algebra and Functions (35–40%)

- Substitution and simplifying algebraic expressions
- Properties of exponents
- Algebraic word problems
- Solutions of linear equations and inequalities
- Systems of equations and inequalities
- Quadratic equations
- Rational and radical equations
- Equations of lines
- Absolute value
- Direct and inverse variation
- Concepts of algebraic functions
- Newly defined symbols based on commonly used operations

Geometry and Measurement (25–30%)

- Area and perimeter of a polygon
- Area and circumference of a circle
- Volume of a box, cube, and cylinder
- Pythagorean Theorem and special properties of isosceles, equilateral, and right triangles
- Properties of parallel and perpendicular lines
- Coordinate geometry
- Geometric visualization
- Slope
- Similarity
- Transformations

Data Analysis, Statistics, and Probability (10–15%)

- Data interpretation (tables and graphs)
- Descriptive statistics (mean, median, and mode)
- Probability

For more information on the topics tested on the mathematics section of the SAT please go to **www.collegeboard.com/ practice.**

Multiple-Choice Questions

The questions that follow will give you an idea of the type of mathematical thinking required to solve problems on the SAT. First, try to answer each question yourself, and then read the solutions that follow. These solutions may give you new insights into solving the problems or point out techniques you'll be able to use again. Most problems can be solved in a variety of ways, so don't be concerned if your method is different from the one given. Note that the directions indicate that you are to select the *best* of the choices given.

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.
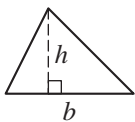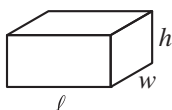
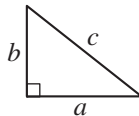**Reference Information**
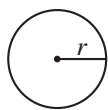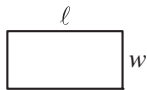
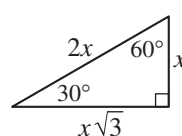

$A = \pi r^2$
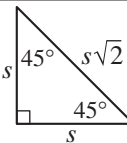$C = 2\pi r$
$A = \ell w$
$A = \frac{1}{2} bh$
$V = \ell w h$
$V = \pi r^2 h$
$c^2 = a^2 + b^2$
Special Right Triangles

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.

Sample Questions

Below are seven examples of standard multiple-choice questions. Following each question, you will find one or two solutions.

1. A special lottery is to be held to select the student who will live in the only deluxe room in a dormitory. There are 100 seniors, 150 juniors, and 200 sophomores who applied. Each senior's name is placed in the lottery 3 times; each junior's name, 2 times; and each sophomore's name, 1 time. If a student's name is chosen at random from the names in the lottery, what is the probability that a senior's name will be chosen?

(A) $\frac{1}{8}$ (B) $\frac{2}{9}$ (C) $\frac{2}{7}$

(D) $\frac{3}{8}$ (E) $\frac{1}{2}$

Correct answer: (D) / Difficulty level: Medium

To determine the probability that a senior's name will be chosen, you must determine the total number of seniors' names that are in the lottery and divide this number by the total number of names in the lottery. Since each senior's name is placed in the lottery 3 times, there are $3 \times 100 = 300$ seniors' names. Likewise, there are $2 \times 150 = 300$ juniors' names and $1 \times 200 = 200$ sophomores' names in the lottery. The probability that a senior's name will be chosen is

$$\frac{300}{300 + 300 + 200} = \frac{300}{800} = \frac{3}{8}.$$

NOONTIME TEMPERATURES IN HILO, HAWAII

Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
66	78	75	69	78	77	70

2. The table above shows the temperatures at noon, in degrees Fahrenheit, in a city in Hawaii over a one-week period. If m represents the median of these temperatures, f represents the temperature that occurred most often, and a represents the average (arithmetic mean) of these seven temperatures, which of the following is the correct order of m, f, and a ?

(A) $a < m < f$
(B) $a < f < m$
(C) $m < a < f$
(D) $m < f < a$
(E) $a = m < f$

Correct answer: (A) / Difficulty level: Medium

To determine the correct order of m, f, and a, it is helpful to first place the seven temperatures in ascending order, as shown below:

$$66 \quad 69 \quad 70 \quad 75 \quad 77 \quad 78 \quad 78$$

The median temperature is the middle temperature in the ordered list, which is 75, so $m = 75$. The temperature that occurred most often, or the mode, is 78, so $f = 78$. To determine the average, you can add the seven numbers together and divide by 7. However, you can determine the relationship between the average and the median by inspection. The three numbers greater than 75 are closer to 75 than are the three numbers smaller than 75. Therefore, the average of the seven numbers will be less than 75. The correct order of m, f, and a is $a < m < f$.

3. The projected sales volume of a video game cartridge is given by the function $s(p) = \dfrac{3000}{2p + a}$, where s is the number of cartridges sold, in thousands; p is the price per cartridge, in dollars; and a is a constant. If according to the projections, 100,000 cartridges are sold at $10 per cartridge, how many cartridges will be sold at $20 per cartridge?

(A) 20,000   (B) 50,000   (C) 60,000
(D) 150,000   (E) 200,000

Correct answer: (C) / Difficulty level: Medium

For 100,000 cartridges sold at $10 per cartridge, $s = 100$ (since s is the number of cartridges sold, <u>in thousands</u>) and $p = 10$. Substituting into the equation yields $100 = \dfrac{3000}{2(10) + a}$. Solving this equation for a yields

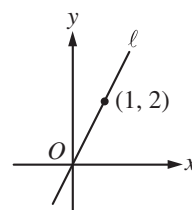$$100(20 + a) = 3000$$
$$20 + a = 30$$
$$a = 10$$

Since a is a constant, the function can be written as $s(p) = \dfrac{3000}{2p + 10}$. To determine how many cartridges will be sold at $20 per cartridge, you need to evaluate $s(20) = \dfrac{3000}{2(20) + 10} = 60$. Since s is given in thousands, there will be 60,000 cartridges sold at $20 per cartridge.

4. In the xy-coordinate plane above, line ℓ contains the points $(0, 0)$ and $(1, 2)$. If line m (not shown) contains the point $(0, 0)$ and is perpendicular to ℓ, what is an equation of m ?

(A) $y = -\dfrac{1}{2}x$
(B) $y = -\dfrac{1}{2}x + 1$
(C) $y = -x$
(D) $y = -x + 2$
(E) $y = -2x$

Correct Answer: (A) / Difficulty level: Medium
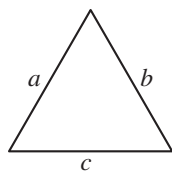
Using the coordinates of the two points given on line ℓ, the slope of ℓ is $\dfrac{2 - 0}{1 - 0} = 2$. Line m, which is perpendicular to ℓ, will have a slope of $-\dfrac{1}{2}$, since slopes of perpendicular lines are negative reciprocals of each other. An equation of m can be written as $y = -\dfrac{1}{2}x + b$. Since line m also contains point $(0, 0)$, it follows that $b = 0$. Therefore, an equation of line m is $y = -\dfrac{1}{2}x$.

Note: Figure not drawn to scale.

5. If two sides of the triangle above have lengths 5 and 6, the perimeter of the triangle could be which of the following?

   I. 15
   II. 20
   III. 22

   (A) I only   (B) I and II only   (C) I and III only
   (D) II and III only   (E) I, II, and III

Correct answer: (B) / Difficulty level: Hard

In questions of this type, statements I, II, and III should each be considered <u>independently</u> of the others. In this question, you must determine which of those statements *could* be true.

- Statement I states that 15 could be the perimeter of the triangle. This is true. If the perimeter of the triangle is 15, and two sides have lengths 5 and 6, then the third side of the triangle would have length 15 − (6 + 5), or 4. A triangle can have side lengths of 4, 5, and 6. So the perimeter of the triangle could be 15.

- Similarly, statement II is true. If 20 is the perimeter of the triangle, then the third side of the triangle would have length 20 − (6 + 5), or 9. A triangle can have side lengths of 5, 6, and 9. So the perimeter of the triangle *could* be 20.

- Finally, consider whether the triangle could have a perimeter of 22. In this case, the length of the third side would be 22 − (6 + 5) = 11. The triangle inequality states that the sum of the lengths of any two sides of a triangle must be greater than the length of the third side. Since the sum of 5 and 6 is not greater than 11, it follows that 5, 6, and 11 cannot be the lengths of the sides of a triangle, and so the given triangle cannot have a perimeter of 22.

Therefore, the correct answer to the question is I and II only, which is choice (B).

6. If $x > 1$ and $\dfrac{\sqrt{x}}{x^3} = x^m$, what is the value of m ?

   (A) $-\dfrac{7}{2}$ (B) -3 (C) $-\dfrac{5}{2}$

   (D) -2 (E) $-\dfrac{3}{2}$

Correct answer: (C) / Difficulty level: Medium

Since $\sqrt{x}$ can be written as $x^{\frac{1}{2}}$ and $\dfrac{1}{x^3}$ can be written as x^{-3}, the left side of the equation is

$$x^{\frac{1}{2}} \cdot x^{-3} = x^{\left(\frac{1}{2} - 3\right)} = x^{-\frac{5}{2}}.$$ Since $x^{-\frac{5}{2}} = x^m$, the value of m is $-\dfrac{5}{2}$.

7. If k is divisible by 2, 3, and 15, which of the following is also divisible by these numbers?

   (A) $k + 5$ (B) $k + 15$ (C) $k + 20$
   (D) $k + 30$ (E) $k + 45$

Correct answer: (D) / Difficulty level: Medium

Since k is divisible by 2, 3, and 15, k must be a multiple of 30, as 30 is the least common multiple of 2, 3, and 15. Some multiples of 30 are 0, 30, 60, 90, and 120.

- If you add two multiples of 30, the sum will also be a multiple of 30. For example, 60 and 90 are multiples of 30, and their sum, 150, is also a multiple of 30.

- If you add a multiple of 30 to a number that is not a multiple of 30, the sum will <u>not</u> be a multiple of 30. For example, 60 is a multiple of 30 and 45 is not. Their sum, 105, is not a multiple of 30.

- The question asks which answer choice is divisible by 2, 3, and 15—that is, which answer choice is a multiple of 30. All the answer choices are in the form of "k plus a number." Only choice (D), $k + 30$, is the sum of k and a multiple of 30. The sum of k and 30 is also a multiple of 30, so the correct answer is choice (D).

Student-Produced Response Questions

Questions of this type have no answer choices provided. Instead, you must solve the problem and fill in your answer on a special grid. Ten questions on the test will be of this type.

It is very important for you to understand the directions for entering answers on the grid. You will lose valuable testing time if you read the directions for the first time when you take the test.

A primary advantage of this format is that it allows you to enter the form of the answer that you obtain, whether whole number, decimal, or fraction. For example, if you obtain 2/5, you can grid 2/5. If you obtain .4, you can grid .4. Generally, you should grid the form of the answer that you obtain naturally in solving the problem. The grid will only hold numbers that range from 0 to 9999. Decimals and fractions can also be gridded.

Below are the actual directions that you will find on the test—read them carefully.

Each of the remaining 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: $\frac{7}{12}$ Answer: 2.5   Answer: 201
Either position is correct.

Write answer in boxes. ← Fraction line   ← Decimal point

Grid in result.

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

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

Approaches to Student-Produced Response Questions

- **Decide in which column you want to begin gridding your answers before the test starts.** This strategy saves time. We recommend that you grid the first (left-hand) column of the grid or that you right-justify your answers.
- **If the answer is zero, grid it in column 2, 3, or 4.** Zero has been omitted from column 1 to encourage you to grid the most accurate values for rounded answers. For example, an answer of 1/8 could also be gridded as .125 but not as 0.12, which is less accurate.
- **A fraction does not have to be reduced unless it will not fit the grid.** For example, 15/25 will not fit. You can grid 3/5, 6/10, or 9/15. The decimal form, .6, can also be gridded.

- **Do your best to be certain of your answer before you grid it.** If you erase your answer, do so completely. Incomplete erasures may be picked up by the scoring machines as intended answers.
- **Check your work if your answer does not fit on the grid.** If you obtain a negative value, a value greater than 9999, or an irrational number, you have made an error.
- **Make an educated guess if you don't know the answer.** On student-produced response (grid-in) questions, you don't lose points for wrong answers.
- **Always enter your answer on the grid.** Only answers entered on the grid are scored. Your handwritten answer at the top of the grid isn't scored. However, writing your answer at the top of the grid may help you avoid gridding errors.

Below are five examples of student-produced response questions. Following each question, you will find a solution and several ways to enter the correct answer.

$$|4x - 7| = 5$$
$$|3 - 8x| = 1$$

8. What value of x satisfies both of the equations above?

Since $|4x - 7| = 5$, the value of $4x - 7$ is either 5 or -5.

$$4x - 7 = 5$$
$$4x = 12$$
$$x = 3$$

or

$$4x - 7 = -5$$
$$4x = 2$$
$$x = \frac{1}{2}$$

The two values of x that satisfy the first equation are 3 and $\frac{1}{2}$.

Since $|3 - 8x| = 1$, the value of $3 - 8x$ is either 1 or -1

$$3 - 8x = 1$$
$$8x = 2$$
$$x = \frac{1}{4}$$

or

$$3 - 8x = -1$$
$$8x = 4$$
$$x = \frac{1}{2}$$

The two values of x that satisfy the second equation are $\frac{1}{4}$ and $\frac{1}{2}$. You are asked to find the value of x that satisfies <u>both</u> equations. That value is $\frac{1}{2}$. The answer can be entered in the grid as 1/2 or .5.

Difficulty level: Hard

9. For all positive integers a and b, let $a \blacklozenge b$ be defined by $a \blacklozenge b = \dfrac{a^b + 1}{a - 1}$. What is the value of $4 \blacklozenge 2$?

The words "let $a \blacklozenge b$ be defined by" tell you that the symbol $\blacklozenge$ is not supposed to represent a common mathematical operation but one that is made up for this question. To evaluate $4 \blacklozenge 2$, you substitute 4 for a and 2 for b in the expression $\dfrac{a^b + 1}{a - 1}$. This gives $\dfrac{4^2 + 1}{4 - 1}$, which equals $\dfrac{17}{3}$.

The answer may be entered in the grid as 17/3 or as 5.66 or 5.67.

Difficulty level: Medium

10. Of the 6 courses offered by the music department at her college, Kay must choose exactly 2 of them. How many different combinations of 2 courses are possible for Kay if there are no restrictions on which 2 courses she can choose?

There are 6 courses offered; let us refer to them as 1, 2, 3, 4, 5, and 6. One way to find the number of combinations is to list all possible pairings. They are 1-2, 1-3, 1-4, 1-5, 1-6, 2-3, 2-4, 2-5, 2-6, 3-4, 3-5, 3-6, 4-5, 4-6, and 5-6. There are 15 combinations. Note that 1-2 and 2-1 represent the same combination, so only one is in the list.

You could also notice that there are 5 pairings that start with course 1 and 4 additional pairings that start with course 2, and so forth. The total number of combinations is $5 + 4 + 3 + 2 + 1 = 15$.

You could also solve the problem by noting that the total number of permutations (that is, the number of different ways 2 of 6 courses could be selected) is 6 for the first course selected times 5 for the second course selected, or $6 \times 5 = 30$. To find the number of combinations, you must divide the number of permutations by the number of arrangements. For each pair of courses *A-B* selected, the arrangement *B-A* is also possible. Therefore, there are 2 arrangements. So the number of combinations is $30 \div 2 = 15$.

Difficulty level: Medium

11. Let the function f be defined by $f(x) = x^2 - 7x + 10.$

If $f(t + 1) = 0,$ what is one possible value of t ?

Since $f(x) = x^2 - 7x + 10,$ substituting $(t + 1)$ for x into the function yields $f(t + 1) = (t + 1)^2 - 7(t + 1) + 10,$ or

$f(t + 1) = (t^2 + 2t + 1) - (7t + 7) + 10,$ or

$f(t + 1) = t^2 - 5t + 4.$

Since $f(t + 1) = 0,$ it follows that $t^2 - 5t + 4 = 0,$ or

$(t - 1)(t - 4) = 0.$ Therefore, $t = 1$ or $t = 4.$

Another way to solve the question would be to use a dummy

variable k. For example, let $k = t + 1.$

$f(k) = k^2 - 7k + 10 = (k - 5)(k - 2).$ Since $k = t + 1$ and

$f(t + 1) = 0,$ it follows that $f(k) = 0.$ So $(k - 5)(k - 2) = 0,$

and therefore, $k = 5$ or $k = 2.$ Since $t = k - 1,$ $t = 4$ or $t = 1.$

This question asks for one possible value of t. Either 1 or 4 satisfies the question being asked. Choose only one correct answer (not both) to enter in the grid.

When there is a range of possible correct answers, your *gridded response* must lie within the range. For example, consider a problem for which all numbers between 4 and 5, exclusive, are correct answers. For this problem, although 4.0002 is within the range $(4 < t < 5)$, its rounded value 4.00 is not within the range and therefore would not be considered a correct answer to the problem.
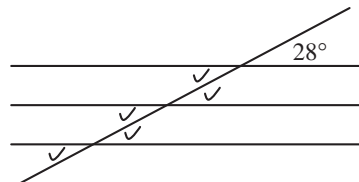
Difficulty level: Hard

12. Three parallel lines in a plane are intersected by a fourth line, forming twelve angles. If one of the angles has measure 28°, how many of the other eleven angles have measure 28° ?

Drawing the figure described in the problem will help you visualize the correct solution to the problem. The figure below shows three parallel lines intersected by a fourth line. The acute angle is labeled 28°.
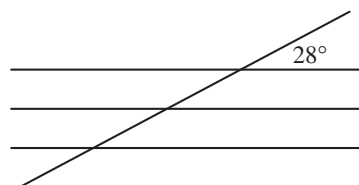
Using the fact that vertical angles and alternate interior angles are equal, you can put a check showing the *other* angles in the figure that also measure 28°, as shown below.

There are 5 other angles that measure 28°. Therefore, the correct answer to this problem is 5. The number 5 can be gridded in any of the four columns on the answer grid.

Difficulty level: Easy

The Writing Section

The writing section includes both multiple-choice questions and a direct writing measure in the form of an essay.

The multiple-choice sections include:

- Improving sentences (25 questions)
- Identifying sentence errors (18 questions)
- Improving paragraphs (6 questions)

The multiple-choice sections measure your ability to

- communicate ideas clearly and effectively;
- improve a piece of writing through revision and editing;
- recognize and identify sentence-level errors;
- understand grammatical elements and structures and how they relate to one another in a sentence;
- recognize correctly formed grammatical structures;
- clearly express ideas through sentence combining and use of transitional words and phrases;
- improve coherence of ideas within and among paragraphs.

Note: Calculators may not be on your desk or used on the writing section of the SAT.

Characteristics of Effective Writing

Multiple-choice writing questions focus on common problems associated with four characteristics of effective writing. Illustrations of problems are given below. The fifth category of questions requires recognition of correct sentences and effective writing strategies.

Writing problem	Sentence illustrating the problem	Should be...
1. Being consistent		
Sequence of tenses	After he broke his arm, he is home for two weeks.	After he broke his arm, he was home for two weeks.
Shift of pronoun	If you are tense, one should try to relax.	If you are tense, you should try to relax.
Parallelism	She skis, plays tennis, and flying hang gliders.	She skis, plays tennis, and flies hang gliders.
Noun agreement	Carmen and Sarah are both a pilot.	Carmen and Sarah are both pilots.
Pronoun reference	Several people wanted the job, so he or she filled out the required applications.	Several people wanted the job, so they filled out the required applications.
Subject–verb agreement	There is eight people on the shore.	There are eight people on the shore.
2. Expressing ideas logically		
Coordination and subordination	Tawanda has a rash, and she is probably allergic to something.	Tawanda has a rash; she is probably allergic to something.
Logical comparison	Nathan grew more vegetables than his neighbor's garden.	Nathan grew more vegetables than his neighbor grew.
Modification and word order	Barking loudly, the tree had the dog's leash wrapped around it.	Barking loudly, the dog wrapped its leash around the tree.
3. Being clear and precise		
Ambiguous and vague pronouns	In the newspaper they say that few people voted.	The newspaper reported that few people voted.
Diction	He circumvented the globe on his trip.	He circumnavigated the globe on his trip.
Wordiness	There are many problems in the contemporary world in which we live.	There are many problems in the contemporary world.
Improper modification	If your car is parked here while not eating in the restaurant, it will be towed away.	If you park here and do not eat in the restaurant, your car will be towed away.
4. Following conventions		
Pronoun case	He sat between you and I at the stadium.	He sat between you and me at the stadium.
Idiom	Natalie had a different opinion for her.	Natalie had a different opinion of her.
Comparison of modifiers	Of the sixteen executives, Naomi makes more money.	Of the sixteen executives, Naomi makes the most money.
Sentence fragment	Fred having to go home early.	Fred has to go home early.
Comma splice	Mary took time out of her busy schedule to visit her aunt, John decided to continue working through the summer.	Mary took time out of her busy schedule to visit her aunt, but John decided to continue working through the summer.
5. Recognizing effective writing	Some sentences require students to recognize that there is no error.	

Improving Sentences

This question type measures your ability to

- recognize and correct faults in grammar and sentence structure;
- recognize effective sentences that follow the conventions of standard written English.

Directions

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 <u>and she was sixty-five years old then</u>.

(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

Ⓐ ● Ⓒ Ⓓ Ⓔ

Answering Improving Sentences Questions

Read the entire sentence carefully but quickly and ask yourself whether the underlined portion is correct or whether it needs to be revised.

Remember that choice (A) is the same as the underlined portion. Even if you think that the sentence does not require correction and that choice (A) is the correct answer, it is a good idea to read each choice quickly to make sure.

When reading choices (A) through (E), replace the underlined part of the sentence with each answer choice to determine which revision results in a sentence that is clear and precise and meets the requirements of standard written English.

Look for common problem areas in sentences. These include subject–verb agreement, parallelism, placement of modifiers, and the use of relative clauses.

Remember that the right answer will be the one correct version among the five choices.

Keep in mind that while the answer choices change, the rest of the sentence stays the same.

In the example, connecting the two ideas ("Laura Ingalls Wilder published her first book") and ("she was sixty-five years old then") with the word "and" indicates that the two ideas are equally important. The word "and" should be replaced to establish the relationship between the two ideas.

- The word "and" indicates that the two ideas it connects are equally important. No.
- Replacing the word "and" with "when" clearly expresses the information that the sentence is intended to convey by relating Laura Ingalls Wilder's age to her achievement. Yes, but continue to look at the other revisions.
- Using the word "at" results in a phrase that is not idiomatic. No.
- The phrase "upon the reaching of" also results in a phrase that is not idiomatic. No.
- The phrase "at the time when she was sixty-five" is awkward and wordy. No.

Correct answer: (B) / Difficulty level: Easy

Sample Questions

1. <u>Looking up</u> from the base of the mountain, the trail seemed more treacherous than it really was.

   (A) Looking up
   (B) While looking up
   (C) By looking up
   (D) Viewing
   (E) Viewed

When a modifying phrase begins a sentence, it must logically modify the sentence's subject; otherwise, it is a *dangling modifier*. In this example, every option except (E) is a dangling modifier.

- In (A), the phrase "Looking up from the base of the mountain" does not logically modify the subject "the trail." A person might stand at the base of a mountain and look up at a trail, but it is illogical to suggest that a trail looks up from the base of a mountain.
- (B), (C), and (D) are simply variations of the error found in (A). Each results in a sentence that illogically suggests that a trail was looking up from the base of a mountain.
- (E) is correct. Although a trail cannot itself look up from the base of a mountain, a trail can be viewed by someone looking up from the base of a mountain, so the phrase "Viewed from the base of the mountain" logically modifies the subject "the trail."

Correct answer: (E) / Difficulty level: Hard

Identifying Sentence Errors

This question type measures your ability to

- recognize faults in grammar and usage;
- recognize effective sentences that follow the conventions of standard written English.

Directions

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

Ⓐ ● Ⓒ Ⓓ Ⓔ

Answering Identifying Sentence Errors Questions

Read the entire sentence carefully but quickly, paying attention to the underlined choices (A) through (D). Ask yourself whether any of the underlined words or phrases in the sentence contains a grammar or usage error. Keep in mind that some sentences do not contain an error.

Select the underlined word or phrase that must be changed to make the sentence correct. Mark (E) No error if you believe that the sentence is correct as written.

Develop the habit of looking for the most common mistakes that people make in grammar: subject–verb agreement, pronoun reference and agreement, and adjective/adverb confusion.

In the example above, "The other delegates and him" are the people who "immediately accepted the resolution," and the phrase "drafted by the neutral states" describes "the resolution." Check each underlined word or phrase for correctness.

- The phrase "The other" correctly modifies the word "delegates."
- The pronoun "him" is in the wrong case. (One would not say "him immediately accepted.") "Him" is an error, but go on to check the other choices, especially if you are not sure.
- The word "immediately" correctly modifies the verb "accepted."
- The phrase "drafted by" correctly expresses the action of the "neutral states."

Correct answer: (B) / Difficulty level: Easy

Sample Questions

2. After hours of futile debate, the committee has
    A

decided to postpone further discussion
            B

of the resolution until their next meeting.
       C   D

No error
  E

- The error in this sentence occurs at (D). A pronoun must agree in number (singular or plural) with the noun to which it refers. Here, the singular verb "has" establishes "the committee" as a singular noun; therefore, the plural pronoun "their" is used incorrectly.
- The other options contain no errors. In (A), the preposition "After" appropriately introduces a phrase that indicates when the committee made its decision. In (B), "to postpone" is the verb form needed to complete the description of the committee's decision. In (C), the prepositional phrase "of the resolution" appropriately specifies the subject of the postponed discussion.
- The sentence may be corrected as follows: After hours of futile debate, the committee has decided to postpone further discussion of the resolution until *its* next meeting.

Correct answer: (D) / Difficulty level: Hard

Improving Paragraphs

This type of question measures your ability to

- edit and revise sentences in the context of a paragraph or entire essay;
- organize and develop paragraphs in a coherent and logical manner;
- apply the conventions of standard written English.

Answering Improving Paragraphs Questions

To answer the improving paragraphs questions that accompany the draft essay, you will need to note what sentences need to be corrected and to know how each sentence relates to the other sentences and to the essay as a whole.

Read the entire essay quickly to determine its overall meaning. The essay is intended as a draft, so you will notice errors.

In answering each question, make sure that your answer about a particular sentence or group of sentences makes sense in the context of the passage as a whole. Choose the best answer from among the choices given, even if you can imagine another correct response.

Sample Questions

Questions 3 and 4 are based on the following passage:

(1) Many times art history courses focus on the great "masters," ignoring those women who should have achieved fame. **(2)** Often women artists like Mary Cassatt have worked in the shadows of their male contemporaries. **(3)** They have rarely received much attention during their lifetimes.

(4) My art teacher has tried to make up for it by teaching us about women artists and their work. **(5)** Recently she came to class very excited; she had just read about a little-known artist named Annie Johnson, a high school teacher who had lived all of her life in New Haven, Connecticut. **(6)** Johnson never sold a painting, and her obituary in 1937 did not even mention her many paintings. **(7)** Thanks to Bruce Blanchard, a Connecticut business-man who bought some of her watercolors at an estate sale. **(8)** Johnson is finally starting to get the attention that she deserved more than one hundred years ago. **(9)** Blanchard now owns a private collection of hundreds of Johnson's works—watercolors, charcoal sketches, and pen-and-ink drawings.

(10) There are portraits and there are landscapes. **(11)** The thing that makes her work stand out are the portraits. **(12)** My teacher described them as "unsentimental." **(13)** They do not idealize characters. **(14)** Characters are presented almost photographically. **(15)** Many of the people in the pictures had an isolated, haunted look. **(16)** My teacher said that isolation symbolizes Johnson's life as an artist.

3. In context, which is the best revision to the underlined portion of sentence 3 (reproduced below)?

    They have rarely received much attention during their lifetimes.

    (A) In fact, they had
    (B) Too bad these artists have
    (C) As a result, these women have
    (D) In spite of this, women artists
    (E) Often it is the case that the former have

Although sentence 3 is not grammatically incorrect, its relationship to the preceding sentence needs to be made clearer. A transitional phrase should be added to emphasize the cause-and-effect relationship between the stated facts—women artists received little attention _as a consequence_ of having worked in the shadows of their male contemporaries—and the ambiguous pronoun "They" should be replaced with a word or phrase that clearly refers to the "women artists" and not the "male contemporaries" mentioned in sentence 2.

- (A), (B), and (D) are unsatisfactory because in each case the transitional phrase ("In fact," "Too bad," or "In spite of this") fails to indicate the cause-and-effect relationship. Moreover, both (A) and (B) leave the ambiguity of the pronoun unresolved.

- (E) is unsatisfactory not only because it fails to signal the cause-and-effect relationship, but also because it is wordy and illogically combines the adverbs "Often" and "rarely."

- (C) is correct. The transitional phrase "As a result" clearly indicates a cause-and-effect relationship, and "these women" properly resolves the ambiguity of the pronoun "They."

Correct answer: (C) / Difficulty level: Hard

4. In context, which of the following is the best version of sentence 10 (reproduced below)?

    There are portraits and there are landscapes.

    (A) (As it is now)
    (B) You can see both portraits and landscapes.
    (C) Therefore, both portraits and landscapes are among her works.
    (D) Johnson painted both portraits and landscapes.
    (E) Among them Johnson has portraits and landscapes.

In addition to being vague, sentence 10 contains no noun to which the pronoun "her" in sentence 11 may refer. It should be revised so that Johnson is clearly identified as the painter of the portraits and landscapes.

- (A), (B), and (C) are unsatisfactory because they do not mention Johnson.
- Though (E) does mention Johnson, it is misleading in that the words "Johnson has" suggest that Johnson is the owner rather than the painter of the portraits and landscapes.
- (D) is correct because it properly identifies Johnson as the painter of the artworks and thus provides an antecedent for the pronoun "her" in sentence 11.

Correct answer: (D) / Difficulty level: Easy

The Essay

The essay measures your ability to

- develop a point of view on an issue presented in an excerpt;
- support your point of view using reasoning and examples from your reading, studies, experience, or observations;
- follow the conventions of standard written English.

Approaches to the Essay

There are no short cuts to success on the SAT essay. You will not receive high scores on your essay just because it is long, or has five paragraphs, or uses literary examples. The high school and college teachers who score the SAT reward essays that insightfully develop a point of view with appropriate reasons and examples and that use language skillfully. So what can you do to write a successful SAT essay?

- **Read the entire assignment. It's all there to help you.** Every essay assignment contains a short paragraph about the issue. Imagine that you are talking to the author of the paragraph about the issue. Would you argue with him or her, or agree? What other ideas or examples would you bring up? Answering these questions will help you develop your own point of view.

- **Don't oversimplify.** Developing your point of view doesn't mean coming up with as many examples as you can. Rushing to give multiple relevant examples can lead you to oversimplify a complex topic. An essay with one or two thoughtful, well-developed reasons or examples is more likely to get a high score than an essay with three short, simplistic examples.

- **There's nothing wrong with "I."** You are asked to develop your point of view on the issue, not give a straight report of the facts. This is your opinion, so feel free to use "I," and give examples that are meaningful to you, even ones from your personal life or experiences. Of course you need to support your ideas appropriately and show that you can use language well, but remember: The essay is an opportunity for you to say what you think about an issue relevant to your life.

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

Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.

Adapted from Sara Lawrence-Lightfoot,
I've Known Rivers: Lives of Loss and Liberation

Assignment: Do memories hinder or help people in their effort to learn from the past and succeed in the present? 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.

Sample Essays

This essay effectively and insightfully develops its point of view *(In order to move up the ladder of success and achievement we must come to terms with our past and integrate it into our future)* through a clearly appropriate extended example drawing on the writer's experience as an actor. The essay exhibits outstanding critical thinking by presenting a well-organized and clearly focused narrative that aptly illustrates the value of memory. The essay also uses language skillfully, demonstrating meaningful variety in sentence structure *(To my detriment I thought it would be a good idea to watch the movie in order to prepare. For two hours I studied Elizabeth Taylor's mannerisms, attitude, and diction, hoping I could mimic her performance. I auditioned for the part of "Maggie" feeling perfectly confident in my portrayal of Elizabeth Taylor, however, I was unaware that my director...)*. Despite minor errors, the essay demonstrates clear and consistent mastery and is scored a 6.

This focused essay effectively develops its point of view and demonstrates strong critical thinking *(Many people are so troubled by things that happened in their past that they are not able to focus on the present. . . . However, past memories can help people to succeed in the present)*. The essay uses appropriate reasoning and examples and demonstrates coherence and progression of ideas *(Many American politicians thought it was foolish for the US government to spend money abroad on countries that would not be able to repay the loan for a long time. However, George Marshall . . . remembered how the exact same argument . . . had been used after World War I towards Germany)*. The essay also exhibits facility in the use of language. To earn a score of 6, the writer needs to achieve clearer coherence and smoother progression of ideas by integrating the example of *Ceremony* more effectively into the overall essay, perhaps through an extended comparison of Tayo's and Marshall's experiences of World War II. The essay demonstrates reasonably consistent mastery and is scored a 5.

Score of 4:

Interestingly enough, I fall in the middle of these statements. I believe that one should remember the past and learn from those events. However, I also believe that many bad memories harm the present and the future. The only way to continue, many times, is to forget and forgive.

My brother, who is college, has proved to me the importance of getting good grades and actively participating in extracorrecular activities. These two ideas helped him to get into the prestegious college of the University of Notre Dame. His education there will allow him to have a prosperous career as an adult. Reviewing these facts and ideas has led me to believe if I do the same, I will have a similar promising career. Consequently, I have gotten good grades and have seen interest from many prestigious programs.

Through my knowledge, I have learned that in many bad instances, time to forget is very important. Ireland, for example, had been persecuted for many hundreds of years from 1000 AD to 1900 AD. After being granted the Irish Free State, they attacked many parts of Britain for retribution of those many years of being oppressed. Consequently there has been on going hostility between the two peoples. This hostility has cost the lives of many hundreds of people. A quote once said, "Violence begets violence" is the perfect phrase for this warfare. The only way to stop the loss of life is to forget and forgive; start anew.

Different situations require different actions to proceed in a positive manner. Many times, people are required to use both elements. For example, let's forget this part and concentrate on how to bring this positive part into light. Both of the ideas on remembering and forgetting have their reasons for existing and both are positive.

Score of 3:

Memories can be helpful to some and hinder others. I believe that memories from different aspects of ones life have different consequences. One memory may be bad and it may be best forgotten about, when trying to succeed. Though some memories may give on strength to suceed in achieving a higher status in life.

When a person completes a task they have done once before, it trigers a memory and lets the reader reflect on that particular time in life. For example, a sporting team at the local high school makes it to the state championships, but severly loses to their opponent, the next time they get to the state championships they may think about the past and how they lost before, and it may hinder there feelings and they may once again lose. This demonstrates how a memory can ruin a certain activity for ever. On the other hand a memory can also help someone to move up the ladder of success. As an example if a person has cancer and is given treatment then diagnosed in remission they feel like they have beat the cancer. When the patient in remission is later told that the cancer has grown back, the patient might feel that they can kill the cancer again because when looking at the past they see they have beat it once why not beat it again. This demonstrates how a memory can be helpful to a person. In this case it did not help the person climb the ladder of success though it helped the to continue climbing the ladder of life to the extent that they were able to climb.

Those two short examples just go to demonstrate how memories of the past can both help and hinder a person in their path of not only success but also in the path of life.

This essay provides adequate reasons and examples to support both aspects of its point of view (*I believe that one should remember the past and learn from those events. However, I also believe that many bad memories harm the present and the future*), thus demonstrating competent critical thinking. The essay is generally organized and focused and features coherence and progression of ideas. Facility in the use of language is adequate, despite some inconsistencies (*Through my knowledge, I have learned that in many bad instances, time to forget is very important*). The essay also has some errors in grammar, usage, and mechanics. To earn a higher score, the writer should provide additional appropriate evidence and use critical thinking to extend the discussion of situations in which "people are required to use both elements." The essay demonstrates adequate mastery and receives a 4.

This essay develops a point of view (*Memories can be helpful to some and hinder others*) and shows some critical thinking by providing examples of the positive and negative effects of memories. However, the examples are limited in focus, featuring some lapses in coherence and progression of ideas, and are thus inadequate to support the position. The essay also demonstrates occasional problems in sentence structure and mechanics. To achieve a higher score, this writer needs to use critical thinking to clarify and expand each example by adding additional focused reasoning and details. The writer also needs to avoid using run-on sentences (*. . . when looking at the past they see they have beat it once why not beat it again*). The essay demonstrates developing mastery and earns a 3.

Score of 2:

> I think it is wrong to believe that to move up the ladder of success and achievement, that they must forget the past, repress it, and relinquish it. Everything you did and saw in the past helps you to move on. Every single happy moment, every mistake you make is getting a part of you. Your actions become habits which creates your personality and helps you to make your own experience. Therefore memories help people in their effort to learn from the past and succeed in the present. Everything we do has to do with our experiences in the past, the way we get along with people or treat them, the way we turn out to be an adult. If you don't live with making your own decisions, mistakes, and your experience with people and the world or school you won't have any examples to compare or to handle any coming situations in the future. If you get everything told you by someone, you will always wait for other people to make decisions for you and won't have your own point of view. For succeed you have to know what you want, to find that out, you have to have been through some difficult situations in the PAST.

Although it expresses a point of view (*I think it is wrong to believe that to move up the ladder of success and achievement, that they must forget the past, repress it, and relinquish it*), this essay is seriously limited, exhibiting weak critical thinking, insufficient use of evidence, and serious problems with progression of ideas. The essay also demonstrates frequent problems in usage, grammar, and sentence structure. To achieve a higher score, the writer needs to develop the point of view with reasons and specific examples instead of merely repeating the same vague ideas (*Everything you did and saw in the past helps you to move on. . . . Everything we do has to do with our experiences in the past*). The essay demonstrates little mastery and is scored a 2.

Score of 1:

> My oppion on this topic are oposing memories and favoring them. People do succed with repeating their memories. They might have horrible memories but also succeed because they don't repeat the past. I also think memories should not rule the present. If you let the past overcome the preset you won't get any where. This is why memories should be guidelines, not rules. If you repeat the past it won't come out as well as it did because the world has changed. See the past will never change with the world, but the world will change to overcome the past. So in conclusion don't forget the past or live in it, and the past is only guidelines.

This minimal essay demonstrates very little mastery, offering only a collection of general ideas in support of the writer's point of view (*don't forget the past or live in it, and the past is only guidelines*). The evidence presented is disorganized and unfocused, resulting in a disjointed essay. To earn a higher score, this writer needs to provide additional focused evidence that develops the point of view, including specific examples. The essay demonstrates very little mastery and receives a 1.

Scoring the Essay

Essays are scored in a manner that is fair and consistent, using a holistic approach. In holistic scoring, a piece of writing is considered as a total work, the whole of which is greater than the sum of its parts. Essays are scored by experienced high school teachers and college faculty members. The majority of essay readers teach English, composition, or language arts courses. Each essay is scored independently by two readers on a scale of 1 to 6, with 6 being the highest score. The combined score for both readers will range from 2 to 12. If the two readers' scores are more than one point apart, a third reader resolves the discrepancy.

In scoring the essays, readers follow the scoring guide below. The scoring guide describes the features typically found in essays at each score point, including critical thinking, development, organization, language use, and sentence structure. A student can get a top score on the essay even with minor errors in grammar, usage, and mechanics. The SAT essay neither rewards nor penalizes formulaic approaches to writing, such as the five-paragraph essay.

There is no formula for effective writing, no single best way to communicate an idea. Any essay that features clear lines of reasoning, appropriate choices of evidence, ample development of ideas, effective organization, and precise use of language will receive a high score, regardless of style or approach. Readers are trained to recognize and reward a wide variety of essays at each score point.

Scoring Guide		
SCORE OF 6	**SCORE OF 5**	**SCORE OF 4**
An essay in this category demonstrates *clear and consistent mastery*, although it may have a few minor errors. A typical essay	An essay in this category demonstrates *reasonably consistent mastery*, although it will have occasional errors or lapses in quality. A typical essay	An essay in this category demonstrates *adequate mastery*, although it will have lapses in quality. A typical essay
■ effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position	■ effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position	■ develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
■ is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas	■ is well organized and focused, demonstrating coherence and progression of ideas	■ is generally organized and focused, demonstrating some coherence and progression of ideas
■ exhibits skillful use of language, using a varied, accurate, and apt vocabulary	■ exhibits facility in the use of language, using appropriate vocabulary	■ exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary
■ demonstrates meaningful variety in sentence structure	■ demonstrates variety in sentence structure	■ demonstrates some variety in sentence structure
■ is free of most errors in grammar, usage, and mechanics	■ is generally free of most errors in grammar, usage, and mechanics	■ has some errors in grammar, usage, and mechanics
SCORE OF 3	**SCORE OF 2**	**SCORE OF 1**
An essay in this category demonstrates *developing mastery*, and is marked by ONE OR MORE of the following weaknesses:	An essay in this category demonstrates *little mastery*, and is flawed by ONE OR MORE of the following weaknesses:	An essay in this category demonstrates *very little* or *no mastery*, and is severely flawed by ONE OR MORE of the following weaknesses:
■ develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position	■ develops a point of view on the issue that is vague or seriously limited, and demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position	■ develops no viable point of view on the issue, or provides little or no evidence to support its position
■ is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas	■ is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas	■ is disorganized or unfocused, resulting in a disjointed or incoherent essay
■ displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice	■ displays very little facility in the use of language, using very limited vocabulary or incorrect word choice	■ displays fundamental errors in vocabulary
■ lacks variety or demonstrates problems in sentence structure	■ demonstrates frequent problems in sentence structure	■ demonstrates severe flaws in sentence structure
■ contains an accumulation of errors in grammar, usage, and mechanics	■ contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured	■ contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning

Essays not written on the essay assignment will receive a score of zero.

SAT Subject Tests

SAT Subject Tests are one-hour multiple-choice tests that measure how much you know about a particular academic subject and how well you can apply that knowledge.

SAT Subject Tests fall into five subject areas: English, history, mathematics, sciences, and languages. The tests help colleges compare the academic achievement of students from different schools where course preparation and academic backgrounds may vary widely.

Take tests such as history, biology, chemistry, or physics as soon as possible after you complete your course, while the material is still fresh in your mind.

You'll do better on other tests, such as foreign languages tests, after at least two years of study.

Each test is scored slightly differently depending on how many answer choices there are. See specific subject sections for more information. The total score for each test is on a 200–800 scale.

Literature

One-hour subject test

Content

Questions may cover:

- Overall meaning, including effect and theme
- Form, including structure, genre, and organization
- Use of language, including word choice, imagery, and metaphor
- Meanings and connotations of specific words in context
- Narrative voice, including tone and attitude
- Characterization in narrative and dramatic selections

Recommended Preparation

- Close, critical reading in English and American literature from a variety of historical periods and genres
- Reading of complete novels and plays, not just excerpts
- Working knowledge of basic literary terminology, such as *speaker*, *tone*, *image*, *irony*, *alliteration*, *stanza*
- Three or four years of literary study at the college-preparatory level
- Independent, critical reading of poetry, prose, and drama
- No suggested reading list

FORMAT	Approximate % of Test*
About 60 multiple-choice questions	
6 to 8 reading selections followed by sets of 4 to 12 questions	
Source of Questions	
English literature	40–50
American literature	40–50
Other literature written in English	0–10
Chronology	
Renaissance and 17th century	30
18th and 19th centuries	30
20th century	40
Genre	
Poetry	40–50
Prose	40–50
Drama and other	0–10

The distribution of passages may vary in different versions of the test. The chart above indicates typical or average content.

Sample Questions

Questions on the Literature Subject Test are presented as sets of questions about reading selections. The directions that follow are identical to those in the test. All questions on the test are multiple-choice questions in which you must choose the **BEST** response from the five choices offered. For these sample materials and for the actual test, the date printed at the end of each passage or poem is the original publication date or, in some cases, the estimated date of composition.

Directions

This test consists of selections from literary works and questions on their content, form, and style. After reading each passage or poem, choose the best answer to each question and fill in the corresponding circle on the answer sheet.

Note: Pay particular attention to the requirements of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1-4. Read the following passage carefully before you choose your answers.

> By the time the man with the camera had cut across our neighbor's yard, the twins were out of the trees swingin low and Granny was onto the steps, the screen
> *Line* door bammin soft and scratchy against her palms.
> *(5)* "We thought we'd get a shot or two of the house and everything and then . . ."
> "Good mornin," Granny cut him off. And smiled that smile.
> "Good mornin," he said, head all down the way
> *(10)* Bingo does when you yell at him about the bones on the kitchen floor. "Nice place you got here, aunty. We thought we'd take a . . ."

"Did you?" said Granny with her eyebrows. Cathy pulled up her socks and giggled.

(15) "Nice things here," said the man buzzin his camera over the yard. The pecan barrels, the sled, me and Cathy, the flowers, the painted stones along the driveway, the trees, the twins, the toolshed.

"I don't know about the thing, the it, and the stuff,"
(20) said Granny still talkin with her eyebrows. "Just people here is what I tend to consider."

Camera man stopped buzzin. Cathy giggled into her collar.

"Mornin, ladies," a new man said. He had come up
(25) behind us when we weren't lookin. "And gents," discoverin the twins givin him a nasty look. "We're filmin for the county," he said with a smile. "Mind if we shoot a bit around here?"

"I do indeed," said Granny with no smile.

(30) Smilin man was smiling up a storm. So was Cathy. But he didn't seem to have another word to say, so he and the camera man backed on out the yard, but you could hear the camera buzzin still.

"Suppose you just shut that machine off," said
(35) Granny real low through her teeth and took a step down off the porch and then another.

"Now, aunty," Camera said pointin the thing straight at her.

"Your mama and I are not related."

(1971)

1. After Granny's "Good mornin" (line 7), the camera man probably behaves as he does because he

   (A) is made to realize that he is intruding
   (B) suspects that he is in physical danger
   (C) hopes to win Granny's affection by appearing at ease
   (D) is relieved that an adult is present
   (E) realizes that he is disturbing the tidiness of the yard

2. The tone of "Now, aunty" (line 37) is most accurately described as

   (A) expectant
   (B) patronizing
   (C) accusatory
   (D) obedient
   (E) respectful

3. Granny's final comment can best be understood as a

   (A) reluctant confession
   (B) tentative assertion
   (C) witty joke
   (D) surprising revelation
   (E) strong rebuke

4. The episode reveals a conflict between

   (A) propriety and impertinence
   (B) virtue and corruption
   (C) kindness and cruelty
   (D) passiveness and aggression
   (E) refinement and grossness

Questions 5-9. Read the following excerpt from a poem carefully before you choose your answers.

One summer evening (led by her)[1] I found
A little boat tied to a willow tree
Within a rocky cave, its usual home.
Line Straight I unloosed her chain, and stepping in
(5) Pushed from the shore. It was an act of stealth
And troubled pleasure, nor without the voice
Of mountain-echoes did my boat move on;
Leaving behind her still, on either side,
Small circles glittering idly in the moon,
(10) Until they melted all into one track
Of sparkling light. But now, like one who rows,
Proud of his skill, to reach a chosen point
With an unswerving line, I fixed my view
Upon the summit of a craggy ridge,
(15) The horizon's utmost boundary; for above
Was nothing but the stars and the grey sky.
She was an elfin pinnace;[2] lustily
I dipped my oars into the silent lake,
And, as I rose upon the stroke, my boat
(20) Went heaving through the water like a swan;
When, from behind that craggy steep till then
The horizon's bound, a huge peak, black and huge,
As if with voluntary power instinct
Upreared its head. I struck and struck again,
(25) And growing still in stature the grim shape
Towered up between me and the stars, and still,
For so it seemed, with purpose of its own
And measured motion like a living thing,
Strode after me. With trembling oars I turned,
(30) And through the silent water stole my way
Back to the covert of the willow tree;
There in her mooring-place I left my bark, —
And through the meadows homeward went, in grave
And serious mood; but after I had seen
(35) That spectacle, for many days, my brain
Worked with a dim and undetermined sense
Of unknown modes of being; o'er my thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
(40) Remained, no pleasant images of trees,
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do not live
Like living men, moved slowly through the mind
By day, and were a trouble to my dreams.

[1]nature
[2]a boat

(1850)

5. The excerpt is best described as

(A) an enthusiastic celebration of youthful optimism
(B) an ironic self-portrait colored by satiric observations
(C) an imaginative evocation without didactic intention
(D) a symbolic representation of intellectual creativity
(E) a narrative episode with philosophical implications

6. In lines 1-7, which of the following devices is used to present nature, the boat, and the mountain echoes?

(A) Personification
(B) Apostrophe
(C) Rhyme
(D) Paradox
(E) Simile

7. In lines 6-7, "the voice/Of mountain-echoes" serves to reinforce the speaker's sense of

(A) freedom
(B) omnipotence
(C) furtiveness
(D) enthusiasm
(E) despondency

8. At the conclusion of the excerpt, the "huge peak" (line 22) seems to represent which of the following for the speaker?

(A) An emblem of the beauty of the natural world
(B) A figure of undefined and unsettling significance
(C) An allegorical representation of sin itself
(D) A curious natural phenomenon
(E) A trivial figment of the speaker's imagination

9. Which of the following best describes the change in the outlook of the speaker during the course of this excerpt?

(A) Naïveté to cynicism
(B) Bravery to cowardice
(C) Hope to despair
(D) Daring to uncertainty
(E) Eagerness to sloth

Questions 10-13. Read the following poem carefully before you choose your answers.

> Poor soul, the centre of my sinful earth,
> Fenc'd by these rebel pow'rs that thee array,
> Why dost thou pine within and suffer dearth,
> *Line*   Painting thy outward walls so costly gay?
> *(5)*   Why so large cost, having so short a lease,
> Dost thou upon thy fading mansion spend?
> Shall worms, inheritors of this excess,
> Eat up thy charge? Is this thy body's end?
> Then, soul, live thou upon thy servant's loss,

Line
(10)   And let that pine to aggravate thy store;
> Buy terms divine in selling hours of dross;
> Within be fed, without be rich no more:

>   So shalt thou feed on Death, that feeds on men,
>   And Death once dead, there's no more dying then.

(1609)

10. The dramatic situation in the poem is that of

(A) a youth speaking to a lover
(B) a priest speaking to a sinner
(C) a reformer addressing an impoverished person
(D) God addressing any human soul
(E) an individual addressing his or her own soul

11. In the context of the poem, "Painting thy outward walls so costly gay" (line 4) refers to

(A) camouflage
(B) writing poetry
(C) attending to physical appearances
(D) pretending to be happy
(E) preparations for a celebration

12. The poet signals a major shift at line 9 by changing from

(A) entirely negative to entirely positive imagery
(B) imagery of permanence to imagery of change
(C) direct address to impersonal statement
(D) material to spiritual imagery
(E) questions to commands

13. Which of the following best describes the theme of the concluding couplet (lines 13-14)?

(A) A confession of sin before an almighty judge
(B) An affirmation of the immortality of the soul
(C) A declaration of rebellion against the powers of fate
(D) An accusation that death is a faithless servant
(E) A surrender to the inexplicable nature of life

ANSWERS				
The difficulty of sample Literature questions is reported by the set only. (The complexity of a literary text often influences the difficulty of the questions asked about it.) Questions 1–4 overall are an easy set, questions 5–9 overall are a set of average difficulty, and questions 10–13 overall are a hard set.				
1. A	4. A	7. C	10. E	13. B
2. B	5. E	8. B	11. C	
3. E	6. A	9. D	12. E	

United States History

One-hour subject test

Content

Questions may require you to:

- Understand terms, concepts, and generalizations
- Recall basic information
- Understand significant aspects of U.S. history
- Analyze and interpret materials
- Relate ideas to given data
- Evaluate data for a given purpose

Recommended Preparation

- One-year comprehensive course in United States history at the college-preparatory level
- Social studies courses and outside reading

FORMAT	Approximate % of Test
90 multiple-choice questions	
Material Covered*	
Political history	32–36
Economic history	18–20
Social history	18–22
Intellectual and cultural history	10–12
Foreign policy	13–17
Periods Covered	
Pre-Columbian history to 1789	20
1790–1898	40
1899 to the present	40

*Social science concepts, methods, and generalizations are incorporated in this material.

Sample Questions

All questions in the U.S. History Subject Test are multiple-choice questions in which you are asked to choose the **BEST** response from the five choices offered. The directions that follow are identical to those in the test.

Directions

Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is **BEST** in each case and then fill in the corresponding circle on the answer sheet.

1. Which of the following best describes the pattern of immigration into Britain's North American colonies during the years 1620 to 1770?

   (A) Largely English in the seventeenth century, non-English in the eighteenth century
   (B) Chiefly of English origin during the whole period
   (C) Largely non-English in the seventeenth century, English in the eighteenth century
   (D) Predominantly from southern and eastern Europe, especially after 1700
   (E) Predominantly from Asia, Africa, and Spanish America, especially after 1650

2. George Grenville viewed the Stamp Act primarily as a means to

   (A) make the customs service more efficient
   (B) punish rebellious colonists
   (C) test the colonists' will to resist England
   (D) create more patronage positions for the king's courtiers
   (E) raise revenue for the crown

3. Which of the following statements is generally true of the framers of the Constitution?

   (A) They believed in the supremacy of the executive branch of the federal government.
   (B) They had great faith in the goodness and rationality of people.
   (C) They were opposed to the development of political parties.
   (D) They incorporated into the Constitution the most democratic ideals of the Declaration of Independence.
   (E) They believed the new American republic would be stable because of the unanimity of public opinion in the country on major policy issues.

4. "What is man born for but to be a reformer, a remaker of what man has made; a renouncer of lies; a restorer of truth and good, imitating that great Nature which embosoms us all, and which sleeps no moment on an old past, but every hour repairs herself, yielding every morning a new day, and with every pulsation a new life?"

These sentiments are most characteristic of

(A) fundamentalism
(B) Social Darwinism
(C) pragmatism
(D) neoorthodoxy
(E) transcendentalism

5. From 1870 to 1930, the trend in industry was for hours to be generally reduced, while both money wages and real wages rose. What factor was primarily responsible for this trend?

(A) A reduction in profit margins
(B) Minimum-wage laws
(C) Restriction of the labor supply
(D) Increased output per hour of work
(E) Right-to-work legislation

6. All of the following are true of the movement to prohibit alcoholic beverages in the United States EXCEPT:

(A) It arose quite suddenly amid the hysteria surrounding the First World War.
(B) It won the support of many progressive reformers.
(C) It was often favored by people who disliked immigrants and their cultural practices.
(D) It was a movement in which women played leading roles.
(E) It gained strength from new scientific evidence that alcohol was harmful to health.

7. I. "I believe it is the duty of the Negro—as the greater part of the race is already doing —to deport himself modestly in regard to political claims, depending upon the slow but sure influences that proceed from the possession of property, intelligence, and high character for the full recognition of his political rights."

   II. "The truth is that 'integration' is an *image*, it's a foxy Northern liberal's smoke-screen that confuses the true wants of the American black man."

   III. "The talented tenth of the Negro race must be made leaders of thought and missionaries of culture among their people . . . . The Negro race, like all other races, is going to be saved by its exceptional men."

The most probable authors of statements I, II, and III, respectively, are

(A) Malcolm X, Nat Turner, and Martin Luther King, Jr.
(B) Booker T. Washington, Malcolm X, and W.E.B. Du Bois
(C) Martin Luther King, Jr., Booker T. Washington, and W.E.B. Du Bois
(D) Nat Turner, Martin Luther King, Jr., and Booker T. Washington
(E) W.E.B. Du Bois, Malcolm X, and Martin Luther King, Jr.

8. Which of the following was symbolic of the rise of American influence in the fine arts after the Second World War?

(A) Mary Cassatt's work in Impressionism
(B) Thomas Eakin's work in Realism
(C) Grant Wood's work in Regionalism
(D) Jackson Pollock's work in Abstract Expressionism
(E) John S. Copley's work of realistic portraiture

9. Major population shifts between 1915 and 1980 included all of the following EXCEPT a movement from

(A) the rural South to Northern cities
(B) New England to the Midwest
(C) the North to the Sun Belt
(D) the inner cities to the suburbs
(E) the Caribbean region to the American mainland

10. Which of the following presidents is correctly paired with an event that took place during his administration?

(A) Lyndon B. Johnson . . . the establishment of diplomatic relations between the United States and the People's Republic of China
(B) John F. Kennedy . . . resolution of the Suez Crisis
(C) Richard M. Nixon . . . the reduction of United States forces in Vietnam
(D) Gerald R. Ford . . . the signing of the Camp David Accords
(E) Jimmy Carter . . . resolution of the Cuban Missile Crisis

11. The Emancipation Proclamation declared slaves in which of the following areas "forever free"?

(A) All areas of the United States
(B) All areas of the Confederacy
(C) Areas in border states loyal to the Union
(D) Confederate areas still in rebellion
(E) Areas in states controlled by Union forces

12. "The point I wish plainly to bring before you on this occasion is the individuality of each human soul; our Protestant idea, the right of individual conscience and judgment; our republican idea, individual citizenship. . . . If we consider [a woman] as a citizen, as a member of a great nation, she must have the same rights as all other members, according to the fundamental principles of our government."

The statement above was made by

(A) Thomas Jefferson
(B) Elizabeth Blackwell
(C) Henry David Thoreau
(D) Margaret Sanger
(E) Elizabeth Cady Stanton
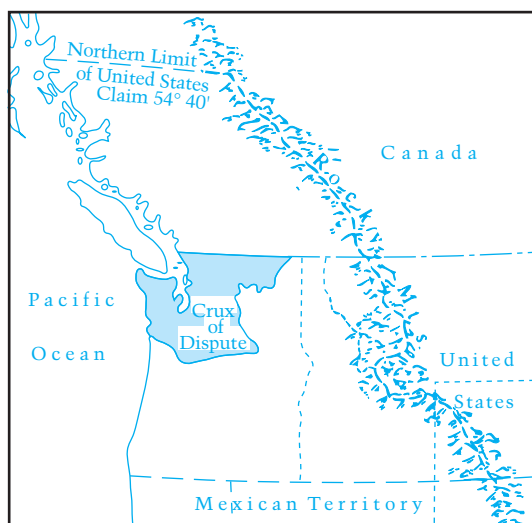
13. The controversy with Great Britain over the northern boundary of the shaded section in the map above was settled during the presidency of

(A) John Quincy Adams
(B) James K. Polk
(C) Franklin Pierce
(D) James Buchanan
(E) Andrew Johnson

14. A major change brought about by Franklin D. Roosevelt's New Deal, 1933–1939, was the

(A) creation of machinery for maintaining full employment
(B) transformation of a business-dominated society into a labor-dominated one
(C) redistribution of population from urban centers to rural areas
(D) development of new attitudes about the role and function of government
(E) destruction of machine politics at the state and city levels

National Archives

15. The 1940s poster above referred to the

(A) contribution of women to the defense industry
(B) growing popularity of women movie stars
(C) large number of women in the armed forces
(D) large number of immigrants who supported the war effort
(E) affection of Americans for their wartime president

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

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

World History

One-hour subject test

Content
Questions may require you to:

- Show knowledge of facts and terms
- Understand cause-and-effect relationships
- Use your knowledge of events and geography to demonstrate understanding of major historical developments
- Understand concepts essential to historical analysis
- Interpret artistic materials and assess quotations from published materials

Recommended Preparation

- One-year comprehensive course in world history at the college-preparatory level
- Independent reading of materials on historical topics

FORMAT	Approximate % of Test
95 multiple-choice questions	
Material Covered	
Global or comparative	25
Europe	25
Africa	10
Southwest Asia	10
South and Southeast Asia	10
East Asia	10
Americas	10
Periods Covered	
Prehistory and civilizations to 500 C.E.*	25
500 to 1500 C.E.	20
1500 to 1900 C.E.	25
Post-1900 C.E.	20
Cross-chronological	10

The World History Subject Test uses the chronological designations B.C.E. (before common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

Sample Questions

All questions in the World History Subject Test are multiple-choice questions in which you are asked to choose the **BEST** response from the five choices offered. The directions that follow are identical to those that are in the test.

Directions

Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is **BEST** in each case and then fill in the corresponding circle on the answer sheet.

1. Based on archaeological evidence, experts on the prehistoric period believe that the first hominids probably lived in

   (A) North America
   (B) South America
   (C) Australia and New Zealand
   (D) East Africa
   (E) Northern Europe

2. Which of the following was an important virtue in Confucianism?

   (A) Warlike prowess
   (B) Filial piety
   (C) Public charity
   (D) Poverty
   (E) Manual labor

3. Early Christians developed the monastic ideal as a means of counteracting

   (A) government interference
   (B) heresy
   (C) competition from Eastern religions
   (D) worldliness
   (E) persecution

4. The Silk Routes were important in ancient times because they

   (A) facilitated the exchange of goods and ideas between China and the Roman Empire
   (B) allowed gold and silver mined in China to be traded for European furs and wool cloth
   (C) provided trade links between the people of Siberia and the people living on islands in the Bering Sea
   (D) provided a conduit for trade in silk, porcelain, and costly gems between China and Japan
   (E) allowed carts and carriages to travel on paved roads across northern Asia as far west as the Caspian Sea

5. The bronze plaque shown above was created in

   (A) Italy
   (B) Central Asia
   (C) Arabia
   (D) West Africa
   (E) China

6. Which of the following was characteristic of the physical environments of early river-valley civilizations in the Near East?

   (A) Cool summer temperatures encouraged the production of grain crops.
   (B) Tropical forests along the riverbanks provided the population with most of its food.
   (C) The rivers maintained a steady flow year-round, fed by melting mountain glaciers.
   (D) The rivers flowed through deep mountain valleys, which sheltered early civilizations.
   (E) Rainfall was low, requiring irrigation of crops with river water.
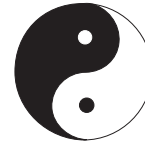
7. The ancient Chinese symbol of the universe shown above represented

   (A) the theory that everything consists of opposite but complementary elements
   (B) the Zen concept of unity in artistic expression
   (C) Buddha's vision of the perfect shape
   (D) a dualism in which everything is in conflict, and nothing can be resolved
   (E) the moral principles of Confucius

8. In the map above, the numbered dots correspond to cities. In the eighth century, which cities were near the east-west limits of the Islamic world?

   (A) 1 and 7
   (B) 1 and 9
   (C) 2 and 6
   (D) 2 and 8
   (E) 5 and 7

9. The *encomienda* system of colonial Spanish America most closely resembled the European practice of

   (A) absolutism
   (B) primogeniture
   (C) patronage
   (D) manorialism
   (E) nepotism

10. In early modern Europe, governments sought to increase national wealth and maintain a favorable balance of trade through government intervention by advocating

    (A) Liberalism
    (B) Capitalism
    (C) Socialism
    (D) Utilitarianism
    (E) Mercantilism

11. "Where it is an absolute question of the welfare of our country, we must admit of no considerations of justice or injustice, or mercy or cruelty, or praise or ignominy, but putting all else aside must adopt whatever course will save its existence and preserve its liberty."

The statement above expresses the viewpoint of which of the following?

(A) Niccolò Machiavelli
(B) Sir Thomas More
(C) Desiderius Erasmus
(D) Dante Alighieri
(E) John Calvin

12. Social Darwinists such as Herbert Spencer argued that

(A) competition allows individuals to develop their talents and meet their needs
(B) competition and cooperation are equally important in building a productive and compassionate society
(C) human societies progress through competition, since the strong survive and the weak perish
(D) human societies progress through cooperation, a natural instinct that should be encouraged
(E) God predetermines that some members of society are fated to succeed and some members are fated to fail

13. Differences between which two religions contributed to violent conflicts in India during and after the struggle for independence in 1947?

(A) Hinduism and Buddhism
(B) Islam and Christianity
(C) Hinduism and Islam
(D) Islam and Buddhism
(E) Hinduism and Jainism

14. Most of the noncitizens currently residing in Western European countries originally came to Western Europe to

(A) consolidate the European Economic Community agreements
(B) find employment
(C) do graduate work in the universities
(D) participate in the democratic political process
(E) avoid forced military conscription in their native land

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

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

Mathematics Level 1 and Level 2

One-hour subject tests

Recommended Preparation

- Students are not expected to have studied every topic on either test.

Mathematics Level 1

- Three years of college-preparatory mathematics, including two years of algebra and one year of geometry

Mathematics Level 2

- More than three years of college-preparatory mathematics, including two years of algebra, one year of geometry, and elementary functions (precalculus) and/or trigonometry.
- If you have had preparation in trigonometry and elementary functions and have attained grades of B or better in these courses, select Level 2. If you are sufficiently prepared to take Level 2 but take Level 1 in hopes of receiving a higher score, you may not do as well as you expect.

Score

- Because the content measured by the two tests differs considerably, you cannot use your score on one test to predict your score on the other or to compare scores.

Geometric Figures

Figures that accompany problems are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a particular problem that the figure is not drawn to scale. Even when figures are not drawn to scale, the relative positions of points and angles may be assumed to be in the order shown. Also, line segments that extend through points and appear to lie on the same line may be assumed to be on the same line. The text "Note: Figure not drawn to scale." is included on the figure when degree measures may not be accurately shown and specific lengths may not be drawn proportionally.

FORMAT	Approximate % of Test	
50 multiple-choice questions each		
Topics Covered*	Level 1	Level 2
Number and Operations	**10–14**	**10–14**
Operations, ratio and proportion, complex numbers, counting, elementary number theory, matrices, sequences, *series, vectors*		
Algebra and Functions	**38–42**	**48–52**
Expressions, equations, inequalities, representation and modeling, properties of functions (linear, polynomial, rational, exponential, *logarithmic, trigonometric, inverse trigonometric, periodic, piecewise, recursive, parametric*)		
Geometry and Measurement	**38–42**	**28–32**
Plane Euclidean/Measurement	**18–22**	-------
Coordinate	8–12	10–14
Lines, parabolas, circles, *ellipses, hyperbolas,* symmetry, transformations, *polar coordinates*		
Three-dimensional	4–6	4–6
Solids, surface area and volume (cylinders, cones, pyramids, spheres, prisms), *coordinates in three dimensions*		
Trigonometry	6–8	12–16
Right triangles, identities, *radian measure, law of cosines, law of sines, equations, double angle formulas*		
Data Analysis, Statistics, and Probability	**8–12**	**8–12**
Mean, median, mode, range, interquartile range, *standard deviation,* graphs and plots, least-squares regression (linear, *quadratic, exponential*), probability		

*Topics in italics are tested on the Level 2 Test only. The content of Level 1 overlaps somewhat with that on Level 2, but the emphasis on Level 2 is on more advanced content. Plane Euclidean geometry is not tested directly on Level 2.

Calculators

Be sure to bring a calculator to use on these tests: if you take these tests without a calculator, you will be at a disadvantage. In fact, some questions cannot be solved without a scientific or a graphing calculator.

- Verify that your calculator is in good working condition before you take the test.
- If possible, bring batteries and a backup calculator to the test center. No substitute calculators or batteries will be available. Students may not share calculators.
- If your calculator malfunctions during the Level 1 or Level 2 tests and you do not have a backup calculator, you can cancel scores on just the mathematics tests. You must tell your test supervisor when the malfunction occurs in order to cancel scores on these tests only.

What Type of Calculator Should I Bring?

- Bring a calculator that you are used to using. It may be a scientific or a graphing calculator. If you're comfortable with both a scientific and a graphing calculator, bring a graphing calculator.
- **We recommend the use of a graphing calculator over a scientific calculator** because a graphing calculator may provide an advantage on some questions.

The following calculators are unacceptable:

- Models that have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other cell phone type feature
- Models that can access the Internet
- Models that have QWERTY, pen-input, stylus,* or touch-screen capability; require electrical outlets; or use paper tape (e.g., TI-92 Plus, Voyage 200, Palm, PDAs, Casio ClassPad)
- Models that "talk" or make unusual noises

*The use of the <u>stylus</u> with the Sharp EL-9600 calculator is not permitted.

Using the Calculator

You do not need to use a calculator to solve every question, but it is important to know when and how to use one. First decide how you will solve a problem; then determine whether the calculator is needed.

- You'll need a calculator for 40 to 50 percent of the questions on Level 1 and 55 to 65 percent of the questions on Level 2.
- For the rest of the questions, there is no advantage, perhaps even a disadvantage, to using a calculator.
- **Do not round any intermediate calculations.** If you get a result from the calculator for the first step of a solution, keep the result in the calculator and use it for the second step. If you round the result from the first step, your answer may not be one of the choices.
- You may not use a calculator for other Subject Tests and must put it away when not taking a mathematics test.

Sample Questions

All questions in the Mathematics Level 1 and Mathematics Level 2 Subject Tests are multiple-choice questions in which you are asked to choose the best response from the five choices offered. The directions for the tests are below:

Directions

For each of the following problems, decide which is the **BEST** of the choices given. If the exact numerical value is not one of the choices, select the choice that best approximates this value. Then fill in the corresponding circle on the answer sheet.

Notes: (1) A scientific or graphing calculator will be necessary for answering some (but not all) of the questions in this test. For each question you will have to decide whether or not you should use a calculator.

(2) Level 1: The only angle measure used on this test is degree measure. Make sure your calculator is in the degree mode.

Level 2: For some questions in this test you may have to decide whether your calculator should be in the radian mode or the degree mode.

(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 its 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. The range of f is assumed to be the set of all real numbers $f(x)$, where x is in the domain of f.

(5) Reference information that may be useful in answering the questions in this test can be found on the page preceding Question 1.

Reference Information. The following information is for your reference in answering some of the questions in this test.

Volume of a right circular cone with radius r and height h: $V = \dfrac{1}{3}\pi r^2 h$

Volume of a sphere with radius r: $V = \dfrac{4}{3}\pi r^3$

Volume of a pyramid with base area B and height h: $V = \dfrac{1}{3}Bh$

Surface Area of a sphere with radius r: $S = 4\pi r^2$

Mathematics Level 1

1. A band wants to distribute its music on compact discs (CDs). The equipment to produce the CDs costs $250, and blank CDs cost $5.90 for a package of 10. Which of the following represents the total cost, in dollars, to produce n CDs, where n is a multiple of 10?

   (A) $(250 + 0.59)n$ (B) $250 + 0.59n$
   (C) $(250 + 5.90)n$ (D) $250 + 5.90n$
   (E) $250n + 5.90$
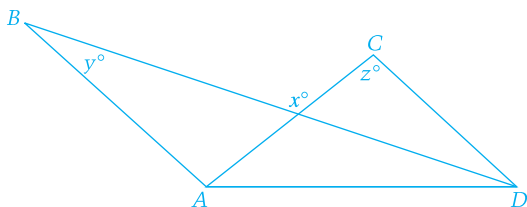
2. In the figure above, $\overline{AB}$ and $\overline{CD}$ are parallel. What is x in terms of y and z ?

   (A) $y + z$
   (B) $2y + z$
   (C) $2y - z$
   (D) $180 - y - z$
   (E) $180 + y - z$

3. A number n is increased by 8. If the cube root of that result equals -0.5, what is the value of n ?

   (A) -15.625
   (B) -8.794
   (C) -8.125
   (D) -7.875
   (E) 421.875

4. If a and b are real numbers, $i^2 = -1$, and $(a + b) + 5i = 9 + ai$, what is the value of b ?

   (A) 4   (B) 5   (C) 9
         (D) $4 + 5i$ (E) $5 + 4i$

5. What are all values of x for which $4 - x^2 \geq x - 2$?

   (A) $x \geq -3$ (B) $-5 \leq x \leq 0$
   (C) $-3 \leq x \leq 2$ (D) $x \leq -3$ or $x \geq 2$
   (E) $-2 \leq x \leq 3$
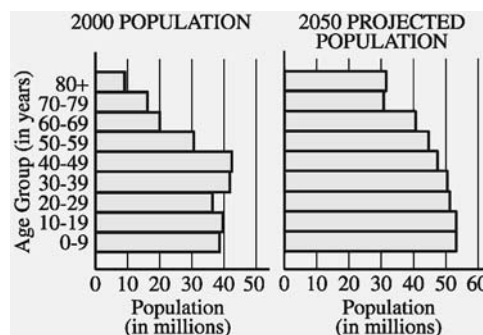
6. The graphs above show United States Census Bureau population figures for the year 2000 for various age groups, together with projections for the year 2050. Of the following age groups, for which is the projected percent increase in population from 2000 to 2050 greatest?

   (A) 30–39   (B) 40–49   (C) 50–59
        (D) 60–69   (E) 70–79

7. If $\log_c a = x$, which of the following must be true?

   (A) $a^c = x$ (B) $a^x = c$ (C) $c^a = x$
        (D) $c^x = a$ (E) $x^c = a$

8. If $f(x) = x + 3$ and $g(x) = \dfrac{x^2 - 9}{x - 3}$, which of the following statements are true about the graphs of f and g in the xy-plane?

   I.   The graphs are exactly the same.
   II. The graphs are the same except when $x = 3$.
   III. The graphs have an infinite number of points in common.

   (A) I only   (B) II only   (C) III only
        (D) I and III   (E) II and III

9. If line ℓ is the perpendicular bisector of the line segment with endpoints $(2, 0)$ and $(0, -2)$, what is the slope of line ℓ ?

(A) 2   (B) 1   (C) 0
(D) −1   (E) −2

10. Twenty students have each sampled one or more of three kinds of candy bars that a school store sells. If 3 students have sampled all three kinds, and 5 have sampled exactly two kinds, how many of these students have sampled only one kind?

(A) 8   (B) 12   (C) 15
(D) 17   (E) 18

Note: Figure not drawn to scale.

11. In the figure above, $\triangle ABC$ has a right angle at C. If the length of side $\overline{AC}$ is 10 and the measure of $\angle BAC$ is 22°, what is the length of side $\overline{BC}$?
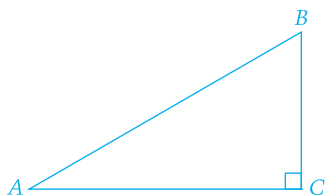
(A) 3.7   (B) 4.0   (C) 5.8
(D) 6.8   (E) 9.3

12. The function h given by $h(t) = -16t^2 + 46t + 5$ represents the height of a ball, in feet, t seconds after it is thrown. To the nearest foot, what is the maximum height the ball reaches?

(A) 5   (B) 23   (C) 35
(D) 38   (E) 46

13. The front, side, and bottom faces of a rectangular solid have areas of 24 square centimeters, 8 square centimeters, and 3 square centimeters, respectively. What is the volume of the solid, in cubic centimeters?

(A) 24   (B) 96   (C) 192
(D) 288   (E) 576
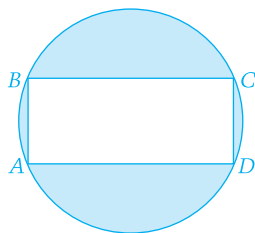
14. Rectangle $ABCD$ is inscribed in the circle shown above. If the length of side $\overline{AB}$ is 5 and the length of side $\overline{BC}$ is 12, what is the area of the shaded region?

(A) 40.8   (B) 53.1   (C) 72.7
(D) 78.5   (E) 81.7

15. If $f(x) = x^4 - 3x^3 - 9x^2 + 4$, for how many real numbers k does $f(k) = 2$?

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

Time t (years)	0	1	2	5
Value $v(t)$ (dollars)	15,000	13,000	10,900	3,000

16. When purchased, an automobile is valued at $15,000. Its value depreciates at the rate shown in the table above. Based on a least-squares linear regression, what is the value, to the nearest hundred dollars, of the automobile when $t = 4$?

(A) $5,400   (B) $5,500   (C) $5,600
(D) $6,400   (E) $7,000

Mathematics Level 2

17. What is the distance in space between the points with coordinates $(-3, 6, 7)$ and $(2, -1, 4)$?

(A) 4.36   (B) 5.92   (C) 7.91
(D) 9.11   (E) 22.25

18. If $f(x) = \dfrac{3x + 12}{2x - 12}$, what value does $f(x)$ approach as x gets infinitely larger?

(A) −6   (B) $-\dfrac{3}{2}$ (C) −1
(D) $\dfrac{2}{3}$ (E) $\dfrac{3}{2}$

19. In January 1990 the world's population was 5.3 billion. Assuming a growth rate of 2 percent per year, the world's population, in billions, for t years after 1990 can be modeled by the equation $P = 5.3(1.02)^t$. According to the model, the population growth from January 1995 to January 1996 was

(A) 106,000,000
(B) 114,700,000
(C) 117,000,000
(D) 445,600,000
(E) 562,700,000

20. What is the measure of one of the larger angles of a parallelogram in the xy-plane that has vertices with coordinates $(2, 1), (5, 1), (3, 5)$, and $(6, 5)$?

(A) 93.4°   (B) 96.8°   (C) 104.0°
(D) 108.3°   (E) 119.0°

21. For some real number t, the first three terms of an arithmetic sequence are $2t, 5t - 1$, and $6t + 2$. What is the numerical value of the fourth term?

(A) 4   (B) 8   (C) 10
        (D) 16   (E) 19

22. The diameter and height of a right circular cylinder are equal. If the volume of the cylinder is 2, what is the height of the cylinder?

(A) 1.37   (B) 1.08   (C) 0.86
        (D) 0.80   (E) 0.68

23. If $\sin \theta = 0.57$, then $\sin(\pi - \theta) =$

(A) −0.57   (B) −0.43   (C) 0
        (D) 0.43   (E) 0.57

24. In a group of 10 people, 60 percent have brown eyes. Two people are to be selected at random from the group. What is the probability that <u>neither</u> person selected will have brown eyes?

(A) 0.13   (B) 0.16   (C) 0.25
        (D) 0.36   (E) 0.64

25. If $x - 2$ is a factor of $x^3 + kx^2 + 12x - 8$, then $k =$

(A) −6   (B) −3   (C) 2
        (D) 3   (E) 6

26. If $f(x) = \sqrt[3]{x^3 + 1}$, what is $f^{-1}(1.5)$?

(A) 3.4   (B) 2.4   (C) 1.6
        (D) 1.5   (E) 1.3

x	−9.8	−0.9	5.2	8.8
y	0.12	2.43	18.46	68.4

27. Which of the following equations best models the data in the table above?

(A) $y = -3.3(1.4)^x$
(B) $y = -1.4(3.3)^x$
(C) $y = 1.4(3.3)^x$
(D) $y = 3.3(1.4)^x$
(E) $y = 1.4x^{3.3}$

$$C = -1.02F + 93.63$$

28. The linear regression model above is based on an analysis of nutritional data from 14 varieties of cereal bars to relate the percent of calories from fat (F) to the percent of calories from carbohydrates (C). Based on this model, which of the following statements must be true?

   I.   There is a positive correlation between C and F.

   II. When 20 percent of calories are from fat, the predicted percent of calories from carbohydrates is approximately 73.

   III. The slope indicates that as F increases by 1, C decreases by 1.02.

(A) II only   (B) I and II only
(C) I and III only   (D) II and III only
        (E) I, II, and III

29. A line has parametric equations $x = 5 + t$ and $y = 7 + t$, where t is the parameter. The slope of the line is

(A) $\dfrac{5}{7}$ (B) 1   (C) $\dfrac{7 + t}{5 + t}$

        (D) $\dfrac{7}{5}$ (E) 7

30. What is the range of the function defined by

$$f(x) = \frac{1}{x} + 2 \,?$$

(A) All real numbers
(B) All real numbers except $-\dfrac{1}{2}$
(C) All real numbers except 0
(D) All real numbers except 2
(E) All real numbers between 2 and 3

31. The number of hours of daylight, d, in Hartsville can be modeled by
$d = \dfrac{35}{3} + \dfrac{7}{3}\sin\left(\dfrac{2\pi}{365}t\right)$, where t is the number of days after March 21. The day with the greatest number of hours of daylight has how many <u>more</u> daylight hours than May 1? (March and May have 31 days each. April and June have 30 days each.)

(A) 0.8 hr   (B) 1.5 hr   (C) 2.3 hr
        (D) 3.0 hr   (E) 4.7 hr

	Day 1	Day 2	Day 3
Model X	20	18	3
Model Y	16	5	8
Model Z	19	11	10

32. The table above shows the number of digital cameras that were sold during a three-day sale. The prices of models X, Y, and Z were \$99, \$199, and \$299, respectively. Which of the following matrix representations gives the total income, in dollars, received from the sale of the cameras for each of the three days?

(A) $\begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} \begin{bmatrix} 99 & 199 & 299 \end{bmatrix}$

(B) $\begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} \begin{bmatrix} 99 \\ 199 \\ 299 \end{bmatrix}$

(C) $\begin{bmatrix} 99 & 199 & 299 \end{bmatrix} \begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix}$

(D) $\begin{bmatrix} 99 \\ 199 \\ 299 \end{bmatrix} \begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix}$

(E) $99\begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} + 199\begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} + 299\begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix}$

Biology E/M

One-hour subject tests

How to Choose Biology-E or Biology-M

- Take Biology-E if you feel more comfortable answering questions pertaining to biological communities, populations, and energy flow.
- Take Biology-M if you feel more comfortable answering questions pertaining to biochemistry, cellular structure and processes, such as respiration and photosynthesis.

Once you decide which emphasis to take, you need to fill in the appropriate code for the test you have chosen on your answer sheet. **Important:** If you change your mind, you **must** change the code on the answer sheet to match your test; otherwise, your answers to the 20 specialized questions will not be scored correctly.

You are not allowed to take Biology-E and Biology-M on the same test date. You can take them on two different test dates.

Content

Questions may require you to:

- Recall and understand the major concepts of biology and to apply the principles
- Organize and interpret results obtained by observation and experimentation
- Draw conclusions or make inferences from experimental data, including data presented in graphic or tabular form
- Solve problems with simple numerical calculations using the metric system

NOTE: Calculator use is not permitted.

Recommended Preparation

- One-year course in biology
- One-year course in algebra and familiarity with simple algebraic concepts such as ratios and direct and inverse proportions
- Laboratory experience

FORMAT	Approximate % Test E	Approximate % Test M
60 multiple-choice questions that are common to both Biology-E and Biology-M 20 specialized multiple-choice questions for either Biology-E or Biology-M Total of 80 questions answered by each test-taker		
Cellular and Molecular Biology *Cell structure and organization, mitosis, photosynthesis, cellular respiration, enzymes, biosynthesis, biological chemistry*	15	27
Ecology *Energy flow, nutrient cycles, populations, communities, ecosystems, biomes, conservation biology, biodiversity, effects of human intervention*	23	13
Genetics *Meiosis, Mendelian genetics, inheritance patterns, molecular genetics, population genetics*	15	20
Organismal Biology *Structure, function, and development of organisms (with emphasis on plants and animals), animal behavior*	25	25
Evolution and Diversity *Origin of life, evidence of evolution, patterns of evolution, natural selection, speciation, classification and diversity of organisms*	22	15

BIOLOGY-E AND BIOLOGY-M	Approximate % of Test
Skills Specifications	
Knowledge of Fundamental Concepts *Remembering specific facts; demonstrating straightforward knowledge of information and familiarity with terminology*	30
Application *Understanding concepts and reformulating information into other equivalent forms; applying knowledge to unfamiliar and/or practical situations; solving problems using mathematical relationships*	35
Interpretation *Inferring and deducing from qualitative and quantitative data and integrating information to form conclusions; recognizing unstated assumptions*	35

All of the questions in the test are multiple-choice questions for which you must choose the best response from the five choices offered. Some questions are grouped in sets that refer to a common figure, table, or laboratory experiment.
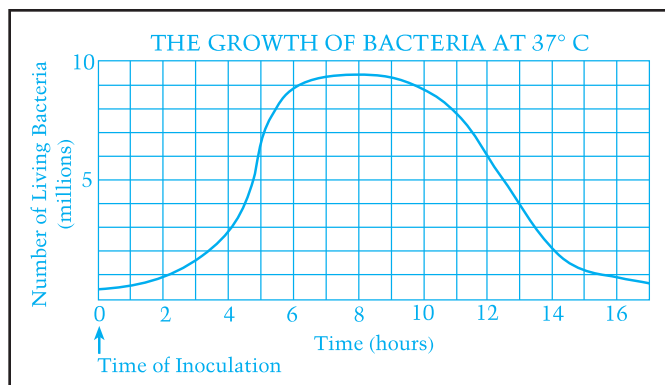
Biology E/M Core Section

Directions

Each set of lettered choices below refers to the numbered statements immediately following it. Select the one lettered choice that best fits each statement and then fill in the corresponding circle on the answer sheet. A choice may be used once, more than once, or not at all in each set.

Questions 1-2

(A) Decomposers (e.g., bacteria)
(B) Producers (e.g., grasses)
(C) Primary consumers (e.g., mice)
(D) Secondary consumers (e.g., snakes)
(E) Tertiary consumers (e.g., hawks)

1. Organisms that comprise the greatest mass of living substance (biomass) in a terrestrial food chain

2. Organisms that convert nitrogen-containing organic molecules into nitrates

Directions

Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is **BEST** in each case and then fill in the corresponding circle on the answer sheet.

THE GROWTH OF BACTERIA AT 37° C

Number of Living Bacteria (millions)

Time (hours)

Time of Inoculation

3. In the graph above, the time when the number of living bacteria is increasing at the greatest rate occurs

   (A) during the first 2 hours
   (B) between the 2nd and the 4th hour
   (C) between the 4th and the 6th hour
   (D) between the 6th and the 10th hour
   (E) between the 11th and the 13th hour

4. ATP is produced during which of the following processes?

   I. Photosynthesis

   II. Aerobic respiration

   III. Fermentation

   (A) I only   (B) II only   (C) I and III only
        (D) II and III only   (E) I, II, and III

5. All of the following are population characteristics EXCEPT

   (A) number of individuals
   (B) phenotype
   (C) sex ratio
   (D) age distribution
   (E) death rate

Questions 6-7 refer to the following diagram:
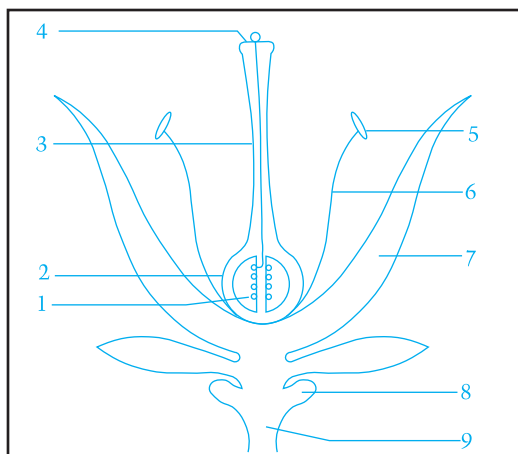
6. Commonly, the fruit is derived from

   (A) 2   (B) 4   (C) 7
          (D) 8   (E) 9

7. Pollination involves a transfer of pollen from

   (A) 4 to 1   (B) 4 to 2   (C) 4 to 5
          (D) 5 to 4   (E) 5 to 9

Directions

Each group of questions below concerns a laboratory or experimental situation. In each case, first study the description of the situation. Then choose the one best answer to each question following it and fill in the corresponding circle on the answer sheet.

Questions 8-9

In a breeding experiment using gray and white mice of unknown genotypes, the following results were obtained.

Cross	Parents Female		Male	Offspring Gray	White
I	Gray	x	White	82	78
II	Gray	x	Gray	118	39
III	White	x	White	0	50
IV	Gray	x	White	74	0

8. If the gray female from cross IV were mated with the gray male from cross II, then which of the following would most likely be true?

   (A) All of the offspring would be gray.
   (B) All of the offspring would be white.
   (C) Half of the offspring would be gray.
   (D) One-quarter of the offspring would be gray.
   (E) One-quarter of the offspring would be white.

9. If two gray progeny of cross IV mate with each other, what is the probability that any one individual offspring will be gray?

   (A) 100%   (B) 75%   (C) 50%
          (D) 25%   (E) 0

Questions 10-11

Three students added equal volumes of pond water to each of four beakers (I–IV) and placed each in a different constant temperature bath, maintained at 5°C, 15°C, 25°C, and 35°C, respectively. The students then added 6 water fleas, *Daphnia pulex*, to each of the four beakers and recorded the time in each case. After 1 hour, the students removed 3 *Daphnia pulex* from each beaker and each student immediately observed one *Daphnia pulex* under low-power magnification of a light microscope. (The transparent body of the *Daphnia pulex* can be seen easily under a light microscope.) Heart rates were recorded as beats per minute. The results of the experiment are summarized in the chart below.

BEAKER	TEMPERATURE	TIME *DAPHNIA* ADDED	TIME *DAPHNIA* REMOVED	HEARTBEATS PER MINUTE (average of 3 *Daphnia*)
I	5°C	2:00 p.m.	3:00 p.m.	41
II	15°C	2:10 p.m.	3:10 p.m.	119
III	25°C	2:20 p.m.	3:20 p.m.	202
IV	35°C	2:30 p.m.	3:30 p.m.	281

10. The independent variable in this experiment is the

    (A) amount of light
    (B) number of water fleas
    (C) pH of the water
    (D) temperature of the water
    (E) average heart rate

11. If a graph is constructed using the data given in the table, it will most closely resemble which of the following?

(A)

(B)

(C)

(D)

(E)
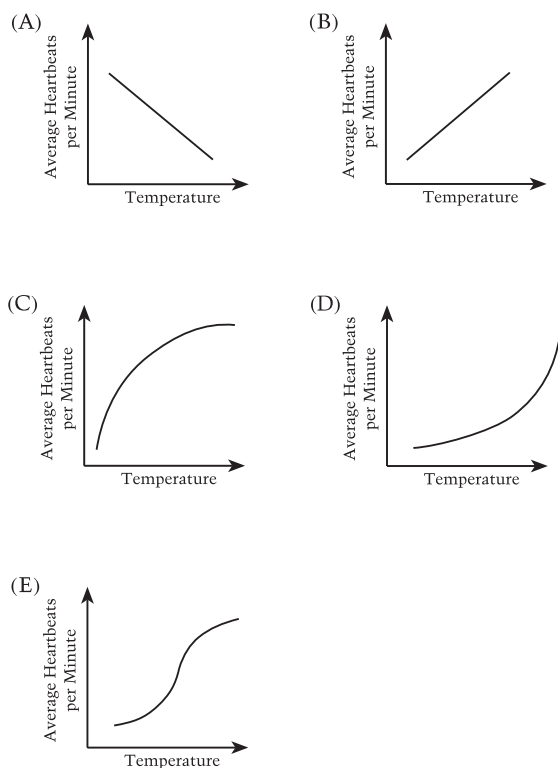
Biology-E Section

12. Which of the following individuals is most fit in evolutionary terms?

    (A) A child who does not become infected with any of the usual childhood diseases, such as measles or chicken pox
    (B) A woman of 40 with seven adult offspring
    (C) A woman of 80 who has one adult offspring
    (D) A 100-year old man with no offspring
    (E) A childless man who can run a mile in less than five minutes

Questions 13-14

Known numbers of seeds from two species (X and Y) of annual plants are mixed together in different proportions and planted in five small plots of soil in the spring. The plants grow, flower, and produce seeds. It is found that the percentage of seeds of species X and species Y in the harvest is usually different from the proportion that was planted, although the total number of seeds produced is the same as the number of seeds planted. The data are plotted on the graph below.
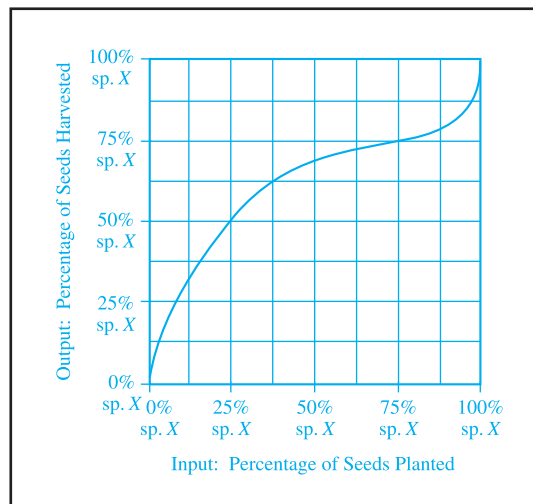
13. What mixture of seeds was harvested in the plot that was planted with 25 percent species X and 75 percent species Y?

	X	Y
(A)	25%	75%
(B)	40%	60%
(C)	50%	50%
(D)	60%	40%
(E)	75%	25%

14. What do the data indicate about the ecological relationship between species X and species Y?

    (A) X and Y are mutualistic for low percentages of X seeds.
    (B) X and Y are mutualistic for high percentages of X seeds.
    (C) X and Y compete when both X and Y seeds are present.
    (D) Y competes successfully against X at all percentages of X and Y seeds.
    (E) X is a parasite of Y when Y is rare.

Biology-M Section

15. Which of the following most accurately reveals common ancestry among many different species of organisms?

    (A) The amino acid sequence of their cytochrome C
    (B) Their ability to synthesize hemoglobin
    (C) The percentage of their body weight that is fat
    (D) The percentage of their body surface that is used in gas exchange
    (E) The mechanism of their mode of locomotion

Questions 16-17

Thymine is used by animal cells primarily for the synthesis of DNA. A group of sea urchin eggs was fertilized in sea water containing radioactive thymine. Following fertilization, samples of embryos were removed at regular intervals and the radioactivity in the nucleic acid was measured in counts per minute. The results obtained are shown in the figure below.
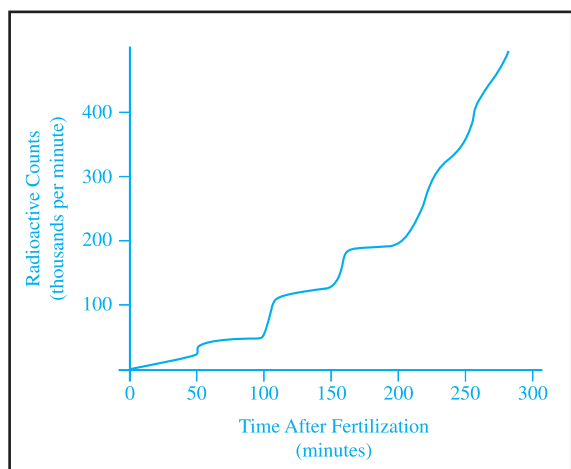
16. The increase in radioactivity of the embryos with time probably results from

    (A) synthesis of new proteins by the developing embryos
    (B) synthesis of radioactive thymine by the developing embryos
    (C) oxidation of radioactive thymine
    (D) incorporation of radioactive thymine in new cell membranes
    (E) incorporation of radioactive thymine in new DNA during replication

17. An appropriate control to show that this experiment measures DNA synthesis and not RNA synthesis would be to perform the same procedures but

    (A) not fertilize the eggs
    (B) sample the embryos at longer time intervals
    (C) add radioactive uracil instead of radioactive thymine
    (D) fertilize the eggs in sea water that does not contain radioactive thymine
    (E) count the number of cells in the embryos at the beginning and at the end of the experiment

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

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

Chemistry

One-hour subject test

Content

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar.

Questions may require you to:

- Recall and understand the major concepts of chemistry and to apply the principles to solve specific problems in chemistry
- Organize and interpret results obtained by observation and experimentation and to draw conclusions or make inferences from experimental data, including data presented in graphic and/or tabular form

On this Subject Test, please note that:

- A periodic table indicating the atomic numbers and masses of elements is provided for all test administrations
- Problem solving requires simple numerical calculations
- The metric system of units is used

NOTE: Calculator use is not permitted.

Recommended Preparation

- One-year introductory chemistry course at the college-preparatory level
- Laboratory experience, which is a significant factor in developing reasoning and problem-solving skills and should help in test preparation even though laboratory skills can be tested only in a limited way in a multiple-choice test
- Mathematics preparation that enables handling simple algebraic relationships and applying these to solving word problems
- Familiarity with the concepts of ratio and direct and inverse proportions, exponents, and scientific notation

FORMAT	Approximate % of Test
85 multiple-choice questions	
Topics Covered	
Structure of Matter	**25**
Atomic Structure, *including experimental evidence of atomic structure, quantum numbers and energy levels (orbitals), electron configurations, periodic trends*	
Molecular Structure, *including Lewis structures, three-dimensional molecular shapes, polarity*	
Bonding, *including ionic, covalent, and metallic bonds, relationships of bonding to properties and structures; intermolecular forces such as hydrogen bonding, dipole-dipole forces, dispersion (London) forces*	
States of Matter	**16**
Gases, *including the kinetic molecular theory, gas law relationships, molar volumes, density, and stoichiometry*	
Liquids and Solids, *including intermolecular forces in liquids and solids, types of solids, phase changes, and phase diagrams*	
Solutions, *including molarity and percent by mass concentrations, solution preparation and stoichiometry, factors affecting solubility of solids, liquids, and gases, qualitative aspects of colligative properties*	
Reaction Types	**14**
Acids and Bases, *including Brønsted-Lowry theory, strong and weak acids and bases, pH, titrations, indicators*	
Oxidation-Reduction, *including recognition of oxidation-reduction reactions, combustion, oxidation numbers, use of activity series*	
Precipitation, *including basic solubility rules*	
Stoichiometry	**14**
Mole Concept, *including molar mass, Avogadro's number, empirical and molecular formulas*	
Chemical Equations, *including the balancing of equations, stoichiometric calculations, percent yield, and limiting reactants*	
Equilibrium and Reaction Rates	**5**
Equilibrium Systems, *including factors affecting position of equilibrium (LeChâtelier's principle) in gaseous and aqueous systems, equilibrium constants, and equilibrium expressions*	
Rates of Reactions, *including factors affecting reaction rates, potential energy diagrams, activation energies*	

FORMAT

Topics Covered	Approximate % of Test
Thermochemistry	6
Including conservation of energy, calorimetry and specific heats, enthalpy (heat) changes associated with phase changes and chemical reactions, heating and cooling curves, entropy	
Descriptive Chemistry	12
Including common elements, nomenclature of ions and compounds, periodic trends in chemical and physical properties of the elements, reactivity of elements and prediction of products of chemical reactions, examples of simple organic compounds and compounds of environmental concern	
Laboratory	8
Including knowledge of laboratory equipment, measurements, procedures, observations, safety, calculations, data analysis, interpretation of graphical data, drawing conclusions from observations and data	

Skills Specifications	
Recall of Knowledge	20
Remembering fundamental concepts and specific information; demonstrating familiarity with terminology	
Application of Knowledge	45
Applying a single principle to unfamiliar and/or practical situations to obtain a qualitative result or solve a quantitative problem	
Synthesis of Knowledge	35
Inferring and deducing from qualitative and/or quantitative data; integrating two or more relationships to draw conclusions or solve problems	

Sample Questions

Three types of questions are used in the Chemistry Subject Test: classification questions, relationship analysis questions, and five-choice completion questions. The directions that follow are identical to those that are in the test.

Note: For all questions involving solutions, assume that the solvent is water unless otherwise stated.

Directions

Each set of lettered choices below refers to the numbered statements or questions immediately following it. Select the one lettered choice that best fits each statement or answers each question and then fill in the corresponding circle on the answer sheet. A choice may be used once, more than once, or not at all in each set.

Questions 1-3 refer to the following aqueous solutions.

(A) 0.1 M HCl
(B) 0.1 M NaCl
(C) 0.1 M HC$_2$H$_3$O$_2$
(D) 0.1 M CH$_3$OH
(E) 0.1 M KOH

1. Is weakly acidic

2. Has the highest pH

3. Reacts with an equal volume of 0.05 M Ba(OH)$_2$ to form a solution with pH = 7

Questions 4-6 refer to the following ionic species.

(A) X$^+$
(B) X^{2+}
(C) X^{3+}
(D) XO$_3{}^{2-}$
(E) XO$_4{}^{2-}$

4. A type of ion found in sodium acetate

5. A type of ion found in aluminum oxide

6. A type of ion found in potassium phosphate

Questions 7-10 refer to the following atoms in the ground state.

(A) Ar
(B) O
(C) S
(D) Ti
(E) U

7. Has the electron configuration $1s^2\ 2s^2 2p^6\ 3s^2 3p^4$

8. Has the same number of electrons as Ca^{2+}

9. Has electrons in f orbitals

10. Is the LEAST chemically reactive

Sample Answer Grid

*Fill in circle CE (correct explanation) only if statement II is a correct explanation of the true statement I.

|	I	II	CE*
101	T F	T F	○

I		II
101. The rate at which sugar dissolves in water increases with stirring	BECAUSE	stirring exposes the surface of a solute crystal to a less concentrated layer of solution.
102. Diamond has a high melting point	BECAUSE	in a diamond crystal, the carbon atoms are held in place by ionic bonds.
103. Potassium has a lower first ionization energy than lithium has	BECAUSE	potassium has more protons in its nucleus than lithium has.
104. Zinc metal will reduce Cu^{2+} in solution	BECAUSE	zinc is a more active metal than copper is.

$$HC_2H_3O_2 + H_2O \rightleftharpoons C_2H_3O_2^- + H_3O^+$$

I		II
105. If some acetic acid, $HC_2H_3O_2$, is added to the equilibrium mixture represented by the equation above, the concentration of H_3O^+ decreases	BECAUSE	the equilibrium constant of a reaction changes as the concentration of the reactants changes.

11. The hydrogen ion concentration of a solution prepared by diluting 50. mL of 0.10 M $HNO_3(aq)$ with water to 500. mL of solution is

(A) 0.0010 M (B) 0.0050 M (C) 0.010 M
(D) 0.050 M (E) 1.0 M

$$\ldots Cu^{2+}(aq) + \ldots I^-(aq) \rightarrow \ldots CuI(s) + \ldots I_2(s)$$
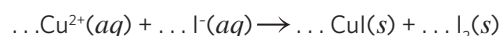
12. When the equation above is balanced and all coefficients are reduced to lowest whole-number terms, the coefficient for $I^-(aq)$ is

(A) 1 (B) 2 (C) 3
(D) 4 (E) 5
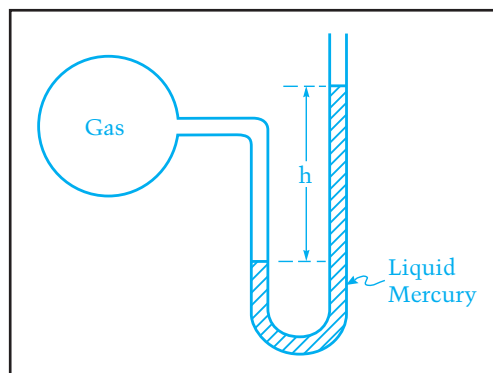
13. The bulb of the open-end manometer shown above contains a gas. True statements about this system include which of the following?

I. Only atmospheric pressure is exerted on the exposed mercury surface in the right side of the tube.

II. The gas pressure is greater than atmospheric pressure.

III. The difference in the height, h, of mercury levels is equal to the pressure of the gas.

(A) II only
(B) III only
(C) I and II only
(D) I and III only
(E) I, II, and III

14. A thermometer is placed in a test tube containing a melted pure substance. As slow cooling occurs, the thermometer is read at regular intervals until well after the sample has solidified. Which of the following types of graphs is obtained by plotting temperature *versus* time for this experiment?

(A)

(B)

(C)

(D)

(E)
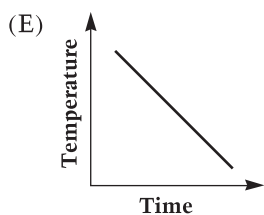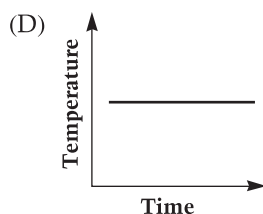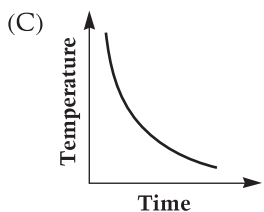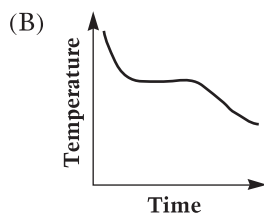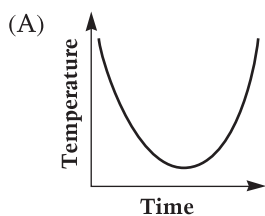
15. From their electron configurations, one can predict that the geometric configuration for which of the following molecules is NOT correct?

(A) PF_3 trigonal planar
(B) CF_4 tetrahedral
(C) $CHCl_3$ irregular tetrahedron
(D) OF_2 bent (v-shaped)
(E) HF linear

$$\ldots SO_2(g) + \ldots O_2(g) \longrightarrow \ldots SO_3(g)$$
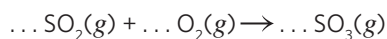
16. According to the reaction represented by the unbalanced equation above, how many moles of $SO_2(g)$ are required to react completely with 1 mole of $O_2(g)$?

(A) 0.5 mol   (B) 1 mol   (C) 2 mol
(D) 3 mol   (E) 4 mol

17. Analysis by mass of a certain compound shows that it contains 14 percent hydrogen and 86 percent carbon. Which of the following is the most informative statement that can properly be made about the compound on the basis of these data?

(A) It is a hydrocarbon.
(B) Its empirical formula is CH_2.
(C) Its molecular formula is C_2H_4.
(D) Its molar mass is 28 g/mol.
(E) It contains a triple bond.

$$C_3H_8(g) + 5\,O_2(g) \longrightarrow 3\,CO_2(g) + 4\,H_2O(l)$$
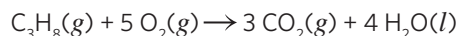
18. The combustion of propane, $C_3H_8(g)$, proceeds according to the equation above. How many grams of water will be formed in the complete combustion of 44.0 grams of propane?

(A) 4.50 g   (B) 18.0 g   (C) 44.0 g
(D) 72.0 g   (E) 176 g

19. The number of oxygen atoms in 0.50 mole of $KHSO_4$ is

(A) 1.2×10^{23}
(B) 2.4×10^{23}
(C) 3.0×10^{23}
(D) 1.2×10^{24}
(E) 2.4×10^{24}

20. All of the following statements about carbon dioxide are true EXCEPT:

(A) It can be prepared by the action of acid on limestone.
(B) It is used to extinguish fires.
(C) It dissolves in water at room temperature.
(D) It sublimes rather than melts at 20°C and 1 atmosphere pressure.
(E) It is less dense than air at a given temperature and pressure.

21. For elements in the left-most column of the periodic table, properties that have increasing values as the atomic number increases include which of the following?

I. Ionization energy (potential)

II. Atomic radius

III. Atomic mass

(A) I only
(B) III only
(C) I and II only
(D) II and III only
(E) I, II, and III

22. All of the following can act as Brønsted-Lowry acids (proton donors) in aqueous solution EXCEPT

(A) HI   (B) NH_4^+ (C) HCO_3^-

      (D) H_2S (E) NH_3

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

1. C (2)	5. C (1)	9. E (2)	
2. E (3)	6. A (2)	10. A (2)	
3. A (4)	7. C (3)		
4. A (3)	8. A (3)		

Questions 101–105: See box for difficulty level.

	I		II		CE*	Diff. Level
101	●	Ⓕ	●	Ⓕ	●	3
102	●	Ⓕ	Ⓣ	●	○	3
103	●	Ⓕ	●	Ⓕ	○	3
104	●	Ⓕ	●	Ⓕ	●	4
105	Ⓣ	●	Ⓣ	●	○	5

11. C (3)	16. C (2)	21. D (3)
12. D (2)	17. B (3)	22. E (4)
13. C (4)	18. D (2)	
14. B (3)	19. D (1)	
15. A (3)	20. E (3)	

Physics

One-hour subject test

Content

Questions may require you to:

- Recall and understand the major concepts of physics and to apply these physical principles to solve specific problems
- Understand simple algebraic, trigonometric, and graphical relationships and the concepts of ratio and proportion, and apply these to physics problems

On this Subject Test, please note that:

- Numerical calculations are not emphasized and are limited to simple arithmetic
- Questions predominantly use the metric system
- You should assume that the direction of any current is the direction of flow of positive charge (conventional current)

NOTE: Calculator use is not permitted.

Recommended Preparation

- One-year introductory physics course on the college-preparatory level
- Laboratory experience—a significant factor in developing reasoning and problem-solving skills—even though this test can only measure lab skills in a limited way, such as data analysis

FORMAT	Approximate % of Test
Skills Specification	
Recall	**20–33**
Generally involves remembering and understanding concepts or information	
Single-Concept Problem	**40–53**
Recall and use of a single physical relationship	
Multiple-Concept Problem	**20–33**
Recall and integration of two or more physical relationships	
Laboratory Skills	
In each of the six major topics below, some questions may deal with laboratory skills in context.	
Topics Covered	
Mechanics	**36–42**
Kinematics, *such as velocity, acceleration, motion in one dimension, and motion of projectiles*	
Dynamics, *such as force, Newton's laws, statics, and friction*	
Energy and Momentum, *such as potential and kinetic energy, work, power, impulse, and conservation laws*	

FORMAT	Approximate % of Test
Circular Motion, *such as uniform circular motion and centripetal force*	
Simple Harmonic Motion, *such as mass on a spring and the pendulum*	
Gravity, *such as the law of gravitation, orbits, and Kepler's laws*	
Electricity and Magnetism	18–24
Electric Fields, Forces, and Potentials, *such as Coulomb's law, induced charge, field and potential of groups of point charges, and charged particles in electric fields*	
Capacitance, *such as parallel-plate capacitors and time-varying behavior in charging/ discharging*	
Circuit Elements and DC Circuits, *such as resistors, light bulbs, series and parallel networks, Ohm's law, and Joule's law*	
Magnetism, *such as permanent magnets, fields caused by currents, particles in magnetic fields, Faraday's law, and Lenz's law*	
Waves and Optics	15–19
General Wave Properties, *such as wave speed, frequency, wavelength, superposition, standing-wave diffraction, and Doppler effect*	
Reflection and Refraction, *such as Snell's law and changes in wavelength and speed*	
Ray Optics, *such as image formation using pinholes, mirrors, and lenses*	
Physical Optics, *such as single-slit diffraction, double-slit interference, polarization, and color*	
Heat and Thermodynamics	6–11
Thermal Properties, *such as temperature, heat transfer, specific and latent heats, and thermal expansion*	
Laws of Thermodynamics, *such as first and second laws, internal energy, entropy, and heat engine efficiency*	
Modern Physics	6–11
Quantum Phenomena, *such as photons and photoelectric effect*	
Atomic, *such as the Rutherford and Bohr models, atomic energy levels, and atomic spectra*	
Nuclear and Particle Physics, *such as radioactivity, nuclear reactions, and fundamental particles*	
Relativity, *such as time dilation, length contraction, and mass-energy equivalence*	
Miscellaneous	4–9
General, *such as history of physics and general questions that overlap several major topics*	
Analytical Skills, *such as graphical analysis, measurement, and math skills*	
Contemporary Physics, *such as astrophysics, superconductivity, and chaos theory*	

For more information on the topics tested on the Physics SAT Subject Test please go to **www.collegeboard.com**

Sample Questions

Two types of questions are used in the Physics Subject Test and are shown in the following samples. The directions that follow are identical to those that are in the test. All questions in the test are multiple-choice questions in which you must choose the **BEST** response from the five choices offered.

Part A

Directions

Each set of lettered choices below refers to the numbered questions immediately following it. Select the one lettered choice that best answers each question and then fill in the corresponding circle on the answer sheet. A choice may be used once, more than once, or not at all in each set.

Questions 1-2
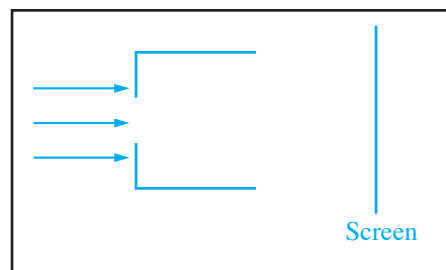
A beam of light is incident on a rectangular opening in the front of a box, as shown in the side view above. The back of the box is open. After passing through the box, the light is incident on a screen. The following devices may be in the box, positioned as shown below.

(A) A convex lens

(B) A concave lens

(C) A thick sheet of glass

(D) An opaque card with a very narrow slit

(E) A prism with vertex pointing downward
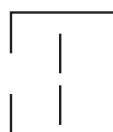
1. Which device could produce a tiny spot of light on the screen?

2. Which device could produce a diffraction pattern consisting of a central bright fringe with parallel secondary fringes that decrease in intensity with increasing distance from the center of the screen?

Questions 3-4 relate to a point charge $+Q$ fixed in position, as shown below. Five points near the charge and in the plane of the page are shown.
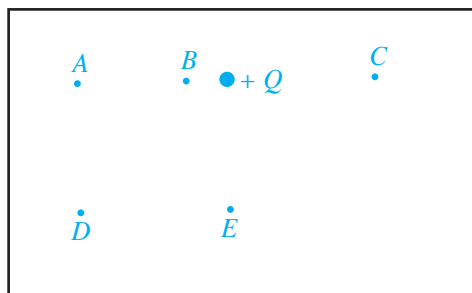
3. At which point will the magnitude of the electric field be <u>least</u>?

4. At which point will an electron experience a force directed toward the top of the page?

Part B

5. When a vector of magnitude 6 units is added to a vector of magnitude 8 units, the magnitude of the resultant vector will be

   (A) exactly 2 units
   (B) exactly 10 units
   (C) exactly 14 units
   (D) 0 units, 10 units, or some value between them
   (E) 2 units, 14 units, or some value between them
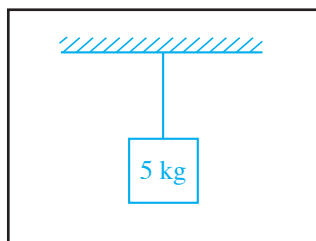
6. A 5-kilogram block is suspended by a cord from the ceiling, as shown above. The force exerted on the block by the cord is most nearly

   (A) zero   (B) 25 N   (C) 50 N
       (D) 100 N   (E) 200 N

7. An experiment is performed to measure the specific heat of copper. A lump of copper is heated in an oven, then dropped into a beaker of water. To calculate the specific heat of copper, the experimenter must know or measure the value of all of the quantities below EXCEPT the

   (A) mass of the water
   (B) original temperatures of the copper and the water
   (C) final (equilibrium) temperature of the copper and the water
   (D) time taken to achieve equilibrium after the copper is dropped into the water
   (E) specific heat of the water

8. Which of the following graphs best represents the kinetic energy K of an elementary particle as a function of its speed v, where c is the speed of light?
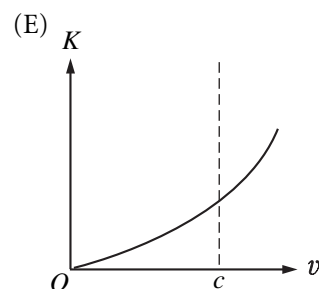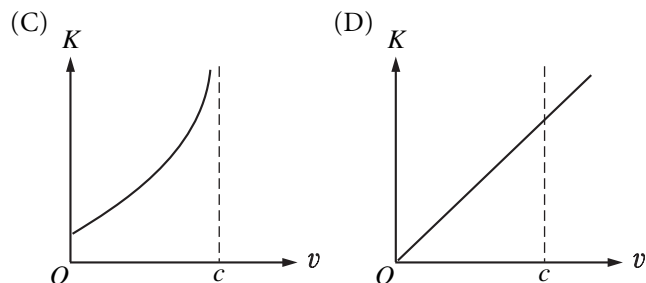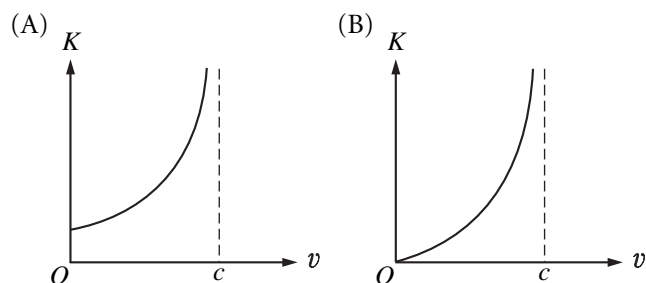
9. In a given process, 12 joules of heat is added to an ideal gas and the gas does 8 joules of work. Which of the following is true about the internal energy of the gas during this process?

   (A) It has increased by 20 joules.
   (B) It has increased by 4 joules.
   (C) It has not changed.
   (D) It has decreased by 4 joules.
   (E) It has decreased by 20 joules.

Top View
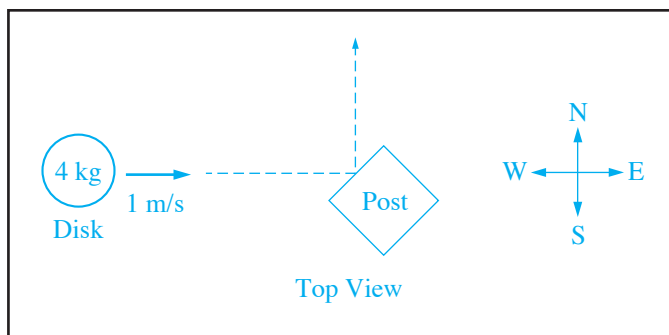
10. A 4-kilogram disk slides over level ice toward the east at a velocity of 1 meter per second, as shown above. The disk strikes a post and rebounds toward the north at the same speed. The change in the magnitude of the eastward component of the momentum of the disk is

(A) -4 kg • m/s
(B) -1 kg • m/s
(C) 0 kg • m/s
(D) 1 kg • m/s
(E) 4 kg • m/s

11. Three energy levels of an atom are shown above. Atoms in the $n = 2$ state can spontaneously emit photons having which of the following energies?

(A) 4 eV only
(B) 7 eV only
(C) 3 eV and 4 eV only
(D) 3 eV and 7 eV only
(E) 3 eV, 4 eV, and 7 eV
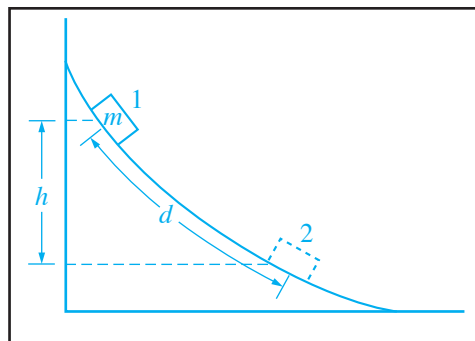
12. A box of mass m is released from rest at position 1 on the frictionless curved track shown above. It slides a distance d along the track in time t to reach position 2, dropping a vertical distance h. Let v and a be the instantaneous speed and instantaneous acceleration, respectively, of the box at position 2. Which of the following equations is valid for this situation?

(A) $h = vt$ (B) $h = \frac{1}{2}gt^2$ (C) $d = \frac{1}{2}at^2$

(D) $v^2 = 2ad$ (E) $mgh = \frac{1}{2}mv^2$

Questions 13-14 relate to the following circuit.
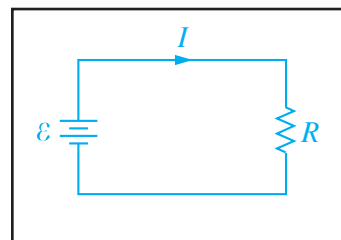
A single resistor R is connected to a battery as shown above. The current is I and the power dissipated as heat is P. The circuit is changed by doubling the emf $\mathcal{E}$ of the battery while R is kept constant.

13. After the change, the current is

(A) $\frac{I}{4}$ (B) $\frac{I}{2}$ (C) I

(D) $2I$ (E) $4I$

14. After the change, the power dissipated in R is

(A) $\frac{P}{4}$ (B) $\frac{P}{2}$ (C) P

(D) $2P$ (E) $4P$

15. Which of the following is true of the magnetic field produced by a current in a long, straight wire?

(A) The field is uniform.
(B) The field increases in strength as the distance from the wire increases.
(C) The field lines are directed parallel to the wire, but opposite to the direction of the current.
(D) The field lines are directed radially outward from the wire.
(E) The field lines form circles about the wire.

16. The Earth has a radius of 6,400 kilometers. A satellite orbits the Earth at a distance of 12,800 kilometers from the center of the Earth. If the weight of the satellite on Earth is 100 kilonewtons, the gravitational force on the satellite in orbit is

(A)   11 kilonewtons
(B)   25 kilonewtons
(C)   50 kilonewtons
(D) 100 kilonewtons
(E) 200 kilonewtons

17. A pendulum of length ℓ with a bob of mass m is oscillating with small amplitude. Which of the following changes in the pendulum would double its period?

(A) Doubling the mass m of the bob
(B) Doubling the initial force used to set the pendulum in motion
(C) Doubling the amplitude of the pendulum's swing
(D) Quadrupling the mass m of the bob
(E) Quadrupling the length ℓ of the pendulum

Questions 18-19

A piece of chalk is thrown vertically upward and caught during its descent at the same height from which it was thrown. Position is measured from the location of the chalk when it left the hand. The positive direction for position, velocity, and acceleration is upward.

18. What are the signs of the position, velocity, and acceleration during the ascending part of the trajectory?

	POSITION	VELOCITY	ACCELERATION
(A)	Positive	Positive	Positive
(B)	Positive	Positive	Negative
(C)	Positive	Negative	Negative
(D)	Negative	Positive	Negative
(E)	Negative	Negative	Negative

19. What are the signs of the position, velocity, and acceleration during the descending part of the trajectory?

	POSITION	VELOCITY	ACCELERATION
(A)	Positive	Positive	Positive
(B)	Positive	Positive	Negative
(C)	Positive	Negative	Negative
(D)	Negative	Positive	Negative
(E)	Negative	Negative	Negative

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

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

Chinese with Listening

One-hour subject test

Content

The test evaluates ability in three areas:

Listening Comprehension: These questions test the ability to understand the spoken language and are based on short, spoken dialogues and narratives primarily about everyday topics. There are two different kinds of listening comprehension questions: (A) a spoken statement, question, or exchange, followed by a choice of three possible responses (also spoken); (B) a spoken dialogue or monologue with a printed question or questions (in English) about what was said.

Usage: These questions ask you to select the answer that best completes a Chinese sentence in a way that is structurally and logically correct. Questions are written to reflect instructional practices of the curriculum. This section of the test is therefore presented in four columns across two pages of the test book to allow each question and its answer choices to be shown in four different ways of representing Chinese: traditional and simplified Chinese characters on the left page, and phonetic transcriptions in Pinyin romanization and the Chinese phonetic alphabet (Bopomofo) on the right page. You should choose the writing form with which you are most familiar and read only from that column.

Reading Comprehension: Reading comprehension questions test your understanding of such points as main and supporting ideas, themes, and the setting of passages. Some of the passages are based on real-life materials such as timetables, forms, advertisements, notes, letters, diaries, and newspaper articles. All passages are written in both traditional and simplified Chinese characters. Most questions deal with understanding of literal meaning although some inference questions may be included. All reading comprehension questions are in English.

Recommended Preparation

- Study of Chinese as a second language for two to four years in high school, or the equivalent
- Gradual development of competence in Chinese over a period of years
- Review of sample listening questions using the practice CD available from your school counselor

FORMAT	Approximate % of Test
20 minutes of listening and 40 minutes of usage and reading	
85 multiple-choice questions in three sections	
Skills Measured	
Listening comprehension	33
Usage	33
Reading comprehension	33

Sample Listening Questions

All questions in the test are multiple choice. You must choose the **BEST** response from the three or four choices offered for each question.

When the test is administered, all spoken Chinese will be presented by CD playback. All text appearing here in square brackets [ ] is spoken.

Part A

> **Directions**
>
> (Narrator): [Directions: In this part of the test you will hear short questions, statements, or commands in Mandarin Chinese, followed by three responses in Mandarin Chinese, designated (A), (B), and (C). You will hear the questions or statements, as well as the responses, just one time, and they are not printed in your test booklet. Therefore you must listen very carefully. Select the best response and fill in the corresponding circle on your answer sheet.]

Question 1

(Narrator) [Number 1.

(Man) 今天天氣怎麼樣？

(Woman) (A) 我很好，謝謝。

(B) 星期天不行。

(C) 可能會很冷。] (5 seconds)

Question 2

(Narrator) [Number 2.

(Man) 我馬上就要畢業了。

(Woman) (A) 恭喜你。
(B) 太客氣。
(C) 也好看。] (5 seconds)

Question 3

(Narrator) [Number 3.

(Man) 這本書貴不貴?

(Woman) 不貴,也不便宜。

(Man) (A) 多久了?
(B) 多少錢?
(C) 多不多?] (5 seconds)

Question 4

(Narrator) [Number 4.

(Woman) 我們今天應該用鉛筆還是用鋼筆?

(Man) 用鉛筆。你帶來了嗎?

(Woman) (A) 鋼筆比鉛筆貴。
(B) 這枝毛筆很好用。
(C) 兩種筆我都帶了。] (5 seconds)

Part B

Directions

(Narrator): [Directions: You will now hear a series of short selections. You will hear them only once and they are not printed in your test booklet. After each selection, you will be asked to answer one or more questions about what you have just heard. These questions, each with four possible answers, are printed in your test booklet. Select the best answer to each question from among the four choices given and fill in the corresponding circle on your answer sheet. You will have 15 seconds to answer each question.]

Questions 5-6

(Narrator) [Questions 5 and 6. Listen to find out what the woman will do next summer.

(Woman) 你去過香港嗎?

(Man) 沒去過,可是我明年夏天從日本到中國去的時候會經過香港。

(Woman) 明年夏天,我得留在美國上暑期班,哪兒都不能去。

(Narrator) Now answer questions 5 and 6.] (30 seconds)

5. Where will the woman spend the summer next year?

   (A) In China
   (B) In Japan
   (C) In Hong Kong
   (D) In the United States

6. What will the woman do?

   (A) Visit friends
   (B) Go to school
   (C) Look for a job
   (D) Travel abroad

Question 7

(Narrator) [Question 7. Listen to find out what the tour guide is telling the group of tourists.

(Woman) 請大家注意: 友誼商店到了,現在是十點鐘,不要忘了我們十一點鐘在這兒上車,去美術館。

(Narrator) Now answer question 7.] (15 seconds)

7. What will the tourists most likely do after the announcement?

   (A) Claim their luggage
   (B) Go shopping
   (C) Call a taxi
   (D) Leave the art museum

Questions 8-9

老王：

　　李平剛才打電話來說他病了，
今天不能來上課。請你幫他代課。

　　　　　　　　小陳

老王：

　　李平刚才打电话来说他病了，
今天不能来上课。请你帮他代课。

　　　　　　　　小陈

8. This note tells us that

(A) Wang is a teacher and Li is a student
(B) Wang is a teacher and Chen is a student
(C) Wang and Li are both teachers
(D) Li and Chen are both students

9. Who called in sick?

(A) Wang
(B) Chen
(C) Lin
(D) Li

　　亞洲航空公司四月五日
宣佈，因暑期旅客增多，所
以計劃增加飛往美國各大城
市的班機。將於今年六月十五
日至八月二十日之間，每逢星
期一、二、四、五、六增加班
機往返紐約、香港。每週五次。

　　亚洲航空公司四月五日
宣布，因暑期旅客增多，所
以计划增加飞往美国各大城
市的班机。将于今年六月十五
日至八月二十日之间，每逢星
期一、二、四、五、六增加班
机往返纽约、香港。每周五次。

10. This advertisement is announcing a temporary offer of

(A) additional destinations
(B) lower fares
(C) special discounts
(D) additional flights

11. When does this offer become effective?

(A) August 20
(B) June 15
(C) April 5
(D) February 1

Directions: This section consists of a number of incomplete statements, each of which has four possible completions. Select the word or phrase that best completes the sentence structurally and logically and fill in the corresponding circle on your answer sheet.

This section of the test is presented in four columns across two pages to allow each item to be shown in four different ways of representing Chinese: traditional characters, simplified characters, pinyin romanization, and the Chinese phonetic alphabet (Bopomofo). **TO SAVE TIME, IT IS RECOMMENDED THAT YOU CHOOSE THE WRITING FORM WITH WHICH YOU ARE MOST FAMILIAR AND <u>READ ONLY FROM THAT COLUMN</u> AS YOU WORK THROUGH THIS SECTION OF THE TEST.**

12. 我很喜歡這部電影。

你 ＿＿＿?
(A) 啊
(B) 嗎
(C) 吧
(D) 呢

12. 我很喜欢这部电影。

你 ＿＿＿?
(A) 啊
(B) 吗
(C) 吧
(D) 呢

13. 我從來沒吃 ＿＿＿

這麼好吃的菜。
(A) 得
(B) 過
(C) 給
(D) 成

13. 我从来没吃 ＿＿＿

这么好吃的菜。
(A) 得
(B) 过
(C) 给
(D) 成

14. ＿＿＿ 我哥哥比我大五歲，

＿＿＿ 我比哥哥高得多。
(A) 雖然 ..... 可是
(B) 因爲 ..... 所以
(C) 既然 ..... 就
(D) 就是 ..... 也

14. ＿＿＿ 我哥哥比我大五岁，

＿＿＿ 我比哥哥高得多。
(A) 虽然 ..... 可是
(B) 因为 ..... 所以
(C) 既然 ..... 就
(D) 就是 ..... 也

15. 星期天我要在家休息，

＿＿＿。
(A) 不去都哪兒
(B) 都哪兒不去
(C) 不去哪兒都
(D) 哪兒都不去

15. 星期天我要在家休息，

＿＿＿。
(A) 不去都哪儿
(B) 都哪儿不去
(C) 不去哪儿都
(D) 哪儿都不去

12. Wǒ hěn xǐhuan zhèi bù diànyǐng.

Nǐ ____ ?

(A) a

(B) ma

(C) ba

(D) ne

12. ㄨㄛˇ ㄏㄣˇ ㄒㄧˇ ㄏㄨㄢ ㄓㄟˋ ㄅㄨˋ ㄉㄧㄢˋ ㄧㄥˇ。

ㄋㄧˇ ____

(A) ㄚ˙

(B) ㄇㄚ˙

(C) ㄅㄚ˙

(D) ㄋㄜ˙

13. Wǒ cónglái méi chī ____

zhème hǎochī de cài.

(A) de

(B) guo

(C) gěi

(D) chéng

13. ㄨㄛˇ ㄘㄨㄥˊ ㄌㄞˊ ㄇㄟˊ ㄔ ____

ㄓㄜ˙ ㄇㄜ˙ ㄏㄠˇ ㄔ ㄉㄜ˙ ㄘㄞˋ。

(A) ㄉㄜ˙

(B) ㄍㄨㄛ˙

(C) ㄍㄟˇ

(D) ㄔㄥˊ

14. ____ wǒ gēge bǐ wǒ dà wǔ suì,

____ wǒ bǐ gēge gāo de duō.

(A) Suīrán ….. kěshì

(B) Yīnwei ….. suǒyǐ

(C) Jìrán ….. jiù

(D) Jiùshì ….. yě

14. ____ ㄨㄛˇ ㄍㄜ˙ ㄍㄜ˙ ㄅㄧˇ ㄨㄛˇ ㄉㄚˋ ㄨˇ ㄙㄨㄟˋ,

____ ㄨㄛˇ ㄅㄧˇ ㄍㄜ˙ ㄍㄜ˙ ㄍㄠ ㄉㄜ˙ ㄉㄨㄛ。

(A) ㄙㄨㄟ ㄖㄢˊ ….. ㄎㄜˇ ㄕˋ

(B) ㄧㄣ ㄨㄟ ….. ㄙㄨㄛˇ ㄧˇ

(C) ㄐㄧˋ ㄖㄢˊ ….. ㄐㄧㄡˋ

(D) ㄐㄧㄡˋ ㄕˋ ….. ㄧㄝˇ

15. Xīngqītiān wǒ yào zài jiā xiūxi,

____ .

(A) bú qù dōu nǎr

(B) dōu nǎr bú qù

(C) bú qù nǎr dōu

(D) nǎr dōu bú qù

15. ㄒㄧㄥ ㄑㄧ ㄊㄧㄢ ㄨㄛˇ ㄧㄠˋ ㄗㄞˋ ㄐㄧㄚ ㄒㄧㄡ ㄒㄧ,

____ 。

(A) ㄅㄨˊ ㄑㄩˋ ㄉㄡ ㄋㄚˇㄦ

(B) ㄉㄡ ㄋㄚˇㄦ ㄅㄨˊ ㄑㄩˋ

(C) ㄅㄨˊ ㄑㄩˋ ㄋㄚˇㄦ ㄉㄡ

(D) ㄋㄚˇㄦ ㄉㄡ ㄅㄨˊ ㄑㄩˋ

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

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

French and French with Listening

One-hour subject tests

Content

The tests evaluate reading ability in three areas:

Precision of Vocabulary: These questions test knowledge of words representing different parts of speech and some basic idioms within culturally authentic contexts.

Structure: These questions measure the ability to select an appropriate word or expression that is grammatically correct within a sentence. One part of the test contains vocabulary and structure questions embedded in longer paragraphs.

Reading Comprehension: These questions test understanding of such points as main and supporting ideas, themes, and setting of a passage. Selections are drawn from fiction, essays, historical works, and newspaper articles or everyday materials such as advertisements, timetables, forms, and tickets.

The listening test also measures the ability to understand spoken language with three types of *listening* questions:

Type One: Identify the sentence that most accurately describes what is presented in a picture or photograph.

Type Two: Answer general content questions based on short dialogues or monologues.

Type Three: Answer more specific questions based on longer dialogues or monologues.

Recommended Preparation

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 3–4 years study in high school or the equivalent, or
- 2 years of strong preparation
- Gradual development of competence in French over a period of years

French Test with Listening

- Review of sample listening questions using the practice CD available from your school counselor

FORMAT–FRENCH	Approximate % of Test
85 multiple-choice questions	
Skills Measured	
Vocabulary in context	30
Structure	30–40
Reading comprehension	30–40

FORMAT–FRENCH with LISTENING	Approximate % of Test
20 minutes of listening and 40 minutes of reading	
85–90 multiple-choice listening and reading questions	
Listening Section (20 minutes)	**35**
Pictures	8–12 questions
Short dialogues	6–12 questions
Long dialogues	10–15 questions
Reading Section (40 minutes)	**65**
Vocabulary	16–20 questions
Structure	16–20 questions
Reading comprehension	20–25 questions

Sample Reading Questions

Four types of reading questions are used in the French Subject Tests. All questions in the tests are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

Part A

Directions

This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding circle on the answer sheet.

1. Pourquoi es-tu debout si…puisque tu dois te lever de bonne heure?

   (A) tard   (B) loin   (C) peu   (D) haut

2. Je ne pleure pas! J'ai quelque chose dans…

   (A) l'oeuvre   (B) l'outil   (C) l'oreiller   (D) l'oeil

3. Les diplomates ont négocié un…entre les deux pays.

   (A) traitement   (B) accord   (C) agrément   (D) concombre

Part B

Directions

Each of the following sentences contains a blank. From the four choices given, select the one that can be inserted in the blank to form a grammatically correct sentence and fill in the corresponding circle on the answer sheet. Choice (A) may consist of dashes that indicate that no insertion is required to form a grammatically correct sentence.

4. À cette occasion Jean-Louis a mis ------- plus belle chemise et une jolie cravate neuve.

   (A) sa   (B) son   (C) ses   (D) sienne

5. Si tu faisais du jogging tous les jours, est-ce que tu te ------- mieux?

   (A) sentiras   (B) sentirais   (C) sentais   (D) sens

6. ━ ------- est sur la table?

   ━ C'est le vin que ta mère a commandé.

   (A) Quoi   (B) Qu'est-ce qu'
       (C) Quel   (D) Qu'est-ce qui

Part C

Directions

The paragraphs below contain blank spaces indicating omissions in the text. For some blanks it is necessary to choose the completion that is most appropriate to the meaning of the passage; for other blanks, to choose the one completion that forms a grammatically correct sentence. In some instances, choice (A) may consist of dashes that indicate that no insertion is required to form a grammatically correct sentence. In each case, indicate your answer by filling in the corresponding circle on the answer sheet. Be sure to read the paragraph completely before answering the questions related to it.

Selon __(7)__ , les Français célèbrent les fêtes de fin d'année en __(8)__ un bon nombre d'huîtres et d'autres __(9)__ de mer. Ils offrent de petits cadeaux à __(10)__ envers qui ils sont __(11)__ . Et ils envoient des __(12)__ de voeux à __(13)__ amis et collègues.

7. (A) la coutume

   (B) l'utilisation

   (C) l'habit

   (D) le temps

8. (A) consommant

   (B) consommé

   (C) avoir consommé

   (D) consommer

9. (A) légumes

   (B) fleurs

   (C) poisons

   (D) fruits

10. (A) ceux

    (B) lesquels

    (C) quels

    (D) leurs

11. (A) indifférents

    (B) repentants

    (C) prudents

    (D) reconnaissants

12. (A) cartons

(B) photos

(C) cartes

(D) feuilles

13. (A) ses

(B) tous

(C) leurs

(D) mes

Part D

Alors, que dire des contes qu'invente aujourd'hui la publicité? On dénonce l'artifice et les conventions des messages publicitaires. Mais quand on demande à
Ligne des enfants de choisir entre divers scénarios ou types
(5) d'illustration, il faut bien constater que ce sont justement ces conventions, cet artifice qu'ils préfèrent. Les parents s'inquiètent des images de violence physique ou de complaisance sexuelle qu'on peut voir à la télévision, alors que les enfants, au moins jusqu'à
(10) la puberté, y sont en général indifférents. En revanche, ils détestent le journal télévisé. Avec son cortège de guerres, de chômage et de grèves, de drames et de catastrophes, il les met mal à l'aise. La publicité, avec son imagerie du bonheur, les rassure.
(15) Et quand les moralistes reprochent aux publicitaires de lier cette idée de bonheur à la possession de biens matériels, ils oublient que les contes de fées non plus n'étaient pas désintéressés. Ce n'est pas le problème des enfants. Cela peut être celui des parents, quand ils
(20) s'efforcent de leur apprendre à faire le départ entre le réel et l'imaginaire, entre le désir et sa réalisation.

14. Selon l'article, les effets des scènes de violence et de complaisance sexuelle à la télévision sur les jeunes enfants sont en général

(A) nuisibles   (B) graves
     (C) favorables   (D) insignifiants

15. D'après le texte, quelle est la réaction que le journal télévisé provoque chez les enfants?

(A) Il les trouble.   (B) Il les intéresse.
     (C) Il les laisse indifférents.   (D) Il les rassure.

16. Quelle est la conclusion de l'article vis-à-vis de la publicité?

(A) La réaction des enfants devant la publicité dépend des parents.
(B) Tous les enfants réagissent différemment à la publicité.
(C) La publicité est salutaire dans le développement de l'enfant.
(D) On a raison de dénoncer les messages publicitaires.

LE BON MOMENT
— PAR LES RESTAURATEURS —
DU VOYAGE

*La SNCF et **ses restaurateurs**, s'engagent par un service de qualité, à vous faire passer un bon moment pendant le temps de votre voyage. Pour être sûr de pouvoir en profiter, la SNCF vous recommande de réserver votre repas en même temps que votre place.*

17. Quand on voyage en train, on devrait réserver une table au moment où l'on

(A) achète son billet
(B) commence le voyage
(C) annonce le repas
(D) arrive à destination

Sample Listening Questions

The following three types of questions appear on the French Test with Listening. All questions in this section of the test are multiple-choice questions in which you must choose the BEST response from three or four choices offered. Text in brackets [ ] is recorded on the CD.

Part A

You see:

You hear:

[(A) Quelle joie d'être seul!
(B) Que c'est agréable de faire du vélo!
(C) Le moteur fait trop de bruit!
(D) Nous adorons la course à pied.]

Statement (B), "Que c'est agréable de faire du vélo!" best reflects what you see in the picture or what someone in the picture might say. Therefore, you should choose answer (B).

1. You see:

You hear:

[Numéro 1
(Woman)   (A) Il y a beaucoup de vagues cet après-midi.
(B) Quel plaisir d'être en forêt!
(C) Faire de la voile est bien agréable.
(D) Les bateaux à rames sont lents et silencieux.]

(7 seconds)

2. You see:

You hear:

[Numéro 2
(Man)   (A) C'est bien, la musique en plein air!
(B) Ces gens écoutent un discours passionnant.
(C) Ces gens se plaignent du bruit.
(D) Cette salle de concert a une bonne acoustique.]

(7 seconds)

Part B

You hear:

[(Tone)

(Man B) Papa, ta voiture est chez le garagiste.

(Man A) Mais pourquoi? Elle a toujours bien marché.

(Man B) Euh, en réalité, j'ai eu un accident.

(Man A) Quoi? Tu plaisantes, n'est-ce pas?

(Woman A) Qu'est-ce qu'on peut dire de la voiture en question?

(A) Elle est en réparation.

(B) Elle est sur la route.

(C) Elle est chez un ami.]

The best answer to the question, "Qu'est-ce qu'on peut dire de la voiture en question?" is (A), "Elle est en réparation." Therefore, you should choose answer (A).

Questions 3-4

[(Tone)

(Woman) Agence Beausoleil, bonjour.

(Man) Bonjour, madame. Pourriez-vous m'aider à trouver un vol pour Toronto dans la semaine du 15 avril?

(Woman) Bien sûr, monsieur. Selon l'ordinateur, il y a des vols à 11 heures et à 15 heures tous les jours.

(Man) D'accord. Réservez-moi une place sur le vol de 11 heures, pour le mardi 16.

(Woman) Entendu, monsieur.]

(5 seconds)

3. [Numéro 3

(Woman) Qu'est-ce que le monsieur veut faire?

(A) Réserver une chambre

(B) Acheter un ordinateur

(C) Prendre un avion]

(7 seconds)

4. [Numéro 4

(Woman) Quand le monsieur va-t-il partir?

(A) Immédiatement

(B) En semaine

(C) Pendant le week-end]

(7 seconds)

Questions 5-6

[(Tone)

(Man) Pour la quatrième année consécutive, des échanges auront lieu entre des étudiants de Paris et de New York. Environ vingt-cinq étudiants âgés de 15 à 17 ans viendront passer trois semaines dans des familles aux Etats-Unis. L'été suivant, ce sera le tour des étudiants américains d'être hébergés dans des familles françaises.]

(5 seconds)

5. [Numéro 5

(Man B) Quel est le but de cette annonce à la radio?

(A) D'encourager le tourisme en été

(B) De présenter des renseignements sur Paris

(C) De présenter un programme d'échange]

(7 seconds)

6. [Numéro 6

(Man B) Combien de temps doit durer ce séjour?

(A) Trois semaines

(B) Six mois

(C) Un an]

(7 seconds)

Questions 7-8

[(Tone)
(Man A) Bon, c'est d'accord. Nous allons d'abord voir un film, puis retrouver Anne et Sophie au café de la gare. On se rencontre à dix-neuf heures devant le cinéma, entendu?
(Man B) C'est ça. À ce soir.]

(5 seconds)

7. [Numéro 7

(Woman) Qu'est-ce que les deux amis vont faire ensemble?
(A) Prendre le train
(B) Aller au cinéma
(C) Écouter des disques]

(7 seconds)

8. [Numéro 8

(Woman) Où les amis vont-ils rencontrer Anne et Sophie?
(A) Chez elles
(B) Dans un café
(C) Au théâtre]

(7 seconds)

Part C

Questions 9-11

You will hear:
[**(Man A)** Dialogue numéro 1. Éric, jeune étudiant demeurant à Paris, parle de ses activités.
(Woman) Alors, dis-moi ce que tu fais.
(Man B) Je suis chanteur dans deux groupes, un de Rythme & Blues, et un autre groupe, un groupe de rock.
(Woman) Et vous répétez souvent?
(Man B) Pour le groupe de Rythme & Blues, nous ne répétons pas souvent; nous avons répété pendant huit mois et donc nous connaissons assez bien le répertoire et je ne fais pas tous les concerts avec eux, donc ce n'est pas la peine.
(Woman) Et comment s'appelle ce groupe?
(Man B) Ce groupe s'appelle *Les Steady Holy Men*.
(Woman) Et l'autre groupe?
(Man B) C'est un groupe de rock qui s'appelle *Riffraff* et là, on vient de commencer il y a deux mois, un peu plus peut-être, et nous répétons, une fois par semaine au moins, quelquefois deux fois par semaine, pendant trois ou quatre heures.
(Woman) Et vous répétez où?
(Man B) Nous répétons dans un local de répétitions. Il y en a plusieurs sur Paris où on peut payer à l'heure pour répéter dans un studio. Tout est équipé.
(Woman) Bien, et vous jouez où, en général?
(Man B) Nous jouons dans des bars, dans des clubs, dans des bistros, dans des caves.]

9. [Numéro 9

(Woman B) Au cours de cette conversation, qu'est-ce que nous apprenons sur le jeune Éric?]

Au cours de cette conversation, qu'est-ce que nous apprenons sur le jeune Éric?

(A) Il est chanteur.
(B) Il a terminé ses études.
(C) Il est acteur.
(D) Il veut apprendre le français.

(12 seconds)

10. [Numéro 10

(Woman B) Pourquoi les membres du groupe Rythme & Blues ne répètent-ils pas souvent?]

Pourquoi les membres du groupe Rythme & Blues ne répètent-ils pas souvent?

(A) Parce qu'ils connaissent bien les chansons
(B) Parce qu'ils aiment improviser
(C) Parce qu'ils s'intéressent à d'autres concerts
(D) Parce qu'ils jouent rarement en public

(12 seconds)

11. [Numéro 11

(Woman B) Où Éric donne-t-il des concerts?]
Où Éric donne-t-il des concerts?

(A) Dans des restaurants
(B) Dans des jardins
(C) Dans des clubs
(D) Dans des théâtres

(12 seconds)

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

Reading Questions

1.	A (1)	6.	D (4)	11.	D (3)	16.	A (3)
2.	D (2)	7.	A (2)	12.	C (3)	17.	A (3)
3.	B (3)	8.	A (2)	13.	C (2)		
4.	A (2)	9.	D (2)	14.	D (3)		
5.	B (3)	10.	A (5)	15.	A (4)		

Listening Questions

1.	D (4)	4.	B (2)	7.	B (2)	10.	A (4)
2.	A (3)	5.	C (2)	8.	B (3)	11.	C (3)
3.	C (2)	6.	A (3)	9.	A (2)		

German and German with Listening

One-hour subject tests

Content

Both tests comply with the German spelling reform (Rechtschreibreform) as much as possible. The tests evaluate reading ability in these areas:

Sentence Completion and Paragraph Completion: These questions test vocabulary and grammar requiring you to know the meaning of words and idiomatic expressions in context and to identify usage that is structurally correct and appropriate. For each omission, you must select the choice that **BEST** fits each sentence.

Reading Comprehension: These questions test understanding of the content of various materials taken from sources such as advertisements, timetables, street signs, forms, and tickets. They also examine your ability to read passages representative of various styles and levels of difficulty. There are several prose passages followed by questions that test your understanding of the passages. The passages, mostly adapted from literary sources and newspapers or magazines, are generally one or two paragraphs in length and test whether you can identify the main idea or comprehend facts or details in the text.

The listening test also measures the ability to understand spoken language with two types of listening questions:

Type One: Contains short dialogues/monologues with one or two multiple-choice questions. Dialogues/monologues, questions, and answer choices are recorded. Questions are also printed in the test book.

Type Two: Contains longer dialogues and monologues with several multiple-choice questions. Dialogues/monologues and questions are only recorded and not printed in the test book. Answer choices are not recorded; they appear only in the test book.

Recommended Preparation

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 2–4 years of study in high school or the equivalent
- Gradual development of competence in German over a period of years

German Test with Listening

- Review of sample listening questions using the practice CD available from your school counselor

FORMAT–GERMAN	Approximate % of Test
80–85 multiple-choice questions	
Skills Measured	
Vocabulary in context and Structure in context (grammar)	50
Reading comprehension Authentic stimulus materials and passages	50

FORMAT–GERMAN with **LISTENING**	Approximate % of Test
20 minutes of listening and 40 minutes of reading	
85–90 multiple-choice listening and reading questions	
Listening questions that require answers to questions based on shorter and longer listening selections	
Listening Section (20 minutes)	35
Short dialogues/monologues	
Long dialogues/monologues	
Reading Section (40 minutes)	65
Vocabulary in context	
Structure in context (grammar)	
Reading comprehension using authentic stimulus materials and passages	

Sample Reading Questions

Several types of questions are used in the Subject Test in German. All questions in the test are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

Part A

Directions

This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding circle on the answer sheet.

1. Der Präsident hat gestern Abend eine . . . gehalten.

   (A) Rede   (B) Sprache   (C) Nachricht
       (D) Erklärung

2. Der nächste Bus . . . um zehn Uhr ab.

   (A) fahrt   (B) fahr   (C) fahre
       (D) fährt

3. Wissen Sie, . . . dieser Hund gehört?

   (A) wer   (B) wo   (C) wessen
       (D) wem

Part B

Directions

In the following paragraph, there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire paragraph. Then, for each numbered blank, choose the completion that is most appropriate and fill in the corresponding circle on the answer sheet.

Verspätung

Solange ich ihn -------, ist er immer pünktlich -------; ich

4.		5.	
(A) weiß		(A) gewesen	
(B) kenne		(B) worden	
(C) verstehe		(C) geworden	
(D) kann		(D) gewusst	

verstehe ------- nicht, warum er uns

6. (A) damit
   (B) dadurch
   (C) darin
   (D) deshalb

diesmal im ------- gelassen hat.

7. (A) Loch
   (B) Vergessen
   (C) Stich
   (D) Mangel

Part C

Question 8

Weltstadt-Wochenende zu zweit zu gewinnen!
• An einem Freitag anreisen und bis Sonntag bleiben • Im erstklassigen Hotel verwöhnt werden • Weltstadt-Programm erleben
• Das alles auf unsere Kosten •

_____

_____

_____

Name:
Straße:
Ort: **Viel Glück!**

8. Was könnte man mit diesem Schein gewinnen?

(A) Ein bezahltes Wochenende
(B) Einen Urlaub am Meer
(C) Ein tolles Auto
(D) Ein super Hotel

Questions 9-10

9. Wofür macht man hier Reklame?

(A) Moderne Rockstars
(B) Neue Stereoanlagen
(C) Preiswerte CD-Spieler
(D) Eine Musikzeitschrift

10. Worüber gibt das Magazin wohl Auskunft?

(A) Neues über Computer
(B) Kunstausstellungen
(C) Neues aus Rock und Pop
(D) Modische Kleidung

Questions 11-13

Die Frage, ob Bewegung wirklich der Gesundheit dient, beschäftigt nach wie vor sowohl die Mediziner als auch alle diejenigen, die mit Joggen, Schwimmen und Schwitzen ihr Herzinfarktrisiko zu verkleinern hoffen.

Bevölkerungsstudien geben viele Beweise dafür, dass Herztraining—bestimmte körperliche Übungen mindestens dreimal in der Woche, die für mindestens 30 Minuten den Puls beschleunigen—tatsächlich die Gefahr von Herzkrankheiten reduzieren kann. Laboruntersuchungen hingegen waren bisher nicht ganz klar. Großes Interesse fand jedoch eine Studie der Universitätsklinik Boston. Nach regelmäßigem Training in einem Laufrad überstand eine Versuchsgruppe von Affen die Folgen einer schlechten Ernährung besser als eine Vergleichsgruppe. Diese Gruppe hatte bei gleicher Ernährung keine Bewegung. Natürlich muss das Experiment wiederholt und verbessert werden. Immerhin ist dies das erste Versuchsresultat mit höheren Primaten, z.B. Affen, das zeigt, dass man durch körperliche Bewegung Herzerkrankungen verhindern kann.

11. Es gibt viele Beweise dafür, dass Herzinfarkte bei Menschen nicht so häufig auftreten, wenn sie

(A) zu viel essen
(B) fit bleiben
(C) Bewegung vermeiden
(D) Tierversuche machen

12. Der Verfasser des Berichtes macht es klar, dass

(A) die Vergleichsgruppe kein Verhältnis zur Versuchsgruppe hat
(B) Bewegung der menschlichen Gesundheit nur schaden kann
(C) das Experiment wiederholt werden muss
(D) der Puls nie beschleunigt werden kann

13. In diesem Artikel geht es in erster Linie um eine Frage

(A) des Sporttrainings
(B) der Ernährung
(C) der Labormethoden
(D) der Gesundheit

Sample Listening Questions

In the German Test with Listening, the following two types of listening questions will appear in addition to the reading questions discussed previously. In the actual test, the listening section will come first. All questions in this part of the test are multiple-choice questions in which you must choose the BEST response from the four choices offered.

Text in brackets [ ] is only recorded and not printed in your test book.

Part A

Directions

In this part of the test you will hear several selections. They will not be printed in your test book. You will hear them only once. Therefore, you must listen very carefully. In your test book you will read one or two short questions about what was said. Another speaker will read the questions for you. Each question will be followed by four choices marked (A), (B), (C), and (D). The choices are not printed in your test book. You will hear them once. Select the best answer and fill in the corresponding circle on your answer sheet.

(Narrator) [Question 14 refers to the following exchange.]

(Man B) [Hmmm, das riecht gut. Was gibt's denn heute Abend zu essen?

(Man A) Für dich nichts, Klaus, weil du immer so spät nach Hause kommst.

(Man B) Entschuldige, Rainer. Aber das war nicht meine Schuld—heute. Die Chefin gab mir in der letzten Minute noch viel zu tun.]

14. (Woman) [Was gefällt Rainer nicht?] Was gefällt Rainer nicht?

(Man) [(A) Klaus kommt spät.

(B) Die Chefin arbeitet viel.

(C) Klaus hat gegessen.

(D) Es riecht so gut.]

(5 seconds)

(Narrator) [Questions 15 and 16 refer to the following exchange.]

(Man A) [Herr Lenz, es ist schon 6.00 Uhr, und Sie sitzen immer noch am Schreibtisch!

(Man B) Ich fahre doch morgen in Urlaub und wollte keine Arbeit liegen lassen.

(Man A) Lassen Sie mal. Am Montag bekomme ich eine Hilfskraft. Gehen Sie nach Hause und packen Sie.]

15. (Woman) [Warum sitzt Herr Lenz noch am Schreibtisch?] Warum sitzt Herr Lenz noch am Schreibtisch?

(Man) [(A) Er telefoniert.

(B) Er packt ein.

(C) Er arbeitet.

(D) Er fährt heim.]

(5 seconds)

16. (Woman) [Wo unterhalten sich die Männer?] Wo unterhalten sich die Männer?

(Man) [(A) Im Urlaub.

(B) Im Zug.

(C) Zu Hause.

(D) Im Büro.]

(5 seconds)

Part B

Directions

You will now listen to some extended dialogues or monologues. You will hear each only once. After each dialogue or monologue, you will be asked several questions about what you have just heard. These questions are not printed in your test book. From the four printed choices, select the best answer to each question and fill in the corresponding circle on the answer sheet. There is no sample question for this part.

Questions 17-20

(Narrator) [You will hear a telephone conversation about a car deal.]

(Telephone rings)

(Woman) [Hallo—Müller hier.

(Man) Ich habe in der „Morgenpost" gelesen, dass Sie ein Auto zu verkaufen haben. Können Sie mir etwas über den Wagen sagen?

(Woman) Ja, der Wagen ist drei Jahre alt, hat ungefähr 45 000 km und ein Schiebedach. Er ist in gutem Zustand. Er steht immer nachts in der Garage, und ich hatte noch nie einen Unfall damit.

(Man) Wann war der Wagen das letzte Mal zur Inspektion beim TÜV?

(Woman) Ende letzten Jahres.

(Man) Gibt es irgendwelche Probleme mit dem Wagen?

(Woman) Vor einigen Monaten ließ sich die Tür auf der Fahrerseite nicht schließen. Wir haben sie aber reparieren lassen.

(Man) Ich habe gegen 17.00 Uhr Feierabend, kann ich dann vorbeikommen?

(Woman) Ja, ich wohne Holunderweg 7.

(Man) Ach, da sind wir ja beinahe Nachbarn. Ich werde kurz nach 18.00 Uhr bei Ihnen sein.

(Woman) Gut dann: Auf Wiedersehen.]

17. (Man) [Woher weiß der Mann, dass die Frau ein Auto zu verkaufen hat?]

(12 seconds)

(A) Er hat es in der Zeitung gelesen.

(B) Sie hat einen Brief an ihn geschrieben.

(C) Seine Autowerkstatt hat es ihm gesagt.

(D) Die Nachbarn haben es ihm erzählt.

18. (Man) [Warum war das Auto in der Werkstatt?]

(12 seconds)

(A) Weil es in einen Unfall verwickelt war.

(B) Weil die Karosserie verkratzt war.

(C) Weil die Tür auf der Fahrerseite nicht zuging.

(D) Weil man die Fenster nicht schließen konnte.

19. (Man) [Wann wird sich der Mann den Wagen ansehen?]

(12 seconds)

(A) Kurz vor Feierabend.

(B) Nach der Arbeit.

(C) Am Morgen.

(D) Am Wochenende.

20. (Man) [Warum ist das Auto so gut wie neu?]

(12 seconds)

(A) Weil es gerade aus der Werkstatt kam.

(B) Weil es zur Inspektion muss.

(C) Weil es nachts nicht auf der Straße steht.

(D) Weil es über 45 000 km drauf hat.

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

Reading Questions

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

Listening Questions

14. A (2)	16. D (1)	18. C (3)	20. C (3)
15. C (1)	17. A (3)	19. B (4)	

Modern Hebrew

One-hour subject test

Content

The test evaluates reading ability in three areas:

Vocabulary: These types of questions test knowledge of words representing different parts of speech and some basic idioms within culturally authentic contexts.

Structure: This kind of question tests grammar, including parts of speech as well as your ability to recognize appropriate language patterns.

Reading Comprehension: Reading comprehension questions test your understanding of passages of varying levels of difficulty. These passages, most of which are vocalized, are generally adapted from literary sources and newspaper or magazine articles. Authentic material such as advertisements has been added to the test. While some passages have biblical references, no material in the test is written in biblical Hebrew.

Recommended Preparation

The Modern Hebrew Test allows for variation in language preparation. It is independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 2–4 years of Hebrew language study in high school or the equivalent
- Gradual development of competence in Hebrew over a period of years

FORMAT	Approximate % of Test
85 multiple-choice questions	
Skills Measured	
Vocabulary in context	30
Structure in context (grammar)	30
Reading comprehension	40

Sample Questions

Three types of questions are used in the Modern Hebrew Subject Test. All questions in the test are multiple-choice and require you to choose the **BEST** response from the four choices offered.

Part A

1. אֲנִי _____, אֲבָל אֵינֶנִּי יָכוֹל לָלֶכֶת
   אִתְּךָ לַקּוֹנְצֶרְט הָעֶרֶב.
   (A) מִשְׁתַּלֵּם   (B) מִתְפָּאֵר
   (C) מִצְטַעֵר   (D) מִתְקָרֵר

2. בִּגְלַל הַגְּשָׁמִים לֹא הָיְתָה _____
   לְטַיֵּל בָּרֶגֶל.
   (A) מִטְרִיָּה   (B) סְעָרָה
   (C) זְהִירוּת   (D) אֶפְשָׁרוּת

3. אֶתְמוֹל שׂוֹחַחְתִּי בַּטֶּלֶפוֹן עִם חֲבֶרְתִּי
   מִיִּשְׂרָאֵל וְשָׁמַעְתִּי _____ מְצֻיָּן.
   (A) אוֹתָה   (B) אַתָּה
   (C) אֵלֶיהָ   (D) אוֹתָךְ

4. בִּקַּשְׁנוּ מִבַּעַל-הַבַּיִת _____ אֶת
   הַמַּנְעוּל שֶׁהִתְקַלְקֵל.
   (A) לְתַקֵּן   (B) לְבַלּוֹת
   (C) לְהַסְגִּיר   (D) לִבְנוֹת

5. הָרוּחַ הַחֲזָקָה גָּרְמָה _____ רַב
   לִרְכוּשׁ הַתּוֹשָׁבִים.
   (A) מַזִּיק   (B) נֶזֶק
   (C) בָּרָק   (D) רַעַם

6. כָּל אַרְבַּע שָׁנִים מִתְקַיְּמוֹת ַ_____
לִנְשִׂיאוּת אַרְצוֹת-הַבְּרִית.

(A) הַבְטָחוֹת (B) הַתְחָרֻיּוֹת
(C) מֶמְשָׁלוֹת (D) בְּחִירוֹת

11. (A) מְאֻוְתָּרוֹת (B) אֲחֵרוֹת
(C) אֲחִידוֹת (D) אֲחָדוֹת

12. (A) אוֹהֲבִים (B) רוֹאִים
(C) מְקַוִּים (D) גֵּאִים

Part B

Directions

In each of the following paragraphs there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire paragraph. Then, for each numbered blank, choose the completion that is most appropriate and fill in the corresponding circle on the answer sheet.

Part C

Directions

Read the following passages carefully for comprehension. Each is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the passage and fill in the corresponding circle on the answer sheet.

חַנָּה לָמְדָה רְפוּאָה. הִיא לָמְדָה הַרְבֵּה שָׁנִים
(7)_____ לִהְיוֹת רוֹפְאָה בַּחֲדַר נִתּוּחַ וְהִיא
מְקַוָּה שֶׁבַּשָּׁנָה הַבָּאָה הִיא תְּקַבֵּל תְּעוּדַת רוֹפְאָה.
הוֹרֶיהָ עָזְרוּ (8)_____ לְהַגְשִׁים אֶת (9)_____.
עַכְשָׁו הִיא רוֹצָה לַעֲבֹד בְּבֵית-חוֹלִים בָּעִיר בָּהּ
גָּדְלָה וּלְהַחְזִיר לְהוֹרֶיהָ לְפָחוֹת (10)_____
מִן הַכֶּסֶף שֶׁשִּׁלְמוּ עֲבוּר לִמּוּדֶיהָ. מִשְׁפַּחְתָּהּ
שֶׁל חַנָּה עָלְתָה מֵאִירָאן לִפְנֵי שָׁנִים (11)_____
וְהִיא הָרִאשׁוֹנָה בַּמִּשְׁפָּחָה שֶׁתִּהְיֶה רוֹפְאָה.
כֻּלָּם (12)_____ בָּהּ מְאֹד.

7. (A) כְּדֵי (B) אֲבָל
(C) אִם (D) כְּדַאי

8. (A) אוֹתָהּ (B) לָהּ
(C) אִתָּהּ (D) אֶצְלָהּ

9. (A) רְפוּאָה (B) תִּקְוָה
(C) חֲלוֹמָהּ (D) בַּקָּשָׁתָהּ

10. (A) חֵלֶק (B) חֶלְקָה
(C) חֲלוּקָה (D) חִלּוּק

דְּרוּשִׁים מוֹרִים לְמָתֶמָטִיקָה וּלְמַדָּע לְכִתּוֹת ה-ו,
לַחֲצִי מִשְׂרָה אוֹ לְמִשְׂרָה מְלֵאָה.
דְּרִישׁוֹת: תֹּאַר רִאשׁוֹן בַּתְּחוּם מַתְאִים,
וּתְעוּדַת הוֹרָאָה.
בֵּית סֵפֶר תּוֹמֶר, רְח׳ בֶּן יְהוּדָה.
טֶלֶפוֹן: 556677.

13. הַפִּרְסוֹמֶת מוֹדִיעָה עַל
(A) מוֹרִים שֶׁמְּחַפְּשִׂים עֲבוֹדָה
(B) מְקוֹמוֹת עֲבוֹדָה לְמוֹרִים
(C) סְפָרֵי לִמּוּד לְמָתֶמָטִיקָה וּמַדָּע
(D) תְּעוּדוֹת לְמוֹרִים

14. לְפִי הַפִּרְסוֹמֶת דְּרוּשִׁים
(A) מוֹרִים בְּאַרְצוֹת-הַבְּרִית
(B) כִּתּוֹת גְּדוֹלוֹת
(C) סִפְרֵי לִמּוּד
(D) בַּעֲלֵי תֹּאַר רִאשׁוֹן

15. 556677 הוּא מִסְפַּר הַטֶּלֶפוֹן שֶׁל
(A) הַמּוֹרָה
(B) בֵּית סֵפֶר תּוֹמֶר
(C) בֶּן יְהוּדָה
(D) הַכִּתָּה

בְּיִשְׂרָאֵל הִתְקַיֵּם דִּיּוּן עַל הַנּוֹשֵׂא: כֵּיצַד
מִתְיַחֲסִים בָּעִתּוֹנוּת, בָּרַדְיוֹ וּבַטֶּלֶוִיזְיָה
לְנָשִׁים סוֹפְרוֹת. הָיוּ שֶׁטָּעֲנוּ שֶׁהֵם אֵינָם
נוֹתְנִים לָאִשָּׁה הַסּוֹפֶרֶת אוֹתוֹ כָּבוֹד
שֶׁנּוֹתְנִים לְסוֹפֵר. בֵּין הַמִּשְׁתַּתְּפִים בַּדִּיּוּן
הָיוּ גַּם כַּמָּה מִן הַסּוֹפְרוֹת עַצְמָן. אַחַת מֵהֶן
סִפְּרָה שֶׁכַּאֲשֶׁר רָאֲיְנוּ אוֹתָהּ עֲבוּר הַטֶּלֶוִיזְיָה
בִּקְּשׁוּ לְצַלֵּם אוֹתָהּ בַּמִּטְבָּח כְּשֶׁהִיא מְבַשֶּׁלֶת.
הִיא כָּעֲסָה וְאָמְרָה שֶׁמַּה שֶׁהִיא עוֹשָׂה בַּמִּטְבָּח
אֵינוֹ אוֹמֵר דָּבָר עַל עֲבוֹדָתָהּ כְּסוֹפֶרֶת.
שְׁאֵלָה נוֹסֶפֶת הָיְתָה אִם יֵשׁ הֶבְדֵּל בֵּין סִפְרוּת
הַנִּכְתֶּבֶת עַל יְדֵי נָשִׁים לְבֵין זֹאת הַנִּכְתֶּבֶת עַל יְדֵי
גְּבָרִים. בַּנּוֹשֵׂא זֶה הָיוּ חִלּוּקֵי דֵּעוֹת קָשִׁים בֵּין
הַמִּשְׁתַּתְּפִים. כִּמְעַט כָּל הַסּוֹפְרוֹת טָעֲנוּ שֶׁהֵן אֵינָן
רוֹצוֹת שֶׁיַּדְגִּישׁוּ אֶת הָעוּבְדָה שֶׁהֵן נָשִׁים.
הֵן חוֹשְׁבוֹת שֶׁצָּרִיךְ לָדוּן בִּיצִירָה סִפְרוּתִית
לְעַצְמָהּ. לִבְדֹּק אוֹתָהּ בְּאוֹתָם כֵּלִים שֶׁבָּהֶם
בּוֹדְקִים כָּל יְצִירָה סִפְרוּתִית מִבְּלִי לְהִתְחַשֵּׁב
אִם הַיְצִירָה נִכְתְּבָה עַל יְדֵי סוֹפֵר אוֹ סוֹפֶרֶת.

16. בַּמֶּה דָּן הַקֶּטַע?

(A) בַּקֶּשֶׁר בֵּין סוֹפְרִים וְעִתּוֹנָאִים

(B) בַּמַּעֲמָד שֶׁל נָשִׁים סוֹפְרוֹת בַּתִּקְשׁוֹרֶת

(C) בִּבְעָיוֹת צִלּוּם לַטֶּלֶוִיזְיָה

(D) בַּמִּטְבָּח הַיִּשְׂרְאֵלִי

17. מֶה הָיְתָה הַטַּעֲנָה נֶגֶד כְּלֵי הַתִּקְשׁוֹרֶת?

(A) שֶׁאֵין דֵּי הַעֲרָכָה לְנָשִׁים סוֹפְרוֹת

(B) שֶׁהֵם שִׁבְּחוּ רַק גְּבָרִים סוֹפְרִים

(C) שֶׁהֵם מַעֲסִיקִים רַק גְּבָרִים

(D) שֶׁלֹּא שִׁדְּרוּ כַּתָּבוֹת עַל נָשִׁים סוֹפְרוֹת

18. לָמָה הַסּוֹפֶרֶת הִתְרַגְּזָה?

(A) כִּי רָצוּ לְהַרְאוֹת אוֹתָהּ מְכִינָה אֹכֶל

(B) כִּי הִיא עָבְדָה קָשֶׁה בַּמִּטְבָּח

(C) כִּי בִּקְשׁוּ מִמֶּנָּה לַעֲבֹד בַּטֶּלֶוִיזְיָה

(D) כִּי הִיא אֵינָהּ אוֹהֶבֶת לְהִצְטַלֵּם

19. בֵּין הַמִּשְׁתַּתְּפִים בַּדִּיּוּן

(A) לֹא הָיוּ צַלָּמֵי טֶלֶוִיזְיָה

(B) הָיוּ דֵּעוֹת מְנוּגָּדוֹת

(C) הָיוּ אֲנָשִׁים חֲשׁוּבִים

(D) לֹא הָיוּ סוֹפְרוֹת

20. רֹב הַסּוֹפְרוֹת חָשְׁבוּ

(A) שֶׁבַּדִּיּוּנִים צָרִיךְ לְהַפְרִיד בֵּין
סוֹפְרוֹת לְסוֹפְרִים

(B) שֶׁלֹּא חָשׁוּב מִי הַכּוֹתֵב - גֶּבֶר
אוֹ אִשָּׁה

(C) שֶׁהַטֶּלֶוִיזְיָה צְרִיכָה לְהַקְדִּישׁ זְמַן
לִיצִירוֹת שֶׁל נָשִׁים

(D) שֶׁחָשׁוּב לְהַדְגִּישׁ שֶׁאִשָּׁה כָּתְבָה
אֶת הַיְצִירָה

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

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

Italian

One-hour subject test

Content

The test questions range in difficulty from elementary through advanced, although most questions are at the intermediate level. The test evaluates reading ability in three areas:

Sentence Completion: These questions test your knowledge of high-frequency vocabulary and appropriate idiomatic expressions in the context of paragraphs.

Structure: These questions test your familiarity with the language structure.

Reading Comprehension: Reading comprehension questions test your understanding of the content of various selections taken from sources such as newspaper and magazine articles, fiction, historical works, advertisements, tickets, brochures, forms, and schedules. Commonly taught grammatical constructions are tested, and all questions reflect current standard Italian.

Recommended Preparation

The Subject Test in Italian allows for variation in language preparation. It is independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 2–4 years of Italian language study in high school or the equivalent
- Gradual development of competence in Italian over a period of years

FORMAT	Approximate % of Test
80–85 multiple-choice questions	
Skills Measured	
Vocabulary in context	30
Structure in blank	30
Reading comprehension	40

Sample Questions

Three types of questions are used in the Italian Subject Test. All questions in the test are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

Part A

Directions

In each of the following passages there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire passage. Then, for each numbered blank, choose the completion that is most appropriate given the context of the entire passage and fill in the corresponding circle on the answer sheet.

Un paio di blue-jeans

Ho portato blue-jeans sin da quando se ne portavano pochissimi e comunque solo in vacanza. Li trovavo e li trovo molto __(1)__ specie in viaggio perchè non ci sono problemi di piega. Oggi si portano anche per bellezza, ma sono prima di tutto molto __(2)__. Solo che da parecchi anni avevo dovuto __(3)__ a questo piacere, perchè ero ingrassato.

Recentemente, ho perso quel numero di __(4)__ sufficiente per riprovare un blue-jeans quasi normale. Ho provato una dozzina di blue-jeans ed ogni __(5)__ la commessa del negozio mi diceva: "Stringa, vedrà che poi si __(6)__." Finalmente ne ho trovato uno e sono partito, senza dover tirare indietro la pancia.

1. (A) colorati   (B) costosi
   (C) comodi   (D) stretti

2. (A) utili   (B) difficili
   (C) vecchi   (D) strani

3. (A) rinunciare   (B) rassegnarmi
   (C) consentire   (D) attenermi

4. (A) metri   (B) litri
   (C) chili   (D) chilometri

5. (A) cosa   (B) volta
   (C) modo   (D) giorno

6. (A) ritirano   (B) lavano
   (C) formano   (D) adattano

Part B

Directions

Directions: In each sentence or dialogue below you will find a blank space indicating that a word or phrase has been omitted. Following each sentence are four completions. Of the four choices, select the one that best completes the sentence structurally and logically and fill in the corresponding circle on the answer sheet. In some instances, choice (A) may consist of dashes; by choosing this option, you are indicating that no insertion is required to form a grammatically correct sentence.

7. Che ------- sconti!

   (A) belli   (B) begli
       (C) belle   (D) bei

8. Ti piacciono queste camicie? ------- ho comprate per Gianna.

   (A) Le   (B) La
       (C) Gli   (D) Li

Part C

Questions 9-10

9. Cebion è

   (A) un codice   (B) una medicina
       (C) un'avvertenza   (D) un cibo

10. Questo prodotto si deve usare

   (A) ogni giorno   (B) con la vitamina C
       (C) prima dei pasti   (D) con cura

Questions 11-14

Cari lettori,

    Gli scioperi dei treni hanno causato in questi giorni non pochi problemi. Ogni mattina mi sono alzato tendendo l'orecchio ai giornali radio, pronto ad adeguarmi ad ogni nuova circostanza, a muovermi in macchina (nebbia permettendo) o in aereo (scioperi, anche qui, permettendo). Ma non voglio lamentarmi degli scioperi. Anch´io sono un lavoratore dipendente e so che è giusto farli, quando occorrono, salvo tutelare i diritti degli utenti. Quanto ai treni (ahimè!) lo sciopero non mi ha sconvolto più di tanto. So di non poter contare sulle nostre ferrovie al cento per cento, so che i ritardi, soprattutto su certe linee, sono piuttosto frequenti. Parlo per esperienza. Io ho molti parenti in Emilia e spesso ricevo le loro visite. Una volta andavo alla Stazione Centrale ad aspettarli. Ora, da almeno dieci anni, non lo faccio più, per non passare ore a vuoto in attesa di treni che non sono mai

puntuali. Pazienza! Bisogna accettare ciò che passa il convento e rassegnarsi. Riuscirà la nuova linea che accorcerà le distanze tra Milano e Roma a risolvere la situazione? Me lo auguro.

                                      E.F.

11. Chi scrive questa lettera?

   (A) Il padrone di una ditta
   (B) Un controllore
   (C) Un impiegato
   (D) Un disoccupato

12. Cosa pensa degli scioperi l´autore della lettera?

   (A) Che sono illegali
   (B) Che sono qualche volta giustificati
   (C) Che dovrebbero essere aboliti
   (D) Che sono sempre utili

13. L´autore considera lo sciopero dei treni con

   (A) allegria   (B) incomprensione
       (C) rabbia   (D) rassegnazione

14. Dieci anni fa, E.F. ha deciso di

   (A) non aspettare più alla stazione
   (B) lamentarsi degli scioperi
   (C) non dare appoggio ai lavoratori
   (D) non ascoltare la radio la mattina

ANSWERS			
The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.			
1. C (2)	5. B (3)	9. B (1)	13. D (2)
2. A (3)	6. D (4)	10. D (2)	14. A (1)
3. A (4)	7. B (2)	11. C (2)	
4. C (5)	8. A (2)	12. B (4)	

Japanese with Listening

One-hour subject test

Content

The test evaluates ability in three areas:

Listening comprehension: These questions are based on short, spoken dialogues and narratives primarily about everyday topics. A brief explanation about each selection and the questions are given in English. Explanations are also printed in the test book.

Usage: These questions require you to complete Japanese sentences in a way that is appropriate in terms of structure (grammar), vocabulary, and context. Usage questions are printed in three different ways of representing Japanese. In the center column, the Japanese is represented in standard Japanese script and all *kanji* are supplied with *furigana*. In the other two columns, the Japanese is written in the two most common types of romanization (*romaji*). To the left, a modified Hepburn system is used. In that system, the Japanese word for "bicycle" is written as *jitensha*. In the right-hand column, a modified *kunrei-shiki* is used. In that system, the same Japanese word for "bicycle" is written as *zitensya*. You should choose the writing system you are familiar with and read only from that column on the test.

Reading comprehension: The reading comprehension questions are in English and test your understanding of such points as main and supporting ideas. The selections in this section are taken from materials you might encounter in everyday situations, such as notes, menus, newspaper articles, advertisements, and letters. The text is written in *hiragana*, *katakana*, and *kanji* without *furigana*.

Recommended Preparation

- Study of Japanese for two to four years in high school, or the equivalent
- Gradual development of competence in Japanese over a period of years
- Review of sample listening questions using the practice CD available from your school counselor

FORMAT	Approximate % of Test
20 minutes listening and 40 minutes of usage and reading	
80–85 multiple-choice questions	
Skills Measured	
Listening comprehension	35
Usage	30
Reading comprehension	35

Sample Listening Questions

All questions in the test are multiple-choice. You must choose the **BEST** response from the four choices offered.

Directions

(Narrator) [This is a sample CD for the Japanese Test with Listening.

Directions: In this section of the test you will hear short dialogues and monologues. You will hear them only once and they are not printed in your test booklet. At the end of each selection, you will be asked questions about what was said. Now listen to the following example, but do not mark the answer on your answer sheet.]

Question 1

(Narrator) [Listen to this short exchange in a stationery store.]

(Woman) 「これ３冊下さい。」

(Man) 「３冊ですね？　はい、1200円です。」

(Narrator) Question 1. What did the woman buy? (16 seconds)

1. (A) Pens
   (B) Notebooks
   (C) Erasers
   (D) Colored paper

Question 2

(Narrator) [Listen to this short conversation between two acquaintances.]

(Man) 「今日も車で来ましたか。」

(Woman) 「いいえ、いつも車で来るんですけど、今日はバスできました。」

(Narrator) Question 2. How did the woman get there today? (16 seconds)

2. (A) By bus
   (B) By car
   (C) By train
   (D) On foot

Question 3

(Narrator) [Now listen to the message on Mr. Nakamura's answering machine in his office.]

(Man) 「あ、もしもし中村さん。
こちらはABCテレビの川上です。
今晩会社の方にお電話下さいませんか。
では、よろしくお願いいたします。」

(Narrator) Question 3. When is Mr. Nakamura expected to call? (16 seconds)

   3. (A) This morning
       (B) Tonight
       (C) Tomorrow morning
       (D) Tomorrow night

Question 4

(Narrator) [Listen to this conversation at the woman's home. Then answer question 4.]

(Woman) 「もう一杯いかがですか。」

(Man) 「いえ、結構です。」

(Woman) 「まあ、そうおっしゃらないで、
小さいコップですから。」

(Man) 「そうですか。じゃあ、少し頂きます。」

(Narrator) Question 4. What most likely is the man's relationship to the woman? (16 seconds)

   4. (A) He is her guest
       (B) He is her husband
       (C) He is her son
       (D) He is her close friend

Sample Usage Questions

Directions

This section consists of a number of incomplete statements, each of which has four suggested completions. In some instances, choice (A) may consist of dashes that indicate that no insertion is required to form a correct sentence. Select the word or phrase that best completes the sentence structurally and logically and fill in the corresponding circle on the answer sheet.

This section of the test is presented in three columns that provide identical information. Look at the example below and choose the one column of writing with which you are most familiar in order to answer the question. Do not waste time by switching from column to column in this section.

5. ------- narimashita.	5. -------　なりました。	5. ------- narimasita.
(A) kirei	(A) きれい	(A) kiree
(B) osoku	(B) 遅く（おそく）	(B) osoku
(C) genki na	(C) 元気な（げんき）	(C) geēki na
(D) benri	(D) 便利（べんり）	(D) beēri

6. Hima ------- toki, jogingu o shimasu.	6. ひま ------- 時（とき）、ジョギングをします。	6. Hima ------- toki, zyogiēgu o simasu.
(A) -------	(A) -------	(A) -------
(B) na	(B) な	(B) na
(C) no	(C) の	(C) no
(D) ni	(D) に	(D) ni

Read the following texts carefully for comprehension. Each text is followed by one or more questions or incomplete statements based on its content. Select the answer or completion that is best according to the text and fill in the corresponding circle on the answer sheet. There is no example for this section.

Questions 7-8

This is a notice on a telephone pole.

7. The writer wants to

ネコを探しています。

毛の長い白ネコ
体長約四十センチ
首に茶色のリボン

こんなネコを見た方は、
木村（電話三八五 - 三九九四）
までご連絡ください。

(A) find a lost cat
(B) give away a cat
(C) find the owner of a cat
(D) sell a cat

8. The description says the cat is

(A) brown
(B) green-eyed
(C) long-haired
(D) young

Question 9

Ryan's host mother left a note for him.

ライアンくん、
　　明日、朝早いから先に寝ます。晩ごはんは電子レンジで
温めてください。明日の ハイキングですが、７時半までに
起きてください。ジーンズは 洗っておきました。

9. What is Ryan to do by seven thirty?

(A) Get up
(B) Eat
(C) Go out
(D) Go to bed

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

1. B (1)   3. B (1)   5. B (3)   7. A (4)   9. A (3)

2. A (2)   4. A (3)   6. B (2)   8. C (3)

Korean with Listening

One-hour subject test

Content

The test evaluates ability in three areas:

Listening comprehension: These questions test your ability to understand the spoken language. They are based on short, spoken Korean dialogues and narratives primarily about everyday topics. All listening questions and possible answers are in English. The questions will be spoken on a CD. They will also be printed in the test book.

Usage: These questions are written entirely in *Hangul* and require students to complete Korean sentences or phrases so that they are structurally and logically correct. Areas covered include vocabulary, honorifics, and various aspects of structure.

Reading comprehension: The reading comprehension questions test your understanding of such points as main and supporting ideas. All passages in this section are written in *Hangul* and all questions are in English. Most questions deal with understanding literal meaning, although some inference questions may be included. The Korean selections are drawn from authentic materials, such as notes, diaries, newspaper articles, advertisements, letters, and literary texts.

Recommended Preparation

- Study of Korean for two to four years in high school, or the equivalent
- Gradual development of competence in Korean over a period of years
- Review of sample listening questions using the practice CD available from your school counselor

FORMAT	Approximate % of Test
20 minutes listening and 40 minutes of usage and reading	
80–85 multiple-choice questions	
Skills Measured	
Listening comprehension	35
Usage	30
Reading comprehension	35

Sample Listening Questions

Directions

In this part of the test you will hear several spoken selections. They will not be printed in your test book. You will hear them <u>only once</u>. After each selection you will be asked one or more questions about what you have just heard. These questions, with four possible answers, are printed in your test booklet. Select the best answer to each question from among the four choices printed and fill in the corresponding circle on your answer sheet. Now listen to the first selection.

(Narrator) [Listen to the following conversation. Then answer questions 1 and 2.]

(Woman) [한수야, 어제 전화했는데, 너 어디 갔었니?

(Man) 어제 우리형이 동부에서 와서 공항에 마중 나갔었어.

(Woman) 너, 형이 동부에 살아?

(Man) 응, 대학교도 거기서 다녔는데, 지금은 졸업하고 회사에 다녀.

(Woman) 좋겠다. 형이 와서. 여기 얼마나 있을 건데?

(Man) 오래 있으면 좋을 텐데, 휴가가 사흘밖에 없대.]

(Narrator) [Question 1. Where did Hansu go yesterday?] (16 seconds)

1. (A) To his brother's office.
   (B) To his brother's house.
   (C) To the airport.
   (D) To a graduation ceremony.

(Narrator) [Question 2. Choose the correct statement based on the conversation you have just heard.] (16 seconds)

2. (A) Hansu's brother is moving in with Hansu.
   (B) Hansu's brother has a four-day vacation.
   (C) Hansu's brother works on the West Coast.
   (D) Hansu's brother went to college on the East Coast.

(Narrator) [Listen to the following announcement. Then answer question 3.]

(Man) [안내 말씀을 드리겠습니다. 오늘 새로 개통된 지하철 5호선이 기계 고장으로 오후 2시부터 운행이 일시 중단되었습니다. 현재 고치고 있사오니 3시간 후면 다시 운행될 예정입니다. 5호선을 이용하실 분은 4호선을 이용해 주시기 바랍니다. 거듭 사과 말씀을 드립니다.]

(Narrator) [Question 3. What is being announced?] (16 seconds)

3. (A) That service is not affected.
   (B) That service will be restored.
   (C) That a new line will open on the following day.
   (D) That there will be no service at 3 o'clock.

Sample Usage Questions

Part A

Directions

This section consists of a number of incomplete statements, each of which has four suggested completions. Select the word or words that best complete the sentence structurally and logically and fill in the corresponding circle on the answer sheet.

4. 철수: 할아버지 진지 드셨어요?
   할아버지: 그래, ＿＿＿＿.

   (A) 잡쉈다
   (B) 먹었다
   (C) 드셨다
   (D) 하셨다

5. 현주: 어렸을 때 꿈이 뭐였어요?
   민우: 저는 어렸을 때 경찰이

         ＿＿＿＿.

   (A) 되어 있었어요
   (B) 되어 버렸어요
   (C) 되고 싶었어요
   (D) 되고 말았어요

6. 우리 언니는 오늘
   숙제를 ＿＿＿＿ 가는 바람에
   학교에 ＿＿＿＿ 다시 집에
   돌아왔어요.

   (A) 잊어버리고.....가다가
   (B) 잊어버리고.....가면서
   (C) 잃어버리고.....가는데
   (D) 잃어버리고.....가지만

7. 이 차는 너무 낡아서
   ＿＿＿＿ 소용이 없을 거예요.

   (A) 고쳐 보면
   (B) 고쳐 봐야
   (C) 고치므로
   (D) 고치고야

Part B

나는 어려서부터 성격이 급해 서두른다는
말을 많이 들었다. 이런 성격 때문에
어른들께 꾸중도 ＿＿＿＿ 들었고, 늘 학교에
          8
가지고 가야 할 것을 덤벙대고 집에
두고 가거나, 어디 놀러 갈 때는 이삼일
전부터 준비해 놓으라고 야단법석을 ＿＿＿＿
                              9
어머니 속을 무척 ＿＿＿＿ 드렸다. 그러나
              10
이 급한 성격 덕분에 숙제만은 학교에서
오자마자 먼저 해 놓고 놀기 때문에
숙제로 걱정＿＿＿＿.
        11

8. (A) 자주   9. (A) 덜어
   (B) 마침   (B) 들어
   (C) 드디어   (C) 떨어
   (D) 좀처럼   (D) 틀어

10. (A) 섞여   11. (A) 해 본 적이 있다
    (B) 섞어   (B) 해 본 적이 없다
    (C) 썩여   (C) 하는 수가 있다
    (D) 썩게   (D) 하는 수가 없다

Sample Reading Questions

Questions 12-13

일반 서적, 종교 서적,
각종 월간지 등
다양한 서적 구비
우편 주문 환영,
신속 배달 보증
회원에게는
각종 월간지 할인 판매
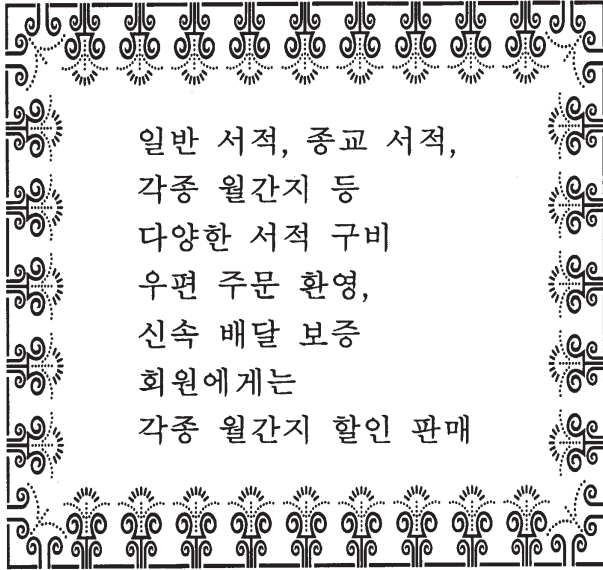
12. What kind of business is being advertised?

(A) A bookstore
(B) A gift shop
(C) A delivery service
(D) A drugstore

13. How can one receive a special discount?

(A) By mail order
(B) By using a credit card
(C) By membership
(D) By buying a large quantity

Questions 14-16

미국에 온 지 벌써 사 개월이 되었다.
여기 생활에 익숙해질 때까지 적어도
일 년쯤은 걸리지 않겠나 생각을 했는데,
미국 사람들이 몹시 친절하고 또 우리 학교
유학생 클럽에서 매주 한 번씩 미국 문화에
대한 세미나가 있기 때문에, 지금은 여기
생활에 조금도 불편을 느끼지 않을 정도가
되었다. 미국에는 여러 민족이 함께 살기
때문에, 다양한 문화를 이해하고 받아들이는
것도 대단히 중요하다. 미국에 오기 전에
사람들에게 영어를 꽤 괜찮게 한다는 칭찬도
받아서 이 정도면 미국에 가서 큰 어려움은
없지 않을까 생각했는데, 잘못된 생각이었다.
역시 외국어는 그 나라 사람들하고 직접
같이 생활하면서 늘 써 보기 전에는 자신을
가질 수가 없다는 것을 알게 되었다.
외국어를 배운다는 것은 그 나라 말만
배우는 것이 아니라 사고방식, 문화까지
다 포함한다는 것을 재삼 깨달았다.

14. How long did the writer think it would take to get used to American life?

(A) About four months
(B) About four years
(C) At least a year
(D) A lifetime

15. What did the writer learn is important in American society?

(A) To accept cultural diversity
(B) To speak many languages
(C) To help international students
(D) To befriend many people

16. What does the writer think is the best way to become proficient in English?

(A) Memorizing a lot of vocabulary
(B) Attending various seminars
(C) Participating in student clubs
(D) Learning and thinking in English

ANSWERS							

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

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

Latin

One-hour subject test

Content

Questions may require you to:

- Select appropriate grammatical forms of Latin words
- Choose Latin words from which English words are derived
- Translate from Latin to English
- Complete Latin sentences
- Choose alternative ways of expressing the same thought in Latin
- Answer a variety of questions based on short passages of prose or poetry

The reading comprehension part has 30 to 37 questions based on three to five reading passages and one or two poetry passages. A set of questions following a poetry passage always includes one question requiring you to scan the first four feet of a line of dactylic hexameter verse or to determine the number of elisions in a line.

Recommended Preparation

- 2–4 years of Latin study in high school (the equivalent of two to four semesters in college)
- Gradual development of competence in sight-reading Latin over a period of years

FORMAT	Approximate % of Test
70–75 multiple-choice questions	
Skills Measured	
Grammar and syntax	30
Derivatives	5
Translation and reading comprehension	65

Sample Questions

Six types of questions are used in the Subject Test in Latin. All questions in the test are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

Note: In some questions, variations of Latin terms will appear in parentheses.

Directions

In each statement below, you are asked to give a specific form of the underlined word. Select the correct form from the choices given. Then fill in the corresponding circle on the answer sheet.

1. The dative singular of senātus is

   (A) senātū   (B) senātum
       (C) senātūs   (D) senātuī

2. The present subjunctive passive of capitis is

   (A) capiāminī   (B) capiēminī
       (C) caperēminī   (D) capiminī

Directions

Each of the following English sentences contains a word that is underlined. From among the choices, select the Latin word to which the underlined word is related by derivation. Then fill in the corresponding circle on the answer sheet.

3. The transition from adolescence to adulthood was easy.

   (A) sedēre   (B) īre
       (C) ferre   (D) esse

4. All things are possible.

   (A) pōnō   (B) possum
       (C) possideō   (D) poscō

Directions

In each of the sentences below, part or all of the sentence is underlined. From among the choices, select the best translation for the underlined word or words. Then fill in the corresponding circle on the answer sheet.

5. Sī vocāvissēs, laetī fuissēmus.

   (A) If you were calling
   (B) If you had called
   (C) If you are calling
   (D) If you should call

6. Agricola dīxit sē puellam vīsūrum esse.

   (A) that he would see the girl
   (B) that he had seen the girl
   (C) that the girl would see him
   (D) that they will see the girl

7. Iter mīlitibus faciendum est.

   (A) The journey was made by the soldiers.
   (B) The journey is being made by the soldiers.
   (C) The soldiers must make a journey.
   (D) The soldiers have made a journey.

8. Servus . . . vulnerātur.

   (A) ā saxō   (B) saxum
       (C) cum saxō   (D) saxō

9. Vīdistī . . . patriam incolunt.

   (A) quōs   (B) quī
       (C) quem   (D) cui

10. Fortēs ā consule semper laudantur.

    (A) Consul ā fortibus semper laudātur.
    (B) Consul fortēs semper laudat.
    (C) Fortēs consulem semper laudant.
    (D) Consulēs fortēs semper laudantur.

11. Cīvēs vēnērunt ut pācem peterent.

    (A) ad pācem petendam
    (B) pāce petītā
    (C) sī pax peterētur
    (D) postquam pax petēbātur

Honors for an emperor

Cum igitur in amōre omnium Marcus Antonīnus bene rēgnāvisset, octāvō decimō annō imperīī suī mortuus est. Priusquam fūnus celebrātum est, senātus populusque eum deum esse dīxit. Mox
Line nēmō erat quī eius (ejus) imāginem in suā domō non
(5) habēret, hodiēque in multīs domibus Marcī Antonīnī statuae consistunt inter Penātēs. Neque dēfuērunt homines qui crēderent in somnīs eum multa quae vēra essent praedīxisse.

12. In line 2, octāvō decimō annō is translated

    (A) for eighteen years
    (B) after eighteen years
    (C) in the eighteenth year
    (D) throughout the eighteenth year

13. The first two sentences (Cum . . . dīxit) tell us that

    (A) Antoninus arranged his own funeral before he died
    (B) everyone celebrated Antoninus' funeral for eighteen days
    (C) a god told the senate and people to celebrate Antoninus' funeral
    (D) Antoninus was proclaimed a god by the senate and people

14. In line 5, suā refers to

    (A) deum (line 4)
    (B) nēmō (line 5)
    (C) eius (ejus) (line 5)
    (D) imāginem (line 5)

15. The third sentence (Mox . . . Penātēs) tells us that

    (A) Antoninus placed statues of the household gods in every home
    (B) no one had a statue of Antoninus
    (C) many statues of Antoninus replaced the household gods
    (D) many houses had statues of Antoninus among the household gods

16. In line 9, praedīxisse is translated

    (A) would predict
    (B) had predicted
    (C) predicts
    (D) will have predicted

17. The last sentence (Neque . . . praedīxisse) tells us that

    (A) people do not always believe their dreams
    (B) Marcus Antoninus was believed to prophesy in dreams
    (C) Marcus Antoninus believed in the truth of many dreams
    (D) people predicted that many would believe their dreams

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

1.	D (3)	6.	A (4)	11.	A (3)	16.	B (3)
2.	A (4)	7.	C (4)	12.	C (3)	17.	B (4)
3.	B (3)	8.	D (3)	13.	D (3)		
4.	B (1)	9.	B (4)	14.	B (4)		
5.	B (3)	10.	B (4)	15.	D (3)		

Spanish and Spanish with Listening

One-hour subject tests

Content

Reading questions implicitly test vocabulary throughout the test, but some questions specifically test word meaning in the context of a sentence that reflects spoken or written language. Understanding of various parts of speech (nouns, verbs, adjectives, adverbs, etc.) and idiomatic expressions is tested. The reading section also asks:

Structure Questions: These questions ask you to identify usage that is both structurally correct and contextually appropriate. Other reading questions test vocabulary and grammatical usage in longer paragraphs.

Reading Questions: These questions are based on selections from prose fiction, historical works, newspaper and magazine articles, as well as advertisements, flyers, and letters. They test points such as main and supporting ideas, themes, style, tone, and the spatial and temporal settings of a passage.

The listening section has three parts:

Part A questions ask you to identify the sentence that most accurately describes what is presented in a photograph or what someone in the photograph might say.

Part B questions test your ability to identify a plausible continuation of a short conversation.

Part C requires that you answer comprehension questions based on more extensive listening selections.

Recommended Preparation

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 3–4 years of study in high school or the equivalent (2 years for advanced students)
- Gradual development of competence in Spanish over a period of years

Spanish Test with Listening
- Review of sample listening questions using the practice CD available from your school counselor

FORMAT–SPANISH	Approximate % of Test
85 multiple-choice questions	
Skills Measured	
Vocabulary and structure	33
Paragraph completion	33
Reading comprehension	33

FORMAT–SPANISH with LISTENING	Approximate % of Test
20 minutes listening and 40 minutes reading	
85 multiple-choice listening and reading questions	
Listening Section (20 minutes/ approximately 30 questions)	40
Pictures	
Rejoinders	
Selections	
Reading Section (40 minutes/ approximately 55 questions)	60
Vocabulary and structure	
Paragraph completion	
Reading comprehension	

Sample Reading Questions

There are three types of reading questions, grouped into separate parts. Each part accounts for approximately one-third of the total score. All questions in the test are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

Part A

> **Directions**
>
> This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding circle on the answer sheet.

1. Los cubanos están muy orgullosos de ------- larga tradición folclórica.

   (A) suyos   (B) sus
       (C) suya   (D) su

2. Se sabe que la playa de Luquillo es muy popular porque la gente de San Juan la visita ------- .

   (A) en resumidas cuentas   (B) en punto
       (C) a medias   (D) a menudo

3. Si ------- en el Brasil, hablaríamos portugués y no español.

   (A) vivamos   (B) vivimos
      (C) vivíamos   (D) viviéramos

Part B

La máquina más infernal de hacer dinero se llama "Pedroso," un osito electrónico que __(4)__ ha derramado sobre sus fabricantes beneficios superiores a los 100 millones de dólares en el __(5)__ año. La __(6)__ de Pedroso es que habla. Claro, no hay ningún misterio en la cinta sin fin y el grabador __(7)__ en el interior del osito. Pero lo __(8)__ novedoso es que __(9)__ hablar su boca se mueve en sincronía con las palabras y sus ojos pestañean. El juguete __(10)__ vende a precios que oscilan entre 60 y 80 dólares.

4. (A) todavía   (B) nunca
   (C) ya   (D) tampoco

5. (A) primero   (B) primer
   (C) primo   (D) primario

6. (A) oportunidad (B) mayoría
   (C) desventaja   (D) particularidad

7. (A) ocultos   (B) lejanos
   (C) cobrados   (D) llenos

8. (A) verdaderamente   (B) antiguamente
   (C) ansiosamente (D) perezosamente

9. (A) del   (B) en
   (C) al   (D) de

10. (A) se   (B) le
   (C) lo   (D) los

Part C

Alcanzó la carretera central y pisó el acelerador. Se cruzó con varios camiones del ejército y con una ambulancia de la Cruz Roja. Sara hablaba incoherentemente a su lado.

—Pararemos en algún lugar. Un café nos hará bien.

En Santa Fe cayeron las primeras gotas. Álvaro las vio caer en los cristales como frutas maduras y, a los pocos segundos, el espacio se convirtió en una cortina de agua. Era la lluvia violenta del trópico acompañada de un viento colérico y del fuego brutal de los relámpagos. Los limpiacristales oscilaban inútilmente en abanico con un ruido sordo.

11. ¿Dónde se desarrolla esta narración?

   (A) En una casa   (B) En un automóvil
     (C) En un café   (D) En un cuartel

12. ¿Qué desea Álvaro?

   (A) Abrir la cortina   (B) Comer una fruta
     (C) Tomar un café (D) Encender la luz

La tranquilidad de sentirse bien atendido

Cuando viaje por negocios, por ocio o por estudios, disfrute plenamente de la tranquilidad de viajar bien atendido con EUROPEA DE SEGUROS y despreocúpese de accidentes, asistencia médica, equipajes, anulaciones, demoras, etc. Viaje tranquilo. EUROPEA pone a su disposición el seguro más amplio y más completo para cada tipo de viaje.

EUROPEA

COMPAÑIA EUROPEA
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13. ¿Cuál de los siguientes beneficios ofrece esta compañía de seguros?

(A) Reparación de autos
(B) Ayuda financiera
(C) Protección al viajar
(D) Servicios de día y noche

14. ¿Qué característica se destaca más de la compañía anunciada?

(A) Su precio
(B) Su cortesía
(C) Su rapidez
(D) Su amplitud

Sample Listening Questions

In addition to the types of reading questions discussed above, the Spanish Test with Listening has three types of *listening* questions that test your ability to understand spoken Spanish. Please note that in the actual test, the listening section comes first.

Part A

You see:

1.

You hear:

[Número 1
(Woman)   (A) Siempre quise ser florista.
(B) Sólo hay una persona haciendo cola.
(C) Las cebollas están baratas hoy.
(D) Creo que está por aquí.]

(7 seconds)

Part B

Directions

In this part of the test you will hear several short conversations or parts of conversations, followed by four choices designated (A), (B), (C), and (D). After you hear the four choices, choose the one that most logically continues or completes the conversation and mark your answer on your answer sheet. Neither the conversations nor the choices will be printed in your test book.

You hear:

[Número 2
(Woman)   Ana es una ciclista excelente.
(A) Yo tengo una camiseta nueva.
(B) La mía es mucho mejor.
(Man)   (C) Y además, es muy simpática.
(D) La motocicleta también es buena.]

(7 seconds)

You hear:

[Número 3
(Woman)   ¿Algo más, señor? Tenemos unas ofertas especiales hoy.

(Man)   No, gracias. ¿Puedo pagar con tarjeta de crédito?

(Woman)   (A) Claro que sí.
(B) Salga usted ahora mismo.
(C) No aceptamos monedas.
(D) No, no tengo cambio.]

(7 seconds)

Part C

Directions

Directions: You will now hear a series of selections. For each selection, you will see printed in your test book one or more questions with four possible answers. They will not be spoken. Select the best answer to each question from among the four choices printed and fill in the corresponding circle on your answer sheet. You will have twelve seconds to answer each question.

You hear:

[Selección número 1
(Narrator)   Escuchen esta conversación en la taquilla del Teatro Colón.

(Man)   Buenas tardes, señorita. ¿Todavía hay entradas para el programa del sábado? Necesito dos.

(Woman)   No, ya no quedan.

(Man)   Entonces, ¿para el domingo?

(Woman)   Ah, sí, para el domingo sí hay.

(Man)   ¿Es el mismo programa?

(Woman)   No, es diferente; es un concierto de música clásica.

(Man)   Entonces, deme dos entradas, por favor.

(Narrator)   Ahora contesten las preguntas 4 y 5.]

(24 seconds)

You read:

Selección número 1

4. ¿Para cuándo quedan entradas?

   (A) Para la tarde.
   (B) Para el sábado.
   (C) Para el domingo.
   (D) Para la próxima semana.

5. ¿Qué programa presentan el domingo?

   (A) Una comedia.
   (B) Una ópera.
   (C) Un concierto.
   (D) Un ballet.

You hear:

[Selección número 2

(Narrator) Y ahora, el pronóstico del tiempo.

(Man) Para mañana se anuncian fuertes aguaceros en la zona de la costa. Posibilidad de inundaciones en algunas áreas. Temperatura máxima de 25 grados centígrados. Leve mejora a partir del sábado.

(Narrator) Ahora contesten la pregunta 6.]

(12 seconds)

You read:

Selección número 2

6. ¿Qué se anuncia para el día siguiente?

   (A) Sol.
   (B) Lluvia.
   (C) Viento.
   (D) Frío.

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

Reading Questions

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

Listening Questions

1.	D (2)	3.	A (3)	5.	C (2)
2.	C (3)	4.	C (2)	6.	B (4)

SAT® Program Test Calendar 2009-10

TEST DATES	OCT 10	NOV 7	DEC 5	JAN 23	MAR 13	MAY 1	JUN 5
REGISTRATION DEADLINES							
Early (international only)	**Aug 19**	**Sep 16**	**Oct 14**	**Dec 2**	**NA**	**Mar 10**	**Apr 14**
Regular	**Sep 9**	**Oct 1**	**Oct 30**	**Dec 15**	**Feb 4**	**Mar 25**	**Apr 29**
Late (domestic only)	**Sep 23**	**Oct 15**	**Nov 12**	**Dec 30**	**Feb 18**	**Apr 8**	**May 13**

Note: In March, only the SAT® is offered, and it is only administered in U.S. centers. Sunday test dates immediately follow the Saturday test dates, except for October, when the Sunday date has been moved to Oct. 18 to avoid conflict with the Jewish holiday of Simchat Torah.
Domestic mail must be **postmarked** by the deadlines. International mail must be **received** by the deadlines. Students who miss a test should call Customer Service to reschedule (the change fee applies).

	OCT 10	NOV 7	DEC 5	JAN 23	MAR 13	MAY 1	JUN 5
SAT	■	■	■	■	■	■	■
SAT Subject Tests™							
Literature / Biology E/M, Chemistry, Physics / Mathematics Levels 1 & 2 / U.S. History	■	■	■	■		■	■
World History			■				■
Languages: Reading Only							
French, Spanish	■		■	■		■	■
German, Modern Hebrew							■
Latin			■				■
Italian			■				
Languages with Listening							
Chinese, French, German, Japanese, Korean and Spanish		■					

Language Tests with Listening are only offered in November. You may take only one listening test at that time.

ADMISSION TICKET MAILINGS	OCT 10	NOV 7	DEC 5	JAN 23	MAR 13	MAY 1	JUN 5
Begin Mail Date	Aug 18	Sep 15	Oct 13	Dec 1	Jan 19	Mar 9	Apr 13
End Mail Date	Sep 30	Oct 28	Nov 24	Jan 13	Mar 3	Apr 21	May 26

Score Reports: Scores are available online and by phone several weeks after the test date. Official score reports are delivered about five weeks after the test. Some scores may take longer to report. Visit **www.collegeboard.com** for a list of approximate score availability dates.

Fees for 2009-10

Registration and Testing
SAT $45
Subject Tests
   Basic Subject Test Fee (per registration)...... $20
   Language Test with Listening................... add $20
   All other Subject Tests....................add $9 each

Additional Processing
(Add to total testing fees)
Register by phone................................. $12.50
   (available only if you have registered before)
Test Type, Center or Date Change Fee.................. $22
Late Fee $23
Standby Fee.. $38
International Processing Fee................................. $26
   Additional surcharge (India & Pakistan) $23

Note: Standby testing is not allowed in Benin, Cameroon, Ghana, Kenya, Nigeria or Togo.

Receiving Your Scores
Scores by Web ....FREE
Official Score Report ....FREE
Scores by phone (per call)..........................$12.50

Sending Your Scores
Score report requests at registration ..... 4 included
Additional score report requests* ....$9.50 each
RUSH order (per order) $27
(Fee-waiver users, see the *SAT Paper Registration Guide* for information about flexible score reports at no charge.)

Student Answer Services
SAT Question-and-Answer Service* $18
SAT Student Answer Service* $12

Additional Services
Hand-Scoring/Score Verification Request:
   Multiple-choice score verification $50
   Essay score verification $50
Refund processing fee $7
   (for overpayments and duplicate payments)

Payment Notes
Do not send cash. We will return unprocessed all registrations and orders received with cash or checks drawn on non-U.S. banks or other forms of payment not listed as acceptable in the *SAT Paper Registration Guide*. We reserve the right to electronically collect payments by check. See the *SAT Paper Registration Guide* for more information.

*Fees are nonrefundable except as noted with an asterisk. You must have missed your test date to receive a refund for these services. Orders cannot be refunded, returned or canceled after shipment.

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