SAT Practice Test #1

ESSAY
Time — 25 minutes

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

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

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

Important Reminders:

- **A pencil is required for the essay.** An essay written in ink will receive a score of zero.
- **Do not write your essay in your test book.** You will receive credit only for what you write on your answer sheet.
- **An off-topic essay will receive a score of zero.**

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

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

> To change is to risk something, making us feel insecure. Not to change is a bigger risk, though we seldom feel that way. There is no choice but to change. People, however, cannot be motivated to change from the outside. All of our motivation comes from within.
>
> Adapted from Ward Sybouts, *Planning in School Administration: A Handbook*

Assignment: What motivates people to change? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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

SECTION 2
Time — 25 minutes
24 Questions

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

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

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

Example:

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

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

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1. The ------- of Maria Irene Fornes' play *Mud*—a realistic room perched on a dirt pile—challenges conventional interpretations of stage scenery.

(A) appeal　(B) plot　(C) mood
　(D) setting　(E) rehearsal

2. Ironically, an affluent society that purchases much more food than it actually needs suffers because of that -------, since in conditions of affluence diseases related to overeating and poor nutrition seem to -------.

(A) lavishness . . adapt
(B) overabundance . . thrive
(C) corpulence . . vex
(D) practicality . . awaken
(E) commonness . . abound

3. Because of the ------- effects of the hot springs, tourists suffering from various ailments flocked to the village's thermal pools.

(A) succulent　(B) redolent　(C) cerebral
　(D) mandatory　(E) therapeutic

4. More valuable and comprehensive than any previously proposed theory of the phenomenon, Salazar's research has ------- the basis for all subsequent ------- in her field.

(A) undermined . . advancements
(B) prepared . . debacles
(C) provided . . investigations
(D) dissolved . . experiments
(E) reinforced . . misconceptions

5. Dangerously high winds ------- attempts to begin the space shuttle mission on schedule, delaying the launch by nearly a week.

(A) thwarted　(B) forfeited　(C) implemented
　(D) discharged　(E) redoubled

6. The guest speaker on Oprah Winfrey's talk show offended the audience by first ------- them and then refusing to moderate these ------- remarks.

(A) flattering . . commendable
(B) haranguing . . intemperate
(C) praising . . radical
(D) enraging . . conciliatory
(E) accommodating . . indulgent

7. By the end of the long, arduous hike, Chris was walking with a ------- gait, limping slowly back to the campsite.

(A) halting　(B) robust　(C) constant
　(D) prompt　(E) facile

8. Actors in melodramas often emphasized tense moments by being -------, for example, raising their voices and pretending to swoon.

(A) imperious　(B) inscrutable　(C) convivial
　(D) histrionic　(E) solicitous

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 <u>stated</u> or <u>implied</u> in the passages and in any introductory material that may be provided.

Questions 9-12 are based on the following passages.

Passage 1

The intelligence of dolphins is well documented by science. Studies show that dolphins are able to understand sign language, solve puzzles, and use objects in their
Line environment as tools. Scientists also believe that dolphins
5 possess a sophisticated language: numerous instances have been recorded in which dolphins transmitted information from one individual to another. A recent experiment proved that dolphins can even recognize themselves in a mirror— something achieved by very few animals. This behavior
10 demonstrates that dolphins are aware of their own individuality, indicating a level of intelligence that may be very near our own.

Passage 2

Are dolphins unusually intelligent? Dolphins have large brains, but we know that brain size alone does
15 not determine either the nature or extent of intelligence. Some researchers have suggested that dolphins have big brains because they need them—for sonar and sound processing and for social interactions. Others have argued that regardless of brain size, dolphins have an intelligence
20 level somewhere between that of a dog and a chimpanzee. The fact is, we don't know, and comparisons may not be especially helpful. Just as human intelligence is appropriate for human needs, dolphin intelligence is right for the dolphin's way of life. Until we know more, all we can say
25 is that dolphin intelligence is different.

9. In lines 2-8, the author of Passage 1 mentions activities that suggest dolphins

(A) are unusually sensitive to their environment
(B) do not generally thrive in captivity
(C) have a unique type of intelligence
(D) are uncommonly playful animals
(E) have skills usually associated with humans

10. The author of Passage 2 would most likely respond to the last sentence of Passage 1 by

(A) suggesting that intelligence in animals is virtually impossible to measure
(B) observing that intelligence does not mean the same thing for every species
(C) questioning the objectivity of the studies already conducted
(D) noting that dolphin activities do not require a high level of intelligence
(E) arguing that little is actually known about dolphin social behavior

11. The two passages differ in their views of dolphin intelligence in that Passage 1 states that dolphins

(A) share a sophisticated culture, while Passage 2 contends that dolphin intelligence is roughly equal to human intelligence
(B) are as intelligent as humans, while Passage 2 notes that dolphins outperform other animals
(C) are more intelligent than most other animals, while Passage 2 points out that dolphins are less intelligent than other mammals
(D) are highly intelligent, while Passage 2 suggests that there is not enough evidence to understand dolphin intelligence fully
(E) have large brains, while Passage 2 argues that brain size does not signify intelligence

12. Which generalization about dolphins is supported by both passages?

(A) They display self-awareness.
(B) They are more emotional than other animals.
(C) They learn at a rapid rate.
(D) They have a certain degree of intelligence.
(E) They have shown the ability to use tools.

GO ON TO THE NEXT PAGE

Questions 13-24 are based on the following passage.

*The following passage appeared in an essay written
in 1987 in which the author, who is of Native American
descent, examines the representation of Native Americans
during the course of United States history.*

In many respects living Native Americans remain as
mysterious, exotic, and unfathomable to their contempo-
raries at the end of the twentieth century as they were to the
Line Pilgrim settlers over three hundred fifty years ago. Native
5 rights, motives, customs, languages, and aspirations are
misunderstood by Euro-Americans out of a culpable igno-
rance that is both self-serving and self-righteous. Part of
the problem may well stem from the long-standing ten-
dency of European or Euro-American thinkers to regard
10 Native Americans as fundamentally and profoundly
different, motivated more often by mysticism than by
ambition, charged more by unfathomable visions than
by intelligence or introspection.
This idea is certainly not new. Rousseau's* "noble
15 savages" wandered, pure of heart, through a pristine world.
Since native people were simply assumed to be incompre-
hensible, they were seldom comprehended. Their societies
were simply beheld, often through cloudy glasses, and
rarely probed by the tools of logic and deductive analysis
20 automatically reserved for cultures prejudged to be
"civilized." And on those occasions when Europeans
did attempt to formulate an encompassing theory, it was
not, ordinarily, on a human-being-to-human-being basis,
but rather through an ancestor-descendant model. Native
25 Americans, though obviously contemporary with their
observers, were somehow regarded as ancient, examples
of what Stone Age Europeans must have been like.
It's a great story, an international crowd pleaser, but
there is a difficulty: Native Americans were, and are,
30 *Homo sapiens sapiens.* Though often equipped with a
shovel-shaped incisor tooth, eyes with epicanthic folds,
or an extra molar cusp, Native American people have had
to cope, for the last forty thousand years or so, just like
everyone else. Their cultures have had to make internal
35 sense, their medicines have had to work consistently and
practically, their philosophical explanations have had to be
reasonably satisfying and dependable, or else the ancestors
of those now called Native Americans would truly have
vanished long ago.
40   The reluctance in accepting this obvious fact comes
from the Eurocentric conviction that the West holds a
monopoly on science, logic, and clear thinking. To
admit that other, culturally divergent viewpoints are
equally plausible is to cast doubt on the monolithic
45 center of Judeo-Christian belief: that there is but one
of everything—God, right way, truth—and Europeans
alone knew what that was. If Native American cultures

were acknowledged as viable, then European societies
were something less than an exclusive club. It is little
50 wonder, therefore, that Native Americans were perceived
not so much as they were but as they had to be, from a
European viewpoint. They dealt in magic, not method.
They were stuck in their past, not guided by its precedents.
Such expedient misconception argues strongly for the
55 development and dissemination of a more accurate, more
objective historical account of native peoples—a goal
easier stated than accomplished. Native American societies
were nonliterate before and during much of the early period
of their contact with Europe, making the task of piecing
60 together a history particularly demanding. The familiar and
reassuring kinds of written documentation found in European
societies of equivalent chronological periods do not exist,
and the forms of tribal record preservation available—oral
history, tales, mnemonic devices, and religious rituals—
65 strike university-trained academics as inexact, unreliable,
and suspect. Western historians, culture-bound by their
own approach to knowledge, are apt to declaim that next to
nothing, save the evidence of archaeology, can be known
of early Native American life. To them, an absolute void
70 is more acceptable and rigorous than an educated guess.
However, it is naïve to assume that any culture's history
is perceived without subjective prejudice. Every modern
observer, whether he or she was schooled in the traditions
of the South Pacific or Zaire, of Hanover, New Hampshire,
75 or Vienna, Austria, was exposed at an early age to one or
another form of folklore about Native Americans. For
some, the very impressions about Native American tribes
that initially attracted them to the field of American history
are aspects most firmly rooted in popular myth and stereo-
80 type. Serious scholarship about Native American culture and
history is unique in that it requires an initial, abrupt, and
wrenching demythologizing. Most students do not start
from point zero, but from minus zero, and in the process are
often required to abandon cherished childhood fantasies of
85 superheroes or larger-than-life villains.

* Rousseau was an eighteenth-century French philosopher.

13. The reference to "the Pilgrim settlers" (lines 3-4) is
used to

(A) invite reflection about a less complicated era
(B) suggest the lasting relevance of religious issues
(C) establish a contrast with today's reformers
(D) debunk a myth about early colonial life
(E) draw a parallel to a current condition

14. In line 12, "charged" most nearly means

   (A) commanded
   (B) indicated
   (C) replenished
   (D) inspired
   (E) attacked

15. In line 14, the reference to Rousseau is used to emphasize the

   (A) philosophical origins of cultural bias
   (B) longevity of certain types of misconceptions
   (C) tendency to fear the unknown
   (D) diversity among European intellectual traditions
   (E) argument that even great thinkers are fallible

16. The phrase "international crowd pleaser" (line 28) refers to

   (A) an anthropological fallacy
   (B) an entertaining novelty
   (C) a harmless deception
   (D) a beneficial error
   (E) a cultural revolution

17. The "difficulty" referred to in line 29 most directly undermines

   (A) the ancestor-descendant model used by European observers
   (B) the possibility for consensus in anthropological inquiry
   (C) efforts to rid popular culture of false stereotypes
   (D) theories based exclusively on logic and deductive reasoning
   (E) unfounded beliefs about early European communities

18. Lines 34-37 ("Their cultures . . . dependable") describe

   (A) customs that fuel myths about a society
   (B) contradictions that conventional logic cannot resolve
   (C) characteristics that are essential to the survival of any people
   (D) criteria that Western historians traditionally use to assess cultures
   (E) preconditions that must be met before a culture can influence others

19. The two sentences that begin with "They" in lines 52-53 serve to express the

   (A) way one group perceived another
   (B) results of the latest research
   (C) theories of Native Americans about Europeans
   (D) external criticisms that some Native Americans accepted
   (E) survival techniques adopted by early human societies

20. In lines 66-70, the author portrays Western historians as

   (A) oblivious to the value of archaeological research
   (B) disadvantaged by an overly narrow methodology
   (C) excessively impressed by prestigious credentials
   (D) well meaning but apt to do more harm than good
   (E) anxious to contradict the faulty conclusions of their predecessors

21. The "educated guess" mentioned in line 70 would most likely be based on

   (A) compilations of government population statistics
   (B) sources such as oral histories and religious rituals
   (C) analyses of ancient building structures by archaeologists
   (D) measurements of fossils to determine things such as physical characteristics
   (E) studies of artifacts discovered in areas associated with particular tribes

22. The geographical references in lines 74-75 serve to underscore the

   (A) influence Native American culture has had outside the United States
   (B) argument that academic training is undergoing increasing homogenization
   (C) universality of certain notions about Native American peoples
   (D) idea that Native Americans have more in common with other peoples than is acknowledged
   (E) unlikelihood that scholars of Native American history will settle their differences

23. The passage suggests that "Most students" (line 82) need to undergo a process of

(A) rebelliousness
(B) disillusionment
(C) hopelessness
(D) inertia
(E) self-denial

24. In line 83, "minus zero" refers to the

(A) nature of the preconceptions held by most beginning scholars of Native American culture
(B) quality of scholarship about Native American cultures as currently practiced at most universities
(C) reception that progressive scholars of Native American history have received in academia
(D) shortage of written sources available to students of Native American history
(E) challenges that face those seeking grants to conduct original research about Native American history

STOP

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

SECTION 3
Time — 25 minutes
20 Questions

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

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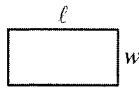

Notes

1. The use of a calculator is permitted.

2. All numbers used are real numbers.

3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

4. Unless otherwise specified, the domain of any function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.
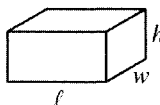

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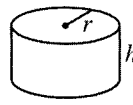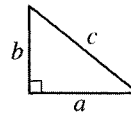
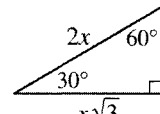$A = \pi r^2$
$C = 2\pi r$

$A = \ell w$

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

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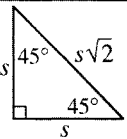
$V = \pi r^2 h$

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

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.
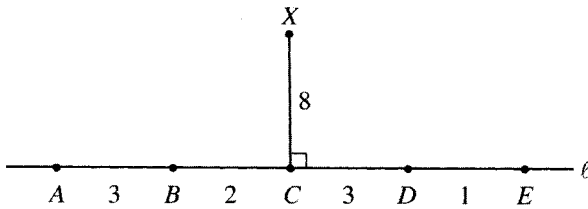
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1. If $2x + 3 = 9$, what is the value of $4x - 3$?

(A)   5
(B)   9
(C)   15
(D)   18
(E)   21

2. There are 8 sections of seats in an auditorium. Each section contains at least 150 seats but not more than 200 seats. Which of the following could be the number of seats in this auditorium?
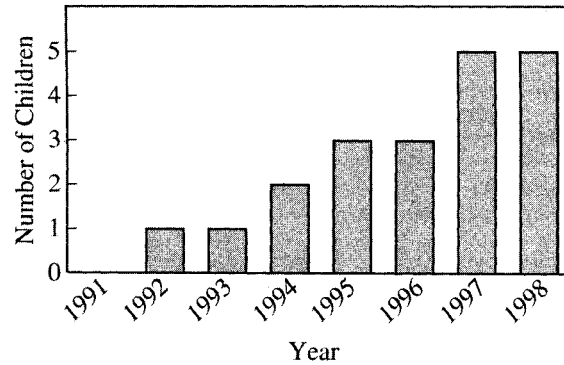
(A)   800
(B)   1,000
(C)   1,100
(D)   1,300
(E)   1,700

GO ON TO THE NEXT PAGE

X

8

A 3 B 2 C 3 D 1 E ——— ℓ

Note: Figure not drawn to scale.

3. In the figure above, $\overline{XC}$ is perpendicular to ℓ. Which of the following line segments (not shown) has the greatest length?

(A) $\overline{XA}$

(B) $\overline{XB}$

(C) $\overline{XC}$

(D) $\overline{XD}$

(E) $\overline{XE}$

CHILDREN IN THE JACKSON FAMILY

4. The graph above shows how the Jackson family continued to grow between 1991 and 1998 by indicating the total number of children in the family at the end of each year. The Jacksons have one set of twins who were born to Mrs. Jackson one year in July. During what year were the twins born?

(A) 1993

(B) 1994

(C) 1996

(D) 1997

(E) 1998

GO ON TO THE NEXT PAGE

5. The average (arithmetic mean) of x and y is 5 and the average of x, y, and z is 8. What is the value of z ?

(A) 19
(B) 14
(C) 13
(D) 11
(E)   3

5

5
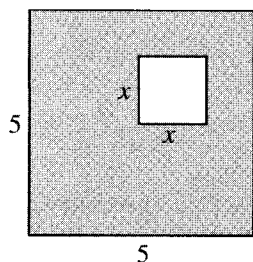
6. In the figure above, a small square is inside a larger square. What is the area, in terms of x, of the shaded region?

(A) $2x - 10$
(B) $10 - 2x$
(C) $25 - 2x$
(D) $x^2 - 25$
(E) $25 - x^2$

7. If $rstv = 1$ and $stuv = 0$, which of the following must be true?

(A) $r < 1$

(B) $s < 1$

(C) $t > \dfrac{1}{2}$

(D) $u = 0$

(E) $v = 0$

8. During a game, the blue team scored one-sixth of its points in the first quarter, one-fourth in the second quarter, one-third in the third quarter, and the remaining points in the fourth quarter. If its total score was 36, how many points did the blue team score in the fourth quarter?
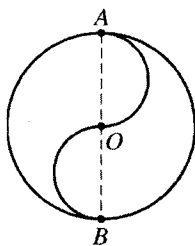
(A)   6
(B)   8
(C)   9
(D) 12
(E) 25

9. If $2^{2x} = 8^{x-1}$, what is the value of x ?

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

10. If 4 less than 3 times a certain number is 2 more than the number, what is the number?

(A) −1
(B) −3
(C) 1
(D) 2
(E) 3

x	$f(x)$
0	a
1	24
2	b

12. The table above shows some values for the function f. If f is a linear function, what is the value of $a + b$?

(A) 24
(B) 36
(C) 48
(D) 72
(E) It cannot be determined from the information given.

11. The circle above has center O and diameter AB. The two semicircles have diameters OA and OB. If the circumference of the circle is 36π, what is the length of the curved path from A to B through O ?

(A) 6π
(B) 9π
(C) 18π
(D) 24π
(E) 36π

$$3, 5, -5, \ldots$$

13. The first term in the sequence of numbers shown above is 3. Each even-numbered term is 2 more than the previous term and each odd-numbered term, after the first, is −1 times the previous term. For example, the second term is 3 + 2, and the third term is (−1) × 5. What is the 55th term of the sequence?

(A) −5
(B) −3
(C) −1
(D) 3
(E) 5

GO ON TO THE NEXT PAGE

14. In the xy-plane, the equation of line ℓ is $y = 2x + 5$. If line m is the reflection of line ℓ in the x-axis, what is the equation of line m ?
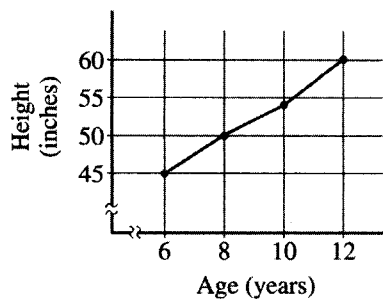
(A) $y = -2x - 5$

(B) $y = -2x + 5$

(C) $y = 2x - 5$

(D) $y = -\dfrac{1}{2}x - 5$

(E) $y = -\dfrac{1}{2}x + 5$
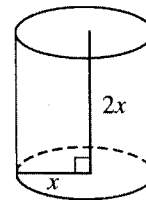
16. Which of the following has the same volume as the cylinder shown above with radius x and height $2x$?

(A) A cylinder with radius $2x$ and height x
(B) A cylinder with radius $2\pi x$ and height x
(C) A cube with edge $2x$
(D) A cube with edge $2\pi x$
(E) A rectangular solid with dimensions x, $2x$, πx

ELINA'S HEIGHT

Age (years)

15. The graph above shows Elina's height in inches from the age of 6 to the age of 12. Elina's height at the age of 12 was what percent greater than her height at the age of 6 ?

(A) 15%

(B) 25%

(C) $33\dfrac{1}{3}\%$

(D) 50%

(E) $66\dfrac{2}{3}\%$

17. If $a + 2(x + 1) = s$, what is $x + 1$, in terms of s and a ?

(A) $\dfrac{s}{2a}$

(B) $\dfrac{s - a}{2}$

(C) $\dfrac{s + a}{2}$

(D) $\dfrac{s}{2} - a$

(E) $\dfrac{s}{2} + a$
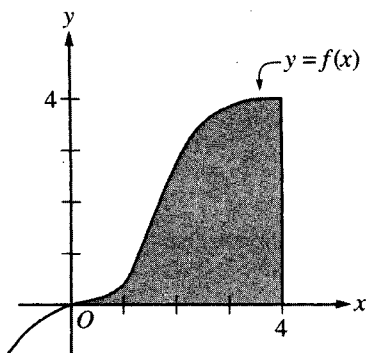
18. The shaded region in the figure above is bounded by the x-axis, the line $x = 4$, and the graph of $y = f(x)$. If the point (a, b) lies in the shaded region, which of the following must be true?

    I. $a \le 4$
   II. $b \le a$
  III. $b \le f(a)$

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

19. At a bottling company, machine A fills a bottle with spring water and machine B accepts the bottle only if the number of fluid ounces is between $11\frac{7}{8}$ and $12\frac{1}{8}$. If machine B accepts a bottle containing n fluid ounces, which of the following describes all possible values of n ?

  (A) $|n - 12| = \dfrac{1}{8}$

  (B) $|n + 12| = \dfrac{1}{8}$

  (C) $|n - 12| < \dfrac{1}{8}$

  (D) $|n + 12| < \dfrac{1}{8}$

  (E) $|n - 12| > \dfrac{1}{8}$

20. The least integer of a set of consecutive integers is -25. If the sum of these integers is 26, how many integers are in this set?

  (A) 25
  (B) 26
  (C) 50
  (D) 51
  (E) 52

STOP

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

SECTION 5
Time — 25 minutes
24 Questions

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

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

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

Example:

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

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

1. Soon after the first visitors arrived, increasing numbers of the residents of the remote island thought it possible that the outside world, instead of being -------, could be ------- and worth exploring.

(A) insular . . unlimited
(B) friendly . . wicked
(C) amiable . . cooperative
(D) threatening . . fascinating
(E) forbidding . . harmful

2. Her dislike of ------- made her regard people who tried to win her approval through praise as -------.

(A) autocrats . . dictators
(B) defiance . . toadies
(C) tyrants . . connoisseurs
(D) adulation . . superiors
(E) flattery . . sycophants

3. Some scientists speculate that a small pterosaur of the Jurassic period known as *Sordes pilosus* had ------- wings that were thin, pliable, and somewhat transparent.

(A) callous   (B) arable   (C) inflexible
    (D) membranous   (E) viscous

4. To reflect the ------- of that nation's spoken languages, its writers often make use of a mixture of dialects.

(A) articulation   (B) intonation   (C) spontaneity
    (D) profundity   (E) heterogeneity

5. She apologized profusely, only to discover that her self-serving excuses failed to have a ------- effect.

(A) reprehensible   (B) palliative
    (C) depreciatory   (D) litigious
        (E) compendious

GO ON TO THE NEXT PAGE

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

Questions 6-7 are based on the following passage.

Sometimes the meaning of old phrases is self-evident, as with *to move like greased lightning* and *a close shave*. But quite often we are left with language that seems to
Line have sprung out of the blue and does not appear to signify
5 anything in particular—*even steven, fit as a fiddle*, or *to paint the town red*. Explanations are frequently posited but are too often unpersuasive. One popular dictionary, for example, suggests that *to be joshing* might be connected to the humorist Josh Billings, but in fact the term was current
10 as early as 1845. Josh Billings was unknown outside his neighborhood until 1860.

6. Which of the following phrases would the author be most likely to add to the list in lines 5-6 ?

(A) *To take a chance*
(B) *To jump for joy*
(C) *To lend an ear*
(D) *To talk through your hat*
(E) *To flare up*

7. The last sentence of the passage primarily serves to

(A) cite a well-known fact
(B) invalidate a theory
(C) make a veiled accusation
(D) note a puzzling incident
(E) explain the origins of a phrase
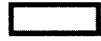
Questions 8-9 are based on the following passage.

The following study is concerned with Western cities from the Middle Ages up to the twentieth century, in terms of who did what, why, where, and when. It aims to start
Line with the functions that have drawn people to cities, and to
5 work outward from them to the spaces and buildings that grew up to cater to them. Savoring cities in ignorance or drinking them in visually is not enough; I want to find out not just who designed the buildings and when they were built but why they were built.

8. Which of the following would most likely be found at the beginning of this study?

(A) A statistical analysis of crime rates in several ancient Western cities
(B) A discussion of the role of central market-places in the early Middle Ages
(C) A series of portraits of famous people who have chosen city life
(D) An account of the architectural challenges involved in building large cathedrals
(E) An essay on ancient archaeological sites worth visiting today

9. The primary purpose of the passage is to

(A) criticize a study
(B) justify an expense
(C) explain an approach
(D) depict an era
(E) defend a decision

Questions 10-18 are based on the following passage.

*In this passage, a British novelist and critic recalls a
favorite painting.*

The first painting I ever bought was by Sheila Fell. I
went to her studio in Redcliffe Square feeling uncom-
fortable and even embarrassed, thinking how awful to be
Line an artist, having to put up with prospective buyers coming
5 to gape, whereas writers never need to see anyone read
their books. I kept wishing, all the way up the steep flights
of stairs, that I could go and look without Sheila being
there. I imagined she must be feeling the same.
        I was wrong. Sheila didn't care who looked at her
10 paintings or what they thought of them or whether she sold
them. She was perfectly at ease, seemed to me to enjoy
showing her work. There was a confidence about how she
propped up canvas after canvas that made me in turn relax.
I don't know why I'd been so apprehensive — after all,
15 we had Cumberland in common, there was no need for me
to explain why I was drawn to her work. What I missed,
exiled in London, she missed: the landscape of where we
had both been born and brought up.
        The painting was of a haystack in a field. The haystack
20 had clearly just been made, it was golden and the field
flooded with a red-gold light, the whole atmosphere
mellow and rich.
        It was a large painting and I realized as soon as it arrived
at my home that however much I loved it I had no wall and
25 no room to do it justice. I put it on the largest wall we had
in the biggest room and still I felt I was insulting it — the
power of the picture was too huge to be contained in our
ordinary house. And the light was wrong. The painting
couldn't glow, as it wanted to — it needed a vast, empty
30 room and a great distance in front of it. One day, I hoped,
I'd take it back to Cumberland and find a house there
where it could settle happily. But when, after thirty years,
we found that house, the painting was failed again. The
walls were no bigger and neither were the rooms. So I sold
35 the painting and bought another, smaller Sheila Fell.
        It was a terrible mistake. The moment the painting had
been taken away I realized how stupid I'd been. So it had
been overwhelming, too large, too dramatic to contain in
either house but I shouldn't have let that matter, I should
40 have found a way to keep it. I grieved for it and wished I
could buy it back, marry it again after the folly of a divorce.
But it was too late. And then, in 1990, I went to the Sheila
Fell Exhibition at the Royal Academy and there, in pride
of place, at the end of the longest room, the room it had
45 always needed, was my painting. Its beauty was stunning.
People stopped and stared and admired and I wanted to
shout that what they were looking at was *mine*. I am not
at all possessive by nature but suddenly I felt fiercely
possessive. This glorious painting had been part of my life
50 for so very long and I didn't seem to be able to grasp that I
had willfully let it go.

I went back to the exhibition day after day and on the
last one became almost maudlin at saying my good-byes. I
don't know who owns the painting now — it merely said
55 "Private Collection" in the catalog — but I doubt if I'll ever
see it again. In a way, that's better than being able to go
and look at it hanging in a public gallery — I'd only go on
torturing myself with wanting it back. I can see every detail
of it in my mind's eye anyway. It lives in my head. I can
60 recite it like a poem, and so in a sense I can never lose it.

10. Which statement best summarizes the description of
the hypothetical group of people in lines 4-5
compared to that of the actual group in line 46 ?

(A) The first is uneducated; the second has profes-
sional training.
(B) The first slights the artist; the second is overly
respectful.
(C) The first is somewhat intrusive; the second is
apparently appreciative.
(D) The first rejects the artist's methodology; the
second praises it.
(E) The first is acquisitive; the second is generous
and giving.

11. Line 8 ("I imagined . . . the same") suggests that the
narrator

(A) believes that most artists feel as she does in the
presence of an audience
(B) is as excited about Sheila Fell's work as she is
about her own
(C) is insecure about promoting her books in front
of prospective buyers
(D) regards Sheila Fell's attitude as eccentric
(E) enjoys the company of artists and writers

12. The central contrast between the first paragraph
(lines 1-8) and the second (lines 9-18) is best
described in which terms?

(A) Idealism *versus* practicality
(B) Expectation *versus* reality
(C) Speculation *versus* investigation
(D) Anticipation *versus* disappointment
(E) Generosity *versus* possessiveness

13. In line 25, the author assumes that "justice" would be

(A) recognizing the unique achievements of an artist
(B) ensuring that a work of art reaches the widest possible audience
(C) displaying a work of art to its best advantage
(D) enhancing one's daily life with beautiful art
(E) providing elegant surroundings for exceptional paintings

14. "It was a terrible mistake" (line 36) because the narrator

(A) had no other souvenirs of Cumberland
(B) allowed pragmatic concerns to override her fondness for the painting
(C) did not realize how valuable the painting would become to collectors
(D) felt that she had betrayed Sheila Fell's trust
(E) was unable to appreciate the smaller Sheila Fell painting

15. In line 41, the metaphor describing "folly" suggests that paintings can

(A) lose their aura when seen too often in familiar surroundings
(B) reinforce misleading recollections of childhood places
(C) arouse strong emotions in their owners
(D) provoke artists to make premature decisions
(E) bring back painful memories of what they depict

16. The narrator says that for her the painting is "like a poem" (line 60) because it

(A) may be shared with others as a source of pleasure
(B) is essential to the narrator's sense of identity
(C) represents the narrator's longing for beautiful objects
(D) makes a powerful first impression upon the narrator
(E) is preserved vividly within the narrator's mind

17. In the closing paragraphs, the narrator uses the language of human interaction in describing the painting in order to emphasize the

(A) empathy she feels with its creator
(B) difficulty she encounters in maintaining it
(C) pressure she feels to "divorce" it
(D) extent to which she feels its loss
(E) quality of her nostalgia for what it depicts

18. The passage serves mainly to

(A) discuss the influence of environment on artistic achievement
(B) defend the works of a controversial artist
(C) explore the emotional context of a particular series of events
(D) argue against placing undue emphasis on the economic value of art
(E) stimulate interest in an overlooked artistic genre

Questions 19-24 are based on the following passage.

The following passage is excerpted from a review of a book about aviation's early years.

Aviation belonged to the new century in part because the engineering that went into flying machines was utterly different from that of the Industrial Revolution. Nineteenth-
Line century engineering revolved around the steam engine. It
5 was about weight and brute power—beautifully machined heavy steel, burnished bronze, polished copper pipes, ornamental cast iron—everything built, with no expense spared, to withstand great pressures and last any number of lifetimes. Airplane construction was the opposite of all that;
10 it was about lightness.
The Wright brothers, who created one of the first airplanes, started out making bicycles, which were all the rage at the turn of the century. They knew about thin-wall steel tubes, wire-spoked wheels, chain drives, and whatever
15 else it took to construct efficient machines that weighed as little as possible. In effect, they were practical engineers at the cheap end of the market, but they happened to be fascinated by flight. Says one writer, "Wilbur [Wright] spent his time studying the flight of vultures, eagles,
20 ospreys, and hawks, trying to discover the secret of their ability to maneuver with their wings in unstable air. To those who later asked him how he learned to fly, he loved to reply through his scarcely opened lips: 'Like a bird.'"
This is the point at which engineering intersects with the
25 imagination, with humanity's ancient dream of freeing itself from gravity. Until the first fliers got to work, the body was earthbound, but it enclosed a soul that flew—in meditation, in poetry, and, as the seventeenth-century English poet Andrew Marvell showed, sometimes
30 spectacularly in both:

Casting the body's vest aside
My soul into the boughs does glide:
There, like a Bird, it sits and sings,
Then whets and combs its silver wings,
35 And, till prepared for longer flight,
Waves in its plumes the various light.

At the beginning of this century, the new light engineering that allowed people to fly seemed to the uninitiated a kind of poetry. In 1913, a writer in the
40 *Atlantic Monthly* claimed that "machinery is our new art form" and praised "the engineers whose poetry is too deep to look poetic" and whose gifts "have swung their souls free . . . like gods." One of Wright's most eloquent admirers called him a poet and compared him to one of
45 "those monks of Asia Minor who live perched on the tops of inaccessible mountain peaks. The soul of Wilbur Wright is just as high and faraway." Wright was, in fact, "deeply middle-class and unheroic," writes one biographer, but those obsessed with the glamour of flight pretended not to
50 notice.

19. The primary purpose of the passage is to

(A) profile the unique personalities of aviation pioneers
(B) examine the theme of flight in contemporary poetry
(C) survey the effects of aviation on twentieth-century lifestyles
(D) explain important principles of flight in nontechnical language
(E) discuss how early aviation captured people's imagination

20. In lines 3-9, the description of the steam engine is primarily intended to illustrate

(A) how train engineers provided a model that aviation engineers could follow
(B) how the Industrial Revolution accelerated society's interest in travel
(C) a form of engineering that emphasized immense mass and strength
(D) a twentieth-century preoccupation with style over practicality
(E) an inefficient mode of transportation whose value was overrated

21. The author refers to "the cheap end of the market" (line 17) to make the point that

(A) aviation's progress was hindered by people who had little concern for quality
(B) the public could afford to fly because airplanes used inexpensive materials
(C) aviators were the target of unwarranted and petty criticism
(D) the pioneers of aviation had modest technological beginnings
(E) nineteenth-century engineering methods were too extravagant

22. In lines 31-36, the author quotes Marvell's poetry primarily to illustrate

(A) the contrast between imaginative and practical engineering
(B) the solution to the mystery of flight
(C) how the advantages of flight outweigh its dangers
(D) how those who analyze the mechanics of flight overlook its beauty
(E) humanity's deep longing to be able to fly

23. The quotation in lines 41-42 ("the engineers . . . poetic")
    serves to reinforce the point that

    (A) machines can be as inspiring as works of art
    (B) technology and poetry are both misunderstood
    (C) scientific practicality is more important than
        artistic creativity
    (D) the technical language of engineers has a lyrical
        quality
    (E) artistic pretensions are not suitable for engineers

24. In lines 47-48, the inclusion of the biographer's
    remarks is intended to

    (A) criticize an instance of unimaginative thinking
    (B) demystify the image of an individual
    (C) reiterate a generally accepted view
    (D) reassess the importance of an invention
    (E) perpetuate the legacy of a scientific hero

STOP

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

SECTION 6
Time — 25 minutes
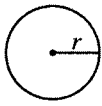**18 Questions**

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

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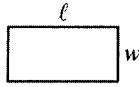
Notes

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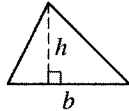
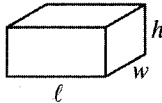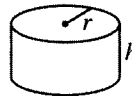Reference Information

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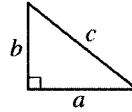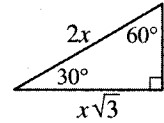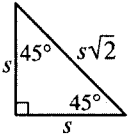$A = \frac{1}{2}bh$
$V = \ell wh$
$V = \pi r^2 h$
$c^2 = a^2 + b^2$
Special Right Triangles

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

---

1. If $x + \dfrac{2}{x} = 5 + \dfrac{2}{5}$, then x can equal which of the following?

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

(B) $\dfrac{4}{5}$

(C) 1

(D) $\dfrac{5}{2}$

(E) 5
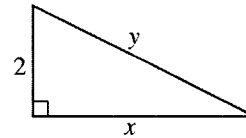
Note: Figure not drawn to scale.

2. In the right triangle above, if $x = 3$, what is the value of y ?

(A) $\sqrt{13}$ (approximately 3.61)
(B) $\sqrt{15}$ (approximately 3.87)
(C) 4
(D) $\sqrt{17}$ (approximately 4.12)
(E) 5

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All numbers that are divisible by both 2 and 6 are also divisible by 4.

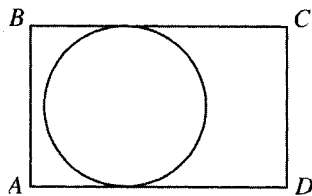3. Which of the following numbers can be used to show that the statement above is FALSE?

(A) 4
(B) 8
(C) 12
(D) 18
(E) 24

4. In the figure above, the circle is tangent to sides BC and AD of the 8-by-12 rectangle, $ABCD$. What is the area of the circle?

(A) 16π
(B) 20π
(C) 36π
(D) 64π
(E) 96π
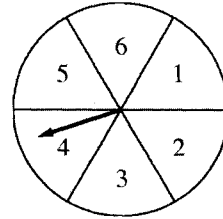
5. On the disk shown above, a player spins the arrow twice. The fraction $\frac{a}{b}$ is formed, where a is the number of the sector where the arrow stops after the first spin and b is the number of the sector where the arrow stops after the second spin. On every spin, each of the numbered sectors has an equal probability of being the sector on which the arrow stops. What is the probability that the fraction $\frac{a}{b}$ is greater than 1 ?

(A) $\frac{15}{36}$

(B) $\frac{16}{36}$

(C) $\frac{18}{36}$

(D) $\frac{20}{36}$

(E) $\frac{21}{36}$

6. Which of the following tables shows a relationship in which w is directly proportional to x ?

(A)

w	x
1	3
2	4
3	5

(B)

w	x
3	9
4	16
5	25

(C)

w	x
5	10
6	18
7	28

(D)

w	x
7	21
8	24
9	27

(E)

w	x
5	10
10	15
15	20

7. Dwayne has a newspaper route for which he collects k dollars each day. From this amount he pays out $\dfrac{k}{3}$ dollars per day for the cost of the papers, and he saves the rest of the money. In terms of k, how many days will it take Dwayne to save $1,000 ?
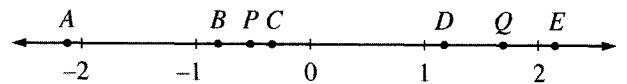
(A) $\dfrac{k}{1,500}$

(B) $\dfrac{k}{1,000}$

(C) $\dfrac{1,000}{k}$

(D) $\dfrac{1,500}{k}$

(E) $1,500k$

8. Which of the lettered points on the number line above could represent the result when the coordinate of point P is multiplied by the coordinate of point Q ?

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

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

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

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

Write answer in boxes. →

← Fraction line

Grid in → result.

Answer: 2.5

← Decimal point

Answer: 201
Either position is correct.

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 $3\ |\ 1\ /\ 2$ 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:

9. If $5y + 2x = 23$ and $x = y + 1$, what is the value of y?

10. A company produced 300 appliances in the first week of the month. Because it received additional machinery, its production increased 50 percent from the first week to the second week. How many appliances did the company produce the second week?

GO ON TO THE NEXT PAGE
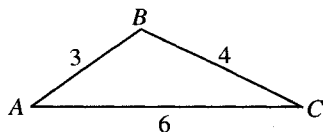
11. Each angle of $\triangle ABC$ above has the same measure as an angle in $\triangle XYZ$ (not shown). If the length of one side of $\triangle XYZ$ is 24, what is one possible perimeter of $\triangle XYZ$?

12. The sum of 5 consecutive integers is 1,000. What is the value of the greatest of these integers?
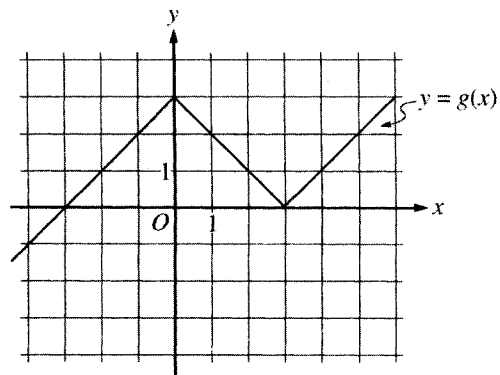
13. The figure above shows the graph of $y = g(x)$. If the function h is defined by $h(x) = g(2x) + 2$, what is the value of $h(1)$?

14. Exactly 4 actors try out for the 4 parts in a play. If each actor can perform any one part and no one will perform more than one part, how many different assignments of actors are possible?
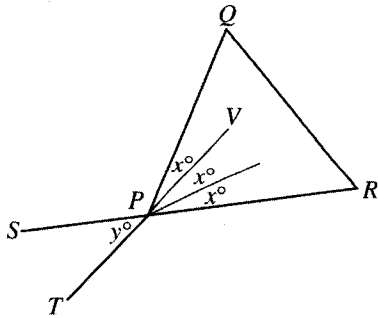
15. In the figure above, $\triangle PQR$ is equilateral and $\overline{SR}$ and $\overline{TV}$ intersect at point P. What is the value of y ?

16. Let the operations $\triangle$ and $\square$ be defined for all real numbers a and b as follows.

$$a \triangle b = a + 3b$$

$$a \square b = a + 4b$$

If $4 \triangle (5y) = (5y) \square 4$, what is the value of y ?

17. In the xy-coordinate plane, the graph of $x = y^2 - 4$ intersects line ℓ at $(0, p)$ and $(5, t)$. What is the greatest possible value of the slope of ℓ ?

18. Esther drove to work in the morning at an average speed of 45 miles per hour. She returned home in the evening along the same route and averaged 30 miles per hour. If Esther spent a total of one hour commuting to and from work, how many miles did Esther drive to work in the morning?

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

SECTION 7
Time — 25 minutes
35 Questions

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

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

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

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

EXAMPLE:

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

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

(A) ● (C) (D) (E)

1. Roger had just walked into his office and that was when he was told that his plan had finally been approved.

(A) and that was when he was told
(B) and then he learned
(C) when it was learned by him
(D) and then they told him
(E) when he learned

2. Burdened with three pieces of luggage and a pair of skis, Sarah's search for a baggage cart was desperate.

(A) Sarah's search for a baggage cart was desperate
(B) Sarah's desperate search was for a baggage cart
(C) a baggage cart was what Sarah desperately searched for
(D) a baggage cart for which Sarah desperately searched
(E) Sarah searched desperately for a baggage cart

3. Karen, James, and Sam were hiking when, stumbling over a rock, he fell down a steep embankment.

(A) when, stumbling over a rock, he fell down a steep embankment
(B) and then he fell down a steep embankment after he stumbled over a rock
(C) when Sam fell down a steep embankment after stumbling over a rock
(D) when Sam fell down a steep embankment, since he stumbled over a rock
(E) and, since Sam has stumbled over a rock, he fell down a steep embankment

4. By attracting new industry when the old factory closed, the council kept the economy of the town from collapsing, this was a disaster many workers had feared.

(A) this was a disaster many workers had feared
(B) because many workers had feared a disaster
(C) the fear many workers had would be a disaster
(D) a disaster that many workers had feared
(E) it was feared by many workers as a disaster

5. A healthy economy can be measured not only by the growth of businesses but it has a psychological effect on people.

(A) it has a
(B) as well in the
(C) also by the
(D) also the
(E) in the way of having a
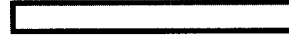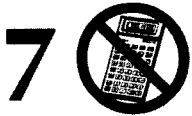
6. Today's political candidates may reach wide audiences by appearing on <u>television, but old-fashioned barnstorming still has value because it allows</u> the electorate to meet candidates face to face.

   (A) television, but old-fashioned barnstorming still has value because it allows
   (B) television, but old-fashioned barnstorming still would have value because of allowing
   (C) television; however, there is still value in old-fashioned barnstorming by allowing
   (D) television, old-fashioned barnstorming still having value because it allows
   (E) television, when old-fashioned barnstorming still has value in allowing

7. Linguistic research often requires fieldwork <u>where they</u> can study and record the spoken dialects of a region.

   (A) where they
   (B) through which they
   (C) and the linguist
   (D) during which the linguist
   (E) which they

8. The primatologist has argued that sustained observation of a few animals <u>provides better behavioral data than does intermittent observation of many animals</u>.

   (A) provides better behavioral data than does intermittent observation of many animals
   (B) provides better behavioral data than many animals are observed intermittently
   (C) providing better behavioral data than does intermittent observation of many animals
   (D) do provide better behavioral data than intermittent observation of many animals do
   (E) in contrast to intermittent observation of many animals, provides better behavioral data

9. George Orwell's term "doublespeak" <u>referring to the intentional use of language</u> to confuse or to mislead, as when one says "revenue enhancement" instead of "tax increase."

   (A) referring to the intentional use of language
   (B) referring to language which is intentionally used
   (C) which refers to intentionally using language
   (D) refers to the intentional use of language
   (E) is when it refers to language used intentionally

10. Scientists predict technological changes in the next <u>century, they will be as dramatic as was</u> the development of the transcontinental railroad in the last century.

   (A) century, they will be as dramatic as was
   (B) century, these will be as dramatic as
   (C) century; being as dramatic as was
   (D) century will be dramatic as is
   (E) century as dramatic as

11. <u>With billions of tons</u> yet to be mined, some argue that coal conservation measures are unnecessary.

   (A) With billions of tons
   (B) Because billions of tons of coal are
   (C) Because of coal in billions of tons
   (D) By considering that there are billions of tons
   (E) Aware of the coal in billions of tons

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

Ⓐ ● Ⓒ Ⓓ Ⓔ

12. Beatrix Potter completely transformed the
       A
traditional animal fable , and they had been
     B   C
used by other writers simply to illustrate
          D
moral lessons. No error
     E

13. No matter where they came from or what their
  A   B
previous lifestyle is , the refugees were grateful for
    C   D
having been granted political asylum in the United

States. No error
   E

14. Susan and Peter were inspired to become
       A
a professional writer after hearing a famous journalist
   B   C
speak about the challenges of investigative reporting.
  D
No error
 E

15. Cocoa was popular with Europeans before either tea
          A
and coffee, its consumption gradually spreading from
 B   C
Spain and Portugal to Italy, Austria, France,

and then across the channel to the British Isles.
   D
No error
 E

16. To become a world figure-skating champion like
  A
Kristi Yamaguchi, one must be so dedicated that you
       B   C
will practice six hours a day. No error
 D   E

17. Each time Caroline turns on her computer, she

has to enter a company code, then her initials,
A
and then enters a password before she can
   B   C
begin working . No error
 D   E

18. A talented and versatile artist , Twyla Tharp
     A
has been a dancer , choreographer, and
 B C
collaborated on various productions . No error
     D   E

GO ON TO THE NEXT PAGE

19. The scientific writings of Edward O. Wilson,

Stephen Jay Gould, and Richard Dawkins, which
                                          A
has continued the discussion of genetic issues
     B
raised by Charles Darwin, are familiar to many
     C   D
high school and college students. No error
                                    E

20. Conflicts between land developers and conserva-

tionists have repeatedly arose , causing Congress
                          A   B
to reconsider legislation that prohibits building
                           C
within habitats of endangered species. No error
     D   E

21. Surely one of the most far-reaching changes in the
     A
nineteenth century will be the change from working
                     B
at home to working in the factory. No error
   C   D   E

22. Howard Gardner, an observer of Chinese elementary
                        A
education, has questioned the view that requiring

young children to copy models prevents them from
                B   C
becoming a creative artist later in life. No error
         D   E

23. The governor's aides are convinced that
                       A
the announcement of the investigation,

coming just days before the filing deadline,
       B
were calculated to discourage the governor
     C
from running for reelection. No error
     D   E

24. Although the new device was the most clever
     A   B
designed bird feeder that Ms. Rodriguez had

ever owned , it could not keep squirrels from stealing
     C   D
the birdseed. No error
             E

25. Whatever price the company finally sets for
                             A
the fuel will probably be determined as much by
         B   C
politics as by a realistic appraisal of the market.
                          D
No error
   E

GO ON TO THE NEXT PAGE

26. Air pollution caused by industrial fumes

has been studied for years, but only recently
       A   B

has the harmful effects of noise pollution
C

become known. No error
    D   E

27. The historian argued that we ought to learn
                        A

more about the process by which individuals
    B

like Sam Houston were identified by others
                 C

as leaders . No error
   D   E

28. Quick to take advantage of Melanie Johnson's
     A   B

preoccupation in the history of the Johnson family, the
        C

genealogist proposed investigating that history — for
                          D

a large fee. No error
        E

29. Contrasting with most other fifteenth-century rulers,
        A   B

Portuguese kings could count on the support of the
               C

aristocracy in any overseas ventures. No error
       D   E

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

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

Questions 30-35 are based on the following passage.

(1) Many people complain about the negative statements made by candidates that are arising during political campaigns. (2) But really, what candidate is ever going to say something nice about an opponent? (3) Their goal, after all, is if you elect them. (4) Clearly, there are times when negatives must be mentioned. (5) For example, it is only fair for a challenger to point out that an incumbent has in fact done a poor job in office. (6) Now that I am almost old enough to vote, I pay more attention to the character of candidates.

(7) But there is another kind of negative campaigning, the kind known as "sleaze." (8) Instead of proposing new policies, a sleazy candidate will run a campaign aimed at smearing the opponent. (9) It has become so common that it is almost taken for granted.

(10) The dirtiest kinds of campaigns use tactics such as character assassination and outright lying about an opponent. (11) The actual work of planting the lies is often done by campaign staff. (12) Then the accusing candidate denies knowing about it. (13) Meanwhile, someone's reputation is ruined because people who hear the lies believe them without checking the facts first. (14) The media report the lies, they say it is because they are newsworthy. (15) Thus the media contribute to a vicious circle.

30. In context, which of the following revisions is necessary in sentence 1 (reproduced below) ?

Many people complain about the negative statements made by candidates that are arising during political campaigns.

(A) Delete "people".
(B) Change "complain" to "complained".
(C) Change "are arising" to "is raised".
(D) Delete "that are arising".
(E) Insert "the course of" after "during".

31. In context, which is the best version of sentence 3 (reproduced below) ?

Their goal, after all, is if you elect them.

(A) (As it is now)
(B) Their goal, after all, would be if their opponent lost.
(C) A political candidate's goal, after all, is when the election is won.
(D) The goal of political candidates, after all, is to win elections.
(E) The goal of politics, after all, is for you to elect this person.

32. In context, which of the following most logically replaces "*It*" in sentence 9 (reproduced below) ?

It has become so common that it is almost taken for granted.

(A) This strategy
(B) This lack of planning
(C) This complaint
(D) This lie
(E) This promise

33. What should be done with sentence 6 (reproduced below) ?

Now that I am almost old enough to vote, I pay more attention to the character of candidates.

(A) Leave it as it is.
(B) Delete it.
(C) Insert "Consequently," at the beginning.
(D) Add "than I formerly did" at the end.
(E) Rephrase the sentence and begin with "Shouldn't I pay".

34. Which is the best way to deal with sentence 14 (reproduced below) ?

The media report the lies, they say it is because they are newsworthy.

(A) Leave it as it is.
(B) Delete it.
(C) Change "report" to "verify".
(D) Change "they say it's because" to "saying that".
(E) Change "they are newsworthy" to "it is news".

35. Which of the following is best to add after sentence 15 as a concluding sentence?

(A) These tactics may be unnecessary, but they do have a bright side after all.
(B) Restrictions such as this, if rigorously enforced, will control negative campaigning.
(C) In conclusion, the media should refuse to participate in it.
(D) Therefore, as much as political campaigns cost, we deserve better.
(E) This practice only worsens the negative aspects of our political campaigns.

STOP

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

SECTION 8
Time — 20 minutes
19 Questions

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

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

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

Example:

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

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

Ⓐ Ⓑ Ⓒ Ⓓ ●

1. A swindler's ------- is usually a gullible person who is unable to resist the swindler's traps.

(A) peer   (B) ally   (C) prey
(D) nemesis   (E) superior

2. Improvements in refrigeration and transportation in the nineteenth century ------- the ------- of available food for many families in the United States.

(A) slowed . . distribution
(B) accelerated . . perishability
(C) expanded . . variety
(D) lowered . . amount
(E) created . . dearth

3. Although Eudora Welty and William Faulkner wrote in distinctively different styles, ------- between the two is ------- because they both lived in and wrote about Mississippi.

(A) comparison . . inevitable
(B) cooperation . . destructive
(C) discord . . legendary
(D) similarity . . unlikely
(E) rivalry . . redundant

4. Cito Gaston, one of the least ------- baseball managers, surprised reporters by weeping openly after his team won the play-offs.

(A) somber   (B) demonstrative   (C) insufferable
(D) bountiful   (E) wistful

5. That critic's writing is so obscure and dense that upon first reading, one finds its ------- hard to penetrate.

(A) brevity   (B) rigidity   (C) floridity
(D) harmony   (E) opacity

6. Oil companies seeking permission to drill in Alaskan wildlife refuge areas argued that, for animals, the effects of previous drilling in comparable areas have been -------.

(A) irrepressible   (B) counterproductive
(C) negligible   (D) momentous
(E) magnanimous

GO ON TO THE NEXT PAGE

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

Questions 7-19 are based on the following passages.

The narrator of Passage 1 describes the behavior of his friend Jerry, with whom he is rooming in an unspecified African country. In Passage 2, a different narrator describes himself while visiting an English couple in London. Both fictional works were published in the early 1980's.

Passage 1

Jerry was deceitful, but at the time I did not think he was imaginative enough to do any damage. And yet his was not the conventional double life that most White people
Line led in Africa. Jerry had certain ambitions: ambition makes
5 more liars than egotism does. But Jerry was so careful, his lies such modest calculations, that he was always believed. He said he was from Boston. "Belmont actually," he told me, when I said I was from Medford. His passport said Watertown. He felt he had to conceal it. That explained
10 a lot: the insecurity of living on the lower slopes of the long hill, between the smoldering steeples of Boston and the clean, high-priced air of Belmont. We are probably no more class-conscious than the British, but when we make class an issue, it seems more than snobbery. It becomes
15 a bizarre spectacle, a kind of attention-seeking, and I cannot hear an American speaking of his or her social position without thinking of a human fly, one of those tiny people in grubby capes whom one sometimes sees clinging to the brickwork of a tall building.
20 What had begun as fantasy had, after six months of his repeating it in our insignificant place, made it seem like fact. I had the impression that it was one of the reasons Jerry wanted to stay in Africa. If you tell enough lies about yourself, they take hold. It becomes impossible ever to go back,
25 since that means facing the truth. In Africa, no one could dispute what Jerry said he was: a wealthy Bostonian, from a family of some distinction, adventuring in philanthropy before inheriting his father's business.

Passage 2

Anna and Chris made me at ease the first day in their
30 polished living room—though I was not sure why these people would bother putting themselves out for me at all. And when they kept inviting me back for dinner parties and extending their hospitality, I wondered if maybe they were bored, or if their ignorance of American types was
35 such that they failed to see that I was not at all of their social class: I kept expecting some crude regional expression to betray me; and, once I thought of it in those terms, I knew I would have to make sure they saw that side of me—to do less would be like trying to "pass." Yet whatever I said
40 seemed to make no difference in their acceptance. I then

suspected that my rough-edgedness itself was entertaining to them as a source of vitality, their diversion-of-the-month. This would have made more sense if the Hodgkinsons were bored, dried-up people who needed to feast on any new
45 stranger, but they were not; they were in the world and leading stimulating lives and I finally had to come to the anxious conclusion that they simply liked me.
The truth was I had changed, though I was perhaps the last to see it. While still feeling myself a child from
50 the slums, I had gotten a university education, acquired a taste for esoteric culture; and now, when I thought back to my students in East Harlem, where I felt I should really belong, it seemed that I was a stranger there as well. Yet I did not fit in with people born to middle-class comfort either.
55 It seemed there was no group at all in which I could feel at home. Perhaps anyone with the tiniest sensitivity comes to that banal conclusion. But what I was seeing now with horror, in the accepting eyes of those a class above me, was that I had already partly metamorphosed—into them. My only
60 hope of growing seemed to point in an upward social direction; but that direction aroused in me a characteristic disapproval and distaste. I was by no means attracted by everything I saw in well-off people's lives, and the momentary need to accept their hospitality and keep secret my criticism of them
65 made me feel like a hypocrite.

7. Jerry in Passage 1 and the narrator of Passage 2 are similar in that both

(A) feel a strong desire to advance socially
(B) feel insecurity about their backgrounds
(C) are unsuccessful in deceiving others
(D) are determined to remain genuine in the face of pressure to conform
(E) have been unduly influenced by the lifestyles of their friends

8. Jerry differs most from the narrator of Passage 2 in his

(A) apparent satisfaction with his present circumstances
(B) ability to differentiate fantasy from reality
(C) willingness to devote his time to philanthropic concerns
(D) refusal to accept the labels and judgments of others
(E) eagerness to befriend people of all social and economic classes

9. The first sentence of Passage 1 implies that

   (A) the truth can sometimes be more damaging than
       a lie
   (B) the narrator failed to recognize Jerry's deceptive
       nature
   (C) the narrator is intolerant of Jerry's background
   (D) the narrator's view of Jerry changed over time
   (E) Jerry was unaware of his effect on others

10. In line 6, "modest" most nearly means

   (A) shy
   (B) self-conscious
   (C) secretive
   (D) decent
   (E) moderate

11. In the context of Passage 1, "insignificant" (line 21)
    suggests that

   (A) Jerry's lying is unlikely to have major conse-
       quences in Africa
   (B) Jerry does not realize how commonplace his
       behavior is in Africa
   (C) Jerry has lost the ability to distinguish between
       reality and fantasy
   (D) the narrator's own reputation has been harmed
       by association with Jerry
   (E) the narrator believes Jerry's behavior is silly

12. Passage 1 indicates that Jerry feels as he does about his
    life in Africa because

   (A) the inhabitants cannot easily verify his American
       social status
   (B) the inhabitants will not give him the social accep-
       tance that he craves
   (C) he was treated with the same respect as when he
       was in America
   (D) he is free from the constraints of family and social
       obligations
   (E) he is free to befriend people of varied social
       backgrounds

13. The two passages differ in that, unlike Jerry, the
    narrator of Passage 2 has

   (A) reluctantly decided to return to the United States
   (B) found that social advancement is frequently
       impossible to obtain
   (C) belatedly rediscovered his love for his childhood
       home
   (D) undergone a change in attitude about social class
   (E) recently stopped lying about his background

14. In lines 36-39 of Passage 2, the narrator's perspective
    changes from

   (A) suspicion of his hosts to outright mistrust of them
   (B) estrangement to a sense of camaraderie
   (C) insecurity to feelings of despondency
   (D) apprehensiveness to a desire to reveal himself
   (E) rejection of his social status to an acceptance of it

15. The statement in lines 44-45 ("to feast . . . stranger")
    suggests that some hosts

   (A) resent being relied on for the latest gossip
   (B) are anxious about making a good impression
       on strangers
   (C) get immense satisfaction from making their guests
       feel inferior
   (D) pretend to lead more interesting lives than they
       actually do
   (E) live vicariously through their guests

16. In line 45, the phrase "in the world" indicates that the
    Hodgkinsons are

   (A) preoccupied with the mundane aspects of life
   (B) familiar with upper-class social conventions
   (C) suspicious of spirituality
   (D) stylish and urbane, but ruthless
   (E) in contact with interesting people and ideas

17. In line 47, "anxious" most nearly means

   (A) meticulous
   (B) impatient
   (C) uneasy
   (D) frightened
   (E) eager

18. Which best characterizes how the subject of identity is treated in these two passages?

    (A) Passage 1 suggests that identity can be self-created, while Passage 2 contends that it is determined by external and internal factors.

    (B) Passage 1 de-emphasizes the importance of ancestral background to one's identity, while Passage 2 emphasizes its importance.

    (C) Passage 1 argues that the individual chooses his or her identity, while Passage 2 affirms that identity is imposed by others.

    (D) Both passages downplay the impact of one's physical surroundings on one's identity.

    (E) Neither Passage 1 nor Passage 2 considers the psychological effect of denying parts of one's identity.

19. Which generalization about class attitudes is most strongly supported by both passages?

    (A) Charm and personality are more important than one's social position.

    (B) Only the very wealthy are concerned with social position.

    (C) It is only after having lived abroad that Americans come to believe in the possibility of a society without class distinctions.

    (D) Americans choose to live abroad primarily to escape the confinement of social class.

    (E) Even when living abroad, Americans consider their status in American society crucial to individual identity.

STOP

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

SECTION 9
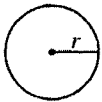**Time — 20 minutes**
16 Questions

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

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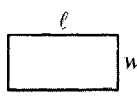
Notes

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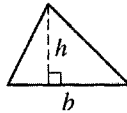
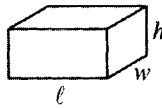**Reference Information**

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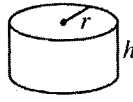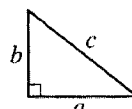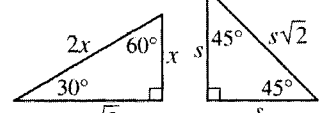
$A = \ell w$

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

$V = \ell w h$

$V = \pi r^2 h$

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

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.

---

1. If $5t = 45$ and $tk = 1$, what is the value of k ?

(A) $\dfrac{1}{45}$

(B) $\dfrac{1}{9}$

(C) $\dfrac{1}{5}$

(D) 5

(E) 9

2. It takes 4 complete turns of a crank to raise a window 2 inches. At this rate, how many turns does it take to raise the same window $3\frac{1}{2}$ inches?
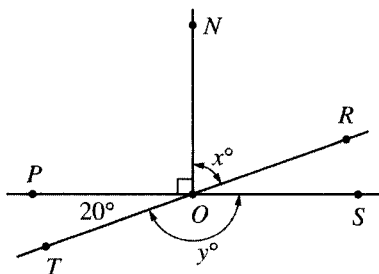
(A) 3.5
(B) 7
(C) 12
(D) 14
(E) 35

GO ON TO THE NEXT PAGE

3. If $\frac{x}{y} = \frac{2}{3}$, what is the value of $\frac{3x}{2y}$?

(A) $\frac{1}{3}$

(B) $\frac{2}{3}$

(C) 1

(D) $\frac{3}{2}$

(E) $\frac{9}{4}$

4. In the figure above, $\overline{PS}$ and $\overline{TR}$ intersect at O and $\overline{ON}$ is perpendicular to $\overline{PS}$. What is the value of $y - x$?

(A) 20
(B) 70
(C) 90
(D) 100
(E) 140

SCHEDULE

Event	Beginning Time	Ending Time
Session I	?	
Break		
Session II		
Lunch		
Session III		
Break		
Session IV		4:30 P.M.

5. In the schedule above, each session is to be $1\frac{1}{2}$ hours long, each break is to be $\frac{1}{4}$ hour long, and lunch is to be 1 hour long. If session IV is to end at 4:30 P.M., at what time should session I begin?

(A) 8:15 A.M.
(B) 8:30 A.M.
(C) 8:45 A.M.
(D) 9:00 A.M.
(E) 9:15 A.M.

6. If $2x - 5$, $x + 1$, and $3x - 8$ are all integers and $x + 1$ is the median of these integers, which of the following could be a value for x ?

(A) 5
(B) 7
(C) 9
(D) 10
(E) 11

GO ON TO THE NEXT PAGE

7. An exhibitor is selling decorative wreaths at an arts and crafts show. The net profit P, in dollars, from the sales of the wreaths is given by $P(n) = 0.75n - 50$, where n is the number of wreaths sold. How many wreaths must the exhibitor sell in order to earn a net profit of $100 ?

(A) 25
(B) 75
(C) 150
(D) 175
(E) 200

8. If $x^2 + y^2 = 73$ and $xy = 24$, what is the value of $(x + y)^2$?
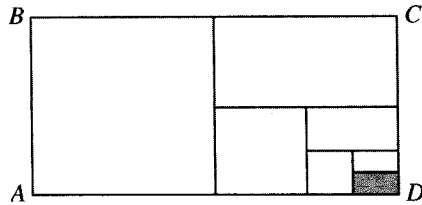
(A) 73
(B) 97
(C) 100
(D) 121
(E) 144
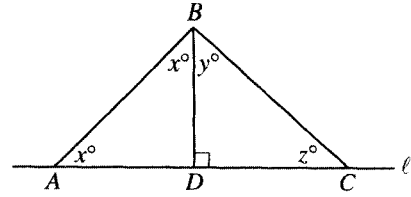
Note: Figure not drawn to scale.

9. In the figure above, $AD = 1$ and $DC = \sqrt{3}$. What is the value of z ?

(A) 15
(B) 20
(C) 25
(D) 30
(E) 35

10. If 30 percent of 40 percent of a positive number is equal to 20 percent of w percent of the same number, what is the value of w ?

(A) 80
(B) 60
(C) 50
(D) 15
(E) 10

GO ON TO THE NEXT PAGE

11. In the figure above, rectangle $ABCD$ is made up of seven nonoverlapping rectangles. The two smallest rectangles have the same area. Each of the other rectangles has twice the area of the next smaller rectangle. The area of the shaded rectangle is what fraction of the area of rectangle $ABCD$?

(A) $\dfrac{1}{128}$

(B) $\dfrac{1}{64}$

(C) $\dfrac{1}{32}$

(D) $\dfrac{1}{16}$

(E) $\dfrac{1}{7}$

12. If $2x < y < 0$, which of the following is greatest?

(A) $-2x$
(B) $-(2x + y)$
(C) $2x$
(D) 0
(E) $-y$

13. Carlos delivered n packages on Monday, 4 times as many packages on Tuesday as on Monday, and 3 more packages on Wednesday than on Monday. What is the average (arithmetic mean) number of packages he delivered per day over the three days?

(A) $2n - 3$
(B) $2n - 1$
(C) $2n + 1$
(D) $2n + 3$
(E) $6n + 1$

14. If $(a + b)^{\frac{1}{2}} = (a - b)^{-\frac{1}{2}}$, which of the following must be true?

(A) $b = 0$
(B) $a + b = 1$
(C) $a - b = 1$
(D) $a^2 + b^2 = 1$
(E) $a^2 - b^2 = 1$

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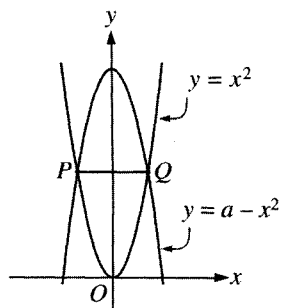
15. The figure above shows the graphs of $y = x^2$ and $y = a - x^2$ for some constant a. If the length of $\overline{PQ}$ is equal to 6, what is the value of a ?

(A) 6
(B) 9
(C) 12
(D) 15
(E) 18

16. Set X has x members and set Y has y members. Set Z consists of all members that are in either set X or set Y with the exception of the k common members ($k > 0$). Which of the following represents the number of members in set Z ?

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

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

SECTION 10
Time — 10 minutes
14 Questions

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

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

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

EXAMPLE:

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

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

Ⓐ ● Ⓒ Ⓓ Ⓔ

1. Some of the Smithsonian Institution's most prized items, from Duke Ellington's musical transcripts to First Ladies' gowns, <u>coming from</u> unsolicited donations.

   (A) coming from
   (B) they come from
   (C) they have come from
   (D) came from
   (E) which came from

2. <u>As patients, the medical directors of the clinic believe that you</u> are entitled to know the reason for the increase in fees.

   (A) As patients, the medical directors of the clinic believe that you
   (B) The belief of the clinic's medical directors about patients is that you
   (C) You, as patients, are believed by the clinical medical directors, and you
   (D) The medical directors of the clinic, who believe that you, as patients,
   (E) The medical directors of the clinic believe that as patients, you

3. Lecturing at the university, <u>read the poetry of Margaret Atwood was the advice Professor Clark gave her audience</u>.

   (A) read the poetry of Margaret Atwood was the advice Professor Clark gave her audience
   (B) the poetry of Margaret Atwood was what Professor Clark advised her audience to read
   (C) her audience was advised by Professor Clark to read the poetry of Margaret Atwood
   (D) Margaret Atwood's poetry, advised Professor Clark, was what her audience should read
   (E) Professor Clark advised her audience to read the poetry of Margaret Atwood

4. Lois has learned more about Arna Bontemps' writings than the rest of <u>us because of being her favorite author</u>.

   (A) us because of being her favorite author
   (B) us; this is the result of Bontemps' being her favorite author
   (C) us because Bontemps is her favorite author
   (D) us as a result of Bontemps' being her favorite author
   (E) us since Bontemps is her favorite as an author

GO ON TO THE NEXT PAGE

5. The five autobiographical volumes by Maya Angelou begin with her childhood in Arkansas and culminate in her adult years in Egypt and Ghana.

(A) begin with her childhood in Arkansas and culminate
(B) that begin with her childhood in Arkansas and culminate
(C) have begun with her childhood in Arkansas and culminating
(D) beginning with her childhood in Arkansas and culminating
(E) are begun with her childhood in Arkansas and culminated

6. Rilke, the great German poet, could not continue his search for angelic spirits until he can rely on a strength greater than his own.

(A) can rely on a strength greater than his own
(B) could rely on a strength greater than his own
(C) would be able to rely on a strength greater than his own
(D) can rely on a strength greater than his strength
(E) could rely on a strength greater than his strength

7. To ensure that the bread will have the same consistency from batch to batch, it is the quality control specialist who checks small random samples of dough from each lot.

(A) it is the quality control specialist who checks small random samples of dough from each lot
(B) the quality control specialist checks small random samples of dough from each lot
(C) small random samples of dough being checked from each lot by the quality control specialist
(D) the quality control specialist checks samples of dough — small and randomly — from each lot
(E) the quality control specialist is the one checking small random samples from each lot of dough

8. Surface mining is safer, quicker, and cheaper than deep mining, but the greater is its toll in human misery.

(A) the greater is its toll in human misery
(B) it has a greater human misery toll
(C) in its human misery toll it is greater
(D) there is the greater toll in human misery
(E) its toll in human misery is greater

9. Trees are able to collect large amounts of water from fog — in some areas as much as thirty inches annually.

(A) in some areas as much as thirty inches annually
(B) in some areas having thirty inches per year
(C) in some places collecting about thirty inches per year annually
(D) collecting the equal of thirty inches annually in some places
(E) which in some areas amounts to thirty inches collected annually

10. Prized for their rarity, gourmets will spend a small fortune on wild truffles rather than settle for common mushrooms.

(A) Prized for their rarity, gourmets will spend a small fortune on wild truffles rather than settle for common mushrooms.
(B) Prized as rare, gourmets will spend a small fortune on wild truffles as opposed to settling for common mushrooms.
(C) Prized for their rarity, wild truffles command a small fortune among gourmets unwilling to settle for common mushrooms.
(D) As prized for rarity, wild truffles, being costly, command a small fortune for gourmets unwilling to settle for common mushrooms.
(E) Wild truffles prized for their rarity by gourmets who will spend a small fortune but not to settle for common mushrooms.

11. Evidence from surveys and interviews show friendships made in high school tend to last longer than those made in college.

(A) show friendships made in high school tend to last
(B) show high school friendships that tend to last
(C) is showing high school friendships tending to last
(D) shows that friendships made in high school tend to last
(E) shows friendships in high school tends to last

12. Growing up in a family where music was a daily part of life, Steve and Rick shared a determination <u>to become singing duos</u> known nationwide.

(A) to become singing duos
(B) to become a singing duo
(C) of becoming singing duos
(D) that they would become singing duos
(E) of becoming a singing duo

13. <u>Before reading the front page of the newspaper, my sister reads the sports section, my brother reads the comics first.</u>

(A) Before reading the front page of the newspaper, my sister reads the sports section, my brother reads the comics first.
(B) My sister reads the sports section before reading the front page of the newspaper and my brother, he reads the comics first.
(C) Before reading the front page of the newspaper, my sister reads the sports section; my brother reads the comics first.
(D) My brother reads the comics first with my sister reading the sports section before reading the front page of the newspaper.
(E) Before reading the front page of the newspaper, my sister reads the sports section; my brother reading the comics first.

14. <u>Jacob Lawrence is best known for his depictions of modern urban life, and</u> his celebrated painting *Forward* presents a rural scene from the life of abolitionist Harriet Tubman.

(A) Jacob Lawrence is best known for his depictions of modern urban life, and
(B) Jacob Lawrence is best known for his depictions of modern urban life,
(C) Jacob Lawrence is best known for his depictions of modern urban life, however
(D) Although Jacob Lawrence is best known for his depictions of modern urban life,
(E) Inasmuch as Jacob Lawrence is best known for his depictions of modern urban life,

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