

Start with number 1 for each new section. If a section has fewer questions than answer spaces, leave the extra answer spaces blank. Be sure to erase any errors or stray marks completely.

SECTION
4

- 1 (A) (B) (C) (D) (E)
- 2 (A) (B) (C) (D) (E)
- 3 (A) (B) (C) (D) (E)
- 4 (A) (B) (C) (D) (E)
- 5 (A) (B) (C) (D) (E)
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- 7 (A) (B) (C) (D) (E)
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- 9 (A) (B) (C) (D) (E)
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- 11 (A) (B) (C) (D) (E)
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- 13 (A) (B) (C) (D) (E)
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- 28 (A) (B) (C) (D) (E)
- 29 (A) (B) (C) (D) (E)
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- 37 (A) (B) (C) (D) (E)
- 38 (A) (B) (C) (D) (E)
- 39 (A) (B) (C) (D) (E)
- 40 (A) (B) (C) (D) (E)



SECTION 2

Time — 25 minutes
18 Questions

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

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

Notes

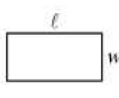
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not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

Reference Information

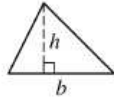


$$A = \pi r^2$$

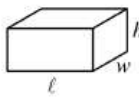
$$C = 2\pi r$$



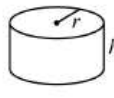
$$A = \ell w$$



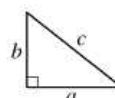
$$A = \frac{1}{2}bh$$



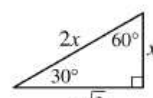
$$V = \ell wh$$



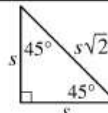
$$V = \pi r^2 h$$



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



Special Right Triangles

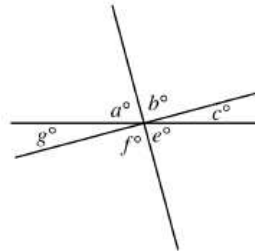


The number of degrees of arc in a circle is 360.

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

1. If
- $4(t + u) + 3 = 19$
- , then
- $t + u =$

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



Note: Figure not drawn to scale.

2. In the figure above, three lines intersect at a point. If $f = 85$ and $c = 25$, what is the value of a ?
- (A) 60
(B) 65
(C) 70
(D) 75
(E) 85

GO ON TO THE NEXT PAGE



3. If Marisa drove n miles in t hours, which of the following represents her average speed, in miles per hour?

- (A) $\frac{n}{t}$
(B) $\frac{t}{n}$
(C) $\frac{1}{nt}$
(D) nt
(E) n^2t

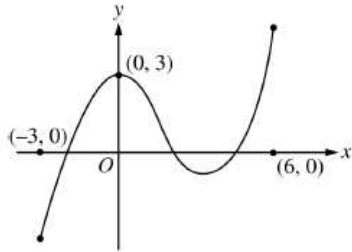
5. In the coordinate plane, the points $F(-2, 1)$, $G(1, 4)$, and $H(4, 1)$ lie on a circle with center P . What are the coordinates of point P ?

- (A) $(0, 0)$
(B) $(1, 1)$
(C) $(1, 2)$
(D) $(1, -2)$
(E) $(2.5, 2.5)$

4. If a is an odd integer and b is an even integer, which of the following is an odd integer?

- (A) $3b$
(B) $a + 3$
(C) $2(a + b)$
(D) $a + 2b$
(E) $2a + b$

GO ON TO THE NEXT PAGE 



6. The graph of $y = f(x)$ is shown above. If $-3 \leq x \leq 6$, for how many values of x does $f(x) = 2$?
- (A) None
 (B) One
 (C) Two
 (D) Three
 (E) More than three

8. For all numbers x and y , let $x \Delta y$ be defined as $x \Delta y = x^2 + xy + y^2$. What is the value of $(3 \Delta 1) \Delta 1$?

- (A) 5
 (B) 13
 (C) 27
 (D) 170
 (E) 183

7. If the average (arithmetic mean) of t and $t + 2$ is x and if the average of t and $t - 2$ is y , what is the average of x and y ?
- (A) 1
 (B) $\frac{t}{2}$
 (C) t
 (D) $t + \frac{1}{2}$
 (E) $2t$

GO ON TO THE NEXT PAGE 

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. →

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

← Fraction line

Grid in result. →

Answer: 2.5

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

← Decimal point

Answer: 201

Either position is correct.

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

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

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

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

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

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

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

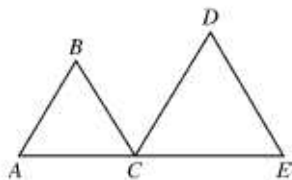
.	6	6	6
•	•	•	•
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6

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

9. Morgan's plant grew from 42 centimeters to 57 centimeters in a year. Linda's plant, which was 59 centimeters at the beginning of the year, grew twice as many centimeters as Morgan's plant did during the same year. How tall, in centimeters, was Linda's plant at the end of the year?

10. Since the beginning of 1990, the number of squirrels in a certain wooded area has tripled during every 3-year period of time. If there were 5,400 squirrels in the wooded area at the beginning of 1999, how many squirrels were in the wooded area at the beginning of 1990?

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11. In the figure above, triangles ABC and CDE are equilateral and line segment \overline{AE} has length 25. What is the sum of the perimeters of the two triangles?

12. Marbles are to be removed from a jar that contains 12 red marbles and 12 black marbles. What is the least number of marbles that could be removed so that the ratio of red marbles to black marbles left in the jar will be 4 to 3?

$$\begin{aligned}x &= 3y \\v &= 4t \\x &= pt\end{aligned}$$

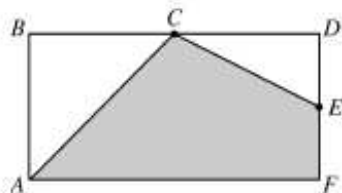
13. For the system of equations above, if $x \neq 0$, what is the value of p ?

14. If $|-2x + 1| < 1$, what is one possible value of x ?

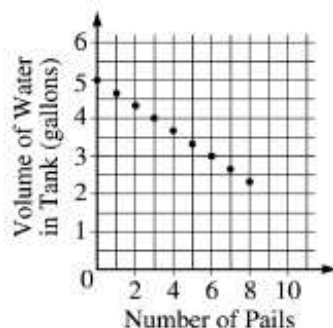
GO ON TO THE NEXT PAGE



15. For what positive number is the square root of the number the same as the number divided by 40?



16. In rectangle $ABDF$ above, C and E are midpoints of sides \overline{BD} and \overline{DF} , respectively. What fraction of the area of the rectangle is shaded?



17. The graph above shows the amount of water remaining in a tank each time a pail was used to remove x gallons of water. If 5 gallons were in the tank originally and $2\frac{1}{3}$ gallons remained after the last pail containing x gallons was removed, what is the value of x ?

18. If $0 \leq x \leq y$ and $(x + y)^2 - (x - y)^2 \geq 25$, what is the least possible value of y ?

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

35 Questions

Turn to Section 3 (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.

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

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

EXAMPLE:

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

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

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

1. The poet Claude McKay was a native of Jamaica who spent most of his life in the United States but writing some of his poems in the Jamaican dialect.
- (A) The poet Claude McKay was a native of Jamaica who spent most of his life in the United States but writing
(B) Being that he was a Jamaican who spent most of his life in the United States, the poet Claude McKay writing
(C) Although a native of Jamaica, the poet Claude McKay spent most of his life in the United States, he wrote
(D) Although the poet Claude McKay spent most of his life in the United States, he was a native of Jamaica and wrote
(E) Because he was a native of Jamaica who spent most of his life in the United States, the poet Claude McKay writing

2. Many ancient Eastern rulers favored drinking vessels made of celadon porcelain because of supposedly revealing the presence of poison by cracking.

- (A) because of supposedly revealing the presence of poison
(B) for being supposed that it would reveal the presence of poison
(C) because of being supposed to reveal poison in it
(D) for it was supposed to reveal that there is poison
(E) because it was supposed to reveal the presence of poison

3. John believes that plants respond to human attention, which causes his talking to his African violets every night.

- (A) attention, which causes his talking
(B) attention and talking is what is done
(C) attention and his talks
(D) attention; for this reason has been his talking
(E) attention; he therefore talks

4. All the demands on soprano Kathleen Battle for operatic performances, solo concerts, and special guest appearances, tempting her to sing too often and straining her voice.

- (A) appearances, tempting her to sing too often and straining
(B) appearances not only tempt her to sing too often plus they strain
(C) appearances tempts her not only into singing too often but then she strains
(D) appearances, tempting her into singing too often and she therefore strains
(E) appearances tempt her to sing too often and strain



5. One reason that an insect can walk on walls while a human cannot is that the mass of its tiny body is far lower than humans.
- (A) far lower than humans
(B) far lower than that of a human's body
(C) lower by far than humans
(D) far lower than a human
(E) far lower than is a human's body
6. In the 1980's, the median price of a house more than doubled, generally outdistancing the rate of inflation.
- (A) generally outdistancing the rate of inflation
(B) generally this outdistanced the rate of inflation
(C) and the result was the general outdistancing of inflation
(D) the general rate of inflation was thus outdistanced
(E) thus generally inflation had been outdistanced
7. In the nineteenth century, reproductions of cathedrals or castles made entirely of ice was often a popular feature in North American winter carnivals.
- (A) was often a popular feature
(B) often were popular features
(C) often was featured popularly
(D) often being popular features
(E) have been featured popularly
8. A fine orchestral performance will exhibit the skills of the musicians, their abilities to work as an ensemble, and how he or she responds to the conductor.
- (A) how he or she responds
(B) how to respond
(C) their responding
(D) their responses
(E) they respond
9. The African tsetse fly does not need a brain, everything it has to do in life is programmed into its nervous system.
- (A) brain, everything
(B) brain due to everything which
(C) brain, for everything
(D) brain; since, everything
(E) brain whereas everything
10. She was concerned about how Hank would react to the incident, but in searching his face, he did not seem to be at all embarrassed or troubled.
- (A) in searching his face, he did not seem to be
(B) by searching his face, it showed that he was not
(C) a search of his face showed that he seemed not
(D) searching his face, he did not seem to be
(E) his face being searched showed that he was not
11. Explaining modern art is impossible, partly because of its complexity but largely because of it rapidly changing.
- (A) of it rapidly changing
(B) it makes rapid changes
(C) of the rapidity with which it changes
(D) changing it is rapid
(E) it changes so rapid



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

EXAMPLE:

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

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

12. The ambassador was entertained lavish by
A
Hartwright, whose company has a monetary
B C
interest in the industrial development of the
D
new country. No error
E
13. Among the discoveries made possible by
A B
the invention of the telescope they found that
C D
dark spots existed on the Sun in varying numbers.
No error
E
14. This liberal arts college has decided requiring
A B
all students to study at least one non-European
C D
language. No error
E
15. Twenty-five years after Alex Haley's *Roots* stimulate
A B
many people to research their family histories, new
C
technology has been developed to make the task
easier. No error
D E
16. For months the press had praised Thatcher's handling
of the international crisis, and editorial views changed
A
quickly when the domestic economy worsened.
B C D
No error
E
17. Experiments have shown that human skin provides
A B
natural protection against a surprising large
C
number of infectious bacteria. No error
D E
18. In the aggressive society created by William Golding
A
in *Lord of the Flies*, both Ralph and Jack emerge
early on as the leader of the lost boys. No error
B C D E
19. More than forty years have passed since a quarter
A B
of a million people marched on Washington, D.C.,
in an attempt to secure civil rights for Black
C D
Americans. No error
E



20. Careful analysis of pictures of the Moon reveal that
 parts of the Moon's surface are markedly similar to
 parts of the Earth's . No error
 A B C D E
21. London differs from other cities, such as Paris and
 New York, in that its shopping areas are so widely
 spread out. No error
 A B C D E
22. The architect's research shows that even when builders
construct houses of stone, they still use the hammer
 more than any tool . No error
 A B C D E
23. Of the two options, neither the system of appointing
 judges to the bench nor the process of electing judges
are entirely satisfactory. No error
 A B C D E
24. Carlos cherished the memory of the day when him
 and his sister Rosa were presented with awards
in recognition of meritorious service to the
 community. No error
 A B C D E
25. The famous filmmaker had a tendency of changing
 his recollections, perhaps out of boredom at having
 to tell interviewers the same story over and over.
No error
 A B C D E
26. Norwegian writer Sigrid Undset is like the novelist Sir
 Walter Scott in her use of historical backgrounds, but
 unlike his books, she dwells on the psychological
aspects of her characters. No error
 A B C D E
27. The television station has received many complaints
about the clothing advertisements, which some
 viewers condemn to be tasteless. No error
 A B C D E
28. The relationship between goby fish and striped shrimp
are truly symbiotic, for neither can survive without
 the other. No error
 A B C D E
29. Winston Churchill, unlike many English prime
 ministers before him, had deep insight into the
workings of the human mind. No error
 A B C 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) My father has an exceptional talent. (2) The ability to understand people. (3) When I have a problem that I think no one else will understand, I take it to my father. (4) He listens intently, asks me some questions, and my feelings are seemingly known by him exactly. (5) Even my twin sister can talk to him more easily than to me. (6) Many people seem too busy to take the time to understand one another. (7) My father, by all accounts, sees taking time to listen as essential to any relationship, whether it involves family, friendship, or work.

(8) At work, my father's friends and work associates benefit from this talent. (9) His job requires him to attend social events and sometimes I go along. (10) I have watched him at dinner; his eyes are fixed on whoever is speaking, and he nods his head at every remark. (11) My father emerges from such a conversation with what I believe is a true sense of the speaker's meaning. (12) In the same way, we choose our friends.

(13) My father's ability to listen affects his whole life. (14) His ability allows him to form strong relationships with his coworkers and earns him lasting friendships. (15) It allows him to have open conversations with his children. (16) Furthermore, it has strengthened his relationship with my mother. (17) Certainly, his talent is one that I hope to develop as I mature.

30. Of the following, which is the best way to revise and combine sentences 1 and 2 (reproduced below) ?

My father has an exceptional talent. The ability to understand people.

- (A) My father has an exceptional talent and the ability to understand people.
- (B) My father has an exceptional talent that includes the ability to understand people.
- (C) My father has an exceptional talent: the ability to understand people.
- (D) My father has an exceptional talent, it is his ability to understand people.
- (E) Despite my father's exceptional talent, he still has the ability to understand people.

31. Of the following, which is the best way to phrase sentence 4 (reproduced below) ?

He listens intently, asks me some questions, and my feelings are seemingly known by him exactly.

- (A) (As it is now)
- (B) Listening intently, he will ask me some questions and then my exact feelings are seemingly known to him.
- (C) As he listens to me and asks me some questions, he seems to be knowing exactly my feelings.
- (D) He listened to me and asked me some questions, seeming to know exactly how I felt.
- (E) He listens intently, asks me some questions, and then seems to know exactly how I feel.

32. In sentence 7, the phrase *by all accounts* is best replaced by

- (A) however
- (B) moreover
- (C) to my knowledge
- (D) like my sister
- (E) but nevertheless

33. Which of the following sentences should be omitted to improve the unity of the second paragraph?

- (A) Sentence 8
- (B) Sentence 9
- (C) Sentence 10
- (D) Sentence 11
- (E) Sentence 12

3



3

3

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3



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34. In context, which of the following is the best way to phrase the underlined portion of sentence 16 (reproduced below) ?

Furthermore, it has strengthened his relationship with my mother.

- (A) (As it is now)
- (B) Further strengthening
- (C) But it strengthens
- (D) However, he is strengthening
- (E) Considering this, he strengthens

35. A strategy that the writer uses within the third paragraph is to

- (A) make false assumptions and use exaggeration
- (B) include difficult vocabulary
- (C) repeat certain words and sentence patterns
- (D) argue in a tone of defiance
- (E) turn aside from the main subject

STOP

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



SECTION 4

Time — 25 minutes
23 Questions

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

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

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

Example:

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

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

(A) (B) (C) (D) ●

1. Scientific discoveries are often thought of as the result of ----- effort, but many discoveries have, in fact, arisen from ----- or a mistake.
- (A) conscientious . . . a method
(B) incidental . . . a mishap
(C) collaborative . . . a design
(D) persistent . . . an extension
(E) systematic . . . an accident
2. Nations that share a border are, by definition, -----.
- (A) allied (B) partisan (C) contiguous
(D) pluralistic (E) sovereign
3. Much of this author's work, unfortunately, is -----, with ----- chapter often immediately following a sublime one.
- (A) mystical . . . a superior
(B) uneven . . . a mediocre
(C) predictable . . . an eloquent
(D) enthralling . . . a vapid
(E) flippant . . . an intelligible
4. In young children, some brain cells have a ----- that enables them to take over the functions of damaged or missing brain cells.
- (A) fragility (B) reminiscence
(C) perniciousness (D) whimsicality
(E) plasticity
5. "Less government spending" is ----- of this political party, a belief shared by most party members.
- (A) an acronym (B) a retraction (C) a tenet
(D) a plight (E) a prospectus

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

Questions 6-7 are based on the following passage.

Line Duke Ellington considered himself “the world’s greatest
5 listener.” In music, hearing is all. Judging by the two or
three thousand pieces of music Ellington wrote, he could
probably hear a flea scratching itself and put that rhythm
Line 5 into one of his compositions. For him the sounds of the
world were the ingredients he mixed into appetizers,
main courses, and desserts to satisfy the appetite of his
worldwide audience. He wasn’t averse to going out in
a boat to catch the fish himself. He would raise the fowl
Line 10 himself. But when that musical meal appeared before you
none of the drudgery showed.

6. The author most likely refers to the “flea” in line 4 in order to
- (A) highlight Ellington’s prodigious memory
 - (B) emphasize the quality of Ellington’s listening skills
 - (C) indicate Ellington’s interest in different animal sounds
 - (D) suggest that Ellington’s compositions were marked by rhythmic similarities
 - (E) imply that Ellington could be overly concerned about minutia
7. In lines 5-11 (“For him . . . drudgery showed”), the author’s point is primarily developed through the use of
- (A) comparison and contrast
 - (B) appeal to emotion
 - (C) exaggeration
 - (D) metaphor
 - (E) humor

Questions 8-9 are based on the following passage.

Line In the summer of 1911, the explorer Hiram Bingham III
bushwhacked his way to a high ridge in the Andes of Peru
and beheld a dreamscape out of the past. There, set against
Line 5 looming peaks cloaked in snow and wreathed in clouds,
was Machu Picchu, the famous “lost city” of the Incas.
This expression, popularized by Bingham, served as
a magical elixir for rundown imaginations. The words
evoked the romanticism of exploration and archaeology
at the time. But finding Machu Picchu was easier than
Line 10 solving the mystery of its place in the rich and powerful
Inca empire. The imposing architecture attested to the skill
and audacity of the Incas. But who had lived at this isolated
site and for what purpose?

8. The words “magical elixir” (line 7) primarily emphasize the
- (A) motivation for an expedition
 - (B) captivating power of a phrase
 - (C) inspiration behind a discovery
 - (D) creative dimension of archaeology
 - (E) complexity of an expression
9. The “mystery” discussed in lines 10-13 is most analogous to that encountered in which of the following situations?
- (A) Being unable to locate the source of materials used to construct an ancient palace
 - (B) Being unable to reconcile archaeological evidence with mythical descriptions of an ancient city
 - (C) Being unable to explain how ancient peoples constructed imposing monuments using only primitive technology
 - (D) Being unable to understand the religious function of a chamber found inside an ancient temple
 - (E) Being unable to discover any trace of a civilization repeatedly mentioned by ancient authors



Questions 10-14 are based on the following passage.

This passage is from the preface to a 1997 book by a United States journalist detailing a disagreement between doctors and family members about a child's medical treatment at a hospital in California.

Under my desk I keep a large carton of cassette tapes. Though they have all been transcribed, I still like to listen to them from time to time.

Line Some are quiet and easily understood. They are filled
5 with the voices of American doctors, interrupted occasionally by the clink of a coffee cup or beep of a pager. The rest—more than half of them—are very noisy. They are filled with the voices of the Lees family, Hmong refugees from Laos who came to the United States in 1980. Against
10 a background of babies crying, children playing, doors slamming, dishes clattering, a television yammering, and an air conditioner wheezing, I can hear the mother's voice, by turns breathy, nasal, gargly, or humlike as it slides up and down the Hmong language's eight tones; the father's voice,
15 louder, slower, more vehement; and my interpreter's voice, mediating in Hmong and English, low and deferential in each. The hubbub summons sense-memories: the coolness of the red metal folding chair, reserved for guests, that was always set up when I arrived in the apartment; the shadows cast by the amulet that hung from the ceiling and swung in
20 the breeze on its length of grocer's twine; the tastes of Hmong food.

I sat on the Lees' red chair for the first time on
May 19, 1988. Earlier that spring I had come to Merced,
25 California, because I had heard that there were some misunderstandings at the county hospital between its Hmong patients and medical staff. One doctor called them "collisions," which made it sound as if two different kinds of people had rammed into each other, head on, to the
30 accompaniment of squealing brakes and breaking glass. As it turned out, the encounters were messy but rarely frontal. Both sides were wounded, but neither side seemed to know what had hit it or how to avoid another crash.

I have always felt that the action most worth watching
35 occurs not at the center of things but where edges meet. I like shorelines, weather fronts, international borders. These places have interesting frictions and incongruities, and often, if you stand at the point of tangency, you can see both sides better than if you were in the middle of either
40 one. This is especially true when the apposition is cultural. When I first came to Merced, I hoped that the culture of American medicine, about which I knew a little, and the culture of the Hmong, about which I knew nothing, would somehow illuminate each other if I could position myself
45 between the two and manage not to get caught in the cross-fire. But after getting to know the Lees family and their

daughter's doctors and realizing how hard it was to blame anyone, I stopped analyzing the situation in such linear terms. Now, when I play the tapes late at night, I imagine what they would sound like if I could splice them together, so the voices of the Hmong and those of the American doctors could be heard on a single tape, speaking a common language.

10. In line 17, "summons" most nearly means

- (A) sends for
- (B) calls forth
- (C) requests
- (D) orders
- (E) convenes

11. It can be inferred from lines 27-33 that "collisions" was NOT an apt description because the

- (A) clash between Hmong patients and medical staff was indirect and baffling
- (B) Hmong patients and the medical staff were not significantly affected by the encounters
- (C) medical staff was not responsible for the dissatisfaction of the Hmong patients
- (D) misunderstandings between the Hmong patients and the medical staff were easy to resolve
- (E) disagreement reached beyond particular individuals to the community at large

12. Which of the following views of conflict is best supported by lines 37-40 ("These . . . one")?

- (A) Efforts to prevent conflicts are not always successful.
- (B) Conflict can occur in many different guises.
- (C) In most conflicts, both parties are to blame.
- (D) You can understand two parties that have resolved their conflicts better than two parties that are currently in conflict.
- (E) You can learn more about two parties in conflict as an observer than as an involved participant.



13. According to lines 41–46 (“When I . . . crossfire”), the author’s initial goal was to
- (A) consider the perspectives of both the American doctors and the Lees family to see what insights might develop
 - (B) serve as a counselor to the county hospital’s Hmong patients in order to ease their anxieties
 - (C) work out a compromise between the American doctors and the Lees family
 - (D) acquire a greater knowledge of how the American medical culture serves patients
 - (E) try to reduce the misunderstandings between the American doctors and the Lees family and promote good will
14. At the end of the passage, the author suggests that it would be ideal if the
- (A) differences between the Lees family and the American doctors could be resolved quickly
 - (B) concerns and opinions of the Lees family and the American doctors could be merged
 - (C) American doctors could take the time to learn more about their Hmong patients
 - (D) Hmong patients could become more vocal in defense of their rights
 - (E) Hmong patients could get medical treatment consistent with their cultural beliefs

Questions 15-23 are based on the following passages.

“Cloning” is the creation of a new individual from the unique DNA (or genetic information) of another. The successful cloning of a sheep named Dolly in 1997 sparked a debate over the implications of cloning humans. Each of the passages below was written in 1997.

Passage 1

Cloning creates serious issues of identity and individuality. The cloned person may experience concerns about his or her distinctive identity, not only because the person will be in genotype (genetic makeup) and appearance identical to another human being, but, in this case, because he or she may also be twin to the person who is the “father” or “mother”—if one can still call them that. What would be the psychic burdens of being the “child” or “parent” of your twin? The cloned individual, moreover, will be saddled with a genotype that has already lived. He or she will not be fully a surprise to the world.

People will likely always compare a clone’s performance in life with that of the original. True, a cloned person’s nurture and circumstances in life will be different; genotype is not exactly destiny. Still, one must also expect parental and other efforts to shape this new life after the original—or at least to view the child with the original vision always firmly in mind. Why else then would they clone from the star basketball player, mathematician, and beauty queen—or even dear old dad—in the first place?

Since the birth of Dolly, there has been a fair amount of doublespeak on this matter of genetic identity. Experts have rushed in to reassure the public that the clone would in no way be the same person, or have any confusions about his or her identity; they are pleased to point out that the clone of film star Julia Roberts would not be Julia Roberts. Fair enough. But one is shortchanging the truth by emphasizing the additional importance of the environment, rearing, and social setting: genotype obviously matters plenty. That, after all, is the only reason to clone, whether human beings or sheep. The odds that clones of basketball star Larry Bird will play basketball are, I submit, infinitely greater than they are for clones of jockey Willie Shoemaker.

Passage 2

Given all the brouhaha, you’d think it was crystal clear why cloning human beings is unethical. But what exactly is wrong with it? What would a clone be? Well, he or she would be a complete human being who happens to share the same genes with another person. Today, we call such people identical twins. To my knowledge no one has argued that twins are immoral. “You should treat all clones like you would treat all monozygous [identical] twins or triplets,” concludes Dr. H. Tristram Engelhardt, a professor

of medicine at Baylor and a philosopher at Rice University. “That’s it.” It would be unethical to treat a human clone as anything other than a human being.

Some argue that the existence of clones would undermine the uniqueness of each human being. “Can individuality, identity, and dignity be severed from genetic distinctiveness, and from belief in a person’s open future?” asks political thinker George Will. Will and others have fallen under the sway of what one might call “genetic essentialism,” the belief that genes almost completely determine who a person is. But a person who is a clone would live in a very different world from that of his or her genetic predecessor. With greatly divergent experiences, their brains would be wired differently. After all, even twins who grow up together are separate people—distinct individuals with different personalities and certainly no lack of Will’s “individuality, identity, and dignity.”

But what about cloning exceptional human beings? George Will put it this way: “Suppose a clone of basketball star Michael Jordan, age 8, preferred violin to basketball? Is it imaginable? If so, would it be tolerable to the cloner?” Yes, it is imaginable, and the cloner would just have to put up with violin recitals. Kids are not commercial property. Overzealous parents regularly push their children into sports, music, and dance lessons, but given the stubborn nature of individuals, those parents rarely manage to make kids stick forever to something they hate. A ban on cloning wouldn’t abolish pushy parents.

15. The authors of both passages agree that

- (A) genetic characteristics alone cannot determine a person’s behavior
- (B) a formal code of ethical rules will be needed once human beings can be cloned
- (C) people who are cloned from others may have greater professional opportunities
- (D) identical twins and triplets could provide useful advice to people related through cloning
- (E) cloning human beings is a greater technological challenge than cloning sheep

16. In line 13, the author of Passage 1 uses the word “True” to indicate

- (A) acknowledgement that the passage’s opening arguments are tenuous
- (B) recognition of a potential counterargument
- (C) conviction about the accuracy of the facts presented
- (D) distrust of those who insist on pursuing cloning research
- (E) certainty that cloning will one day become commonplace



17. The question in lines 18-20 (“Why else . . . first place”) chiefly serves to
- (A) suggest that some issues are not easily resolved
 - (B) argue for the importance of parents in the lives of children
 - (C) offer an anecdote revealing the flaw in a popular misconception
 - (D) imply that cloning might displace more familiar means of reproduction
 - (E) suggest the value perceived in a person who might be selected for cloning
18. In line 21, “fair” most nearly means
- (A) considerable
 - (B) pleasing
 - (C) ethical
 - (D) just
 - (E) promising
19. The author of Passage 1 mentions two sports stars (lines 31-33) in order to
- (A) argue against genetic analysis of any sports star’s physical abilities
 - (B) distinguish between lasting fame and mere celebrity
 - (C) clarify the crucial role of rigorous, sustained training
 - (D) highlight the need for greater understanding of the athletes’ genetic data
 - (E) suggest that athletes’ special skills have a genetic component
20. In line 49, “open” most nearly means
- (A) overt
 - (B) frank
 - (C) unrestricted
 - (D) unprotected
 - (E) public
21. In line 55, “divergent experiences” emphasizes that which of the following is particularly important for a developing child?
- (A) Character
 - (B) Heritage
 - (C) Intelligence
 - (D) Environment
 - (E) Personality
22. In the quotation in lines 61-64, George Will primarily draws attention to
- (A) a weakness inherent in cloning theory
 - (B) a goal that some advocates of cloning might share
 - (C) the limitations of human individuality
 - (D) the likelihood that children will rebel against their parents
 - (E) the extent to which a cloned person might differ from the original person
23. Both passages base their arguments on the unstated assumption that
- (A) genetic distinctiveness is crucial to human survival as a species
 - (B) public concern about human cloning will eventually diminish
 - (C) human cloning is a genuine possibility in the future
 - (D) individualism is less prized today than it has been in the past
 - (E) technological advances have had a mostly positive impact on society

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.

Practice Test Answers

Section 2

Multiple-Choice Questions			Student-Produced Response Questions		DIFE. LEV.
	COR.	DIFE. ANS. LEV.	COR. ANS.		
1.	B	1	9.	89	1
2.	C	1	10.	200	2
3.	A	1	11.	75	3
4.	D	2	12.	3	3
5.	B	3	13.	12	3
6.	D	4	14.	$0 < x < 1$	3
7.	C	4	15.	1600	3
8.	E	4	16.	5/8 or .625	4
			17.	1/3 or .333	4
			18.	5/2 or 2.5	5

Number correct

Number correct
(9-18)

Number incorrect

Section 3

COR.	DIFE.	ANS.	LEV.	COR.	DIFE.	ANS.	LEV.	COR.	DIFE.	ANS.	LEV.	COR.	DIFE.	ANS.	LEV.
1.	D	2		10.	C	5		19.	E	2		28.	A	3	
2.	E	1		11.	C	5		20.	A	5		29.	E	3	
3.	E	1		12.	A	1		21.	E	3		30.	C	3	
4.	E	3		13.	D	3		22.	D	3		31.	E	3	
5.	B	3		14.	B	1		23.	D	4		32.	A	3	
6.	A	3		15.	B	1		24.	A	1		33.	E	3	
7.	B	3		16.	A	3		25.	B	5		34.	A	3	
8.	D	3		17.	C	3		26.	C	5		35.	C	3	
9.	C	3		18.	C	3		27.	D	5					

Number correct

Number incorrect

Section 4

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

Number correct

Number incorrect