



SAT

Preparation Booklet™
2007-08

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What you'll find:

Answer Explanations

Section #10: View Explanations

1 Explanation for Correct Answer C. Choice (C) is correct because it is the original by phrase ("believed") for the subordinating clause.

Explanation for Incorrect Answer A. Choice (A) involves a subordinating clause dependent on the prepositional phrase, which is not necessary in a dependent clause.

Subject	Score
Critical Reading	590
Writing	520 (MC: 51, Essay: 0)
Math	570

Personalized Score Report

Sample Essays

ESSAY SCORES:

Sample Essay - Score of 6

World where economic progress is highly valued, creativity and intellectual pursuits. Students able to learn from the advances in technology, computer technology. Even with the advances in technology in our world, because of the...
 ...more and more public school time for subjects like science, a basic knowledge in order to be able to handle the programs behind, children are provided, and are taught to...

Hand-written Essay: While I do not always need any more, it has been today.



Contents

SAT Reasoning Test™	3
Frequently Asked Questions	3
Approaches to Taking the SAT®	3
The Critical Reading Section	5
Approaches to the Critical Reading Section	5
Sentence Completions	5
Passage-Based Reading	6
The Mathematics Section	13
Calculator Policy	13
Approaches to the Mathematics Section	13
Mathematics Review	14
Multiple-Choice Questions	20
Student-Produced Response Questions	23
The Writing Section	26
Characteristics of Effective Writing	26
Improving Sentences	27
Identifying Sentence Errors	28
Improving Paragraphs	29
The Essay	31
Scoring the Essay	36
Scoring Guide	36
Official SAT Practice Test	37
About the Practice Test	37
Answer Sheet	38
Official SAT Practice Test	46
Correct Answers and Difficulty Levels	84
Scoring the Official SAT Practice Test	85

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SAT Reasoning Test™

This booklet will answer your questions about the SAT Reasoning Test™ and help you prepare for test day.

Frequently Asked Questions

Why should I take the SAT®?

Nearly every college and university in the U.S. accepts and uses the SAT as part of its admissions process. In addition, your SAT score can help you get connected to the right colleges and help you identify opportunities for scholarships.

What's on the SAT?

The SAT measures the critical thinking skills that demonstrate how well you analyze and solve problems. The test is composed of three sections:

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

How can I prepare for the SAT?

- Take the PSAT/NMSQT® in your junior year.
- Review the sample questions, test-taking approaches, and directions in this booklet.
- Take the official SAT practice test in this booklet and review the answer explanations online.
- Visit the SAT Preparation Center™ at www.collegeboard.com/satprep.

How should I get ready for test day?

- Make sure you have on hand all the materials you will need, such as a calculator, No. 2 pencils (no mechanical pencils), a soft eraser, your Admission Ticket, and an official photo ID.
- Check out the route to the test center and know where the weekend entrances are located.
- Get a good night's sleep.
- Leave yourself plenty of time so you'll arrive at the test center a little early.

How can I help myself feel as confident as possible?

- Think positively.
- Stay focused.
- Concentrate only on what you are doing.
- Keep the test in perspective.
- Remember that you are in control.

What do I need to know about the essay?

The purpose of the essay is to demonstrate not only how well you write, but also how well you express and back up a point of view. You will have 25 minutes to write your essay, which will count for approximately 30 percent of your writing score. The essay must be written with a No. 2 (soft-lead) pencil and will be scored as a first draft, not a polished piece of writing.

Important Information

- You have 3 hours and 45 minutes to complete the entire test.
- All multiple-choice questions are scored the same way: one point for each correct answer, and one-quarter point subtracted for a wrong answer. No points are subtracted for answers left blank.
- You can always take the test again. One out of every two high school students takes the SAT at least twice.
- Remember: The SAT is only one factor colleges look at when they consider your application.
- Make sure you use a No. 2 pencil. It is very important that you fill in the entire circle on the answer sheet darkly and completely. If you change your response, erase it as completely as possible.

Approaches to Taking the SAT

- **Answer easy questions first.** The easier questions are usually at the beginning of the section, and the harder ones are at the end. The exception is in the critical reading section, where questions are ordered according to the logic and organization of each passage.
- **Make educated guesses.** If you can rule out one or more answer choices for multiple-choice questions, you have a better chance of guessing the right answer.
- **Skip questions that you really can't answer.** No points are deducted if an answer is left blank.
- **Limit your time on any one question.** All questions are worth the same number of points. If you need a lot of time to answer a question, go on to the next one. Later, you may have time to return to the question you skipped.
- **Keep track of time.** Don't spend too much time on any group of questions within a section.
- **Use your test booklet as scratch paper.**
- **Mark the questions in your booklet that you skipped and want to return to.**
- **Check your answer sheet to make sure you are answering the right question.**

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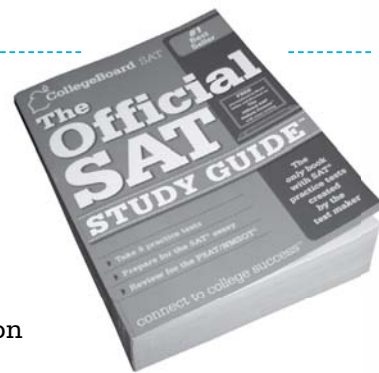
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The Critical Reading Section

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

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

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

Approaches to the Critical Reading Section

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

Sentence Completions

Sentence completion questions measure your

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

Directions

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

Answering Sentence Completion Questions

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

- Look at the first blank in the above example. Would it make sense to say that “negotiators” who have “proposed a compromise” were hoping to **enforce** or **extend** the “dispute”? No, so neither (A) nor (D) can be the correct answer.
- Now you can focus on the second blank. Would the “negotiators” have proposed a compromise that they believed would be **divisive** or **unattractive** to “both labor and management”? No, so (B) and (C) can be eliminated, and only choice (E) remains.
- Always check your answer by reading the entire sentence with your choice filled in. Does it make sense to say, “Hoping to **resolve** the dispute, the negotiators proposed a compromise that they felt would be **acceptable** to both labor and management”? Yes.

Correct answer: (E) / **Difficulty level:** Easy

Sample Questions

1. Because King Philip's desire to make Spain the dominant power in sixteenth-century Europe ran counter to Queen Elizabeth's insistence on autonomy for England, ----- was -----.
- (A) reconciliation . . . assured
(B) warfare . . . avoidable
(C) ruination . . . impossible
(D) conflict . . . inevitable
(E) diplomacy . . . simple

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

- The word "because" indicates that the information in the first part of the sentence (the part before the comma) explains the reason for the situation described in the second part. The first part states that what King Philip wanted (domination for Spain) "ran counter to" what Queen Elizabeth wanted (independence for England).
- Given that there was such a fundamental disagreement between the two monarchs, would **reconciliation** be **assured**? Unlikely.
- Would **warfare** be **avoidable**? Hardly; warfare might be unavoidable.
- Would **ruination** be **impossible**? No.
- Would **diplomacy** be **simple**? Not necessarily.
- Only choice (D) fits logically with the key words in the sentence: *Because* what one person wanted *ran counter to* what another person wanted, **conflict** was **inevitable**.

Correct answer: (D) / Difficulty level: Medium

2. There is no doubt that Larry is a genuine -----: he excels at telling stories that fascinate his listeners.
- (A) braggart (B) dilettante (C) pilferer
(D) prevaricator (E) raconteur

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

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

- A **dilettante** is someone who dabbles at a career or hobby and so may not excel at anything.
- A **pilferer** steals repeatedly, in small quantities; this has nothing to do with storytelling.
- A **prevaricator** tells lies, but not necessarily in an accomplished or fascinating way; and the sentence refers to stories, not lies.

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

Correct answer: (E) / Difficulty level: Hard

Passage-Based Reading

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

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

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

Answering Passage-Based Reading Questions

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

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

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

Directions

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

Sample Questions

Questions 3-4 are based on the following passage.

“The rock was still wet. The animal was glistening, like it was still swimming,” recalls Hou Xianguang. Hou discovered the unusual fossil while surveying rocks as a paleontology graduate student in 1984, near the Chinese town of Chengjiang. “My teachers always talked about the Burgess Shale animals. It looked like one of them. My hands began to shake.”

Hou had indeed found a Naraoia like those from Canada. However, Hou’s animal was 15 million years older than its Canadian relatives.

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

3. In line 4, “surveying” most nearly means
- (A) calculating the value of
 - (B) examining comprehensively
 - (C) determining the boundaries of
 - (D) polling randomly
 - (E) conducting a statistical study of

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

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

Correct answer: (B) / Difficulty level: Easy

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

4. It can be inferred that Hou Xianguang’s “hands began to shake” (line 9) because Hou was
- (A) afraid that he might lose the fossil
 - (B) worried about the implications of his finding
 - (C) concerned that he might not get credit for his work
 - (D) uncertain about the authenticity of the fossil
 - (E) excited about the magnitude of his discovery

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

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

Correct answer: (E) / Difficulty level: Easy

Questions 5-8 are based on the following passage.

This passage is adapted from a novel written by a woman in 1899. The novel was banned in many places because of its unconventional point of view.

It was eleven o’clock that night when Mr. Pontellier returned from his night out. He was in an excellent humor, in high spirits, and very talkative. His entrance awoke his wife, who was in bed and fast asleep when he came in. He talked to her while he undressed, telling her anecdotes and bits of news and gossip that he had gathered during the day. She was overcome with sleep, and answered him with little half utterances.

He thought it very discouraging that his wife, who was the sole object of his existence, evinced so little interest in things which concerned him and valued so little his conversation.

Mr. Pontellier had forgotten the bonbons and peanuts that he had promised the boys. Notwithstanding, he loved them very much and went into the adjoining room where they slept to take a look at them and make

sure that they were resting comfortably. The result of his investigation was far from satisfactory. He turned and shifted the youngsters about in bed. One of them began to kick and talk about a basket full of crabs.

Mr. Pontellier returned to his wife with the information that Raoul had a high fever and needed looking after. Then he lit his cigar and went and sat near the open door to smoke it.

Mrs. Pontellier was quite sure Raoul had no fever. He had gone to bed perfectly well, she said, and nothing had ailed him all day. Mr. Pontellier was too well acquainted with fever symptoms to be mistaken. He assured her the child was burning with fever at that moment in the next room.

He reproached his wife with her inattention, her habitual neglect of the children. If it was not a mother's place to look after children, whose on earth was it? He himself had his hands full with his brokerage business. He could not be in two places at once; making a living for his family on the street, and staying home to see that no harm befell them. He talked in a monotonous, insistent way.

Mrs. Pontellier sprang out of bed and went into the next room. She soon came back and sat on the edge of the bed, leaning her head down on the pillow. She said nothing, and refused to answer her husband when he questioned her. When his cigar was smoked out he went to bed, and in half a minute was fast asleep.

Mrs. Pontellier was by that time thoroughly awake. She began to cry a little, and wiped her eyes on the sleeve of her nightgown. She went out on the porch, where she sat down in the wicker chair and began to rock gently to and fro.

It was then past midnight. The cottages were all dark. There was no sound abroad except the hooting of an old owl and the everlasting voice of the sea, that broke like a mournful lullaby upon the night.

The tears came so fast to Mrs. Pontellier's eyes that the damp sleeve of her nightgown no longer served to dry them. She went on crying there, not caring any longer to dry her face, her eyes, her arms. She could not have told why she was crying. Such experiences as the foregoing were not uncommon in her married life. They seemed never before to have weighed much against the abundance of her husband's kindness and a uniform devotion which had come to be tacit and self-understood.

An indescribable oppression, which seemed to generate in some unfamiliar part of her consciousness, filled her whole being with a vague anguish. It was like a shadow, like a mist passing across her soul's summer day. It was strange and unfamiliar; it was a mood. She did not sit there inwardly upbraiding her husband, lamenting at Fate, which had directed her footsteps to the path which they had taken. She was just having a good cry all to herself. The mosquitoes succeeded in dispelling a mood which might have held her there in the darkness half a night longer.

The following morning Mr. Pontellier was up in good time to take the carriage which was to convey him to the steamer at the wharf. He was returning to the city to his business, and they would not see him again at the Island till the coming Saturday. He had regained his composure, which seemed to have been somewhat impaired the night before. He was eager to be gone, as he looked forward to a lively week in the financial center.

Following are 4 sample questions about this passage. In the actual test, as many as 13 questions may appear with a passage of this length.

You may be asked to interpret information presented throughout the passage and to evaluate the effect of the language used by the author.

5. The narrator would most likely describe Mr. Pontellier's conduct during the evening as
- (A) typically generous
 - (B) justifiably impatient
 - (C) passionate and irrational
 - (D) patronizing and self-centered
 - (E) concerned and gentle

This question asks you to consider a large portion of the passage and to make an inference about the narrator's view of "Mr. Pontellier's conduct during the evening." To answer such a question, you should look carefully at the particular words used and the details mentioned in the passage. For example, in the first paragraph, Mr. Pontellier awakens his wife after his "night out"; he seems not to notice or care that she has been sound asleep. In lines 38–47, the narrator describes Mr. Pontellier speaking to his wife in a superior and condescending manner about "a mother's place" in caring for children and about how hard he works at "his brokerage business."

- (A) and (E) are not correct because the narrator does not depict Mr. Pontellier's words and actions during the evening as "generous" or "gentle."

- (B) is not correct because the narrator does not suggest that Mr. Pontellier’s conduct with his wife is justifiable.
- (C) is not correct; although Mr. Pontellier’s behavior is selfish and inconsiderate, it is not “passionate”—in fact, the narrator states that Mr. Pontellier “talked in a monotonous, insistent way.”
- (D) is correct because it accurately characterizes the narrator’s description of Mr. Pontellier’s behavior during the evening, “patronizing and self-centered.” Someone who is “patronizing” has an attitude of superiority and thus treats others as if they were less important.

Correct answer: (D) / Difficulty level: Medium

Some questions ask you to focus on a specific piece of information presented in the passage.

6. In context, the description in lines 46-47 of Mr. Pontellier’s way of speaking suggests the narrator’s belief that his complaints are
- (A) stumbling and confused
 - (B) familiar and not as urgent as he claims
 - (C) angry and sarcastic
 - (D) too complex to make sense to anyone but himself
 - (E) both rational and thought-provoking

In lines 46–47, the narrator describes Mr. Pontellier’s “way of speaking” as “monotonous, insistent.” Previously, Mr. Pontellier had told his wife that one of their sons “had a high fever and needed looking after,” and he had criticized Mrs. Pontellier for her “habitual neglect of the children.” These are seemingly serious matters, and yet Mr. Pontellier is described as not at all excited in the way that he communicates his opinions to his wife.

- (A) is wrong because Mr. Pontellier speaks assertively to his wife throughout the passage, not in a “stumbling” or uncertain manner.
- (C) is wrong because statements that are “monotonous” and “insistent” are not “angry and sarcastic.”
- (D) and (E) are wrong because the narrator does not indicate that Mr. Pontellier’s statements to his wife are “too complex to make sense” or “rational and thought-provoking.” In fact, the terms “monotonous” and “insistent” suggest that the statements are rather dull and simpleminded.
- The correct answer is (B) because concerns that are voiced “in a monotonous, insistent way” are likely to be ones that are oft-repeated and “familiar,” and probably “not as urgent” as Mr. Pontellier claims. The statement in lines 53–55 also supports this answer: “When his cigar was smoked out he went to bed, and in half a minute was fast asleep.”

Correct answer: (B) / Difficulty level: Hard

Some questions require you to make an inference or draw a conclusion about what you have read.

7. In lines 56-92, Mrs. Pontellier’s reactions to her husband’s behavior on returning home suggest that
- (A) she accepts unquestioningly her role of caring for the children
 - (B) this is one of the first times she has acknowledged her unhappiness
 - (C) her marriage is not what is making her so depressed
 - (D) she is angry about something that happened before her husband went out
 - (E) she is not as worldly as her husband is

In these lines, Mrs. Pontellier cries for a long time while sitting alone on the porch. Her husband’s treatment of her has upset her greatly. The narrator indicates that such behavior by Mr. Pontellier was “not uncommon” but that Mrs. Pontellier had not previously been too bothered by such incidents: “They seemed never before to have weighed much against the abundance of her husband’s kindness. . . .”

- (A) is not correct because the issue of “caring for the children” is not the focus of this part of the passage; Mrs. Pontellier’s feelings of sadness and “oppression” in this passage are not related to the issue of “her role” as a mother.
- (C) is not correct because it is precisely her relationship with her husband that has made her “so depressed.”
- (D) is not correct because there is no indication in the passage that “something that happened before her husband went out” has made Mrs. Pontellier “angry.” In fact, it is his behavior after his return that upsets her.
- (E) is not correct because whether Mrs. Pontellier is “as worldly as her husband” is irrelevant to her reaction to his treatment of her; the passage suggests not that she lacks sophistication, but that he lacks consideration.
- (B) is correct because Mrs. Pontellier’s “strange and unfamiliar” mood of “oppression” and “anguish” marks a new realization on her part of her “unhappiness” with her husband.

Correct answer: (B) / Difficulty level: Medium

You may be asked to consider the overall description of a character, event, or phenomenon across an entire passage.

8. The passage shows Mr. Pontellier as happiest when he
- (A) is attending to his children
 - (B) sits outside and smokes a cigar
 - (C) makes up with his wife after an argument
 - (D) has been away from home or is about to leave home
 - (E) has showered his children with gifts of candy

The passage begins with Mr. Pontellier “in an excellent humor,” having just returned after a night away from home. He becomes less happy, however, when his wife is too sleepy to talk with him, and when he discovers that his son Raoul “had a high fever and needed looking after.” Subsequently, he lectures his wife about their family roles and responsibilities, finishes his cigar, and goes to bed. The next morning, Mr. Pontellier has “regained his composure” and is “eager to be gone, as he looked forward to a lively week” away from his family at work.

- (A) and (E) are not correct because Mr. Pontellier gets upset the one time that he is “attending to” his sons, and he has forgotten to bring them the treats that he had promised.
- (B) is not correct because Mr. Pontellier is described as neither happy nor unhappy while he smokes; there are other occasions in the passage when he is happier.
- (C) is not correct because the passage never shows Mr. Pontellier making up with his wife after their argument.
- (D) is the correct answer based on the description of a happy Mr. Pontellier at the beginning and the end of the passage, when “he has been away from home or is about to leave home.”

Correct answer: (D) / Difficulty level: Medium

Questions 9-12 are based on the following passages.

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

Passage 1

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

And so I learned that there were two kinds of reality, but that the stage was far

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

Passage 2

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

After the intervention of six or seven years I again entered the doors of a theater. That old *Artaxerxes* evening had never done
75 ringing in my fancy. I expected the same feelings to come again with the same occasion. But we differ from ourselves less at sixty and sixteen, than the latter does from six. In that interval what had I not lost! At six I knew nothing, understood nothing,
80 discriminated nothing. I felt all, loved all,

wondered all. I could not tell how, but I had left the temple a devotee, and was returned a rationalist. The same things were there materially; but the emblem, the reference, 85 was gone. The green curtain was no longer a veil, drawn between two worlds, the unfolding of which was to bring back past ages, but a certain quantity of green material, which was to separate the audience for a given time 90 from certain of their fellows who were to come forward and pretend those parts. The lights—the orchestra lights—came up a clumsy machinery. The first ring, and the second ring, was now but a trick of the 95 prompter’s bell. The actors were men and women painted. I thought the fault was in them; but it was in myself, and the alteration which those many centuries—those six short years—had wrought in me.

* Pilasters are ornamental columns set into walls.

Following are four sample questions about this pair of related passages. In the test, some questions will focus on Passage 1, others will focus on Passage 2, and about half or more of the questions following each pair of passages will focus on the relationships between the passages.

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

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

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

- (B) is wrong; even though the introduction to these passages reveals that one of the authors is a “playwright,” there is no mention in either passage of a “desire to become a playwright.”
- (C) is wrong because Passage 1 mentions differences rather than “similarities” between plays and

movies, and Passage 2 does not mention any “other art forms” at all.

- (D) is wrong because only Passage 2 discusses “how one’s perception of the theater may develop over time”—this subject is unmentioned in Passage 1.
- (E) is wrong because there is no reference in either passage to “the experience of reading a play.”

Correct answer: (A) / Difficulty level: Easy

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

10. The “happenings” mentioned in line 14 refer to the
- (A) work undertaken to produce a movie
 - (B) events occurring in the street outside the theater
 - (C) fantasies imagined by a child
 - (D) activity captured on the movie screen
 - (E) story unfolding on the stage

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

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

Correct answer: (D) / Difficulty level: Medium

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

11. In the final sentence of Passage 2 (“I thought . . . in me”), the author expresses
- (A) exultation (B) vindication (C) pleasure
 - (D) regret (E) guilt

Even though this question focuses on a single sentence, you must understand the context in which the statement occurs in order to determine the feeling expressed by the author. In the second paragraph of Passage 2, the author states that the experience of attending a play at age 12 or 13 was much different than at age 6. “The same things were there materially” in the theater, but the older child knew much more than the younger one about what was going

on. Ironically, this increased knowledge actually decreased the author's pleasure in attending the play. "In that interval what had I not lost!" the author exclaims in line 78. Where the younger child saw nobles in "the court of ancient Persia," the older child saw "men and women painted." Thus the final sentence of Passage 2 expresses "regret" concerning the changes that "those many centuries—those six short years—had wrought" in the author. (D) is the correct answer.

- (A) and (C) are incorrect because the author does not feel "exultation" about or take "pleasure" in the "alteration" that has occurred; on the contrary, the author laments it.
- (B) is incorrect because there is no expression of "vindication" in the final sentence; the author is not trying to justify, support, or defend the experiences described in the passage, but rather to explain the changes that have occurred due to the passing of time.
- (E) is incorrect because, even though the final sentence states that the "fault" was not in the actors but in the now more knowledgeable child, the author feels no "guilt" about the change. There is no way to avoid the passage of time (and the learning that goes along with it). Aging is not the child's "fault," but the loss of a youthful sense of wonder and innocence can still cause regret.

Correct answer: (D) / Difficulty level: Hard

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

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

This question asks you to do two things: first, understand the overall subject or purpose of each passage; second, recognize an important "difference between" the two. The correct answer is (E) because the entire first passage does indeed tell the story of a particular "childhood experience"—a trip to the theater—whereas the second passage describes two different trips to the theater and how the "experience changed over time."

- (A) is wrong because there is neither bitterness nor "detachment" in Passage 2. In fact, the first paragraph of Passage 2 expresses excitement and "enchantment," and the second paragraph expresses disappointment and regret.
- (B) is wrong because Passage 2 includes a great deal more than just "the author's reactions" to visiting the theater; most of the second paragraph provides "further analysis" of what had changed and why the reactions to the two visits were so different.
- (C) is wrong because it reverses the two narrative approaches in this pair of passages. Passage 1 "maintains a single point of view," that of the youthful first-time theatergoer, whereas the author of Passage 2 presents at least two "different perspectives," that of the enchanted six-year-old and of the older child returning to the theater.
- (D) is wrong because the author of Passage 1 does not find his first visit to the theater "disturbing" in a negative way. Although he feels "shock" when the curtain goes up and anxiety during the play, these responses merely indicate how effective and "real" the performance was for him. In the end, the child and his mother walked "happily" out of the theater.

Correct answer: (E) / Difficulty level: Easy

The Mathematics Section

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

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

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

Calculator Policy

We recommend that you bring a calculator to use on the mathematics section of the SAT. Every question on the test can be solved without a calculator; however, using a calculator on some questions may be helpful to you. A scientific or graphing calculator is recommended.

Acceptable Calculators

Calculators permitted during testing are:

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

If you have a calculator with characters that are 1 inch or higher, or if your calculator has a raised display that might be visible to other test-takers, you will be seated at the discretion of the test supervisor.

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

Calculator Tips

- **Remember to bring your calculator to the test.** Calculators will not be available at the test center. You should be familiar with how to use the calculator you bring to the test.
- **Make sure your calculator is in good working order and that batteries are fresh.** If your calculator fails during testing and you have no backup, you'll have to complete the test without it.
- **Don't buy an expensive, sophisticated calculator just to take the test.** Although you can use them for the test, more sophisticated calculators are not required for any problem.
- **Don't try to use a calculator on every question.** First, decide how you will solve the problem, and then decide whether to use the calculator. The calculator is meant to aid you in problem solving, not to get in the way.

- **Get your thoughts down before using your calculator.** It may help to do scratchwork in the test book.
- **Take the practice test in this booklet with a calculator at hand.** This will help you determine how much you will probably use a calculator the day of the test.

Unacceptable Calculators

Unacceptable calculators are those that:

- use QWERTY (typewriter-like) keypads
- require an electrical outlet
- “talk” or make unusual noises
- use paper tape
- are electronic writing pads, pen input/stylus-driven devices, pocket organizers, cell phones, powerbooks, or handheld or laptop computers

Approaches to the Mathematics Section

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

Mathematics Review

Number and Operations (20–25%)

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

Algebra and Functions (35–40%)

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

Geometry and Measurement (25–30%)

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

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

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

Number and Operations

- **Integers:** $\dots, -4, -3, -2, -1, 0, 1, 2, 3, 4, \dots$
(Note: zero is neither positive nor negative.)
- **Consecutive Integers:** Integers that follow in sequence; for example, 22, 23, 24, 25. Consecutive integers can be more generally represented by $n, n + 1, n + 2, n + 3, \dots$
- **Odd Integers:** $\dots, -7, -5, -3, -1, 1, 3, 5, 7, \dots, 2k + 1, \dots$ where k is an integer
- **Even Integers:** $\dots, -6, -4, -2, 0, 2, 4, 6, \dots, 2k, \dots$, where k is an integer (Note: zero is an even integer.)
- **Prime Numbers:** 2, 3, 5, 7, 11, 13, 17, 19, \dots
(Note: 1 is not a prime and 2 is the only even prime.)
- **Digits:** 0, 1, 2, 3, 4, 5, 6, 7, 8, 9
(Note: the units digit and the ones digit refer to the same digit in a number. For example, in the number 125, the 5 is called the units digit or the ones digit.)

Percent

Percent means hundredths, or number out of 100. For example, 40 percent means $\frac{40}{100}$ or 0.40 or $\frac{2}{5}$.

Problem 1: If the sales tax on a \$30.00 item is \$1.80, what is the sales tax rate?

Solution: $\$1.80 = \frac{n}{100} \times \30.00

$n = 6$, so 6% is the sales tax rate.

Percent Increase / Decrease

Problem 2: If the price of a computer was decreased from \$1,000 to \$750, by what percent was the price decreased?

Solution: The price decrease is \$250. The percent decrease is the value of n in the equation $\frac{250}{1,000} = \frac{n}{100}$. The value of n is 25, so the price was decreased by 25%.

Note: $n\%$ increase means $\frac{\text{increase}}{\text{original}} = \frac{n}{100}$;

$n\%$ decrease means $\frac{\text{decrease}}{\text{original}} = \frac{n}{100}$.

Average Speed

Problem: José traveled for 2 hours at a rate of 70 kilometers per hour and for 5 hours at a rate of 60 kilometers per hour. What was his average speed for the 7-hour period?

Solution: In this situation, the average speed was

$$\frac{\text{total distance}}{\text{total time}}$$

The total distance was

$$2 \text{ hr} \left(70 \frac{\text{km}}{\text{hr}} \right) + 5 \text{ hr} \left(60 \frac{\text{km}}{\text{hr}} \right) = 440 \text{ km.}$$

The total time was 7 hours. Thus, the average speed was

$$\frac{440 \text{ km}}{7 \text{ hr}} = 62\frac{6}{7} \text{ kilometers per hour.}$$

Note: In this example, the average speed over the 7-hour period is not the average of the two given speeds, which would be 65 kilometers per hour.

Sequences

Two common types of sequences that appear on the SAT are arithmetic and geometric sequences.

An **arithmetic sequence** is a sequence in which successive terms differ by the same constant amount.

For example: 3, 5, 7, 9, ... is an arithmetic sequence.

A **geometric sequence** is a sequence in which the ratio of successive terms is a constant.

For example: 2, 4, 8, 16, ... is a geometric sequence.

A sequence may also be defined using previously defined terms. For example, the first term of a sequence is 2, and each successive term is 1 less than twice the preceding term. This sequence would be 2, 3, 5, 9, 17, ...

On the SAT, explicit rules are given for each sequence. For example, in the sequence above, you would not be expected to know that the 6th term is 33 without being given the fact that each term is one less than twice the preceding term. For sequences on the SAT, the first term is *never* referred to as the zeroth term.

Algebra and Functions

Factoring

You may need to apply these types of factoring:

$$x^2 + 2x = x(x + 2)$$

$$x^2 - 1 = (x + 1)(x - 1)$$

$$x^2 + 2x + 1 = (x + 1)(x + 1) = (x + 1)^2$$

$$2x^2 + 5x - 3 = (2x - 1)(x + 3)$$

Functions

A function is a relation in which each element of the domain is paired with *exactly* one element of the range. On the SAT, 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. For example, if

$f(x) = \sqrt{x + 2}$, the domain of f is all real numbers

greater than or equal to -2 . For this function, 14 is paired with 4, since $f(14) = \sqrt{14 + 2} = \sqrt{16} = 4$.

Note: the $\sqrt{\quad}$ symbol represents the positive, or principal, square root. For example, $\sqrt{16} = 4$, not ± 4 .

Exponents

You should be familiar with the following rules for exponents on the SAT.

For all values of a , b , x , y :

$$x^a \cdot x^b = x^{a+b} \quad (x^a)^b = x^{a \cdot b} \quad (xy)^a = x^a \cdot y^a$$

For all values of a , b , $x > 0$, $y > 0$:

$$\frac{x^a}{x^b} = x^{a-b} \quad \left(\frac{x}{y}\right)^a = \frac{x^a}{y^a} \quad x^{-a} = \frac{1}{x^a}$$

Also, $x^{\frac{a}{b}} = \sqrt[b]{x^a}$. For example, $x^{\frac{2}{3}} = \sqrt[3]{x^2}$.

Note: For any nonzero number x , it is true that $x^0 = 1$.

Variation

Direct Variation: The variable y is directly proportional to the variable x if there exists a nonzero constant k such that $y = kx$.

Inverse Variation: The variable y is inversely proportional to the variable x if there exists a nonzero constant k such that $y = \frac{k}{x}$ or $xy = k$.

Absolute Value

The absolute value of x is defined as the distance from x to zero on the number line. The absolute value of x is written as $|x|$. For all real numbers x :

$$|x| = \begin{cases} x, & \text{if } x \geq 0 \\ -x, & \text{if } x < 0 \end{cases}$$

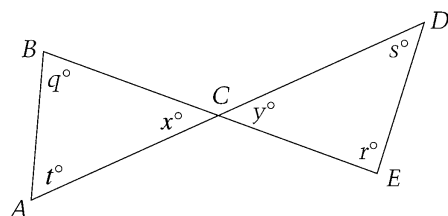
For example:
$$\begin{cases} |2| = 2, & \text{since } 2 > 0 \\ |-2| = -(-2) = 2, & \text{since } -2 < 0 \\ |0| = 0 \end{cases}$$

Geometry and Measurement

Figures that accompany problems are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a particular problem that the figure is not drawn to scale. In general, even when figures are not drawn to scale, the relative positions of points and angles may be assumed to be in the order shown. Also, line segments that extend through points and appear to lie on the same line may be assumed to be on the same line. A point that appears to lie on a line or curve may be assumed to lie on the line or curve.

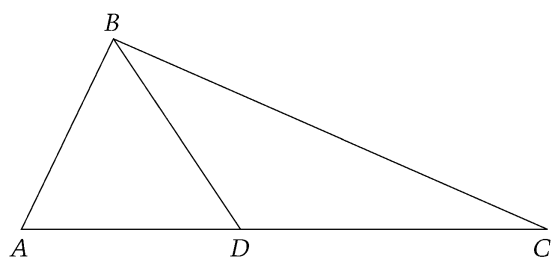
The text “Note: Figure not drawn to scale” is included with the figure when degree measures may not be accurately shown and specific lengths may not be drawn proportionally. The following examples illustrate what information can and cannot be assumed from figures.

Example 1:



Since \overline{AD} and \overline{BE} are line segments, angles ACB and DCE are vertical angles. Therefore, you can conclude that $x = y$. Even though the figure is drawn to scale, you should NOT make any other assumptions without additional information. For example, you should NOT assume that $AC = CD$ or that the angle at vertex E is a right angle even though they might look that way in the figure.

Example 2:



Note: Figure not drawn to scale.

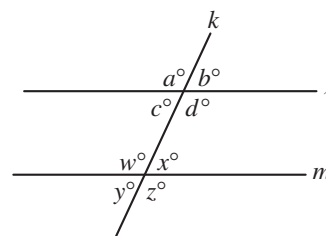
A question may refer to a triangle such as ABC above. Although the note indicates that the figure is not drawn to scale, you may assume the following from the figure:

- ABD and DBC are triangles.
- D is between A and C .
- A , D , and C are points on a line.
- The length of \overline{AD} is less than the length of \overline{AC} .
- The measure of angle ABD is less than the measure of angle ABC .

You may *not* assume the following from the figure:

- The length of \overline{AD} is less than the length of \overline{DC} .
- The measures of angles BAD and BDA are equal.
- The measure of angle ABD is greater than the measure of angle DBC .
- Angle ABC is a right angle.

Properties of Parallel Lines



1. If two parallel lines are cut by a third line, the alternate interior angles are congruent. In the figure above,

$$c = x \text{ and } w = d$$

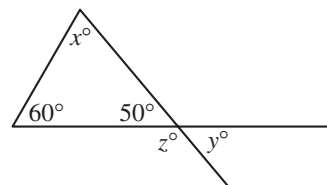
2. If two parallel lines are cut by a third line, the corresponding angles are congruent. In the figure,

$$a = w, b = x, c = y, \text{ and } d = z$$

3. If two parallel lines are cut by a third line, the sum of the measures of the interior angles on the same side of the transversal is 180° . In the figure,

$$c + w = 180 \text{ and } d + x = 180$$

Angle Relationships



1. The sum of the measures of the interior angles of a triangle is 180° . In the figure above,

$$x = 70 \text{ because } 60 + 50 + x = 180$$

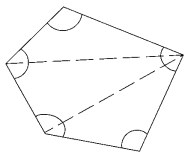
2. When two lines intersect, vertical angles are congruent. In the figure,

$$y = 50$$

3. A straight angle measures 180° . In the figure,

$$z = 130 \text{ because } z + 50 = 180$$

4. The sum of the measures of the interior angles of a polygon can be found by drawing all diagonals of the polygon from one vertex and multiplying the number of triangles formed by 180° .



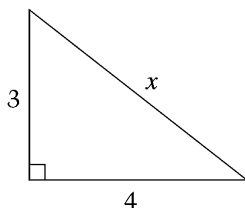
Since this polygon is divided into 3 triangles, the sum of the measures of its angles is $3 \times 180^\circ$, or 540° .

Unless otherwise noted in the SAT, the term “polygon” will be used to mean a convex polygon, that is, a polygon in which each interior angle has a measure of less than 180° .

A polygon is “regular” if all its sides are congruent and all its angles are congruent.

Side Relationships

1. Pythagorean Theorem: In any right triangle, $a^2 + b^2 = c^2$, where c is the length of the longest side and a and b are the lengths of the two shorter sides.



To find the value of x , use the Pythagorean Theorem.

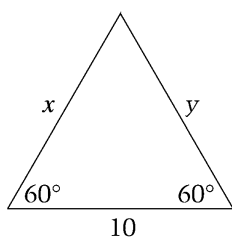
$$x^2 = 3^2 + 4^2$$

$$x^2 = 9 + 16$$

$$x^2 = 25$$

$$x = \sqrt{25} = 5$$

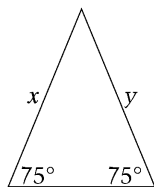
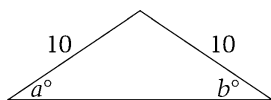
2. In any equilateral triangle, all sides are congruent and all angles are congruent.



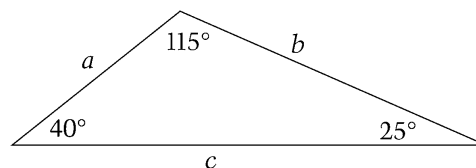
Because the measure of the unmarked angle is 60° , the measures of all angles of the triangle are equal; and, therefore, the lengths of all sides of the triangle are equal:

$$x = y = 10.$$

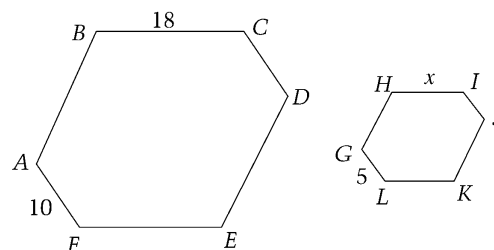
3. In an isosceles triangle, the angles opposite congruent sides are congruent. Also, the sides opposite congruent angles are congruent. In the figures below, $a = b$ and $x = y$.



4. In any triangle, the longest side is opposite the largest angle, and the shortest side is opposite the smallest angle. In the figure below, $a < b < c$.



5. Two polygons are *similar* if and only if the lengths of their corresponding sides are in the same ratio and the measures of their corresponding angles are equal.



If polygons $ABCDEF$ and $GHIJKL$ are similar, then \overline{AF} and \overline{GL} are corresponding sides, so that

$$\frac{AF}{GL} = \frac{10}{5} = \frac{2}{1} = \frac{BC}{HI} = \frac{18}{x}. \text{ Therefore, } x = 9 = HI.$$

Note: \overline{AF} means the line segment with endpoints A and F , and AF means the length of \overline{AF} .

Area and Perimeter

Rectangles

Area of a rectangle = length \times width = $\ell \times w$

Perimeter of a rectangle = $2(\ell + w) = 2\ell + 2w$

Circles

Area of a circle = πr^2 (where r is the radius)

Circumference of a circle = $2\pi r = \pi d$ (where d is the diameter)

Triangles

Area of a triangle = $\frac{1}{2}(\text{base} \times \text{altitude})$

Perimeter of a triangle = the sum of the lengths of the three sides

Triangle Inequality: The sum of the lengths of any two sides of a triangle must be greater than the length of the third side.

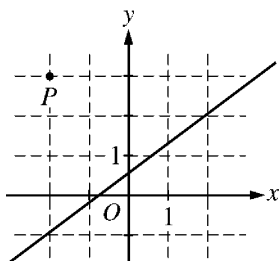
Volume

Volume of a rectangular solid (or cube) = $\square \times w \times h$
 (\square is the length, w is the width, and h is the height)

Volume of a right circular cylinder = $\pi r^2 h$
 (r is the radius of the base, and h is the height)

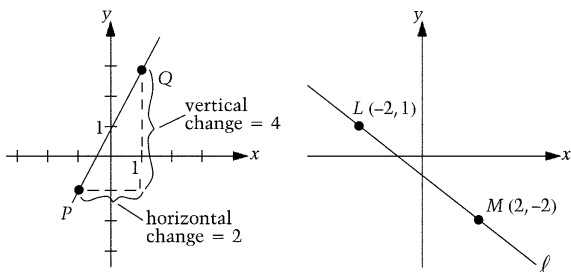
Be familiar with the formulas that are provided in the Reference Information included with the test directions. Refer to the test directions in the sample test in this publication.

Coordinate Geometry



- In questions that involve the x - and y -axes, x -values to the right of the y -axis are positive and x -values to the left of the y -axis are negative. Similarly, y -values above the x -axis are positive and y -values below the x -axis are negative. In an ordered pair (x, y) , the x -coordinate is written first. Point P in the figure above appears to lie at the intersection of gridlines. From the figure, you can conclude that the x -coordinate of P is -2 and the y -coordinate of P is 3 . Therefore, the coordinates of point P are $(-2, 3)$. Similarly, you can conclude that the line shown in the figure passes through the point with coordinates $(-2, -1)$ and the point $(2, 2)$.

- Slope of a line = $\frac{\text{change in } y\text{-coordinates}}{\text{change in } x\text{-coordinates}}$



$$\text{Slope of } \overline{PQ} = \frac{4}{2} = 2$$

$$\text{Slope of } \ell = \frac{1 - (-2)}{-2 - 2} = -\frac{3}{4}$$

A line that slopes upward as you go from left to right has a *positive* slope. A line that slopes downward as you go from left to right has a *negative* slope. A horizontal line has a slope of zero. The slope of a vertical line is undefined.

Parallel lines have the same slope. The product of the slopes of two perpendicular lines is -1 , provided the slope of each of the lines is defined. For example, any line perpendicular to line \square above has a slope of $\frac{4}{3}$.

The equation of a line can be expressed as $y = mx + b$, where m is the slope and b is the y -intercept. Since the slope of line \square is $-\frac{3}{4}$,

the equation of line \square can be expressed

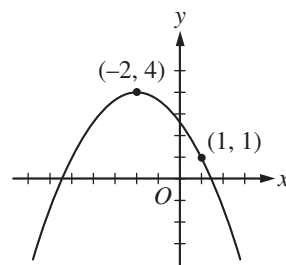
as $y = -\frac{3}{4}x + b$. Since the point $(-2, 1)$ is on

the line, $x = -2$ and $y = 1$ must satisfy the equation.

Hence, $1 = \frac{3}{2} + b$, so $b = -\frac{1}{2}$, and the

equation of line \square is $y = -\frac{3}{4}x - \frac{1}{2}$.

- A quadratic function can be expressed as $y = a(x - h)^2 + k$ where the vertex of the parabola is at the point (h, k) and $a \neq 0$. If $a > 0$, the parabola opens upward; and if $a < 0$, the parabola opens downward.



The parabola above has its vertex at $(-2, 4)$.

Therefore, $h = -2$ and $k = 4$. The equation can be represented by $y = a(x + 2)^2 + 4$. Since the parabola opens downward, we know that $a < 0$.

To find the value of a , we also need to know another point on the parabola. Since we know the parabola passes through the point $(1, 1)$,

$x = 1$ and $y = 1$ must satisfy the equation. Hence,

$1 = a(1 + 2)^2 + 4$, so $a = -\frac{1}{3}$. Therefore, an

equation for the parabola is $y = -\frac{1}{3}(x + 2)^2 + 4$.

Data Analysis, Statistics, and Probability

Measures of Center

An **average** is a statistic that is used to summarize data. The most common type of average is the **arithmetic mean**. The average (arithmetic mean) of a list of n numbers is equal to the sum of the numbers divided by n .

For example, the mean of 2, 3, 5, 7, and 13 is equal to

$$\frac{2 + 3 + 5 + 7 + 13}{5} = 6.$$

When the average of a list of n numbers is given, the sum of the numbers can be found. For example, if the average of six numbers is 12, the sum of these six numbers is 12×6 , or 72.

The **median** of a list of numbers is the number in the middle when the numbers are ordered from greatest to least or from least to greatest. For example, the median of 3, 8, 2, 6, and 9 is 6 because when the numbers are ordered, 2, 3, 6, 8, 9, the number in the middle is 6. When there is an even number of values, the median is the same as the mean of the two middle numbers. For example, the median of 6, 8, 9, 13, 14, and 16 is the mean of 9 and 13, which is 11.

The **mode** of a list of numbers is the number that occurs most often in the list. For example, 7 is the mode of 2, 7, 5, 8, 7, and 12. The list 2, 4, 2, 8, 2, 4, 7, 4, 9, and 11 has two modes, 2 and 4.

Note: On the SAT, the use of the word *average* refers to the arithmetic mean and is indicated by “average (arithmetic mean).” An exception is when a question involves average rate (see page 15). Questions involving median and mode will have those terms stated as part of the question’s text.

Probability

Probability refers to the chance that a specific outcome can occur. When outcomes are equally likely, probability can be found by using the following definition:

$$\frac{\text{number of ways that a specific outcome can occur}}{\text{total number of possible outcomes}}$$

For example, if a jar contains 13 red marbles and 7 green marbles, the probability that a marble selected from the jar at random will be green is

$$\frac{7}{7 + 13} = \frac{7}{20} \text{ or } 0.35$$

If a particular outcome can never occur, its probability is 0. If an outcome is certain to occur, its probability is 1. In general, if p is the probability that a specific outcome will occur, values of p fall in the range $0 \leq p \leq 1$. Probability may be expressed as either a decimal, a fraction, or a ratio.

Multiple-Choice Questions

The questions that follow will give you an idea of the type of mathematical thinking required to solve problems on the SAT. First, try to answer each question yourself, and then read the solutions that follow. These solutions may give you new insights into solving the problems or point

out techniques you'll be able to use again. Most problems can be solved in a variety of ways, so don't be concerned if your method is different from the one given. Note that the directions indicate that you are to select the best of the choices given.

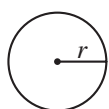
Directions

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

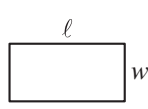
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not 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

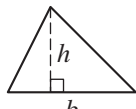


$$A = \pi r^2$$

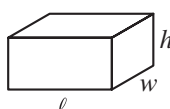
$$C = 2\pi r$$



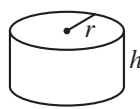
$$A = \ell w$$



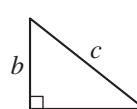
$$A = \frac{1}{2}bh$$



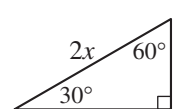
$$V = \ell wh$$



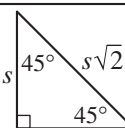
$$V = \pi r^2 h$$



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



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.

Sample Questions

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

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

- (A) $\frac{1}{8}$ (B) $\frac{2}{9}$ (C) $\frac{2}{7}$
 (D) $\frac{3}{8}$ (E) $\frac{1}{2}$

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

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

Correct answer: (D) / Difficulty level: Medium

NOONTIME TEMPERATURES IN HILO, HAWAII

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

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

Correct answer: (A) / Difficulty level: Medium

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

66 69 70 75 77 78 78

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

3. The projected sales volume of a video game cartridge is given by the function $s(p) = \frac{3000}{2p + a}$,

where s is the number of cartridges sold, in thousands; p is the price per cartridge, in dollars; and a is a constant. If according to the projections, 100,000 cartridges are sold at \$10 per cartridge, how many cartridges will be sold at \$20 per cartridge?

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

Correct answer: (C) / Difficulty level: Medium

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

$$\begin{aligned} 100(20 + a) &= 3000 \\ 20 + a &= 30 \\ a &= 10 \end{aligned}$$

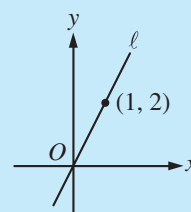
Since a is a constant, the function can be written as

$$s(p) = \frac{3000}{2p + 10}$$

To determine how many cartridges will be sold at \$20 per cartridge, you need to evaluate

$$s(20) = \frac{3000}{2(20) + 10} = 60.$$

Since s is given in thousands, there will be 60,000 cartridges sold at \$20 per cartridge.



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

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

Correct Answer: (A) / Difficulty level: Medium

Using the coordinates of the two points given on line ℓ ,

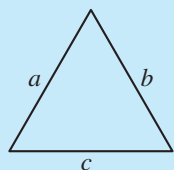
the slope of ℓ is $\frac{2 - 0}{1 - 0} = 2$. Line m , which is perpendicular to ℓ , will have a slope of $-\frac{1}{2}$, since slopes of perpendicular

lines are negative reciprocals of each other. An equation

of m can be written as $y = -\frac{1}{2}x + b$. Since line m also

contains point $(0, 0)$, it follows that $b = 0$. Therefore, an

equation of line m is $y = -\frac{1}{2}x$.



Note: Figure not drawn to scale.

5. If two sides of the triangle above have lengths 5 and 6, the perimeter of the triangle could be which of the following?
- I. 15
 II. 20
 III. 22
- (A) I only (B) I and II only (C) I and III only
 (D) II and III only (E) I, II, and III

Correct answer: (B) / Difficulty level: Hard

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

- Statement I states that 15 could be the perimeter of the triangle. This is true. If the perimeter of the triangle is 15, and two sides have lengths 5 and 6, then the third side of the triangle would have length $15 - (6 + 5)$, or 4. A triangle can have side lengths of 4, 5, and 6. So the perimeter of the triangle could be 15.
- Similarly, statement II is true. If 20 is the perimeter of the triangle, then the third side of the triangle would have length $20 - (6 + 5)$, or 9. A triangle can have side lengths of 5, 6, and 9. So the perimeter of the triangle could be 20.
- Finally, consider whether the triangle could have a perimeter of 22. In this case, the length of the third side would be $22 - (6 + 5) = 11$. By the Triangle Inequality, the sum of the lengths of any two sides of a triangle must be greater than the length of the third side. Since the sum of 5 and 6 is not greater than 11, it follows that 5, 6, and 11 cannot be the lengths of the sides of a triangle, and so the given triangle cannot have a perimeter of 22.

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

6. If $x > 1$ and $\frac{\sqrt{x}}{x^3} = x^m$, what is the value of m ?
- (A) $-\frac{7}{2}$ (B) -3 (C) $-\frac{5}{2}$
 (D) -2 (E) $-\frac{3}{2}$

Correct answer: (C) / Difficulty level: Medium

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

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

7. If k is divisible by 2, 3, and 15, which of the following is also divisible by these numbers?
- (A) $k + 5$ (B) $k + 15$ (C) $k + 20$
 (D) $k + 30$ (E) $k + 45$

Correct answer: (D) / Difficulty level: Medium

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

- If you add two multiples of 30, the sum will also be a multiple of 30. For example, 60 and 90 are multiples of 30 and their sum, 150, is also a multiple of 30.
- If you add a multiple of 30 to a number that is not a multiple of 30, the sum will not be a multiple of 30. For example, 60 is a multiple of 30 and 45 is not. Their sum, 105, is not a multiple of 30.
- The question asks which answer choice is divisible by 2, 3, and 15—that is, which answer choice is a multiple of 30. All the answer choices are in the form of “ k plus a number.” Only choice (D), $k + 30$, is the sum of k and a multiple of 30. The sum of k and 30 is also a multiple of 30, so the correct answer is choice (D).

Student-Produced Response Questions

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

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

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

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

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

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

Write answer in boxes.

	7	/	1	2	
	●	/	○	○	
	○	○	○	○	
1	○	○	○	○	
2	○	○	○	○	
3	○	○	○	○	
4	○	○	○	○	
5	○	○	○	○	
6	○	○	○	○	
7	○	○	○	○	
8	○	○	○	○	
9	○	○	○	○	

Grid in result.

Answer: 2.5

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

Answer: 201

Either position is correct.

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

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

← Fraction line

← Decimal point

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 $\frac{31}{10} \frac{1}{2}$ is gridded, it will be interpreted as $\frac{31}{2}$, not $3\frac{1}{2}$.)

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

	2	/	3	
	○	○	○	
	○	○	○	
1	○	○	○	
2	○	○	○	
3	○	○	○	
4	○	○	○	
5	○	○	○	
6	○	○	○	

	.	6	6	6	
	○	○	○	○	
	○	○	○	○	
1	○	○	○	○	
2	○	○	○	○	
3	○	○	○	○	
4	○	○	○	○	
5	○	○	○	○	
6	○	○	○	○	

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

Approaches to Student-Produced Response Questions

- Decide in which column you want to begin gridding your answers before the test starts.** This strategy saves time. We recommend that you grid the first (left-hand) column of the grid or that you right-justify your answers.
- If the answer is zero, grid it in column 2, 3, or 4.** Zero has been omitted from column 1 to encourage you to grid the most accurate values for rounded answers. For example, an answer of $\frac{1}{8}$ could also be gridded as .125 but not as 0.12, which is less accurate.
- A fraction does not have to be reduced unless it will not fit the grid.** For example, $\frac{15}{25}$ will not fit. You can grid $\frac{3}{5}$, $\frac{6}{10}$, or $\frac{9}{15}$. The decimal form, .6, can also be gridded.
- Do your best to be certain of your answer before you grid it.** If you erase your answer, do so completely. Incomplete erasures may be picked up by the scoring machines as intended answers.
- Check your work if your answer does not fit on the grid.** If you obtain a negative value, a value greater than 9999, or an irrational number, you have made an error.
- Make an educated guess if you don't know the answer.** On student-produced response (grid-in) questions, you don't lose points for wrong answers.
- Always enter your answer on the grid.** Only answers entered on the grid are scored. Your hand-written answer at the top of the grid isn't scored. However, writing your answer at the top of the grid may help you avoid gridding errors.

Sample Questions

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

$$|4x - 7| = 5$$

$$|3 - 8x| = 1$$

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

		1			2	
•	○	○	●	○	○	
1	○	○	○	○	○	
2	○	○	○	○	○	
3	○	○	○	○	○	
4	○	○	○	○	○	
5	○	○	○	○	○	
6	○	○	○	○	○	
7	○	○	○	○	○	
8	○	○	○	○	○	
9	○	○	○	○	○	

	.	5			
●	○	○	○	○	
1	○	○	○	○	
2	○	○	○	○	
3	○	○	○	○	
4	○	○	○	○	
5	○	○	○	○	
6	○	○	○	○	
7	○	○	○	○	
8	○	○	○	○	
9	○	○	○	○	

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

$$4x - 7 = 5 \qquad 4x - 7 = -5$$

$$4x = 12 \qquad \text{or} \qquad 4x = 2$$

$$x = 3 \qquad \qquad \qquad x = \frac{1}{2}$$

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

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

$$3 - 8x = 1 \qquad 3 - 8x = -1$$

$$8x = 2 \qquad \text{or} \qquad 8x = 4$$

$$x = \frac{1}{4} \qquad \qquad \qquad x = \frac{1}{2}$$

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

Difficulty level: Hard

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

		1		7			3	
○	○	○	○	○	○	○	○	
1	○	○	○	○	○	○	○	
2	○	○	○	○	○	○	○	
3	○	○	○	○	○	○	○	
4	○	○	○	○	○	○	○	
5	○	○	○	○	○	○	○	
6	○	○	○	○	○	○	○	
7	○	○	○	○	○	○	○	
8	○	○	○	○	○	○	○	
9	○	○	○	○	○	○	○	

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

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

The words “let $a \blacklozenge b$ be defined by” tell you that the symbol \blacklozenge is not supposed to represent a common mathematical operation but one that is made up for this question. To evaluate $4 \blacklozenge 2$, you substitute 4 for a and 2 for b in

the expression $\frac{a^b + 1}{a - 1}$. This gives $\frac{4^2 + 1}{4 - 1}$, which equals

$\frac{17}{3}$. The answer may be entered in the grid as 17/3 or as 5.66 or 5.67.

Difficulty level: Medium

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

			1	5
○	○	○	○	○
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○

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

The Writing Section

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

The multiple-choice sections include:

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

The multiple-choice sections measure your ability to

- communicate ideas clearly and effectively.

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

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

Characteristics of Effective Writing

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

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

Improving Sentences

This question type measures your ability to

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

Directions

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

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

EXAMPLE:

Laura Ingalls Wilder published her first book 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)

Answering Improving Sentences Questions

Look carefully at the underlined portion of the sentence because it may have to be revised. Keep in mind that the rest of the sentence stays the same. Follow the two steps below in answering each improving sentences question.

Step 1: Read the entire sentence carefully but quickly and ask yourself whether the underlined portion is correct or whether it needs to be revised.

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

Step 2: Read choices (A) through (E), replacing the underlined part with each answer choice to determine which revision results in a sentence that is clear and precise and meets the requirements of standard written English.

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

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

Correct answer: (B) / Difficulty level: Easy

Sample Questions

1. Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
 - (A) Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
 - (B) Scenes from the everyday lives of African Americans being realistically depicted in the paintings of Henry Ossawa Tanner.
 - (C) The paintings of Henry Ossawa Tanner realistically depict scenes from the everyday lives of African Americans.
 - (D) Henry Ossawa Tanner, in his realistic paintings, depicting scenes from the everyday lives of African Americans.
 - (E) Henry Ossawa Tanner, whose paintings realistically depict scenes from the everyday lives of African Americans.

For a sentence to be grammatically complete, it must include both a subject and a main verb. When a sentence lacks either a subject or a main verb, the result is a *sentence fragment*. In this example, all options but (C) are sentence fragments.

- In (A), the phrase “Scenes . . . Americans” is modified by the dependent clause “which . . . Tanner,” but there is no main verb.
- In (B), the phrase “Scenes . . . Tanner” contains no main verb.
- In (D), the noun “Henry Ossawa Tanner” is modified by “depicting” but is not combined with a main verb.
- And in (E), the noun “Henry Ossawa Tanner” is modified by the dependent clause “whose . . . Americans” but not combined with a main verb.
- (C) is correct. It is the only choice in which a subject (“The paintings of Henry Ossawa Tanner”) is combined with a verb (“depict”) to express a complete thought.

Correct answer: (C) / Difficulty level: Medium

2. Looking up from the base of the mountain, the trail seemed more treacherous than it really was.
- (A) Looking up
 (B) While looking up
 (C) By looking up
 (D) Viewing
 (E) Viewed

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

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

Correct answer: (E) / Difficulty level: Hard

Identifying Sentence Errors

This question type measures your ability to

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

Directions

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

In choosing answers, follow the requirements of standard written English.

EXAMPLE:

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

(A) ● (C) (D) (E)

Answering Identifying Sentence Errors Questions

Ask yourself if any of the underlined words and phrases in the sentence contains a grammar or usage error. Follow the two steps below in answering each identifying sentence errors question.

Step 1: Read the entire sentence carefully but quickly, paying attention to underlined choices (A) through (D). Keep in mind that some sentences do not contain an error.

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

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

Step 2: Select the underlined word or phrase that needs to be changed to make the sentence correct. Mark (E) No error if you believe that the sentence is correct as written. In this case, select choice (B) because the underlined word “him” must be changed to “he” to make the sentence correct.

Correct answer: (B) / Difficulty level: Easy

Sample Questions

3. The students have discovered that they can address issues more effectively through letter-writing campaigns and not through public demonstrations. No error

A B C D E

- The error in this sentence occurs at (D). When a comparison is introduced by the adverb “more,” as in “more effectively,” the second part of the comparison must be introduced by the conjunction “than” rather than “and not.”
- The other options contain no errors. In (A), the plural verb “have discovered” agrees with the plural subject “students.” In (B), the plural pronoun “they” correctly refers to the plural noun “students.” In (C), the preposition “through” appropriately expresses the means by which issues are addressed.
- The sentence may be corrected as follows: The students have discovered that they can address issues more effectively through letter-writing campaigns *than* through public demonstrations.

Correct answer: (D) / **Difficulty level:** Medium

4. After hours of futile debate, the committee has decided to postpone further discussion of the resolution until their next meeting. No error

A B C D E

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

Correct answer: (D) / **Difficulty level:** Hard

Improving Paragraphs

This type of question measures your ability to

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

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.

Answering Improving Paragraphs Questions

To answer the improving paragraphs questions that accompany the draft essay, you will need to note what sentences need to be corrected and to know how each of the sentences relates to one another and to the essay as a whole. Follow the steps below to answer the questions.

Step 1: Read the entire essay quickly to determine its overall meaning. The essay is intended as a draft, so you will notice errors.

Step 2: In answering each question, make sure that your answer about a particular sentence or group of sentences makes sense in the context of the passage as a whole. Choose the best answer from among the choices given, even if you can imagine another correct response.

Sample Questions

Questions 5-7 are based on the following passage:

- (1) Many times art history courses focus on the great “masters,” ignoring those women who should have achieved fame. (2) Often women artists like Mary Cassatt have worked in the shadows of their male contemporaries. (3) They have rarely received much attention during their lifetimes.
- (4) My art teacher has tried to make up for it by teaching us about women artists and their work. (5) Recently she came to class very excited; she had just read about a little-known artist named Annie Johnson, a high school teacher who had lived all of her life in New Haven, Connecticut. (6) Johnson never sold a painting, and her obituary in

1937 did not even mention her many paintings. (7) Thanks to Bruce Blanchard, a Connecticut businessman who bought some of her watercolors at an estate sale. (8) Johnson is finally starting to get the attention that she deserved more than one hundred years ago. (9) Blanchard now owns a private collection of hundreds of Johnson's works—watercolors, charcoal sketches, and pen-and-ink drawings.

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

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

They have rarely received much attention during their lifetimes.

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

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

- (A), (B), and (D) are unsatisfactory because in each case the transitional phrase (“In fact,” “Too bad,” or “In spite of this”) fails to indicate the cause-and-effect relationship. Moreover, both (A) and (B) leave the ambiguity of the pronoun unresolved.
- (E) is unsatisfactory not only because it fails to signal the cause-and-effect relationship, but also because it is wordy and illogically combines the adverbs “Often” and “rarely.”
- (C) is correct. The transitional phrase “As a result” clearly indicates a cause-and-effect relationship, and “these women” properly resolves the ambiguity of the pronoun “They.”

Correct answer: (C) / Difficulty level: Hard

6. In context, which of the following revisions to sentence 7 is most needed?

- (A) Delete “Thanks to.”
- (B) Move “Thanks to Bruce Blanchard” to the end of sentence 7.
- (C) Delete “who.”
- (D) Change “her” to “Johnson’s”.
- (E) Change the period to a comma and combine sentence 7 with sentence 8.

Sentence 7 is a sentence fragment, with neither a subject nor a main verb to finish the thought it has begun. It says “Thanks to Bruce Blanchard,” but it does not say *what happened* thanks to Bruce Blanchard. It should therefore be joined to an independent clause, complete with subject and verb, that indicates what happened as a result of Blanchard's action.

- (A), (B), and (D) are unsatisfactory because each fails to provide the main verb needed to complete the sentence. Each results in another sentence fragment.
- Although (C) results in a complete sentence, the sentence makes little sense in the context of the paragraph because it suggests that Bruce Blanchard is someone other than the Connecticut businessman who bought the watercolors.
- (E) is correct. This change results in a grammatically complete sentence that indicates what happened thanks to Bruce Blanchard's efforts: Johnson began to get the attention she deserved.

Correct answer: (E) / Difficulty level: Medium

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

There are portraits and there are landscapes.

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

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

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

Correct answer: (D) / Difficulty level: Easy

The Essay

The essay measures your ability to

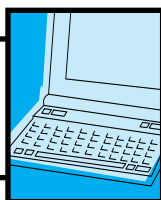
- develop a point of view on an issue presented in an excerpt.
- support your point of view using reasoning and examples from your reading, studies, experience, or observations.
- follow the conventions of standard written English.

Approaches to the Essay

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

- **Read the entire assignment. It's all there to help you.** Every essay assignment contains a short paragraph about the issue. Imagine that you are talking to the author of the paragraph about the issue. Would you argue with him or her, or agree? What other ideas or examples would you bring up? Answering these questions will help you develop your own point of view.
- **Don't oversimplify.** Developing your point of view doesn't mean coming up with as many examples as you can. Rushing to give multiple relevant examples can lead you to oversimplify a complex topic. An essay with one or two thoughtful, well-developed reasons or examples is more likely to get a high score than an essay with three short, simplistic examples.
- **There's nothing wrong with "I."** You are asked to develop your point of view on the issue, not give a straight report of the facts. This is your opinion, so feel free to use "I," and give examples that are meaningful to you, even ones from your personal life or experiences. Of course you need to support your ideas appropriately and show that you can use language well, but remember: the essay is an opportunity for you to say what you think about an issue relevant to your life.

Receive immediate essay scoring for this essay prompt and many more in The Official SAT Online Course™. Learn more at collegeboard.com/satonlinecourse.



Directions

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

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

Important Reminders:

- **A pencil is required for the essay.** An essay written in ink will receive a score of zero.
- **Do not write your essay in your test book.** You will receive credit only for what you write on your answer sheet.
- **An off-topic essay will receive a score of zero.**
- **If your essay does not reflect your original and individual work, your test scores may be canceled.**

You have 25 minutes to write an essay on the topic assigned below.

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

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

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

Assignment: Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

Sample Essays

Score of 6:

Without our past, our future would be a tortuous path leading to nowhere. In order to move up the ladder of success and achievement we must come to terms with our past and integrate it into our future. Even if in the past we made mistakes, this will only make wiser people out of us and guide us to where we are supposed to be.

This past year, I was auditioning for the fall play, “Cat on a Hot Tin Roof.” To my detriment I thought it would be a good idea to watch the movie in order to prepare. For two hours I studied Elizabeth Taylor’s mannerisms, attitude, and diction, hoping I could mimic her performance. I auditioned for the part of “Maggie” feeling perfectly confident in my portrayal of Elizabeth Taylor, however, I was unaware that my director saw exactly what I had been thinking. Unfortunately, I didn’t get the part, and my director told me that he needed to see “Maggie” from my perspective, not Elizabeth Taylor’s.

I learned from this experience, and promised myself I would not try to imitate another actress, in order to create my character. Persevering, I was anxious to audition for the winter play just two months later. The play was Neil Simon’s “Rumors,” and would get the opportunity to play “Chris,” a sarcastic yet witty role, which would be my final performance in high school. In order to develop my character, I planned out her life just as I thought it should be, gave her the voice I thought was right, and the rest of her character unfolded beautifully from there. My director told me after the first show that “Rumors” was the best work he’d ever seen from me, and that he was amazed at how I’d developed such a believable character. Thinking back to my first audition I was grateful for that chance I had to learn and to grow, because without that mistake I might have tried to base “Chris” off of someone I’d known or something I’d seen instead of becoming my own character. I utilized the memory of the Elizabeth Taylor debacle to improve my approach to acting and gave the best performance of my life so far.

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

Score of 6:

Memories act as both a help and a hinderance to the success of someone. Many people advise you to learn from the past and apply those memories so that you can effectively succeed by avoiding repeating your past mistakes. On the other hand, people who get too caught up with the past are unable to move on to the future.

Elie Wiesel’s memoir Night perfectly exemplifies the double nature of memories. Wiesel, a Jewish man, suffered heavily throughout the Holocaust and Night is rife with horrific descriptions of his experience. These memories help to spread the view of what life was like. Through recounting these memories, Wiesel is able to educate world readers about the atrocities committed in hopes that the same blatant violations of human rights are never repeated again. Through reliving the Holocaust through his writing, Wiesel was inspired to become proactive in the battle for civil rights. Some would point to his peaceful actions and the sales of his book and label him a success.

Despite the importance of recounting such memories, Wiesel acknowledges the damage that memories can also cause. Following his liberation from the Auschwitz concentration camp, Wiesel was a bitter, jaded man. He could not even write Night until several years later. The end of the novel describes Wiesel’s gradual but absolute loss of faith throughout the experience. His past experiences haunted him for several years, rendering him passive. It was not until he set aside his past that he could even focus on the future. Had he remained so consumed with the pain and damage caused in the past, he may never have achieved the success that he has attained.

Overall, Wiesel’s experiences exemplify the importance of the past as a guide. Wiesel’s past experiences helped to guide him in later life, but it was not until he pushed them aside that he could move on. To me this means that you should rely on your past without letting it control you. Allow your past to act as a guide, while making sure that you are also living in the present and looking to the future.

This essay exhibits outstanding critical thinking by effectively and insightfully developing its point of view (*you should rely on your past without letting it control you*) through the clearly appropriate example of Elie Wiesel’s Holocaust memoir, *Night*. The essay demonstrates clear coherence and smooth progression of ideas, carefully contrasting Wiesel’s success in using his memories to gain attention for his cause with the difficulty Wiesel faced in dealing with those same powerful memories. The essay uses language skillfully to convey Wiesel’s struggle (*Despite the importance of recounting such memories, Wiesel acknowledges the damage that memories can also cause. Following his liberation from the Auschwitz concentration camp, Wiesel was a bitter, jaded man. He could not even write Night until several years later*). The essay demonstrates clear and consistent mastery and receives a 6.

Score of 5:

Memories and past experiences serve as a rail, a guiding support, for people in an effort to succeed in the present. People not only learn from the past, but the very act of going through something provides experience for a person who is to “move up the ladder of success and achievement”.

Some view failed experiences as a hinderance to future success. This is very untrue because history has a tendency of repeating itself, and in recognizing past failures, one can learn how to successfully approach similar situations in the future. An example of this is looking back in history to WWI. Sediton acts at this time allowed for the imprisonment of anyone who voiced an opinion against the president, or against the war. America recognized this shady time in its past, and instead of covering it up in a movement towards a more democratic nation, these acts were published in textbooks and taught to students. Americans saw the poor judgement of this situation and later with the war in Iraq, approached “patriotism” differently. With this present war, those adverse to the war are able to voice their opinions without fear of imprisonment or death. In seeing the undemocratic ways of an earlier era, America was able to recognize the bad and try to reform it. If the Sediton Acts had been forgotten then what is to say that they wouldn’t come back? Remembering the failed times insures that improvement is possible.

In my personal experience, I have found that the very act of living through something not only matures me, but also provides skills and knowledge. In remembering past events, I am able to use them as reference, and sometimes assurance. A personal example, somewhat juvenile, but also effective, is when my first pet died. I was devastated and wanted to just clear my mind of the event, but I didn’t. After time, I recovered, but maintained the memory of this horrible tragedy. Later in life, another pet died. I looked back to that memory as a guide and learned from it that in time I would be fine and to just hang on. In this situation, a memory served as a reference and catalyzed in my personal growth and recovery.

Memories, good or bad, assist people in obtaining success. Whether used as reference for guidance, or lessons on what not to do, past experiences can only offer a gap between the steps on the ladder of success. Forgetting the past can and will only erase experience and knowledge from a person and in affect hinder one in seeking achievement. In looking at historical repeats and personal events, it is clear that old memories can only aid in success.

This essay effectively develops its point of view (*Memories and past experiences serve as a rail, a guiding support, for people in an effort to succeed in the present*) through the appropriate examples of dissent during wartime and grieving for a pet, thus demonstrating strong critical thinking. Well organized and focused, the essay demonstrates coherence and progression of ideas (*In seeing the undemocratic ways of an earlier era, America was able to recognize the bad and try to reform it. If the Sediton Acts had been forgotten then what is to say that they wouldn’t come back? Remembering the failed times insures that improvement is possible*). The essay also uses appropriate vocabulary and

demonstrates effective variety in sentence structure. To earn a 6, this writer needs to achieve smoother progression of ideas by using language more skillfully (the phrase “past experiences can only offer a gap between the steps on the ladder of success” seems to express the opposite of what the writer intends). The essay demonstrates reasonably consistent mastery and receives a 5.

Score of 5:

*I agree with Ms. Sara Lawrence-Lightfoot in saying that some people “see old memories as a chance to reckon with the past and integrate past and present.” Many people are so troubled by things that happened in their past that they are not able to focus on the present. For example, in the book *Ceremony*, by Leslie Marmon Silko, Tayo, the main character, can not concentrate on the present because he constantly hounds himself over things that happened during World War II and his troubled childhood. However, past memories can help people to succeed in the present. An historical example of people learning from the past would be the Marshall Plan. After the conclusion of World War II there were many countries around the world in need of economical assistance to help rebuild their war torn countries, and the United States would have to be the one to provide that assistance. Many American politicians thought it was foolish for the US government to spend money abroad on countries that would not be able to repay the loan for a long time. However, George Marshall, a former general and later Secretary of State under President Truman, remembered how the exact same argument of “why should we spend money on war torn nations that really owe us reparations?” had been used after World War I towards Germany. The lack of assistance towards Germany after World War I had caused a gigantic economic depression in Germany that had made the Mark (German money) virtually worthless. The German people became so desperate that they started supporting an extreme German nationalist named Adolf Hitler, who eventually started World War II. Marshall knew that if the US did not help war torn Germany and, especially, Japan, we could eventually have a World War III on our hands.*

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

Score of 4:

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

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

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

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

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

Score of 4:

The point of making mistakes is to learn from them. If you don't learn from what you do wrong, then making mistakes has no silver lining, it is purely bad. I have come to believe this through personal experience and watching others.

When climbing the "ladder of success," each step gets you closer to the top. Therefore each step is a mistake that you learned from, a good decision, or even a stroke of luck. How could a person climb that ladder without each and every wooden rung to help them? I am human, therefore, far from perfect, I make mistakes all of the time and I am a better person because of that. You could almost say that the more mistakes a person makes, the stronger a person they are, assuming of course that they learn from them.

As a child I stole cookies from the cookie jar, lied to my parents (still happens every once in awhile), and played tricks on my brothers. I, in turn, got in trouble with my parents and was punished. After that I learned that those things aren't okay. Now I tend to make different mistakes, such as, going to places that aren't safe for me, and giving up when things get hard. Life is a huge cycle of making mistakes and learning from them. That is why people can become so wise and strong in what they do, they make good out of the bad.

I also see people close to me using problems and mistakes to make a good situation out of a bad one. My parents, my brothers, and my closest friends are all slowly building up the knowledge to be successful. How can a person be more successful by forgetting what they have already learned? That doesn't push you forward it just holds a person back. Even if a person wanted to forget their past, they couldn't. It's like forgetting that if a stove is turned on and you touch it, it will burn you.

This essay develops a point of view (*Life is a huge cycle of making mistakes and learning from them*) with adequate reasons and examples, thus demonstrating competent critical thinking. Generally organized and focused around the notion that remembering past learning experiences is crucial for success, the essay is marked by coherence and progression of ideas (*As a child I stole cookies from the cookie jar, lied to my parents . . . , and played tricks on my brothers. I, in turn, got in trouble with my parents and was punished. After that I learned that those things aren't okay. Now I tend to make different mistakes*). The essay also exhibits adequate facility in the use of language, despite some errors (*I am human, therefore, far from perfect, I make mistakes all of the time and I am a better person because of that*). To attain a higher score, the writer needs to support and extend the essay's argument with additional focused examples of people learning, or not learning, from their experiences. The essay demonstrates adequate mastery and is scored a 4.

Score of 3:

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

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

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

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

Score of 2:

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

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

Score of 1:

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

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

Scoring the Essay

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

In scoring the essays, readers follow the scoring guide below.

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

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

SCORING GUIDE

SCORE OF 6	SCORE OF 5	SCORE OF 4
An essay in this category demonstrates <i>clear and consistent mastery</i> , although it may have a few minor errors. A typical essay	An essay in this category demonstrates <i>reasonably consistent mastery</i> , although it will have occasional errors or lapses in quality. A typical essay	An essay in this category demonstrates <i>adequate mastery</i> , although it will have lapses in quality. A typical essay
<ul style="list-style-type: none"> effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position 	<ul style="list-style-type: none"> effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position 	<ul style="list-style-type: none"> develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
<ul style="list-style-type: none"> is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas 	<ul style="list-style-type: none"> is well organized and focused, demonstrating coherence and progression of ideas 	<ul style="list-style-type: none"> is generally organized and focused, demonstrating some coherence and progression of ideas
<ul style="list-style-type: none"> exhibits skillful use of language, using a varied, accurate, and apt vocabulary 	<ul style="list-style-type: none"> exhibits facility in the use of language, using appropriate vocabulary 	<ul style="list-style-type: none"> exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary
<ul style="list-style-type: none"> demonstrates meaningful variety in sentence structure 	<ul style="list-style-type: none"> demonstrates variety in sentence structure 	<ul style="list-style-type: none"> demonstrates some variety in sentence structure
<ul style="list-style-type: none"> is free of most errors in grammar, usage, and mechanics 	<ul style="list-style-type: none"> is generally free of most errors in grammar, usage, and mechanics 	<ul style="list-style-type: none"> has some errors in grammar, usage, and mechanics
SCORE OF 3	SCORE OF 2	SCORE OF 1
An essay in this category demonstrates <i>developing mastery</i> , and is marked by ONE OR MORE of the following weaknesses:	An essay in this category demonstrates <i>little mastery</i> , and is flawed by ONE OR MORE of the following weaknesses:	An essay in this category demonstrates <i>very little or no mastery</i> , and is severely flawed by ONE OR MORE of the following weaknesses:
<ul style="list-style-type: none"> develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position 	<ul style="list-style-type: none"> develops a point of view on the issue that is vague or seriously limited, and demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position 	<ul style="list-style-type: none"> develops no viable point of view on the issue, or provides little or no evidence to support its position
<ul style="list-style-type: none"> is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas 	<ul style="list-style-type: none"> is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas 	<ul style="list-style-type: none"> is disorganized or unfocused, resulting in a disjointed or incoherent essay
<ul style="list-style-type: none"> displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice 	<ul style="list-style-type: none"> displays very little facility in the use of language, using very limited vocabulary or incorrect word choice 	<ul style="list-style-type: none"> displays fundamental errors in vocabulary
<ul style="list-style-type: none"> lacks variety or demonstrates problems in sentence structure 	<ul style="list-style-type: none"> demonstrates frequent problems in sentence structure 	<ul style="list-style-type: none"> demonstrates severe flaws in sentence structure
<ul style="list-style-type: none"> contains an accumulation of errors in grammar, usage, and mechanics 	<ul style="list-style-type: none"> contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured 	<ul style="list-style-type: none"> contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning

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

Official SAT Practice Test

About the Practice Test

Take the practice test, which starts on page 46, to reinforce your test-taking skills and to be more comfortable when you take the SAT. This practice test will give you a good idea of what to expect on the actual test. However, the test you eventually take will differ in some ways. It may, for example, contain a different number of reading passages, and its sections may be in a different order.

Also, this practice SAT includes only nine of the ten sections that the actual test contains. **Section 7 is an unscored section and has been omitted on this test because it contains questions that may be used in future editions of the SAT.**

The practice test will help you most if you take it under conditions as close as possible to those of the actual test.

Approaches to the Practice Test

- Set aside 3 hours and 20 minutes of uninterrupted time. That way you can complete the entire test in one sitting. **Note: the total testing time is 3 hours and 45 minutes, but you save 25 minutes because the unscored section from this practice test was omitted.**
- Sit at a desk or table cleared of any other papers or books. You won't be able to take a dictionary, books, notes, or scratch paper into the test room.
- Allow yourself the specified amount of time for each section. Pace yourself by using a watch (without an audible alarm), which is what you are allowed on test day.
- Have a calculator at hand when you take the mathematics sections. This will help you determine how much to use a calculator the day of the test. Use a calculator with which you are familiar.
- Read the test instructions carefully. They are reprinted from the back cover of the test book. On test day, you will be asked to read them before you begin answering questions.
- Make sure you use a No. 2 pencil. It is very important that you fill in the entire circle on the answer sheet darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.
- After you finish the test, read page 85 for instructions on how to find your score. If you have access to the Internet, visit collegeboard.com/satpracticetest to review answer explanations or to see sample essays.

Finding Your Scores

To score your test, you can either enter your answers online at collegeboard.com/satpracticetest and have your test scored automatically, or you can score it yourself with the instructions on page 85. To score the test yourself, you'll need to count the right and wrong answers for each section, and then convert your "raw" score to the College Board scale of 200 to 800.

With either scoring method, you'll need to choose a score for your essay. Use the Scoring Guide on page 36 to determine how your particular essay might be scored.

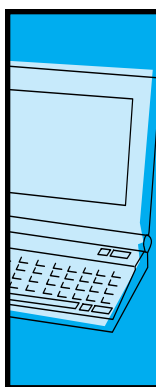
Reviewing Your Performance

After you score your practice test, review your performance to see where your strengths and weaknesses are.

Ask yourself these questions:

- **Did you run out of time before you finished a section?** Try to pace yourself so you will have time to answer all the questions you can. Don't spend too much time on any one question.
- **Did you hurry and make careless mistakes?** You may have misread the question, neglected to notice a word like "except" or "best," or solved for the wrong value.
- **Did you spend too much time reading directions?** You should be familiar with the test directions so you don't have to spend as much time reading them when you take the actual test.

Visit collegeboard.com/satpracticetest to view answer explanations for questions you answered incorrectly and to read sample scored essays.



The Official SAT Online Course

- Take this practice test online
- Receive an immediate essay score
- Practice with more tests and quizzes

Visit:

collegeboard.com/satonlinecourse

SECTION

1

- I prefer NOT to grant the College Board the right to use, reproduce, or publish my essay for any purpose beyond the assessment of my writing skills, even though my name will not be used in any way in conjunction with my essay. I understand that I am free to mark this circle with no effect on my score.

IMPORTANT: USE A NO. 2 PENCIL. DO NOT WRITE OUTSIDE THE BORDER!

Words written outside the essay box or written in ink **WILL NOT APPEAR** in the copy sent to be scored, and your score will be affected.

Begin your essay on this page. If you need more space, continue on the next page.

Large rectangular area with horizontal lines for writing an essay.

COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS



You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

SECTION 2

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CAUTION

Grid answers in the section below for SECTION 2 or SECTION 3 only if directed to do so in your test book.

Student-Produced Responses

ONLY ANSWERS THAT ARE GRIDDED WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES.

Quality Assurance Mark

Grid for question 9 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 10 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 11 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 12 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 13 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 14 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 15 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 16 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 17 with handwritten answers: 7, 7, 0, 0, 0, 1, 1, 1, 1, 2, 2, 2, 2, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 9, 9, 9.

Grid for question 18 with handwritten answers: 7, 7, 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.

COMPLETE MARK EXAMPLES OF INCOMPLETE MARKS

You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

SECTION 4

- | | | | | | | | |
|----|-----------|----|-----------|----|-----------|----|-----------|
| 1 | A B C D E | 11 | A B C D E | 21 | A B C D E | 31 | A B C D E |
| 2 | A B C D E | 12 | A B C D E | 22 | A B C D E | 32 | A B C D E |
| 3 | A B C D E | 13 | A B C D E | 23 | A B C D E | 33 | A B C D E |
| 4 | A B C D E | 14 | A B C D E | 24 | A B C D E | 34 | A B C D E |
| 5 | A B C D E | 15 | A B C D E | 25 | A B C D E | 35 | A B C D E |
| 6 | A B C D E | 16 | A B C D E | 26 | A B C D E | 36 | A B C D E |
| 7 | A B C D E | 17 | A B C D E | 27 | A B C D E | 37 | A B C D E |
| 8 | A B C D E | 18 | A B C D E | 28 | A B C D E | 38 | A B C D E |
| 9 | A B C D E | 19 | A B C D E | 29 | A B C D E | 39 | A B C D E |
| 10 | A B C D E | 20 | A B C D E | 30 | A B C D E | 40 | A B C D E |

SECTION 5

- | | | | | | | | |
|----|-----------|----|-----------|----|-----------|----|-----------|
| 1 | A B C D E | 11 | A B C D E | 21 | A B C D E | 31 | A B C D E |
| 2 | A B C D E | 12 | A B C D E | 22 | A B C D E | 32 | A B C D E |
| 3 | A B C D E | 13 | A B C D E | 23 | A B C D E | 33 | A B C D E |
| 4 | A B C D E | 14 | A B C D E | 24 | A B C D E | 34 | A B C D E |
| 5 | A B C D E | 15 | A B C D E | 25 | A B C D E | 35 | A B C D E |
| 6 | A B C D E | 16 | A B C D E | 26 | A B C D E | 36 | A B C D E |
| 7 | A B C D E | 17 | A B C D E | 27 | A B C D E | 37 | A B C D E |
| 8 | A B C D E | 18 | A B C D E | 28 | A B C D E | 38 | A B C D E |
| 9 | A B C D E | 19 | A B C D E | 29 | A B C D E | 39 | A B C D E |
| 10 | A B C D E | 20 | A B C D E | 30 | A B C D E | 40 | A B C D E |

CAUTION

Grid answers in the section below for SECTION 4 or SECTION 5 only if directed to do so in your test book.

Student-Produced Responses

ONLY ANSWERS THAT ARE GRIDDED WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES.

Quality Assurance Mark

- | | | | | | | | | | |
|----|--|----|--|----|--|----|--|----|--|
| 9 | | 10 | | 11 | | 12 | | 13 | |
| 14 | | 15 | | 16 | | 17 | | 18 | |

COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS



You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

SECTION 6

- 1 (A) (B) (C) (D) (E) ... 30 (A) (B) (C) (D) (E)

SECTION 7

- 1 (A) (B) (C) (D) (E) ... 40 (A) (B) (C) (D) (E)

Section 7, the equating section of this practice test, has been omitted.

CAUTION

Grid answers in the section below for SECTION 6 or SECTION 7 only if directed to do so in your test book.

Student-Produced Responses

ONLY ANSWERS THAT ARE GRIDDED WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES.

Grids for responses 9 through 18, each with a box for writing and a column of circles for marking answers.

Quality Assurance Mark

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS



You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

SECTION 8

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

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- 12 (A) (B) (C) (D) (E)
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- 36 (A) (B) (C) (D) (E)
- 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 9

- 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)
- 6 (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)

Quality

Assurance Mark

SECTION 10

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

- 11 (A) (B) (C) (D) (E)
- 12 (A) (B) (C) (D) (E)
- 13 (A) (B) (C) (D) (E)
- 14 (A) (B) (C) (D) (E)
- 15 (A) (B) (C) (D) (E)
- 16 (A) (B) (C) (D) (E)
- 17 (A) (B) (C) (D) (E)
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- 36 (A) (B) (C) (D) (E)
- 37 (A) (B) (C) (D) (E)
- 38 (A) (B) (C) (D) (E)
- 39 (A) (B) (C) (D) (E)
- 40 (A) (B) (C) (D) (E)

YOUR NAME (PRINT) _____
LAST
FIRST
MI

TEST CENTER _____
NUMBER
NAME OF TEST CENTER
ROOM NUMBER

SAT Reasoning Test — General Directions

Timing

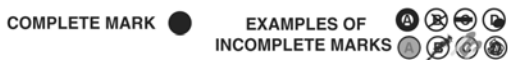
- You will have 3 hours and 45 minutes to work on this test.
- There are ten separately timed sections:
 - ▶ One 25-minute essay
 - ▶ Six other 25-minute sections
 - ▶ Two 20-minute sections
 - ▶ One 10-minute section
- You may work on only one section at a time.
- The supervisor will tell you when to begin and end each section.
- If you finish a section before time is called, check your work on that section. You may NOT turn to any other section.
- Work as rapidly as you can without losing accuracy. Don't waste time on questions that seem too difficult for you.

IMPORTANT: The codes below are unique to your test book. Copy them on your answer sheet in boxes 8 and 9 and fill in the corresponding circles exactly as shown.

9	TEST FORM <small>(Copy from back of test book.)</small>					
0	6	1	3	5	1	4

Marking Answers

- Be sure to mark your answer sheet properly.



- You must use a No. 2 pencil.
- Carefully mark only one answer for each question.
- Make sure you fill the entire circle darkly and completely.
- Do not make any stray marks on your answer sheet.
- If you erase, do so completely. Incomplete erasures may be scored as intended answers.
- Use only the answer spaces that correspond to the question numbers.

Using Your Test Book

- You may use the test book for scratchwork, but you will not receive credit for anything written there.
- After time has been called, you may not transfer answers to your answer sheet or fill in circles.
- You may not fold or remove pages or portions of a page from this book, or take the book or answer sheet from the testing room.

Scoring

- For each correct answer, you receive one point.
- For questions you omit, you receive no points.
- For a wrong answer to a multiple-choice question, you lose one-fourth of a point.
 - ▶ If you can eliminate one or more of the answer choices as wrong, you increase your chances of choosing the correct answer and earning one point.
 - ▶ If you can't eliminate any choice, move on. You can return to the question later if there is time.
- For a wrong answer to a student-produced response ("grid-in") math question, you don't lose any points.
- Multiple-choice and student-produced response questions are machine scored.
- The essay is scored on a 1 to 6 scale by two different readers. The total essay score is the sum of the two readers' scores.
- Off-topic essays, blank essays, and essays written in ink will receive a score of zero.
- If your essay does not reflect your original and individual work, your test scores may be canceled.

8		FORM CODE <small>(Copy and grid as on back of test book.)</small>						
		G	M	C	M	5	1	4
A	A	A	A	0	0	0		
B	B	B	B	1	●	1		
C	C	●	C	2	2	2		
D	D	D	D	3	3	3		
E	E	E	E	4	4	●		
F	F	F	F	●	5	5		
●	G	G	G	6	6	6		
H	H	H	H	7	7	7		
I	I	I	I	8	8	8		
J	J	J	J	9	9	9		
K	K	K	K					
L	L	L	L					
M	●	M	●					
N	N	N	N					
O	O	O	O					
P	P	P	P					
Q	Q	Q	Q					
R	R	R	R					
S	S	S	S					
T	T	T	T					
U	U	U	U					
V	V	V	V					
W	W	W	W					
X	X	X	X					
Y	Y	Y	Y					
Z	Z	Z	Z					

The passages for this test have been adapted from published material. The ideas contained in them do not necessarily represent the opinions of the College Board.

DO NOT OPEN THIS BOOK UNTIL THE SUPERVISOR TELLS YOU TO DO SO.



ESSAY

Unauthorized copying or reuse of
any part of this page is illegal.

ESSAY



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.**
- **If your essay does not reflect your original and individual work, your test scores may be canceled.**

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.

Given the importance of human creativity, one would think it should have a high priority among our concerns. But if we look at the reality, we see a different picture. Basic scientific research is minimized in favor of immediate practical applications. The arts are increasingly seen as dispensable luxuries. Yet as competition heats up around the globe, exactly the opposite strategy is needed.

Adapted from Mihaly Csikszentmihalyi, *Creativity: Flow and the Psychology of Discovery and Invention*

Assignment: Is creativity needed more than ever in the world today? 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

18 Questions

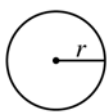
Turn to Section 2 (page 4) of your answer sheet to answer the questions in this section.

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

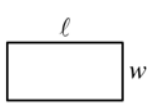
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not 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

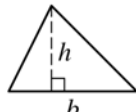


$$A = \pi r^2$$

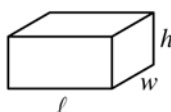
$$C = 2\pi r$$



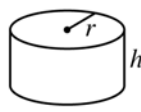
$$A = \ell w$$



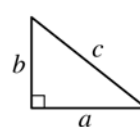
$$A = \frac{1}{2}bh$$



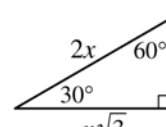
$$V = \ell wh$$



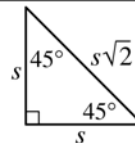
$$V = \pi r^2 h$$



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



Special Right Triangles

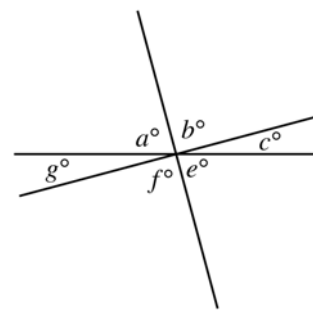


The number of degrees of arc in a circle is 360.

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?

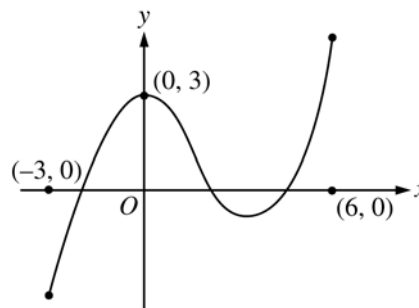
- (A) $\frac{n}{t}$
 (B) $\frac{t}{n}$
 (C) $\frac{1}{nt}$
 (D) nt
 (E) n^2t

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) $2a + b$

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) $(2.5, 2.5)$



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

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) $2t$

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

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

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.

Write answer in boxes. →

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

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

← Decimal point

Answer: 201

Either position is correct.

	2	0	1
	/	/	
	○	○	○
	0	●	0
1	1	1	●
2	●	2	2
3	3	3	3
4	4	4	4

	2	0	1
	/	/	
	○	○	○
	0	●	0
1	1	1	1
2	2	2	2
3	3	3	3
4	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

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:

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

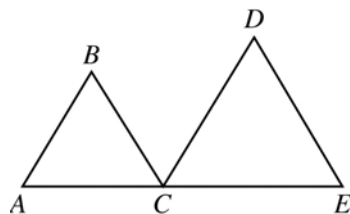
	.	6	6	6
	○	/	/	
	○	○	○	○
	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	●	●	●	

	.	6	6	7
	○	/	/	
	○	○	○	○
	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
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?

GO ON TO THE NEXT PAGE



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?

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

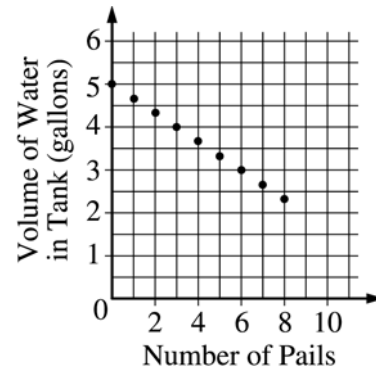
13. For the system of equations above, if $x \neq 0$, what is the value of p ?

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

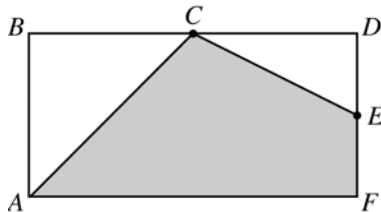
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15. For what positive number is the square root of the number the same as the number divided by 40?



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 ?



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?

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

GO ON TO THE NEXT PAGE



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) ● (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

GO ON TO THE NEXT PAGE



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

GO ON TO THE NEXT PAGE 



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) ●

- 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
- Nations that share a border are, by definition, -----.
 (A) allied (B) partisan (C) contiguous
 (D) pluralistic (E) sovereign
- 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
- 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
- "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

GO ON TO THE NEXT PAGE 



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
10 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
15 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
5 bushwhacked his way to a high ridge in the Andes of Peru
and beheld a dreamscape out of the past. There, set against
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
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 occasion-
ally 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
10 from Laos who came to the United States in 1980. Against
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
15 down the Hmong language's eight tones; the father's voice,
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
20 always set up when I arrived in the apartment; the shadows
cast by the amulet that hung from the ceiling and swung in
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
25 May 19, 1988. Earlier that spring I had come to Merced,
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
30 of people had rammed into each other, head on, to the
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
50 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

GO ON TO THE NEXT PAGE 

**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

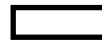
- (A) acknowledgement that the passage’s opening arguments are tenuous
- (B) recognition of a potential counterargument
- (C) conviction about the accuracy of the facts presented
- (D) distrust of those who insist on pursuing cloning research
- (E) certainty that cloning will one day become commonplace



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.



SECTION 5

Time — 25 minutes

20 Questions

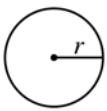
Turn to Section 5 (page 5) of your answer sheet to answer the questions in this section.

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

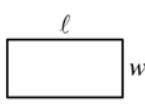
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not 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

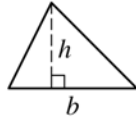


$$A = \pi r^2$$

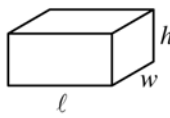
$$C = 2\pi r$$



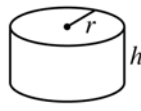
$$A = \ell w$$



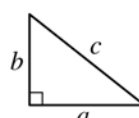
$$A = \frac{1}{2}bh$$



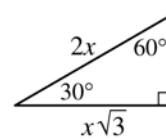
$$V = \ell wh$$



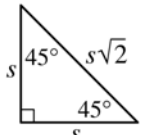
$$V = \pi r^2 h$$



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



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. Each of the following is a factor of 80 EXCEPT

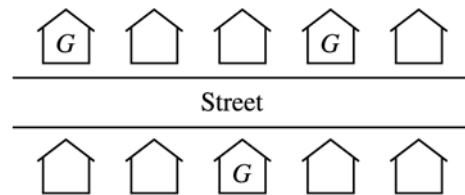
- (A) 5
(B) 8
(C) 12
(D) 16
(E) 40

$$k = 3wx$$

$$m = (w - 1)k$$

2. If k and m are defined by the equations above, what is the value of m when $w = 4$ and $x = 1$?

- (A) 0
(B) 3
(C) 12
(D) 24
(E) 36



3. There are five houses on each side of a street, as shown in the figure above. No two houses next to each other on the same side of the street and no two houses directly across from each other on opposite sides of the street can be painted the same color. If the houses labeled G are painted gray, how many of the seven remaining houses cannot be painted gray?

- (A) Two
(B) Three
(C) Four
(D) Five
(E) Six

GO ON TO THE NEXT PAGE

4. If $7^n \times 7^3 = 7^{12}$, what is the value of n ?

- (A) 2
(B) 4
(C) 9
(D) 15
(E) 36

PRICES

	Table	Chair
1990	\$240	\$25
1995	\$265	\$30
2000	\$280	\$36

INVENTORY
CAPACITY

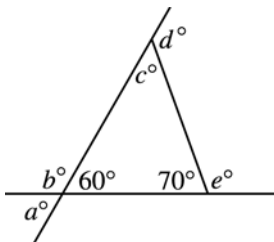
Warehouse		
X	Y	Z
30	80	30
125	200	140

Tables

Chairs

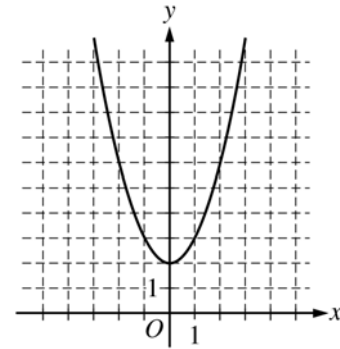
5. A furniture company makes one style of tables and chairs. The chart on the left above gives the prices of these tables and chairs in three different years. The chart on the right gives the maximum number of tables and chairs that can be stocked in each of three warehouses, X, Y, and Z. Based on the prices shown, what was the maximum possible value of the table and chair inventory in warehouse Y in 1995?

- (A) \$23,950
(B) \$26,500
(C) \$27,200
(D) \$28,400
(E) \$29,500



6. In the figure above, which of the following is greatest?

- (A) a
(B) b
(C) c
(D) d
(E) e



7. Which of the following could be the equation of the graph above?

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

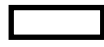
8. What is the total number of right angles formed by the edges of a cube?

- (A) 36
(B) 24
(C) 20
(D) 16
(E) 12

9. If $(p + 1)(t - 3) = 0$ and p is positive, what is the value of t ?

- (A) -3
(B) -1
(C) 0
(D) 1
(E) 3

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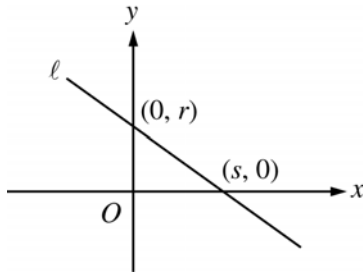
(x, y)
$(0, 100)$
$(1, 99)$
$(2, 96)$

10. Which of the following equations describes y in terms of x for all ordered pairs in the table above?

- (A) $y = 100 - x^2$
 (B) $y = 100 - x$
 (C) $y = 100 - 2x$
 (D) $y = 100 - 4x$
 (E) $y = 100 - 100x$

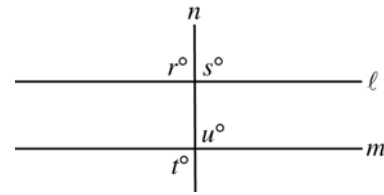
11. A stamp collecting club calculated that the average (arithmetic mean) number of stamps in its members' 10 collections was 88. However, it was discovered that 2 numbers in the calculations were entered incorrectly. The number 55 was entered as 75 and the number 78 as 88. What is the correct average number of stamps in the 10 collections?

- (A) 91
 (B) 89
 (C) 87
 (D) 86
 (E) 85



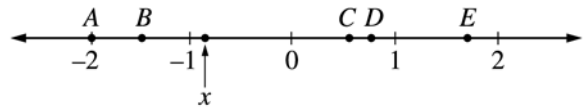
12. In the figure above, what is the slope of line ℓ ?

- (A) $-\frac{r}{s}$
 (B) $\frac{r}{s}$
 (C) $-\frac{s}{r}$
 (D) $\frac{s}{r}$
 (E) $-\frac{1}{rs}$



13. In the figure above, if $\ell \parallel m$ and $r = 91$, then $t + u =$

- (A) 178
 (B) 179
 (C) 180
 (D) 181
 (E) 182



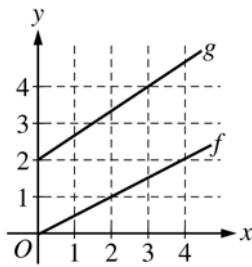
14. If x is the coordinate of the indicated point on the number line above, which of the lettered points has coordinate $-2x$?

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

15. Points X and Y are two different points on a circle. Point M is located so that line segment \overline{XM} and line segment \overline{YM} have equal length. Which of the following could be true?

- I. M is the center of the circle.
 II. M is on arc \widehat{XY} .
 III. M is outside of the circle.

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



16. The graphs of the functions f and g are lines, as shown above. What is the value of $f(3) + g(3)$?

(A) 1.5
(B) 2
(C) 3
(D) 4
(E) 5.5

17. If A is the set of prime numbers and B is the set of two-digit positive integers whose units digit is 5, how many numbers are common to both sets?

(A) None
(B) One
(C) Two
(D) Five
(E) Nine

18. If 75 percent of m is equal to k percent of 25, where $k > 0$, what is the value of $\frac{m}{k}$?

(A) $\frac{3}{16}$
(B) $\frac{1}{3}$
(C) $\frac{3}{4}$
(D) 3
(E) $\frac{16}{3}$

19. R is the midpoint of line segment \overline{PT} , and Q is the midpoint of line segment \overline{PR} . If S is a point between R and T such that the length of segment \overline{QS} is 10 and the length of segment \overline{PS} is 19, what is the length of segment \overline{ST} ?

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

20. A telephone company charges x cents for the first minute of a call and charges for any additional time at the rate of y cents per minute. If a certain call costs \$5.55 and lasts more than 1 minute, which of the following expressions represents the length of that call, in minutes?

(A) $\frac{555 - x}{y}$
(B) $\frac{555 + x - y}{y}$
(C) $\frac{555 - x + y}{y}$
(D) $\frac{555 - x - y}{y}$
(E) $\frac{555}{x + y}$

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 6**

Time — 25 minutes

25 Questions

Turn to Section 6 (page 6) of your answer sheet to answer the questions in this section.**Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

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

Example:

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

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

(A) (B) (C) (D) ●

- Common garlic has ----- properties; during the First World War British medics saved thousands of lives by wrapping wounds with garlic-soaked bandages.
(A) curative (B) flavoring (C) inferior
(D) questionable (E) infamous
- In her poems, Alice Walker retrieves and ----- parts of Black culture that some have been all too quick to ----- the past as fossilized artifacts.
(A) revitalizes . . consign to
(B) conjoins . . exclude from
(C) realigns . . salvage from
(D) diffuses . . defer to
(E) refracts . . impose on
- The modest acceptance speech of the Academy Award-winning actress revealed a ----- that contrasted with her uninhibited screen performances.
(A) theatricality (B) sullenness
(C) flamboyance (D) reserve
(E) nonchalance
- Because howler monkeys rarely come out of the trees in their arboreal habitat, the continued well-being of the rain forest is ----- to their survival.
(A) inadequate (B) tangential
(C) indispensable (D) baneful
(E) expeditious
- Doug was both ----- and -----: he possessed penetrating acuity and discernment and was also extremely humble.
(A) diligent . . supercilious
(B) perspicacious . . unpretentious
(C) obtuse . . penitent
(D) sagacious . . imposing
(E) apologetic . . unassuming
- The *Mona Lisa*, shipped in a private cabin and received by important dignitaries, was treated more like ----- than a painting upon its arrival in the United States.
(A) a perfectionist (B) a maverick (C) a potentate
(D) an ascetic (E) an interloper
- Despite its patent -----, this belief has become so ----- that no amount of rational argument will suffice to eradicate it.
(A) validity . . inconsequential
(B) implausibility . . entrenched
(C) credibility . . prevalent
(D) absurdity . . outmoded
(E) novelty . . infrequent
- The charlatan's seemingly frank and open demeanor was actually a ----- means of enlisting his patient's confidence.
(A) disingenuous (B) debilitating
(C) diminutive (D) cathartic
(E) prosaic

GO ON TO THE NEXT PAGE



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

Questions 9-13 are based on the following passages.

Passage 1

It is striking how our culture has wholeheartedly adopted the recycling ethic. Most parents have probably received humbling lectures from their children after tossing a glass jar or newspaper in the trash can. But the popularity of recycling is even more surprising considering the inconveniences associated with it. Who hasn't experienced the annoyance of trying to satisfy complicated rules about what can and cannot be recycled? Glass jars—but not their tops? Plastics number 1 and 2—but not number 3? Still there is no sign that the public is becoming impatient, so convinced are people of the virtues of recycling.

Passage 2

Mandatory recycling programs aren't good for posterity. They offer mainly short-term benefits to a few groups—like politicians and waste-handling corporations—while diverting money from genuine social and environmental problems. Recycling programs actually consume resources. They require extra administrators and a continual public relations campaign explaining what to do with dozens of different products—recycle milk jugs but not milk cartons, index cards but not construction paper. Collecting a ton of recyclable items is three times more expensive than collecting a ton of garbage because crews pick up less material at each stop. Recycling may be the most wasteful activity in the modern United States: a waste of time and money, a waste of human and natural resources.

9. Which statement best characterizes the relationship between Passage 1 and Passage 2?
- (A) Passage 1 presents ethical objections to an action that Passage 2 also censures.
 (B) Passage 1 mocks a group of people that Passage 2 praises.
 (C) Passage 1 describes a cultural phenomenon that Passage 2 criticizes.
 (D) Passage 1 discusses the historical foundations of recycling, whereas Passage 2 considers the future of recycling.
 (E) Passage 1 describes people's fascination with recycling, whereas Passage 2 explains the process of sorting recyclables.
10. Unlike Passage 1, Passage 2 focuses primarily on recycling's
- (A) philosophical foundations
 (B) economic impact
 (C) popular appeal
 (D) moral implications
 (E) environmental benefits
11. The author of Passage 2 would most likely characterize the "people" mentioned in line 11 as
- (A) emotional
 (B) indecisive
 (C) unmotivated
 (D) undemanding
 (E) uninformed
12. The authors of both passages would most likely agree that recycling rules are
- (A) convoluted
 (B) commendable
 (C) unethical
 (D) antiquated
 (E) unenforceable
13. Compared to the tone of Passage 2, the tone of Passage 1 is more
- (A) pessimistic
 (B) arrogant
 (C) critical
 (D) scholarly
 (E) tempered

GO ON TO THE NEXT PAGE 

**Questions 14-25 are based on the following passage.**

This passage is taken from a novel set in early twentieth-century England. Mrs. Deverell is the widow of a shopkeeper who lived and worked in Volunteer Street; their daughter Angel has become a best-selling novelist. Here, Mrs. Deverell finds herself in a new home that she and Angel share in the prosperous village of Alderhurst.

“I never thought I would live in such a beautiful place,” Mrs. Deverell told Angel when they first moved in. But nowadays she often suffered from the lowering pain of believing herself happy when she was not. “Who could be miserable in such a place?” she asked. Yet, on misty

Line

5

October evenings or on Sundays, when the church bells began, sensations she had never known before came over her.

She sometimes felt better when she went back to see her friends on Volunteer Street; but it was a long way to go. Angel discouraged the visits, and her friends seemed to have changed. Either they put out their best china and thought twice before they said anything, or they were defiantly informal—“You’ll have to take us as you find us”—and would persist in making remarks like “Pardon the apron, but there’s no servants here to polish the grate.” In each case, they were watching her for signs of grandeur or condescension. She fell into little traps they laid and then they were able to report to the neighbors. “It hasn’t

20

taken *her* long to start putting on airs.” She had to be especially careful to recognize everyone she met, and walked up the street with an expression of anxiety which was misinterpreted as disdain.

The name “Deverell Family Grocer” stayed for a long time over the shop, and she was pleased that it should, although Angel frowned with annoyance when she heard of it. Then one day the faded name was scraped and burnt away, and on her next visit to Volunteer Street, she saw that “Cabbage’s Stores” was painted there instead. She felt an unaccountable panic and dismay at the sight of this and at the strange idea of other people and furniture in those familiar rooms. “Very nice folk,” she was told. “She’s so friendly. Always the same. And such lovely kiddies.” Mrs. Deverell felt slighted and wounded; going home

35

she was so preoccupied that she passed the wife of the landlord of The Volunteer without seeing her. “I wouldn’t expect Alderhurst people to speak to a barkeep’s wife,” the woman told everyone in the saloon bar. “Even though it was our Gran who laid her husband out when he died.” All of their kindnesses were remembered and brooded over; any past kindness Mrs. Deverell had done—and they were many—only served to underline the change which had come over her.

45

At a time of her life when she needed the security of familiar things, these were put beyond her reach. It seemed to her that she had wasted her years acquiring skills which in the end were to be of no use to her: her weather-eye for

a good drying day; her careful ear for judging the gentle singing sound of meat roasting in the oven; her touch for the freshness of meat; and how, by smelling a cake, she could tell if it were baked. These arts, which had taken so long to perfect, fell now into disuse. She would never again, she grieved, gather up a great fragrant line of washing in her arms to carry indoors. One day when they had first come to the new house, she had passed through the courtyard where sheets were hanging out: she had taken them in her hands and, finding them just at the right stage of drying, had begun to unpeg them. They were looped all about her shoulders when Angel caught her. “Please leave work to the people who should do it,” she had said. “You will only give offense.” She tried hard not to give offense; but it was difficult. The smell of ironing being done or the sound of eggs being whisked set up a restlessness which she could scarcely control.

50

55

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65

70

The relationship of mother and daughter seemed to have been reversed, and Angel, now in her early twenties, was the authoritative one; since girlhood she had been taking on one responsibility after another, until she had left her mother with nothing to perplex her but how to while away the hours when the servants were busy and her daughter was at work. Fretfully, she would wander around the house, bored, but afraid to interrupt; she was like an intimidated child.

14. Which interpretation of Mrs. Deverell’s statement in line 1 (“I never . . . place”) is most fully supported by the rest of the passage?
- (A) It reveals an unsatisfied longing for beauty and comfort.
- (B) It suggests that Mrs. Deverell is unprepared for her new life.
- (C) It illustrates Mrs. Deverell’s desire to impress her old friends.
- (D) It hints at Mrs. Deverell’s increasing discomfort with her daughter’s career.
- (E) It indicates Mrs. Deverell’s inability to be happy in any environment.
15. The “sensations” (line 7) might best be described as feelings of
- (A) anger and bitterness
- (B) reverence and gratitude
- (C) dejection and isolation
- (D) nostalgia and serenity
- (E) empathy and concern



16. The primary purpose of the second paragraph (lines 9-23) is to show Mrs. Deverell's
- (A) surprise that her friends have not forgotten her
 - (B) nostalgia for her old neighborhood
 - (C) feelings of superiority toward her friends
 - (D) embarrassment about her former neighborhood
 - (E) changing relationship with her friends
17. The author most likely quotes Mrs. Deverell's friends in lines 14-16 in order to
- (A) voice a concern
 - (B) dismiss a belief
 - (C) illustrate an attitude
 - (D) cite an authority
 - (E) mock an undertaking
18. The speaker of the sentence quoted in lines 15-16 ("Pardon . . . grate") most likely intends to
- (A) account for a peculiar style of dress
 - (B) bemoan the lack of adequate help around the house
 - (C) frankly apologize for the messiness of the family's home
 - (D) indirectly express resentment about a difference in social status
 - (E) overtly call attention to Mrs. Deverell's arrogant behavior
19. Mrs. Deverell's reaction to the remarks quoted in lines 32-33 suggests that she thinks that these remarks
- (A) contain an implicit criticism
 - (B) mischaracterize the new family
 - (C) are a poor attempt at humor
 - (D) stem from an old grudge
 - (E) insult the memory of her husband
20. Lines 40-43 ("All of . . . her") suggest which of the following about the customers in the saloon bar?
- (A) They do not recall those occasions when Mrs. Deverell was kind to them.
 - (B) They feel that Mrs. Deverell is still essentially the same person that she has always been.
 - (C) They are not especially well acquainted with Mrs. Deverell.
 - (D) They are more generous toward themselves than they are toward Mrs. Deverell.
 - (E) They do not generally share the opinions of the barkeeper's wife.
21. Lines 45-52 ("It . . . disuse") suggest which of the following about the way that Mrs. Deverell had viewed the task of running a household?
- (A) She had believed some elements of it were beneath her.
 - (B) She had understood the importance of its sensory aspects.
 - (C) She had developed a regimented system.
 - (D) She had been afraid to ask Angel for her help.
 - (E) She had relied on household help to perform certain chores.
22. The use of "arts" in line 51 most directly emphasizes the
- (A) pride Mrs. Deverell's family took in her housekeeping skills
 - (B) expertise Mrs. Deverell brought to her household tasks
 - (C) importance of maintaining an orderly home
 - (D) rewards of preparing elaborate meals
 - (E) pleasure Mrs. Deverell found in teaching young servants



23. Angel's comments in lines 60-61 ("Please . . . offense'") imply that
- (A) Mrs. Deverell has inadequate housekeeping experience
 - (B) many people enjoy the opportunity to perform household tasks
 - (C) Mrs. Deverell often hurts the feelings of others
 - (D) domestic tasks are unsuitable for Mrs. Deverell's new social status
 - (E) Mrs. Deverell is not a particularly efficient worker
24. In line 69, "perplex" most nearly means
- (A) trouble
 - (B) bewilder
 - (C) astonish
 - (D) entangle
 - (E) embarrass
25. In line 73, the author compares Mrs. Deverell to an "intimidated child" primarily in order to
- (A) criticize Mrs. Deverell for her naive view of the world
 - (B) show that Mrs. Deverell continues to be diminished in her new home
 - (C) imply that Mrs. Deverell cannot live up to her responsibilities
 - (D) indicate the simplicity of Mrs. Deverell's new life
 - (E) justify Angel's dismissal of her mother's feelings

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

16 Questions

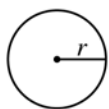
Turn to Section 8 (page 7) of your answer sheet to answer the questions in this section.

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

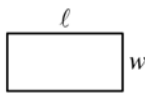
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not 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

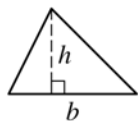


$$A = \pi r^2$$

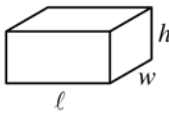
$$C = 2\pi r$$



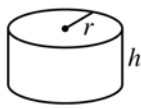
$$A = \ell w$$



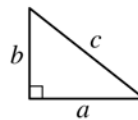
$$A = \frac{1}{2}bh$$



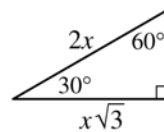
$$V = \ell wh$$



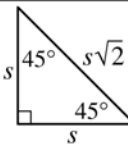
$$V = \pi r^2 h$$



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



Special Right Triangles

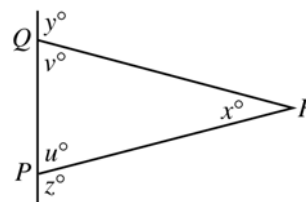


The number of degrees of arc in a circle is 360.

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

1. Conall had a box of 36 candy bars to sell for a class fundraiser. He sold 10 of the bars on his own, and his mother sold half of the remaining bars to her coworkers. If no other bars were sold, what fraction of Conall's original 36 bars remained unsold?

- (A) $\frac{5}{8}$
 (B) $\frac{11}{36}$
 (C) $\frac{1}{3}$
 (D) $\frac{13}{36}$
 (E) $\frac{7}{18}$

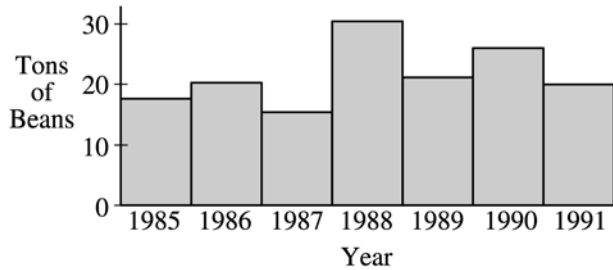


2. In $\triangle PQR$ above, $PR = QR$. Which of the following must be true?
- (A) $u = x$
 (B) $x = v$
 (C) $x = z$
 (D) $y = x$
 (E) $y = z$

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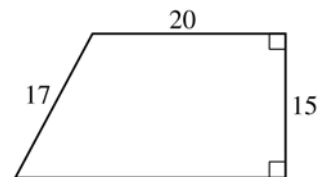
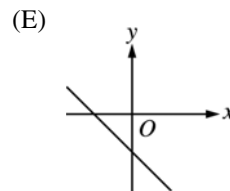
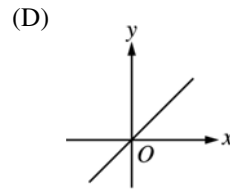
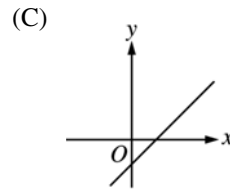
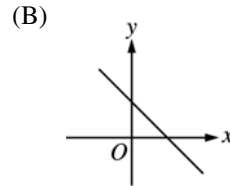
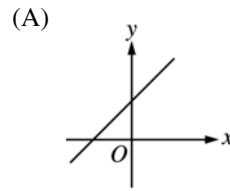
BEAN PRODUCTION



3. The bar graph above shows the number of tons of beans produced on a large farm for the years 1985 through 1991. For which of the following two-year periods was the average (arithmetic mean) bean production closest to the bean production in 1985?
- (A) 1986-1987
 (B) 1987-1988
 (C) 1988-1989
 (D) 1989-1990
 (E) 1990-1991

4. Marcus can spend no more than \$120 on jeans and shirts for school. He buys 3 pairs of jeans at \$32 each. If x represents the dollar amount he can spend on shirts, which of the following inequalities could be used to determine the possible values for x ?
- (A) $(3) \cdot 32 - x \leq 120$
 (B) $(3) \cdot 32 - x \geq 120$
 (C) $(3) \cdot 32 + x \leq 120$
 (D) $(3) \cdot 32 + x \geq 120$
 (E) $x \leq (3) \cdot 32$

5. If y is directly proportional to x , which of the following could be the graph that shows the relationship between y and x ?

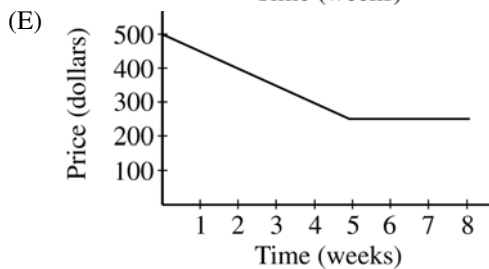
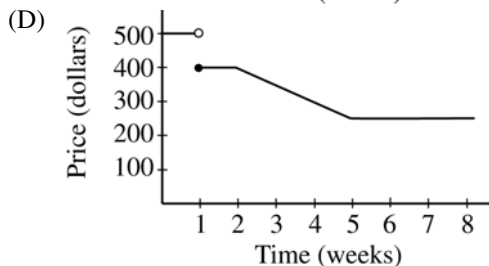
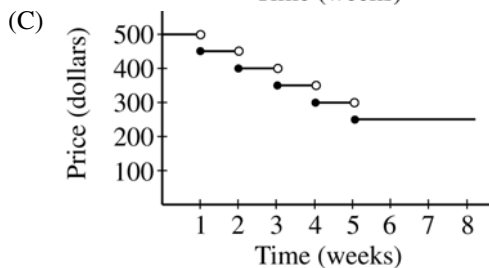
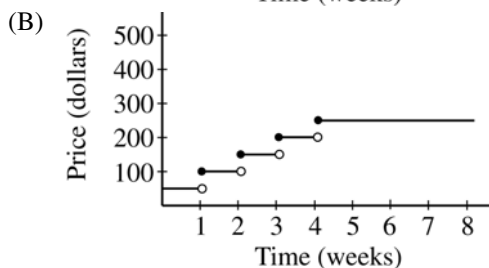
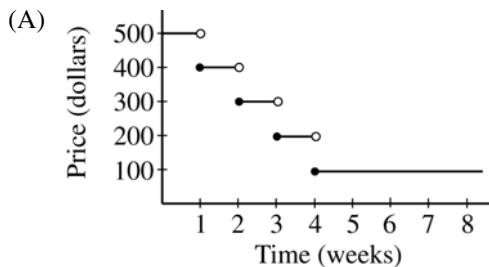


6. What is the perimeter of the trapezoid above?
- (A) 52
 (B) 72
 (C) 75
 (D) 80
 (E) 87

GO ON TO THE NEXT PAGE



7. A store discounts merchandise by 10 percent of the original price at the end of each week and stops when the merchandise is priced at 50 percent of the original price. Which of the following graphs could correctly represent the price of an article of merchandise over an eight-week period?



8. If $\frac{x+y}{a-b} = \frac{2}{3}$, then $\frac{9x+9y}{10a-10b} =$

(A) $\frac{9}{10}$

(B) $\frac{20}{23}$

(C) $\frac{20}{27}$

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

(E) $\frac{3}{5}$

9. The interior dimensions of a rectangular fish tank are 4 feet long, 3 feet wide, and 2 feet high. The water level in the tank is 1 foot high. All of the water in this tank is poured into an empty second tank. If the interior dimensions of the second tank are 3 feet long, 2 feet wide, and 4 feet high, what is the height of the water in the second tank?

(A) 0.5 ft

(B) 1 ft

(C) 1.5 ft

(D) 2 ft

(E) 4 ft

1, 2, 3

10. If m , n , and k are to be assigned different values from the list above, how many different values will be possible for the expression $(m+n)^k$?

(A) Three

(B) Four

(C) Five

(D) Eight

(E) Nine

GO ON TO THE NEXT PAGE



NUMBER OF EMPLOYEES AT COMPANY X

	First Shift	Second Shift
Salary over \$30,000	30	10
Salary \$30,000 or less	40	20

11. The table above shows the number of employees at Company X classified according to work shift and salary. If a second-shift employee will be picked at random, what is the probability that the employee's salary is over \$30,000?

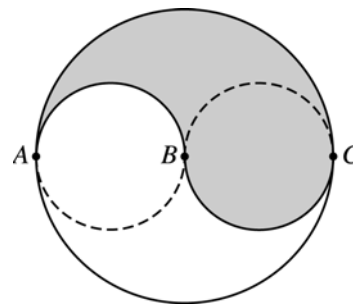
- (A) $\frac{1}{2}$
 (B) $\frac{1}{3}$
 (C) $\frac{1}{10}$
 (D) $\frac{2}{3}$
 (E) $\frac{2}{5}$

12. If x is a positive integer satisfying $x^7 = k$ and $x^9 = m$, which of the following must be equal to x^{11} ?

- (A) $\frac{m^2}{k}$
 (B) $m^2 - k$
 (C) $m^2 - 7$
 (D) $2k - \frac{m}{3}$
 (E) $k + 4$

13. After the first term in a sequence of positive integers, the ratio of each term to the term immediately preceding it is 2 to 1. What is the ratio of the 8th term in this sequence to the 5th term?

- (A) 6 to 1
 (B) 8 to 5
 (C) 8 to 1
 (D) 64 to 1
 (E) 256 to 1

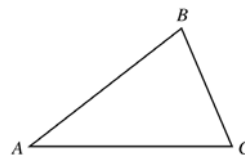


14. In the figure above, the smaller circles each have radius 3. They are tangent to the larger circle at points A and C, and are tangent to each other at point B, which is the center of the larger circle. What is the perimeter of the shaded region?

- (A) 6π
 (B) 8π
 (C) 9π
 (D) 12π
 (E) 15π

15. Each of the following inequalities is true for some values of x EXCEPT

- (A) $x < x^2 < x^3$
 (B) $x < x^3 < x^2$
 (C) $x^2 < x^3 < x$
 (D) $x^3 < x < x^2$
 (E) $x^3 < x^2 < x$



Note: Figure not drawn to scale.

16. In the figure above, $AC = 6$ and $BC = 3$. Point P (not shown) lies on \overline{AB} between A and B such that $\overline{CP} \perp \overline{AB}$. Which of the following could be the length of \overline{CP} ?

- (A) 2
 (B) 4
 (C) 5
 (D) 7
 (E) 8

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****19 Questions****Turn to Section 9 (page 7) of your answer sheet to answer the questions in this section.****Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

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

Example:

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

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

(A) (B) (C) (D) ●

- Unable to discover how the fire started, the inspectors filed a tentative report stating that the cause was -----.
 (A) noteworthy (B) definitive (C) fundamental
 (D) conclusive (E) indeterminate
- The celebrants at the ----- party for Cinco De Mayo were understandably ----- by the spectacle of the mariachi bands and the colorful piñatas for the children.
 (A) somber . . amused
 (B) lavish . . dazzled
 (C) novel . . jaded
 (D) mundane . . astounded
 (E) joyous . . stymied
- “Hawaii” refers both to the group of islands known as the Hawaiian islands and to the largest island in that -----.
 (A) flora (B) sierra (C) archipelago
 (D) flotilla (E) savanna
- Given the exponential growth of scientific knowledge, medicine is far less ----- unsubstantiated fads than it used to be; its record of folly, however, remains an undeniable -----.
 (A) suspicious of . . qualification
 (B) averse to . . encumbrance
 (C) vulnerable to . . embarrassment
 (D) dependent on . . impossibility
 (E) ignorant of . . oversight
- The aspiring writer, who remained ----- even after being rejected by several major publishers, felt certain of achieving literary -----.
 (A) hopeless . . vindication
 (B) disgruntled . . talent
 (C) optimistic . . abasement
 (D) undaunted . . celebrity
 (E) obsequious . . neglect
- Fred often used ----- to achieve his professional goals, even though such artful subterfuge alienated his colleagues.
 (A) chicanery (B) diligence (C) bombast
 (D) disputation (E) consensus

GO ON TO THE NEXT PAGE



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

Questions 7-19 are based on the following passage.

In the following passage from a newspaper commentary written in 1968, an architecture critic discusses old theaters and concert halls.

Line
5 After 50 years of life and 20 years of death, the great Adler and Sullivan Auditorium in Chicago is back in business again. Orchestra Hall, also in Chicago, was beautifully spruced up for its sixty-eighth birthday. In
5 St. Louis, a 1925 movie palace has been successfully transformed into Powell Symphony Hall, complete with handsome bar from New York's demolished Metropolitan Opera House.

10 Sentimentalism? Hardly. This is no more than a practical coming of cultural age, a belated recognition that fine old buildings frequently offer the most for the money in an assortment of values, including cost, and above all, that new cultural centers do not a culture
15 make. It indicates the dawning of certain sensibilities, perspectives, and standards without which arts programs are mockeries of everything the arts stand for.

20 The last decade has seen city after city rush pell-mell into the promotion of great gobs of cultural real estate. It has seen a few good new theaters and a lot of bad ones, temples to bourgeois muses with all the panache of sub-urban shopping centers. The practice has been to treat the arts in chamber-of-commerce, rather than in creative,
25 terms. That is just as tragic as it sounds.

30 The trend toward preservation is significant not only because it is saving and restoring some superior buildings that are testimonials to the creative achievements of other times, but also because it is bucking the conventional wisdom of the conventional power structure that provides the backing for conventional cultural centers to house the
35 arts.

40 That wisdom, as it comes true-blue from the hearts and minds of real estate dealers and investment bankers, is that you don't keep old buildings; they are obsolete. Anything new is better than anything old and anything big is better
35 than anything small, and if a few cultural values are lost along the way, it is not too large a price to pay. In addition, the new, big buildings must be all in one place so they will show. They'll not only serve the arts, they'll improve the surrounding property values. Build now, and fill them later.

45 At the same time, tear down the past, rip out cultural roots, erase tradition, rub out the architectural evidence that the arts flowered earlier in our cities and enriched them and that this enrichment *is* culture. Substitute a safe and sanitary status symbol for the loss. Put up the shiny mediocrities of the present and demolish the shabby masterpieces of the

past. That is the ironic other side of the "cultural explosion" coin. In drama, and in life, irony and tragedy go hand in hand.

50 Chicago's Auditorium is such a masterpiece. With its glowing, golden ambiance, its soaring arches and super-stage from which whispers can be heard in the far reaches of the theater, it became a legend in its own time. One of the great nineteenth-century works of Louis Sullivan and Dankmar Adler and an anchor point of modern architectural
55 history, it has been an acknowledged model of acoustical and aesthetic excellence. (Interestingly, the Auditorium is a hard theater in which to install microphones today, and many modern performers, untrained in balance and projection and reliant on technical mixing of sound, find it
60 hard to function in a near-perfect house.)

65 Until October 1967, the last performance at the Auditorium was of *Hellzapoppin'* in 1941, and the last use of the great stage was for bowling alleys during the Second World War. Closed after that, it settled into decay for the next
70 20 years. Falling plaster filled the hall, and the golden ceiling was partly ruined by broken roof drains. Last fall the Auditorium reopened, not quite in its old glory, but close to it. The splendors of the house were traced in the eight-candlepower glory of carbon-filament lightbulbs of the same kind used in 1889 when the theater, and electricity,
75 were new. Their gentle brilliance picked out restored architectural features in warm gilt and umber.

We have never had greater technical means or expertise to make our landmarks bloom. The question is no longer
whether we can bring old theaters back to new brilliance, but whether we can fill them when they're done. As with the new centers, that will be the acid cultural test.

7. The principal function of the opening paragraph is to
- (A) introduce the concept of conventional arts centers
 - (B) illustrate the trend toward revitalization of cultural landmarks
 - (C) explore the connection between classical architecture and the arts
 - (D) provide an explanation for the theater's resurgent popularity
 - (E) contrast the beauty of old theaters with ordinary modern buildings

GO ON TO THE NEXT PAGE



8. On the basis of information provided in the rest of the passage, the word “death” (line 1) best conveys
- (A) flagging attendance
 - (B) wartime malaise
 - (C) demolition
 - (D) neglect
 - (E) disrepute
9. The bar mentioned in line 7 had apparently been
- (A) costly but symbolic
 - (B) beautiful but outdated
 - (C) enlarged and elongated
 - (D) treasured and imitated
 - (E) rescued and relocated
10. The question in line 9 is intended to
- (A) expose the folly of the new construction
 - (B) convey the emotional burdens of the past
 - (C) provide a typical explanation for the renovations
 - (D) lament the decline of cultural values
 - (E) address the public’s indifference toward old buildings
11. In lines 13-14, the phrase “new . . . make” most directly suggests that
- (A) modern architects lack the artistic reputations of their predecessors
 - (B) the commercial treatment of culture encourages art that is mass-produced
 - (C) culture evolves out of tradition and cannot be instantly created
 - (D) historically significant venues positively influence the creative process
 - (E) new cultural centers should be constructed in collaboration with artists
12. The description in lines 20-21 (“temples . . . centers”) best serves to
- (A) scorn the architects’ commitment to historically accurate renovations
 - (B) mock the timeworn theatrical works showcased in modern cultural centers
 - (C) deprecate the appearance and character of many new theaters
 - (D) downplay the government’s efforts to support the arts
 - (E) poke good-humored fun at commercial establishments
13. As described in lines 17-23, the “practice” refers to the
- (A) commercialization of culture
 - (B) preservation of cultural treasures
 - (C) construction of shopping centers
 - (D) government funding of the arts
 - (E) distortion of theatrical works
14. In lines 27-30, the author uses the word “conventional” several times in order to
- (A) reveal the performers’ frustration with modern theaters
 - (B) disparage the present-day treatment of the arts
 - (C) parody the creative efforts of contemporary artists
 - (D) emphasize the absurdity of a purely aesthetic approach to the arts
 - (E) exaggerate the importance of tradition in the arts
15. The fifth paragraph (lines 31-39) primarily serves to
- (A) criticize the way in which cultural buildings are viewed as commodities
 - (B) assess the positive impact of the architects’ backlash against mediocrity
 - (C) contrast the business practices of real estate brokers with those of bankers
 - (D) enumerate the costs and benefits of restoring historic landmarks
 - (E) question the importance of the arts to society



16. What does the imagery in lines 40-43 suggest?
- (A) The dawning of an enlightened artistic sensibility has stimulated support for preserving historic theaters.
 - (B) The ill-conceived mandate to destroy architectural masterpieces epitomizes the censorship of creative expression.
 - (C) The desire for societal status symbols drives the construction of grandiose cultural centers.
 - (D) The demolition of a historic landmark is tantamount to the destruction of an invaluable cultural legacy.
 - (E) The restoration of intimate old theaters will speed the demise of large new arenas.
17. In lines 49-56, the description of the building primarily serves to
- (A) convey an appreciation for the technical complexities of renovating theaters
 - (B) illustrate how nineteenth-century architecture directly influenced modern building design
 - (C) highlight some unique aspects of an example of fine architecture
 - (D) explain why some people disdain innovative architecture
 - (E) show how restoration can strip a building of its unique character
18. In lines 56-60, the author's comment about microphones implies that
- (A) the near-perfect acoustics in a new theater divert attention from the building's aesthetic flaws
 - (B) audience members seated in the theater's balcony cannot fully appreciate the nuances of the performers' intonations
 - (C) the performances of modern-day actors tend to be overly dependent on technology
 - (D) the absence of technically sophisticated equipment has jeopardized the sound quality of performances
 - (E) old theaters can remain viable because they readily accommodate the new sound technology that enhances a performance
19. Which challenge is emphasized by the author in the final paragraph (lines 73-77) ?
- (A) Designating theaters as historical landmarks
 - (B) Renewing a respect for architecture
 - (C) Providing opportunities for new artists
 - (D) Reviving classical plays
 - (E) Attracting appreciative audiences

STOP

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



SECTION 10

Time — 10 minutes

14 Questions

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

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

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

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

EXAMPLE:

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

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

(A) ● (C) (D) (E)

1. People were unprepared for the sinking of the Titanic simply because of believing that the ship was unsinkable.
 - (A) of believing that the ship was unsinkable
 - (B) of having a belief in the ship as unsinkable
 - (C) they believed that the ship was unsinkable
 - (D) they believed the unsinkable nature of the ship
 - (E) of a belief on their part of an unsinkable ship
2. When the weather forecaster predicts a severe storm, this is when people usually rush to the supermarket to stock up on groceries.
 - (A) storm, this is when people usually rush
 - (B) storm is usually when people are rushing
 - (C) storm is why people usually rush
 - (D) storm, people usually rush
 - (E) storm, it usually rushes people
3. When, after bleak and lonely years in an English public school, he returned to India, there was suddenly perceived by himself a strong desire to write about the people and land he loved.
 - (A) there was suddenly perceived by himself
 - (B) he suddenly was perceived
 - (C) suddenly the feeling that came to him being
 - (D) he suddenly felt
 - (E) suddenly he had the feeling of
4. Curiosity about other people, about the ways they think and act, has caused Jeff to meet some fascinating characters as well as people which also really bore him.
 - (A) people which also really bore him
 - (B) he encountered really boring people
 - (C) very boring people are also met
 - (D) some very boring people
 - (E) very boring people also
5. During seasons when ticks carrying Lyme disease are most prevalent, signs could be posted to deter hikers about their venturing into tick-infested areas.
 - (A) about their venturing
 - (B) from their venturing
 - (C) from venturing
 - (D) by not venturing
 - (E) not to venture

GO ON TO THE NEXT PAGE



6. After Morris had spent ten minutes giving an answer, Claudette found he had given her only one item of information beyond what she already knew.
- (A) beyond what she already knew
(B) beyond what she knows already
(C) beyond her knowledge at the current time
(D) to add to what she knew already presently
(E) in addition to her present knowledge then
7. Although the kings and queens of England are considered Canada's monarchs, true political power lies with the prime minister, that person is elected by the Canadian citizenry.
- (A) true political power lies with the prime minister, that person is elected
(B) the person who holds true political power is the prime minister, which is elected
(C) true political power lies with the prime minister, who is elected
(D) the prime minister, the source of true political power, elected
(E) true political power is with the prime minister and is elected
8. Led by vocalist Marlena McGhee Smalls, Gullah tradition is preserved by the help of the Hallelujah Singers of South Carolina through songs and stories.
- (A) Gullah tradition is preserved by the help of the Hallelujah Singers of South Carolina through songs and stories
(B) the Hallelujah Singers of South Carolina help to preserve Gullah tradition through songs and stories
(C) the songs and stories of Gullah tradition are preserved through the Hallelujah Singers of South Carolina
(D) it is the Hallelujah Singers that help to preserve the songs and stories of Gullah tradition in South Carolina
(E) South Carolina's Gullah tradition is preserved through songs and stories by the Hallelujah Singers
9. Astronomy is the study of celestial bodies in outer space, especially their positions, dimensions, movements, and composition.
- (A) especially their positions, dimensions, movements, and composition
(B) and especially they are concerned with their positions, dimensions, movements, and composition
(C) especially studying their positions, dimensions, movements, and composition
(D) especially their positions, dimensions, movements, and with their composition
(E) with special study of their positions, dimensions, movements, and including composition
10. All the talk about controlling noise, keeping rivers clean, and planting trees have not impressed people enough to be bringing about major changes in laws and lifestyles.
- (A) have not impressed people enough to be bringing
(B) have not made enough of an impression on people to bring
(C) have not made people impressed enough to bring
(D) has not impressed people enough to bring
(E) has not made enough people impressed for bringing
11. The furnace exploded, blowing off the door, spraying greasy soot all over the basement floor, and it would rattle furniture and windowpanes throughout the building.
- (A) it would rattle
(B) it rattled
(C) causing the rattling of
(D) the result was to rattle
(E) rattling



12. The adaptation of a novel for the screen often requires major adjustments in plot because the one art form differs from the other in having other character-revelation techniques.
- (A) because the one art form differs from the other in having other character-revelation techniques
 - (B) because the two art forms reveal character in different ways
 - (C) because of the differing ways the two may use for revealing a character
 - (D) inasmuch as there are different ways in the two art forms for character revelation
 - (E) insofar as the two differ in how to reveal character
13. The opposing opinions expressed were that the school should be torn down and, on the other hand, to keep it as a historical landmark.
- (A) were that the school should be torn down and, on the other hand, to keep it
 - (B) was that the school should be torn down or kept
 - (C) were that the school should be torn down and that it should be kept
 - (D) were about them tearing the school down and them keeping the school
 - (E) were if they should tear the school down and keeping it
14. Feeling, perhaps, that their votes do not matter, the number of young people going to the polls are becoming increasingly smaller.
- (A) the number of young people going to the polls are becoming increasingly smaller
 - (B) the number of young people going to the polls is increasingly smaller
 - (C) increasingly smaller numbers of young people are going to the polls
 - (D) young people are going to the polls in increasingly smaller numbers
 - (E) young people, who in increasingly smaller numbers are going to the polls

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.

Correct Answers and Difficulty Levels for the Official SAT Practice Test

Critical Reading

Section 4

COR. DIFF.			COR. DIFF.		
ANS.	LEV.		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

Section 6

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

Number correct

Number incorrect

Section 9

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

Number correct

Number incorrect

Mathematics

Section 2

Multiple-Choice Questions			Student-Produced Response Questions		
COR.	DIFF.		COR.	DIFF.	
ANS.	LEV.		ANS.	LEV.	
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 incorrect

Number correct
(9-18)

Section 5

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

Number correct

Number incorrect

Section 8

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

Number correct

Number incorrect

Writing

Section 3

COR. DIFF.			COR. DIFF.			COR. DIFF.			COR. DIFF.		
ANS.	LEV.		ANS.	LEV.		ANS.	LEV.		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 10

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

Number correct

Number incorrect



Get a score report and answer explanations! Enter your answers online at collegeboard.com/satpracticetest.

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

Scoring the Official SAT Practice Test

To have your score calculated automatically, and to access answer explanations, go to collegeboard.com/satpracticetest and enter your answers online. To calculate your score on paper, check your responses against the correct answers on page 84 and then fill in the blanks below.

Get Your Critical Reading Score

How many critical reading questions did you get **right**?

Section 4: Questions 1–23 _____

Section 6: Questions 1–25 + _____

Section 9: Questions 1–19 + _____

Total = _____ (A)

How many critical reading questions did you get **wrong**?

Section 4: Questions 1–23 _____

Section 6: Questions 1–25 + _____

Section 9: Questions 1–19 + _____

Total = _____

$\times 0.25 =$ _____ (B)

A – B = _____
Critical Reading
Raw Score

Round this raw score to the nearest whole number.

Use the table on page 86 to find your critical reading scaled score.

Get Your Mathematics Score

How many mathematics questions did you get **right**?

Section 2: Questions 1–18 _____

Section 5: Questions 1–20 + _____

Section 8: Questions 1–16 + _____

Total = _____ (A)

How many multiple-choice math questions did you get **wrong**?

Section 2: Questions 1–8 _____

Section 5: Questions 1–20 + _____

Section 8: Questions 1–16 + _____

Total = _____

$\times 0.25 =$ _____ (B)

A – B = _____
Mathematics
Raw Score

Round this raw score to the nearest whole number.

Use the table on page 86 to find your mathematics scaled score.

Get Your Writing Score

How many multiple-choice writing questions did you get **right**?

Section 3: Questions 1–35 _____

Section 10: Questions 1–14 + _____

Total = _____ (A)

How many multiple-choice writing questions did you get **wrong**?

Section 3: Questions 1–35 _____

Section 10: Questions 1–14 + _____

Total = _____

$\times 0.25 =$ _____ (B)

A – B = _____
Writing Multiple-Choice
Raw Score

Round this raw score to the nearest whole number.

_____ (C)

Use the table on page 86 to find your writing multiple-choice scaled score.

Estimate your essay score using the Scoring Guide on page 36.

_____ $\times 2 =$ _____ (D)

Use the table on page 87, your writing multiple-choice raw score (C), and your essay score (D) to find your writing composite scaled score.

SAT Score Conversion Table

Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score*	Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score*
67	800			31	510	560	56
66	800			30	500	550	55
65	800			29	490	540	54
64	790			28	490	530	53
63	770			27	480	520	52
62	750			26	470	520	51
61	740			25	470	510	50
60	720			24	460	500	49
59	710			23	450	490	49
58	700			22	450	480	48
57	690			21	440	470	47
56	680			20	440	460	46
55	670			19	430	450	45
54	660	800		18	420	450	44
53	650	790		17	420	440	43
52	650	760		16	410	430	42
51	640	740		15	400	420	41
50	630	720		14	400	410	40
49	620	710	80	13	390	400	39
48	620	700	80	12	380	390	38
47	610	690	77	11	370	380	37
46	600	680	75	10	370	370	36
45	600	670	73	9	360	360	35
44	590	660	71	8	350	340	34
43	580	650	70	7	340	330	33
42	580	650	68	6	330	320	31
41	570	640	67	5	320	310	30
40	560	630	66	4	310	290	28
39	560	620	65	3	300	280	27
38	550	610	63	2	280	260	25
37	540	610	62	1	270	250	23
36	540	600	61	0	250	230	21
35	530	590	60	-1	230	210	20
34	520	580	59	-2	210	200	20
33	520	570	58	-3	200	200	20
32	510	570	57	and below			

This table is for use only with the test in this booklet.

* The writing multiple-choice score is reported on a 20-80 scale. Use the table on page 87 for the writing composite scaled score.

SAT Writing Composite Score Conversion Table

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

This table is for use only with the test in this booklet.

2007-08 SAT Program Test Calendar

Test Dates	OCT 6	NOV 3	DEC 1	JAN 26	MAR 1	MAY 3	JUN 7
Registration Deadlines							
Early (International)	N/A	Sep 12	Oct 10	Dec 5	N/A	Mar 12	Apr 16
Regular	Sep 10	Oct 2	Oct 30	Dec 26	Jan 29	Apr 1	May 6
Late	Sep 14	Oct 11	Nov 8	Jan 4	Feb 7	Apr 10	May 15
SAT Reasoning Test	■	■	■	■	■	■	■
SAT Subject Tests							
Literature							
Biology E/M, Chemistry, Physics	■	■	■	■		■	■
Mathematics Levels 1 & 2							
U.S. History							
World History			■				■
Languages: Reading Only							
French, Spanish	■		■	■		■	■
German, Modern Hebrew							■
Latin			■				■
Italian			■				
Languages with Listening							
Chinese, French, German, Japanese, Korean, and Spanish		■	Register early, and no later than the regular registration deadline, if you want to take a Language Test with Listening. You may take only one listening test at that time (listening tests administered in November only).				

Notes: If you miss a test, call Customer Service to reschedule (you will need to pay the test change fee).
 Sunday test dates immediately follow the Saturday test dates.
 Use the early international deadline when registering through an SAT International Representative or requesting the opening of an international test center closer to home. International registrations must be **received** by the deadlines; all others must be **postmarked** by the deadlines.

Admission Ticket Mailings							
Begin Mail Date	Aug 13	Sep 10	Oct 8	Dec 3	Jan 7	Mar 10	Apr 14
End Mail Date	Sep 26	Oct 24	Nov 21	Jan 16	Feb 20	Apr 23	May 28

Score Reports

Scores are available online and by phone several weeks after the test date. Official score reports are mailed about five weeks after the test. Some scores may take longer to report. Visit www.collegeboard.com for a list of approximate score availability dates.

Take advantage of your full score report! Remember:

- Every time you send scores to a college or university, you and your counselor will see information about that institution matched up to your personal preferences on your score report.
- Your online score report provides important information to help you improve your scores. You'll also have access to majors lists and career planning ideas that fit your personal profile as well as suggested college matches based on your interests.

Fees for 2007-08

Test Fees

SAT Reasoning Test	\$43
Subject Tests	
Basic Subject Test Fee (per registration)	\$20
Language Test with Listening	add \$20
All Other Subject Tests	add \$8 each

Additional Processing Fees (Add to Test Fees)

Register by phone.....	\$12
(available only if you have registered before)	
Change Fee (test type, center, or date change)....	\$21
Late Fee	\$22
Standby Fee (see note below)	\$37
International processing fee	\$25
Additional surcharge (India & Pakistan).....	\$22

Note: Standby testing is not allowed in Benin, Cameroon, Ghana, Kenya, Nigeria, or Togo.

Fees for Receiving Your Scores

Scores by Web	FREE
Official Score Report (automatically mailed)	FREE
Scores by phone (per call)	\$12

Fees for Sending Your Scores

Score report requests at registration.....	4 included
Additional score report requests*	\$9.50 each
Additional processing fees:	
Request by Web or mail.....	FREE
Request by phone (per call)	\$10
RUSH order (per order)	\$26.50
Scores retrieved from archive	\$20
(Additional fees may apply)	

Student Answer Service Fees

SAT Question-and-Answer Service *	\$18
SAT Student Answer Service*	\$10

***Fees are nonrefundable except as noted with an asterisk.** You must have missed your test date to receive a refund for these services. Orders cannot be refunded, returned, or canceled after shipment.

Additional Service Fees

Hand-Scoring/Score Verification Request:	
Multiple-choice score verification	\$50
Essay score verification	\$50
Refund processing fee	\$7
(for overpayments and duplicate payments)	

Payment Notes

Do not send cash. We will return unprocessed all registrations and orders received with cash or checks drawn on non-U.S. banks or other forms of payment not listed as acceptable on www.collegeboard.com. We reserve the right to electronically collect payments by check.

Checks returned to the College Board for insufficient funds will be re-presented electronically and your account will be debited for the amount of the check plus the state-allowed fee.

